

Influence of Deviant Behaviour on Psycho-Social Well-Being of Students in Public Secondary Schools in Ruiru Sub County, Kiambu County, Kenya

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Abstract: - Global psychology scholars recommend that to relate to teenagers peacefully, a positive difference in their moral attitudes and behaviors is necessary. However, past scholarly works remark that though schools are expected to holistically develop teenagers' character, this has hardly been achieved. This is not unique for Ruiru Sub County. The purpose of the study was to assess the influence of deviant behavior on students' psycho-social well-being in public secondary schools in Ruiru sub county, Kenya. The objectives were to; determine the impact of sexual molestation on students' psycho-social well-being in public secondary schools and to establish the effects of bullying on the students' psycho-social well-being in public secondary schools, The study was carried out in Ruiru Sub county Kenya. The study was based on multi-factorial model and Erikson theory of psycho-social development. The researcher used quantitative and qualitative approaches. The study applied concurrent triangulation design. The target population comprised of 36 deputy principals, and 432 teachers from public secondary schools in Ruiru Sub County. The sample population was 30% of the target population comprising of 11 deputy principals and 129 teachers. Stratified random sampling was used to sample deputy principals and teachers. From the 11 sampled schools, the study randomly sampled the deputy principals and teachers proportionately. Questionnaires were used to collect data from the teachers and interview schedules for the deputy principals. Piloting of the instruments was done in 4 schools and the validity of the instruments was determined through the expert judgment of professionals in the area. The reliability of the instruments was done by use of test-retest method and the results calculated using Cronbach's alpha Method at 0.74% threshold measure. SPSS Version 24.0 was used to analyze quantitative data using Analysis of Variance (ANOVA), Poisson regression model and measures of central tendency and presented using tables, graphs and charts. Qualitative data was analyzed thematically and presented in narrative form. The study found that sexual molestation has no influence on psycho-social well-being of students but bullying and substance use have influence on psycho-social well-being of the students at .05 significance level. Behavioral Strategies for shaping psycho-social well-being of students include talking to school administrator, followed by counselor and teacher; encouraging the bullied child to be assertive and ordering the bully to leave the bullied alone. The findings may be useful to the Ministry of Education for guiding intervention programs related to the psycho-social well-being of students. Parents and other stakeholders may also use the study findings to ascertain psycho-social well-being of students who are children at home. Further research can be carried out to determine causal relationships between psycho-social learning conditions and students' well-being. Moreover, some of the study

limitations experienced can be improved in the future research by enhancing the response rate, improving instruments' reliability and increasing study scope.

Key words: Deviant Behaviour, Psycho-Social well-being, Psychology, Student character, Sexual molestation, Bullying

I. INTRODUCTION

Deviance is a behavior that people in society find offensive and which excites those who engage in it and, would like to exit if it were discovered, disapproved, punished or condemned. Deviant behavior is outside the bounds of the group or society (Long, 2017). A school is said to be within a larger community and is said to impact orderliness and psycho-social and emotional development. However schools like any other social institutions find themselves affected by deviant behavior (Deklerck, 2009).

Psycho-social well-being is a combination of having positive emotions, actively engaging in aspects of life, having good social relationships, finding a meaning in life and a sense of accomplishment (Barlow and Durand, 2011). Psycho-social well-being is a term that does not have a globally recognized definition, however, it's perceived as a combination of cognitive, social, emotional and spiritual well-being (Bandura, 1992). Cognitive well-being refers to values and having a rational and constructive approach to life's challenges. Social well-being refers to interactions with others in the sense of having good social support hence support network and ability to adapt to various emotions both positive and negative (Hemphill, Tollit and Herrenkohl, 2014).

Kibriya, Xu and Zhang (2015) find evidence of bullying in the United Kingdom, Ghana, Denmark and Italy as well as other European countries. The countries in West Africa have not been spared either. In one incident, two students of Shama senior high school in Western Ghana were suspended for watching pornography on campus in March 13th 2011. Okumu (2009) reports that the students were found with pornographic materials on their cellphones, and were consequently punished. In another incident at Wesley girls' senior high school in coast Ghana, sexual advances being made to the girls by some male teachers in the school compelled the angry students to vehemently protest on 18th June 2011, and they were sent home (Okumu, 2009). Things are no better in Uganda. In 2011, a group of students in a

certain school in Masaka district was sent home for practice of criminal deviant behaviour which involved gambling and smoking marijuana (Bindhe, 2012). In one of the incident from Kabale in Uganda, Brainstorm high school sent home seventy students because of conflicts between the students and the teachers (Kushaba, 2012). They claimed teachers had stormed their hostels with canes, beating them mercilessly after a blackout and they had to defend themselves. Apparently, they were resisting the roll call - taking by the teachers after it was alleged that some students had sneaked out of school - an act of deviance.

In a different scenario in Korea, Cyprine (2015) discussed that psycho-social conditions of workers determined their well-being. The study showed evidence of indicators such as lack of reward, discrimination, lack of social support and violence being key determinant to the workers' well-being. While well-being is an indispensable concern in workplace, many organizational management are yet to understand that it can deteriorate the quality of workers' well-being. This scenario is so different from the learning in various school settings. For instance the indicators stated above (violence, social support, discrimination) are notable in these environs. Psycho-social factors are also known to be some of the major cause of deviant behaviors that involve risky experiences including depression and suicidal attempts (Lind, 2008). Most previous studies have focused on the effects of deviance on health status such as insanity and mental disorders. Even those which seem to be relating deviance to social well-being use a wide range of psycho-social settings that do not reflect the specific relationships. Moreover, most focus of the working class population which segregates the young population that is at a more experimental stage (teenage). Thus, the present study examined how bullying, sexual molestation and drug abuse influence secondary students' psycho-social well-being.

Many secondary schools in Kenya have been faced with cases of students' unrests as a result of deviant behaviour as far back as the beginning of the 20th century, when the first case was reported in Maseno High School, Kisumu District in 1908 (Republic of Kenya, 2011). Of late, the concern has been about the escalating destructive tendencies in schools, which are a reflection of maladjustment and have been reported as an indication that education system is not producing socially responsible persons (Republic of Kenya, 1999). This relates to students' psycho-social well-being as the concerns address the behavioral issues surrounding the teens. Under such behavior among the students, two components of psycho-social well-being that is the physical well-being and social well-being are sought for to have status, comfort and affection. Through these characteristics, the students substitute learning goals with supremacy goals by optimizing their well-being (Ukessay, 2015).

Despite the action by the ministry of Education in attempt to curb the disruptive incidences in schools through the Children's Act in the year 2011 that seek to protect children from physical and psycho-social abuse, the deviance in

schools is still being witnessed in large numbers (Ramani, 2003). The Task Force on students deviance in July 27, 2011, and headed by Naomi Wangari has also not completely solved the problem of deviant behavior in schools. The trend has continued with several secondary schools having involved. But analysts have different explanations. For instance, ever since Kenya banned corporal punishment in its schools, some head teachers say it is impossible to control unruly students. Kimotho (2011) reported that a head teacher in Nairobi complained that the abrupt removal of the cane usurped the head teacher's power in dealing with deviant behaviour leaving a vacuum in its place. On the other hand, Njenga (2002), a psychiatrist in Nairobi, says tougher measures on deviance in schools will not end the vice. He says all aspects of life in Kenya are touched by deviant behavior - violence, and until something is done to end the vice in Kenya Society, the vice in schools will likely continue (Samoei, 2015).

Positive ways of enhancing psycho-social well-being should, therefore, be explored with a view of mitigating deviant behavior in schools. All stakeholders expect and want students to have good morals in schools. This study was, therefore, necessary as it sought to assess the influence of deviant behavior on students psycho-social well-being in public secondary schools in Ruiru Sub County, Kenya. Through the study, the findings are unveiled and positive approaches and strategies put in place to arrest them.

Statement of the Problem

According to Global psychology scholars (2014), positive attitudes and behavior among students determine their positive relationships with others and a feeling of purpose. While past studies of deviant behavior cited stealing, cutting glasses, drinking, using filthy language and smoking (Sokol-Katz, Dunham, and Zimmerman, 1997), today, students' relationship with others remains a challenge as a concern for their well-being. The behavior of students depict unbearable psycho-social well-being after school. The challenges range from undesirable emotional swing, weak, spiritual and personal relationship.

These behaviors are reflected in participating in illegal and unethical activities such as drug abuse, indecent dressing and use of filthy language. Past studies have associated the behavior of students from low social economic statuses of families. This is contrary to the demonstration of Jou (2010) who found no significant relationship between family type and deviant behaviour among students. Kibriya, Xu and Zhang (2015) finds evidence of bullying in the United Kingdom, Ghana, Denmark, Italy, as well as other European countries. The countries in West Africa have not been spared either. Therefore, it remains unclear on the explicit explanation behind the current rising incidences of issues that touch on psycho-social well-being of students. Using psychology, this study attempted to base student deviant behavior that emanates from drug use, sexual molestation and bullying and how it affects their well-being in school, thus the

study strived to assess the influence of deviant behaviour on student psycho-social well-being in public secondary school in Ruiru sub-county, Kenya.

Research Objectives

The objectives of the study were to;

1. Determine the influence of sexual molestation on students' psycho-social well-being in public secondary schools in Ruiru Sub County, Kenya
2. Establish the effect of bullying on the students' psycho-social well-being in public secondary schools in Ruiru Sub County, Kenya

II. LITERATURE REVIEW

Available studies on sexual molestation have put much emphasis on the influence it has on student's achievement rather than the psycho-social well-being. Further on bullying scholars have directed their energy on moral behaviors therefore leaving a gap on the influence it has on the students psycho-social well-being. Lastly on the Substance Use in secondary schools, there are plenty of studies exploring the most common drugs abused. However there is little information on the effects on students' psycho-social well-being. Hence the study sets to fill the Gaps by assessing the influence of deviant behavior on students' psycho-social well-being in public secondary schools.

Dieter (2014) explores the deviance behavior among children by drawing a sample from the British National Child Development Study data. The study findings showed that the effects from bullying are beyond the effects of class size as many researchers (Card and Krueger, 1992; Dearden et al., 2002) have proposed in educational attainment in the economic sciences literature. Such empirical finding poses questions on the understanding of the causal linkage between bullying and psycho-social well-being among school going children. Ammermueller (2012) uses a much broader dataset with a scope of 11 European countries, and with it analyzes the determinants of bullying and its effects on students' attainment. The findings conform to what exists that indeed bullying has a significant impact on both present and future students' performance in school.

Previous studies conducted have revealed that the increased prevalence and severity of school bullying around the world have sparked rising academic interest in trying to quantify the causal effect of school bullying on psycho-social well-being. With a few exceptions, most studies have found direct relationships between bullying and moral behaviors. Most of the researchers claim that bullying behavior is responsible for poor psycho-social well-being. In Lee's (2015) study using a sample of twins' chronologically in Australia showed that childhood conduct disorder can adversely influences an individual's psycho-social well-being.

The global trend of violence in educational institutions has proven the empirical existence of sexual molestation in these

institutions. In a 1993 survey of American secondary schools in a national representative sample of 1,203, 8th – 11th graders in 79 public schools showed that 83 percent of girls and 60 percent of boys experienced unwanted sexual advances in schools (Lee et al., 2010). A Massachusetts survey reported that sexual molestation in co-educational schools was not any unique from the schools enrolling low proportions of female students (Stein, 2011). In another survey, more female high school juniors and seniors than the male counterparts reported that they had been sexually harassed in schools (Strauss, 2009).

Scholars like Johnstone (2003) and Ruto and Chege (2006) have further stated that schools are the second unsafe environment sexually after home, with the latter scholar showing that 27 percent of sexual molestation took place at home followed by school/classroom/ games at 24 percent and when children were returning home from school was 15 percent.

Therefore from the literature reviewed it is evident there are very few studies on influence of deviant behaviour on psycho-social well-being in secondary schools, this study therefore hoped to fill the gap by assessing the influence of deviant behavior on students psycho-social well-being in public secondary schools in Ruiru sub-county, Kenya.

III. METHODS

The study employed concurrent triangulation design as a single-phase design where the researcher approached it both quantitatively and qualitatively in the same timeframe. As explained by Creswell (2009), the mixed research approach involves the concurrent, but separate, involvement of quantitative and qualitative data. The researcher then harmonized the collected data types by merging the results into a single interpretation. The target population of the study was 36 deputy principals, 432 teachers and 18,000 students from 36 public secondary schools in Ruiru Sub County, Kenya. The County has 36 schools. Ten are Boys' Boarding schools; six are mixed boarding schools; nine are Girls' boarding schools and eleven are day secondary schools.

The researcher sampled 30% of the deputy head teachers and teachers population as recommended by Mugenda and Mugenda (1999). For the students, sampling tables by Krejcie and Morgan (1977) were used to estimate the sample of 377 from the target population of 18,000. The study used stratified sampling technique to select the respective groups from which the sample was selected. The groups were stratified as Mixed boarding, Boys' Boarding, Girls' Boarding and Day schools. Using simple random sampling the researcher sampled 11 schools proportionately depending on the school categories. Thirty percent of the teachers and 30% deputy principals in the selected schools provided the required data. For the students, the schools of the selected deputy principals (11), each contributed 34 students for the sample.

The study employed a self-designed questionnaire to collect data from teachers. According to Creswell (2009), questionnaire is one of the most powerful tools suited in collection of quantitative data. The questionnaires consisted of five sections to be filled by teachers. Section 1 of the questionnaires will entail demographic information of participants. These included items on bio data such as gender, age, and educational background. Section two of the questionnaire has items on influence of bullying on students psycho-social well-being, Section 3 contain statements on the influence of sexual molestation on students psycho-social well-being, section 4 has statements on the influence of substance use on the students’ psycho-social well-being and lastly section 5 contain questions structured in line with the Rosenberg Self-esteem scale (RSE;Rosenberg, 1965, Spanish version Echeburna, 1995) to elicit teachers views on the remedies to be applied in strategizing the students psycho-social well-being.

An interview schedule containing a set of questions on the research objectives were used to collect data from deputy principals. The researcher sought permission prior to the interview day and adjustments made to any questions that may intimidate the respondents; Kothari (2015) explains that interviews have a unique role since they allow the researcher to probe the interviewees.

After collection of data using the questionnaires and interviews, editing was done to remove inconsistency and outliers. The edited data was organized systematically and coded. This was carried out through analysis of similar views responses and grouping. Data tabulation was done according to variables where each table represented a variable. The data was divided into main themes so that it is aligned with the stated objectives. Quantitative data was analyzed using Analysis of Variance (ANOVA), Poisson regression model and measures of central tendency and presented using tables, graphs and charts. Qualitative data was analyzed thematically and presented in narrative form.

IV. RESULTS

Sexual Molestation and Psycho-social Well-being of Students

The teacher respondents were required to indicate the level of rating on some selected sexual molestation characteristics and associated impact on psycho-social well-being on students. The data was analyzed and presented using Table 1.

Table 1: Sexual Molestation Characteristics and associated impact on Psycho-social Well-being

Statement on sexual molestation	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Sexual molestation leads to emotional disturbance	18(18.18 %)	40(40.40 %)	34(34.34 %)	54(54.55 %)	23(23.23 %)

Indecent touching leads to social withdrawal	13(13.13 %)	54(54.55 %)	56(56.57 %)	50(50.51 %)	32(32.32 %)
Sexual demands can cause fear	37(37.37 %)	56(56.57 %)	54(54.54 %)	59(59.60 %)	14(14.14 %)
Demeaning sexual language can lead to low self esteem	21(21.21 %)	42(42.42 %)	65(65.66 %)	78(78.79 %)	3(3.03%)
Sexual molestation leads to poor academic performance	25(25.25 %)	19(19.19 %)	54(54.54 %)	45(45.45 %)	4(4.04%)
Indecent dressing can leads to sexual harassment	35(35.35 %)	36(36.36 %)	10(10.10 %)	45(45.45 %)	5(5.05%)
Sexual molestation affect peers relationship	40(40.40 %)	46(46.46 %)	30(30.30)	60(60.61 %)	23(23.23 %)
Use of sexual gestures affects students esteem	45(45.45 %)	65(65.66 %)	90(90.91 %)	65(65.66 %)	12(12.12 %)
Sexual molestation leads to self-harm	51(51.52 %)	65(65.66 %)	34(34.34 %)	76(76.77 %)	23(23.23 %)
Sexual molestation leads to stigmatization due to labeling	23(23.23 %)	55(55.56 %)	56(56.57 %)	34(34.34 %)	42(42.42 %)

Table 1 shows that majority of the respondents strongly felt that Sexual molestation leads to self-harm at 51(51.51%) and 65(65.66%) agreeing with the same statement; majority 65(65.66%) also agreed that Use of sexual gestures affects students esteem.

Further, ANOVA analysis was carried out using SPSS version 24.0 and the results are shown in Table 2.

Table 2: Sexual Molestation and Psycho-social Well-being

Model		Sum of squares	df	Mean of squares	F	Sig.
	Regression	10.517	3	5.258	33.6991	.000 ^b
1	Residual	6.553	40	.156		
	Total	17.072				
a. <i>Dependent variable: psycho-social well-being</i>						
b. <i>Predictors (Constant), Sexual molestation</i>						

The ANOVA Table 2 shows that the regression model can be used to explain the influence of sexual molestation on students’ psycho-social well-being as P=0.000 which is significant at 99% confidence level.

The coefficients of the ANOVA analysis between sexual molestation and students’ psycho-social well-being generated Table 3.

Table 3: Coefficient on Sexual Molestation

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.	Collinearity Statistics Tolerance	VIF
		B	Std error	Beta				
1	Constant	.280	.742		.378	.707		
	Sexual molestation	0.101	.242	.058	.416	.679	.465	2.149
a. <i>Dependent variable: psycho-social well-being</i>								

Using Table 3 above, testing the research hypothesis involves comparing the P-value (0.679) and significance level (0.05). P-value > significance level. Therefore, we fail to reject the null hypothesis at significance level .05 and conclude that there is no significant relationship between sexual molestation and students’ psycho-social well-being in public secondary schools in Ruiru Sub County, Kenya. These findings differ with those of Suny (2016), and William (2005) who found a negative and significant association between sexual molestation and psycho-social well-being.

Effects of Bullying on Psycho-social well-being of Students

The respondents were given some sampled statements that relate to influence of bullying on students psycho-social well-being of students. The data was analyzed under frequency distribution table and the results presented in Table 4.

Table 4: Frequencies on Effects of Bullying on Psycho-social well-being of Students

Statements on bullying	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Bullying affects peers relationship	18(18.18%)	13(13.13%)	37(37.37%)	21(21.21%)	25(25.25%)

Bullying affects students’ self-esteem	40(40.40%)	54(54.55%)	56(56.57%)	42(42.42%)	19(19.19%)
Bullying affects academic performance	34(34.34%)	56(56.57%)	54(54.54%)	65(65.66%)	54(54.54%)
Bullying causes emotional disturbance i.e withdrawal, anxious, low	54(54.55%)	50(50.51%)	59(59.60%)	78(78.79%)	45(45.45%)
Bullying leads to hostility among the bullies and the victims	23(23.23%)	32(32.32%)	14(14.14%)	3(3.03%)	4(4.04%)
The school administration has laid down strategies to curb bullying.	23(23.23%)	51(51.52%)	45(45.45%)	40(40.40%)	35(35.35%)
Bullying leads to isolation and hostility	55(55.56%)	65(65.66%)	65(65.66%)	46(46.46%)	36(36.36%)
The bullied have less school connections	56(56.57%)	34(34.34%)	90(90.91%)	30(30.30%)	10(10.10%)
Bullying causes physical harm to the victims	34(34.34%)	76(76.77%)	65(65.66%)	60(60.61%)	45(45.45%)

Table 4 shows that majority 56(57%) of the respondents strongly felt that The bullied have less school connections. On the basis of agree, majority 76(76.77%) felt that Bullying causes physical harm to the victims.

ANOVA analysis of the results to test the hypothesis was carried out on the results presented in Table 5.

Table 5: Bullying and Psycho-social Well-being

Model		Sum of squares	df	Mean of squares	F	Sig.
	Regression	21.517	1	3.258	44.6991	.000 ^b
1	Residual	5.321	40	.326		
	Total	1726898				
c. <i>Dependent variable: psycho-social well-being</i>						
d. <i>Predictors (Constant), Bullying</i>						

The ANOVA Table 5 shows that the regression model can be used to explain the influence of bullying on psycho-social well-being as $P=0.000$ which is significant at 99% confidence level.

The data was used to generate a coefficients table for bullying as a variable. This was presented using Table 6.

Table6: Coefficient on Bullying and Psycho-social Well-being

Model		Unstandardized coefficients		Standardized coefficients	t	Sig.	Collinearity Statistics Tolerance	VIF
		B	Std error	Beta				
1	Constant	.280	.742		.378	.707		
	Bullying	-.0825	.156	-.741	5.288	.000	.465	2.149

b. Dependent variable: Psycho-social well-being

Table 6 shows that the P-value was .000. Comparing the P-value and level of significance at .05, $p\text{-value} < \text{significance level}$. Thus, we reject the null hypothesis at significance level .05, and concluded that there is influence of bullying on the students' psycho-social well-being in public secondary schools in Ruiru Sub County. These results were consistent with Ruto (2009) who studied factors affecting psycho-social well-being of ECD pupils. In his findings, he found that bullying had an effect on psycho-social well-being of ECD students since if they experience bullying, they fear going back to school the next day because of the psycho-social torture.

On a further analysis, the respondents were asked to indicate how they felt about bullying and psycho-social well-being. The responses were put on rank from strongly disagree to strongly agree. The findings showed variations as shown in Table 7.

Table 7: Bullying Behaviours and Psycho-social Well-being of Students

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
School administration can effectively deal with bullying	3	8	12	44	32	99
Bullying causes low self-esteem on students psycho-social well-being	4	7	12	32	44	99
Bullying cause shyness on the bullied	5	6	32	34	22	99
Bullying affects students confidence	3	8	21	32	35	99
Bullying affects school attendance or withdrawal	4	6	21	12	56	99
Bullying affects academic performance	5	7	20	37	30	99
Bullying can cause isolation	12	9	12	50	16	99
The school administration has laid down strategies to curb bullying in secondary schools	11	12	21	34	21	99
Bullying causes physical harm to the victims	13	1	23	42	20	99
Average	6.67	7.11	19.33	35.22	30.67	

Scale reliability coefficient: 0.8820

Table 7 shows that scaling the bullying aspects on a Likert-scale showed that scored agree rating majority (at average of 35.22) that bullying has positive influence on psycho-social well-being of students in secondary schools. Moreover, this is closely followed by the strongly agree rating which is at an average of 30.67 with lowest average rating being strongly disagree at 6.67, all at a scale reliability coefficient of .882.

Basing on individual statements relating to bullying, School administration can effectively deal with bullying was rated highest at agree (44); Bullying causes low self-esteem on students psycho-social well-being rated highest at strongly agree (44); Bullying cause shyness on the bullied rated highest at agree (34); Bullying affects students confidence at strongly agree (35); Bullying affects school attendance or withdrawal

at strongly agree (56); Bullying affects academic performance, Bullying can cause isolation, The school administration has laid down strategies to curb bullying in secondary schools and Bullying causes physical harm to the victims at agree (37, 50, 34 and 42 respectively).

Bullying Frequencies

The respondents were asked to indicate whether they felt yes or no about the frequencies of the bullying cases in their respective schools. The question contained a closed-ended item that required to indicate whether the cases were rampant or not. The data is analyzed and presented in Figure 1.

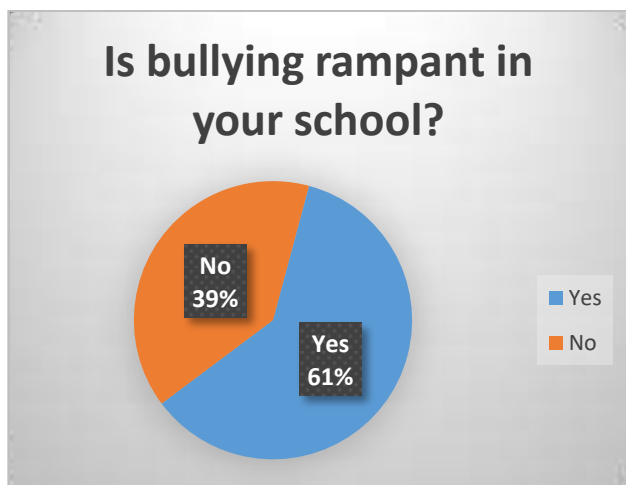


Figure 1: Frequencies of Bullying cases in secondary schools

Figure 1 shows that majority of the respondents agreed that bullying cases are rampant in their schools at 61% with only 39% indicating no rampant cases of bullying in the respective secondary schools.

Forms of Bullying in Secondary Schools

The teachers were asked to indicate all forms of bullying reported in their schools. The data was analyzed and the findings are presented in Figure 2.

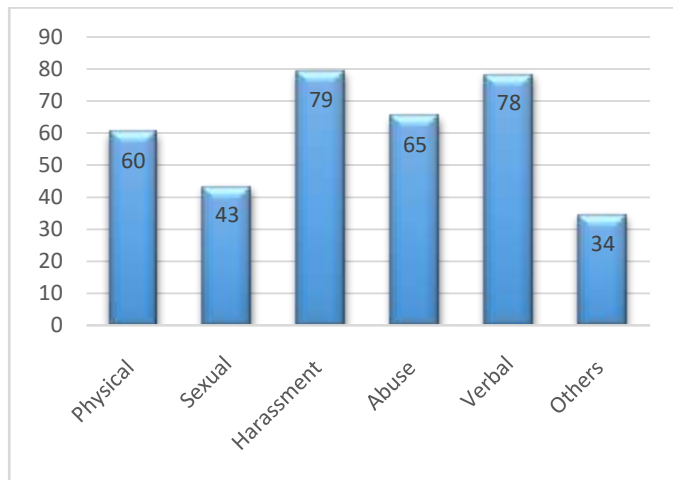


Figure 2: Forms of Bullying in Secondary Schools

Figure 2 shows that there are various forms of bullying reported in secondary schools. Harassment is the highly experienced form of bullying with a frequency of 79 followed closely with verbal bullying. Abuse is rated third with frequency of 65. Physical bullying, sexual and others are the bottom rated at frequencies of 60, 43 and 34 respectively.

V. CONCLUSION

The study concluded that deviant behavior influence psycho-social well-being of Students. While the first null hypothesis is not rejected at .05 significance level, the second was rejected. This implies that sexual molestation has no influence

of psycho-social well-being of students but bullying has influence of psycho-social well-being of the students at .05 significance level. Students' well-being is an important issue that merits continued attention and classroom concentration that enhances holistic graduates. The above factors can deteriorate the quality of students' lives and may decrease overall academic performance.

The results could be useful to the Ministry of Education for guiding intervention programs related to the psycho-social well-being of students, in particular with the management of their deviant behaviour, and addressing unfavorable psycho-social learning environment. This is important as some related unrests and retrogressive performance in academics may be solved.

Parents and other stakeholders may also use the study findings to ascertain psycho-social well-being of students who are children at home. The results that depict association of sexual molestation, bullying and drug abuse can significantly be addressed from the home environment.

Further research can be carried out to determine causal relationships between psycho-social learning conditions and students' well-being. While the study independent variables (sexual molestation, bullying and substance use) explain a fraction of the psycho-social well-being of students, other variables can be investigated to exhaust the causes of psycho-social well-being among students.

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