

**DRUG ABUSE AND STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS
IN ARUA CITY-UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL
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DECLARATION

I, Tabu Rosemary, declare that this research dissertation titled; “*Drug Abuse and Students’ Discipline in Public Secondary Schools in Arua City-Uganda*” is my original work. To the best of my knowledge, it has never been submitted anywhere else for any academic award.

Signed..........

Date: 17th, March, 2025

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APPROVAL

This research dissertation titled; *“Drug Abuse and Students’ Discipline in Public Secondary Schools in Arua City- Uganda”* has been submitted with the approval of supervisors at Muni University.

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DEDICATION

I dedicate this piece of work to my family, whose unwavering love and support have been the driving force behind my academic pursuits. Their encouragement and belief in me have been a constant source of inspiration; without their financial assistance, this dissertation would not have been made possible.

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I give thanks and praise to God Almighty, who has always been with me through the journey of life for giving me grace, wisdom, strength and endurance during my study.

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ABSTRACT

The study aimed to examine the relationship between drug abuse and students' discipline in public secondary schools in Arua City-Uganda. The objectives of the study were to establish whether drug addiction has a relationship with students' discipline in public secondary schools in Arua city. To examine drug related behavioral disorder and its relationship with students' discipline in public secondary schools in Arua city. Lastly to analyze drug related physical disorder and its relationship with students' discipline in public secondary schools in Arua City. The study adopted Jessor's problem behavior theory. A convergent parallel (concurrent) design was used. Both quantitative and qualitative approaches were adopted with a sample size of 297 respondents. A simple random sampling technique was used to select the students, while purposive sampling was used to select head teachers and teachers in charge of student discipline. Quantitative data analysis consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman correlation coefficients), while qualitative analysis employed a thematic approach. Findings revealed a significantly moderate positive correlation ($r=.622$, $p=.000$, $p<=0.01$) between drug addiction and student discipline; a moderate positive correlation ($r= .561$, $p=.000<0.01$) between behavioral disorder and student discipline; a moderate positive significant correlation coefficient ($r= .606$, $p=.000<0.01$) between physical disorder and students' discipline. Thus, it was found that drug addiction ($b=.747$, $P=.000$) and physical disorder ($b=.345$, $p=.000$) significantly affected students' discipline in public secondary schools in Arua City. It was also found that behavioral disorder ($b= .004$, $p=.964$) which was non-significant. It is recommended that students who are found to be addicted to drugs should be isolated by the management, schools should involve parents upon suspension of culprits from school, and extreme cases should be referred to correctional facilities for rehabilitation. Sensitization of students on desirable behavior should be enforced in schools by the guidance and counselling department, parents of those with deviant behavior should be involved in disciplinary processes. Collaboration amongst schools can be enforced by City education department whereby they engage parents to manage culprits in cases where physical disorders are evident to avoid spread of the practice.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was set to analyze the relationship between drug abuse and students' discipline in public secondary schools in Arua City. The study variables were the constructs of drug abuse, which included drug addiction, behavioral disorder and physical disorder under the independent variables against the dependent variable, which were the indicators of students' discipline such as respect for authority, self-control, cooperation, honesty, adherence to school rules and regulations and class attendance. A background to the study was given. The chapter further examined the historical, theoretical, conceptual and contextual perspectives of the independent variable. Other items in the chapter are statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, a conceptual framework for the study, scope of the study, significance of the study, justification of the study and operational definitions of the key terms used.

1.2 Background to the Study

The relationship between drug abuse and students' discipline was examined. Drug abuse (the independent variable) was analyzed according to the historical perspective, theoretical perspective, conceptual perspective and contextual perspective. It was further linked to students' discipline (the dependent variable) in order to ascertain the relationship between the independent variable and the dependent variable.

1.2.1 Historical Perspective

Earlier in history, people found out that consuming certain plants triggered a sensation of liveliness, vigilance, and strength. Others caused some strange sensations, such as frightening

dreams (Gahlinger, 2004). Many of these drugs were administered for their medicinal purpose. Throughout the years before and after the American Civil War of 1961-1865, there was a widespread usage of opium. Its use was to give individuals a sense of relaxation. It acted as pain reliever and also offered relief for coughs.

Consequently, it became a component of various medications sold back then by chemists in general stores (Goode, 2005). Due to the abuse of drugs, many societies were compelled to enact laws to regulate the use of some drugs. According to Faupel et al. (2010), it was therefore noticed that, in communities where alcohol was consumed, there was generally significant evidence of poverty, physical assaults, homicide, domestic violence and other family problems. Similarly, in the 1870s in Mexico, individuals that utilized Marijuana mostly developed tendencies of aggression and would possibly assault or cause fatalities to the blameless white people. These acts of violence raised fear around Marijuana and facilitated the federal Marijuana Tax Act of 1937, which led to its abolishment in Mexico (Goode, 2005). The abuse of drugs has endangered and destroyed many lives globally. If not regulated, it threatens the stability of many communities.

One of the factors that caused tobacco to become increasingly famous in Europe is the alleged medicinal components. In Europe, it was believed to be a remedy for most ailments. The utilization of tobacco went out of hand in the course of World War I (1914-1918). In the 1600's, tobacco became so famous that it became one of the currencies to be used in trade. Around this period, some of the hazardous consequences of consuming cigarettes came to be known by the people. By the year 1610, it became unlawful to smoke openly in Massachusetts (David, 2000). The appearance of khat (Mairungi) in the West in the 1980s at first was received by disapproval due to the thought that it had no significance. The governing systems ignored it on the basis of its manner of ingesting, which they considered unpleasant to their consumers. The business was associated with eastern extremists due to the fact that traditionally, it originated in nations

along the Horn of Africa and the Arabian Peninsula. Following this attitude, several states in the West categorized Mairungi as illicit. They considered anyone trading, possessing or farming it to have gone against the law (Goode, 2005).

Back in history, ministers of spiritual rituals used psychotropic elements, and therapists for therapeutic purposes and sometimes for a wide range of people communally through accepted methods. The ancestors advanced additional effective mixtures they also created quicker ways to manage such elements, and these were tantamount to misuse. The notion of habitual use had become critical by the 17th century (Crocq, 2007).

In Uganda, possession and use of drugs is illegal. The Narcotics and Psychotropic Drugs Act was enacted in 2015, in order to modify and strengthen regulations fundamental on trading or being in custody of illicit substances and to formulate strict requirements to eradicate, monitor and minimize instances where individuals are found with illicit drugs and other unwanted elements. Penalty 6(d) of the act indicates that a person who recruits or encourages the trade or consumption of any illicit substance has contravened the law and will be accountable for punishment (Narcotics, 2016).

The bill also has clauses that specifically protect young people from getting exposed to and indulging in drug abuse. Penalty 10 indicates that anyone who supplies illicit drugs to a minor to be abused would have gone against the law and should, therefore, be punished accordingly (Narcotics, 2016). However, the passing of this bill has been challenged at the constitutional court due to a lack of quorum by parliament in the passing of the act. It has yet to be tabled again before it takes effect. The Arua district Local Government's Ordinance, 2011 prohibits people from engaging in drug use, gambling and any form of idle activity in public places; otherwise, they will be required to pay the stipulated fines.

Some studies in history, such as (Lodunga, 2019) and (David, 2000), have indicated that drug abuse among students has had significant negative effects on their discipline and overall

academic performance. A study in Mombasa -Kenya, found that substance abuse may damage intellectual faculties, retention or concentration, causing learners to fail to focus and learn effectively. It can also lead to a decline in academic performance, including lower grades, increased absenteeism, and higher dropout rates. Various behavioral problems among students, including increased aggression, impulsivity, and risk-taking behaviors have been attributed to substance abuse. It can disrupt the learning environment and negatively impact classroom discipline. Substance abuse can lead to irregular attendance and tardiness among students (Lodunga, 2019).

In secondary schools, abuse of drugs is an offence often spelt out in school rules and regulations. It attracts severe penalties ranging from suspension to dismissal from school once a student is found guilty. Much as disciplinary structures are set up in the schools, many students are often found drunk with alcohol or in possession of other illicit substances. Therefore, there is little wonder that interventions to lessen and sometimes eradicate drug abuse in schools have often been met with little success. Drug abuse has, therefore, remained a challenge in Uganda and other present-day countries amidst substantial measures to alleviate it.

1.2.2 Theoretical Perspective

This study adopted Jessor's Problem Behavior Theory (PBT) in order to scrutinize the relationship between drug abuse and students' discipline. Richard Jessor and Shirley Jessor developed Problem Behavior Theory in the early 1960s'. It is a psycho-social explanation of discrepancy in youths' participation in manners that are communally demarcated to be problem behaviour (Donovan, 2009). Problem behaviors of focus include drug use among juveniles, delinquent consumption of alcohol, other narcotic drug use, offensive conduct and juvenile sexual involvement. The theory specifies several reasons extending from both a person's

location and character, which are responsible for teenage risky behaviour. It outlines protective factors and risk factors so as to clarify teenage delinquent conduct. Risk factors include exposure to bad peers, gang membership and individual vulnerability, which are; anxiety, despair, lack of confidence and lack of opportunities.

Meanwhile, protective factors include supportive peers, educators, parentage and neighborhood. As risk factors intensify the chances of participation in risky behavior, protective factors lessen likelihood of involvement in risky behaviors similarly, the instantaneous occurrence of higher risk factors and lower protective factors intensifies the chances of teenage indulgence in problem behaviors (Alexander et al., 2018).

The occurrence of problematic behavior patterns among adolescents is most often an indicator that they are struggling to be accepted and respected by their associates. Additionally, it also enhances teenage struggles to be independent from their families, managing stressful situations, disregarding or alleviating negative attitudes towards themselves and other burdens (Karaman, 2013). On the other hand, the theory indicates conventional behaviors as those that may be communally accepted, normally predictable, codified or established and befitting among adolescents. These are religiosity, concentration on academic work, and academic excellence. Both religious and educational institutions are considered as centers for conservative positioning and recruiting adolescents in this old-fashioned and conventional network in the societies (Steinberg & Morris 2001).

A regular occurrence of involvement in problem behavior can cause discomfort. For instance, teenagers participating in problem behaviors have higher chances of developing challenges in several domains; examples are lack of ambition, poor life choices, ill health, low life expectancy, and difficulty in adult life. Some of the behaviour may also affect their transition into adults, though not many (Darvishi et al., 2022). This implies that indulging in drug abuse may lead students to more risky behavior, which might, in turn, affect their discipline, and they

may fail to achieve their educational goals. Drug abuse is a problem behaviour in this theory. It has also posed a challenge in many communities to extent that it has infiltrated the learning institutions. This study, therefore, adopted PBT on this basis to examine the effect of such behavior towards students' discipline as discipline is paramount for academic achievement.

1.2.3 Conceptual Perspective

The concepts in the study included drug abuse as the independent variable. It can also be referred to as substance abuse. This refers to the practice of using quantities of a drug by approaches which may be damaging the person or those around them. Drug abuse can also be described as the utilization of some elements in order to generate pleasantness in the mind. Around the world, more than 190 million people use drugs, and the rate at which the number has been growing is disturbing. Most of them are people in the youthful age of below thirty (Mandal et al., 2012). There are three categories of drugs commonly misused these are; sedatives, which bring about hopelessness in the mind's faculties. Amphetamines such as alcohol act as a stimulus of the intellect, resulting into attentiveness and high levels of action, an increased heartbeat, enlarged eyeballs, an increase in palpitation, an unsettled stomach and interactive changes. Anxiety and weakened decision making can arise as well. Intense instances of abuse may cause delusional fixation when one uses cocaine. This causes the victim to have a feeling of being in isolation, partial physical discernment, suspicion or unhappiness (Mandal et al., 2012).

The various characteristics of drug abuse were examined in order to establish their effect on students' discipline. These include drug addiction, behavioral disorder and physical disorder. Substance dependence can be referred to as a long-lasting, deteriorating condition depicted by the habitual quest of drugs and use despite adverse effects (Nora, 2020). These include;

uncontrollable craving, withdrawal symptoms, lack of interest in social activities and paraphernalia.

Behavioral disorders can be described as forms of troublesome manners which result in disruptions in educational institutions, families and in societal circumstances. These include; increased aggression, lack of personal care, change in attitude and involvement in criminal activity. Physical disorder is a form of bodily situation which greatly influences a single or several main lifetime actions (Nora, 2020). These include poor physical coordination, increased hyperactivity, decreased level of energy (passivity) and mental defects.

Students' discipline is the dependent variable of this study. Discipline can be referred to as personal will power as opposed to several binding regulations (Necdet & Campus, 2020). Different meanings have been attributed to explain the notion of discipline. It has been described as a society's firm submission to the stipulated regulations, whether in print or unrecorded for the purpose of giving direction (Necdet & Campus, 2020). According to the Oxford Learner's Dictionary, the term discipline is the act of teaching society to adhere to regulations and commands and reprimanding those who fail to comply. It describes discipline as willingness, capability and reverence for leadership and keenness towards conservative or well-known regulations in the community and any association. This study considered discipline to be ability and compliance with the inscribed or oral regulations of instruction of the public and the capability to respond to regulations and moralities universally. Some of the indicators of students' discipline is; respect of authority, self-control, cooperation, honesty, adherence to school rules and regulations and class attendance. This study focused on the school community, with students being the main products of the school, which makes them an essential element of study in terms of their discipline. Improving the conduct of learners is pertinent towards the accomplishment of behavioral mentorship in educational institutions, and the use of

institutional guidelines and regulations can achieve this. Once students conform to standard rules set up by a school, the institution is able to achieve its mission and goals.

1.2.4 Contextual Perspective

Drug abuse has posed a challenge not only in the education system but also in other sectors as well. In a recent study by the National Drug Authority. The practice of substance abuse is becoming increasingly normal in the lifecycle of several young people in Uganda's current educational institutions. By the age of eleven, many begin the practice and by twenty-five years, 80% confess to having used a number of substances, including Khat. In another report, Makerere University School of Psychology specified mostly misused drugs by school-going children as; Marijuana, shisha, khat (Mairungi), cigarettes and alcohol. Negative consequences of these drugs were identified as failure to complete studies, causing harm to the organs, decline in school achievement, involvement in criminal activities, sexual assault, unwanted pregnancies, compromised immunity, defilement, addiction and waywardness (DASA , 2021). Other news in The Daily Monitor indicated that the most affected are prestigious private schools whose students have money to spend on drugs. Traffickers were also targeting these schools because of the high-net-worth clients who are willing to pay princely sums for the drugs (Daily Monitor: Sunday 26th June 2022 Issue No: 177) in the article "The Growing Crisis of Drug Abuse in Schools."

A study on substance abuse-related hospitalization burden and patterns conducted in West Nile by (Nyati et al., 2021) indicated that Arua city had the highest number of multiple substance abuse cases, with 49%. A total of 641 records were extracted, and the youngest patient was 13 years. The study found 22 (3.7%) of the patients were children. Most patients (62%, n=364) originated from Arua City. Adolescent patients comprised 7.3%, and most multiple and substance diagnostics were also from Arua city and Arua district. The use of alcohol among

the hospitalized 10-17 (Early adolescence) raises concerns. This is an indication that drug abuse is a national as well as global health and social problem which is likely to impact on adolescents who are at a critical stage of development. The choices they make may be affected by drug use as these drugs are now accessible in the communities.

Misuse of drugs by students can be linked to a variety of unlawful activities, such as; aggression and harassment. Other related consequences include a variety of psychological conditions meanwhile, communally, it can be connected to disorganization, divergent conduct, collaboration and notorious peers. Instances of promiscuity may result in diseases. Around educational institutions and in academics, drug misuse can be related to encounters in the discipline of the educational institutions. Violence, hostility and many teaching and administrative trials can destroy the attainment of envisioned educational products and may cause a decline in school achievement together with the possibility of leaving school (Mokwena et al., 2020).

Many schools in the West Nile region have experienced strikes as a result of indiscipline among students. The Daily Monitor, March 16th 2022, indicated that; for a duration of a month, several educational institutions in the region have interfaced with violent uprisings of the learners that resulted to them being closed down. These instabilities are characterized by demolition of many school assets making parents and the management to bear the responsibility of reconstruction of the facilities. A number of the learners are alleged to riot due to intoxication from substances and are sometimes coerced by their friends. This trend of events causes a lot of anticipation as regards students' discipline.

1.3 Statement of the Problem

It is important to note that discipline is paramount to the proper functioning of schools. It is a basis for the fundamentals of a learner's achievement in the future. As a transferable ability,

one may fetch many merits during their lifetime as a result, these may include accomplishment in areas of specialization by not losing focus and remaining in good health. It is also responsible for achieving good performance and for keeping order in the school (David et al., 2022). However, abuse of drugs has become rampant in our society to the extent that many secondary school students have indulged themselves. Secondary school students engage in many activities in school and at home. When children have adult support, they will often try to earn approval by performing actions that will predictably result in approval and praise. Thus, it is at this stage that they will learn to follow rules (Susman, 2021).

The discipline of students in secondary schools has deteriorated, many of such indiscipline cases have been noticed to be among students who are under intoxication. Several have often been seen to engage in risky behaviour too. The rising level of young people consuming drugs openly in schools and communities is quite uncomfortable to teachers, parents and other education stakeholders. This is an indicator that efforts put by the school and communities to eradicate drug abuse and instill discipline in learners have not worked effectively.

Recent policies in the national educational department aim to guarantee measures by which schools should be drug-free areas due to the dangers that it may impose a pause on the stability of the institutions and the lives of the learners. The Ministry of education outlines thirteen requirements in a policy document. Among them is indicator 10 (Policy on discipline management and development in schools). It also indicates that each learner receives outlined instructions and guidelines alongside penalties for non-compliance included. Schools are also required to have a senior woman teacher, and senior male teacher and a guidance and counselling department (Republic & Education, 2009). These instructions and guidelines forbid the utilization of substances in educational institutions. The ministry has also formulated a school health policy draft, which is yet to be implemented after it becomes a bill by an act of parliament, all aimed at safeguarding students from accessing and misusing harmful elements.

Amidst all the interventions, it is regrettable that the conduct of students in these public schools is deteriorating. Many of them are involved in school strikes, and they are often absent from school, disrespectful to school authority, uncooperative, lack self-control, violent and do not adhere to school rules and regulations (Report, 2021). Such conduct is undesirable for the education sector as it may hinder learners' achievement and the aims and objectives of the education sector in Uganda. If the situation does not improve, many learners may not achieve quality education, and that may negatively impact future generations. Though the likely causes of these occurrences have not yet been established, this study analyzed the various traits resulting from drug abuse. It examined its relationship with students' discipline in secondary schools.

1.4 Purpose of the Study

The purpose of the study was to examine the relationship between drug abuse and students' discipline in public secondary schools in Arua City -Uganda.

1.5 Objectives of the Study

1. To establish whether drug addiction has a relationship with students' discipline in public secondary schools in Arua city.
2. To examine drug-related behavioral disorders and its relationship with students' discipline in public secondary schools in Arua city.
3. To analyze drug-related physical disorder and its relationship with students' discipline in public secondary schools in Arua City.

1.6 Research Questions

1. How does drug addiction influence students' discipline in public secondary schools in Arua City?

2. How does drug-related behavioral disorder affect students' discipline in public secondary schools in Arua City?
3. To what extent does drug-related physical disorder affect students' discipline in public secondary schools in Arua City?

1.7 Research Hypotheses

The following hypotheses guided this study.

1. Addiction to drugs has no significant relationship with students' discipline in public secondary schools in Arua City.
2. Drug-related behavioral disorder has no significant relationship with students' discipline in public secondary schools in Arua City.
3. Drug-related physical disorder has no significant relationship with students' discipline in public secondary schools in Arua City.

1.8 Fig 1: Conceptual Framework

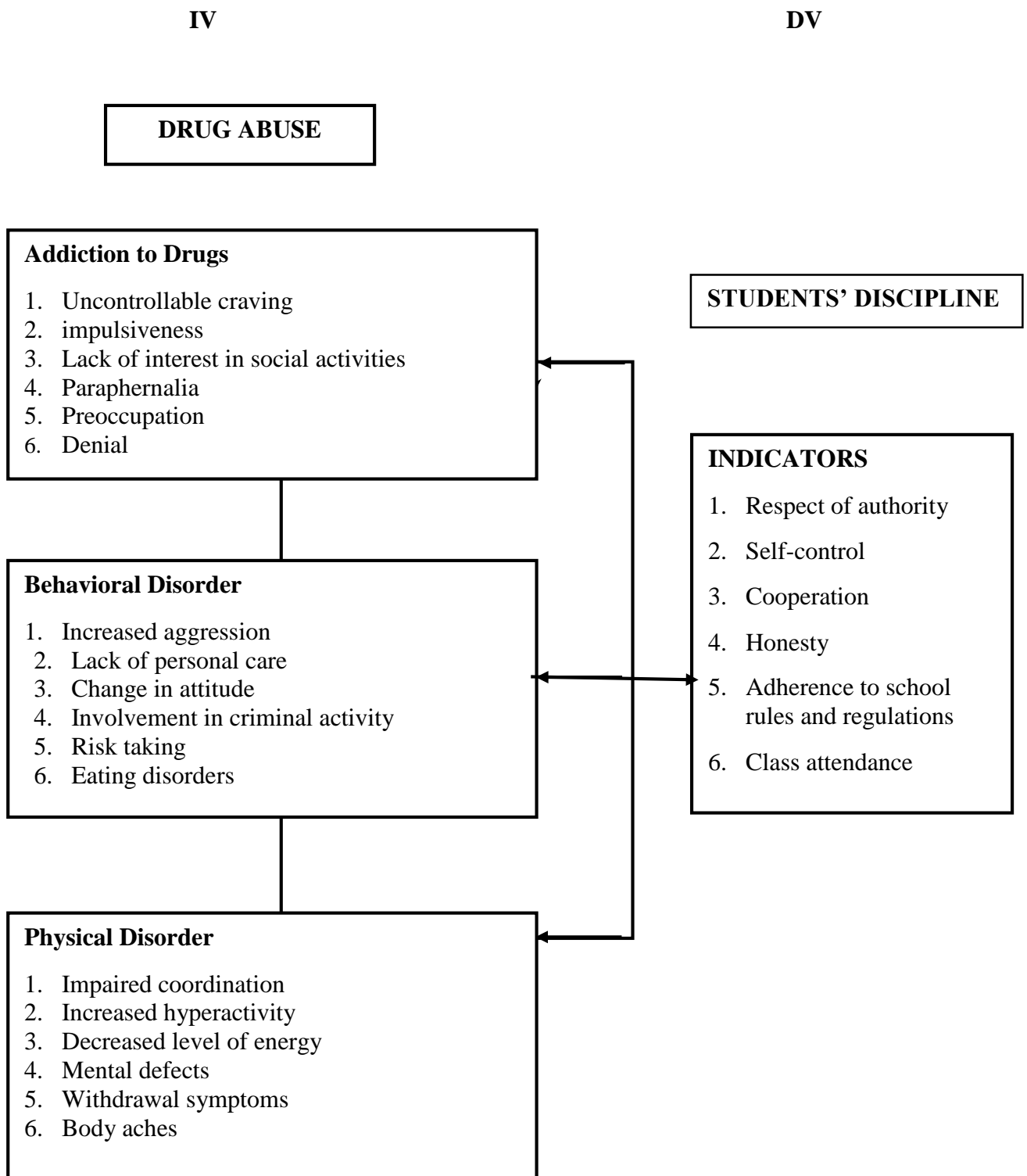


Fig 1: Adopted from Richard Jessor's conceptual framework for adolescent risk behaviour (Jessor, 1999).

The framework has been categorized into independent variable (IV) and dependent variable (DV). The independent variable (drug abuse) was analyzed in three categories which form the constructs these are; addiction to drugs, behavioral disorder and physical disorder. The dependent variable (students' discipline) was measured by examining various forms of students' discipline, and including (respect for authority, self-control, cooperation, honesty, adherence to school rules and regulations, and school attendance) to establish the effect of the independent variable on the dependent variable.

1.9 Scope of the Study

1.9.1 Geographical Scope

The study was carried out in public secondary schools in Arua City- Uganda. This is a fast-growing urban center with a high rate of drug consumption among a large number of men, women and idle youths. Many of these drugs and substances are sold openly in the market to any person regardless of whether they are minors or not. Students are part of these communities, and they do consume these drugs.

1.9.2 Content Scope

The study considered two variables: drug abuse as the independent variable and students' discipline as the dependent variable. Drug addiction, behavioral disorder and physical disorder were considered as parameters to measure drug abuse and establish their effect on students' discipline. The study also analyzed expected standards of students' discipline in schools, such as respect of authority, self-control, adherence to school rules and regulations, academic achievement, honesty and team work in order to determine the effect of drug abuse on it.

1.9.3 Time Scope

Being a behavioral study, the information required was obtained from the schools, and it ably represented the pattern of drug abuse in the schools as it is a common phenomenon.

1.10 Significance of the Study

The outcome and recommendations generated were found useful for school administrators in coming up with measures to curb the use of drugs in schools. Such information can be applied in sensitizing students, parents and the school community about the consumption and misuse of unwanted substances. Once this study has examined the effects of drugs on behavior, corrective measures can be put in place. Teachers may prioritize topics of guidance and counseling in order to cause a behavioral change in the institutions. The findings are also useful in giving psycho-social support to students who have been affected. Policy makers can also engage the judiciary to enact stronger laws to protect the younger generation from the dangers associated with drug abuse. The findings are beneficial to the whole community, and institutions can save time and resources solving disciplinary cases and strikes in schools to do more productive work. The national goals of the Ministry of Education and sports, alongside the fourth Sustainable Development Goal of guaranteeing comprehensive and impartial valuable schooling and encouraging lifetime educational prospects universally by the year 2030 can be realized only if students are disciplined.

1.11 Justification of the Study

Today, drug abuse is a universal problem many nations grappling with. As one of the universal challenges which are mostly encountered by young people both in educational institutions and in the communities. Many students abuse drugs due to the accessibility and availability of different drugs in urban and rural areas in Uganda. A survey tagged Drug and Substance Abuse

was conducted recently in both lower and upper levels of education, among pupils in upper primary levels and students of lower secondary levels from both rural and urban educational institutions. In its findings, a large number of learners indicated that each of them consumed a single type of substance during their lifetime. They gave reasons such as influence from their friends, relaxed regulations in the schools and accessibility to the substances among others; (Benjamin, 2021). Schools most of the continents are endangered by the practice of misuse of illicit elements. Much as their intention is to disseminate learning, principles, virtues and customs, the challenge of misuse of unlawful substances remains imminent. Therefore, the study is crucial to concerned with schools, health workers, social workers, spiritual mentors, therapists and family heads for consideration in order to save the future generation.

1.12 Operational Definitions of Terms

Drug abuse: Use of a drug for non-clinical purposes in quantities and means which can endanger a person or those that are close to Mandal et al., (2012). This can also be referred to as *substance abuse*. This study considered drug abuse to be the use of illicit drugs in schools by students. It was analyzed in three dimensions: drug addiction, behavioral disorder and physical disorder.

Students' discipline: Students' non-violent and communally acceptable conduct socially responsible behavior that encourages dignity and consideration of the emotional condition and belongings of other people (Necdet & Campus, 2020). The study considered students' discipline to be; respect of authority, self-control, cooperation, honesty, adherence to school rules and regulations and class attendance.

Drug addiction: A continuous, deteriorating condition indicated by the incontrollable quest for substances for utilization amidst its endangering repercussions (Mayo, 2022). According to

this study, drug addiction is a person's dependence on illicit substances. It is considered to be uncontrollable craving, impulsiveness, lack of interest in social activities, paraphernalia, preoccupation and denial.

Behavioral disorder: A pattern of troublesome conduct which may result in difficulties while studying or in the family and communities (Nora, 2020). This is queer behavior exhibited as a result of intoxication. It manifests in the form of; increased aggression, lack of personal care, change in attitude, involvement in criminal activity, risk taking, and eating disorders

Physical disorder: A form of bodily impairment that significantly affects a single or several lifetime actions (Nora, 2020). Physical handicap as a result of drug use. Some of the symptoms include impaired coordination, increased hyperactivity, decreased level of energy, mental defects, withdrawal symptoms and body aches.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter dealt with review of related literature. First, the theoretical review, followed by conceptual review, a general review of related literature and lastly a summary of the literature review.

2.2 Theoretical Review

The theory that informs this study is the Problem Behavior Theory. It was developed in the early 1960s' by Richard and Shirley Jessor. The theory was revisited, compiled and developed after sequences of revisions by Jessor and some of his counterparts (Jessor, 2014). This is a psycho-social context which elucidates interaction amid protective and risk factors and participation in problematic manners. The theory stipulates that, problematic conduct is an outcome of interface of risk factors such as; (exposure to bad peers, gang membership) and specific weakness like; (anxiety, depression, low self-worth, lack of opportunities) and protective aspects such as; (supportive peers, educators, parents and neighborhood).

Whereas risk factors intensify chances of participation in the same kind of conduct, protective factors lessen the incidences of participation in them. Additionally, the concurrent occurrence of higher risks and lower protective factors intensifies the chances of young people getting involved in problematic conduct (Alexander et al., 2018). In Iran a study was done to test the generalization of Problem Behavior Theory elucidating young peoples' problematic conduct. Both male and female adolescents were given questionnaires to measure diverse weakness, prospective risky accessibility, apparent provision, and antisocial conduct. The outcomes showed diverse weakness and prospective risky accessibility was substantially related to antisocial conduct. A substantial collaboration with apparent provision on the outcome on

antisocial conduct. More so, apparent provision was also undesirably linked to antisocial conduct. Consequences indicated consistency with the theory's illustrative design for youths' problematic conduct in similar nations (Darvishi et al., 2022)

One of the models which suggests that the home and its living conditions is responsible for youths' problematic conduct is the complete theoretic design. Research was conducted to discover this assertion in China's Renmin University. Forty-eight percent females against fifty one percent young males were selected. In the outcome, a family's schooling prospects and the young peoples' self-assurance in the impending contributed through greatly facilitating the interaction amidst the situation of the home and the young person's problematic conduct. The study conclusively indicated that both the family's schooling prospects and young peoples' self-assurance in the imminent are protecting aspects contrary to teenagers' problematic manners and improving such can greatly reduce chances of youths' interaction in problematic conduct (Ouyang et al., 2022).

Youthful participation in problematic manners may affect well-being, progress, and positive alteration into maturity. Research was conducted to explain the discrepancy in problematic conduct between teenagers and ordinary occupants about the vast, fast-growing city of East Africa. Adolescents of both sexes, who were never married of 12-19 years, residing in suburbs of Nairobi provided the data. The outcome indicated that protectiveness can regulate the effect of being exposed to risky situations. Conclusively, the study indicated that crucial protectiveness and risk aspects form goals to be used in strategies and plans which can improve welfare of underprivileged young people in the towns of East-Africa (Jessor, 2014). Parent laxity coupled with negligence are some of the factors recognized in the home as contributors to learners' problem behavior. Once the heads of a family do not provide adequate time to the young ones, they are prone to finding inappropriate communal involvements in other places other than home. Jinot, (2018) asserts that youths brought up in broken families exhibit

inadequate home training. He emphasizes that a young person will exhibit exactly what they witness in their actions as they are already imprinted in their minds. This implies that environmental impression and manners greatly influences the behaviour of children.

There is therefore possibility that the widespread unrest in schools caused by students is a reflection of the predominant disorder and interferences in the world. Common behaviors, wrongs, corruptions, biases, and labels, replicate in the young person's delinquent conduct in educational institutions in several ways one of which might be drug and substance use. From the above studies, it is therefore likely that such behavior may affect students' discipline.

2.3 Conceptual Review

In the concept of this study, drug abuse is treated as the independent variable while students' discipline is the dependent variable. The constructs of the independent variable include; drug addiction, behavioral disorder and physical disorder. Meanwhile, the indicators of students' discipline include; respect of authority, self-control, cooperation, honesty, adherence to school rules and regulations, and class attendance. The National Centre for Infectious Diseases dictionary of cancer terms describes drugs as ordinary or artificial, lawful or unlawful substances which are utilized in order to yield biological and emotional outcomes in humans. Other non-clinical forms drugs can be referred to as substances. Drug abuse is the intentional utilization of substances for reasons that are not meant to be in the absence of a medical worker or a specialist.

About twenty million individuals which is a percentage of five in the total global populace in the ages ranging fifteen to sixty-five were found to have utilized substances one time in a year. This was indicated by the United Nations Office on Drugs and Crime and this trend has surged over-time (Report, 2021). There are four stages of drug dependence; experimentation, regular use, high-risk use, and dependency. Drug use related syndrome follows a pattern; first the user

experiences intoxication. Some of the signs are; misperception, weakened decision making, inattentiveness, and weakness in body movement. Tolerance stage is the second stage which involves a condition where the body's adaptation towards a substance as a result of regular utilization happens. In this case the body requires more quantities in order to experience similar results. Dependence stage is where a person is dependent on the drug and they exhibit neglect of alternative pleasures. Lastly, is the withdrawal syndrome which occurs once an individual suddenly desists from utilizing the substance, its symptoms may include; restlessness, anxiety and body aches among others. All through such a phase, an individual that is dependent on alcohol or any other substances is affected by withdrawal symptoms that may be undesirable feelings and other times bodily ailments, in the event that they no longer utilize some substances (Hashemi et al., 2022).

Students' discipline is one of the means in an effort to form an orderly personality in doing something, it can also be in the form of time, in carrying out activities and school routine. Discipline is an attempt to instill values or coercion so that the subject has the ability to obey rules (Sabila et al., 2021). Several educationists regard discipline as a method of adhering to regulations. Many educational institutions outline regulations and administer sanctions or punitive measures in order that learners conduct can be observed. Discipline in context of superior learning must entail so much beyond giving instructions and strict observation. Learners are not expected to exhibit good conduct only when they are under close supervision and reprimand but can be taught to reason basing on what is expected of them. They should be able to assess mitigating circumstances and come up with resolutions which will aid the choices of desirable activities that they will get involved in (Approach, 2021).

A schools' accomplished progress and growth can mostly depend on the levels of conduct of its learners alongside the shareholders. Good conduct represents a structure that controls the students to decide on rational choices, better administration regarding discipline protects

considerable funds and engagement of the shareholders. This may be described as mentoring specifically of intellect and conduct with the aim of products that have self-discipline, well-organized conduct and cleverness (Dimov et al., 2019). Several researches have been done about abuse of drugs and other substances to establish possible causes and consequences on the behaviour of young people, and their communities.

In Mexico research was done to explain the relationship between gaming, drunkenness, tobacco use, and marijuana use against one another coupled with social and economic aspects. Those that participated were young people from Italy aged fourteen to seventeen in post primary levels of education. The methodology used to ascertain the relationship was analyzed using structural equation model. Results showed that much as social and economic aspects as well as settlement matter. Gaming is related to drunkenness and marijuana use whereas marijuana use is determined by tobacco use and drunkenness. Young people who have some cash every week are prone to gaming, drunkenness and tobacco use (Buja et al., 2019).

A sample was once carefully chosen by simple random means to be used in research with the use of survey method about possible reasons and effects of substance misuse in the case of students in higher institutions of learning. These included all undergraduate students at Ilorin university of Nigeria. Findings indicated that their necessity to survive amidst educational hardships caused students to abuse drugs. Its consequence was low self-esteem. Therefore, there was lack of substantial variances realized in the possible reasons and effects of substance misuse amidst the under graduates (Okafor, 2019).

Another study was conducted to examine consequences of substance misuse on conduct of post primary school students in the southern Kwara State of Johannesburg-South Africa using simple random sampling technique. Thirty educators and one hundred and fifty learners were selected out of a few government aided institutions in the location for research. A questionnaire was used alongside other tests of analysis to examine three suppositions created in the research.

Results revealed a substantial association of substance misuse and uprisings, harassment of colleagues and disobedience to administrators of the institution taking place among the learners (Oladele, 2020).

A study in Kenya examined consequences of misuse of illicit drugs on societal behaviour and school achievement of the learners and moderating procedures to curb such practices. This was undertaken in the suburbs of Korogocho in Kenya. This involved slightly over one hundred learners and fifteen principal informers. Survey tools were used alongside guided discussion methods to gather information. Results indicated that cannabis, khat tobacco and alcohol had been regularly misused at the post primary institutions. There was an evident decline of fundamental morals which had in turn caused a decline in communal interactions of the students and school achievement. The research resolved that life in shanty town led to bad influence from associates, overcrowding and scarcity forming the basis for misuse of illicit substances amid learners (Ondigo et al., 2019).

Conclusions were made from research conducted regionally in Uganda by a baseline survey dubbed DASA. It involved several educational institutions of primary and secondary levels some of which were public while others were privately owned. The method used was mixed; descriptive cross-sectional design. It involved teenagers and youths still at the experimental phase of life. Majority of these respondents confessed to having utilized a few of the illicit drugs during their lifetime. Respondents disclosed that; negative influence from friends, parental negligence, inadequate supervision and mentorship, inexperience, accessibility to substances, anxiety and inefficiency in management of educational institutions were the most shared reasons that made learners misuse substances in Uganda. Other negative consequences of drugs uncovered by the research were; failure to complete studies, disintegration of bodily organs, ailments and physical defects, lack of discipline, low achievement at school, increased criminal activities, fatalities, sexual assault, lack of focus at school, teenage parenthood,

teenage pregnancy, compromised immunity, substance dependence and insubordination (DASA., 2021).

Some of the findings in these studies indicate that drug abuse has an effect on students' discipline. Results from most of the studies have positively associated drug abuse with behaviour such as; students' riot, bullying, disobedience to school authorities, gambling, poor performance, less concentration, rape, defilement, school drop-out, liver and brain damage and indiscipline. On the other hand, several other reasons have been advanced that cause students to misbehave in the schools and communities, these include; Lack of psycho-social support from parents, peer influence or socio-economic status of a family, slum life and accessibility to drug, and weak school administration are some of the reasons why they abuse drugs. Regardless of the reasons why students abuse drugs, there are elements of indiscipline that emanate from the practice. There is a gap in such a study in West Nile-Uganda, which is grappling with the problem of drug abuse in the communities which therefore informed the study.

2.4 Review of Related Literature

In this section, focus was on the three objectives of study which were; to establish whether drug addiction has a relationship with students' discipline. To examine drug related behavioral disorder and its relationship with students' discipline. Lastly to analyze drug related physical disorder and its relationship with students' discipline in public secondary schools in Arua City. Literature that is relating drug abuse to students' discipline was reviewed and thereafter a summary of the literature review given.

2.4.1 Drug Addiction and Students' Discipline

Drug addiction which is also known as drug dependence can be described as an ailment which disturbs an individual's mind and conduct then later causes them to become unable to regulate utilization of the illicit substance. Alcohol, tobacco and cannabis are also categories of drugs. Once one becomes dependent, they can insist on utilizing the substance regardless of whether it is endangering their life or not. Dependence may begin by experimenting through consuming an enjoyable substance casually till the person becomes more regular. For others, it starts once a person receives a medical prescription or share drugs with those that were given. Gradually, they begin to require higher quantities of the drugs to feel good. When they consume such drugs continuously, they find it challenging to abstain. Efforts to desist from the use can lead to a strong desire to consume which can make them to become disoriented (Mayo, 2022). The practice of drug abuse is a widespread habit that affects many institutions of learning and it has become an issue of concern to stakeholders. Many studies have been conducted to ascertain its causes and influence on learning.

Drug addiction is also described as an ailment whose characteristics include an endangering routine of consumption resulting to complications. In India, analytical research was conducted to establish the causes and effects of addiction between 14-30 years using information from the main and other lesser bases. Outcomes of the research revealed percentages of; (31.47%) of various drugs to have been abused between 14-30 years. In the study, most people who depend on substances believed negative influence from friends and anxiety to be the leading factors to substance dependence. Consequences of dependence included; Pain in the head, low retention, abdominal pains, lack of sleep, irritability, and restlessness. It resulted in severe grade declines, drop out, low concentration span, low levels of activity and solitude (Rahaman et al., 2021).

A study was done in Jordan in order to approximate frequency of substance dependence levels of secondary level learners and the association to aggressiveness and academic behavior using a mixed research design. Clinical tests were done using urine samples from both male and female students which turned out positive. Questionnaires were also used to capture demographic data of respondents. Results indicated that vehement conduct was frequent and it included writing on wall surfaces. Some got into trouble with their educators, peers and several officers. There was a significant association amid substance dependence and vehement conduct. Learners that were disrespectful towards their educators were higher among the dependent category and less in the non- dependent category (Raffee et al., 2021).

Drug dependence has been identified as one of the main challenges facing Egypt as a result of the fast increasing and varying forms of consumption. One research aimed at determining addict's insight concerning reasons for dependence, reasons for resigning plus difficulty in resigning the practice. The study design adopted for the research was cross-sectional and medical-based method which involved one hundred and fifty substance dependent individuals including family members or attendants at Minia center for mental treatment of dependents. Outcomes revealed that majority of addicts reported performance-related causes of addiction. Those that sought treatment mostly cared for medical and judicial repercussions of drug dependence. Withdrawal symptoms was a stumbling block as reported by the addicts. Those that failed to resign the habit attributed it to the value provision of health, social and economic help to drug dependents while on medication and afterwards (Mehany et al., 2021).

Another study was done in schools Mombasa to assess stages of learner's conduct, effects of alcoholism, drug dependence and despair as a result of abuse among learners in government aided post primary educational institutions. Respondents were learners of senior three and four and survey method was used to collect data. Some information was got from administrators and educators by interviewing. The study found out that indiscipline was high amongst students

who show signs of abuse. Learners that were substance dependent exhibited inadequate concentration, disinterest in academics and they could not focus on education thus causing their discipline to deteriorate. Consequently displaying unwanted forms of conduct in the community (Lodunga, 2019).

When drug use persists, actions that were once pleasant become unpleasant and the individual is compelled to utilize substances simply to remain physiologically stable. Others might require larger doses or use the substance more frequently regardless of the duration of drug dependence. A research conducted in Colombia University revealed that ninety percent of drug dependent individuals started utilizing substances when they were still less than eighteen years old (Ryan et al., 2019). Many public schools in Arua City experience such forms of indiscipline as indicated in the studies among their students.

2.4.2 Behavioral Disorder and Students Discipline

Drug use has a tendency of greatly changing a person's conduct. Some drugs may weaken the brain's capability to concentrate and reason clearly. They may also cause other changes in behavior, such as increased drug hostility and alteration in character among others (Nora, 2020). One such study on drug use was done in order to examine the association amid abusive harassment and adversative medical or mental challenges of school-going youths in selected nations in the Middle East. A mixed method was employed to gather information from school-going children with a mean age of 14.6 years in the five selected states. The students reported occasional abusive harassment. The most dominant being emotional, followed by physical and social. When analyzed further using Adjusted Poisson Regression, abusive harassment was associated with cigarette smoking, drunkenness, and substance utilization. There were also instances of bodily harm inflicted during attacks, non-attendance at school, unhygienic

conducts, frustration, solitude and suicidal tendencies, seclusion, underweight and overweight (Nora, 2020).

Behaviors were examined and reported on the use of substances and antisocial behaviours by a study titled; Millennium Cohort Study. Information was gathered from a population of about one thousand persons all over United Kingdom regarding series of hazardous conduct at the time when respondents were seventeen years of age. Part of the information had been gathered earlier when respondents were eleven and fourteen years of age. A total of fifty-three percent of the respondents revealed that they had participated in a drunkenness spree by their seventeenth year while others revealed that they had been taking alcohol consistently in the previous months. About thirteen percent confessed to have smoked marijuana at one time and ten percent were said to have used more potent substances. There was likelihood that a higher percentage of the male got involved in drinking sprees, used marijuana and consumed tougher substances than the female (Emla & Aase, 2021).

An effort was made to examine consequences of substance misuse on school achievement among learners of post primary educational institutions in Nigeria. Outcomes of the research revealed that substance misuse is wide spread especially in adolescents due to the fact that they are inexperienced. A good number of them have not understood the consequences of substance dependence. Besides, most of them learnt the habit as a result of peer pressure and experimentation out of inquisitiveness, challenges faced in situations of upbringing whereas others utilize drugs as energizers to be able to perform tasks for a longer period. In the same way, other users require substances in order that they may avert the manifestations of withdrawal symptoms. This is because substances cause many learners to act extraordinarily once they have consumed them. Some may become ill depending on the nature of their body's response to situations. It may also alter the intellectual ability of others. Such challenges were

responsible for the decline in the reading culture among the learners, as a result a good number of them did not excel in public examinations (Foundations & Psychology, 2022).

In Zimbabwe, research was conducted with the purpose of classifying the consequences of substance use and misuse in a high school. Descriptive survey method was used to conduct the study. Information was gathered by using guided discussions and questionnaires in a varied technique. Results indicated that decline in academic achievement, failure to complete studies, child marriage, hostility and aggressiveness in conduct are main consequences of substance utilization and misuse among young people in the educational institutions (Hitungwiza & Imbabwe, 2020).

Research was conducted in Kosirai Division, Nandi County, Kenya to examine problems linked to substance utilization encountered by those in positions of leadership in their effort to administer good conduct. The method of descriptive technique was used alongside tools such as survey, discussions and documentary review. The outcome revealed evidence of substance use among the learners in high school. Their leadership indicated that they were faced with challenges in managing learners that utilize substances. As a result, those in leadership positions declined in academic performance as they usually engage most of their time managing challenges that arise out of the indiscipline of learners that misuse substances (Amelia et al., 2017).

At United States International Universities; research was conducted in order to examine reasons leading to misuse of illicit substances and its consequences on learners in institutions of higher learning. A mixed technique was employed to conduct the study. Respondents were selected from five faculties in the university. Results indicated key aspects affecting misuse of illicit drugs as the home and childhood environment. It found effects of drug abuse as; impairs student judgement, leads to sleeplessness, decline in learners achievement in academics and

other co-curricular activities (Namada & Karimi, 2021). Substances may lead one to have powerful emotional sensations. The early stages of elation may be succeeded by further consequences that may vary depending on the category of substance that have been utilized. These studies show that drugs can cause feelings of control, self-assurance, and increase in liveliness. First, they imagine they are getting useful results. Those who use drugs might be confident of being in charge of the effect drugs have on them. However, such effects of the substances may sooner overwhelm the individual. What is thought to be enjoyable may later result into a catastrophe that endangers many lives (Nora, 2020).

The loss of self-control by students who abuse drugs poses a great risk to the normal functioning of the educational institutions. It may affect the well-being of those who abuse drugs and those who do not in instances such as bullying and victimization as found in some studies. This research undertook a similar study in some schools to ascertain whether such behavioral disorders exhibited by students are related to drug abuse.

2.4.3 Physical Disorder and Students' Discipline

As continuous substance use occurs over time, bodily consequences may lead to longstanding alterations in an individuals' physique and intellect. Such drug related consequences from utilization can vary amid persons, based on the kind substance consumed, quantity, means of administration and distribution, and lastly duration of utilization. Drug misuse may at times cause critical medical effects and its overuse may lead to fatalities. A study in China, was conducted to review harmful impressions substances may cause to youths' intellectual growth. The study found some possible effects on youths' affiliations to substances and spelt out measures of avoidance and treatment. The prevailing indicators that substances cause to the growth of intellect were evident, however the specifics of those injuries were unclear. Major effects of using substances on the brain development was found to be on intellectual and

memory levels. Access to the drugs were mainly originated among friends, homesteads and environments of educational institutions. The evaluation research, indicators specified constructive outcomes of substance dependence healing in rehabilitations of conduct and households (Shau & Zhou, 2022).

One of the studies in India indicated that over-utilization majorly impacts on a person's psychological wellness. Studies have been conducted on the effect of substance dependence on intellectual wellness. Sixty respondents were identified at random whereby thirty were youths' and thirty grown-ups who were both male and female. Using survey method, the psychological state of substance dependents was analyzed. ANOVA was employed on age and gender. Outcomes indicated that gender substantially associates with age and impacts on the intellectual situation of the substance dependents. Besides, female dependents showed improved mental health than youthful male addicts (Treat et al., 2016).

In a related study, utilization of illicit drugs by learners in higher institutions of learning were investigated in order to analyze the prevalence of, and features related to drug utilization among learners in the universities. Respondents were about three hundred learners using. Online survey questions were used alongside convenience sampling to select the respondents. Descriptive data was employed to give the occurrence and outline of personal traits. Results indicated drug utilization of sixty-two percent and an evident relationship amid drug use among university learners and psychological wellness. Those indicated to have abused drugs at university were highly depressed and more anxious than others who were not (Blows & Isaacs, 2022). A scientific review studied factors contributing to and its effects of utilizing alcohol in the brain of the youths' by using samples of adolescent rodents. Results indicated that teenage youths' who have a past of drunkenness have a varied neurology and cognition unlike other youths. The results of drunkenness in youthful children involve alterations in attentiveness, verbal education, retention besides under-development of intellect. The practical consequences

of adolescent alcohol include; decreased intellectual flexibility, behavioral inadequacies and raises in anxiety, lack of inhibition, impulsiveness and risky behavior. The study of rodents has indicated that youthful drunkenness may alter the neuro-system of a person (Blows & Isaacs, 2022).

A new report in Kampala-Uganda by NUDIPU revealed drunkenness and substance misuse as the primary sources of mental defects. Research was carried out about disabled persons through responses from listeners on radio talk shows on TRAC FM. The study indicated that mental illness was a reason for disability in the country. It mentioned Teso, West Nile and Karamoja as leading in mental illness and attributed this to alcohol dependence. The most affected regions leading being Karamoja, West Nile (Independent, 2021). Many of the studies have linked drugs to mental health disorders in both secondary schools and universities. Marijuana and alcohol are among such drugs associated to variety of psychological challenges which include frustration and societal uneasiness. Individuals that experience psychological medical improvement ranging from momentary neurosis (failing to know reality) and persistent psychological defects which include dementia (seeing or imagining things that do not exist). The link amid cannabis and dementia is clearer among individuals that begin to use cannabis early in life and regularly (Blows & Isaacs, 2022). Among the commonly abused drugs in Arua City, marijuana is prominent, others are; alcohol, cigarettes, mairungi among others which are aspects considered during this study.

2.5 Summary of the Literature Review

Substances that are utilized by young people globally have paused a grave challenge to most of them. Drug dependence is a leading reason for many youths' that includes the most famous to descend into a state of desperateness and in certain situations they end in death. From most of the studies reviewed, these drugs make secondary school students to decline in academic

performance (Rahaman et al., 2021). Findings also show that drug use contributed negatively towards studies hence causing a great number of learners to perform poorly in end of cycle assessments ((Foundations & Psychology, 2022). Hitungwiza & Imbabwe, (2020), indicated that a decline in school achievement and retention rates is another effect. Student leaders also declined in academic performance as they would utilize most of the time solving challenges of indiscipline amid those who misuse substances (Amelia et al., 2017). Among university students outcomes of the studies revealed that drug misuse affects learners decision making ability, it leads to insomnia, and causes a decline in performance in the classroom and out of the classroom (Namada & Karimi, 2021). Concerning consequences on psychological wellness, learners that utilize drugs in the universities manifested more levels of despair and nervousness in universities than those that do not (Blows & Isaacs, 2022). The major effect of using substances on mental growth was also found to be on intellect and memory levels (Shau & Zhou, 2022).

Often times, drugs cause the consumers to experience pleasant sensations. Much as they may not offer solutions to challenges the consumer is struggling to ignore. However, substance users may cause sensitive challenges to escalate. (Raffee et al., 2021)), found out that violent behaviour was common and learners that were disrespectful to educators were substantially many in the drug dependent category. Stages of misconduct were surging amid learners that indicated evidence of misuse. Aggressiveness towards peers, violent uprisings in schools, assaults and stealing (Lodunga, 2019). Harassment by discrimination was related to cigarette use drunkenness, substance utilization, bodily harm, bodily assaults, physical damages and absenteeism.

Other physical defects as an effect of drug abuse are; pain in the head, forgetfulness, lack of sleep, irritability, abdominal pains and unsteadiness (Rahaman et al., 2021).Learners that misuse substances experience alcoholism and forgetfulness, irritation, unconsciousness,

weakness in movement and faintness (Lodunga, 2019). Unhygienic conduct, solitude, nervousness, tendencies of suicide and suicidal attempts, anti-social behaviour, inactiveness, weight loss and weight gain. Dependence on alcohol and other substances is a very popular form of psychological well-being (Independent, 2021). Long lasting consequences on educational capabilities of drug dependents is evident among addicts that begin consuming substances during youthful ages.

Most of the studies indicate that abuse of drugs has a relationship with discipline of students in the schools. However, the response also varies when it comes to gender; in another study, men were further said to be more prone than women to engage in drinking spree, marijuana consumption and consumption of stronger substances (Emla & Aase, 2021). Findings in some of the studies are prone to bias as statistical evidence and samples are lacking. In Nigeria, findings were pronounced without statistical data (Foundations & Psychology, 2022). In Uganda, findings were based on responses from listeners on radio; the population might have had bias against People with Disabilities (Independent, 2021). Convenience sampling method used among University students of Sub-Saharan Africa. Self-administered online questionnaires may not have been the most suitable for the study (Blows & Isaacs, 2022).

The researcher was able to establish a scope gap in this study. Findings from most of the literature reviewed from other parts of the globe indicated that drug abuse has a relationship with students discipline in secondary schools and other institutions of learning. However, none of the studies was conducted in Arua City or West Nile region in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology the researcher used to gain and analyze data. It discusses study design, study population, sample and sampling technique, methods of data collection, research instruments, data quality control, validity, reliability, procedure, data analysis, measurement of variables and ethical consideration.

3.2 Study Design

The researcher used a convergent parallel (concurrent) design. This method requires that both quantitative components are integrated (Schoonenboom & Johnson, 2017). Both data are collected simultaneously but analyzed separately. It allows for the collection of rich, detailed data and provides a comprehensive understanding of the research problem. This method is suitable as it enables the investigator to find different but complementary information on a similar topic. The researcher also employed both qualitative and quantitative approaches; Molina-Azorin (2016) indicates that the general function and core principle of varied technique research includes the fact that the use of mixed methods combined offers improved comprehension of challenges in the study and intricate spectacles of other than a single method. Improved comprehension may be obtainable through the use of tri-angulating a collection of outcomes alongside others, hence improving the rationality of interpretations. Furthermore, the quantitative approach to data collection enables the investigator to gather data which is quantified. In contrast, the qualitative method enables the investigator to discover data which is written (Mugenda & Mugenda, 1999).

3.3 Study Population

The population for the study was selected from four (4) out of the seven (7) public secondary schools in Arua City. The selection was made with consideration for diversity in terms of the school status or type. These included a day school (417), a boys' school (301), an urban boarding school (386) and a rural boarding school (149). This population also included two respondents selected from each of the four schools to make a total sample of 8 respondents from whom qualitative data was collected. These categories of schools were selected in order to have a fair study population that is representative of people of different socio-economic backgrounds and also to have the different communities represented. The target population for the study was 1,253 in total.

3.4 Sample and Sampling Technique

The sample size in Table 1 was determined from the sample population using the Krejci & Morgan table.

Table 1: Sample Size and Techniques for Collection

Categories	A	B	C	D	Target Population	Sample size	Sample Technique
Head teacher	1	1	1	1	4	4	Purposive Sampling
Teacher in charge of discipline	1	1	1	1	4	4	Purposive Sampling
Students (S.3)	207	82	176	241	706	248	Random Sampling
Students (S.4)	208	82	176	241	706	248	Random Sampling
Total	417	149	301	386	1,252	297	Random Sampling

Source: Primary data (2024)

Adopted from Education Management Information Systems (EMIS) data 2022, Education department and guided by Krejci and Morgan (1970) sampling method as cited in (Amin, 2005).

The selected sample size included students of S.3, and S.4, a teacher in charge of discipline and a head teacher from each of the four public secondary schools selected in Arua City. The choice of students of seniors three and four is based on their age, and they are young adolescents who are at the peak of adolescent traits of curiosity and rebellion. At this age, they tend to do more of what they learn from peers other than what is required of them (Emla & Aase, 2021). Meanwhile, the head teachers and teachers in charge of guidance and counselling are authorities that monitor and supervise students' discipline in the school. This makes them have the right information for this study. Out of the total 1,235 target population, this study had a sample size of 297, which was determined by an effective method of determining a representative statistical sample in empirical research (Krejci & Morgan 1970).

3.5 Methods of Data Collection

The researcher used both qualitative and quantitative methods to collect data. These included the data collected using both the survey method and the interview. The questionnaire was used to collect quantitative data, whereas the interview guide was used to collect qualitative data.

3.5.1 Survey

The survey method was used to gather data among learners of senior three and four. This is an interactive measurement method used to gather qualitative data using instruments such as questionnaires among respondents of a target populace that may afterwards be altered to quantifiable information for examination (Amin, 2005). This method was advantageous since it allowed the investigator to gather several views at once from which findings were generalized. Such findings improve the distinctiveness and correctness of replies from the sample population.

3.5.2 Interviews

The interview guide was employed to gather qualitative information (Amin, 2005). This data was obtained from analysis of responses after interviews were conducted with the teacher in charge of discipline and the head teacher. Blaxter et al., (2006) opine that conducting interviews is advisable since it gives investigators a chance to reveal data which is possibly inaccessible by use of methods such as surveys and observation. Interviews related to other techniques are cost-effective for persons who use them as the expenses for study are minimized (Alshenqeeti, 2014). Interviews are considered beneficial as they enable one to make a very comprehensive inquiry. During the study, inquiries were conducted in order to get elaborate information. Written information was gathered through observing gestures. Difficult and unidentifiable problems were discovered because respondents gave detailed information. The reliability and validity of the interview guide were also ensured by the supervisors.

3.6 Research Instruments

Two categories of information-collecting tools were used for the research. They included questionnaires and interview guides, which are illustrated in the subsection below.

3.6.1 Self-Administered Questionnaires

Self-administered questionnaires were employed to gather quantitative data among students. Respondents included students from Senior three and Senior four classes. Based on Mugenda & Mugenda (1999), the choice of these SAQs for this category of respondents was time-saving for the researcher since they are many. Therefore, conducting questionnaire surveys required less time. Since respondents were literate and proficient in the English language, they could answer the questionnaire with ease. All the opinion statements of the respondents were valued

on a 5-point Likert scale ranging from "Strongly Agree" (SA), "Agree" (A), "Not Sure (NS)," "Disagree" (D), to "Strongly Disagree" (SA).

3.6.2 Interview Guide

The interview guide was used to collect qualitative data (Amin, 2005) from Headteachers and teachers in charge of discipline. This method was appropriate for this group because, and few respondents had been selected per school. This research adopted the analytical questioning approach used widely in order that it may discover detailed illustrations on the problems obtained out of responses from the samples. These were mainly attributed to their regular needs or incentives to explain or elaborate the responses widely. The examples enabled an easier understanding of the findings in the research (Amin, 2005). The investigator interrogated the respondents, and their responses were recorded and later transcribed. Information revealed in the course of the interrogation was complemented by that which had been obtained by use of the survey method.

3.7 Data Quality Control

This section ensured that methodologies applied regulate the notion that information obtained meets the general value of objectives that have been well-defined to establish standard measures for distinct qualities using validity and reliability tests.

3.7.1 Validity

The validity of the instruments used was determined as follows: two specialists in the study area scrutinized the questionnaire in order to make remarks on the vagueness and significance of the questions and ascertain that there was concept and content validity. Therefore, it was worthwhile noting that determining content validity is important in backing a valuation

instrument like questionnaires, which are used in a study (Hashemi et al., 2022). A Content Validity Index was established by use of a formula, and a questionnaire was considered valid if it scored a validity index of above .70.

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of judges}}$$

Findings of the results and the CVI were displayed in the table as indicated in Table 2.

Table 2: Validity of Questionnaire

Raters	Items rated Relevant	Items rated as not relevant	Content Validity index	Total
Rater 1: Addition to drugs	10	2	0.833	12
Rater 2: Behavioural Disorder	10	1	0.909	11
Rater 3: Physical Disorder	10	3	0.769	13
Rater 4: Student's discipline	10	1	0.909	11
Total	40	7		47

Source: Primary Data (2024)

3.7.2 Reliability

This is a quantity of the value of consistency of instruments used in a study. For the researcher to guarantee the extent to which question items formed consistently measure outcomes in case they are administered in similar situations, there was a pilot study involving related samples from two public secondary schools in the locality which are of the same category. Data collected from the studies were scrutinized by use of Statistical Package for Social Scientists, and the outcomes were presented in the table below. Using the scale from Cronbach Alpha (Kent, 2001). Employing tools that have low reliability, which includes 0.70 or more, is sufficient as they are effortless and time-saving (Newsom, 2021).

Table 3: Reliability of Questionnaire

Variables	Cronbach's Alpha	No. of Items
Reliability for drug addiction	0.792	10
Reliability for behavioral disorder	0.760	10
Reliability for physical disorder	0.827	10
Reliability for students' discipline	0.854	10

Source: Primary Data (2024)

3.8 Data Collection Procedure

The Faculty of Education of Muni University provided an authority letter to administrators of the secondary schools requesting consent to carry out the research. The university provided a cover letter to accompany the tools for collecting data, explain the tools for collecting data, and explain the motives for the research. After receiving consent, questionnaires were dispersed to

the selected persons to be filled out and returned after completion. A cover letter was given to gain permission for the interviewing procedure that was conducted after securing appointments with the appropriate persons. Information obtained by use of questionnaires and interview guides was evaluated.

3.9 Data Analysis

Qualitative data and quantitative data were analyzed separately using different methods.

3.9.1 Quantitative Data Analysis

Quantitative data largely consisted of descriptive statistics and inferential statistics (Spearman Rank Order Correlation, Regression and Analysis of Variance). Frequencies and percentages were useful in determining responses that included opinions about drug abuse and students' discipline. Spearman correlation and regression were useful in measuring the hypotheses. The parallel constant (r) was employed in determining the extent of the association amidst the variable quantity (Hair et al., 2019). A mark of the parallel constant (+ or -) was employed in determining the kind of association between the independent variable and the dependent variable. The consequence of the parallel constant (P) was employed in determining the assurance of outcomes. The regression constant (R) determined the linear association within variables. This was squared and adjusted to determine how greatly the independent variables triggered the variance in the dependent variable. Independent variables independent variables triggered the variance in the dependent variable triggered the variance in the dependent variable. Analysis of variance was calculated to determine the factors of students' discipline that were affected most (Agresti, 2018).

3.9.2 Qualitative Data Analysis

This encompasses the study of content that was employed to scrutinize qualitative data and rearrange it into expressive and briefer statements. A thematic method was employed to examine qualitative data whereby themes, categories and patterns are recognized. Recurring themes, which arise according to every leading interrogation arising from interviews, were displayed in the outcomes, with particular straight quotes from respondents that were displayed as elaborations (Miles et al., 2020).

3.10 Measurement of Variables

Questionnaires had an ordinal measurement, categories and ranks variables. A Likert scale was employed in collecting information on views of the different study variables by use of five scales; 5(4.21-5) = strongly agree; 4(3.41-4.20) = agree; 3(2.61-3.40) = neutral; 2 (1.81-2.60) = disagree; 1(1-1.8) = strongly disagree. The five-point Likert scale is an interval scale that has a very substantial average (Pimentel, 2010).

3.11 Ethical Consideration

Ethical considerations refer to guidelines on values that direct study methods and conducts. Such values comprise; voluntary participation, whereby the respondents participated in the study of their own free will and had the freedom to remain or leave the research at will. Informed consent meant that respondents were aware of the reasons for the research, its usefulness, the dangers involved and any source of funding for the research before agreeing to it or rejecting it. To ensure anonymity, respondents were unknown to the researcher, and they did not collect personally identifiable data. In regard to confidentiality, the identities of respondents during the interviews were known to the researcher. However, the information collected was maintained as it was kept secret from any other person. The researcher

anonymized any information such that it was not associated with anybody. The researcher also ensured that risks were minimized so that participants were not harmed. Lastly is result dissemination, whereby the researcher made sure that the report had no similarity or any form of misconduct and that the findings were correctly displayed as recommended (Pritha, 2022).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter covers the presentation, analysis and interpretation of the findings. The results were presented using tables. Frequency distribution tables were used to present data on the demographic characteristics of the respondents. Spearman product-moment correlation and regression tables were used to present data on the relationships and predictive power of independent variables on the dependent variable.

4.2 Response Rate

The response rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample (Johnson & Anthony, 2004). It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and or outcome.

Table 4: Response Rate

Category of population	Target Population	Sampled size	Respondents	Percentage (%)
S.3	706	248	122	41.1
S.4	706	248	154	51.8
Total	1,412	496	276	92.9

Source: Primary Data, (2024)

Table 4 shows a response rate of 92.9%, which was above the recommended 67%, as recommended by 7% (Amin, 2005; Mugenda & Mugenda, 1999). Therefore, the results were considered representative of what would have been obtained from the target population of 1,252.

4.3 Demographic Characteristics of the Respondents

This section presents information about the demographic characteristics of respondents, including students, head teachers, and teachers in charge of discipline in public secondary schools in Arua. The background characteristics of the respondents analyzed include gender, age, class, and how many years one has been in the public secondary schools in Arua City.

Table 5: Sex of Respondents

Gender of respondents	Frequency	Percentage
Male	158	57.2
Female	118	42.8
Total	276	100.0

Source: Primary data, (2024)

The percentage frequency distribution of the demographic characteristics of the respondents in this category Table 4 reveals that the majority of the respondents were male (57.2%). This means that the study was not gender sensitive.

Table 6: Age Bracket of Respondents

Age bracket of respondents	Frequency	Percentage
13-14	13	4.7
15-16	62	22.5
17-18	156	56.5
19-20	45	16.3
Above 20 years	0	0
Total	276	100.0

Source: Primary data, (2024)

The age bracket of the respondents was such that the majority were aged between 17 – 18 years (56.5%) and the least with 13-14 years (4.7%). 15-16 years had a few respondents (22.5%), while the age group with the least respondents was 19-20 (16.3%). The rest of the age bracket

above 20 years are in S.5 or have branched out for courses or have dropped out from schools. This implies that in terms of discipline, the majority were mature and experienced.

Table 7: The Class of Respondents

The class attained	Frequency	Percentage
S.3	122	44.2
S.4	154	55.8
Total	276	100.0

Source: Primary data, (2024)

The class of this category of respondents was such that most of them (55.8%) were in S.4, and few of them were in S.3 (44.2%), implying that they were literate, which guarantees relevant responses by virtue of the fact that they can easily comprehend questions stated in the research instrument.

Table 8: Number of Years Respondents Have Been in the School

Number of years in the school	Frequency	Percentage
Less than 1 year	19	6.9
1 year	15	5.4
2-3 years	242	87.7
Total	276	100.0

Source: Primary data, (2024)

The results about the number of years the respondents have been in public secondary schools indicated that the majority of them have been in the school between 2 – 3 years (87.7%), and a few have been for less than one year (6.9%). These findings imply that respondents have knowledge and information about school rules and regulations concerning students' discipline in the school.

4.4 Addiction to Drugs among Students in Public Secondary Schools in Arua City

Before establishing any link between addiction to drugs and student discipline, ordinal data was used first to find out results on each of the variables separately by using descriptive statistics, and these included frequencies and percentages. Therefore, the following sub-section -presents findings about addiction to drugs and student's discipline.

4.4.1 Descriptive Results of Addiction to Drugs

Students were expected to respond to ten items about addiction to drugs by indicating their agreement using a five-point Likert scale, as shown in Table 8. The items are presented in the second column, and the proportion of students to the responses on each of the items is presented in the form of frequencies and percentages in columns 3 to 7. The last column presents the total number and percentage of students on each of the items. The key were: SA= Strongly Agree, A = Agree, NS = Not Sure, D = Disagree, SD = Strongly Disagree. The analysis and interpretation of the findings about drug addiction is found below the presentation of findings in Table 9.

Table 9: Descriptive Statistics on Addiction to Drugs

	Addiction to Drugs	SA	A	NS	D	SD	Total
1	In my school, some students consume drugs.	8 (2.9%)	26 (9.4%)	100 (36.2%)	138 (50.0%)	4 (1.4%)	276 (100%)
2	They smoke cigarettes and marijuana and drink alcohol in the school anytime they wish.	8 (2.9%)	33 (12.0%)	83 (30.1%)	149 (54.0%)	3 (1.1%)	276 (100%)
3	The students often express the desire to consume more drugs in my school.	4 (1.4%)	29 (10.5%)	111 (39.9%)	131 (47.5%)	2 (0.7%)	276 (100%)
4	In my school, students who use drugs are able to find a way of accessing the drugs.	2 (0.7%)	25 (9.1%)	127 (46.0%)	116 (42.0%)	6 (2.2%)	276 (100%)
5	Those students who abuse drugs in my school try to hide their actions.	7 (2.5%)	31 (11.2%)	80 (29.0%)	155 (56.2%)	3 (1.1%)	276 (100%)
6	Students who consume drugs in my school have interest in games and sports.	8 (2.9%)	23 (8.9%)	111 (40.2%)	131 (47.5%)	3 (1.1%)	276 (100%)
7	The students who consume drugs in my school participate actively in school clubs.	1 (0.4%)	36 (13.0%)	96 (35.5%)	135 (48.9%)	6 (2.2%)	276 (100%)
8	In my school students who consume drugs participate in class activities.	1 (0.4%)	25 (9.1%)	98 (35.5%)	123 (44.6%)	29 (10.5%)	276 (100%)
9	Students who consume drugs in my school are often found with drug related substances like cigarettes and tobacco.	1 (0.4%)	26 (9.4%)	96 (34.8%)	93 (33.7%)	60 (21.7%)	276 (100%)
10	Students who consume drugs in my school accept that they are guilty of the practice.	1 (0.4%)	25 (9.1%)	90 (32.6%)	115 (41.7%)	45 (16.3%)	276 (100%)

Source: Primary data, (2024)

To analyze the findings, students who strongly disagreed and those who disagreed were combined into one category of those who “opposed” the items. In addition, students who strongly agreed and those who agreed were combined into another category of those who “concurred” with the items.

After the computation, three categories of students were compared, which included “students who opposed the items”, “students who were not sure of the items” and “students who concurred with the items.” Interpretation was then drawn from the comparisons of the three categories as seen in the following paragraphs.

Findings in Table 9 show that most students opposed addiction to drugs (items 1 to 10) compared to those who concurred and were not sure. A comparison on these items shows that those that opposed ranged from 48.2% to 57.9%, while there was one student that was not sure and there was no student that concurred. From these comparisons, it can be seen that the percentages that opposed the items were higher compared to those who were not sure and those who concurred.

Findings also show that all students were of the view that in the public secondary schools in Arua city, the level of addiction of drugs was still low as per their responses on; some students in the school consume drugs, they smoke cigarettes, marijuana, and drink alcohol anytime they wish, the students often express the desire to consume more drugs in my school, in my school students who use drugs are able to find a way of accessing the drugs, those students who abuse drugs in my school try to hide their actions, students who consume drugs in my school have interest in games and sports, the students who consume drugs in my school participate actively in school clubs, in my school students who consume drugs participate in class activities, students who consume drugs in my school are often found drug related substances like cigarettes and tobacco, and students who consume drugs in my school accept that they are guilty of the practice.

Descriptive results show that the level of addiction of drugs was still low as per their responses on; some students in the school consume drugs, they smoke cigarettes, marijuana and drink alcohol anytime they wish, the students often express the desire to consume more drugs in my school, in my school students who use drugs are able to find a way of accessing the drugs, those students who abuse drugs in my school try to hide their actions, students who consume drugs in my school have interest in games and sports, the students who consume drugs in my school participate actively in school clubs, in my school students who consume drugs participate in class activities, students who consume drugs in my school are often found drug related substances like cigarettes and tobacco, and students who consume drugs in my school accept that they are guilty of the practice.

Table 10: Thematic Analysis of Drug Addiction and Students' Discipline

Objective	Categories	Theme
Drug addiction and student's discipline	What is the situation of drug use in the school?	<p>Tr1: It is common, especially mairungi, opium, alcohol.</p> <p>HT1: Some students got drunks last term, and one was sent away</p> <p>Tr2: It is evident in the school,</p> <p>HT2: It is common among students who are day scholars, and it is mostly when students sneak out. Abuse is not regular, it is occasional</p> <p>Tr3: No particular case registered this year but last year 3 students were got with mairungi.</p>
	In your view what is the effect of drug addiction on students' discipline	<p>Tr1: The effect is negative, they become wild, and they rarely participate in social activities because they are pre-occupied, they spend most time in the dorms in isolation, and they do not admit that they take drugs unless caught.</p> <p>Tr 2: It causes indiscipline, in athletics and football they cannot participate because they are unfit, they like to be out of school.</p> <p>HT1: They get courage to do anything breaking school rules, it affects their academic performance when they are dismissed. Once they are caught, they admit</p> <p>HT2: Some students smoke opium and behave contrary, we notice it in their behaviour, and They sneak out to get drugs, become hyperactive.</p> <p>HT3: Those involved do not follow rules and regulations, they are difficult to tame, do not perform well in exams, do not concentrate on academics.</p>

Source: Primary data, 2024

According to the thematic analysis, results show that drug addiction is common among students, whereby they mostly consume mairungi, opium, and alcohol. Among the effects of

drug addiction on students' discipline were they rarely participate in social activities because they are preoccupied, they spend most time in the dormitories in isolation and they do not admit that they take drugs unless caught. They become wild once they have taken drugs. In an interview with one of the head teachers on February 12th 2024; he noted that: "They do not follow school rules and regulations and are difficult to tame" However, abuse of drugs is occasional in the schools, and mostly noticed during games and sports or other social activities.

4.4.2 Inferential Statistical Results on Drug Addiction and Students' Discipline

The first hypothesis, "*There is no significant relationship between drug addiction and students' discipline in public secondary schools in Arua City*" was tested. Spearman rank order correlation coefficient (r) was used to determine the strength of the relationship between addiction to drugs and students' discipline in public secondary schools in Arua city. The coefficient of determination was used to determine the magnitude of variance in students' discipline accounted for by addiction to drugs. The significance of the coefficient (r) was used to test the hypothesis by comparing r to the critical significance level at (.01). Table 11 presents the test results for the first hypothesis.

Table 11: Spearman Correlation Coefficient of Determination of Addiction to Drugs and Students' Discipline

			Addiction to drugs	Student's disciplines
Spearman's rho	Addiction to drugs	Correlation Coefficient	1.000	
	Students' disciplines	Correlation Coefficient	.622**	1.000
		Sig. (2-tailed)	.000	.
		N	276	276

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, (2024)

Findings in Table 11 show that there was a moderate positive correlation ($r = .622$) between addiction to drugs and students' discipline in public secondary schools in Arua city. Since the correlation does imply causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient ($r^2 = .435$), was computed and expressed as a percentage to determine the variance in students' discipline due to addiction to drugs. Findings show that addiction to drugs accounted for a 43.5% variance in students' discipline. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .01. Hence the research hypothesis "*There is no significant relationship between drug addiction and students' discipline in public secondary schools in Arua City*" was rejected. Thus, it was concluded that addiction to drugs significantly affects students' discipline in public secondary schools in Arua city.

4.4.3 Behavioral Disorder and Students' Discipline

Before determining the relationship between behavioral disorder and students' discipline, descriptive statistics for behavioral disorder are presented to show the respondents' views on this variable. Ten dimensions were used to measure behavioral disorder and these were; use of drugs can change a persons' behavior, those who use drugs in my school are dirty, in my school students who use drugs are easily angered, students who use drugs follow school programs, students who use drugs in my school engage in criminal activities, risky behavior is common among students who use drugs in my school, students sneak out of school to get drugs, students engage in theft in order to buy drugs in my school, those that use drugs in my school love to stay in isolation and in my school students who use drugs eat too much.

4.5 Descriptive Results on Behavioral Disorder

Students were requested to respond to 10 items about behavioral disorders by indicating their agreement using a five-point Likert scale, as shown in Table 12. The keys used were the same as those for drug addiction. The analysis and interpretation of the findings about behavioral disorders follows the presentation of findings in Table 12.

Table 12: Descriptive Statistics Results on Behavioral Disorder

	Behavioral Disorder	SA	A	NS	D	SD	Total
1	Use of drugs can change a persons' behavior.	1 (0.4%)	48 (17.4%)	77 (27.9%)	117 (42.4%)	33 (12.0%)	276 (100%)
2	Those who use drugs in my school are dirty.	5 (1.8%)	50 (18.1%)	78 (28.3%)	126 (45.7%)	17 (6.2%)	276 (100%)
3	In my school students who use drugs are easily angered.	2 (0.7%)	19 (6.9%)	45 (16.3%)	155 (56.2%)	55 (19.9%)	276 (100%)
4	Students who use drugs in my school follow school programs.	1 (0.4%)	24 (8.7%)	48 (17.4%)	135 (48.9%)	68 (24.6%)	276 (100%)
5	Students who use drugs in my school engage in criminal activities.	0 (0.0%)	24 (8.7%)	52 (18.8%)	132 (47.8%)	68 (24.6%)	276 (100%)
6	Risky sexual behaviour is common among students who use drugs in my school.	0 (0.0%)	26 (9.4%)	82 (29.7%)	108 (39.1%)	60 (21.7%)	297 (100%)
7	Students sneak out of school to get drugs.	18 (6.5%)	30 (10.0%)	73 (26.4%)	119 (43.1%)	36 (13.0%)	276 (100%)
8	Students engage in theft in order to buy drugs in my school.	5 (1.8%)	37 (13.4%)	47 (17.0%)	127 (46.0%)	60 (21.7%)	276 (100%)
9	Those that use drugs in my school, love to stay in isolation.	8 (2.9%)	21 (7.6%)	56 (20.3%)	130 (47.1%)	61 (22.1%)	276 (100%)
10	In my school, students who use drugs also eat too much.	3 (1.1%)	32 (11.6%)	59 (21.4%)	117 (42.4%)	65 (23.6%)	276 (100%)

Source: Primary Data, (2024)

Findings in Table 12 show that all students opposed to items about behavioral disorder (items 1 to 10) compared to those who concurred and were not sure. A comparison on these items shows that those who opposed ranged from 51.9% to 76.1%, while there was no student that was not sure and concurred. From these comparisons, it can be seen that the percentages of those who opposed the items were more compared to those who concurred and were not sure.

From the analysis, findings show that not all students were of the view that in their school, use of drugs can change a person's behavior, those who use drugs in my school are dirty, in my school students who use drugs are easily angered, students who use drugs in my school follow school programs, students who use drugs in my school engage in criminal activities, risky sexual behaviour is common among students who use drugs in my school, students sneak out of school to get drugs, students engage in theft in order to buy drugs in my school, those that use drugs in my school love to stay in isolation and in my school students who use drugs eat too much.

Descriptive results show students opposed that use of drugs can change a persons' behavior, those who use drugs in my school are dirty, in my school students who use drugs are easily angered, students who use drugs in my school follow school programs, students who use drugs in my school engage in criminal activities, risky sexual behaviour is common among students who use drugs in my school, students sneak out of school to get drugs, students engage in theft in order to buy drugs in my school, those that use drugs in my school love to stay in isolation and in my school students who use drugs eat too much.

Table 13: Thematic Analysis of Behavioral Disorder on Students' Discipline

Objective	Categories	Theme
Behavioural disorder and student's discipline	How often do you notice behavioral disorder among students who use drugs?	<p>Tr1: It is evident in their conduct e.g. they move naked in the dormitory, they exhibit queer behaviour, drugs are got from students' belongings</p> <p>HT1: It is common during games</p> <p>Tr2: It is evident in the school,</p> <p>HT2: It is common during games and sports</p> <p>Tr3: The cases are few, only got when abrupt checks are done.</p>
	How does behavioral disorder caused by drug use affect student's discipline?	<p>Tr1: They are aggressive, they are shabby, they steal from the neighborhood e.g. uprooting cassava and potatoes, they eat too much, what the school serves is not enough, they are hyperactive.</p> <p>Tr 2: They quarrel with teachers, they fight amongst themselves, they brush using sticks in the school, they are very shabby, they steal properties of their friends</p> <p>HT1: Students drink alcohol from out of school after having sneaked out, they eat a lot of food, it is difficult to follow up their criminal records outside the school, and some become dirty and shabby.</p> <p>+HT2: Students sneak out to take drugs, some are very active in games, there is not so much aggression but student become hyper-active.</p> <p>HT3: There are no cases of criminal activities, they eat a lot especially getting double shares, their criminal records cannot be traced since they are day scholars.</p>

Source: Primary data (2024)

According to thematic results, it revealed that when students are under the influence of drugs, there are behavioral disorders in the ways that; they move naked in the dormitory, they exhibit queer behaviour, they become aggressive. In an interview with a teacher in charge of discipline

on February 14th 2024, a student who was already intoxicated held a teacher by the collar. The students are also shabby, the need for drugs makes them steal their friend’s belongings in order to get money, they also steal from the neighborhood for instance, cassava and potatoes because what the school serves is not enough and lastly, they are hyperactive. This therefore implies that behavioral disorder caused by drug use affects students’ discipline.

4.5.1 Inferential Statistical Results on Behavioral Disorder and Students’ Discipline

The second hypothesis, “*There is no significant relationship between drug-related behavioral disorder and students’ discipline in public secondary schools in Arua City*” was tested. Using Spearman rank order correlation coefficient (r) and the coefficient of determination, results are presented on Table 14.

Table 14: Spearman Correlation and Coefficient of Determination on Behavioral Disorder and Students’ Discipline

			Behavioral disorders	Student's disciplines
Spearman's rho	Behavioral disorders	Correlation Coefficient	1.000	
	Students’ discipline	Correlation Coefficient	.561**	1.000
Sig. (2-tailed)			.000	.
N			276	276

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data (2024)

Findings in Table 14 show that there was a moderate positive correlation ($r = .561$) relating behavioral disorder and students’ discipline in public secondary schools in Arua city. The coefficient of determination ($r^2 = .336$) shows that behavioral disorder accounted for 33.6% variance in students’ discipline. These findings were subjected to a test of significance (p), and it showed that the significance of the correlation ($p = .000$) is less than the recommended critical

significance at .01. Hence the hypothesis, “*There is no significant relationship between drugs related behavioral disorder and students’ discipline in public secondary schools in Arua City*” was rejected. This implies that there are drug-related behavioral disorders greatly affects students’ discipline in public secondary schools in Arua City. The implication of the findings was linear in nature; meaning the moderate effect implied that a disorder in behavior contributed to a big change in students’ discipline in public secondary schools in Arua city. The positive nature of the effect implied that behavioral disorder and students’ discipline in public schools in Arua City were co-relating whereby behavioral disorder contributed to a change in students’ discipline in public secondary schools in Arua City.

4.6 Physical Disorder and Students’ Discipline

Before determining the relationship between physical disorder and students’ discipline, descriptive statistics for physical disorder were presented to show the respondents views on this variable. Ten dimensions were used to measure behavioral disorder and these were; use of drugs can change the physical appearance of a person, red eyes is common among students who consume drugs in my school, in my school students who use drugs have uncoordinated movement, consumption of marijuana causes students to become energetic, students who drink alcohol in my school can also become physically weak, when students consume drugs they become inactive in sports, students who use drugs in my school get mental problems, in my school students drop out due to drug use, in my school students become uncomfortable when restricted from using drugs and in my school students who use drugs have shaky hands due to drug use.

4.6.1 Descriptive Results on Physical Disorder

Students were requested to respond to ten items about physical disorder by indicating their agreement using a five-point Likert scale, as shown in Table 15. The analysis and interpretation of the findings about physical disorder are below the findings presented in Table 15.

Table 15: Descriptive Statistics Results on Physical Disorder

	Physical Disorder	SA	A	NS	D	SD	Total
1	Use of drugs can change the physical appearance of a person.	7 (2.5%)	19 (10.5%)	63 (22.8%)	132 (47.8%)	45 (16.3%)	276 (100%)
2	Red eyes are common among students who consume drugs in my school.	7 (2.5%)	33 (12.0%)	62 (22.5%)	117 (42.4%)	57 (20.7%)	276 (100%)
3	In my school students who use drugs have uncoordinated movement.	2 (0.7%)	40 (14.5%)	64 (21.2)	107 (38.8%)	63 (22.8%)	276 (100%)
4	In my school students who use drugs have uncoordinated movement.	17 (6.2%)	33 (12.0%)	52 (18.8%)	140 (50.7%)	34 (12.3%)	276 (100%)
5	Students who drink alcohol in my school can also become physically weak.	13 (4.7%)	32 (11.6%)	55 (19.9%)	118 (42.8%)	58 (21.0%)	276 (100%)
6	When such students use drugs, they become inactive in sports.	8 (2.9%)	33 (12.0%)	67 (24.3%)	113 (40.9%)	55 (19.9%)	276 (100%)
7	Students who use drugs in my school get mental problems.	12 (4.3%)	41 (14.9%)	57 (20.7%)	127 (46.0%)	39 (14.2%)	276 (100%)
8	In my school, students drop out due to drug use.	12 (4.3%)	32 (11.6%)	74 (26.8%)	101 (36.6%)	57 (20.7%)	276 (100%)
9	In my school students become uncomfortable when restricted from using the drugs.	10 (3.6%)	36 (13.0%)	60 (21.7%)	134 (48.6%)	36 (13.0%)	276 (100%)
10	In my school students who use drugs have shaky hands and body due to drug use.	8 (2.9%)	49 (17.8%)	55 (19.9%)	122 (44.2%)	42 (15.2%)	276 (100%)

Source: Primary data, (2024)

Findings in Table 15 show that more students opposed the ten items about physical disorder (that is, items 1 to 10) as compared to those who concurred and those who were not sure. A comparison on these items shows that the percentages of those that opposed ranged from 59.4%

to 64.2%. From these comparisons, it can be seen that the percentages that opposed were higher compared to those who were not sure and concurred. The following is the interpretation of this analysis.

Descriptive results show that most students were of the view that; use of drugs can change the physical appearance of a person, red eyes is common among students who consume drugs in my school, in my school students who use drugs have uncoordinated movement, consumption of marijuana causes students to become energetic in my school, students who drink alcohol in my school can also become physically weak, when students consume drugs they become inactive in sports, students who use drugs in my school get mental problems, in my school students drop out due to drug use, in my school students become uncomfortable when restricted from using drugs and in my school students who use drugs have shaky hands due to drug use.

Table 16: Thematic Analysis of Physical Disorder on Students' Discipline

Objective	Categories	Theme
Physical disorder and students' discipline	What evidence of physical disorder do you notice among students who use drugs?	<p>Tr1: Red eyes is common</p> <p>HT1: Cases of mental disorder are not in the school, red eyes are evident, they are hyper-active</p> <p>Tr2: Red eyes</p> <p>HT2: No cases of mental disorder</p> <p>Tr3: Red eyes, drowsy, absent minded, staggering</p> <p>HT 3: It is easy to see by their appearance, red eyes and drowsy, very shabby, they walk staggering, one case of mental disorder was registered last year, they can be hyper-active</p>
	How does physical disorder as a result of drug use affect student's discipline	<p>Tr1: Some appear weak/miserable, they are very strong and energetic, no cases of mental disorder have been registered, they like to stay in isolation</p> <p>Tr 2: They do not comb their hair, they are very active (easily excited), they isolate themselves outside class in dark corners, other look dizzy, those who take alcohol look weak</p>

Source: Primary data, (2024)

According to thematic analysis results revealed that evidence of physical disorder was noticed among students that consume drugs; in that their eyes turn red, they become weak, drowsy and some appear miserable, they are very shabby and do not comb their hair, they are easily excited and like to stay in isolation in dark corners outside class. They walk while staggering. This implies that drug related physical disorder affects the discipline of students.

4.6.2 Inferential Statistical Results on Physical Disorder and Students' Discipline

The third hypothesis, “*There is no significant relationship between drugs related physical disorder and students’ discipline in public secondary schools in Arua City*” was tested and the results were presented on Table 17.

Table 17: Spearman Correlation and Coefficient of Determination on Physical Disorder and Students’ Discipline

Correlations	Physical disorders	Students’ discipline
Students’ discipline	Correlation Coefficient	.606**
	Sig. (2-tailed)	1.000
	N	.276

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, (2024)

Findings show that there was a positive moderate correlation ($r = .606$) between drug related physical disorder and students’ discipline in public secondary schools in Arua city. The coefficient of determination ($r^2 = .373$) shows that physical disorder accounted for 37.3% variance in students’ discipline. These findings were subjected to a test of significance (p) and it is shown that the significance of the correlation ($p = .000$) is less than the recommended critical significance at .01. Hence the hypothesis “*There is no significant relationship between drug related physical disorder and students’ discipline in public secondary schools in Arua City*” was rejected. This implies that drug related physical disorders greatly affects students’ discipline in public secondary schools in Arua City. The implication of the findings was that the moderate effect implied a moderate change in physical disorder which contributed to a moderate change in students’ discipline in public secondary schools in Arua City. The positive nature of the effect implied that drug related physical disorder and students’ discipline in public secondary schools had a correlation, whereby physical disorder contributed to students’ discipline in public secondary schools in Arua city.

4.7 Descriptive Results on Students' Discipline

Students were requested to respond to 10 items about students' discipline by indicating their agreement using a five-point Likert scale, as shown in Table 18. The analysis and interpretation of the findings are presented in Table 18.

Table 18: Descriptive Statistics Results on Students' Discipline

	Students' Discipline	SA	A	NS	D	SD	Total
1	In my school there is indiscipline among students that abuse drugs.	10 (3.6%)	42 (15.2%)	74 (26.8%)	108 (39.1%)	42 (15.2%)	276 (100%)
2	Students that use drugs show respect to the school administration.	14 (5.1%)	43 (15.6%)	67 (24.3%)	101 (36.6%)	51 (18.5%)	276 (100%)
3	Students who use drugs in my school lack self-control.	9 (3.3%)	41 (14.9%)	48 (17.4%)	130 (47.1%)	48 (17.4%)	297 (100%)
4	Students who use drugs in my school are hyper active.	12 (4.3%)	32 (11.6%)	58 (21.0%)	150 (57.2%)	16 (5.8%)	276 (100%)
5	Students who use drugs in my school are loyal to school programs.	8 (2.9%)	37 (13.4%)	63 (22.8%)	116 (42.0%)	52 (18.8%)	297 (100%)
6	Students who use drugs in my school are loyal to student leaders.	9 (3.3%)	37 (13.4%)	87 (31.5%)	92 (33.3%)	51 (18.5%)	297 (100%)
7	In my school students who use drugs are honest.	13 (4.7%)	37 (13.4%)	73 (26.4%)	131 (47.5%)	22 (8.0%)	276 (100%)
8	Students who use drugs in my school do so openly.	9 (3.3%)	37 (13.4%)	71 (25.7%)	117 (42.4%)	42 (15.2%)	276 (100%)
9	Rules and regulations are followed by students who use drugs in my school.	16 (5.8%)	38 (13.8%)	59 (21.4%)	109 (39.5%)	54 (19.6%)	276 (100%)
10	Students who use drugs in my school are also regular in school attendance.	13 (4.7%)	30 (10.9%)	73 (26.4%)	126 (45.7%)	34 (12.3%)	276 (100%)

Source: Primary data, (2024)

Findings in Table 18 show that most students opposed most items on students' discipline (that is, items 1 and 10) compared to those who concurred and were not sure. A comparison on these items showed that those who opposed ranged from 55.0% to 64.1% while there were less students who were not sure and concurred. From these comparisons, it can be seen that the

percentages of those who opposed the items were higher compared to those who were not sure and concurred.

From the analysis, findings showed that students were of the view that; in the schools there is indiscipline among students who abuse drugs, students that use drugs show respect to the school administration, students who use drugs lack self-control, students who use drugs are hyper active, students who use drugs are loyal to school programs, students who abuse drugs are loyal to student leaders, students who use drugs are honest students who use drugs do so openly, rules and regulations are followed by students who use drugs and students who use drugs are regular in school attendance.

Table 19: Thematic Analysis of Students’ Discipline

Objective	Categories	Theme
Students’ discipline	How does drug abuse affect students’ discipline in your school?	<p>Tr1: Negatively, they do not attend classes unless forced, they lack cooperation</p> <p>HT1: They become hyper-active when under the influence of drugs, making them to behave in any way, generally they participate in school activities, they are not honest</p> <p>Tr2: They lack cooperation, they become unruly, they steal from friends e.g. bags, set box, calculators, they shout even some bark loudly like dogs</p> <p>HT 3: Cases of indiscipline as a result of drug abuse are few, they are mostly only got during games and sports.</p>

Source: Primary data, (2024)

According to thematic analysis results revealed that there is evidence of indiscipline among students as a result of drug use. The students do not attend classes unless forced, they lack cooperation, they are unruly; one teacher in charge of discipline on February 14th 2024,

observed that when under the influence of drugs, some students shout and bark loud like dogs, they are not honest, they steal items such as bags, set box, and calculators from their friends, in order to sell and buy drugs. Results, however, found that such cases are occasional, they are mostly common during games & sports and other social events. This, therefore, implies that drug abuse affects students' discipline in public secondary schools in Arua City.

4.7.1 Regression Analysis

After determining how each of the independent variables is related to the dependent variable, a regression analysis was conducted to establish which of the independent variables affected the dependent variable most, findings were presented in Table 20.

Table 20: Regression Analysis Results

Model Summary	R	R Square	Adjusted R² Square	Std. Error of the Estimate			
	.745 ^a	.555	.550	.44848			
ANOVA							
Model	Sum of Squares	Df	Mean Squares	F	Sig.		
Regression	68.135	3	22.712	112.919	.000 ^b		
Residual	54.708	272	.201				
Total	122.843	275					
	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	Collinearity Statistics	VIF	
	B	Std. Error	Beta		Tolerance		
(Constant)	-.319	.226		-1.409	.160		
Addiction to drugs	.747	.080	.479	9.342	.000	1.603	
Behavioural disorders	.004	.079	.003	.045	.964	2.759	
Physical disorders	.345	.054	.386	6.429	.000	2.204	

Source: Primary Data, (2024)

Findings in Table 20 show a moderate linear regression coefficient (Multiple R = .745) between dimensions of addiction to drugs, behavioral disorders and physical disorders on students' discipline. The Adjusted R Square (0.550) shows that the dimensions of drug addiction, behavioral disorder and physical disorder accounted for a 55.0% variance in students'

discipline. The findings were subjected to an Analysis of Variance (ANOVA) test in order to accept or reject them. The ANOVA test shows that at degree freedom 3 and 272 ($df = 3, 272$), the fisher's ratio ($F = 112.919$) had significant value of .000, which was less than the critical significance at .01. This indicated an acceptable error in the findings in the previous paragraph and hence confidence in the findings. It was concluded that the dimensions of addiction of drugs, behavioral disorder and physical disorder contributed to 55.0% variance in students' discipline. Since the 55.0% variance in students' discipline was a combined effect of the dimensions of addiction to drugs, behavioral disorder and physical disorder on students' discipline.

There was need to determine which dimension affected students' discipline the most. From Table 20, it is shows that only two dimensions of addiction to drugs and physical disorder had a significant effect on students' discipline in public secondary schools in Arua city because they had p-values (.000 and .000), which were less than the critical significance at .01. Behavioral disorder did not significantly affect students' discipline as it had a p-value of (.964).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary, discussion of findings, conclusion, and recommendations arising from the findings of the study. The results of the empirical study were discussed according to the reviewed literature, from which conclusions and recommendations were drawn for policy, managerial and future research.

5.2 Summary of the Findings

Two hundred and seventy-six (276) students responded to questions on the three dimensions of drug abuse analyzed in relation to students' discipline. These were addiction to drugs, behavioral disorder and physical disorder, which contributed to a 55.0% variance in students' discipline. Findings from the analysis showed that only two dimensions of addiction to drugs and physical disorder had a significant effect on students' discipline in public secondary schools in Arua city because they had p-values (.000 and .000), which was less than the critical significance at .01. Behavioral disorder did not significantly affect students' discipline as it had a p-value of (.964).

5.3 Discussion of the Findings

The findings of the study are discussed according to the set research objectives in relation to the literature reviewed, theories and researcher's findings.

5.3.1 Drug Addiction has a Relationship with Students' Discipline

Objective one was to establish whether drug addiction has a relationship with students' discipline in public secondary schools in Arua City. The study found that there was a positive

significant relationship between drug addiction and students' discipline. The study further revealed that drug addiction, such as uncontrollable craving, impulsiveness, lack of interest in social activities, paraphernalia, preoccupation and denial, were significant predictors of students' discipline in public secondary schools in Arua City. This implies that once students suffer drug addiction in public secondary schools, it leads to indiscipline of students. Therefore, school management should ensure that schools are drug-free areas. This finding is in line with (Raffee et al., 2021) results indicated that vehement conduct was frequent and it included writing on wall surfaces. Some got into trouble with their educators, peers and several officers. There was a significant association amid substance dependence and vehement conduct. Learners that were disrespectful towards their educators were higher among the dependent category and less in the non- dependent category.

Another study was done in schools in Mombasa to assess stages of learners' conduct, effects of alcoholism, drug dependence and despair as a result of abuse among learners in government aided post primary educational institutions. Respondents were learners of senior three and four and survey method was used to collect data. Some information was got from administrators and educators by interviewing. The study found out that indiscipline was high amongst students who show signs of abuse. Learners that were substance dependent exhibited inadequate concentration, disinterest in academics and they could not focus on education thus causing their discipline to deteriorate. Consequently, this displays unwanted forms of conduct in the community (Lodunga, 2019). When drug use persists, actions that were once pleasant become unpleasant and the individual is compelled to utilize substances simply to remain physiologically stable. Others might require larger doses or use the substance more frequently regardless of the duration of drug dependence. A research conducted in Colombia University revealed that ninety percent of drug dependent individuals started utilizing substances when they were still less than eighteen years old (Ryan et al., 2019). According to the researcher, it

was found that some students in secondary schools consume drugs, students who consume drugs often express an uncontrollable desire for more, and students who consume drugs often show lack of interest in social activities, students who consume drugs do not pay attention to school activities and students who consume drugs do not accept that they are guilty of the practice.

The problem behavior theory, developed in the early 1960s by Richard and Shirley Jessor, can be used to describe youthful participation in problematic behaviour, which may affect well-being, progress, and positive alteration into maturity. The research was conducted by (Alexander et al., 2018) to explain the discrepancy in problematic conduct amongst teenagers in ordinary occupants about the vast fast-growing city of East-Africa. Adolescents of both sexes, who were never married between 12-19 years, residing in suburbs of Nairobi provided the data. The outcome indicated that protectiveness can regulate the effect of being exposed to risky situations. Conclusively, the study indicated that crucial protectiveness and risk aspects form goals to be used in strategies and plans which can improve welfare of underprivileged young people in the towns of East-Africa. Parent laxity coupled with negligence are some of the factors recognized in the home as contributors to learners' problem behavior. Once the heads of a family do not provide adequate time to the young ones, they are prone to finding inappropriate communal involvements in other places other than home.

5.3.2 Effect of Drug Related Behavioral Disorder on Students' Discipline

Objective two was to examine drug related behavioral disorder and its relationship with students' discipline in public secondary schools in Arua City. The study found that there was a significant positive relationship between behavioral disorder and students' discipline. To attain students' discipline, management should prevent aggression among students, improve on personal care among students, change the attitude of students, ensure that students do not

engage in criminal activity, they should also sensitize students on risky behavior. The study findings are greatly in agreement with the findings of (Amoah et al.,2015) a mixed method was employed to gather information from school-going children with a mean age of 14-16 years in the five selected states. The students reported both occasional abusive harassments. The most dominant being emotional, followed by physical and social. When analyzed further using Adjusted Poisson Regression, abusive harassment was associated with cigarette smoking, drunkenness, and substance utilization. There were also instances of bodily harm inflicted during attacks, non-attendance at school, unhygienic conduct, frustration, solitude and suicidal tendencies, seclusion, underweight and overweight.

Behaviours were examined and reported on the use of substances and anti-social behaviours by a study titled Millennium Cohort Study. Information was gathered from a population of about one thousand persons all over United Kingdom regarding series of hazardous conduct at the time when respondents were seventeen years of age. Part of the information had been gathered earlier when respondents were eleven and fourteen years of age. A total of fifty-three percent of the respondents revealed that they had participated in a drunkenness spree by their seventeenth year while others revealed that they had been taking alcohol consistently in the previous months. About thirteen percent confessed to have smoked marijuana at one time and ten percent were said to have used more potent substances. There was likelihood that a higher percentage of the male got involved in drinking sprees, used marijuana and consumed tougher substances than the female (Emla & Aase, 2021). An effort was made to examine the consequences of substance misuse on school achievement among learners of post primary educational institutions in Nigeria. Outcomes of the research revealed that substance misuse is wide spread especially in adolescents due to the fact that they are inexperienced. A good number of them have not understood the consequences of substance dependence. Besides, most of them learnt the habit as a result of peer pressure, experimentation out of inquisitiveness,

challenges faced in situations of upbringing whereas others utilize drugs as energizers to be able to perform tasks for a longer period. According to the researcher, the study has confirmed that use of drugs can alter a person's behavior, Students who use drugs are aggressive, students who use drugs are often dirty and unkempt, Students who use drugs have a negative attitude towards school programs, students who use drugs get involved in criminal activities, students who use drugs often engage in risky behavior and students who use drugs eat too much.

Qualitative analysis results show that students' conduct change when they consume drugs, for instance, they move naked in the dormitory, they exhibit queer behaviour, they are mostly hyper active during social events. Behavioral disorder caused by drugs use affects students' discipline by being aggressive, shabby, stealing foods like cassava and potatoes from gardens in the neighbourhood, they eat too much because what school serves is not enough and they are hyperactive.

Problem Behavior Theory as developed in the early 1960s' by Richard and Shirley Jessor can also be used to explain youthful participation in problematic manners, which affects well-being, progress, and positive alteration into maturity. Research conducted to explain the discrepancy in problematic conduct amongst teenagers among ordinary occupants around the very fast-growing city of East-Africa. Adolescents of both sexes, who were never married between 12-19 years, residing in suburbs of Nairobi provided the data. The outcome indicated that protectiveness can regulate the effect of being exposed to risky situations. Conclusively, the study indicated that crucial protectiveness and risk aspects form goals to be used in strategies and plans which can improve welfare of underprivileged young people in the towns of East-Africa (Alexander et al., 2018).

5.3.3 Drug Related Physical Disorder and Students' Discipline

Objective three was to analyze drug related physical disorder and its relationship with students' discipline in public secondary schools in Arua City. The results revealed that there was a positive significant relationship between physical disorder and students' discipline. This implies that a change in drug related physical disorder such as; impaired coordination, increased hyperactivity, passivity, mental defects, withdrawal symptoms, body aches and pains is associated with a change in students' discipline. Besides, the regression results showed that there was an insignificant effect of physical disorder on students' discipline. Schools should ensure that students' intellect is not harmed by drug as supported by finding of ((Shau & Zhou, 2022). A study in China was conducted to review harmful impressions substances may cause to youths' intellectual growth. The study found some possible effects on youths' affiliations to substances and spelt out measures of avoidance and treatments. The prevailing indicators that substances cause to the growth of intellect were evident, however the specifics of those injuries were unclear. Major effects of using substances on the brain development was found to be on intellectual and memory levels. Access to the drugs were mainly originated among friends, homesteads and environments of educational institutions. The evaluation research, indicators specified constructive outcomes of substance dependence healing in rehabilitations of conduct and households.

One of the studies in India indicated that over-utilization majorly impacts on a person's psychological wellness. Studies have been conducted on the effect of substance dependence on intellectual wellness. Sixty respondents were identified at random whereby thirty were youths' and thirty grown-ups who were both male and female. Using survey method, the psychological state of substance dependents was analyzed. ANOVA was employed on age and gender. Outcomes indicated that gender substantially associates with age and impacts on the intellectual situation of the substance dependents. Besides, female dependents showed

improved mental health than youthful male addicts (Treat et al., 2016). In a related study, utilization of illicit drugs by learners in higher institutions of learning were investigated in order to analyze the prevalence of, and features related to drug utilization among learners in the universities. Respondents were about three hundred learners using online survey questions alongside convenience sampling to select the respondents. Descriptive data was employed to give the occurrence and outline of personal traits. Results indicated drug utilization of sixty-two percent and an evident relationship amid drug use among university learners and psychological wellness. Those indicated to have abused drugs at university were highly depressed and more anxious than others who were not (Blows & Isaacs, 2022).

A scientific review studied factors contributing to and its effects of utilizing alcohol in the brain of the youths' by using samples of adolescent rodents. Results indicated that teenage youths' who have a past of drunkenness have a varied neurology and cognition unlike other youths. The results of drunkenness in youthful children involve alterations in attentiveness, verbal education, retention besides under-development of intellect. The practical consequences of adolescent alcohol include; decreased intellectual flexibility, behavioral inadequacies and rises in anxiety, lack of inhibition, impulsiveness and risky behavior. The study of rodents has indicated that youthful drunkenness may alter the neuro-system of a person (Blows & Isaacs, 2022).

According to the researcher, the study revealed that the evidence of physical disorder that you notice among students who use drugs are red eyes, they are hyperactive, drowsiness, absent mindedness, staggering, being shabby. Physical disorder caused by use of drugs affect students' discipline by making them appear weak and miserable, they are sometimes energetic, it causes madness in some, they like staying isolation and they do not comb their hair. Accordingly, the theory of problem behavior as was developed in the early 1960s' by Richard and Shirley Jessor can be used in that parent laxity coupled with negligence which are some of the factors

recognized in the home as contributors to learners' problem behavior (Jessor, 2014). Once the head of a family does not provide adequate time to the young ones, they are prone to finding inappropriate communal involvements in other places other than home.

5.4 Conclusion

5.4.1 Drug Addiction has a Relationship with Students' Discipline

The study analyzed the effect of drug addiction on students' discipline. Based on the research findings, the study concluded that use of drugs by students in public secondary schools in Arua city can cause many side effects on students such as uncontrollable craving, impulsiveness, lack of interest in social activities, paraphernalia, preoccupation and denial. However, drawing from this research, most teachers and students were of the view that in the public secondary schools in Arua city, the level of drug addiction by student was still low.

5.4.2 Drug-Related Behavioral Disorder and its Relationship with Students' Discipline

The study concludes that behavioral disorders had a weak positive effect on students' discipline in public secondary schools in Arua city-Uganda. The study found out that an increase in behavioral disorder would have effect on students' discipline in public secondary schools in Arua city. The study established that use of drugs can alter a person's behavior, students who use drugs are very aggressive, students who use drugs are often dirty and unkempt, students who use drugs have a negative attitude towards school programs, students who use drugs get involved in criminal activities, Students who use drugs often engage in risky behavior and Students who use drugs eat too much.

5.4.3 Drug Related Physical Disorder and its Relationship with Students' Discipline

The study further concluded that there was a high positive significant effect of physical disorder on students' discipline in public secondary schools in Arua City -Uganda. A unit increase in physical disorder would have an effect on student' discipline by .376% unit. The study also found out that use of drugs can change the physical appearance of a person, students who use drugs experience difficulties in coordinating their body, students who use drugs can also be very weak, and students who use drugs are energetic and often get mental problems.

5.5 Recommendations

Basing on the findings of the study, the researcher recommends that school management with the help of parents should isolate students who are found to be addicted to drugs while extreme cases be refered for rehabilitation in correctional facilities. On drug related behavioral disorder; parents should be incorporated in enforcing sensitization of students on desirable behaviour in schools through the guidance and counselling department. To curb down drug related physical disorders; collaboration amongst schools should be enforced by City education department in cases where physical disorders are evident to ensure culprits do not spread from one school to another.

5.6 Contribution of the Study

This study has confirmed the Problem Behavior Theory used to underpin the study as evidenced by drug addiction among adolescents in the secondary schools. It has contributed to the body of existing knowledge through the findings that there is drug related physical and behavioral disorder has a relationship with students' discipline in public secondary schools in Arua City-Uganda.

5.7 Limitations of the study

The study was faced with non-response of students who chose not to fill or complete the questionnaire while others did not return the copies given for them to fill. This challenge was mitigated by appointing a research assistant who distributed and collected the duly filled questionnaires after the agreed time and made follow up on others. Some teachers and heads of institutions chose not to give some information that they considered sensitive and this was minimized by assuring them that their names were not written against the answers they provided.

5.8 Areas for Further Research

Based on the findings of the study, the researcher suggests the following areas for further research; future studies should consider covering all public secondary schools from the city and districts of Arua. There is a need to find out the other predictors of students' discipline since drug addiction, behavioral disorder, and physical disorder predicted 55.0% of the variance in students' discipline in public secondary schools in Arua city. Lastly, a similar study on students' discipline should be carried out using other research methods, such as the longitudinal research design.

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APPENDIX I: INFORMED CONSENT

Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

SUBJECT: CONSENT TO PARTICIPATE IN RESEARCH

Reference is made to the above subject;

This is to certify that Mr./Ms..... has accepted to be a respondent in a study conducted by Ms. Tabu Rosemary titled; “Drug Abuse and Students’ Discipline in Public Secondary Schools in Arua City.”

The respondent will be required to provide data and any other information on the topic for study as partial fulfilment of requirement for the award of Master of Education in Educational Planning and Management of Muni University. The information sought will be treated with utmost confidentiality and your honest response will be appreciated.

Signed.....

Name.....

Title.....

Date.....

APPENDIX II: QUESTIONNAIRE

Questionnaire for Students of S3 & S4

Dear respondent,

My name is Tabu Rosemary a postgraduate student of Muni University pursuing Master of Education in Educational Planning and Management. My research topic is “Drug Abuse and Students’ Discipline in Public Secondary Schools in Arua City.”

I am pleased to inform you that your school has been selected to participate in the research. I cordially request you to please offer some moments to complete this questionnaire. This study is basically for academic purpose. All the information provided will be treated with utmost confidentiality. I request that you take part by offering the required information as directed. Your openness will be valued greatly and your responses will be kept confidential.

Yours sincerely

Tabu Rosemary

2022/U/MED/00185

Section A: Background Information

Instructions: Please tick the most applicable.

1. **Age:** 1: 13 -14 2: 15 - 16 3: 17 - 18 4: 19 – 20

2. **Gender:** 1. Male 2. Female

3. **Class (tick appropriately)**

(1) :S.3		(2) :S.4	
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4. **For how long have you been in this school (tick appropriately)**

(1): Less than 1 year	(2):1 year	(3):2 - 3 years

Part B: Drug Addiction and Students' Discipline

Instructions: Please respond by circling on the scale 1-5 indicating the extent to which you agree with the statements relating drug abuse to students' discipline.

Please use the key below to answer the following questions by indicating

(1) If you strongly agree (**SA**) (2) if you agree (**A**) (3) If you are Not Sure (**NS**)

(4) If you Disagree (**D**) (5) If you strongly Disagree (**SD**)

(a)	Addiction to Drugs	SA	A	NS	D	SD
AD1	In my school, some students consume drugs.	1	2	3	4	5
AD2	They smoke cigarettes, marijuana and drink alcohol in the school anytime they wish.	1	2	3	4	5
AD3	The students often express the desire to consume more drugs in my school.	1	2	3	4	5
AD4	In my school students who use drugs are able to find a way of accessing the drugs.	1	2	3	4	5
AD5	Those students who abuse drugs in my school try to hide their actions.	1	2	3	4	5
AD6	Students who consume drugs in my school have interest in games and sports.	1	2	3	4	5
AD7	The students who consume drugs in my school participate actively in school clubs.	1	2	3	4	5
AD8	In my school students who consume drugs participate in class activities.	1	2	3	4	5

AD9	Students who consume drugs in my school are often found with drug related substances like cigarettes and tobacco.	1	2	3	4	5
AD10	Students who consume drugs in my school accept that they are guilty of the practice.	1	2	3	4	5
(b)	Behavioural Disorder	SA	A	NS	D	SD
BD1	Use of drugs can change a persons' behavior.	1	2	3	4	5
BD2	Those who use drugs in my school are dirty.	1	2	3	4	5
BD3	In my school students who use drugs are easily angered.	1	2	3	4	5
BD4	Students who use drugs in my school follow school programs.	1	2	3	4	5
BD5	Students who use drugs in my school engage in criminal activities.	1	2	3	4	5
BD6	Risky sexual behaviour is common among students who use drugs in my school.	1	2	3	4	5
BD7	Students sneak out of school to get drugs.	1	2	3	4	5
BD8	Students engage in theft in order to buy drugs in my school.	1	2	3	4	5
BD9	Those that use drugs in my school, love to stay in isolation.	1	2	3	4	5
BD10	In my school, students who use drugs also eat too much.	1	2	3	4	5

(c)	Physical Disorder	SA	A	NS	SD	D
PD1	Use of drugs can change the physical appearance of a person.	1	2	3	4	5
PD2	Red eyes are common among students who consume drugs in my school.	1	2	3	4	5
PD3	In my school students who use drugs have uncoordinated movement.	1	2	3	4	5
PD4	Consumption of marijuana causes students to become energetic in my school.	1	2	3	4	5
PD5	Students who drink alcohol in my school can also become physically weak.	1	2	3	4	5
PD6	When such students use drugs, they become inactive in sports.	1	2	3	4	5
PD7	Students who use drugs in my school get mental problems.	1	2	3	4	5
PD8	In my school, students drop out due to drug use.	1	2	3	4	5
PD9	In my school students become uncomfortable when restricted from using the drugs.	1	2	3	4	5
PD10	In my school students who use drugs have shaky hands and body due to drug use.	1	2	3	4	5

(d)	Students' Discipline	SA	A	NS	D	SD
SD1	In my school there is indiscipline among students that abuse drugs.	1	2	3	4	5
SD2	Students that use drugs show respect to the school administration.	1	2	3	4	5
SD3	Students who use drugs in my school lack self-control.	1	2	3	4	5
SD4	Students who use drugs in my school are hyper active.	1	2	3	4	5
SD5	Students who use drugs in my school are loyal to school programs.	1	2	3	4	5
SD6	Students who use drugs in my school are loyal to student leaders.	1	2	3	4	5
SD7	In my school students who use drugs are honest.	1	2	3	4	5
SD8	Students who use drugs in my school do so openly.	1	2	3	4	5
SD9	Rules and regulations are followed by students who use drugs in my school.	1	2	3	4	5
SD10	Students who use drugs in my school are also regular in school attendance.	1	2	3	4	5
<i>Thank you for taking part in the study</i>						

APPENDIX III: INTERVIEW GUIDE

Interview Guide for Head Teachers and Teachers for Discipline

Dear respondent,

My name is Tabu Rosemary a postgraduate student of Muni University pursuing Master of Education in Educational Planning and Management. My research topic is “Drug Abuse and Students’ Discipline in Public Secondary Schools in Arua City.”

I am pleased to inform you that your school has been selected to participate I the research. I cordially request you to please offer some moments to respond to these interview questions. This study is basically for academic purpose. All the information provided will be treated with utmost confidentiality. I request that you take part by offering the required information as directed. Your openness will be valued greatly and your responses will be kept confidential.

Yours sincerely

Tabu Rosemary

220/U/MED/00185

Title

Section B: Drug Abuse and Students’ Discipline

(a)Drug Addiction

1. What is the situation of drug use in the school?

.....
.....
.....
.....

2. In your view, what is the effect of drug addiction on students’ discipline?

.....
.....
.....

(Probe; uncontrollable craving, impulsiveness, lack of interest in social activities, paraphernalia, denial and pre-occupation)

(b) Behavioral Disorder

1. How often do you notice behavioral disorders among students who use drugs?

.....
.....
.....
.....

2. How does behavioral disorder caused by drug use affect students' discipline?

.....
.....
.....
.....
.....
.....

(Probe; increased aggression, lack of personal care, change in attitude, involvement in criminal activity, risk taking and eating disorders)

(c) Physical Disorder

1. What evidence of physical disorder do you notice among students who use drugs?

.....
.....
.....
.....

2. How does physical disorder as a result of drug use affect students' discipline?

.....
.....
.....
.....
.....
.....

(Probe; impaired coordination, increased hyperactivity, decreased level of energy/passivity, mental defects, withdrawal symptoms, body aches and pains)

2. Students' Discipline

1. How does drug abuse affect students 'discipline in your school?

.....
.....
.....
.....
.....
.....

(Probe; respect of school authority, self-control, cooperation, honesty, adherence to school rules and regulations and class attendance)

2. What measures should schools put in place to eradicate drug abuse among students?

.....
.....
.....
.....
.....

Thank you for your active participation

APPENDIX IV: INTRODUCTION LETTERS



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam



RE: INTRODUCTORY LETTER OF MS. TABU ROSEMARY

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is

DRUG ABUSE AND STUDENTS' DISCIPLINE
IN PUBLIC SECONDARY SCHOOLS IN ARUA
CITY

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.





MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date: 27th - SEP - 2023

Received
7/3/24
DEPUTY
HEAD TEACHER
MTCU SECONDARY SCHOOL
P.O. BOX 95, ARUA

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF JAKU ROSEMARY


This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is:

DRUG ABUSE AND STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ARUA CITY, UGANDA.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,


Joyce Bukirwa Rebecca(PhD)
Dean Faculty of Education
Muni University

MUNI UNIVERSITY
P O BOX 725, ARUA
27 SEP 2023
Department of Education



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date: 27th SEP-2023

per memo Franked 18/23 2024
ST. JOSEPH'S COLLEGE
OMBACI
10 MAR 2024
DEPUTY HEADTEACHER
(WELFARE)

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF TABU ROSEMARY


This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is

DRUG ABUSE AND STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ARUA CITY, UGANDA

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,


Joyce Bukirwa Rebecca (P.O.)
Dean Faculty of Education
Muni University

MUNI UNIVERSITY
P O BOX 725, ARUA
27 SEP 2023
Department of Education

ARUA SEC SCHOOL
10 MAR 2024
P.O BOX 348 ARUA CITY

Received



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date 27-Sep-2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF TABU ROSEMARY

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is...

DRUG ABUSE AND STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN ARUA CITY-UGANDA.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely

Joyce Bukirwa ~~Rebecca~~ (PhD)
Dean Faculty of Education
Muni University



Permission granted to collect data in the school. Please kindly appropriately handle this.



She has been permitted to carry research.
29/9/2023



