

**THE EFFECTS OF PEER PRESSURE ON ACADEMIC PERFORMANCE OF  
PUPILS IN AMOLATAR DISTRICT. THE CASE OF AWELO**

**SUB-COUNTY**

**BY**

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A WARD OF BACHELOR IN EDUCATION PRIMARY  
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### DECLARATION

I Odongo Francis declare that this is my original work and has not been presented to any University for any award of a Degree or Diploma.

Signature: Francis .....

Date: 31.9.2012 .....

## APPROVAL

This research report was carried under my supervision

Supervisor:.....

Sign:.....

Date: .....

## **DEDICATION**

I dedicate this report to my beloved wife Mrs. Grace Odongo and Children , Adongo Sarah Jacqueline, Ogony Samuel . Anyango Fiona , Orec Emmanuel Apili Ruth , Auma Martha and Akello Dolly Gloria.

May God the Almighty bless them all Amen.

**ODONGO FRANCIS**  
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Finally I wish to thank Jennifer Opio for typesetting and printing this piece of work.

May God reward you abundantly.

X

## ABSTRACT

The government of Uganda has been offering the Universal Education since 1977; still many pupils have been dropping out in various school in the country. This has been happening in many primary schools in Amolatar District.

This has been a waste of resources. The main purpose of the study was to find out factors leading to high rate of dropout in primary schools in Amolatar district so as to find solution in the problem.

To get information needed questionnaires were prepared and distributed to the four primary schools in Amolatar district, interview guide were also prepared for the parents from each school of study. This was done because they could not read the questionnaires.

The data collected from the above respondents organized and analyzed using qualitative method. The study found out that the rate of drop out was still high for both boys and girls as a result of early pregnancies, smoking crime rate and drunkardness.

In order to reduce the high rate of drop outs, it was recommended that parents should discourage children from early pregnancies, smoking crime rate and drunkardness, business and fishing.

Parents needed to be sensitized on the importance of education so that they could support their Pupils who drooped out of schools were to be made to go back to schools and complete primary education cycle.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0. Introduction

This chapter presents the back ground of the study, problem statement, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, limitations and conceptual framework.

#### 1.1. Background

The education system introduced and left in Uganda by the colonialists was that which favors white color jobs. The formal western education was introduced to Africa where many schools were established <sup>by</sup> my missionaries, such include the following among others:- Gayaza High, Namilyango, Kings College Budo, Duhaga Nabumali , Ngora High, Mbarara and Boroboro. Ssekamwa (1999). This change in the education system at the first instance appeared very attractive and a blessing to the Africans. Many people were very happy about it as it offered better and new employment opportunities to them and their children.

Inspite of the attractive nature of their linear formal education system, there was also some bitterness that hid behind it. This among others was the problem of high cost of education. Unlike the Africans informal education which was universal free , this new education system was paid for , and those <sup>who</sup> could not afford the fees missed being educated . Ssekamwa (1999) event after Independence the government did not reverse the education system already set by their colonial master. They went further to establish more schools as far as deep rural areas. But the persistent problem was high <sup>out</sup> drop rate due to high peer pressure and schools expenses thus affecting the pupils' progress. Government white paper ( <sup>1991</sup> 1992).

This trend of event is not uncommon in <sup>Apac</sup>Amolatar district in general and <sup>chawerte</sup>Awelo Sub- County in particular.

The high school drop out rate is decried by almost all the stakeholders. It is a great concern that this situation which has led to poor standard of education in <sup>chawerte</sup>Awelo Sub-county might condemn the sub-county to the very bottom of Uganda society in aspect if it is not reversed ( Ongom 1999). The drop out rate which has affected pupils' progress in primary schools in <sup>chawerte</sup>Awelo Sub-county seems to be of great concern to many stakeholders. The underlying factors therefore need to be identified and appropriate solution got to remedy the alarming problems.

It is therefore along this background that the researcher is <sup>intended</sup>intends to investigate factors affecting pupils' progress in primary schools especially the economic factors.

## 1.2 Problem Statement

<sup>Apac</sup>Amolatar is one of the <sup>separated</sup>new districts <sup>2011-2015</sup>curved from lira district. Like other districts in Uganda. It is faced with a number of problems amongst which is poor academic performance. It is documented that the district always lags behind national exams performance (UNEB <sup>2011-2015</sup>2007-2011).

This problem has drastically affected the sustainability of children in schools and general behavior of the community. A number of children have dropped out of schools, others gone to the streets while others have been married off at tender ages. Many youths have ended in to un decent ways of life like prostitution, drinking, smocking, clubbing and hence leading to high crime rate.

The government has attempted to address these problems through compulsory education at both primary and secondary via USE and UPE. Some organizations have gone a head to provide bursaries, financial assistance, material and social support to the young ones.

Despite all this effort, the problem of academic performance have continued to persist in <sup>APac</sup>Amolatar. That is why the researcher examined the effect of peer pressure on academic performance of <sup>APac</sup>Amolatar district.

### 1.3 The Purpose of the Study

The purpose of this was to examine the effect of peer pressure on academic performance of pupils in <sup>APac</sup>Amolatar district.

### 1.4. Objective of the Study

This study was guided by the following objectives:-

1.4.1 To examine the effects of smocking on academic performance in <sup>APac</sup>Amolatar district

1.4.2 To assess how early pregnancies affect academic performance of children in <sup>APac</sup>Amolatar district.

1.4.3 To find the extent to which crime rate affects the academic performance of children in <sup>APac</sup>Amolatar district.

1.4.4 To examine the effects of drunkardness on academic performance of pupils in <sup>APac</sup>Amolatar.

### 1.5. Research Questions

1.5.1. What are the effects of smoking on academic performance of primary schools in <sup>APac</sup>Amolatar District?

1.5.2. How does early pregnancies affect academic performance of pupils in <sup>APac</sup>Amolatar District?

1.5.3. What are the effects of drunkardness on academic performance of pupils in <sup>APac</sup>Amolatar District?

1.5.4 To what extent has high crime rate affected the academic performance of children in <sup>APac</sup>Amolatar district?

## 1.6. Scope of the Study

**Geographical scope :-** The study shall be conducted in <sup>APAC</sup>Amolatar District. <sup>APAC</sup>Amolatar is one of the new district curved from Lira district, it is located in the northern part of Uganda.

**Content Scope:-** This study shall specifically focus on smoking, crime rate, early pregnancies, drunkardness and how they affect academic performance of pupils in <sup>APAC</sup>Amolatar District .

**Time Scope:-** Time study covers the period between <sup>2011 - 2016</sup>2006 – 2010. This time is specifically chosen because it is the period in which Amolatar become a district and yet the problem of academic performance still remain poor.

## 1.7. Significance of the Study:-

It is hoped that this study will be useful to:-

### Government

To assist government to plan for financial support to schools.

Teachers and school Administrator who counsel pupils with problems that can lead them to dropout of schools.

### Parents

Parents to carter for the economic needs of the children.

Teachers and school administrator who will also advice parents how to address the educational problems of the children.

### Local leaders

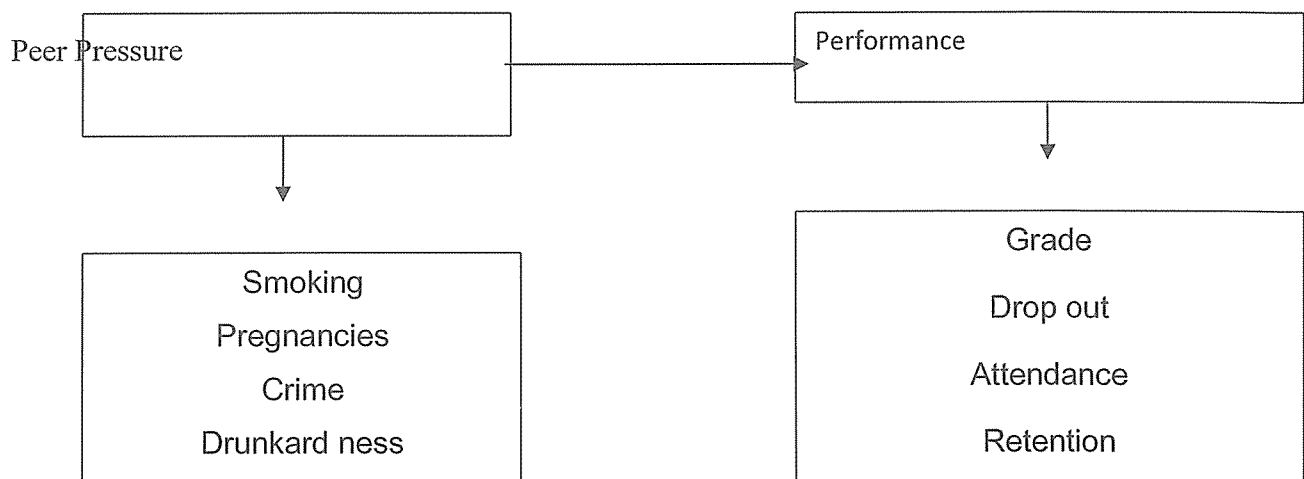
The local government leaders who plan financial support for the pupil in sub-county.

### Policy makers

<sup>KUP</sup>It will policy makers implement its decision and monitor the activities in schools.

NGOs: it will help them to plan for the support to be given to children.

### 1.8 Conceptual Frame work



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

This chapter presents a review of related literature which is done thematically as per study objectives. It consists of theoretical review, and actual review of the problem

#### 2.1 Theoretical review

Alcohol refers to a class of chemical products all of which consists of chemically bounded atoms of carbon, hydrogen and oxygen it is a commonly abused substance that contributes to many thousands of deaths each year. In the USA, alone, alcohol s responsible for over 17,000 deaths on the roads due to drinking (Dui or D.W.I) which is 41% of all USA road accidents

Kesster, et al, (1996) stated that alcohol abuse is one of the most serious problems that presently face <sup>APPC</sup> Amolatar district. The life time prevalence rate for substances abuse disorder is estimated to be about 26.6%.

#### 2.2 Theories on drinking and discipline of people

Through out history, there have been attempts to prohibit or limit the drinking of alcohol beverages. Prohibition is normal in Islamic states where the religion forbids the consumption of alcohol. In many other countries however measures to limit alcohol use ranges from legal ban against drinking to heavy taxation on alcohol beverages. Most of these measures have little or no effect.

Chronic alcohol use can inhibit the production of both white blood cells which carry oxygen to all organs and tissues of the body. Alcohol may increase the risk of

infection with human immunodeficiency virus (HIV) by altering the judgment of users so that the users are more likely to engage in activities.

Alcohol impairs memory by inhibiting the transfer and consolidation of information in long term memory. So alcohol reduces our ability to remember information that we learnt prior to going out for drinks.

### 2.3. Actual review of related literature

According to United Nations International Emergence (1987) for many years most people use drugs (illegal, legal or prescription) in moderation and for short lived effects, but some people depend too much on them and others abuse drugs at the cost of their own health many various definitions of drug abuse have been put forward.

According to Waters et al, (2006; 164) alcohol abuse is a chemical substance others than food, air or water that you put into your body to change the way your body or mind works. Some drugs are helpful and contribute towards one's good health but others are harmful and can cause serious danger to one's body or mind.

Ibid, (2006:173) alcohol abuse is "really the misuse of alcohol that can cause damage and lead to serious health risks for an individual". Wade and Touns (2005:61) alcohol abuse is defined as "a maladaptive pattern of substances used leading to chemically significant impairment or distress".

According to the study on American's schools and alcohol abuse (2002), reported that the cost associated with drugs, alcohol and tobacco abuse add 10% or 41 billion to already strained budgets of schools across the nation.

Cason et al, (1996), also stated that the life time prevalence for alcoholism is estimated to be about 13.8%. According to diagnostic statistical manual of mental disorders, fourth edition revised (Dsm-v-tr 2000). The pharmacological effects of alcohol abuse cause severe dependence, which is classified as psychiatric disorders.

According to National narcotic intelligence committed (1994:70) social drugs approximately and 0.4 billions is spent for alcohol, and 51.9 billion for tobacco products of which 95% comes from cigarette sales. The other 5% accounts for marijuana and 2billion or so spent on cigar, chewing tobacco, pipe tobacco and snuff tobacco, and 5.7 billion is spent on coffee, tea and cocoa.

According to substance abuse and mental Health services Administration (SAMNSA) (1995), Prescription drugs world wide, and 480 billion is the amount people waste on purchasing drugs to stimulate there body functions. People purchase these drugs in the pharmaceuticals market (morrow, 1999)

## **2.4 Drug taking on the discipline of the youth**

According to National Institute on drug abuse (2003) heavy marijuana causes negatively effects to smokers like learning abilities to students who use marijuana daily, they get lower grades and their general abstract thinking is impaired, it affects the users' ability to learn and remember for days or even weeks after abstinence from smoking.

According to Roosen z, (2003) workers who smoke Marijuana are more likely to experience increased absenteeism, hardiness, accidents, worker's compensation claims and job turn over, some end up loosing their careers and social life is greatly endangered.

Alcoholism in a family leads to familial dysfunctional, violence and financial insecurity. According to Dr Johns C, (2000) long term heavy drinking damages the <sup>lives</sup> lives, nervous system, heart and brain. It also leads to high blood pressure stomach problems and cancer.

International drug concern, (1996) stated drug abuse is one of the most serious problems that presently face united states and the world at large. This life time prevalence rate for substance abuse disorder is estimated to be about 26. 6%.



## 2.5 Effect of drunkard ness on the discipline of the youth

Alcoholism in a family leads to familial dysfunctional, violence and financial insecurity. According to Dr Johns C, (2000) long term heavy drinking damages the lives, nervous system, heart and brain. It also leads to high blood pressure stomach problems and cancer.

According to national school of mental illness (2003) some one with alcohol dependence may suffer serious withdrawals symptoms, such as trembling, delusions, hallucinations and sweating, if he or she stops drinking suddenly “cold turkey”

Studies indicate that alcohol consumption is related to poor academic performance (Durkin, Wolf and Clirk, 1999). Substance abuse affects overall student relation rates directly through accidents; alcohol related problems and misconduct and indirectly through reduced problematic academic performance.

Sam Mugishu (2008 ) States that alcohol affects the brain’s ability of making judgment and decisions. We have anti- social actions committed by drunkard ness on people such as rape, urinating in public places, quarrels, murder and having sex with prostitutes is due to brain failure to function properly and make sensible and correct judgment.

Alcohol impairs memory by inhibiting the transfer and consolidation of information in long term memory. So alcohol reduces our ability to remember information that we learnt prior to going out for drinks. Perhaps, most importantly your attention span is shorter for periods up to 48 hour after drinking (Cashin. J.R, 1996)

According to 2002 national survey on alcohol abuse and health, 36% of teenagers with a “D” grade average reported that they used cigarettes, alcohol or illegal

drugs in the past months used declined steadily with improved academic performance(Wechsler, 1996)

The connection between poor academic performance and drug abuse probably involves a number of factors, says Mike Alle, supervisor of intake services at Hazel den center for youth and families in Ply-mouth. Among them are missed classes, however test scores and memory problems.

## **2.7 Government policy affect the discipline of the youth**

There is little doubt that alcohol use has a damaging effect on academic performance in fact one national study shows that at 4 year institution, college students with an "A" average consume 3.3 drinks per week whereas students with "D" or "F" drinks per week. (Presley 1996)

Another national study conducted for year colleges and universities by Henry Wechsler of the Harvard school of public health found that since the beginning of the school year, nearly 1/3 of high risk drinkers had missed class and 21% had fallen behind in their school work because of their drinking.

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Valerie Wilson et al (2003) revealed that poor conditions of health, lack of transportation, parents, poor financial condition, inability of parents to provide instructional materials and teachers' non commitment to the teaching of their subjects also leads to poor academic performance in schools.

Harsh rules and regulations could cause absenteeism that is corporal punishment, families where children prepare themselves for school and parents to work. Truancy among students is caused by school related problems bullied by school staff, boredom, dislike of teachers and avoidance of tests, all these lead to poor academic performance. (Ubogu, 2004).

Parents particularly in rural areas keep their children at home for domestic activities on market and community festival days. This increases student absence from school for safety reasons thus dodging some lessons which leads to poor academic performance (Susan Kirk, 2003)

Absenteeism is <sup>more</sup> among female students <sup>than</sup> ~~that~~ male students. This is a result of their involvement in domestic violence by their parents, distance to school; school discipline, family background and school location are among causes of absenteeism among secondary schools which leads to poor academic performance (Emore 2005)

Teachers identified effects of absenteeism on students being academic underachievement which increases costs and wastage, difficulty in making friends which could lead to boredom, loss of confidence and engagement in premature sexual activity which could lead to pregnancy resulting into school drop outs and stress among young careers. (Heather Malchilm et al, 2003)

## **2.2. Economic problem affecting pupil's progress**

Studies carried out by Kasozi in Uganda between 1900 – 1970s revealed that pupils progress have been affected by financial crisis. To Kasozi school enrollment was directly related to the cotton and coffee prices.

In period where the prices were low, the pupils were always withdrawn from schools due to inability of the parents to pay school fees. The situation seems to be related to that in <sup>Apac</sup> Amolatar district where parents majority rely on selling

agricultural products to pay fees for their children. They therefore appeared hit by fluctuation in the prices of agricultural products. Odaet and Bbuye (1997) also believed that pupils' progress was affected by a number of factors which were social , cultural, political and economic.

Among the economic factors they pointed out poverty which they said affected many parents making them unable to pay fees for their children.

They also noted that high school expenses experienced and worldly attractions such as some pupils prefer business to studies to have affected pupils' progress in schools.

This situation appears to be related to <sup>Kal</sup> <sup>Hac</sup> tat in Amolatar district where people seem to be generally poor, possibly caused by cattle rustling and poor weather conditions. Some pupils also seem to have poor attitudes towards studies as compared to business and fishing.

Opoka (1992) also agreed with Odaet (19970) when he said pupils progress was affected by economic factors. To Opoka , many people in the country especially rural areas are generally poor and not able to adequately support their children at school.

While discussing problem of developing countries, pschopolous and wood hall (1985), pointed out a number of factors that affects pupils progress at school. Among others, they talked about poverty which they said gave to illness and malnutrition.

A study conducted by Mataka (1990), revealed that children of the peasants tended to received inadequate education compared to the children of the Civil Servants and business. They study therefore revealed that relationship between economic background of the people and the provision of the basic needs in life.

Ribich (1968) said that education was favoured means of social improvement especially for the poor. To Ribich, great importance had to be assigned to prevent school drop out so as to ensure school continuance. To him poverty was the greatest contribution to pupils' drop out.

Nalukwaga (1995) urged that economic background of the parents affects the education of their children. She stated that many schools whose parents are peasants suffer from poor facilities as such parents do not adequately support the school financially. Many of whom withdraw their children from the school when school administrators put pressure on them to pay fees. This position is closely related to the situation in <sup>APAC</sup>Amolatar district where great percentage of the parents of these schools is greatly being hampered by financial constraints.

## CHAPTER THREE:

### METHODOLOGY.

#### 3.0. Introduction

This chapter gives an account of how the research was carried out. It therefore portrayed the process by which the researcher collected, processed and analysed the data collected. The chapter also spells out the way by which the respondents were selected and how the information was interpreted so as to enable the researcher draws conclusion.

#### 3.1. Research Design.

This study was both quantitative and qualitative using survey design and case study design. Case study was important because it helped to provide an in depth information (Amin 2005).

#### 3.2. Sample Population.

This study covered primary six pupils of the four primary schools in <sup>Apac</sup>Amolatar district namely: <sup>chawarte</sup>Abwong Primary school, <sup>Agolowelo</sup>Arwotcek primary school, <sup>Apwoni</sup>Awelo primary school and <sup>Amwanga</sup>Chakwara primary. This was summed up in the table below:-

**Table I: Showing Selection of Respondents**

Respondent	Number
Key informants DEO, Headteachers / management Committee	10
Teachers	48
Pupils	50
Parents	30
Local Community	34

**Table II: Showing Sample Population**

<b>Respondents</b>	<b>Number</b>	<b>Sample</b>
Headteacher	10	10
Teachers	30	28
Pupils	10	10
Parent	20	18
Local community	30	28
<b>Total</b>	<b>100</b>	<b>96</b>

### **3.3. Sampling.**

The researcher intends to select the sample through the following means as summarized in table III below

**Table III: Showing sampling methods**

<b>Respondents</b>	<b>No.</b>	<b>Sample</b>	<b>Method</b>
Headteacher	10	10	Purposive
Pupils	25	18	Systematic Sample
Parent	19	08	S.R.S
Teachers	16	08	S.R.S
Local Community	30	06	S.R.S
<b>Total</b>	<b>100</b>	<b>50</b>	

### **3.4. Data Collection Method**

Questionnaire

Interviewed

**Observation**

#### **Interview**

Oral interview was used to collect primary data from parents of whom were presumed to be illiterate. Interviews were used because they would help to generate first hand and reliable data for the respondents would give an immediate feedback and also adequate probing was used to establish the reasons for alcohol abuse and its influences on behavior.

#### **Self administered questionnaires**

This is an instrument that consists of a set logical questions to which the subject responded in writing. They were administered to youth and teachers from selected villages. The researcher used questionnaires because they would generate reliable data about the nature of alcohol abuse.

#### **Observation method**

This is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place (Strydom Fouch 2004:280). This method was used to collect the information by use of observation checklists and sensory observations. The researcher tried to observe the behaviours of the respondents in relation to alcohol consumption.

#### **Documentation**



The researcher consulted text books, pamphlets, news papers, journals, reports, and internet in order to get the data related to the topic for easy assessment and comparison. All these were comprising information that was related to the study problem.

### **3.5 Data collection instruments**

Data was collected using various tools and these included; interview guide, observation checklists, focus group discussions, documentary questionnaire

#### **Interview guide**

The researcher had a list of questions written on a piece of paper which were guiding him while interviewing the respondents.

#### **Observation checklist**

An observation checklist is a list of things that an observer is going to look at when observing the place he or she is in. (<http://www.teachingenglish.org/uk> ).

These included; interacting with the audience, voice and physical features.

#### **Focus group discussions**

Respondents were informed to get together in an organized manner that was favorable to all people involved in the study. This included all selected youth, parents, and community leaders categories. The researcher interacted with these categories of people to get their views about the study problem.

#### **Documentary questionnaire**

Questionnaires will be administered to respondents that will get a chance to be selected to take part in the study and can easily read and write. Respondents will be given a chance to read the questions, interpret what is required of them and then write down the answers. This method was used because it would enable the researcher to get first hand information, it was simple to use and the respondents answered the questions according to their feelings.

### 3.6 Procedure for data collection

The researcher had an introductory letter introducing him to the authorities in <sup>Apac</sup> Mbarara town especially the Municipal council administrators seeking permission to carry out research about the effect of alcoholism on the discipline of the youth in <sup>Apac</sup> Mbarara Municipality.

### 3.7 Data analysis

The data collected was processed and analyzed both quantitatively and Qualitatively.

In the processing of the data, editing was carried out to ensure completeness, accuracy and uniformity in response. The researcher used various statistical tools such as tallies, pie- chart and graph to present and analyze the data accordingly.

### 3.8 Reliability and Validity

The researcher made sure that the questionnaires provided consistent and accurate results. The researcher used test re-test reliability technique to administer the questionnaires at different points in time onto the same group of people.

The researcher tested the validity by seeking relevant evidence that confirms the answers that were in questionnaires. The researcher used content validity technique to test for the validity.

## CHAPTER FOUR

### DATA PRESENTATION ANALYSIS AND INTERPRETATION

#### 4.0 Introduction.

The chapter shows research findings, it includes the data presentation, analysis and interpretation of the findings. The data in this chapter represents the respondents views about the study problem basing on the research questions.

#### 4.1 Bio Data

**Table 1: Age**

Age	Frequency	Percent
18-25	50	34.2
26-30	26	17.8
31-35	15	10.3.
36-40	20	13.7 .
41-45	26	17.8
51-60	9	6.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 <sup>2015</sup>

The table above shows that 50 (34.4%) of the respondents were between 18-25, 26 (17.8%) were between 26-30, 15 (10.3%) were between 36-40, 26 (17.8%) were between 41-45, and 9 (6.2%) of respondents were aged between 51-60.

**Table 2: Sex**

Sex	Frequency	Percent
Male	95	65.1
Female	51	34.9
<b>Total</b>	<b>146</b>	<b>100.0</b>

*Source: Primary Data, 2011*

The table above shows that 95 (65.1%) of the respondents were males while 51 (34.9%) of the respondents were females.

**Table 3: Marital status**

Marital status	Frequency	Percent
Married	79	54.1
Single	67	45.9
<b>Total</b>	<b>146</b>	<b>100.0</b>

*Source: Primary Data, 2011*

The table above shows that 79 (54.1%) of respondents were married while 67 (45.9%) single

**Table 3: Respondents level of education**

Level of education	Frequency	Percent
Primary	11	7.5
Secondary	60	41.1
University	25	17.1
Tertially <i>tertiary</i>	50	34.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

*Source: Primary Data, 2011<sup>15</sup>*

The table above shows that 11(7.5%) of the respondents had stoped at primary level, 60 (41.1) had education level of secondary, <sup>25 17.1</sup>60 (41.1%) of the respondents were university students while 50(34.2%) of the respondents were in tertiary institutions.

**Table 4: Religion**

Religion	Frequency	Percent
moslem	40	27.4
catholic	<sup>36</sup> 36 <sup>70</sup>	<sup>24.7</sup> 24.7 <sup>70.9</sup>
protestant	<sup>70</sup> 70 <sup>36</sup>	<sup>47.9</sup> 47.9 <sup>24.7</sup>
<b>Total</b>	<b>146</b>	<b>100.0</b>

*Source: Primary Data, 2011<sup>15</sup>*

The table above shows that 40 (27.4%) of respondents were moslems, 36 (24.4 %) were catholics, and 70 (47.9%) of respondents were protestants.

#### 4.2 Drunkardness and discipline of the youth

**Table 5: A table showing responses on alcoholism.**

Responses	Frequency	Percent
disagree	55	37.7
not sure	21	14.4
agree	70	47.9
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 2015

The table above shows that 55(37.7%) of respondents disagreed with the statement that alcoholism in a family leads to familial dysfunctional, 21 (14.4%) were not sure while 70 (47.9%) of the respondents agreed that alcoholism in a family leads to familial dysfunctional. There fore most of the respondents had a belief that alcoholism in a family makes family members fail to perfect what they are supposed to do leading to conflicts.

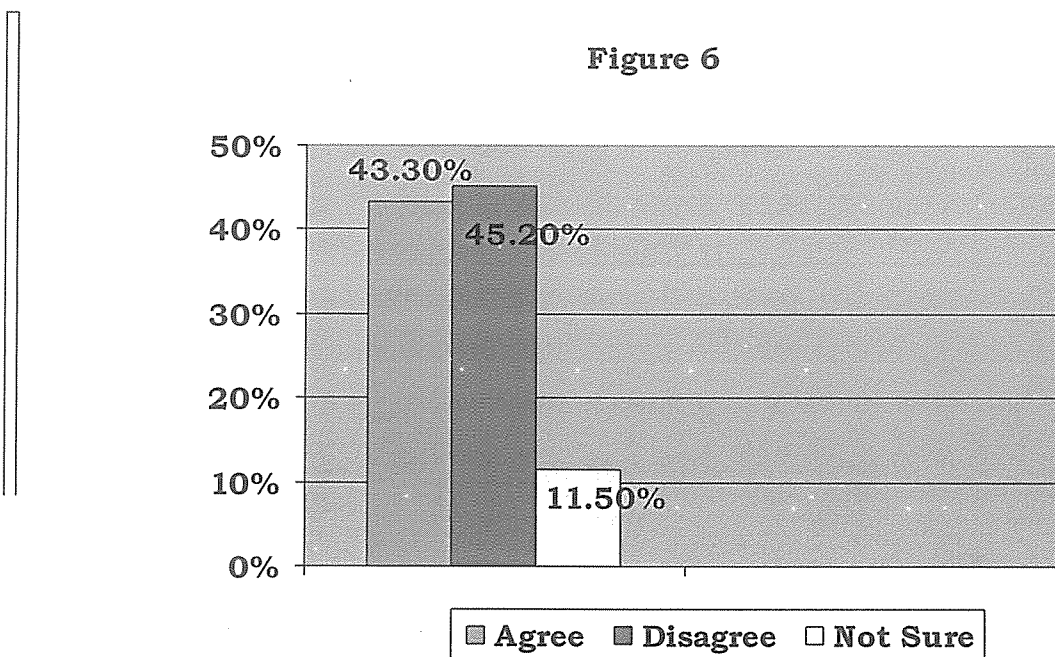
**Table 6: A table showing responses on alcohol dependence.**

Responses	Frequency	Percent
Disagree	50	34.2
not sure	31	21.2
agree	65	44.5
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 2015

The table above shows that 50 (34.2%) of respondents disagreed that some one with alcohol dependence may suffer serious withdrawal symptoms, 31(21.2%) were not sure, while 65 (44.5%) agreed that some one with alcohol dependence may suffer serious withdrawal symptoms. Respondents said that as one becomes an alcoholic, he always feels like taking over and again hence becoming <sup>hard</sup> had for him or her to stop. There for leading to withdrawal symptoms.

**Table 7: A table showing responses on alcohol impairs memory by inhibiting the transfer and consideration of information in long term memory**



Source: Primary Data, <sup>2015</sup> 2011

The table above shows that 30 (45%) of respondents disagreed that alcohol impairs memory by inhibiting the transfer and consideration of information in long term memory, 11% were not sure while 60 (43%) of respondents agreed that alcohol impairs memory by inhibiting the transfer and consideration of information in long term memory. Therefore, it's identified that the big number of people had some information about how alcohol impairs memory in relation to abstract thinking.

Table 8: A table showing responses on, alcohol reduces our ability to remember information that we learnt prior to going out for friends

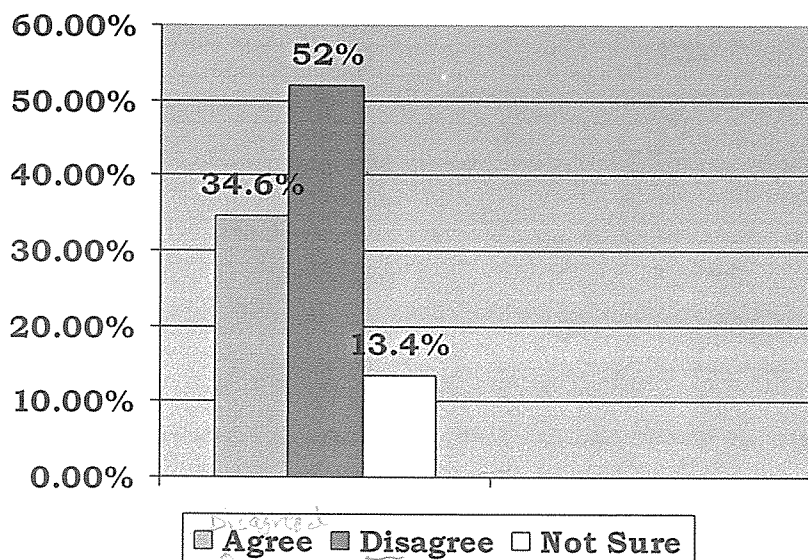
Responses	Frequency	Percent
disagree	60 <sup>50</sup>	41.1 <sub>34.2</sub>
not sure	36	24.7
agree	50 <sup>60</sup>	34.2 <sub>41.1</sub>
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011-2015

The table above shows that 60 (41.1%) of the respondents disagreed that alcohol reduces our ability to remember information that we learnt prior to going out for friends, 36 (24.7%) were not sure while 50 (34.2%) of the respondents agreed that alcohol reduces our ability to remember information that we learnt prior to going out for friends. There for many people showed that alcohol has something to do with their daily activities in relation to learning.

Figure 4: Showing respondents' responses on the statement that alcohol affect performance

Figure 4





**Table 9: A table showing responses on, too much alcohol taking leads to madness**

Responses	Frequency	Percent
disagree	36	24.7
not sure	40	27.4
agree	70	47.9
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 *2015*

The table above shows that 36 (24.7%) of the respondents disagreed that too much alcohol taking leads to madness, 40 (27.4%) were not sure while 70 (47.9%) of the respondents did not agree that too much alcohol taking leads to madness. There for this was backed by people's evidence of high numbers of mad people that were taking too much of alcohol hence resulting them to agree with the statement.

**Figure 5**

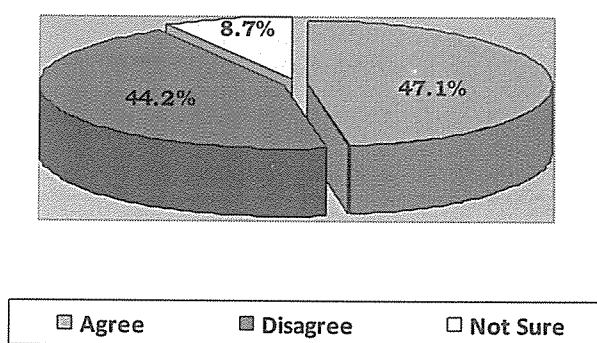


Fig 5 above show that alcohol consumption affects performance of pupils in amolatar. This is represented by a simple majority of 47%, while 46 <sup>44%</sup> disagreed with the statement and 8 <sup>9%</sup> were not sure.

#### 4.4 Government policy affects the discipline of the youth

**Table 15: A table showing responses on the government policy on corporal punishments is a cause of indiscipline of the youth in schools**

Responses	Frequency	Percent
disagree	40	27.4
not sure	75	51.4
agree	31	21.2
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 2015

The table above shows that 40 (27.4%) of respondents disagreed that the government policy on corporal punishments is a cause of indiscipline of the youth, 75 (51.4%) were not sure while 31 (21.2%) of the respondents did not agree that the government policy on corporal punishments is a cause of indiscipline of the youth. There fore as a result of these punishments different individuals end up reacting differently depending on ones personality, so some end up reforming while others fail to reform

**Table 16: A table showing responses on government has been reluctant in punishing those who sell alcohol to those under 18 years of age**

Responses	Frequency	Percent
disagree	30	20.5
not sure	33	22.6
agree	83	56.8
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 2015

The table above shows that 30(20.5%) of respondents disagreed that government has been reluctant in punishing those who sell alcohol to those under 18 years of age, 33(22.6%) of the respondents were not sure while 83 (56.8%) of the respondents agreed that government has been reluctant in punishing those who sell alcohol to those under 18 years of age.

**Table 17: A table showing responses on the policy of UPE and USE of automatic <sup>Promotion</sup> passing is a basis of students' indiscipline at school**

Responses	Frequency	Percent
disagree	74	50.7
not sure	52	35.6
agree	20	13.7
<b>Total</b>	<b>146</b>	<b>100.0</b>

Source: Primary Data, 2011 <sup>2015</sup>.

The table above shows that 74 (50.7%) of respondents disagreed that the policy of UPE and USE of automatic <sup>Promotion</sup> passing is a basis of students' indiscipline at school, 52 (35.6%) of respondents were not sure while 20 (13.7%) of respondents agreed that the policy of UPE and USE of automatic <sup>Promotion</sup> passing is a basis of students' indiscipline at school. There fore many disagreed in a sense that most of the students adopt discipline from home, therefore automatic <sup>Promotion</sup> passing can not really affect the discipline.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

This chapter discusses and concludes the findings of the study. An attempt is also made to highlight recommendations which the researcher demand to benefit the government and the general public

#### 5.1 Summary

The main problem of this study as indicated in chapter one was to examine the effect of alcoholism on the discipline of the youth in <sup>Apac</sup> Amolatar. This subsequent discussion in this chapter is based on results presented in chapter four of this report as given by respondents.

#### 5.2 Drunkardness and discipline of the youth

Findings indicated that majority of the respondents agreed that alcoholism in a family leads to familial dysfunctional. Findings concur with Dr Johns C, (2000) that alcoholism in a family leads to familial dysfunctional, violence and financial insecurity. Findings further indicated that majority of respondents agreed that some one with alcohol dependence may suffer serious withdrawal symptoms. According to national school of mental illness (2003) some one with alcohol dependence may suffer serious withdrawals symptoms, such as trembling, delusions, hallucinations and sweating, if he or she stops drinking suddenly. Findings revealed that majority of respondents agreed that alcohol impairs memory by inhibiting the transfer and consideration of information in long term memory. Findings agree with Cashin. J.R, (1996), still according to Cashin. J.R, (1996) alcohol reduces our ability to remember information that we learnt prior to going out for drinks. <sup>and friends.</sup>

#### **5.4 Government policy affects the discipline of the youth**

Findings indicated that of the respondents agreed that government has been reluctant in punishing those who sell alcohol to those under 18 years of age. Findings further revealed that most of the respondents were not sure whether corruption has made government officials not to support prohibition of the youth from clubbing. Most of the of respondents agreed that reluctance of school authorities to implement school rules and regulations leads to indiscipline of students. These findings agree with Valerie Wilson et al (2003) revealed that poor conditions of health, lack of transportation, parents, poor financial condition, inability of parents to provide instructional materials and teachers' non commitment to the teaching of their subjects also leads to poor academic performance in schools.

#### **5.5 Conclusions**

Research findings in relation theme one it was found out that majority of the respondents agreed that alcoholism in a family leads to familial dysfunctional, majority of respondents agreed that some one with alcohol dependence may suffer serious withdrawal symptoms. According to the researcher he concluded that alcoholism is hazardous on ones wellbeing.

Research findings in relation to the third theme indicated that the majority of respondents were not sure whether the government policy on corporal punishments is a cause of indiscipline of the youth, Majority agreed that reluctance of school authorities to implement school rules and regulations leads to indiscipline of students.

#### **5.6 Recommendations**

Basing on the findings of the study, the following recommendations are put forward as regarding the laws put in place to control the habit of alcoholism and solutions suggested to control the habit.

The government in support of the entire population and also the private institution like NGOs should work hand in hand to fight the habit of alcoholism especially among non schooling youths since research findings indicated that they were the ones mostly involved in the act of drug abuse. Therefore, the entire people of <sup>Area</sup> Amolatar in particular should always report alcoholism cases to the authority agencies like government, officials and NGOs who can help to control the situation and advise the means that are appropriate to bring about peace in the area.

The ministry of health in support of the government, parents and community leaders should continue to sensitize the entire population most especially the youth about the dangers, consequences or outcomes of alcoholism in order to save the situation and generation to come.

Religious leaders and Christians also should be encouraged to talk to their congregations about the dangers of alcoholism since some people never get chances for being given advice regarding alcoholism and its related dangers. This information helps people to get proper understanding of the act, its causes and its influence/consequences.

Youth groups should be introduced in the area by the community leaders and youth which <sup>will</sup> educate the youth about the positive living. This will help the already affected by alcoholism act and those that are not yet affected because these groups will educate the youth about the dangers of alcoholism, they will keep them busy which will reduce idleness tendencies that also contributes to alcoholism hence helping the youth to control the habit of alcoholism and prepare them to be future leaders and parents.

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## APPENDIX : A

### INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

1. School.....  
.....
2. When was the school opened.....
3. When did you join the school as an administrator?.....
4. What was the total enrolment when you joined the school?.....
5. What is the enrolment now?.....
6. How many candidates do you have in your school?.....
7. What was the number of the current primary six pupils when they were still in primary one?.....
8. What are the possible causes of the increase/ decrease in the enrolment over the year?
  - I. ....  
.....
  - II. ....  
.....
  - III. ....  
.....
9. Does your school have any special programme / project which helps your pupils pay their fees? Yes ☐ No. ☐
10. If yes , what programme / project is it?.....
11. How many pupils are benefiting from it?.....

Thanks,

May God bless you,

## APPENDIX : B

### RESEARCH QUESTIONNAIRES TO PUPILS

This questionnaire is given to you to collect information that the researcher needs in compiling a report needed for the a ward of Bachelor in Education Primary of KIU.

You are kindly requested to fill it as honesty as possible. Tick appropriately the boxes provided or write your response in the space provided. All your answer shall be confidential.

1. Home *address* address  
.....
2. Sex: Male ..... ☐ *female* ☐ *female* ☐
3. Are you an orphan? ..... Yes ☐ *no* ☐
4. If yes , when did you lose your parents?.....
5. If no, what is the occupation of you parents?.....
6. When did you join primary six ?.....
7. Which school were you studying in?.....
8. When did you leave the school?.....
9. Why did you leave the school?.....
  - i. ....
  - ii. ....
  - iii. ....
10. What activities are you doing at the moment
  - i. ....
  - ii. ....
  - iii. ....

Thanks,

May God bless you,

## APPENDIX : C

### INTERVIEW GUIDE TO PARENT OF THE DROPPED OUT PUPILS

1. Home address .....
2. Occupation.....
3. How many children do you have? .....
4. How many of the children are in school or higher institutions of learning?.....
5. Which schools are they attending?.....
6. Are all of them at school now?.....
7. If no, what problems have made them not at school?
  - i. ....
  - ii. ....
  - iii. ....
8. What are those not at school doing at the moment?.....
9. Do you intend to take them back to school in future?.....

Yes

☐

No.

☐

10. If yes, will you overcome the problem listed in No. 7 above?

- i. ....
- ii. ....
- iii. ....

.....

Thanks,

May God bless you,