

**EFFECTS OF DRUG AND SUBSTANCE ABUSE ON ACADEMIC PERFORMANCE
AMONG STUDENTS AT GREYSA UNIVERSITY**

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GREYSA UNIVERSITY**

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DECLARATION AND APPROVAL

Declaration

This proposal is our original work and has not been presented for any study program in any other institution.

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DEDICATION

We dedicate this research project to our fellow students of Gretsä University who continuously strive for academic excellence despite the challenges they face. This work is also dedicated to our families, friends, and lecturers for their unwavering support, encouragement, and guidance throughout the study

ACKNOWLEDGMENTS

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ABBREVIATIONS AND ACRONYMS

FGD – Focused Group Discussions

MTF – Monitoring The Future

NACADA – National Authority for the Campaign against Alcohol and Drug Abuse

SPSS – Statistical Packages for Social Science

DEFINITIONS OF TERMS

Drug - any chemical substance that affects the functioning of living organisms

Substance Abuse - The excessive use of alcohol, prescription drugs, or illegal drugs

Addiction - a complex condition characterized by compulsive drug seeking and use, despite harmful consequences.

ABSTRACT

Drug abuse in Kenyan schools has become a pervasive issue with detrimental effects on student learning, performance, and moral behavior. If left unchecked, this menace could lead to widespread indiscipline and unmanageable schools and higher learning institutions. Despite the severity of the problem, limited research has been conducted on drug abuse and its impact on academic performance and social wellness in Grestsa University. This paper delves into the causes, forms, and effects of drug and substance abuse on Grestsa university students. It drew upon existing research to provide a comprehensive understanding of the issue and presents strategies for addressing the associated problems. The paper outlines the research methodology of the study on drug abuse and its effects on academic performance in Grestsa University. Questionnaires were employed as data collection instruments. The study focused on the students. Data collection was conducted between January and April 2025 using structured questionnaires. The research methodology addressed the study's objectives and provided valuable insights into drug abuse and its impact on academic performance in Grestsa University. According to the findings from the data collected, the study reveals that drug and substance abuse has a negative impact on students' academic performance. Key findings show that students who engage in drug and substance abuse often experience poor concentration, memory loss and low motivation which leads to declining grades. The conclusion of the study emphasizes that substance abuse not only affects academic outcomes but also impacts students' overall well-being and future potentials. Therefore, there is an urgent need for universities, colleges, schools, parents and communities to work together in creating awareness, offering guidance and implementing preventive measures to help students stay focused and succeed academically. Based on the findings of the study, several recommendations can be made to address the negative effects of drug and substance abuse on academic performance. First, the universities, colleges and schools should strengthen their guidance and counseling departments.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Substance misuse, particularly among students, has become a major worldwide problem that has a detrimental effect on both their academic achievement and personal growth. Peer pressure, rapid societal change, and technology improvements make the issue worse, with young people being especially at risk (Kaluwe, 2019). Tobacco, cannabis, cocaine, heroin, alcohol, and prescription medications are among the substances that are frequently abused. These drugs damage the brain, impairing important cognitive functions that are necessary for academic performance, including memory, focus, and knowledge retention (UNODC, 2022).

It has been demonstrated that drug-induced intoxication can impair cognitive performance for up to 48 hours, making it extremely difficult for students to concentrate, absorb information, and study for tests. Additionally, chronic use increases the likelihood of addiction, which can result in behavioral problems like cheating, absenteeism, and disrespect for institutional norms as well as long-term academic disengagement (Muoti & Kibera, 2020). Such actions not only jeopardize a person's academic career but also disturb their classmates' learning environment.

Additionally, drug abuse's emotional and social repercussions, such loneliness and damaged relationships, make these scholastic difficulties much worse. For universities to lessen the negative consequences of drug usage on academic performance, preventative tactics and student support systems must be combined (United Nations, 2023).

According to UN reports, there is a concerning increase in the use of illegal drugs worldwide, especially heroin and cocaine, with a disproportionate impact on young people. According to data from the United Nations Office of Drugs and Crime (UNODC, 2023), drug misuse is more common among teenagers and young adults than among older age groups, and youngsters are increasingly being targeted as a new market base. Peer pressure, curiosity, social conformity, the desire for pleasure, performance improvement, stress alleviation, and habitual behaviors are some of the factors that contribute to drug use (Zemba et al., 2021).

Substance misuse has serious repercussions, such as increased chance of poverty, involvement in criminal activity, and school dropout. Despite these results, family situations have a major role in teen substance use in many African countries. Drug use among adolescents and young adults has

been found to be significantly predicted by a number of factors, including exposure to domestic drug use, parental separation or divorce, lack of parental supervision, psychosocial challenges resulting from family dysfunction, and a family history of mental health disorders (Toteng & Amone-P'Olak, 2020; Engebretsen & Nalugya, 2019).

By encouraging family unity, providing focused education, and supporting community-based treatments, efforts to reduce drug usage among youth must address these fundamental causes. These strategies can lessen the incidence of drug misuse and its negative social impacts.

According to Zemba et al. (2021), drug misuse has a major negative impact on students' interpersonal connections and frequently shows itself as aggression, rudeness, and hostility. Unrest in schools is often the result of such actions. Drug-abusing students frequently show signs of absenteeism, poor cognitive function, deteriorating health, inconsistent attendance, and eventually dropout. Reduced focus, memory loss, and cognitive decline brought on by substance abuse are the reasons for these students' poor academic performance.

According to Ikoh et al. (2019), peer pressure, media impact, stress release, curiosity, drug accessibility, inadequate parenting, and family-related pressures are some of the variables that lead to drug misuse among young people. Peer pressure and the need for social approval have a big impact on vulnerable age groups, especially those between the ages of 17 and 28. Studies carried out in Nigeria have brought attention to the negative effects of alcohol consumption on secondary school pupils, highlighting problems like poor academic performance, absenteeism, and trouble fulfilling assignments.

Drug addiction has an impact on both sexes, with male and female pupils being impacted in different ways. A worrying trend of students, especially girls, being arrested for drug-related offenses was noted by Kamau et al. (2020). These results highlight how common drug usage is and how it endangers students' academic performance and personal growth.

The consequences of substance misuse are complex. They have an impact on extracurricular activities, following school policies, regular attendance, and preserving calm learning settings. Additionally, the link between drug abuse and criminal activity including bullying, chronic absenteeism, and school unrest makes institutions' problems worse (Ojedokun & Balogun, 2022).

The effects are more severe in areas where drug awareness programs are ignored, and students there have worse academic results and more social dysfunction

1.2 Statement of the Research Problem

Drug and substance abuse among students at Gretsia University has emerged as a significant challenge, affecting their academic performance, social behavior, and overall well-being. Despite efforts to curb this issue, the prevalence of drug use remains concerning, driven by factors such as peer influence, stress, and inadequate supervision. The accessibility of drugs through various sources and the diversity of substances being abused further complicate the problem. This study explores the causes, sources, and forms of drugs prevalent among students to understand their impact on learning outcomes and provide actionable insights to mitigate this growing issue.

1.3 Purpose of the Study

The purpose of this study was to investigate effects of drug and substance abuse on academic performance among students in Gretsia

1.4 Conceptual Framework

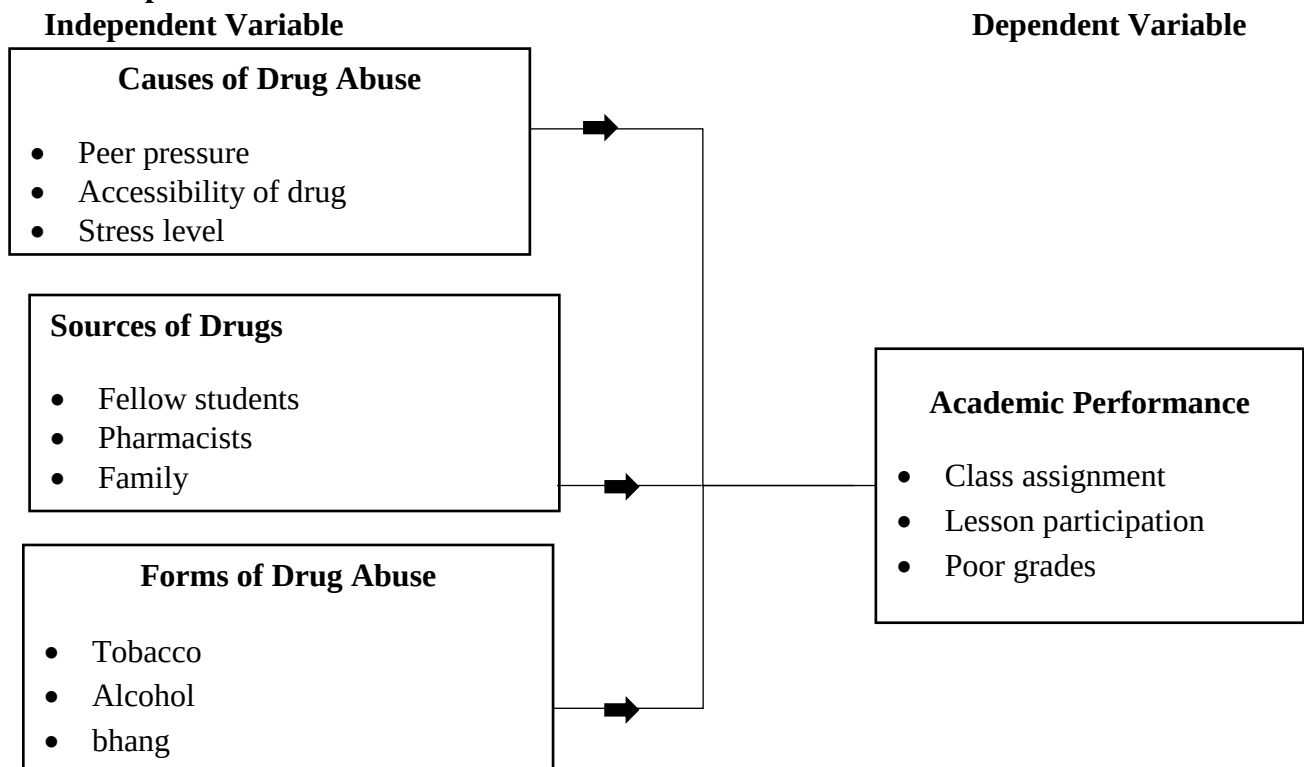


Figure 1.1: Conceptual Framework

Source: Researcher Data, 2025

1.5 Research Questions

- i. What are the effects of drug and substance abuse on academic performance on students at Gretsä University?
- ii. What are the causes of drug and substance abuse?
- iii. What are the sources of drugs and substances abuse?
- iv. What are the different forms of drugs?

1.6 Objectives of the Study

1.6.1 General Objective

To investigate the effects of drug and substance abuse on academic performance among students at Gretsä University.

1.6.2 Specific Objectives

- i. To determine how the causes of drug abuse influence substance use among students at Gretsä University.
- ii. To establish how the sources of drugs impact the students at Gretsä University.
- iii. To examine how different forms of drugs contribute to substance misuse among students at Gretsä University.

1.7 Significance of the Study

Firstly, understanding the causes of drug abuse is crucial for identifying the underlying factors that lead students to engage in substance use. This study provides stakeholders with evidence-based insights into influences such as peer pressure, family dynamics, stress, and societal norms. Such information can inform targeted interventions to mitigate these factors, fostering a healthier academic and social environment for students.

Secondly, identifying the sources of drugs is essential in curbing their availability and accessibility. This study shows how students acquire drugs, whether through peers, local vendors, or online platforms.

Lastly, exploring the various forms of drugs used by students is significant in understanding their impact on academic performance and social behavior. By examining the types of substances

commonly abused, such as alcohol, cannabis, and prescription drugs, the study provides insights into which forms pose the greatest risks. This will help tailor prevention and awareness campaigns to target the most problematic substances effectively.

1.8 Delimitations of the Study

This study had the following limitations. First, this study is specifically limited to students at Greta University, located in Thika, Kenya. The findings, therefore, reflect the experiences and circumstances of this population and did not apply to students in other universities, regions, or countries with differing social and cultural dynamics. Secondly, the research relied on self-reported data from participants, which introduced the possibility of bias, such as underreporting or the influence of social desirability. While every effort was made to ensure anonymity and encourage honest responses, these factors affected the accuracy of the data collected. Lastly, the research was confined to students within university educational settings. As such, its conclusions and recommendations may not be applicable to other groups, such as younger children, working adults, or individuals in alternative educational or non-educational environments. This limitation underscores the need for further studies to explore these other contexts.

1.9 Limitations of the Study

During the research, several challenges were encountered. One of the main challenges was the lack of cooperation among some respondents, which required the use of polite and appealing language to encourage them to provide the needed information. Another difficulty was collecting comprehensive data from students, as their busy schedules and class timetables often made it hard to reach them. Additionally, the high cost of conducting the research posed a significant challenge, making it necessary to adopt cost-effective techniques in data collection to ensure the study was completed successfully.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of literature to explore the variables contributing to drug and substance abuse among students at Gretsia University. It begins by examining the causes of drug abuse, including peer pressure, the accessibility of drugs, and stress levels, which are frequently cited as key factors driving substance use among students. The review further delves into the sources of drugs, highlighting how fellow students, pharmacists, and family members contribute to the availability and distribution of drugs within the academic environment. Additionally, it explores the forms of drug abuse, such as tobacco, alcohol, and bhang, which are the most commonly misused substances among students. By analyzing these variables in existing research, the literature underscores their complex interplay and the implications for students' academic performance and overall well-being.

2.2 Effects of Drug and Substance Abuse on Academic Performance

One of the main issues that has contributed to Kenya's subpar performance is drug usage. The history of drug misuse begins before the country gained its independence, when it was still a British colony. The British introduced drugs as a useful chemical to help people cope with some of the issues they face in their daily lives.

Drug use significantly impairs students' ability to complete class assignments effectively. Substance abuse disrupts cognitive functions such as memory, attention, and organizational skills, which are critical for processing and executing academic tasks. Studies by Kaggwa et al. (2021) highlight that students under the influence of drugs often exhibit poor time management and lack of focus, leading to incomplete or substandard assignments. Additionally, the stress and anxiety associated with drug dependency can further hinder a student's ability to meet academic deadlines (Ssewanyana et al., 2020).

Participation in lessons is also adversely affected by drug use. Students who misuse drugs often experience physical and mental health issues, such as lethargy and difficulty concentrating, which reduce their engagement in class discussions and activities. Kamau et al. (2022) observed that drug-affected students are more likely to be disruptive or absent from lessons, impacting not only their learning but also the overall classroom dynamic. This lack of active participation

diminishes opportunities for collaborative learning and feedback, essential components of academic success (NACADA, 2022).

The culmination of these issues, impaired assignment completion and lack of lesson participation, often results in poor academic grades. Ondieki and Nyambegera (2020) found a strong correlation between substance use and declining academic performance, noting that students who regularly engage in drug use are at a higher risk of failing exams and dropping out. Drug-related cognitive impairments, combined with the cumulative effects of absenteeism and disengagement, contribute significantly to students' inability to achieve their academic potential (Ssewanyana et al., 2020).

2.3 Causes of Drug Abuse

Peer pressure is a significant driver of drug abuse, especially among young adults and adolescents. The need to fit in with social groups can compel individuals to engage in substance use, even against their better judgment. According to Kaggwa et al. (2021), students are more likely to experiment with drugs when surrounded by peers who normalize or glamorize drug use. This influence often stems from a desire for social acceptance or to avoid exclusion, leading many to develop habitual substance use behaviors. Furthermore, group settings can lower the perceived risks of drug use, making individuals more susceptible Nalugya (2020).

The easy availability of drugs is another key factor contributing to their abuse. Research by Muoti and Kibera (2020) indicates that the proliferation of illegal drug markets near educational institutions makes it easier for students to obtain substances like alcohol, tobacco, and cannabis. Additionally, legal substances, such as alcohol and prescription medications, are often accessed through family members or local pharmacies without proper regulation. The availability of these drugs creates an enabling environment, increasing the likelihood of experimentation and dependence (Ssewanyana, Mwangala, & Kiwanuka, 2020).

High stress levels, often due to academic, financial, or personal pressures, can push individuals toward substance abuse as a coping mechanism. According to Ondieki and Nyambegera (2020), stress-induced drug use is common among students facing overwhelming academic workloads or socio-economic challenges. Drugs are perceived as a temporary escape from their realities, offering short-term relief from stress and anxiety. However, this reliance exacerbates mental

health issues and fosters dependency, further compounding the problem (Kamau, Njoroge, & Mwangi, 2022).

2.4 Sources of Drugs

Fellow students often contribute to the availability of drugs through direct sharing or sales. Peer influence and social settings increase access, with drug use becoming normalized in some groups (Ondieki & Nyambegera, 2020). This dynamic creates a cycle where addicted peers introduce others to substance use (Kaggwa et al., 2021).

Pharmacies are sources of prescription drugs often misused by students. Weak regulatory measures allow easy access to opioids and sedatives, sometimes sold without prescriptions. Over-the-counter medications are also misused as stress relievers or for recreational purposes (Ssewanyana et al., 2020; Muoti & Kibera, 2020).

Families can inadvertently expose students to drugs through substance availability at home or direct provision by members struggling with addiction. Normalization of drug use within families often sets a foundation for adolescent substance abuse (Kamau et al., 2022; Ondieki & Nyambegera, 2020).

2.5 Forms of Drug Abuse

Tobacco use among students is prevalent in many educational settings, and it has been associated with cognitive impairments, reduced academic performance, and behavioral issues. Studies show that students who smoke regularly tend to have poorer memory, slower learning, and difficulty focusing on academic tasks (Wang et al., 2020). The nicotine in tobacco can lead to withdrawal symptoms, making it harder for students to concentrate and participate actively in lessons, which ultimately affects their academic achievement (Kollins, 2021).

Alcohol abuse is a significant issue among university students, often resulting in poor academic performance. Excessive alcohol consumption is linked to absenteeism, class disengagement, and a decline in mental sharpness, which can reduce the ability to complete assignments and participate effectively in lessons (Tindle et al., 2020). Furthermore, alcohol impairs memory retention and decision-making, leading to lower grades and an increased likelihood of dropping out (Parsons et al., 2020).

Cannabis use, particularly among students, has been shown to negatively affect academic performance. Regular use of cannabis has been associated with impaired concentration, decreased motivation, and a decline in cognitive functions such as memory and learning capacity (Weiss et al., 2020). Studies indicate that students who use cannabis tend to perform worse in exams and class assignments, as it interferes with their ability to retain and process information (Meier et al., 2021).

2.6 Theoretical Framework

This study was guided by the Social Learning Theory.

2.6.1 Social Learning Theory

This theory suggests that behaviors, such as drug use, are learned through observation and imitation, particularly in social contexts. In the case of students, peer influence, social circles, and familial behavior patterns play a significant role in shaping individual choices regarding drug use. Students may observe and imitate the behaviors of their peers or family members, leading to the adoption of drug use as a coping mechanism for stress, peer acceptance, or curiosity.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter deals with research design, location of the study, target population, sample size, sampling procedures, research instruments, pilot study, instrument reliability, instrument validity, data collection procedures, and data analysis techniques. A discussion of each aspect of the research methodology is given hereunder, beginning with research design

3.2 Research Design

The study used a descriptive design. The quantitative phase involved structured surveys administered to a simple random sampling of students to gather data on the causes, forms, and effects of drug abuse on academic performance. The qualitative phase included semi-structured questionnaires to explore personal experiences and deeper insights into the impact of drug abuse on learning. This approach ensured a comprehensive understanding by blending statistical data with detailed personal narratives (Creswell, 2014; Tashakkori & Teddlie, 2010).

3.3 Study Area

The study was conducted at Gretsia University in Kiambu County, Kenya. The university is a private institution that has witnessed varying trends in student enrollment, making it an ideal location to examine the impact of drug abuse on academic performance and student participation.

3.4 Target Population

Population is the entire set of elements from which one wants to draw conclusions (Casteel & Bridier, 2021). Gretsia University students were the target audience for this research. Based on data from the school's admissions office, the study targeted 1200 students: 300 first years, 200 second years, 250 third years, and 450 fourth years

3.5 Sampling Procedure and Sample Size

The study focused solely on students as the target population. Simple random sampling was used to select participants from various academic years and student groups. This approach ensured a more representative sample by including each subgroup based on academic discipline or level of education. Kothari (2013) asserts that a sample of 10% to 30% is appropriate for descriptive

3.6 Research Instrument

A structured questionnaire was employed as the primary research instrument. The questionnaire was designed to collect quantitative data, ensuring a standardized approach to gathering information from respondents and maximizing data collection

3.7 Validity of Measurement

The study utilized content validity to ensure that the questionnaire comprehensively addressed all relevant aspects of the variables under investigation, such as causes, sources, and forms of drug abuse. Experts in drug abuse, addiction studies, and student behavior reviewed the questionnaire to confirm that all critical dimensions such as peer pressure, drug accessibility, and common substances like alcohol and tobacco were adequately covered.

3.8 Reliability of Measurement

The researcher applied internal consistency to ensure the methodologies used were standardized and consistent. This approach produced similar outcomes across different sections of the assessment measuring the same variables, enhancing the reliability and reducing data variability.

3.9 Data Collection Technique

Questionnaires served as the primary data collection tool for this study. This method was chosen for its ability to reach many respondents efficiently and cost-effectively. It allowed participants to express their opinions freely, ensuring the collection of accurate and reliable information (Harris & Brown, 2019).

3.10 Data Analysis

Data analysis refers to organizing, presenting, and evaluating data using logical and statistical techniques. In this study, descriptive statistics were applied, with frequencies and percentages calculated. The results were presented in tables and charts for clarity and easy interpretation.

3.11 Logistical and Ethical Consideration

This study adhered to several logical and ethical considerations. Firstly, ensuring participant confidentiality is critical, as personal data collected through questionnaires was anonymized to protect respondents' privacy and prevent misuse of sensitive information. Secondly, informed consent was obtained from all participants, guaranteeing that they understand the purpose of the study, their role, and any potential risks involved. Finally, the research maintained objectivity and impartiality in data analysis and reporting, avoiding any biases that could skew the results, ensuring that the findings were presented accurately and ethically. These ethical principles were essential for upholding the integrity of the research process and safeguarding participants' rights

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected during the field survey. The data are displayed using charts and tables for clarity and easy understanding. The findings are based on the responses obtained from the questionnaires administered to the target audience.

4.2 Demographic Data

4.2. Response Rate According to the Respective Years of Study

This section presents the completion rate achieved during data collection. Out of the targeted population, 120 students successfully responded to the questionnaires, representing a response rate of 10%. The table below shows the distribution of responses according to the students' respective years of study

Table 4.1: Response Rate

Students Level	Frequency (n)	Percentage of Response
1 ST years	9	7.5%
2 ND years	30	25.0%
3 RD years	21	17.5%
4 TH years	60	50.0%
Totals	120	

Source: Researcher Data, 2025

The response was well represented according to the available population of the campus. The response also was very genuine since the researcher was able to have direct contact with the respondents

4.1.2 Age of the Respondents

According to the findings, most of the respondents aged between 23 –25 as represented in the pie chart below;

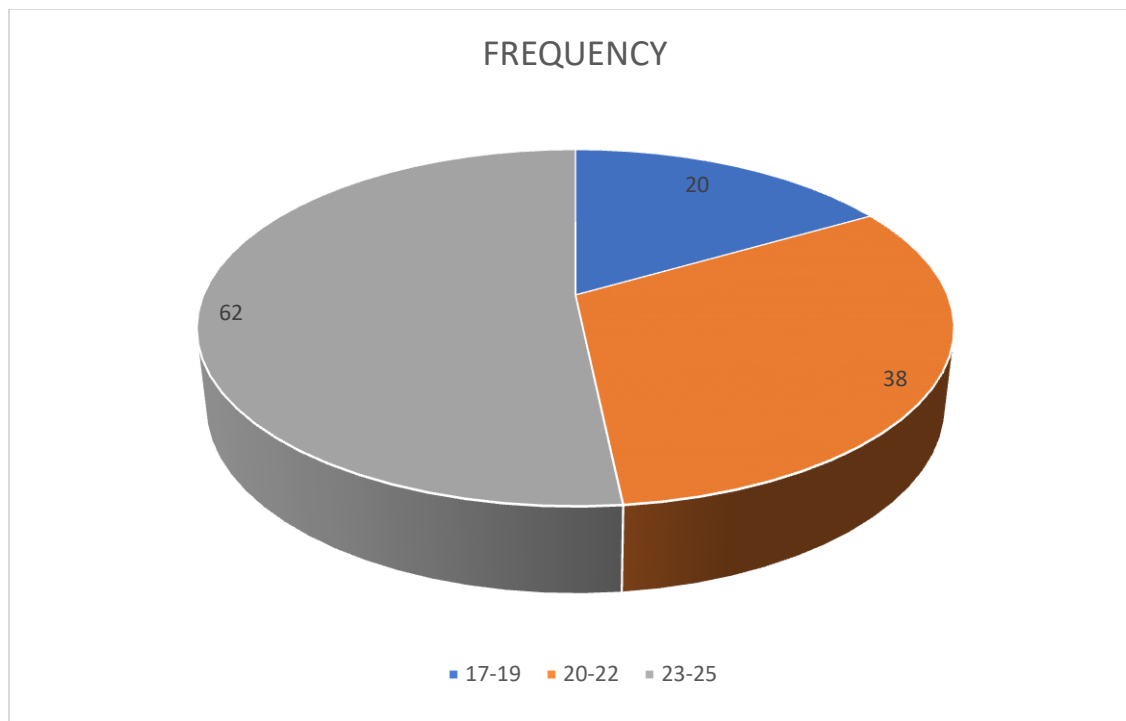


Figure 4.1: Age

Source: Researcher Data, 2025

4.1.3 Gender

According to the data collected the male gender responded higher than the female gender. Through this this research concluded that males are more of drug abuse than the female. The table below represents how the genders responded to the questionnaires

Table 4.2: Gender of the Respondents

Gender	Frequency	Cumulative Frequency
Male	78	78
Female	42	120
Totals	120	

Source: Researcher Data, 2025

4.1.4 Field of Study

Since the targeted population was students, the data was also analyzed according to their field of study. It was seen that most of the respondents were from school of education according to their large number in the campus. Other schools had few respondents due to their availability in their few numbers.

4.2 Substance Use Patterns

Substance use patterns refer to the ways in which individuals use different substances including the frequency, quantity and combination of substances used over a period of time. These patterns can vary significantly based on individual characteristics, social influences and the availability of substances.

4.2.1 Drug and Substance Abuse

During the analysis the following drugs were used by the respondents. Alcohol, Marijuana, miraa , bhang, cocaine . The table below shows how often the drugs are used.

Table 4.3: Drug and Substance Abuse

Drugs	Frequency	Cumulative frequency	Percentage of usage
Alcohol	70	70	58.3333%
Marijuana	1	71	0.8333%
Miraa	8	81	6.6666%
Bhang	30	111	25%
Cocaine	3	114	2.5%
Others	6	120	5%
Totals	118		

Source: Researcher Data, 2025

This table shows that the most abused drug is alcohol and according to the respondents, the following reasons that leads to its abuse; its availability – Alcohol is more available and at a

cheaper price. Alcohol is then followed by bhang which it is also more abused to by the young people. The response from some of the respondents interviewed said that alcohol and bhang are mostly intertwined.

4.2.2 Starting Time

Using the data collected most of the abusers started using the drugs and substances at 23–25. Using this analysis, it's true that most of the abusers have begun using the drugs after they have joined campus. The table below shows the age bracket in which most of the abusers lay.

Table 4.4: Starting Time

Age Bracket	Frequency	Cumulative frequency	x	fx
17-19	20	20	18	360
20-22	43	63	21	903
23-25	57	120	24	1368
Totals	120			2631
Mean				21.925

Source: Researcher Data, 2025

The calculated mean shows where the probability age in which the most affected age the abusers lay

4.2.3 Reasons for Drug and Substance Abuse

From the data collected from the respondents, they highlighted several reasons which we were able to compile them together and came up with the following chart

Table 4.5: Reasons for Drug and Substance Abuse

Reasons	Frequency (n)	Cumulative frequency	Percentage (%)
Peer pressure	53	53	44.1666%
Stress and anxiety	30	83	25%
Curiosity	16	99	13.3333%
Lack of awareness	1	100	0.8333%
Easy access	18	118	15%
Pleasure	2	120	1.6666%
Totals	120		

Source: Researcher Data, 2025

4.3 Perceptions and Attitude

4.3.1 Substance Abuse Impact on Academic Performance

This section of the study focused on gathering respondents' opinions regarding the impact of drug and substance abuse on academic performance. From the analysis of the collected data, it was evident that most of the effects identified were negative.

Respondents highlighted that substance abuse often leads to cognitive impairment, where essential mental functions such as memory, attention, and decision-making are affected. This makes it difficult for students to concentrate during lessons and retain what they learn.

Additionally, many students struggling with substance abuse experience poor attendance and frequent absenteeism, often missing classes due to withdrawal symptoms, the need to seek drugs, or health-related complications. Such irregular attendance inevitably results in declining academic performance.

Furthermore, substance abuse was found to cause a lack of motivation and engagement in schoolwork. It diminishes students' interest not only in academic activities but also in extracurricular involvement, leading to reduced participation and overall commitment to the

learning process. Students involved in drug related activities may face disciplinary actions such as suspension or expulsion leading to missed class and a disruption in their education.

According to this breakdown of the data analyzed, drugs have impacted negatively in the grades of the students hence not achieving their goals.

4.3.2 Support systems

During the analysis of the data collected, were able to get various support systems that would help the students struggling to stop drug and substance use.

The support systems are shown in the breakdown below in form of table;

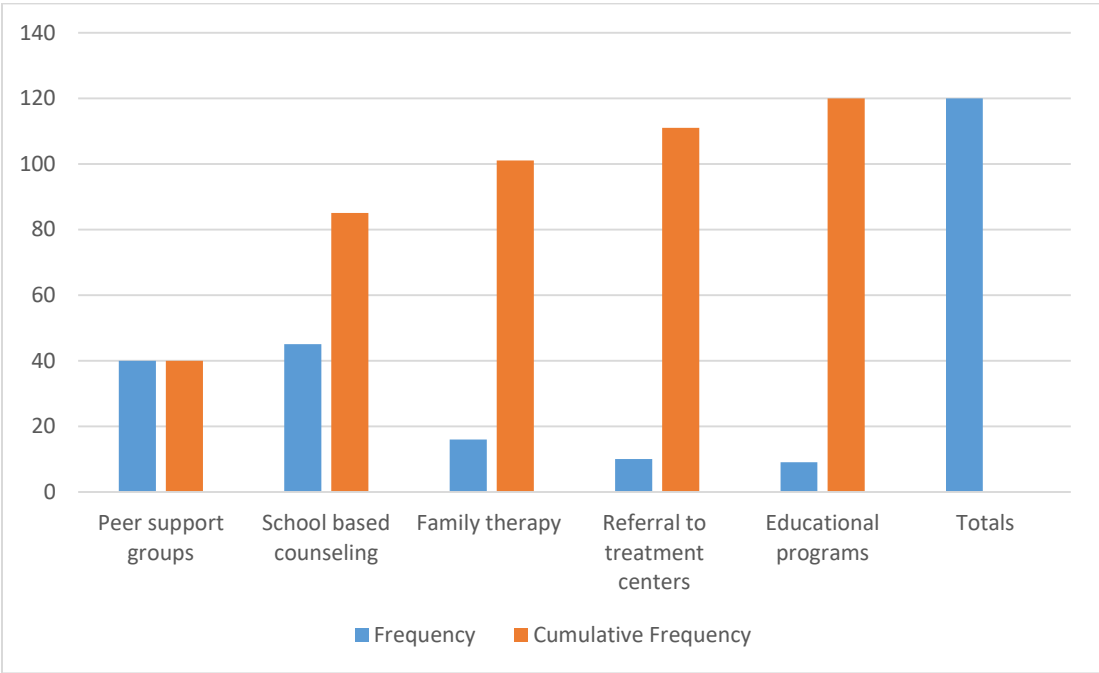


Figure 4.2: Support System

Source: Researcher Data, 2025

In the figure, drug dealers are the one holding the highest frequency showing that most of the students get drugs from the drug dealers. This also increases their level usage since drug dealers make the drugs more available to the learners at any time they need them hence leading to addiction making the students to degrade in their academic performance.

4.3.3 Sources of Drug Abuse

According to the research findings, the sources of drugs and substances were represented in the following table:

Table 4.6: Sources of Drugs

Sources	Frequency	Cumulative frequency
Peer pressure	30	30
Media and Internet	15	45
Drug dealers	52	97
Pharmacies	4	101
Street venders	13	114
Bars and Clubs	6	120
Totals	120	

Source: Researcher Data, 2025

In the table above, drug dealers are the one holding the highest frequency showing that most of the students get drugs from the drug dealers. This also increases their level usage since drug dealers make the drugs more available to the learners at any time they need them hence leading to addiction making the students to degrade in their academic performance.

4.3.4 Effects of Drug and Substance Abuse on Academic Performance.

The findings from the respondents revealed several negative effects of drug and substance abuse on students' academic performance. One of the major issues identified was poor concentration, as drugs impair brain function, making it difficult for students to focus during lessons or while studying. This lack of focus often goes hand in hand with memory loss, since substance abuse affects both short-term and long-term memory, leading to difficulties in retaining and recalling information.

Consequently, these challenges contribute to low grades, as declining attention and memory make it harder for students to perform well in exams, sometimes forcing them to retake failed units, which can be costly and discouraging. Another common effect noted was absenteeism, with many students who use drugs frequently skipping lessons, resulting in poor participation and a lack of continuity in learning.

Additionally, respondents mentioned that drug and substance use often leads to disciplinary issues, such as indiscipline, suspension, or even expulsion from school. Drug users also tend to struggle with poor time management, neglecting their study schedules, assignments, and deadlines. In severe cases, prolonged substance abuse can push students to drop out of school altogether, cutting short their educational journey and limiting their future opportunities.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher presents the summary of the study, conclusion and recommendations in the future research studies.

5.1 Summary of the Study

According to the findings from the data collected, the study reveals that drug and substance abuse has a negative impact on students' academic performance. Key findings show that students who engage in drug and substance abuse often experience poor concentration, memory loss and low motivation which leads to declining grades.

Students abuse drugs due to peer pressure, stress, curiosity, lack of guidance and low self-esteem. These are the key causes of drug and substance abuse among many students at Gretsia university.

In the study also there are various sources of drugs which were found in the study like easy access to the drugs from the peers, family members, pharmacies, street dealers and social media which increases the risk of abuse. Students who are exposed to these sources are more likely to experiment, leading to addiction, indiscipline and academic decline.

However, in the study also covers some of the forms of drugs that contribute to the substance misuse among students, they included; alcohol, bhang, miraa, cocaine and marijuana. Each form has harmful effects such as poor memory, absenteeism and health problems, all of which negatively affect learning and behavior.

5.2 Conclusion of the Study

The findings of the study showed that drug and substance abuse significantly hampers students' academic performance. It leads to poor concentration, reduced memory, low grades, increased absenteeism and a higher likelihood of dropping out of school.

Drugs and substance abuse among students is mainly driven by factors such as peer pressure, emotional stress, curiosity and weak parental or societal guidance.

The presence of easily accessible sources like peers, media, street dealers and pharmacies worsen the situation by exposing students to harmful substances leading them academic degrade.

Moreover, the availability of different forms of drug such as alcohol, bhang, marijuana, miraa and cocaine encourage misuse leading to negative outcomes like poor academic performance and indiscipline. Therefore, addressing the causes, controlling sources and educating students on the dangers of various drugs is the key to reducing substance abuse in learning institutions.

The study emphasizes that substance abuse not only affects academic outcomes but also impacts students' overall well-being and future potentials. Therefore, there is an urgent need for universities, colleges, schools, parents and communities to work together in creating awareness, offering guidance and implementing preventive measures to help students to stay focused and succeed academically.

5.3 Recommendations of the Study

Based on the findings of the study, several recommendations can be made to address the negative effects of drug and substance abuse on academic performance. First, the universities, colleges and schools should strengthen their guidance and counseling departments. Additionally, awareness campaigns should be recognized to sensitize students about the harmful consequences of substance abuse. Universities must enforce strict rules and disciplinary measures to discourage drug use within the premises of the campus. Lastly, peer mentorship programs can be introduced to promote positive peer influence and support a drug free environment.

5.4 Recommendation for Further Research

This study can be done in other areas where there are young people in order to understand the effects of drug and substance abuse on the academic performance of the students across the country(Kenya).

Studies should also investigate emerging sources and how these influence student behaviors. In addition, more research is needed to assess the specific effects of new or less-known substances on students' health, behavior and academic outcomes to inform targeted prevention strategies.

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APPENDICES

Appendix (i): Letter of Introduction

Gretsa University

P.O. Box 01000 – 00200

Thika, Kenya

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO COLLECT DATA

I am a student at Gretsa University currently conducting a research study titled “*Effects of Drug and Substance Abuse on Academic Performance among Students in Gretsa University.*” The study is being carried out as part of the requirements for the fulfillment of my academic program.

The purpose of this study is to investigate how drug and substance abuse affects the academic performance of university students. The research will help in identifying the extent of the problem and provide recommendations that may assist in developing effective strategies to curb drug use and enhance academic success among students.

I kindly request permission to collect data from students within the university using questionnaires. The information gathered will be used strictly for academic purposes and will be treated with the highest level of confidentiality. Participation in the study will be entirely voluntary.

Your approval to conduct this research within the university will be highly appreciated.

Thank you for your time and consideration.

Yours faithfully,

Chrispinus Wekesa Edu-G-4-1960-22

Mary Onix Khatsenzia Edu-G-4-1887-22

Chepkoech Medah Edu-G-4-1978-22

Vane Kwamboka

Edu-G-4-1842-22

Appendix (ii): Questionnaire

Introduction

We are students from Gretsia university. The purpose of this questionnaire is to gather data on how drug and substance abuse affects academic performance among students. Your responses will help us in understanding the correlation between substance use and educational outcomes.

Section 1: Demographic Information

1. Age _____
2. Gender:
Male [] Female []
3. Year of study:
 - First year [] Second year [] Third year [] Fourth year []
4. Field of study:

Section 2: Substance Use Patterns

5. Have you ever used the following substances?
Alcohol [] Marijuana [] Miraa [] Bhang [] Cocaine [] Others []
6. At what age did you first use any substance? _____
7. Give any reasons why students engage in drugs and substance abuse?

Section 3: Perceptions and Attitude

8. In your own opinion, how does drug and substance abuse impact academic performance overall? _____

9. What are the sources of drugs and substances that you may know? _____

10. What support systems do you think could help students struggling with substance abuse?

11. Any additional comments regarding drug and substance abuse and its effects on education?
