

**THE INFLUENCE OF ALCOHOL ADDICTION ON THE ACADEMIC
PERFORMANCE OF STUDENTS IN MAKERERE UNIVERSITY BUSINESS
SCHOOL, NAKAWA DIVISION**

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M22B15/068

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF SOCIAL WORK AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN
UNIVERSITY**

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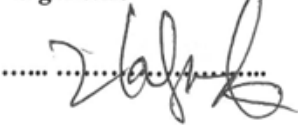


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DECLARATION

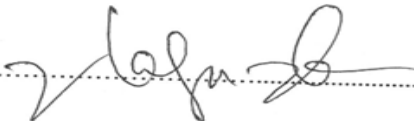
I MUTETSI JET declare that this dissertation is my own work. It is being submitted for the award of a Bachelor's Degree in Social Work and Social Administration, Uganda Christian University. It has not been submitted before for any degree or examination in this or any other University.

Name	Signature	Date
MUTETSI JET		6 Feb 2025

APPROVAL

This is to certify that this dissertation by Mutetsi Jet M22B15/068 was conducted under my supervision and is ready for submission to the school of Social Sciences at Uganda Christian University.

Name of supervisor: MR. KABANDA LEWIS CARL

Signature.....

Date..... 6. Feb 2025

ABSTRACT

The study was on the Influence of alcohol addiction on the academic performance of students in Makerere University Business School, Nakawa Division. The study population for this study were the students and the respondents were twenty in number. The study was guided by the following research objectives; To investigate how the quality of alcohol consumed affects academic performance, to assess how the frequency of alcohol consumption affects the academic performance of students in MUBS Nakawa and To explore the copying mechanisms applied by students addicted to alcohol in managing academic responsibilities.

The social learning theory was utilized in the examination and the focus group discussions were used in the process of data collection. The descriptive research design was used by the researcher to complete this research study. The researcher used the different sources of information and these included primary and secondary sources of information.

The findings also led to a conclusion that many parents and guardians only focused at supporting the students with funds and demanding improvements in academic performance hence forgetting to monitor what transpires in the lives of their children. The researcher recommended that more research should be done around the institutions of higher learning about drug addiction within the students of institutions with the aim to find out the challenges and factors that influence the students into alcohol addiction to drugs.

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CHAPTER ONE

INTRODUCTION

1.0 Background Historical

Gina Hames on Alcohol in World history discussed that the word alcohol originated in Arabic which is a word that was generated from al-kuhul and a word that was first used to describe distilled substances but then it was used to also mean ethanol which began its circulation to the world in 1672 in England. Alcohol substances were traditionally made up of corn beer or chichi, and the first types of alcohol substances included the Andes fermented maguey juice.

Other results showed that alcohol came into existence in 1985 and 1992 were key events in the emergence of alcohol which led to the development of alcohol consumption which many people in the world still do consume it. Before this there was a word alcoholology which was first used in 1903 and in 1927 which was used and taken to be under the branch of social medicine associated with alcohol consumption. Alcohol consumption went on to circulate from the 1900s in Uganda under the influence and existence of the colonialists who introduced alcoholic substances in Uganda.

WHO Expert Committee on Drug Dependence. Sixteenth report. Geneva, World Health Organization, 1969 defines alcohol addiction as persistent or sporadic excessive drug use inconsistent with or unrelated to acceptable medical practice.

Africa had varying levels of alcohol consumption and addiction with some countries experiencing high rates. In East Africa, alcohol consumption varies significantly between countries. Uganda stood out with notably high consumption and addiction rate and among the top ten countries in the whole world.

The consumption of alcohol among students in higher institutions of learning was subjected of global concern for decades. Across the world, alcohol consumption was deeply rooted in social, cultural, and recreational practices, particularly among university students. For many students, alcohol consumption became a significant part of their social life during their time in higher

education. However, the growing trend of alcohol addiction in universities raised concerns about its impact on students' academic performance, cognitive abilities, and overall well-being.

1.2 Contextual background

My research carried out around an institution setting which was MUBS (Makerere University Business School) located in Nakawa Division along Kampala- Jinja Road. MUBS is a university institute which is attached to Makerere University but basically for Business studies and it is located in Nakawa whose surroundings included the market and welding places and the highest population both in the campus and outside the campus was majorly of the youth.

1.3 Conceptual

The sub-section explained the meaning of the key words in the study topic.

The term Influence means the capacity to have an effect on the character, development or behaviour of someone or something. The term alcohol refers to the colourless volatile flammable liquid which is produced by the natural fermentation of sugars and is the intoxicating constituent of wine, beer, spirits, and is also used as an industrial solvent and as fuel. Alcohol addiction refers to the chronic relapsing disorder associated with compulsive alcohol drinking, the loss of control over intake, and the emergence of a negative emotional state when alcohol is no longer available. Lastly, academic performance refers to an individual's achievement and success in educational settings, typically measured by grades, test scores, and other indicators of learning and knowledge acquisition.

1.4 Problem statement of the study

Alcohol addiction among the university students stood at an increasing level 31% as of the UBOS report, 2020. The most used alcohol types include leading waragi, Tonto, Castle light, bell, which are accessed outside the premises of the institution and at the hostels or halls of residence where they stay. This often leads to delay in accessing the university, high hangovers which causes excess sleeping and delay in the submission of the assignments produced, class attendance and participation, having difficulty in creating discussion groups which is common among the males (32.5%) hence the reality.

Ideally, as regarded to the Shop Hours Act, Cap 99 which makes provisions for the regulations of shop hours of the alcohol. And substances all students accessing the premises of the university were not allowed to be involved in alcohol consumption to be in position to do work on time, go to school sober and attended the classes consistently. However, because of the much freedom where most of the students begun classes at 2:00 PM which gave them room to

be idle and did whatever they wished and thought was true with minimal or no supervision which led to alcohol addiction among the university students.

While the above statements suggest that alcohol addiction among university students is driven by excessive freedom, idle time, and easy access to alcohol despite the regulations of the shop Hours Act, this overlooks the fact that university students, as adults, are expected to manage their time responsibly. The generalization that idleness leads to alcohol addiction therefore causes widespread academic underperformance for those students who fail to balance their responsibilities effectively. Additionally, despite regulations, the accessibility of alcohol off-campus suggests that enforcement, not student schedules, may be the issue, and most of the university students are affected equally by these challenges.

1.5 General Objective of the study

To assess how the frequency of alcohol consumption affects the academic performance of students in Makerere University Business School, Nakawa Division.

1.6 Objectives of the study

1. To investigate how the quality of alcohol consumed affects academic performance (attendance rates)
2. To assess how the frequency of alcohol consumption affects the academic performance of students in MUBS Nakawa.
3. To explore the copying mechanisms applied by students addicted to alcohol in managing academic responsibilities.

1.7 Research Questions

1. How does the quality of alcohol consume affects the alcohol consumption (attendance rate)?
2. How does the frequency of alcohol consumption affect the academic performance of students at MUBs Nakawa?
3. What are the copying mechanisms applied by the students addicted to alcohol in managing academic responsibilities?

1.8 Scope of the study

The subtitle provided an overview of the time scope which was basically the time frame of when data was collected, geographical scope showing where the study will be carried out from and the content scope which shows the content that will guide me during data collection.

1.8.1 Time Scope

My research study took three weeks of collecting data, analysing and discussing the findings of my research that were gathered from the field of my research study.

1.8.2 Geographical scope

The research study was conducted in an institution setting which was MUBS in Nakawa Division and majority of the people in the area were students of MUBS who were the target population studied in my study. The area suited the research study in a way that the surrounding environment was influential towards changing the behaviours of the students in and out of the University because the area promotes accessibility of alcohol.

1.8.3 Content Scope.

My research study was carried out through the guidance of the research objectives to ensure effective collection of data and gather relevant information and the following are the objectives that guided me in the study; To investigate how the quality of alcohol consumed affected academic performance of students in MUBS in Nakawa Division, To assess how the frequency of alcohol consumption affects the academic performance of students in MUBS Nakawa Division and To explore the copying mechanisms applied by students addicted to alcohol in managing academic responsibility. Then the research questions developed from the research objectives will also be referred to in any case where they will be applicable.

1.9 Significance of the study

The significance of the study was to enable the students and the concerned people to understand the influence of alcohol addiction on the academic performance of the students at the University, as well as the copying mechanisms by the students at Makerere University Business School.

1.10 Justification.

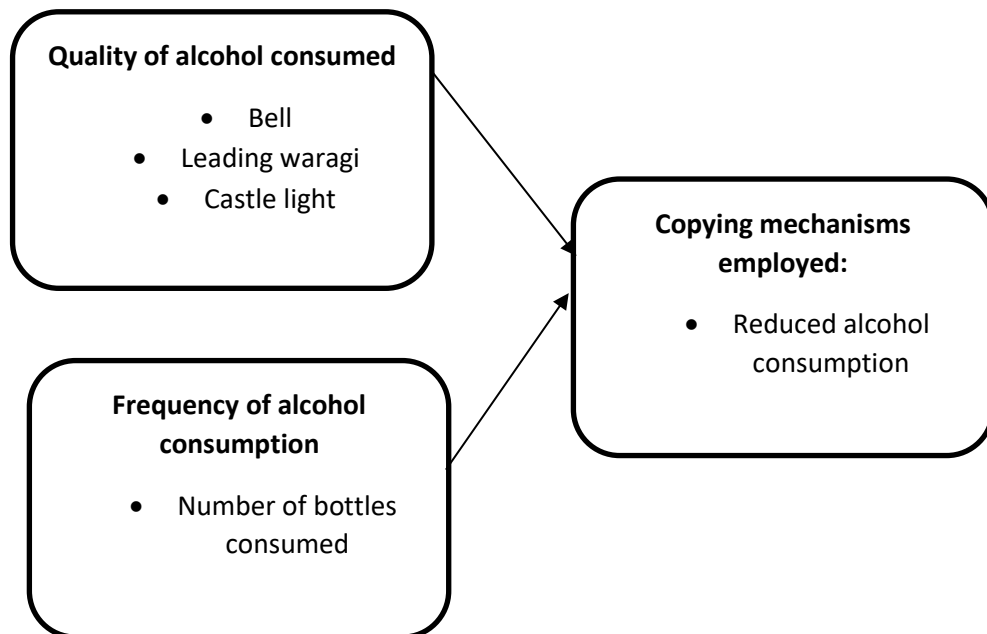
This research intended to relate the alcohol addiction on the academic performance, as well the copying mechanisms by the students of Makerere University Business School which might as well be applied by other students from other institutions especially on the management of the performance. This as well was a basis of the policy formulation especially on the reduction on the alcohol addiction.

1.11 Theoretical Framework

This research was guided by the social learning theory by Albert Bandura, 1997. This involved the learning of behaviour through the imitation and observation from the role model where

there is the aspect of punishment and reward. In case of punishment, the behaviour is not learnt, however, upon the reward, the behaviour is learnt effectively. This therefore shall help in this research as it looks at the initiation, use and accessibility.

1.12 Conceptual Frame work



Here we also talk about binge drinking, intoxication as well as the legal drinks Vs illegal drinks. In most cases you find that the cheap alcohol is always illegal.

CHAPTER TWO

LITERATURE REVIEW

This chapter represented a review of literature. Literature was reviewed from various sources such as journals, articles, newspapers and other authors who had similar work aligning with my topic. The chapter presented results that were reviewed from the existing literature and the themes that were related to my research study which is “The influence of alcohol addiction on the academic performance of students in MUBS.”

The literature was reviewed based on the research objectives in my presentation below;

2.1 How the quality of alcohol consumed affects academic performance.

Theme:

Exploring the consequences of consuming low- or high-quality alcohol and it leads to absenteeism or dodging class.

Examining how the quality of alcohol consumed by students impacts their mental clarity, memory retention and overall cognitive functioning which influences their academic performance.

Idoko Joseph Onyebuchukwu and his colleagues in their research on “The Effects of Alcohol Consumption on the Academic Performance of Undergraduate Students” defined academic performance as how well accomplishing his or her tasks and studies but there are numbers of factors that determine quality of students’ academic performance and one of them is the quality of alcohol consumed. They suggest that any quality of alcohol consumed by students leading to low attendance rates and missing of tests due to hung overs hence failing the tests leading to poor academic performance.

According to Miguel Lopez-Mereno and Marte Garces-Rimon on “The Influence of eating habits and alcohol consumption on the academic performance among a university population in the community of Madrid: A pilot study.” Showed that the students who consumed alcohol stood the highest chances of failing in academics due to the diminished quality of life.

According to the “Longitudinal Analysis of Alcohol Effects on Students’ Academic Performance” carried out by Shuman and Laila suggested that the quality of alcohol consumed by the students determined the test results and majority of the results were always below average due to students going for tests with hang over still on.

Research by Jones et al., 2020 indicated⁷ that students who consumed higher-quality alcohol tend to associate with more affluent peer groups, which often led to increased social

engagements that distracted them from academic focus. Additionally, cheaper alcohol variants were linked with more significant physical side effects, such as extended hangovers and reduced cognitive function, which further impacted class attendance and performance. The relationship between alcohol quality and academic success is complex, as socioeconomic factors may also play a role in access to higher-quality alcohol and the subsequent effects on students' ability to manage academic pressures.

2.2 How the frequency of alcohol consumption affects the academic performance of students.

Theme: Explored how regular alcohol consumption affects students' ability to concentrate during lectures, retain information and actively participated in academic discussions, time management as well as reduced study hours and incomplete assignments.

The research done by Dong Jun Sung and Wi-Young So 2016, on the "Association between Alcohol Consumption and Academic Achievement: A Cross-Sectional Study" showed that there is a large gap between the average and higher academic performance between the students who consume alcohol many times tend to vary. Their research showed that the performance of students had decreased among the students who consumed a lot of alcohol frequently as compared to the increasing performance of students who didn't consume alcohol.

According to Elena Bernadeau Brotons 2019, on the research of "Cognitive repercussions of Alcohol consumption on Academic performance at University: A Preliminary study" presented results which showed that most of the students in the first year failed the tests due to the high frequency of alcohol consumed. The research on "The Relation Between Binge Drinking and Academic Performance: Considering the Mediating Effects of Academic Involvement" carried out by Brian P. An and Chad N. Loes shows that consuming alcohol frequently exerts negative influence on the grades through scoring low and little marks in the final examinations.

Frequent alcohol consumption had shown to disrupt sleep patterns that led to chronic fatigue among university students, as noted in a study by Bryant et al. (2018). This fatigue reduced students' ability to focus during lectures and diminished their capacity for critical thinking, which was essential for higher academic performance. Moreover, frequent binge drinking episodes were particularly detrimental to students' short-term memory and learning abilities, as highlighted by Garcia and Limo (2019), who noted that students engaging in binge drinking scored significantly lower on exams and participated less in academic discussions.

2.3 The copying mechanisms applied by students addicted to alcohol in managing academic responsibilities.

Theme

Highlighted the various strategies that addicted students employed to maintain their academic standing including relying on peers.

According to Allecia E, Reid, and Kate B. Carey in their research “Interventions to reduce college student drinking: State of the evidence for mechanisms of behaviour change” shows that one of the copying mechanisms for students who consumed alcohol was identifying and creating friends who weren’t alcohol addicts and provided assistance in the academic activities.

Leonard et al., 2015 on “A mult-method exploratory study of stress, coping, and substance use among high school youth in private schools” presented results showing that one of the copying mechanisms is to participate in extra-curricular activities helped and still helps the students to cope up with managing the academic responsibilities because physical exercises and sports were one of the ways that enabled the learners to reduce the hang-over.

The other copying mechanisms included the planning copying strategies where the students planned the time and days when they consumed alcohol and when to engage in their studies so as to catch up with the academic responsibilities. Suppression of competing activities and this copying mechanism is where the students tend to eliminate out certain activities that were not priority to them such that they find time to cover up on the responsibilities of academics.

Research by Martin and Lee (2022) explored the role of mindfulness and time management programs in supporting students that dealt with alcohol addiction. Students who participated in these programs reported improved time management skills, which allowed them to balance their academic and social lives more effectively. Another study by Owen and Kato (2021) highlighted the use of peer support groups in reducing alcohol consumption, where students reported feeling more accountable and supported in their journey toward better academic and personal outcomes.

2.4 CONCLUDING PARAGRAPH ABOUT GAPS

In reviewing the existing literature on alcohol consumption and its effects on academic performance, it was evident that most studies, including those by Idoko Joseph Onyebuchukwu, Miguel Lopez-Mereno, and Shuman and Laila, focused on the direct impacts of alcohol quality and frequency on academic outcomes, such as low attendance rates, diminished test

performance, and overall reduced cognitive function. Similarly, research by Dong Jun Sung, Elena Bernadeau Brotons, and Brian P. Highlighted the detrimental effects of frequent alcohol consumption on grades and student achievement.

Furthermore, coping mechanisms, as explored by Allecia E. Reid, Noelle R. Leonard, and others, show how students attempt to mitigate the negative effects of alcohol addiction through social support and lifestyle adjustments. However, a significant gap in this body of research is its limited focus on Uganda, particularly within the context of institutions like Makerere University Business School (MUBS).

There is a lack of localized studies examining the quality and frequency of alcohol consumption specific to Ugandan students and how cultural, socioeconomic, and institutional factors may influence both alcohol consumption patterns and academic performance.

Additionally, few studies address the unique coping mechanisms used by Ugandan students, where traditional and community-based approaches to alcohol addiction management could play a critical role. This gap calls for more region-specific research to better understand the relationship between alcohol addiction and academic performance in Uganda's higher education landscape.

CHAPTER THREE

METHODOLOGY

3.1 Research design

A research design is an arrangement through which the data shall be collected, analysed, presented and documented. Descriptive research design will be used during this research. This will provide the researcher with detailed and accurate picture on the alcohol consumption by the students of Makerere University Business School.

This was used to collect Qualitative data. It involved observing and collecting data on a given topic without attempting to interfere cause and effected relationships. This gave the researcher the opportunity to engage the insights on the given topic and ideas from the students, staff members.

3.2 Methods of data collection

Focus group discussions were used in the collection of data for this research. This is a form of group interviewing in which a small group usually 10 to 12 people is led by led a moderator in a loosely structured discussion of various topics of interest. This is a qualitative approach to gain in-depth understanding of social issues (Nyumba, 2018).

The researcher grouped the research participants through which the discussions were directed. Recorders were used to capture the insights from the fast-speaking participants, the participants used pseudo names for the proper confidentiality which preserves the dignity and worth of the participants. The researcher ensured proper group participations for proper acquisition of data from the participants.

In-depth Interviews were also used during the discussions. These involved the one-to-one interaction between the interviewer and the respondents. The researcher designed an interview guide in which the guiding questions were written down for proper follow up. The questions in the interview guide contained open ended questions whereby this gave the researcher chance to gather a variety of data from the various participants. Still confidentiality was ensured.

3.3 Area of study

The area of study for this research study was Makerere Business School, Nakawa in Nakawa division, in Kampala city in central Uganda.

3.4 Source of information

This research intended to use the primary data sources which involves going to the area of study and interacting with the participants directly on the key issues of the influence of the

alcohol addiction on the academic performance of the MUBs students. The researcher interacted with the students, community members and staff members of MUBs institution.

3.5 Sampling technique

Purposive sampling was used in the selection of the participants. This sampling technique required selecting participants with specific and unique tactics, skills and attitudes. It was also known as the selective or the judgemental sampling where the researcher intentionally selected the participants of the research.

3.6 Population

In the selection of the participants, select unselect and select method was used in this research. The researcher first intentionally selected and identified close to thirsty participants, interview them and after a close interaction, the participants were dissected, and then selected. Rounding up to twenty participants.

3.7 Ethical consideration

Participants were enlightened about the purpose and nature of the study, its benefits and alternatives, and respondents were given an opportunity to ask questions regarding the research process. Information provided by respondents was treated with utmost confidentiality. Sources consulted and quotations used were recognized and acknowledged throughout the work by proper citation.

3.8 Procedure for data collection

The researcher obtained the introductory letter from the school of social sciences and presented it to the responsible personnel at Makerere University Business School, Nakawa, upon which permission was sought and granted to the researcher, hence the data collection.

3.9 Anticipated methodological challenges

The researcher faced challenges of Resource constraints, Bias from the participants and issues in line with management of the focus group discussions.

CHAPTER FOUR

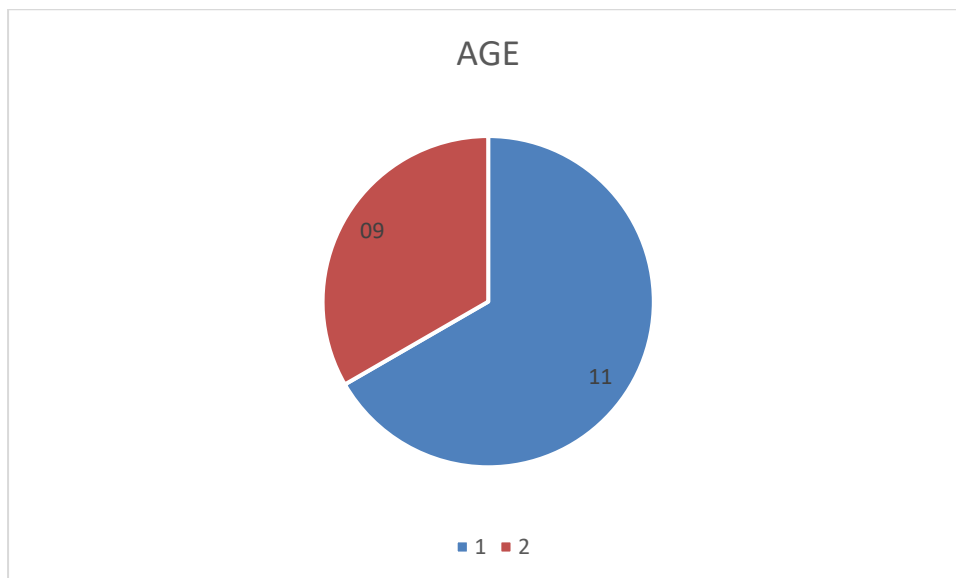
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presents the researcher's findings that were obtained after analysing of the findings that were collected from the respondents. The chapter provides the analysis and interpretation of the findings. The findings about the demographic results were presented in tables and a descriptive method will be used to explain and the then interpretations will be summarised.

4.1 demographic information.

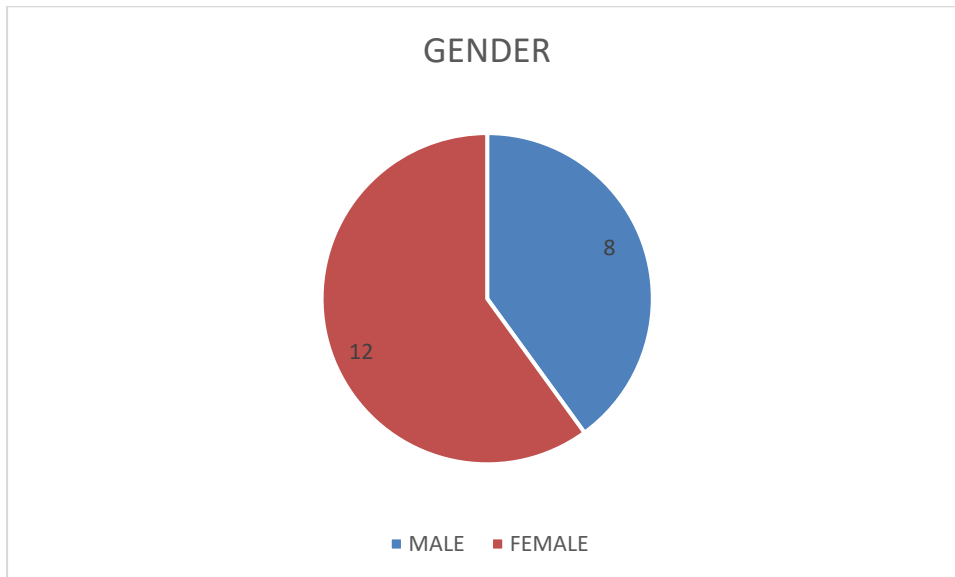
4.1. 1 Age



From the above pie chart, (chart 1.1) it clarifies the total number of students (19) who participated in the study as respondents who included one Lecturer at Makerere University Business School. The researcher collected data from ten respondents where nine were students from different programs offered at Makerere University Business School and one lecturer who responded to the research questions as a key informant.

The respondents' age averaged between twenty two years of age and twenty seven years of age as illustrated in (chart1.1). Those whose age was twenty two were eleven in total and those whose age was twenty seven were nine. The demographic information on the age of the respondents shows that data was collected from people who had a mature mind (appropriate age) to respondent to the research questions based on their experience at the university.

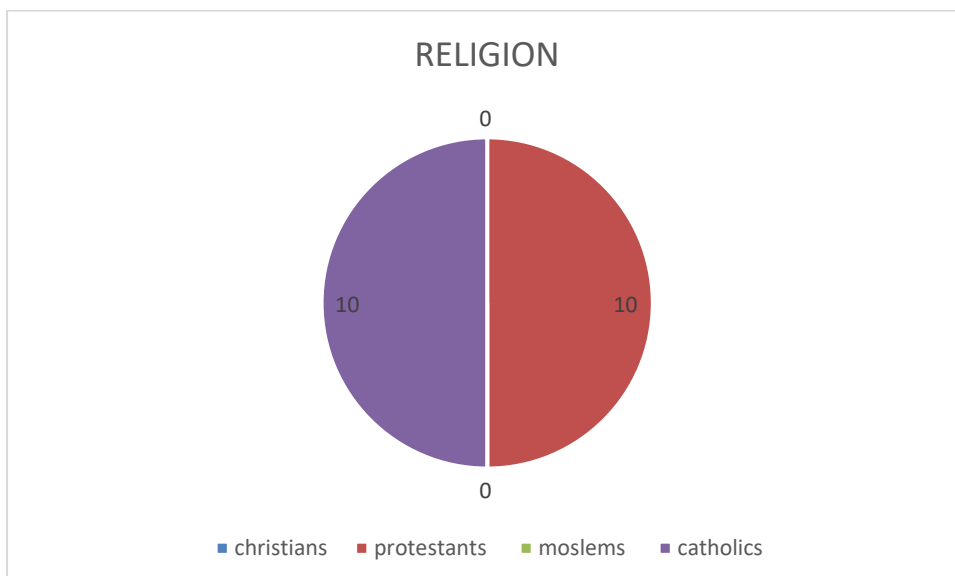
4.1.2 Gender



On the side of gender, two genders participated in the study as respondents and among these were the male gender and the female gender (chart 1.2). In participation in this study the female gender were numerically dominant with a total number of twelve ladies who answered the research questions and the male were only eight who managed to participate in responding to the research questions as per pie chart 1.2.

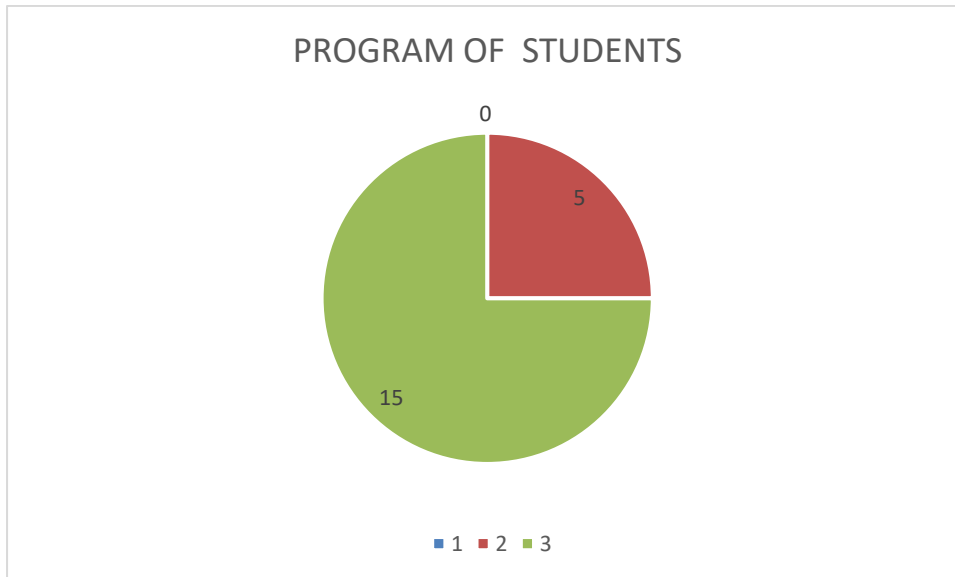
Collecting data from two different genders as respondents for the study was important as provided a wider point of view on how different genders perceived the issue “The influence of alcohol addiction on the academic performance of students in Makerere University Business School” that was investigated.

4.1.3 Religion



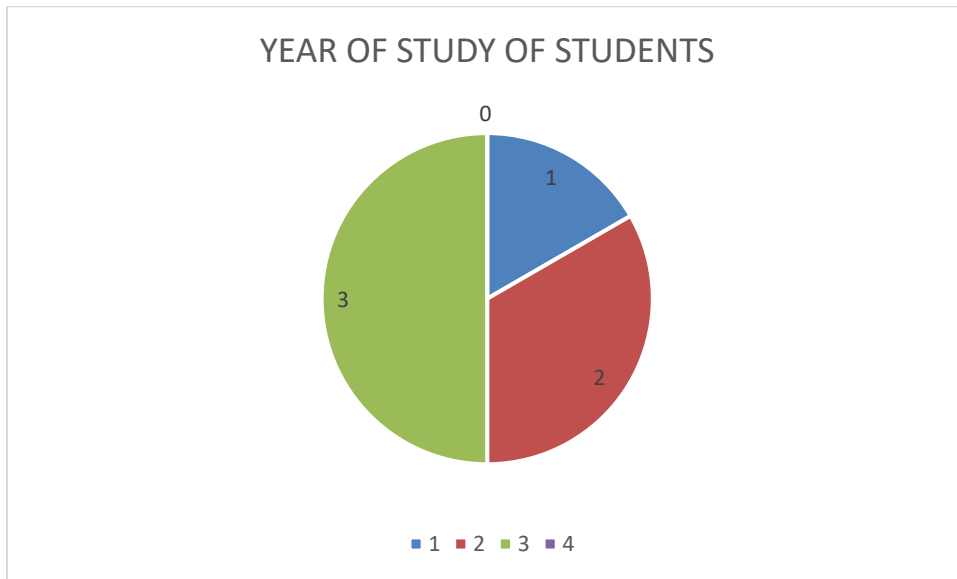
The respondents were free and genuine about disclosing their religious beliefs among the religions that were included in the interview guide were the Christians, Protestants, Moslems and the Catholics that were assumed to take part in the study (pie chart 1.3). Based on the pie chart above it shows that only two religions were represented and the two religions were not represented. Pie chart 1.3 shows that the Protestants and the Catholics were all represented by ten research participants as respondents.

4.1.4 Program of students



During the data collection exercise, the research interviewed many students from different programs taught at Makerere University Business School. The Bachelor of Business Administration had the highest participants in this study and they were eight respondents, Bachelor of Commerce had eleven representatives as respondents and Bachelor of Accounts and Finance was represented by one person as a respondent to the research study (table 1.4).

4.1.5 Year of study of students



The pie chart above shows that the research participants were mostly from year two and year three and they qualified to be respondents because of the years they had spent at the university and their experience having witnessed colleagues who were alcohol addicts. Also, some of the respondents were addicts to alcohol for the years they had spent at the university.

RESEARCH FINDINGS

4.2.0 Introduction

The chapter showed the information that was confirmed by the researcher after analysis of the data that was collected from the respondents (students at Makerere University Business School) to answer the research questions and objectives. The findings were presented according to the themes that were developed from the objectives of the study.

4.2.1. How the quality of alcohol consumed affects academic performance.

Among the respondents six of them responded that students consumed both low quality and high quality of alcohol. One respondent described high quality alcohol as the branded spirits and the unbranded waragi as low-quality alcohol. The four answered that there were students who consumed low quality types of alcohol since they were cheaper compared to the high quality alcohol (research respondents, 2024).

Headaches, prolonged hangovers and fatigue were identified by the respondents as the outcomes that led to absenteeism, missing of classes and tests that led to low grades hence poor academic performance.

The financial status, peer influence, social status, brand of alcohol, stress and anxiety, cost, taste and preferences, accessibility and quality of clubs were identified as the factors that influence the choice of alcohol consumed by the students in Makerere University Business School. (Field data respondents, 2024). Anxiety and depression, memory loss, depression and loneliness were reported by the respondents as the mental health and cognitive challenges caused by alcohol.

The accessibility was referred to by the respondents as unavoidable temptation that the students live to fight but, in the end, they can't overcome it since it is even cheaper. Three respondents reported that there were programs at MUBS where alcohol greatly impacted the performance of students, one respondent wasn't sure about that, one replied that there were no courses where the performance of students was impacted positively by alcohol addiction. The four failed to answer that question as it seemed challenging for them to answer (Field data respondents, 2024).

The students perceived the expensive alcohol as the type of alcohol that did not drain their energy and that the cheap alcohol was perceived to drain their energy and brought to them prolonged hangover. The respondents further reported that both the low and high quality alcohol limited the alcohol addict students from positively and actively participating in group

discussions due to the distractions due to influence of alcohol. Tusker lite and waragi were found to be the most particular brands that caused more severe academic consequences among the MUBS students.

4.2.2 How the frequency of alcohol consumption affects academic Performance of students.

Most of the respondents reported that numerous consumption of alcohol negatively affected the academic performance of students through lowering their scores from tests, examinations, missing of classes and dozing in classes. Only one respondent reported that their students who performed well after consuming alcohol which was a positive impact from alcohol consumption (field data respondents, 2024).

Four of the respondents declared that students at Makerere university Business School only consumed alcohol during the weekend and the six respondents urged that students consume alcohol every evening of the day after lectures in their hostels especially those who were addicted to alcohol. The frequency of alcohol consumption limits students from offering adequate time to their assignments due to hangovers and failure to reason and attempt the assignment.

The peer pressure played a role of making alcohol accessible to students including those who could not afford it because the peers who afforded it bought for those who had no money and ended up influencing them to consume the alcohol. Twelve of the respondents agreed that it was the male gender that consumed alcohol frequently and the eight revealed that the females were also frequently consuming alcohol (field data respondents, 2024).

Alcohol consumption affected the grades and led many into retaking the courses due to poor marks scored in examinations and getting of lower classes than the first classes that many hard targeted to get. The respondents also reported that those who consumed alcohol only during the weekend attended classes very well and those who consumed it regularly were always unable to attend all classes in the weekly days (respondents reported).

4.2.3 Copying mechanisms applied by students

Consuming alcohol to stay awake was urged out by one of the respondents that students take alcohol to keep themselves awake accomplish academic assignments. Joining discussions, reducing the consumption levels, attending counselling sessions with counsellors and attending sports activities were the strategies that students at MUBS applied to manage academic responsibilities (research respondents, 2024).

There was regular attending of classes, improved concentration in class, becoming busy in academic, change of mind set, reduced stress and depression which helped the students to participate in academic activities like discussions. The copying mechanisms helped the students to regain their cognitive at a smaller extent according to three respondents and the rest provided the same answers that the copying mechanisms weren't effective at all. The family support systems were providing financial support, counselling services and emotional support (research respondents, 2024).

There were three respondents who reported that many students who were addicted to alcohol consumption perceive counselling services as a wastage of their time. Others reported that the students perceived the counselling services as sessions used by the counsellors for their own interests. The respondents reported that the religious beliefs were key in preaching against and teaching about the dangers of alcohol consumption to the addictive alcohol consumers (research respondents, 2024).

The faculty members like lecturers played a role of referring the students to senior counsellors of the university and others acted as mentors to alcohol addicts at the university which tried to change the behaviours of the students. Got help from friends who were not consuming alcohol, joined discussion groups and there were some students who always recovered from alcohol addiction and later concentrated on their academics (research respondents, 2024).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The chapter clarifies the findings of investigation, comparing and contrasting them with the literature that the researcher reviewed, the theories that guided the investigation and the findings that were presented in chapter four.

5.1 DISCUSSION

The demographic information of the respondents' gender and the study population ranged from the age of twenty-two years of age and twenty-seven years which suited the actual age of the students in high institutions which influenced appropriate age and established the right people for the researcher to collect data. The age of the respondents was right on spot if compared with the other researchers such as (Leonard et al., 2015) who studied stress of students in High schools due to alcohol consumption they also focused at the same age bracket.

The study from the findings in table 1.2 identified eight males and twelve females who participated in the research study and were clearly presented in chapter four just like the other researchers who also consider both gender in their research that is to say the research of (Lopez et al., 2021).

The religions played a part in this research study and the Protestants and Catholics were dominant based of the field data that was collected each with ten respondents and the Christians and Moslems were not represented according to the findings.

The findings left questions to the readers “were the Moslems and Christians not concerned about the issue that was investigated?”

Both the low quality and high-quality alcohol consumed, it was discovered that they all almost affected the academic performance in the same way because they were all found to be cable of causing prolonged hangovers, anxiety and depression. The same findings were revealed from the literature of (Leonard et al., 2015) especially on stress. The statement means that the results in the literature review were similar to those that were collected from the field.

The objective of “Investigating how the quality of alcohol consumed affects academic performance” because just like in the literature review, the findings from the respondents showed that any quality of alcohol consumed negatively affected the academic performance of

the students. Though the results from one of the respondents did not relate or agree with the rest as she responded that some students perform better after consuming alcohol.

That was another question for the further researchers. (Are there any positive impacts of alcohol consumption on academic performance of students?)

The researcher found out from the respondents that majority (from six respondents) of the students always consumed alcohol every day in during the evening while in hostels and the four respondents reported that the students only consumed alcohol during the weekend. At that frequency which was reported by the respondents, it showed that many students also performed poorly academically through limited time for assignments, discussions and tests hence poor academic performance.

Attending sports activities and reducing unnecessary leisure activities on the students' schedules were the commonest strategies among others that were found from the field during data collection from the respondents and from the literature that was reviewed especially the literature by (Reid et al., 2015). The findings proved that there were no differences between the literature review and findings from the field on especially on the strategies and mechanisms applied by the students to complete their academic responsibilities.

As the social learning theory of Albert Bandura assumes that people can easily learn from others and especially those around them like friends highly influences copying of new behaviours. This is done through imitating of the new behaviours and the students at MUBS learnt alcohol consumption behaviours from their peers through consuming exactly the alcohol that the friends consumed. Therefore, the theory guided the study very well based on the findings and assumptions of the theory.

5.1 Conclusion

The conclusion from the literature reviewed concluded there was lack of localized studies examining the quality and frequency of alcohol consumption specifically about Ugandan students and how cultural, socioeconomic, and institutional factors may influence both alcohol consumption patterns and academic performance. There were few studies that tried to address the unique coping mechanisms using Uganda's students, where traditional and community-based approaches to alcohol addiction management played a critical role. The gap called for more region-specific research to better understand the relationship between alcohol addiction and academic performance in Uganda's higher education landscape.

The research concluded that at a larger extent alcohol addiction among negatively affects the students' academic performance in Makerere University Business School and in other higher institutions of learning. The researcher concluded that there is need for establishment of rules and regulations focused at reducing alcohol consumption among the students of Makerere University Business School.

The findings also led to a conclusion that many parents and guardians only focused at supporting the students with fund and demanding improvements in academic performance hence forgetting to monitor what transpires in the lives of their children.

5.2 Recommendations

The researcher recommended that the social work practitioners should investigate and understand the social, individual family factors that contribute to influencing alcohol addiction among students. The social workers should understand that alcohol is also a chronic behavior that has no evidence that consumers heal from its consumption. This is because even after a longer period of time a former consumer easily relapses. Therefore, social workers who work with alcohol addictive clients should be committed to carry out constant follow ups on their clients.

The researcher recommended that more research should be done on “The Positive Impacts of alcohol consumption on the academic performance of students” as one respondent replied that there were students who always performed well after consuming alcohol. Therefore, research should be done under this area to find the extent at which the response and the institutions of higher learning about drug addiction within the students of institutions with the aim to find out the challenges and factors that influence the students into alcohol addiction to drugs.

The researcher recommended that the Alcoholic Drinks Control Bill, 2023 should be revised and strengthened by putting strong penalties to those people who fail to follow the regulations under the control bill because it is alarming the systems in which communities and institutions implement the policy that is to say bars and liquor stores are opened even at the time which was not put in the bill.

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APPENDIX 1: INTERVIEW GUIDE FOR THE FOCUSED GROUP DISCUSSIONS

About the Researcher.

My name is MUTETSI JET and I am a student at Uganda Christian University studying Bachelors of Social Work and Social Administration (BSWSA 3:2). Am conducting a research study on “The Influence of alcohol addiction on the academic performance of students in Makerere University Business School, Nakawa Division.” I hereby request you to please participate in my research by answering the questions that have been designed below and for confidentiality please don't write your name on the papers.

Section A: Demographic Information

1. Age

20-24

25-29

30-34

2. Gender

Male

Female

3. Program.....

Course

Year of study

1

2

3

4

4. Religion

Christian

Protestant

Moslem

Catholic

Section B: How the quality of alcohol consumed affects academic performance.

1. What is the quality of alcohol consumed by the students of MUBS?
2. How does the quality of alcohol consumed affect the academic performance of MUBS students?
3. How does the quality of alcohol consumed by students in MUBS affect the attendance rate of the students?
4. What factors influence the choice of alcohol quality among MUBS students?
5. How does the quality of alcohol consumed impact the mental health and cognitive abilities of MUBS students?
6. How does the accessibility of high- and low-quality alcohol around MUBS influence students' consumption patterns?
7. Are there specific academic courses or programs where alcohol consumption seems to have a greater impact on student performance?
8. In what ways do students perceive the impact of consuming cheap versus expensive alcohol on their academic energy and motivation?
9. How does the quality of alcohol consumed affect students' ability to engage in group discussions or participate in class activities?
10. Are there particular brands or types of alcohol commonly associated with more severe academic consequences among MUBS students?

Section C: How the frequency of alcohol consumption affects academic Performance of students.

1. How is the academic performance of students at MUBS affected by their frequency of alcohol consumption?
2. How does the frequency of alcohol consumption affect the students' concentration in lectures?
3. How frequently do the students of MUBS consume alcohol?
4. How does the frequency of alcohol consumption affect students' ability to complete assignments on time?
5. What role does peer pressure play in the frequency of alcohol consumption among MUBS students?
6. Does the frequency of alcohol consumption vary by gender, and if so, how does this impact academic performance differently?
7. How does frequent alcohol consumption affect students' long-term academic goals or career aspirations?
8. How does increased frequency of alcohol consumption affect the long-term retention of course material?
9. What patterns can be observed in the academic performance of students who consume alcohol only on weekends compared to those who consume it more regularly?
10. How do students perceive the balance between alcohol consumption and their study schedules?

Section D: Copying mechanisms applied by students addicted to alcohol.

1. Can you describe some of the copying mechanisms applied by students to manage academic responsibilities?
2. Which of the described copying mechanisms are most used by the students of MUBS to be able to manage academic responsibilities?

3. How do the coping mechanisms help the MUBS students to manage academic responsibility?
4. How effective are the coping mechanisms in improving students' overall academic performance?
5. What role do support systems (family, friends, or counseling services) play in helping students manage alcohol addiction and academic responsibilities?
6. How do students who are addicted to alcohol perceive the effectiveness of academic counseling services in managing their addiction?
7. What role do religious or cultural beliefs play in influencing coping mechanisms among students addicted to alcohol?
8. How do students assess their academic progress while dealing with alcohol addiction?
9. What role do faculty members or lecturers play in supporting students who are struggling with alcohol addiction in their academic performance?
10. How do students manage their academic deadlines while struggling with the aftereffects of alcohol consumption (e.g., hangovers, fatigue)?

THANK YOU FOR YOUR INSIGHTFUL ANSWERS