

**EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE OF STUDENTS'
IN SELECTED SENIOR SECONDARY SCHOOLS IN NGORA
TOWN COUNCIL, NGORA DISTRICT,
EASTERN UGANDA**

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**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF
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APPROVAL

I confirm that the work presented in this research dissertation is done under my supervision as the university supervisor.


SIGN.......... DATE..........

MR. ACHODA DENNIS

UNIVERSITY SUPERVISOR

DECLARATION

I Amongin Deborah do declare that this report was produced as a result of my own struggle, sweat and effort. Therefore it has never been presented before and I am liable and responsible.

Signature..........

Date.....^{27th}.....\.....10.....\.....2017.....

DEDICATION

I dedicate this booklet report to my parents Opolot Alex and my mum Asio Joyce for the care and love that they have ever rendered to me right from my advanced level to where I am now. They have always been like a driver to my life to the extent that I have found myself fitting in the society because without their financial support, I would have not made this report. I will always live to remember and love you my parents.

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I hope it will continue to prove usefulness to students and others and thus it encourages us to pursue the subject matter further.

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LIST OF ABBREVIATIONS/ ACRONYMS

NACADA	-	National Authority for the Campaign against Alcohol and Drug Abuse
ATS	-	Amphetamine-Type Stimulant
NSDUH	-	National Survey on Drug Use and Health
IDPC	-	International Drug Policy Consortium
THC	-	Tetra Hydrocannabinol
SAMHSA	-	Substance Abuse and Mental Health Services Administration
USA	-	United State of America
GPA	-	Grade Point Average
CGPA	-	Cumulative Grade Point Average
UK	-	United Kingdom
NLSY	-	National Longitudinal Transition Study
OSPI	-	Office of Superintendent of Public Instruction
UNICEF	-	United Nations International Children's Emergency Fund
NIDA	-	National Institute on Drug Abuse
NNLSY	-	National Longitudinal Survey of Youth
OLS	-	Ordinary Least Squares
KSA	-	Kingdom of Saudi Arabia
DPC	-	District Education Officer
DEO	-	District Education Officer
DIS	-	District Inspector of Schools
LC	-	Local council

ABSTRACT

The purpose of the study was to examine the effects of drug abuse on academic performance.

The study was conducted in selected senior secondary schools in Ngora Town Council, Ngora district, Eastern Uganda. The objectives of the study were; To find out the different causes perpetuations of drug abuse among students of the Ngora Girls and Ngora Parents Senior Secondary Schools; To identify the different forms of drugs abused by students of Ngora Girls and Ngora Parents Senior Secondary Schools; To assess the impacts of drug abuse on academic performance of the students in Ngora Girls and Ngora Parents Senior Secondary Schools and to suggest the possible strategies of curbing drug abuse among students of Ngora Girls and Ngora Parents Senior Secondary Schools. The researcher employed the some discussions from the different authors, publications, magazines and all the other possible sources as the basic foundation of the research.

The researcher employed the simple random sampling technique during the research when she selected the sample size of the research and here she employed both the qualitative and quantitative method of data collection. The findings indicated that both male and female were respondents with the percentage of 100 this is true because Ngora Girls and Ngora Parents Senior Secondary schools were both interviewed. It also showered that the sampled size had the majority of the respondents with age brackets of 16-19 year and of course the students. The researcher used both descriptive and analytical research designs. The research designs were appropriate because data was easily analyzed using frequency counts and percentage derived from the responses obtained in the questionnaires. From the study, it is clear that there is great demand for avoidance of drug abuse so as to save most families from break up, poverty levels, child negligence, and child school dropout. Increases chronicle diseases, leads to early marriage, low levels of education, high school drop outs, increased death rates, increased rate of ignorance, family neglect, poverty, family breakdown. In conclusion, although the problem of drugs may seem impossible to eliminate, there are concrete steps that can be taken to weaken the hold of drugs on society. The danger from drugs is too great to ignore for us and our children.

Recommendations, to address all aspects of drug abuse and its harmful consequences, research program ranges from basic studies of the addicted brain and behavior to health services research. NIDA's research program develops prevention and treatment approaches and ensures they work in real-world settings. In this context, Government is strongly committed to developing a research portfolio that addresses the special vulnerabilities and disparities that exist.

CHAPTER ONE

PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter introduces the background of the study, problem statement, objective, and research questions, scope of study, significance, justification and conceptual framework.

1.1. Background of the study

A drug is any substance which when introduced in to the body alters the normal biological and psychological functioning of the body especially the central nervous system. [Myers, 2006]

Drug abuse is the over indulgence in and dependence on a drug or other chemicals that are detrimental to the individual's physical and mental health or the welfare of others (Harrison 2008). Drug abuse crosses al social boundaries, affects all ethnic groups and genders. And it has been considered a global epidemic (McCabe, Boyd & Teter 2009). Drug abuse most often begins in early adolescence because of the social economic problems and cultural practices of this age group (Kandel & Chen 1995). Across the global drug abuse has always been a major problem among the young people. Indeed, the use of drugs continues to emerge as a strategy for most youths to cope with their prevailing problems such as unemployment, neglect, sexual abuse and poor academic performance (NACADA, 2012).

Maithya (2009) states that drugs, properly administered, have been medicinal blessings. There is evidence that intentionally fermented alcohol existed from as early 10,000 BC when it was used in religion and worship, for recreation, medicinal use and quenching thirst by long distance travelers. Marijuana was used as medicine from 2,737BC in china then later in the 19th century, active substances used in production of drugs like cocaine and morphine were extracted and freely prescribed by physicians for various ailments and even sold over the counter the counter until problems of addiction gradually started being recognized (Fort. 2007)

According to Lewinsohn Rohde, and Brown (1999), drug abuse is a widespread and potentially hazardous activity, increasing risks for dependence and abuse and other adverse physical and psychosocial outcomes. Drugs abuse is a problem that countries throughout the world have had

to contend with for centuries. Globally, it is estimated that in 2012, some 243 million people of the world population aged 15-64 had used an illicit drug, mainly a substance belonging to the cannabis, opiates, cocaine or amphetamine-type stimulant (ATS) groups, at least once in the previous year (World Drug 2014).

According to the American National Survey on Drug Use and Health (ANSDUH 2007) an estimated 20 million Americans aged 12 or older has used an illegal drug in the past one month. This estimate represents 8% of the population aged 12 years or older. Additionally, the nonmedical use or abuse of prescription drugs including painkillers, sedatives and stimulants, is growing with an estimate of 48 million people aged 12 and older using prescription drugs for non-medical reasons. This represents approximately 20% of the US population. According to a report by the International Narcotics Control Board (2014), over 1,000 tones of marijuana is seized by US customs represent 94% of all marijuana seized around the world in 2013. Back in 2010, law enforcement officials estimated that the US black market was worth \$41 billion.

The European Drug Report (2014) has reported that Europeans are very fond of drugs. For better or worse, European has arguable been the world's most prolific drug-consuming landmass for a very long time. The 2014 report adds that, over 80 million people living in Europe are estimated to have used an illegal drug at some point in their lives. The numbers of people who have tried an illegal drug represent about a quarter of the adult population in the European Union. The most used illicit drug in Europe is marijuana, with 73.6 million people stating that they have tried it at some point in their lives. In the most recent years measured (2012) the report stated that 18.1 million used marijuana. A total of 2,000 tones of marijuana and hashish were consumed in the European Union each year. The second most used drug in Europe was cocaine with 14.1 million people using it in their lifetimes. 3.1 million People used it in their life time and 1.5 million problems users. Heroin caused 6,100 overdose deaths in 2012, while cocaine overdose caused about 500 deaths.

The International Drug Policy Consortium (IDPC) estimates that 45 tones of heroin was trafficked to Africa in 2010, out of which 34 tones were consumed on the continent. Drug Trafficking Organization exploits the low capacity of law enforcement at seaports and airports to

use African countries as transit for illegal drugs from Pakistan and Gulf countries to Europe, North America and other parts of the world. However, Africa is no longer just a transit territory for illegal drugs but also a major production area with countries like South Africa, Lesotho, morocco, and Uganda producing 25% of the marijuana produced globally (Nafula 2008)

According to Kasirye (2010) east Africa is faced with the problem of cannabis, which is only second to alcohol as the most abused drug in this region of Africa. He further states that East Africa is the biggest producer of the cannabis plant, commonly known as marijuana. In Rwanda for instance, it was reported that in 2009 alone 2,890.179 kilograms of cannabis had been seized and 999 people arrested. In Kenya, the commonly abused drugs are alcohol, bhang, glue, Mira and psychotropic drugs. Nairobi and Coast provinces are most affected with an estimated 10,000 heroin users in Nairobi and 8,000 in Coast provinces. Cocaine is also reported to have high acceptability rating in Nairobi. In 2005, Tanzania police intercept 375 metric tones of cannabis, 101.5kg of heroin and 35kg of morphine, among other prohibited substances, over the past two years 11,500 people have been arrested on drug-related charges, according to Tanzania's anti-narcotics unit (NACADA, 2012)

Kasirye (2010) also adds that drug abuse in Uganda is most common among marginalized groups and the unemployed although other categories of people also abuse drugs. Kasirye also goes on to say that marijuana is mainly abused by street children and students as well as by soldiers while heroin tends to be consumed by urban and street youths. Kasirye also notes that there were 2,542 in 2008. Kasule (2011) further states that 5 to 10% of Ugandans are regular drug abusers and marijuana abusers in particular ranging from 7% to 38% between 2008-2009, 54 Ugandans were arrested on drug related offences in china of which 38 were convicted to death (kasirye.2010).

Academic performance, which is measured by attendance and grades, is one of the major goals of a school as put forward by Galihir (2006) and Darling (2005) who used GPA to measure students' performances because their main focus was on the student performance for a particular semester.

Further, it is academic performance that is central to the effort of the No Child Left Behind Act of 2001 to make schools and school districts accountable for assessing and improving student performances annually (Linn, Baker & Beterbenner 2002) further limitations in academic achievement represents the primary implication of most students receiving special education services and those limitations if left unaddressed, constrain their ability to pursue postsecondary education and well-paid employment after high school. Although the importance of academic achievement questioned, reaching unanimity regarding its measurement has been elusive.

The measurement of academic performance, particularly for students continues to be controversial topic among policymakers, measurements experts and educators (Ahearn 2000) Elliott 1998 Johnson 2000, Koretz & Hamilton 1999, McGrew, Vander wood Thurlow & Yesseldke 1995). Measure academic can occur at multiple levels and serve multiple purposes. For example, classroom teacher often conduct formative and summative tests to evaluate students evaluate mastery of course content and provide grades for students and parents. State tests are designed primarily to measure progress at schools. In particular graduation, tests are used to determine whether the student has mastered the minimum content and competencies required to a high school diploma. Each of these kinds of assessments engenders significant and accommodations (Heubert & Hauser 1999 Minnema. Thurlow, Bielinski & Scott 2001). Although this is a time of change in the educational area, within this accountability environment, it is crucial to understand the progress of all students including those who use drugs and abuse them and the factors that contribute to their positive academic performance. The purpose of this study is therefore to explore the effect of drug abuse on academic performance of students with a focus on the selected schools in order to provide intervening measures on how to curb and reduce the spread of the menace and suggest on how to deal with it.

1.2 Problem statement

Despite the overwhelming intervention strategies by the Government, religious organizations, non-state actors and many other keen stakeholders to curb the problem of drug and substance abuse especially among the youth, the number of school going youth being suck into drug abuse seems to be escalating ,day by day,

The government for instance has placed education at the centre of the social pillar of vision 2030 that intends to make Uganda a middle level income country. To show its commitment it has highly subsidized secondary school education thus boosting access and retention rates in the system, all these intervention strategies have had huge cost implications on the tax payer including the opportunity cost.

Drug and substance abuse threatens and tends to derail these noble strides by demotivating the students in learning and subsequently ruining these school going children that the government intends to rely on in driving the economy to the next level. Drugs and substance abuse menace should therefore be given the attention it deserves if the intentions of this hefty investment in education are to bare fruits.

Therefore, the researcher aims at identifying the effects of drug abuse on academic performance of students in the selected senior secondary schools in Ngora Town Council, Ngora District.

1.3 Purpose of the study

To identify the effects of drug abuse on academic performance of students.

1.4 Objectives of the study

1.4.1 General objective

To explore the effect of drug abuse on the academic performance of students in selected Senior Secondary Schools Ngora Town Council, Ngora District

1.4.2 Specific objectives

- i. To find out the different causes for perpetuation of drug abuse among students of the selected Senior Secondary Schools.
- ii. To identify the different forms of drugs abused by student in selected Senior Secondary Schools.
- iii. To asses impacts of drug abuse on academic performance of students in selected Senior Secondary Schools.
- iv. To suggest possible strategies of curbing drug abuse among students of the selected Senior Secondary Schools.

1.5. Research questions

- i. What are the causes of drugs abused by students of the selected Senior Secondary Schools?
- ii. What are the forms of drug abuse among students of the selected Senior Secondary Schools?
- iii. What are the impacts of drug abuse on academic performance of the selected Senior Secondary Schools?
- iv. What are the measures taken to curb drug abuse among students of the selected Senior Secondary Schools?

1.6. Scope of the study

The study concentrated on the negative effects of drug abuse towards the academic performance of students in the selected Senior Secondary Schools in Ngora Town Council, Ngora District.

1.6.1. Subject scope

The study was focused on the anti-social behavior common among contemporary society. However for precision purposes drugs abused were the major gist of the study and this was studied among teenagers in senior secondary schools. Efforts were made to understand its effects on academic performance.

1.6.2. Geographic scope

The study was carried out in the selected Senior Secondary Schools in Ngora District that is to say Ngora Girls and Ngora Parents, Ngora Town Council, Eastern Uganda.

1.6.3. Time scope

The study lasted for a period of two months, starting from July –September 2017. This period was enough for the student to collect all the required information regarding the effects of drug abuse on academic performance of students.

1.7. Significance of the research

The study enabled the researcher to make recommendations to education department and parents of Ngora Girls and Ngora parent’s senior secondary schools and policy makers, on what policies and strategies needed to improve academic performance among students.

The finding helped the respective schools management and administration to review its methods of handling students in order to improve academic performance.

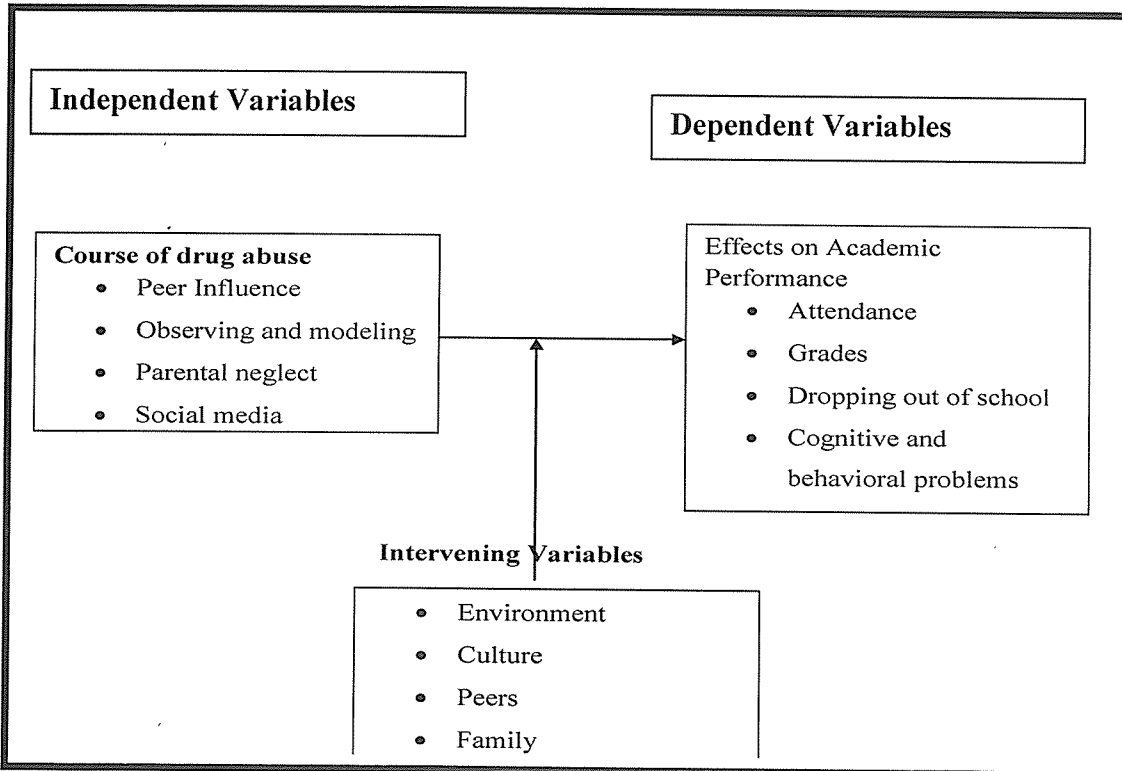
The finding also helped policy makers to advise and make better solutions and strategies for addressing drug abuse among students.

This research also leads to the award of Bachelors of Social Work and Social Administration of Kampala International University.

1.8. Conceptual frame work

The conceptual framework of drug abuse and academic performance

Figure 1 diagrammatic representation of the study variables



Source: Researchers Conceptualization, May 2017

Figure 1 shows the linkage between the causes of drug abuse and academic performance. It shows the academic performance as a dependent variable is related to the independent variables, which will be Peer Influence, Observing and modeling, Parental neglect, Social media

1.8. Definition of key terms

Drug abuse

Drug abuse is the recurrent use of illegal drugs or the misuse of prescription or over the counter drugs with negative consequences. These consequences result to problems at work, schools, home or interpersonal relationships. Such drugs included marijuana, cocaine, alcohol, sisha, Mira, and cigarette and so on.

Alcohol

This is a potential addictive substance which when taken alters ones mood, changes the reasoning capacity of an individual and mismatches ones walking style if consumed excessively for example Uganda waragi.

Academic performance

This is the outcome of education extent to which the student, a teacher or institution would have achieved their educational goals according to the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature to the current study, According to Kombo and Tromp (2006) observed that literature review refers to the work that the researcher consulted in order to understand and investigate the research problem. The purpose of this review is to present how literature was organized based on the specific objectives of the study.

2.1. Brief background

2.1.1 Causes of drug abuse among students

McIlvee and Gross (2004) assert that drugs are abused by humans to alter their perception of reality. These have been the general view on why people take drugs. McIlvee and Gross explained that drug abuse affects the brain and alters thoughts, feelings and behavior which is likely to be a well founded reason why students abuse drugs. Lyman (2013) also support the same view when he argues that students abuse to alter their moods. He also claimed that people naturally want to alter their state of consciousness at a certain time through their lives and as such students end up abusing drugs.

Kassandra (2009) also points out that one of the reasons why students abuse drugs is peer influence. Kassandra argues that despite the earnest guidance of parents, some youth work astray by means of succumbing in to pressure and influence. This is done due to stress arising from law grades in school, poverty, and other factors which affect students physically, psychologically and emotionally, resulting in to drug abuse. Kiiru (2004) also supports the view that peer pressure influences the students to abuse drug under the false impression that same drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

Jorisc at el (2012) also looks at parental neglect as the cause of drug abuse among students. His view was that parents who failed to guide and protect their children, their children are most likely to abuse drugs, unlike parent's children whose parents are protective, supportive, and show love and affection to their children.

Bandura (1997) acknowledges in his social learning theory that one of the causes of drug abuse among students is observation and modeling. This theory supports the view that students' abuse drugs upon observing and modeling. When students see their role models from movie stars to musicians or television personalities abusing drugs, they are most likely to abuse drugs, meanwhile ignoring the dangers of drug abuse

Kassandra (2009) also observes poor grades as one of the major causes of drug abuse among students. Kassandra states that the low grades create negative feelings among students, and so to ease the pain and low morale, students resort to drug abuse as a remedy to their failures in effort to gain self confidence

Kasirye (2011) states that the weak policies in Uganda in relation to drug abuse as being one of the causes of drug abuse among students in the country. He says that the weak laws of Uganda are the contributing factor for drug abuse, given the fact that drug abusers are fined little money. Due to the low fines for drug abuse, others are not discouraged from abusing drugs, as they can afford to pay the fines

Kirru (2004) recognizes financial background has one of the causes of drug abuse among students. He states that some students from wealthy families abuse drugs because they can afford them, unlike their counterparts from poor families who may resort to cheap drugs like alcohol to temporarily forget their problems, and calm down their frustrations arising from lack of tuition and other basic needs.

Adelekan (2005) states that the social media is a universal factor influence drug abuse among students in developed and developing countries. This is most common in urban centers where young people are more exposed to television, internet access, billboard adverts, radio among other forms of media which are bombarded with adverts promoting drugs like tobacco and alcohol.

Bazuidenhout (2004) states that parents abusing drugs are most likely to experience children who abuse drug, he goes on to say that parents abusing drugs experience a higher rate of parental and family problems than to students whose parents do not abuse drugs. This may therefore bring about parental attachment to their children, hence chances of a student abusing drugs, given the fact that their parents are not available to provide support and counsel.

Johnston (2000), also states that social pressures also reinforce drug abuse among students as it's is seen as a sign of adult behavior. As such, students who grow older with age and become economically independent are most likely to abuse drugs. In addition, students may abuse drugs for reasons like relaxation, relieving stress, showing independence, get rid of boredom, being included in a social group, curiosity among others.

2.1.2 Forms of Drug abuse

Drugs abuse has a long history. The Chinese knew about cannabis sativa in 2700 B.C ((Kariuki 1989). Drugs abuse is becoming a major issue all over the world. Following the introduction of heroin and related drugs, almost every day one will hardly miss news relating to drug misuse or trafficking both on national and international levels.

Drugs abuse is defined as the use of a mood-altering drug to change the way one feels. Drugs will be abused by smoking, drinking, chewing, inhaling, sniffing, swallowing or injecting into one 's self. The drug will be legal or illegal all the same it will be used for legitimating or medical reasons (Van Cleave, Byrd & Revell 1978).

In this article a drug is defined as any chemical which when inhaled or taken in the body through injection of by swallowing will adversely affect one's ability to think and make valid judgment and adversely affects one's academic behavior. It's also defined as any substance other than food that is purposely introduced in to the body to alter normal functions. Such substances include; cocaine, in all its forms, opium in all its forms, bhang and marijuana.

Smoking

Marijuana refers to the dried leaves, flowers, stems and seeds from hemp plant. Cannabis sativa. The plant contains a mind altering chemical delta-9-tetrahydrocannabinol (THC) and other related compounds. People smoke marijuana in hand-rolled cigarettes (joints) or in pipes or water pipes (bongs). They also smoke it in blunt emptied cigars that have been partly or jointly completely refilled with marijuana. To avoid inhaling smoke more people use vaporizers.

Marijuana is the most commonly used illicit drugs in the United States (SAMHSA 2014), its use is wide spread mostly among young people. According to a yearly survey of middle and high

school student rates of marijuana use have steadied in the past few years after several years of increase.

However the number of young people who believe marijuana use is risky is decreasing (Johnson 2014) contrary to common belief, research will show that marijuana will be addictive (Anthony 1994 Lopez-Quintero 2011). Texas Department of Health services (2008) in conjunction with the Public Policy Research Institution at Texas A and M University (2008) (USA) found out that marijuana is the third most abuse drug among Secondary School student at 25%.

Alcoholism

Alcohol is a potentially addictive substance that alters one's mood (Bryant – Jefferies 2006). In an environment where there is permissiveness towards drinking, excessive drinking will be the order of the day (Edwards 1979). Alcohol abuse among young people to a large extent is a reflection of the attitudes and practices of the wider adult society (Hope 2003).

Namaganda (2009) states that substance abuse is the leading cause of school dropout by student in Uganda (80%) between ages 18 to 23years, alcohol being the most abused drug in the country. Another study by the Ugandan youth development link (2008) established that 71% of the students had used drugs with alcohol topping the list. Segal (1986) has also argued that the rise in the alcohol consumption among young people is the consequence of their aspiration to self and social identification. Thus to many students, alcohol abuse can be seen as “a reaction to growing alienation, anxiety, boredom, narcissism, and the loss of a sense of belonging’ (Ibid, p.159)

Chewing

Mira is a natural stimulant from the *Catha Edulis* plant; it is found in East Africa and Southern Arabia. It reaches heights from 10 feet to 20 feet. Mira leaves and stems contain dopamine and cathinone which induce euphoria stimulation, dispel fatigue and feelings of hunger, banish sleep and promote communication. Besides Mira induces psychiatric manifestation similar to those effects of other stimulants (Lewin 1931)

Giannini Miller and Turner (1992) described a recent successful attempt to treat 2 cases of Mira dependency using protocols similar to those developed for cocaine. Both patients presented for treatment with psychiatric manifestations and were screened for stimulant and depressed drug addiction since substances other than Mira were involved in each case. Given the damage Mira

has done to Somalia, it's shocking to here Britain is the world's second importer; a 2011 Home Office report puts UK imports of Mira at more than 3000 tons a year. The Mira industry in Kenya alone employs 500,000 farmers and dealers- and is worth nearly Euro 80,000,000 a year (Daily Mail UK, June 2012)

Galkin and Mironychev (1964) have also reported that up to 80% of Yemen's adult population use Mira. Upon chewing Mira, the initial effect of dizziness, lassitude, tachycardia and sometimes epigastric pain, gradually these feeling get replaced by pleasant feelings of bliss, clarity of thought and euphoric and overly energetic. Sometimes Mira produces depression, sleepiness and then deep sleep.

Prescription of drugs

The most commonly abused drugs are prescriptions, including everything from anti-anxiety medications to sedatives and ADHD pills to anti-seizure medications. The abuse of prescriptions painkillers such as vicodin and oxycodone drug recovery from insurers is also very common. Abuse of prescription medications can be very dangerous if the abusers do not seek treatment.

2.2. Impacts of drugs abuse academic on performance of students

2.2.1 Smoking and academic performance of students

Smoking is strongly correlated with academic performance. Students who earn better grades are less likely to smoke. The Washington State Healthy Youth Survey conducted by the Department of Health, OSPI Department of Social and Health Services and Office of Community Development survey nearly 140,00 students in 752 schools statewide in October of 2002. The survey found that among the 8th grade student who receives most of D and F grades. 23.7% were smokers. Among the C students 13.9 were smokers, 8.2% of students reporting mostly B were smokers and grade A 3.9% were smokers.

Moreover smoking affects school achievement of children, children who have smoked are more likely to decrease attentiveness, cognitive, and memory functions, have difficult remembering information and verbal learning impairment, (Yale 2005, Garrett, Dube, Trosclore, Caraballo and Pechacek, 2011) drop out of school (Koivusilta, Rimpel and Vikat, 2003, Vartiaine and

Haukkala, 2004), have school achievement deterioration over time (Brook, Balka, Rosen, Brook and Adams 2005), and engage delinquent behavior (Bachman, O' Malley, Johnston, Freedman-Doan and Messersmith, 2008; Bryant and Zimmerman, 2002, Tucker, Ellickson, and Klein, 2003; Van den Bree, Whitmer and Pickworth, 2004; UNICEF, 2007). Smoking among Jordanian school students rose from 13% in 2004 to 20% in 2007 (Nsour, Mahfoud, Kanaan and Balbeissi, 2008)

However there is scarcity of studies that address smoking and academic achievement among Jordanians. In addition, all the data available for smoking among Jordanians was focused on children above the age of 15 years and adults. Therefore it's essential to assess the relationship among smoking status of primary school children aged 10 to 12 years with age, sex, family income, number of family members, grade level and smoking characteristics (smoking status, age of smoking initiation, daily cigarettes per day, smoker in home, friends who smoke, smoked one hundred cigarettes in life's time).

In addition it aims to identify any factor or factors considered strong predictors of academic achievement that will provide information for policy makers about school children smoking in order to develop school health smoking cessation programs in Jordan. Mental health disorders have been strongly associated with smoking especially among adolescents and young adults. Smoking has been associated with suicidal tendencies. College students who are daily smokers are more than five times more likely to have either seriously thought about or attempted suicide than non smokers.

Adolescent smokers are two times more likely to develop a major depressive disorder other than adolescent non smokers (Brown, 1996). There is a relationship between depression and smoking among adolescence is by directional. Depressed teens are more likely to smoke and those who smoke are more likely to become depressed (Brown 1996). A National Institute on Drug Abuse (NIDA) 25 year study concluded that smoking is connected with several mental health disorders in adolescent and young adults. Heavy smokers (>20 cigarettes /day) were 6.8 times more likely to develop a phobia, had 5.5 times the risk of generalized anxiety disorder and had 15.6 times the risk of developing panic disorder than non smokers and light smokers.

These drastic risk increases are thought to be tied to the damage that nicotine can do to the blood vessels that lead to the brain (NIDA, 2001) college students who smoke are more likely to participate in the risk behaviours that push some of the greatest health threats to 18-24 years old. Concurrent dependence on tobacco and alcohol occurs in about 10.0 % of young adults ages 21 years-25 (Anthony, 2000). Adolescents who smoke are 7 times more likely to abuse or become addicted to illicit drugs than non smoking teens (Brown, 1996). The Harvard college alcohol study determined that student's tobacco users are 4.62 times more likely to smoke marijuana and 3.6 times more likely to engage in high risk drinking than non smokers (Rigotti, 2000). Smokers are more likely to use illicit drugs than high risk drinkers (Halperin and Eytan). College students who are smokers are 50.0% more likely than non smokers to have had two or more sexual partners in the last month (Rigotti, 2000). Even light smokers are over 3 times more likely to participate in high risk sexual behavior when concurrently using alcohol or other drugs than non smokers (Halperin and Eytan). Smokers have lower grades point average (GPA) than non smokers. The Harvard college alcohol study found that smokers are 27.0% less likely than non smokers to have an above B grade average (Rigotti 2000). Daily smokers were found to have even lower GPAs than high risk drinkers (Halperin and Eytan). Smoking prevalence in colleges has been found to lower at highly selective schools (Wechsler, 1998) lower individual performance among student's results in lower academic overall standings for colleges.

2.2.2 Alcoholism and academic performance of students

Clinical studies have found that heavy drinking impairs brain functioning. Nordby et al (1999) reviewed evidence that alcohol intoxication reduces recall for a period extending beyond the period of inebriation. Both Deas et al (2000) and DeBellis et al (2000) linked four alcohol disorders to reduction in the brain functioning among adolescence. Wuethrich (2001) showed evidence from studies of magnetic resonance imaging that sustained alcohol abuse destroys brain matter. These findings suggest that heavy drinking among adolescence that leads to drunkenness will have adverse cognitive effect that deleteriously impact school performance.

Two previous studies have attempted to estimate the casual impact of drinking on academic performance. Both did so for students in college rather than high school, using instrumental variables regressions in data from the Harvard College Alcohol Study. Wolaver (2002) showed

that binge drinking and intoxication decreases grades both directly, through cognitive impairment, and indirectly by reducing study hours. Heavy drinking lows the probability of an 'A' average by between 12 and 18 percent with most of this effect occurring directly rather than indirectly. In contrast, Williams et al (2003) estimated that the direct effect of drinking on GPA is positive but outweighed by a negative indirect effect.

The remaining literature on the relationship between alcohol use and educational outcomes has focused on educational attainment rather than academic performance. Two studies using single equation methods concluded that drinking reduces subsequent schooling Mullahy and Sindelar (1994) found that the onset of alcoholism symptoms by age 22 reduces reduced schooling by 5 percent in data of male from wave 1 of the New Haven site of the Epidemiological Catchment Area survey. In data from the National Longitudinal Survey of youths (NLSY) Yamada et al (1996) found that a 10 percent increase in the frequency of drinking reduced the probability of graduating from high school by 6.5 percent. As these estimates are from models that do not control for the prospective endogeneity of drinking, however they cannot necessarily be interpreted as casual effects.

Similar conclusions are obtained by several additional studies that use IV regressions to investigate whether drinking casually reduces schooling. Cook and Moore (1993) showed in the NLSY data that heavy drinking in high school lowers years of post-secondary schooling completed and the likelihood of graduating from college. Koch & Mc Geary (2005), also in the NLSY, found that alcohol initiation before age 14 decreases the probability of timely high school completion by 7-22 percent. Using NLSY Young Adult data Chatterji & De Simone (2005) estimated that binge or frequent drinking among 15-16 years old students lowers the probability of having graduated or being enrolled in high school four years later by 11 percent.

Contradictory IV evidence comes from Dee and Evans (2003), who found in monitoring the future data that drinking is un related to educational attainment. Likewise, after examing NLSY data on same-sex sibling pairs, Koch and Ribar (2001) concluded from estimates based on OLS, family fixed effects and IV approaches that effects drinking on schooling are likely to the small

.These disparate findings highlight the need for investigation of the impact of adolescents drinking on educational outcomes.

2.2.3. Chewing and academic performance of students

The habit of chewing Mira (Catha Edulis) is highly prevalent in east Africa and Southwestern Arabian Peninsula (Gegissa 2010). The fresh leaves and twigs of the Mira shrub have a stimulating amphetamine –like and euphoric effect when chewed. Mira consumption has substantially increased in decades. This is reflected in the recent issue of the World Drug Report (2001) which reported an increase of Mira chewing in five countries.

The habit of chewing Mira is spreading at an alarming rate among the younger generation, especially in high schools and higher institutions, where academic activity is intense. Students in secondary schools, collages and university usually use Mira, claiming that it improves their academic performance although studies have shown significant difference between the mean Cumulative Grade Points Average (CGPA) of Mira users and those who do not chew Mira in favor of the later. This indicated that Mira chewing may not improve academic performance. Mira is usually chewed at special social gatherings, but is also used frequently during work by laborers, craftsmen, farmers, farmer and students to help them keep alert and reduce physical fatigue. Because of its stimulating effect it has been traditionally used as a medicine by students preparing for examinations (Sheikh et al 2014).

The traditional habit of Mira consumption was highly regulated socially; adult males (more seldom females) would gather and chew Mira together at a ‘Mira party’ usually at weekends and afternoons until the time of the evening prayers. Current habit however, involves adolescence who also chews Mira in café which opens throughout the day.

The overall pictures of the use of Mira from local communities indicated that its use was regulated in terms of frequent and length of the sessions as well as the amount chewed. It was also considered a purely social activity. However, a small number of people said they used Mira everyday and /or for every long periods. Some felt that their use of Mira was not out of control. Mira is now being chewed by unemployed loitering on the streets in town. There was correlation between Mira chewing and the use of tobacco smoking. Those who smoked cigarettes were twenty-eight times more likely to chew Mira (Mahfuz et as 2013).

New patterns of use, which were not previously described in academic literature, have been observed in Somalia and Ethiopia called 'jabane' or 'igabana' (eye opener). This consumption in early morning hours was previously known only among Mira farmers. However, new patterns of consumption, distinct from the former traditional use, and their health consequences are neither understood Norwell studied.

The current prevalence rates of Mira chewing among college and secondary schools both male and female revealed that 37.7% of boys 3.7% of girls are current Mira users. But no study has been conducted to evaluate the patterns of its use in the region and the possible academic effect on students.

Mira is widely –abused psychoactive subsistence in East African countries, Yemen and South western areas of the Kingdom of Saudi Arabia (KSA), especially in Jazan region. Howe ever patners of Mira consumption as well as its adversed consequences on academic work are not well studied.

2.2.4 Measures taken to curb down the effects of drug abuse

There is no question that much is expected from our educational system in terms of preparing future citizens, workers and leaders. To that end schools are expected of influence students learning, socialization and even vocational preparedness. This agenda is perhaps even more keenly applied for students than for those in the general population. Indeed, NLTS2's conceptual framework reflects this comprehensive view of the relevance of educational inputs and achievements both in and outside school. Despite the attention paid to broad definitions of outcomes however academic performance remains central. Academic instruction is arguable the primary business of education and it was poor performance that spawned the recent era of reform after the publication of Nation at Risk two decades ago (U.S Department of Education, 1983)

Furthermore, it is academic performance that is central to the efforts of the No Child Left behind Act of 2001 to make schools and school districts accountable for assessing and improving student performance annually (Linn Baker & Beterbenner 2002). Further, limitations in academic achievement represents the primary implication of most students receiving special

education services and those limitations, if left unaddressed will constrain their ability to pursue postsecondary education and well-paid employment after high school. Although the importance of academic achievements is rarely questioned, reaching unanimity regarding its measurement has been elusive.

The measurement of academic performance, particularly for to receive a high school diploma students continues to be a controversial topic among policymakers, measurement experts and educators, (Ahearn, 2000, Elliott, 1998, Johnson 2000, koretz and Hamiltoa 1999, Mc Grew, Vander wood), Measuring academic performance will occur at multiple levels and serves multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades to student's parents. State tests are designed to measure progress at the school or school district level in particular, gradation tests are used to determine whether a student has mastered the minimum content and competencies required to receive a high school diploma. each of these kinds of assessments engenders significant questions related to test design, types of decisions supported by the results, alternative assessments, and accommodations (Hubert and Haser, 1999, Minnema, Thurlow, Bielinski and Scott, 2001).Although this is a time of change in the educational arena, within this evolving accountability environment, it is crucial to understand the progress of all students, including those who use drugs and abuse them and the factors that contribute to their positive academic performance.

Grades

A grade receives the greatest attention in discussion of student's academic performance. A grade represents a student's performance that often is more directly tied to the day-to-day business of teaching and learning. Grades communicate to students and parents information about student's mastery of course content. In secondary schools, a passing grade also is contributing factor for promotion to the next level. Finally grades provide information for consideration in admissions (Polloway et al, 1994)

Cizek (1996) states that grades continue to be relied upon to communicate important information about academic performance and progress, Assigning grades to students is such a complex (and

sometimes controversial) issue that some educators have proposed their abolition (Kohn 1999 Marzano 2000). Although this is an interesting proposal, especially if one is trying to establish a classroom learning environment that is student centered and encouraging self regulation and self evaluation, the current reality for most teachers is that they are required to assign grades indicating student's academic achievement in the subjects they teach. Therefore grading is the valid measure of academic performance of students by teachers (Barnes, 1985, Lomax, 1996, Thorndike, 1997)

Bailey and McTighe (1996) argue that as a communication system, the primary purpose of grade is to communicate student achievement so that informed decisions can be made about the student's future. Similarly, authors of major texts devoted to classroom assessment suggest that the major reason for assigning grades is to create a public record of students academic achievement that can accurately and infectively communicate to others the level of mastery of a subject a student has demonstrated (Airasian 2000, Gallagher 1998, Gredler 1999, Limm and Gronlund 2000, Nitko 2001, Oosterhof 2001). Nitko (2001), also points out that grades are used by students, parents, other teachers, guidance counselors, school officials, postsecondary educational institutions and employers. Therefore teachers must assign grades.

However grades as a measure of academic performance also have limitations, grades are composite measures that account not only for students content mastery but often for other factors, such as their class participation, attitude progress over time and attendance. Both general and special educators are known to consider this various factors when grading, but to emphasize different factors. For example special education teachers are less likely than general educators to consider home work or attendance to important in grading student performance but are more likely to consider in class participation to be important (Blackorby, Wagner, Levine, Cameto, and Guzman, 2003). Although there are various means to communicate students academic performance, currently grades for each academic subject is the most common and generally accepted system in middle and secondary schools (Bailey and McTighe, 1996, Lake and Kafka, 1996).

Attendance

In curricula with predominantly didactic teaching, class attendance will traditionally be a thought to be a prerequisite to good academic performance. Some students have shown that there is a positive correlation between attendance and academic performance. (Oghuvybu, 2010; Hancock, 1994; and Blanco, 1994; Shim off and Catania, 2001; Khan, Mirata, Mahsud, Munir, Ali and Khan, 2003) In addition to several sources will also show a relatively consistent relationship between attendance and grades, regardless of the course subject or level of student (Le Blane, 2005; Kirby and McElroy, 2003; Ali, Mokhtar and Salamat, 2009).

Crede, Roch & Kieszczynka (2010) have also gone on to say that some instances in the degree of change may be negligible. They report there are other confounding factors in the learning process, such as student's motivation and levels of engagement which may have a greater contribution to academic performance than attendance. Studies have also shown that learning and academic performance should be considered from a more holistic approach and four main factors which are considered critical to learning and demography, active learning, student's attendance and involvement in extracurricular activities (Ali et al 2009)

In an interview of top performing medical students at the University of West Indies, the main factors for their success that they highlighted were attitude, believes and motivation, effort and perseverance. Attendance was not mentioned or attributed to their success but one could argue that the highlighted factors are consistent with attributes of individuals with good attendance (The University of the West Indies, 2009)

Today, regular school attendance is an important factor in school success (Rothman, 2001). Research has showed a direct correlation between good attendance and student achievement (DeKalb, 1999). Poor attendance has been linked to poor academic achievement (Ziegler, 1972). Among the cross sectional studies that have reached less robust conclusions about the positive effect of attendance on performance are Doglas and Sulock (1995), Bratti and Staffolani (2002), Dolton, Marcenaro and Navarro (2003).

2.3. Conclusion

In conclusion, it can be noted that drug abuse has always existed in the past its consequences have had negative impact on student and their communities at large. The literature shows that

solutions can be put in place to solve this problem though it is becoming rampant today. Therefore there is need to re-evaluate the society and engage in more research that will result in realistic strategies to solve academic performance among the students today.

CHAPTER THREE

RESEARCH METHDOLOGY

3.0. Introduction

This chapter outlines the manner in which the study was conducted. The key components were the research design, area of study, population and sample size, data collection procedures, data analysis, ethical consideration and limitation of the study.

3.1 Research design

According to Mugenda (1999) the survey design is the best method available to social scientists who are interested in collecting original data for the purpose of describing the population which is too large to observe directly. The researcher combined both qualitative and quantitative approaches to research. Qualitative research is an inquiry process of understanding based on methodological traditions of inquiry that explores social and human problems.

The study focused on both qualitative approach and quantitative approach, which was used on teachers and students respectively using interview and questionnaires. The qualitative and quantitative approaches were used when there was need for in-depth explanation and hard data respectively, so as to meet the required objective. So both approaches supplement each other.

3.2 Area of study

The research was carried out in Ngora Girls Senior Secondary Schools and Ngora parent's secondary school in Ngora Town Council in Ngora district. Ngora is bordered by Serere district in the West, Soroti district in the North, Kumi district in the East and Pallisa district in the South.

3.3 Study population

The study population was made up of the school's population which stood at an estimate of 2000 (District Education Officer Ngora 2017). Therefore the unit of inquiry was made up of the head teacher, teachers and students of the school who represented the school. This was because of the unit of inquiry which needed knowledge about the effects of drug abuse on the academic performance of students in Ngora Town Council, Ngora district.

3.4 Sample size

Therefore according to Krejice & Morgan table (1970) a sample size of 50 people was needed to conduct the study. The unit of inquiry was made up of 10 teachers, 15 community members/parents. DEO, DIS, DPC, LCI, a religious leader and 25 students of the school making a total of 50

3.5 Sampling methods

Both probability sampling and non-probability sampling was used and specific attention was paid to stratified random sampling and purposive sampling. The purposive sampling method was used on students, because it allowed the researcher to use the cases that needed the required information with respect to the objective to her study. Meanwhile stratified random sampling was used on teachers because the desired representation from various such-groups in the population was achieved.

3.6 Research procedure

The researcher wrote a research proposal which was approved by her supervisor. Thereafter, the student obtained an introductory letter from the college of Humanities and Social Science of Kampala International University, seeking permission to conduct the research. All respondents were briefed about the purpose of the study and they were assured that their responses were going to be treated with extreme confidentiality and that their participation was voluntary.

3.7 Sources of data

The researcher used two sources of data namely: primary and secondary data. The primary data was collected through field research and it involved questionnaires and interviews. The secondary data was got through library research whereby the researcher gathered information from documented books, journals and reports in relation to drug abuse and academic performance of students.

3.8 Data collection techniques

3.8.1 Questionnaires

Both structured or (closed ended) and unstructured (open ended) questions were used ie structured questions were accompanied by a list of all possible alternatives from which respondents selected answer of their best described situation while unstructured questions were given to the respondents to complete freedom of response. This was because closed ended questions were easy to analyze since they were in an immediate usable form whereas open ended questions permit a greater depth of response. This two were administered to students.

3.8.2 Interview

Here an oral session or an interview schedules was administered to the teachers of the school. This was because interviews were more flexible than questionnaires and the interview was easy to adapt the situation and get much information in relation to drug abuse and academic performance of student in Ngora Girls Senior School and Ngora Parents Secondary School. This tool was administered to the head teacher and teachers.

3.8.3 Documents

Here a number of books, journals and reports in relation to drug abuse and academic performance of students were used to record what the researcher would review during data collection. This was because review documents allowed the researcher to spend more time reading and comprehending about what occurred in the literature review and how to record it.

3.9 Validity and reliability

Validity of instrument was presented to students of Ngora Girls Senior Secondary School and Ngora Parents in Ngora Town Council Ngora district, where a sample of 25 students, 15 community members/parents and 10 teachers were involved, the findings of the pre-test showed that the tools administered were précised and concise and easy for the respondent to respond appropriately.

Reliability of the instruments was made known upon computing the reliability of the multi-item opinion questions using SPSS to determine the Cronbach Alpha value which was always either 0.6 or 0.7 according to Sekeran (2003) and Amin (2005) respectively.

3.10 Data processing and analysis

The researcher analyzed data using different ways such as the use of charts, questionnaire coding key, tables, which helped the researcher to analyze data and to make summary of the research work, through the use of tallying, also by using pilot study, was applied as a researcher tested her tools before data collection..

3.11 Research ethical considerations

The researcher obtained a letter of introduction from the university faculty of humanities and social sciences before going to the field .this was done upon approval of the research proposal by the supervisor.

The researcher kept private information as confidential and used it only for academic purposes and the respondent's names were also be withheld by the researcher to ensure anonymity of their identities.

The researcher clearly explained to the respondents why she was carrying out the study so as to have academic freedom where ideas and information was easily exchanged.

3.12 Limitations of the study

The investigator faced some challenges which aroused during the research work, these challenges were financial problems, despite the fact that the budget was set but there were occurrences of expecting more money that was insufficient. However new alternatives to overcome the new situation were taken.

Bad weather was another obstacle to the work of the researcher.

Conclusively, despite the above mentioned limitations, the researcher was able to make necessary arrangements such as lobbying for more information and sharpening of the guiding questions which enabled the researcher to continue with the study.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents the results of the study, interpretation of results and analysis of results. It is comprised of three sections namely; the section that presents the background information, the section that deals with the presentation of the findings of the study objectives and the section that studies the combined relationship between the independent variable and the dependent variable using correlation analysis.

4.1 Socio demographic characteristics of the respondents

4.1.1 Gender

Frequency tabulation was used by the researcher to present the gender distribution of the respondents. This is as shown in the table 4.1.1 below:

Table 1: Showing the gender of respondents

Gender	Frequency	Percentage
Male	14	28
Female	36	72
Total	50	100

Source: Field data August (2017)

From the results in table 4.1. 1 above, the results revealed that the majority of the respondents who provided information were females (72%) whereas (28%) were male respondents. According to the results, more female were involved than males. This is in agreement with Offorma (2009), who noted that there is a low basic education for girl children in Africa. According to this study, the reasons for the high respondents of females than males was as a result of the negligence by parents to educate the girl child, this is well consistent with Fantuzzo, Tighe, & Childs (2000) who noted that family members were influential on children's school attendance.

4.1.2 Age Group

Frequency tabulation was used by the researcher to present the age group of the respondents. This is as shown in the table 4.1.2 below:

Table .2: Showing the age group of respondents

Age group	Frequency	Percent
12-15 years	5	10
16-19 years	20	40
20-23 years	15	30
More than 23 years	10	20
Total	50	100.0

Source: Field data August (2017)

From the results in table.2 above, the results revealed that the majority of the respondents who provided information were in the age groups of 16-19 years (40%), 20-23 years (30%) and more than 23 years (20%) respectively whereas 10% in the age group of 12-15 years. This was due to the fact that students in ordinary level were the ones questionnaires were administered to.

4.2 Commonly abused drugs

4.2.1 Drugs that have been abused

Frequency tabulation was used by the researcher to present, what drugs have ever been abused. This is as shown in the table 4.2.1 below:

Table 3: Showing what drugs they have ever abused.

Drugs	Frequency	Percent
Opium	5	10
Alcohol	25	50
Mira	10	20
Others	10	20
Total	50	100

Source: Field data August (2017)

From the results in table.3 above on the respondents' views on what drugs they have ever abused, revealed that alcohol was mainly abused with (frequency 25, 50%), followed by Mira

with (frequency=10, 20%) and others (frequency = 10, 20%). However on the other hand only 10% (frequency=5) abused opium. Alcohol was drunk, Mira was chewed and opium was smoked using rolled pieces of paper. The findings of this research revealed that Alcohol was the most abused drug, because alcohol is a potentially more addictive drug than opium and Mira. As supported by Bryant-Jefferies (2006). The findings also revealed that alcohol was the most abused drug because it is a practice that is ingrained in the Teso culture; this is in agreement with Hope (2003), who noted that alcohol abuse among students is a reflection of the attitudes and practices of the wider society.

4.2.2 How long drugs have been abused

Table .4: Showing how long they have abused drugs.

Duration	Frequency	Percent
1-2 years	20	40
2-3 years	8	16
3-4 years	12	24
More than 4 years	10	20
Total	50	100

Source: Field data August (2017)

From the results in table.4 above, the results revealed that the majority of the respondents who provided information had abused drugs for 1-2 years (40%), 3-4 years (16%) and 2-3 years (24%) respectively whereas 20% had abused drugs for more than 4 years. According to the findings of this study, the reason why respondents had abused drugs for 1-2 years was that they were in the adolescent age and as such they were influenced by their peers, which is agreement with Kiiru (2004) who noted that peer influence students to abuse drugs.

4.2.3 Factors for drug abuse

Table.5: Showing what induced or made them to abuse drugs.

Reasons	Frequency	Percent
To increase intelligence	8	16
To be accepted by friends	20	40
Out of curiosity	10	20
Availability of drugs	4	8
A lot of pocket money	2	4
Others	5	12
Total	50	100

Source: Field data August (2017)

From the results in table.5 above on the respondents' views on what induced or made them to use drugs, revealed that 40% said they wanted to be accepted by friends (frequency 20), followed by curiosity with (frequency 10, 20%), to increase intelligence with (frequency 8, 16%), availability of drugs with (frequency=4, 8%) and others with (frequency 6, 12%). However on the other hand only 4% (frequency=2) gave a lot of pocket money as a reason whereas 42.8% (frequency=14) did not give reasons. According to the findings of this research, 40% abused drugs to be accepted by their friends, as supported by Kassandra (2009) who also points out that one of the reasons why students abuse drugs is peer influence. Kassandra argues that despite the earnest guidance of parents, some youth walk astray by means of succumbing into pressure and influence. The same view has been supported by Kiiru (2004) that peer pressure influences students to abuse drugs. The 20% abused drugs out of curiosity, which is in agreement with Bandura (1977) who acknowledges in his social learning theory that one of the causes of drug abuse among students is observation and modelling. The 16% abused drugs to increase intelligence, this is supported by Kiiru (2004) who stated that students abuse drugs under the false impression that some drugs increase and give wisdom to face life.

4.2.4 Effect of the commonly abused drugs

In order to establish the effect of the commonly abused drugs, item mean results were generated to show the average response of the respondents on each item. The items were anchored on a five (5) point likert scale ranging between no extent, little extent, average extent, great extent and very great extent. The findings are as shown in table 4.2.4 below:

Table 6: Showing the effect of the commonly abused drugs.

Drugs	Mean	Std. Deviation
Opium	2.9706	1.31392
Alcohol	4.0000	1.27475
Mira	3.1515	1.25303

Source: Field data August (2017)

From the result in table 4.2.4 above on the respondents' views on the effect of the commonly abused drugs, revealed that alcohol (Mean 4.0) and Mira (Mean=3.1) are often abused. This is because they are in the agreement region. However on the other hand opium (Mean 2.9) is not often abused since it is in the disagreement region. According to the findings of this research, the effect of alcohol stands at mean 4.0, which has been supported by Nordby et al (1999) who found out that drinking alcohol impairs functioning. Both Deas et al (2000) and DeBçllis ct al (2000) are also in. agreement has they have linked four alcohol disorders to reduction in brain functioning among adolescents.

4.2.5 Effects of drugs on students' academic performance

In order to establish the effects of drugs on student's academic performance, item mean results were generated to show the average response of the respondents on each item. The items were anchored on a five (5) point likert scale ranging between no extent, little extent, average extent, great extent and very great extent. The findings are as shown in table 4.2.5 below:

Table.7 showing the effects of drugs on students' academic performance

Category of respondent	Views/Opinions	What should be done
Parents	<ul style="list-style-type: none"> ➤ Peer groups ➤ Indiscipline ➤ Misuse of school fees 	<ul style="list-style-type: none"> ➤ Parental guidance on good morals ➤ Punishing the victims of drug abuse so as to set examples to others.
Teachers	<ul style="list-style-type: none"> ➤ Indiscipline ➤ Repeating of the same class ➤ Fighting or bullying. 	
Other community leaders e.g politicians, lcs, religious leaders	<ul style="list-style-type: none"> ➤ Increase of theft in the community ➤ Increase in moral decay 	

Source: Field data August (2017)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations arising out of the research findings in chapter four and suggestions for further research.

5.1 Summary of findings

5.1.1 Different forms of drug abuse

From the results in table 4.2.1 above on the respondents' views on what drugs they have ever abused, revealed that alcohol was mainly abused, followed by Mira and others. However on the other hand few abused opium and the rest did not abuse drugs. From the results in table 4.2.2 above, the results revealed that the majority of the respondents who provided information had abused drugs for 1-2 years, 3-4 years and 2-3 years respectively whereas few had abused drugs for more than 4 years. However on the other hand the rest had never abused drugs in their life time.

5.1.2 Different reasons for perpetuation of drug abuse

From the results in table 4.2.3 above on the respondents' views on what induced or made them to use drugs, revealed that majority said they wanted to be accepted by friends, followed by curiosity, to increase intelligence, availability of drugs and others. However on the other hand only few gave a lot of pocket money as a reason whereas the rest did not give reasons.

Further the result in table 4.2.3 above on the respondents' views on why students engage in drug abuse, revealed that peer influence and stress associated issues are responsible. This is because the statements are in the agreement region. However on the other hand a lot of money, availability of drugs and drugs being legal only in schools are not responsible since they are in the disagreement region whereas they are not sure of weak policies against drugs in schools. This is because the statement is in the neutral position.

5.2 Conclusions

The conclusions are drawn on the basis of the research objectives of the study as presented below:

5.2.1 Different forms of drug abuse

The researcher confirmed that most students agreed to have abused drugs with alcohol being the most abused, followed by Mira and other drugs. Therefore this is a clear indicator that, if alcohol, Mira and other drugs are not controlled and well managed from abuse by students, academic performance will decrease whereas if alcohol, Mira and other drugs are controlled and well managed from abuse by students, academic performance will increase.

5.2.2 Different reasons for perpetuation of drug abuse

The researcher confirmed that the majority said they wanted to be accepted by friends, followed by curiosity, to increase intelligence, availability of drugs and others. However on the other hand only few gave a lot of pocket money as a reason whereas the rest did not give reasons.

Therefore this is a clear indicator that if peer influence, curiosity, availability of drugs and others are not controlled and well managed, academic performance will decrease whereas if peer influence, curiosity, availability of drugs and others are controlled and well managed, academic performance will increase.

5.2.3 The effect of drug abuse on academic performance of students

The researcher confirmed that statistically significant correlation existed between drug abuses' (IV) and academic performance (DV) with a positive relationship. Therefore this is a clear indicator that if the different forms of drug abuse are not controlled and well managed, academic performance will decrease whereas if the different forms of drug abuse are controlled and well managed, academic performance will increase.

5.3 Recommendations

Basing on the study findings and the conclusions, the researcher derived the following recommendations:

Schools' should have proper rules and regulations that prohibit the use and abuse of drugs in order to avoid cases of continuous decline in academic performance.

Availability of drugs should be made out of reach to students in order to discourage them from using and abusing them.

Dangers of drugs and their abuses should be made known to students in order to discourage them from using and abusing them.

5.4 Suggestions for further research

Future research should focus in the following areas:

- i. The role of peer influence and availability of drugs on academic performance of students.
- ii. The role of alcohol, Mira and other drugs on academic performance of students

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR DRUG ABUSE AMONG STUDENT IN NGORA GIRLS AND NGORA PARENTS SENIOR SECONDARAY SCHOOL

Drug Abuse and Academic Performance of students in Ngora Girls and Ngora Parents Senior Secondary School

Dear Respondent,

The researcher is carrying out a study whose main objective is to explore the effect of drug abuse on academic performance of students in the selected Senior Secondary Schools. You have been selected as one of the respondents for the study and the information you give will be treated with utmost confidentiality. Please note that this research is for academic purpose and is meant to cause no harm to the community. Please do not write your name or the name of your institution on this paper.

Please tick or fill in as appropriate

SECTION A (BACKGROUN D) INFORMATION)

a) Gender

1. Male

2. Female

b) Age

1. 12-15years

2. 16-19 years

3. 20-23 years

4. More than 23 years

c) Have you ever abused drugs?

1. Yes

2. No

d) If yes, what drugs have you ever abused?

1. Opium (marijuana)

2. Alcohol (local brew)

3. Mairunji (Mira)

4. Others (please specify)

e) If yes, for how long did you abuse drugs?

1. 1 -2 years

2. 2-3 years

3. 3-4 years

4. More than 4 years

SECTION B

f) What induced or made you to use drugs? (You can tick more than one)

1. To increase intelligence

2. To be accepted by friends

3. Out of curiosity

4. Teachers take drugs

5. Availability of drugs

6. A lot of pocket money

7. Others (please specify)

g) Why students engage in drug abuse

1. Strongly disagree (S D)

2. Disagree (D)

3. Not sure (N/S)

4. Agree (A)

5. Strongly agree (S A)

To what extent do you agree to the following statements	S/D	D	N/S	A	S/A
Peer influence					
Because they have a lot of money					
Due to weak policies against drugs in school					
Stress associated issues					
Availability of drugs in institutions of learning					
Drugs are legal only in school					

h) The extent of the effect of the commonly abused drugs in Ngora Girls and Ngora Parents

Senior secondary school

1. No extent (N/E)
2. Little extent (L/E)
3. Average extent (A/E)
4. Great extent (G/E)
5. Very great extent (VG/E)

To what extent has the following drugs affected the student population	N/E	L/E	A/E	G/E	VG/E
Opium (Marijuana)					
Alcohol (Local brew)					
Mira					

i) Effects of drugs on students academic performance in Ngora Girls and Ngora Parents Senior

Secondary School

1. No extent (N/E)
2. Little extent (L/E)
3. Average extent (A/E)
4. Great extent (G/E)
5. Very great extent (VG/E)

Indicate the extent to which drug abuse has affected the students performance	N/E	L/E	A/E	G/E	VG/E
Poor grades					
Repeating same class exams					
Irregularity in class attendance					
Suspension					
Low concentration in class					

Thank you for taking time to fill this questionnaire

APPENDIX II

INTERVIEW GUIDE FOR TEACHERS, ON DRUG ABUSE AMONG STUDENTS OF Ngora GIRLS AND Ngora PARENTS SENIOR SECONDARY SCHOOL

Drug Abuse and Academic Performance of students in Ngora Girls and Ngora Parents Senior Secondary School

The researcher carried out a study whose main objective was to explore the effects of drug abuse on academic performance of students in the selected Senior Secondary Schools. The respondents were kindly requested to provide the researcher with accurate information. His responses were treated as confidential.

- 1) Why do you think students abuse drugs?
- 2) What are the most commonly abused drugs'?
- 3) What measures has the school employed to curb drug abuse'?
- 4) How does drug abuse in \ our school affect:
 - i. The student?
 - ii. The school?
- 1) How does smoking opium affect good academic performance at our school?
- 2) Does alcohol affect academic performance?
- 3) Can you on tell me more how it affects academic performance?
- 4) Does chewing Mira have an effect on academic performance?
- 5) How does it affect academic performance?
- 6) Is there anything else y on wish to say?

APPENDIX III: TIME FRAME

ACTIVITIES	AUGUST 2017	SEPTEMBER 2017	OCTOBER 2017
Pilot study			
Proposal preparation			
Proposal correction			
Proposal submission			
Data collection			
Report writing			
Report correction			
Submission of final copy			

APPENDIX IV PROPOSED BUDGET

S/NO	Particulars	Quantity	Amount (Ug Shs)
1.	Stationery		
	i. ream of paper	1	15,000
	ii Pen	25	12,500
	iii Clipboard	1	3,000
	iv Flash disk	1	25,000
2.	Photocopy		90,000
3.	Binding	3	21,000
4.	Typing/ printing	3	36,000
5.	Internet		15,000
	Air time		30,000
6.	Transport		105,000
7.	Meals	500 x 10	50,000
8.	Accommodation	15,000 x 10	150,000
9.	Miscellaneous		50,000
	Grand total		604500/=

Thanks for your Co-operation