

**Assessing the Role of school disciplinary committee in managing Alcohol and Drug
abuse among students in schools. A case of selected community day secondary
schools in Machinga District**

By

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DECLARATION

I, Andrew Makonokaya, confirm that this thesis is my original piece of work with the guidance of my supervisor Dr. Chrispin Mphande, which has not been submitted either partially or entirely for a degree at any other university. Any use of materials published by other individuals has been duly acknowledged.

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DEDICATION

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ABSTRACT

This study aimed to assess the role of school disciplinary committees in addressing alcohol and drug abuse among students. The primary focus was on managing disciplinary issues in secondary schools. The research had three main objectives: the first objective was to evaluate school discipline committees' perception of alcohol and drug abuse as a form of indiscipline. The second objective was to analyze the factors which contribute to alcohol and drug abuse among students at school, and the last objective was to examine the strategies employed by the disciplinary committees to curb these issues. The study was conducted in four selected community day secondary schools in Machinga district, in the South East Education Division (SEED).

The instruments which were used in this study were, the interview guide, voice recorder as well as document analysis. Purposive sampling was used to select the participating district while the Participating schools were chosen for the sake of convenience.

A qualitative research approach was used involving interviews and document review. This study was guided by an interpretive research paradigm. The study targeted school disciplinary committee member s(teachers) and students. The researcher randomly chose clusters, from which the four schools were selected. Within the school discipline committees, three members were chosen at random, including the deputy head teacher who is by default the chair, and two other staff members. For example, if the committee had eight members, the deputy head teacher was automatically the chair, with the remaining two members having a probability of $\frac{1}{7}$ and $\frac{1}{6}$ of being sampled respectively. For the students, one focus group was formed by selecting one head boy and one head girl from each school to participate in a discussion at a convenient venue.

The researcher adopted a case study design to allow for an in-depth examination of how alcohol and substance abuse is managed within the specific school context.

The findings of this study revealed that many teachers lacked a comprehensive understanding of the concept of alcohol and drug abuse. While they had some knowledge, they struggled to connect key concepts related to alcohol and substance abuse. This study has also found that various factors, including peer pressure, family dynamics, community norms, media influence, easy access to substances, student depression, poverty, lack of awareness, cultural influences, school-related stress, and insufficient parental guidance, were identified as contributing to substance abuse among students.

This study found that preventive strategies which school disciplinary committees uses to curb alcohol and drug abuse were such as; collaboration between teachers and parents, punitive measures for guilty students, civic education on the dangers of substance abuse, and enforcing strict school rules and regulations as well as guidance and counselling. The study recommended that the Ministry of Education provide regular training for teachers and school staff on recognizing and managing substance abuse, and establish systems to monitor and evaluate the effectiveness of prevention and intervention strategies.

In conclusion, the study has learnt that participants had poor understanding of the concepts of alcohol and drug abuse. It has also established that there are several factors that lead students to abuse alcohol and drugs. The study has revealed that there are many strategies that school discipline committee uses to curb indiscipline among students in schools

Key terms; *indiscipline, alcohol and drug abuse, irrational belief, management, strategies, perception*

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GLOSSARY OF ACRONYMS AND ABBREVIATIONS

SEED: South East Education Division

CEED: Central East Education Division

NED: Northern Education Division

MOEST: Ministry of Education science and technology

MOE: Ministry of Education

REBT: Rational Emotive Behavior Therapy

PTA: Parents Teachers Association

MZUNIREC: Mzuzu University Research Ethics Committee

RSA: Rapid Situation Assessment

DHS: Demographic and Health Survey

WHO: World Heathy Organization

CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 Chapter overview

This chapter discussed the background to the study. Among other things, it further focused on the following underpinnings: statement of the problem, main research objective, specific research objectives, theoretical framework that guides this study, justification of the study, significance of the study, and delimitation or the scope of the study.

1.2 Background to the study

1.2.1 Meaning of discipline

Different Scholars have defined indiscipline in different ways based on their perceptions. For instance, according to Koomson et al. (2005), school discipline involves students adhering to a set of rules known as school rules, which may encompass expected standards for attire, punctuality, peer relationships (both instructors and students), and academic performance. They emphasize that each school has multiple rules, and the term "school discipline" is not limited to the code of school rules; it can also refer to the punishment for violating the school's code of conduct. In this context, the use of the term "school discipline" may sometimes imply consequences for disobeying school rules. According to Arum & Roksa (2011 in Academically Adrift) indiscipline in classrooms severely hinders the learning environment and can cause distress for both teachers and students. Their work points out that disciplinary problems often lead to decreased academic performance.

Olweus (1993), describes indiscipline as "behavior that is disruptive or violates established norms, rules, or laws within an institution, particularly schools. It can include physical altercations, verbal abuse, non-compliance with school policies, and a failure to respect authority or peers. Similarly, to olweus, Emmer & Sabornie in their *Handbook of Classroom Management* (2007) describe

indiscipline as a pattern of behavior that disrupts classroom functioning, affecting teaching, learning, and the overall school environment, p21". This may involve persistent disobedience, bullying, or inappropriate conduct that challenges teachers' ability to manage a classroom effectively

1.2.2 Indiscipline in Malawian Schools

In Malawi, as in many African nations, school discipline has been a significant challenge, with several cases of misbehavior and unrest being reported. Some of the most common indiscipline cases include the following:

1.2.3 Violence and physical fights

Physical altercations between students, often fueled by conflicts over trivial issues or bullying, are common in many Malawian schools. For example, the 2017 report from the Malawi Human Rights Commission(MHRC) highlighted the increasing cases of violence in schools, particularly among secondary school students. Students involved in such conflicts often face suspension or expulsion, but the underlying causes like poor peer relationships and inadequate supervision remain.

1.2.4 Bullying.

Bullying, particularly among young students, is another prevalent issue. This often leads to emotional harm and can significantly impact students' well-being and academic performance. For instance, research conducted in Malawi shows that bullying is particularly rampant in secondary schools, where students face both physical and psychological bullying from peers.

1.2.5 Substance abuse

Use of alcohol, tobacco, and illicit drugs among secondary school students has become a rising concern. These substances are often smuggled into schools by students, and some schools have

struggled to prevent this issue. A study by the United Nations Office on Drugs and Crime (UNODC) in 2016, found that substance abuse was increasing among Malawian schoolchildren, particularly in urban areas.

1.2.6 Late attendance and truancy

School attendance can often be irregular, with some students skipping lessons for various reasons such as family obligations or lack of transportation. Reports from the Ministry of Education (MoE) in Malawi often cite that a lack of parental support and poverty contribute significantly to truancy and absenteeism in rural areas.

The recent available literature on indiscipline cases in Malawi expose that, Dedza secondary school in CEED (Munthali, 2012), Bandawe secondary school in NED (Ngwira, 2013), and Malosa secondary school in SEED (Nyasa Times Report, 2014), experienced indiscipline issues by students which ranged from violent acts to insubordination. Very recently, at Robert Blake secondary school, case of indiscipline has been recorded. Among other things, students burnt science laboratory, and part of administration block for a reason best known to themselves as strict rules due to change of the administration (Daily Times Newspaper, 2023). Above all, the experience reveals that the serious form of indiscipline among students nowadays is the abuse of alcohol and drugs which is pausing fear to both teachers and parents in as far as performance is concerned.

1.3 Statement of the problem

In recent times, the increased occurrence of alcohol and drug misuse among students has emerged as a worrisome issue within educational settings (Munthali, 2012). Despite the existence of disciplinary committees in schools, there exists a lack of complete comprehension regarding their

precise contribution to handling and reducing cases of substance abuse among students. This study aims to examine the roles of school disciplinary committees in addressing alcohol and substance drug abuse in educational environments. The goal is to recognize their strengths, weaknesses, and potential areas for enhancement in dealing with this significant concern. Alcohol and substance abuse among secondary school students is a growing concern that negatively impacts their academic performance, health, and social well-being. Despite various preventive programs and school policies, there is an increasing prevalence of students engaging in the use of alcohol, tobacco, marijuana, and other illicit substances. This behavior not only leads to physical and mental health issues, but also contributes to poor academic performance, increased absenteeism, and a higher likelihood of engaging in risky behaviors.

It is against this background that this study sort to assess the role of school disciplinary committee in addressing issues of alcohol and substance drug abuse among students.

1.4 Main research objective

The main objective of this study was to explore the role of school disciplinary committee in managing alcohol and substance drug abuse among students in schools.

1.4.1 Specific research objectives

This study was guided by the following objectives:

1. To assess the school disciplinary committees' perception of alcohol and substance drug abuse as a form of indiscipline.
2. To analyze factors contributing to students' alcohol and substance drug abuse at school.

3. To examine strategies school disciplinary committee uses to curb alcohol and substance drug abuse at school.

1.5 Significance of the Study

The study of alcohol and substance drug abuse will help us understand the biological and social dynamics between alcohol use and the use of other substances. The study might also help Ministry of Education officials to revise some of its policies in order to effectively manage indiscipline cases in public secondary schools. The study might guide teacher training colleges and universities to incorporate discipline management strategies and skills in their curriculum. According to (Kelly, 2009), an effective curriculum reform or change considers recent research findings in the area. Since the findings of the study would be available on internet, it would be accessible hence, it would help curriculum planners to incorporate its findings in the new curricula. The study has the potential to help understand the biological & social dynamics between alcohol use and use of other substances. It would also help Ministry of Education officials to revise some of its policies in order to effectively manage indiscipline cases in schools.

1.6 Theoretical Framework

1.6.1 Rational Emotive Behavioral Therapy

The study was guided by the Rational Emotive Behavioral Therapy theory (REBT) which was developed by Albert Ellis D.J in 1950s. He further reviewed this theory in 2021. The proponents of this theory suggest that Rational Emotive Behavior Therapy (REBT) is a cognitive-behavioral therapy approach that can be applied in the context of managing indiscipline at school. REBT focuses on helping individuals identify and change irrational beliefs and thought patterns that lead to negative emotions and behaviors. When applied to school indiscipline management, REBT can be a valuable framework for understanding and addressing the underlying causes of challenging

behaviors. Essential to Ellis's theory is the **A-B-C** sequence. According to Ellis, people experience Activating events (**A**) every day. Interpretation of these events results in specific Beliefs (**B**) about the event. Once the belief has been developed, people behave in a particular manner as a Consequence (**C**) on the belief. For example, in schools, teachers perceive that some students are indisciplined because of the way they interpret actions and behavior of those students. This is to say that positive or negative attitudes administrators hold about the students, is dependent on the way they interpret behavior of those students. In turn, this affects the way they manage the students at school.

According to Albert Ellis, Rational Emotive Behavior Therapy (REBT) is a therapeutic approach that focuses on identifying and challenging irrational beliefs and thoughts to promote emotional well-being and behavior change. When applied to the study of the role of a school disciplinary committee in managing alcohol and drug abuse among students, REBT can offer valuable insights and guidance.

1.6.2 Application of Rational Emotive Theory to the study

Rational Emotive Theory can be applied to this study in the following:

1.6.2.1 Identifying irrational beliefs: It begins by helping students and school staff identify irrational beliefs that may contribute to indiscipline. These beliefs often take the form of rigid and unrealistic demands; like "I must always get my way.

1.6.2.2 Challenging irrational beliefs: Once irrational beliefs are identified, the REBT framework encourages students to challenge and dispute these beliefs. School administrators work with students to explore the evidence supporting or contradicting these beliefs and to develop more rational and realistic perspectives.

1.6.2.3 Linking beliefs to behavior: REBT helps individuals understand how irrational beliefs can lead to negative emotions and behaviour. For instance, students who believe they must always get their way, may become frustrated or act out when they face situations where they don't get what they want. Replacing irrational beliefs with rational ones. In the context of indiscipline management. REBT helps students replace irrational beliefs with more rational and adaptive ones. For example, students can learn to accept that they won't always get their way and that it is okay to face challenges and setbacks.

1.6.2.4 Self-reflection and responsibility: REBT encourages individuals to take responsibility for their emotions and behaviors. In the context of school indiscipline, students can learn to reflect on their actions, recognize the role of their beliefs and thoughts, and take ownership of their choices. Goal setting and motivation. REBT can assist students in setting and working toward positive behavioral goals. It can help them develop motivation and a sense of purpose in adhering to school rules and norms.

This theory guides the study for it can provide a comprehensive framework for understanding, preventing, and addressing alcohol and drug abuse among students at school.

in addition, it offers a psychological lens to explore the cognitive and emotional factors that contribute to substance abuse. It also guides interventions that target irrational beliefs & promote more rational thinking patterns.

1.7 Definition of key terms

Truancy: The act of staying away from school without permission or a legitimate reason.

Substance abuse: Refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs

Irrational beliefs: Are thoughts or beliefs that are illogical, irrational, and often negative (Edelstein, M. R. 2022)

Indiscipline: Refers to a lack of discipline, disobedience, or failure to obey rules and orders (Cambridge Dictionary)

Disruptive behavior: Refers to actions that significantly interfere with the normal functioning of an environment, such as a classroom or workplace (American Psychological Association, 2018)

Corporal punishment: Refers to the infliction of physical pain upon a person's body as punishment for a crime or infraction (Amy Tikkanen, 2025)

1.8 Lay out of the thesis

Chapter one introduces the study, covering key issues related to alcohol and substance abuse by students in schools. It includes several important sections, such as the background of the study, the statement of the problem, which outlines the research gap, the main objective, and specific research objectives. The chapter also presents the justification and significance of the study, the scope of the study, and definitions of key terms.

Chapter two provides a review of both theoretical and empirical literature on the role of school disciplinary committees in managing alcohol and substance abuse among secondary school students. It explores the perceptions of school discipline committees regarding alcohol and drug abuse, the prevalence of such issues in schools, and the factors that may contribute to substance abuse among students. The chapter also examines empirical strategies that school discipline committees can implement to reduce alcohol and drug abuse. Additionally, it discusses how the Rational Emotive Behavioral Therapy (REBT) theory can offer a better understanding of the issue at hand.

Chapter three outlines the methods used to collect and analyze data for the study. It highlights how the interpretive research paradigm formed the foundation of the study. The chapter also provides a thorough explanation of the epistemological stance adopted through qualitative inquiry. It addresses ethical considerations, as well as the study's credibility and trustworthiness. Additionally, the chapter details the process of data analysis, revealing that the researcher employed a hybrid thematic approach, combining both data-driven and theory driven coding techniques to develop themes and draw conclusions.

Chapter four provides a summary of the findings, along with an analysis and discussion in relation to the literature, objectives, and theory. The chapter presents data collected through oral interviews, document reviews, and focus group discussion. Additionally, it includes several quotes from the interviews, allowing the sources to speak for themselves and support the arguments being presented.

Chapter five is the concluding chapter, which summarizes the study's findings in relation to its objectives. It also includes contribution to the study and recommendations that could help address unruly student behavior, particularly concerning alcohol and drug abuse, with the goal of improving discipline among students in schools. It also highlights areas where further research could be conducted by other scholars.

1.9 Summary

This chapter has discussed the background to the study, the statement of the problem, main research objective, specific research objectives, theoretical framework, and significance of the study

CHAPTER TWO: LITERATURE REVIEW

2.1 Chapter overview

This chapter presents a review of the main theoretical and empirical literature. It focuses on the roles of school disciplinary committee in managing alcohol and substance drug abuse among students in Community Day Secondary Schools. Among other things, it covers the research objectives such as: assessing school disciplinary committees' perception of alcohol and substance drug abuse as a form of indiscipline, analyzing factors contributing to students' alcohol and substance drug abuse at school, and examining strategies school disciplinary committee uses to curb alcohol and substance drug abuse at school.

2.2 Perceptions of alcohol and drug abuse

Lewinso (2007) perceives a drug as any product other than food or water that affects the way people feel, think, see and behave. He stresses that it is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection. According to Adeniyi (2022), drug or alcohol abuse is the wrong use of these for purposes other than medical reasons, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school authorities. Cognitive effects of drugs relate to the individual's lack of concentration on academic work and memory loss. National institute on drug abuse (2018) stipulates that drug and alcohol abuse is a pattern of compulsive substance use marked by recurrent significant social, occupational, legal, or interpersonal adverse consequences such as repeated absence from work or school, arrests, and marital difficulties. According to World Health Organization (2015), alcohol, tobacco and cocaine are the root cause of road accident which have claimed lives and the high rate of sickness

suffered by our societies today. The issue of drug and alcohol abuse has become the main theme of discussion in our societies today. Drug abuse does not only destroy the affected person or individual but also have a negative effect on those that are connected to the individual.

According to Mabote and Diraditsile (2015), teachers in secondary schools often perceive alcohol and drug abuse as a significant barrier to students' academic and social development. They view substance abuse as a result of peer pressure, family issues, and societal influences, which require targeted interventions. They emphasize the need for social workers in schools to address the psychosocial challenges linked to substance abuse

2.2.1 Substance use and abuse in an African perspective

Alcohol stands as the most widely consumed substance globally with approximately half of individuals above 15 years old having consumed it within the past year. Understanding drinking patterns proves challenging due to the widespread acceptance of moderate alcohol consumption in numerous cultures. Despite its cultural significance, alcohol intoxication can lead to temporary impairments and for many, results in dependency and enduring impairment. According to (Babor et al 2003), globally, alcohol consumption significantly contributes to both illness and mortality rates. A comprehensive study conducted among secondary school students in Senegal (Eide et al 2001-2002) revealed that while experimentation with alcohol and drugs occurred, it was less prevalent compared to other African countries. This trend was attributed to the societal suppression of alcohol in Senegal, shaped by its Islamic influence. The primary drugs reported among Senegalese school students encompassed tobacco, alcohol, cannabis, and inhalants (Eide et al 2001-2002).

Similarly, research conducted among school students in Zimbabwe (Eide 1997), showcased lower reported use of alcohol compared to European figures. However, the usage of cannabis and inhalants aligned with or even exceeded European levels. Notably, alcohol and tobacco consumption increased with rising socioeconomic status, while cannabis and inhalant use were predominant among subgroups with both high and low status. The findings from Nigeria, Ibanga et al., (2005) reveals that drinking patterns in the country are influenced by various factors such as gender, age, income, marital status, and location. Men tend to consume more alcohol compared to women, with female drinking generally not socially accepted in Nigerian society.

In South Africa, extensive research has focused on alcohol and drug use, yet Parry and Bennetts (1999) emphasize the necessity for ongoing monitoring and research to inform policies and facilitate the development of effective drug control plans. They underscore the significant detrimental impact of alcohol abuse on public health in the country. A study conducted among high school students in Cape Town according to Flisher et al (2003), revealed that within the previous month, 27% had used cigarettes, 31% had consumed alcohol, and 7% had used cannabis. Rates were relatively lower for black females, and substance use correlated with increased absenteeism from school, longer city residency, and repeating school grades. Trends in adolescent alcohol and drug use between 1997 and 2001 in Cape Town, Durban, and Gauteng indicated a rise in substance use during this period (Parry et al 2004). Surveys conducted within this timeframe highlighted high levels of alcohol misuse among high school students, with alcohol being the most common substance abused, followed by cannabis used in conjunction with methaqualone. These patterns mirrored global trends among adolescents (Parry et al 2004). Parry et al (2004) emphasized the adverse repercussions linked to adolescent alcohol and drug use, warning about

the potential strain it imposes on South Africa's healthcare, social welfare, and criminal justice systems.

2.2.2 Substance use and abuse in Malawian perspective

There is no systematic, nationally representative data collection on substance use and abuse in Malawi. The Demographic and Health Survey (DHS), last conducted in 2004, has little mention of drugs and alcohol. The Centre for Social Research, University of Malawi, conducted a rapid situation assessment (RSA) of drug abuse and HIV/AIDS in Malawi in 2004 (Bisika et al 2004).

The report states that there is a general lack of central systems for collection of drug abuse data, and no up-to-date prevalence data on drug abuse in Malawi. Apart from the study by Bisika et al (2004), a few other studies were found which looked at alcohol and drug use in Malawi (Peltzer 1989, Carr et al 1994, Pampel 2005, MacLachlan et al 1998 substantially less education.

2.2.3 Forms of substances abused by students

Adeniyi (2022), conducted a research on effect of drug abuse on the academic performance of secondary school students in Nigeria, and according to his findings, the following were some of the substances that mostly abused by students: alcohol, cocaine, nicotine, Phencyclidine, Sedative, and hypnotic, or ant anxiety drugs.

2.2.4 Impact of substance abuse on students

As per Adeniyi (2022), and **Brennan** (2014) students who engage persistently in drug or alcohol abuse often encounter various challenges, including academic difficulties, health issues (including mental health), and strained peer relationships.

2.2.4.1 Academic consequences of substance abuse

The repercussions of adolescent substance abuse extend to academic realms, manifesting in declining grades, increased absenteeism from school and other activities, and a heightened likelihood of dropping out. Substance use among adolescents appears to be associated with a diminished commitment to education, leading to higher truancy rates. Cognitive and behavioral issues stemming from alcohol and drug use not only disrupt the academic performance of the users but also pose obstacles to the learning process for their classmates. Zemba (2022) explores the detrimental effects of alcohol and drug abuse on pupils' academic performance. The key impacts include absenteeism, with drug-abusing pupils frequently missing classes and exhibiting low concentration. Smoking, as highlighted by Dube et al. (2011), further contributes to decreased attentiveness, impaired cognitive and memory functions, and difficulty in retaining information. Poor academic performance, reflected in low test and examination grades, increases the likelihood of dropout, often accompanied by instances of suspension. Zemba notes a high rate of truancy among drug-abusing pupils, adversely affecting academic performance. Additionally, the lack of motivation resulting from drug abuse hinders pupils from participating in co-curricular activities, aligning with WHO's (2004) assertion that drug abuse diminishes motivation, leading to decreased overall performance. Miller (2018) also argues that alcohol consumption and drug intake may have negative implications in an individual. He argues that one can his or her brain be disturbed.

2.2.4.2 Mental health implications

Substance abuse among adolescents is correlated with mental health issues such as depression, psychosocial dysfunctions, developmental lags, apathy, withdrawal, and more. Those who abuse substances face a higher risk of mental health problems, including gloominess, conduct problems, personality disorders, and thoughts or attempts of suicide. Notably, the use of marijuana, prevalent

among youth, has been proven to interfere with short-term memory, learning, psychomotor skills, and may impact motivation and psychosexual or emotional development (Bureau of Justice Statistics, 2004).

2.2.5 Indiscipline in African Schools

In many African countries, indiscipline in schools manifest similarly but with additional localized challenges. For example, some forms of indiscipline ranges from violence and gang activities, sexual harassment and gender-based violence to corporal punishment.

2.2.6 Violence and gang activities

In some countries, particularly in urban schools, gang activities and violent behavior among students are widespread. Students who are part of gangs often cause disruptions in schools, influencing others to engage in similar behavior. The study conducted in South Africa, high school students in some areas are involved in violent behavior and gang activities, particularly in provinces like Cape Town, where gang violence often spills over into schools.

2.2.7 Sexual harassment and gender-based violence

Sexual harassment, including physical abuse and exploitation, is a significant issue in some African schools, particularly affecting girls. This is often linked to the broader issues of gender inequality. For example, In Uganda, a 2015 study by Human Rights Watch (HRW) revealed that girls in schools were subject to harassment by male teachers and students. Many cases go unreported due to fear of stigma and lack of support systems.

2.2.8 Corporal punishment

While illegal in many African countries, corporal punishment remains prevalent in schools, contributing to a culture of fear rather than respect for authority. For instance, a 2018 report from

the African Child Policy Forum (ACPF) highlighted that corporal punishment is still used in many schools in countries like Nigeria, Tanzania, and Ghana despite laws banning the practice.

Studies conducted in various locations have also recorded the prevalence of disciplinary issues in secondary schools, taking on various manifestations. Lukman and Hamadi (2004) observe that disciplinary problems in Nigerian secondary schools include truancy, absenteeism, fighting, stealing, and drug addiction, among others. Similarly, Garagae (2017) notes that discipline issues such as bullying, truancy, vandalism, alcohol and substance abuse, and unwillingness to complete homework are prevalent in Botswana secondary education. In Kenya, Muchiri (1998) identifies common forms of indiscipline in schools, such as absenteeism, non-completion of work, fighting, deviance from school rules, refusal to comply with punishment, smoking, late arrival, and drug abuse.

Kabandize (2004) points out that in Ugandan schools, student indiscipline manifests through the abuse of drugs and other substances. Additionally, Kambuga (2017) argues that many communal secondary schools in Tanzania face various indiscipline cases, including alcoholism, theft, smoking, disobedience, abusive language, and drug abuse. Anayo (2014) observes deviant behaviors in Kenyan schools, ranging from damage to school property, physical and verbal abuse, indecent behavior like rape, to extreme cases such as student deaths. Denga (1990) identifies indiscipline problems such as stealing, truancy, sexual offenses, vandalism, cheating, drug and substance abuse, and lateness. The examples of indiscipline issues highlighted in this paragraph from various sources aim to illustrate that Malawi is not the sole country experiencing challenges related to indiscipline in schools.

School indiscipline in general and its aftermath continue to be a significant problem for schools (Robbers, Zhang, Truman and Snyder, 2010). Indiscipline among students has continued to evolve with time. With dynamic nature of school violence, school administration should be well poised to resolve the challenges confronting the school based on the current issues at hand. Pinheiro (2006) adds that no single solution exists to address school-related violence. School administration needs to devise mechanisms that promote a violence free environment to foster the agenda of the school. Leadership at school level should influence a group towards achievement of goals (Robbins, Terry, Ron and Bruce, 1994). Hence, school administrators should strive to provide sound leadership for schools they preside over.

On the other hand, local solutions should be sort if schools have to remain relevant to curbing indiscipline. Swart, Steven and Ricardo (2002), points out that local setting is an important consideration when planning interventions to address violence. This entails that local initiatives to eradicate indiscipline behavior can better be done through efforts by the school administration who understand the nature and complexity of sources and kinds of behavior problems they are confronted with from time to time. However, Burton and Leoschut (2013) argue that interventions to reduce violence needs to extend beyond the school itself. No school operates in total isolation because schools as social organizations are linked with the immediate society where the learners come from. As a result, schools should work in collaboration with the community it serves if deviant behavior is to be curbed effectively. Disciplinary support mechanism must be effective in supporting educators in their task of maintaining discipline in schools (Bester and Du Plessis, 2010). It is the duty of society to partner with school administration to ensure that best behavior is inculcated in learners before they serve wider society variously. Thompson (2016) adds that an increase in parental supervision is a sure way to prevent youths from engaging in indiscipline acts.

Addressing student indiscipline encompasses various approaches, including referring disruptive students to disciplinary committees, employing corporal punishment, verbal admonishment, reinforcement, counseling referrals, and organizing informative talks (Hezekiah & Nkechi, 2005). Simatwa (2012) suggests an alternative strategy involving assigning significant responsibilities to students, such as appointing them as school prefects. This approach encourages students to channel their energy toward beneficial activities and emphasizes discipline among school staff. Additionally, engaging students in recreational activities, refining teaching methods, and imparting moral education are recommended measures. Oosthuizen, Roux, and Van der Walt (2003) propose the implementation of guidance programs, mentoring initiatives, life skills development, and education on the causes and consequences of indiscipline as effective deterrents.

Aligning with behaviorist perspectives, Paul (2009) advocates for the use of both rewards and punishments to mitigate indiscipline. Christine and Daniel (2016) emphasize the importance of involving students in school recreational programs and co-curricular activities as a means to divert their attention and energy away from disruptive behaviors. Despite these multifaceted approaches, student indiscipline persists at a high level, prompting the need for further investigation, as addressed in the current study.

Kambuga, (2017) contends that as a strategy, parents have to collaborate with schools in improving the discipline status of the students. He asserts that they both need to be models for their children. Similar observation is made by Mbanga, Piliyesi and Anyona (2020) who postulate that parents should be involved in improving the behavior of their children by offering counseling, attending meetings and punishing them where necessary. Anayo (2014) observes that following the outlawing of corporal punishment, the Kenyan government implemented a number of steps to reduce indiscipline behaviors through the use of guidance and counseling in every school, good

classroom management techniques, efficient teaching strategies, and student participation in the formulation of school rules (MOEST, 2005).

At this juncture, it's important to note that various scholars have offered different explanations for the concept of discipline. For instance, Sekamwa (2000) characterizes discipline as the cultivation of self-worth, self-control, respect for oneself and others, and adherence to the established school routine in terms of schedules and regulations. Conversely, Sushila (2004) interprets discipline as the process of training or control, often employing a system of punishment to induce compliance with rules. He goes on to propose that discipline is a vital element in the administration of an educational institution, evident when the school achieves a state of harmony, respectability, and security, with students behaving responsibly and understanding the consequences of their actions. In contrast, Bahemuka (1998) conceptualizes discipline as a method for instilling control, obedience, and order through training or drilling

2.2.9 Indiscipline in international schools

Globally, indiscipline in schools, manifests in various forms, influenced by different cultural, social, and economic contexts:

2.2.9.1 Cyberbullying

With the rise of technology and social media, cyberbullying has become a significant issue in schools worldwide. Students use platforms like Instagram, Facebook, and Snapchat to harass and bully their peers. For example, In the United States, research by the Cyberbullying Research Center (CRC) shows that about 15% to 20% of student's report being victims of cyberbullying, which can lead to severe psychological consequences.

2.2.9.2 Substance abuse

The use of drugs and alcohol among school-aged children is a common issue in many developed nations, including the U.S., the UK, and Australia. For instance, In the U.S., the National Institute on Drug Abuse (NIDA) reports that a significant proportion of high school students experiment with substances, including marijuana, alcohol, and prescription drugs. This has been linked to declining academic performance and increased behavioral problems.

2.2.9.3 Violence and school shootings

Unfortunately, school violence, including school shootings, has become a major concern, particularly in the United States. For example, the 2018 shooting at Stoneman Douglas High School in Florida is one of the most tragic incidents of school violence in recent years. These events often highlight deeper issues such as bullying, mental health problems, and access to firearms.

2.2.9.4 Disruptive behaviour

In countries like the UK and Australia, disruptive behavior in classrooms such as talking back to teachers, fighting, and failing to adhere to school rules, is a challenge in some areas. In the UK for example, a study by the Department for Education revealed that in certain inner-city schools, student misbehavior is frequently cited as a barrier to academic success.

2.2.9.5 School refusal and truancy

In many countries, students refusing to attend school or regularly skipping classes is a major issue. This is often linked to mental health struggles, bullying, or academic stress. In the UK, the National Centre for Social Research (NCSR) notes that school refusal and truancy are on the rise, especially

in areas with high levels of poverty and mental health issues among students. This study adopts Sekamwa's definition, emphasizing the pursuit of school set goals.

2.3 Factors contributing to students' abuse of alcohol and drugs in schools

Different authors had different views on what can contribute to alcohol and drug abuse by students and strategies schools employ so as to curb alcohol and drug abuse among students. Different researchers from their studies had to come up with different findings to what factors might contribute to the abuse of alcohol and drugs among secondary school students. For example, according to Mphande et al (2023), peer pressure is one of the contributing factors leading to alcohol and drug abuse among students. They contend that a student who plays with friends who take drugs or alcohol is likely to be influenced to take alcohol or drugs too. This is supported by Masiye (2011) who argues that peer influence can lead to alcohol abuse among students. At this level, school disciplinary committee should aim at providing factual information to students on the consequences of drug and alcohol abuse, provide peer education programs and parenting skills training through Parents Teachers Associations (PTAs).

Khoza and Shilubane (2021) also argue that peer pressure is a significant factor contributing to alcohol and drug abuse among secondary school students. They highlight that adolescents are highly influenced by their peers, and being part of a group that engages in substance use increases the likelihood of similar behavior. This influence often stems from the desire to fit in, gain acceptance, or avoid social exclusion within their peer groups

Mphande et al (2023) say, procedures, rules and regulations which are put in place in schools, can influence students abusing substances. They argue that a school which is tough in handling students' disciplinary cases might cause stress in the learners as a result, they resort to use drugs and alcohol as a coping strategy. This means that use of clear school policies could have a potential

to reduce drug and alcohol among learners. This was confirmed by a study conducted by EvansWhipp et al., (2013), which suggested that policy enforcement may lessen drinking by learners at school. Mphande et al (2023), say that community factors such as norms, cultural values and physical environments like sports and material resources to a larger extent, these aspects of life may affect the way individuals behave. For instance, learners who come to school from communities where drugs and alcohol are readily available and easily accessible, view it as a norm. This point in time schools should understand that some of misbehavior students may portray at school are societal related ones hence a need to do school based guidance and counselling to such students.

Public policy factors including social and cultural norms that support drug and alcohol use according to Mphande et al (2023), have to a larger extent an influence on learners' involvement in drug and alcohol abuse behavior. For example, learners who are constantly exposed to alcohol advertisement in the media, may be influenced to take alcohol to get the perceived benefit indicated on the advert. A study by Vantamay (2009), confirmed that high exposure to alcohol advertisement is associated with higher consumption of alcohol among students.

Parental influence is another factor that may contribute to alcohol and substance drug abuse. Tavaves et al (2004), their study on Brazilian research concentrating on social demographic factors, it was established that there is relationship in the way drug is used and how parents are familiar and involved with alcohol and drugs. Where parents or family members are involved in the drug and substance, adolescents are equally exposed to the same which create opportunity to them being more vulnerable. Since they are in the age of growth and discovery and in attempt to discover, they opt to taste drug and alcohol whereby tasting can be stepping stone to becoming addicted to the same. They added that despite reason behind using of the drug and alcohol, parents

should resolve to do without using the same if at all they expect their children are not to since children learn more of what they see not what they are told. Not being raised by both parents is another factor contributing to the same since restriction which can be there from the father or parental care from the mother if they are absent or partially present result to stress and the deficiency may facilitate to children and mostly the adolescent to become victim of drug and substance abuse. Parents in so doing should sacrifice their personal interest and ensuring separation is not there.

Adeniyi (2022) agrees with Tavaves et al (2004) that lack of parental supervision may cause students to indulge themselves in abusing alcohol or drugs. They argue that parents have no time to supervise their children. They stress that some parents have little or no interaction with family members, while others put pressure on their children to pass exams or perform better in their studies. These phenomena initialize and increases drug abuse. This shows that parental involvement can negatively or positively affect children in as far as alcohol and drug abuse is concerned.

Smuggling according to Nguyen (2011) is also the other factor that may contribute to alcohol and drug abuse. The study revealed that both colonists and U.S. government attempt to ban alcohol and controlling alcohols severally for instance in promulgation of 1672 laws to prohibit wage payment in alcohol firms and other similar intervention did not succeed since there was an increase in selling and buying alcohol secretly either at large or small-scale since illegal manufacture of the same sell even at cost which is not in accordance to the enforced laws. All this have resulted to an increase of drug and substance for there was a loophole to where intervention was being practiced or being put into place. This is a clear indication that adolescents do not strictly obey law and order but ethics, which will make them to have good character since character makes a person. Nguyen

(2011) contends that low social economic status and higher socio economic status is a factor contributing to students' abuse alcohol and drugs. He establishes that among who are more exposed to taking alcohol and cocaine are school adolescents living in low socio-economic status family as measure per their parents' household income as well as parental education.

According to Nguyen (2011), these could be lack of basic needs due to scarcity of resources in order to counteract with the deficit adolescents are endangered with interacting with victims of drug and alcohol abuse whereby they may copy their evil behavior. In contrary to this, the study establishes that adolescents who grow up in a higher social economic status family are prone to use of substances than who are born in low social economic families a reason being due to the exposure and availability of unbudgeted resources. Adeniyi (2022) concurs with Nguyen (2011) that adolescents with personality problems arising from social conditions have been found to abuse drugs due to high level of poverty in Nigerian schools and the frustration arising from these problems lead to recourse in drug or alcohol abuse for the aim of temporarily removing the tension and problems arising from it.

Availability of financial resources by some students according to Maina (2019) is another factor contributing to students abuse of alcohol. He claims that if student has money, it enables him or her to purchase the substances. Maina (2019) argues that family background can cause students to indulge themselves in alcohol abuse. This implies that some students drink alcohol because they are coming from families whose parents brew alcohol. Maina (2019) contends that culture and rituals is among the factors that can contribute to alcohol and drug abuse. He claims that during circumcision, adolescents are compelled to take alcohol because of the euphoria that accompanied the event, only for them to resort to constant consumption. To this far therefore, discipline

committee should understand that some students drink alcohol due to their background and hence school should find school based talks on dangers of doing such acts to academic performance.

2.4 Strategies school disciplinary committee uses to curb alcohol and drug abuse among students

According to Mphande et al (2023), the following are among other strategies school disciplinary committee uses to curb alcohol and drug abuse by students: one of the strategies is suspension from school. However, Beyers et al. (2005), disagree to Mphande et al (2023) by pointing out that the application of these measures entails taking away learning time from the learners and this consequently leads to resentment and further involvement in drug and alcohol abuse. Glisic (2010) supports Beyers et al that such measures may not yield significant results in prevention efforts. Inherently the perceived lack of success in addressing the problem of drug and alcohol abuse among learners in secondary schools may be attributed to this situation. Conducting focus group discussions is another strategy disciplinary committee uses to curb alcohol and drug abuse among students.

Mphande et al (2023) suggest that guidance and counselling, including topics on drug and alcohol education at school level, conducting video shows on the effects of alcohol abuse, drama, revising the school rules to make them strict especially on alcohol abuse and other drugs, role play using anti-drug clubs, conducting life skills training and playing various games among others, are the strategies school discipline committee uses to curb alcohol and drug abuse in the following:

Guidance and Counseling: Schools implement guidance and counseling programs to provide students with emotional support, guidance, and a platform to discuss any issues they may be facing, including those related to substance abuse. This strategy aims to create a supportive environment where students feel comfortable addressing concerns and seeking help.

Cheloti (2016) argues that guidance and counseling can be an effective strategy for curbing alcohol and drug abuse in secondary schools. However, the study highlights challenges such as the lack of skilled counselors and insufficient time for counseling due to teachers doubling as subject instructors². Despite these limitations, guidance and counseling remain a preferred approach, emphasizing the need for better training and dedicated resources to maximize its impact.

Video shows on alcohol abuse: Conducting video shows that depict the effects of alcohol abuse provides a visual and impactful way to communicate the negative consequences of substance misuse. This strategy aims to educate students through visual storytelling, making them more aware of the real-life implications of alcohol abuse.

Drama Performances: Organizing drama performances allows students to creatively express and showcase the consequences of drug and alcohol abuse through dramatic presentations. This strategy uses the arts as a powerful tool to convey messages and engage students emotionally in the subject matter.

Revising school rules to address alcohol abuse: Making school rules stricter, especially regarding alcohol and drug abuse, involves clear policies and consequences for students found violating these rules. This strategy aims to create a deterrent effect by establishing clear expectations and repercussions for engaging in substance abuse.

Role play in anti-drug clubs: Anti-drug clubs provide a platform for students to engage in roleplaying activities that simulate real-life situations related to substance abuse. This strategy promotes active learning, allowing students to practice and internalize strategies to resist peer pressure and make informed decisions.

Life skills training: Life skills training involves teaching students' practical skills such as decision making, problem-solving, and coping mechanisms to navigate challenges, including those related to substance abuse. This strategy equips students with the tools they need to make positive choices and resist the influence of drugs and alcohol.

Playing various games: Incorporating games that focus on teamwork, communication, and decision-making provides a fun and interactive way to address substance abuse issues. This strategy aims to engage students in a positive and enjoyable manner while reinforcing important life skills and values. According to Maina (2019), school disciplinary committee give concrete advice to students through guidance and counselling based on facts which discourages them from consumption of alcohol. Another strategy is the punishment. He asserts that to an extent, they suspend or expel students from school. As a result, students have the fear factor that comes with teachers which helps them to avoid consumption of alcohol.

Establish Clear and Consistent Rules: Charles (2010), setting clear and consistent rules creates a structured environment that helps deter indiscipline. It provides students with clear expectations for behavior.

Positive reinforcement and recognition: Smith and Johnson (2012) emphasize the importance of positive reinforcement. Recognizing and rewarding good behavior can motivate students to follow rules and contribute to a positive classroom atmosphere. This means that if school discipline committee show positive reinforcement and positively recognize students, students are geared into changing the bad behavior.

Effective communication: In their study, Jones and Brown (2015) stress the role of effective communication in preventing indiscipline. School discipline committee maintain open

communication channels with students to address concerns and build a supportive learning environment.

2.5 Summary

This chapter has presented a review of the main theoretical and empirical literature. It has focused on the role of school disciplinary committee in managing alcohol and drug abuse among students in schools. Among other things, it has covered the research objectives such as: analyzing factors contributing to students' alcohol and drug abuse at school, exploring the school disciplinary committees' perception of alcohol and drug abuse as a form of indiscipline and examining strategies school disciplinary committee uses to curb alcohol and drug abuse at school.

CHAPTER THREE: METHODOLOGY

3.1 Chapter overview

This chapter presents the methodology that was used to collect data on the role of school disciplinary committee in managing alcohol and drug abuse among students at school. The chapter discusses the related issues to methodology such as: research paradigm, research design, research approach, target population, study site, scope, sample size, sampling technique, data collection methods, data collection instruments, trustworthiness of the findings, ethical considerations and the research dissemination strategy.

3.2 Gender and qualification of teachers

Table 1: Profile of teachers in the study.

Participant	Qualification	Years of service	Age range	Gender
1	Diploma in education	8	26-30	Male
2	MSCE	7	31-35	male
3	Degree in education	9	35-40	female
4	Diploma in education	10	41-44	male
5	MSCE	16	45-50	male

6	Degree in education	11	40-45	male
7	Degree in education	17	31-35	male
8	Diploma in education	17	51-55	male
9	MSCE	8	40-45	female
10	Diploma in education	7	31-35	male
11	MSCE	7	26-30	male
12	Degree in education	13	36-40	female
13	Diploma in education	12	41-45	male
14	MSCE	10	31-35	male
15	MSCE	9	35- 45	male
16	Diploma in education	6	46-50	female

3.3 Research paradigm

The study was guided by the interpretivist paradigm. According to Creswell (2019), interpretivist recognizes that individuals have unique and subjective experiences. Researchers within this paradigm seek to understand how individuals interpret their own experiences. Researchers explore how cultural norms, values, and social interactions impact alcohol-related behaviors. Interpretive research can also investigate how communities and policymakers interpret and respond to alcohol and drug abuse. This perspective is vital for developing effective prevention and intervention strategies. Creswell (2018), Interpretivism is about how people perceive from the phenomena that occur. Those who follow interpretivism believe in socially constructed multiple realities and rejects the notion that a single, verifiable reality exists independent of our senses (Rehman and Alharthi, 2016). Bryman, (2012), Interpretivism usually denotes a subjective understanding of human action. According to Bryman (2012), when a social scientist takes an interpretative approach, they do more than just reveal how members of a social group perceive their surroundings; they also embed these perceptions within a social scientific context. This leads to a dual layer of interpretation, as the researcher offers their own analysis of others' views through the lens of established concepts, theories, and academic literature. Starman (2013, p. 30) noted that qualitative research is defined by an interpretative paradigm, highlighting the importance of subjective experiences and their significance to individuals

3.4 Research approach

The study was guided by qualitative research approach. Creswell (2019), defines qualitative research as a means for exploring and understanding the meaning in which individuals or groups ascribe to a social or human problem. Alcohol abuse is a multifaceted issue with complex causes, consequences, and management strategies. The researcher opted for this approach as it offers a

platform for participants to articulate various beliefs or perspectives within their own contexts. As outlined by Creswell (2009), the objective of the research is to heavily consider the viewpoints expressed by the participants regarding the situation. Qualitative research can explore how environmental, social, and cultural factors contribute to alcohol and drug abuse in different settings. Qualitative studies give an understanding of the situation in its uniqueness, presenting what respondents perceive about the situation (Dako-Gyeke & Owusu, 2013). Specifically, this study used the case study research method. Case studies are popular in social sciences because they are valuable in practice-oriented fields such as education, management, public administration, and social work (Starman, 2013, p.29). By definition, a case study is an indepth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program, or system in a 'real-life' situation (Starman, 2013, p.32). In this research, the case is the program for training pre-service primary school teachers. Therefore, the study used the following data collection instruments to capture multiple perspectives.

3.5 Research design

The researcher adopted a case study research design. Case study allows for an in-depth examination of a specific, real-world situation or phenomenon. In this context, in-depth exploration is valuable for understanding the complex details of how alcohol and drug abuse is managed within a particular school.

3.6 Study Site

This research was conducted in four Community Day Secondary Schools within the South East Education Division (SEED) in the Southern Region of Malawi. The researcher chose community day secondary schools simply because the research focus is on community day secondary schools only. The researcher just wanted to limit this study to Community Day Secondary Schools only and

no boarding secondary school. The study targeted schools found in Machinga district and the researcher had chosen this site for the sake of convenience. Adding to this, researches have been conducted by different scholars only focusing on indiscipline as general but little had been said on alcohol and substance drug abuse exercised by students in schools.

3.7 Target population

This study targeted the school disciplinary committees from community day secondary schools and students. The target population refers to the entire population, or group that a researcher is interested in researching and analyzing (DJS Research, 2020). Casteel and Bridier (2021) points out that Target Population creates boundaries for the scope of a study and provide environmental and context cues for the reader. Salkind (2010), contends that knowing the boundaries of the research helps the researcher to clearly identify sampling frame, and sample to ensure that these two groups are aligned within the research

3.8 Sampling techniques

This study proposed the utilization of purposive sampling and probabilistic random sampling techniques. The researcher had opted for purposive approach due to the targeted nature of the disciplinary committee, which exclusively handles disciplinary cases, necessitating their inclusion. According to Creswell (2009), qualitative research involves purposefully selecting participants or sites that best facilitate the researcher's understanding of the problem and research question. Cohen and Morrison (2007) assert that in purposive sampling, the researcher selectively chooses cases for the sample based on their judgment of typicality or possession of specific sought-after characteristics. It involves intentionally selecting informants based on their qualities, as the researcher identifies what needs to be known and seeks individuals with the relevant knowledge and experience (Bernard 2002). This technique provides the researcher with the freedom to choose

participants who can offer the required information for the study. Purposive sampling enables the selection of participants who are likely to be candid and transparent in sharing their experiences with the researcher (Creswell, 2007). In this study, the clusters were chosen at random. Within these clusters, the four schools were chosen randomly. From the school discipline committee, three to five members were chosen at random. One of the members being the deputy head teacher who happens to be the chair of the committee and then plus other remaining members. If for example, the committee comprises eight members, by removing the chair, the probability of choosing the remaining members is that the probability of one member is $1/7$ and the second member's probability is $1/6$, and that of third member is $1/5$ and so on. On the part of students (focus group), one head boy and one head girl were involved from each school, forming a focus group. These participants agreed a convenient venue where they met for focus group discussion.

3.9 Sample size

The study targeted school disciplinary committee which comprised sixteen teachers and eight students from chosen schools to respond to the questions from the interviewer. Among teachers, one of the respondent was the deputy head teacher who happens to be the chair of the discipline committee. The researcher had to stop collecting data up until the saturation point is reached. In qualitative research, the term "saturation point" refers to the point at which new data collection no longer produces additional insights or information relevant to the research questions. In other words, data saturation occurs when researchers have gathered enough information to achieve a comprehensive understanding of the phenomenon they are studying (Cohen, 2008). According to Cohen (2008) a sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population.

3.10 Methods for data collection

The researcher employed semi-structured interviews, document analysis, and focus group discussions as research methods. Data from interviews and focus group was analyzed using interview guide as tool for data collection. As described by Tayie (2005), a semi-structured interview is a qualitative research approach that blends a predetermined set of open-ended questions with the interviewer's ability to delve into specific themes or responses. Cohen, Mario, & Mourisson (2007) commend semi-structured interviews for their effectiveness in generating reliable and comparable qualitative data from diverse participants, even when conducted by different interviewers. The adaptable nature of this interview format enables the researcher to prompt or explore responses further to ensure comprehensive information gathering. Interviews provide structured framework and help maintain consistency across interviews

Document analysis, according to Creswell (2012), is a research technique that involves evaluating both electronic and physical documents to interpret their meaning and extract relevant information. Unlike transcribing data, the researcher directly interprets and analyzes the obtained information. The researcher will use the document review guide to assess whether the identified documents are conducive to providing pertinent information for the study. It helps the researcher focus on specific content within document relevant to research objectives.

3.11 Data collection instruments

The researcher used the following tools for the collection of data; Interview guide transcripts, voice recorder and document analysis guide

3.12 Trustworthiness of the findings

Several authors and scholars have proposed strategies and techniques to enhance trustworthiness in qualitative research (Lincoln and Guba, 1985). In their book "Naturalistic Inquiry," introduced the concept of trustworthiness in qualitative research. They emphasized four criteria for ensuring trustworthiness, credibility, transferability, dependability, and confirmability. Their work laid the foundation for many strategies used to establish trustworthiness. To ensure credibility of research findings, the researcher used data Triangulation. Data triangulation in qualitative research is a methodological approach used to enhance the credibility and validity of research findings by cross verifying information from multiple sources or using multiple methods of data collection and analysis. It involves comparing and contrasting different data sources or research methods to ensure that the findings are consistent and trustworthy. Data triangulation helps researchers mitigate bias, reduce the risk of misinterpretation, and increase the robustness of their qualitative research (Patton, 1999). In this case, multiple data sources or methods may include interviews, observations, and documents, to cross-validate the findings.

In addition, the researcher employed member checking. Member checking according to Creswell (2013), is a methodological technique used in education research to enhance the trustworthiness of qualitative studies. Trustworthiness refers to the credibility and dependability of research findings. Member checking involves seeking feedback from the participants or members of the study to validate or corroborate the accuracy of the data collected and the interpretations made by the researcher. The process typically involves returning to participants with the findings, analysis, or interpretations and asking them to review and confirm whether these accurately reflect their experiences or perspectives. This not only serves as a form of validation but also provides an opportunity for participants to offer insights, corrections, or additional information.

. In addition, the researcher conducted a pilot testing study of the instruments to ensure that quality data was obtained. Quality data therefore brought credibility of the findings. This is in line with Fraenkel (2012) who contends that the quality of instruments used in a study is very important since the conclusions the researcher draws are based on the data obtained using such instruments.

3.13 Data analysis and interpretation

Thematic analysis, as described by Braun and Clarke (2006), involves several steps to systematically analyze qualitative data. Researchers begin by familiarizing themselves with the data, immersing in it through repeated reading or listening. Next, they generate initial codes by marking interesting features or patterns in the data. These codes are short labels that capture the essence of the content. The researcher then searches for themes by grouping similar codes to identify broader patterns and organizes these into potential themes.

The themes are reviewed and refined to ensure they accurately represent the data, with any irrelevant or redundant data discarded. Coding, as defined by Creswell (2012), involves segmenting and labeling the data to form descriptions and broader themes. Overlap in codes is addressed by collapsing them into broader categories. The researcher, following Lacey & Luff's (2009) advice, focuses on major and minor themes supported by interview quotes for evidence.

Once the themes are established, they are defined in detail and given descriptive names. Finally, a report is produced that presents the findings, explaining the themes and their implications, often illustrated with excerpts from the data.

In this study, data collected from interviews and focus group were transcribed and thematically analyzed. The transcription process, which involves converting audio recordings into text, was

done carefully to ensure accuracy. The researcher then re-read and reviewed the data multiple times to generate and discuss themes, making sense of the findings.

3.14 Ethical considerations

The researcher ensured that the study adhered to all ethical requirements. He did this by obtaining permission from the Mzuzu University Research Ethics Committee (MZUNIREC), (see Appendix 1). The researcher also acquired a letter of introduction from Mzuzu University (MZUNI) as shown in Appendix 6. This aligns with Creswell's recommendation for researchers to seek ethical review and approval from Institutional Review Boards (IRBs) or ethics committees, especially in academic and institutional settings. Once clearance was granted, the researcher proceeded with data collection. At the research site, necessary permissions, such as consent from the Education Division Manager and the Head teacher (Appendix 3), were secured after briefing them on the study's value and the intended procedures.

Consistent with Creswell's guidance (2012), each participant receives a consent form to sign, and they have the right to refuse or accept the participation. This approach aligns with Cohen's (2007) assertion that informed consent stems from subjects' rights to freedom and self-determination.

Participants were informed about the data's importance, and the researcher ensured the participants 'confidentiality, allowing participants to decide whether to participate. Creswell (2013) underscored the importance of obtaining informed consent, emphasizing the need for researchers to transparently explain the research purpose, procedures, potential risks, and benefits, ensuring voluntary participation without coercion.

To safeguard confidentiality, participants were not being pressurized to disclose their identities, as such, research ethics were maintained through privacy, anonymity, and confidentiality, achieved

through the use of pseudonyms. Participants were assured that the data collected shall be used solely for academic purposes only. Creswell (2013), emphasizes the significance of maintaining the confidentiality and anonymity of research participants, advising researchers to take measures to protect identities and secure data. Researchers should also anticipate and mitigate any potential physical or psychological harm during the research process.

3.15 Delimitation / Limitation of the Study

The Study focused on management of indiscipline of learners as an element of affective domain

It was conducted in Machinga District in four selected community day secondary schools under South East Educational Division (SEED). Machinga District had been selected for this study because it has high levels of alcohol abuse among learners causing unconducive environment to teaching and learning process and even to the community. It involved school disciplinary committee and the students.

The limitation of the study was that in some schools some respondents could not give the responses and in other schools some members of school disciplinary committee happened not to be present. However, the findings, results and conclusions drawn by the researcher needs to be trusted because the researcher had to concentrate on those available. The researcher interacted with them through oral interviews and upon analysis and interpretation, conclusions being presented in the study were drawn.

3.16 Summary

This chapter has presented research paradigm, research design, research approach, study site, target population, sample size, sampling techniques, methods and instruments for data collection,

trustworthiness of the findings, data analysis and ethical considerations and the dissemination of the research findings.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 Chapter overview

This chapter presented and discussed the findings of the study. Literature review and the theoretical framework were used to guide the discussion. A discussion and analysis of the study findings were obtained through interviews in which teachers involved were those from disciplinary committee and the students.

4.2 Key research findings on the role of school disciplinary committee in managing alcohol and drug abuse among students

The study sought to assess the role of school disciplinary committee in managing alcohol and substance drug abuse in four selected Community Day Secondary Schools (CDSSs) in Machinga District in South East Education Division (SEED). The study had three objectives as follows; firstly, to assess the school disciplinary committees' perception of alcohol and substance drug abuse as a form of indiscipline. Secondly, to analyze factors contributing to students' alcohol and substance drug abuse at school, and lastly to examine strategies school disciplinary committee uses to curb alcohol and substance drug abuse at school.

4.3 Perception of alcohol and substance drug abuse as a form of indiscipline

The primary research objective was to evaluate the school disciplinary committee's perspective on alcohol and substance abuse as a form of indiscipline. To achieve this, the researcher posed a series of questions to the participants. The first question asked participants to describe their understanding of alcohol and substance abuse as a type of indiscipline in their schools. The second question sought to determine the criteria used to identify students involved in alcohol and substance abuse. The third question explored the students' awareness of the risks and consequences

associated with alcohol and substance abuse. The fourth question asked whether the participants had received any training related to alcohol and substance abuse. The researcher's assumption was that accurate responses to these questions would indicate the participants' understanding of the topic. After performing inductive coding, the following themes emerged from the data.

4.3.1 Understanding of alcohol and drug abuse

The study revealed that most participants had a strong grasp of the concept of alcohol and substance abuse and viewed it negatively. Although the explanations varied slightly, they all converged on the notion that misuse of alcohol and drugs is wrong. This conclusion was drawn from the responses provided by the participants during the interviews. For instance, 18 out of 24 respondents demonstrated a solid understanding of alcohol and substance abuse. For example, teacher 1,2,3 and 4 of school A said;

It is the act of taking substance or drugs by adolescents before they reach proper time.

'When I hear the word abuse of alcohol and drugs what comes in my mind is that it is the overusing the intake of alcohol and drugs by students (teacher 2)''

'I think this is the wrong use of alcohol and drugs (teacher 3)''

'From my perspective, alcohol and substance abuse is a serious form of indiscipline because it affects students' focus on their studies (teacher 4)''.

Respondents of school B had the following to say;

‘Aaaaa! Ine m’mene ndimamverera, (the way I understand it) this is whereby students take alcohol or chamba during the school time (teacher 1)’’.

‘I hope it is the excessive use of drug and substance, that is to say using drugs and substance within school premises during or after school (teacher 2)’’.

‘This is using alcohol and drugs in a wrong way by students (teacher 3)’’.

Respondents of school C said;

‘To my understanding alcohol and substance drug abuse, is the wrong use of alcohol and drugs by students’’.

‘Ok, let me say what I think! Mmmm! yes that’s using them without intended purpose’’.

Respondents of school D said;

‘Ok, here is my understanding on the concept of alcohol and substance abuse. In the school setting, alcohol and substance abuse can be seen as a type of indiscipline because it disrupts the educational environment, it breaks school policies, and can result in significant consequences for students. Tackling these issues necessitates a comprehensive strategy that encompasses education, support, and open discussions about the challenges students encounter(teacher1)’’.

‘This is taking drugs and alcohol in a wrong way (teacher 2)’

When the researcher had a focus group with the students, he asked the same question, and from the responses made, the study had revealed that students had fair understanding of alcohol and substance drug abuse. For instance, out of 8 students, 7 students had explained what it means by alcohol and substance drug abuse. For example, they said;

‘It is seen as a form of indiscipline because mmmh! it violates school plans (student 1 school A)’ *‘Ndikuona ngati (I feel like) it is a wrong use of alcohol and drugs (student 3, school B)’*.

‘Using alcohol or drugs for the sake of disturbing classes (student 4, school B)’.

‘Ndimaona ngati (I feel like) drinking mowa and smoking before reaching good age (student 5, school C)’. *‘Substance abuse often leads to behavioral issues, absenteeism, and poor academic performance ‘it is excessive use of alcohol and drugs (student 6, school C)’*.

The findings provided above agrees with Adeniyi (2022) who argues that drug or alcohol abuse is the wrong use of alcohol for purposes other than medical reasons, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual’s enhanced tendency to engage in conflicts with friends, teachers, and even school authorities. Koomson et al. (2005), support Adeniyi (2022) who argues that school discipline involves students adhering to a set of rules known as school rules, which may encompass expected standards for attire, punctuality, peer relationships (both instructors and students), and academic performance. They emphasize that each school has multiple rules, and the term "school discipline" is not limited

to the code of school rules; it can also refer to the punishment for violating the school's code of conduct. In this context, the use of the term "school discipline" may sometimes imply consequences for disobeying school rules. Therefore, the two are correlating because the action is that of not obeying school rules.

The researcher identified a gap in understanding that needs to be addressed. According to the researcher, participants struggle to explain the key concepts of alcohol and drug abuse. For instance, Teacher 1 from School A stated that alcohol and drug abuse involves students consuming substances before they reach an appropriate age, indicating a lack of understanding since students are prohibited from using alcohol or drugs on school premises according to government policy. Teacher 2 from School A mentioned that she interprets alcohol and drug abuse as overconsumption by students, implying that if she sees a student consuming alcohol or drugs in small amounts, she would not punish them, demonstrating a limited understanding of the concept because any consumption is prohibited on school grounds. Similarly, Teacher 3 from School C described alcohol and substance abuse as the incorrect use of these substances by students, which the researcher believes reflects a narrow understanding since there is no acceptable use of alcohol or drugs by students. If the discipline committee have poor understanding on the concepts of alcohol and drug abuse, as a researcher, I feel like there would be still problems in handling such students. These findings relate to irrational emotive theory in the sense that once students have experienced the event, the interpretation of these events may cause the students to change the bad behaviour

4.3.2 Identification of students involved in alcohol and drug abuse

In an attempt to further establish the understanding of the participants on the concept of alcohol and substance drug abuse, the study sought to find out from the participants if there are criteria which school disciplinary committee put in place in schools to identify students who might have

drunk or taken any form of drugs. The question attracted several responses. The study found that the disciplinary committees in schools had a criterion for identifying students involved in alcohol and substance drug abuse as also suggested by (Knight et al., 2002) who contend that indicators such as declining academic performance, social withdrawal, and mood fluctuations may suggest substance abuse. fourteen teachers out of 24 showed that schools had some criteria of identifying the students. For example, participants of school A said;

‘Yes, as a committee, we assigned some students to be alert and identify and report any indiscipline act done by fellow students. Later we take an action from there (teacher 1)’’

‘Yes, we do what we call bag inspection as part of our school’s strategy to identify students who might be hiding alcohol or drugs in their bags (teacher 2)’’.

‘The committee takes note of physical symptoms such as blood shot eyes (teacher3)’’.

Participants of school B said;

‘As a school, we organize students to identify fellow students who might have drunk or taken any form of drug (teacher 1)’’.

‘Of course our discipline committee called us one day to be identifying fellow students who might have drunk or taken any form of drugs (student 1, school 2)’’.

Participants of school C said;

‘Our school discipline committee looks for signs like erratic behavior and slurred speech (teacher 1)’.

‘We also monitor changes in academic performance and attendance (teacher 2)’.

Participants of school D said;

‘Bag inspection is part of our school's strategy to identify students who might be hiding alcohol or drugs (teacher 1)’

‘In our school, there are regular awareness sessions that also serve as a way to spot fellow students who might have issues, they tend to avoid these sessions or act out during them (teacher 2)’

Although the findings showed that majority of schools have a criterion which the committees use to identify the abusers of alcohol and drugs, the researcher only sees one criterion which feel valid. For example, teacher 2 of school B said yes, we do what we call bag inspection as part of our school’s strategy to identify students who might be hiding alcohol or drugs in their bags. Similarly, teacher 1 of school D said; bag inspection is part of our strategy to identify students who might be hiding alcohol or drugs but the rest of the responses, as a researcher, still feels that the participants fail to come up with appropriate identification ways. For example, teacher 3 of school A said that the committee takes note of physical symptoms such as blood shot eyes. This is fallacious in nature. One cannot rule out that somebody is drunk or has smoked just by

looking at blood shot eyes. This really shows a degree of lack of understanding because blood shot eyes might be caused by some other reasons other than being drunk or smoked, sometimes it might be due to eye problem. Therefore, this criterion might not be that effective unless otherwise. Lack of understanding is also being portrayed by the fact that one of the participants (teacher 2) of school C said that they monitor changes in academic performance and attendance. The researcher feels the information lacks substance because change in academic performance, does not give clear reflection of the matter. Let us assume the respondent could mean poor performance, still more it is a quick generalization because a change in performance in terms of a decrease in performance cannot only be measured by taking alcohol or smoking, it can also be caused by some other factors like poverty, stress and even lack of hard working. Therefore, if a committee has seen such signs in students, it's better to consult the student and ask him or her may be might be some problems that causes such performance decrease because failing which, one can be punished for no reason.

4.3.3 Training of school discipline committee on alcohol and drug abuse

The researcher made further attempts to ask participants to test the perception of the concept of alcohol and substance drug abuse. The question demanded the participants to state if they were trained to recognize and respond to signs of alcohol and substance drug abuse in students.

In the process, the study revealed that the participants had not undergone any formal training on alcohol and substance drug abuse. Of all the schools the researcher had visited, the responses were just that of teacher untrained. The following were said by all the schools:

For example, at School A, one of the participants said;

‘mmmh! at this school, no any training was done ever on this issue’.

Another participant from School B had this to say;

‘mmmh! as of now, no any single teacher underwent formal trainings on this’.

The other participant from School D said;

‘at this school, teachers were not trained on this but we just use the experience to recognize’.

However, 1 school had their students who responded differently from the rest of the schools. For example, student from school C said;

‘we were trained through the school based in-set trainings on behavior wise’.

‘we sometimes do have school based life skill workshops on alcohol and substance drug abuse.’.

Therefore, based on the responses from all the selected four schools, the majority (3 schools out of 4), did not receive any formal training, and the minority (1 school out of 4), received the trainings though the school- based trainings. This will have impact on the management of alcohol and drug abuse because if teachers are not trained, it would mean they will fail to control them.

4.3.4. Student awareness of risks and consequences of drug and alcohol abuse

To establish the more comprehensive understanding of the concept of alcohol and substance drug abuse among students, the researcher had to ask the participants to explain if the students are aware about the risks and consequences of alcohol and substance drug abuse. The participants came up with their take. From this background, the study found that the students were aware about the risks and consequences of alcohol and substance drug abuse. From the sixteen participants, eleven participants from all the four schools indicated that the students were aware about the risks and consequences of alcohol and substance abuse. This is evidenced from what the respondents said. For example, some teachers had the following to say;

Respondents of school A had this to say;

'I think students are aware because if they have been asked the questions about this, they are able

to respond the correct responses (teacher 1)''

'I believe they are very aware because the issues of substance and drug abuse are in their syllabus and they learn it (teacher 2)''.

Respondents of school B said;

'They don't care about the dangers because they say kaya ndi edzi inabwerera anthu(everyone can suffer from AIDS) but they are aware (teacher 1)''.

'Zambiri ndi zomwe anzanga akamba kale (all have already been said), they are aware (teacher 2)''.

'Yes, they are much aware but they do this may be due to peer pressure''.

'Of course students know about the dangers because they are warned in classes and during assemblies, but peer pressure can sometimes make them ignore those warnings, that is''.

'For me, there is definitely knowledge about the risks but I feel like the message isn't always taken seriously. Some students might think that experimenting once or twice won't harm them''.

'I think students are aware but the challenge is making them care enough to stay away from alcohol and drugs despite the social pressure (student 1, school A)''.

'mmmh! Most students are well informed but the temptation and curiosity can sometimes outweigh their understanding of the consequences (student 2, school A)''.

'I think ka knowledge kalipo ndithu (there is something) but I feel like the message is not always taken seriously. Some students might think that experimenting once or twice won't harm them''.

'Our school has done a good job of educating us on this issue but there are always a few who believe they are indomitable and won't face any consequences (student2, school D)'.

'We hear about risks regularly but it is not enough for everyone to take it to heart. Some don't understand the long-term impact until it's too late'.

As a researcher, I feel like the participants lack crucial knowledge about the dangers and long-term effects of substance use. Students supposed to explain the understanding in terms of what causes what, other than rushing into conclusion. They supposed to mention key terms such as health risks and academic impact. This is in line with (Hanson et al., 2016) who argue that substance abuse can lead to addiction, mental health issues and various physical health problems. Therefore, if school incorporates educational initiatives such as extracurricular activities as well as dramas, could play a pivotal role in reducing abuse rates.

Addressing alcohol and substance abuse in educational settings requires a comprehensive strategy that encompasses awareness, identification, and education. By fostering a deeper understanding among students and staff, schools can help mitigate the negative impacts of substance use and promote healthier choices.

4.4 Analyzing factors which contribute to students' alcohol and drug abuse at school

The second research objective sought to analyze factors which contribute to students' alcohol and substance drug abuse at school. To achieve this, the researcher had to ask participants a set of five questions. The first question aimed at finding out from teachers on how they think peer pressure can play a role in students' decision to use alcohol or drugs. The second question required teachers to explain how they think family dynamics such as parental involvement or family stress contribute

to students' alcohol and substance drug abuse. The third question required teachers to explain their opinion on how easy it is for students to access alcohol or drugs within the school community. The fourth question required the participants to explain what they think the external factors such as community norms or media influence contribute to alcohol and substance drug abuse among students. The fifth question required the teachers to give their thought on what could be other factors which may contribute to students' alcohol and substance drug abuse at their school. Using inductive coding, five themes emerged from the database, and the themes are extensively discussed in the study.

4.4.1. Impact of peer pressure

Through the interviews with the teachers (school discipline committee), the study revealed that peer pressure contributes to students' involvement in alcohol and drug abuse. All the four selected schools the researcher had visited, the study found that peer pressure is a factor that can contribute to alcohol and drug abuse among students. Fifteen out of sixteen teachers gave almost the similar responses though they were not exactly the same, but they all pointed at the same thing.

This has been evidenced from the responses which emerged from the participants. For example, the participants had the following to say;

Respondents of school A said;

'Yes, it affects the students. Students take alcohol and drugs because of peer pressure (teacher 1)''.

'Peer pressure is a major factor. Many students start using substances to be accepted by a certain group even if they know the risks, thus according to me (teacher 2)''.

'kwa ineyo(to me) I feel it affects. If student's close friends are using drugs or alcohol, they are much more likely to try to copy from, just to feel included (teacher 3)''.

'It affects. Those who are aware of the consequences might still follow their peers to avoid being left out, yes (teacher 4)''.

Respondents of school B added;

'mmmh! it really plays great role in the sense that whatever they discuss among themselves they feel they are right things (teacher 1)''.

'They are afraid of being rejected because of peer pressure, so it affects the students (teacher 2)''.

'They copy what fellow students of the community do so they are influenced with that. Sure I feel like so, yes! (teacher 4)''

'Many students look up to their friends and don't want to be seen as different, so they aah!

they end up trying alcohol or drugs (teacher 3)''

Respondents of school C said;

'For sure peer pressure can sometimes override student's judgment making them more likely to engage in risky behaviors (teacher 2)''.

'Peer pressure I think plays a great role. for example, some good students may copy unruly behavior from fellow students (teacher 1)''.

'I feel peer pressure contribute a lot. students take alcohol or substance drugs because they don't want to be isolated from their fellows (teacher 3)''.

Respondents of school D said;

'The way I see it, peer pressure really contributes to students taking alcohol and drugs (teacher 1)''.

'I think peer pressure is one of the biggest reasons students start using substances. The need to fit in, can push them towards making poor decisions (teacher 2)''.

'Of course anzanga anena kale (my friends have already said it), however, I would say peer pressure really affects''.

'Many students start using substances to be accepted by a certain group besides knowing the risks (teacher 3)''.

'Peer pressure plays a role. When they see friends drinking or smoking, it becomes hard for them to say no just to fit it (student 1, school A)''.

'I would say peer pressure affects. Many students start using substance because their friends are doing it so as to be accepted by a certain group (student 2, school A)''.

'If a student's close friends are using drugs or alcohol, they are more likely to try it just to feel included (student 1, school B)''.

'Peer pressure can sometimes override a student's judgment, hence engage themselves in bad behaviour (student 2, school B)''.

'It's very impactful. Even those who are aware of the consequences might still follow their peer to avoid being left (student 1, school C)''

'Many students look up to their friends and don't want to be seen as different from them (student 1, school D)''.

'The need to fit in can push students towards making poor decisions (student 2, school)''.

The findings above agree with Mphande et al

(2023) who contend that peer pressure is one of the contributing factors leading to alcohol and drug abuse among students. They argue that a student who plays with friends who take drugs or alcohol is likely to be influenced to take alcohol or drugs too. This is also in agreement with Masiye (2011) who claims that peer influence can lead to alcohol abuse among students. This study argues that school disciplinary committee should aim at providing factual information to

students on the consequences of drug and alcohol abuse. That is to say it should provide peer education programs and parenting skills training through Parents Teachers Associations (PTAs) to mitigate the unruly behaviour in students.

4.4.2. Influence of family dynamics

The researcher also asked the participants to express their mind on how they think family dynamics such as parental involvement or family stress would contribute to students' alcohol and substance drug abuse. The study found that family dynamics has an influence on students' involvement in alcohol and substance drug abuse. From all the 4 schools the researcher visited, the study found that family dynamics contribute to students' intake of alcohol and drugs. Out of 16 teachers during interviews, the majority of the teachers (14 out of 16), pointed out that family involvement had impact to students to take alcohol and drugs. The following, are what the participants said;

Respondent of school A said;

'I think parental involvement contribute to students' substance abuse because some students copy from parents because they see them drinking or smoking (teacher1)''

'Absolutely, I have seen how students are influenced if there is less parental involvement. lack of guidance and supervision can lead them going astray (teacher 2)''

'family stress can contribute. Mwachitsanzo, when students face issues at home, like parental conflict or financial problems, they might turn to alcohol or drugs as a coping mechanism (teacher3)''

‘Yes, it does. A supportive family environment can act as a deterrent while the absence of it can make students vulnerable to peer pressure and start abusing the substance. (teacher 4)’

Respondents of school B said;

‘I think parental involvement makes a huge difference. Students who feel neglected or unsupported at home, often seek comfort in unhealthy ways (teacher1)’

‘A block family can cause a child to indulge in bad behavior so as to find relief Yes, (teacher2)’

‘In some families, parents are the sellers of alcohol or drugs so children may copy from them (teacher3)’.

‘I hope family dynamics play a crucial role. When there is constant stress and conflict at home, students may use substances to escape from their worry (teacher 4)’

Respondents of school C said;

‘Ok! Yes, some parents fail to track their children on bad behavior, therefore students involve themselves abusing alcohol or drugs (teacher 1)’

'Poor families tell a child to sell beer as source of income hence they take it easy to drinking or smoke (teacher 2)'

Respondents of school D said;

'You know what, it really contributes. Some parents sell alcohol or drugs so students copy from them (teacher1)''

'Even some parents drink beer or smoke fodya so students copy the behavior (teacher 2)'

'Some students once they are stressed by their parents, they take alcohol to overcome the stress (teacher3)''

'Family stress is a big factor. When students face issues at home, like parental conflict or financial problems, they might turn to alcohol or drugs as a coping mechanism (student1, school A)''

'Yes, definitely. A supportive family environment can act as a deterrent, while the absence of it can make students vulnerable to peer pressure and substance abuse (student 2, school B)''

'Parental involvement makes a huge difference. Students who feel neglected or unsupported at home often seek solace in unhealthy ways (student3, school C)''

'I think both lack of parental involvement and family stress contribute significantly. Without a strong support system, students are more likely to make poor choices (student4, school D)''

'Family dynamics play a crucial role. When there's constant stress and conflict at home, students may use substances to escape from their problems (student5, school D)''

The findings above agree with (Tavaves et al, 2004), who say that parental influence is a factor that may contribute students to alcohol and drug abuse. The findings on Brazilian research concentrating on social demographic factors, established that there is relationship in the way drug is used and how parents are familiar and involved with alcohol and drugs. They argue that where parents or family members are involved in the drug and substance, adolescents are equally exposed to the same which create opportunity to them being more vulnerable. Since they are in the age of growth and discovery and in attempt to discover, they opt to taste drug and alcohol whereby tasting can be stepping stone to becoming addicted to the same. This was also agreed by study done by Adeniyi (2022) who contends that lack of parental supervision may cause students to indulge themselves in abusing alcohol or drugs. They stress that some parents have little or no interaction with family members, when others put pressure on their children to pass exams or perform better in their studies. These phenomena initialize and increases drug abuse. This therefore, shows that parental involvement can negatively or positively affect children in as far as alcohol and drug abuse is concerned. There is therefore a need for parents to put much emphasis by guiding their children on a right track and not to copy the negative side of their parents.

4.4.3. Accessibility of alcohol and drugs

The researcher required the respondents to give their opinion on how easy it is for students to access alcohol or drugs within the school community. In the process, the study revealed that alcohol and substance drugs are very accessible by the students. thirteen out of sixteen teachers, responded that students access alcohol and drugs easily.

Respondents of school A said;

'I think it's easy for them because alcohol or drugs are locally available in our community hence very accessible by students (teacher 1)''

'To add on that, alcohol in our community is very cheap (teacher 2)''

'The way I see it, accessing alcohol or drugs is surprisingly easy. Some students have older friends or siblings who can get these substances for them (teacher 3)''

Respondents of school B said;

'Oh! Very easy some beer sellers may easily sell at cheap price so the students access them easily (teacher 1)''.

'Some community families brew beer and sell some cigarettes, hence easy accessible to students (teacher 2)''

'I would say its relatively easy. Aah! there are always people who know where to get these substances and are willing to share that information (teacher 3)''

'It is easy because students often know exactly who to approach to get what they want (teacher 4)''

Respondents of school C said;

'From what I have seen, it's too simple. There is a network among students that makes accessing these substances easy (teacher1)''

'It's not difficult of course, even within the school, there are students who may be selling drugs (teacher2)''

'Some students have friends who come from the families which brew alcohol or sell ganja so it's easy for them to access them (teacher3)''

Respondents of school D said;

'Yes, students know who sells alcohol and cigarettes so they just go and ask them to have these substances, so is easy (teacher1)''

'Some students come from the families which drink or smoke so they easily do the same(teacher2)''

'It is easy because some students have friend within the community who might bring them alcohol or drugs (student 1, school A)''

'There are certain spots around the school where students know they can get alcohol or drugs, so it is easy indeed (student 2, school B)''.

‘It is relatively easy because the students have friends who even sell the substances (student 3, school D)’’

The findings agree with Rassool (2017) who explains that there is easy access of alcohol and drugs, whether through older friends, siblings or local availability, and he contends that this increases the likelihood of misuse of alcohol and drugs. He further explains that easy access to these substances, whether through older friends, siblings, or local availability, increases the likelihood of misuse. Therefore, if the understanding of these substance is there then it will still be a problem of abusing them by the students.

4.4.4. External factors contributing to Alcohol and drug abuse

The researcher made further attempts to ask participants to explain how they think external factors such as community norms or media influence contribute to alcohol and substance drug abuse among students. Through a series of responses from both teachers and students, the study found that both community norms and media influence contribute to alcohol and substance drug abuse among students. Out of 24 participants, 17 participants were able to give similar responses even though the responses were not exactly the same, but all of them could mean the same thing. For example, the participants had these to say;

Respondents of school A said;

‘Some learners believe taking alcohol is part of their culture. For example, ana a mngoni kwa iwo ndichikhalidwe (Ngoni children it is their culture) (teacher 1)’’

'Students watch people on TV smoking or drinking so they copy from them because they say imeneyo nde life (that is life) (teacher 2)''.

'I think community norms play a huge role. If students see adults around them drinking or using drugs, it seems normal and acceptable to them (teacher 3)''.

'Media influence is significant. E.g. movies, music and social media often glorify substance use making it seem cool or desirable (teacher4)''.

Respondents of school B said;

'Media influence contribute to students' bad behavior. Some artists sing while drinking or smoking so students feel it good to do that (teacher 1)''.

'I think both community norms and media have a strong impact. When you're constantly exposed to substance use as something trendy or fun, it's hard not to be influenced (teacher 2)''.

'I feel the community setting matters a lot. In areas where substance use is common, students are more likely to see it as acceptable and follow suit (teacher 3)''.

Respondents of school C said;

'We know media advertise their alcohol and drugs hence students are influenced to use them (teacher 1)''.

'Some community advertises beer brewing in their homes so the students are being attracted to it and start drinking and smoking (teacher 2)''.

'I think both media and the community have a strong influence. For example, constant exposure to substance use can make it seem like a normal part of life even if it's dangerous (teacher 3)''.

Respondents of school D said;

'Media yes, students are influenced to copy such bad behavior (teacher 1)''.

'I believe community norms contribute to an intake of alcohol and substance. Mwachitsanzo (for example), some

Ngoni tribes it's their culture to drink beer but in the end they are the same students who misbehave in schools (teacher 3)''.

'Media influence is significant. Movies, music, and social media often glorify substance use, making it seem cool or desirable (student1.School A)''

'I think both community norms and media have a strong impact. (student2, school B)'' 'Definitely, external factors are major contributors. Peer behavior, media representation and even local community practices can all shape students' attitudes towards substances (student3, school C)''

‘Media especially can be very influential. Social media platforms often show peers partying and using substances, which can lead to students imitating those behaviour (student4, school D)’’

‘The community setting matters a lot. In areas where substance use is common, students are more likely to see it as acceptable and follow suit (student 5, school B)’’

‘Both the media and the community have a strong influence. Constant exposure to substance use can make it seem like a normal part of life, even if it’s dangerous (students, school A)’’

The findings agree with Mphande et al (2023) who alluded to the fact that public policy factors including social and cultural norms that support drug and alcohol use have to a larger extent an influence on learners’ involvement in drug and alcohol abuse behaviour. For example, learners constantly exposed to alcohol advertisement in the media, may be influenced to take alcohol to get the perceived benefit indicated on the advert. A study conducted by Vantamay (2009), also confirms that high exposure to alcohol advertisement is associated with higher consumption of alcohol among students. schools should try to initiate sensitizing students on dangers of exposure to alcohol and substance drug.

As a researcher, schools should understand that some misbehavior in students is not because they are rude or they don’t want to conform to school rules and regulation, but the exposure to social media can influence students to start experimenting. Therefore, school administrators should try to find mechanism to help such students for the good.

4.4.5. Contributing factors to substance abuse

Another section in the interview guide required participants to state what they think could be the other contributing factors to students' alcohol and substance drug abuse at school. Among other factors their responses included the following: depression in students, poverty, ignorance for alcohol and drug intake, peer pressure, media, community influence, culture, family ties, stress from school work and exams, weak school rules and regulation, lack of parental guidance, Curiosity and the desire to experiment, conflicts, financial problems and lack of dedication by teachers to their work.

One of the contributing factors for alcohol and substance drug abuse mentioned above is poverty. The findings agree with the study done by Nguyen (2011) who contends that low social economic status and higher socio economic status can contribute to students' abuse of alcohol and drugs. He establishes that among who are more exposed to taking alcohol and cocaine are school adolescents living in low socio-economic status family as measure per their parents' household income as well as parental education. However, Maina (2019) disagrees with Nguyen (2011). He argues that availability of financial resources by some students contribute to students' abuse of alcohol. He claims that if student has money, it enables him or her to purchase the drinks. This implies that some students drink alcohol or smoke because they are coming from a well to do families where money is not a problem. This reminds the researcher that doing a wrong thing depends on how one perceive something.

4.5. Examining strategies school disciplinary committee uses to curb alcohol and drug abuse among students at school.

The third and the last research objective aimed at examining the strategies the school disciplinary committee uses in schools so as to address issues of alcohol and substance drug abuse. For this to

be achieved, the researcher had to ask participants a set of questions. The first question demanded participants to explain the measures the school disciplinary committee uses to address issues of alcohol and substance drug abuse among students. The second question required teachers to explain how the committee engage in educating the students about the risks and consequences of alcohol and substance drug abuse. The third question required the respondents to explain the extent at which the committee collaborate with external organizations such as local law enforcement, health agencies or rehabilitation centers to address substance abuse. The fourth question was looking at to what extent does the disciplinary committee involve parents and community in addressing alcohol and drug abuse issues. The fifth question required the respondents to give other measures they think the school could take to address alcohol and substance drug abuse among students and the last question required the respondents to explain if there are any specific support systems or resources they think would help for students indulging in alcohol and drug abuse in schools.

Through a thorough coding, the following themes emerged from the database:

4.5.1. Disciplinary measures against substance abuse

The first question required the participants to explain if there are measures the school disciplinary committee uses to address issues of alcohol and substance drug abuse. Through the interviews made with participants, the study found that schools have the measures put in place to handle issues of alcohol and substance drug abuse. This is evidenced through the responses the respondents made. Out of 24 respondents, 21 could give the measures schools use to deal with misbehaviors like abusing alcohol and drugs. Therefore, here are what were said by the participants;

Respondent of school A said;

'Parental collaboration with schools on matters concerning alcohol and substance drug abuse

(teacher 1)''

'Aaah! We give them rustication for two weeks(teacher2)''

'Sometimes we civic educate the students on dangers of taking alcohol and drugs(teacher3)''

'We also give forced transfer if such behavior has been observed among students (teacher 4)''

'Adding to my friends' responses we also give the students the punishments (teacher 5)''

Respondents of School B added;

'Giving punishments to students who are wrong (teacher1)''

'We sensitize the students on the dangers of drinking and smoking during the assemblies(teachert2)''

'We have strict rules and regulations in place with clear consequences for anyone caught using or possessing drugs or alcohol (teacher 3)''

'The committee ensures that there are plenty of extracurricular activities to keep students engaged and away from harmful influences (teacher 4)''

Respondents of School C said;

'We give a student forced rustication for two weeks (teacher 1)''

'We give suspension if a student repeats the same bad behavior (teacher 2)''

'Parental involvement is a key, so the committee organizes meetings and workshops (teacher 3)''

'We also have counselors available to help students with any personal issues that might lead them to use substances (teacher 4)''

Respondents of School D said;

'Giving the students rustication for about two weeks (teacher1)''

'We sometimes give students counselling and guidance to students who suspected to have been using alcohol or drugs(teacher2)''

'We also have a zero-tolerance policy but the focus is on rehabilitation and support for those who need help not just punishment (teacher3)''

'We established a strong mentorship program where the students are guided by the elders to promote health behavior and warning against substance abuse (student 2, school 1)''

'Our school committee organizes regular workshops and seminars (student1, school A)''

'We have strict rules and regulations in place (student 2 school B)''

'Random bag inspections are part of our school's preventive (student3, school C)''

'Our school has a strong mentorship (student 4, school D)''

'The committee ensures that there are plenty of extracurricular activities to keep students engaged and away from harmful influences (student 5, school C).''

The findings from respondent 1, school A agrees with Kambuga (2017) who contends that as a strategy, parents have to collaborate with schools in improving the discipline status of the students. He asserts that they both need to be models for their children. Similar observation was also made by the research done by Mbanga, Piliyesi and Anyona (2020). They postulated that parents should be involved in improving the behavior of their children by attending meetings with teachers.

The response made by respondent 2 from school B agrees with Maina (2019) who says that punishment is one of the strategies to address issues of alcohol and substance drug abuse. He asserts that to an extent, if the student has been given punishment, he or she have fear which helps them avoid consumption of alcohol and drugs at school and around school community.

The response by respondent 2 from school D correlates with other scholars such as Mphande et al (2023) who suggests that guidance and counselling is one of the strategies school discipline committee uses to curb alcohol and drug abuse. The thinking of the researcher is that if schools implement guidance and counselling programs to provide students with emotional support and a platform to discuss any issues they may be facing including those related to substance abuse, can create a supportive environment where students may feel comfortable addressing concerns and seeking help.

4.5.2. Student education and awareness initiatives

The second question required the participants (discipline committee& students) to explain how they engage in educating the students about the risks and consequences of alcohol and substance drug abuse. Therefore, the respondents had to give their thought on this. Going through the series of responses from all the 4 selected community day secondary schools, the study found that discipline committees from all the selected schools have diverse approaches instituted to educate students about the risks and consequences of substance abuse. twenty-two respondents out of twenty-four agreed that the students are engaged, and only 2 respondent showed a doubt on this based on how the students behave. To them they argued that the way students behave, nothing of been given an educational talk is shown. However, in their argument, as a researcher they seem to have been agreeing to the ideas of other respondents. The engagement of students in education

awareness is evidenced based on the responses the participants responded. For example, through the face to face interviews with participants, the following were what came out;

Respondents of school A said;

‘We involve students in societal clubs(teacher1)’

‘Organizing debates and quiz(teacher2)’

‘We sensitize students about the risks during assemblies(teacher3)’

‘Students are asked to be writing poems on the dangers and risks of drinking and smoking (teacher4)’

‘The committee organizes monthly awareness programs where they bring in experts to talk about the dangers of alcohol and drug abuse (teacher1)’

Respondents of school B added;

‘The committee collaborates with local health organizations to provide interactive sessions that engage students and make the information more relatable (Participant1)’

‘The committee ensures that educational materials like brochures and posters are displayed around the school (teacher2)’

‘We also involve parents through workshops to educate students on how to discuss these issues with their children effectively(teacher3)’’

‘We sensitize the students during assembly time on dangers of abusing alcohol and drugs (teacher 4)’’

Respondents of school C said;

‘In the first place we warn students about the dangers of alcohol and drugs during assembly (teacher 1)’’

‘We also sometimes call health workers to sensitize students on dangers of alcohol and drugs (teacher 2)’’

‘At our school, regular assemblies are held where the committee discusses the latest trends in substance abuse and reminds students of the support available if they need help (teacher 3)’’

Respondents of school D said;

‘During assemblies, students are told about the dangers of alcohol and substance drug abuse by some disciplinary committee members(teacher1)’’

Even during the lesson delivery in some subjects like life skills, students are told about the risk of taking alcohol and drugs(teacher2)’’

'We use real-life stories and testimonies from former users to show the harsh realities of substance abuse(teacher3)''

'Workshops and seminars are regularly conducted (student1, school A)''

'The committee collaborates with local health organizations to provide interactive sessions that engage students and make the information more relatable (student2, school B)''

'We have role-play activities performed by students which are supervised by the committee to illustrate the negative effects of alcohol and drugs (student 3, school C)''.

'Regular assemblies are held where the committee discusses the latest trends in substance abuse and reminds students of the support available if they need help (student4, school D)''

The findings above agree with Mphande et al (2023) for example teacher2 from school D said that incorporating drug and alcohol education including topics related to drug and alcohol education in the school curriculum, involves teaching students about the risks, consequences, and effects of substance abuse. This strategy aims to enhance students' awareness and understanding of the dangers associated with drug and alcohol misuse. Mphande et al (2023) also asset that providing life skill training is another strategy in educating students about risks and consequences of alcohol and drug abuse which also correlates with the responses emulated by the respondents for example, in this regard, by engaging students in life skills training equips students with the tools they need to make positive choices and resist the influence of drugs and alcohol.

4.5.3. Collaboration with external organizations

The researcher required the participants to explain the extent to which the committee collaborate with external organization such as local enforcement, health agencies or rehabilitation centers to address substance abuse. Through the series of responses from the respondents, the study revealed that schools collaborate frequently with external organization. This is evidenced from the responses from the respondents. three schools out of four which a researcher visited, indicated that there is frequent collaboration with external organizations. The following are what the respondents had to say:

Respondents of school A said;

‘We frequently call health workers to guide and counsel students about dangers of alcohol and drugs(teacher1)’

‘We have partnership with health agencies that provide workshops and counselling services for students struggling with substance abuse(teacher2)’

‘The committee has a strong relationship with local enforcement which helps in addressing any legal issues and providing a preventive effect (teacher3)’.

Respondents of School B said;

‘We invite health workers sometimes to have a motivational talk about the danger of alcohol and substance abuse(teacher1)’

'Health agencies are frequently invited to hold seminars helping to educate students on health risks associated with drug and alcohol abuse(teacher2)''

We collaborate with rehabilitation centers to offer confidential counselling and support services,

Aaah! to ensure students get the help they need (teacher 3)''

Respondents of School C said;

'we sometimes call police officers to sensitize the youth on dangers of alcohol and substances(teacher1)''

'The health workers come at school and warn students about the consequences of alcohol and substance abuse(teacher2)''

'There is a continuous effort to engage with local enforcement and health agencies which help in creating a safer and more informed school environment (teacher3)''

Respondents of School D said;

'we frequently collaborate with police officers and ask them to guide and counsel the students on the dangers of abusing alcohol and drugs (teacher 1)''

'We often invite resource person mostly health workers to have a talk with the students (teacher

2)''

'The committee regularly collaborates with local law enforcement to conduct educational session

(student1, school A)''

'Health agencies are frequently invited to hold seminars, helping to educate students on the health h risks associated with drug and alcohol abuse (student 2, school B)''

'The committee collaborates with external organizations (student3, school C)''

The findings agree with Franke, K. B., Terry, J., Collier, T., & Greenlaw, J. (2021). Who say that it is one of the strategies of addressing alcohol and drug abuse among students. They highlight that if teachers collaborate with parents, can create supportive environment and help identify early signs of substance use, ultimately contributing to more effective prevention and intervention efforts.

4.5.4. Involvement of parents and the community

The researcher made further attempts to explore how the disciplinary committee involves parents and the broader community in addressing alcohol and drug abuse issues among students. The study found that the discipline committee frequently involve parents and the community on matters to do with alcohol and substance drug abuse by students. seventeen participants out of twenty-four said the school often involve parents and community in addressing the issue of alcohol and substance drug abuse.

Here are what respondents said:

Respondents of school A said;

'We frequently call parents of children who are known to have been drinking and smoking(teacher1)''

'During PTA meeting, parents are told about misbehavior of some students(teacher2)''

'We involve parents through regular meetings and workshops where we discuss the importance of monitoring and supporting their children(teacher3)''

The committee organizes family counselling sessions to address underlying issues that might lead students to abuse substances (teacher 4)''

Respondents of school B said;

'When a student has done something wrong we call his or her parents so that they know what the student has committed(teacher1)''

'During PTA meeting, parents are told about the misbehavior of their children(teacher2)''

'There are parent- teacher conferences focused specifically on substance abuse prevention making sure parents know the signs to watch for(teacher3)''

Respondents of school C added;

'Aaaaa! Mostly during aaaaa! PTA meetings parents are involved(teacher1)''

‘The committee sometimes holds events where local leaders speak about the impact of substance abuse and encourage community awareness(teacher2)’

‘We have community outreach programs where the school works with local organization to spread awareness and provide resources(teacher3)’

Respondents of School D said;

‘Often parents are called to have meeting with the committee on matters concerning indiscipline of some students(teacher1)’

‘Local community leaders are often invited to school events to talk to students and parents about the dangers of substance abuse (teacher2)’

‘The committee calls for a meeting with parents every four weeks (student 1, school A)’ Community leaders are informed and called to have a warning talk to students (student 2, school B)’

‘Parents are always kept informed about any suspicious behavior from students (student3, school C)’

‘PTA meetings are mostly happening at this school (student 4, school D)’

The findings are also supported by P Marais (2015) who contends that parental involvement is among other strategies school discipline committee employ to address the issue of alcohol and substance drug abuse among students in schools.

4.5.5. Additional preventive and intervention measures

The researcher also asked the participants to state some additional measures the school could take to prevent or address the issue of alcohol and substance drug abuse among students. The following were what the respondents said; schools should buy journals for students to be reading, school should organize study cycles or life skills clubs, enhancing after-school programs to keep students busy, school should give fair stiff punishments to students who misbehave, school should give suspension to students who indulge in alcohol and drugs, involve students in extracurricular activities, school should provide adequate teaching and learning resources, school should minimize trips, practicing counselling and guidance, just to mention but few.

One of the responses made by one participant was that as a measure, those students found guilty should be suspended. This is agreed by Mphande et al (2023) who agree that such students should be suspended from school. Centrally to this, Beyers et al. (2005), disagree to Mphande et al (2023) by pointing out that the application of these measures entails taking away learning time from the learners and this consequently leads to resentment and further involvement in drug and alcohol abuse. Bayers et al (2005) was also supported by Glisic (2010) who says that such measures may not yield significant results in prevention efforts. The researcher's understanding is that students should not be suspended because the more the student is suspended, the more the time is consumed for learning the poor the performance of students. Therefore, these students should just be given guidance and counselling.

4.5.6. Support systems for students

The last question demanded the participants to explain if there are any specific support systems or resources the committee feel would be helpful to students who abuse alcohol and drugs. The study found that besides the measures the committee had already put in place so as to curb alcohol and

substance drug issues, there are still other support systems helpful to mitigate alcohol and drug abuse. All 4 selected schools the researcher had visited, the majority of the participants proposed that there may be some support systems to help mitigate the unruly behavior of some students. The following are what were said by the participants:

Participants from school A said;

‘Having more access to school counsellors who specialized in substance abuse could provide the support the students need(teacher2)’

‘I think guiding and counselling students could help for students dealing with alcohol and substance drug abuse issues(teacher3)’

‘I think involving extracurricular activities to students would help students dealing with alcohol and substance drug abuse (teacher 4)’

Participants from School B, had these to say;

‘Having expertise on alcohol and substance drug abuse I think would help (teacher1)’

‘Teachers should be trained on how to handle issues to do with alcohol and substance drug abuse (teacher2)’

Table 2: Findings from document analysis

Name of school	Recommendations by discipline committee
School A	Suspension for 3 weeks Suspension for 1 week Rustication for 2 weeks Parents collaborating with committee Punishment Guidance and counselling
School B	Stiff punishment Suspension Parents collaboration with committee Suspension for 3 weeks Conferences meetings
School C	Guidance and counselling Rustication suspension
	Meetings Transfers
School D	Punishment Meetings Suspension Rustication

The study found that the school discipline committees have some strategies or measures they use when addressing alcohol and substance drug abuse among students in schools as is indicated in the table above. This is in line with the findings from the participants though some strategies are different.

4.6. Chapter summary

This chapter has presented a discussion and analysis of the research findings based on the research objectives. The discussion and analysis has been done in relation to Rational Emotive Behavioral Therapy theory (REBT) which anchored the study. It has first explored the role of school disciplinary committee in managing alcohol and drug abuse among students in school. The study also analyzed the factors which contribute students' abuse of alcohol and drugs. Finally, this study has explained some strategies school disciplinary committee use to curb alcohol and drug abuse at school. The chapter that follows presents the summary of major findings, contribution of the study to the knowledge in the field of education, recommendations and finally, it has presented areas calling for further research.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of major findings

The key findings of the study have been summarized in the sub-sections below:

5.1.1 Objective 1: To explore the school disciplinary committees' perception of alcohol and drug abuse as a form of indiscipline

The study on teachers' perceptions of alcohol and substance abuse among secondary school students found that many teachers lacked a sufficient understanding of these issues. While majority of teachers in the study showed some knowledge of the concepts, they struggled to connect key ideas about alcohol and substance abuse. Additionally, the study revealed that the school disciplinary committee often misidentified students who might have abused substances, simply by linking students' appearances to drug and alcohol abuse without a deeper understanding of the issue

5.1.2 Objective 2: To analyze factors contributing to students' alcohol and substance drug abuse at school

According to the study, various factors contribute to students engaging in alcohol and substance abuse at school. These factors include peer pressure, family dynamics, community norms, media influence, easy access to alcohol and drugs in the school community, student depression, poverty, lack of awareness about the dangers of alcohol and drugs, community and cultural influences, family ties, school-related stress and exam pressure, weak school regulations, and insufficient parental guidance.

5.1.3 Objective 3: To examine strategies school disciplinary committee uses to curb alcohol and drug abuse at school.

Regarding which strategies school disciplinary committee uses to curb alcohol and substance drug abuse among students in schools, the study identified several strategies used by school disciplinary committees to address alcohol and substance abuse among students. These strategies include collaboration between teachers and parents regarding student drug and alcohol issues, rustication for guilty students, civic education on the dangers of substance abuse, and various punishments. The committee enforces strict school rules and regulations, provides numerous extracurricular activities to engage students, issues suspensions for repeated offenses, and implements a strong mentorship program where elders guide students to promote healthy behavior and warn against substance abuse. Additionally, random bag inspections are conducted.

5.2 Contribution of the study to knowledge in the field of education

The study titled "Assessing the Role of School Disciplinary Committee in Managing Alcohol and Drug Abuse Among Students in Secondary Schools" can contribute significantly to the field of education in several ways:

Firstly, the study's findings can enhance understanding by providing insights into specific strategies effective in reducing alcohol and drug abuse among students.

Secondly, the findings can aid in policy development by informing policymakers in the education sector to create or refine policies and guidelines that promote student well-being.

Thirdly, the study can improve best practices by allowing schools to adopt successful practices identified in the study to enhance their disciplinary and support systems.

Fourthly, by emphasizing the importance of counseling and guidance, the study can encourage the establishment of more comprehensive student support services in schools.

lastly, the research can highlight the need for educational programs that educate students about the dangers of alcohol and drug abuse, contributing to preventive education initiatives. Overall, the study can be a valuable resource for educators, administrators, and policymakers in creating safer and healthier school environments.

5.3 Recommendations

The study makes the following recommendations:

5.3.1 Recommendations to the Ministry of Education

The Ministry of Education needs to:

- Formulate and enforce comprehensive policies that address alcohol and drug abuse in schools, with clear guidelines and consequences.
- Allocate resources to support schools in implementing counseling services, preventive education programs, and extracurricular activities.
- Provide regular training for teachers and school staff on recognizing and managing substance abuse among students.
- Establish systems to monitor and evaluate the effectiveness of substance abuse prevention and intervention strategies in schools.

5.3.2 Recommendations to Schools and Teachers

Schools and teachers need to:

- Foster collaboration between teachers, parents, and the community to address substance abuse effectively. Regular communication can enhance support systems for students.
- Invest in comprehensive counseling and guidance services to support students dealing with substance abuse issues.
- Implement educational programs that inform students about the dangers of alcohol and drug abuse, integrating these programs into the school curriculum and reinforcing them through assemblies and workshops.
- Promote and support a wide range of extracurricular activities to engage students in positive and healthy behaviors, serving as alternatives to substance abuse.
- Enforce clear school rules and regulations with consistent consequences for drug and alcohol use or possession.

5.3.3 Recommendations to community and parents

Community and Parents need to:

- Encourage parents to be actively involved in their children's education and wellbeing, including attending workshops on recognizing and addressing substance abuse.
- Create community support networks that provide resources and assistance to students and families dealing with substance abuse.

- Conduct community-wide awareness campaigns to educate parents and community members about the dangers of alcohol and drug abuse and the importance of a supportive environment for students.

5.4 Conclusion

The study has learnt that participants had poor understanding of the concepts of alcohol and drug abuse. The study has established that there are several factors that lead students to abuse alcohol and drugs. The study has revealed that there are many strategies that school discipline committee uses to curb indiscipline among students in schools

5.5 Suggested areas for further study

This study focused on the role of school disciplinary committee in managing alcohol and substance drug abuse among students in secondary schools in Malawi. Future studies could as well focus on other areas such as:

Assessing the role of school disciplinary committee in managing alcohol and substance drug abuse in universities and in primary schools.

5.6 Chapter summary

This chapter has attempted to summarize the main findings of the study in relation to the research objectives. It has stressed on the pedagogy that teachers use to address alcohol and substance drug abuse among students in schools in Malawi. It has also stressed some of the critical areas calling for further research in relation to indiscipline. The chapter has finally made some recommendations on what should be done to make sure that teachers are effectively addressing the issues of alcohol and drug abuse among students in schools in Malawi.

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APPENDICES

Appendix 1: Informed Consent Form



Mzuzu University Research Ethics Committee (MZUNIREC)

Informed Consent Form for Research in Master of Education (Leadership & Management)

Introduction

I am **Andrew G.N Makonokaya** from **Mzuzu University**. I am doing a research on “**Assessing the role of school disciplinary committee in managing alcohol and substance drug abuse among students in schools in Machinga District**”. This consent form may contain words that you may find it difficult to understand. Please you may ask me and I will take time to explain.

Purpose of the research

This research aims to assess the role of school disciplinary committee in managing alcohol and substance drug abuse among students in community day secondary schools.

Type of Research Intervention

This research will involve your participation in a group discussion and/or interviews.

Participant Selection

You are being invited to take part in this research because you are directly involved in managing indiscipline cases at this school

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate nothing will change. You may skip any question and move on to the next question.

Duration

The research takes place for a period of **eleven (11) months**.

Risks

You do not have to answer any question or take part in the discussion/interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Reimbursements

You will not be provided any incentive to take part in the research.

Sharing the Results

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

Who to Contact

If you have any questions, you can ask me now or later. If you wish to ask questions later, you may contact: Mr. Andrew Makonokaya, Nsanama Community Day Secondary School, Box 68, Mwalasi. Phone: 0999953019/0882747190

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task is to make sure that research participants are protected from harm. If you wish to find more about the Committee, contact Mr. Gift Mbwele,
Mzuzu University Research Ethics Committee (MZUNIREC) Administrator, Mzuzu University,

P/Bag 201, Luwingu, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about “Assessing the role of school disciplinary committee in managing alcohol and substance drug abuse among students in schools in Machinga District”.

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study

Print Name of Participant_____

Signature of Participant _____

Date _____

Day/month/year

If illiterate

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print name of witness_____

Thumb print of participant

Signature of witness _____

Date _____

Day/month/year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent_____

Date _____

Day/month/year

Appendix 2: Request for permission to carry out Research

C/O Mzuzu University

P/Bag 201

Luwinga, Mzuzu 2

24th April, 2024

The Education Division Manager

South East Education Division

(SEED)

P/Bag 48.

Zomba

Dear Sir

Request to conduct a study in secondary schools in Machinga district

I am Andrew G.N Makonokaya, a teacher at Nsanama CDSS. Currently, I am studying towards a Master's degree in Leadership and Management at Mzuzu University. As a requirement for the award of the master's degree, I will be conducting a research titled **“assessing the role of school disciplinary committee in managing alcohol and drug abuse in Machinga District”**. I would like to request for permission to conduct the study in **four** Community Day Secondary

Schools in Machinga District. The research will focus on assessing the perception of school disciplinary committee on alcohol and substance drug abuse as a form of indiscipline among students in schools; analyzing factors contributing to students' alcohol and substance drug abuse at school and examining strategies school disciplinary committee uses to curb alcohol and substance drug abuse at school. My study will target school disciplinary committee and students

(Head boys and Head girls) as study participants. All information will be treated with confidentiality. I hope their participation in the study will be of great significance to them in improving discipline issues.

You may contact me on 0999953019 or e-mail: makonokayaandrew9@gmail.com for authentic purposes.

Yours faithfully

Andrew G.N Makonokaya

Appendix 3: Request for permission to carry out Research

C/O Mzuzu University

P/Bag 201

Luwinga, Mzuzu 2

27th April 2024

The Head teacher

Dear Sir/Madam

Request to conduct research at your School for Master of Education

In line with requirements for the Master of Education (Leadership and Management) program at Mzuzu University, I write to request permission to carry out research at your School as one of the four selected ones in this study. Your school's participation will be highly appreciated.

I am Andrew Makonokaya (Registration Number: MEDLM1722), and have been cleared by Mzuzu University Research and Ethics Committee to conduct a research study titled “The role of school disciplinary committee in managing alcohol and substance drug abuse: A case of four selected Community Day Secondary Schools in Machinga District. The purpose of the research is

to assess the role of school disciplinary committee in managing alcohol and substance drug abuse among students in schools.

I will appreciate your cooperation and time you will put aside to support me in this important project.

For more information, you may contact my supervisor, **Dr. Chrispin Mphande** on

0888862403

Yours faithfully

Andrew GN Makonokaya (0999953019/0882747190)

Appendix 4: interview guide for school disciplinary committee

Objective 1: To explore the school disciplinary committees' perception of alcohol and drug abuse as a form of indiscipline.

1. In your view, how do you understand alcohol and drug abuse as a form of indiscipline within the school context?
2. Is your school ever experienced any case of indiscipline such as abusing alcohol or drugs?
3. Are there specific criteria the committee uses to identify students who are drunkard or taken any form of drugs?
4. Were the teachers trained to recognize and respond to signs of alcohol and drug abuse in students?
5. What challenges does the disciplinary committee face in addressing alcohol and drug abuse as a form of indiscipline?
6. Do you think students at this school are aware about the risks and consequences of alcohol and drug abuse?

Objective 2: To analyze factors contributing to students' alcohol and drug abuse at school

1. do you think peer pressure plays a role in students' decisions to use alcohol or drugs?
2. Do you think family dynamics, such as parental involvement or family stress, contribute to students' substance abuse?

3. In your opinion, how easy is it for students to access alcohol or drugs within the school community?
4. Do you think external factors, such as community norms or media influence, contribute to substance abuse among students?
5. In general, what do you think are some of the factors which contribute to students' alcohol and drug abuse at your school?

Objective 3: To examine strategies school disciplinary committee uses to curb alcohol and substance drug abuse at school.

1. What strategies does the committee take to prevent alcohol and drug abuse incidents from occurring in the first place?
2. How does the disciplinary committee engage in educating students about the risks and consequences of alcohol and drug abuse?
3. Does the committee collaborate with external organizations, such as local law enforcement, health agencies, or rehabilitation centers, to address substance abuse?
4. How does the school disciplinary committee involve parents and the community in addressing alcohol and drug abuse issues?
5. In your opinion, what additional measures could the school take to prevent or address substance abuse among students?
6. Are there specific support systems or resources you think would be helpful for students dealing with substance abuse issues?

End of the questions

Thank you for your participation.

Appendix 5: Interview guide for students (focus group)

Objective 1: To explore the school disciplinary committees' perception of alcohol and drug abuse as a form of indiscipline.

1. In your view, how do you understand alcohol and drug abuse as a form of indiscipline within the school context?
2. Is your school ever experienced any case of indiscipline such as abusing alcohol or drugs by students?
3. Are there specific criteria school disciplinary committee uses to identify students who are drunkard or taken any form of drugs?
4. Do you think teachers were trained to recognize and respond to signs of alcohol and drug abuse in students?
5. what challenges do you encounter as a result of alcohol or drug abuse by students?
6. Do you think students at this school are aware about the risks and consequences of alcohol and drug abuse?

Objective 2: To analyze factors contributing to students' alcohol and substance drug abuse at school

1. Do you think peer pressure plays a role in students' decisions to use alcohol or drugs?
2. Do you think family dynamics, such as parental involvement or family stress, contribute to students' substance abuse?

3. In your opinion, how easy is it for students to access alcohol or drugs within the school community?
4. Do you think external factors, such as community norms or media influence, contribute to substance abuse among students?
5. In general, what do you think are some of the factors which contribute to students' alcohol and drug abuse at your school?

Objective 3: To examine strategies school disciplinary committee uses to curb alcohol and drug abuse at school.

1. What do you think are the measures the committee take to prevent alcohol and drug abuse incidents from occurring in the first place?
2. How does the disciplinary committee engage in educating students about the risks and consequences of alcohol and drug abuse?
3. Does the committee collaborate with external organizations, such as local law enforcement, health agencies, or rehabilitation centers, to address substance abuse?
4. Does the school disciplinary committee involve parents and the community in addressing alcohol and drug abuse issues?
5. In your opinion, what additional measures could the school take to prevent or address substance abuse among students?
6. Are there specific support systems or resources you think would be helpful for students dealing with substance abuse issues?

End of the questions

Thank you for your participation.

Appendix 6: University Clearance Letter



MZUZU UNIVERSITY

**Department of Teaching, Learning and
Curriculum Studies**

Mzuzu University
Private Bag 201
L u w i n g a
M z u z u 2
M A L A W I

Tel: (265) 01 320 575/722

Fax: (265) 01 320 568

mdolo.mm@mzuni.ac.mw

20th April, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR ANDREW G.N MAKONOKAYA

Mr. Andrew Makonokaya is a registered Master of Education (Leadership and management) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,

Dr. Margaret M. Mdolo

Program Coordinator

Appendix 7: Research Ethics and Regulatory Approval



MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University
Private Bag 201
Luwinga
Mzuzu 2
MALAWI
TEL: 01 320 722
FAX: 01 320 648

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/24/29

17/04/2024.

Andrew GN Makonokaya

Mzuzu University,

P/Bag 201,

Luwinga,

Mzuzu 2.

Email: makonokayaandrew9@gmail.com

Dear Andrew,

**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR
PROTOCOL REF NO: MZUNIREC/DOR/24/29: THE ROLE OF SCHOOL
DISCIPLINARY COMMITTEE IN MANAGING ALCOHOL AND SUBSTANCE DRUG
ABUSE.**

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to

proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalized, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

Committee Address:

Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwinga, Mzuzu 2;

Email address: mzunirec@mzuni.ac.mw

Yours Sincerely,

A handwritten signature in blue ink, appearing to read 'Gift Mbwele', is written over a faint, circular official stamp.

Gift Mbwele

SENIOR RESEARCH ETHICS ADMINISTRATOR

For: CHAIRMAN OF MZUNIREC

**Committee Address: Secretariat, Mzuzu University Research Ethics Committee, P/Bag
201,**

Luwinga, Mzuzu 2; Email address: mzunirec@mzuni.ac.mw