

**AN EXAMINATION ON THE EFFECTIVENESS OF STRATEGIES USED FOR THE
PREVENTION OF DRUG ABUSE IN ZAMBIAN SCHOOLS: A CASE STUDY OF
FOUR PUBLIC SECONDARY SCHOOLS IN LUSAKA DISTRICT.**

BY

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DECLARATION

I, TAINESS NYONDO, hereby declare that the work presented in this dissertation is the result of my research work and that it has not previously been submitted for a degree, diploma or other qualification at this or another University.

SIGNED: _____

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APPROVAL

This dissertation of TAINESS NYONDO is approved as fulfilling the partial requirement for the award of Master of Public Administration Degree by the University of Zambia.

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ABSTRACT

The study was conducted to examine the effectiveness of strategies used for the Prevention of Drug abuse in Zambian Schools: a case study of Four Public Secondary Schools in Lusaka District.

The study had four specific objectives which were: To identify causes of drugs abuse at Munali Boys and Girls and Kabulonga Boys and Girls Secondary Schools; to examine the preventive and curative strategies implemented in the schools sampled; examine the strategy implementation mechanisms adopted and identify constraints leading to failure; and to make recommendations of effective actions and strategies to address the pupil drugs abuse scourge.

The study used both probability and non-probability sampling methods to select a total of 115 respondents. Simple random sampling was used to select 100 pupils, while purposive sampling was used to select 15 key informants. Qualitative data was analyzed using content analysis while quantitative data was analyzed using a computer software program called Statistical package for Social Sciences or SPSS version 20.

The study found that:

- a) Factors influencing drug abuse among pupils include: early introduction to alcohol; exposure to adult beer drinking or alcohol dependence; access to alcohol from parents and others; association with friends who abuse drugs like drinking heavily; Zambia's beer drinking culture; access to cheap drugs like alcohol, codeine and many others and drugs marketing .
- b) Drug abuse preventive strategies and policies put in place were less effective as the number of pupils involved in the bad vice was increasing. The most abused drugs by pupils were alcohol, codeine, marijuana or weed and cocaine. At the same time, only 48% of pupils take part in sensitization programmes on the dangers of drug abuse. This shows that the preventive measures in place were not effective enough.

However, based on the findings of the study it was recommended that classroom-based prevention strategies should be complemented with family, community, and policy initiatives. Furthermore, the government should address the problem of drugs availability from commercial providers and should conduct enforcement campaigns using compliance checks and also fine or suspend licenses as penalties for establishments that sell drugs to pupils or Juveniles.

Key words in the text are: Drug abuse (Alcohol, Codeine, marijuana or weed), preventive measures, and effectiveness.

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DEDICATION

This dissertation is dedicated to my mother Christian N. Nyondo who has been praying for me, my husband Mundia Namusunga for the love and support, my children Judith-Sepiso Muntai and Mundia Nasalifya Namusunga, my brothers (Jonas, James, Robert and Pascal), sisters (Charity, Lydia and Catherine) and friends, my supervisor Dr. Mulenga C. Bwalya, my lecturers and all those who contributed to the production of this dissertation for their love and support rendered during my studies.

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ABBREVIATIONS

DEBS	District Education Board Secretary
DEC	Drug Enforcement Commission
DMIP	Drug Master- Plan Implementation Project
SPSS	Statistical Package for Social Sciences
UNDCP	United Nations Drug and Crime Prevention
WHO	World Health Organization
MoGE	Ministry of General Education
MoH	Ministry of Health
NGO	Non- Governmental Organization
FBO	Faith-Based Organization
UN	United Nations
EU	European Union
ZHDS	Zambia Health Demographic Survey
UNESCO	United Nations Educational, Scientific and Cultural Organization
DDRP	Drug Demand Reduction Programme
AUC	African Union Commission
ZNBC	Zambia National Broadcasting Services
UNICEF	United Nations Children’s Fund
SADC	Southern Africa Development Community
ZECF	Zambia Education Curriculum Framework
ECD	Education and Counselling Department

CHAPTER ONE

INTRODUCTION

1.1 Background

Zambia, like many African countries, is facing the problem of drug abuse among the school pupils. In order to address this situation, in 1989, the Government of the Republic of Zambia established the Drug Enforcement Commission (DEC) under an Act of parliament, with the dual mandate of enforcing the drug law and educating the public on the dangers of drug abuse. By 1994, the National Education Campaign Division (NECD), a department within DEC took responsibility of awareness campaigns through sensitization programmes by forming a special school-based programme known as Institutions of Learning Programme. This was the beginning of formal efforts by government to address the issue of drug abuse through the European Union sponsored Drug Master-Plan Implementation Project (DMIP). The project ran between 1998 and 2001 (EU / DEC, 1999).

From 2002 to date, the Ministry of Education has included aspects of anti-drug abuse into the school curriculum and has in some schools established counselling and guidance departments which deal with, among other things, drug abuse issues. In addition, through the Institution of Learning programme, DEC conducts awareness campaigns among school pupils on the dangers of drug abuse.

In spite of mounted and vigorous campaigns by the Drug Enforcement Commission (DEC) and other stakeholders, the nation at large still faces the problem of pupils taking drugs more especially alcohol, codeine, marijuana or weed in schools. A Zambia Global School Health survey (2004) conducted by the World Health Organization (WHO) on 2,257 pupils between grades one and seven revealed that 43 percent of school- going children in Zambia consume drugs. According to DEC, (2009), during the period from 2007 to 2009, the DEC's Education Campaign Division (NECD) carried out a survey in Livingstone where it was found out that eighty-seven (87) pupils were involved in drug abuse. The survey found that the overall percentage drug use among pupils between grades seven and ten was 36.7% while the prevalence of alcohol use among pupils drinking was 42.6%. This clearly shows that there is a lot of drug abuse occurring in schools in Livingstone. The drug abused especially alcohol by the pupils has

reached worrying levels in all parts of the country in Zambia and this can be seen not only in Livingstone but almost all the provinces in Zambia (ZCCP, 2006; Zambia Global School Health Survey, 2004).

The Times of Zambia online edition (2009) reported how even with the preventive strategies put in place and also even with the minimum legal drinking age of 18 years many adolescents below this age, have continued abusing drugs especially alcohol. The same newspaper reports how juveniles as young as nine years have been patronizing drinking places and illegally consuming intoxicating liquor. The Post Newspaper online edition (2017), observed that underage drinking and drugs in Zambia is on the increase and is perpetuated by bar owners who do not abide by the law that restricts all those who are below the age of 18 from consuming alcohol and also taking drugs. The Global Health Survey (2004) indicates that 42.1% of pupils who were 13 years old or younger when they had their first drink of alcohol were in grade seven.

Zambia Daily Mail limited online edition (2017) also reported that during the commemoration of World's Drugs Day, on the July, 26, 2017, the Kalonga Secondary School Head Teacher disclosed that most disciplinary cases found at the school involved pupils abusing drugs especially alcohol, codeine, marijuana. The same newspaper reported how the Kabwe Mayor revealed that juveniles in Central Province were the worst culprits of the vice that has seen more than 16 juveniles being arrested for drug-related cases in less than six months.

Kangwa (2019), asserts that even with anti-drug clubs and other related clubs being formed in schools, very few pupils had signed up for these clubs resulting to increased number of pupils abusing drugs and also making the pupils become more innovative in terms of not getting caught drunk or abusing drugs.

According to Champ Zambia (2018), Lusaka Province recorded to have had the highest number of pupils abusing drugs especially alcohol, codeine, marijuana or weeds. Further, the Drug Enforcement Commission (DEC) (2014) statistics show that 221 pupils were counselled for drug abuse related problems, 180 of them came from Lusaka District. According to the Global Health Survey (2004), grade seven pupils used drugs more than grades eight and nine. Further, those 42.7%, 30.4% and 24.2% grades seven, eight and nine respectively were abusing drugs such as

marijuana or hashish more than once. Overall, 45.1% of students, with 40.8% males pupils and 48.7% female students had a hangover, felt sick, missed school, or got into fights as a result of drinking alcohol with grade sevens significantly more involved than at 48.1%.

1.2 Statement of the Problem

Despite numerous strategies put in place by school authorities to prevent drug abuse among pupils such as awareness programmes and pupil counselling by school authorities, the problem of drug abuse is still on the increase. The Post Newspaper online edition (2017), reported how even with the preventive strategies put in place and also the minimum legal drinking age of 18 years, many adolescents below this age have continued abusing drugs. Kangwa (2019), stated that even with anti-drug clubs and other related clubs being formed in schools, very few pupils had signed up for these clubs resulting to increased number of pupils abusing drugs and also making the pupils become more innovative in terms of not getting caught drunk or abusing drugs.

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However, despite all these efforts put in place to curb this vice, the problem of pupils abusing alcohol and drugs has continued in Zambian schools. This research therefore, intends to fill this gap by conducting a research to examine the effectiveness of strategies used for the prevention of drug abuse in Zambian schools: a case study of four public secondary schools in Lusaka district.

1.3 Research Objectives

The main objective of this study is to examine the effectiveness of strategies used for the Prevention of Drug abuse in Zambian Schools: a case study of Four Public Secondary Schools in Lusaka District.

1.3.1 Specific Objectives

1. To identify causes of drug abuse at Munali Boys and Girls and Kabulonga Boys and Girls Secondary Schools.
2. To examine the preventive and curative strategies implemented in the schools sampled.
3. To examine the strategy implementation mechanisms adopted and identify constraints leading to failure.
4. To recommend effective actions and strategies to address the pupil drugs abuse scourge.

1.3.2 Research questions

1. What are the major causes of drugs abuse among pupils' in schools in Lusaka District?
2. What are the preventive and curative strategies implemented in the schools sampled?
3. What are the strategy implementation mechanisms and constraints leading to failure?
4. What are the effective actions and strategies to address the pupil drugs abuse scourge?

1.4 Significance of the study

At a time when there is widespread concern by the community and government about drug abuse among schools' pupils, a study of this nature is important. The significance of this study is that it has provided valuable insight on the reasons why the preventive strategies currently in place are not effective. These included peer pressure, early introduction to alcohol; and exposure to adult beer drinking or alcohol dependence; access to drugs especially alcohol, Cigarettes and many others from parents, among others. It can be said that numerous social and environmental influences affect pupils and youths including messages they receive from advertisements, community practices, adults, and friends about drugs. The study has further made important recommendations which provide solutions to this problem and how best it can be attended to by various stake holders in the fight against drug abuse in schools. These include comprehensive

interventions targeting underage drinking, messages to motivate individual pupils and youths to choose not to consume drugs (alcohol, cigarettes, codeine etc.).

Its findings will help schools and the Drug Enforcement Commission to know the reasons for the ineffectiveness of the strategies in place and improve upon them. In addition, they will be aware of other challenges they have to address in their school-based alcohol preventive programmes to reduce drug abuse among the pupils in Zambia. By consulting the pupils on their experiences with drugs regarding its causes and effects, prevention strategies that are workable will be arrived at and this may help those adolescents who are in their initial or experimental stage of drug abuse leading to a greater opportunity for future sustainable prevention effort. Due to its diverse nature, no solution will work as a single factor for the reduction and elimination of drug abuse by school pupils. Therefore, a concerted effort is required to try and fight the problem as early as possible.

Lastly, the Zambian Government has concentrated so much on drug abuse in general especially among vulnerable youths and adults in urban areas. Even with government effort to prevent underage alcohol consumption, the continued use and misuse of drugs by the adolescents is still so high that there is need for continued effort to find appropriate solutions suitable to the prevailing problem (The Post News Paper of 28th November, 2009).

The subject of drug abuse in public secondary schools was worthy of being investigated because if left unresolved, the problem of drug abuse by pupils will escalate to uncontrollable levels. This will further lead to pupils developing numerous problems which include mental health problems, violence and a general increase in criminal activities. The dependence on drugs may lead to pupils resorting to crimes such as theft to raise funds to buy the required drugs. At the end of it all, society may have become violent and unsafe for all.

1.5 Conceptual Framework

The presentation of the conceptual framework is in two parts. The first is the definition of terms used in the study and the second is the conceptual model guiding the research.

1.5.1 Definition of key Concepts and terminologies

The key concepts and terminologies in this research are activities that are undertaken by school authorities and other interested organisations in the process of preventing drugs abuse among pupils. These include the following:

1. **Drug** is anything you take that affects the way your body works for example Alcohol, Codeine, marijuana or weed etc.
2. **Drug Abuse:** is a pattern of excessive usage of drugs to the point where it affects one's health and also brings about social consequences to the person and those around them.
3. **Alcohol:** this is a beverage that when consumes a lot affect the way the body works
4. **Effectiveness:** producing an intended or desired effect.
5. **Ineffectiveness:** not producing an intended or desired effect.
6. **Preventive strategies:** Planned activities and approaches that have been put in place by school authorities, DEBS and the Drug Enforcement Commission in order to respond to the drug abuse problem in schools.
7. **Poor Pupils academic Performance:** Poor performance implies obtaining low or poor grades by majority of pupils.
8. **Poor School academic performance:** Is where the school has recorded Low student's mark under the normal average in a study subject level as a result of an external or internal of reason.

1.5.2 Conceptual Framework for the effectiveness of preventive strategies

The model shown below depicts the effectiveness of preventive strategies of drug usage or abuse in schools by school management.

Figure 1.1: Model of Effective Pupil Drug Abuse Prevention Strategies

INPUTS

- Effective strategies of controlling alcohol and drugs usage by school management
- Effective sensitisation by Drug Enforcement Commission
- Increased in Counselling Activities for pupils against Drug Abuse
- Availability of Flyers and brochures on dangers of Drugs Abuse

ENVIRONMENT

- Safe environment for all.
- Reduction in violence
- Improved national economic development
- Reduction government spending on

FEEDBACK

- Improved Socio-economic Outcome
- Good School Academic performance e.g. -Low illiteracy, crime, low levels of poverty etc

PROCESSORS

- Reduction in taking too much alcohol by pupils
- Reduction in Smoking of prohibited Drugs by Pupils (Cocaine, Marijuana)
- Reduction in Trafficking of psychotropic substances by pupils (Cocaine, Marijuana)

OUTPUT

- Reduction in the number of Drunk pupils in Class due to Alcohol Abuse
- Reduction in Mental Health Cases
- Reduction in violent activities
- Reduction in Riots
- Reduction cases of defilement and pregnancies
- Reduction in results of Vandalism

Source: Authors own illustration

This conceptual framework is based on the assumption of the Systems Theory. According to Laszlo (1975), Systems theory is an interdisciplinary study of systems as they relate to one another within a larger, more complex system. The key concept of systems theory, regardless of which discipline it's being applied to, is that the whole is greater than the sum of its parts. In this research, the individual pupils who abuse alcohol and drugs form a system. This system is expected to be complex as the pupils come from different backgrounds, age groups, with different behaviour, norms and beliefs. The whole system is expected to exert pressure on its individual pupils who would not want to be rejected hence the whole being greater than the sum of all the pupils

Laszlo (1975) further argues that a system is an entity that is made up of interrelated and interdependent parts that work together to achieve their objectives. In this research, it is expected that the pupils will naturally organise themselves into groups dependant of their interests and their after work together in order to achieve their common objectives. This common objective may vary and include the abusing of drugs. Further, it is expected that there will be a relationship between the different components of the system being the pupils, teachers, the drug enforcement commission and the parents. These components are expected to be interdependent parts that will work together to curb drug abuse by pupils. In other words, the working together is part of the processor that processes the inputs from different components being the efforts from the pupils, parents, teachers and the Drug Enforcement Commission in order to end drug abuse by pupils.

Cleeson (2019) also adds that systems can be considered either open or closed. Open organizations exchange information, energy, or resources with their environments, whereas closed systems do not. In reality, because no social systems can be completely closed or open, they are usually identified as relatively closed or relatively open. The distinction between closed and open systems is determined by the level of sensitivity to the external environment. In this research, it is expected that there will be both a closed and open system. An open system is where the pupils will willingly participate in the effective preventive measures put in place to make the measures effective.

These include lessons on the negative effects of Drug abuse into the school Curriculum, sensitisation talk by Drug Enforcement Commission, counselling by School Counsellors,

provision of Flyers and brochures on dangers of Drugs Abuse, Sensitisation talk and drama activities by the school authorities on dangers of Drug abuse. This will form part of the output from the inputs that were provided through sensitisation efforts by teachers, parents and the Drug Enforcement Commission. These outputs will be seen in an open system in form of reduction in drugs abuse among pupils. On the other hand, a closed system is where pupils close themselves to the preventive measures put in place by the school authorities making them ineffective. This will also form part of the output in the system being the negative vices being pupils avoiding sensitisation talk by the Drug Enforcement Commission, uncontrolled behaviour through Binge beer drinking and drugs. If this occurs, then just like the systems theory stipulates, the whole system will collapse leading to failure to accomplish the main objectives of ending drug abuse among pupils.

According to Cleeson (2019), closed systems are insensitive to environmental deviations, whereas open systems are responsive to changes in the environment. An open organization monitors its environment and collects information about environmental deviations that are labelled as inputs. Inputs can also be thought of as a form of feedback. This will lead to adaptation. According to this approach, any organization has to be able to preserve its viability and stability, creating its own internal environment that is able to respond effectively to external stimuli at all levels leading to a dynamic processes and several kinds of internal changes. These changes have an impact on the system. In this research, it is expected that there will be changes in the pupils as an impact of the sensitisation programmes put in place by school authorities. The impact is expected to be positive where preventive measures are effective and negative where preventive measures are ineffective. The positive impacts include i) reduction in the number of drunk pupils in class due to alcohol abuse, ii) reduction in mental health cases, iii) reduction in violent activities, iv) reduction in riots, v) reduced cases of defilement and pregnancies and vi) reduction of cases of vandalism. On the other hand, the negative impact includes an increase in the number of drunk pupils in class due to alcohol abuse, increased in mental health cases, increased in violent activities, increased in riots, increased cases of defilement and pregnancies and increased in results of vandalism. The above out comes forms becomes the outputs of the systems theory.

Laszlo (1975) further explains that when the outputs of a system ultimately affect its inputs, it causes the system to feed back into itself circularly. Therefore a system will always have a feedback from its inputs. In this research, feedback will be in form of the outcome of the impact of the preventive measures in place. This feedback in form of outcomes will be both positive and negative. Positive feedback includes good pupil's performance which will lead to overall good school academic performance and subsequently good social-economical outcomes. On the hand negative feedback includes poor pupil's performance which will then lead to overall poor school academic performance and poor social-economic outcomes. The negative feedback will then form part of the inputs into the system in form of aspects that need to be improved to ensure that there is an end to drug abuse by pupils. This will lead to a change in the strategies put in place by school authorities or teachers, parents and the Drug Enforcement Commission. The cycle continues hence the systems theory.

1.6 Organisation of the study

The dissertation is organised into six chapters as follows. Chapter One presents the background to the study, statement of the problem, purpose of the study, objectives and research questions. The chapter also includes significance of the study, limitations, research sites, definitions of terms, conceptual model, organisation of the study and summary.

Chapter Two presents literature review based on the studies done by different researchers regarding the issues related to the "Effectiveness of Strategies for the Prevention of Drug Abuse in Zambian Schools" and elsewhere in the world. It ends with a summary.

Chapter Three presents the methodology used in the study. It includes research design, study population, study sample, sampling procedure, research instruments, data collection procedure data analysis, ethical consideration and a summary.

Chapter Four presents the findings of the study. Chapter Five discusses findings of the study, while Chapter Six presents conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature from various studies and articles pertaining to Effectiveness of Strategies for the Prevention of Drug abuse in Zambian Schools.

Literature was presented in line with the objectives of the study as follows: causes of drug abuse among pupils in schools, and the preventive strategies used in schools to curb the growth of students' drug and alcohol abuse among the Zambian Public Schools. It ends with a summary.

2.2 Causes of drug abuse among pupils in schools

A survey report titled "*Cigarette Smoking Among School going Adolescents in Kafue, Zambia*", a report in Kafue showed that one of the causes that led to increasing alcohol and drugs abuse in Zambian schools was as a result of students having pocket money and not knowing what to do with it, and also reported that having friends or parents who are alcohol and drug addicts was also a contributing factor among others (Siziya et al. 2007).

From this study, we learn that if pupils are exposed to money of which they have little or no valuable use for, chances are they are most likely to use the money for bad vices such as drugs and alcohol. However, weakness of this study is that it was localized to Kafue district which is a small town as compared to Lusaka which has a higher population. In addition to that, this study looks at the reasons for the ineffectiveness of alcohol abuse preventive strategies used in Zambian public schools to stop or reduce alcohol abuse among secondary school students.

WHO (2014) conducted a survey in Zambia titled 'Global Status on Alcohol, whose objective was to adapt Alcohol policy which will enable the government to control supply and demand, minimize alcohol-related harm, promote public health, coordinate and ensure alcohol abuse in the country is brought to a stop because the rate at which alcohol and drugs were being abused among the people in the countries was worrisome. From the analyzed data there was weak law enforcement that led to increasing alcohol abuse in Zambian school. This was reported from the observed facts that bar owners were not refusing selling alcohol to underage children and also

they never reported any parent that sends their children to buy alcohol. In addition, it was reported that the police were not arresting the bar or shabbeen owner who sell alcohol to children and also they were not arresting the children who were found taking alcohol.

From the report, it was observed that there were weaknesses in that the study did not look at the alcohol abuse preventive strategies found in schools to fight the problem at hand and also how effective they are in Zambia. From this report, it was observed that there was a gap which needs to be filled up based on reasons for the ineffectiveness of alcohol abuse prevention strategies used in the Zambian schools on students.

Coggans and MacKellar (1994) 'Drug use amongst peers: peer pressure or peer preference? 'Drugs: Education, Prevention and Policy', in Zambia, blamed peer pressure as one of the main reasons many young people start using alcohol. According to the report findings, it was reported that some teenagers find it difficult to refuse a drink if it was offered by friends for fear of rejection or disapproval of not being strong enough to take alcohol. The ZCCP (2006) also reports that peers put pressure on their friends and induct some of them into dangerous drinking habits; the same report further explains that outings for school teens offer them the opportunity to drink, sometimes with damaging effects. The report also that the television advertisements about alcohol often aired at times of high viewer presence; do not come with public warnings and encourages young children to take alcohol. ZCCP (ibid) further report that these advertisements stress the fascinating aspect of alcohol-lifestyles and are meant to impress young people, and to encourage them to drink even more. The report affirms that many advertisements carry messages that are unreliable, suggesting that alcohol consumption boosts one's capacity to work or increase sexual performance which send wrong messages of courage and strength to young people and it is because of this that we still experience the increase of alcohol abuse among school going pupils leading to the strategies being ineffective.

It was observed from ZCCP (2006) study that it had weakness in the sense that it did not give a solution on how well to fight or stop the problem at hand and also whether the identified factors contributed more to drug and alcohol abuse or not. In addition to that, this research did not highlight whether there are existing preventive strategies identified to solve the problem identified and if they are, how effective there are? It is from this gap I am conducting this

research to examine the measures put in place to address the current problem that keeps troubling our nation which causes more harm than good and also to evaluate the reasons for ineffectiveness of these preventive strategies.

A study done by Boog (1999), titled “*Rapid Assessment Study of Drug*” Livingstone, whose objective was to identify the major reasons influencing young children to abuse drugs and alcohol in schools, reported that degrading economic situation, lack of social controls, peer pressure, weak parental guidance, availability of drugs and alcohol in the community were major instigating reasons for increased abuse of alcohol among pupils in Zambia. In this report it was observed that these reasons responsible for the increase in drugs and alcohol abuse in school comes from various sector of life and the only way of stopping and reducing the intake of drugs and alcohol was by educating the young ones on the dangers of drugs and alcohol abuse.

This study shows weakness in the following area because it did not state which reason contributed more to the increase of alcohol abuse and also did not look at the drugs and alcohol abuse preventive strategies that would help solve the existing situation. From the gap that was identified, I conducted this research to investigate the reasons for the ineffectiveness of alcohol abuse preventive strategies used in schools.

Nsemukila and Mutombo (2000) titled ‘*Drug use Opinion Poll: Cannabis use in Selected Areas Along Zambia’s Main Line of Rail,*’ Lusaka. It was reported that reasons responsible for the increasing alcohol and drugs abuse in schools were as a result of cultural beliefs, traditional medical practices, perception regarding its power, peer and family pressure, feeling of fun and excitement. In addition, widespread belief among students of increased intellectual capacities or perceived high academic performance in school also influences them to abuse drugs and alcohol.

From this study, it was observed that it had weakness in the sense that the study did not look at the ways in which these reasons contributes to increase in drugs and alcohol abuse and how they can be stopped or prevented and also evaluate the existing preventive strategies used to stop or reduce alcohol abuse among students in Zambian schools. It was to this existent that I decided to carry out my research to full in the existing gap by investigate the alcohol abuse preventive strategies put in place in Zambian schools to stop or eradicate the problem at hand and the reasons foe ineffectiveness are they in handling the existing problem.

Another report by Newman et al (1991) "*Risk Factors for Drug use Among Adolescents*" Nigeria, reported that one of the reasons responsible for increasing abuse of alcohol and drugs were the availability of affordable alcohol and the concentration of drinking outlets in the area surrounding the school. In addition, Chaloupka and Wechsler (1996) also reported that the lower the price of alcohol and drugs, the more people will drink and abuse drugs. Drink price specials, kegs, and other sources of low-priced alcohol encourage binge drinking and intoxication.

The weakness of this study was that the methodology used was Longitudinal which compromised the outcome of the study and did not look at the preventive measures used to stop or eradicate the abuse of alcohol and it was from this gap that I conducted this research to identify measures put in place to address the problem and also to evaluate how effective they are in schools to reduce or eliminate alcohol and drug abuse among secondary schools in Lusaka.

An article by Pentz et al, (2002). '*Parental substance use as modifier of adolescent substance use risk*' Kenya, reported that Social pressures are a contributing reason to alcohol and drug abuse by adolescents. A Survey by Prior (2000), also reported that many young people first experience alcohol and drugs use in their homes. Adults in the family may drink and use drugs at meals, at special occasions like parties and weddings or simply while at home watching television. They also reported that children come to view drinking and using drugs as part of being an adult. Others begin drinking and drugs when adults send them to buy or deliver alcoholic drinks and it is because of this that many school pupils start drinking and drugs at a very early age and by the time they reach high school it becomes worse leading to abuse of alcohol and drugs.

The weakness of this study was that it highlighted clearly the reasons that led to increasing alcohol and drugs abuse but did not mention the preventive strategies being applied to stop or eradicate this problem and did not identify whether there are certain reasons that contribute more to the increasing rate of alcohol or not . Moreover, the study did not look at the effectiveness of the preventive measures or strategies being applied to reduce the current problem at hand. Regardless the intervention government put in place to compact this problem, the situation keeps on getting worse and it is to this reason why I was conducting this research to evaluate the

effectiveness of the preventing strategies put in place to reduce or eliminate Alcohol and drugs abuse among the secondary school pupils.

A report by Jessor, and Jessor, (1977) '*Problem Behavior and Psychosocial development: Longitudinal study of Youth' in New York*' highlighted that the school culture seems to be one of the reasons that influence pupil involvement in alcohol abuse. The report also revealed how at one time school officials especially at college level regarded drinking and drugs on campus as a rite of passage which did not have any serious effects on the students.

A research by Schaefer (1996:130) '*Choices and Consequences: What to do When a Teenager Uses Alcohol/Drugs*' and Bezuidenhout (2004:122) '*A Reader on Selected Social Issues*' assert that there are various reasons that cause young people to abuse drugs and even become addicted. These include family networks, interaction and home environments. Bezuidenhout (2004:123) says that adolescents with substance abusing parents experience a higher rate of parental and /or family problems than do adolescents whose parents do not abuse substances. This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities, thereby at times leading to adolescent drug taking. Schaefer (1996:133) added that youths with poor home support tend to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abusing subgroup. The weakness of this study was that it did not state how best to curb this vice of drug abuse among school pupils and what intervention to use to help fight the problem which is affecting the schools in terms of drug abuse among pupils in schools.

According to Kiiru (2004:55) '*Youth in Peril: Alcohol and Drug Abuse in Kenya*' stated that some of the reasons of drug abuse among pupils were that some youth from rich families abuse substances because they can afford them, while some from poor families, due to frustrations, abuse cheap drugs such as alcohol. In addition, frustrations arising from lack of school fees and other basic needs may lead students to abuse drugs based on the false believe that use or abuse of substances will make one forget one's problems. However, the weaknesses this study was that it clearly stated the reasons that led to increase of alcohol abuse but did not report on the measures that were put in place to stop the identified problem and what were the outcome of the research, and what were the preventive measures put in place to address the problem, and how effective

the preventive strategies used in schools to stop or reduce the abuse of alcohol among the students because despite these measures being put in place, we still see cases of pupils continuing abusing drugs. It is to this reason that I have identified a gap for me to conduct my research because there is need to evaluate the reasons for the ineffectiveness of the preventive measures used in place to stop or eradicate abuse of alcohol.

2.3 School based preventive strategies and strategy implementation mechanisms used on students by the school authorities

A study done by Kinuthia (2018) titled *‘Interventions employed in curbing the level of drug abuse in Secondary Schools of Kajiado North Sub-County, Kenya*. The aim of the study was to analyse the measures and techniques used in secondary schools in Kajiado North sub-county to lower the levels of drug abuse so as to establish effective approaches against drug abuse in secondary schools.

The study findings revealed that among the strategies used to prevent students from indulging in drug abuse were education on drug abuse, guidance and counselling, the presence of strict drug abuse policies and parental involvement. In addition to that, the study further revealed that secondary school administrators in Kajiado North sub-county were still putting great efforts to lower the level of drug abuse in schools. According to the study findings; it recommended that school drug policies should focus more on educational and remedial measures rather than on punitive measures.

Despite the school drug prevention policies that have been put in place to curb drugs and alcohol abuse among pupils and it is for this reason that the researcher has identified a gap to investigate the reasons for the ineffectiveness of the drugs and alcohol abuse preventive strategies used in the Zambian public schools.

A research done by Masiye and Ndhlovu (2016), titled *“impact of drug and alcohol abuse school-based preventive Strategies on pupils in selected schools in Livingstone district of Zambia*, the aim of the study was to determine the impact of drug and alcohol abuse preventive strategies used by teachers and the Drug Enforcement Commission on pupils in selected schools.

In Livingstone District and according to the study findings, 62% of pupils indicated that their knowledge of drug and alcohol abuse had increased. Regarding behaviour, the researchers, school managers and DEC officers concluded that although preventive strategies used in schools had a significant positive impact on pupils' knowledge, there was very little impact on pupils' behaviour change, the researcher recommended that school-based drug and alcohol abuse prevention should be based on more interactive strategies where providers of drug and alcohol abuse preventive education should teach pupils more of drug refusal skills in combination with social life skills. In addition to that, teachers and peer educators should receive training in drug and alcohol abuse preventive education and also DEC officers should provide drug and alcohol abuse preventive education on a regular basis and funding to National Education Campaign Division of DEC be increased to enable it to use research evidence-based strategies.

The weakness of this study is that the researcher clearly highlighted the measures put in place but did not state whether the measures are effective or not effective and it is from this gap that this study will concentrate to ensure that it looks at the effectiveness of the preventive strategies used in Zambian public schools to curb drugs and alcohol abuse among the school going pupils.

Selestine (2011), titled "*Alcohol consumption in Lusaka urban district, Zambia: A population based survey, 2007*" conducted a recent report on the Zambia 2004 Global School-based Student Health Survey which indicated that levels of drugs and drinking alcohol among 13 to 15 year-olds-school going adolescents was as high as 38.7% among males, and 45.1% among females. This survey showed an overwhelming increase in drug and alcohol abuse among the young people and indicated that, unless preventative and control measures are set in place, the burden of drug and alcohol will continue increase considerably in Zambia.

The aim of this study was to estimate the prevalence and determinants of drug and alcohol use in the adult population of Lusaka District, Zambia. The weakness of this study was that the study used multi-stage cluster sampling technique to select study participants and from each selected constituency, one ward was selected. From the above, it is very difficult to give a general view about a country because what may be transpiring in one province may be different from the other province. From this study, a gap was left in the sense that it did not state the reasons why

the strategies put in place ineffectiveness of drugs and alcohol abuse preventive strategies applied in Zambian public school to eradicate the problem at hand.

A report study by Swahn et al. (2011), titled *“Alcohol Marketing, Drunkenness, and Problem Drinking among Zambian Youth: Findings from 2004 Global School-Based Student Health Survey”* reported that the prevalence of exposure to drug and alcohol education and alcohol marketing practices among school youth in Zambia showed that 45% of the youth who had received drugs and alcohol education knew how to refuse drugs and alcoholic drink. However, it was also found that receiving drugs and alcohol education was not associated with drinking behavior. A report by Bangert-Drowns (1988) conducted a meta-analysis of 33 school-based prevention programmes which mainly focused on drugs and alcohol and emphasized information educational Strategies. The report examined changes in drug-related knowledge, attitudes towards drugs and drug use behavior. From the report, results showed that education increased drug related knowledge and changed attitude. However, Programmes that had used lectures as their only strategy had less influence on behavior change than those that used discussion.

It can be observed that from the findings, this research had weakness in the way it conducted the research because according to the findings, very little behavior change occurred in pupils who had volunteered to take part in the education. Moreover, it is from the following observation that this research identified a gap because the study did not look at the effectiveness of drugs and alcohol abuse Preventive Strategies that were implemented to solve the problem at hand, its focus was on the ways in which they can reduce the intake of drugs in schools, it is from the gap that my research will try to solve the current problem in the preventive strategies used because of the poor outcome of the research.

Twala (2008) titled *‘Evaluation of Primary Prevention of Substance Abuse Programme among Young People at Tembisa’* conducted a study on the effectiveness of substance abuse primary prevention programme for young people at Tembisa in South Africa. From the report the findings showed that although the programme had a positive impact on knowledge about drugs, information given to young people could not determine change in behavior and from his conclusion, he stated that increasing knowledge alone does not stop young people from abusing substances. In addition to that, reports by Allot et al., 1999; Cuijpers, 2002; Botvin and griffin,

(2003) also concluded that preventive strategies primarily designed to increase information are not effective.

The weakness of this study was in the area that it mainly concentrated on drug abuse unlike alcohol abuse among young people in South Africa which was also one of the major problems found in school. It is from this gap that my research is based on in that it will investigate the effectiveness of both drug and alcohol abuse in the preventive strategies in schools and apply it in the Zambian public school's students.

Gorman (2003) titled "Alcohol and Drug Abuse: *The Best of Practices, The worst of Practices: The Making of Science-Based Primary Prevention Programmes.*" In Nigeria reported that strategies based on social learning theory and problem behavior theory proved to be successful in preventing a wide range of undesirable behaviors, including drug and alcohol abuse. For instance, the Social Influence and Competence Enhancement strategies produced impressive reductions in drug abuse. Another report by Hansen (1992) reviewed 45 studies on the effects of social influence strategies such as resistance skills and inoculation strategies. It was found that these strategies were more successful than information-based or affective educational approaches. Similarly, another study by Eggert et al. (1994) reported that educational programmes based on social learning principles had beneficial long-term effects on drug and alcohol abuse by pupils.

From these studies, it can be observed that there is weakness in the sense that these studies did not state the outcomes of the preventive strategies used in drug abuse among school pupils and also it did not state whether these studies reduced the drug and alcohol consumption among the young people and it is from this study that a gap is left in the sense that it did not highlight the effectiveness of drugs and alcohol preventive strategies used in school. It was from the observed gap that my research will base on.

A study by Tobler and Stratton, (1997), titled '*Effectiveness of School-based Drug Prevention Programmes: A Meta-Analysis of the research*', conducted seminal meta-analytic studies of school-based drug use prevention programmes in Kenya and concluded that programmes with content focused on social influences' knowledge, drug refusal skills, and generic competency skills (life skills) were more effective than programmes focused on knowledge and attitudes. The

weakness of this report was in the methodology used which presented a biased view of the findings and also little efforts on school preventive strategies on alcohol abuse were done. The report concentrated mainly on the issues to deal with drug abuse and left a gap on the alcohol abuse. It is from this that my research is based on to investigate the effectiveness of both drugs and alcohol abuse preventive strategies used in schools.

A review by Dusenbury and Falco (1995) titled “*Eleven Components of Effective drug Abuse Prevention Curricula,*” in the United States between 1989 and 1994, reported that there was general consensus that certain school-based programmes achieved at least modest reduction in adolescent drug and alcohol use. This report also highlighted that certain kinds of preventive approaches were not effective. For example, information dissemination or knowledge-based programmes that constitute the traditional approach to drug and alcohol education were found to have insignificant impact on drug and alcohol abuse.

This review had weakness in the sense that it did not state which strategies worked well and what was the result or outcome of the findings after the study. In addition to that it left a gap in the effectiveness of drugs and alcohol abuse in the education sector and it is from there that my approach of research will look at the effectiveness of alcohol abuse preventive strategies applied in public schools.

Midford et al. (2000) titled “*A Critical Review and Analysis: Cannabis Education in Schools*” reported that the Illawarra programme in Australia provided evidence of the effectiveness of Person-in-Environment approach. The programme involved students in Year 6 and had classroom components of six units of work introduced to them by Year 7. It began with a familiarization session with parents. Later on two other sessions involving parents in their children’s anti-drug activities were conducted. According to the report the curriculum covered decision making skills, information on drugs and their effects, and resistance skills and a follow-up of students was done up to Year 10. It was reported that from the results showed a significant lower proportion of the programme group had abused tobacco or marijuana compared to controls group. This study had weakness in the sense it used a longitudinal approach in its methodology which affected the results because it took a long period of time and some people changed, moved etc and the other weakness was that it only looked at drug abuse in the school preventative but

left out alcohol as one of the major problems faced in school. From the above, my research will try to fill in the gap by ensuring that it looks at the reasons for the ineffective of the preventive strategies used in school to stop or eradicate the problem at hand.

According to Kendel, (1973: 59) '*Adolescent Marijuana Use: Role of Parents and Peers*' Interactions within the family unit will play a major role in the adolescent's personality or self-concept formation. In addition, the exposure to cultural norms through the family, as well as individual adaptations, lays the foundation for influential modeling and acceptance of social orientations. The family is often viewed as the basic source of strength, nurturing and supporting its members, as well as ensuring stability and generational continuity for the community and its culture. From the traditional point of view, it is the duty of the family to protect and sustain both strong and weak members, helping them to deal with stress while nurturing its younger and more vulnerable members, the children.

The weakness of this study was that it did not state how effective this preventive strategy is among the pupils by stating if the strategy has ever brought about any noticeable changes in schools or not because as far as it is, we still see cases of pupils abusing drugs in our country and the nation at large.

Imbosa (2002:96) *An Investigation into Strategies Used in Addressing Drug Abuse Problems: A Case Study of Nairobi Provincial Boys' Secondary Schools*' carried out a study in six boys' secondary schools in Nairobi with the aim of finding out the strategies and programmes used in the schools to increase drug awareness and curb their use and abuse. The study involved both students and teachers. It established that drug use and abuse occurs in the student population as result of a complex range of factors including parental engagement in substance abuse, depression, anxiety, learning difficulties and low self-esteem of which are beyond the scope of the programmes put in place by the schools to address the problem. Based on these findings, the researcher recommended that a comprehensive study of drug use and abuse should be carried out, after which a detailed drug policy should be developed encouraging smooth planning, implementation and evaluation of the prevention, intervention and action strategies.

Despite these recommendation the researcher still stated that the government should continue coming up with a programme for intervention and prevention of drug abuse among students in Kenyan schools.

It is from this conclusion that the researcher has identified a gap by questioning the reasons for the ineffectiveness of the preventive strategies used in schools because if the government should continue coming up with measures to curb this vice, then the measures put in place are ineffectiveness because as one should expect with measures put in place, schools should not have cases of drug abuse.

Yahya (2018) 'Drug Abuse among Street Children. *Journal of Clinical Research In HIV AIDS And Prevention*' Conducted a study who aim was to determine the risk and prevalence of drug abuse among street children focusing on those in the car parks. This research focused on six critical areas: level of knowledge of drug abuse, perception towards it, level of knowledge of the causes of it in the community and among street children, level of knowledge of negative impacts of it, level of knowledge of the preventive methods; and level of knowledge of the support services and treatments needed by victims. The findings revealed among other things, that there is high level of awareness of drug abuse but the feelings towards it were mixed. In addition, victims were mostly reluctant to seek the services not only because they are hard to find but fear societal stigmatization, exclusion and discrimination and professionals' maltreatments.

The weakness of this study was on methodology where the researcher used a structured questionnaire to collect the data from thirty five participants. This type of questionnaire does not give room for the participates to air out there views to have a wider knowledge about the problem at hand. In addition, this research looked at the reasons why street children avoided help but did not state if the same reasons are the same that affect school going children which has made this research to identify a gap as to the reasons of the ineffectiveness of preventive strategies used in schools

According to Gomez et al (2011), '*factors associated with substance use among homeless young adults*' Findings suggest that social networks, economic factors, and future expectancies are significant predictors of the level of substance use among homeless young adults.

The weakness of this study was that it was not able to identify areas that place homeless young adults at risk for substance abuse and dependence which has implications for effective intervention. That is the reason that the research has identified a gap to conduct this research on the reasons for the ineffectiveness of the preventive strategies put in place to help curb this vice affecting the nation at large.

Abramson (2021), '*Substance use during the pandemic*' whose aim was to find out if COVID-19 pandemic has brought about substance abuse among people. The findings of the research reviewed that the ongoing stress and uncertainty of COVID-19 have led to increased demand for mental health services from psychologists in the United States. Conditions like anxiety and depression are not the only mental health issues people are facing. The study reviews that misuse of opioids and stimulants is also on the rise which has lead to higher risk of hospitalization and mortality. The study reviewed that the early months of the pandemic brought an 18% increase nationwide in overdoses compared with those same months in 2019 and further the trend has continued throughout 2020 to 2021.

The weakness of this study was the fact that the researcher stated that tracking substance use accurately also heavily depends on the ability to do door-to-door household or school-based surveys, which was more difficult to conduct during the pandemic and it is from this reason that this researcher identified a gap to look at the reasons for the ineffectiveness of the preventive strategies put in place to help curb this vice affecting the nation at large due to the increase number of drug abuse cases recorded worldwide. It is because of the above that the researcher examined the reasons for the ineffectiveness of the preventive strategies use to prevent drug abuse among schools in Zambia Public Schools

2.4 Summary

In summary, from the recent studies reviewed, it showed that since 1990 drug abuse especially Alcohol, tobacco and many others, has increased in most developed and developing countries and Zambia is not an exceptional. (Bauman and Phongsavan, 1999), Drug abuse has become a serious public health challenge worldwide, although the level of Drugs abuse differs widely around the world (Rhem and Gmel, 2002).

It must be noted that part of the Zambian population like any other country comprise of the youths of whom some are pupils in secondary schools. This means that they form part of the population that is affected by the problem of drugs abuse. In addition, this chapter focused on the historical perspective of drug abuse preventive strategies in Zambia and other countries. It showed that there has been so much that has been done to ensure prevention of drugs abuse in Zambia. This has basically been conducted through two main broad strategies, which are, legal and educational. The legal strategy is mainly expressed in form of laws of the country that apply to drugs abuse and the punishment as prescribed of which pupils are not an exception. The educational strategy has been expressed through taught lessons in Class by inclusion of the dangers of Alcohol and Drug Abuse in the School Curriculum.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to conduct this research. The chapter specifically looks at the type of research, scope of research, and research design, sources of data, sample size, sampling methods, data collection methods and reliability of data. This chapter will also look at the validity of data, data analysis techniques, ethics that were applied when conducting the research and limitations of the research.

3.2 Type of Research

The research was descriptive in nature. Descriptive research is a research which is used to observe and describe a research subject or problem without influencing or manipulating the variables in any way (Saunders, Lewis & Thornhill, 2012). The aim was to help the researcher to answer questions of who, what, when, where, and how associated with a particular research question or problem. This type of research was chosen because the research attempted to gain insight into the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. The research also took the form of an exploratory research. This was so as to collect background information and gain in depth knowledge about the phenomena under investigation and also to gain insight into this new area which is the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools.

In addition, the research was a case study of Munali Boys and Girls and Kabulonga Boys and Girls Secondary Schools. In addition, a case study allows more detailed information to be collected that would not normally be obtained by other research designs. Additionally, a case study narrows down a very broad field of research into one easily reachable topic and is considered useful when not much is known about a particular phenomenon (Shuttleworth, 2008). Finally, a case study is less costly in terms of time and finances (Yin, 1984).

The research took a one-time research as it was conducted on 02nd July, 2020 after Examination Classes were told to open on 1st June, 2020 due to the March 20th, 2020 Closure Coronavirus

(Covid-19 Pademic) and ended on 10th October, 2020 because non-examination Classes opened later on the 14th of Septermber,2020. The research being a one-time research was cheap and less costly in terms or financial resources because it did not take much time when it came to conducting it.

3.3 Scope of the research

The research was conducted in Lusaka at Munali Boys and Girls and Kabulonga Boys and Girls Secondary School because Lusaka is the Capital City of Zambia and the above mentioned secondary schools have a lot of students to provide me with relevant information to reduce margin of error which comes as a result of using smaller population. In addition to that, Lusaka city is chosen because it is the capital and also the largest city in Zambia. Lusaka is the Centre of both commerce and government in Zambia and connects the country's four main highways heading North, South, East and West. With increased rate of rural urban migration, mushrooming unplanned settlements and increased economic activity, the generation of alcohol abuse in schools in Lusaka was very high as compared to other districts. This could have an impact on the image of the country as Lusaka is the capital city and the four mentioned secondary schools found in Lusaka helped in the investigation of the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools in order to stop or eradicate the abuse among secondary schools completely and have sober minded students in schools.

3.4 Research Design

This research used a mixed method design comprised of both qualitative and quantitative designs. A mixed method research design is a design that mixes both qualitative and quantitative research designs in collecting and analyzing data in order to solve a particular research problem.

Qualitative design focused on collecting detailed information on the reasons of pupils' abusing drugs in secondary school and the reasons for the ineffectiveness of the preventive strategies used in the fight against this problem.

Quantitative design focused on collecting quantifiable data, which was, statistical data that was presented in form of tables, percentages, graphs and chats among others. The reason for adopting

the mixed method design was that a combination of qualitative and quantitative designs in a research helped to compliment the shortfalls attributed to each design in data collection, analysis and reporting.

3.5 Sources of Data

The researcher relied on the use of both primary and secondary data sources. Singh (2006) defined Primary data as the information obtained from the original documents or remains which are from the first witnesses of facts. Primary data was analyzed for the purpose of the research. It was in form of the minutes, records kept and written by actual participants. On the other hand, Secondary data is the data which has already been collected and analysed for other research work conducted (Ibid p118). It is also called documentary data. Primary data was collected through interviews and documentary analysis. While secondary data was collected by using a questionnaire.

3.6 Study Population

The population consisted of pupils, teachers, the officers from Counselling and Guidance department in schools, and the Headmasters at Munali Boys and Girls and Kabulonga Boys and Girls Secondary School. It also included the officers from Lusaka District Education Board secretary (DEBS) office and officials in the education department of the Drug Enforcement Commission (DEC) in Lusaka.

3.7 Sample Size

Primary data in this study was collected from a sample of 115. Since key informants were used to provide qualitative data, a sample of 15 key informants was considered to be large enough to provide valuable insights into the the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. The sample consisted of Two(2) officials from Lusaka District Education Board secretary (DEBS) office, Two(2) officials from Education Department of Drug Enforcement Commission (DEC), Four (4) Headmaster from Munali Boys and Girls and Kabulonga Boys and Girls Secondary School, Five (5) teachers from Munali Boys and Gils and Kabulonga Boys and Girls Secondary School working at the time of data

collection, Two(2) will be from Counselling and Guidance department at Munali Boys and Girls and Kabulonga Boys and Girls Secondary School.

There were also 100 Respondents (pupils) from the four schools. The consideration of the number of four schools was guided by the central limit theory which asserts that a randomly selected sample of 30 or more elements has statistics that are closely similar to the population from which the sample is drawn (Msabila and Nalaila, 2013). As already mentioned, the 100 Respondents (school pupils) were selected from four schools namely Kabulonga Boys And Girls from which 50 respondents were drawn which were divided into 25 respondents from each School; and Munali Boys and Girls Secondary School representing 50 respondents from which 25 respondents from each school were drawn gender sensitive.

Considering the sampling frame for the secondary schools, the population size of secondary schools in Lusaka district is unknown. That is because such a list does not exist. This situation is worsened by the existence of Covid 19 pandemic which took a lot of lives considering the time the study were undertaken, the pandemic was at its peak in Zambia and also worldwide. As such, multi stage sampling was adopted to select secondary schools.

3.8 Sampling Methods

This research used a multi-stage sampling method to draw a sample from four public secondary schools. This sampling method involved the selection of Four School which were picked because they had students from different backgrounds which gave me a huge pool to work with. In addition, since these secondary schools were both single sex and co sex schools, I had the opportunity to study the prevalence of drug abuse by male students and female students and therefore found out the reasons why drugs were abused by students.

Furthermore, this involved dividing the secondary schools into several strata and then used simple random sampling method, particularly the lottery technique, to select the secondary schools to be in the sample. This was done by writing names of secondary schools on pieces of paper, putting them in a box, shuffling and then pick the sample and that is how I ended up at Munali Boys and Girl Secondary School and Kabulonga Boys and Girls Secondary School.

In the second stage, the sample of 100 respondents was divided as follows: 25 respondents from each school and the actual respondents were selected by systematic sampling method by randomly selecting the first unit and the remaining units were selected at fixed intervals. A skip interval of four was used. This method is ideal because it helps to cover a wider targeted population easily. The actual respondents, who in this research were the pupils and the key informants, were purposively selected. Purposive sampling is ideal as it involves identification and selection of individuals that are proficient and well informed about the subject matter (Saunders, Lewis and Thornhill, 2012). Pupils were selected as respondents because they are the ones to provide the reasons why drug abuse is still there despite the preventive measures put in place by the school authorities, while key informants were selected because they are key stakeholders on the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools and they also have relevant knowledge on this matter.

3.9 Data Collection methods

The methods of data collection were interviews and administering of a questionnaire. Interviews were used for the key informants as they provided qualitative data. The researcher interviewed all the key informants on a face to face basis using an interview guide. This involved semi-structured interviews which allowed the researcher room to ask additional questions and get clarifications or more details about the issue (Saunders, Lewis and Thornhill, 2012). On the other hand a questionnaire was used to collect information from pupils who were included in the sample. Again the researcher went into the schools and administered the questionnaire to the pupils on a face to face basis, moving class to class, while observing the skip interval of four. This helped to collect quantifiable information on the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. The questionnaire was made up of a mixture of closed-ended, open ended and partially closed ended questions. Further, secondary data was collected by reading and analysing relevant documents on the reasons that leads to increase on drug abuse and also preventive strategies put in place by the government to curb this vice in order to obtain detailed information on what is documented on the research topic.

3.10 Reliability of Data

In order to assess the reliability of the collected data, this research tested the instruments of data collection using the internal consistent method. This involved having questions that are logically related and responses also logically related (Msabila and Nalaila, 2013). The responses should not contradict each other. Only responses that do not contradict each other were used in this research.

3.11 Validity of Data

This research applied content validity by ensuring that all aspects of the topic at hand were covered in the questionnaire and interview guides (Msabila and Nalaila, 2013). In other words, the researcher used formulated questions in the questionnaire and interview guides that had content covering all aspects of the reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. These aspects include reasons that lead to the increase of drug abuse among school pupils, preventive strategies put in place by the government and school authorities, and reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. Content validity is chosen for this research in order to ensure that all elements of the study subject are covered, thereby making the collected data valid (Msabila and Nalaila, 2013).

3.12 Methods of Data analysis.

This research used both qualitative and quantitative methods of data analysis. For qualitative data, content analysis was used to analyse data collected from key informants using semi-structured interviews. This involved grouping or putting related elements in the same category to create themes of data such as participation, attitudes, sensitisation, and reasons for the ineffectiveness of strategies used for the prevention of drug abuse in Zambian schools. Based on the data patterns, conclusions were drawn and recommendations made. On the other hand, quantitative data collected from the pupils through a questionnaire were analysed using a computer programme called the Statistical Package for Social Sciences (SPSS). The SPSS is chosen because it helps to generate percentages, graphs, tables and frequencies among others for quantifiable data. This was done by entering all the raw data collected onto excel file. The raw

data was then imported into the SPSS using the same excel file and then SPSS analysed the data and 30 provided results. The results given by the software were efficient, accurate and provided graphs and charts for further analysis. Thereafter, conclusions were drawn (Ashirwadam, 2006).

3.13 Research Ethics

This research took into consideration ethical issues. In so doing, permission was formally sought and granted to collect data from First, ethical clearance was obtained from the Directorate of Research and Graduate Studies at the University of Zambia. In addition, permission from the Munali Boys and Girls and Kabulonga Boys and Girls Secondary School headmasters and officers from both Lusaka DEBS office and Department of DEC where this research was conducted. Furthermore, consent was sought from the participants and they were also informed that the data collected was used for academic purposes only. Participants voluntarily agreed to take part in the research. Respondents were also allowed to ask questions about the study and answers were given for clarity. Furthermore, participants were informed of their right to decline to answer any question which they were not comfortable with in the process of data collection as well as their right to withdraw from the study at any time. All participants were also assured of confidentiality, while at the same time participant's identities were kept anonymous.

3.14. Limitations of the Study

This research was not without challenges. A number of challenges were encountered in the process of conducting this research. The limitations of the research are as follows:

1. Due to the sensitive nature of the study, it was difficult to collect information from some Respondents. Some respondents did not want to present data which was considered 'damaging' to their school reputation.
2. The other challenge that was faced when collecting data was that some Key Informants at DEBS and DEC office were not around at the time of data collecting due to the rotation duties that were implemented by the government to stop the spread of Coronavirus "Covid 19 Pademic" due to the time that the data was being collect the pandemic was at high rate.

3. The other challenge that was faced when collecting data was that some Respondents simply refuse to answer the questionnaire due to the fear of the Coronavirus “Covid-19 Pademic “due to the time data was being collect the pandemic was at high rate.
4. The institutions targeted for this research were the Schools (Munali Boys and Girls and Kabulonga Boys and Girls Secondary School). However, despite formal request to conduct research at the institution and numerous follow ups, the institution could not grant the request on the understanding that the schools just opened after they were closed on March 20th, 2020 by the government due to the Coronavirus (Covid-19 Pandemic). This made it very difficult to interview anyone from this institution.
5. The other challenge was the fact that at the time of data Collection, schools were closed on March 20th, 2020 due to the Coronavirus (Covid-19 Pandemic) and where made to open in phases, Examination Classes opened on 1st June, 2020 and non-examination Classes opened on the 14th of September, 2020.

However, the researcher undertook the following measures to address the above limitations especially that it was carried out during the period of the Coronavirus pandemic.

1. In order to enter different premises, for example DEBS, DEC and School premises, the researcher wore a mask on the face to cover both the nose and mouth.
2. The researcher washed her hands with soap and water.
3. The researcher disinfected her hands frequently with hand sanitizer.
4. When conducting the interviews, the researcher ensured social distancing of 1 meter apart
5. In addition, the researcher avoided crowds.

CHAPTER FOUR

CAUSES OF DRUGS ABUSE AT MUNALI BOYS AND GIRLS AND KABULONGA BOYS AND GIRLS SECONDARY SCHOOLS

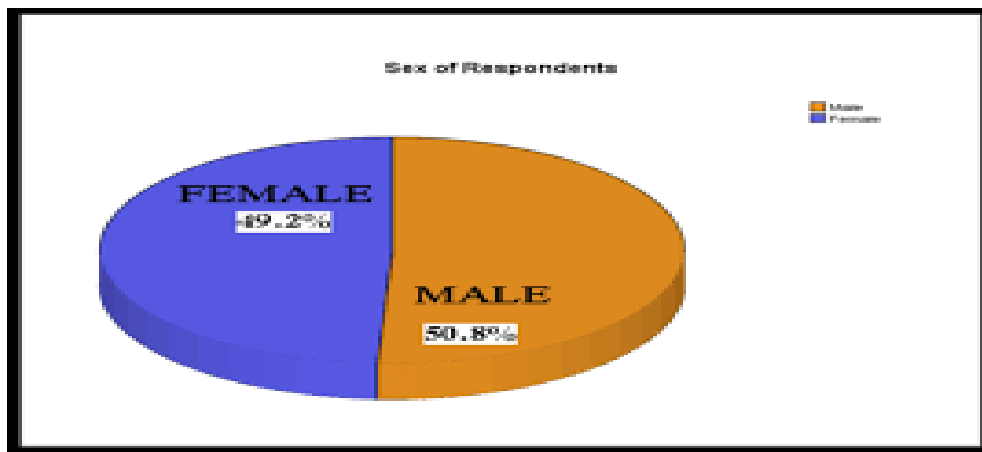
4.1 PRESENTATION OF FINDINGS

All the respondents consented voluntarily to participate in the study and did understand that they had the right to end the interview at any time, and to choose not to answer particular questions that were asked in the survey.

4.1.1 General Information

Most of the pupils that were interviewed were between the ages of 15 and 18 years. Out of the 100 pupils that were interviewed, 50.8% were Males, while the other 49.2% were Females. This shows that the majority of the pupils who responded to the questionnaire were males. This sex ratio is represented as shown in the pie chart below.

Figure 4.1.1 Sex of Respondents



Source: Field Data

4.1.2 Gender involved in drug abuse

When asked about which category of pupils were more involved in the abuse of drugs and alcohol, 2 teachers said it was male pupils, while 2 said it was female pupils and 1 other teacher said it was both gender. This information shows that the number of male pupils who abuse drugs especially alcohol; marijuana etc. is equal to that of female pupils. Ordinarily, one would expect a bigger number to be that of male pupils which is not the case here. This situation is worrying and a source of concern as regards the moral fibres of the nation and the type of future leader growing up. In other words, female students are simply competing with their male colleagues in this bad vice even at a young age of 16 years. Statistically, this is presented as shown below:

Table 4.1 Gender involved in drug abuse

Response	No. of Respondents	Percentage
Male pupils	2 teachers	40%
Female pupils	2 teachers	40%
Both Gender	1 teacher	20%
Total	5	100%

Source: Field Data

4.1.3 Amount of money given to Pupils by Parents

Out of the 100 pupils that were asked about how much money they were given by their guardians every day for transport, food for break time and lunch, 30 pupils translating in a 30% response stated that they were not given any money at all, 45 pupils translating in a 45% response stated that they were given between K1 and K25 and 25 pupils translating in a 25% response stated that they were given between K26 and K50 on a daily basis. Those who were given between K1 and K25 were mostly in Grade 8 and 9 while those who were given between K26 to K50 were

mainly in Grade 12. This data shows that those in grades eight and nine were given less money by their guardians as compared to those in grade twelve. Statistically, is presented as shown in the table below.

Table 4.2 Amount of money given to Pupils by Parents

Amount in Kwacha	No. of pupils	Percentage
Not given any money	30	30%
Between K1 to K25	45	45%
Between K26 to K50	25	25%
Between K51 to K75	0 – none	0%
Between K76 to K 100	0	-
Above K100	0	-
Total	100	100%

Source: Field Data

4.1.4 Types of drug abused

When asked about whether the teachers had ever experienced any cases of pupils coming to school drunk or high on drugs in the past 12 months, all the teachers said yes they did on several occasions. All the four (4) headmasters from Munali Boys and Girls and Kabulonga Boys and Girls Secondary School that were interviewed stated that the most common types of drugs abused by pupils at their school were alcohol and cannabis or weed or the recent drug called codeine made from Cough Mixture and other drugs. This represented 100% response rate. Out of the five (5) teachers that were interviewed from Munali Boys and Girls and Kabulonga Boys and Girls Secondary Schools, 3 stated that the most common types of drugs abused by pupils at their school were alcohol and cannabis or weed while 2 indicated Cocaine and codeine. This situation

is worrying especially those drugs such as cocaine and marijuana are not only addictive but leads abusers to violent behavior against their peers and members of the public. Additionally, drugs such as cocaine are very expensive. This leaves an addict with no choice but to engage in drug trafficking in order to have not only access but supply of the drug to satisfy themselves. This leads to the birth of drug gangs and high crime rate thereby negatively affecting the nation as a whole. The above statistics are shown below.

Table 4.3 Types of drug abused

Type of drug	No. of respondents	Percentage
Alcohol ,cannabis, weed and Codeine	All 4 head teachers	100%
Alcohol ,cannabis and weed	3 teachers	60%
Cocaine and codeine	2 teachers	40%

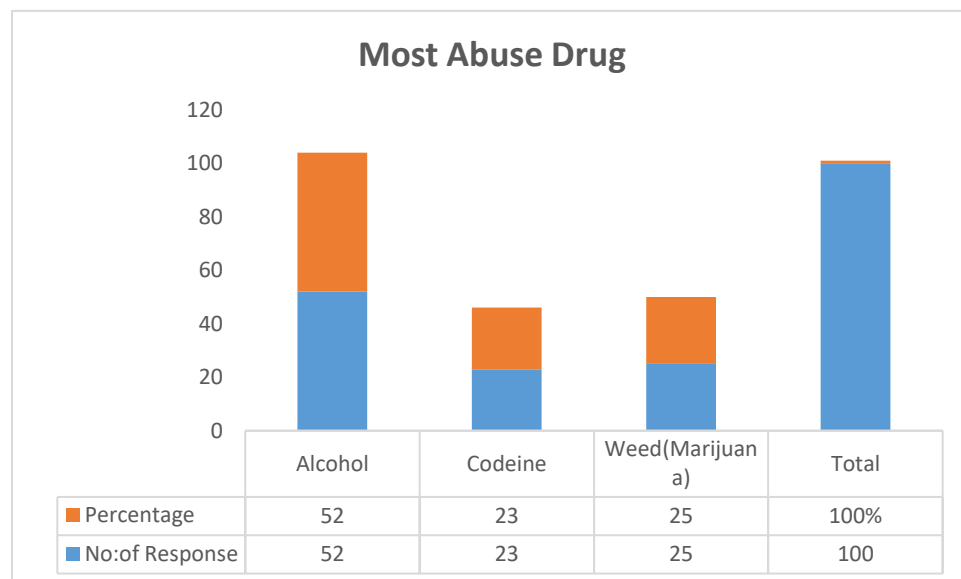
Source: Field Data

4.1.5 Type of Drug Mostly Abused by pupils

On the question of which type of drug is mostly abused by the pupils at Kabulonga and Munali Boys and Girls, 52(52%)pupils from the four schools stated that alcohol was the mostly abused drug by the peoples because it is cheap and easy to access from friends and nearby bars,23(23%) pupils stated that Codeine was mostly abused by pupils because it was easily accessed from Hospitals, Clinics and Pharmacy due to the fact that it is made from cough mixer and other drugs obtained at any health Centre, and 25(25%) stated that weed (marijuana) was also abuse among pupils because weed is sold and grown in Zambia.

The above statistics are shown below.

Figure 4.1.2 Type of drug mostly abused by Pupils



Source: Field Data

4.1.6 Pupils involved in Drugs

When the Respondents at Munali and Kabulonga Boys and Girls Secondary School were asked about whether or not the pupils do take drugs like alcohol, marijuana, tobacco e.t.c 76 pupils said no while 24 said yes. This shows that 24% of pupils take alcohol/drugs. Even though the percentage of pupils that do not take alcohol/drugs is less than that of those that do not, the percentage is still too high considering that some drugs such as narcotic and alcohol substances are very harmful to the human body and mental state. From this presentations shown above, it clearly shows that these measures or strategies used are ineffective. This information is presented as shown below.

Table 4.4 Pupils involved in drugs

	Response	No. of pupils	Percentage
I do take alcohol/drugs	Yes	24 pupils	24%
I do not take alcohol/drugs	No	76 pupils	76%
Total		100	100%

Source: Field Data

4.2 Causes of Drugs Abuse

This section discusses the causes of abuse drugs among pupils. This is in line with the first specific objective which reads ‘To identify causes of drugs abuse at Munali Boys and Girls and Kabulonga Boys and Girls Secondary Schools.

When asked about the causes of abuse drugs among pupils, the respondents outlined the following: early introduction to alcohol; exposure to adult beer drinking or alcohol dependence; access to alcohol from parents and others; peer pressure from friends who drink heavily; Zambia’s beer drinking culture; access to cheap alcohol; alcohol marketing; and parental relationships and attitudes to drugs.

In addition, another group of respondents explained that pupils abuse drugs mainly due to peer pressure. Other respondents indicated that they and other young people were not interested in drugs but that lack the skills or confidence to refuse was a problem. However, the argument for some pupils and youths was that using drugs is not a matter of yielding to peer pressure but having instrumental value; it may, for example, help them deal with anxiety, low self-esteem, or a lack of comfort in social situations. In other words, it helped them build confidence among peers. Further, other respondents said that drug abuse behavior among pupils is learned through a process of modeling, imitation, and reinforcement and is influenced by a pupil's pro-drug cognitions, attitudes, and beliefs. These factors, in combination with poor personal and social skills, are believed to increase pupils' susceptibility to social influences in favor of alcohol and drug abuse.

Furthermore, some teachers said that about 40 percent of pupils' working hours were discretionary and not committed to such activities such as eating, school work, homework and household chores. Many pupils usually spend all of this idle time without companionship or supervision by responsible adults. They said that discretionary time outside of school represents a potential for either desirable or undesirable behaviors among the pupils such as alcohol and other drugs. Other respondents said that pupils who are more likely to be without teacher and adult supervision after school have significantly higher rates of abusing alcohol, tobacco and marijuana than do pupils receiving more teacher and adult supervision.

The respondents said that classroom-based prevention efforts should be complemented with family, community, and policy initiatives that facilitate change in the larger social environment. Some respondents recommended that pupil involvement in the planning and implementation of alternative drug abuse prevention programs may enhance participation and effectiveness of these programs. Some teachers said that pupils who participated in planning drug-free activities for their peers significantly reduced their drug use. Other respondents said that alternative programs should be one part of a comprehensive prevention plan serving to establish strong community norms against alcohol use by pupils and as such, these alternative programs should incorporate skills-building components into their design. Other respondents said that teachers should be monitoring pupils' activities during school hours and parents should do the same after school hours.

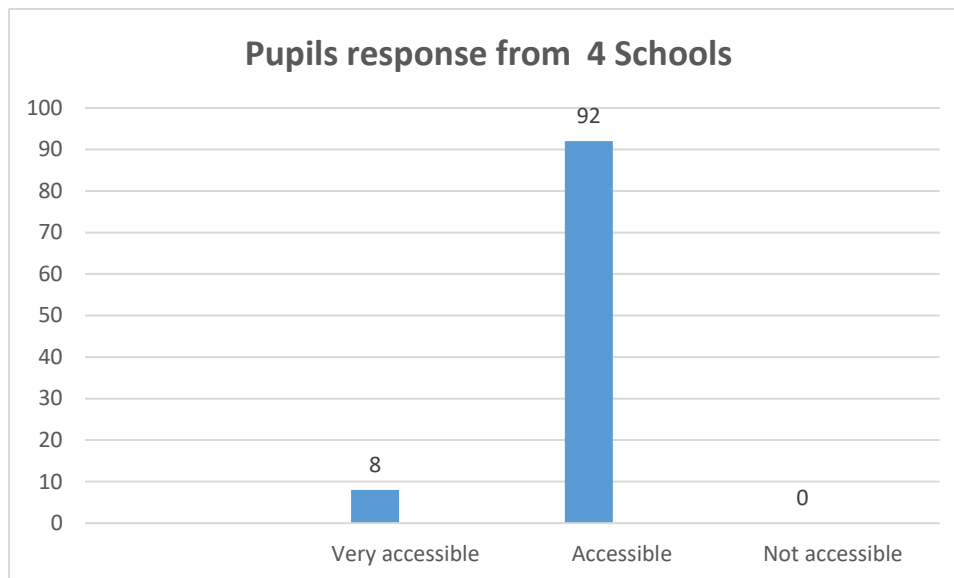
In addition, the respondents said that teachers should consider including parents of pupils in homework assignments around issues of drug use, thereby increasing the likelihood that alcohol, tobacco, and other drug use is discussed at home, and potentially enhancing parenting skills by increasing communication between parent and pupils and providing behavioral tips to parents. For example, some teachers said that they used homework assignments to engage families and provide behavioral tips to parents of the pupils and it worked out effectively in reducing drug abuse by pupils while at home.

4.2.1 Accessibility of drugs by Pupils

On the question of how easily accessible drugs/alcohol were at their school, out of the 100 pupils that were asked, 92(92%) pupils stated that drugs/alcohol were accessible while 8(8%) pupils stated that they were very accessible with non-disputing to the facts that these drugs are not accessible. This basically shows that the measures put in place to curb this vice of drug and alcohol abuse are not working because of the 100% response from pupils which is very worrying considering to the fact that these are minors who are not even supposed to have access to these drugs.

The above statistics are shown below:

Figure 4.2.1 Accessibility of Drugs by Pupils



Source: Field Data

When asked about how easily accessible drugs/alcohol were at their school, out of the five teachers that were asked, 2 stated that drugs/alcohol was accessible while 1 teacher stated that they were not accessible with 2 others saying they were very accessible. Again 80% of the teachers argue that these drugs and alcohol are accessible by pupils. This basically shows that the measures put in place to curb this vice of drug and alcohol abuse are not working. Some teachers said that pupils should refrain from beer drinking and concentrate only on education. Others suggested that pupils should not be accessing places where drugs especially alcohol is sold. They should have a change in behaviour or mindset.

Since some of the pupil respondents were as young as 16 years old, this situation shows that the problem is big and requires an improvement in the preventive measures. Sadly, this data shows that the drugs are not only available but easily accessed by a pupil which is not supposed to be the case. Statistically, this can be presented in percentage form as follows:

Table 4.5 Accessibility of drugs by Pupils

Response	No. of respondents	Percentage
Accessible	2 teachers	40%
Very accessible	2 teachers	40%
Not accessible	1 teacher	20%
Total	5	100%

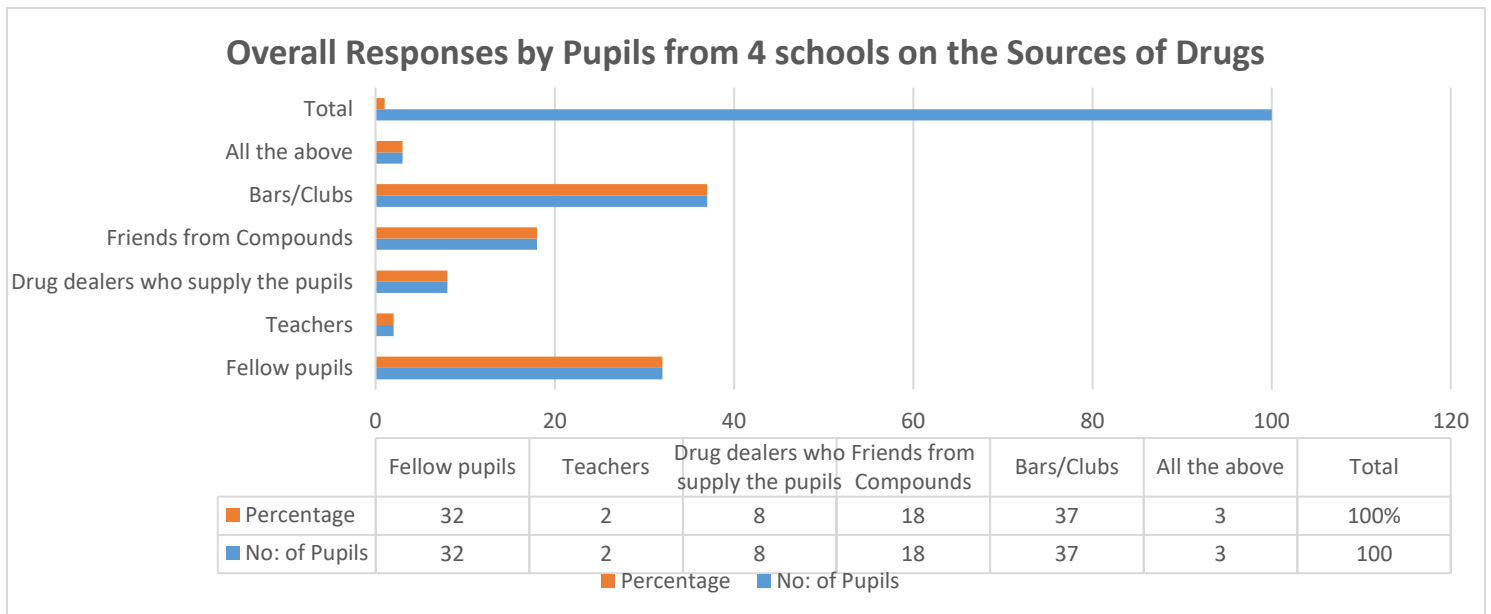
Source: Field Data

4.2.2 Source of Drugs

Out of the 100 pupils from the four schools that were asked about the sources of drug at school which lead to abuse of drugs, 32 (32%) response stated that they drugs were accessed from fellow pupils, 2 (2%) response stated that drugs were accessed from teachers, 8(8%) pupils stated that drugs were accessed from drug dealers who supply the pupils, 18(18%) pupils stated that drugs were accessed from friends from Compounds, 37(37%) pupils stated that drugs were accessed from Bars and Clubs, and lastly,3 (3%) pupils stated that drugs were accessed from all the above mentioned sources. This data shows that pupils have easy access to drugs because of the above mentioned sources shown in the statistics which has resulted into the preventive strategies put in place by schools to be ineffective resulting to continue cases of drug abuse among pupils. In addition, the study find-out that pupils frequently received drugs from social providers, including parents, friends, coworkers, and even strangers.

Statistically, is presented as shown in the figure below.

Figure 4.2.2 Sources of Drugs



Source: Field Data

When asked about where pupils got or accessed drugs from, 2 teachers stated that it was mostly from drug dealers who supply the pupils, 1 teacher said from fellow pupils, while 2 others said it was from bars and clubs near the school. This shows that the majority of alcohol and drug supplies to pupils at 80% comes from drug dealers, bars and night clubs especially those around schools. This can be presented statistically as shown below:

Table 4.2. Source of Drugs

Response	No. of respondents	Percentage
Fellow pupils	1 teacher	20%
Teachers	0	0%
Drug dealers who supply the pupils	2 teachers	40%
Friends from Compounds	0	0%
Bars/Clubs	2 teachers	40%
Total	5	100%

Source: Field Data

Some teachers said that most of the pupils who abused alcohol were buying from both nearby licensed establishments and social sources such as friends or acquaintances who were illegally selling or providing alcohol to underage youths and school pupils without requiring identification making the preventive strategies putting place by the school management to be ineffective.

4.2.3 Costs of drugs

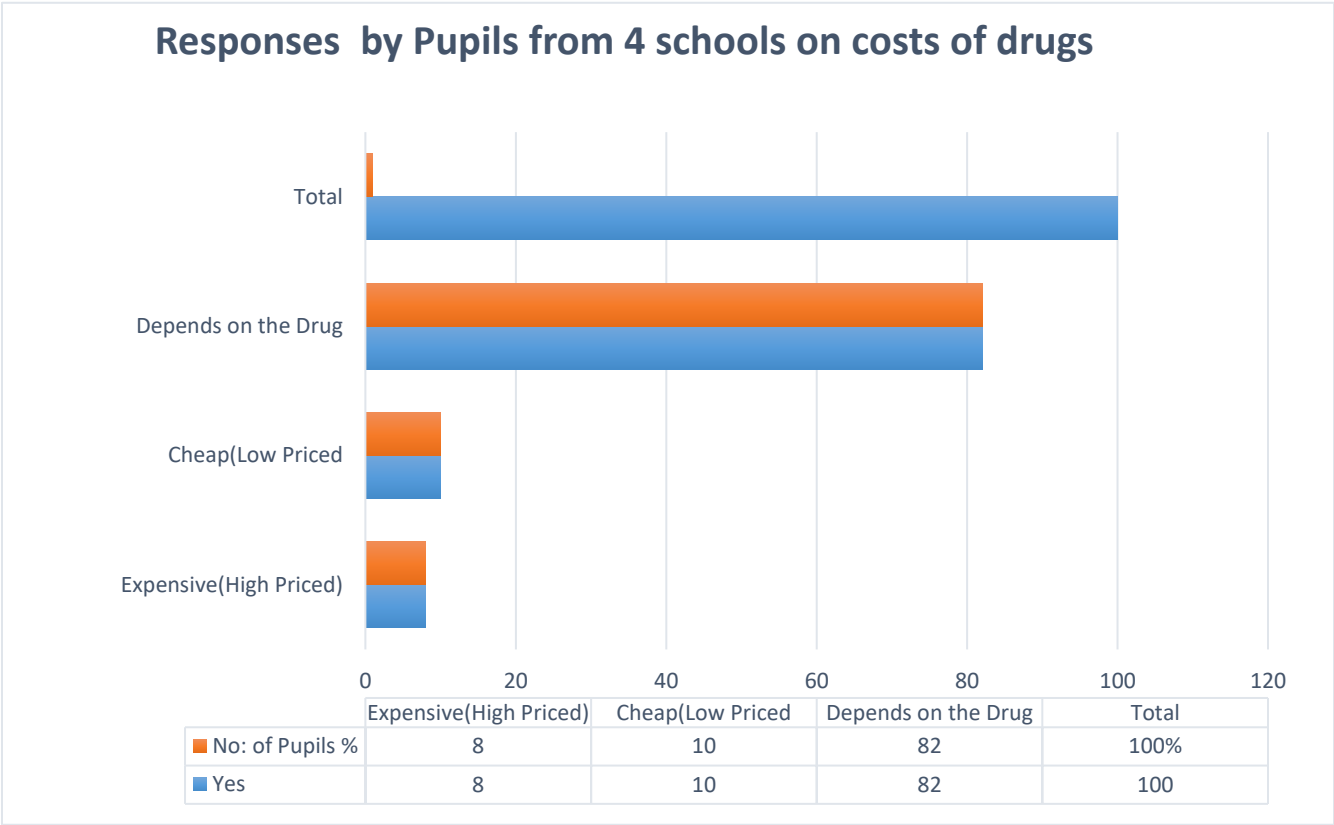
When asked about the cost at which these drugs are bought at school, Out of the 100 pupils from the four schools 8 (8%) response stated that the cost of these drugs were high (expensive), 10(10%) response stated that the cost of these drugs were cheap (low priced), and lastly 82(82%) response stated that it depends on the type of drug you are taking.

From this data findings, it shows that drugs are bought at different prices making it easy for any pupils to have access to drugs because depending on how much a pupil has, he/she can manage

to purchase these drugs leading to increase in drug abuse cases among pupils and failure of the preventive strategies put in place by school authorities.

The above statistics are shown below

Figure 4.2.3 Cost of Drugs



Source: Field Data

When asked about how they would describe the costs at which these drugs and alcohol were bought, 3 teachers said they were provided at a minimal fee while 2 others said it was provided in exchange for sex. This is another reason why pupils are enticed to try to abuse drugs. The cost of these drugs and alcohol is quiet minimal and within the reach of most pupils. Other only had to offer sex to the opposite sex in exchange for alcohol and drugs. These reasons have worsened the situation leading to readily available alcohol and drugs. Statistically, this can be presented as shown below:

Table 4.6 Costs of drugs

Response	No. of Respondents	Percentage
Provided at a minimal fee	3 teachers	60%
In exchange for sex.	2 teachers	40%
Provided for free	0	0%
Brought by well-wishers	0	0%
Total	5	100%

Source: Field Data

CHAPTER FIVE

THE PREVENTIVE AND CURATIVE STRATEGIES IMPLEMENTED IN THE SCHOOLS SAMPLED

5.1 PRESENTATION OF FINDINGS

The second specific objective reads ‘To examine the preventive and curative strategies implemented in the schools sampled. Therefore, this paper will now discuss some of the preventive measure or strategies that school authorities have put in place to address this problem.

5.1.1 Preventive Measures from drug abuse used by school authorities

On the question of what measures/strategies the school had put in place to prevent/deter pupils from drug abuse, some respondents said that their school used interactive curricula and resistance skill programs as well as comprehensive life skills programs including active family and community involvement as measures to reduce drug abuse by the pupils. Some teachers said that their school used homework assignments as a measure to engage families and provide behavioral tips to parents of the pupils.

Teachers said that their schools gave severe punishments to pupils who were found drunk or abusing drugs such as alcohol, tobacco and marijuana. Others said that they suspend or expel pupils who were found drunk or abusing drugs such as tobacco and marijuana.

Other respondents said that several drug abuse like tobacco, alcohol, and marijuana prevention curricula exist, including Life Skills Training. These programs contain appropriate information about drugs, including information on the short-term effects and long-term consequences of their use. They said they also include the development of personal, social, and resistance skills to help pupils identify internal pressures (for example, anxiety and stress) and external pressures (for instance, peer pressure and advertising) to use drugs and to give pupils the skills to resist these pressures while maintaining friendships.

5.1.2 Preventive strategies which proved to be effective

To the question of which one has proved to be the effective measure, the respondents said that interactive curricula and programs were significantly more effective than the comprehensive life skills programs in reducing and preventing drugs like alcohol, tobacco, marijuana where use among pupils, especially for pupils in middle school, where most prevention curricula are implemented, followed by comprehensive life skills and social influence programs.

When asked why these were more effective than the others, the respondents said that these programs are actively supported by family and/or the community although there were some programs that provided a supportive school environment but did not involve the family and/or community.

The other respondents said that the sole curricula-only prevention program that has reported long-term effects on drugs use is Life Skills Training. They said that this program consists of 3 years of prevention curricula for middle or junior-high school pupils and includes 15 sessions during the first year, 10 sessions during the second year, and 5 sessions during the third year. The curricula cover drug information, drug-resistance skills, self-management skills, and general social skills. They stated that this program had long-term effects on tobacco, alcohol, and marijuana use through grade 12 pupils. They added that the Life Skills Training curricula focus on changes only at the individual level. However, others continued to indicate that individual-level variables only account for a small percentage of the variance in alcohol use among pupils.

The head teachers said that resistance skills programs as a whole had generally proved to be more successful. They said that a comprehensive evaluation of these resistance skills indicated that the majority of prevention measures had positive effects on drug use behavior, with fewer evaluations having neutral (26%) or negative effects on behavior (11%) with several in the neutral category having inadequate statistical power to detect program effects. Further, the head teachers said that several follow-up evaluation of resistance skills interventions had indicated positive behavioral effects among the pupils, although longer term follow-up evaluations had shown that these effects gradually decay over time, suggesting the need for ongoing intervention or booster sessions.

Some respondents said that the effects of involvement of pupils in extracurricular programs such as sports, recreation, camps, mentorship programs is associated with the following outcomes: decreased involvement in risky behaviors such as alcohol and drug abuse; decreased juvenile delinquency and violence; and decreased risk of dropping out of school; better development of life skills and fewer psychosocial problems among the pupils.

Some respondents said that the effectiveness of two types of extracurricular programs namely: peer programs and alternative programs. They said peer programs were interventions that included social and life skills training including drug and alcohol abuse refusal skills. They added that alternative programs were interventions that included the provision of positive activities more appealing than drug use (for example, sports activities). The respondents said that alternative programs overall were less effective than peer programs. They said that among the alternative programs, those that involved high-risk pupils and that involved many hours of activities were most effective. Other respondents also said that alternative approaches seem to be most effective with high-risk pupils who may not have adequate teacher and adult supervision and a variety of activities available to them in their daily life.

Other respondents also said that they strongly put an emphasis on normative education that reinforces the awareness on the dangers of drug abuse. Others said that their school used structured, broad-based skills training such as goal setting, stress management, communication skills, general social skills, and assertiveness skills but despite the strategies mentioned above, the cases of these drug abused are still seen in schools among pupils.

5.1.3 Notable Changes showing effectiveness of the Preventive Strategies used on pupils

On the question of what were the notable changes that showed that the preventive measures used on pupils were working, some respondents said that neither specific program type significantly showed noticeable changes in the reduction in drug abuse especially alcohol, tobacco, marijuana etc. use prevalence and that comprehensive life skills programs actually increased alcohol use in their schools. These findings may be explained by the fact that alcohol, tobacco and marijuana use is highly ingrained in the Zambian culture and is the most difficult type of drug to prevent among pupils using classroom-based programs.

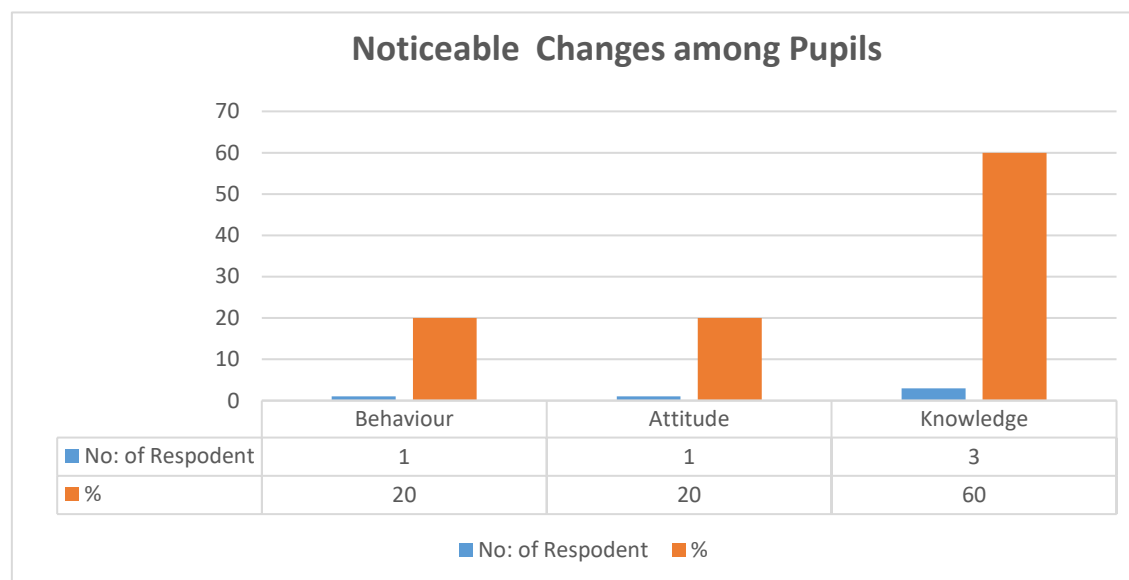
Nevertheless, when analyzing the effectiveness of prevention programs, respondents stated that some of these programs result in long-term reductions of tobacco and marijuana use, but not alcohol use, among pupils, especially grade 12 pupils due to greater resistance of alcohol use behavior to change.

The school head teacher at Munali Boys Secondary School during the interview explained that during the first intervention phase of the evaluation, the decrease in drug use by pupils was significantly greater in the intervention group during the first phase of the evaluation, when there were minimal program efforts. Thus, the pupils who were in the intervention group seemed to return to the level of abusing drugs that was normative in their communities. Unfortunately, the school head teachers further added that the school management team initiated compliance checks of drugs and alcohol outlets which proved unsuccessfully because pupil and youthful-looking people below 21-years old purchasing alcohol, marijuana, tobacco etc. without age identification was still seen to be on the increase.

In addition, the teachers from the Four Schools during the interview explained that with the preventive strategies in school put by the school authorities, they stated that they were noticeable changes in terms of pupils' knowledge on drugs, attitude and behaviour. Out of 5 respondents, 1 teacher translating to (20%) indicated that the preventive strategies used in the schools had an impact on pupils' behaviour about drug abuse prevention, while 1 translating to (20%) indicated that the preventive strategies used in the schools had an impact on pupils' attitude and 3 translating to (60%) said that the preventive strategies used in the schools had an impact on pupils' knowledge change. The 5 translating to (100%) teachers explained how the pupils have become innovative and creative in terms of knowledge, attitude and behaviour in that they have developed ways or come up with ways of them not being caught abusing drug both in and outside school because drug abuse cases are still present in these schools.

The details are shown in figure 5.1 below.

Figure 5.1: Noticeable changes among pupils



Source: Field Data

In conclusion, all the head teachers and teachers during the interview all explained that even with the drug policies in their schools was not significantly reducing alcohol-related problems especially by demonstrating notable changes in the behavior of pupils at school. Lastly, the school head teachers and respondents from the DEBS office said that the evaluation conducted by the school on the abuse of drugs among pupils in grades 9 and 10 indicated that drugs like cigarettes, codeine and alcohol drinking rates were not reducing especially among grade 10 pupils as it was not noted from their change in behavior and the differences in behaviour of these pupils were marginally significant for those pupils who had used alcohol at the beginning of 10th grade.

CHAPTER SIX

THE STRATEGY IMPLEMENTATION MECHANISMS ADOPTED AND CONSTRAINTS LEADING TO FAILURE

6.1 PRESENTATION OF FINDINGS

The third specific objective of this study is to examine the strategy implementation mechanisms adopted and constraints leading to failure in the schools sampled, having discussed the preventive measures put in place by the school authorities.

The paper looked at why the strategies were ineffective, and in order to answer that, the paper first had to look at how serious the problem of drug abuse especially alcohol, tobacco, marijuana etc. among pupils was in these Zambia public schools.

6.1.1 Frequency of drug intake by Pupils

When the Respondents at Munali and Kabulonga Boys and Girls Secondary School were asked how often they took drugs especially alcohol, marijuana, tobacco etc., 15 of those pupils translating into a 62.5% response who said yes stated that they took alcohol daily while 9 pupils translating into a 37.5% response said weekly. This shows that the majority of the pupils at 62.5% take alcohol daily. This is too big a percentage considering that some of the pupils are below the age of 16 and therefore considered to be minors. From these statistics, we can safely conclude that the preventive measures put in place by the school management are less effective. If the preventive measures were effective, then the percentage of pupils that abuse drugs and alcohol daily was supposed to be less than that of those that do not. There may be need to either enhance or change the preventive measure by school authorities. This information is presented statistically as follows:

Table 6.1 Frequency of Drug intake by Pupils

	Response	Frequency	No. of Pupils	Percentage
I do take alcohol/drugs	Yes	Daily	15	62.5%
I do take alcohol/drugs	Yes	Weekly	9	37.5%
Total			24	100%

Source: Field Data

6.1.2 Pupils participation in awareness campaign or programme

When asked about whether or not the pupils had ever participated in an awareness campaign or programme on drug and alcohol abuse in the past 3 years, 48 pupils said yes translating into a 48% response while 52 pupils said no translating into a 52% response. This shows that the majority of pupils do not participate in awareness programmes put up by the school. Whatever the reason may be, the fact that the majority do not take part in the awareness programme means that the measures are ineffective. This is so because the school among other measures was supposed to not only comes up with additional measures to compel the pupils to attend awareness programmes but also ensure that measures put in place to compel pupils are adhered to. This lapse has led to the ineffectiveness of whatever measure and awareness programmes put in place. This can be presented below:

Table 6.2 Participation in Awareness programmes on Drug abuse

Response	No. of Respondents	Percentage
Yes	48 pupils	48%
No	52 pupils	52%
Total	100	100%

Source: Field Data

6.1.3 Strategies put in Place by School authorities

When the Respondents at Munali and Kabulonga boys and Girls secondary school were asked to give their own opinion as to whether the strategies put in place by the school authorities were effective or ineffective, 80 of those pupils translating into a 80% response said yes the strategies put in place by the school authorities were ineffective because cases of pupils abusing drugs more especially alcohol, cigarettes, marijuana etc. were seen more often in school more especially during school functions for examples during recreation actives like sports day etc. put up by the school authorities and also when the grade nine (9) and twelve (12) finish writing there examination.

20 pupils representing 20% said yes the preventive strategies put in place by the school authorities were effective stated that the reasons why these strategies like punishment, expulsion and suspension from school instilled fear in pupils making them to reduce or use these drugs secretly. In addition, in as such as the 20 pupils translating into a 20% response said that these strategies are effective, they all stated that addition comprehensive preventive strategies still need to be put in place to prevent drug abuse in schools among pupils. Moreover, this statement

meant that the preventive strategies used still leaves room for the abuse of drugs to continue among the pupils in schools.

This shows that the majority of the pupils representing 80% think that the strategies put in place by the school authorities were ineffective. This is too big a percentage considering that some of the pupils are below the age of 16 and therefore considered to be minors. From these statistics, we can safely conclude that the preventive measures put in place by the school management are less effective. If the preventive measures were effective, then the percentage of pupils stating that the prevent strategies were ineffective was going to less than those stating that the preventive strategies are effective. Therefore there may be need to either enhance or change the preventive measure by school authorities. This information is presented statistically as follows:

Table 6.3 Strategies put in place by school authorities

	Response	No. of Pupils	Percentage
Ineffective strategies	Yes	80 pupils	80%
Effective strategies	Yes	20 pupils	20%
	Total	100	100%

Source: Field Data

6.1.4 Views by Pupils on the reasons for the ineffectiveness of the strategies used

When the Respondents at Munali and Kabulonga boys and Girls secondary school were asked about the reasons for the ineffectiveness of strategies used in the prevention of drug abuse in schools among pupils, 80 of respondents translating to 45%, 25%, 17% and 13% response said

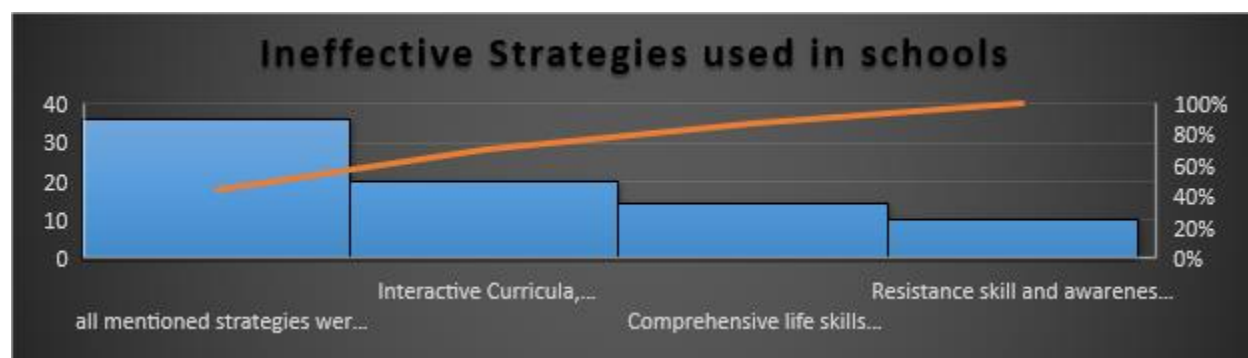
that there were a number of reasons for the ineffectiveness of these strategies used in schools to prevent the drug abuse like alcohol, marijuana among pupils is that most strategies like "information dissemination" approaches focuses primarily about drugs and their effects, "fear arousal" approaches which involves punishments, suspension, expulsions etc. emphasize the risks associated with tobacco, alcohol, or drug use, "moral appeal" approaches which teach students about the evils of use, and "affective education" programs which focus on building self-esteem, responsible decision making, and interpersonal growth are largely ineffective for reducing drug abuse in school. In addition to that, some respondents said that Counselling students, Offering alternative activities such as recreation activities and community service activities, Self-Esteem Enhancement Programs etc. are ineffective strategies because these programmes focuses on building self-esteem, responsible decision making, and interpersonal growth, these strategies are largely ineffective for reducing drug abuse hence additional comprehensive strategies are needed.

Some respondents said that they were not aware about the existence of these strategies used in the prevention of drug abuse in schools. They said strategies like the inclusion of drug abuse and dangers into the school curriculum, resistance-skills training approach, life-skills training approach, social resistance skills, Sensitization talks by DEC, recreation activities etc. they said they thought that it was one of the topics which just had to be learnt just like any other topic in school and not necessary knowing that these are the strategies used by the school authorities in the prevention of drug abuse among pupils.

The above scenario gives a clear picture as to why these strategies are considered to be ineffective because the majority of the pupils translating into a 100% response think that the strategies put in place by the school authorities were ineffective. This is too big a percentage considering that some of the pupils are below the age of 16 and therefore considered to be minors.

From these statistics, we can safely conclude that the preventive measures put in place by the school management are ineffective. Therefore there may be need to either enhance or change the preventive measure by school authorities. This information is presented statistically as follows:

Figure 6.1.1 Ineffectiveness of the strategies used in schools by the school authority



Source: Field Data

6.1.5 Views by teachers and head teachers from 4 schools on the reasons for the ineffectiveness of the strategies used in schools

To the question of what role teachers played in the implementation of the drugs abuse preventive measures, the teachers from Munali and Kabulonga Boys and Girls secondary school said that they played a role of guidance and counseling to pupils as well as punishing the pupils who were found drunk or abusing alcohol and drugs at school premises.

The teachers from Munali and Kabulonga Boys and Girls during the interview mentioned that the main problem of the above mentioned strategy was that it had a negative effect on pupils when it came to Counselling and punishing them, particularly in peer-group context which did not reduce substance use or delinquency. In addition to that, the head teachers also explained that Offering alternative activities such as recreation and community service activities without additional comprehensive strategies and Programs focusing on information dissemination, fear arousal, and moral appeal were seen to be not effective prevention strategies because they did not reduce substance use among the pupils.

When asked about what the major reasons were on why some of the preventive measures mentioned above were not working, the teachers and head teacher from the four secondary school said that some of the preventive measures were not working due to lack of good implementation framework and strong policies in place. Others said it was due to poor enforcement of regulations by the relevant authorities such as the school. Other interviewees said

that it was also due to parents who did not significantly play a role of good parental guidance to their children at home.

6.1.6 Views of DEBS on the reasons for the ineffectiveness of the strategies used in schools

To the question on what DEBS thought were the reasons for the ineffectiveness of the strategies used in prevention drugs abuse among pupils, An official from Lusaka District Education Board secretary (DEBS) office, during the interview explained that the inclusion of the drug abuse into the school curricula that rely solely on information about drugs and their dangers is an ineffective preventive strategies. In his view, this preventive strategy is ineffective due to lectures, prepared by well-intentioned but ill-trained or untrained classroom teachers who deliver lessons, eliminating lessons or attempting to provide information via large assembly settings about substances abuse and their consequences, but also lack research of effectiveness of the strategy been used on pupils in an effort to save time or money.

During the interview, another official from DEBS further stated that the above mentioned strategy which is the most popular prevention programs used in school was ineffective in reducing tobacco, alcohol and other drug because they were implemented without social skills practice or attention to developmentally appropriate strategies.

6.1.7 Views of DEC on the reasons for the ineffectiveness of the strategies used in schools

To the question on what DEC thought were the reasons for the ineffectiveness of the strategies used in prevention drugs abuse among pupils, An official from Education Department of Drug Enforcement Commission (DEC) had a similar argument asserting that among the main problems faced by the school as to why the preventive strategies were ineffective was the lack of sensitisation and compliance levels by the Pupils. He further explained in the interview that Drug Abuse Resistance Education (DARE) strategy does not work to reduce substance use because Programs which remove pupils from their peers and group together young people with problem behaviour, result in increased problem behaviour because the novices learn from the more practiced Pupils.

Another official from education department DEC further explained that this program which have content, teaching methods, and use of uniformed police officers rather than the using of teachers

in that particular school which explained its weakness to reduce drug abuse among pupil in schools, but none of the effects are large enough to justify their use as the centrepiece of a drug prevention strategy. In addition, he further stated that such programs should be embedded within more comprehensive programs using the additional strategies which help in the prevention of drug abuse among pupil.

6.1.8 Other Organizations on board to help curb the problem of drug abuse

When asked about whether there were any organization, apart from school authorities, that had come on board to help prevent alcohol and drug abuse among pupils, all the five (5) teachers said yes translating into a 100% response. This clearly shows that by other organizations coming on board to help curb or stop the abuse of drugs in school shows that the problem of drug abuse is on the increase and the measures of strategies being used are ineffective resulting into other institution coming on board to help find the best way to fight this problem which is effecting the nationals at large.

Some respondents from DEC office stated that from 1989 to date, the Government of the Republic of Zambia has engaged other stakeholders on board to help curb this problem. The government of the Republic of Zambia first established the Drug Enforcement Commission (DEC) under an Act of parliament, with the dual mandate of enforcing the drug law and educating the public on the dangers of drug abuse especially alcohol, tobacco, marijuana etc. the National Education Campaign Division (NECD), a department within DEC took responsibility of awareness campaigns through sensitization programmes by forming a special school-based programme known as Institutions of Learning Programme, In addition ,some respondent said that other stakeholders that the government of the republic of Zambia engaged the Ministry of Education which included aspects of anti-drug and alcohol abuse issues into the school curriculum and established guidance and counseling departments, which deal with, among other things, drug abuse issues especially alcohol, tobacco, marijuana etc.

6.1.9 The strategy implementation mechanisms adopted and constraints leading to failure

This chapter has presented the findings of the study in line with the objectives. The study found out that the causes of abuse drugs among pupils especially Alcohol, tobacco and many others included: peer pressure, personal and emotional problems at home and at school, poor parenting styles, and ignorance of consequences, Other reasons were constant poor performance in school work, having fun and feeling ‘cool’, curiosity, belief that drugs help to improve intellectual capacities, and availability of drugs and alcohol in the community.

Concerning preventive strategies used in schools, the study found that lessons in classrooms, talks with DEC officers, video shows and role plays were used. Other strategies used were group discussions, anti-drug club meetings and sporting activities. Findings also showed that pupils learnt factual information about types of drugs and their dangers, normative education, drug resistance skills and life skills that promote anti-drug and alcohol abuse but all these strategies proved not to be very effective because cases of pupils seen abusing drugs especially alcohol, tobacco and many others were still on the increase.

Regarding the third objective which talked about the strategy implementation mechanisms adopted and constraints leading to failure by pupils, the study revealed that out of 100 of pupils who had experienced change 92 (62%) indicated that their knowledge of drug and alcohol abuse prevention had increased, that is they were more knowledgeable about types of drugs and their effects. Head teachers and DEC officers also felt that pupils were more knowledgeable about drug and alcohol prevention. However, regarding behaviour change, teachers, Head teachers and DEC officers felt that there was very little change in terms of the behaviour because in as much as the pupils were knowledgeable about the dangers of drug abuse, cases were still seen in schools among pupils.

Concerning the last objective which talked about recommendations by Pupils, teachers, Head teachers, and DEC officers on how drugs abuse can be curbed in Zambian public schools. The study revealed a number of suggestions which included regular invitation of DEC officers to give talks to pupils, introduction of more clubs and sporting activities in schools, special training for teachers in preventive education and sensitization of parents on healthy parent – child relationship and also training of more peer educators who will be going round in schools and

community at larger to educate pupils, parents and many others on the dangers of abusing drugs more especially alcohol ,marijuana and many others.

Others also suggested that adverts concerning drugs especially alcohol, cigarettes etc., on television should be reduced or banned because they send wrong message to the young ones who think that it is right for them to take beer and it's fashionable which makes them to look cool among their peers.

CHAPTER SEVEN

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter gives the conclusion of the study based on the findings and in relation to the objectives of the study and to make recommendations on how drugs abuse can be curbed in the Zambia public schools.

7.1.1 Conclusions

1. Based on the data findings presented in chapter four, five and six above, the study concluded that there were a variety of reasons that influenced pupils to abuse drug and alcohol in the Zambian Public Secondary Schools. These included peer pressure, early introduction to alcohol; and exposure to adult beer drinking or alcohol dependence; access to drugs especially alcohol, Cigarettes and many others from parents, among others. It can be said that numerous social and environmental influences affect pupils and youths including messages they receive from advertisements, community practices, adults, and friends about drugs. Thus, comprehensive interventions targeting underage drinking may need to counter or change all of these messages to motivate individual pupils and youths to choose not to consume drugs (alcohol, cigarettes, codeine etc.). In addition, there is need for effective interventions to reduce underage drinking-particularly among school pupils.
2. The study also concluded that there were a good number of preventive strategies for drug abuse education used in the Zambian Public Secondary Schools. These included, but not limited to, severe punishments by teacher to pupils who were found drunk or abusing drugs such as tobacco and marijuana as well as suspension or expulsion of pupils who were found drunk or abusing alcohol and drugs.

The study further concluded that preventive strategies were ineffectiveness in Zambian Public Secondary Schools because there was no reducing in drug-related problems as there were no notable changes in the behavior of pupils at school. In addition, of the three main types of extracurricular programs namely peer programs, alternative programs, and

resistance skills programs as preventive strategies for drug abuse on pupils in Zambian Public Secondary Schools, resistance skills programs had generally proved to be less effective and successful. In addition, the evaluation of these strategies indicated that alcohol drinking and smoking rates were increased especially among grade 10 pupils as it was noted from their change in behavior and the differences in behaviour of these pupils were marginally significant for those pupils who had not used alcohol at the beginning of 10th grade, although longer term follow-up evaluations had shown that these effects gradually decay over time, suggesting the need for ongoing interventions.

3. Furthermore, the study concluded that drug abuse especially alcohol, cigarettes, codeine etc., are important problems that affect school-age youth at earlier ages than in the past. Young people frequently begin to experiment with alcohol, tobacco, and other drugs during the middle school years, with a smaller number starting during elementary school. By the time students are in high school, rates of substance abuse are remarkably high. Alcohol, codeine and marijuana are the most commonly abused illicit drugs among high school pupils in Zambian Public Secondary Schools.
4. Finally, the study concluded that the abuse of alcohol among pupils and underage youths is one of the most difficult behaviors to change because alcohol use is so ingrained in the Zambian culture. Pupils choose to consume alcohol, not just because of personal characteristics such as personality type or level of social skills, but also because it is a part of daily life in their communities and for many pupils and youths in their homes.

7.2 Recommendations

The study made the following recommendations:

These were divided into 2 Subsections: **Future** and **Policy Recommendation**. Future recommendations are areas that relevant authorities need to concentrate and ensure implementation in order to address the problem. Policy recommendations cover suggested government policy action that can help curb this vice of drug abuse among pupils.

7.2.1 Future Recommendation

1. The study recommended that in as much as relevant authorities in Zambia engage in significantly reducing drugs-related problems among the pupils and underage youths, they should also keep in mind that community participation is critical for creating comprehensive changes in institutional policies, for example, of alcohol establishments, media outlets, and schools and public policies aimed at reducing pupil and underage youth access to commercial and social sources of drugs etc.
2. The study recommended that government should come up with training programmes and interventions such as the involvement of the media to increase awareness about bad effects of selling and using drugs more especially alcohol, codeine, cigarettes etc. to pupils, including information on preventing sales to underage youths and patrons.
3. The study recommended family involvement as important for the success of drugs prevention strategies. It should be noted that family factors such as parent-child relationships, discipline methods, communication, monitoring and supervision, and parental involvement, can significantly influence drug abuse among school pupils. However, because of increasing demands on their time and attention, parents were spending less time with their children and therefore needed strategies and ideas to help them effectively parent their children to reduce alcohol and drug abuse.
4. The study also recommended that promising family strategies for preventing alcohol, tobacco, and other drug use should include structured, home-based parent-child activities; family skills training; behavioral parent training; and behavioral family therapy. Providing consistent discipline and rulemaking by parents at home may help reduce alcohol abuse by the pupils when they are out of school.
5. The study further recommended that family based prevention interventions such as the involvement of both parents and children or pupils in individual and group training sessions may improve parenting skills and reduce the problem of alcohol abuse among pupils. This may also lead to improved pupil resistance to peer pressure toward alcohol

use, reduced affiliation with antisocial peers, reduced levels of problem behaviors, and delayed substance abuse initiation.

6. In addition, the study recommended that communities should also require beer kegs to be registered at the time of retail sale. Using a keg's unique identification number and the registration information, police officers can identify and penalize adult purchasers of kegs used at parties where underage guests are caught drinking.
7. There is also need for schools to come up with drugs intervention school-based programs targeting and educating individual pupils who abuse drugs at a tender age. However, from observations and by themselves, these programs may be unlikely to create sustained reductions in pupil and underage youth drinking. Instead, school-based programs may need to be combined with other extracurricular activities, family and policy strategies that help change the overall social and cultural environment in which pupils and other young people live to create sustained decreases in consumption and alcohol-related problems among pupils and youths.
8. Further, although key components of non-school-based strategies have been identified, further and future research is needed in many of these areas to understand fully what factors must be targeted and what methods can best achieve those targets and reduce pupil and underage youth beer drinking and other vices that have been addressed under this study. As researchers, teachers and policymakers should learn more about each strategy, they need to synthesize this knowledge to develop multi-component projects consisting of high-quality and complementary components that together create interventions strong enough to overcome the beer drinking culture found throughout the Zambian Secondary Schools.
9. Furthermore, there is also need for the media to get involved in this fight to preventing drug abuse among young people by ensuring that they state the dangers of these drugs especially when it comes to adverts on alcohol, cigarettes, etc. not just stating that not suitable for children under the age of 18 years old.

7.2.2 Policy Recommendation

- 1) **Government Authorities:** Some respondents recommended that government should strengthen public health professionals and activists in many communities to be working hard to reduce pupil and underage youth access to drug from both commercial and social providers using public and institutional policy changes.
- 2) Other respondents said that the government should also come up with strong policies to prevent or reduce commercial access to drugs by pupils. Others said that government should address the problem of drugs availability from commercial providers and should be conducting enforcement campaigns using compliance checks. They said that during these checks, law enforcement officers supervise attempts by underage youth and pupils to purchase alcohol from licensed establishments. When an illegal sale is made, penalties should be applied to the license holder and/or the clerk or server who made the sale to a pupil. Such compliance checks can significantly reduce sale of alcohol to pupils.
- 3) In addition, others said that the state and local laws providing for graduated administrative (as opposed to criminal) fine and license suspension penalties for establishments that sell to pupils may improve the effectiveness of these enforcement efforts because the increased certainty of penalties is a key component of deterrence-based approaches. Other respondents said that to deter adults from illegally giving alcohol to pupils and underage youths, the Government should enact social host laws that allow third parties to sue social providers when provision of drugs to pupils and underage youths results in a death or injury. Other respondents also said that in fact, price increases may be particularly effective in reducing pupil and youth drinking because heavy drinkers in young populations are more affected by price than are heavy drinkers in the general population.

- 4) Other respondents said that Government should raise the price of drugs like alcohol, codeine, marijuana or weed. They suggested that one policy that can be used by the Government to raise the price of alcohol is to increase the excise tax on alcohol. Although alcohol excise taxes are often raised for revenue-generating reasons, the respondents said that higher excise taxes may affect pupil and youth consumption of alcohol and its consequences. Others said that higher taxes on alcohol are associated with less drinking among 16- to 21-year olds and high school pupils. Others said that higher taxes on alcohol are also associated with fewer traffic fatalities among pupils and youths, higher graduation rates from college and university students and less violence among these students.
- 5) Further, the DEBS said that the government should come up with policies to reduce the economic availability of alcohol. They said that there is an inverse relationship between price and consumption of alcohol-that is, higher prices result in reduced consumption of alcohol by the pupils considering the little pocket money they are given by their parents. They said that this relationship exists among the general population as well as among adolescents such as pupils and underage youths. Thus, higher alcohol prices may substantially reduce both the frequency and the amount of pupils drinking, even among youth who are already heavy alcohol consumers. Other respondents also said that in fact, price increases may be particularly effective in reducing pupil and youth drinking because heavy drinkers in young populations are more affected by price than are heavy drinkers in the general population.
- 6) Additionally, other respondents also said that the government should also come up with strong policy tools for limiting pupil access to alcohol from social providers in order to reduce the frequencies of underage drinking parties and of adults illegally providing alcohol to youth and pupils. Some of these prevention approaches should be implemented at the community level. For example, the communities may address underage drinking parties by creating enforcement

mechanisms such as noisy assembly ordinances that allow law enforcement officers such as the police to enter private residences where underage drinking is occurring.

- 7) Furthermore, other respondents said that some policy tools to reduce youth and pupil access to alcohol from commercial sources should include requiring servers of alcohol to be trained to detect false age identification, designing drivers' licenses to clearly indicate whether someone is underage, and banning or regulating home deliveries of alcohol to pupils and underage youths. Other respondents mentioned that some deliveries of alcohol may make it even easier for youth to obtain drugs from a retail establishment because the transaction occurs in completely unmonitored settings.
- 8) The respondents indicated that server-training programs are unlikely to reduce sales to underage youth and pupils. Finally, respondents said that the Government should also design training programs may be useful for creating a political climate that decreases resistance to enforcement campaigns that can effectively reduce sales of alcohol to pupils. Thus the state and national policymakers should propose restrictions on home delivery of alcohol ordered from Internet sites.
- 9) Finally, future studies of similar nature should focus more on the research questions which had not been captured by this study.

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APPENDICES

APPENDIX 1: CONSENT FORM

My name is _____. I am talking to people about the effectiveness of strategies used for the Prevention of Drug abuse in Zambian Schools

The information you tell me will be used to write a report to plan on how the strategies being used for prevention of drug abuse among pupils are ineffective for future uses.

I will ask you a number of questions about the reasons for the effectiveness of strategies used for prevention of drug abuse among pupils. Some of the questions will be about personal behaviors on Drug abuse taking. I am interested in your experiences and opinions. There is no right or wrong answers. You are free to refuse to answer any questions. You have been selected to participate because you are a member of this school and you may have an idea of what goes on in this school concerning pupil behavior related to Drug abuse. Your participation is anonymous and identifying information will not be recorded or reported in any way. Things that you will say may be reported as anonymous quotations. You may withdraw your participation in the project at any time without consequences. The interview will last about 45 minutes. If there will be some important issues to be clarified, I may ask to interview you again. May I have your permission to undertake this interview? Yes / No If you do not want to participate, why..... Signature of the interviewee that a verbal consent was obtained:

APPENDIX II: INTERVIEW GUIDE FOR DRUG ENFORCEMENT COMMISSION (DEC OFFICE), MINISTRY OF GENERAL EDUCATION (DEBS OFFICE), AND THE SCHOOL MANAGEMENT

My name is Tainess Nyondo, I am a student at the University of Zambia. I am conducting a research on **examine the effectiveness of strategies used for the Prevention of Drug abuse in Zambian Schools: a case study of Four Public Secondary Schools in Lusaka District**. This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as an informant and I will be grateful if you can spare a few minutes of your time to answer a few questions. This information you are going to give will be confidential and entirely for the purpose of my MPA dissertation. Kindly be as open and honest as possible in answering the questions.

Do you agree to be interviewed?

1. Yes ☐
2. No ☐

Date of interview:

Start time of interview:

SECTION A: BACK GROUND INFORMATION

1. Gender
2. Age
3. Marital Status
4. Religious Affiliation
5. Education Qualification attainment

ORGANIZATION AWARENESS

6. Name of Organization
7. Position held in the organization
8. Which are the organizations involved in the fight against drugs in schools?
9. What is the role of each mentioned Organization?
10. What is your specific role as an organization in the fight against drugs among pupils in schools?
11. Which are the vulnerable groups or grades mostly affected by drug abuse?
12. How do the organizations relate together in the fight against drugs in schools?

SECTION B: CAUSES OF DRUGS ABUSE AT MUNALI BOYS AND GIRLS AND KABULONGA BOYS AND GIRLS SECONDARY SCHOOLS

13. Have you recorded any case related to drugs abuse by pupils in schools?
 - If yes, how many cases have you recorded as an organization?
14. What reasons would you attribute to be the causes of drugs abuse by pupils in these schools?
15. How serious is the problem of drugs abuse among these pupils in the Lusaka District?

SECTION C: THE PREVENTIVE AND CURATIVE STRATEGIES IMPLEMENTED IN THE SCHOOLS SAMPLED

16. As an institution, how do you check that pupils do not abuse drugs at school?
 - How do you know that pupils abuse drugs at school?
17. As an institution, do you sensitize pupils on the dangers of drugs abuse in school?
18. If pupils need help, which officers are basically involved in carrying out that work in terms of guidance and counselling?
19. What is your assessment of their performance?
20. Does your institution, have any drugs school-based preventive strategies being used in schools? Probe for the following:
 - What strategies are used to teach pupils more of drug refusal skills in combination with social life skills training?
21. If Yes to Q20, mention the strategies/ measures you have put in place to stop drug abuse by pupils in schools?
22. How did you come up with those school- based drug abuse preventive strategies?
 - When did you introduce these drugs abuse school- based preventive strategies?
 - Are they government strategies or not?
 - How often are these school –based drug abuse preventive strategies revised?
 - Who are the people mostly involved in the revising of the school- based drug abuse preventive strategies?
23. For how long have the drug school- based preventive strategies been there?
24. According to your observation, are the drug abuse school- based preventive strategies working?
 - If Yes or No to Q24, Why do you say so? Give examples for your response
25. What material resources are available to aid prevention activities at this school?
26. How does the number of personnel dealing with prevention match with the needs of drug abuse and school population?

27. How best could drug abuse prevention programs and activities be increased for pupil's optimal utilization?
28. How can the reasons that prevent students from utilizing services be addressed? Statically are there any noticeable changes have you recorded in pupils' behaviour after implementation of these strategies?
29. In addition to that, have the pupils academic performance improved from the time these school-based drug abuse preventive strategies were introduced?
30. If yes to Q26 & Q27, what do you think are the reasons for the changes?
31. If No, what are the reasons why there is no changes in the reduction of this problem among pupils?
32. After putting in these measures mentioned in Q 33, has the number of the reported cases of drug abuse reduced in school?

SECTION C: CHALLENGES, SUCCESSES AND RECOMMENDATIONS

33. Have you faced any difficulties/problems when implementing these preventive strategies/measures?
34. If Yes to Q29, what difficulties/problems have you faced during the implementation of strategies/measures to prevent drug abuse in schools?
35. If No to Q30, what successes have been scored?
36. What measures did you put in place to overcome the difficulties/problems mentioned in question 18 above?
37. What do you think should be done to improve the situation in schools?
38. In your opinion which punishment should be given to pupils who abuse drugs in schools?
39. What further recommendation do you make to the government in order to prevent drug abuse by pupils in secondary schools in Zambia?

End Time:

Duration of Interview:

THANK YOU

APPENDIX III: PUPILS QUESTIONNAIRE

My name is Tainess Nyondo, I am a student at the University of Zambia. I am conducting a research on **the effectiveness of strategies used for the Prevention of Drug abuse in Zambian Schools: a case study of Four Public Secondary Schools in Lusaka District..**

You have been selected as an informant and I will be grateful, if you can spare a few minutes of your time to answer a few questions. This information you are going to give will be confidential and entirely for the purpose of my MPA dissertation. Kindly be open and honest as possible in answering the questions.

Please take a few minutes to complete this questionnaire. Your honest responses will be treated with confidentiality and will not be used for any other purposes other than for the research.

Do you consent voluntarily to participate in this survey and do you understand that you have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the survey.

1. **Yes** ()
2. **No** ()

Instructions

Please indicate your considered response by placing a tick (√) in the appropriate box and/or making brief comment in spaces provided.

SECTION A: GENERAL INFORMATION

1. Gender

- 1. Male ()
- 2. Female ()

2. Age

- 1. 14years and below ()
- 2. 15-16 years ()
- 3. 17-18 years ()
- 4. 19 years –Above ()

3. Which area do you live?

- 1. Low density areas (kabulonga, Ibex, New Kasama, Rhodes Park) ()
- 2. Medium density areas (Chelstone, Emmasdale) ()
- 3. High density areas (Chawama, Garden compound, Kamanga)..... ()

4. On average, how much money are you given per week for transport, break and lunch?

- 1. Not given any money ()
- 2. Between K1 to K25 ()
- 3. Between K26 to K50 ()
- 4. Between K51 to K75 ()
- 5. Between K76 to K 100 ()
- 6. Above K100 ()

5. Grade

- 1. Grade 8-9 ()
- 2. Grade 10 ()
- 3. Grade 11 ()
- 4. Grade 12 ()

SECTION B: CAUSES OF ABUSE DRUGS AMONG PUPILS

6. What are some of the causes of abuse drugs among pupils?

- 1.
- 2.
- 3.
- 4.
- 5.

7. Do you take drugs?

- 1. Yes..... ()
- 2. No()

a. How often do you take drugs?

- 1. Daily ()

- 2. Weekly ()
- 3. Monthly ()
- 4. Quarterly ()

8. In the past 12 months have ever experienced any cases of pupils coming to school drunk or high on drugs?

- 1. Yes ()
- 2. No ()

9. What are the common types of drugs abused by pupils at this school?

- 1. Alcohol ()
- 2. Cannabis (weed) ()
- 3. Cocaine ()
- 4. Codeine ()
- 5. Other specify ()

10. How would you describe the problem of drug abuse among pupils at this school?

- a. Not Serious ()
- b. Serious ()
- c. Very serious ()

11. How would you describe the problem of alcohol abuse among pupils at this school?

- a. Not Serious ()
- b. Serious ()
- c. Very serious ()

12. How easily accessible are drugs at this school?

- 1. Very accessible ()
- 2. Accessible ()
- 3. Not accessible ()

13. Where do pupils get or access drugs from?

- 1. Fellow pupils ()
- 2. Teachers ()
- 3. Drug dealers who supply the pupils ()
- 4. Friends from Compounds ()
- 5. Bars/Clubs ()
- 6. Other specify ()

14. How would you describe the costs at which these drugs are bought?

1. Provided for free ()
2. Provided at a minimal see ()
3. Provided in exchange for sex ()
4. Brought by well-wishers ()
5. Others specify ()

15. Which category of pupils are more involved in the abuse of drugs?

1. Male pupils ()
2. Female pupils ()
3. Both gender ()

SECTION C: THE PREVENTIVE AND CURATIVE STRATEGIES IMPLEMENTED IN THE SCHOOLS SAMPLED

16. What measures/punishments has the school put in place to prevent/deter pupils from drug abuse?

.....

- a. From the measures mentioned above, which one has proved to be the effective measure in place and why?

.....
.....

b. What are the notable Changes that show that the preventive measures are working?

.....

17. In the past 3 years, have you ever participated in an awareness campaign or programme on drug abuse?

1. Yes ()

2. No ()

18. What role do teachers play in the implementation of the Preventive Measures?

.....
.....

19. What is the major reasons why some of the Preventive Measures are not working?

.....

20. Apart from school authorities, are there any organization that have come on board to help prevent this vice?

1. Yes ()

2. No ()

SECTION D: RECOMMENDATIONS

21. What do you think should be done by the following to curb drug abuse in schools?

Pupils
.....

School Authorities.....
.....
Government Authorities
.....

End of Questionnaire, Thank you for the time, I value the usefulness of the responses provided and I reaffirm confidentiality and anonymity in research