SUBSISTANCE ABUSE AND SOCIO-DEMOGRAPHIC FACTORS ASSOCIATED WITH ACADEMIC PERFORMACE IN UNIVERSAL SECONDARY SCHOOLS (USE) IN INDUSTRIAL DIVISION OF MBALE CITY

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DECLARATION

I, Nalumansi Mary hereby declare that the information contained in this research report is my original work and has been submitted for an award in social work.

Signature: _____ Date: _____

APPROVAL

She has done this research report under my supervision and mentorship. It has no academic error and it is now ready for examination

SUPERVISOR

Name: MR BYARUHANGA CHRIS

Signature: _____

Date: _____

DEDICATION

This research report is dedicated to my beloved sponsors who have been working tirelessly to see through like paying my tuition and other forms of upkeep. May god reward you abundantly.

More that, I also thank my lecturers for the hard work they have done in teaching us especially my research supervisor Mr. Byaruhanga Chris for his support and education advise to see me through.

Not forgetting my beloved husband for the hard work through support, care and love that he has shown me to see that I complete the research successfully.

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LIST OF ACRONYMS

AIDS	Acquired Immunity Deficiency syndromes
ANU	Anti-Narcotics Unit
ATOD	Alcohol, Tobacco and Other Drugs
BC	Before Christ
DCC	Drug Control Commission
DEO	District Education Officer
DSLO	District Supply & Logistic Officer
EMCDDA	European Monitoring Centre for Drugs and Dr
GCLA	Government Chemist Laboratory Agency
GSHS	Tanzania Global School base Student Health
HIV	Human Immunodeficiency Virus
Hon.	Honorable
INCB	International Narcotics Control Board
IQ	Intelligence Quotient
ISO	International Organization for Standard
NACADA	National Agency for Campaign against Drugs
OTC	Over-The-Counter
PCNE	Pharmaceutical Care Network Europe Foundation
SAMHSA	Substance Abuse and Mental Health Services
SPSS	Statistical for Package Social Science
SUD	Substance Use Disorders

ABSTRACT

Background: Many students today are under substance abuse resulting into failure to enroll in schools, perform poorly in academics and as a consequence, dropout of school.

Objective: the major objective of this study was to assess substance abuse and academic performance in USE schools in Industrial Division of Mbale City. Specifically, the study assessed substance abuse and academic performance as well as socio-economic factors and academic performance in USE in Industrial Division of Mbale City. It also established socio-demographic factors and academic performance schools Industrial Division of Mbale City.

Method: The study used cross-sectional study with the help of both qualitative and quantitative approaches. Data was collected from 80 respondents in Industrial Division using a semi structured questionnaire and interview guide. Purposive sampling technique was used to select research participants and data analysis was done using tables.

Results: Study findings show that substance abuse leads to school dropout as supported by 49% of study participants. Students who abuse drugs perform poorly in academics (50%) and usually miss classes (56%) leading to low academic performance. Additionally, level of family income determines the incidence of substance abuse where students from high income families to be substance abusers (46%) and those students with parents without education also abuses drug (28%). Other socio-economic factors of substance abuse include peer pressure (31%) and gender (55%). There are socio-demographic factors of substance abuse that significantly influence academic performance such as place of residence (43%) and age (55%).

Conclusions: Students who experience substance abuse performs poorly and dropout of school. Those from affluent families in urban setting can experience substance abuse irrespective of age and peer influence.

Recommendations: Government through various law enforcement agencies should control drug and substance use including narcotics in schools. Schools in partnership with Ministry of Education and parents should also put in place policies and regulations that help to control substance abuse among students and strive to undertake and promote effective teaching-learning processes.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents information about the background to the study, problem statement, objectives of the study, research questions, scope of the study, and significance of the study, conceptual framework and operational definitions.

1.2 Background to the Study

Academic performance refers to the achievement of students in their educational endeavors. It is influenced by various factors such as cognitive and non-cognitive attributes, socio-cultural context, personality traits, and approaches to studying. Globally, scholars have recognized that academic performance is not solely determined by cognitive abilities but also by non-cognitive factors and the environment in which learning takes place. Personality traits have been identified as one of the variables that can impact academic performance. Additionally, students' strategic approaches to studying and substance abuse have been found to be positively associated with academic performance, while substance abusers have been negatively associated with academic performance, many of them fail in schooling. Overall, academic performance is a complex construct influenced by multiple factors, and understanding these factors can help improve educational outcomes.

When looking at key education statistics, it is best to initially take a global approach to comprehend how educational attainment has progressed within the last few years. Despite education being a basic human right, many areas lack quality education or educational facilities. Factors like this need to be accurately logged and analyzed to understand how economic, societal, and political aspects of life intersect with education. A close-up analysis of countries like the United States, the United Kingdom, and Australia can provide general oversight of how education is evolving or remaining the same. These countries are some of the highest achieving countries when it comes to education and have also been greatly affected by the past few years of education reform and new technologies, making them excellent choices for an in-depth analysis. Usually given every three years, the latest test was delayed a year because of the pandemic. It was administered in 2022 to a sample of 15-year-olds in 37 countries that

are members of the Organization for Economic Co-operation and Development, plus 44 other partner countries. The OECD has been conducting the test since 2000.

The new results point to an "unprecedented drop in performance," the report says. It raises concerns about countries including Germany, Iceland and the Netherlands, which saw drops of 25 points or more in academic performance.

Globally, WHO (2019) the use of drugs and abuse of drugs has reached all-time highs. On average, drug popularity differs from nation to nation. The United Nations Office on Drugs and Crime identified major problem drugs has on each continent by analyzing treatment demand. From 2018 to 2022, Asia, Europe, and Australia showed major problems with opiate and students in learning institutions were major targets of drug dealers causing disruption in learning, South America predominantly was affected by cocaine addiction and abuse, and Africans were treated most often for the addiction to cannabis. Only in North America was drug addiction distributed relatively evenly between the use of opiates, cannabis, cocaine, amphetamines, and other narcotics.

However, all types of drugs are consumed throughout each continent and have hitherto infiltrated school compounds with significant implication on children's learning outcomes. Interpol reported over 4000 tons of cannabis were seized in 2018, up 20% from 2022, with the largest seizures made in Southern Africa, the US, Mexico, and Western Europe. Almost 150 tons of cocaine is purchased each year throughout Europe and in 2020 opium production reached an estimated 15000 tons, the dramatic increase most likely due to a burst of poppy crops throughout Southwest Asia. This rapid increase in drug use has had tremendous global effects through abuse, and the World Health Organization (WHO) cited almost 200,000 drug-induced deaths alone in the year 2017.

The Lewin group for the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism (2020) estimated the total economic cost of problematic use and abuse of alcohol and drugs in the United States to be $245.7 billion for the year 2021, of which $97.7 billion was due to drug abuse. The White House Office of National Drug Control Policy (ONDCP, 2021) found that between 1988 and 1995, Americans spent $57.3 billion on drugs, of

which $38 billion was on cocaine, $9.6 billion was on heroin and $7 billion was on marijuana and school students were part of the addicted lot.

A common belief is that psychotropic plant chemicals evolved recurrently throughout evolutionary history. Archaeological records indicate the presence of psychotropic plants and drug use in ancient civilizations as far back as early hominid species about 200 million years ago. Roughly 13,000 years ago, the inhabitants of Timor commonly used betel nut (*Areca catechu*), as did those in Thailand around 10,700 years ago. At the beginning of European colonialism, and perhaps for 40,000 years before that, Australian aborigines used nicotine from two different indigenous sources: pituri plant (Duboisiahopwoodii) and Nicotianagossel. North and South Americans also used nicotine from their indigenous plants N. tabacum and N. rusticacl aiming that it improved mental reasoning (Tarter, Blackson and Brigham et al., 2021)

Ethiopians and Northern Africans were documented as having used an ephedrine-analog, That (*Catha edulis*), before European colonization. Cocaine (*Erythroxylum coca*) was taken by Ecuadorians about 5,000 years ago and by the indigenous people of the western Andes almost 7,000 years ago. The substances according to Davis (2022) were popularly administered through the buccal cavity within the cheek. Nicotine, cocaine, and ephedrine sources were first mixed with an alkali substance, most often wood or lime ash, creating a free base to facilitate diffusion of the drug into the blood stream. Alkali paraphernalia have been found throughout these regions and documented within the archaeological record. Although the buccal method is believed to be most standard method of drug administration, inhabitants of the Americas attending elementary schools may have also administered substances nasally, rectally, and by smoking and is one reason elementary schooling in ancient America failed.

On the African scale, Tarter, Blackson and Brigham et al., (2020) opined that among the different approaches for diagnosis, prevention, and treatment of drug addiction, exploring the evolutionary basis of addiction would provide us with better understanding since evolution, personality, behavior and drug abuse are tightly interlinked. In Uganda, the Ministry of Health (2022) argued that people's behavior is mediated primarily by dopaminergic and serotonergic systems, both of traditional origins probably evolving before the phylogenetic splits of vertebrates and invertebrates. Problematic use of drugs by students in the country according to the Ministry of Education and Sports (2021) has developed into addiction and abuse as the

student's brain becomes dependent on the chemical neural homeostatic circuitry altered by the drug significantly contributing to poor academic performance. No matter the theory of drug addiction, there remains one constant: withdrawal is inevitable. As a drug is administered continuously and an individual becomes addicted, the brain becomes dependent on the presence of the drug.

When examining the distribution of natural drugs in Uganda's socio-economic environment, there is often a limited amount of resources, meaning there is little over activity of salient (wanting) student behavior, causing no need for the adaptive development within the cortico-mesolimbic dopaminergic system of a built-in regulatory system of salience. Genetic and environmental factors in modern Uganda are increasing substance abuse liability which may have been of no consequence in modern environments and school settings due to their limitations. Ugandans originally relied on the limitations of traditional environments in that same manner, so when we are introduced to excessive amounts of salience in modern environment, we have no internal control. Basically, our traditional-wired bodies have not yet evolved to adapt to modern environment, leaving us vulnerable to addiction and abuse. The MoES (2022) opined that a significant difference in ability to improve student achievement is only possible in situations of non drug use by students. Stones and Mwiti et al., (2022) however argued that in the past, these differences reflected the education community's view that student achievement is not public education's highest priority. Rather, achievement was only one valued outcome among many, and it often suffers from inattention.

In Mbale City, the production of drugs may be divided into three categories: (a) those processes which require only plant products, (b) those involving a semi-synthetic process where natural materials are partly changed by synthetic substances to produce the final product and (c) processes which use only manmade chemicals to produce consumable drugs. Examples of these three are (a) opium gathered in the fields for home use, (b) coca bush leaves processed to make cocaine and (c) narcotic or psychotropic drugs made entirely in the laboratory or factory.

Onyango and Sharone *et al* (2022) asserted that there are mountains of research on the identification of student academic achievements and an equally large number of studies showing degrees of relationship between drug abuse and academic performance. However, Amoni and

Obbo et al., (2019) and Nuwagaba (2022) had a different view noting that what is lacking in most cases since the previous decade is any convincing evidence to show that government and stakeholders can fine-tune regulations to fit these differences in such a way as to produce significant improvements in measured achievement in student academic performance. In fact, the entire vein of drug research called "attribute-treatment interaction studies" is generally conceded to have been a failure and therefore this has warranted this study.

1.3 Problem Statement

Academic performance refers to the achievement of students in their educational endeavors which is influenced by various factors such as cognitive and non-cognitive attributes, socio-cultural context, personality traits, and approaches to studying. Learners in Mbale City are expected to participate actively in the teaching–learning processes, complete their assignments in time, have quality assignments presented, post good grades in tests and examinations, attend all lessons and participate in school activities. However, what is happening in secondary schools in industrial division of Mbale City today is a case of deteriorating standards of academic performance unlike this academic year 2023/2024. Students today are known of absenteeism, passiveness in lessons, failure to complete their assignments in time coupled with poor quality output in terms of assignments as well as poor grades in their tests and examinations. Results of UCE in industrial division of Mbale City for the last 5 years from 2019-2023 according to UNEB (2023) indicates that the industrial division had only 10 students in first grades in 2022 with no first and second grade in the subsequence year thus many fail to get good grades (Division report, 2023). If the situation is not arrested, the quality of education will go down, the trust in schools held by parents will vanish yet the products of the education system will be incompetent. As a way of dealing with the issue, government has ensured timely pay for teachers, supervision and facilitation of schools as well as paying student's fees at schools under the USE program. But all this has been to no avail.

A number of studies have been done but have not assessed the effect of substance abuse on academic performance of students in secondary schools in industrial division of Mbale City thus creating a research opportunity for this study. For example, Livingstone et al., (2023) study broadly assessed poverty and academic performance not substance abuse. While other studies were considering parental support, school disciplinary measures and school meals (Batte et al.,

2021, Okedel, 2022) and no study on effect of substance abuse on academic performance of students in secondary schools in industrial division of Mbale City thus causing limitation in literature and this has given a research opportunity for this study.

1.4 The Purpose of the Study

The aim of the study was assess substance abuse and academic performance in USE schools in Industrial Division of Mbale City.

1.5 Objective of the study

i. To investigate substance abuse and academic performance in USE schools in Industrial Division of Mbale City.
ii. To assess socio-economic factors and academic performance in USE in Industrial Division of Mbale City.
iii. To establish socio-demographic factors and academic performance schools Industrial Division of Mbale City.

1.6 Research questions

i. How does substance abuse affect academic performance in USE schools in Industrial Division of Mbale City?
ii. What is the effect of socioeconomic factors and academic performance in USE in Industrial Division of Mbale City?
iii. How do socio-demographic factors affect academic performance schools Industrial Division of Mbale City?

1.7 Scope of the study

The study scope was categorized into geographical, context and time as follows:

1.7.1 Geographical Scope

The study was conducted in selected government secondary schools, in Mbale City. This is because Mbale City was ranked by UNBS and the district's education department as having the highest rate of student failures in 2018.

1.7.2 Content Scope

The study contained information about the influence of drug abuse on academic performance of students in secondary schools. It specifically looked at the health and psychological impact of drug abuse on students as well as the socio-emotional impact of drug abuse on students in secondary schools. Through this content scope, the researcher was able to collect adequate and relevant information that helped to attain study objectives.

1.7.3 Time Scope

The research study considered the period of three months. I.e. between Jan-Match, 2024. This period has been considered because it is during this time that the academic research was completed (Researchers model, 2024,)

1.8 Significance of the study

The results of the study may to strengthen the implementation of regulation regarding drug use and abuse.

The findings of the study may provide useful and practical information to planners and decision makers that would guide in policy thinking and practice as far as drug use is concerned.

The study may contribute to the existing body of knowledge on the influence of drug abuse on academic performance of students.

1.9 Conceptual Frame work

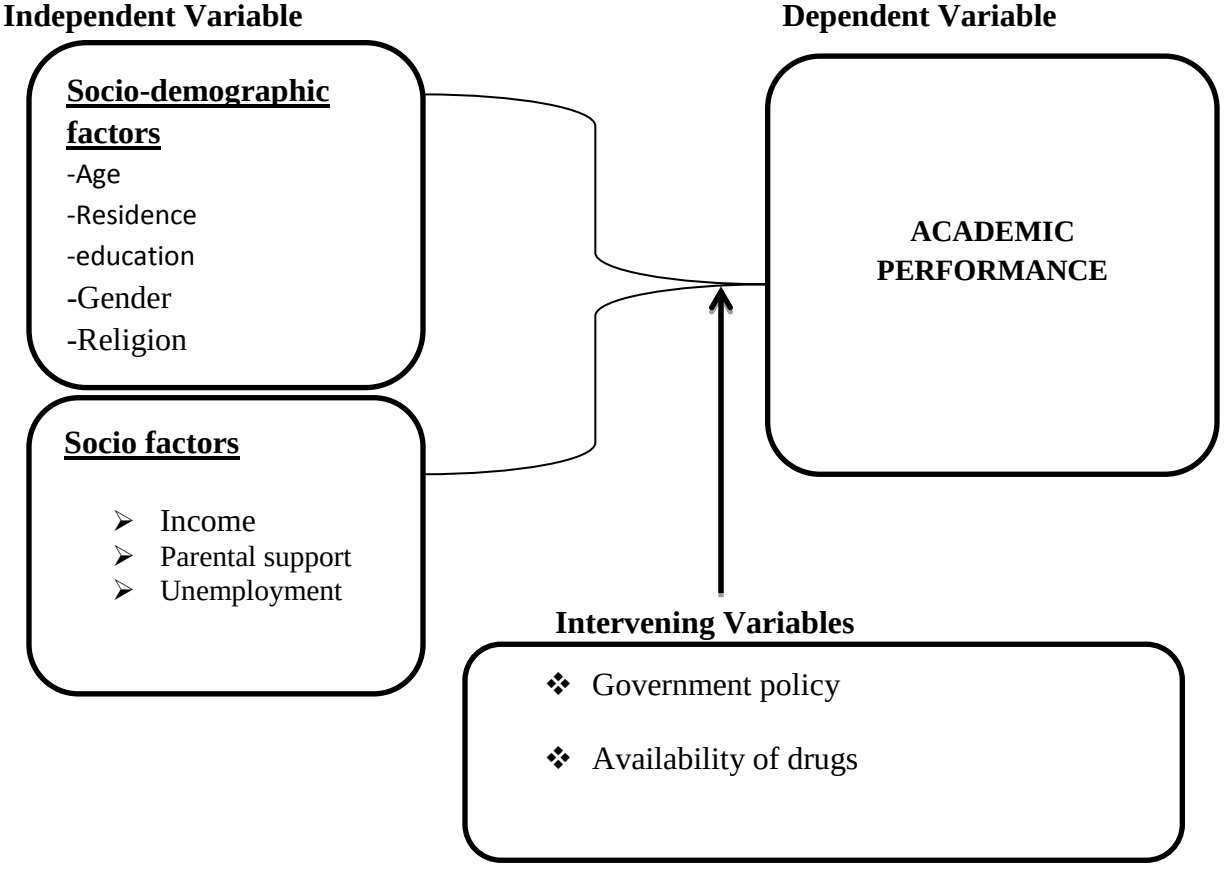

Fig 1:1 Conceptual framework developed from literature of Livingstone et al., (2020)

Form the above conceptual framework, Substance abuse as an independent variable (IV) involves Age, Residence and Education. The dependent variable in this case academic performance defined parameters of enrollment, class attendances, promotion from one class to another and completion of school cycle. The framework assumes that when drug abuse is controlled, it is likely to transform the academic performance of students. Nevertheless, this may not be automatic as other factors may come into play. These may include government policies and existence of vocational training institutions. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

1.10 Definition of key terms

1) **Performance:**

Performance according to Cambridge Dictionary refers to how well a person; machine etc does a piece of work or an activity

2) **Substance abuse:**

Substance abuse/drug abuse refers to the use of a drug in amounts or by methods that are harmful to the individual or others. It's a form of substance related disorder (Paz, 2020),

3) **Socio-economic factors:**

This refers to the socio-economic status and sociological combined total measure of a person's work experience and of an individuals or family access to economic resources and social positions in relation to others like, Income Education, employment status. (Vienna, 2016)

4) **Demographic factors:**

This refers to the different index variables which are formed on the basis of socio demographic characteristics. They include, age, sex, education, migration, background and ethnicity, religious affiliation, marital status, household and unemployment, (Ottawa, 2018

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of the past literature related to area under investigation. The review has been conducted according to objectives of the research study as seen below:

2.1 Substance abuse and academic performance in USE schools

Komoso et al., (2018) suggest that the mechanism by which substance use influences academic performance may differ depending on the nature of the adolescent sample (clinical versus community) and the developmental outcome that is studied (high school attendance versus academic achievement and college completion). Specifically, the substance use of heavy drug-using adolescents may directly impair academic (cognitive) abilities which limit academic performance in adolescence. For most students who use drugs at a lower level, however, students drug use may serve as a maturational 'snare' that keeps some adolescents engaged in deviant peer groups as others move on to more normative groups, thus having a long-term direct effect on educational attainment. Other studies (eg., Davis et al., 2020) have discussed similar processes, in which differential pathways to problematic outcomes are determined, in part, by the level of multiple risk behaviors.

If we believe that multiple mechanisms are operating, then it follows that preventive interventions aimed at improving academic engagement should broaden their focus beyond drug use in adolescence. We echo Godley's (2019) suggestion that community and family risk factors should also be targets of intervention. Our findings showed that drug use in adolescence partially mediated the effect of adolescent externalizing behaviors on college completion; adolescent externalizing also had direct effects on both adolescent reading achievement and on degree completion. This implies that a powerful target of intervention would be externalizing behaviors, especially for adolescents who have not yet developed heavy or problematic levels of alcohol and/or drug use.

Mwiti et al., (2017) fond that alcohol, benzodiazepines, and other sedative-hypnotics are central nervous system depressants, meaning they reduce excitatory brain signaling, leading to a greater sense of calm or relaxation. Without regular bathing and other body hygiene practices, high enough doses, these drugs are also associated with movement problems, significant cognitive impairment, and memory loss which may result into poor grade average. Stimulants like cocaine, meth, ecstasy, and some other designer drugs increase neuron firing, leading to greater attention, emotional highs, and physical energy. However, once these drugs begin to leave the body, negative side effects may develop as the brain may be slower to restore balance to neurotransmitters like serotonin, dopamine, and norepinephrine due to lack of good diets and clean clothing

MoH (2020) noted that when a person uses drugs, a chemical reaction takes place within the brain. Depending on the drug, a user may experience a surge of dopamine (the "happy" hormone), which causes an intense wave of euphoria. Or, the drugs imitate the brain's natural neurotransmitters and change the way a user's body processes information. This can lead to an array of different effects, like powerful sensory experiences, feelings of relaxation, hallucinations, and changes in perception or sense of time and this is not good for academic concentration. It can also trigger negative reactions, like panic and paranoia, increased body temperature, heart palpitations, breathing problems, and in coordination. These short-term effects of drug use will vary, depending on the type of drug used. However, drugs of abuse have something in common: they can pose the risk for long-term effects on a person's physical, mental health and educational achievement. This is particularly true for youth, who are at a critical stage of brain development. .

Osman et al., (20170 argued that stimulant drugs can make students feel depressed, anxious and paranoid. Cocaine, a type of stimulant can make previous mental health problems recur and trigger psychosis and schizophrenia and this reduces student enrollment and classroom attendances. Ecstasy users can experience memory problems. Hallucinogenic drugs such as magic mushrooms can make any mental health and academic issues worse. Substance use is associated with various neurological and behavioral conditions, ranging from headaches and changes in mood and perception to seizures and cognitive disorders. In addition; substance use often leads to disinhibition, impulsivity, and impaired executive function, all of which are associated with risk-

taking behaviors. These behaviors, then, can predispose people to injury and physical trauma such as violence, falls, burns, automobile crashes, etc. The resulting trauma can damage the brain, nerves, spinal cord, and more.[4] Substance misuse over time can also permanently alter the brain, making it more difficult to achieve abstinence. And while substance use doesn't always lead to student addiction, a substance use disorder is a brain disease involving functional changes to brain circuits involved in reward, stress, and self-control. It's characterized by a compulsive need to use a substance despite its devastating academic consequences.

2.2 Socio-economic factors of substance abuse and academic performance

2.2.1 Parental education

Studies by Navarro (2019) involving adolescents of school age abusing drugs, showed a significant relationship between the variables academic performance and substance aqbuse. In addition to underline aspects related to motivation, effort and personal pride, courage, self-esteem and persistence on tasks, they are also associated with school performance. Another study, by Mascarenhas, Almeida and Barca in 2018, refers that the higher levels of academic qualifications of the parents are significantly associated to the personal efforts of students to achieve academic success and in the same condition, parents of lower academic qualifications support low academic performance in the absence of personal commitment of the student due to susgabstnce abuse. Thus, the personal perceptions of competence of adolescents are constructed in the parents' qualifications reflecting these causal attributions and are reflected in the actual school performance. Teenagers with parents whose education is at secondary or higher education level, achieve a better school performance, a clearly visible aspect in the studies by Mascarenhas et al. (2017)

2.2.2 Peer pressure

Mwirira et al., (2019) argued that drug and alcohol use during adolescence leads to association with antisocial peer groups, which in turn diminishes school engagement and increases other behavioral and social problems. Indeed, as Godley and the current studies support, substance use is related to many school-related outcomes that have a strong behavioral and social component. That is, outcomes such as school grades, attendance, school completion and dropout are

influenced not only by intellectual functioning, but also by motivation, organizational skills and social/behavioral skills. In other words, the effects of substance use on academic outcomes may have motivational, social and behavioral components in addition to any effects on cognition and cognitive development. Thus, negative academic outcomes may be due to both the direct effect of substance use on cognitive skills as well as the constellation of motivational, social and behavioral risk factors associated with substance use in adolescence.

Peer pressure can influence substance abuse which ultimately affects academic performance. Most intuitively, alcohol and drug consumption may have some detrimental effects on pupils' cognitive abilities, for instance, by decreasing their ability to concentrate. Concerning the indirect channels, drug and alcohol consumption may for instance be responsible for shifting individuals' resources away from schooling. Additionally, peer pressure can undermine students' progress by making them less likely to attend classes or keep up with their studies. Finally, psychologists argue that heavy drinking may lower individuals' expectations about their academic performance (Deas et al, 2020). This effect could be driven by a shift in students' peers when they engage in abusive alcohol consumption.

2.2.3 Gender

Illicit drug use is injurious to adolescent students in their academic performance. Today, there are estimated 1.5 million girls who abuse drug in Nigerian higher institution. No academic institution in Nigeria is immune and no student really is (Alabi, 2017). Some adolescents are involved in use of illicit drugs because they want to reduce regular pressures around them. It symbolizes a protest against set rules, and to explore basic to self (Omage, 2018). The arrest by police, NDLEA and the news reports revealed that illicit drug use is on the increase. It is in this connection that this study examines the impact of substance abuse among girls on academic performance in colleges of education in Kwara State.

2.2.4 Family income

Sharma et al. in 2020 showed that students who abuse drugs 31 percent were from high income families with high possibility of dropping out f school. On the other hand, 7 percent of users had an average monthly income of less than 5,000 are characterized with poor performance. Those with no income were, however, the least users of family planning services. The results thus

reveal that in the absence of an income source, usage of family planning would decline. The lower the economic status of the households, the higher the non-users

2.3 Socio-demographic factors of substance abuse and academic performance

2.3.1 Place of residence

Many studies support that social factors such as place of residence, affect the substance abuse patterns. A study by Otim in 2020 showed that urban students were found more likely to use drugs compared to their counterparts. These differences were attributed to better availability of and access to drugs by both rural and urban students (82.3%) resided in rural areas while only 17.7% resided in urban areas. A statistically significant relationship was found between place of residence and substance abuse. Substance abuse was higher among respondents in urban areas (78.6%) relative to those in rural areas (54.7%) (Otim, 2020). Studies by MoH, (2018) have shown that rural-urban differences in substance abuse are the highest in urban Sub Saharan Africa. In some areas the rate is more than twice as high as among urban than among rural (Omon, 2020).

2.3.1 Peer pressure

Peer pressure can lead to emotional anxiety is an emotion marked by feelings of nervousness, fear, and worried thoughts, while a panic attack is a brief period of extremely high anxiety that triggers physical symptoms of fear, including shortness of breath, trembling, muscle tension, and racing heartbeat. This lowers academic performance and may lead to school dropout. Another one of the consequences of drug abuse is paranoia, which is the unfounded and enduring sense of other people ‘trying to get you’ or that you are the target of their constant, intrusive scrutiny. Harmful substances such as illegal drugs can be due to peer influence can cause anxiety and panic attacks by interfering with the normal chemical flow in the brain, resulting in an imbalance of brain chemicals and ultimately leading to anxiety. These alterations in brain chemistry can also bring on paranoid thoughts, feelings, and actions. Prolonged use of drugs may mean that symptoms of anxiety could last for many months or even years past drug use and this also contribute to poor academic performance.

2.3.2 Parental support

Lack of parental support can contribute to substance abuse among learners and this can affect their academic performance significantly. Studies by Olvera and Moya (2012) show that school performance is associated with parental support, equality, equity of educational and social opportunities, not only to individual capabilities. These authors report that the social factor determines academic achievement, and is influenced by the original social class and cultural contexts, since the family determines the basic foundation of the individual's personality. The same authors argue that parental support can provide cultural capital that the teenager needs, underpinned by intellectual and moral instruments (values and attitudes) of prior acquisition to school, which families with low cultural level are unable to offer its youngsters, interfere with the importance of creating habits and cultural capital of the juvenile, even when considering similar socio-economic levels.

2.3.3 Age

Most researchers would agree that substance use and academic performance are most likely are related bidirectional, such that substance use both influences and is influenced by academic performance. Bachman et al. (2010) argued concluded that academic experiences predict substance use more strongly than use predicts performance. However, significant findings linking substance use to subsequent academic outcomes have also been observed. Tobacco smoking at age 14 was associated with an increased likelihood of dropping out of high school by age 18, and smoking at age 18 was associated with lower educational attainment by age 22. Complicating this bidirectional relationship are a number of common risk factors that affect risk for both substance use and academic difficulties. For example, boys are more likely than girls to both use substances and have lower grades in high school. Externalizing disorders such as attention deficit/hyperactivity disorder and conduct disorder also increase risk for both substance use and decreased academic achievement. However, studies controlling for such factors (eg., Ojangole et al., 2020) suggest that substance use is negatively associated with academic outcomes beyond the age of 18.

2.4 Summary of literature

Most of the previous studies focus on primary and secondary education levels and the problem is not well addressed at the university level. The poor performance of students in USE schools has not been given attention. Moreover, in Industrial division of Mbale City no study has ever been conducted about substance abuse and socio-demographic factors associated with academic performance. Thus, this study intended to assess substance abuse and socio-demographic factors associated with academic performance in Industrial division of Mbale City.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used in the study, and some of the areas that will be covered include research design, area and population of the study, sample size, sampling techniques, research instruments, data quality control and data analysis as well as ethical issues in the study.

3.1 Research Design

The research study used cross-sectional design using both qualitative and quantitative research approaches to analyze the effect of poverty on economic development. This design helped the researcher to generate more sufficient data and relevant information that support the variables and objectives of the research study.

3.2 Study Population

The population consisted of 32 students and 20 teachers and 28 directors of studies from Mbale SS being one of the Governments universal secondary schools out of the three found in Mbale city ie, Mbale SS, Nkoma SS and Mbale High. Directors of studies were chosen to participate in this study because they are they custodians of laws and undertake monitoring of drug use in their areas to enforce preventive measures while students are selected because they are the victims of drugs and substance abuse. Additionally, teachers were chosen because they have information drug abuse among their students and coping strategies adopted by schools to prevent substance and drug abuse among their students. The study population was drawn from Industrial Division of Mbale City.

3.3 Sample size

The total population (N) is estimated to be100 people and therefore the sample population was 80 persons using Krejcie and Morgan (1973) methods of determining sample size from the population.

Table 3.1 Summary of the Sample Size and Sampling Technique

Category	Target Population	Sample size	Sampling Techniques
Students	40	32	Simple random
Teachers	35	28	Simple random
Directors of studies	25	20	Simple random sampling
`Total	**100**	**80**	

Source: Primary data, 2024

3.4 Sampling Techniques

The researcher used the following sampling techniques:

3.4.1 Simple random sampling

The researcher used simple random sampling to select 28 teachers and 32 students and 20 directors of studies. This technique involved giving a number to every subject or member of the accessible population; placing the numbers in the container and then picking any number at random and it used be on students, teachers and directors of studies and student category which enabled the researcher to get a representative sample for the research study.

3.5 Data collection Techniques/Tools

The researcher used both questionnaires and interview.

3.5.1 Questionnaire

The researcher used self-administered questionnaire as research tool to collect data from the students and teachers category. The questionnaire had three sections: Section A included the respondents' demographic information, Section B, C and D focused on the general and closed ended statements which were in accordance with the objectives of the study. The researcher got a list of students and teachers was administered the questionnaires.

According to Fisher (2014), a questionnaire is used because it is easy to administer, not so expensive, and will help to collect unbiased data. The nature of the questions were in form of

structured and close ended questions where by a 5 Lakers scale of measurement was on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). Questionnaires was used because it allowed respondents to provide fist hand information which was free of bias and it is also easy to use

3.6.2 Key informant interviews

This is a qualitative in-depth interview with people who know what is going on in the community (Saunders, et al, 2017). The researcher interviewed teachers and directors of studies. The purpose of key informant interviews is to collect information from a wide range of people including professionals and residents who have firsthand knowledge about the community.

3.8 Data collection procedure

The researchers selected and presented a research topic to the department of education which was approved. Thereafter the researcher developed a research proposal. After approval of the research proposal, the researcher obtained an introductory letter from the Head of department which was presented to the relevant authorities in the study area for data collection. Thereafter the researcher writes a report which was presented to the department for further examination.

3.6 Data quality control tools

3.6.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the content validity test (CVI).

3.6.2 Reliability

The reliability of the instrument was tested using the test re-test method of reliability and Cron-bach alpha tests to determine the reliability index with the help of SPSS. Data for testing the instruments was collected from 20 people not among those in the sample. According to Nunnally (1978) the reliability coefficient Alpha is supposed to be above 0.7 to show that there is reliability.

3.7 Data Processing and Analysis

3.7.1 Quantitative data analysis

Data processing was done through editing of the data which was coded for further data analysis. After data processing, quantitative data analysis was carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS). Data was presented using different methods such as simple frequency tables which ultimately helped to measure effect of poverty on economic development. This was because data presentation required clear portrayal of the findings presented, and the listed method above clearly fulfills that purpose.

3.7.2 Correlations and Regression Analysis

Correlations and regression analysis was used to establish the effect of poverty on economic development. This type of inferential statistics is easy to compute and interpret and they also helped in making conclusions. Descriptive statistical techniques (frequencies and percentages) were used to analyze field data from questionnaires and assist in the interpretation of data.

3.7.3 Qualitative data analysis

On the other hand, qualitative data gathered from open-ended questions in the interview guide was summarized. A style called content analysis was used to test the validity and authenticity. Then, data was categorized according to the sub-themes identified earlier.

3.9 Ethical issues

The researcher used every opportunity available to protect respondents from harm. Respondents were assured of confidentiality through explaining to them the purpose of this research study respondent's identity was held anonymous. Participations in the research study was based on the principle of voluntary and informed consent where respondent after getting information about the research study chosen either to participate or not.

CHAPTER FOUR

ANALYSIS OF STUDY FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents on data analysis and interpretation based on the study objectives identified earlier. It begins with the analysis of the demographic data as seen below;

4.3 Background characteristics of the respondents

The first part of this chapter is a presentation and analysis of preliminary data obtained from the study. It includes the background information of the respondents and the variables involved are age (in years), gender of respondents, educational level and marital status**.** Data obtained has been presented in tables below.

Table 4.2 contains the age distribution of respondents who participated in the study. The purpose was to find out the average age of respondents in the study area. Table 2 show that the majority 54% of the study respondents were between 30 to 39 years of age. The findings of the study imply that since majority of the respondents were mature, this mean that they were mature enough and information acquired from them was reliable. Old age has been viewed by several studies as important in determining responses on factors that substance.

Table 4.1: Frequency and percentage distribution of respondents' background information

Variables	Category	Frequency	Percent (%)
Age	20- 29	17	21
	30-39	43	25
	40-above	20	54
Marital Status	Single	18	23
	Married	36	45
	Widow	11	33
	Separated	15	19
Education level	Primary	31	39
	Secondary	38	48
	Post-Secondary	11	14
Sex	Male	30	38
	Female	50	62

Source: *Primary Data 2024*

The respondents were asked to indicate their sex by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study. The study findings revealed that out of the 80 respondents who participated in the study, majority 62% were females. The finding means that there are more female than males who participated in the study, studies have revealed that females and males have different attitudes and views towards substance abuse and since females are not usually exposed to substances, they have reasonable knowledge regarding factors associated with substances abuses (Onyango, 2021).

Findings in table 4.1 above show that the majority (45%) of respondents were married. Marital status has implications on substance abuse where cases of substance abusers and their association

with socio-demographic factors are more common among single than their married counter parts..

The findings of the research study also shows that majority of the respondents have attained some level of education whose opinions and views regarding substance abuse and socio-demographic factors can be trusted. This is in line with Umar (2021) who argued that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret content in the questionnaire and give valid responses.

4.2 Substance abuse and academic performance in USE schools

This was the first objective of the study and was aimed at establishing substance abuse and academic performance in USE schools**.** The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.2: Substance abuse and academic performance in USE schools

Question statements	**SD**	**D**	**N**	**A**	**SA**
Substance abuse can lead to school dropout of students	13%	5%	18%	49%	20%
Those students abusing drugs usually perform poorly in academics	5%	13%	23%	50%	9%
Substance abuse among students result into lack of classroom attendances	4%	11%	11%	56%	18%
Substance abuse can lower academic concentration of students	5%	7%	15%	58%	4%

Source: Primary data, 2024

The study investigated whether substance abuse can lead to school dropout of students. According to the findings in the table 4.2 above, 49% of the respondents agreed that substance abuse can lead to school dropout of students. The above results therefore imply that substance abuse can lead to school dropout of students. Even during interviews, data collected from

participants show that substance abuse can lead to school dropout of students. One of the respondents reported that, *".many students drop out of school due to substance abuse".*

Study findings in the table 4.2 above show that 50% of the respondents agreed that those students abusing drugs usually perform poorly in academics. This finding implies that those students abusing drugs usually perform poorly in academics and this was supported by qualitative data collected from interviews was it was revealed that those students abusing drugs usually perform poorly in academics: "*.students who abuse drugs perform poorly in academics",* Musolni reported.

The study findings also revealed the majority (56%) of respondents strongly agreed that substance abuse among students result into lack of classroom attendances. This is because this is because substance abuse curtails student's effort to regularly attend school. This finding was backed up by data collected during interviews where participants also mentioned that gender substance abuse among students result into lack of classroom attendances. *"Students who are victims of substance abuse do not attend school as required "*Kolyangha reported.

Study findings in table 4.2 also revealed that substance abuse can lower academic concentration of students as 58% of respondents agreed with the statement. This is because substance abuse does not allow concentration in class work. Even qualitative data collected from respondents from interviews reveals that substance abuse can lower academic concentration of students. "*substance abuse can lower academic concentration of students"* said Rogers.

4.3 Socio-economic factors of substance abuse and academic performance

The second objective in this study was to assess socio-economic factors of substance abuse and academic performance**.** The findings from respondent's opinion accompanying variables under this objective were summarized in the table below;

Table 4.3: **Socio-economic factors of substance abuse and academic performance**

Question statements	**SD**	**D**	**N**	**A**	**SA**
Family income where students from high income families tend to abuse and dropout of school	12%	15%	23%	46%	14%
Parental level of education where students with parents who low parental level of education usually abuse drugs	14%	14%	20%	28%	24%
Peer pressure can lead to substance abuse and poor academic performance	12%	15%	18%	31%	24%
Gender where boys abuse drugs more than girls	0%	10%	36%	45%	9%

Source: Primary data, 2024

The study investigated whether family income where students from high income families tend to abuse drugs and dropout of school and study findings in table 4.3 above revealed that majority (46%) of the respondents agreed to the statement that family income where students from high income families tend to abuse drugs and dropout of school. This finding therefore implies that family income where students from high income families tend to abuse drugs and dropout of school and data collected from interviews show that family income where students from high income families tend to abuse drugs and dropout of school as one of respondents reported:

"students from high income families tend to abuse drugs and dropout of school".

The researcher further investigated whether parental level of education where students with parents who low parental level of education usually abuse drugs revealed and the findings revealed that the majority (28%) of respondents agreed that to the statement that parental level of education where students with parents who low parental level of education usually abuse drugs This finding is in line with the qualitative data collected from respondents during interviews

where Namisango reported that: *".parental levels of education where students with parents who have low level of education usually abuse drugs".* This finding thus implies that parental level of education where students with parents who low parental level of education usually abuse drugs.

Further, the study also investigated whether peer pressure can lead to substance abuse and poor academic performance. The majority of (31%) respondent strongly agreed with the statement noting that peer pressure can lead to substance abuse and poor academic performance. Even respondents during interviews mentioned that peer pressure can lead to substance abuse and poor academic performance where Wamazembe said that:
"peer pressure leads to substance abuse and poor academic performance". This finding therefore implies that peer pressure can lead to substance abuse and poor academic performance.

The researcher also investigated whether gender where boys abuse drugs more than girls and the study findings revealed that the majority (45%) of the respondents agreed that gender where boys abuse drugs more than girls. Even qualitative data collected from interviews show that gender where boys abuse drugs more than girls where Francis, a respondent explained that
"boys abuse drugs more than girls". This therefore implies that gender where boys abuse drugs more than girls.

4.4 Socio-demographic factors of substance abuse and academic performance

The third objective in this study was to assess socio-demographic factors of substance abuse and academic performance and the findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 1.4: Socio-demographic factors of substance abuse and academic performance

Statements	SD	D	N	A	SA
Place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts	12%	14%	20%	42%	12%
Parental support where those students without parental support are more likely to abuse drugs	12%	13%	22%	43%	18%
Age where substance abuse increase with age	12%	13%	14%	55%	16%
Family background where student from affluent families tend to chronic drug abusers	13%	14%	22%	35%	16%

Source: Primary data, 2024

The study investigates whether place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts. Results in table 4 above show that about 42% of the respondents strongly agreed with the statement that place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts. This was backed by qualitative data where most of respondents during interviews stated that place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts.

"poor women in my area find it hard accessing reproductive health" Mudangha, reported. This therefore implies that place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts.

Based on the current study, it was revealed in the table 4.4 above that parental support where those students without parental support are more likely to abuse drugs as majority of respondents (43%) agreed to the statement. Similar findings were obtained from face to face interviews was recorded where participants acknowledged that Parental support where those students without parental support are more likely to abuse drugs.

"Parental support where those students without parental support are more likely to abuse drugs", Manjeri said. This finding therefore implies that parental support where those students without parental support are more likely to abuse drugs.

Additionally, study findings show that age where substance abuse increases with age where the majority (55%) of respondents agreed with the statement that noting that age where substance abuse increase with age. This finding was also reported in qualitative data obtained from interviews where Nalyongho said that:

"*.Age where substance abuse increase with age"*

Respondents were also asked whether family background where student from affluent families tend to chronic drug abusers and from study findings in table 4.4, the majority 35% of the respondents agreed that income where poor women with low income level do not access reproductive health. Even qualitative data from interviews show that:

"family background where student from affluent families tend to chronic drug abusers". This therefore implies that family background where student from affluent families tend to chronic drug abusers

4.6 Discussion of the findings.

Substance abuse and academic performance in USE schools

Substance abuse can lead to school dropout of students and this was supported by 49% of the respondents who participated in this study. Even the findings of Annual Reports of the International Narcotics Control Board (2020) found that substance abuse can lead to school dropout of students.

Study findings also show that those students abusing drugs usually perform poorly in academics where 50% of the respondents agreed. This finding is also supported by the findings of the research study by Canadian Centre on Substance Abuse (CCSA) (2019) where it was reported that Study findings also show that those students abusing drugs usually perform poorly in academics.

Barrett and Reardon (2020) found that substance abuse among students result into lack of classroom attendances and this supports the finding of this study where 56% of respondents strongly agreed that substance abuse among students result into lack of classroom attendances.

During the study, it was revealed that substance abuse can lower academic concentration of students as 58% of respondents agreed with the statement. Even Berkvens' (2019) finding show that substance abuse can lower academic concentration of students

Socio-economic factors of substance abuse and academic performance

Researchers such as Eric, Single, David et al., (2019) found that family income where students from high income families tend to abuse drugs and dropout of school and similar findings was also discovered by this study where majority respondents (46%) respondents agreed to the statement that family income where students from high income families tend to abuse drugs and dropout of school.

Parental level of education where students with parents who low parental level of education usually abuse drugs and this was revealed in the findings of Eric, Single, David et al., (2019). The findings of this study is also in line with the findings of Eric, Single, David et al., (2019) where it was found that parental level of education where students with parents who low parental level of education usually abuse drugs with the majority (28%) of respondents supported the statement.

The study findings of Argawal (2019) argued peer pressure can lead to substance abuse and poor academic performance and this singing supports the findings of this study where it was discovered that peer pressure can lead to substance abuse and poor academic performance with majority of (31%) respondents strongly agreed with the statement.

According to Henrick (2020), gender where boys abuse drugs more than girls. This supports the finding of the present study where it was noted that present by 45% of the respondents that some gender where boys abuse drugs more than girls. Even qualitative data collected from interviews show that by gender, boys abuse drugs more than girls.

Socio-demographic factors of substance abuse and academic performance

The study found that place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts with 42% (majority) supporting the statement. This is in line with the study results of the research study carried out by Canadian Centre on Substance Abuse (CCSA) (2019) where it also found that place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts.

UNDCP, *Drugs and Development,* UNDCP-Vienna, (2021) found that parental support where those students without parental support are more likely to abuse drugs and similar finding was obtained by this study where it was found that by the majority of respondents (43%) that parental support where those students without parental support are more likely to abuse drugs.

According to Elena (2017) age where substance abuse increase with age and this finding is in line with results of this study where it was revealed by majority (55%) of respondents both in quantitative and qualitative data that age where substance abuse increase with age.

Study findings show that family background where student from affluent families tend to chronic drug abusers with majority of respondents (35) noting that family background where student from affluent families tend to chronic drug abusers. This is in line with the findings of UNDCP (Regional report on Asia and the Pacific, 2018).where it was found that family background where student from affluent families tend to chronic drug abusers.

CHAPTER FIVE
SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations about the study. It also presents at areas for further research.

5.2 Summary

Study findings show that substance abuse leads to school dropout as supported by 49% of study participants. Students who abuse drugs perform poorly in academics (50%) and usually miss classes (56%) leading to low academic performance. Additionally, level of family income determines the incidence of substance abuse where students from high income families to be substance abusers (46%) and those students with parents without education also abuses drug (28%). Other socio-economic factors of substance abuse include peer pressure (31%) and gender (55%). There are socio-demographic factors of substance abuse that significantly influence academic performance such as place of residence (43%) and age (55%).

5.3 Conclusions

In conclusion, students who experience substance abuse performs poorly and dropout of school. Those from affluent families in urban setting can experience substance abuse irrespective of age and peer influence.

5.4 Recommendations

Government through various law enforcement agencies should control drug and substance use including narcotics in schools. Schools in partnership with Ministry of Education and parents should also put in place policies and regulations that help to control substance abuse among students and encourage student learning.

5.5 Areas for further studies

Gender, culture of substance abuse and academic performance

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APPENDICE

APPENDIX I: QUESTIONAIRE GUIDE FOR STUDENTS IN USE SCHOOLS

NALUMANSI MARY

Bachelor of Social Work and Social Administration (Candidate)

RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE

Consent letter

I am **NALUMANSI MARY.** a student of Uganda Christian University, currently undertaking a research on a topic ‘An investigation into effect of substance abuse on academic performance of students in secondary schools in Industrial Division of Mbale City.. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you

SECTION A: REPONDENT'S BIO - DATA

INSTRUCTIONS

Please fill in the blank spaces or tick (√)in the boxes provided where necessary.

1. Name: (optional)

   ……

2. Age: 15 – 30 31 – 45 ☐ 46 – 60 ☐ 60 + ☐
3. Sex: Male ☐ Female ☐
4. Marital status: Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed ☐
5. Location:

   Cell ……..…… Parish ……..…….. Sub – county …….

6. Levels of education:

   None ☐ Primary ☐ Secondary ☐ Tertiary and above ☐

   Other (please specify)

   ……

   ……

7. Religion: Protestant ☐ Catholics ☐ Muslims ☐ Born again ☐

   Others (please specify)……

SECTION B: QUESTIONNAIRE FOR STUDENTS IN USE SCHOOLS

1	2	3	4	5
Strongly agree	agree	Undecided	Disagree	Strongly disagree

Substance abuse and academic performance in USE schools		**Rating**				
1.	Substance abuse can lead to school dropout of students	1	2	3	4	5
2.	Those students abusing drugs usually perform poorly in academics	1	2	3	4	5
3.	Substance abuse among students result into lack of classroom attendances	1	2	3	4	5
4.	Substance abuse can lowers academic concentration of students	1	2	3	4	5
Socio-economic factors of substance abuse						
8.	Family income where students from low income families tend to abuse drugs and dropout of school	1	2	3	4	5
10.	Parental level of education where students with parents who low parental level of education usually abuse drugs	1	2	3	4	5
11.	Peer pressure can lead to substance abuse and poor academic performance	1	2	3	4	5
12.	Gender where boys abuse drugs more than girls	1	2	3	4	5
Socio-demographic factors of substance abuse						
15.	Place of residence where student from urban areas tend to abuse drugs compared to their rural counterparts	1	2	3	4	5

16.	Parental support where those students without parental support are more likely to abuse drugs	1	2	3	4	5
17.	Age where substance abuse increase with age	1	2	3	4	5
18.	Family background where student from affluent families tend to chronic drug abusers	1	2	3	4	5

THANK YOU FOR YOUR TIME

APPENDIX III: KEY INFORMANT INTERVIEWS FOR TEACHERS AND DIRECTORS OF STUDIES IN USE SCHOOLS

1) What is your occupation?
2) How does drug abuse affect academic performance of students in secondary schools Industrial Division of Mbale City?
3) How does substance abuse affect academic performance in USE schools in Industrial Division of Mbale City?
4) What is the effect of socioeconomic factors and academic performance in USE in Industrial Division of Mbale City?
5) How does socio-demographic factors affect academic performance schools Industrial Division of Mbale City

Thank you

MORGAN TABLE

Morgan and Krejcie, (1970) and Amin's (2005) mathematical table for sample size determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1000	285	5000	357
40	36	160	113	380	191	1100	291	6000	361
45		170	118	400	196	1200	297	7000	364
50	44	180	123	420	201	1300	302	8000	367
55	48	190	127	440	205	1400	306	9000	368
60	52	200	132	460	210	1500	310	10000	370
65	56	210	136	480	214	1600	313	15000	375
70	59	220	140	500	217	1700	317	20000	377
75	63	230	144	550	226	1800	320	30000	379
80	66	240	148	600	234	1900	322	40000	380

1970), determining sample size for research activities. Educational and psychological measurement .30.608.

APPENDIXES IV: WORK PLAN SCHEDULE

Duration / Activity	J	F	M	A	M	J	J	A	S	O	N	D
Developing Questionnaires				■								
Data collection					■	■						
Data processing and analysis							■					
Writing Draft and Final Report								■				
Submission of Report									■			

APPENDIX 3: BUDGETESTIMATES

Item	**Quantity**	**Unit Cost**	**Total Cost**
Stationary			
Ruled paper	2 reams	10,000/=	20,000/=
Note book	4	3,000/=	12,000/=
Printing	37 pages	500/=	18,500/=
Photocopying	74 pages	150/=	11,100/=
Pens	10	500/=	5,000/=
Bag	1 bag	35,000/=	35,000/=
Sub Total			**101,600/=**
Date collection			
Transport	5 days	20,000/=	100,000/=
Sub Total			**201,600/=**
Report writing			
Secretarial services			
Typing	64 pages	500 per page	32,000/=
Printing	64 pages	150 per page	9,600/=
Photocopying	150 pages	150per page	22,500/=
Binding	3books	20,000/= each	60,000/=
Sub Total			**124,100/=**
TOTAL SUM			**325,700/=**

UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To TOWN CLERK
INDUSTRIAL DIVISION

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NALUMANSI MARY

Of Registration Number; S20/MUC/BSW/224 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree SOCIAL WORK AND SOCIAL ADMINISTRATION

He/ she is required to carry out an academic research on the topic

SUBSTANCE ABUSE AND SOCIO-DEMOGRAPHIC FACTORS ASSOCIATED WITH ACADEMIC PERFORMANCE IN UNIVERSAL SECONDARY SCHOOLS (USE) IN INDUSTRIAL DIVISION OF MBALE CITY.

and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

22 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

Permission granted
the required person
the needed information

PRINCIPAL ASSISTANT TOWN CLERK
18 MAR 2024
INDUSTRIAL CITY DIVISION
MBALE CITY