

**IMPACT OF DRUG ABUSE ON STUDENT'S ACADEMIC PERFORMACE IN SELECTED
LUGAZI SENIOR SECONDARY SCHOOLS, BUIKWE DISTRICT, UGANDA.**

BY

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE BACHEOLORS OF ARTS WITH EDUCATION
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DECLARATION

I Wanyonyi Christine, declare that this is my original work out of my effort and dedication. It has not been presented to any university for award of any degree.

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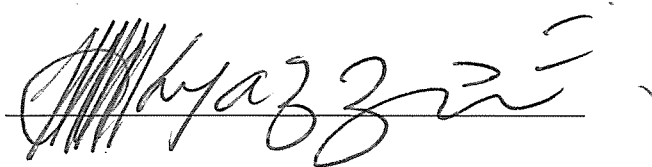
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SUPERVISOR'S APPROVAL

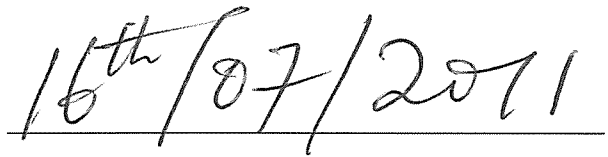
This is to certify that this research report has been duly submitted in partial fulfillment of the requirements for the Bachelors degree in Arts with Education, with my approval as University supervisor.

Signature

A handwritten signature in black ink, appearing to read 'Kyazze Edward', written over a horizontal line.

Kyazze Edward

Date

A handwritten date '16th/07/2011' in black ink, written over a horizontal line.

DEDICATION

This work is dedicated to my beloved family, My Dad and Mum, Mr. and Mrs. Jonathan, Wanyonyi, for their support, patience and love, during the years I was in school In Kampala International University. To my Brothers and sisters, Patrick, Elikah, Dorcus, Irene, Annet Benjamin, Fred, Emmanuel and Geoffrey. I shall eternally be grateful. May the Almighty God smile upon and shower you with all His blessings.

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ABSTRACT

Drug abuse is defined as the misuse of drugs. This behavior has long been surmised to explain how students have been academically affected. The study was guided by the objectives; To critically examine if drugs when abused retard academic performance.; To examine if students perform better when under the influence of drugs?; And To raise awareness in the school of local strategies, resources and policies that can be utilized to address drug abuse.

It has recently been observed that a significant number of students become dependable on drugs. A study of the impact of drug abuse on academic performance initiated in the hope of understanding the exposure of students to drugs and how they perform. The study design was quantitative using the survey trend design. It involved the use of questionnaires and one to one interviews. Quantitative results showed that academic pursuit of those students who engage in drug misuse is duly jeopardized, and that the abusers do not perform, contrary to seemingly popular expectation. The theoretical analysis is, tackling the issues surrounding drugs will need an integrated approach, bringing together the strategies of several local agencies. Drug education should form part of continuous education throughout the schooling years of secondary school students. Local service providers should ensure information provision is also part of the service provision.

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Acronyms

SAStrongly agree

Aagree

Ddisagree

SDAstrongly disagree

WHO..... World Health Organization

HIV.....Human immune virus

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY:

The term 'drug' relates to any substance, that when taken into a living organism may modify one or more of its functions, while 'abuse' implies "a particular application of a drug more destructive than constructive for society, or the individual.

Of recent, drug abuse has dominated the lifestyle of some students in Uganda. This has resulted into dependency on them, which has in turn been associated with student's performance. Drug users may suffer from malnutrition if they habitually forget to eat, cannot afford to buy food, or eat foods lacking the proper vitamins and minerals. Individuals who use injectable drugs risk contracting infections such as hepatitis and HIV from dirty needles or needles shared with other infected users. The adverse health effects of drug abuse can be significant, but vary greatly depending on the type(s) of drug used and the mode, amount, and frequency of use. Long-term drug use may damage the heart, liver, and brain, which in turn affects academic performance.

In addition, chronic use of drugs has been associated with respiratory inflammation and increased risk of airway cancers. Violence and other criminal activities related to illegal drugs take a tremendous toll in many institutions including that of the school. Living as a child with someone who abuses drugs is associated with long-term negative outcomes, including an increased likelihood of illicit drug use and poor academic performance.

It was expedient that a study was carried out because drug abuse increased the risk for child abuse and family violence plus adverse effects on the welfare of the families. One may be hooked emotionally and psychologically, and may have a physical dependence, where one has a drug addiction problem, whether to a legal or illegal drug, there is a craving for it. The individual in the family wants to use the drug again and again, and if it is stopped, there are usually unpleasant physical reactions. Besides, when abused they affect the performance of students.

1.2 STATEMENT OF THE PROBLEM:

Academic performance tends to differ students. Many factors are responsible for this, which includes drug abuse. In some cases, some students who depend on drugs do not perform as expected. At times, those who come into contact with drug users are also affected. Drug abuse is a serious problem among students. The school objective is to promote good academic performance, but there are factors which hinder the same. Not all the students who attend secondary school complete a term or even a year. Term completion for example is correlated with significant events in the state of the student, which may involve the abuse of drugs. Drug abuse concerns are linked to attendance, absenteeism, academic achievement, cognitive ability, and persistence (not dropping out). When drugs are abused by students, their mind is also affected.

1.3 PURPOSE OF THE STUDY:

The purpose of this study was to critically analyze the effects of drug abuse on student's academic performance. Besides, it was intended to verify if students perform better or worse under the influence of drugs.

1.4 RESEARCH OBJECTIVES:

General: This study determined the correlation between drug abuse and academic performance in selected Lugazi senior secondary schools in Buikwe District, Uganda.

Specific: The following were the specific objectives which guided the study:

1. To find the level of academic performance when under and not the influence of drug abuse.
2. To compare the levels of academic performance and drug abuse between the female and male respondents.
3. To establish if there is a relationship between the levels of academic performance and drug abuse between the female and male respondents.
4. To analyze the intervention strategies for drug addicts in the schools.

1.5 RESEARCH QUESTIONS:

This study sought to answer the following questions:

1. What are the demographic characteristics of the respondents in terms of
 - 1.1 Gender?
 - 1.2 Age?
2. What is the level of the knowledge of drugs among the respondents?
3. What is the difference between the levels of academic performance when under and not the influence of drugs?
4. Is there a significant difference between the levels of academic performance when under and not the influence of drugs?
5. Is there a significant relationship between the levels of academic performance and drug abuse between the female and male respondents?
6. What are the intervention strategies for drug addicts in the schools?

1.6 SIGNIFICANCE OF THE STUDY:

This study will be useful to:-

Teachers who will become aware of the effects of drug abuse on academic performance, who will identify different strategies of helping them.

School administrators because they will formulate policies on drug abuse in the school.

Students who will benefit in knowing more of what they need to live a better healthy life and perform well than depending on drugs.

1.7 SCOPE OF THE STUDY:

The study will be carried out among selected students of senior one to six, teachers and support staff of selected Senior Secondary Schools. It will focus on student's academic performance in relation to abusing drugs. The study will be limited to the abuse of such drugs like inhalants such as glue, gasoline, and aerosols like nasal sprays; marijuana; alcohol; tobacco; and caffeine-related items like coffee and tea.

1.8 OPERATIONAL DEFINITIONS OF TERMS:

For the purpose of this study, the following terms are defined as they are used in the study:

Drug Abuse: Drug abuse is defined as the taking of drugs and substances such as marijuana, cocaine, heroin, or other illegal substances.

Academic performance: Level of an individual's achievement in the course of study at secondary level.

Demographic characteristics: Attributes looked for in this study in terms of age and gender.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

Drug abuse

Drug abuse or drug dependence, as preferred by the world health organization (1973), is defined as "A state of psychic or physical dependence, or both on a drug, following administration of the drug on a periodic or continuous basis." Man has long sought ways to enhance his pleasure, and to ease his discomforts. Curiosity, as one of man's outstanding characteristics, appears early in life, and leads to extensive exploratory behavior. It is not surprising then that, many young persons including students will wish to try certain drugs in order to determine their effects for themselves. Studies by Don .H. Hockenbury et al (2007:159) exhibit purposes for which students use drugs. The list includes curiosity, boldness, friends-do-it, enjoyment of social gathering, academic pressure, sound-sleep, sexual- prowess, and performance in sports.

The illegal use of drugs was once considered a problem unique to residents of poor, urban neighborhoods. Today, however, people from all economic levels, in both cities and suburbs, abuse drugs. Some people use drugs to relieve stress and to forget about their problems. Genetic factors may predispose other individuals to drug addiction. Environmental factors such as peer pressure, especially in young people, and the availability of drugs, also influence people to abuse drugs.

In another analysis, Eigen (2002:178) highlights that drug abusers in colleges can lead to rape, assault, to death stemming from poisoning or automobile and affecting the brain thereby retarding academic performance.

In another development, Kenzing, (2001:98) highlights the enormous effects of sniffing inhalants among college students. He says, Sniffing inhalants can impair vision, judgment, and muscle and reflex control. Permanent damage can result from prolonged use, and death can result from sniffing highly concentrated aerosol sprays. Although physical dependence does not seem to occur, tolerance to some inhalants develops.

Health problems impair family life and productive employment, diminish the quality of life and may threaten survival. A comprehensive picture of worldwide health implications of drug abuse is not available. Nevertheless, Disease, disability and dysfunction were obviously not included in the estimate in the box but would certainly increase significantly any estimate of human costs due to substance abuse. Deaths as a result of drug abuse are a major source of concern. Recent informal estimates are that perhaps 200,000 drug-injecting-related deaths may occur per annum based on the estimated size of the current world population of injecting drug abusers of approximately 5.3 million. WHO has reported as follows: "Existing data indicated a several-fold increase in drug-related deaths over the past decadeThe yearly mortality rates (or "lethality") among intravenous drug users or drug addicts on treatment programs ranged between one and two percent in Europe and the United States." WHO's examination found that, during the period of 1980 to 1988, mortality related to drugs increased in some countries and decreased in others. It decreased in Japan and Thailand and showed little change in Austria, New Zealand and former Yugoslavia. Slight increases were seen in the former Czechoslovakia, the predecessor States of Germany, the Netherlands and Spain. Steeper increases in mortality were noted in Australia, Canada, France, Italy, Poland, the United Kingdom of Great Britain and Northern Ireland and the United States. High variability in mortality rates, however, was found within countries and from year to year.

Academic performance

The development of any nation or community depends largely on the quality of education of such a nation. Each country therefore determines the course of education, and even evaluates its academic achievements and successes. According to NSDUH Report (2006), Academic performance, "is the percent of enrolled students completing educational levels." In other words, academic performance is the completion of any academic level. In this study, the achievement of one in class at secondary school level determines the percentage of completion.

According to Coombs (1990) school performance is the same as academic excellence or achievement. He went further and said that, "Human development is an instrument of economic growth and hence has to be promoted."

The determinants of academic performance have been found to include the walking distance to school, sex of child, education status of parent/guardian, nutrition levels, late entrance and repetition at school and language spoken at home(Coombs,1990). It should be noted that student's academic performance may be impaired due to alcohol and other substance abuse. In fact, if we think about why some students perform better than others many ideas come to our mind: is it because they study more? Or because they have a higher capacity to learn? Or maybe, the personal background, way of life and environment of the student can also favor his/her performance?

Most programs undertaken to improve educational efficiency in developing countries like Kenya, focus on changing the educational system itself (Coombs, 1990). Policy planners generally recommend revising the curriculum, increasing the number of schools, and distributing educational materials more widely and equitably. Kenya, in particular, has given priority in the last decades to building new schools and equipping urban schools with computers.

Gender and nutritional status of the child and educational level of the parents have also been shown to influence school performance.

Numerous studies have analyzed the factors behind the academic performance of students. Identifying the variables that influence the achievement of young individuals at school, high school or university is of great importance. According to a national study carried out in the US, of more than 14,000 students, 21.6 percent of students who drank during the year prior to the study had fallen behind in their schoolwork and 29.5 percent had missed class because of their alcohol use.

In another study of 33,379 college students from 53 two- and four-year colleges located in the United States, 21.8 percent of students reported performing poorly on a test or assignment, and 30.7 percent said they had missed a class due to alcohol use in the previous 12 months (Core Institute. 2005).

While the existent literature provides strong evidence that a relationship between use of marijuana and poor academic achievement exists, no studies have simultaneously examined the effect of contemporaneous, lagged and changing levels of academic achievement on initiation of marijuana use and other drugs that this study is seeking.

Drug abuse and academic performance

The link between academic performance and drug abuse is clear. Considerable work has been undertaken during the past decade to better understand the reasons for it. Studies have been conducted that demonstrate that the link between academic performance and substance abuse may have its origins in individual beliefs or expectancies about the connections between the two. Dawes et al (2000:3-7) show that, school stress leads to substance abuse in individuals who expect that using drugs will counter the negative feelings associated with school stressful experiences.

Fergusson, et al (1998:99) discussed the role of parental drug use on children's early drug use experimentation. They suggest that some youth possess a shared vulnerability to substance use generally. Moreover, the results of their own research suggest that the combination of drug-using peers, a desire for novelty or sensation seeking, and the presence of drug-using parents produced this common vulnerability to early drug involvement and clearly places these youngsters at an increased risk for drug use and abuse.

Drugs also impact families and children in more subtle and indirect ways through their influence on the parents who abuse these substances, as well as through their impact on specific parental behaviors. The impact of drugs on maternal responsiveness to their children is just one example of this; more subtle impact .Johnson et al. (1999:37) has described this. He quotes that, Drugs also impact those children who experiment with and abuse them in multiple ways from momentary alterations in consciousness to permanent effects on learning and cognition. But it may be through their intergenerational influences that drugs have their most dramatic impact on families and children. Drug abuse runs in families, and brings the most disastrous correlated consequences including child and spousal maltreatment.

Alcohol may interfere with this process, with effects that last for years. Sandra Brown and colleagues at the University of California, San Diego measured substance abuse and mental abilities in a group of students with an average age of 16. Researchers followed up with assessments over the next seven years, until most of the students turned 24. The results: Students with the highest levels of substance abuse as teenagers got the lowest scores on tests of memory and learning in their early 20s. Patterns of drinking that involve repeated cycles of abuse and withdrawal appear to do the most damage. Yet this is exactly the form of drinking that teenagers are likely to do. "Adults can go to a liquor store, purchase a six-pack, take it home, have a beer, and then put the rest in the refrigerator. Adolescents don't do that. They don't just sit down and have one beer. They usually consume abusively--to intoxication."

Parents, researchers, policy makers, and all others concerned with the future of our nation need to acknowledge both the changes that have already occurred in drug abuse patterns among children and adolescents, as well as the fact that this landscape is continually shifting. These changes pose new challenges to teachers and parents' efforts to prevent their children from abusing drugs. For changes in the landscape of drug abuse entail changes in the signs of youthful drug involvement, requiring parents and teachers to remain abreast of these changes and to learn to recognize new signs. The increased targeting of licit drugs for abuse also poses special challenges for teachers in training, planning and preparing learners in achieving academic excellence.

There was once a time when college students represented some of America's most lively, ambitious and energetic population. However, the teenage drug abuse and alcohol abuse of today has severely tarnished that image. Stockwell (2001:147) has confirmed that "...Attitudes toward society among college students today have changed beyond recognition. Being that college and high school is one of the most stressful of all periods in a person's life, students claim that removing their ability to blow off steam has proven even more detrimental than the activities caused by drinking." When the Man comes along and denies students the right to have fun, they're going to be pissed off. It's like taking away some people's purpose in life. It's sad to think that it's the only

thing that people do, but that's what's important to them and they'll fight for it. So they say, and that is how they abuse the drugs.

Related studies

Many studies about the effects of drug abuse have been conducted in the United States. Studies by Wright (1977:399) show that there are numerous effects of drugs on students. He argues out that many psychologists have found out that, students who are under the influence of drugs cause social problems in colleges and universities. He states that drugs when abused affect brain activity by influencing synoptic transmission.

In Kenya, studies show that more than a fifth (22.7%) of primary school children take alcohol, a figure that rises to more than three-quarters (68%) for university students. A large number of students across all age groups have been exposed to alcohol, tobacco, *miraa* (khat), glue sniffing, bhang (marijuana) and even hard drugs such as heroin and cocaine. According to a study by Siringi (2001) on drug abuse, 22% of secondary school students were on drugs and males had a higher exposure to *miraa* and inhalants.

Other studies also support the conclusion that drugs hinder learning. Paton and Kanel (1978:50) conclude that, trivial problems related to abuse of drugs, inhibit students from acquiring the ability to generalize calculus problem-solving skills. They demonstrate that many learners can not interpret the structure of a problem beyond surface-level imagination.

In another study of 33,379 college students from 53 two- and four-year colleges located in the United States, 21.8 percent of students reported performing poorly on a test or assignment, and 30.7 percent said they had missed a class due to alcohol use in the previous 12 months (Core Institute. 2005)

Much of the research in the field of student drug abuse appears to focus on correlates of drug abuse, psychological characteristics of student drug abusers, social implications of drug abuse prediction of adolescent drug abuse and treatment of adolescent drug abusers. An area in which research is still limited is the impact of drug abuse on the academic performance of students. This study thus addressed itself of this realm.

2.2 HYPOTHESIS:

It was guided by the following hypothesis. There is no significant impact of drug abuse on student's academic performance.

CHAPTER THREE: METHODOLOGY

3.1 STUDY DESIGN:

This study employed the use of descriptive design and particularly the use of survey trend design. The justification of this design is that, Descriptive research studies deal with collecting data and testing hypotheses or answering questions concerning the current status of the subject of study. It also allows easy collection of data from the samples because data collection is either done through asking questions from individuals in the situation through questionnaires, interviews or by observation.

3.2 RESEARCH POPULATION:

The target population included a total of 100 respondents which will include students teachers and administrators of the selected senior secondary schools in Lugazi, Buikwe District. The students and the teaching staff will be selected because they are the ones that the study is targeting.

3.3 SAMPLE SIZE:

In view of the nature of the target population where the number of students is large, a sample will be taken. The main focus for this research was students, teachers and administrators. The main concern expressed here, was the high exposure to drugs which young people in the area have and how this is impacting on them. The researcher intended to find out what teachers knew about drugs and how to support their students if they were taking drugs. Of these, 75 were students ranging from senior one to six; 18 teachers; and 7 administrators.

3.4 SAMPLING PROCEDURES:

The researcher used random sampling to get the subjects in order to make each one of the population feel is part of the exercise. Of the sample, 57 were male and 43 females. This is because males are much exposed to drugs as compared to females.

3.5 INSTRUMENTS OF DATA COLLECTION:

The researcher used questionnaires to collect data. The questionnaire was a validated researcher made test comprising of item supply- response test. The items were designed to provide or elicit information and responses on the area of concern to the study that is, academics and drug abuse.

3.6 DATA ANALYSIS PROCEDURES:

Data collected was analyzed using tables. These are wonderful pictographs that analyze data systematically because they are easy to use, interpret and they make comparison easy. They suited the area of study. Data was further analyzed according to the different groups of the sample in relation to their responses.

3.7 DATA COLLECTION PROCEDURE:

Permission to conduct the research was sought from the school authorities. Verbal consent was obtained from the students who participated in the study. Before the study commenced, each study participant received detailed information about the study and was assured of complete anonymity. The researcher then administered the questionnaires. Data was then collected, analyzed and interpreted.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter highlights the findings of the study. It provides presentation, interpretation and analysis of data. Presentation and analysis of data was computed by using tables. Percentages (%) were widely used to convey the findings. The % was obtained using the formula;

$$\frac{n}{N} \times 100$$

where n = number of respondents

N = Total population

4.2 Table 1. Profile of respondents

Category	administrators	teachers	students	frequency	percentage
Age					
13-15	0	0	35	35	32%
16-19	0	0	32	32	29%
20-30	0	0	08	08	07%
31-40	01	07	0	08	07%
41+	06	11	0	27	25%
Total	07	18	75		100%
Gender					
Male	04	08	45	57	57%
Female	03	10	30	43	43%
Total	07	18	75		100%
Qualification					
Certificate	0	0	0	0	00
Diploma	0	0	0	0	00
Bachelors	06	18	0	24	96%
Postgraduate degree/diploma	01	0	0	01	04%
Total	07	18	00		100%
Current position					
HOD	01	0	0	01	15%
DOS	03	0	0	03	42%
Deputy head teacher	02	0	0	02	28%
Head teacher	01	0	0	01	15%
Total	07	00	00		100%

The data presented above is based on 100 questionnaires. In total 100 people took part in this research. Out of 100 respondents 75 were students, 18 teachers and 7 were administrators. Of the age of the students, 35(32%) are in the age bracket of 13-15; 32(29%) lie in the age bracket of 16-19; and 8(07%) are in the age bracket of 20-30. Of the gender, 45 were male and 30 female.

Of the profile of administrators, it is clear from the table that, 07 participated in the survey. 4 were male and 3 were female. 6 had bachelors' degrees and 1 had a postgraduate degree. Of the administrators, one was head of department, 3 directors of studies, 2 deputies and one head teacher.

Of the teachers, 18 had bachelors' degrees, 8 were males and 10 female. 11 aged from 41 plus and 7 were in the age bracket of 31-40.

4.3 Table 2: Responses of administrators and teachers on student's behavior

Option	Responses								Total %
	1		2		3		4		
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Forgets what he or she learns	0	0	6	24	8	32	11	44	100
Misses a class	0	0	5	20	7	28	13	52	100
Be absent from school for a week	8	32	9	36	5	20	3	12	100
Harm his/her mental thinking.	1	6	7	44	5	31	3	19	100
Couldn't do his/her homework/revision.	5	20	3	12	7	28	10	40	100
Gets into trouble with school authorities	5	20	2	8	4	16	14	56	100
Engages in academic dishonesty (cheating)	0	0	4	17	13	57	6	26	100
Participates in leadership.	12	48	6	24	2	8	5	20	100
Gets above -average grades.	9	45	5	25	6	30	0	0	100

n=25

KEY	
Rating	Response Mode
1.	Strongly disagree
2.	Disagree
3.	Agree
4.	Strongly Agree

From the table above, the teachers and administrators suggested that a student is likely to forget what he or she learns with a 44% response as compared to the 24 % who disagreed. The study also revealed that those who felt that students will miss a class were 52%. It is also clear that 32% of the respondents strongly disagree that a student will be out of school for a week if under the influence of drugs. Another clear finding is that of a student harming his or her mental thinking where 44% of the respondents disagree and only 31% and 19% agree and strongly agree respectively. The study also indicated that those who may engage in academic dishonesty are 26% as compared to 17 who disagree. 56% of the respondents felt that a student is likely to get into trouble with the school authorities if under the influence of drugs and only 20% objected.

4.4 Table 3: Response of administrators and teachers on the intervention strategies

Option	Responses								TOTAL %
	1		2		3		4		
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Isolate them from the rest.	6	24	4	16	5	20	10	40	100
Refer to rehabilitation centers.	2	8	5	20	12	48	6	24	100
Refer to counseling centers.	3	12	5	20	8	32	9	36	100
Have a counselor at school to counsel them.	3	12	6	24	7	28	9	36	100
Be expelled from school	10	40	7	28	5	20	3	12	100
Counsel with the parents.	14	56	4	16	5	20	2	8	100

n=25

KEY

Rating	Response Mode
1.	Strongly disagree
2.	Disagree
3.	Agree
4.	Strongly Agree

The above data illustrates the intervention strategies that were suggested by the researcher to the respondents. It is very clear that the best options selected were accorded the highest responses. These include referral to rehabilitation centers and counseling centers and having a counselor at school counsel them.

4.5 Table 4: Responses of students on when my parents abuse drugs, I do not attend class/school

Response mode	frequency	percentage
Like me	20	27%
Somewhat like me	32	43%
Not all like me	23	30%
Total	75	100%

n=75

The table shows that 20 respondents (27%) suggested that when their parents abuse drugs, they do not attend classes or school. While 23 (30%) rejected the idea. The findings show that 32(43%) agree with some doubt.

4.6 Table 5: Responses of students on if I drink or smoke, I forget what I learn and have problems with my memory

Response mode	frequency	percentage
Like me	5	7%
Somewhat like me	10	13%
Not all like me	60	80%
Total	75	100%

n=75

The study asked respondents to state what happens to them in terms of memory and forgetting, if they drink or smoke and the findings show that 80% of the students do not buy the idea of forgetting what they learn or have problems of memory. Only 5(7%) agreed to the notion.

4.7 Table 6: Responses of students on sometimes I miss a class because of abusing drugs and staying with parents who also abuse drugs.

Response mode	frequency	percentage
Like me	08	11%
Somewhat like me	25	33%
Not all like me	42	56%
Total	75	100%

n=75

In the presentation above, respondents indicated that most people are affected when others close to them abuse or use drugs. 25 respondents constituting 33% indicated that they are affected some how well as 08 respondents (11%) indicated that they are completely affected. However 42 respondents (56%) showed that they are not affected at all.

4.8 Table 7: Responses of students on when in class, i never concentrate or ask questions because my friend who abuses drugs is seated next to me

Response mode	frequency	percentage
Like me	50	67%
Somewhat like me	20	27%
Not all like me	05	6%
Total	75	100%

n=75

In the table above, on the question when in class, I never concentrate or ask questions because my friend who abuses drugs is seated next to me. 67% of the respondents said that they cannot concentrate well as 6% respondents confidently said they are not bothered. It should be noted that 27% of the respondents thought otherwise when they indicated somewhat like me.

4.9 Table 8: Responses of students on, I find it tough to say 'no' to people who invite me for drinking/smoking during times I should have been in school.

Response mode	frequency	percentage
Like me	30	40%
Somewhat like me	25	33%
Not all like me	20	27%
Total	75	100%

n=75

In the above table, the responses of students asked if they find it tough to say "No" to people's demands of drinking or smoking are in this form. 30 of the respondents

comprising of 40% agreed to that while 20(27%) rejected that they do not find it tough. 33% are in somewhat like me.

4.10 Table 9: Responses of students on, when I accomplish something important in class I always attribute it to my drinking/smoking.

Response mode	frequency	percentage
Like me	00	00%
Somewhat like me	25	33%
Not all like me	50	67%
Total	75	100%

n=75

The study sought to clarify if respondents credit their success in anything at school to their drinking or smoking, No one responded positively to it, making it 00%. 50 Of the respondents said not at all like me (67%) and 25(33%) said somewhat like me.

4.11 Table 10: Responses of students on, I have a hard time reading or revising at night without drinking or smoking.

Response mode	frequency	percentage
Like me	10	13%
Somewhat like me	09	12%
Not all like me	56	75%
Total	75	100%

n=75

In the table above the findings show that 75% of the respondents rejected that they find a hard time reading or revising at night without drinking or smoking, while 13% agreed. Only 12 percent said it is somehow to them, in other words, they are not very sure.

4.12 Responses on Intervention strategies by students.

Table 11: Responses of students on, I often initiate conversations of helping my fellow students who abuse drugs.

Response mode	frequency	percentage
Like me	34	45%
Somewhat like me	28	37%
Not all like me	13	18%
Total	75	100%

n=75

They study also showed that 34 respondents(45%) initiate conversations of helping individuals who are drug addicts, while 18% showed no concern of doing that. 28 respondents(37%) revealed otherwise.

4.13 Table 12: Responses of students on, If a close friend was drinking or smoking, it is better he/she is isolated from me

Response mode	frequency	percentage
Like me	39	52%
Somewhat like me	28	37%
Not all like me	08	11%
Total	75	100%

n=75

In the above table, the data illustrates the findings on respondent's attitudes towards fellow friends who are addicts. The data clearly shows the feelings of the respondents. 52% of the respondents felt that it is better drug addicts be isolated from them. 11% of the respondents never thought like wise and 37% of them felt somehow.

4.14 Table 13: Responses of students on, it seems that students should get counsel from the school authorities if they can't quit abusing drugs.

Response mode	frequency	percentage
Like me	32	43%
Somewhat like me	18	24%
Not all like me	25	33%
Total	75	100%

n=75

In the above table, the study sought, if it is wise for students to get counsel from the school authorities if they cannot quit abusing drugs. The responses indicate that 43% of the respondents are clear with that intervention strategy of getting help from the school authorities. 33% are opposed to the idea and 24% of the respondents feel some how naïve either to ask for help from the school authorities.

CHAPTER FIVE: DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

This chapter portrays a discussion of the results of the study, based on the findings presented in chapter four, the discussions relates to the objectives of the study to the findings earlier stated. Conclusions are drawn and recommendations are given.

5.1 Discussion of the findings on student behavior towards academic performance in relation to drug abuse.

In this aspect, the researcher discusses the findings on various forms of behavior provided to students, teachers and administrators. When asked to rate the student's behavior towards academic performance in relation to drug abuse, the results indicated that learners

The teachers and administrators suggested that a student is likely to forget what he or she learns with a 44% response as compared to the 24 % who disagreed. This is in line with a study that was carried out by Fergusson & Horwood (1998). That study found out that College students often forget why they are supposed to be in school. This may be applied to students in secondary schools who abuse drugs and forget what they learn from school. In the long run they will get poor grades. This means that students with higher grades are less likely to engage in alcohol and other drug use behaviors than their classmates with lower grades, and students who do not engage in alcohol and other drug use behaviors receive higher grades than their classmates who do engage in alcohol and other drug use behaviors (Fergusson & Horwood, 1998).

The study also revealed that those who felt that students will miss a class were 52%. It is also clear that 32% of the respondents strongly disagree that a student will be out of school for a week if under the influence of drugs. Is the purpose of school life to party all the time or to get the most out of the learning environment? Drug and other Substance abuse can seriously affect academic performance, when those who attend regularly perform better than those who skip lessons.

Another clear finding was that, of a student harming his or her mental thinking where 44% of the respondents disagree and only 31% and 19% agree and strongly

agree respectively. On the contrary, mental deficits resulting from extended or heavy drug and substance use can be subtle, but they go on progressing and these deficiencies can affect your attention, concentration and ability to get along with others, as well as lead to memory loss and difficulty coping with everyday stressors. According to , Mellissa Kenzing (2001), "Even if you think that these long-term effects of substance abuse don't apply to you, think about how much study time you have lost because you were out partying all night and were too hung-over the next day to go to class or to work on your lab report."

5.2 Discussion on the level of academic performance when under and not the influence of drugs.

It should be noted that in this study, we are explicitly concerned with the impact of drug and other substance abuse in relation to academic performance; that is, the extent to which a student's academic performance contemporaneously, prospectively and from a framework of change is related to the onset of drug use. We explicitly consider the prospective behavior of the student in order to determine if level of academic achievement demonstrated 'before' drug use occurs affects the likelihood of addiction resulting into poor performance.

The study indicated that those who may engage in academic dishonesty are 26% as compared to 17% who disagree. 56% of the respondents felt that a student is likely to get into trouble with the school authorities if under the influence of drugs and only 20% objected. However, Aside from long-term addiction, it can cause grades to plummet. How? Drug and Substance use affects the entire body, including your brain, in a variety of ways. Judgment is often the first attribute to be affected. You may find it difficult to make good decisions, to make them quickly or to be realistic when you make them. Suddenly, it becomes much easier to wait until the last minute to cram for that exam or to crank out that paper. You may also find yourself having difficulty concentrating and paying attention, especially when you are in class or trying to study. (Eigen & Coombs, 2002).

These findings agree with what Stanton, M. D. (1972:2) found out in a study he carried out on drugs and the family. He says, ""Long-term memory at the onset of substance abuse doesn't appear to be affected. However, substance abuse does affect short-term memory and can impact long-term memory, or the ability to retain new information. So, with sustained marijuana use, for instance, even long-term memory could be impaired, and a decrease in academic performance is only one of many symptoms of substance abuse." This suggests that academic performance is substantially hampered by either direct use of drugs or having one close to a student uses drugs.

5.3 Discussions on the intervention strategies for drug addicts in the schools.

The researcher asked students, teachers and administrators, what could be the intervention strategies for drug addicts. Three main categories of responses were recorded. The first category of responses was around the provision of some form of support. The respondents felt students needed to be referred to rehabilitation and counseling centers or more than that by having a counselor at school counsel them. This is indeed true because such students need not to be isolated as other felt so. These need to feel loved and have more attention from the people close to them. They also need encouragement and reassurance.

In terms of external support they would need counseling, therapy, someone to talk to, a mentor or role model. They would particularly welcome ex-drug users talking to them. Students would also seek support from special groups, and youth groups. Some researchers felt that there was a need for constant education and awareness of drugs and for there to be more activities in which to engage. In view of the above, there is a report from the National Clearing house for Alcohol and Drug Information which agrees with what the respondents had in mind. It suggests to parents to;

- Talk with your teenager about the dangers. Numerous studies show that parental disapproval is a powerful deterrent to drinking and other drug use.
- Spend regular time with your teenager.

- Listen without judgment and try to understand the pressures that adolescents face.
- When your child makes wise choices, offer praise.
- Keep track of where your teenager is and meet his or her friends.
- Get teenagers involved in after-school activities so they won't be able to just "hang out" in the afternoon--the time when they are most likely to experiment.
- Be a positive role model. Don't abuse alcohol or drugs yourself.

5.4 Conclusion

Basing on the information in chapter four, the researcher came up with the following conclusions.

1. There is significant impact of drug abuse on student's academic performance. This is so because, It has been observed that much of substance use among youths take place in schools. The incidence of drug and substance use among students is high (Eneh & Stanley, 2004). Drug and alcohol use during adolescence is almost always a social experience and a learned behavior.
2. The data clearly shows that students have a high exposure to drugs. They are aware of a wide range of drugs and know of the dangers and side effects of certain drugs. There is concern, however that more is known about the range of drugs than the potential harm on the academic performance, from of drugs.
3. To address something which is so deep rooted is going to involve significant effort from all the stakeholders in the area. This will include the school authorities as well as other local authority departments. It will also require effort from the parents themselves.
4. If on top of this, the significant people around you such as your family, teachers, and support staff do not provide you with support, confidence, attention and love, this can have a severe impact on some student's self esteem and self

belief. Drugs can therefore be an easy way to bolster esteem and dampen negative feelings.

5. Many people begin to use alcohol and other drugs during their teenage years, and some do so heavily. Studies have linked this fact to a number of negative consequences, and the latest research adds more to the list, -missing classes and learning impairments that can last beyond adolescence.

5.5 SUMMARY

This research was conducted based on opinion of students abusing drugs in a secondary school. Specifically, the objectives of this study were, To find the level of academic performance when under and not the influence of drug abuse; To compare the levels of academic performance and drug abuse between the female and male respondents; To establish if there is a relationship between the levels of academic performance and drug abuse between the female and male respondents; To analyze the intervention strategies for drug addicts in the schools.

The study was guided by the following hypothesis. There is significant impact of drug abuse on student's academic performance. The result of the analysis in respect of hypothesis does not appear a little surprising. One expected that the academic performance of drug abusers is substantially hampered, for Holister (1971:234) found that, "marijuana, like most other hard drugs, altered time sense, decreased auditory discrimination, results in difficulty in concentration, and brings about impairment of ability in some psychometric tests, especially those that are related to the manipulation of numbers." West (1972:34) discovered that a significant percentage of regular users are adversely affected in terms of mental health." This is in agreement with the findings.

5.6 RECOMMENDATIONS

The long-term psychological and physical impact of taking drugs can be devastating both for individual drug users as well as their family and friends. Appropriate early intervention is key to any strategy. Students need to be taught the dangers of drug use on academic performance. As such, much needs to be done in terms of what is provided, by whom and where. Tackling the issues surrounding drugs and academics will need an integrated approach joining the strategies of several local agencies.

Resources for drug education in and out of schools appear to be fairly less developed. The researcher recommends that drug education should now form part of the secondary school curriculum. The resources available need to be used to their full potential. This will require co-operation from all schools. As the majority of students in this sample appear to learn about drugs from schools.

In order to really help the situation, the government should have a well- defined comprehensive and realistic policy on control of drugs. This policy should include establishing a national drug control centre, under the auspices of the ministries of Health, Education and Internal affairs, which will collate information on drug use, and liaise with schools.

Investing in more high-quality drug abuse treatment and rehabilitation should be a strategy. The research showed that there was a willingness to use services and agencies. However, many of the respondents did not know of services and agencies available.

It is also important that drug education takes place also in community centers and peer groups as these were also agencies that respondents said that they learnt about drugs from. The Internet was cited by respondents as their source of learning about drugs. It is important that web- based drug information for students is publicized through schools. In carrying out this research, the researcher found many sites containing

information on drugs that would be inappropriate for young people and it is important that a mechanism is found for restricted entry to these sites.

5.7 Areas for further research

At present, people aren't sure how much academic performance improves after students stop drinking and using other drugs. There may be no evidence in the form of improvements in scores on tests of attention and memory after students stop using. Therefore the researcher recommends a study on academic performance and drug abuse after exposure.

Further research is needed to assess the clinical utility of validated standardized questionnaires designed to screen for drug use/misuse when they are applied in school settings.

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APPENDICES

Appendix 1A Questionnaire for both ADMINISTRATORS AND TEACHERS

KAMPALA INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
QUESTIONNAIRE FOR BOTH ADMINISTRATORS AND TEACHERS

Dear Respondents

I am a candidate for Bachelors in Arts with Education at Kampala International University and currently carrying out a research study entitled, **Impact of drug abuse on the academic performance of students in selected senior secondary schools in Lugazi, Buikwe district, Uganda**. In view of this study, I request you to be part of this study by faithfully answering the attached questionnaires. Rest guaranteed that the information you provide shall be kept with utmost confidentiality and shall be used for academic purposes only.

As you answer to the questionnaire, please be reminded to respond to all of the items in the questionnaire thus not leaving any item unanswered.

PROFILE OF THE RESPONDENTS

Gender:	1 = male	2 = female	
Age of the respondent (years)			
Qualification: Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
Bachelors Degree	<input type="checkbox"/>	Postgraduate Degree / Diploma	<input type="checkbox"/>
Department:			
Current position (job title) :			

Direction: Please write your preferred option on the space provided before each item.
Kindly use the rating guide below:

Response Mode	Rating	Description
Strongly Agree	(4)	You agree with no doubt at all.
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

RATING				OPTIONS
SA 4	A 3	DA 2	SDA 1	
				A. A student displays this behavior when under the influence of drugs:
				1. Forgets what he or she learns
				2. Misses a class
				3. Be absent from school for a week
				4. Harm his/her mental thinking.
				5. Couldn't do his/her homework/revision.
				6. Gets into trouble with school authorities
				7. Engages in academic dishonesty (cheating)
				8. Participates in leadership.
				9. Gets above -average grades.
				10. Harms his/her health
				B. Intervention strategies. What should be done to drug addicts
				1. Isolate them from the rest.
				2. Refer to rehabilitation centers.
				3. Refer to counseling centers.
				4. Have a counselor at school to counsel them.
				5. Be expelled from school
				6. Counsel with the parents.

Appendix 1B Questionnaire for STUDENTS

KAMPALA INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION QUESTIONNAIRE FOR STUDENTS

Dear Respondents

I am a candidate for Bachelors in Arts with Education at Kampala International University and currently carrying out a research study entitled, **Impact of drug abuse on the academic performance of students in selected senior secondary schools in Lugazi, Buikwe district, Uganda.** In view of this study, I request you to be part of this study by faithfully answering the attached

questionnaires. Rest guaranteed that the information you provide shall be kept with utmost confidentiality and shall be used for academic purposes only.

As you answer to the questionnaire, please be reminded to respond to all of the items in the questionnaire thus not leaving any item unanswered.

PROFILE OF THE RESPONDENTS

Gender:	1 = male	2 = female	
Age of the respondent (years)			

Direction: Please Use this code to indicate how characteristic or descriptive each of the following statements is of you;

Response Mode	Rating
----------------------	---------------

Like me	(3)
Somewhat like me	(2)
Not all like me	(1)

Items

_____ When my parents abuse drugs, I do not attend class/school.

_____ If I drink or smoke, I forget what I learn and have problems with my memory.

_____ Sometimes I miss a class because of abusing drugs and staying with parents who also abuse drugs.

_____ When in class, I never concentrate or ask questions because my friend who abuses drugs is seated next to me.

_____ I find it tough to say 'no' to people who invite me for drinking/smoking during times I should have been in school.

_____ When I accomplish something important in class I always attribute it to my drinking/smoking.

_____ I have a hard time reading or revising at night without drinking or smoking.

Intervention strategies

_____ I often initiate conversations of helping my fellow students who abuse drugs.

_____ If a close friend was drinking or smoking, it is better he/she is isolated from me.

_____It seems that students should get counsel from the school authorities if they can't
Quit abusing drugs.