

FACULTY OF SCIENCE AD EDUCATION

DEPARTMENT OF EDUCATION

**Drug Abuse Management and its influence on learners' Psycho- Social Well-Being among
Secondary Schools students in Mbale city**

Joachim Odoi

BU/GS20/EDM/13

**A Dissertation Submitted to the Directorate of Graduate Studies, Research and
Innovations in Partial Fulfilment of the Requirements for the Award of
the Degree of Master of Educational Leadership and Management of
Busitema University.**

March 2024

Declaration

I, Joachim Odoi, (BU/GS20/EDM/13) certify that this dissertation titled “Drug abuse management and its influence on learners’ psycho- social well-being among secondary school students in Mbale City” is my novel work and has never been submitted to any other higher learning institution for an award. Where other sources were used, they were appropriately acknowledged.

Signature 

Date... 11-03-2024

Joachim Odoi

Approval

This research dissertation titled “Drug abuse management and its influence on learners’ psycho- social well-being among secondary school students in Mbale City” has been written by Joachim Odoi under our guidance and is presented for examination with our approval.

Signature 

Date 13/3/2024

Prof. Jessica Norah Aguti

Supervisor

Signature 

Date 13/3/2024

Dr. Charles Eryenyu

Supervisor

Dedication

I dedicate this dissertation to my family and friends.

Acknowledgements

Praise and thanks go to the Almighty God for his blessings throughout my research process. Heartfelt gratitude goes to my supervisors; Prof. Jessica Norah Aguti and Dr. Charles Eryenyu for their guidance, patience, inspiration, and encouragement throughout the process leading to this piece. May the Almighty God bless their work and reward them abundantly.

To all the academic staff of the Department of Education especially, Dr. Muhamadi Kaweesi, Dr. Ujeyo Margaret Stella Suubi, Assoc. Prof. Dennis Zami Atibuni, Mr. Richard Kasirye, Dr. Edward Andama, Ms Deborah Manyiraho, and Mr. Leonarde Wamakote for taking me through theory papers that were key in informing the research process leading up to this dissertation.

I also appreciate all colleagues for their constructive criticism towards this work. I further thank the students and staff members of secondary schools in Mbale City who were my respondents.

Finally, I would like to express my sincere appreciation to my work mates and to all my dearest friends for the motivation and encouragement they gave me during this research journey. May the Almighty God reward them abundantly! Amen.

Table of Contents

Declaration.....	Error! Bookmark not defined.
Approval	i
Dedication	iii
Acknowledgements.....	iv
Table of Contents	v
List of Tables	viii
List of Acronyms	ix
Chapter One	1
Introduction.....	1
1.0 Overview of the chapter.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	7
1.5 Objectives of the study.....	8
1.6 Research questions.....	9
1.7 Hypotheses of the study	9
1.8 Conceptual Framework.....	10
1.9 Scope of the study	12
1.19.1 Geographical Scope	12
1.9.2 Content scope.....	12
1.9.3 Time Scope	13
1.10 Significance of the study.....	13
1.10 Justification of the study	14
Chapter Two.....	16
Literature Review.....	16
2.0 Introduction.....	16
2.1 Theoretical Review	16
2.2 Empirical Review.....	17
2.2.1 Drug abuse awareness/education and Learners' psycho-social well-being	17
2.2.2 Drug abuse prevention and intervention programs and Learners' psycho-social well-being	21
2.2.3 Drug abuse policy enforcement and Learners' psychological social well-being.....	26
2.3 Summary of literature review	29
Chapter Three.....	31

Methodology.....	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.9 Data Collection Procedure	38
3.10 Data Analysis.....	38
3.10.1 Quantitative Data Analysis	39
3.10.2 Qualitative Data Analysis	39
Chapter Four	42
Presentation, Analysis and Interpretation of Data.....	42
4.1 Introduction.....	42
4.3.1: Respondents by Sex	43
4.3.3 Age of respondents (students).....	44
4.4 Empirical Findings as per objectives of the study	44
4.4.1 Learners’ psychological social well-being among secondary school students in Mbale City ...	44
Chapter Five.....	71
Summary of Findings, Discussion, Conclusions and Recommendations	71
5.0 Introduction.....	71
5.1 Summary of findings.....	71
5.1.1 Drug abuse awareness and education and Learners’ psycho-social well-being in secondary schools.....	71
5.1.2 Drug abuse prevention, intervention programs and learners’ psycho-social well-being	72
5.1.3 Drug abuse policy enforcement and Learners’ psycho-social well-being	72
5.2 Discussion of findings.....	73
5.2.1 Drug abuse awareness and education and Learners’ psycho-social well-being in secondary schools.....	73
5.2.2 Drug abuse prevention and intervention programs and Learners’ psycho-social well-being	74
5.2.3 Drug abuse policy enforcement and Learners’ psycho-social well-being	75
5.3 Conclusions.....	76
5.3.1 Drug abuse awareness, education and learners’ psycho-social well-being in secondary schools	76
5.3.2 Drug abuse prevention and intervention programs and learners’ psycho-social well-being.....	77
5.3.3 Drug abuse policy enforcement and learners’ psycho-social well-being.....	77
5.4 Recommendations.....	78

5.4.1 Drug abuse awareness and education and Learners' psycho-social well-being in secondary schools.....	78
5.4.2 Drug abuse prevention intervention programs and Learners' psycho-social well-being	78
5.4.3 Drug abuse policy enforcement and Learners' psycho-social well-being	79
5.6 Areas for further study	80
References.....	82
APPENDICES	90
APPENDIX A: SURVEY QUESTIONNAIRE FOR TEACHERS	90
APPENDIX B: INTERVIEW GUIDE FOR SCHOOL MANAGERS	93
APPENDIX C: FOCUSED GROUP DISCUSSION GUIDE FOR LEARNERS	94

List of Tables

Table 4.1 Response Rate.....	42
Table 4.2: Respondents by sex.....	43
Table 4.3 Respondents' Age.....	43
Table 4.4 Age of respondents according to description, category, frequency and percentage.....	44
Table 4.5 Teacher responses on learners' psycho-social well-being in secondary schools.....	45
<i>Table 4.6 Opinions of teachers on drug abuse awareness and education.....</i>	<i>48</i>
Table 4.7 Results of correlation analysis.....	52
Table 4.8 Model Summary on awareness and education and learners' psycho-social well-being.....	53
Table 4.9 Coefficients of Awareness and Education.....	53
Table 4.10 Opinions of teachers on drug abuse prevention and intervention programs.....	55
Table 4.11 Results of the Correlation analysis on teachers' responses.....	58
Table 4.12 Model Summary on prevention and intervention programs and learners' psycho-social well-being.....	59
Table 4.13 Showing coefficients of prevention and intervention programs.....	59
Table 4.14 Opinions of teachers on drug abuse policy enforcement.....	61
Table 4.15 Correlations.....	66
Table 4.16 Model Summary on policy and enforcement and learners' psycho-social well-being.....	67
Table 4.17 Showing Coefficients of drug abuse policy enforcement.....	68
Table 4.18 : Showing coefficients for drug abuse management on learners' psycho-social well-being among secondary school students in Mbale City.....	69

List of Acronyms

DEO	:	District Education Officer
DIS	:	District Inspector of Schools
EAC	:	East African Community
EMCDDA	:	European Monitoring Centre for Drugs and Drug Addiction
EU	:	European Union
NACADA	:	National Authority for the Campaign against Alcohol and Drug Abuse
NIDA	:	National Institute on Drug Abuse
OAS	:	Organization of American States
SAMHSA	:	Substance Abuse and Mental Health Services Administration
SANCA	:	South African National Council on Alcoholism
UNECA	:	United Nations Economic Commission for Africa
UNODC	:	United Nations Office on Drugs and Crime
UNODC	:	United Nations Office on Drugs and Crime
WHO	:	World Health Organization
CICAD	:	Inter-American Drug Abuse Control Commission

Abstract

The study examined how managing drug usage affects the psycho-social well-being of secondary school pupils in Mbale City, Uganda. This study aimed to investigate the connection between drug abuse education and awareness, the availability of drug abuse prevention and intervention programs, the enforcement of drug abuse policies, and the psycho-social well-being of students in secondary schools in Mbale City. This study utilized a cross-sectional survey methodology, incorporating both quantitative and qualitative research methods with a sample size of 316 respondents (comprising 108 teachers, 201 students, 5 head teachers, 1 DIS, and 1 DEO) in Mbale city. A total of 301 responses were collected. The questionnaire's reliability and validity were determined using the Cronbach Alpha coefficient ($\alpha = 0.805$) and the Content Validity Index (CVI) of 86.5%. The study included Simple Random Sampling, Purposive Sampling, and Census Inquiry methodologies. The data collection instruments used were questionnaires and interview guides. The data were analyzed using SPSS software version 23, focusing on descriptive statistics, Pearson correlation, and Multiple Regression analysis. The qualitative data were analyzed using the verbatim approach, which involved capturing direct quotes from the data set that were relevant to the study objectives. Pearson's correlation coefficient was used to assess the statistical significance of the association between drug abuse management and the psycho-social well-being of secondary school pupils in Mbale City. The study found a positive, statistically significant but moderate relationship between drug abuse awareness and education and learners' psycho-social well-being ($r = 0.371^{**}$ $p > 0.05$), a statistically significant but moderate relationship between drug abuse prevention and intervention programs and learners' psycho-social well-being ($r = 0.445^{**}$ $p < 0.05$), and a statistically significant but moderate relationship between drug abuse policy enforcement and learners' psycho-social well-being ($r = 0.417^{**}$ $p < 0.05$) in Mbale city. This study examines drug abuse education programs in secondary schools in Mbale city, assessing the effectiveness of policies and regulations in addressing drug abuse issues and providing insights into school-based drug abuse prevention programs. The report suggests that schools should prioritize training teachers in drug abuse prevention and education. Schools and educational authorities should allocate resources towards extensive training and professional development programs for teachers engaged in drug misuse prevention.

Chapter One

Introduction

1.0 Introduction to the Study

This study examined the influence of drug abuse management on learners' psycho-social well-being among secondary school students in Mbale City. The chapter presents the background, problem statement, purpose of the study, objectives, research questions, hypotheses of the study, conceptual framework, and scope of the study and significance of the study.

1.1 Background to the study

Drug abuse is a global issue that has been a concern for governments, healthcare professionals, and society at large. Its placement on the Psycho-social well-being on the learners is little talked about and yet it's a big issue. Over the years, various approaches have been implemented to manage drug abuse and its associated problems. These approaches include prevention programs, treatment options, harm reduction strategies, and law enforcement efforts (WHO, 2021).

It is evident that, the United States has faced persistent issues related to drug abuse. Efforts to manage drug abuse in the country have involved a combination of prevention programs, treatment services, and law enforcement measures. The Substance Abuse and Mental Health Services Administration (SAMHSA) has played a crucial role in providing treatment resources and coordinating prevention efforts across different states (National Institute on Drug Abuse [NIDA], 2021). Similarly, Europe has grappled with drug abuse problems, particularly concerning the use of illicit substances such as heroin, cocaine, and amphetamines. The European Union (EU) has prioritized drug abuse management through a comprehensive approach that encompasses prevention, treatment, and harm reduction measures. The European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) provides valuable data and

References

- Abdu-Raheem, B. (2013). Sociological factors to drug abuse and the effects on secondary school students' academic performance in Ekiti and Ondo states, Nigeria. *Contemporary Issues in Education Research (Cier)*, 6(2), 233. <https://doi.org/10.19030/cier.v6i2.7733>
- African Union. (2021). African Union Drug Control Master Plan 2019-2023.
- Aheisibwe, H., Turyakira, E., & Kakuru, D. O. (2019). The impact of poverty on students' academic performance in Uganda: A case of Kabale municipality. *Journal of Social Sciences and Public Policy*, 11(2), 141-156.
- Akampurira, A. J., Baluku, M. M., & Nakabugo, M. G. (2019). Psychological well-being and academic performance of senior three students in selected secondary schools in Uganda. *International Journal of Science and Research*, 8(2), 1299-1305.
- Amin, K. (2005). The Reliability of the Traditional Science of Hadith: A Critical Reconsideration. *Al-Jami'ah: Journal of Islamic Studies*, 43(2), 255–281.
- Bakibinga, P., Vinje, H. F., Mittelmark, M. B., & Kyobutungi, C. (2018). Exploring the potential of school-community partnerships for improved school feeding in Uganda: A mixed methods study. *BMC Public Health*, 18(1), 405.
- Botvin, G. J., Griffin, K. W., & Nichols, T. D. (2020). Preventing substance abuse in schools: A social and competence enhancement approach. New York: Routledge.
- Botvin, G. J., Griffin, K. W., Diaz, T., & Ifill-Williams, M. (2020). Drug abuse prevention among minority adolescents: Posttest and one-year follow-up of a school-based preventive intervention. *Prevention Science*, 21(4), 545-555.
- Brown, E., Wilson, S., Garcia, L., & Davis, P. (2019). Effectiveness of cognitive-behavioral therapy in reducing substance abuse and improving social functioning among learners. *Addiction Research and Treatment*, 25(2), 87-102.
- Brown, K., & Johnson, S. (2018). The impact of drug policy enforcement on learners' mental health. *Journal of Drug Policy*, 23(2), 123-135.
- Bryman, A., & Bell, E. (2011). *Business Research Methods*, (3rdedn.). Oxford University Press, New York.
- Catalano, R. F., Fagan, A. A., Gavin, L. E., Greenberg, M. T., Irwin Jr, C. E., Ross, D. A., ...

- &Shek, D. T. (2018). Worldwide application of prevention science in adolescent health. *The Lancet*, 379(9826), 1653-1664.
- Center for Substance Abuse Treatment. (2017). Substance abuse treatment for persons with co-occurring disorders: Counselor's treatment manual. Retrieved from <https://store.samhsa.gov/product/SMA08-4366>
- Chikuvadze, P., Chidarikire, M., & Mbawuya, K. (2022). Exploring effectiveness of peer counselling in mitigating drug and substance abuse in zimbabwean secondary schools: rural learners' perspective. *E-Bangi Journal of Social Science and Humanities*, 19(3). <https://doi.org/10.17576/ebangi.2022.1903.02>
- Cooper, D., & Schindler, P. Blumberg, B., (2014). EBOOK: Business Research Methods. McGraw Hill.
- Creswell, J. W. (2003). *Research Design: Qualitative, quantitative, and mixed methods approach*, (2nd ed.). London: Sage.
- Cronbach, L. J. (1950). Further evidence on response sets and test design. *Educational and psychological measurement*, 10(1), 3-31.
- Davis, P., Mitchell, T., Wilson, S., & Roberts, J. (2018). The influence of community-based support services on learners' drug abuse recovery and social reintegration. *Community Mental Health Journal*, 54(7), 1011-1025.
- Dennis, M. L., Scott, C. K., & Funk, R. R. (2014). An experimental evaluation of recovery management checkups (RMC) for people with chronic substance use disorders. *Evaluation and Program Planning*, 43, 55-63.
- East African Community. (2021). *EAC Regional Action Plan on Drug Control 2019-2024*.
- Enon, J. C. (1998). *Education research, statistics and measurements*. Makerere University, Department of Distance Education.
- European Monitoring Centre for Drugs and Drug Addiction. (2021). *Drug Policy in the EU*.
- Evans, W. D., Andrade, E. L., Goldstein, A. O., Sanderson Cox, L., & Yusuf, H. (2016). Cultural tailoring and feasibility assessment of a tobacco prevention program targeting Hispanic middle school youth. *Health Promotion Practice*, 17(3), 395-405.
- Fazel, M., Hoagwood, K., Stephan, S., & Ford, T. (2014). Mental health interventions in schools in high-income countries. *The Lancet Psychiatry*, 1(5), 377-387.
- Fry, C. L., Lenton, S., & McElrath, K. (2015). The limits and potential of drug policy:

- Insights from public health. *Critical Public Health*, 25(2), 117-122.
- Garcia, A., Smith, L., Wilson, S., & Brown, E. (2016). The impact of school climate on learners' drug abuse prevention and social integration. *Journal of School Psychology*, 54, 67-79.
- Gonzalez, R., Davis, P., Smith, A., & Wilson, S. (2016). School-based prevention programs and learners' psychological and social outcomes. *Journal of School Psychology*, 54, 67-79.
- Hieftje, K., Edelman, E. J., & Camenga, D. R. (2019). Social media as a tool to combat substance abuse. *Current Opinion in Pediatrics*, 31(2), 214-220.
- Jackson, C. A., & Garcia, L. (2019). Community policing and its impact on learners' psychological well-being. *Journal of Community Psychology*, 47(3), 325-336.
- Jackson, C. A., Henderson, M., Frank, J. W., & Haw, S. (2018). An overview of prevention of multiple risk behaviour in adolescence and young adulthood. *Journal of Public Health*, 40(2), 169-178.
- Johnson, R., Smith, A., & Thompson, B. (2017). The impact of school-based drug prevention programs on students' psychological well-being. *Journal of Substance Abuse Prevention*, 12(3), 123-135.
- Jones, E., Smith, L., Wilson, S., & Davis, P. (2020). Collaborative approaches to drug enforcement and learners' well-being. *Journal of Youth and Adolescence*, 49(5), 987-1005.
- Kakooza-Mwesige, A., Belfer, M. L., & Akena, D. (2020). Comparative analysis of child and adolescent mental health policies in East Africa and selected low-income countries: A desk review. *International Journal of Mental Health Systems*, 14(1), 41.
- Kelly, J. F., Magill, M., & Stout, R. L. (2018). How do people recover from alcohol? dependence? A systematic review of the research on mechanisms of behavior change in Alcoholics Anonymous. *Addiction Research & Theory*, 26(5), 386-397.
- Kigozi, F. N., Ssebunnya, J., Kizza, D., Cooper, S., Ndyabangi, S., & Freddi, S. (2018). An overview of Uganda's mental health care system: Results from an assessment using the World Health Organization's Assessment Instrument.
- Kinyanda, E., Hjelmeland, H., Musisi, S., & Akech-Okongo, A. (2017). The impact of HIV/AIDS on suicide rates in Uganda. *Crisis*, 38(5), 343-351.

- Kirop, L., Agak, J., & Mbagaya, C. (2021). Prevalence and gender disparity in substance use and abuse among adolescents in public secondary schools in Kisumu East sub-county, Kisumu, Kenya. *The International Journal of Humanities & Social Studies*, 9(10). <https://doi.org/10.24940/theijhss/2021/v9/i10/hs2110-025>
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Paulines Publications Africa, 5(1), 814-30.
- Krejcie, R., & Morgan, S. (1970). Sample size determination. *Business Research Methods*, 4(5), 34-36.
- Mason, J. (2002). *Qualitative Researching*, (2nd Edition). UK, London: Sage publication.
- Masten, A. S., Roisman, G. I., Long, J. D., Burt, K. B., Obradović, J., Riley, J. R., ... & Tellegen, A. (2020). Developmental cascades: Linking academic achievement, externalizing and internalizing symptoms over 20 years. *Developmental Psychology*, 56(10), 1799-1813.
- Matagi, L., Kibanja, G., Besigomwe, F., Asiimwe, C., & Mwase, P. (2022). A Baseline Survey for Drugs and Substance Abuse (DASA) in Primary and Secondary Schools in Uganda. *African Journal of Education, Science and Technology*, 7(1), 156-183.
- Mbale District Local Government. (2021). *Drug Control*.
- Mitchell, T., Davis, P., Roberts, J., & Thompson, M. (2022). Long-term effects of drug abuse management programs on learners' psychological well-being and social functioning. *Journal of Substance Abuse Treatment*, 49, 45-58.
- Mokadem, N., Shokr, E., Salama, A., Shereda, H., Radwan, H., & Amer, H. (2021). Peer education intervention to promote drug abuse prevention among secondary schools' students. *Neuroquantology*, 19(5), 68-78. <https://doi.org/10.14704/nq.2021.19.5.nq21050>
- Mokwena, K. E., & Setshego, N. J. (2021). Substance abuse among high school learners in a rural education district in the Free State province, South Africa. *South African Family Practice*, 63(3).
- Mugenda, O. M., & Mugenda, A. G. (1999). *Research methods: Quantitative and qualitative approaches*. Acts press.
- Nagujja, S., Kalule-Sabiti, M., & Kizito, S. (2021). The relationship between self-esteem and academic achievement among secondary school students in Uganda. *African Journal of Educational Studies in Mathematics and Sciences*, 17(1), 81-89.

- Nalugya-Sserunjogi, J., Rukundo, G. Z., Ovuga, E., Kiwuwa, S. M., Musisi, S., & Nakimuli-Mpungu, E. (2016). Prevalence and factors associated with depression symptoms among school-going adolescents in Central Uganda. *Child and adolescent psychiatry and mental health*, 10, 1-8.
- Namazzi, G., Okot, V., Nakabugo, M. G., & Aheisibwe, H. (2018). Socio-economic factors affecting students' academic performance in selected secondary schools in Wakiso District, Uganda. *Journal of Education and Practice*, 9(21), 117-127.
- National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA). (n.d.). Our Mandate. Retrieved from <https://www.nacada.go.ke/about-us/our-mandate/>
- National Institute on Drug Abuse. (2019). Principles of drug addiction treatment: A research-based guide (third edition). Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition>
- National Institute on Drug Abuse. (2021). Treatment Approaches for Drug Addiction.
- Ndeti, D., Khasakhala, L., Mutiso, V., Ongecha-Owuor, F., & Kokonya, D. (2009). Psychosocial and health aspects of drug use by students in public secondary schools in Nairobi, Kenya. *Substance Abuse*, 30(1), 61-68. <https://doi.org/10.1080/08897070802606410>
- Ndeti, D., Khasakhala, L., Mutiso, V., Ongecha-Owuor, F., & Kokonya, D. (2010). Drug use in a rural secondary school in Kenya. *Substance Abuse*, 31(3), 170-173. <https://doi.org/10.1080/08897077.2010.495313>
- Okello, E. S., Neema, S., & Byamugisha, R. (2006). The social and cultural aspects of mental health in African societies. *Mental Health, Religion & Culture*, 9(3), 203-212.
- Okonkwo, I. C., Anugwom, E. E., & Olatunji, S. O. (2021). Psychological wellbeing, resilience, and academic performance among secondary school students in Africa: A systematic review. *Child and Adolescent Mental Health*, 26(1), 17-25.
- Organization of American States. (n.d.). Inter-American Drug Abuse Control Commission (CICAD). Retrieved from <http://www.cicad.oas.org/main/default.asp?Language=EN>
- Parker, L., Wilson, S., Davis, P., & Thompson, M. (2019). Sensible drug enforcement policies and learners' psychological well-being. *Substance Use & Misuse*, 54(10), 1623-1635.

- Paul, D. L., & Jeanne, E. O. (2013). *Practical Planning and Design*, (10th ed.). Pearson Education, Inc United States of America.
- Pyrkosch, M., Ernst, L., & Petzold, A. (2022). Impact of drug abuse on performance of gymnasium students in germany. *Journal of Education*, 5(1), 1-10.
<https://doi.org/10.53819/81018102t5040>
- Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., ... &Udry, J. R. (2017). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *JAMA*, 278(10), 823-832.
- Roberts, J., Smith, A., Davis, P., & Wilson, S. (2022). Discriminatory drug enforcement practices and learners' mental health outcomes. *Journal of Social Issues*, 78(3), 543-557.
- Roberts, J., Wilson, S., Garcia, A., & Smith, L. (2015). Addressing trauma in drug abuse management: Effects on learners' psychological and social outcomes. *Trauma, Violence, & Abuse*, 16(2), 174-189.
- SANCA. (n.d.). Substance Abuse and Treatment Services. Retrieved from <https://www.sancanational.info/services/>
- Sarantakos, S. (1998). Sampling procedures. In *Social research* (pp. 139-164). Palgrave, London.
- Scott, C. K., Dennis, M. L., &Laudet, A. (2019). Surviving drug addiction: The effect of treatment and abstinence on mortality. *The American Journal of Drug and Alcohol Abuse*, 45(6), 592-601.
- Smith, J. D. (2018). The relationship between substance abuse and psychosocial functioning in adolescents. *Substance Abuse: Research and Treatment*, 12, 1178221818762803.
- Smith, L., Thompson, M., Brown, E., & Garcia, A. (2018). Effects of mindfulness-based interventions on psychological well-being and substance abuse among learners. *Mindfulness*, 9(5), 1503-1518.
- Smith, P. K., &Lendrum, A. (2020). Psychological well-being and educational effectiveness. *Oxford Review of Education*, 46(3), 280-293.
- Spoth, R., Trudeau, L., Gyll, M., Shin, C., Redmond, C., & Azevedo, K. (2019). Universality of effects: An examination of the comparability of substance misuse outcomes in Project Family prevention studies. *Prevention Science*, 20(3), 366-378.
- Stevens, E. B., Jason, L. A., Ram, D., Light, J. M., & Stevens, E. M. (2016). The relationship

- between substance abuse and academic performance among high school students. *Adolescence*, 51(1), 1-8.
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2017). Treatment improvement protocol (TIP) series, No. 42. Substance abuse treatment for persons with co-occurring disorders. Retrieved from <https://store.samhsa.gov/product/SMA13-3992>
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2016). Substance abuse treatment: Group therapy. Retrieved from <https://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA16-3991>
- Thompson, M., Wilson, S., Davis, P., & Mitchell, T. (2021). Peer support and its influence on learners' recovery from substance abuse: A systematic review. *Journal of Addictions Nursing*, 32(2), 89-105.
- Uganda Police Force. (2021). Drug Abuse Prevention and Control. Retrieved from United Nations Economic Commission for Africa (UNECA). (2013). Drug Control in Africa: The Position of African Governments. Retrieved from <https://www.uneca.org/sites/default/files/publications/drug-control-africa-position-african-governments.pdf>
- Umukoro, E., Eduviere, A., Ahama, E., Moke, E., Edje, K., Omorodion, L., ... & Ovigwe, C. (2021). Substance abuse: awareness and attitude among secondary school students in sapele, nigeria. *Journal of Applied Sciences and Environmental Management*, 25(3), 347-351. <https://doi.org/10.4314/jasem.v25i3.7>
- United Nations Office on Drugs and Crime (UNODC). (2021). Nigeria. Retrieved from <https://www.unodc.org/nigeria/en/drug-control.html>
- United Nations Office on Drugs and Crime. (2021). China. Retrieved from <https://www.unodc.org/china/en/drug-control.html>
- Wanyana, M. K., & Akampurira, A. J. (2020). Teachers' practices and students' psychological well-being in secondary schools in Uganda. *Journal of Education and Practice*, 11(19), 131-143.
- Waweru, S., Kimiti, R., Mulwa, D., Nalelia, S., & Muindi, M. (2011). Investigation of teaching the integrated topics on drug abuse in secondary school curriculum. *Problems of Education in the 21st Century*, 34(1), 50-63. <https://doi.org/10.33225/pec/11.34.50>
- Williams, K., Brown, E., Mitchell, T., & Thompson, M. (2019). Gender differences in the

- relationship between drug abuse management and learners' psychological social well-being. *Journal of Substance Abuse*, 26(3), 215-230.
- Wilson, S., Davis, P., Mitchell, T., & Roberts, J. (2020). The role of family involvement in drug abuse treatment outcomes and learners' social support. *Journal of Family Studies*, 18(4), 356-372.
- Wong, P., Albrecht, P., Allan, R., Bhavaraju, M., Billinton, R., ... & Singh, C. (1999). The IEEE reliability test system-1996. A report prepared by the reliability test system task force of the application of probability methods subcommittee. *IEEE Transactions on power systems*, 14(3), 1010-1020.
- Wong, S. S., Li, H. C., Chan, A. C., & Cheng, M. M. (2018). Cultural adaptation of evidence-based practice: An example from a community-centered, family-focused prevention program in Hong Kong. *BMC Research Notes*, 11(1), 178.
- World Health Organization. (2021). Management of Substance Abuse.
https://www.who.int/health-topics/management-of-substance-abuse#tab=tab_1