

Bishop Stuart University



Substance Use and Discipline among Ordinary Level Students in Bushenyi District

Linnie Tumwebaze

22/BSU/MEAP/0884

**A Dissertation Submitted to the Directorate of Graduate Studies, Research and
Innovations in Partial Fulfilment of the Requirements for the Award of
Master of Education in Administration and Planning of
Bishop Stuart University**

September, 2025

Declaration

This dissertation is my original work and has not been presented for a degree in any other university.

Signature 

Date ... 

Linnie Tumwebaze

(22/BSU/MEAP/0884)

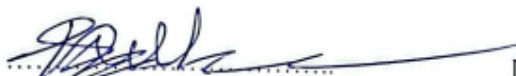
Approval

This dissertation entitled “substance use and discipline among ordinary level students in Bushenyi District” been submitted for examination with our approval as university supervisors.

Signature 

Date 01-10-2025

Dr. Anne Tweheyo 

Signature 

Date 01/10/25

Dr. Aheisibwe Irene

Dedication

I wholeheartedly dedicate this dissertation to my entire family for their unwavering love, care, and support throughout my academic journey. Your encouragement has been my greatest strength, and I am deeply grateful for everything you have done for me. May God bless you abundantly.

Acknowledgments

First and foremost, I thank the Almighty God for the gift of life, wisdom, and strength that enabled me to complete this dissertation successfully.

I extend my heartfelt appreciation to my research supervisors for their valuable guidance, mentorship, and constructive feedback throughout the research process. Your support has been instrumental in shaping this work.

I am also grateful to my family members for their continuous encouragement and sacrifices that allowed me to focus on my studies.

Special thanks go to my friends for their moral support and for always believing in me, even in challenging moments.

I sincerely thank all the respondents who participated in this study. Your willingness to share your time and insights made this research possible.

Table of Contents

Declaration	ii
Approval	iii
Dedication	iv
Acknowledgments.....	v
Table of Contents.....	vi
List of Tables	x
Abstract	xii
Chapter One: Introduction	1
Background of the study	1
Historical Background.....	1
Theoretical framework	6
Conceptual perspective	7
Contextual Perspective.....	9
Statement of the Problem	10
Purpose of the study	11
Specific Objectives.....	11
Research Questions	12
Hypothesis.....	12
Scope of the study	12
Content scope	12
Geographical scope	12
Time scope	13

Significance of the study	13
Conceptual framework	14
Definition of key terms	15
Chapter Two: Literature Review	16
Introduction	16
Prevalence rate of Substance use by Students.....	16
Levels of Learners' Discipline in Secondary Schools	19
Relationship between substance abuse and students' discipline	21
Chapter Three: Methodology	24
Introduction	24
Research Design.....	24
Research Approach	24
Study Population	25
Sample Size.....	25
Sampling Techniques	26
Data Collection Methods and tools	27
Questionnaire	28
Interview Guide.....	28
Quality Control.....	29
Validity.....	29
Reliability	29
Data Collection Procedure	30
Data management.....	31

Quantitative Data Analysis.....	31
Ethical Considerations.....	32
Dissemination of Results.....	33
Community Engagement Plan.....	34
Ebola and COVID-19 Risk Mitigation Plan	35
Chapter Four: Data Presentation, Analysis and Interpretation	36
Introduction	36
Demographic Characteristics of Respondents	37
Prevalence rate of substance use among secondary school students in Bushenyi District	38
Levels of learners' discipline among secondary school students in Bushenyi District	41
The relationship between substance use and students' discipline in secondary schools of Bushenyi District.....	44
Chapter Five: Discussion of Findings, Conclusions, Recommendations	46
Introduction	46
Discussion of findings.....	46
Prevalence rate of substance use among secondary school students in Bushenyi District	46
Levels of Learners' Discipline in Secondary Schools	48
The relationship between substance use and students' discipline in secondary schools of Bushenyi District.....	50
Conclusions	53
Recommendations	54
Contribution to Knowledge Gap	55
Areas for Further Research	56

References	57
Appendices	67
Appendix 1: Table for Determining Sample Size from a Given Population	67
Appendix 2: Questionnaire for Teachers	68
Appendix 3: Questionnaire for Students	71
Appendix 3: Interview Guide for Deputy Head Teachers.....	74
Appendix 4: Interview Guide for Head Teachers	75
Appendix 5: Approval Letters	76

List of Tables

Table 3. 1: Target population, Sample size and Sampling techniques	26
Table 4. 1: Response Rate.....	36
Table 4. 2: Demographic Characteristics of Teachers, Deputy Head Teachers, and Head Teacher	37
Table 4. 3: Demographic Characteristics of Students.....	38
Table 4. 4: Desscriptive statistics for Prevalence rate of substance use among secondary school students in Bushenyi District (n=60)	39
Table 4. 5: Pearson correlation coefficient for relationship between Substance Use and Discipline among Ordinary Level Students in Bushenyi District	45

List of Acronyms

CV:	Content Validity
MoE:	Ministry of Education
PTA:	Parent-Teacher Association
REC:	Research Ethics Committee
SAQ:	Self-Administered Questionnaire
SPSS:	Statistical Package for Social Sciences
UN:	United Nations
UNODC:	United Nations Office on Drugs and Crime
WHO:	World Health Organization

Abstract

This study investigated the relationship between substance use and discipline among Ordinary Level students in Bushenyi District, Uganda. The objectives were to examine the prevalence rates of substance use among secondary school students, to assess the levels of learners' discipline, and to determine the relationship between substance use and student discipline in secondary schools in Bushenyi District. A convergent parallel mixed-methods research design was employed, utilizing structured questionnaires for quantitative data and interviews for qualitative insights. The sample size consisted of 75 participants, including 42 students, 19 teachers, and 6 deputy headteachers. The results indicated that alcohol was the most commonly abused substance, with 70% of respondents acknowledging its prevalence. The overall level of discipline among students was perceived as good, with a mean score of 4.16 across various indicators such as dress code, respect for teachers, and lesson attendance. Pearson correlation analysis revealed a weak but statistically significant positive relationship ($r = 0.24$, $p < 0.01$) between substance use and discipline, suggesting that increased substance use was associated with a slight decline in discipline levels. The study concluded that substance use among students is a significant concern that negatively impacts discipline. Recommendations included implementing comprehensive substance use education programs, fostering supportive school environments, and developing guidelines to promote positive student behavior.

Chapter One: Introduction

This chapter presents an overview of the study, starting with the historical, theoretical, and contextual background. It also covers the problem statement, objectives, hypotheses, scope, significance, and conceptual framework of the research.

Background of the study

Historical Background

Discipline is a cornerstone of effective learning and personal development in schools. Educational institutions typically establish regulations to define acceptable behavior for students, teachers, and staff. Adherence to these rules becomes part of the school culture, and when effectively enforced, they contribute to a safe and productive learning environment. However, in recent years, educators have reported an increasing trend of discipline among students in Ugandan secondary schools.

Globally, education systems have been facing increasing pressure as they respond to the growing challenge of maintaining discipline in schools. Many students in need of academic and psychological support often go unnoticed or receive inadequate attention, resulting in behaviors that disrupt the learning process (WHO, 2020). In Africa, the issue of substance use has grown increasingly severe, with about 5.8% of the population over the age of 15 reported to be dependent on various substances, particularly illicit drugs (World Drug Report, 2020). Children and adolescents are particularly vulnerable to substance use due to peer influence, family dynamics, and exposure to negative social environments. Sexually active young girls, street children, and other at-risk youth have been identified as especially susceptible to substance-related risks (WHO, 2020). This vulnerability has extended into the school environment, where substance use among

students is increasingly linked to rising cases of indiscipline.

One of the significant contributing factors to this rise in indiscipline is the growing use of substances such as alcohol, tobacco, marijuana, and other drugs among school-going adolescents. Substance use among students has been associated with disruptive behaviors, reduced academic performance, and poor interpersonal relationships. According to the World Health Organization (WHO, 2020), substance use among adolescents is a growing public health concern globally, with implications for school discipline and academic outcomes.

Xiong et al., (2020) highlight that substance use is often linked to emotional and behavioral disorders such as depression and anxiety, which can manifest as indiscipline in school settings. Students using substances are more likely to defy authority, engage in violent behavior, or isolate themselves from academic and co-curricular activities. In such cases, substance use becomes both a symptom and a cause of disciplinary issues.

Professor Peter Atekyereza, a sociologist at Makerere University, argues that student behavior is a reflection of the broader societal and environmental influences in which they are raised (URN, March 2022). In communities where drug availability is high and parental supervision is limited, students are more vulnerable to experimenting with substances. Peer pressure, family breakdown, and exposure to media that glamorizes drug use further exacerbate the problem.

The United Nations (2019) also notes that when students lack proper emotional and psychological support, they may resort to harmful coping mechanisms, including drug and alcohol use. Unfortunately, many schools are ill-equipped to handle these challenges due to limited access to counseling services and inadequate enforcement of disciplinary policies.

As cases of student indiscipline rise, especially those linked to substance use, it becomes imperative to examine the underlying causes and the relationship between drug use and behavior in school settings. Discipline is a foundational element for effective teaching and learning in schools. It promotes order, focus, and respect for institutional rules. However, in recent years, rising cases of student indiscipline have become a major concern for educators, administrators, and policymakers in Uganda and beyond. Indiscipline in schools often manifests through absenteeism, defiance, violence, and academic underperformance, and one of the key factors contributing to this behavior is substance use.

Clark (2021) identifies substwillance use as a key contributor to disciplinary problems in schools across various countries. He notes that the pressure to succeed academically, combined with social stressors, often pushes students toward drug and alcohol use as a coping mechanism. Frone et al., (2022) further observe that in Nigerian educational institutions, acts of student indiscipline such as violence, absenteeism, and classroom disruption—are frequently associated with drug use.

This relationship between substance use and discipline is not unique to Nigeria. The 1998 Presidential Commission of Inquiry into Education and Training in Zimbabwe also found that drug use among students was a major contributor to moral decay, declining educational standards, and frequent unrest in schools (Escandon & Galvez, 2021). Similarly, Flynn (2020) highlights the critical importance of addressing student indiscipline as a means of improving educational outcomes. His findings emphasize that in Kenyan secondary schools, substance use especially of alcohol and drugs—is closely linked to the worsening state of student behavior.

In Uganda, and more specifically in Bushenyi District, there is growing concern about how

substance use is influencing student conduct, particularly among Ordinary Level students. With limited guidance and counseling services in many schools, students who engage in substance use are often left without the necessary support to correct their behavior. As such, understanding the relationship between substance use and discipline is essential in developing effective interventions. Discipline in schools plays a vital role in fostering a conducive learning environment and shaping students' moral character. However, in recent years, schools across Uganda and the wider East African region have experienced an alarming rise in student indiscipline. One of the most significant contributors to this trend is the growing prevalence of substance use among students.

Empirical evidence shows that substance use among youths is widespread. Flynn (2020) reports that approximately 92% of young people aged 16 to 23 have experimented with substances, including alcohol, spirits, cigarettes, local brews, and bhang. In Kenya, around 40,000 secondary school students are addicted to substance use, with 16,000 of them being girls. The frequency and type of substances consumed differ by region, with alcohol abuse most common in western Kenya (43.3%), followed by Nairobi (40.9%), Nyanza (26.8%), Central (26.3%), Rift Valley (21.9%), and lower rates in the Coast (21.3%), Eastern (17.2%), and North Eastern (1.6%) regions (Kiumi et al., 2019). Kithi (2020) observes that substance use among secondary school youth presents a significant threat to their health, academic performance, and future prospects. It is often cited as a major cause of indiscipline, including absenteeism, violence, and defiance of authority.

In Uganda, the situation is similarly concerning. The 21st century has witnessed increased insecurity in secondary schools, characterized by violent and destructive behavior linked to drug and alcohol abuse (MOE, 2021; Kabandize, 2021). The Uganda Youth Development Link (2020)

notes that substance-related indiscipline in secondary schools has reached worrying levels, disrupting learning and threatening student safety. For example, in 2021 alone, over 140 secondary schools were closed temporarily due to student unrest and violent incidents related to substance use, some resulting in injuries and loss of life (UHRN, 2021). Several factors have been identified as contributing to this trend. According to ACCORD (2022), student indiscipline in Uganda is driven by a combination of substance use, poor parenting, exposure to inappropriate mass media content, and political influences. These factors, when unaddressed, lead to an erosion of discipline in schools. Rukundo (2021) emphasizes that substance use is a primary cause of indiscipline, often leading to aggressive behavior, irritability, hyperactivity, and destruction of school property. Bitamazire (2020) further lists the most commonly abused substances in Ugandan schools, including alcohol, marijuana, tobacco, heroin, cocaine, and bhang.

In Bushenyi District, this national trend is clearly reflected. According to the Bushenyi District Local Government Education Report (2022), indiscipline remains a key challenge in secondary schools, with substance abuse cited as one of the primary drivers. The report highlights a direct connection between student indiscipline and poor academic performance in affected schools. This study therefore seeks to investigate the extent of substance use and its effect on discipline among Ordinary Level students in Bushenyi District, with the aim of informing interventions and promoting a healthier, more disciplined school environment.

Ordinary Level, commonly abbreviated as O-Level, is a key stage in secondary education in Uganda and follows the British education system. O-Level typically covers four years of study, spanning Senior One (S1) to Senior Four (S4). During this stage, students study a broad curriculum designed to provide foundational knowledge and skills across core subjects such as Mathematics,

English, Sciences, Social Studies, and Arts, as well as optional subjects depending on the school.

Theoretical framework

This study is grounded in the Social Learning Theory, developed by Albert Bandura in the 1970s. Social Learning Theory emphasizes that individuals acquire behaviors, attitudes, and knowledge by observing and imitating others within their social environment. It suggests that behavior is learned through a process of modeling, reinforcement, and imitation, particularly within small, informal peer groups (Baron, 2003).

According to this theory, substance use among adolescents often begins through observation of role models—such as family members, peers, or community figures—who engage in such behavior. For instance, in homes where alcohol is consumed, adolescents may witness the behavior, internalize positive attitudes toward substance use, and eventually initiate drinking themselves. Likewise, peer influence plays a significant role; if an adolescent's friends consume alcohol or other drugs, the individual is likely to feel social pressure or encouragement to do the same (Kandel & Chen, 1995).

The theory further explains that children of substance-using parents are at a greater risk of adopting similar behaviors. This increased vulnerability is attributed not only to genetic predisposition but also to the social and emotional environment shaped by the parents' attitudes and actions (Banda, 2004). Even in cases where parents are not actively abusing substances, their tolerance or approval of such behavior can strongly influence a child's likelihood of using drugs (Bachman et al., 2000).

Additionally, Social Learning Theory identifies behavioral and emotional patterns commonly found among children raised in substance-abusing environments. These include poor

social skills, low empathy, reduced self-esteem, difficulty in adapting to social norms, and a general lack of behavioral control (Jones, 1968). Such traits are often associated with indiscipline in school settings. The application of Social Learning Theory in this study is essential for understanding how substance use and discipline are learned and reinforced in the school and home environments. It provides a framework for analyzing how students emulate behaviors they observe, how peer and familial reinforcement shapes their actions, and how these learned behaviors contribute to disciplinary problems in schools. By using this theory, the study can more effectively examine the influence of social environments on student behavior and provide insight into potential interventions aimed at reducing substance use and promoting discipline among students in Bushenyi District.

Conceptual perspective

Substance use, often referred to as drug abuse, is defined as the consumption of drugs in quantities or methods that are harmful to the individual or those around them. It is recognized as a form of substance-related disorder (Ray & Charles, 2023). The concept of substance use varies depending on context—whether public health, medical, or legal. In many cases, substance use is associated with criminal or antisocial behavior, especially when individuals are under the influence of intoxicating substances. Prolonged use may lead to changes in personality and behavior. In some jurisdictions, the use of specific substances carries criminal penalties, although these legal consequences vary by location (Laureen, 2022).

The causes of substance use are multifaceted and not yet fully understood. However, two dominant explanations are widely discussed: genetic predisposition and learned behavior. These two factors may interact and contribute to the development of chronic substance dependency and

addiction (Ray & Charles, 2023). Substance use includes the excessive or inappropriate consumption of alcohol, medications, and other legal or illegal substances. It differs from addiction in that some individuals can modify or cease their substance use behaviors without clinical intervention.

According to Mosby's Medical Lab (2022), substance use refers to a repeated pattern of drug consumption that results in significant impairment or distress. This includes absenteeism from school, engaging in risky behavior such as driving under the influence, legal complications, or strained relationships with family and peers. Ksir et al., (2022) further define substance use disorder as a medical brain disorder involving illegal substances such as heroin, marijuana, cocaine, and methamphetamines. They also highlight the misuse of legal substances such as alcohol, nicotine, or drugs—with alcohol being the most commonly abused legal substance.

Student discipline refers to the observance of established school norms, regulations, and expectations. It involves behaviors that align with respect for authority, adherence to school rules, and maintenance of acceptable standards within the learning environment. Discipline plays a foundational role in shaping responsible, respectful, and self-regulated individuals.

Magwa and Ngara (2014, p.89) highlight that appropriate student behavior involves respect for school authority, compliance with institutional rules, and the upholding of expected standards of conduct. Likewise, Silva (2017, p.7) emphasizes that positive behavior within educational settings requires students to conform to norms that promote harmonious interactions with teachers and peers.

Discipline also encompasses the proactive cultivation of character and values that support learning, personal development, and social cohesion. According to Jiri Mares (p.562), guiding

students toward acceptable behaviors within the school context contributes to their holistic growth and alignment with both formal and informal expectations of society.

In the context of Bushenyi District, fostering discipline among Ordinary Level students is essential for enhancing their academic outcomes and social well-being. A disciplined learning environment not only improves classroom engagement but also equips students with life skills necessary for their future roles in the community.

Contextual Perspective

In Bushenyi District, Uganda, secondary schools have frequently reported cases of student indiscipline, including drug use and sales, theft, defiance of school rules, and the destruction of school property through vandalism and arson (Bushenyi District Local Government Education Report, 2022). Indiscipline in secondary schools has increasingly been associated with the use of substances such as alcohol, cigarettes, marijuana, hashish, sedatives, mirunji, and mijaji (Bushenyi District Local Government, 2022).

These behaviors have, in some instances, escalated to protests, riots, and violent confrontations, prompting police intervention to restore order and protect school facilities. In response, some schools have resorted to erecting high perimeter walls and expensive security measures to safeguard disciplined students, teachers, and property from the actions of unruly peers. The growing concern is that substance use among Ordinary Level students is contributing significantly to the rising cases of indiscipline. As such, it is crucial to explore the relationship between substance use and student discipline in secondary schools within Bushenyi District to inform effective preventive and corrective measures. This study is therefore designed to investigate how substance use influences student behavior and disciplinary issues in this specific context.

Statement of the Problem

In a school environment, a disciplined student is one who demonstrates responsible behavior, listens to instructions, completes tasks or homework on time, acts honestly, follows rules without constant supervision, cooperates with others, respects authority, and remains focused on both academic and personal development. Such students are actively involved in academic and extracurricular activities, cultivate positive relationships with peers and teachers, and contribute meaningfully to the school community. Discipline is widely recognized as a cornerstone of academic success and character formation, making it essential for holistic education.

However, in Bushenyi District, there has been a growing concern over increasing levels of indiscipline among secondary school students. According to the Uganda Police Annual Crime Report (2022), approximately 40% of school-related indiscipline cases in the district are linked to substance use. Substances such as alcohol, marijuana, tobacco, and other illicit drugs are commonly consumed and are easily accessible to many students.

The Ministry of Education and Sports (2023) further reported that 30% of secondary school students in the district had used at least one type of substance, largely due to peer pressure, availability from local vendors, and exposure through social networks. Substance use among students has been associated with several forms of misconduct, including truancy, bullying, fighting, vandalism, and academic underperformance. Additionally, teachers have observed an alarming rise in classroom disruptions, absenteeism, and student dropouts related to substance abuse (ASSHU-Bushenyi, 2022).

The increase in substance-induced misbehavior poses a serious threat to the education system in Bushenyi District. If not urgently addressed, this trend may result in deteriorating

academic standards, unsafe learning environments, and long-term consequences such as increased youth crime, unemployment, and poor public health outcomes. The persistence of this problem not only undermines individual student growth but also jeopardizes the broader development and stability of the community.

Given the widespread impact of substance use on student behavior and discipline, there is a pressing need to investigate the underlying causes and effects of this issue. This study sought to examine the relationship between substance use and student discipline in secondary schools in Bushenyi District, with the goal of informing effective prevention and intervention strategies.

Purpose of the study

The purpose of this study was to examine the relationship between substance use and the level of discipline among Ordinary Level students in secondary schools in Bushenyi District, with the aim of understanding how the prevalence of substance use may influence students' behavior and adherence to school rules.

Specific Objectives

The specific objectives of the study were to:

- i. To examine the prevalence rate of substance use among secondary school students in Bushenyi District.
- ii. To find out levels of learners' discipline among secondary school students in Bushenyi District.
- iii. To determine the relationship between substance use and students' discipline in secondary schools of Bushenyi District.

Research Questions

- i. What is the prevalence rate of substance use among ordinary level students in Bushenyi District?
- ii. What are the levels of learners' discipline among secondary school students in Bushenyi District?

Hypothesis

H₀: There is no statistically significant relationship between substance use and ordinary level students' discipline in Secondary Schools of Bushenyi district.

Scope of the study

Content scope

The study focused on the relationship between substance use and discipline among Ordinary Level students. Substance use was considered the independent variable, encompassing the consumption of various substances such as alcohol, tobacco and marijuana, drugs (painkillers, sedatives), illicit drugs (heroin, cocaine). Discipline among students was treated as the dependent variable, reflecting behaviors such as dressing code, respecting teachers, attending lessons, time management, attending school assembly, personal hygiene.

Geographical scope

The study was conducted in secondary schools within Bushenyi District, located in Western Uganda. Bushenyi District.

Time scope

The study covered a ten-year period from 2014 to 2024, providing a longitudinal perspective on substance use and discipline among Ordinary Level students.

Significance of the study**Ministry of Education**

The findings from the proposed study would be valuable to the Ministry of Education (MoE) and other policymakers in refining and strengthening current policies regarding student discipline in secondary schools. This would involve recognizing drug and substance abuse as a factor contributing to student discipline and creating interventions to address and prevent such behaviors.

School management

The findings of the study were expected to offer a foundation for school management to strengthen and develop additional disciplinary strategies aimed at preventing student indiscipline in public secondary schools, ultimately improving academic performance. Additionally, the study's results would help guide parents in adjusting their approach to parenting and influencing their children's behavior to support the overall goals of the educational process.

Parents and educators

The findings of the study would be relevant to parents, educators who regularly have to deal with violence related crisis, not in judging educators for the lack of discipline in their schools, but rather to contribute to an understanding of the causes of indiscipline problems.

Other stakeholders

Hopefully, the stakeholders would critically analyze the systems and disciplinary procedures at the schools in order to improve discipline, and shape learning environments in which violence is less likely to take root. Findings could also be a source of knowledge to scholars in related areas. In addition, it could form a basis on which other researchers can make a reference.

Conceptual framework

Independent Variable

Substance use

Types of substances used by students

- Alcohol, Tobacco and Marijuana
- Drugs (painkillers, sedatives)
- Illicit drugs (heroin, cocaine)

Frequency of use

- Occasional use
- Regular use
- Heavy use

Dependent Variable

Students' Discipline

Students' Discipline

- Dressing code
- Respecting teachers
- Attending lessons
- Time management
- Attending school assembly
- Personal hygiene
- Adherence to school rules
- Interactions with teachers and peers

Extraneous Variables

- Peer Influence

Source: Association of Secondary School Administration – Uganda (2021), Edited by the Researcher, (2024)

Figure 1 illustrates the relationship between the independent variable (substance abuse) and the dependent variable (students' discipline). The independent variable is further broken down into sub-variables, including the types of substances used by students, such as alcohol, tobacco, marijuana, drugs (painkillers, sedatives), and illicit drugs (heroin, cocaine). The level of students' discipline due to substance use is categorized into occasional use, regular use, and heavy use. The dependent variable, students' discipline, is reflected in terms of- dressing code, respecting teachers, attending lessons, time management, attending school assembly and personal hygiene. Additionally, peer influence can affect substance use and discipline among ordinary level students in Bushenyi District.

Definition of key terms

Influence: Refers to the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself (Clark, 2021).

Substance abuse: Refers to a situation in which a drug or chemical substance meant for a medical cure or other purpose is taken outside its purpose, or in excess, for personal enjoyment or for avoidance, without medical reason or guidance (Frone, et al, 2022).

Discipline: Discipline refers to the practice of training individuals to follow rules, norms, or a code of behavior, using guidance, reinforcement, and self-control to promote order and responsible conduct.

Chapter Two: Literature Review

Introduction

This chapter provides the literature review, organized into four main sections: the types of substances used by students at the ordinary level, student discipline regarding substance abuse in secondary schools, and the relationship between substance abuse and student discipline in secondary schools.

Prevalence rate of Substance use by Students

Substance use among students remains a growing concern in many educational settings across Africa. A study conducted by the Global School-Based Student Health Survey and Kuhns (2021) in Kenya revealed that 14.6% of students reported consuming alcohol on one or more days in a given month, while 205 students admitted to having consumed alcohol at least once in their lifetime. Additionally, 13.9% reported smoking cigarettes, and 135 students had used drugs such as bhang at least once.

Kyalo and Mbugua (2021), in a survey on drug and substance abuse among students in Kenyan tertiary institutions, noted an upward trend in substance use. The substances most frequently abused included alcohol, tobacco, miraa, bhang, inhalants, and drugs. These substances are often easily accessible and are sometimes introduced to students through peer influence or local dealers.

Chatterji and Li (2021) observed that many learning institutions have become hotspots for the sale and consumption of substances, with both legal and illegal dealers targeting students for recruitment into substance use and distribution networks. This exposure increases the likelihood of students experimenting with and becoming dependent on these substances.

Similarly, Jack and Oster (2023) examined the extent of substance use among students at Masen University. Their findings indicated that alcohol was the most commonly abused substance (41%), followed by cigarettes and tobacco (12%), miraa (11%), and marijuana (7%). These findings suggest a pattern of substance use that often begins with legal or socially accepted substances and may progress to more harmful and illicit drugs.

A report by Azevedo et al., (2021) also emphasized the widespread use of bhang and miraa among students, indicating that these substances are among the most accessible and commonly consumed. Such statistics underscore the urgency of addressing substance use in school settings due to its detrimental impact on student health, behavior, and academic performance.

The study by Azevedo et al., (2021) and Goldstein (2021) found that 22.9% of students met the medical criteria for drug abuse or dependence, defined as the compulsive use of substances despite harmful consequences. The findings further revealed that 33.3% of students abused marijuana, 5.7% used cocaine, 5.0% used hallucinogens, 1.8% used inhalants, and 0.5% used heroin. Nearly half of the students surveyed by the Center on Addiction and Substance Abuse (CASA) reported using alcohol and drugs to relax, cope with stress, or escape from personal problems (WHO, 2023).

According to a report by the Texas Department of Health Services in collaboration with the Public Policy Research Institute, alcohol remains the most abused substance among secondary school students, with 63% of students reporting its use. This was followed by tobacco (30%), marijuana (25%), inhalants (9.3%), cocaine (6.8%), hallucinogens (4.4%), ecstasy (5.1%), methamphetamine (3.5%), steroids (1.5%), and heroin (1.4%) (United Nations, 2022).

In China, drug use has been on the rise, and the age of first-time users is decreasing. A survey conducted in the Czech Republic found that 37% of new drug users were teenagers between the ages of 15 and 19 (Gelinas, 2020). Similarly, in Nigeria, Ham and Hope (2023) reported that among senior secondary school students, the most commonly abused substances included salicylates (20.9%), antibiotics (16.6%), alcohol (13.4%), hypnosedatives (8.9%), and tobacco (3.0%).

Ichiyama and Kruse (2019) conducted a study among medical students at the University of Illorin in Nigeria and found that the most commonly abused substances were mild stimulants (33.3%), alcohol (13.6%), sedatives (7.3%), and tobacco (3.3%). They identified alcohol and tobacco as "gateway drugs" that often lead to the use of other substances such as cocaine, heroin, inhalants, and hallucinogens. Similarly, Jones (2018) reported a high prevalence of marijuana use among secondary school students in the Zaria Local Government area of Kaduna State, Nigeria.

Kandel and Chen (2019) highlighted that drug use, particularly heroin, is a growing concern in Egypt, with approximately 6% of sampled secondary school students admitting to experimenting with drugs. Cannabis use accounted for 8%, and opium use for 10%, according to data reported by the United Nations Drug Control Programme (UNDCP).

In Uganda, Kassel and Unrod (2020) found that substance abuse was the leading cause of school dropouts among students aged 18 to 23 years, with alcohol identified as the most commonly abused substance. A study by the Ugandan Youth Development Link (2021) revealed that 71% of students had used drugs, with alcohol and cannabis being the most prevalent.

Levels of Learners' Discipline in Secondary Schools

Mbeya and Musa (2022), asserted that, learners' discipline can only be achieved in school when teachers show good example of time management. Though the practice in most of the secondary schools is that school activities seems not to respect the designed time table. This in line with Heekes et al., (2022) who argued that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline.

According to Graham (2018) punishments are expected to enforce compliance when students are under the care of teachers. This opinion is also shared by Obadire and Sinthumule, (2021), who said that punishments in a school system are expected to teach students the relationship between their behaviours and the outcome or accountability for their mistakes.

Punishment is a means of controlling learners' discipline. He further stated that if punishment is the logical result of misconduct, the student is likely to accept it without resentment. Teachers need always realize the appropriateness of punishment before initiating it. However, Morrison (2018) contends that uniform punishment can be an effective way of controlling learners' discipline if learners, teachers and school administrators know and understand that punishment are firm, fair and consistent.

Gardner (2021), opines that regulations on the other hand are authoritative disciplines with a course of law intended to promote discipline in school. Wadii and Newmanii (2018), argue that the operation of schools' is directly influenced by the way the schools' administered students

disruptive behaviour. They further explained that the parameters for learners' discipline and their retention in school must be clearly stated to students.

Azizi Yahaya et al., (2023) showed that the level of discipline problem among secondary school students was quite high implying that the level of students' discipline was low in JohruBahru, Malaysia. The result also shows that the students with family problem always hung out with friends and others faced high level of discipline problem compared to students without such problems.

Billingsley et al., (2018) argues that effective schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. The school discipline therefore prescribes the standard of behaviour expected of the teachers and the students. According to Semali & Vumilia (2016) in his study, he discovers the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline which interferes with the teaching and learning process manifested itself in various ways including bullying, lateness, vandalism, alcohol consumption and substance abuse, truancy and inability or unwillingness to do class work at home.

Musa and Martha (2020) observe that discipline is enforced through prefect bodies, school councils, disciplinary committees, teachers, and the involvement of parents. Menikdiwela (2020) also argues that the best results can be achieved by consistently reminding students about school discipline and closely monitoring their compliance. Ukala (2018), in a study on the level of discipline in secondary schools in Nigeria, found that there was widespread violation of school rules and regulations, which had the potential to disrupt the smooth functioning of the school system and negatively affect students' performance.

Relationship between substance abuse and students' discipline

Discipline among students in public secondary schools remains a persistent and worsening issue worldwide. Numerous studies have linked this problem to drug and substance abuse. High levels of discipline are frequently observed among students who engage in violent behavior towards peers, participate in strikes and school riots, commit theft, experience teenage pregnancies, exhibit truancy, perform poorly academically, and violate school rules.

According to Mosby's Medical Lab (2022), students who abuse drugs often experience intoxication symptoms such as memory loss, emotional instability, anger, loss of consciousness, impaired coordination, and dizziness. Such intoxication increases the likelihood of disruptive behaviors within the school environment. Furthermore, students addicted to substances tend to show a lack of focus, diminished interest in academic work, truancy, absenteeism, and difficulty concentrating.

Ksir, Oakley Ray, and Charles (2022) highlight that drug and substance abuse can lead to depression among students, manifesting as mood swings, feelings of isolation, sadness, withdrawal, low energy, and hostility. These emotional disturbances often contribute to discipline and undesirable behaviors. Their study recommends that secondary schools integrate Life Skills education, which is crucial in shaping student behavior. Educating students about the dangers of drug abuse, alongside collaboration between parents and schools, is essential in addressing the issue both at home and in school settings. Teachers should actively engage in preventing and managing drug abuse among students, and governments are urged to implement and enforce stricter policies to combat substance abuse in public secondary schools.

McIntyre (2020) found that exposure to violence and growing up in dysfunctional households, especially those where illicit drugs are used by family members, is associated with a higher likelihood of drug use later in life. Similarly, Frolenzano et al., (2022) emphasize the critical role of family and peer relationships in adolescent drug use, as these social environments significantly influence attitudes and behaviors.

Mitchell and Brooking (2020) reported that in Mombasa County, 49.4% of youth inject heroin while 25.9% inject cocaine. A significant proportion of these intravenous drug users (IDUs) share needles 22.5% for heroin and 20.3% for cocaine posing serious health risks. Additionally, multiple incidents of student discipline linked to drug use have been reported in Mombasa Island schools. For instance, in 2015, a 16-year-old Form Three student was caught with 35 rolls of bhang worth Ksh. 6,000 while preparing to return to school in Mikindani (Bwana, 2021). Drug use among very young children is also a concern; boys as young as nine years old have been reported to sniff or inject drugs (Okwany, 2021). Children as young as 12 are sometimes used to transport drugs, while many youths between 12 and 31 years have become regular users of substances such as bhang, miraa, heroin, and "white gold."

Toquero (2021) investigated the impact of drug and substance abuse on the management of discipline in secondary schools. Drug abuse and addiction have become some of the most challenging and widespread issues affecting school administration and management in many countries, including Nigeria. The consequences are severe and damaging, affecting not only the youth but also the broader schools and communities.

Bowman-Perrott et al., (2021) note that rapid social and technological changes have intensified the problem, negatively influencing youth behavior in schools and creating challenges

in effective school management. Drug abuse is a pervasive global health and social issue, with significant effects on both in-school and out-of-school youth. It adversely impacts the academic, social, psychological, economic, and physiological development of those involved (Dingili & Yungungu, 2023).

Consequently, the issue has raised serious concerns among educational stakeholders, medical professionals, sociologists, religious leaders, counselors, and parents, all of whom call for urgent and coordinated action. Educational institutions worldwide face increasing threats from drug use, abuse, and substance misuse. While schools strive to impart knowledge, beliefs, values, and norms, they are often overwhelmed by the growing challenge posed by drug and substance abuse (Ray & Charles, 2023).

Chapter Three: Methodology

Introduction

This chapter outlines the methodology that guided the study. It covered the research design, study population, sample size, sampling methods and procedures, data collection techniques, instruments used for data collection, measures for ensuring data quality, the data collection process, data analysis methods, variable measurement, and the ethical considerations involved in the study.

Research Design

The researcher adopted a cross-sectional research design to examine the relationship between substance use and student discipline among Ordinary Level students in Bushenyi District. This design was appropriate because it allowed data to be collected at a single point in time from a large population, enabling the researcher to identify patterns and statistical relationships while also capturing students' lived experiences. By providing a snapshot of how substance use affects discipline, the design facilitated a comprehensive understanding of the issue and enhanced the validity of the study's findings.

Research Approach

The researcher employed a mixed-method approach, combining both qualitative and quantitative data to provide a more comprehensive understanding of the relationship between substance use and student discipline. This approach addressed the limitations of relying on a single method by allowing the integration of numerical data with students' personal experiences and perceptions. Quantitative data were collected and analyzed through questionnaires, while qualitative data provided deeper insights into students' behaviors and contextual factors. This

strategy aligns with Kothari (2013), who emphasizes that a mixed-method approach enables researchers to simultaneously handle both quantitative and qualitative information, thereby enhancing the validity and richness of the study's findings.

Study Population

According to Omari (2011), a population referred to the entire group of units that share one or more characteristics of interest. For this study, the researcher focused on students (only those once suspended from school), teachers, headteachers, and deputy headteachers. Headteachers were included because they were responsible for managing student discipline at their respective schools.

Sample Size

A sample refers to a subset of cases, participants, events, or records chosen from the target population, carefully selected to represent that population (Cooper & Schindler, 2008). Based on Creswell's (2011) recommendation that 20% of the target population is sufficient for a representative sample size, the researcher set the sample size at 50%. To determine the sample size, the researcher used the sample size table by Krejcie and Morgan (1970), which guided the selection of an appropriate sample from the target population. This approach ensured the selection of a representative sample capable of providing reliable data for the study. The Krejcie and Morgan table (1970) was applied as follows:

Table 3. 1: Target population, Sample size and Sampling techniques

Category	Target population	Sample size	Sampling techniques
Students (Only those once suspended from school)	54	44	Simple Random Sampling
Teachers	20	19	Purposive Sampling
Deputy Head teachers	6	6	Purposive Sampling
Head teachers	6	6	Purposive Sampling
Total	86	75	

Source: Bushenyi District Local Government Education Office, (2023)

To determine the sample size for the quantitative data from students, the researcher used the Krejcie and Morgan (1970) table based on the known target population. With a target population of 54 students, the sample size was calculated and distributed accordingly. Students who had been suspended were selected for the study because they were likely to be familiar with the reasons for their suspension, whether related to substance use or not. Teachers were included as they directly oversaw students' academic and extracurricular activities and thus had relevant insights into students' behavior both inside and outside the classroom. Additionally, Deputy Headteachers were selected since they were typically informed by teachers about students' habits and levels of discipline.

Sampling Techniques

The researcher used purposive sampling to select schools for this study. Schools were chosen based on their reported history of student unrest and disciplinary issues, which were relevant to the study's focus on substance use and discipline. This method ensured that the selected

schools provided rich and pertinent data related to the research objectives. The purposively selected schools included both public and private institutions within Bushenyi District to capture a broad perspective on the phenomenon under investigation.

The researcher also employed a snowball sampling technique to select students who had been suspended from school within the past five years, specifically focusing on those suspended due to issues related to substance use. This targeted approach was intended to ensure that the participants had direct and relevant experiences aligned with the objectives of the study. In cases where the number of students meeting these criteria was insufficient to reach the intended sample size, the researcher expanded the selection to include students suspended for related behavioral issues, such as indiscipline or violence possibly linked to substance use, based on school disciplinary records and guidance from school administrators. To ensure fairness and representation within this specific group, simple random sampling was applied to the identified pool of eligible students from each selected school. This two-stage approach helped maintain methodological rigor while addressing the challenge of a potentially limited population.

For teachers and Deputy Headteachers, the researcher used purposive sampling to select a representative sample from the chosen secondary schools in Bushenyi District. A random selection was made without replacement. Purposive sampling allowed the researcher to choose participants who, based on their judgment, were best suited to meet the specific objectives of the study (Creswell, 2011).

Data Collection Methods and tools

Data were collected using a self-administered questionnaire (SAQ) based on a 5-point Likert scale. English was the language of instruction.

Questionnaire

In this study, the self-administered questionnaire (SAQ) was used, consisting of three sections: A, B, and C. Section A focused on the demographics of the respondents, while Sections B and C addressed the study's objectives, including the prevalence of substance use among secondary school students in Bushenyi District, the levels of discipline exhibited by students, and the relationship between substance use and student discipline. Items in Sections B and C were based on a 5-point Likert scale. The questionnaire was distributed to students and class teachers.

Interview Guide

An interview guide was used to gather qualitative data, allowing the researcher to collect detailed insights from respondents based on the study variables. This method provided deeper, more comprehensive responses depending on the respondents' knowledge and views regarding the research topic. The qualitative data complemented the quantitative data collected through the survey. Interviews provided valuable, in-depth information, especially from deputy headteachers and headteachers, to support further exploration and understanding (Vaismoradi, Jones, Turunen, & Snelgrove, 2016).

The interview guide consisted of three semi-structured questions related to the prevalence of substance use among secondary school students in Bushenyi District, the level of discipline among students, and the connection between substance use and discipline. These questions were suitable for face-to-face interviews (Oltmann, 2016). The interviews were conducted with headteachers and deputy headteachers.

Quality Control

Validity

Validity refers to the degree to which an instrument accurately measures what it is intended to measure, specifically the variable of interest.

Questionnaire: Four experienced research experts from the field of education—comprising deputy headteachers, teachers, and students—were consulted to review the tools. The instruments were evaluated using content-related validity evidence. Following this, the researcher calculated the content validity index (CVI) by determining the level of agreement on the items and applying the relevant formula:

The Content Validity Index (CVI) was calculated using the formula: $CVI = \text{Number of items rated as relevant} / \text{Total number of items}$

Out of 32 items, 30 were rated as relevant by the experts, yielding a CVI of:

$$CVI = 30 / 32 = 0.94$$

This value exceeds the minimum recommended threshold of 0.70, indicating that the tool was valid, as supported by Sekaran (2003). Therefore, the questionnaire was deemed appropriate for use in the study. The quality of the research instruments was further assessed through both validity and reliability testing, as described in the subsequent sections.

Interview guide: Validity was assessed through a pilot study. The clarity of language, relevance of items, and comprehensiveness of interview guide was tested.

Reliability

Reliability refers to the consistency of an instrument in measuring the variable of interest each time it is used.

Questionnaire: The reliability of the research instruments was evaluated through pre-testing and the computation of Cronbach's Alpha coefficient. After pre-testing, the responses were entered into the Statistical Package for Social Sciences (SPSS) for analysis. A Cronbach's Alpha value of 0.89 was obtained, which is well above the recommended threshold of 0.70, indicating a high level of internal consistency. Therefore, the questionnaire was considered reliable for data collection.

Interview guide: To ensure the reliability of the interview guide, the researcher conducted a pilot test with a small group of Ordinary Level students who were not part of the main study. This helped to identify and correct any ambiguous or confusing questions, ensuring that all items consistently captured the intended information. The questions were designed to be clear, relevant, and easy to understand, allowing respondents to provide accurate and consistent answers.

Data Collection Procedure

The researcher obtained an introductory letter from the Coordinator of the Graduate School at Bishop Stuart University, which was presented to the headteachers of the selected secondary schools to request formal permission to conduct the study. Ethical approval was sought from the Research Ethics Committee (REC) at Bishop Stuart University to ensure that the study adhered to established ethical standards in conducting research involving human participants.

Once approval was received, the researcher met with the participants to explain that the study was for academic purposes and sought their consent to participate. After obtaining their consent, the researcher distributed the questionnaires. Once completed, the researcher collected the questionnaires, expressed gratitude to the participants for their valuable input, and arranged

interviews with respondents based on mutually agreed schedules. The data were then analyzed, and the final report was prepared for examination and grading.

Data management

Quantitative Data: All quantitative data collected through questionnaires were carefully coded, organized, and securely stored to ensure accuracy and consistency. The data were entered into the Statistical Package for the Social Sciences (SPSS) and checked for errors or missing values before analysis. Proper management of the quantitative data ensured that the results would be reliable, valid, and ready for statistical examination.

Qualitative Data: Qualitative data obtained from interviews were transcribed, labeled, and systematically organized to facilitate thorough thematic analysis. The researcher ensured that all recordings and transcripts were stored securely and that participants' identities remained confidential. Effective management of qualitative data allowed for the accurate interpretation of students' experiences, perceptions, and contextual factors related to substance use and discipline.

Data Analysis

Quantitative Data Analysis

Objective 1: To examine the prevalence of substance use among secondary school students in Bushenyi District

Descriptive statistics, such as frequencies, percentages, and means, were used to determine the prevalence of substance use. These statistics described how widespread substance use was among the students and which substances were most commonly used.

Objective 2: To describe the levels of discipline exhibited by ordinary-level students in Bushenyi District

Descriptive statistics (for example: frequencies, percentages, means, and standard deviations) were used to analyze students' discipline levels based on indicators such as punctuality, obedience, attendance, and behavioral records.

Objective 3: To establish the relationship between substance, use and discipline among ordinary-level students in Bushenyi District

To determine the relationship between the two variables, Pearson's correlation coefficient was used to test for linear association between substance use and discipline levels. Furthermore, simple linear regression analysis was used to assess whether substance use significantly predicted the level of student discipline.

Qualitative Data Analysis

Qualitative data collected through interviews and focus group discussions were analyzed using thematic analysis only. Responses were transcribed, coded, and grouped into themes relevant to the study objectives, such as common perceptions on substance use, causes of indiscipline, and school responses. This complemented and helped explain patterns observed in the quantitative data.

Ethical Considerations

Ethical Approval: Ethical clearance was sought from the Bishop Stuart University Research Ethics Committee (BSU-REC) prior to data collection. Participants were compensated with a monetary token to acknowledge their time and contribution to the study.

Protection of Minors: The researcher only engaged adult students from the selected secondary schools for the study. Participants were asked for their birthdates, and this information was verified by the school administration to ensure the protection of minors.

Permission: Approval to conduct the research was obtained from the Directorate of Graduate Studies at Bishop Stuart University.

Confidentiality: Confidentiality and privacy were maintained by using code numbers instead of names to identify participants. The personal information and identity of participants were kept secure. The researcher ensured that participants understood the terms of participation through clear and simple language. Consent forms with participant details were stored separately from other research records, and all information was handled in a way that protected participants' identities and ensured privacy.

Benefits: No monetary incentives were provided to participants. However, participants may have benefited from the study's findings, especially as they contributed to policy recommendations on how substance use influences student discipline in secondary schools. Participation in the study was entirely voluntary.

Voluntary Participation: Participants were not forced to take part in the study, and participation in the interviews was fully voluntary. Participants could choose not to answer any questions they were uncomfortable with and could withdraw from the study at any time without any pressure or consequences.

Dissemination of Results

The findings of this study were shared with relevant stakeholders to ensure the research had a practical impact on educational policy and student welfare. A detailed research report was submitted to Bishop Stuart University as part of the academic requirements. Copies of the report were also made available to school administrators and education officers in Bushenyi District. To make the findings accessible and useful to the wider community, summary fact sheets highlighting key results and recommendations were prepared and shared with participating schools and Parent-

Teacher Associations (PTAs). Where possible, the results were also presented at academic conferences and submitted for publication in peer-reviewed journals to contribute to broader academic and policy discussions on substance use and student discipline.

Community Engagement Plan

Community engagement was an essential component of this study to ensure relevance, transparency, and ethical integrity. Before commencing data collection, the researcher held introductory meetings with school administrators, district education officials, and local council leaders. These meetings served to explain the purpose of the study, its methodology, and how participants' rights and privacy would be protected. The researcher also engaged Parent-Teacher Associations (PTAs) to build trust and obtain broader community support, especially since the study involved minors. During the research process, ongoing communication was maintained with the participating schools. School staff and participants were encouraged to ask questions or raise concerns, which the researcher addressed promptly and respectfully. Feedback channels were created to support transparent interaction throughout the study period. After data collection and analysis, a validation and feedback session was held with the same stakeholder groups to present the study's key findings. The community was invited to reflect on the results and contribute to formulating realistic and context-specific recommendations. In this way, the community was not just a source of data but an active participant in finding solutions to the issue of substance use and student discipline.

Ebola and COVID-19 Risk Mitigation Plan

Given the public health risks associated with Ebola and COVID-19, the researcher implemented strict health and safety measures during the study to protect both participants and the research team. All research activities complied with the Ministry of Health's guidelines and any additional protocols issued by the Bushenyi District Health Office. Before entering school premises, research team members underwent health screening and wore face masks at all times. Hand sanitizers were made available and used before and after interactions with participants. Physical distancing was maintained during data collection, particularly in interviews and focus group discussions, which were conducted in open or well-ventilated spaces whenever possible. These precautions were intended to minimize the risk of infection while ensuring the study proceeded ethically and safely.

Chapter Four: Data Presentation, Analysis and Interpretation

Introduction

This chapter presents, analyzes, and interprets the data collected on the relationship between substance use and discipline among Ordinary Level students in Bushenyi District. The findings are organized based on the study objectives and are presented using descriptive and inferential statistics; in addition, qualitative data is presented in narrative form.

Table 4. 1: Response Rate

Category	Targeted Sample Size	Responded	Response Rate
Students once suspended	44	42	95.5%
Teachers	19	18	94.7%
Deputy Head teachers	6	6	100.0%
Head teachers	6	5	83.3%
Total / Overall	75	71	94.7%

A total of 44 students who had previously been suspended were targeted, and 42 of them participated, resulting in a response rate of 95.5%. Among the 19 teachers approached, 18 responded, giving a response rate of 94.7%. All 6 deputy head teachers who were targeted took part in the study, yielding a full response rate of 100%. For head teachers, 5 out of the 6 selected responded, resulting in a response rate of 83.3%. In general, out of the total sample of 75 participants, 71 responded, producing an overall response rate of 94.7%. These figures reflect strong participant involvement across most categories, especially among deputy head teachers. Although the head teachers had a slightly lower response rate, the overall high level of participation supports the credibility and dependability of the study's findings.

Demographic Characteristics of Respondents

This section presents the demographic characteristics of the respondents, including their gender, age group, and education level, which provide context for understanding the study findings. Results are presented in Table 4.2 and Table 4.3.

Table 4. 2: Demographic Characteristics of Teachers, Deputy Head Teachers, and Head Teachers

Demographic Characteristics	Responses	Frequency (f)	Percentage (%)
Gender	Male	17	58.6%
	Female	12	41.4%
Age Group	28 – 34 years	6	20.7%
	35 – 44 years	11	37.9%
	45 – 54 years	8	27.6%
	55+ years	4	13.8%
Education Level	Diploma	5	17.2%
	Bachelor's	18	62.1%
	Degree		
	Master's Degree	6	20.7%

Most of the respondents, 17 (58.6%), were male, while a smaller number, 12 (41.4%), were female. When considering age distribution, the largest group, 11 (37.9%), fell within the 35–44 years age range. The fewest, 4 (13.8%), were aged 55 years and above. As for academic qualifications, the majority, 18 (62.1%), had obtained a Bachelor's degree, whereas the least, 5 (17.2%), had completed a Diploma.

Table 4. 3: Demographic Characteristics of Students

Demographic Characteristics	Responses	Frequency (f)	Percentage (%)
Gender	Male	24	57.1%
	Female	18	42.9%
Age Group	13 – 15 years	18	42.9%
	16 – 17 years	24	57.1%
Class Level	Senior 1 (S1)	7	16.7%
	Senior 2 (S2)	10	23.8%
	Senior 3 (S3)	13	31.0%
	Senior 4 (S4)	12	28.5%

A total of 42 students participated. The majority of the respondents, 24 (57.1%), were male, while the least, 18 (42.9%), were female. With regard to age, the highest proportion, 24 (57.1%), were aged 16–17 years, whereas the smallest group, 18 (42.9%), were in the 13–15 years age bracket. Concerning class level, most students, 13 (31.0%), were in Senior Three (S3), while the fewest, 7 (16.7%), were in Senior One (S1).

Prevalence rate of substance use among secondary school students in Bushenyi District

This section presents data related to Objective One, which was stated as: “To examine the prevalence rate of substance use among secondary school students in Bushenyi District.” Quantitative data was presented using descriptive statistics such as frequencies, percentages, and means using SPSS version 24. Mean scores were calculated by summing the response frequencies and dividing by the number of respondents who filled out the questionnaires. A mean score close to 5 indicated Strongly Agree, 4 indicated Agree, 3 indicated Neutral, 2 indicated Disagree, and 1 indicated Strongly Disagree. Qualitative data was presented narratively.

Table 4. 4: Desscriptive statistics for Prevalence rate of substance use among secondary school students in Bushenyi District (n=60)

Statements	5 f(%)	4 f(%)	3 f(%)	2 f(%)	1 f(%)	Mean
Alcohol is the most commonly abused substance among students.	42 (70%)	5 (8.3%)	4 (6.7%)	6 (10.0%)	3 (5.0%)	4.28
Tobacco use among students is noticeable during school hours.	21 (35.0%)	2 (3.3%)	27 (45.0%)	8 (13.3%)	2 (3.3%)	3.53
Marijuana use has been reported among students in this school.	9 (15.0%)	2 (3.3%)	42 (70.0%)	5 (8.3%)	2 (3.3%)	3.18
Some students misuse drugs such as painkillers and sedatives.	22 (33.7%)	2 (3.3%)	30 (50.0%)	4 (6.7%)	2 (3.3%)	3.63
Illicit drugs such as heroin and cocaine are rarely found among students here.	42 (70.0%)	11 (18.3%)	3 (5.0%)	3 (5.0%)	1 (1.7%)	4.50
Substance use tends to increase during weekends and school holidays.	2 (3.3%)	48 (80.0%)	1 (1.7%)	6 (10.0%)	3 (5.0%)	3.67
Peer pressure is a major factor driving students to use substances.	2 (3.3%)	45 (75.0%)	1 (1.7%)	7 (11.7%)	5 (8.3%)	3.53
Many students hide their substance use from teachers and school authorities.	12 (20.0%)	38 (63.3%)	2 (3.3%)	5 (8.3%)	3 (5.0%)	3.85
Students often use substances to escape academic and social pressures.	15 (25.0%)	37 (61.7%)	3 (5.0%)	3 (5.0%)	2 (3.3%)	4.00
Occasional substance use is common among students.	18 (30.0%)	7 (11.7%)	30 (50.0%)	2 (3.3%)	3 (5.0%)	3.58
Overall mean score						3.78

5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree, f = Frequency

The majority of respondents, 42 (70.0%), strongly agreed that alcohol was the most commonly abused substance among students, while the least, 3 (5.0%), strongly disagreed. The mean score (m = 4.28) implied that most participants agreed or strongly agreed with this statement. Regarding tobacco use during school hours, the highest proportion, 27 (45.0%), were neutral, while the least, 2 (3.3%), agreed and strongly disagreed respectively. The mean score (m = 3.53) indicated a moderate to agreeing view on the visibility of tobacco use during school hours. When asked whether marijuana use had been reported among students, most respondents, 42 (70.0%),

were neutral, whereas the least, 2 (3.3%), strongly disagreed. The mean score ($m = 3.18$) reflected a moderate stance, suggesting some uncertainty or variability in responses. Concerning the misuse of drugs such as painkillers and sedatives, the majority, 30 (50.0%), were neutral, while the least, 2 (3.3%), agreed and strongly disagreed. The mean score ($m = 3.63$) suggested that respondents tended to moderately agree that such misuse was occurring.

On the statement that illicit drugs like heroin and cocaine were rarely found, most respondents, 42 (70.0%), strongly agreed, and the least, 1 (1.7%), strongly disagreed. The mean score ($m = 4.50$) indicated strong agreement that these hard drugs were uncommon. The majority, 48 (80.0%), agreed that substance use increased during weekends and school holidays, while the least, 1 (1.7%), was neutral. The mean score ($m = 3.67$) reflected general agreement with this trend. For the statement that peer pressure was a major factor, most respondents, 45 (75.0%), agreed, while the least, 1 (1.7%), was neutral. The mean score ($m = 3.53$) implied moderate to strong agreement with the influence of peer pressure. When asked if students often hid their substance use from teachers, the majority, 38 (63.3%), agreed, while the least, 2 (3.3%), were neutral. The mean score ($m = 3.85$) showed a leaning towards agreement.

Regarding whether students used substances to escape academic and social pressures, the highest number, 37 (61.7%), agreed, and the least, 2 (3.3%), strongly disagreed. The mean score ($m = 4.00$) suggested strong agreement with this motive. On occasional substance use being common, 30 (50.0%) of the respondents were neutral, and the least, 2 (3.3%), disagreed. The mean score ($m = 3.58$) reflected moderate agreement. The overall mean score ($m = 3.78$) suggested that, on average, students tended to agree that substance use was prevalent and influenced by various

factors, including peer pressure, stress, and availability. The high prevalence of alcohol and the rarity of hard drugs such as heroin and cocaine were particularly notable.

Additionally, insights from interviews supported these quantitative findings. One of the head teachers noted that, *“We have witnessed a growing trend of students experimenting with alcohol, especially after holidays. They come back with habits they picked up outside school.”*

Another head teacher emphasized the role of peer influence, stating, *“Peer groups are very powerful at this age. Once a student gets involved in a group where substance use is common, it becomes very difficult for them to resist.”*

One of the deputy head teachers added that, *“Some students are very clever in hiding their behavior. They often come to school with breath mints to mask alcohol, or hide cigarettes in their bags. It’s hard to detect unless we do random checks.”*

Another deputy head teacher also pointed out the influence of social stress, saying, *“We notice that during exam periods or when students are under pressure, some turn to substances like energy drinks and even pills to cope with the stress. It’s something we’re concerned about.”*

Levels of learners’ discipline among secondary school students in Bushenyi District

This section presents data related to Objective One, which was stated as: “To find out levels of learners’ discipline among secondary school students in Bushenyi District.” Quantitative data was presented using descriptive statistics such as frequencies, percentages, and means using SPSS version 24. Mean scores were calculated by summing the response frequencies and dividing by the number of respondents who filled out the questionnaires. A mean score close to 5 indicated

Strongly Agree, 4 indicated Agree, 3 indicated Neutral, 2 indicated Disagree, and 1 indicated Strongly Disagree. Qualitative data was presented narratively.

Descriptive statistics for levels of learners' discipline among secondary school students in

Bushenyi District

(n=60)

Statements	5	4	3	2	1	Mean
	f(%)	f(%)	f(%)	f(%)	f(%)	
Dressing code	39 (65.0%)	7 (11.7%)	6 (10.0%)	5 (8.3%)	3 (5.0%)	4.23
Respecting teachers	36 (60.0%)	8 (13.3%)	7 (11.7%)	5 (8.3%)	4 (6.7%)	4.12
Attending lessons	43 (71.7%)	6 (10.0%)	5 (8.3%)	4 (6.7%)	2 (3.3%)	4.40
Time management	35 (58.3%)	7 (11.7%)	7 (11.7%)	6 (10.0%)	5 (8.3%)	4.02
Attending school assembly	38 (63.3%)	7 (11.7%)	6 (10.0%)	5 (8.3%)	4 (6.7%)	4.17
Personal hygiene	34 (56.7%)	8 (13.3%)	7 (11.7%)	6 (10.0%)	5 (8.3%)	4.00
Overall mean score						4.16

5 = Very Good, 4 = Good, 3 = Undecided, 2 = Fair, 1 = Not Good, f = Frequency

The majority of respondents, 39 (65.0%), rated students' dressing code as very good, while the least, 3 (5.0%), rated it as not good. The mean score ($m = 4.23$) implied that the dressing code was generally rated as good to very good. Regarding respect for teachers, most respondents, 36 (60.0%), rated it as very good, whereas the least, 4 (6.7%), rated it as not good. The mean score ($m = 4.12$) indicated that learners' respect for teachers was perceived as good.

When it came to attending lessons, the highest number of participants, 43 (71.7%), rated it as very good, while the least, 2 (3.3%), rated it as not good. The mean score ($m = 4.40$) implied that attendance was generally very good among learners. In terms of time management, the

majority, 35 (58.3%), considered it very good, and the fewest, 5 (8.3%), rated it as not good. The mean score ($m = 4.02$) suggested that time management was good.

On the matter of attending school assemblies, most students, 38 (63.3%), were rated as very good, while the least, 4 (6.7%), were rated not good. The mean score ($m = 4.17$) showed that attendance at assemblies was perceived as good. Regarding personal hygiene, 34 (56.7%) of the respondents rated it as very good, while 5 (8.3%) rated it as not good. The mean score ($m = 4.00$) indicated that personal hygiene among students was generally good. The overall mean score ($m = 4.16$) implied that the general level of discipline among learners in the sampled secondary schools was perceived as good. All the individual indicators—ranging from class attendance and dressing to time management and hygiene—were rated positively, with lesson attendance receiving the highest score and personal hygiene the lowest, though still within the “good” range.

Additionally, views from interviews supported the quantitative findings. One of the head teachers stated: *“Discipline among our students has generally improved, especially in aspects like class attendance and dressing. However, we still observe issues with time management and some students not taking assignments seriously. These areas require continuous guidance and mentorship.”*

Another head teacher explained: *“Most students are respectful and obedient. They rarely engage in fights or open disobedience. But peer influence remains a concern, especially when students come from outside with bad habits. We work closely with parents to address such issues early.”*

One of the deputy head teachers shared: *“We have seen great improvement in how students conduct themselves. They participate actively in school programs, maintain hygiene, and adhere*

to rules. Although we occasionally have cases of late coming, overall, the level of discipline is commendable.”

Another deputy head teacher commented: *“Generally, discipline is under control. Students are well behaved, especially in school. However, substance use among a few has become a concern. It sometimes contributes to absenteeism and disrespectful behavior. We are now more vigilant and have intensified guidance and counseling.”*

The relationship between substance use and students' discipline in secondary schools of Bushenyi District

This section presents data related to Objective Three, which was stated as: “To determine the relationship between substance use and students' discipline in secondary schools of Bushenyi District.” To determine the statistical relationship, mean scores for substance use were correlated with mean scores for students' discipline using the Pearson correlation coefficient. The relationship was considered statistically significant at the 0.01 level.

Table 4. 5: Pearson correlation coefficient for relationship between Substance Use and Discipline among Ordinary Level Students in Bushenyi District

Correlations			
		Substance Use	Discipline among Ordinary Level Students
Substance Use	Pearson Correlation [r]	1	0.24
	Sig. (2-tailed) [p value]		0.08
	N	60	60
Discipline among Ordinary Level Students	Pearson Correlation [r]	0.24	1
	Sig. (2-tailed) [p value]	0.08	
	N	60	60

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

The Pearson correlation analysis revealed a weak but statistically significant positive relationship between substance use and discipline among Ordinary Level students in Bushenyi District, with a correlation coefficient of $r = 0.24$ and a $p = 0.08 < 0.01$. This suggests that as substance use slightly increases, there is a corresponding slight decline in students' discipline levels. Given the statistical significance of the results, the null hypothesis stating that “There is no statistically significant relationship between substance use and discipline among Ordinary Level students in Secondary Schools of Bushenyi District” was rejected. This implies that substance use has a measurable, weak, association with students’ discipline in the study area.

Chapter Five: Discussion of Findings, Conclusions, Recommendations

Introduction

This chapter presents a comprehensive discussion of the findings from the study on substance use and discipline among Ordinary Level students in Bushenyi District, interpreting the results in the context of existing literature, summarizing key conclusions, and providing practical recommendations for stakeholders to enhance student discipline and mitigate substance use in schools.

Discussion of findings

Findings were discussed in relation to study objective as given below;

Prevalence rate of substance use among secondary school students in Bushenyi District

The findings of this study reveal a concerning prevalence of substance use among secondary school students in Bushenyi District, with alcohol identified as the most commonly abused substance. This aligns with trends observed in various studies across different regions, indicating that alcohol remains a significant issue in educational settings. In contrast, hard drugs such as heroin and cocaine were perceived as rare among the respondents, suggesting a potential underestimation of the risks associated with these substances.

Similarly, the acknowledgment of tobacco and marijuana use among students reflects a broader pattern of substance consumption that is prevalent in many educational institutions. While there was a general agreement on the occurrence of these substances, the varied responses indicate a level of ambivalence or uncertainty among students regarding their peers' usage.

The moderate acknowledgment of drug misuse is particularly noteworthy. This finding is in line with global trends where medications are increasingly being misused by adolescents, often

due to their accessibility and perceived safety compared to illicit drugs. The respondents' belief that substance use tends to increase during weekends and school holidays further underscores the influence of social contexts on substance consumption patterns.

Peer pressure emerged as a significant factor driving substance use among students, echoing findings from other studies that highlight the role of social influences in adolescent behavior. The belief that students often hide their substance use from teachers suggests a culture of secrecy and denial, which can hinder effective intervention strategies. This aligns with the findings of Azevedo et al., (2021), who noted that many students use substances to cope with academic and social pressures, reinforcing the need for supportive environments that address these underlying issues.

The overall mean score of 3.78 indicates a general consensus among respondents that substance use is prevalent and influenced by multiple factors, including peer influence, stress, and the availability of substances. This finding is consistent with the Global School-Based Student Health Survey and Kuhns (2021), which reported significant rates of alcohol and drug use among students in Kenya. The upward trend in substance use noted by Kyalo and Mbugua (2021) further supports the notion that substance abuse is a growing concern in educational settings across Africa.

Moreover, the findings from Ichiyama and Kruse (2019) regarding the identification of alcohol and tobacco as "gateway drugs" resonate with the experiences of students in Bushenyi District. This suggests that early exposure to these substances may lead to the use of more harmful drugs, emphasizing the need for preventive measures targeting younger adolescents.

In conclusion, the findings of this study underscore the urgent need for comprehensive strategies to address substance use among secondary school students in Bushenyi District. By recognizing the multifaceted influences on substance use, including peer pressure, stress, and

accessibility, stakeholders can develop targeted interventions that promote healthier behaviors and support students in navigating the challenges they face. The alignment of these findings with broader regional and international trends highlights the importance of collaborative efforts to combat substance abuse in educational settings, ultimately fostering a healthier and more supportive environment for students.

Levels of Learners' Discipline in Secondary Schools

The findings of this study indicate a generally positive perception of learners' discipline in secondary schools, with most respondents rating various aspects of discipline favorably. Notably, students' dressing code received high ratings, suggesting that adherence to school uniform policies is well observed. Similarly, respect for teachers was perceived positively, indicating a healthy teacher-student relationship that fosters a conducive learning environment. This aligns with the findings of Mbeya and Musa (2022), who assert that learners' discipline is significantly influenced by teachers modeling good time management practices.

Attendance in lessons was rated very highly, reflecting a strong commitment to class participation among students. This is in line with the notion that active engagement in the classroom is a critical component of student discipline. Time management was also viewed positively, with only a small portion of respondents rating it poorly. This suggests that students are generally aware of the importance of managing their time effectively, which is essential for academic success.

Attendance at school assemblies was positively rated, further reflecting students' discipline in participating in school activities. This finding is consistent with the views of Heekes et al., (2022), who argue that while discipline remains a common challenge for educators, punitive

measures such as corporal punishment are not effective in improving academic outcomes or overall school discipline. Instead, fostering a culture of respect and engagement may yield better results.

Personal hygiene, although rated positively, received the lowest score among the indicators. This discrepancy highlights an area that may require further attention from school administrators and educators. It suggests that while students may adhere to formal discipline measures, there may be gaps in their understanding of personal responsibility regarding hygiene. This finding is particularly relevant in light of Graham's (2018) assertion that punishments should enforce compliance and accountability for behaviors, including personal hygiene.

In contrast with the findings from Azizi Yahaya et al., (2023), which indicated a high level of discipline problems among secondary school students in Johor Bahru, Malaysia, the results from this study suggest that students in Bushenyi District exhibit a more favorable level of discipline. This difference may be attributed to varying cultural contexts, school policies, and the effectiveness of disciplinary measures in place. The study by Azizi Yahaya et al. emphasizes the impact of family issues on students' discipline, suggesting that those with family problems are more likely to exhibit disciplinary challenges. This highlights the importance of considering external factors that may influence student behavior.

Moreover, the findings resonate with the arguments of Billingsley et al., (2018), who emphasize the role of inclusive practices in effective schools. The establishment of clear behavioral standards and collaborative leadership can significantly enhance school discipline. This is further supported by Morrison (2018), who contends that uniform punishment can be effective if it is perceived as firm, fair, and consistent by all stakeholders involved.

The study also aligns with the observations of Musa and Martha (2020), who note that discipline is enforced through various mechanisms, including prefect bodies and parental

involvement. This multifaceted approach to discipline is crucial for fostering a supportive school environment. Menikdiwela (2020) further argues that consistent reminders about school discipline and close monitoring of compliance can lead to better outcomes.

In contrast, Ukala (2018) highlights the challenges faced in Nigerian secondary schools, where widespread violations of school rules disrupt the educational process. This serves as a reminder that while the findings from Bushenyi District are encouraging, vigilance is necessary to maintain and improve discipline levels.

In conclusion, the findings of this study suggest that the overall level of discipline among learners in secondary schools in Bushenyi District is perceived as good. However, there are areas for improvement, particularly in personal hygiene and the consistent application of disciplinary measures. By fostering a culture of respect, accountability, and engagement, schools can enhance discipline and create a more conducive learning environment for all students.

The relationship between substance use and students' discipline in secondary schools of Bushenyi District

The Pearson correlation analysis conducted in this study revealed a weak but statistically significant positive relationship between substance use and discipline among Ordinary Level students in Bushenyi District. This finding indicates that as substance use slightly increases, there is a corresponding decline in students' discipline. The rejection of the null hypothesis of no significant relationship underscores the measurable, albeit weak, association between these two variables in the study area. This aligns with the broader literature that highlights the persistent and worsening issue of discipline among students in public secondary schools worldwide, often linked to drug and substance abuse.

This is consistent with the findings of Mosby's Medical Lab (2022), which notes that students who abuse drugs often experience symptoms such as memory loss, emotional instability, and impaired coordination. Such intoxication not only increases the likelihood of disruptive behaviors but also diminishes students' focus and interest in academic work, leading to absenteeism and difficulty concentrating.

Similarly, Ksir, Oakley Ray, and Charles (2022) emphasize that drug and substance abuse can lead to emotional disturbances such as depression, which manifest as mood swings and feelings of isolation. These emotional challenges contribute significantly to disciplinary issues, reinforcing the need for schools to integrate Life Skills education into their curricula. This approach is crucial for shaping student behavior and educating them about the dangers of drug abuse. Collaboration between parents and schools is essential in addressing these issues both at home and in educational settings.

In contrast with the findings from McIntyre (2020), which highlight the impact of exposure to violence and dysfunctional family environments on later drug use, this study suggests that while family dynamics play a critical role, the immediate school environment and peer relationships are equally influential. Frolenzano et al., (2022) further support this notion, emphasizing that social environments significantly shape adolescents' attitudes and behaviors towards drug use.

The alarming statistics reported by Mitchell and Brooking (2020) regarding intravenous drug use among youth in Mombasa County illustrate the severe consequences of substance abuse on student discipline. The incidents of students being caught with drugs, such as the case of a 16-year-old Form Three student in Mikindani, highlight the urgent need for effective interventions in

schools. The involvement of very young children in drug use, as reported by Okwany (2021), raises additional concerns about the long-term implications for discipline and overall student well-being.

Toquero (2021) underscores the challenges that drug abuse and addiction pose to school administration and management, a sentiment echoed by Bowman-Perrott et al., (2021), who note that rapid social and technological changes have exacerbated these issues. The pervasive nature of drug abuse is a global health and social concern, adversely affecting the academic, social, psychological, economic, and physiological development of youth. This aligns with the findings of Dingili and Yungungu (2023), who emphasize the significant impact of substance abuse on both in-school and out-of-school youth.

Consequently, the findings of this study raise serious concerns among educational stakeholders, medical professionals, sociologists, religious leaders, counselors, and parents, all of whom advocate for urgent and coordinated action. The increasing threats posed by drug use and substance abuse in educational institutions necessitate a comprehensive approach that includes education, prevention, and intervention strategies. While schools strive to impart knowledge, values, and norms, they often find themselves overwhelmed by the challenges posed by substance abuse, as highlighted by Ray and Charles (2023).

In conclusion, the weak but significant relationship between substance use and discipline among students in Bushenyi District underscores the need for targeted interventions that address the root causes of substance abuse. By fostering a supportive environment that promotes healthy behaviors and provides education on the dangers of drug use, schools can enhance student discipline and overall academic performance. The insights gained from this study can inform

future policies and practices aimed at combating substance abuse in educational settings, ultimately contributing to the well-being and success of students.

Conclusions

Substance use among secondary school students in Bushenyi District is prevalent, particularly with alcohol being the most commonly abused substance, as indicated by 70.0% of respondents. While there is moderate recognition of tobacco and drug misuse, perceptions of marijuana use vary, reflecting uncertainty among students. The findings also highlight the rarity of hard drugs like heroin and cocaine, alongside significant influences such as increased substance use during weekends and holidays, peer pressure, and the tendency to conceal substance use from teachers.

The overall level of discipline among learners in secondary schools is perceived as good, with an average mean score of 4.16. Most respondents rated various aspects of discipline positively, including students' dressing code, respect for teachers, lesson attendance, time management, and attendance at school assemblies. Notably, lesson attendance received the highest rating, while personal hygiene, although rated the lowest, still fell within the "good" range.

The study concluded that there is a weak but statistically significant positive relationship between substance use and discipline among Ordinary Level students in Bushenyi District. This finding suggests that as substance use slightly increases, there is a corresponding slight decline in students' discipline levels.

Recommendations

The Ministry of education and sports should implement comprehensive substance use education programs that focus on the dangers of substance use, particularly alcohol and tobacco, into the school curriculum to raise awareness among students. Head teachers should create a supportive school environment that encourages open discussions about substance use, allowing students to feel safe to share their experiences and seek help. Teachers should be observant and approachable, being vigilant in observing changes in student behavior and providing support for students who may need help regarding substance use.

Ministry of Education and Sports should develop and implement comprehensive guidelines that promote positive student behavior, including dress codes, respect for teachers, and personal hygiene standards, to maintain the good discipline observed in schools. Head teachers should foster a positive school culture that emphasizes respect, discipline, and personal responsibility among students, reinforcing the good ratings observed in areas such as dressing code and attendance. Students should take pride in their dressing code and personal hygiene, recognizing that these factors contribute to a positive school environment and reflect their respect for themselves and their peers. School counselors should offer support and guidance to students struggling with discipline issues, providing them with strategies to improve their behavior and cope with academic pressures.

To the Ministry of Education and Sports should develop and implement targeted educational programs that address the risks associated with substance use, emphasizing its impact on student discipline and overall academic performance. Head teachers should create a school environment that actively discourages substance use by implementing strict policies and providing

support systems for students who may be struggling with these issues. Students should be encouraged to engage in open discussions about substance use and its effects on discipline, fostering a culture of awareness and support among peers. Teachers should incorporate discussions about the consequences of substance use into their lessons, helping students understand the importance of maintaining discipline in their academic and personal lives.

Contribution to Knowledge Gap

The study on substance use and discipline among Ordinary Level students in Bushenyi District contributes significantly to the existing knowledge gap by providing empirical evidence of the weak but statistically significant positive relationship between substance use and discipline, quantified with a correlation coefficient of $r = 0.24$. This research offers context-specific insights into the prevalence and types of substances used by students in this region, which is crucial for developing targeted interventions and policies that address the unique challenges faced by students in Bushenyi District. Additionally, the study highlights the influence of peer pressure and academic stress as contributing factors to substance use, adding depth to the understanding of the social and psychological factors affecting student discipline. The findings have practical implications for educational policy and practice, suggesting the need for comprehensive substance use education and intervention programs in schools, thereby addressing a significant gap in the current educational framework.

Areas for Further Research

The specific types of substances most commonly used by Ordinary Level students in Bushenyi District and their respective impacts on academic performance and discipline.

The role of peer influence and family dynamics in shaping students' substance use behaviors.

The effectiveness of existing substance use prevention programs in schools and identify best practices for promoting student discipline.

References

- Amin, M. (2011). *Social Science Research Conception, Methods and Analysis*. Kampala: Makerere University Printery.
- Andrew, A., Cattan, S., Costa Dias, M., Farquharson, C., Kraftman, L., Krutikova, S., & Sevilla, A. (2020). *Inequalities in children's experiences of home learning during the COVID-19 lockdown in England*. *Fiscal studies*, 41(3), 653-683.
- Azevedo, J. P., Hasan, A., Goldemberg, D., Geven, K., & Iqbal, S. A. (2021). Simulating the potential impacts of COVID-19 school closures on schooling and learning outcomes: A set of global estimates. *The World Bank Research Observer*, 36(1), 1-40.
- Azizi Yahaya, Z. H. M. A., Idris, F. B., Ma'akip, I., Ma'alip, H., Ahmad, H., Nordin Ajmain, P., & Mahmud, R. P. H. (2023). The Impact of School Environment, Student Attitude and Peer Influence towards Aggressive Behaviour among Secondary Schools Students in Johor Bahru.
- Bandura, A. (2003). *Social cognitive theory for personal and social change by enabling media*. In Entertainment-education and social change (pp. 97-118). Routledge.
- Bandura, A. Ross, D., & Ross, S. A. (1961). Transmission of aggression through the imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.
- Billingsley, B., DeMatthews, D., Connally, K., & McLeskey, J. (2018). Leadership for effective inclusive schools: Considerations for preparation and reform. *Australasian Journal of Special and Inclusive Education*, 42(1), 65-81.
- Bitamazire, N. G. (2020). *Status of education for rural people in Uganda*. In presentation at the Ministerial Seminar on Education for Rural People in Africa, 749. 42-70

- Bowman-Perrott, L. J., Greenwood, C. R., & Tapia, Y. (2021). The efficacy of CWPT used in secondary alternative school classrooms with small teacher/pupil ratios and students with emotional and behavioral disorders. *Education and Treatment of Children*, 30(3), 65-87.
- Chatterji, P., & Li, Y. (2021). Effects of COVID-19 on school enrollment. *Economics of Education Review*, 83(2021), 102128.
- Clark W. (2021). Violent traumatic events and drug abuse severity. *Journal of Personality and Social Psychology*, 69(5), 990-1005
- Clark, A. E., Nong, H., Zhu, H., & Zhu, R. (2021). Compensating for academic loss: Online learning and student performance during the COVID-19 pandemic. *China Economic Review*, 68(2021), 101629.
- Creswell, J. W. (2011). *Controversies in mixed methods research*. The Sage handbook of qualitative research, 4, 269-284.
- Creswell, J. W., & Plano Clark, V. (2011). Choosing a Mixed Methods Design. *Designing and Conducting Mixed Methods Research*, 2, 53-106.
- Dalporto, Deva (2021). *Restorative Justice: A Different Approach to Discipline*. We Are Teachers. Retrieved December 1, 2021.
- Dingili, R., & Yungungu, A. M. (2023). Parental involvement in grade four learners' take-home assignments in Vihiga county, Kenya. *Social Sciences & Humanities Open*, 8(1), 100589.
- Doward, Jamie (2021). "School exclusion 'linked to long-term mental health problems' – study". The Guardian. London. Retrieved October 1, 2021.
- Doyle, O. (2020). COVID-19: *Exacerbating educational inequalities*. Public Policy, 9, 1-

- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 118(17), e2022376118.
- Escandon & Galvez, (2021). *Free From Addictions*. Madrid Editorial Safeliz
- Eze, C. E., Eze, V. H., & Jovita, U. N. (2023). Educational Administrative Strategies and Its Effect on Employers Job Performance: A Review. *INOSR Journal of Experimental Sciences*, 11(1), 67-76.
- Eze, V. H. U., Eze, C. E., Mbabazi, A., & Nnenna, U. J. (2023). Administrative Leaders' Strategies as Correlates of Workers' Job Performance. *Journal of Humanities and Social Sciences (JHASS)*, 5(2), 101-113.
- Fishbane, L., & Tomer, A. (2020). As classes move online during COVID-19, *what are disconnected students to do*, Brookings Institution. United States of America, <https://policycommons.net/artifacts/41450>
- Flynn, H. A. (2020). Comparison of Cross-sectional and daily reports in studying the relationship between depression and use of alcohol in response to stress in college students. *Alcoholism: Clinical and Experimental Research*, 24 (1), 48-52.
- Frolenzano, R., Urzua, E., Mantelli, V., Martini and Zalazar M. (2019). *Pattern of Drug alcohol and Tobacco use among high school students in Santiago*.
- Frone, M. R. Russell, M. & Mudar, P. (2022). Drinking to regulate positive and negative emotions: A motivational model of alcohol use. *Journal of personality and social psychology*, 69(5), 1990-1005
- Fry-Bowers, E. K. (2020). Children are at risk from COVID-19. *Journal of pediatric nursing*, 53, A10. doi: 10.1016/j.pedn.2020.04.026.

- Gale M. Furlong M. J. D’Incau, B. & Morrison R. L. (2019). *The safe school integrating the school reform agenda to prevent disruption and violence at school*. In Coloney, J. C and 47
- Gardner, H. (2021). *Disciplined mind: What all students should understand*. Simon & Schuster.
- Gay L. (2020). *Education Research competencies for analysis and application (4thed)*. Macmillan publishers:New York.
- Gelinas, M. (2020). *How to Overcome alcoholism*. Nairobi: Paulines Publications Africa.
- Goldstein A. P. (2021). *School violence intervention, a practical handbook*, (2nd ed). P. 256-296, New York: Guilford Press
- Graham, L. J. (2018). Student compliance will not mean ‘all teachers can teach’: A critical analysis of the rationale for ‘no excuses’ discipline. *International Journal of Inclusive Education*, 22(11), 1242-1256.
- Ham, L. S. & Hope, D. A. (2023). College students and problematic drinking: A review of the literature. *Clinical Psychology Reviews*, 23(5), 719-759
- Hamza, C. A., Walsh, K., Goldstein, A. L., & Heath, N. L. (2022). A Qualitative investigation of the positive and negative impacts of the COVID-19 pandemic on post-secondary students’ mental health and well-being. *Emerging Adulthood*, 10(5), 1312-1327.
- Heekes, S. L., Kruger, C. B., Lester, S. N., & Ward, C. L. (2022). A systematic review of corporal punishment in schools: Global prevalence and correlates. *Trauma, Violence, & Abuse*, 23(1), 52-72.
- Hornby, G. (2015). Inclusive special education: raising achievement for all students with special needs and disabilities. *Australian Educational Leader*, 37(3), 22-25.
- Ichiyama M. A & Kruse M. I. (2019). The social contexts of binge drinking among private university freshmen. *Journal of Alcohol and Drug Abuse Education*, 44(1), 18-33.

- Jack, R., & Oster, E. (2023). COVID-19, School Closures, and Outcomes. *Journal of Economic Perspectives*, 37(4), 51-70.
- Jones (2018). *Beyond the influence: understanding and defeating alcoholism*. New York: Bantam books.
- Kabandize, L. I. (2021). *The management of students' discipline in secondary schools in Kampala District*. M. Ed. Thesis, Makerere University.
- Kandel, D. and Chen B. (2019). The natural history of Drug use from adolescents to mid thirties in a general population ample. *America Journal of the Public Health* 85: 41 – 47.
- Kassel J. D. & Unrod M. (2020). Generalized expectancies for negative mood regulation and problem drinking among college students. *Journal of Studies on Alcohol*, 6(2), 332-340
- Kithi, N. (2020). *Drug Peddlers Warned of Citizen Arrest*. Nairobi: Nation Media Group.
- Kiumi, J., Bosire, J. & Sang, A. (2019). Relationship between principals' management approaches and student discipline in public secondary schools in Nyandarua and laikipia Districts, Kenya. *Global Journal of Educational Research* Vol. 8(1&2), p.29-38.
- Kombo, D. K., & Tromp, D. L. (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publications Africa, 10-45.
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining Sample Size for Research Activities*.
- Ksir, Oakley Ray; Charles (2022). *Drugs, society, and human behavior (9th ed.)*. Boston [u.a.]: McGraw-Hill. ISBN 978-0072319637.
- Kuhns J. B. (2021). The dynamic nature of the drug use/serious violence relationship. A multicasual approach. *Violence and Victims*, 20:433-454

- Kyalo, P. & Mbugua, R. (2021). Narcotic drug problems in Muranga's South District of Kenya. A case study of drug abuse by students in Secondary schools. *Africa Journal of Social Sciences*, Vol. 1(2), p. 73-83.
- LaMort, W. (2019). *The Social Cognitive Theory*. Boston University.
- Laureen Veevers (2022). "'Shared banknote' health warning to cocaine users". The Observer. Retrieved 2008-07-26.
- Mbeya, A., & Musa, K. (2022). Time Management and Students' Discipline in Secondary Schools in Namutumba District. *Direct Research Journal of Education and Vocational Studies*, 4(7), 227-237.
- McIntyre, T. (2020). "Assertive Discipline". maxweber.hunter.cuny.edu. Retrieved August 12, 2020.
- Meccawy, M., Meccawy, Z., & Alsobhi, A. (2021). Teaching and learning in survival mode: Students and faculty perceptions of distance education during the COVID-19 lockdown. *Sustainability*, 13(14), 8053.
- Menikdiwela, K. R. (2020). Student misbehavior: An exploratory study based on Sri Lankan secondary school teachers' perceptions. *Journal of Education and Practice*, 11(17), 103-113.
- Mitchell, L., & Brooking, K. (2008). *Early childhood education services in 2007: Key findings from the NZCER national survey*. Wellington: New Zealand Council for Educational Research.
- Morrison, K. (2018). Students' perceptions of unfair discipline in school. *The Journal of Classroom Interaction*, 21-45.
- Mosby's Medical lab (2022), *Nursing, & Allied Health Dictionary (6th ed.)*. St. Louis: Mosby.

2022. pp. 552, 2109. ISBN 978-0-323-01430-4. OCLC 48535206.
- Obadire, O. T., & Sinthumule, D. A. (2021). Learner discipline in the post-corporal punishment era: What an experience!. *South African Journal of Education*, 41(2).
- Onyema, E. M. (2020). Integration of emerging technologies in teaching and learning process in Nigeria: the challenges. *Central Asian Journal of Mathematical Theory and Computer Sciences*, 1(11), 35-39.
- Orodho, J. A. (2019). “*Elements Of Education And Social Science Research Methods.*” Nairobi/Maseno: 126-133.
- Petretto, D. R., Masala, I., & Masala, C. (2020). *Special educational needs, distance learning, inclusion and COVID-19*. *Education Sciences*, 10(6), 154.
- Populations In Uganda.
- Radha, R., Mahalakshmi, K., Kumar, V. S., & Saravanakumar, A. R. (2020). E-Learning during lockdown of Covid-19 pandemic: A global perspective. *International journal of control and automation*, 13(4), 1088-1099.
- Rawlinson, Kevin (2019). "'County lines' drug gangs recruit excluded schoolchildren – report". *The Guardian*. London. Retrieved October 1, 2019.
- Ray; Charles (2023). "*Global, regional, and national age-sex specific all-cause and cause-specific mortality for 240 causes of death.*"
- Reed, M. S., Evely, A. C., Cundill, G., Fazey, I., Glass, J., Laing, A., ... & Stringer, L. C. (2020). What is social learning? *Ecology and society*, 15 (4).
- Rethinking Schools (2022). *Restorative Justice: What it is and is not. Rethinking Schools*. Retrieved December 1, 2022.http://www.rethinkingschools.org/archive/29_01/edit1291.shtml

- Rosenbaum, Janet (2019). "*Educational and Criminal Justice Outcomes 12 Years After School Suspension*". *Youth and Society*. 52 (4): 515–547.
- Rukundo, A., Kibanja.G. (2021). "*Factors Influencing Psychoactive Substance Use Among Adolescents In Public Secondary Schools In Uganda*." *The International Journal of Alcohol and Drug Research*.
- Schunk, D. H. (2012). Social cognitive theory.
- Skinner, B. F. (1950). *Are theories of learning necessary?* *Psychological Review*, 57 (4), 193.
- Sreejesh, S., Mohapatra, S., & Anusree, M. (2014). *Business research design: Exploratory, descriptive and causal designs Business Research Methods* (pp. 25-103): Springer.
- Toquero, C. M. (2021). Emergency remote education experiment amid COVID-19 pandemic. *IJERI: International Journal of Educational Research and Innovation*, (15), 162-176.
- Uganda Youth Development Link (2020). *State of Alcohol Abuse in Uganda*, June, 2020.
- UHRN (2021). *Drug Use Related Vulnerability To I-IIV Infection Among Most-At-Risk*. (pp. 25-103): Springer.
- Ukala, C. C. (2018). Students 'perception of discipline in public secondary schools in Rivers State, Nigeria. *European Journal of Research in Social Sciences Vol*, 6(3).
- United Nations (2019). *The United Nations and Drug Abuse Control, (1992)*. UN Publication, Vienna.
- United Nations Office of Drugs and Crime (UNODC) (2020). *Bulletin on Narcotics VOL LV*, Nos 1 and 2, 2003. *The Practice of Drug Abuse Epidemiology*. UN. New York.
- Van Lancker, W., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: a social crisis in the making. *The Lancet Public Health*, 5(5), e243-e244.

- Wadii, B. W., & Newmanii, F. (2018). Classroom Control Techniques and Pupils' Academic Performance in Basic Science and Technology in Public Primary Schools in Ekeremor Local Government Area, Bayelsa State.
- Wagner, M., Friend, M., Bursuck, W. D., Kutash, K., Sumi, W. C., & Epstein, M. H. (2006). Educating students with emotional disturbances: A national perspective on school programs and services. *Journal of Emotional and behavioral Disorders*, 14(1), 12-30.
- WHO (2020). *Programme on Substance Abuse, 'Preventing Substance Abuse in Families: A WHO Position Paper'*. Geneva
- WHO (2021). *Street Children, Substance Use and Health: Monitoring and Evaluation of Street Children Projects*. Document No. WHO/PSA/95:13. Geneva 18.
- WHO, (2021a). *Global Status Report on Alcohol 2014*. World Health Organization, Geneva.
- WHO, (2021b). *Global Status Report on Alcohol 2014*. World Health Organization, Geneva.
- Widnall, E., Winstone, L., Plackett, R., Adams, E. A., Haworth, C. M., Mars, B., & Kidger, J. (2022). Impact of school and peer connectedness on adolescent mental health and well-being outcomes during the COVID-19 pandemic: a longitudinal panel survey. *International Journal of Environmental Research and Public Health*, 19(11), 6768.
- World Drug Report (2020). United Nations Office on Drugs and Crime (UNODC). *COVID-19 Executive Summary, United Nations Publication*.
- Yurasek, A. M., Borsari .B., (2019). "Descriptive Norms And Expectancies As Mediators Of A Brief Motivational Intervention For Mandated College Students Receiving Stepped Care For Alcohol Use." *Psychology of Addictive Behaviors* 29(4):003.

Zhou, Y., Yang, Q., Dong, B., Lv, W., Shen, L., & Wang, Y. (2020). Comorbidities and the risk of severe or fatal outcomes associated with coronavirus disease 2019: A systematic review and metaanalysis. *International Journal of Infectious Diseases*, 99, 47-56.

Appendices

Appendix 1: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Note: N is population size

S is sample size.

Appendix 2: Questionnaire for Teachers

Introduction

This questionnaire is designed to collect information from teachers regarding substance use and student discipline in secondary schools within Bushenyi District. Your responses will be kept confidential and used solely for academic research purposes. Kindly answer all sections honestly and to the best of your knowledge.

Section A: Demographic Characteristics

(Choose the most appropriate answer(s))

1. What is your gender?
 - Male
 - Female
2. What is your age group?
 - 28 – 34 years
 - 35 – 44 years
 - 45 – 54 years
 - 55 years and above
3. What is your highest educational qualification?
 - Diploma
 - Bachelor's Degree
 - Master's Degree
4. How many years have you been teaching?
 - Less than 1 year

- 1 – 5 years
- 6 – 10 years
- Over 10 years

5. What subject(s) do you teach? (You may select more than one)

- Sciences (Biology, Chemistry, Physics)
- Mathematics
- Humanities (History, Geography, etc.)
- Languages
- Other (please specify) _____

Section B: Prevalence rate of substance use among secondary school students in Bushenyi

District

How do you rate the following statements concerning the prevalence rate of substance use among secondary school students in Bushenyi District (Use the scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

No	Statements	5	4	3	2	1
1	Alcohol is the most commonly abused substance among students.					
2	Tobacco use among students is noticeable during school hours.					
3	Marijuana use has been reported among students in this school.					
4	Some students misuse drugs such as painkillers and sedatives.					
5	Illicit drugs such as heroin and cocaine are rarely found among students here.					
6	Substance use tends to increase during weekends and school holidays.					
7	Peer pressure is a major factor driving students to use substances.					

8	Many students hide their substance use from teachers and school authorities.					
9	Students often use substances to escape academic and social pressures.					
10	Occasional substance use is common among students.					

Section C: Levels of Learners' Discipline in Secondary Schools

How would you rate the level of student discipline in each of the items by ticking the boxes provided?

1 = Not Good, 2 = Fair, 3 = Undecided, 4 = Good, 5 = Very Good

No	Statements	5	4	3	2	1
1	Dressing code					
2	Respecting teachers					
3	Attending lessons					
4	Time management					
5	Attending School Assembly					
6	Personal hygiene					

Thank You

Appendix 3: Questionnaire for Students

Introduction

This questionnaire is designed to collect information from teachers regarding substance use and student discipline in secondary schools within Bushenyi District. Your responses will be kept confidential and used solely for academic research purposes. Kindly answer all sections honestly and to the best of your knowledge.

Section A: Demographic Information

(Please select the option(s) that best describe you)

1. What is your gender?
 - Male
 - Female
2. What is your age group?
 - 13 – 15 years
 - 16 – 17 years
 - 18 years and above
3. What grade are you currently in?
 - Senior 1 (S1)
 - Senior 2 (S2)
 - Senior 3 (S3)
 - Senior 4 (S4)
4. How long have you been studying in this school?
 - Less than 1 year
 - 1 – 2 years

- More than 2 years

Section B: Substance Use among Students

Please rate how much you agree or disagree with the following statements about substance use in your school.

(Use the scale: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree)

No	Statement	5	4	3	2	1
1	Alcohol is the most used substance among students.					
2	Many students use tobacco during school hours.					
3	Some students use marijuana at this school.					
4	Students sometimes misuse drugs like painkillers or sedatives.					
5	Hard drugs like heroin or cocaine are very rare here.					
6	Substance use increases during weekends and school breaks.					
7	Peer pressure causes many students to use substances.					
8	Students try to hide their substance use from teachers.					
9	Students use substances to avoid stress from school or home.					
10	Some students only use substances occasionally.					

Section C: Levels of Learners' Discipline in Secondary Schools

How would you rate the levels of discipline of in each of the items by ticking in the boxes provided?

1 = Not Good, 2 = Fair, 3 = Undecided, 4 = Good, 5 = Very Good

No	Statements	5	4	3	2	1
1	Dressing code					
2	Respecting teachers					
3	Attending lessons					
4	Time management					
5	Attending School Assembly					
6	Personal hygiene					

Thank You

Thank you for your honest answers!

Appendix 3: Interview Guide for Deputy Head Teachers

Introduction:

Thank you for participating in this interview. This discussion is part of a research study on substance use and discipline among ordinary level students in Bushenyi District. Your views will help us better understand the situation and improve school management strategies. Your responses will be kept confidential.

Questions

1. How common is student substance use (e.g., alcohol, tobacco, marijuana) in your school?
2. Which substances are most commonly abused by students in your experience?
3. At what points (e.g., weekends, holidays) do you notice increased substance use among students?
4. What are the levels of discipline most common among students who use substances?
5. How does substance use impact classroom behavior and academic performance?
6. What measures has your school taken to prevent or address substance use among students?

Thank You

Appendix 4: Interview Guide for Head Teachers

Introduction

Thank you for your time. This interview is part of a research study on student substance use and discipline at the ordinary level in Bushenyi District. We value your insights as the school head. All responses will be kept strictly confidential.

Questions

1. How long have you served as Head Teacher in this school?
2. What types of substances are commonly involved?
3. What is your view on the main drivers of substance use among your students?
4. What kinds of student misconduct do you associate with substance use?
5. What strategies has the school implemented to prevent substance use?
6. How effective are these strategies in your view? What are the major challenges your school faces in managing substance-related indiscipline?

Thank You

Appendix 5: Approval Letters

BISHOP STUART UNIVERSITY

P.O BOX 09, MBARARA

Office Tel: 0772590865
Mob Tel: 0782873086

DIRECTORATE OF GRADUATE STUDIES,
RESEARCH AND INNOVATIONS

Email: pgd@bsu.ac.ug
dgsri@bsu.ac.ug
Website: www.bsu.ac.ug

4th August, 2025

To Whom It May Concern

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR MS. TUMWEBAZE LINNIE

This is to introduce to you **Ms. Tumwebaze Linnie** a student of Bishop Stuart University pursuing a Master of Education Administration and Planning. Reg. No; **22/BSU/MEAP/0884** who is conducting her research in Bushenyi District.

Her research topic is "*Substance Use and Discipline Among Ordinary Level Students in Bushenyi District*"

Any assistance rendered to him is highly appreciated

Yours faithfully


Dr. Johnson Atwiine (PhD)
Coordinator – Graduate Studies
Directorate of Graduate Studies, Research and Innovations
Bishop Stuart University.



BISHOP STUART UNIVERSITY

P.O.BOX 9, MBARARA

Tel: 0772 512551



Website: www.bsu.ac.ug

E-mail: rec@bsu.ac.ug/info@bsu.ac.ug

RESEARCH ETHICS COMMITTEE

To: Linnie Tumwebze

0

Type: Initial Review



Re: BSU-REC-2025-579: Substance Use and Discipline Among Ordinary Level Students in Bushenyi District

I am pleased to inform you that at the 38 convened meeting on 24/06/2025, the Bishop Stuart University (BSU) REC meeting voted to approve the above referenced application.

Approval of the research is for the period of 28/07/2025 to 28/07/2026.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **28/07/2026** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Bishop Stuart University (BSU) REC:

No.	Document Title	Language	Version Number	Version Date
1	Protocol	English	2	2025-07-22
2	Protocol	English	2	2025-07-22
3	Informed Consent forms	English	2	2025-07-22
4	Informed Consent forms	English	2	2025-07-22
5	Assent form	English	2	2025-07-22
6	Assent form	English	2	2025-07-22
7	Compliance Report	English	2	2025-07-22
8	Protocol	English	1	2025-06-08
9	Data collection tools	English	1	2025-06-08
10	REC forms	English	1	2025-06-08
11	Assent form	English	1	2025-06-08
12	Informed Consent forms	English	1	2025-06-08

Yours Sincerely,

