EFFECTS OF DRUG AND SUBSTANCE ABUSE ON ACADEMIC PERFOMANCE AMONG SECONDARY SCHOOL STUDENTS IN THIKA WEST SUB-COUNTY, KIAMBU COUNTY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION (ARTS) OF GRETSA UNIVERSITY
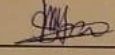
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DECLARATION

This project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution.

Signature: _~~~~~_ Date: _11/12/2024_

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This project has been submitted with my approval as university supervisor

Signature: _~~~~~_ Date: _11/12/2024_

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DEDICATION

I dedicate this work to my parents, family members, friends, colleagues and all those that has entirely supported me during my research.

ACKNOWLEDGEMENT

I acknowledge with gratitude my supervisor Md Saraphine Thiga who constantly guided me through to produce quality project work. I also acknowledge my parents for the support.

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ABSTRACT

Drug and substance abuse is a global concern and Kenya is no exception to this issue. Various parties, including teachers, parents, church officials, and other stakeholders, have been actively engaging in seeking to understand its underlying causes and the effect to academic performance. Hence there is a pressing need to address this problem. This study aimed at investigating the effect of drug and substance abuse on the academic performance of secondary students in Thika West Sub-County, Kiambu county. The study used descriptive survey research design. The study used interview and questionnaires to gather data. Interviews were set to collect information from principals and guidance and counseling teachers. Questionnaires were given to the students patterning questions with the aim of collecting data. Qualitative analysis was used to analyze the information gathered.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

A drug is a substance that, when introduced into a living organism, has the capacity to modify one or more of its physiological functions. This term is commonly applied to substances consumed for medicinal reasons as well as those that are misused (Kwamanga, Odhiambo & Amukoye, 2003). According to the United Nations, (2008), drug abuse is a global problem that poses a great danger to the lives of individuals, society, political and security in many countries. Globally children seem to be targeted as the new market for drug industry NACADA, (2012).

The continent of Africa has not escaped the issue of drug abuse among its youth. In recent years, there has been a noticeable increase in manufacturing, circulation and usage of drugs, particularly affecting the younger generation and young adults.

Kenya, like many other countries, has faced challenges related to the transit of hard drugs, particularly in cities like Nairobi and Mombasa. This illegal drug trade has had significant consequences, including the rise of drug consumption and addiction among secondary and college students. These issues have resulted in social unrest and widespread destruction of both lives and property (Ngesu, Ndiku, &Masese, 2008).

Drug and substance abuse among secondary students is a major public health problem. Drug abuse can have a significant negative impact on academic performance, as well as other aspects of students' lives.

There are a number of factors that contribute to drug and substance abuse among secondary students. One factor is peer pressure. Students may feel pressure to experiment with drugs or alcohol in order to fit in with their friends. Another factor is curiosity. Students may be curious about what it feels like to be under the influence of drugs or alcohol. Some students may also turn to drugs or alcohol as a way to cope with stress, anxiety, or other mental health problems.

The effects of drug and substance abuse on academic performance can be severe. Drugs and alcohol can impair cognitive function, making it difficult for students to learn and retain

information. Additionally, students who abuse drugs or alcohol are more likely to skip class, miss assignments, and drop out of school altogether.

In 2005, the United Nations Office on Drugs and Crime (UNODC) published a report titled "World Drug Report 2005." The report found that drug abuse among secondary students is a global problem and that it can have a significant negative impact on their academic performance.

The negative effects of drug and substance abuse on academic performance are a serious concern for parents, teachers, and policymakers. There are a number of things that can be done to prevent drug and substance abuse among secondary students and to help students who are already struggling with addiction. These include: Providing students with information about the dangers of drug and substance abuse, teaching students how to resist peer pressure, developing and enforcing school policies on drug and substance abuse, providing students with access to counseling and treatment programs.

It is important to note that drug and substance abuse is a complex problem with no easy solutions. However, by taking a comprehensive approach to prevention and treatment, we can help to reduce the number of secondary students who are struggling with addiction and to improve their academic performance.

A number of studies have documented the negative effects of drug and substance abuse on academic performance. For example, one study found that students who used marijuana regularly were more likely to have lower scores and were more likely to drop out of school. Another study found that students who used alcohol heavily were more likely to miss class and to perform poorly on exams.

1.2 Statement of the Research Problem
It is evident that drug use and abuse is still a problem in Kenyan secondary schools despite the various measures taken to curb it. The number of secondary students involving themselves in drug and substance abuse increase day by day.

The negative effects of drug and substance abuse on academic performance are a serious concern for parents, teachers, and policymakers. Drug abuse can also lead to other problems, such as strikes, violence, crime, and risky sexual behavior.

The secondary schools in Thika sub-county are experiencing challenges such as declining in academic performance and subsequent drop out of students mainly due to the usage of drug and substance abuse thus there was need to investigate on effects on drug and substance abuse on the academic performance of secondary students in Thika.

1.3 Purpose of the study

The purpose of this study was to investigate the effect of drug and substance abuse on the academic performance of secondary students in Thika West Sub-County, Kiambu, Kenya.

1.4 Conceptual framework

Independent variable   Dependent variables

```
┌─────────────────────────┐
│ Type of drug used        │
│                          │
└─────────────────────────┘                    ┌──────────────────────────────┐
                                                │                              │
┌─────────────────────────┐                    │  Academic performance        │
│ Frequency of drug use    │ ───────────────▶   │                              │
│                          │                    │                              │
└─────────────────────────┘                    │                              │
                                                └──────────────────────────────┘
┌─────────────────────────┐
│ Duration of drugs        │
│                          │
└─────────────────────────┘
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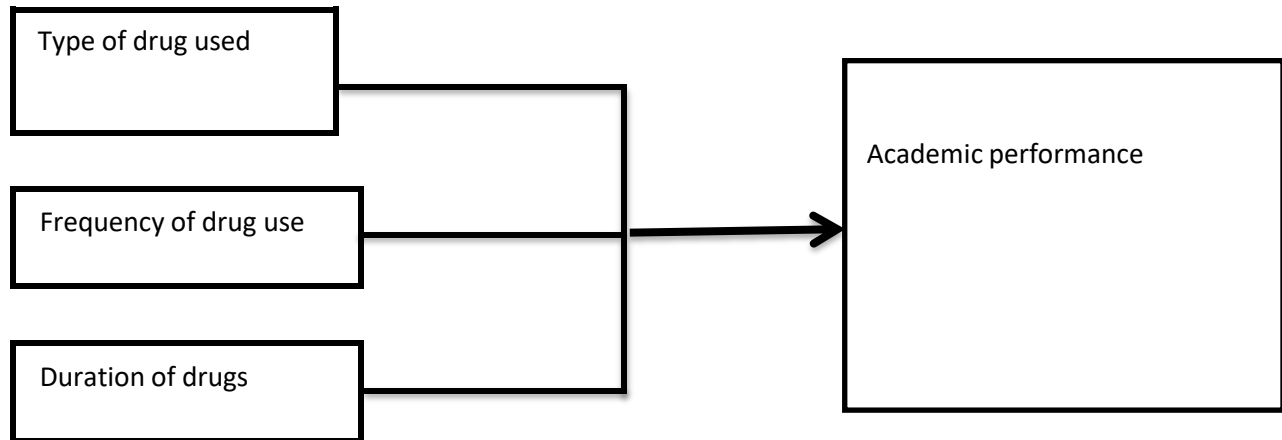
1.5 Research questions

1. How does drug and substance abuse influence the academic performance of secondary students in Thika West Sub-County?

2. How does the commonly used drug influence performance among secondary students in Thika West Sub-County

3. What are the factors that contribute to drug and substance abuse among the secondary students in Thika West Sub-County?

1.6 Objectives of study

1.6.1 General objective

To identify the effect drug and substance abuse among students in secondary school in Thika West Sub-County.

1.6.2 Specific objectives

i.   To assess the impact of drug and substance on the academic performance in secondary schools in Thika West Sub-County

ii. Identify the common type of drugs abused by secondary students Thika West Sub-County

iii. To understand factors that contributes to drug and substance abuse among the secondary students in Thika West Sub-County

1.7 Hypothesis of the study

[HO]1. There are no impacts of drug and substance abuse to the academic performance of secondary students.

[HO]2. There are no common abused drugs by secondary students

[HO]3. There are no factors that influence secondary students to use drugs.

1.8 Significance of the Study

The findings of this study will be of benefits to secondary students who by understanding the effect of drug and substance abuse on academic performance will empower them with knowledge about the potential consequences of their actions. It will also have benefits to the school administrator who can use the research to form policies and allocate resources to create a safer and more supportive learning environment.

The government and policy makers will benefit from the research by using it to develop evident-based policies and legislation aimed at curbing substances abuse among secondary students.

Parents and guardians will benefit from this study by gaining insights into the risks associated with substance abuse among secondary students.

1.9 Scope of study

The study will be based on the effects of drug and substance abuse on the academic performance of secondary students. The study will evolve around factors like which kind of drugs does the students use most, the psychosocial consequences to students who get involved to drugs and substance and also on the factors that contribute to drug and substance abuse among secondary students.The research will be limited to some public secondary school in Thika West Sub-County, Kiambu County.

1.10 Limitation of the study

Drug and substance abuse is not allowed to be used by secondary students thus some students will feel unsafe to be part of the research. At this point assuring the students that the information will be safe from reaching the third party with his/her name will be the best option to overcome the situation.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This chapter review literature related to the topic: effects of drug and substance abuse among students in academic performance. It will also review literature related to the following subheadings; impact of drug and substance abuse on the academic performance of secondary students, commonly used drugs among secondary students and the factors that influence secondary students to use drugs.

2.2 Effects of Drug and Substance Abuse on Academic Performance.

Substance abuse hinders students learning behavior which is an essential element in education practice (Blandford 1998). It has got attention that indiscipline in schools is increasing due to drug use.

According to Munyoki, 2008, drug abuse leads to low morale and deterioration in learning standards. This has led to strikes in secondary school accompanied by violence, destruction of school property and possible deaths.

According to Wanja, (2009), in Tigania sub-county, the using of Miraa had become a culture with both teachers and students involved. Due to this the performance of the students went down because teachers were unable to teach effectively and the students were not able to concentrate on the studies.

Students who participate in drugs are less likely to excel academically as a result because there is a disorder of cognitive development that affects academic performance and interfere with academic progress.

2.3 Impact of Drug and Substance Abuse in the Academic Performance of Secondary Students.

Drug abuse affects the brain and causes significant loss of functions carried out by the brain (Sternberg, 2003). Drugs interfere with the students` concentration. Students lose interest in school work that includes additional assignments and curriculum activities. Because of this, they may be absent from school while doing their school work.

They also affect the students` decision-making process, creative thinking and the development of social and life skills. According to Louw,(2001) drug abuse interfere with the person`s unique potential and interest thereby influence his or her professional development. Drug abuse affects an individual self-image. Self-concept points the way people perceive themselves in different areas for example, academic, physical, social (louw, 2001).

2.4 Commonly Used Drug.

According to the United States Department of Health and Human Services (2000), 90% of the students use alcohol before leaving high school. In Kenya a report by NACADA (2008) indicated that alcohol is the commonly used drug by about 61% of the population. Same report show that 40.9% of students in Nairobi province abused alcohol 26.3% in central province.

A study done by Kyalo and Mbugua ,(2001) indicated that secondary students in Murang'a county used tobacco and alcohol more than other substances such as khat (miraa) cannabis (bhang) and other illicit substances. A study carried out by Otieno, (2009) indicated that secondary students in Kisumu used alcohol, tobacco, khat, cannabis and cocaine.

From the above studies and reports, it is apparent that much has not been done to determine the commonly abused drugs among secondary school students. It is therefore essential to carry out this study and determine other unique drugs that may be abused by secondary school students in Lamu-West sub-county.

2.5 Factors that contribute to drug and substance abuse.

According to (NACADA, 2006), peer pressure and curiosity are the leading forces behind drug and substance abuse among others. The other factors include social occasions and personal problems.

According to the United Nations, (2013), drug users seek approval for their behavior from the peers, whom they attempt to convince to join them. Peer pressure has a negative or a positive impact depending on the quality of the peer group (Gatonye, 2006). According to Kyalo and Mbugua, (2011), majority of the drug users have friend who use drugs, and even in school the gang together to plan how to get the drugs.

2.6 Theoretical Framework.

The Social Learning Theory

Albert Bandura (1977) proposed the Social Learning Theory, which is grounded in the idea that adolescents shape their beliefs about anti-social behaviors based on the influence of significant figures in their lives, such as relatives, teachers, parents, and close friends. According to this theory, adolescents who are exposed to substance-using role models are likely to undergo a three-stage process. First, they observe and become familiar with specific substance-related behaviors. Second, they receive social reinforcement for engaging in early substance use. Finally, this leads to positive social and psychological consequences for their future substance use.

Additionally, the Social Learning Theory highlights the importance of expectancies regarding the effects of alcohol and other drugs. Individuals with strong coping skills and high self-esteem are more likely to consume alcohol at socially acceptable levels and build relationships with others who also avoid alcohol abuse. Conversely, those lacking effective coping skills may turn to alcohol and drugs as a means to relieve tension, escape from problems, and improve their emotional state. The theory recognizes that the environment, including physical surroundings and lifestyle factors, plays a role in shaping an individual's drug-related experiences (NACADA, 2006).

Bandura's theory posits that individuals learn through observing the behaviors of others. They cognitively represent these observed behaviors and may subsequently adopt them (Bandura, 1977). This theory is pertinent to this study because it suggests that students learn about drug abuse through observation and internalization. Whether drug abuse behavior persists or ceases may depend on whether it is positively or negatively reinforced. For example, experiencing negative consequences such as illness, loss of friends, or school suspension can deter the continuation of such behavior. Parents also influence their children's drinking habits through both modeling alcohol use and transmitting their values about drinking (Band McGregor's Theory X, Theory ura, 1977).

CHAPTER THREE: RESEARCH METHODOLOGY.

3.1 Introduction

This chapter deals with the research methodology and consist the research design, study area, target population, sampling techniques, sample size, measurement of variables, research instruments, validity of measurement, reliability of measurement, data collection techniques, data analysis and logistical and ethical considerations.

3.2 Research Design

A research design is a strategy for study and the plan by which the strategy is to be carried out specifying the methods and the procedure for the data collection, measurement and analysis of data (cooper and schindler, 2001).

This study design was descriptive survey design. According to Kombo and Tromp, (2006) this is a method of collecting information by interviewing or administering a questionnaire to a sample of individual. This type of design was also useful when collecting information about people's attitudes, opinions, and habits Orodho, (2009). This is therefore within the focus of study.

3.3 Study Area

The study was carried out in Thika West Sub-County Kiambu county, Kenya. The study area was chosen because the area has been registering poor results in the KCSE Exams. The targeted schools were public day schools among the area.

3.4 Target Population

The study will target form 3 students, their respective guidance and counseling teachers and principals in 3 public secondary school in Thika West Sub-County, Kiambu county. They were selected because it is presumed that they are on the peak of their adolescence; thus being more familiar with drug-related issues in their respective schools, and they were also the ones who settled down in school.

3.5 Sampling Techniques.

Sampling involves the process of choosing a specific number of individuals from a target population to serve as responsibility. As stated by Mugenda and Muganda, (2003), it is the method of selecting a limited number of cases to provide insights that can be applied to a much large set

of cases. In this study random sampling was used to select form three students from five public secondary day schools. As for the head teachers and guidance and counseling teachers, purposeful random sampling was used.

3.6 Sample Size.

The sample size comprised 40 students, 2 principals and 2 guidance and counseling teachers. It is recommended that the minimum sample of a small population is (30) percent while (10) percent can do for a big population. The table below shows how the sample size will be determined.

Table 3.6 Sample Size Determination.

Study Population	Target Population	Target Population (%)	Sample size
Students	400	10	40
Principals	5	30	2
Guidance and Counseling teachers	5	30	2
Total sample size			44

3.7 Measurement of Variables.

Variables	Measure/Indicators	Measure scale	Question numbers
Impacts of drug abuse on the academic performance of students.			Qs1

Commonly used drugs by the students		Multiple choices	
			Qs2
Factors contributing to drug abuse by the students		Open ended	
			Qs3

3.8 Research Instruments.

The data pertaining to effect of drug and substance abuse on academic performance was gathered using questionnaires and interview. According to Ogula (2005) a questionnaire is a set of standardized questions administered to respondents and represents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an early accumulation of data. This particular type of research instrument is effective for collecting data from a large sample size. The questionnaires were used to collect data from students.

According to Gay (2009), an interview is an oral, in person and answer session between the researcher and the individual respondent. Interview was used to collect data from guidance and counseling teachers and principals.

3.9 Validity of Measurement.

According to Mugenda and Mugenda, (2009) validity is the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study.

3.10 Reliability of Measurement.

Reliability in research instruments refers to the extent to which the instrument consistently produces uniform data in repeated trials (Mugenda & Mugenda, 2003). In essence a reliable instrument is one that can consistently and accurately measure a specific variable and consistently yield the same results when applied under similar conditions over time. When it comes to questionnaire, the focus is on the consistency of responses to the researchers' questions. To asses this, the responses to each question in the questionnaire were compared with the responses to other questions within the same questionnaire.

3.11 Data Collection Techniques.

Data collection involves the process of acquiring information with the aim of either confirming or disproving specific facts; as described by Kombo et al. (2006). Questionnaires were given to the form three students who were randomly selected by the researcher. The questionnaires involved open-ended and closed-ended questions. The research will conduct individual interviews to guidance and counseling teachers and principals.

3.12 Data Analysis.

Data will be analyzed and presented by use of frequencies and percentages table and means. Qualitative data will be analyzed by establishing patterns and categories, information which is used to explain qualitative data.

3.13 Logistical and Ethical Consideration.
Logistical

The researcher asked for permission from the relative school administrations before carrying out the study. Students were given the questionnaires after voluntarily agreeing to participate in the study.

Ethical

The researcher safeguarded the privacy of the data collected and appreciate their participation.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSIONS

4.1   INTRODUCTION

This chapter focused on the analysis, presentation of data collected from the field and explication of the results. In this chapter, data analysis is presented in line with objectives.

4.2   Demographic Information

The study collected demographic information of the respondents in terms of gender.

Category	Frequency	Percentage
Male	20	45.45
Female	24	54.45
Total	44	100

Table 4.2 Demographic Information

From the above table the female were more than the males with a percentage of 54.45 while the male had a percentage of 45.45 however this does not represent the actual population

4.3 Types of drugs used

The respondents said that the most commonly types of drugs used by the students are alcohol Tobacco khat and marijuana. 25 students said they have used some of these drugs at one point with 19 of them saying they use regularly. The respondents reported that they mostly used these drugs when schools are closed. One went further and reported in the subsequent interviews that the usually sneaks out of school to go and search for marijuana stating that he believes he has become addicted to it. He said that it enables him to be able to concentrate in class during the long lessons. They also said that during the school outings and events they usually find a way to sneak alcohol into the school. Tobacco especially cigarettes has very few users with only two students saying they use it. They said that tobacco is for the older generations and it is not very common among them. 15 students said that they have never used any of these drugs before.

Category	Frequency	Percentage
Marijuana	13	52
Tobacco	2	8
Alcohol	10	40
Total	25	100

Table 4.3 Types of Drugs Used

4.4 Frequency of drug use

The table below shows the frequency at which the students use these drugs. 15 students said they have never used these drugs. One student said he is an occasional user. Four students said that they use these drugs occasionally in night parties, social gatherings, and with friends. Five students reported that they use it frequently, more than once every month. They said its mostly on weekends when they want to unwind and celebrate that the week is over.

Category	Frequency	Percentage
Never used	15	62.5
Occasional user	4	10
Frequent users	5	12.5
Daily users	1	2.5
Total	40	100

Table 4.4 Frequency of drug Used

4.5 Duration of drug use

From the table below the student who said that he used drugs daily said that he started drugs a long time ago when he was in class six. He said that the reason he started was because at home nearly everyone except his mom uses drugs, so it would not take long before he followed suit. Fifteen students said that they started during the December holiday when they had finished class eight and they have been using ever since. 9 of the remaining students said that they started when they were in form two, now that they are in form three they have been using it for one years now. The daily user even went further and opened about how he had once tried cocaine and how he felt afterwards.

He said he will never try it again and he will only stick to the "common Drugs" marijuana and alcohol.

Duration	Frequency	Percentage
1 – 3 years	9	36
3 – 5 years	15	60
5 – 7 years	1	4
Total	25	100

Table 4.5 Duration of Drug use

4.6 Academic performance

The principals and guidance and counselling teachers were interviewed on the impacts of drug and substance abuse among students and were of the opinion that drug and substance abuse negatively affects the overall academic performance. The correlational analysis between academic performance and drug abuse.

For the analysis the Spearman's Rank of correlation will be the most appropriate to look for the relationship between drug abuse and academic performance

Usage	Average scores	frequency	Rank of average scores	Rank of frequency	d	D squared
Never used	70	15	1	4	-3	9
Occasional	55	15	2	2	0	0
Frequent	45	9	3	3	0	0
Daily	40	1	4	1	3	9

Table 4.6 Academic Performance

The Spearman's rank of correlation formula $r = 1 - 6 \sum d^2 / n^3 - n$

Substituting we get r as – 0.8

4.6.1 Analysis

Strength: The magnitude of the correlation coefficient (0.8) is close to one which indicates a strong relationship.

Direction: The negative sign indicates that the relationship is inverse as one variable increases the other variable decreases.

Implication: This suggest that students who abuse drugs more frequently tend to have a lower academic performance while those students who do not abuse drugs tend to have a higher academic performance.

The dependent variable in this case academic performance has a strong inverse relationship with the dependent variables (Types of drugs used, Frequency of drug use, and the duration of drugs used)

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary conclusion and recommendations from the study

5.2 Types of drugs used

From the study the most commonly used drug by the students are alcohol and marijuana. Tobacco is not very common among the students with only two of the respondents admitting that they used it. This is because to the young people tobacco seems outdated and is mostly associate with the older generations. Some students said that they avoid Tobacco because of its high addictiveness. Marijuana seems to be very common among the students with 52% of the students admitting that they have used it and some still use it. Alcohol is the second most abused drug

5.3 Frequency of drug use

Of the respondents fifteen of them said they have never used drugs. The rest of the respondents alternate between frequent occasional with one respondent saying that he is an occasional user. He attributed this to the fact that he had early exposure to drugs from family members. He said they influenced him to start drugs at an early age. The others said that they get drugs during night parties, social gatherings and from friends.

5.4 Duration of drug use

From the data its alarming that most of the students have abused these drugs for more than two years with one student having used them for more than six years. It is even more alarming that more than nine students of the respondents saying that they have used for more than three years. This is probably because of the early exposure to these drugs, the easy availability of these drugs.

5.5 Academic performance

It seems that those students who have never used drugs perform better academically than those who use. Those who use drugs said that this might be because they usually don't finish their assignments due to long parties at night, during the holidays they do not study because most of the time they are always high from smoking marijuana. Others said that when they do not have access to these drugs they usually feel discouraged studying because they are depressed and they want

these drugs to act as stimulants. All these factors put together lead to poor academic performance and that can be shown by their average scores.

5.6 Conclusion

Alcohol and marijuana are the most commonly used drugs among the students. Students who never used drugs exhibited better academic performance than those who did. Drug use was linked to poorer academic performance due to factors like unfinished assignments, neglected studying, and drug-induced discouragement or depression.

5.7 Recommendations from this study

From the study the following recommendations were made The study suggests students are starting drugs at a young age. Programs educating students about the dangers of drugs and teaching them healthy coping mechanisms might help prevent initial use.

The study suggests peer pressure is a factor influencing drug use. Social groups or programs that promote positive and drug-free activities could be beneficial.

The study indicates drug use can lead to neglecting studies. Tutoring programs or support groups focused on improving academic performance could be helpful, especially for students struggling with drugs.
The study suggests some students use drugs to cope with depression. Increasing access to mental health professionals and resources could provide alternative coping mechanisms.

5.8 Recommendations for further research

This study was a limited study and it did not cover all the areas involved with drug abuse, but it opened other areas for further research and analysis.

Explore reasons behind early exposure: The study suggests students start using drugs young, but it doesn't explore why. Future research could delve into family dynamics, socioeconomic factors, or mental health issues that might contribute to early use.

Investigate social circles in detail: While peer pressure is mentioned, the study doesn't differentiate between positive and negative social influences. Further research could explore how social groups function in relation to drug use. Maybe positive peer support networks encouraging healthy activities could be a focus.

Longitudinal studies on academic performance: This study establishes a correlation between drug use and lower grades, but a longitudinal study tracking students over time could provide a clearer picture of how drug use impacts academic trajectory.

Analyze specific drugs and their effects: The study lumps alcohol and marijuana together. Future research could differentiate between the drugs' effects on academic performance and mental health, allowing for more targeted interventions.

Explore mental health beyond depression: The study mentions depression as a factor for drug use, but there could be other underlying mental health issues at play. Further research could explore anxiety, ADHD, or other conditions that might contribute to drug use as a coping mechanism.

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Appendix I

Student questionnaires

1. What is you gender

Male

Female

2. Have you ever used drugs for other purpose other than medicinal purposes

Yes

No

3. Which of the following drugs have you used

Tobacco

Marijuana

Alcohol

4. For how long have you used the said drug

1 – 3 years

3 – 5 years

5 – 7 years

5. What is your average score in school

0 – 29

30 – 59

60 – 90

6. What lead you to start using these drugs

Appendix 2

Interview questions for teachers.

1. Are you aware of any students who maybe using drugs?

   Yes

   No

2. Are there any in the upper classes?

   Yes

   No

3. How did they perform last exam compared to other students?

4. Do you think that the usage of drug and substance abuse has influence on the academic performance of students?

Appendix 2 Work Plan

This research was done in one week which was from 6th may to 10th may 2024.

Date	Activity	Remarks
6/05/2024	Seeking permission from the school administrations to conduct the study.	
7th and 8th	Conducting the study	
9th may 2024	Data analysis and interpretation	
10th may 2024	Report and closure of the study.	

Appendix 3 Budget

Item	Amount	remark
Research materials	4000	
Transport cost	2000	
Meals	2000	
Miscellaneous	2000	
Total	10000	