

Research Article

DRUG AND SUBSTANCE ABUSE ON PUPIL'S DISCIPLINE IN PRIMARY SCHOOL IN TURKANA CENTRAL SUB-COUNTY IN KENYA

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ABSTRACT

From a public health perspective drug and substance abuse has long been a source of major concern, both for individual's health and for wider society as a whole. Substances that are considered harmful are strictly regulated according to a classification system that took into account the harms and risks of taking each drug. This study was to determine the effects of drug and substance abuse and student discipline among primary school pupils. The study employed descriptive survey design and stratified random sampling techniques in five wards of Turkana central sub-county, purposive sampling of 4 schools per ward in the category of mixed day primary and mixed boarding primary schools with 10 pupils in each school. The sample size of the study comprised of 360 pupils, 7 guidance and counseling teachers, 7 head teachers and 4 county director of education officials. Questionnaires were used to collect primary data from the pupils and guidance and counseling teachers while interview schedules were used to conduct interviews with the head teachers and county director of education officials. Data collected was edited, coded and entered into SPSS version 23 for analysis. Quantitative data was analyzed through the use of descriptive statistics such frequencies and percentages and presented using frequency tables, bar graphs and pie charts. Qualitative data was thematically analyzed and presented using prose.

Keywords: Abuse, Discipline, Drug, Substance, Pupils.

INTRODUCTION

Disturbingly high levels of illicit drug use remain a problem among teenagers. As the physical, social, and psychological "home away from home" for most youth, schools naturally assume a primary role in substance abuse education, prevention, and early identification. One of the very scary things about drugs is that they affect people in different ways and so you can never tell for sure, how drugs will affect you. The effects of drugs depend on the type, dose and method of use of the drug. It also depends on the user's age, physical and mental condition and past experiences with the drugs (Johnston *et al.*, 2001). Short term effects occur shortly after a drug is taken, while long term effects show in the course of time are usually caused by progressive damage to body organs such as the lungs and the brain. Bangi leads to increased pulse rate problems with short term memory, with concentration, leaning, thinking and problem solving. It may result in problems with co-ordination and balance. Bangi smokers often have reddened eyes. Some young people feel intense emotional reactions such as fear and panic after using bangi (Eaton, Kann, Kinchen, *et al.*, 2006). So-called stimulant drugs such as mirungi and cocaine make users feel alert, full of energy or confident and strong. At higher doses stimulants can make users feel anxious or even panicky. With increasing abuse mental health problems can occur and with excessive doses you can die. Sedative drugs or substances like heroin and some prescription drugs produce a relaxing, peaceful and happy feeling. At higher doses they lead to drowsiness, decreased concentration and vision, nausea, vomiting and sweating. Still higher doses can result in a deep sleep, loss of consciousness and even death. Home brew like *gongo* may be dangerous for your health and its consumption sometimes leads to death (Rivers, 1981).

Using drugs clearly limits young people's ability of coping with and solving social and emotional problems. This makes many young people vulnerable to crime and abuse such as sexual and physical abuse. And the change in behaviour of drug abusing adolescents very often leads to family conflicts and breaking up of friendships. Drug abuse is a major cause for accidents, accidental poisoning, suicide and infections (Griffin *et al.*, 2002). The teen drug/alcohol user impairs both discipline and academic performance along with his or her level of responsibility-such as skipping class, failing to complete assignments, etc.-speaks to the notion that drug and alcohol use is rampant throughout American middle and high schools. This abuse has produced teenage student bodies with many abusers whose relationships, reputations, futures, wallets, self-images and especially grades suffer as a direct result of the teen drug abuse (Pope, Yurgelun-Todd, 1996). Heroin is a highly addictive opiate (like morphine). Brain-cells can become dependent (highly addictive) on this drug to the extent that users need it in order to function in their daily routine. While heroin use starts out with a rush of pleasure, it leaves the use in a fog for many hours afterwards. Users soon find that their sole purpose in life is to have more of the drug that their body has become dependent on (Gabriel and Burks, 1997). First time use of heroin can cause nausea, vomiting and severe headaches. Generally, however, the drug creates a high in minutes after it has been smoked or injected. Injection leads to quicker, more powerful high, but sharing needles can increase the risk of infection. Users often experience a feeling of well-being, contentment and detachment from daily worries. Tolerance builds up with use so greater amounts of the drug are needed to create the high. This can eventually lead to addiction. It also increases the risk of overdosing (Kenya police website). Research shows that overdose, often occurs after users have tried to come off the drug. When they start taking it again, they often resort to the dose they were on when they stopped, although their tolerance is not as high. The fact that heroin is often adulterated with other substances can also cause overdose. Symptoms of an

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overdose include rapid heartbeat, heart failure, and shortness of breath, unconsciousness and coma. When unconscious, the user is at risk of choking on their own vomit. Heroin can also cause unexplained sudden death due to the user having a particular reaction to the drug, to injecting heroin and to impurities present in the drug (Kenya police website). Long-term effects of injecting heroin include collapsed veins, loss of appetite and severe constipation. Heroin use is also associated with crime as the drug is expensive to obtain. Pregnant women who use heroin risk giving birth to small babies who may be addicted to heroin and suffer withdrawal symptoms. Withdrawal usually lasts several weeks and symptoms include aches, tremors, sweating and spasms. These usually fade after a week, but it may take months to regain a sense of natural well-being (Kenya police website). Marijuana/cannabis sativa affects parts of the brain that control emotions, memory, and judgment. Smoking it can not only weaken short-term memory, but can also block information from being registered in long term memory. It has also been shown to weaken problem solving ability. Alcohol is no safer than drugs. Alcohol impairs judgment and leads to memory lapses. It can lead to blackouts. It distorts vision, shortens coordination, and in addition to the brain can damage every other organ in the body (Nadia, 1998). Cannabis has a mildly sedative effect, which leads to decreased blood pressure, increased appetite, feelings of relaxation, mild intoxication and increased sociability. People who smoke the drug usually feel its effects within minutes and they may last up to three hours. The effect is delayed when eating or drinking the drug so that it last longer and may be more difficult to control. Cannabis may impair short-term memory and affects body coordination. First-time users may feel confused and distressed and anxiety, panic and suspicion are not uncommon side effects. High doses can cause coma, but there are no records of fatal overdose (Lowinson *et al.*, 2005). Heavy use can lead to confusion, aggravate existing mental disorders and sap energy. Some people believe cannabis can lead to hard drug use, such as heroin, but the majority of users do not go on to take heroin. Long-term use of cannabis can cause lung cancer, bronchitis and other respiratory disorders associated with smoking. It is unclear if there is more risk of these disorders than with tobacco. However, cannabis users tend to inhale more deeply and the drug does contain higher doses of tar. People may become both physically and psychologically addicted to cannabis. Studies also show that regular, heavy use of the drug may cause nerve damage and affect learning. Cocaine, both in powder form and as crack, is an extremely addictive stimulant. An addict usually loses interest in many areas of life, including school, sports, family, and friends. Use of cocaine can lead to feelings of paranoia and anxiety. Although often used to enhance sex drive, physical effects of cocaine on the receptors in the brain reduce the ability to feel pleasure that causes dependency on the drug (John, 1998). Inhalants, such as glue, gasoline, hair spray, and paint thinner, are sniffed. The effect on the brain is almost immediate. And while some vapours leave the body quickly, others will remain for a long time. The fatty tissues protecting the nerve cells in the brain are destroyed by inhalant vapours. This slows down or even stops neural transmissions. Effects of inhalants include diminished ability to learn, remember, and solve problems. It is a stimulant that causes a feeling of exhilaration and decreases appetite. Users may experience indifference to pain and tiredness. When it is snorted, its effects wear off within 15 minutes to half an hour so it has to be taken every 20 minutes to maintain its effect. Many users believe they perform better on cocaine, but research shows that this is probably just their perception rather than reality. Cocaine can make the heart beat irregularly and increases body temperature. Large or frequent doses can reduce libido and lead to restlessness and paranoia. Very large doses can cause death through heart or respiratory failure. Common side effects after coming down from the drug include depression and tiredness (Johnston *et al.*, 2006).

Withdrawal symptoms include restlessness and severe anxiety. Some people are very sensitive to the drug and may die after their first dose. Regular snorting of the drug can cause damage to the membranes of the nose and injecting the drug through dirty or shared needles carries the risk of infection. Cocaine use during pregnancy can lead to birth defects and low birth weight babies and babies may be born addicted to the drug. People who smoke crack cocaine are more likely to become dependent and to suffer from side effects (Botvin, 2000). Ecstasy is a stimulant and increases brain activity. Users report that it causes a sense of euphoria, followed by feeling of calm. They claim it makes them feel more sociable and increases their awareness of their surroundings. However, like many drugs, ecstasy is reported to exaggerate a person's existing mood. Ecstasy affects body temperature. When combined with dancing for long periods in a hot place, users can risk dehydration, which may be fatal. Large doses of the drug can cause anxiety, panic and confusion. Ecstasy is not thought to lead to addiction and there are no specific withdrawal symptoms. However, immediate side effects can include nausea, a dry mouth, raised blood pressure and depression. Research on long-time users suggests it may cause brain damage and mental illness as well as liver and kidney problems in later life. People with problems such as epilepsy, high blood pressure and depression are thought to be more likely to suffer side effects from ecstasy use. Extended use of ecstasy and amphetamine cause difficulty in differentiating reality and fantasy, thus resulting into lack of concentration. Studies have found that ecstasy destroys certain cells in the brain. While the cells may re-connect after discontinued use of the drug, they don't re-connect normally. Like most drugs, this one impairs memory and can cause paranoia, anxiety, and confusion (Lowinson *et al.*, 2005). Tobacco is a dangerous drug; putting nicotine into your body. Nicotine affects the brain quickly, like other inhalants, producing feeling of pleasure, like cocaine, and is highly addictive, like heroin. The pupils who involve themselves in the use of drugs mentioned cause unrest in the institution where drugs at times find their way in (Jean, 2001). Amphetamines stimulate the heart beat and may increase blood pressure. Users say they experience feelings of increased confidence, sociability and energy. The effects usually kick in about half an hour after taking the drug and last for several hours. As the effects wear off, users may feel irritable, restless, dizzy and anxious. Insomnia is very common, as is depression. Increased blood pressure can cause burst blood vessels and, in rare cases, lead to paralysis and coma. Some people suffer a bad or toxic reaction to even low doses of amphetamines. Tolerance builds up with regular use so more of the drug has to be taken to get the same effect. This can lead to dependence (Kroll and Taylor, 2002). Withdrawal symptoms include depression, lethargy, heart palpitations, chills and headaches. Excessive sweating and dehydration are common. High doses or particular reactions to the drug can be fatal due to the increased risk of convulsions, coma and brain haemorrhage. Regular, heavy use of amphetamines can cause hallucinations, paranoia, brain damage and mental illness. Pregnant women who regularly use amphetamines may suffer premature birth and the drug can be passed onto babies through breast milk. LSD and magic mushrooms is a hallucinogenic drug which distorts the way the mind perceives things. Its effects are usually felt within half an hour of use and last for up to 12 hours. Experiences vary according to the individual so are difficult to typify. Users report that objects appear much brighter and may seem to get moving or distorted. Hearing may also be intensified and the user's feeling of time and place may be distorted. Once a 'trip' has begun, it is impossible to stop or control it. The drug tends to exaggerate the mood a person is feeling when they take it (Barnard, 2007). Users do not become physically dependent on LSD, but some may experience a psychological dependence. Some develop a tolerance of the drug and need to take higher and higher doses, but deaths and overdose are rare. LSD users sometimes experience

flashbacks which may distress them. Some have long-term psychological effects, such as schizophrenia. Magic mushrooms also have a hallucinogenic effect which is generally milder than that associated with LSD. However, the physical effects are generally more pronounced, such as increased heart rate and blood pressure. Side effects include nausea, vomiting and stomach pains. Long-term effects may include flashbacks, but little research has been done in this area. There are reported to be no withdrawal symptoms and no risk of physical addiction (Barnard, 2007). Alcohol on the hand enters the blood and circulates through the whole body including the brain. It has effects on several organs in the body and brain, which influences behaviour and feelings. Alcohol can be dangerous drug and has some long-term effects. Drinking too much too often causes physical damage, increase the risk of getting some diseases and make other diseases worse. Excessive drinking overtime is associated with hepatitis and cirrhosis of the liver, gastritis (inflammation of the stomach lining), inflammation of the pancreas, high blood pressure (which might lead to stroke), certain types of cancers including mouth and throat, damage to the brain, heart failure, neurological problems like epilepsy and certain types of vitamin deficiency. Excessive drinking has also been linked to obesity, sexual problems, infertility, muscle disease, brain damage, depression, aggressive behaviour, violence, blackouts and death from inability to breathe (Gacicio, 2001). Abuse of alcohol has been linked to a depressant of the nervous system. A small amount of alcohol will relax an individual and make him/her feel less anxious. An increased amount of it suppresses part of the brain that controls judgment resulting into a loss of inhibition. A pupil in such a state might not be able to make an informed decision. Alcohol even affects physical co-ordination, causing blurred vision, slurred speech and loss of balance. Alcohol abuse results in violence, property destruction, fatal road accidents, assaults for no given reasons and incidences of school dropouts due to poor performance and boycott of class activities. The result of alcohol taking develops into deficiencies, for example, lowered intelligence and might cause physical abnormalities (Hopkins, 1992). The biggest risk nowadays is getting and spreading HIV/Aids. A drunkard is often careless and forgets about essential precautions, like using a condom when having sex. He/she might also sleep with more persons or with persons whose health status he does not know Alcohol use is a predictor of early sexual activity and failure to use condoms, leading to unplanned teenage pregnancy and sexually transmitted diseases, including HIV. In addition the body of a drunkard is often in a weak condition and more susceptible to all kinds of infections and diseases including HIV/aids. Alcohol has a negative impact on sexual performance. It might be difficult to have an erection (Loveland-Cherry, 2000). Alcohol is also a drug; it can make one an addict. Addicted people spend a lot of money and time on alcohol, which is a heavy burden for the family and the community. Once a person is addicted, it is very difficult to drink less or stop drinking. If the person tries to stop he has tremors, rapid heartbeats and sweating and difficulty falling asleep at night. Such a situation is very painful and dangerous (MOH/GTZ RH Report, Vol. 8). Inhalants are readily available and relatively affordable. It is partly for this reason that they are partly mistakenly believed to be safer than other recreational drugs, that inhalants are especially popular among children and young adolescents. Inhalants may dangerously hinder the activity of the nervous that controls breathing. The resulting respiratory depression may cause unconsciousness, comma, or even death. They may engage in irresponsible or dangerous behaviour such as recklessness and violence. Inhalants irritate breathing passages, sometimes provoking severe cough, painful inflammation and nose bleeding. Nitrite inhalants often cause intense facial flushing, feeling of severe weakness, dizziness and heart palpitation (Burundi, 2003).

Inhalants, more so in heavy doses may not produce a pleasant high but mental confusion, hallucinations and delusions and persecution. They increase the risk of permanent brain damage, poor memory, extreme mood swings, tremors and seizures. This substance effects are always very mild to realize at the beginning and only last for a short time. Many abusers believe that substances are essentially harmless but they are very dangerous both in their immediate effects and their long-term consequences. Individuals who abuse inhalants are always troublesome and hard to deal with in the environment where they exist (Nadia, 1998). Pathfinder (2000) addiction or repeated use of psychoactive substance to the extent that user is periodically or intoxicated shows a compulsion to take a preferred substance or substances by almost any means. Typically, tolerance is prominent and a withdrawal syndrome frequently occurs when substance use is interfered with. The life of the addict may be dominated by the virtual exclusions of all other activities and responsibilities. The term addiction also convey the sense that such substances has a detrimental effects in the society, as well as in the individual; when applied to the use of alcohol it is equivalent to alcoholism or addiction. It is regarded by many as discrete disease entity, a debilitating disorder rooted in the pharmacological effect of drugs, which is remorselessly progressive. Namwanja (1993) found that effective disorder, residual, alcohol or drug related effects that affect the user beyond the period, which a direct effect of drug might reasonably be assumed operating. Consumption of alcohol leads to any physical, psychological or social harm. The use of drugs is often progressive and fatal, it is characterized by continuous or periodic; impaired control over the use, pre-occupation with drug use despite adverse consequences, and distortion in thinking and most notably denial. According to Miller and Plant (1996), alcohol intoxication is manifested by signs like facial flushing, slurred speech, unsteady gait, euphoria, increased activity, slowed reactions, impaired judgment and motor in co-ordination, and insensibility. Individuals drugging desire to achieve a degree of intoxication. The behaviour expression of a given level of intoxication is strongly influenced by cultural and personal expectations about the effects of drugs. Certain substances have powerful stimulant action; they are often referred to as 'speed', example of such a drug is amfetamines. The symptoms and signs suggestive of intoxication with amfetamines or similarly active sympathomimetics includes pupillary dilatation, elevated blood pressure, sweating, chills, vomiting and abnormal behavior such as aggression, grandiosity, agitation and impaired judgment. In rare cases delirium develops within 24 hours of use. Chronic use of such drug commonly induces personality and behaviour changes, for example impulsivity, aggressively, irritability and suspiciousness. Cessation of intake of such a drug after a prolonged or heavy use may produce withdrawal reaction, depressed mood, fatigue, sleep disturbances and hallucination (Donovan and Jessor, 1985).

RESULTS AND DISCUSSION

The effects of drugs and substance abuse on discipline among primary school pupils in Turkana Central Sub-County

The third objective evaluated the effects of drugs and substance abuse on discipline among pupils in Turkana Central Sub-County. The effects on indiscipline were categorized into effects on drugs and substance abuse on behaviours and on relationships with peers. On some of the behaviours associated with drugs and substance abuse, the findings are as reported in Table 4.12.

Table 1: Pupils' Response on the Behaviours Associated with Drugs and Substance Abuse

	Strongly Disagree	Disagree	Agree	Strongly Agree
One cannot handle class activities after taking drugs	30 (8.8%)	19 (5.6%)	96 (28.2%)	196 (57.5%)
Loss of concentration in class	41 (12.0%)	27 (7.9%)	71 (20.8%)	202 (59.2%)
Failure to understand lessons	40 (11.7%)	23 (6.7%)	110 (32.3%)	168 (49.3%)
Frequently absent from school	60 (17.6%)	38 (11.1%)	68 (19.9%)	175 (51.3%)
Fighting with others	70 (20.5%)	51 (15.0%)	70 (20.5%)	150 (44.0%)
Rude to teachers	81 (23.8%)	52 (15.2%)	53 (15.5%)	155 (45.5%)
Likely to be involved in crime	45 (13.2%)	54 (15.8%)	74 (21.7%)	168 (49.3%)
Likely to be involved in sexual activities	70 (20.5%)	20 (5.9%)	69 (20.2%)	182 (53.4%)
Likely to drop from school	74 (21.7%)	59 (17.3%)	80 (23.5%)	128 (37.5%)
Have poor academic performance	57 (16.7%)	55 (16.1%)	48 (14.1%)	181 (53.1%)
Violent behavior	36 (10.6%)	41 (12.0%)	65 (19.1%)	199 (58.4%)
Likely to suffer from HIV/AIDS and other sexually transmitted diseases	19 (5.6%)	82 (24.0%)	60 (17.6%)	180 (52.8%)

Source: Field Data (2020)

According to the findings as reported in Table 4.12, 57.5% (196) of the respondents strongly agree that one cannot handle class activities after taking drugs, 28.2% (96) agree, 8.8% (30) strongly disagree and 5.6% (19) disagree. Another effect of drugs and substance abuse is loss of concentration in class as shown by a response of 59.2% (202) and 20.8% (71) of the respondents who strongly agree and agree respectively. Failure to understand lessons is also an effect of drugs and substance abuse as shown by a total of 81.6% (278) of the pupils who strongly agree and agree. A combined total of 71.2% (243) of the pupils strongly agree and agree that drugs and substance abuse lead to frequent absent from school. On the other hand, 64.5% (220) of the pupils strongly agree and agree that drugs and substance lead to fighting with others while 61.0% (208) of the pupils strongly agree and agree that drugs and substance abuse make pupils to be rude to teachers. Pupils who take drugs are likely to be involved in crime as evidenced by a total of 71.0% (242) of the pupils who strongly agree and agree. Additionally, 53.4% (182) and 20.2% (69) of the pupils strongly agree and agree respectively that drugs and substance abuse is likely to lead into engagement in sexual activities. According to a response of 61.0% (208) of the pupils, pupils who engage in drugs and substance abuse are highly likely to drop from school; 67.2% (209) of the pupils strongly agree and agree that pupils who engage in drugs and substance abuse have a poor academic performance. The findings also demonstrate that 77.5% (254) of the respondents strongly agree and agree that pupils who engage in drugs and substance abuse are likely to engage in violent behavior. Also, 70.4% (240) of the respondents strongly agree and agree that pupils who engage in drugs and substance abuse are likely to suffer from HIV/AIDS and other sexually transmitted diseases.

The teachers' responses on the effects of drugs and substance abuse on pupils is as shown in Table 4.13. All the teachers agree that drugs and substance abuse cause frequent absence from school, rudeness to teachers, high likelihood of crime involvement, less concentration in class activities, inability to handle class work, dropping out from school, poor performance, and failure to understand lessons. Majority of the teachers however disagree that drugs and substance abuse lead to involvement in sexual activities (57.1%) and pupils becoming street children (71.4%).

Table 2: Teachers' Response on the Effects of Drugs and Substance Abuse

	Strongly Disagree	Disagree	Agree	Strongly Agree
Not able to handle class work after taking drugs	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)
Less concentration in class activities	0 (0.0%)	0 (0.0%)	2 (28.6%)	5 (71.4%)
Failure to understand lessons	0 (0.0%)	0 (0.0%)	5 (71.4%)	2 (28.6%)
Frequent absence from school	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
Fighting with other children	0 (0.0%)	2 (28.6%)	2 (28.6%)	3 (42.9%)
Rude to teachers	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
Likely to be involved in crime	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
Likely to be involved in sexual activities	0 (0.0%)	4 (57.1%)	2 (28.6%)	1 (14.3%)
Likely to suffer from HIV/AIDS and other STDs	0 (0.0%)	1 (14.3%)	5 (71.4%)	1 (14.3%)
Drop out from school	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
Have poor performance	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100.0%)
Violent behaviour	0 (0.0%)	1 (14.3%)	5 (71.4%)	1 (14.3%)
Become street child	0 (0.0%)	5 (71.4%)	2 (28.6%)	0 (0.0%)

Source: Field Data (2020)

The interviews with the key respondents revealed that drugs and substance abuse has an impact on students discipline, academic performance, social life and health. For instance, one head teacher (headteacher C) said that:

"Pupils who engage in drugs and substance abuse have less concentration in classes and this influences their academic performance and non-compliance to classroom tasks. The pupils also spend their time engaging in drugs and substance abuse rather than utilizing their free time in constructive academic activities"

Head teacher G on the other hand supported the influence of drugs and substance abuse on indiscipline of the pupils by stating that:

"Pupils engaging in drugs and substance abuse are disrespectful to the teachers and school administration. They also have a don't care attitude and can incite other students to indulge in indiscipline cases such as rioting, fights and violence"

For the county education officials, CDE D stated that:

"Drugs and substance abuse affects pupils' academic performance since the pupils are not serious with class work and don't spend enough time in reading"

The county education official added that:

“Most of the pupils engaging in drugs and substance abuse miss classes and this may affect their performance in academics”

The CDE C associated drugs and substance abuse with rising cases of school drop outs by stating that:

“Pupils who indulge in drugs and substance abuse do not go well with their teachers and school administration, and in most cases primary schools have no other choice other than sending them home so that they do not negatively influence others in schools, this leads to drop out cases in primary schools”

The effects of drugs and substance abuse depend on users. However, the effects can be social, health effects or economic effects as discussed by Eton *et al.*, (2006). For the pupils, drugs can have devastating effects on academic performance and how the pupils relate with their peers and teachers in schools (Lowinson *et al.*, 2005). Griffin *et al.*, (2002) on the other hand argue that drugs and substance abuse inhibit young people's capacity to cope with and solve societal and emotional problems. Young drugs users are more vulnerable to engaging in crimes and other forms of violent abuses such as sexual abuse (Griffin *et al.*, 2002). Drugs use and abuse impairs pupils' discipline and academic performance in addition to the student's responsibility level leading to cases such as skipping of classes and failing to complete class works (Pope, Yurgelun-Todd, 1996). John (1998) notes that an addict has little or no interest in many areas of life such as school, sports, family and friends. According to Jean (2001), pupils engaging in drugs and substance abuse are highly likely to cause unrests in schools. On the health effects, Gacicio (2001) found that drugs such as alcohol have long-term health effects as they increase the risks of getting some diseases and worsen existing health conditions such as diabetes and mental health problems. Excessive drinking overtime associates with diseases such as hepatitis and cirrhosis of the liver, gastritis (inflammation of the stomach lining), inflammation of the pancreas, high blood pressure (which might lead to stroke), certain types of cancers including mouth and throat, damage to the brain, heart failure, neurological problems like epilepsy and certain types of vitamin deficiency. Gacicio (2001) adds that drugs use and abuse leads to health problems such as obesity, sexual problems, infertility, muscle disease, brain damage, depression, aggressive behaviour, violence, blackouts and death from inability to breathe.

CONCLUSION

Based on the findings, the study concludes that drug and substance abuse negatively influence discipline among pupils in public primary schools.

RECOMMENDATION

In view of the study findings and the conclusions arrived at, the study recommended schools should be strengthened so as to engage qualified manpower in guidance and counseling so as to sensitize pupils on drugs and substance abuse.

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