

**EFFECT OF DRUG ABUSE ON ACADEMIC PERFORMANCE OF MAKERERE
UNIVERSITY STUDENTS: A CASE OF SCHOOL OF SOCIAL SCIENCES**

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19/U/29122

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF SOCIAL
WORK AND SOCIAL ADMINISTRATION IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE OF
SOCIAL WORK AND SOCIAL ADMINISTRATION OF
MAKERERE UNIVERSITY**

DECEMBER 2022

DECLARATION

I, Anyango Brenda, declare that the content of this dissertation "*Effect of drug abuse on academic performance of Makerere University students: A case of School of Social Sciences*" is my own work that has never been submitted to any other university or institution for the award of a degree, either in part or on its entirety.

Signature .. Brenda

Date .. 21/12/2022

Anyango Brenda

APPROVAL

This dissertation "*Effect of drug abuse on academic performance of Makerere University students: A case of School of Social Sciences*" was submitted for examination with my approval as an academic supervisor.

Signature


Date
21/12/2022

Luwangula Ronald, PhD

Supervisor

DEDICATION

I dedicate this undergraduate research to all my family members and friends.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God for the life right from the beginning of the study up to now, and for the knowledge and wisdom that guided and enabled me to accomplish this piece of work.

I extend my sincere appreciation to my university supervisor, Dr Ronald Luwangula, who tirelessly and genuinely equipped and prepared me with all the relevant knowledge and skills that guided me in the whole process of producing this dissertation.

In a special way, allow me to thank my beloved parents Wandera Vincent and Nabwire Lucy, my brother Benard and my other family members for the financial and moral support provided throughout the research process.

I am so grateful to the respondents who were co-operative and worked with me to collect data.

Lastly, I would like to thank Juma Obette Musigo for the guidance provided.

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LIST OF ACRONYMS

UNODCCP	United Nations Office for Drug Control and Crime Prevention
UYDEL	Uganda Youth Development Link
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focuses on the effect of drug abuse on academic performance of Makerere University students taking a case study of school of social sciences. Chapter one addresses the background of the study. It clearly states the problem statement. The chapter also states the research objectives, research questions and the scope of the study.

1.2 Background of the study

According to Ajayi and Ayodele (2020), drug abuse is the wrong use or inappropriate use of chemical substances that are capable of changing functions of cells in the body. According the World Health Organization, (WHO, 2011), drug abuse refers to the hazardous use of psychoactive substances, including alcohol and illicit drugs. The evolution of the complex global illicit drug problem is clearly driven by a range of factors. Sociodemographic trends are influential such as the population gender, age and the rate of urbanization. Cannabis remains the most widely used illicit substance in the African region (Abjanwa, 2005). The highest prevalence and increase in use are being reported in West and Central Africa with rates between 5.2% and 13.5%. (WHO, 2011)

Psychoactive substance use poses a significant threat to the health, social and economic fabric of families, communities and Nations. The extent of world-wide psychoactive substance use is estimated at 2 billion alcohol users, 1.3 billion smokers and 185 million drug users (Wesonga, 2018). The harmful use of alcohol is a global problem which compromises both individual and social development. It also causes harm far beyond the physical and psychological health of the drinkers. An intoxicated person can harm others or put them at risks of traffic accidents or violent behaviours or negatively affect co-workers, relatives, friends or strangers (UYDEL, 2011).

World Health Organization (WHO, 2011) notes that, the harmful use of alcohol results in 2.5 million deaths each year. 320000 young people between the age of 15 and 29 die from alcohol related causes resulting in 9% of all deaths in that age group (WHO, 2011).

Schulenberg (2004) in his survey, discovered that across the United States, the prevalence of alcohol use by university students was over 80%, while one-third of this population used marijuana. The World Health Organization (WHO, 2009) reported that risk of exposure to substance abuse has become one of the factors that influence the development of the burden of diseases.

In Uganda, drug abuse has been described as a problem especially among marginal groups who are unemployed. Cannabis is mainly abused by street and school youths as well as soldiers, heroin tends to be consumed by urban and street youths, cocaine abuse is prevalent among high income groups, Somali refugees and town youths abuse khat (UYDEL, 2011). According to the Uganda annual Police Crime Report (2009), there was 2034 arrests and investigated narcotic cases, which led to 2274 arrests compared to 2542 in 2008. The trend has been attributed to inadequate laws and weak border controls.

Alcohol and drug abuse is on the rise across all age groups particularly among school going children and out of school young people. According to Ssemirembe (2016), Makerere university students have been noticed getting involved in drug and substance abuse. Most of the drugs abused include alcohol, marijuana, pills, cocaine among others. The highest percentage of students who abuse drugs are male, however, female students have also been noticed abusing drugs (Ssemirembe,2016)

1.3 Statement of the problem

According to the researcher's experience and interaction with various students, it was noticed that drug abuse is a common phenomenon among students in all institutions of learning including secondary and primary schools. The problem is mainly rampant among male students with a few females getting involved. Female students usually prefer bottled products while male students take any type of drug.

Makerere University students use drugs in hostels, halls of residence and other neighbouring places of the campus. The researcher identified various students that have been seen smoking cigarettes and marijuana in hostels of Kikumi-kikumi (for example Paramount hostel where I reside).

According to the earlier studies that have been conducted, for example a study by Ssemirembe (2016), it was noticed that the major cause that pushes students into the act of drug abuse is

said to be peer pressure and easy accessibility of drugs and alcohol due to availability of many bars in the surrounding areas of the university. Other students say that they started using drugs while in secondary schools and with the freedom at campus, they graduated in the practice. Also, the relaxed government laws about drug abuse have made many students get involved since they have no fear of being penalized for the act. Some students grew up in communities that do not care about the upbringing of the children which gave them freedom to do whatever they want hence getting involved in such acts of drug abuse (Ssemirembe 2016).

A study by the World Health Organization (WHO,2011), revealed that drug abuse affects students in different ways including their academic performance. It indicates that students who use drugs often may miss classes due to the hangover in the morning, such students may tend to give less time to academic tasks such as participation in discussions, completion of course works in time compared to those students that do not use drugs. Many students who use alcohol and drugs could engage in behaviour that places them at risks of contracting HIV and other sexually transmitted infections through engaging in unprotected sex resulting from poor judgement after using mood altering substances (WHO,2011). Usually after taking drugs, the students run out of control and become unruly hence engaging in evil acts in dark parts of the campus such as fighting with fellows, exchanging abusive words with whoever comes around them.

However, there have been various policy measures put in place while trying to reduce cases of drug abuse by the government of Uganda and other stakeholders including the university. According to the National Drug Policy and Authority Act, cap 206, there are regulations restricting the person who may supply narcotic drugs and other wise controlling the supply of these drugs. Further in section 26(2) of the Act, no person may supply any narcotic drugs under international control other than for medical, dental or veterinary purpose. Under section 27(2) of the Act, any person who is in possession of a classified drug otherwise than in accordance with the section commits an offence and is liable to a fine not exceeding two million shillings or to imprisonment for a term not exceeding five years or both. The university administration has also put some measures to reduce the problem for example drug and alcohol selling was banned in all halls of residence.

Even when responses have been put in place, the problem seems to have persisted in the university with students taking a variety of drugs. These drugs are of different forms such as

cocaine, marijuana, kuber, khat, bottled alcoholic drinks and other medically prescribed drugs for example postina which are taken in different amounts and times. Considering that drugs change one's physical, social and mental being, the researcher perceived that students' academic performance is not spared either. The researcher was therefore prompted to carry out a study in order to provide a broad literature about the effect of drug abuse on the academic performance of Makerere University students.

1.4 Objectives of the study

The study was guided by sets of objectives; the general objective and the specific objectives.

1.4.1 General objective

To establish the effect of drug abuse on the academic performance of Makerere university students.

1.4.2 Specific objectives

The objectives of this study were as follows;

1. To ascertain the effect of drug abuse on Makerere university school of social science students' attendance of lectures.
2. To establish the effect of drug abuse on Makerere university school of social science students' participation in academic group discussions.
3. To assess the effect of drug abuse on the response to course works, tests and examinations among Makerere University, school of social science students.

1.5 Research questions

Given the background and statement of the problem, many questions remain unanswered. These are arranged in order of the themes of the study, emanating from the objectives.

1.5.1 Drug abuse and attendance of classes

- Does drug abuse affect students' time management for lectures?
- Does drug abuse affect students' attentiveness in class?
- Do students who abuse drugs effectively participate in class?
- Do students who abuse drugs attend lectures regularly?

1.5.2 Drug abuse and participation in group discussions

- Does drug abuse affect the effectiveness of students in academic discussion groups?
- Do students who abuse drugs discuss with non-abusers?
- Are students who abuse drugs always cooperative during group work?

1.5.3 Drug abuse and response to course works tests and examinations

- Does drug abuse affect the scores of students in course works, tests and examinations?
- Does drug abuse affect students` time management in completion and submission of course works?
- Does drug abuse affect students` involvement in examination malpractice?

1.6 Scope of the Study

The scope of the study includes geographical scope, content scope and time scope as follows;

1.6.1 Geographical scope

The study was conducted in Makerere university main campus located in the heart of Kampala. Makerere University is located on Makerere hill which is one of the many hills on which Kampala city is built. The campus is about 5km to the North of the city Centre covering an area of 300 acres. Makerere is located in Kawempe division bordered by Bwaise to the North, Mulago to the East, Wandegaya and Nakasero to the Southeast, old Kampala to the South, Nakulabye to the Southwest and Kasubi and Kawaala lie to the West. It mainly focused on students at the school of social sciences.

1.6.2 Content scope

The study was about the effect of drug abuse on the academic performance of Makerere university students. It mainly focused on the students at the school of social sciences. It tackled the ways in which drug abuse affect students' attendance of classes, their participation in discussions, completion of course works and class assignments among other academic related tasks.

The study did not look at the causes of drug abuse because the researcher assumes that they are already known.

1.6.3 Time scope

The study was carried out for a period of five months from June to November 2022. During this period the following activities were carried out. Proposal writing, literature review, formulation of research tools, collection of data, analysis discussion and presentation of research findings.

1.7 Justification

Despite the various policy measures that have been put in place in trying to combat the problem, cases of drug abuse still surface among Makerere University students. This has therefore prompted the researcher to carry out a study on the effect of drug abuse on academic performance of Makerere University students.

1.8 Significance of the study

The study helped the researcher to acquire practical skills that may be helpful in carrying out more research in future.

The study also helped to add literature on the already established information about the two study variables hence acting as a source of literature to future academicians who may get interested in researching about "effect of drug abuse on academic performance of Makerere university students".

It also serves as a minimum requirement for the award of a Degree of Bachelor of Social Work and Social Administration of Makerere University.

1.9 Conceptual Framework

Independent variables

Dependent variable

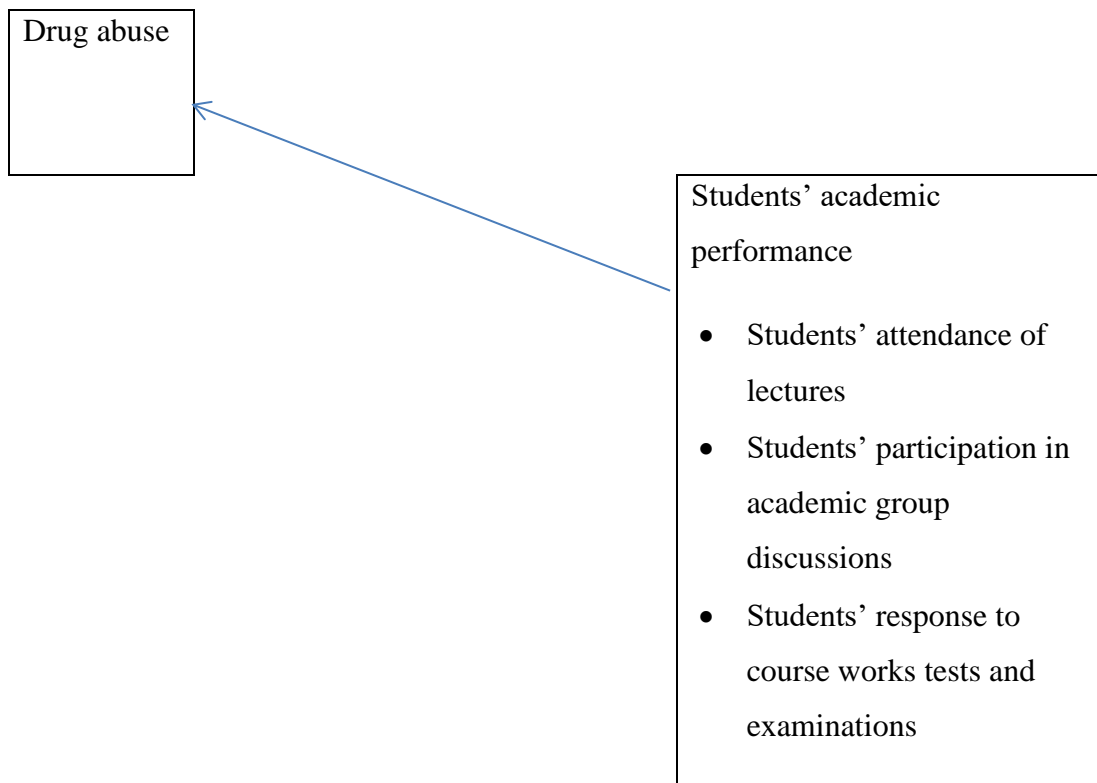


Figure 1: Conceptual Framework

From the above it shows that students' academic performance is dependent on drug abuse. It shows that drug abuse affects students' attendance of lectures, participation in academic discussion groups and how they respond to course works, tests and examinations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This constitutes the presentation of the already written information by different educationists and scholars about the same topic. It gives the general idea on what drug abuse is, what academic performance is, the causes of drug abuse among students, the effects of drug abuse on academic performance of university students.

2.2 Conceptualization

According to World Health Organization, a drug is a psychoactive substance that affects the way a person thinks, feels and behaves and which has physical and psychological effect on the person using it. There are different types of drugs and these include; narcotic drugs for example heroin, cocaine, marijuana, socially acceptable drugs for example alcohol, tobacco, khat, kuber and prescription drugs such as pethidine, codeine, Valium, phenobab among other drugs. Drugs are used in different ways such as smoking, drinking, chewing or eating, sniffing or snorting the drug through the nose and injection.

Drug abuse according to the World Health Organization refers to the hazardous use of psychoactive substances including alcohol and illicit drugs. Drug abuse may also be defined as the accumulation of negative consequences resulting from drug use Allison, Leone & Spero 1990; Newcombe & Bentler (1989). The evaluation of complex global illicit drug problem is clearly driven by a range of factors. Sociodemographic trends are influential such as the gender, age and the rate of urbanization. The WHO states that cannabis remain the most widely used illicit substance in the African region. The highest prevalence and increase in use are being reported in Western and Central Africa with rates between 5.2% and 13.5%.

UNODCCP (2000) states that drug abuse constitutes the use of any substance under international control for purposes other than medical and scientific, including use without prescription in excessive dose levels or even an unjustified period of time. According to the World Drug Report (2021), around 275 million people used drugs worldwide in the year 2020 while over 36 million people suffered from drug use disorders. The report further noted that in the last 24 years, cannabis potency had increased by as much as four times in parts of the world, even as the percentage of adolescents who perceived the drug as harmful fell by as much as

40% despite evidence that cannabis use is associated with a variety of health and other harms especially among regular long-term users. Between 2010-2019, the number of people using drugs increased by 22% owing in part to global population growth. Based on demographic changes alone, current projection suggests an 11% rise in the number of people who use drugs globally by 2030 and marked increase of 40% in Africa due to its rapidly growing and youth population.

Eric (2017) says that drug abuse is increasingly growing higher day after day with an accelerated decrease in socioeconomic development. Buhari & Idiogbong (1984) enacted a decree called anti-cocaine decree which spelt death sentence for drug pushers as well as the abusers. It is disturbing to see the ways by which youths access drugs through illicit and legal supplies despite government regulations. To some extent, even substances of economic importance such as kerosene, aerosol, correction fluids are consumed as drugs in Nigeria.

According to UYDEL (2011), psychoactive substance use poses a significant threat to the health, social and economic fabric of families' communities and nations. The extent of world-wide psychoactive substance use is estimated at 2 billion alcohol users, 1.3 billion smokers and 185 million drug users. The harmful use of alcohol is a global problem which compromises both individual and social development. It also causes harm far beyond the physical and psychological health of the drinker. An intoxicated person can harm others or put them at risk of traffic accidents or violent behaviour or negatively affect co-workers, relatives, friends or strangers. Thus, the impact of the harmful use of alcohol reaches deep into society.

World Health Organization (2011) notes that the harmful use of alcohol results in 2.5 million deaths each year. 320,000 young people between the age of 15 and 29 die from alcohol related causes, resulting in 9% of all deaths in that age group. At least 15.3 million persons have drug use disorders. Injection drug use reported 148 countries, of which 120 report HIV infection among this population.

Okafor (2020) states that drug abuse among Nigerian youths has been a scourge to the overall sustainable development of the nation. Substance abuse is a serious issue; a global and international issue particularly in developing countries like Nigeria. Drug abuse is also a major public health, social and individual problem and is seen as an aggravating factor for economic crises, hence for Nigeria's poverty status. While youths are supposed to be the major agent of change and development, some of them have been destroyed by drug abuse. Educational

stakeholders like parents, teachers and the society at large are worried over the prevalence of drug abuse and its causes and consequences on the undergraduates of the university of Ilorin in Kwara state. Drugs are produced for a variety of different reasons including those associated with ensuring a state of wellbeing, curing illness and sustaining mental and physical stability. Modern medical substances commonly known as medicine do not constitute any danger. If properly administered, drugs can assist human beings in many positive ways. The term drug refers to any substance when taken into a living organism limits, I'll health, however, if drugs are abused, they can become very destructive to the individual and the society at large. A drug is a chemical modifier of the living tissues that could bring about physiological, sociological and behavioural changes (Nnachi, 2007; Okoye, 2001 as cited in Okafor, 2020).

Falco (2008) stated that the chronic use of drugs can cause serious damage, sometimes irreversible physical and social damage. Internal damage could result as well. To this effect, some of these undergraduates, who are still in their growing stage, become insane, society misfit in school situations and eventually drop out of school. The misuse of medication, self-medication and the use of illegal substances is called drug abuse. Some substances in form of medication give pleasure to the user and some brain nerves becomes the end user. The user at first may enjoy it and will want to experience the sensation again (Seraphim,2005).

2.3 Effects of drug abuse on university students

According to Maithya et al, (2015) as cited in Masese (2020), findings reveal that students who use drugs and other substances experience a myriad of academic progression problem. Most of the respondents in the study stated that poor academic performance was the main problem that bedevils students who abuse drugs and substances. Injuries due to accidents such as car accidents, physical disabilities and diseases and the effect of possible overdose are among the health-related consequences of university students' alcohol and drug abuse. Many students who used alcohol and drugs engage in behaviour that places them at risks of contracting HIV/AIDs or other sexually transmitted diseases. This may include use of psychoactive substances or behaviour resulting from poor judgement and impulse control while experiencing the effect of mood-altering substances.

The abuse of alcohol and use of other illegal drugs can be detrimental to the health of the user. Further, the use of drugs and alcohol is not conducive to an academic atmosphere. Drug use can impede the learning process and can cause disruption for other students and disturbs their

academic interests. Early identification and treatment of drug and alcohol abuse is in the best interests of students and the university (University of Wisconsin, 2011).

Heavy drinking by students can lead to positive blood levels in the next day, affecting whether or not they can get up for lectures and if they do, low quality of information is processed and stored. (Duke University, 2004). Decreased academic performance is often one of the first noticeable signs of drug or alcohol abuse by college students. Substance abuse causes grades to slide because you are no longer able to keep up with your studies and perform to the best of your abilities (Florida Institute of Technology)

Drug and alcohol abuse might cause you to stay in bed and miss exams because you have a hangover or because you would rather be partying instead of going to class (Lynskey & Hall, 2000). Alcohol and substance abuse can also have a negative financial impact on university students, drugs and alcohol are not usually free. Many students are already financially strapped, and making the choice to spend money on drugs or alcohol might mean there is less money available to buy books or even food. If you have ever experienced financial problems because of drugs and alcohol, it could mean you have a substance abuse problem. (Ashton, 2000).

2.4 Gaps in the literature

The researcher identified various gaps in the literature reviewed which include the following;

Most studies reviewed were focusing on the causes of drug abuse among university students. The current study is looking at the effect of drug abuse on the academic performance of Makerere University students.

Secondly, earlier studies for example a study by Ssemirembe (2016), targeted students who reside in the hostels in Kikoni. This time the researcher is specifically looking at the students from the school of social sciences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used in the study. The chapter consists of the research design and the research approach. The chapter also encompasses a description of the target population from which the sample was selected. It comprises the sampling procedures, the data collection methods and tools, ethical considerations, methods of data analysis and the challenges faced during the study.

3.2 Research design

The study employed both exploratory and descriptive research designs. This involved exploring and describing the effect of drug abuse on the academic performance of Makerere University School of Social Sciences students. It helped explore the various ways in which drug abuse affects students' academic performance. The selected research design helped to inform about the regularity of class attendance among students who abuse drugs, their time management for lectures, and their participation in lecture. This design also helped in exploring the relationship between drug abuse and students' participation in group discussions and the relationship between drug abuse and completion of course works, the students' performance in tests and course works.

3.3 Research approach

The study employed a mixed approach to investigate the effect of drug abuse on the academic performance of Makerere University students. The qualitative approach offered in-depth and detailed information on the topic of interest while the quantitative approach helped in understanding the magnitude of the effect of drug abuse on academic discipline of students

3.4 Target population

The study targeted Makerere University, School of Social Science students who engage in drug abuse. It involved both male and female students in the different years of study. This study looked at the students under different programs at the school of social sciences.

3.5. Sample size determination

The sample size of the respondents was determined using the formula below;

$$n = N/1+N(e^2)$$

Where n = sample size sought

$N = \text{target population}$

$e = \text{level of significance}$

$1 = \text{constant}$

Using a 5% (0.05) level of significance,

Sample size $(n) = 100/1+100(0.5^2)$

Sample size $(n) = 100/1+100(0.0025)$

Sample size $(n) = 100/1+0.25$

Sample size $(n) = 100/1.25$

Therefore, sample size $(n) = 80$

The researcher obtained a sample size of 80 respondents. However due to the limited resources and the fact that some students refused to disclose that they abuse drugs, the researcher reached a sample of 50 respondents.

3.6 Sampling procedure

The researcher used snow-ball sampling to reach the 50 respondents. This sampling technique was used given the sensitive nature of the study topic. The researcher had knowledge of a few students that were using drugs. She established rapport with these and they kept leading her to their peers who met the inclusion criteria that were using drugs until a sample of 50 students was reached.

3.7 Data collection methods and tools

The researcher collected data using interviews. Semi-structured interviews were used to obtain data from the study participants.

3.7.1 Semi-structured interviews

This method of data collection involved the researcher formulating semi-structured questions (both close-ended and open-ended) that guided the conversation between the researcher and the study participant in privacy. The researcher conducted the interviews as opposed to giving the study participants to complete the tool on their own for two reasons. First, to ensure

completeness and secondly to enable me capture the qualitative data and observable impressions along the quantitative data.

3.8 Methods of data analysis

Quantitative data was analysed by use of the SPSS software.

Qualitative data was analysed thematically. The researcher examined the data to identify common themes, topics and patterns of meaning that came up repeatedly. The researcher followed a six-step process which included familiarization, coding, generating themes, reviewing themes, definitely and naming themes and writing up. The themes such as drug abuse and group discussions, drug abuse and attendance of lectures and drug abuse and course works, tests and examinations were identified. The researcher then followed the six-step process to analyse the data collected from the field.

3.9 Ethical consideration

The researcher observed the ethical principles of voluntary participation, confidentiality and anonymity. An informed consent form was provided that gave the respondents trust in the researcher hence availing the required information.

3.10 Challenges faced and how they were managed

The researcher encountered some challenges during the study. The problems included; Some respondents requesting for money before filling the questionnaires, failure to find the respondents for several attempts. However, the researcher tried to explain to the respondents and told them that their participation was purely voluntary. For the respondents that were not found for several attempts, the researcher had to get another respondent in order to meet the sample size.

The researcher also faced a challenge of bad weather in form of rainfall and too much sunshine. This was addressed by the researcher moving with the umbrella and raincoat just for emergency. The researcher faced a challenge of respondents refusing to disclose the required information. This was overcome by consulting key informants and other secondary data sources to get more information.

Also, the challenge of inadequate resources for printing the research tools such as questionnaires, interview guides and the observation checklists.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA FINDINGS

4.1 Introduction

This chapter presents, analyses and interprets the study findings. Data is presented, analysed and interpreted in line with the research objectives. Quantitative data is presented in the form of tables, graphs and pie charts basing on the responses got from the study respondents. Qualitative data is presented in themes that emerged from the data. The chapter is structured in terms of; the socio demographic characteristics of the study participants, the effect of drug abuse on students' attendance of lectures, effect of drug abuse on students' participation in academic group discussions and effect of drug abuse on students' response to course works, tests and examinations.

4.2 Socio demographic characteristics of the respondents

The socio demographic characteristics of the respondents considered were particularly gender and the year of study. The following table summarizes the socio demographic characteristics of the respondents.

Table 1: Socio-demographic characteristics of primary respondents

Characteristic	Frequency of respondents	Percentage of respondents
Gender		
Male	41	82
Female	9	18
Total	50	100
Year of study		
Year 1	18	36
Year 2	20	40
Year 3	12	24
Total	50	100

Out of the 50 respondents surveyed, the majority (82%) that volunteered to participate in the study were male. This is because it was easier for male students to identify

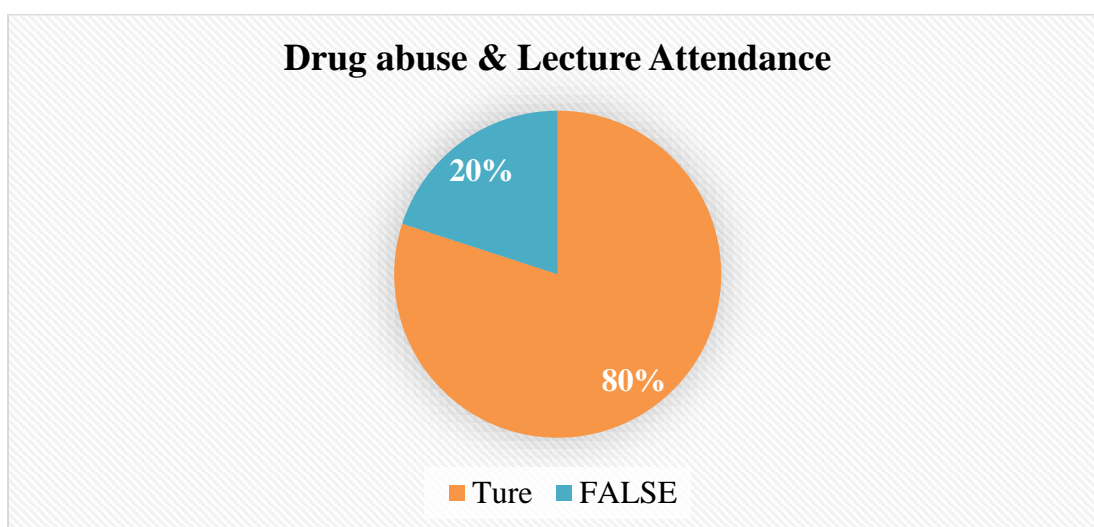
themselves as drug abusers than female students. This is partly because society normatively perceives it as relatively ‘acceptable’ for males to abuse drugs than females. Thus, female students possibly fear disclosing that they abuse drugs as they do it in hiding compared to male students. It could also be because female students compared to male students lack finances to purchase the drugs.

Considering the year of study, most of the respondents were in their second and third years with a few in their first year. This could be because the students in second and third year have more connection to peers likely to be abusing drugs compared to their counterparts in Year One. Thus, the former could have been influenced by peer pressure or they get involved in drug abuse due to the huge academic work load. The small number of respondents in first year could imply that such students are still naive and therefore fear to engage in such socially unacceptable behaviour.

4.3 The effect of drug abuse on students’ attendance of lectures

The first objective of the study was to ascertain the effect of drug abuse on students' attendance of lectures among Makerere University, school of social science students. The responses are as presented below.

Figure 2: Students responses on whether drug abuse affects students' attendance of lectures or not



Source: Primary Data, December 10 2022

According to the study findings as in Figure 2 above, it's clearly shown that (80%) of the total respondents agreed that drug abuse affects students' lecture attendance as opposed (20%) who disagreed with it. However, when asked the different ways drug abuse affect students' attendance, a number of responses were given. among others included the following;

a) Effect on students' time management

The findings indicate that most of the respondents said that drug abuse has a significant effect on the time management for their lectures. This is because such students always feel tired in the morning as they spend their night hours in bars and night clubs. They always have hangover during the morning; therefore, they cannot catch up with the early morning lectures.

A second-year male student stated that:

"I always feel tired in the morning therefore I cannot make it in time for the morning lectures" (Second year student)

Another respondent said that he has never attended any lecture that starts at 7:00am ever since he started using drugs. This according to him is because he always sleeps late, hence cannot wake up that early for such lectures. However, there were some dissenting views. One respondent said that drug abuse does not necessarily have an effect on his time management. He said ever since he started using drugs, there is no way it affected the time he comes for lectures.

b) Non-attendance of lectures

Some students have opted to use lecture time to take drugs like alcohol, cigarettes, Shisha, among others and have ignored lectures at the end. Some become social misfits as a result of addiction to drugs and hence dodge lectures.

"As for me Friday is already a weekend so I be thinking of alcohol and on Monday I am always tired due to the hangover so in most cases I do not attend lectures on Friday and Monday" (second year male student).

Another respondent said:

"...there is no way I can come to class early when I spent the whole night in club drinking".

Another respondent stated:

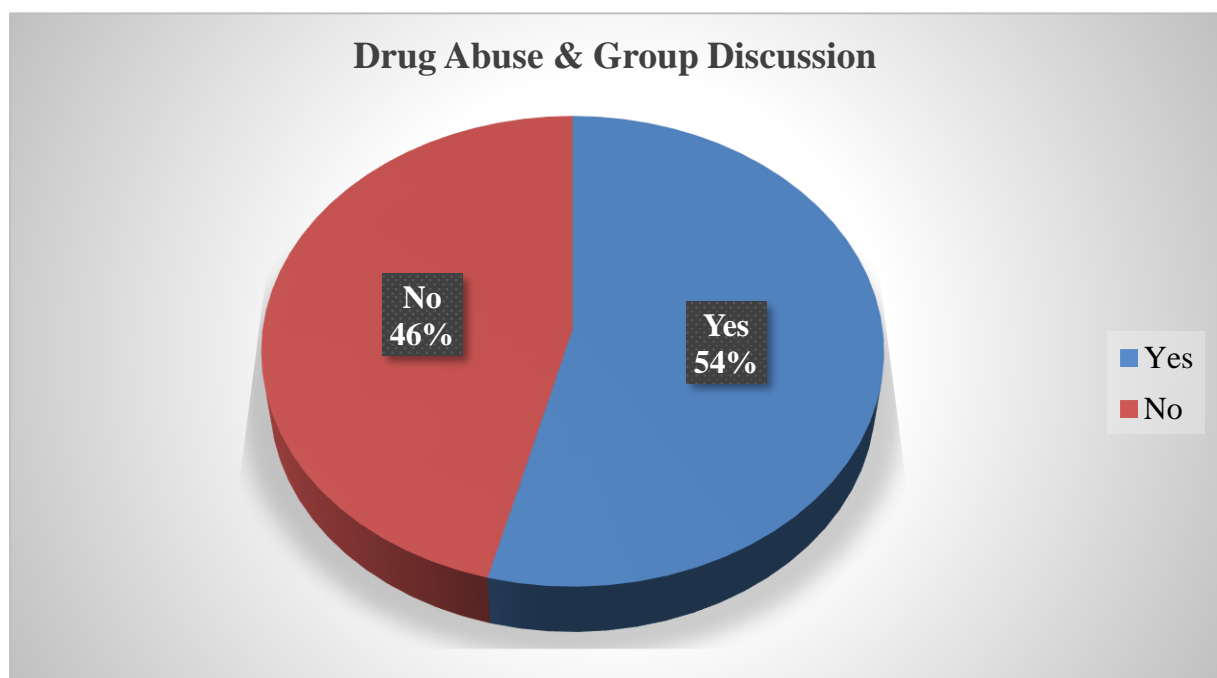
"I sometimes even forgot the time for the lectures since I have no time for the timetable, by the time I know it's already done hence I end up missing".

Basing on these and other views from respondents, it clearly shows that drug abuse affect students time management and regularity of attendance of lectures. This in the long run affects the grades they get in tests and examinations hence poor academic performance.

4.4 Effect of drug abuse on participation in academic group discussions by Makerere University School of Social Science students

The second objective of the study was to establish the effect of drug abuse on students' participation in academic group discussions. When asked whether drug abuse had any effect on students' participation in academic group discussion, the majority responded in affirmative. Their views are presented in the pie chart below;

Figure 3: Students' perception of whether drug abuse affects students' participation in academic group discussions



Source: Primary Data, November, 04. 2022

From the pie chart above, the majority of the respondents (54%) agreed that drug abuse affects students' participation in academic group discussions while 46% disagreed with this view.

Below is a table showing the frequency of responses on the different ways in which drug abuse affects students' participation in academic group discussions.

Table 2: The different ways in which drug abuse affects students' participation in academic group discussions

Drug abuse & Group Discussions	Yes %	No %	Total %
Students who abuse drugs are often segregative in discussions with non-users but instead discuss with fellow users	71.1	28.9	100.0
Drug abuse makes students ineffective in discussion groups as they do not ask question	51.1	48.9	100.0
Students who abuse drugs in most cases lack membership in discussion groups	63.0	37.0	100.0
Students who abuse drugs are not always cooperative in group work and leave the work for other members in the groups	83.6	16.4	100.0

The table above shows the different ways in which drug abuse affect students' participation in academic group discussions. From the study findings, 71.1% of the study respondents noted that students who abuse drugs are often segregated in discussions with non-users but instead discuss with fellow users. One respondent said:

"I feel free and secure to interact with my fellow drug users than the non-abusers.

This therefore means that such students are affected academically as they do not get a chance to discuss with others.

Some study participants noted that they are always isolated by the non-drug users who consider them unserious hence lagging behind in academic work. Such students are always deemed infective during discussions. 51% of the respondents agreed to this assertion. A third-year male respondent said;

"...in most cases our ideas are rejected when we try to contribute in these discussions as the other students take us to be in serious students, this makes us to feel inferior hence we just stop contributing even when we know the answer."

Another male respondent stated that being a drug addict, he is always having that bad odour that comes out when he speaks. This makes him to fear speaking in a group of people as he will make them uncomfortable.

"I do not attend lectures so I lack what to contribute during discussions, I just go there to listen such that I can also pick something".

The researcher also identified that students who abuse drugs in most cases lack membership in academic group discussions and if they happen to, they are at the mercy of members of existing groups to admit them. A total of 63% of the respondents shared this view. For example, a second-year male respondent said,

"I am not always at campus when these discussion groups are being formed, so when I come, I just join any group that I see with serious students".

Some respondents said they find it difficult to form a standing discussion group therefore join groups of the non-abusers as they consider them serious. One respondent noted that:

"We are not always consistent in coming for discussions so the non-abusers cannot trust us to be their group members".

It also emerged that students who abuse drugs are not always cooperative in group work as they leave the work for other members of the group. From the study findings, 83.6% of the respondents held this view. Some respondents stated;

"I am not always at campus because I be looking for money to buy the drugs, therefore I do not have time to come and do the group work, I only come to sign on the work and sometimes, my friends even sign for me".

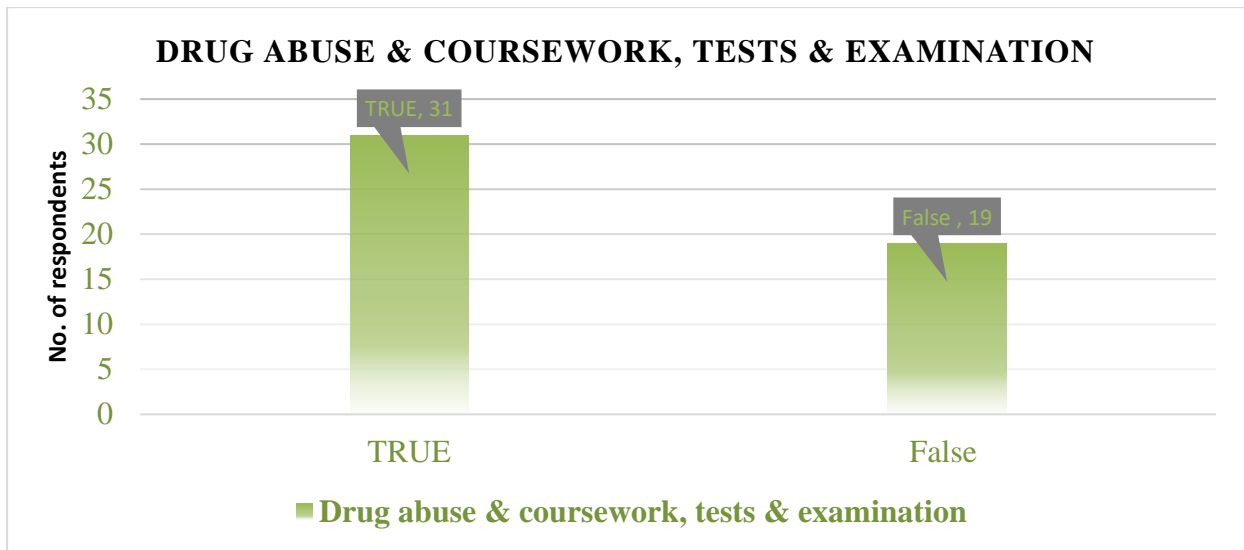
"Since group course works require a lot of research, I find it hard to do the research so sometimes I tell my group members to do the work and I give them money for printing" (second year male respondent).

The above findings reveal that drug abuse affects students' participation in academic group discussions. This as a result affect their academic performance as group discussions play a very important role on performance of students.

4.5 Effect of drug abuse on the response to course works tests and examinations among Makerere university students.

The last objective of the study was to establish the effect of drug abuse on the students' response to course works tests and examinations. The responses are provided in the Graph below;

Figure 4: Whether drug abuse affects students' response to course works, tests and examinations



Source: Primary data, December 10

From the bar graph above, 62% (31) of the study respondents noted that drug abuse affects students' response to course works, tests and examinations. The researcher further looked at the different ways in which drug abuse affects students' response to course works, tests and examinations. These are presented in the table below;

Table 3: Ways in which drug abuse affect students' response to course works, tests and examinations

Drug abuse and coursework, tests and examinations	Yes %	No %	Total %
Students who abuse drugs often get low marks in courseworks, tests & examinations	38.1	61.9	100.0
Drug abuse affects the time management of students in completing and submitting courseworks	51.1	48.9	100.0
Students who abuse drugs may come late for examination and tests	47.0	53.0	100.0
Drug abuse makes students get involved in examination malpractice	73.6	26.4	100.0

Source: Primary Data, December 10 2022

The findings as in the table above show that majority of the respondents (61.9%) disagreed with the assertion that students who abuse drugs get low marks in course works, tests and examinations. A respondent said

"...the drugs I take have nothing to do with my performance, I actually understand more when I have taken some drugs".

Another third-year male respondent said;

"you people think that us who abuse drugs are stupid and we do not read, the fact that I don't come to campus regularly does not mean I do not read, I always buy reading materials and I be reading from my room. That is why I have never got a retake since I joined campus".

The researcher assessed whether drug abuse affects the time management of students in completing and submitting course works. It was found that 51% of the respondents responded in affirmative. Different respondents shared their views in this regard. For example, a second-year female student said

"I always give less time to academic work so by the time I realize I have to do the course work it is almost coming to the deadline, I therefore find it difficult to finish in time like the other students. I find myself panicking on the last day of submission there by submitting half-baked work".

"Given the fact that I am not always at campus, I come to realize that we have course work when the other students are almost done therefore, I cannot complete and submit in time, I sometimes have to beg the lecturer to accept my work since I finish past the deadline"

The study further identified that students who abuse drugs may come late for examinations and tests. A total of 47% shared this view though the majority of the respondents (53.0%) did not agree to this view. The students that did not hold this point of view noted that even though they abuse drugs, they always try to minimize on the amount taken during exams. This means that they are always sober during exams therefore cannot oversleep during exam time unlike other days.

The researcher further assessed whether drug abuse makes students get involved in examinations malpractice. A total of 73.6% were of the opinion that it does. They went to give different reasons for getting involved in malpractice. A respondent stated;

"I do not read during the semester and yet I want to get good grades, this makes me copy such that I do not get retakes".

Another respondent also said;

"I always feel sleepy after taking the drugs therefore I cannot read and understand, however, I cannot stand getting a retake and the only option I have is copying during exams".

This implies that drug abuse has an effect on the way students respond to course works, tests and examinations. Some get low marks, they get involved in malpractice, submit their course works late, etc. This as a result affect their academic performance.

4.6 Discussion of findings

The study findings revealed that 80% of the respondents agreed that drug abuse affects their attendance of lectures. The researcher looked at the different ways in which drug abuse affects their attendance of lectures which included coming late for lectures and being irregular for lectures. However, different respondents gave different reasons as to why they always come late and why they are always irregular for lectures. These among others included the following;

‘I always feel tired in the morning therefore I cannot make it in time for the morning lectures’, a respondent stated. Another respondent said ‘as for me, a Friday is already a weekend so I be thinking of alcohol and on Monday, I am always tired due to the hangover so in most cases I do not attend lectures on Friday and Monday.

Basing on these and other findings, it clearly shows that drug abuse has a significant effect on the academic performance of Makerere university students. These findings relate to the findings in a study by Maithya et al, (2015) as stated in Masese (20200, which revealed that students who use drugs and substances experience a myriad of academic progression problem.

The findings from the study also relate to a study by the University of Wisconsin, 2011 which found out that drugs and alcohol are not conducive to an academic atmosphere as it impedes the learning process and can cause disruption for other students that disturbs their academic interests.

The findings of this study also relate to those from a study by Lynskey & Hall, 2000 which found out that drugs and alcohol abuse might cause you to stay in bed and miss exams because you have a hangover or because you would rather be partying instead of going for class.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, Conclusions and recommendations.

5.2 Summary of findings

5.2.1 Drug abuse and attendance of lectures among Makerere University School of Social Science students.

The results of the study show that drug abuse has a significant effect on the academic performance of Makerere university students. From a sample of 50 respondents, 80% agreed that drug abuse affects lecture attendance. This is through coming late for lectures, being irregular from class, being inattentive during lectures among others. 54% of the respondents agreed that drug abuse affects students' participation in academic discussion groups

5.2.2 Drug abuse and participation in academic group discussions among Makerere university School of Social Science students.

Findings revealed that students who abuse drugs do not effectively participate in academic discussion groups. They always lack membership in the discussion groups, they are segregated in groups and that they do not contribute in group work.

5.2.3 Drug abuse and response to course works, tests and examinations among Makerere University School of Social Science students.

Findings also showed that students who abuse drugs always get low marks, they fail to complete payment of tuition, they fail to complete coursework in time and always engage in examination malpractice. From the findings, it clearly shows that drug abuse has a significant effect on academic performance of Makerere university students

5.3 Conclusion

Basing on the findings in chapter four, the researcher came up with the following conclusion. There is a significant impact of drug abuse on students' academic performance. This is in different ways as agreed by the respondents which included; drug abuse affects students' attendance of lectures, drug abuse affects students' participation in academic discussion groups

and drug abuse affects students' response to course works, tests and examinations among Makerere University students under the School of Social Sciences.

5.4 Recommendations

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

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

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

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

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

5.5 Limitations of the study

This study only looked at the students under the school of social sciences which may not give a final conclusion that the findings apply for the entire university.

5.6 Recommendations for Further Research

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

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APPENDICES

Appendix 1: Questionnaire

Title: EFFECT OF DRUG ABUSE ON ACADEMIC PERFORMANCE OF MAKERERE UNIVERSITY STUDENTS

Introduction

Dear respondent,

Greetings! This is Brenda your fellow student in third year offering a degree to lead to the award of a Bachelor of Social Work and Social Administration. I am carrying out a survey on the above topic and you have been selected randomly to take part in this survey. I would like to use a little of your time to help me answer some questions. Your response will be helpful in the fulfilment of the requirements of the degree. The information to be obtained from you will be confidential as your name will not appear anywhere. I call upon your corporation. Thank you.

Section A. Socio-demographic characteristics of the respondent

Gender

- a) Male b) Female

Year of study

- a) 1 b) 2 c) 3 d) others (specify)

.....

Section B. Drug abuse and attendance of classes

1. Drug abuse affects students' attendance of lectures.

- a) true b) false

2. What are the different ways in which drug abuse affect students' attendance?

.....
.....

3. It is believed that students who abuse drugs are not time conscious and they are bound to reach late for lectures.

a) yes b) no

4. Give reasons for your response in 3 above

.....
.....

5. Students who abuse drugs are not often attentive during lectures. Do you agree with this statement?

a) yes b) no

6. Please explain your answer in 5 above.

.....
.....

7. Students who abuse drugs rarely participate in class by asking questions.

a) true b) false

8. What could be the reason for your response above?

.....
.....

9. Studies have shown that students who use drugs are always irregular for lectures.

a) true b) false

10. Please explain your answer above.

.....
.....

11. Students who abuse drugs do not always concentrate in class as they are often moving up and down during lectures.

a) true b) false

12. Give reasons to support your answer above.

.....
.....

13. Students who abuse drugs sometimes fail to complete payment of tuition in time and they are bound to miss examinations.

a) true b) false

14. Please give reasons for your response above

.....

Section C. Drug abuse and group discussions

1. Does drug abuse have any effect on students' participation in academic group discussions?

a) yes b) no

2. How does drug abuse affect students' participation in academic group discussions?

.....
.....

3. Students who abuse drugs are often segregative in discussions with non-users but instead discuss with fellow users.

a) true b) false

4. Give an explanation for your answer in 3 above.

.....

5. Drug abuse makes students ineffective in discussion groups as they do not ask questions.

a) true b) false

6. Please provide explanation for your response in 5 above.

.....

7. Students who abuse drugs in most cases lack membership in discussion groups.

a) true b) false

8. Give explanation for your response above.

.....

9. Students who abuse drugs are not always cooperative in group work and leave the work for other members in the groups.

a) true b) false

10. Why do you think so?

.....

.....

Section D. Drug abuse and coursework, tests and examinations

1. Drug abuse affect students' response to coursework, tests and examinations.

a) true b) false

2. In which ways does drug abuse affect students' response towards course works, tests and examinations?

.....

.....

3. It is believed that students who abuse drugs often get low marks in course works, tests and examinations.

a) yes b) false

4. Explain your answer in 3 above.

.....

5. Drug abuse affects the time management of students in completing and submitting course works.

a) true b) false

6. Give reasons for your response above.

.....

7. Students who abuse drugs may come late for examinations and tests.

a) true b) false

8. Explain your answer in 7 above.

.....

9. Drug abuse makes students get involved in examination malpractice.

a) true b) false

10. Please provide explanation for your response above.

.....

Appendix 2: Field Introductory Letter



DEPARTMENT OF SOCIAL WORK AND SOCIAL ADMINISTRATION

Tuesday 05th July, 2022.

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Dear Sir/Madam,

Re: Undergraduate Research

Topic ..EFFECT... OF DRUG ABUSE ON ACADEMIC
..PERFORMANCE OF MAKERERE UNIVERSITY
..STUDENTS.....

This is to Introduce Mr./Miss/Mrs. ...ANTANGO BREMBA.....
Who would like to carry out research in your area as part of the requirements
of the Social Work and Social Administration course.

I am requesting you to give him/her the necessary assistance to enable
him/her accomplish his/her research.

Your cooperation in this regard will be highly appreciated.

Yours faithfully,

Dr. Laban Musinguzi Kashaija,
Lecturer In-charge of
Research and Dissertation.

