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**DRUG ABUSE IN THE FAMILY AND LEARNERS' RISK OF SCHOOL
FAILURE. (A CASE STUDY OF BUTEMBE SUB-COUNTY JINJA
DISTRICT)**

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**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION,
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DECLARATION

I declare that this is my original work and has never been presented for any award.

Signature..........

Date.....4th/02/2019.....

APPROVAL

This research report has been submitted for examination with my approval as a candidate's University Supervisor.

Signed.....

Date.....¹¹
4 Feb, 2019

MR. LAAKI SAMSON

SUPERVISOR

DEDICATION

I dedicate this work to my Father Mr Mawanda Asadi and Mother Ms Nantongo Zauja for imparting in the virtues of discipline and hard work. My dedication still go further to my siblings Nazziwa Shakirah, Kato Hussein, Waswa Hassan and Wakabi Hamuza and my friends with whom we have struggled. Thanks be to God.

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ABSTRACT

This study was carried out to investigate on the drug abuse in the family and learners' at risk of school failure.(A case study of Butembe sub-county Jinja district of Uganda. The following objectives guided the study; to investigate on the causes of drug abuse among pupils on their academic performance; to examine the effects of drug abuse towards academic performance and to find out measures put in place to control drug abuse in secondary schools in Uganda. Qualitative and quantitative methods were used and respondents were picked at random. Findings revealed that majority of the pupils who were abusing drugs were aged between 16-18 year. Findings also shows that the high prevalence of drug abuse in pupils from families where another member of the family was also abusing drugs correlates well with previous studies that found a similar correlation between parental use and abuse of drugs and drug abuse patterns among their children. Recommendations were also made.

CHAPTER ONE

1.0 Introduction

A drug has been defined as any substance that when absorbed into a living organism may modify one or more of its physiological functions.

The World Health organization defined substance abuse as “the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs”. Substance abuse touches millions of people worldwide each year. It is estimated that about 76.3 million people struggle with alcohol use disorders contributing to 1.8 million deaths per year. As is the case with some global issues, substance abuse is unequally represented the developing world, marginalized groups and communities being the most vulnerable to this reality. The term is generally used in reference to a substance taken for a therapeutic purpose and as well as abused substances. Drug abuse has also been defined as self administration of drugs for non-medical reasons, in quantities and frequencies which may impart inability to function effectively and which may result in physical, social and emotional harm. Another author has defined it as the unspecified use of a drug other than for legitimate purposes. Using this latter definition, substances that have been abused in Uganda would include antibiotics, anti-diarrheas, laxatives and pain-relieving drugs.

In Uganda, studies show that more than fifth (22.7%) of the primary school pupils take alcohol, a figure that rises to more than three quarters (68) for university learners. A large number of pupils 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. In addition the study also found out that the prevalence of drug abuse increased from primary to tertiary institutions. Alcohol was the most frequently abused drug followed by miraa, tobacco and Bhang. The pupils staying with friends were most at risk followed by those staying with either a sister or brother. Students staying in towns were also reported to have a twofold risk of having tasted alcohol, tobacco, miraa, bhang and inhalants compared to those in rural areas. This survey demonstrated that the youth in the urban areas, due to their lifestyles, are more predisposed to drugs compared to those in rural areas.

1.1 Statement of problem

The above quoted studies done in Kenya show that drug abuse is rampant in secondary schools but they leave several questions unanswered. For example they have not dealt with the reasons that make pupils making it difficult for public health personnel to organize control measures. It is also know known that drug abuse is rampant in schools as per media reported and studies carried out in Uganda and other different parts of the world. This is why the research is prompt to undertake stunning on the drug abuse in the family and its risks of learners school failure. This situation indeed pathetic and can lead a great problem since dropout are increasing, crime rate increase and rape, pregnancies and increase in sexual transmitted diseases those who join good schools are failing year by year.

1.2 Purpose of study

The purpose of this study was to investigate on the drug abuse in the family and learners' at risk of school failure in Butembe sub-county Jinja district

1.3 Objectives of the study

The following objectives guided the study:-

- i. To investigate on the causes of drug abuse among Students on their academic performance
- ii. To examine the effects of drug abuse towards academic performance
- iii. To find out measures put in place to control drug abuse in secondary schools in Uganda

1.4 Research questions

The following questions guided the study;

- i. What are the causes of drug abuse among learners on their academic performance?
- ii. What are the effects of drug abuse towards academic performance in district?
- iii. What are measures put forward to control drug abuse in the selected secondary schools in district?

1.5 Scope of the study

The study was carried in Butembe sub-county Jinja district of Uganda to investigate on drug abuse in family and learners' at risk of school failure. There are 20 schools in the Bumasheti sub-county Bududa district and research conducted in only 10 schools. These schools included mission schools and protestant schools, government and private schools. The sample consisted of 458 students in 10 schools.

1.6 Significance of the study

The study benefited the following categories:-

The administrators because they knew the causes of learners failure in academic performance

Policy makers should also focus their efforts on addressing administrative disparities of principal's leadership capacities across urban, sub urban and rural setting on drug abuse.

Other scholars and researchers having studied the research findings would analyze them to identify wanting areas that need further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter was about the literature related to the drug abuse and learners' at risk of school failure. The study focused on the effects of drug abuse, reasons for drug abuse among learners and measures towards the preventions of drug abuse.

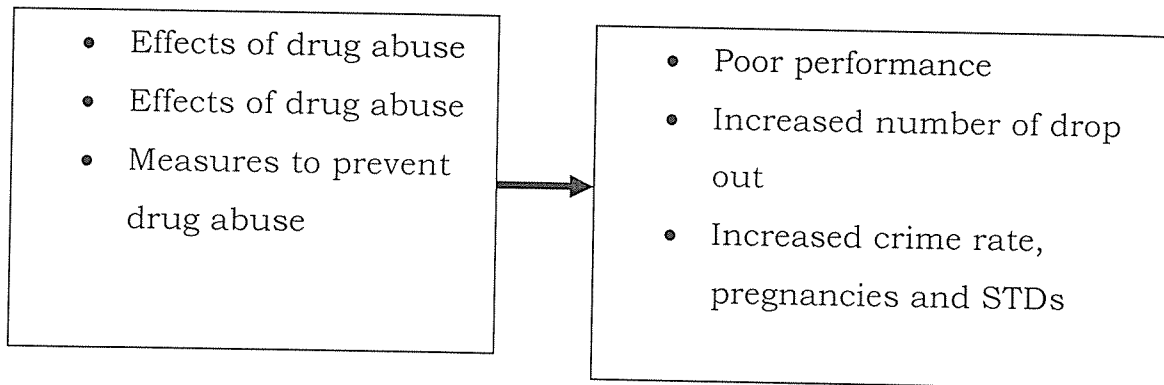
Conceptual framework

Independent variable

Drug abuse

dependent variable

Learners at risk of school failure



Source: Primary data 2015

This section represents the logical system of the relationship between or amongst the dependent and independent variables of the problem to be discussed in the study. It provides logical direction to the research study by specifying the possible outcome of drug abuse perception towards academic performance. These factors are reasons for drug abuse, effects of drug abuse and strategies for intervention towards prevention of drug

abuse which have generally been identified as causes of poor academic performance such as increased number of dropouts, and increase number of crime rate, pregnancies and sexual transmitted diseases.

How different forms of drugs are abused?

A drug has been defined as any substance that when absorbed into a living organism may modify one or more of its physiological functions. The term is generally used in reference to a substance taken for a therapeutic purpose and as well as abused substances. Drug abuse has also been defined as self-administration of drugs for non medical reasons, in quantities and frequencies which may impart inability to function effectively and which may result in physical, social and or emotional harm. Another author has defined it as the unspecified use of a drug other than for legitimate purposes. Using this latter definition, substances that have been abused in Uganda would include antibiotics, anti-diarrheas, laxatives and pain-relieving drugs. In Uganda, studies show that more than a fifth (22.7%) of esondaary school children take alcohol, a figure that rises to more than three-quarters (68%) for university pupils. 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 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. In addition the study also found out that the prevalence of drug abuse increased from secondary to tertiary institutions. Alcohol was the most frequently drug followed by those staying with either a sister or a brother. Pupils staying in towns were also reported to have a twofold risk of having tasted alcohol, tobacco, miraa, bhang and inhalants compared to those in rural areas. This survey demonstrated that the youth in the

urban areas, due to their lifestyles are more predisposed to drugs compared to those in rural areas.

20% of youth in Uganda aged between 14-18 years smoke cigarettes and another 9% smoke bhang (Cannabis Sativa) while some 23% drink commercial beer and spirits. This is the age of most youth in Ugandan secondary schools that have in the recent past been hit by a wave of strikes that may have been that to drug abuse. Empirical evidence shows that 92% of youth aged between 16-23 years have experimented with drugs as they grew up with about 90% of the respondents taking beer, spirits, cigarettes, local brews and bhang.

About 400,000 Students in secondary schools in Uganda were addicted to drugs and out of this number, 16,000 are girls and the rest are boys. The frequency as well as the type of substance abused, varies from province to province. When it came to alcohol, the prevalence among students is highest in Western Uganda 43.3%, followed by Kampala 40.9%, Jinja 26.8%, central 26.3%, rift valley 21.9%, coast, Eastern and North Eastern at 21.3%, 17.2% and 1.6% respectively.

Findings of a study undertaken by the Child welfare Association reveal that one in every 15 Ugandan students was abusing bhang or hashish. Abuse of drugs is therefore a major public health problem in our secondary schools. It was therefore important to undertake this study in order to establish the extent of this problem so that preventive public health measures can be undertaken.

The causes of drug abuse among learners

Uganda has not been spared the pestilence of drugs and it is abundantly clear that it is a transit point for hard drugs from Columbia heading to European capitals. Trafficking of hard drug into developing countries has not spared Uganda and the drug consumption and dependence among

secondary and college students has led to unrest and consequently wide ranging destruction of life and property. A pilot survey carried out found that in most school compounds today, there is a ready and wide variety of drugs. For instance in Mbarara West district, it was confirmed from the school records that in the last five years, over 20 pupils were either suspended or expelled from Jinja secondary school for having taken drugs in the same year (Chesile, 1996). In a speech delivered during the official closing of the African convention of Principals (ACP) in Uganda on 27th August, 2004, the Minister for education Hon Bitamazire noted that some cities in Africa had been identified as either destinations or conduits for hard drugs. Drug peddlers and barons were known to target the youth as a lucrative market for their unethical business. He further noted that one of the root causes of some indiscipline cases in institutions could be traced to drug and substance abuse. For this reasons the war against drugs and substance abuse was one that Uganda could not afford to lose because failure to address this problem would lead to the destruction of Ugandans youth and thus the future of this country (The East African Standards January 9th 2004). He appealed to all to join together to fight this menace.

Researchers have cited various reasons for students' abuse of drugs which include:-

Easy availability of drugs

According to Merton and Nisbert (1971) people use illegal drugs because of their ready availability and promotion interests of those who are in position to benefit financially from their sale. In Butembe sub-county Jinja district, the big issue (a magazine in the Wednesday Standard) team identified shops at the schools within the town centre as the best known dens of drugs taking.

Peer group pressure

The interest and expectation of the peer groups have an important bearing on whether or not a person will try dependence producing drug. A friend or peer group is likely to be the source of information for drug users about the availability of drugs and their alleageable effects.

The age factors

Majority of pupils are adolescents, a stage of transition from childhood to adulthood. It is a momentous period of life filled with changes, difficulties and special problems. It is described as period of storm and stress a time of self discovery and self assertion. This is the stage the youth tend to experiment a lot (Okech, 1977).

Curiosity/modern day rite of passage

Curiosity is one of man's outstanding characteristics. It is not surprising then that many young people will wish to try some drug in order to determine the effects for themselves.

Parental influence

Pudo (1998) noted that children from families where parents take drug tend to imitate the behavior of their parents by taking illegal drugs. Young people learn from what they see by imitating what parents and other people in the community do.

Availability of cash

The availability of cash to the youth as pocket money and travel allowances especially if excessive can be redirected into purchasing of drugs. The money is usually not put into proper use and when opportunities arise they team up with friends, taste drugs and eventually become drug addicts.

School administration related factors

School administration factors will refer to how those who are charged with the management student's affairs are prepared and equipped to plan, mobilize, allocate and instill the necessary control of the attainment of the institutional goals. High windedness, of school administration, harsh treatment, lack of freedom on the side of and students' failure to have their grievances addressed creates stress which can lead to the abuse of drugs.

The interventions towards prevention of drug abuse in secondary schools

Education to prevent child and adolescent substance abuse has been the focus of a variety of school based programs and approaches through the last three decades (Kreft, 1998). In the early days of prevention education, young people were shown that drugs looked like, with warning about what evil would befall them if these drugs were taken. In the 1980s, peers and adults were portrayed as vicious culprits exposing innocent children to drugs in the "just say no" campaigns. The more recent focus has been on concurrently teaching refusal skills and bolstering self-esteem with the belief that these will suffice to prevent experimentation with drugs. The problem with all of these prevention approaches is that there is no firm evidence that they work (Kreft, 1998; Lynam et al, 1999). Kids continue to use drugs, and at earlier and earlier ages. The use of alcohol among teens has remained relatively stable in the past few years, with 51.3% of high school seniors, 38.8% of 10th graders, and 24.6% of 8th graders reporting some use in the last 30 days. In addition, the use of cigarettes among girls has risen sharply, and the use of marijuana has more than doubled since 1991 (St. Pierre, Mark, Kaltreider, and Aikin, 1997).

The professional school counselor is left to search out effective and proven prevention programs for addressing substance abuse issues in the

schools. Research has suggested that prevention programs that include an examination of relevant social and environmental factors may be more effective at preventing alcohol and drug use than programs that focus primarily on refusal skills (Homonoff, Martin, Rimpas and Henderson, 1994).

In a prior study (Coker and Border, 2001), a colleague examined trend data gathered from the National education longitudinal study (US Department of Education, 1996) in the an attempt to identify those environmental and social factors that appeared to guard against substance using behavior, specifically problem drinking. The results identified four salient features;

Positive, supportive relationships with parents; involvement in community based activities, a positive school climate; and relationships with positively influencing peers Scales (1998).

The 4-fold prevention program

This Article describes a substance abuse prevention program, 4-Fold prevention, designed to specifically focus on four secondary areas of social support parents, schools, communities and peers. This program enhances positive and supportive relationships among children and influencing adults and peers by opening the lines of communication about attitudes and beliefs regarding alcohol and other drug use. The 4-fold prevention program is nested in recent and relevant research suggesting that enhancing relationships with positively influencing adults and peers during pre-adolescence significantly impacts derisions to not use alcohol and drugs (Homonoff et al, 1994; Weishew & Peng, 1993).

A lesson plan and a student workbook provided the structure of the program

The lesson plan included group activities centered on discussions of family relationships, community opportunities, and positive peer relationships, feelings about school and drug information. The program also contained outside group activities in which the pupils interviewed parents, school faculty, community members, and other peers about drug attitudes and beliefs. In addition, students completed guided activities with their identified team, which consisted of a family member a school member a community member, and a peer member. A student workbook was provided to each participant and was used to help to guide pupils through both the in-group and outside group activities.

Program evaluation

The author completed a pilot test of the 4-fold prevention program with elementary school aged pupils from an urban at risk elementary school (K-5) in the South Western United states. Two fourth grade classrooms were selected for participation. Nine pupils participated in the program over a 6-week period and completed pre and post test instruments. Thirteen students from the two classrooms acted as control group and also completed the pre and post test instrument. The efficacy of the program was evaluated through the collection of both qualitative data and quantitative. Qualitative data were gathered through observation, interviews and examination of student responses in the student workbook. Quantitative data was gathered from pre and post test instrument.

Qualitative evaluation

Ongoing observational data were gathered after each group meeting with participants. Participants were also interviewed after the program for their reactions to the experience, and their responses and writings in the student workbook were examined for relevant information.

Participants were asked to interview a teacher or counselor at their school regarding perceptions about youth alcohol and drug use. The majority of students chose their classroom teacher. Most participants indicated they enjoyed talking to their teacher about something other than school work. Many pupils also expressed an interest in having their teacher focus more on alcohol and drug issues in the classroom. As part of their examination of school climate, participants were asked to brainstorm ideas to share with the principal on how to make their school more kid friendly. Participant ideas for enhancing school climate at their school included; creating peer mediation groups so older pupils could help younger pupils resolve conflicts; addressing issues of violence, gangs and bullies and having small group discussions within classrooms about drugs, alcohol and violence. Student suggestions were consolidated in letter from the group members to the principal. The participants were excited about their ideas being seen and considered by their principal.

Conclusion

High numbers of secondary school students Butembe sub-county Jinja. District was exposed to drugs and the problem affected all age groups although the age group 16-18 was particularly vulnerable. Most pupils abused drugs for enjoyment and those from low income areas were more at risk. Family members were found to be an important link in the initial development of the drug taking habit. There is need for early intervention that targets secondary school students. More effort should be made to develop drug abuse prevention strategies that target secondary school students as a high risk group. Appropriate intervention, health education efforts, support and referral systems should be established in secondary schools to help curb this habit early. Control efforts should not only be confined to secondary schools but extend to their places of residence so that influences in the home environment and the surroundings that

contribute to drug abuse can be identified and controlled. More effort should therefore be made to develop drug abuse prevention strategies that target secondary school as a high risk group.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods used to collect data. It discusses the design, study area, sample size and sampling procedure, instruments, data collection procedure and data processing and analysis.

3.1 Research design

This study used a descriptive survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2 Study area

This study was conducted in selected secondary schools of Butembe sub-county Jinja district in Uganda to investigate on the drug abuse in the family and learners' at risk of school failure. The population of pupils was 56,319 from which a sample was taken for administering the questionnaire using Fischer's method for calculating sample size. Using Guys method, 10% of the pupils were sampled giving a total of 500 pupils.

3.3 Sample framework

3.3.1 Sample size

The study group comprised the students present in the school on the day of the survey. The research design was through a cross-sectional survey. Data collection was through the use of structured closed ended questionnaires. Teachers and learners were the respondents of this study.

3.3.2 The sample technique

The researcher used sampling techniques for carrying out the research which included purposive sampling, convenient sampling and quota sampling.

Purposive sampling was used to select the population from which the respondent picked for instance where the researcher select particular respondent to test the broad applicability of research questions designed.

Convenient sampling employed selecting cases or units of observation as easily available to the researcher. The researcher selected anyone from the identified population to establish the effect situation on the ground.

3.4 Data collection procedure

In carrying out the research, the researcher obtained a release letter from the college of Education, Open, Distance And e- Learning, accepting him/her to carry out a research on drug abuse in family and learners at risk of school failure which he presented to the schools under study.

3.5 Methods for data collection

3.5.1 Instruments

Questionnaires

These were used to extract information from teachers, learners and interviews for parents. Open ended questionnaires were suitable for investigating deeper the subject matter. Observation was also done on the status of the children.

3.5.2 Sources of data

This study used both secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the

form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.6 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The study was carried out in Butembe sub-county Jinja district of Uganda to investigate the drug abuse in the family and learners at risk of school failure. The following objectives guided the study;

- To investigate the causes of drug abuse among pupils on their academic performance;
- To examine effects of drug abuse towards academic performances
- To find out measures put in places to control drug abuse in schools

Chapter four is all about the presentation of data and the analysis of the data that were collected from the field.

4.0.1 Response rate

Teachers acted as key informants to this study, since they were the ones who were closer to the students they teach, 500 questionnaires were distributed to the respondents.

4.1 Types of drugs commonly abused

There are number of drugs that are common in Butembe sub-county Jinja and these included tobacco, miraa and inhalants. The table below shows how these drugs are abused by the students.

Table 1: presents on types of drugs commonly abused

Drug abused	Abusers	Non-abusers
Alcohol	265	193
Tobacco	84	374
Miraa (Khat)	70	3529
Inhalants	17	441

Source: Field data 2010

The results shown in table reflect that alcohol and tobacco were the most commonly abused drugs (265 and 84). Other drugs abused by primary school pupils included Khat (*Catha edulis*) 70, inhalants 17 and cannabis. The proportion of pupils abusing cocaine (1.5%) was insignificant ($p>0.05$). most of the students in this study who were abusing cannabis were also failing in the category of alcohol abusers. Thus to control cannabis abuse it is important to undertake the control of alcohol abuse at the same time.

4.2 Causes of drug abuse

Reasons for using drugs like enjoyment of the feelings elicited by the substances, experimentation, influence from friends and relatives, medicinal use and stress relief should be taken into consideration when planning health education programmes for secondary schools. Experimentation as a reason for abuse is very important because some studies have found that experimentation with mind-altering substances appears to be part of the adolescent “rites of initiation”.

Table 2: Presents reasons for abusing drugs

Reasons for abusing drugs	Frequency	Percentage
Influence by friends	21	8.7
Influence by relatives	5	2.1
To experiment	92	38.2
To enjoy the feeling they get	114	47.3
For treating stomach ailments	7	2.9
To relieve stress	2	0.8
Total	241	100

Source: Field data 2010

As shown in the table 2 the commonest reason elicited from 47.3% of the learners abuse drugs to enjoy the feeling the substance given to them while 37.8% take drugs for experiment. Other reasons cited include influence from friends 8.7%, influence from relatives 2.1%, treating stomach ailments 2.9% and for stress relief 0.8%

Study noted that pupils who abuse drugs are in relation to style/fashion are due to poor influence but most of them are to enjoy what they get and to experiment.

4.2.1 Age and drug abuse

From the findings most of the pupils who abuse drugs are aged between 13-19 years and this can be shown in the table below;

Table 3: Showing age responses

Age range	Abusers	%age	Non-abusers	%age	Total
<15 years	34	7.4	32	7.0	66
16-18 years	227	49.6	119	26.0	346
≥19 years	33	7.2	13	2.8	46
Total	294	64.2	164	35.8	458

Source: Field data 2010

Majority of the student 49.6% who were abusing drugs were aged between 16-18 years as indicated in the table 3. It also shows that by the of 15 years 34 pupils (7.4%) were already abusing drugs and at the age of 19, the number of students abusing dugs was 33 (7.2%). These shows that the ages which majority pupils abuse drugs are at adolescent's age and therefore it's the age where pupils should be guided and counseled.

4.2.2 Gender and drug abuse

From the findings both females and males responded.

Table 4: showing responses on gender

Gender	Abusers	%age	Non-abusers	%age	Total
Females	125	27.3	90	19.6	215
Males	169	36.9	74	16.2	243
Total	294	64.2	164	35.8	458

Source: Field data 2010

In table 4 the relationship between drug abuse and sex is shown. The results show that the proportion of male students abusing drugs 35.9% was more than that of female 27.3% but this difference was statistically insignificant ($p=0.007$), these shows that most males abuse drugs because of experiment and influence by friends.

4.2.3 Residence and drug abuse

Place of residence also matters because it has an effect on pupils behavior characterized according to family influence, family size and family background. This can be shown in the table below;

Table 5: showing residence responses

Residence	Drug abuse		Total
	Yes	No	
High class areas	94 (21.5%)	57 (13.1%)	151 (34.6)
Low class areas	122 (28%)	83 (19.0%)	205 (47%)
No response	64 (14.7%)	16 (3.7%)	80 (18.4%)
Total	280 (64.2%)	156 (35.8%)	436 (100%)

Source: Field data 2010

The effect of place of residence and family influence on drug abuse According to the findings shown in table 5, students coming from: low socio-economic class areas (slums) were more involved with drug abuse 8% compared to those from high socio-economic class areas of the town 21.5%.

Family influence has also been shown to have an influence on drug abuse for example in this study many pupils who abused drugs came from families where other family members abuse drugs. These included

immediate family members like parents and siblings and other members of the extended family staying with them.

4.3 Effects of drug abuse on society

Drugs led to following in the society high crime rate, high drops in school, increase in unwanted pregnancies, and increase in STDs hence leading to poor economy.

Table 6: Response on the effects of drugs on society

Effects of drugs	Frequency	Percentages
High crime rate	175	41.1
High dropout	125	29.4
Unwanted pregnancies	125	29.4
Increase in STDs	100	23.5
Total	425	100

Source: Field data 2010

The findings revealed that, large number of respondents were 175 who it was 41.1%% suggested that drugs increase crime rate, whereas other respondents who were 125 (29.4%) said high dropouts in schools, 125 also said unwanted pregnancies and the rest who were 100 suggested that there was increase in sexual transmitted diseases. Therefore drug abuse generally leads to poor economy in the society.

4.4 Measures put in place to control drug abuse

The study sought to establish whether there were some ways schools were controlling drug abuse.

Table 7: Response rate on measures adopted by schools to control drug abuse

Measures which have been adopted	Frequency	Percentages
Promotion of good discipline in schools	10	20
Provision of recreational materials to learners	15	30
Making guidance/counseling as another alternative for corporal punishment	15	30
Life skills taught	10	20
Total	50	100

Source: Field data 2010

The findings in table 7 revealed that in some schools the teacher and the rest of the school administrators were doing everything possible to ensure that students were well behaved. More teachers said that in their schools, they promoted extracurricular activities as they would make the children relax their minds from the tense formal learning in class. Further still, the teachers said they offered guidance and counseling services instead of corporal punishments.

Fewer teachers however mentioned of their schools teaching life skills, yet this was highly essential because it is this that would otherwise equip the learners with the basic knowledge about dangers of drug abuse.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter looked at summary, conclusions and recommendations of findings that can be adopted and implemented to overcome the problems highlighted.

5.1 Summary of findings

These findings indicate that there is increase in the use of alcohol secondary schools, compared to an earlier reported by Siringi which reported a proportion of users of 23%.

Most of the students in this study who were abusing cannabis were also falling in the category of alcohol abusers. Thus to control cannabis abuse it is important to undertake the control of alcohol abuse at the same time.

Causes of drug abuse

Reasons for using drugs like enjoyment of the feeling elicited by the substance, experimentation, influence from friends and relatives, medicinal use and stress relief should be taken in consideration when planning health education programs for secondary schools. Experimentation as a reason for drug abuse is very important because some studies have found that experimentation with mind-altering substances appears to be part of the adolescent "rites of initiation".

The majority of the pupils who were abusing drugs were aged between 16-18 year. This is the age of most pupils in secondary schools. The proportion of students who abused drugs among the younger pupils (below 15 years) suggests that contact with drugs in Uganda occurs at an early age, despite the fact that it is prohibited by law to sell alcohol to

pupils under the age of 18 years of age and thus control efforts may need to be extended to pre-secondary school pupils.

The higher proportion of male pupils abusing drugs suggested that the compulsive use of drugs is associated with the male gender and control programs should therefore target all pupils in general and males in particular. The gender differences in drug abuse are said to have their foundation in the very first stage of drug involvement and the opportunity to use drugs. If given the opportunity to use drugs, males and females are equally likely to use them. One benefit of improved understanding of the link between opportunity and eventual abuse is that counselors or physicians may be able to learn about young patients drug use by asking about their opportunities to use drugs. Young people may feel comfortable to answer a question about the opportunity to use drugs rather than a question about actual drug use, because the opportunity is less likely to be illegal or particularly sensitive. Understanding the sex differences in opportunities could make it possible to develop prevention programs that reduce the opportunities and therefore the higher rate of drug abuse among males.

The high level of abuse in low class areas than in high class areas suggests that although control measures should target all these areas of the division more efforts should be put in low class areas which seems to have characteristics that encourage drug abuse.

The high prevalence of drug abuse in students from families where another member of the family was also abusing drugs correlates well with previous studies that found a similar correlation between parental use and abuse of drugs and drug abuse patterns among their children. The home is said to be the primary source of alcohol and other drugs and it is here that children and the youth draw their views as to the appropriate

use of drugs. Sons of alcoholic men have a 25% chance of becoming alcoholics themselves in part because of genetics and in part because of family acceptability.

Effects of drug abuse

Findings indicated that there was increased crime rate which could be attributed to drug abuse. It is also evident from the study that school children were dropping out of school because of drugs. Girls had also become pregnant because of using drugs. Increased STDs were also recorded. All these above could be effects of these young stars using substance and drugs.

Measures adopted by schools to prevent drug abuse

As regards strategies for intervention, the study recommended that head teachers should endeavor to inculcate good discipline and responsibility among students. Good discipline should be acknowledged and any punishment meted out whether in the form of blame, or reproof fine or suspension should be fair and commensurate with the nature of the offence committed.

Further, guidance counseling services should be strengthened in order to provide opportunities for clients to work towards living a more satisfying and resourceful way. As such experienced, well trained guidance and counseling personnel should be put in place to guide and counsel students on the facts about drug abuse instead of leaving them to decide on their own. Varieties of leisure activities and recreational activities should be strengthened in the learning institution so that students can avoid boredom and idleness.

5.2 Conclusion

This study concluded that high numbers of secondary students in Butembe sub-county Jinja district were exposed to drugs and the problem affected all age groups although the age group 16-18 was particularly vulnerable. Most students abused drugs for enjoyment and those from low income areas were more at risk. Family members were found to be an important link in the initial development of the drug taking habit. The findings indicate that the need for an early intervention that targets primary and secondary school students. More effort should be made to develop drug abuse prevention strategies that target primary school learners as a high risk group.

5.3 Recommendations

The following were recommendations:

There is need for early intervention that targets secondary school students. More effort should be made to develop drug abuse prevention strategies that target secondary school students as a high risk group.

Appropriate intervention, health education efforts, support and referral systems should be established in secondary schools to help curb this habit early.

Control efforts should not only be confined to secondary schools but extend to their places of residence so that influences in the home environment and the surroundings that contribute to drug abuse can be identified and controlled.

The researcher believes that the four fold prevention program could also work in this situation. Social support must be given to parents, schools, communities and peers. Positive and supportive relationship among the

children and adults must be encouraged. This can be done by opening up lines of communication about attitudes and beliefs regarding schools and other drug abuse.

Religious leaders also have a role to play. Teaching against abuse of substance and alcohol could also help.

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APPENDICES

Appendix I: Questionnaires

I am carrying out a research on drug abuse in family and learners' at risk of school failure. Any information given to me shall highly be appreciated and will be kept confidential.

1. What is the meaning of drug abuse and its effects on learner's academic performance?

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2. What are the reasons for pupil's drug abuse?

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.....

3. What are the effect of drug abuse among pupils

.....
.....

4. What are the strategies for interventions towards preventions of drug abuse?.....

.....

5. What are the types of drugs which pupils abuse?

APPENDIX I1

ESTIMATED RESEARCH BUDGET

This is the estimate cost and expenses that the researcher met during the course of research study.

Items	Quantity	Unit cost	Amount
Stationary			240,000=
Ream of ruled paper	2	12,000	24,000=
Pencils	5	500	2500=
Box files	5	900	4,500=
Note books	1	4,500	4,000=
Transport	4	1,000	90,000=
Preparing questionnaires interview guide	Lump sum	Lump sum	20,000=
Editing data, printing and binding		100,000	100,000=
Air time		50,000	20,000=
Umbrella	1	5,000	5,000=
Motivation and refreshment			60,000=
Miscellaneous		50,000	50,000=
Total			389,500=

APPENDIX III1
TIME FRAME

Activities	Duration (months) year 2019					
	Dec	Jan	Feb	March	April	May
A pilot study						
Study analysis						
Proposal design						
Proposal development						
Submission of proposal for approval						
Final report writing and submission						