



SELINUS UNIVERSITY

OF SCIENCES AND LITERATURE

**ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS: AN
IMPACT STUDY ON ALCOHOL ADDICTION, DRUG ABUSE AND
DOMESTIC VIOLENCE IN BHUTAN**

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A DISSERTATION

**Presented to the Faculty of Arts and Humanities at Selinus University in
fulfillment of the requirements for the Degree of Doctor of Philosophy in
Education and Social Sciences, 2023.**

DECLARATION

I hereby attest that this is my own thesis work and has not been presented for a degree at any university.



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DEDICATION

I would like to dedicate this research work to my beloved King with profound respect and admiration.



"One issue poses a huge threat to our national security, economy, the wellbeing of our people and our children, and above all, the future of our nation: drugs and substance abuse. We are a small population. Every child is precious. We cannot afford to lose any child or, for that matter, anyone to substance abuse. We must not allow substance abuse to jeopardize their future. Substance abuse is already taking root among our children, and we cannot let it proliferate. We must act now before it is too late and do whatever it takes to eradicate this threat. Failure is not an option."

- *His Majesty the King of Bhutan*

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ABSTRACT

This study looked into how drug addiction and domestic abuse affected students' academic performance in middle and higher secondary schools in Bhutan. The goals of these studies were to identify the most widely used substances, identify the factors that lead to student drug usage, ascertain the link between domestic violence and academic performance, and identify the policies in place to prevent drug and alcohol abuse in the classroom. The research design used in the study was a descriptive survey. In order to sample 20 middle and higher secondary schools dispersed across 10 districts in Bhutan, a purposive sampling strategy was adopted. 200 boys and 200 girls were chosen from 20 middle and higher secondary schools to make up the core study sample. Also included in the survey were 20 principals, 20 guidance counselors, and 20 parents from each sampled school. For this study, a total of 460 samples were used. Primary data were gathered for the study using questionnaires and an interview schedule. The Statistical Package for Social Sciences (SPSS) software program was used to analyze the data, and descriptive techniques including frequencies, means, standard deviations, and percentages were used to show the results in tables and figures. According to the survey, alcohol, marijuana, and tobacco were the most often abused drugs in middle and higher secondary schools in Bhutan. Students from other schools, drug dealers across the borders, and medical store near the schools were all found to be sources of drugs and alcohol. Peer pressure, stress, and family history were identified as contributing factors to drug misuse. The study came to the conclusion that drug abuse and domestic violence among the students resulted in academic performance declines, broken relationships, a lack of enthusiasm in learning, a low capacity for attention, and health issues like anxiety, melancholy, and bewilderment. However, the students' academic test scores in the examination were not impacted much, although they were under the influence of drugs and alcohol abuse.

Based on these conclusions, the researcher advised schools to establish a drug policy to raise awareness of the negative impacts of drug usage and domestic violence and to work cooperatively with educational stakeholders to enhance students' academic performance. Students who are found to be drug users should receive counseling and be directed to rehabilitation centers for treatment and recovery programs.

Even if the Ministry of Education has incorporated drug programs into school activities, the Ministry ought to teach about the negative impacts of drug addiction and domestic violence in the school curriculum. Informed judgments will be made by all students as a result of their knowledge of the effects of drug abuse and domestic violence.

The study recommends that further studies be carried out covering all 20 districts, with the consideration of larger study samples to benefit the whole Bhutanese education system. We conclude from the research findings that alcohol, marijuana, and solvents are the most often abused substances in schools. It is also evidence that drug abuse and domestic violence among students have a negative impact on their overall academic performance.

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LIST OF ABBREVIATIONS

RBP	Royal Bhutan Police
UNODC	United Nations Office for Drugs and Crime
RENEW	Respect Educate Nature and Empower Women
JDWNRH	Jigme Dorji Wangchuck National Referral Hospital
DYS	Department of Youth and Sports
BNCA	Bhutan Narcotic Control Agency
YDF	Youth Development Fund
GNH	Gross National Happiness
HSS	Higher Secondary School
MSS	Middle Secondary School
SP	Spasmo-Proxyvon
RP	Relafan
N 10	Nitrosun
NGO	Non-Governmental Organization
NDLEU	National Drug Law Enforcement Unit
MoE	Ministry of Education
CPA	Chuethuen Phendhey Association
DA	Drug Abuse
DV	Domestic Violence
AP	Academic Performance
AIAER	All India Association for Educational Research
ALD	Alcohol Liver Disease

NL	Nazhoen Lamtoen
GDP	Gross Domestic Product
NCWC	National Commission for Women and Children
NSBB	National Statistical Bureau of Bhutan

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Bhutan is a small and isolated Himalayan country sandwiched between India and China, two of the most powerful nations in the world. Despite being cut off from the outside world for many years, it has sought to absorb many features of the outside world while obstinately protecting its ancient practices. The name Druk Yul translates to "Land of the Thunder Dragon," and the Kingdom only opened up to visitors in the 1970s. Bhutan is also well-known for its distinct development policies, which are founded on the philosophy of "Gross National Happiness," which seeks the well-being and happiness of the entire population. Bhutan is a low-income country with a mostly agrarian way of life, with agriculture and animal husbandry providing a living for more than 80% of the population.

Modern businesses in the manufacturing, entertainment, energy, and service sectors are increasingly dominating the economies of all regions of the country, particularly in urban areas. A significant portion of urban dwellers are embracing western lifestyles as a result of this development. Bhutan reportedly began modernizing in the middle of the 1970s, and since then, all areas have experienced rapid development. Bhutan is also coping with a number of problems that are affecting both the general happiness of the nation and the happiness of its citizens. A few of the issues include deforestation, pollution, drug trafficking, child abuse, youth unemployment, alcoholism, drug abuse, and domestic violence.

The first occurrences of drug addiction in Bhutan are said to have occurred in the 1980s, when a few students who had studied abroad returned with drug-abusing tendencies (Dorji, Chenchu 2009). The number of young individuals addicted to alcohol and drugs has grown

throughout time due to fast development and modernization in Bhutan. Furthermore, the open access of Bhutan to the rest of the world has increased the vulnerability of her population, which is now a national concern. Alcohol and drug abuse among young people and long-term residents have resulted in domestic violence, gang formation, burglary, rape, and other crimes. The national crime rate has steadily increased year after year, which was not the case 20 years ago (RBP 2009).

In Bhutan, alcohol is not consumed as a mood booster or a body relaxant; rather, it is seen as a necessary nutritional ingredient as well as a social drink. There is no social shame associated with drinking in Bhutan; alcohol is a part of everyday life in rural regions. There are no cultural barriers to drinking and abusing alcohol, and predicting how much alcohol a person will consume at any given time is difficult. Nonetheless, people from various cultures not only drink but also abuse alcohol. Alcohol is a major source of death, illness, and property destruction across all of Bhutanese society, and there is no social shame associated with drinking; rather, it is a part of everyday life in communities. Some farmers start and end their days with an alcoholic beverage. Bhutanese culture and customs are deeply influenced by alcohol.

Over the years, drug and alcohol addiction has not spared any Bhutanese family, rich or poor, powerful or corrupt. Many Bhutanese families have been shattered as a result of prevailing cultural attitudes and belief systems, and a variety of societal problems are on the rise. In recent years, drug trafficking, drug abuse, and interpersonal violence have all increased, resulting in decreased Bhutanese living conditions and educational levels. Domestic violence in Bhutanese homes is also one of the societal issues that have lately developed. In a few cases, men were also the victims of domestic violence. Domestic violence is a common issue among Bhutanese elites, whether at home, school, or at work. However, assessing the full magnitude of domestic abuse and violence is difficult.

Bhutan Narcotic Control Agency (2009) investigated self-reported responses from high school students indicating "never," "only once," "sometimes or occasionally," and "every day or everyday" use of drugs and substances. Daily tobacco use was reported to be 5% (VII-VIII) and 8% (IX-X) in male students, whereas it was less than 1% in female students enrolled in the same courses. However, it was discovered that usage was more prevalent in grades XI-XII (13 percent and 1 percent, respectively, in males and females). Only 1% of male students in classes IX–X reported daily solvent use (sniffing), and the proportion of daily usage in the remaining classes was less than 1%. In comparison to respondents from the capital city (271/350; 77 percent) and areas away from the border (26/320; 83 percent), a higher proportion of those recruited from areas near the Indo-Bhutan border (294/321; 92 percent) reported "ever use of alcohol." The average age of initiation of alcohol use in all of these locations, however, was 16 years. Eighty-eight percent (65/74) of female drug users have "used" alcohol at some point in their lives. There was no difference in drug usage patterns between male and female drug users, with the exception that none of the females reported using Yabba (an amphetamine-like stimulant) or heroin (brown sugar) in the previous month.

Dropout rates among Bhutanese high school students have risen over the years, and it is now a national concern. As part of the noble initiative of reducing dropout rates and downsizing the malicious effects of domestic violence and drug abuse, a separate department, "Department of Youth and Sports (DYS)," has been established under the Ministry of Education, and it has designed various activities over the years to subjugate the evils of drug and domestic violence on school-going children. Various government and private organizations assist in teaching children about the dangers of drugs and domestic violence and in preventing their negative effects. However, saying it is easier than doing it. The complexity of the situation has overwhelmed every effort aimed at addressing these concerns.

RENEW (2009) reported 389 cases of domestic abuse in the previous three years, while JDWNRH (2009) reported 508 cases. The majority of the crimes, according to these sources, were committed while under the influence of alcohol or drugs. When the prevalence of domestic violence and the extent of substance abuse by parents and families are considered, it is clear that the problem eventually connects with school-aged children, who become victims of violence and drug use. Many students have lost their education as a result of domestic violence and have been cut off from the mainstream society. The level of violence between intimate partners was discovered to be higher than previously reported. Data based on official documents, such as police or hospital records, tend to understate the extent of violence since many incidences of abuse go unreported. Individual surveys produce more accurate estimates of violence than official statistics, but they are also likely to underestimate the real frequency of domestic abuse. The affected individual in Bhutan fails to reveal violence against an intimate partner for a variety of causes and complexity.

According to the Bhutan Multiple Indicator Survey Report 2010, up to 68% of Bhutanese women believe their spouse or partner has the right to slap or beat them for a variety of reasons. According to the survey, 54% of Bhutanese women are beaten when they neglect their children, and 39% are beaten when they demonstrate their autonomy, such as going out without informing their husbands. Furthermore, 39% of women who have disagreements with their spouses are physically abused. Around 70% of women aged 15 to 24 and 68% of women aged 34 to 49 believe their husbands have the right to abuse them. Furthermore, 72 percent of previously married women accept male authority. This is especially prevalent in rural areas, where many people are illiterate or uneducated. Domestic abuse was tolerated by approximately 70% of women without a secondary education or 70% of women with a basic education, with 63 percent of women with a secondary education condoning domestic violence from their spouses. Domestic violence is most common in eastern Bhutan,

specifically in the districts of Monggar and Trashigang. One of the most frequent violations of human rights is violence against women and girls. Women are unable to defend themselves effectively, and they are excluded from many opportunities. It stifles inclusive development, peace, and security while depriving nations of essential human resources.

Between 1999 and 2009, total alcohol-liver disease (ALD) morbidity and mortality increased steadily. The slight decrease in ALD mortality in 2008 cannot be explained. ALD is a chronic illness that primarily affects people in their forties and fifties. It has become one of the most prolific killers in JDWNRH. Given the current trajectory, ALD is expected to become one of the country's major sources of disease burden. Avoiding the observed increase in ALD morbidity and mortality may become a critical policy issue. As a result, these people are far more likely to be poor than those with a high school diploma or a college degree, and they typically belong to the lowest social strata. A vicious cycle ensues, consumed by the struggle to survive; low-socioeconomic individuals frequently place little value on education, perpetuating the low-education poverty duo in future generations.

According to the World Health Organization, Bhutan has the highest per capita alcohol consumption in South Asia. The cost of treating alcoholics might place a significant financial strain on Bhutan's healthcare system. The average cost of medical and health care services for an alcohol-dependent case was assessed to be Nu. 120,000, while the cost of alcohol-dependent rehabilitation was calculated to be Nu. 48,000 per case, JDWNRH (2018). Every year, the Bhutanese government spends about Nu. 30 million on referrals to treat alcohol-related patients.

The annual cost of alcohol-related treatment in the country ranged from N. 22.78 million (constant pricing) to N. 26.16 million (current price). The estimate was based on hospital expenditures for patients with alcohol liver disease (ALD), the other four completely alcohol-attributable diseases, and 19 partially alcohol-attributable disorders. Alcohol-related illness

healthcare spending accounted for 1.84 percent of total yearly government healthcare spending (at constant prices). In the previous five years, the government spent 0.03 percent to 0.05 percent of real GDP on alcohol-related illnesses. This does not include hospital expenditures for conventional medicine. On an annual basis, traditional medicine centers (in 19 districts) spent approximately Nu. 2.78 million (current price) on treating alcohol-related diseases. The annual healthcare cost of alcoholism was estimated to be around N\$29-30 million. This is the most affordable cost estimate available.

1.2 Statement of the Problem

The statement of the problem is **‘Academic Performance of High School Students: An Impact Study on Alcohol Addiction, Drug Abuse and Domestic Violence in Bhutan.’**

‘Academic Performance’ means the annual subject score of a high school student for the last one to three years. The ‘high school students’ means a student from grade 9 to 12. These students can be from middle or higher secondary schools.

‘Alcohol addiction’ means the ongoing use of mood-altering substances, which has adverse health consequences.

‘Drug abuse’ means the habitual taking, misuse, or excessive use of legal, illegal or addictive drugs or substances through self-administration with the intent to alter the feelings, behavior, or perception for non-medical purposes.

‘Domestic violence’ means a threatening behavior or actual harm inflicted upon a person by a member of his or her own household. It may be inflicted by children on their parents and by parents on their children.

1.3 The Purpose of the Study

The purpose of the study is to establish the effects of alcohol and drug abuse on student academic performance in middle and higher secondary schools. The study will also examine how domestic violence affects the academic performance of middle and higher secondary school students and closely look at the commonly used substances amongst the middle and high school students in Bhutan.

1.4 Objectives of the Study

The objective of the study is to;

1. Determine the commonly abused drugs by students in middle and higher secondary schools in Bhutan.
2. Establish the causes of alcohol and drug abuse among students in middle and higher secondary schools in Bhutan.
3. Determine the measures put in place to curb alcohol and drug abuse in middle and higher secondary schools in Bhutan.
4. Determine the effects of alcohol and drug abuse on academic performance of students at the middle and higher secondary schools in Bhutan.
5. Determine the effects of domestic violence on academic performance of students at the middle and higher secondary schools in Bhutan.

1.5 Research Questions

The research questions of the study:

1. To what extent does alcohol addiction contribute to students' academic performance at the middle and higher secondary schools in Bhutan?
2. To what extent does drug abuse affect students' academic performance at the middle and higher secondary schools in Bhutan?
3. How does domestic violence influence the academic performance of students at the middle and higher secondary schools in Bhutan?

4. What are the commonly abused drugs by students in middle and higher secondary schools in Bhutan?
5. What are the causes of alcohol and drug abuse among the students of middle and higher secondary schools in Bhutan?
6. What is the effect of alcohol and drug abuse on the academic performance among students of middle and higher secondary students in Bhutan?

1.6 Significance of the Study

The researcher decided to investigate the issue because it has national significance, particularly in light of its effects on children's academic performance and home health. The modern educational system in Bhutan is also of concern due to the rising school dropout rate and the generally poor academic performance of students. The public and academics are both interested in the recent problem of drug addiction in school-age children. Since the mid-1980s, when Bhutan's drug culture first began to take off, community and educational leaders have dealt with a variety of drug-related problems, including domestic violence.

Domestic violence and drug use have been major areas of focus in schools and society, but no significant progress has been made. Many other types of substance abuse, including multiple episodes of assault and domestic violence, have been observed in schools over the years among children who have never-ending problems. The drug and alcohol epidemic in Bhutan could be in its infancy. However, in recent years, the increased use of drugs by adolescents has been a major source of concern for government agencies and civil society. Many of these issues have been debated at the highest levels of Bhutanese decision-making, most notably in the National Assembly. The solutions to these growing problems, however, are ineffective and unsatisfactory.

According to the National Statistics Bureau of Bhutan (2007), over 70% of women believe they are entitled to be beaten if they neglect their children, fight with their spouses, deny sex, or burn meals. In Paro, women are the most tolerant of domestic violence (90 percent). Thimphu tolerates it the least, at roughly 50%. The percentage of people who accept wife beatings is the lowest in the capital city. The study data presented above reflects domestic violence and Bhutanese women's casual acceptance of violence as a cultural norm. Women are targeted not only because they are the weaker sex, but also because they are completely reliant on their relationships, with over 77 percent experiencing physical abuse; 54 percent experiencing emotional misery; and 23 percent being forced into marriage.

Bhutanese culture, on the other hand, does not regard drug use or domestic violence as serious societal issues, and the majority of the population is unaware of the consequences of these situations. In its 2009 National Baseline Assessment on Drugs, the Bhutan Narcotic Control Agency released detailed statistics on the prevalence of drug use among children and students. According to the National Baseline Assessment, drug addiction among school-aged children was a problem in 14 of Bhutan's 20 districts. In 2009, the National Baseline Assessment discovered 991 cases of significant drug use in schools. High and middle secondary schools have the highest concentrations of drug users. 350 students were identified as drug users among the 10 high schools in Thimphu. In addition, a large number of schools in 14 districts are dealing with severe drug addiction and social upheaval (BNCA, 2009). The school as a whole has become affected by this unresolved problem, which has a negative impact on student academic performance. Drug trafficking and other illegitimate product and service transfers take place in border towns like Samtse, Gelephu, Samdrupjongkhar, and Phuentsholing. Drug traffickers allegedly used the border towns of Bhutan as a transit point for drugs headed to India, Nepal, Bangladesh, and other Southeast Asian nations when there was ineffective law and order.

In 2011, the Royal Bhutan Police imprisoned 202 people on drug-related charges, 18 of whom were women. Between 2001 and 2010, 41 people died as a result of a drug overdose. Phuentsholing has the most drug overdose deaths (17), followed by Thimphu (13). In another case, Thimphu police raided a drug dealer's home after receiving a tip and seized 182 Nitrosun 10 pills and 2,632 Spasm-Proxyvon capsules. According to reports, drug trafficking and other sorts of drug-related criminality are an issue. At the moment, we do not see children directly involved in drug misuse or domestic violence situations. Children, on the other hand, are indisputably indirect victims of substance misuse and domestic violence since they grow up in homes with alcoholic parents and an abusive culture.

According to the Royal Bhutan Police (2011), at least six incidences of domestic abuse-related violence are recorded every day in the capital. The most prevalent crime in Thimphu is battery, which includes mugging and assault. The number of battery cases climbed from 455 in 2008 to 547 in 2009. There have already been 319 battery incidents in the first half of 2010. According to police sources, the majority of violent occurrences in 2009 were related to drug usage, with the number of such instances more than tripling from 97 in 2008 to 212 in 2009. Thimphu police documented 92 drug-related incidents in the middle of 2011. All of this data suggests that there are a considerable number of occurrences involving drug misuse and domestic violence in Bhutan, which have an impact on the general development of children, whether at school or at home.

32.9 percent of Bhutanese women reported experiencing intimate partner abuse at some point in their lives, according to a national survey on the National Commission of Women and Children's 2013 findings on the experiences of violence experienced by Bhutanese women (NCWC, 2013). Furthermore, it's estimated that 44.0% of women in Thimphu, the capital city of Bhutan, have experienced domestic violence at some point in their lives (Wangmo, 2015).

The negative impact of drugs on individuals and their families is overwhelming. Addiction is considered a medical disorder. But, unlike other types of illnesses, addiction affects youth in their prime age and permeates into all aspects of their lives. Drugs can interfere with learning, whether it is academic or vocational due to the damage it causes to the brain and body. It affects their social learning and relationships. It affects their functioning and finances. Addicts have high risk of coming in conflict with the law due to their vulnerability to frauds and violence. Many youths affected by drugs have lost their lives due to overdose.

The situation is exacerbated in Bhutan owing to a lack of understanding and competence to appropriately deal with addicts. Their difficulties are exacerbated by the lack of suitable facilities and skilled specialists to treat and rehabilitate them. The cost of care is increased by restrictive policies that are more punitive than reformative. The modified Narcotic Drugs, Psychotropic Substances, and Substance Abuse (NDPSSA) Act of Bhutan 2018 states, for example, that anybody caught with 21 capsules of SP+ will be charged with a felony of the fourth degree and face a mandatory prison sentence of 3 to 5 years.

Most addicts in Bhutan, if arrested in possession of narcotics, may be charged as criminals since the bulk of them would consume 20–30 capsules of SP+ a day if it were accessible, according to this limited definition of a drug trafficker. The paucity of rehabilitation programs in jails, as well as the likelihood of these detained youngsters becoming severe criminals in the future, exacerbates the issue. However, the problem of alcohol consumption in the country is by far the most serious public health issue that requires immediate attention. For decades, alcohol has been the leading cause of death and strain on healthcare systems. Cirrhosis kills the majority of alcoholics in their prime years. Alcoholism kills more people than AIDS, tuberculosis, and malaria combined. Despite this, we lack a focused public health control program to deal with the issue. "We spend millions of ngultrums referring and treating late stages of cancer outside Bhutan but less on avoidable illnesses like cirrhosis," a

government official recently commented. Alcohol has a negative impact on not just the individual's health, functioning, and money, but also on the family, their relationships, and their overall well-being. Domestic violence, motor vehicle accidents, and suicide are all linked to alcohol in Bhutan. Alcoholism is a multi-faceted issue that necessitates a multi-stakeholder solution. Leaving it to the Health Ministry isn't going to solve the problem.

The Royal Government of Bhutan reports that 30.8% of students now use alcohol. Furthermore, it is believed that drinking is becoming more and more common among high school students in Thimphu. The capital city, Thimphu, housed 700 of the 5,500 bars. Despite this, there hasn't been much research done on the topic from a scientific standpoint.

Alcoholism is not seen as a social problem in Bhutan; rather, it is seen as a cultural requirement for all social gatherings and ceremonial rituals. In the major cities of Bhutan, there are hundreds of legally operating bars, one for every 10 meters. The government cannot get involved because this is a business matter. Alcohol sales are the primary source of income for thousands of Bhutanese households. However, there is cause for concern regarding the residents' health.

Domestic violence is frequently linked to alcohol and drug addiction, and alcohol-related diseases account for the vast majority of deaths at national referral hospitals. As a result, identifying the root causes of drug abuse and domestic violence in Bhutan has been a source of concern. Additionally, there is a clear connection between children's academic success and drug use and domestic violence in families and society at large. Academic standards and child enrollment at all levels of education have been significantly impacted recently by violent behavior at home and at school. Some children found it difficult in school because of the conflict in their family. The most frequent crimes against students were those involving domestic violence and drug abuse. Research into these issues in the context of their current

occurrences is required in light of the rising trend of drug abuse, the complexity of domestic violence, and the decline of quality education in Bhutan.

For a few years, the researcher worked at the Bhutan Institute of Well-being in Thimphu, Bhutan, where he dealt with drug users and domestic violence victims, as well as a variety of difficult issues related to drug use and domestic violence. Aside from that, the researcher has written a book called "A Cry of the Heart" about drug use and domestic abuse in Bhutan. The researcher is also aware of the concerns about drug use and domestic violence in Bhutan, and he believes that everyone must confront the growing threat of domestic violence and drug use. As a result of the issues mentioned above, the researcher felt compelled to conduct a thorough investigation into these critical topics in order to assist those in need, both abusers and victims. Furthermore, the researcher may be able to assist appropriate authorities and groups in investigating grey areas, as well as assist in the formation of national initiatives to address these critical issues.

1.7 Limitations of the Study

Alcohol and drug abuse involve sensitive people in the society, and undoubtedly, this study expected some respondents to turn down the request to respond to questions, especially on alcohol and drug abuse, for fear of being exposed. However, since the questionnaire did not indicate the names of the respondents and the schools, the researcher was able to get the information freely from the students. A few guidance counselors and school principals might have suppressed information about alcohol and drug abuse, dreading the extra exposure of their schools. Since the area of study was subtle in nature, the responses may not be accurate or there might be some conditional responses. This study was contextually limited to the study of the effects of alcohol, drug abuse, and domestic violence on the academic performance of middle and higher secondary school students. The study was also limited to

20 middle and higher secondary schools in 10 districts of Bhutan, with a sample size of 400 students, 20 guidance counselors, 20 school principals and 20 parents. The study was delimited to the 10 districts in Bhutan, while 10 districts in Bhutan were left out from this study. The sample does not represent the larger student population spread across 20 districts in Bhutan. The students from class 9 to 12 were only taken into consideration for the study, while other sections of the students were left out. Since the scale is self-constructed with some adoption from other similar studies, the effectiveness of the questionnaire is unknown. It was most challenging to get secondary data from a few of the relevant agencies based in Thimphu, the capital city of Bhutan. Data were not shared, despite the official approvals.

1.8 Delimitations of the Study

The delimitations of the study:

1. This present study is delimited to 10 districts of Bhutan.
2. The present study is conducted on students from grade 9 to 12 only.
3. The present study is delimited to only 20 higher and middle secondary schools in 10 districts of Bhutan.
4. The present study is delimited to only 400 students from 20 middle and higher secondary schools with 20 counselors and 20 school principals and 20 parents from the 10 selected districts in Bhutan.

1.8 Assumptions of the Study

The hypotheses of the study are;

1. There exists a significant relation between alcohol addiction, drug abuse and domestic violence.

2. There exists a significant relation between alcohol addiction, drug abuse and academic performance of high school students.
3. There exists a significant relation between domestic violence and academic performance of high school students.
4. There is a significant difference in academic performance of high school students exposed to alcohol, drug abuse and domestic violence.

1.9 Definition of the Operational Terms

Alcohol: It has been used to refer to pure, rectified spirit, a volatile, intoxicating fermentation product contained in wine, beer, spirits, or other distilled or fermented liquor.

Drop Out: It has been used to refer to the premature withdrawal from school.

Drug: In this study, it refers to any chemical that, when ingested, has the potential to affect one or more bodily functions.

Drug Abuse: In this study, it refers to a condition whereby drugs are taken for other motives other than the intended ones, e.g., to produce unnatural feelings.

Impact: In this study, it refers to the outcome of the interaction between variables.

Academic performance: It refers to the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

Physical Abuse: This is the use of physical force in a way that injures the victim or puts him or her at the risk of being injured. It includes beating, kicking, knocking, pushing, choking,

confinement, and female genital mutilation. Physical abuse is one of the most common forms of physical abuse.

Sexual Abuse: It refers to all forms of sexual assault, harassment, or exploitation. It involves forcing a person to participate in sexual activity and using a child for sexual purposes, including child prostitution and pornography. Marital rape also comes under this.

Neglect: It refers to a failure to provide for dependents who may be adults or children, denying family members food, clothing, shelter, medical care, protection from harm, or a sense of being loved and valued.

Economic Abuse: This includes stealing from or defrauding a loved one, withholding money for essential things like food and medical treatment, manipulating or exploiting family members for financial gain, preventing a loved one from working or controlling his or her choice of occupation.

Spiritual Abuse: This includes forbidding someone from engaging in their spiritual or religious practices or using their religion to subjugate, dominate, or control them.

Emotional Abuse: This includes putting someone at risk of developing severe behavioral, cognitive, emotional, or mental disorders or endangering their sense of self-worth. Name-calling, criticism, social exclusion, intimidation or exploitation to dominate, routinely making unreasonable demands, physically terrorizing a person, and exposing a child to violence are also considered forms of emotional abuse.

Psychological Abuse: This includes behavior that is intended to intimidate and persecute and takes the form of threats of abandonment or abuse; confinement to the home; surveillance;

threats to take away custody of the children; destruction of objects; isolation; verbal aggression; and constant humiliation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a summary of related literature in the area of research relevant to the study of alcohol addiction, drug abuse, domestic violence and its effects on academic performance of middle and higher secondary students in 20 selected schools in Bhutan.

2.2 Alcohol and Drug Abuse

Bhutan has a lower rate of teen and young adult drug use than the rest of the region. This may be due to the strict anti-drug trafficking laws in Bhutan. Other explanations include the fact that most, if not all, narcotics are imported from India and that police checkpoints are in place to stop the importation of illegal drugs. Drug smuggling into the border towns from India is simple due to the open and unrestricted border between Bhutan and India.

Men have a reputation for engaging in dangerous lifestyle choices. Teenagers and young adults were more likely to use drugs at some point in their lives than 25–35-year-old individuals. This is particularly troubling in Bhutan, where more than half of the population is under the age of 25. Existing research has found a strong link between teen drug use and subsequent drug addiction. These considerations should be factored into drug prevention methods.

The use of other drugs, like alcohol and tobacco, is associated with the use of every medication, as has been demonstrated in numerous studies. Alcohol abusers in their early adolescence are more likely to use drugs later in life, according to some research findings. Delaying alcohol consumption can therefore aid children in avoiding drug use. Bhutan has one of the highest rates of alcohol use in the region and it is socially acceptable. Therefore, it is important to combine efforts to prevent alcohol and drug abuse.

According to Choki et al., unemployment was linked to psychoactive drug usage by mental patients in Bhutan. Blue-collar employees were more likely to take drugs than farmers in our survey. This discrepancy might be explained in part by the research sample. The new study is based on a nationally representative sample, whereas the previous study was based on patients hospitalized at the national referral hospital.

According to RBP (2020), illicit drug-related crime accounted for 15% of all criminal activity. In terms of particular forms of drug crimes, in 2020, a single incidence of substance abuse accounted for 78 percent of all drug crimes, followed by the illicit trafficking of narcotic drugs and psychotropic substances (17 percent).

The results of a study, according to Nazhoen Lamtoen (2016), show that 40.6% of children said their parents drink alcohol, and 7.9% said they live with drug-abusing parents. At least 8.7% of the 412 kids admitted drinking alcohol, while 6.6 percent said they used drugs.

According to Bhargava & Bhargava (1999), drug users and non-users varied significantly on five of the six traits, as well as in their experiences of loneliness. Drug users were shown to be meeker, subservient, suspicious, sad, and emotionally unstable when compared to non-drug users, as well as having increased feelings of perceived loneliness.

Cannabis is the most commonly used illegal substance among college and university students (Larimer et al., 2005). While alcohol is the most commonly used substance among young people (Advisory Council on the Misuse of Drugs, 2006), the use of other drugs is significantly more prevalent in the general population among young people aged 16–24 than in other age groups (Roe & Man, 2006).

2.3 Domestic Violence

According to Jones (1994), violence is any act that pushes the victim to do something they don't want to do, prevents them from doing something they want to do, or makes them afraid. As a result, violence does not necessarily have to entail physical contact with the victim;

verbal threats and psychological abuse can be equally damaging. Violence is defined as any harmful conduct intended to harm another person. Domestic violence or abuse is any sort of physical, sexual, verbal, or emotional abuse that occurs within the household. Domestic violence is a kind of gender violence that is motivated by power relations rather than sexuality. Rape and sexual assault are not connected to sexuality; they are related to dominance and an evident desire to humiliate the person being assaulted.

According to Gilligan, children can cope with one or two fairly serious adversities in their lives without suffering unduly; however, as the number of adversities increases to three or more, young people's development becomes severely strained, and "intervention should be to reduce the number of problems and build the number of strengths to lower the net total of negative factors in a child's life" (Gilligan, 1998).

According to Rossman, long-term exposure to domestic violence has an effect on "domains of an individual's cognitive, social, emotional, or behavioral functioning" (Graham-Bermann & Edleson, 2002). He claims that healthy parental and familial relationships teach cognitive processes and schemas, methods for managing behavior and emotions, and expectations for help from others.

In a similar vein, Anikweze (1998) identified violence as a threat to the well-being of teenagers. Adolescents may be socialized to behave violently. He or she could get bewildered and irritated. It's conceivable that the wrath will be directed at either parents or other children. They may become irritated and unruly at home and at school. Children who grow up in families where domestic violence abounds are said to be at a higher risk of maladjustment than children who do not.

According to Akpan and Usoroh (2005), domestic violence is any form of intimate violence that is committed against women, including physical, sexual, psychological, emotional, and threats of such violence. Violence against women is prevalent in many cultures. They went on

to say that domestic violence is a significant social, economic, and psychological problem that knows no boundaries in terms of culture, society, economy, or mental health. Beyond the absence of any unidentified, even legal, barrier, its presence has serious and detrimental ramifications that affect the residents of the house, whether they are women, children, or men, physically, emotionally, and financially. Compared to their peers who do not experience abuse, children from battered families experience developmental, physical, and psychological difficulties. In households where there is intimate partner violence, children are 50 percent more likely to suffer physical abuse at the hands of their mother or father than in families where there is none (American Bar Association, 2005).

Domestic violence families have higher levels of general stress than the general population, including lower income and more frequent moves; violent couples are more likely to be younger and less educated, have higher rates of divorce and single parenting, and have more alcohol-related problems (Gaylord et al. 2003).

Toufique, Razzaque, and Mohammad A. (2003) investigated domestic violence against women and its effects on women's resources. Higher education for women and their husbands, as well as improved socioeconomic status for households, were discovered to be critical in reducing the risk of violence, whereas, contrary to popular belief, a woman's involvement in income-generating activities and participation in NGO programs have no similar effects.

Domestic violence cannot be properly quantified because many victims are hesitant to report it, making this vice an interpersonal and familial secret. Violations between couples have far-reaching consequences for children. Aside from the shock of witnessing violence, the children may experience both short-term and long-term emotional imbalances, which affect not only their behavior and academic performance at school but also their social and interpersonal connections. According to the continuity theory, these children may grow up to

be abusers. Children who witness violence between their parents may develop many of the same behavioral and psychological issues as children who are mistreated (Tony, 2005).

As gender equality increases, men worry that they will lose power over women. It's possible that because their masculinity is being criticized, they will turn to more violence against women to defend or maintain their dominance. In addition, patriarchal ideology fosters a culture in which men are treated with more respect and power than women. In this worldview, controlling women through forceful behavior by men is acceptable (Haj-Yahia & Schiff, 2007). Bell & Naugle, 2008; Haj-Yahia & Schiff, 2007). Violence against women is more likely to occur in patriarchal societies because these cultures have a strong propensity to accept it as a common occurrence and as a justifiable punishment for partners who don't live up to their expectations (Bell & Naugle, 2008; Haj-Yahia & Schiff, 2007).

Wilkins (2008) observes that children frequently imitate the actions they see. It is common for aggressive tendencies and emotional reliance on others to be passed down through families. As a result, children learn that violence is both acceptable and necessary in personal relationships. As a result, these children may grow up to be violent or domineering adults who seek to exert control over others and may regard violence as a normal part of personal relationships.

Children raised in an abusive home do not understand that this is a problem between adults. They learn that family violence is acceptable and that it is okay to be loved while also being wounded. Children frequently imitate the actions that they see. Aggressive behaviors and emotional dependence on one another are frequently passed down through generations. As a result, children learn that violence is both acceptable and necessary in an intimate relationship (Champion, 2009).

Children who live in households where there is violence between parents or violence directed at one parent by another are referred to as secondary victims of domestic violence (Taylor, 2007). A child who witnesses a parent-child fight in which there is both verbal and physical aggression is traumatized by the experience, and this is reflected in class participation (Humphreys, 2008).

Violence is often used to resolve family disputes, such as power imbalances between husbands and wives (Bell & Naugle, 2008). According to Ogle and Clements (2007), men who felt they had less control over their relationships were twice as likely to abuse their spouses as men who felt they had more power. This is known as the "backlash theory" by Whaley and Messner (2002).

The researcher approached and interviewed Tshering Yangzom, a well-educated lady from Thimphu (2022). Tshering Yangzom experienced domestic violence and spoke out about it. She claims that when the wife is more educated than the husband, domestic violence is more likely. In such cases, the spouse is frequently uneasy and appears to be bringing difficulties into the family situation, ultimately victimizing the children at home.

There is evidence from all over the world that certain households are subjected to significant domestic violence, which has been shown to have a negative impact on the children in such homes. Domestic violence is defined as a pattern of violent actions used by one partner in any relationship, including marriage, dating, family, or cohabitation, to establish or maintain power and control over another intimate partner. Physical, sexual, emotional, financial, or psychological activities or threats against another person include intimidation, manipulation, humiliation, isolation, frightening, terrorizing, coercion, threats, blaming, hurting, injuring, or wounding someone. Domestic abuse can affect anyone, regardless of race, age, sexual orientation, religion, or gender (Siemienuk, Krentz, Gish, and Gill, 2010).

Domestic violence can manifest itself in the form of physical, emotional, financial, or sexual acts or threats directed at another person. This includes any actions that are designed to intimidate, manipulate, humiliate, isolate, injure, or harm another person. Domestic violence can take many forms, including psychological or emotional abuse. This is an act designed to degrade or control a female or male member of the family unit's actions, behavior, beliefs, and decisions through intimidation, manipulation, direct or indirect threats, humiliation, insults, false accusations, or any other action that impairs her emotional health, self-determination, or personal development (Giddens, 2011).

Domestic violence, according to Hester (2006), is created by the desire on the part of one member of a relationship to dominate and control the other partner. It might be a power struggle and the dissolution of an intimate connection. Relationships defined by violence may be altered but not destroyed. Some of the drop in grades can be attributed to seeing parental intimate partner violence, which is perpetuated by children emulating their parents and getting in trouble at school for issues including violence or aggression (Henry, 2007).

When discussing the impact of domestic violence on children, it is critical to emphasize that domestic violence and child abuse are often present in the same household, resulting in psychological trauma in children. Children in domestic violence households are physically harmed and neglected at a rate that is 15 times higher than the national average. Several studies have found that when a woman is abused, children are abused in 60% to 70% of homes. Domestic violence, according to UNICEF (2014), is defined as the mistreatment of someone with whom the abuser has or has had an intimate, romantic, or marital connection. It is a pattern of coercive acts used by a competent adult to gain and maintain power and control over another competent adult. Physical abuse, psychological abuse, emotional abuse, and

financial abuse are examples of behaviors that can occur alone or in combination, intermittently or continuously.

According to Raphaela (2015), physical abuse is any willful application of force that could cause bodily hurt, discomfort, or damage to another person's body. It includes pushing, hitting, slapping, choking, using an object as a weapon, twisting a body part, requiring the use of an unpleasant substance, and employing other forceful methods. Men view their position as the main provider for the family as having masculine authority. If they are unable to uphold this position or carry out their duties as "breadwinners," they are more prone to show their masculinity through violence (Atkinson, Greenstein, & Lang, 2005; Onigbogi, Odeyemi, & Onigbogi, 2015).

Domestic abuse is such a significant factor that it serves as the foundation for children's development. As a result, in terms of family difficulties, the socioeconomic situation of the family has a significant impact on the educational accomplishments of the pupils. The home has a significant impact on a child's psychological, emotional, social, and economic well-being. This is because domestic abuse in the context of a child's performance influences his attitude toward life problems and his level of performance. Domestic violence factors are linked to academic success because they can have a significant impact on the cognitive abilities of young children. Children from low-income households, who are more likely to have experienced domestic abuse, have much lower cognitive skills when they first start school than their more fortunate counterparts (Sharma, Basad, and Gupta 2015).

According to a case study done in Malawi in 2016 by the Department of Psychology at Mzuzu University, domestic abuse causes children to drop out of school for a variety of reasons, including by withholding financial support for things like school fees, uniforms, and other necessities (Kanchiputu & Mwale 2016). According to the report, domestic abuse has also led to early marriages and consequent school dropouts. In order to prevent domestic

violence at home, girls who have witnessed it in their households have been forced into young marriages.

According to RBP Annual Statistical Report 2020, battery accounted for 81 percent of all crimes committed against person. With 1% each, sexual harassment and criminal attempt to rape were the lowest reported crimes against the person.

2.4 Alcohol Addiction and Student's Academic Performance

Students are not encouraged to abuse alcohol in Bhutan, but schools are not immune to its consequences. Learning institutions can detect the effects of alcohol, which lowers their academic vision. Recent cross-sectional studies of cocaine use have discovered links between lower individual educational attainment and lower parental educational attainment. However, Miech et al. show a negative relationship between current cocaine use and individual educational success over time, though the basis of this evolving relationship is largely unknown. Current cocaine usage disparities may be due to increased use by those with lower educational attainment, decreased use by those with higher educational attainment, or both. The early 1980s saw a decline in powder cocaine use due to its high cost, but starting in 1985, crack, a less expensive alternative, saw an increase in use that was epidemic in nature, concentrated mostly in underprivileged urban areas. Rapidly following, extensively reported cocaine-related fatalities raised the impression of risk associated with cocaine use, and risk perception was inversely related to cocaine use. Utilizing information from the National Survey on Drug Use and Health, they examined the development of the inverse connection between cocaine use and educational attainment during the preceding two decades.

A connection between binge drinking and subpar academic performance has been discovered in several studies. To learn whether alcohol use has a detrimental effect on academic

performance, more research is required (Gill, 2002). While several studies have found a correlation between drinking and subpar academic achievement, Gill (2002) argues that additional study is required to confirm this relationship. A youngster has the ability to feel a variety of emotions, some of which are uncomfortable and new. This is according to Felson (2002). The inability to participate in class is negatively impacted by these emotions, which also include self-hatred, fear, uncertainty, withdrawal, anxiety, and low self-esteem. They are more likely to drift off during class. In addition, heavy drinking has not been associated with higher levels of depressive or anxious symptoms among university students in the UK, despite the fact that this is true in the general population and among students at universities abroad (Royal College of Psychiatrists, 2003). Similar to drug abuse, domestic abuse happens for a multitude of causes rather than being the direct result of a single incident. It is common knowledge that a variety of different, occasionally linked causes contribute to both drug usage and domestic violence. Even while not all children who display these symptoms are necessarily witnesses to domestic violence, Stalford, Baker, and Beveridge (2003) concur that there is a connection between a child's firsthand experience of domestic violence and academic performance.

2.5 Drug Abuse and Student's Academic Performance

Smoking, drinking, and using drugs all cause significant physical changes in the body and brain (e.g., Jaffe, 1980). These often have a negative impact on academic performance. These physiological modifications may make learning and concentration more challenging. It could be necessary to miss school due to weakened immune systems, dependence, and withdrawal symptoms. Substance misuse may negatively impact several facets of academic success. As a result, the prior study found a link between substance usage and poor academic performance. Additionally, female children in battering homes are seven times more likely to experience

sexual abuse than female children in non-battering families (Walker, 1984; Bowker, Arbitell, & McFerron, 1988). High school kids frequently use the mind-altering substance marijuana. According to experts, regular marijuana usage might cause a motivating situation where people lose interest, become more complacent, and are less pushed to attain their goals (e.g., U.S. Department of Health and Human Services, 1982). Both those who performed well in school and those who had prior behavioral issues before starting to use marijuana have been linked to low academic success when using the drug. Serious behavioral and academic problems have also been linked to heavy marijuana use.

On a broad scale, Bachman, Johnston, and O'Malley (1998) discovered that "those seniors who were frequently truant, who spent many evenings away from home for fun and recreation, and who got relatively poor grades were also more likely than the average senior to be users of marijuana" (Bachman, Johnston, & O'Malley, 1998).

According to a study on substance abuse and academic performance, there is a correlation between drug and alcohol use and high school graduation failure (Friedman, Glickman, & Utada, 1985). Specific school issues may include: difficulty getting along with others; fewer interests and social activities; misconduct resulting in suspension; poor academic performance; increased risk of drug and alcohol abuse; inappropriate sexual behavior; running away, withdrawing, and rebelling; and isolation, extreme loneliness, fear, suicide, and mental health problems (Bradley-Berry, 1998; McCloskey, 1995).

Students are commonly addicted to numerous drugs. Two groups of fourteen to nineteen-year-old teens were chosen at random and their patterns of alcohol, cigarette, and other drug use were compared: those who were at high risk of dropping out and those who were not at high risk of dropping out (Eggert & Herting, 1993). A low number of class credits, a large proportion of days missed, a bad or declining grade point average, a previous

dropout, or a school-designated risk of dropping out were all utilized to identify high-risk students.

According to the findings of this study, high-risk students used substances more frequently and significantly, had greater access to substances, less control over their use, and had more negative consequences as a result of substance misuse. It's unclear if poor academic performance led to drug abuse or vice versa. However, there appears to be a link between the two components.

In a survey of ten UK universities, 60% of male students and 55% of female students indicated they had used cannabis, with 20% doing so on a regular basis. Approximately one-third of the individuals had tried other drugs, such as LSD and ecstasy (Webb et al., 1996). Other studies undertaken in UK colleges have revealed a similar picture of illicit drug use (Underwood & Fox, 2000; Newbury-Birch et al., 2002; Sell & Robson, 1998).

In a study conducted by Eccles, education researchers are reported to have used grades in school as a measure of good functioning among school-age children (1999). They argue that strong grades and participation in extracurricular activities are linked to a number of positive outcomes in youth, such as lower drug and alcohol use, absenteeism, and delinquency.

Additionally, a far larger percentage of high school students who had previously admitted using drugs dropped out of school compared to non-users (McManis & Sorenson 2000). There is a link between drug use and academic success that is not limited to students from high-risk teenage groups. Both students who excelled in school and those who had behavioral issues prior to starting to use marijuana have shown a low rate of academic success when using the substance (McManis & Sorenson 2000, p.2).

Most logically, drinking and using other drugs may impair students' cognitive abilities by reducing their ability to focus. Indirect pathways, such as drug and alcohol abuse, may cause

people to spend less time and money on education. Students may also be less inclined to attend class or finish their tasks, which could compromise their academic achievement. Finally, psychologists assert that excessive drinking diminishes individuals' expectations for their achievement in school (Deas et al., 2000). An alteration in their peers may be a contributing factor when kids consume excessive amounts of alcohol.

Robbins and Edwin (2001) compared personality traits and parental attitudes and actions to learn more about drug users and non-users in high school and junior high school. The purpose of the study was to determine whether the same characteristics that were associated with drug use and nonuse among older teenagers also applied to younger individuals. The results indicate that non-users value themselves and their relationships with their parents more than current drug users do. Adversity seems to be most damaging when it takes on multiple forms over time and affects IQ, such as abuse or neglect, domestic violence, school failure, family poverty, a disability, and language barriers.

In a meta-analysis by Veltman and Browne (2001), 36 of 42 research (86%) found delays in language development, while 31 of 34 studies (91%) showed that abuse and neglect were linked to poor academic attainment. The authors did recognize, however, that there are limitations to the evidence connecting child abuse and neglect to learning disabilities because most studies don't know how smart the kids were before the abuse.

Drug users were shown to have significantly worse educational attainment and academic performance than nonusers in a 2001 study on the educational and occupational characteristics of drug users. Similarly, drug users reported less stable employment, less job satisfaction, and worse career status than non-users.

Higher rates of dropout were observed among high school pupils who had previously admitted using drugs than among non-users. The association between drug, alcohol, and cigarette use and low academic achievement is not a direct causal relationship because there

are so many other factors at play. Evidence, however, points to a connection and indicates that substance addiction has a detrimental effect on a number of areas of academic performance.

The detrimental effects of adolescent drug use can be observed even before a substance use problem emerges or is identified. For instance, children who engage in violent behavior, substance misuse, or criminality even somewhat fare considerably worse academically than children who do not engage in these activities (Brandon & Hill 2002).

During adolescence, the desire to be attractive to others becomes very essential, and this element significantly contributes to the emergence of eating disorders, alcohol, cigarette, and drug abuse, tanning, unsafe sex, and sensitivity to damage, among other behaviors. Teenagers that participate in such risky conduct usually experience intense parental conflict and exhibit poor self-control, which suggests that they do it to cope with a demanding lifestyle. Teenagers who used drugs performed worse in school. Parents and friends can affect adolescent drinking by shaping attitudes toward alcohol and serving as role models (Taylor, 2003).

When Harrison and colleagues surveyed public school students in grades 6, 9, and 12 in the United States, they discovered that physical or sexual abuse increased the risk of children using alcohol, marijuana, and other substances. Another study conducted in the United States discovered that 28 percent of physically abused teenagers used drugs, compared to 14 percent of non-abused adolescents (Perkins & Jones, 2004). Compared to 22% of non-abused teenagers, 36% of physically abused teenagers reported heavy alcohol use and poor academic performance (Perkins & Jones, 2004).

The 2006 National Survey on Drug Use and Health found a strong correlation between drug use and academic performance. In contrast to 50% of students who used marijuana five or

more days in the preceding month, an estimated 72% of students who did not use marijuana in the previous month received an A or B in their most recent semester or grading period. Drug use and abuse among young people has an effect on academic results like grades, test scores, attendance, and degree of completion. Studies by King et al. (2006), Engberg & Morral (2006), McManis & Sorenson (2000), Friedman et al. (1985), the National Center for Mental Health Promotion and Youth Violence Prevention, and Brandon University have all discovered a link between drug use and subpar academic performance.

In a population-based US sample of adults, J. Public Health Organization, America (2007) examined changes in cocaine use over the previous two decades across all educational levels. Large declines in persistent cocaine use among those with higher levels of education were the primary cause of the significant negative correlations between educational performance and usage after 1990; however, persistent cocaine use remained largely stable among those who did not graduate from high school. The need for improved therapies that focus on long-term cocaine users with low educational attainment is highlighted by this growing health inequity. The prevalence of cocaine consumption has significantly decreased during the past 20 years. The varying patterns of cocaine use among individuals with different levels of education have not received much attention from researchers.

Prospective studies have frequently shown that abused children perform better in school than other child populations (Gilbert et al., 2009). Kaur (2009) studied the chances of employment and education for drug users. The educational level and academic performance of drug users were much lower than those of non-users. A significant portion of drug users had worse carrier status, more job insecurity, and more work unhappiness when compared to non-users. Failure to fulfill academic responsibilities is one of the most prevalent negative consequences of drug usage. Around 25% of American adolescents struggle academically as a result of drug use, according to the National Institute on Alcohol and Alcoholism (2005). Such problems

include things like failing exams, skipping class, and falling behind academically. Alcohol, cigarettes, and marijuana are the most frequently abused substances among these pupils. Students who use these illicit drugs have trouble focusing on their coursework. Student drug usage is regarded as a predictor of academic failure, according to Johnson (2012).

2.6 Domestic Violence and Student's Academic Performance

Drug abuse has been linked to a substantial side effect of domestic violence, with family members being the primary victims (UNODC, 2009). Law enforcement's response has grown more significant and crucial as time has gone on. It is also well-known that today, more people than at any other period in human history, take drugs, with many of them being teenagers or working adults. The general population is becoming increasingly aware of the serious psychological and physical harm that exposure to domestic violence may cause to children. Up until this point, the majority of emphasis has been directed to the tremendous harm that domestic violence causes to battered women, with remarkably little attention paid to the suffering that millions of children witness. However, there is growing concern about the long-term consequences of adolescent violence exposure. According to Carlson (1992), between 3.3 million and 10 million children in the United States are affected by domestic abuse each year. Exposure to parental violence has a deleterious effect on children's social, emotional, behavioral, and academic functioning. These challenges can present themselves in a multitude of aspects of a child's life, most notably in his or her schooling.

Violent exposure has detrimental psychological and physiological consequences that may have an influence on academic ability (e.g., Prothrow-Stith & Quaday, 1995). According to research, children who have been exposed to violence may experience increased anxiety, making it more difficult for them to concentrate at school. They may also have difficulty controlling their fear and anger, as well as their trust and social ties. Trauma and

psychological disorders associated with violence may inhibit learning. Trauma may impair memory and the ability to integrate and transfer skills. Children may get depressed about the future and exhibit behavioral problems. Poor language ability, attention concerns, and antisocial behavior are some of the school performance issues associated with aggressive behavior (Prothrow-Stith & Quaday, 1995).

According to a 1990 study by Fauber, Forehand, Tomas, and Wierson, parental participation affects how a child reacts to violence. Fauber et al. claim that parental antagonism reduces parents' availability and focus on the emotional and developmental needs of their kids. The children might experience more behavioral and academic difficulties at school since their parents are less involved with them.

Domestic abuse witnesses are more likely to experience emotional and behavioral disorders include concern, sadness, poor academic performance, low self-esteem, disobedience, nightmares, and physical health issues. However, such kids are more prone to act aggressively while they're young, say McCloskey, Figueredo, and Koss (1995) and Edelson (1999).

Sedlak and Broad Hurst (1996) observed that children who had been physically abused were more likely to acquire symptoms of Post-Traumatic Stress Disorder (PTSD) during their teenage and adult years. Every year, about 3 million children are at risk of being subjected to parental violence. Abusive women raise almost two-thirds of abused children. Children who have been abused are three times more likely to have had their fathers mistreat them. Post-traumatic stress disorder has been connected to school dropouts in children because they are unlikely to function well academically.

According to Bradley-Berry (1998), certain children who are exposed to violence at an early age have changed brain development, which supports Rossman's findings. An over reliance on the instinctive "fight or flight" response, which causes hypervigilance, difficulty sitting

still, poor attention, and learning difficulties, is one way to illustrate this. The manifestations of adversity that can have a long-term impact on IQ, like as abuse or neglect, domestic violence, failure in school, family poverty, a handicap, and linguistic obstacles, seem to be the most detrimental.

Some studies suggest that "academic accomplishment" refers to the psychosocial realm that includes academic behaviors and performances, which are often assessed through standardized examinations. They feel that family disputes are linked to a lack of warmth in the parent-adolescent connection, which has a poor influence on academics (Shek, 1998).

In his study, Shek (1998) compared Chinese teens (aged 12–16 years) who had conflicts with their parents to students with higher academic success and students with lower academic achievement. Based on the students' reports, the researcher established a correlation between low academic accomplishment and higher parental conflict. Children who performed poorly in school were shown to have more disputes with their parents than students who performed well in school.

According to Gilligan (1998), schools have the potential to be a child's ally, a source of essential stability, a capacity builder, and a place to explore one's "self" and the world. He says that schooling may be especially useful to children in state care whose parents have divorced or separated, or who are the victims of abuse or neglect.

Although every child may be affected differently by domestic abuse, Behrman, Carter, and Weithorn (1999) claimed that certain common themes may be detected. Based on their findings, Behrman et al. concluded that children exposed to domestic violence had low academic performance and problem-solving skills. Additionally, according to Behrman et al.,

children had behavioral issues such as aggressiveness, phobias, sleeplessness, low self-esteem, and despair.

According to Geldard and Geldard (1999), the pressures of school life are challenging for many children and young people, and the risk and experience of failure are sources of psychological stress for them. These symptoms are typically worsened when there is a conflict with a parent or between parents. As a result, poor academic performance may be exacerbated by parental behavior.

Many children and young people struggle with the rigors of school, and the threat and experience of failure are sources of psychological stress for them. These symptoms are typically exaggerated when there is a conflict with a parent or between parents. As a result, poor academic achievement may be exacerbated by poor parental behavior (Geldard & Geldard, 1999).

Emery (1999) discovered that whether living with married or divorced parents, frequent and intense inter-parental conflict contributes to increased internalizing and externalizing problems, such as the link between inter-parental conflict and poor academic performance and various conduct-related difficulties. In other research, Reynolds (1992) discovered that inter-parental engagement influences children's feelings regarding academic achievements. School may be considered a protective or resilience factor for children who have been subjected to domestic abuse.

According to McGee's (2000) study of 35 families, parents felt secure enough to notify schools about domestic violence problems at home for a number of reasons. Domestic violence affects people of all socioeconomic backgrounds, although it is more common among the poor (Wilson, 1997). Children from low-income families are more prone to

participate in violent and aggressive behaviors as a consequence of a combination of inadequate parental education, poverty, and an increased risk of exposure to domestic violence (Garbarino, Dubrow, Kostelny, & Pardo, 1992; Astor, 1995; Gullotta & McElhaney, 1999; Bemak & Keys, 2000).

Children with low self-esteem who, as a result of careless parents, spend the evenings outside their homes. Additionally, they exhibit poor personal cleanliness, are perpetually hungry, wear improper attire, have unresolved medical issues, are perpetually exhausted, and steal compulsively (Wambui, 2000). Due to the lack of motivation among neglected children to learn, all of these issues cause school dropouts.

Aitken (2001) asserts that domestic violence affects not only academic performance but also emotional and behavioral growth as well as peer relationships. Children who grow up in violent homes are more likely to imitate the behaviors they see.

Domestic violence exposure and parental educational attainment have a major impact on all elements of a person's life, including socioeconomic status and participation in violent or aggressive behaviors (Dash, 1997). People who have not completed high school are usually employed in low-wage jobs with little or no benefits (Ehrenreich, 2001).

According to Forgas (2001), unpleasant emotions can impair attention and memory, while sadness causes information to be remembered in a biased manner. Finally, studies show that academic performance is linked to emotional adjustment in children and adolescent-parent relationships.

Domestic abuse, according to Tony (2002), causes anxiety, despair, low self-esteem, disobedience, nightmares, and physical health deterioration in students, all of which have a

negative impact on their academic performance. Children who witness domestic violence have many of the same behavioral and psychological issues as children who have been abused themselves (Tony, 2002).

According to Stalford, Baker, and Beveridge (2003), there is a link between direct experience of domestic violence and academic achievement in children. However, not all children who exhibit these symptoms have witnessed domestic abuse. Many academics believe that millions of children are exposed to domestic violence each year, but there is no agreement on the exact number of children affected. Every year, various studies are conducted that show that the effects of domestic abuse differ from one child to the next. Gaylord, Holt, Kenny, and Kitzmann (2003) discovered that a child's familial environment, as well as the resources available to him or her, have a negative impact on how he or she reacts to violence.

The home environment of a child is thought to have a profound impact on him or her. It is thought to be important for child development outcomes such as cognitive capacity, school readiness, academic performance, and emotional adjustment. Any child's academic success cannot be divorced from the family setting in which the youngster grows up (Fantuzzo, Tighe, and Childs, 2000).

Mills (2004) found that abused and neglected children perform poorly on standardized tests and receive lower grades in school, even when socioeconomic status and other background factors are taken into account. Meanwhile, Fonkengs (2004) discovered a connection between underachievement and a lack of academic growth and psychological well-being. Furthermore, it has been discovered that teenagers who fail or retake classes on a regular basis develop an inferiority complex and a negative attitude toward classmates and school.

Goebert (2004) studied the effects of familial adversity markers on school-related behavioral problems in Hawaiian and non-Hawaiian adolescents. The information from 27,871 questionnaires was cross-referenced with school statistics such as grade point average (GPA), absences, suspensions, and disciplinary offenses. The study's findings suggested that family unhappiness, conflict, and the environment could all have a significant impact on school performance and behavioral issues. As a result, academic success is linked to the emotional well-being and overall psychological adjustment of teenagers. Inter-parental conflict has been found to have a significant impact on the mental health and behavior of teenagers. Psychological and behavioral issues result in unfavorable educational outcomes such as low grades and peer rejection, which frequently lead to children failing to graduate from high school (Close, 2005).

It has been claimed that children who are victims or witnesses of domestic abuse may develop physical, psychological, and behavioral issues as a result of physical, verbal, emotional, and other types of violence as has been claimed. This may have an impact on their school involvement because they may go to school when they are too terrified to study, and a significant proportion of them may fall behind in class as well as in life as a result of their exposure to domestic violence. Domestic violence's short- and long-term mental and physical consequences can have an impact on a student's school attendance, academic achievement, and behavioral habits in school and class engagement. This is due to the fact that domestic violence has an impact on a child's attitude to life events and level of performance (Rossman 2001; Wathen 2003; Osofsky 2003; Lundy and Grossman 2005; Bogat, Dejonghe, Levendosky, Davidson, and Von, 2006).

The effects of violence on academic achievement and classroom behavior may vary depending on the adolescent. When working with victims of domestic abuse, educators may

notice a variety of behaviors in the school setting. Children raised in abusive environments are more likely to develop problematic habits (Silverstein, 2006). Adolescents, for example, are more likely to show a lack of interest in social activities, have low self-esteem (Dube, 2006), avoid peer interactions, maintain dysfunctional relationships (Levin & Madfis, 2009), and exhibit higher levels of disobedience and defiance in the school setting. Stress and trauma inflicted on children are more likely to have an impact on their neurodevelopment and, as a result, lead to alcohol use (Dube, 2006).

Melissa (2006) investigated the effects of anger and retreat in inter-parental disputes on parental emotional unavailability and children's difficulty adapting. The study included 210 moms, dads, and their 6-year-old children. The study discovered that inter-parental conflict had a negative impact on all aspects of the children's adjustment. The relationship between inter-parental conflict and children's psychological symptoms and academic issues has been well documented in the literature.

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Every child faces a unique set of risks and safeguards throughout his or her life. As a result, how a child reacts to violence is determined by the severity of the situation as well as the other threats in his or her environment. A child from a household where domestic violence, substance abuse, poverty, and neglect are all present concerns, for example, is more likely to

have academic and behavioral issues at school than a child who is only exposed to domestic violence.

Child abuse and neglect have a negative impact on academic performance and achievement. Physical abuse was predicted to have a negative impact on children's academic and behavioral adjustment by causing deficiencies in academic engagement, social competence, ego resilience, and ego control (Boden, Horwood, & Fergusson 2007).

Domestic abuse may have an impact on how children attend school. In a study on childhood victimization: violence, crime, and abuse in the lives of young people, for example, America Finkelhor (2008) reported that experiencing abuse or neglect affects children's school performance in a variety of ways, including lower grades, increased absences, increased disciplinary problems, and higher rates of school dropout. According to Finkelhor (2008), the rate of school absenteeism for abused children was more than three times that of non-abused children. These deficiencies seemed to be greater than those of children experiencing other types of socioeconomic deprivation.

In academic and social settings, age groups may react differently to violence. Younger children may be subjected to abuse-related misery as a direct result of poor or insufficient performance. Fusco and Fantuzzo (2009) discovered that younger children lack the ability to comprehend the mechanics of inter-parental violence and, as a result, may blame themselves. Self-blame can cause feelings of guilt, concern, and anxiety in most teenagers, which can have an impact on academic performance and social connections. Younger children exposed to violence are more likely to have delayed physiological, emotional, linguistic, and cognitive development (Carpenter & Stacks, 2009).

Increased violence and its intensity can have an impact on school problems, as the majority of school violence is recorded in middle and high schools (Neiman & DeVoe, 2009).

Adolescents who reject the presence of abuse may find it difficult to fit into a peer group while keeping their family life hidden. Despite the internal and external consequences of violence, teenagers are more likely than preschool or school-aged children to seek help when violence occurs (Fusco & Fantuzzo, 2009).

Physically abused school-age children outperformed their non-abused counterparts on a variety of academic and socio-emotional measures. Maltreated children with lower grades, more suspensions, and more grade repeats demonstrated lower academic engagement, social skills deficiencies, and ego resilience than comparable non-maltreated children. Children who have been maltreated have a higher rate of externalizing and internalizing behavioral issues, as well as a higher rate of academic risk (Eckenrode, Laird & Doris 2010).

According to Berns (2010), domestic violence interferes with children's ability to function in school, resulting in a drop in academic achievement. The majority of children who witness domestic violence bring this experience to school, where they exhibit a variety of disruptive behavioral issues such as increased aggressiveness, social anxiety, and difficulty concentrating. According to Berns (2010), more than half of the school-aged children in domestic violence shelters have clinical levels of anxiety or post-traumatic stress disorder. Without therapy, these children are at risk of delinquency, truancy, dropping out of school, and experiencing difficulties in their personal relationships. These children may become reclusive and nonverbal, as well as engage in regressive behaviors such as clinging, complaining, eating, sleeping, and lack of concentration.

When Ceballo, Dahl, Aretakis, and Ramirez (2011) looked at the sorts of violence that kids are most likely to observe, they found that younger kids are more likely to witness violent interactions than they are to experience physical abuse. In addition, young kids are more likely to experience fewer traumas associated with crime, such as shooting, pushing, and

punching (Wright & Steinbach, 2011). It is anticipated that children and youth would need more resources within the supportive structures of the school environment to meet their requirements and enhance academic attainment given the major educational repercussions of exposure to violent behavior on children and youth.

Both the lives of students and their academic achievement have been greatly impacted by domestic violence. Domestic abuse has both immediate and long-term effects on children, according to Stanley (2011). Different students may experience various effects of domestic violence. There are several negative side effects, including anxiety, hopelessness, low self-esteem, disobedience, nightmares, and deteriorating physical condition. The performance of the students is adversely affected by these side effects. relationship.

Children raised in violent homes and communities may be more likely to replicate and transmit learned behaviors in the classroom. In social situations, children frequently mimic patterned behavior, particularly during peer engagement. Teachers, for example, may witness the power of imitation in the classroom when a student exhibits unacceptable behavior and other students, for a variety of reasons, mimic the undesirable behavior. As students interact more with their peers who share similar interests, the processes of imitation and socialization become more important in the identification process (Aloise-Young & Chavez, 2012).

According to Graham Berman (2014), without treatment, more than half of school-aged children in domestic violence shelters have clinical levels of anxiety or post-traumatic stress disorder; these children are at a high risk of delinquency, dropping out of school, and having problems in their own relationships. Children may develop regressive characteristics such as clutching and whimpering, as well as attention issues, nonverbal tendencies, and reclusiveness. Pre-adolescents, in contrast to young children, have a higher propensity to externalize negative emotions. Victims in this age range may show a decline in interest in

school, low self-esteem, avoidance of social contacts, and engage in rebellious behavior in a school setting.

2.7 Case Narrative on Alcohol, Drug abuse and Domestic violence

Jamyang, a 17-year-old Pemagatshel girl, grew up in a small hamlet. She was the youngest of three children and was too young to understand what was going on when her parents divorced while she was still in elementary school. When her parents married new spouses and had more children, she began to feel unwelcome in either her mother's or father's households. She became depressed and powerless as a result of her situation. Jamyang recalls having to sleep in the jungle at one point because she was afraid because she had no one to look after her. She dropped out of high school in the seventh grade.

The depression she experienced as a result of not having a decent home or family to turn to drove her to seek refuge with me. When she was about thirteen years old, she began smoking cigarettes. All she wanted was to feel at ease. She also started experimenting with other narcotics, like marijuana. Her biological elder sister transported her to Paro to live with her around the same time. She was told she would be sent to school in Paro, but when she arrived, she was forced to babysit her sister's children. As a villager, her sister had little influence over her husband, and she accepted his decisions and habits. Jamyang was beaten every day at home until the situation became untenable. She sought refuge with new acquaintances, with whom she used marijuana and, later, other narcotics (Wangchuk, 2011: A).

Norbu (2011) reflected in his account on how his life had become more difficult with each passing year. For him, 1996 was a year of horror and a turning point in his life. I recall my father coming home drunk and physically beating my mother over a trivial matter. I wanted to

take a stand and end the violence, but I lacked the courage to do so. Instead, beneath the cover, I shivered and sobbed. Since then, I've been plagued by nightmares. Every morning, I awoke with the hope that I would be able to triumph over the anguish and misery in my life, but these hopes were dashed every time my father came home from work. Finally, the revelation that my father was having an affair dashed any hope of our family reconciling. I was shattered into a million pieces as a result of this. I was a vacuum trapped inside of a larger vacuum. I used to be concerned that my father harbored a grudge against my mother because she was from Arunachal Pradesh. Did he consider himself superior in any way? Whatever the cause of my mother's violent outbursts, they had an effect on her. She gradually began to seek solace in alcohol. My childhood was filled with despair and violence, which left me with deep psychological scars. When neighbors questioned me about family feuds, it felt like an arrow was piercing my heart. I would find a quiet place to sit and hide. The allure of alcohol and smoking increased, and the worst company quickly became the best. I remained unconcerned even as the bright stars in my life faded. Instead, I consoled myself with the knowledge that they would appear at some point in the future. I switched my drug of choice in the year 2000. Inhalants took me beyond my wildest dreams, and for a few brief moments, I was ruler of the world—a king without a realm. I gradually started experimenting with various substances such as marijuana, S.P., R.P., and N10. My academic performance suffered as a result, but I didn't mind. My only desires were drugs and alcohol, and they had complete control over my life. I began using narcotics when I was nine years old, according to Dorji (2011). My class was number two. At the time, I had no idea it was wrong. At the time, I had several friends who persuaded me to do drugs, and I didn't object or fight back. I was encouraged to use them repeatedly as I grew older, until I became addicted. I began by experimenting with dendrites, corrective fluids, and chemical pills. My mother tried several times to teach me, but I was deaf and deafeningly deafeningly deafeningly deafening I was a

quiet and shy youngster who was adored by my parents and teachers before I started using drugs. They did, however, become aware of my abuse over time. They started to lose faith in me. They chastised and even beat me on several occasions, but I refused to change my ways. I didn't believe I was doing anything illegal at the time, and I was never afraid of anything bad happening to me.

Nim Dorji, 22, continued to attend school, and because he never faltered in his studies, his teachers held him in high regard, despite his drug addiction and other issues. Unfortunately, this will not be the case for long. His drug addiction became out of control, and despite the fact that he qualified for class 11, the school decided to transfer him to Sarpang. To feed his addiction in Sarpang, he turned to thievery, trading stolen goods for narcotics across the Indian border. He rose to prominence as one of the most infamous kids, eventually becoming the leader of a school gang. He carried cocaine in his school bag instead of books, earning him the nickname "bomb bag." After he spent some time in jail, his teachers decided to give him another chance. He did, however, get into a fight with a teacher while high on narcotics. This was the final straw for him, and he was evicted (Wangchuk, 2011: A Cry of the Heart).

Based on the research literature and real-life stories revealed by victims, the researcher concluded that the relationship between domestic violence and drug use is not a one-sided story. Various issues appear to be causing drug use and domestic violence among Bhutan's school-age children. Domestic violence and drug abuse have a significant impact on a child's overall development, whether it is physical, emotional, or academic. It was also clear that drug abuse had a greater impact on the lives of ordinary people than individuals.

According to the review of the literature, the majority of the victims were women. However, both men and children have been victims of domestic violence. According to the reviews, alcohol and drug abuse are other factors that contribute to domestic violence, whether at

home or at work. There is a link between alcohol, drug abuse and domestic violence. It has also been shown that students exposed to drug abuse and domestic violence have lower educational attainment than non-drug users. Besides, there appear to be an infinite number of reasons for alcohol and drug abuse.

Most of the literature reviews indicate that domestic violence is inflicted on partners or siblings under the influence of drugs or substance abuse. However, it was also stated that people abused drugs merely as a means of exacerbating the problem. Drug abuse and domestic violence have an impact on students and learners in schools. In terms of the review statements, they mostly share the negative aspects of life while under the influence of substance abuse. As a result, it is advantageous for researchers to enter this field and investigate appropriate strategies for addressing these pressing social issues and global menaces.

2.8 Theoretical Framework

This study was guided by the Social Learning Theory, which was developed by Albert Bandura in 1961. It integrates behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world (Bandura, 1961).

The dispute between nature and nurture is emphasized in the social learning theory. Aggression and violence are taught behaviors that can be passed down from generation to generation, according to the book. Aggression and violence are more prevalent in some social circumstances, such as households where alcohol and/or drug misuse is common. According to social learning theory, aggression is learnt through observation. According to this viewpoint (Bandura, 1977), physical aggression between family members is a likely model for learning violent behavior as well as the propriety of such behavior inside the family. A

violent upbringing, according to this hypothesis, may perpetuate early indicators of violent conduct by exposing individuals to violence and teaching approval for its use.

This theory, which tries to explain why violence exists, was important to the investigation. Children who are raised in a violent or abusive environment may pick up on these traits from their parents, imitate them, and then use them in other relationships. In short, according to the social learning theory, when it comes to domestic violence, we emulate the conduct that we seen as children. Family role models promote violence, either directly or indirectly (Bandura, 1977). Domestic violence can result in trauma, desperation, stress, anxiety, withdrawal, and aggressive actions. Anxious adolescents may exhibit these same behaviors at school, which can have an impact on students' academic performance.

2.9 Conceptual Framework

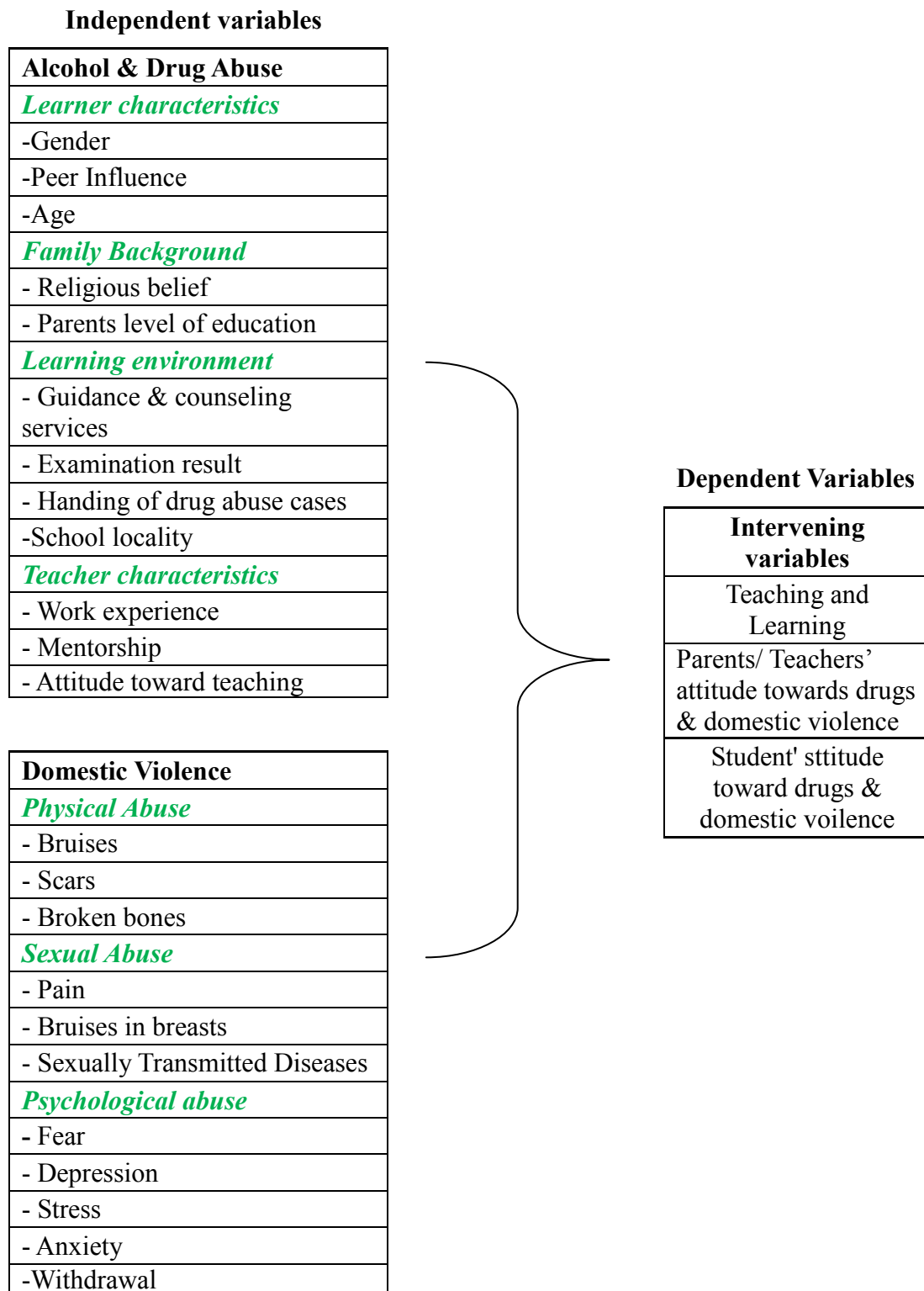
The relationships between variables are shown in a conceptual framework. The link between the independent and dependent variables, upon which the research was built, is depicted in the conceptual framework below. Academic attainment is the dependent variable, whereas drunkenness, drug misuse, and domestic violence are the independent factors. Figure 2.1 depicts the possible links between student involvement in class and drug, alcohol, and domestic violence usage. Several factors have an impact on students who abuse drugs, alcohol, or are victims of domestic violence.

School-related issues, student personalities, teen drug use, and parental domestic violence are examples of independent variables. Delinquency, truancy, poor academic performance, and school dropout are independent variables that have an impact on students' engagement in learning. Intervening variables including teachers' attitudes toward alcohol, drugs, and

domestic violence also have an impact. The dependent variable, which is academic achievement, may be impacted by drug misuse, alcoholism, and domestic violence. If students abuse drugs and/or alcohol and are made worse by domestic violence, this may have a direct detrimental impact on their academic performance.

The country has a high rate of alcohol misuse, especially in relation to illicit indigenous brews. This relates to adolescents acquiring the habit through friends, classmates, and parents who interact with local drug users on a regular basis. However, a student's perspective on drug and alcohol misuse, informed by their education and knowledge, may impact their decision to abstain from using drugs or their desire to do so despite knowing better. These variables' effects on academic achievement in the selected middle and high secondary schools could be influenced by a variety of factors, including peer group influence, parental influence, social media influence, and others.

FIGURE 2.1: DIAGRAMIC CONCEPTUAL FRAMEWORK



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with a description of the methods that were used in conducting the research. It is divided into the following sub sections: research design; target population; study location; sample size; sampling procedures; research scale; pilot study; pre-testing of the scale; validity of the scale; reliability of the scale; data collection procedures; data analysis technique; and ethical issues. Therefore, the research methodology provides a total framework under which the study is conducted.

3.2 Research Design

According to Cooper and Schindler (2006), a research design is a study plan that specifies the procedures to be followed for data collection, measurement, and analysis. Trochim (2006) claims that a design is used to structure the study and show how all of the important elements, including samples, groups, measurements, programs, and assignment methods, work together to address the main research questions. Data for this study was gathered using a descriptive survey design, which involved interviewing and giving out samples of participants. This kind of study design is beneficial when gathering information about people's attitudes, opinions, and behaviors. The researchers have used a descriptive research design, which is best suited to investigating the effects of drugs and domestic violence on the academic performance of students at the middle and higher secondary schools in Bhutan. This scientific research procedure thus falls within the focus of this study area.

3.3 Target Population

A target population is defined as all the members of a real or hypothetical set of people, events, or objects from which a researcher wishes to generate the research study, Creswell (2005). The population of the study comprises of 400 students; 200 boys and 200 girls; 20 guidance counselors, 20 principals and 20 parents of middle and higher secondary schools spread across 10 districts in Bhutan. The ratio of students by gender was kept equal so as not to be prejudiced while carrying out the research study. The study targeted students studying in middle and higher secondary schools due to the risk poised for this student population. The study also targeted counselors and principals since they are more familiar with students' social, intellectual, emotional, and psychological behaviors. Since they spend a lot of time with these students, they can provide detailed information on the students.

3.4 Study Location

The study was carried out in 20 middle and higher secondary schools spread in 10 districts of Bhutan. The schools identified for the survey are located both in the urban, semi-urban, and rural centers of Bhutan. Gongzim Ugyen Dorji Central School and Jampel Higher Secondary School in Haa, Drukgyel Central School and Rigzom Academy in Paro, Motithang Higher Secondary School and Kelki Higher Secondary School in Thimphu, Punakha Central School and Dechentshemo Central School in Punakha, Bajo Higher Secondary School and Gaselo Higher Secondary School in Wangdue, Chukha Central School and Wangchu Middle Secondary School in Chukha, Damphu Central School and Mendrelgang Central School in Tsirang, Sherabling Central School and Tshangkha Central School in Trongsa, Jakar Higher Secondary School and Chumey Central School in Bumthang, Mongar Higher Secondary School and Gyelposhing Higher Secondary School in Monggar. The identified schools are strategically distributed in 5 regions of Bhutan: Northern, Southern, Central, Western, and

Eastern Regions.

3.5 Sample Size

Any group used to gather data is a sample (Frankel et al., 2000). For descriptive studies, a 10% population sample size is regarded as adequate. To choose the students, guidance counselors, and principals who would take part in the study, the researchers used a purposive sampling technique. The sample was drawn from 20 middle and higher secondary schools in 10 different districts spread across Bhutan. 20 students, 10 boys and 10 girls from each school, were chosen for this study using a purposive sampling technique. For this study, 400 students were chosen from the 20 middle and higher secondary schools located in 10 districts. This study also included 20 principals, 20 guidance counselors and 20 parents from the 20 identified schools. This study included 460 participants in total, including students, guidance counselors, parents and school principals.

Table 3.1 Sample Size Determinations

Sl. No	Study Distribution	Sample size
1	Students	400
2	Principals	20
3	Guidance Counselors	20
4	Parents	20
	Total sample size:	460

Also, a few police officers from the National Drug and Law Enforcement Unit of the Royal Bhutan Police, Thimphu, officials and counselors in rehabilitation centers and various relevant agencies were interviewed openly for law-related issues. Since the purpose of the study mainly focused on students exposed to alcohol, drug abuse, and domestic violence, it was difficult to locate such a group, as they were considered a marginalized and hidden

population. Therefore, the researcher used purposive sampling techniques to locate and collect data for this particular study.

3.6 Sampling Procedure

It provides a detailed explanation of the subjects to be involved in the investigation and how they are selected from the target group. The researcher used a purposive sampling method to select the students, counselors, and principals to participate in the study. With an equal distribution of regions, the sample was drawn from 20 middle and higher secondary schools located in 10 different districts throughout Bhutan. The sample of 20 students from each selected school was chosen by the researcher with the assistance of the principals and guidance counselors. The researcher used a purposive sampling method to choose 20 students for this study; 10 boys and 10 girls from each school. Subsequently, 400 students in total were selected for this study from the 20 middle and higher secondary schools dispersed across the 10 districts of Bhutan. The principals, guidance counselors and parents from each school were included as respondents for this research work. For the purpose of this study, 460 respondents in total were included.

Table 3.2 Number of middle and higher secondary schools identified for the study.

No. of Middle & Higher Secondary Schools	No of Schools Counselors	No of Principals	No. of Students	No of Parents	Total Respondents
20	20	20	400	20	460

3.7 Research Scale

An interview is a face-to-face, oral discussion between the researcher and the individual responder. According to Kombo (2006), interviews are beneficial because they give the

researcher a chance to speak directly with the participants. This allows the interviewer to better define the questions, which aids in gathering pertinent data. A questionnaire is a list of standardized questions that is given to respondents. It represents an equal stimulation potential to many people at once and allows the researcher to easily gather data. Ogula (2005). The main data gathering methods for this study included both questionnaires and an interview schedule. We employed both closed- and open-ended questionnaires. Respondents in the closed surveys were only able to select from the options offered for their answers. The questionnaires' open-ended format allowed respondents to elaborate on their responses. While guidance counselors and school principals conducted interviews, questionnaires were given to pupils. Because they may amass a lot of data in a short period of time, questionnaires were utilized for data collecting.

The respondents were not asked to reveal their identity, hence ensuring confidentiality and anonymity. The questionnaires were divided into three sections: A, B, and C for students. Section A consisted of demographic information. Based on research objectives and questions, Sections B and C included both closed-end and open-ended questions. The interview schedule for guidance counselors and school principals was divided into two sections, A and B, with demographic information followed by closed and open-ended questions on the research topic.

3.8 Pilot Study

Prior to visiting the schools for data collection, pre-testing of the questionnaires, and interview schedule, were conducted in two higher secondary schools; Rigzom Academy, Paro; and Drukgyal Higher Secondary School, Paro. To determine the validity and reliability of the questionnaires and interviews used in the study, they were pretested. The sample used in the pretest was not part of the main study. Pretesting is vital in any study to correct any

errors in the research instruments prior to the main study. It is also useful in approximating the time required for the main study. The samples used for piloting were not involved in the current study.

3.9 Validity

Mugenda and Mugenda (2009) define validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. A pilot study was conducted on a population similar to the selected groups. The objective was to assess the clarity of the instruments so that those found to be inadequate were discarded or modified to improve the quality of the instruments and hence improve validity. The researcher sought opinion from the subject experts on the validity of the instruments used for this study.

3.9.1 Reliability

The degree to which a research tool produces consistent results after numerous trials is known as reliability (Mugenda and Mugenda, 2009). The study employed a test-retest methodology to determine the validity of the research instrument. The scale was administered to 20 high school students from Rigzom Academy and Drukgyel Central School in Paro, Bhutan, and the researcher conducted interviews twice at an interval of one week. This procedure helped the researcher to compare and determine the consistency of the responses provided by the students at different intervals. A split-half reliability for the scale was calculated. The scoring was done after the division of the scales into even and odd halves. Then a correlation was computed using Pearson's r-factor. The reliability of the scale was calculated using the Spearman-Brown Formula. The reliability of the scale is 0.8961, which shows that the scale is highly reliable for test administration in the field.

4.1 Data Collection Procedure

The researchers sought general permission from the Ministry of Education (MoE) to conduct research in the selected schools. At the school level, the researchers sought permission from students, guidance counselors, and principals to conduct research interviews and surveys. The researcher-maintained confidentiality, openness, and honesty in the research study. The respondents were asked to participate in the research voluntarily and were reassured of confidentiality. The researcher later visited the selected schools and administered the instrument to the respondents directly.

In keeping with the objectives, the researcher decided to employ a descriptive survey method with an ex-post facto research design. In 20 middle and upper secondary schools spread over 10 districts in Bhutan, the researchers performed their study. Students in grades 9 through 12 from middle and high schools who were primarily exposed to domestic violence, drug misuse, and alcoholism participated in the study. Without regard to a person's gender or social standing, samples were purposefully chosen. This approach was used to ensure that the intended study would receive a diverse group of responses.

In order to have better input on alcohol, drug abuse and domestic violence, a few police officers from the National Drug and Law Enforcement Unit of the Royal Bhutan Police were also interviewed and informally consulted by the Bhutan Narcotic Control Agency (BNCA) to understand the present drug abuse scenario in Bhutan. A few NGOs like RENEW, Nazhoen Lamtoen, Happiness Center, Center for Wellness and Mind, and the Bhutan Institute of Wellbeing were consulted to better understand the social status of young victims in relation to alcohol, drug abuse, and domestic violence in Bhutan. Since the drug users and the victims of domestic violence were very sensitive in nature, it was very difficult for the researcher to locate the population. The researcher used a purposive sampling technique to increase the number of respondents. A pre-designed tool, constructed by Jared Ombaba in

2018 and Deborah Nyambura Karanja in 2019, was used to gather data for this research work. The scales were simplified for the Bhutanese context to make them more amicable and user-friendly.

4.2 Data Analysis Techniques

The study employed descriptive analysis by the use of means, percentages, and frequencies. This method was useful in describing and documenting the state of affairs as they were. Qualitative data that was obtained from the open-ended sections of questionnaires and interviews was analyzed using the thematic approach. The researcher conducted in-depth interviews with guidance counselors and school principals about the use of alcohol, drug abuse, and domestic violence in their schools, and this information was used to beef up data collection using questionnaires. The data was organized, tabulated, and analyzed in frequency tables; means, standard deviation and percentages were tabulated with the help of the Statistical Package for Social Sciences (SPSS) software.

4.3 Ethical Issues

According to Gakuru (2010), ethical issues are an integral part of the research planning and implementation process. Research ethics refers to a code of conductor expected social norms of behavior while conducting research. The researcher in this case treated respondents with respect and ensured that the procedures were fairly administered. The researcher explained the real purpose and use of the research work to the participants. Full informed consent was obtained, and the privacy and confidentiality of the research participants were restrained.

The necessary authorities were asked for permission to conduct the research. As part of this, the Ministry of Education, the concerned District Education Officers (DEO), and the principals of the identified middle and higher secondary schools all provided prior approval.

The students who agreed to participate as respondents in the study were given permission by the principal on behalf of the school administration. The respondents were approached voluntarily and given confidentiality assurances before participating in the study. All respondents, including those from a few particular schools, remained anonymous, and the data they provided was only used for research.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

Introduction

In this chapter, data analysis, results, findings, and discussions are presented in line with the objectives of the study. The primary focus of the study is on the academic performance of high school students: an impact study on alcohol addiction, drug abuse, and domestic violence in Bhutan. The data has been analyzed through statistical techniques to generate certain results.

4.2 Response Rate

This study targeted 400 students (200 girls and 200 boys), 20 school principals, 20 guidance counselors and 20 parents from 20 selected middle and higher secondary schools spread across 10 districts of Bhutan, namely Rigzom Academy-Paro, Drugyal Central School-Paro, Chukha Central School-Chukha, Wangchu Middle Secondary School-Chukha, Jampel Higher Secondary School-Haa, Gongzim UgyenDorji Central School-Haa, Motithang Higher Secondary School-Thimphu, Kelki Higher Secondary School-Thimphu, Sherabling Central School-Trongsa, Tshangkha Central School-Trongsa-, Chumey Central School-Bumthang, Jakar Higher Secondary School-Bumthang, Gyelposhing Higher Secondary School-Monggar, and Monggar Higher Secondary School-Monggar. Out of the 460 targeted respondents, only 451 responded; 8 students and 1 school principal did not respond to the questionnaires, resulting in a response rate of 98 percent. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good; and a response rate of 70% or higher is excellent; therefore, this response rate was adequate for analysis.

4.3 Demographic Characteristics of Respondents

This section contains the respondents' demographic information, including their age and gender.

4.3.1 Gender of Respondents

The results of the study, which aimed to identify the respondents' gender, are compiled in Table 4.1.

Table 4.1 Gender of Respondents

	Students		Principals		Counselors		Parents	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Female	185	47.2	2	10.5	10	50.0	4	19.0
Male	201	51.3	17	89.5	10	50.0	16	81.0
Total	392	100.0	19	100.0	20	100.0	20	100.0

The responders were asked to specify their gender. The findings revealed that 185 (47.2%) of the pupils were female and 201 (51.3%) were male. In addition, there were 2 (10.5%) male principals compared to 17 (89.5%) female principals. The other respondents were parents and guidance counselors, with 10 (50.0%) female counselors and 10 (50.0%) male guidance counselors. Additionally, 4 (19.0%) of the parents were male, while 16 (81.0%) were female. Male participants were slightly more numerous than female ones overall.

4.3.2 Age Range of the Students

The study sought to determine the age range of the students, and the results are as tabulated in Table 4.2.

Table 4.2 Age Range of Students

Frequency		Percent	Valid Percent	Cumulative Percent
Age12-14	8	2.0	2.0	3.6
Age15-17	184	46.9	46.9	50.5
Age18-20	174	44.4	44.4	94.9
Age20above	20	5.1	5.1	100.0
Total	392	100.0	100.0	

From the results obtained, 8 (2.0%) of the students are in between 12 and 14 years old. The majority 184 (46.9 %) of students falls between 15-17 years, followed by 174 (44.4%) of students falls between 18-20 years, while 20 (5.1%) students were above 20 years old. The lowest age range of student participants was between 12 and 14 years old, and the highest age range of student participants was between 15 and 17 years old.

4.3.3 Level of Students by Class/Grade(s)

The recordings, which are provided in Table 4.3, reveal that the goal of the study was to ascertain the academic rank of students by class or grade.

Table 4.3 Level of Students by Class / Grade(s)

		Freq.	Percentage	Valid Percentage	Cumulative Percentage
Class / Grade	IX	91	23.2	23.2	25.5
	X	68	17.3	17.3	42.9
	XI	73	18.6	18.6	61.5
	XII	150	38.3	38.3	99.7
	Total	392	100.0	100.0	

Student participants were selected among the 20 middle and higher secondary schools, ranging from classes IX, X, XI, and XII. The highest number of participants were from class XII with 150 (38%), and the lowest participants were from class X with 68 (17%).

4.4.1 Responses on whether Students have ever used Drugs

The students were requested to indicate whether they have ever used drugs, and the results are tabulated in Table 4.4.

Table 4.4 Responses on whether students have ever used drugs

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
	Yes	195	49.7	49.7
	No	197	50.3	50.3
	Total	392	100.0	100.00

Out of the 392 student participants, 195 (49.5%) students indicated 'yes,' meaning that they have abused drugs, while 197 (50.3%) indicated 'no,' meaning that they have never abused drugs. This implies that quite a number of students have abused drugs. These findings overlaid the way for understanding that students across all middle and higher secondary schools are vulnerable to substance use and misuse, irrespective of school type and placement. The frequency of 195 students out of 392 students who used drug and alcohol is a worrying factor both for the school authority and community in particular. It seems that drug and alcohol abuse is a growing culture within the school system, and such abuses are increasing in numbers without much control measures in place.

4.4.2 Duration of Substance use

The students were requested to indicate the duration of substance and drug use, and their responses are summarized in Table 4.5.

Table 4.5 Duration of Substance use

	Frequency	Percentage	Valid Percentage
1-2years	112	57.0	57.0
2-3years	31	16.0	16.0
3-4years	52	27.0	27.0
Total	195	100.0	100.0

The results indicate that out of 392 participants, only 195 were found to be using drugs, while 197 did not, as per the survey results. Out of 195 students, 112 (57.0%) abused substances and drugs between 1 and 2 years. 31 (16.0%) of students abused substances between 2 and 3 years, and 52 (27.0%) of students abused substances between 3 and 4 years. The results revealed that the majority of students (57.0%) started indulging in drug and substance use while in middle and higher secondary schools, mostly for a period of 1 to 2 years. This finding confirms that most students can fall prey to drugs and substances in the first 1-2 years of their higher secondary schooling. The school needs to pay more attention during these periods of schooling and provide adequate guidance and counseling on the ill effects of drug and substance use.

Although the drug and substance use between 2 and 3 years is scaled at just 16.0 percent and 27.0 percent between 3 and 4 years, largely going by that, the prolonged drug and substance use by students is a worrying factor for Bhutanese schools, and it is raising a red flag to be more cautious. This information is important since drug and substance abuse in schools is becoming rampant, and the students continue to abuse them despite efforts made through regular monitoring and counseling services provided by the school authority. There are several other drug and alcohol awareness programs initiated by schools at all levels,

including education on the dangers of drug and substance abuse, the ill effects of drug and substance use on academic performance, and the wellbeing of individual students.

4.4.3 Knowledge of students who Abuse Drugs and Alcohol

In order to ascertain whether the students were aware of other students who used drugs and alcohol, the study asked them a series of questions. The results are displayed in Table 4.6.

Table 4.6 Knowledge of students taking Drugs and Alcohol

Frequency		Percent	Valid Percent	Cumulative Percent
Yes	294	75.0	75.0	76.8
No	91	23.2	23.2	100.0
Total	392	100.0	100.0	

Out of the 392 participants, 294 (75.0%) of the student participants admitted that they are aware of other students who use drugs, compared to 91 (23.9%) who were unaware of any such students. In general, the findings show that 294 respondents (75.0%) knew of a student who had used drugs, signifying that the majority of students are aware of drug usage. This showed that the majority of pupils were using drugs and interacting closely with one another at school. The majority of students who consume drugs are known to their peers and classmates, according to these statistics, which further supports the notion that school administration is generally unaware of these problems

4.4.4 Common Drugs Abused by Students

The students were asked about the common drugs abused by individuals at school. Their responses are as indicated in Table 4.7.

Table 4.7 Common Drugs and Substance Abused by Students

Sl. No	Type of Substance(s)	Frequency	Percentage	Sample
1	Alcohol	60	31.0 %	60
2	Tobacco	15	8.0 %	15
3	Marijuana	55	28.0 %	58
4	Prescriptive drugs	30	15.0 %	30
5	Solvents	20	10.0 %	20
6	Others (doma, pan masala etc.)	15	8.0 %	15
	Total:	195	100 %	195

Of the 392 total student participants, 195 (49.5%) have abused drugs and other dangerous substances, whereas 197 (50.3%) have never abused drugs or other harmful substances. Alcohol is believed to be the substance that both students and the general community abuse the most, with 60 (31.0%) of students reporting using it inappropriately. Alcohol is officially used in various Bhutanese ceremonies because Bhutanese traditionally view alcohol consumption as a custom and cultural standard.

The use of tobacco products is determined to be abused by 15 students (8.0%). Marijuana is widely available in the wild and has been abused by 55 (28.0%) students. 30 (15.0%) of the students have misused prescription medications, which are obtained illegally or through smuggling from border towns and cities in India. Recently, the usage of these prescription medications by young people and students has caused major worry among Bhutanese citizens. Due to Bhutan's porous borders with India, drug smuggling has become a major problem. 15 students (8.0%) have abused other local forms of substances that are accessible within the school community, whereas 20 (10.0%) of students have either abused or experimented with solvents in different forms, ranging from the inhaling of lubricant, petrol, correction fluids, and glues.

4.4.5 Common Reasons for Students Engaging in Drugs and Substance Abuse.

The majority of the 392 student participants' explanations for taking drugs and alcohol at school centered around these frequent causes: peer pressure, stress, boredom, mental health problems, curiosity, family history, and a lack of parental supervision.

Peer pressure: One topic brought up by students are peer pressure. As a means of assimilation into their social group, they experience peer pressure to experiment with drugs or alcohol.

Stress: According to the claim, a lot of students experience significant levels of stress as a result of personal, familial, and academic pressure. Abuse of drugs or alcohol is seen as a means to handle these new problems.

Boredom: Students frequently lament that they lack hobbies or interests and have too much free time, which has caused them to consume drugs and other substances to pass the time and feel ecstatic or pleasurable.

Mental health problems: It is stated that students who experience anxiety, depression, or other mental health problems have turned to drugs or alcohol as a form of self-medication or symptom management.

Curiosity: A few individuals said that students are experimenting with drugs or alcohol out of curiosity, without fully knowing the risks or effects of doing so. The students admitted that they lacked the necessary knowledge and training on the negative effects of drug and substance abuse.

Family background: It has been noticed that students who have a history of substance misuse in their families are more likely to engage in these behavioral activities.

Lack of parental oversight: It has been reported that students who lacked parental oversight or assistance engaged in more dangerous activities, such as drug misuse. Every individual may have different motivations for abusing substances, and effective prevention and therapy

depend on addressing the underlying problems that underlie each person's behavior.

4.4.6 Preventive measures suggested by students

All 392 student participants from 20 middle and higher secondary schools in 10 districts of Bhutan articulated the thoughts and actions listed below:

As a teacher or mentor, it's important to be aware of the warning signs of substance misuse in students. Changes in conduct, academic achievement, appearance, and social relationships are a few examples. Establish open communication by providing a secure environment for students to discuss their drug misuse difficulties. Letting them know there are those who will listen to them and support them without passing judgment. Students are looking for counseling services, support groups, and rehab facilities as resources for substance abuse therapy.

Encourage the development of healthy behaviors in pupils, such as regular exercise, a balanced diet, and stress reduction. These behaviors can assist children in addressing the root reasons of substance misuse. Clearly define expectations for behavior in the classroom and constantly enforce them. This can encourage students to seek assistance by assisting them in understanding the effects of their behaviour. Include the student's parents or guardians by telling them about their substance addiction and working with them to find further services and assistance for the students.

4.5.1 Principals and Guidance Counsellors' interview responses

For this research work, 20 school principals and 20 guidance counsellors were identified for interviews. Out of the 20 school principals, 1 principal was not available for interview, while 19 principals responded to the survey questions. All 20 guidance counsellors were present for the said interview.

4.5.2 Prevalence of Drug and Substance Abuse in Schools

The purpose of the study was to determine how common drug and alcohol addiction is in educational settings. The guidance counselors and school principals provided information on this pressing issue. Table 4.8 shows the statistics on the prevalence of drug abuse.

Table 4.8 Prevalence of Drug and Substance Abuse in Schools

Responses	Principals		Guidance Counselor	
	Freq.	Percent	Freq.	Percent
Yes	19	100	20	100
No	0.0	0.0	0.0	0.0

The analysis in Table 4.8 indicates that 19 school principals (100.0%) admitted that there is a drug problem in their respective schools; only 19 principals were interviewed as part of this study, and out of the 20 identified principals, 1 principal was not available for the interview. Out of the 20 middle and higher secondary schools selected, all 20 guidance counselors attended the survey interview. All 20 (100.0%) guidance counselors indicated that there are drug and alcohol issues in their schools. From this result, we can presume that drug and alcohol problems are common issues among the schools and are considered a severe threat to the students and the school community in general. The drug culture seems to be rampant amongst the middle and higher secondary schools in Bhutan.

4.5.3 Common type of Drugs Abused in Schools

The school principals and guidance counselors were interviewed about the common types of drugs abused in their schools, and their responses were recorded as indicated in Table 4.9.

Table 4.9 Common types of Drugs abused in schools according to principals and guidance counsellors.

Types of Substances	Frequency	Percentage
Alcohol	20	51.0 %
Tobacco	4	10.0 %
Marijuana	10	26.0 %
Tablets (SP, N10)	2	5.0 %
Solvents	3	8.0 %
Total participants :	39	100

The most widely abused drugs in middle and higher secondary schools, according to the principals and guidance counselors, were alcohol and marijuana. 20 (51.1%) participants said that their students abused alcohol at school. 10 (26.0%) participants said that middle and higher secondary school students overuse cigarettes. 10% of the principals and guidance counselors reported seeing students using tobacco. Solvents are recognized at 8.0%, while tablets (SP, N10) are identified at 5.0%. These findings also support the opinions expressed by 392 student participants in regards to the common drug used by students in the classroom. The most often abused substance among the student participants was alcohol, which was followed by marijuana, prescription medications, and solvents. The Bhutanese market has a large selection of alcohol. We come across bars serving a variety of alcoholic beverages at reasonable prices every few meters in the towns and cities.

4.5.4 Common type of Drugs abused by children according to Parents

The parents of students were interviewed on the types of drugs abused by their children at school or home, and their responses were recorded as indicated in Table 4.10.

Table 4.10: Types of Drugs abused in schools, according to the Parents

Substance(s)	Frequency	Percentage
Alcohol	7	35.0 %
Tobacco	3	15.0 %
Marijuana	6	30.0 %
Tablets	2	10.0 %
Solvents	2	10.0 %
Total participants :	20	100

Twenty parents, both educated and uneducated, were randomly selected and interviewed to find out their level of awareness about the drugs and substances abused by their children and students, both at school and at home. From the responses, all 20 parents were aware of the drugs and substances abused, either directly by their children or by the children of their neighbors. From the data, we can infer that 7 (35.0%) parents have either witnessed their children abusing it or seen other children using it. Comparatively, alcohol use among children has been recorded as the highest. 3 (15.0%) of parents have seen their children or others abusing tobacco products.

Although tobacco products are not easily available within the school perimeter, these are easily sneaked into the school campus either by friends or illegal sellers across the border. The use of marijuana is also seen as a common substance abused by children, both at school and at home. 6 (30.0%) parents have witnessed their children or others abusing marijuana. Since it is freely available in the wild, access to such substances is easier and largely convenient for users. Use of tablets: 2 (10%) of the parents have witnessed their children or other children using it.

4.6.1 Effects of Drug Abuse on Student Academic Performance

The fourth objective sought to determine the effects of alcohol and drug abuse on the

academic performance of students at the middle and higher secondary schools in Bhutan. A total of 392 students from the 20 selected middle and higher secondary schools were interviewed about the effects of drugs and substance abuse on their academic performance. The common assumption among the community is that drug and substance abuse negatively affect the academic performance of students. Their responses are summarized in Table 4.11

Table 4.11: Poor Marks in Examinations under the Influence of Drugs and Alcohol Abuse

Frequency		Percentage	Valid Percentage
Strongly Disagree	44	11.2	11.2
Moderately Disagree	46	11.7	11.7
Neutral	131	33.4	33.4
Moderately Agree	62	15.8	15.8
Strongly Agree	109	27.8	27.8
Total	392	100.0	100.0

The students were asked to reveal their marks obtained in their examinations while they were under the influence of drugs and alcohol. 392 students responded to the survey questionnaire. 44 (11.2%) of the students indicated "strongly disagree," which indicates that they were not affected by drug and alcohol use. 46 (11.7%) of students indicated they "moderately disagree." 131 (33.4%) of the students choose to remain "neutral", and the researcher does not exactly know the reasons for students remaining neutral. 62 (15.8%) of students indicated that they "moderately agree," meaning that their examination results have been affected by drug and alcohol abuse. 109 (27.8%) students strongly agreed that their examination results have been affected by drug and alcohol abuse. From these results, we can determine that drug and alcohol abuse has adversely affected the students' level of performance in their examinations. From the table above, we understand that drugs and alcohol are among the

factors affecting the academic performance of students at the middle and higher secondary school levels. Once the drugs are injected or taken orally, they enter the blood stream and travel straight to the brain. They affect the brain, making it hard to perform its normal functions- NACADA, (2006).

4.6.2 Cases of students repeating same class

The students were asked to respond as to whether they had repeated the same class due to the impact of drug and substance abuse on their studies. 392 students have honestly shared their views on this matter. The results are tabulated in Table 4.12.

Table 4.12 Cases of students repeating same class

		Frequency	Percentage	Valid Percentage
	Strongly Disagree	46	11.7	11.7
	Moderately Disagree	60	15.3	15.3
	Neutral	110	28.1	28.1
	Moderately Agree	115	29.3	29.3
	Strongly Agree	61	15.6	15.6
	Total:	392	100.0	100.0

Out of 392 students, 46 (11.7%) indicated "strongly disagree," meaning that the drug and substance abuse has not impacted their learning and has not repeated in the same class. 60 (15.3%) students indicated "moderately disagree," meaning that it has not impacted their learning or that they have repeated the same class. 110 (28.1%) students have indicated "neutral," which means that these sets of students neither agree nor disagree. They choose to remain neutral, and there could be varying reasons to remain neutral. 115 (29.3%) students indicated "moderately agree," and the highest number of students feel that their academic performance has been impacted by drug and substance abuse; consequently, they repeated in

the same class.

61 (15.6%) students indicated "strongly agree," meaning that they have been fully impacted by the use of drugs and substance abuse and had to repeat the same class. The above data indicate that students who are under the influence of drug and substance abuse are more prone to academic victimization. The results show that a good number of students had to repeat the class due to the direct effects of drug and substance abuse.

4.6.3 Cases of students with Low Class Attendance

The students were asked to respond as to whether their class attendance had been impacted by drug and substance abuse. 392 students have shared their frank views on this issue. The results are tabulated in Table 4.13.

Table 4.13 Cases of students with low class attendance

		Frequency	Percentage	Valid Percentage
	Strongly Disagree	40	10.2	10.2
	Moderately Disagree	46	11.7	11.7
	Neutral	81	20.7	20.7
	Moderately Agree	105	26.8	26.8
	Strongly Agree	120	30.6	30.6
	Total	392	100.0	100.0

Out of 392 students interviewed, 40 (10.2%) indicated that they "strongly disagree," indicating that they have never abused drugs or alcohol and that it has not impacted their class attendance. Similarly, 46 (11.7%) students indicated "moderately disagree," indicating that their class attendance has not been impacted nor have they been under the influence of drugs or alcohol. 81 (20.7%) students indicated "neutral," which indicates that they neither agree nor disagree. 105 (26.8%) students indicated "moderately agree," implicating that their class attendance has been impacted by drug and substance abuse. 120 (30.6%) students

indicated "strongly agree," indicating that their class attendance was hampered when they were under the influence of drug and substance abuse.

4.6.4 Suspension from the class due to Drug and Alcohol Abuse

The students were asked to respond as to whether they had been suspended from their class due to drug and substance abuse. 392 students have shared their views, and the results are tabulated in Table 4.14.

Table 4.14 Suspension from the class due to Drug and Alcohol Abuse

	Frequency	Percentage	Valid Percentage
Strongly Disagree	24	6.1	6.1
Moderately Disagree	27	6.9	6.9
Neutral	58	14.8	14.8
Moderately Agree	101	25.8	25.8
Strongly Agree	182	46.4	46.4
Total	392	100.0	100.0

A total of 392 students were interviewed to find out whether they had been suspended from their class due to drug and substance use. 24 (6.10%) students indicated that they "strongly disagree," meaning that they have not been suspended from the class nor were they under the influence of drugs or alcohol. 27 (6.9%) students indicated "moderately disagree," which means they have been partially impacted but are not denying the impact of suspension from the class. 58 (14.8%) students indicated "neutral" against the statement, and it is difficult to narrate the reasons for remaining neutral in this case.

101 (24.8%) students indicated "moderately agree," meaning that these many students have been suspended from the class due to drug and alcohol-related issues. 182 (46.4%) students indicated "strongly agree," meaning that these many students were suspended from the class due to drug and alcohol-related problems. From the data, we can conclude that a large

number of students have been suspended from the class due to drug and alcohol-related issues. It is a serious concern for the school and also for the Ministry of Education as a governing agency.

4.6.5 Academic Test Scores for last 3 consecutive years

The students were asked to disclose their approximate academic scores in the last three consecutive years - 2019, 2020, and 2021. All 392 students have shared their views, and the results are tabulated in Table 4.15.

Table 4.15 Academic test scores in last 3 years - (2019, 2020 &2021)

Grade	Test Score	Year 2019		Year 2020		Year 2021	
		Freq.	Percentage	Freq.	Percentage	Freq.	Percentage
Excellent	80% above	48	12.2	62	15.8	66	16.8
Very Good	70-79%	203	51.8	179	45.7	185	47.2
Good	60-69%	76	19.4	72	18.4	70	17.9
Average	41-59	34	8.7	42	10.7	43	11.0
Below Average	40below	31	7.9	37	9.4	28	7.1
	Total	392	100.0	392	100.0	392	100.0

In order to find out the influence of drug and alcohol abuse on the academic performance of middle and higher secondary schools, 392 students have been asked to reveal their academic test scores for the last three consecutive years: 2019, 2020, and 2021. According to the responses, in 2019 - 48 (12.2%) students scored above 80 %. In 2020, 62 (15.8%) students scored above 80.0%. and in 2021, 66 (16.8%) students scored above 80.0%. If we look at the test scores, students have gradually improved on their scores in this range. 203 (51.8%) students scored between 70 and 79 percent in 2019.

179 (45.7%) students scored between 70 and 79 percent in 2020. 185 (47.2%) students scored between 70 and 79% in 2021. 76 (19.4 %) students scored between 60 to 69 % in

2019. 72 (18.4%) students scored between 60 and 69 percent in 2020. 70 (17.9%) students scored between 60 and 69 percent in 2021. If we closely look at the test scores, there is a gradual decrease in this section between 60 and 69%. 34 (8.7%) students scored between 41 and 59 percent in 2019. 42 (10.7%) students scored between 41 and 49 percent in 2020, and 43 (11.0%) students scored between 41 and 49 percent in 2021.

31 (7.9 %) student scored below 40 % in 2019 and 37 (9.4 %) students scored below 40 % in 2020. 28 (7.1%) students scored below 40% in 2021. A maximum of 203 students scored between 70 and 79 percent, which is considered a good academic score by any educational standard. Only 7.1% to 9.4% of students who were under the influence of drugs and alcohol scored below 40 percent, which is negligible by percent.

Therefore, we come to the conclusion that the student's academic score is not impacted only by drug and alcohol use but that there are other factors that may influence the academic performance of students. In this case, the students' academic test scores were not much impacted, although they were under the influence of drug and alcohol abuse. We presume that the students had enabling schools with good teachers and other academic facilities that helped them perform better in their examinations.

4.6.6 Measures put in place to Curb Drug and Alcohol Abuse in Schools

The third objective of the study sought to determine the measures put in place to curb drug and alcohol abuse in middle and higher secondary schools in Bhutan.

A total of 59 participants, comprising 19 principals, 20 guidance counsellors, and 20 parents, were interviewed on their level of agreement with the stated preventative strategies adopted by the school authorities to curb drug and substance abuse within the school's peripheral, and their responses are indicated in Table 4.16.

Table4.16 Measures put in place to curb drug and substance abuse in school

Preventive strategies adopted by the school administration	Frequency of Agreement		Percentage
	Agree	Disagree	
Awareness programs on the dangers of drugs and substance abuse	Agree	35	71.0 %
	Disagree	14	28.0 %
Instituting early detection programs in schools	Agree	5	10.0 %
	Disagree	44	90.0 %
Placing ban on sales of alcohol and tobacco products within the school peripheral by the school administration	Agree	43	88.0 %
	Disagree	5	10.0 %
Strict monitoring of the general shops established around the schools premises	Agree	42	86.0 %
	Disagree	7	14.0 %
Taking legal action against the people in the school neighborhood who sell drugs, alcohol and tobacco products to the students	Agree	15	31.0 %
	Disagree	34	69.0 %
Taking disciplinary action against the students found dealing drugs and other form of illegal substances	Agree	46	94.0 %
	Disagree	3	6.0 %

The results in Table 4.16 indicate that 35 (71.0%) of participants agree to the school administration implementing an awareness campaign on drug and alcohol abuse, while 14 (28.0%) of participants disagree with the school administration implementing the awareness campaign. 71.0% is a good number for implementing drug and alcohol awareness programs in the school. 4 (10.0%) of participants agree to schools instituting early detection programs in schools, while 44 (90.0%) of the participants disagree with schools instituting early detection programs in schools. Referring to the data, only 10.0 percent of schools have instituted early detection programs, while 90.0 percent of the schools have failed to institute early detection programs in school.

The schools must focus more on this area to curb drug and alcohol abuse in their schools. 43 (88.0%) of participants agree that the school authority has placed a ban on the sale of alcohol and tobacco products within the school perimeter, while 5 (10.0%) of participants disagree with the initiative taken by the school authority. 88.0 percent of the schools have banned the sales of alcohol and tobacco products within the school perimeter, which is a good move for

the school to curb the sale of alcohol and tobacco products.

42 (86.0%) of participants agree on the school administration strictly monitoring the shops established on the school premises, while 7 (14.0%) of participants disagree with the initiative taken by the school authority. This data indicates that 86.0% of the selected schools have strictly carried out monitoring activities checking on the shops located within the school premises, and this activity would help schools to curb down on the sale of drugs and other illegal substances within the school compound. 15 (31.0%) of the participants agree that the school has taken legal action against the people in the school's neighborhood who sell drugs, alcohol, and tobacco products to the students, while 34 (69.0%) of the participants disagree with the statement.

69.0 percent of the schools seem to have no legal rights to take actions against these perpetrators, and it is seen as a serious threat for the school authority. 46 (94.0%) of the participants agree that the school authority has taken disciplinary action against the students found dealing with drugs and other illegal substances, while 3 (6.0%) of the participants disagree with the actions taken by the school authority. 94.0 percent of the schools identified for the studies have seriously taken disciplinary action against the students found dealing with drugs and other illegal substances. Most schools have adopted strict rules and regulations on substance use and misuse, and the school is able to take immediate action as they have the upper hand to impose sanctions based on the severity of the case and the conduct of students.

4.6.7 Measures taken on students found abusing Drugs and Alcohol

A total of 392 students were asked to specify measures meted out by the school authorities on students found taking drugs and other substances. They were asked to respond as per the measures adopted by their respective schools, and the results are indicated in Table 4.17.

Table4.17 Measures taken on students abusing drugs

Measures	Agreement	Frequency	Percentage
Referred to guidance counselors for counseling	Yes	254	64.0%
	No	138	35.0 %
Expulsion from the school	Yes	25	6.0 %
	No	367	94.0 %
Suspension of student(s) from the school	Yes	158	40.0 %
	No	234	60.0%
Referred to rehabilitation centers	Yes	33	8.0 %
	No	359	91.0 %
Summoning of parents or guardians to school	Yes	289	74.0 %
	No	103	26.0 %

The results indicate that 254 (64.0%) of the students were caught abusing drugs and alcohol, and these students were referred to guidance counselors for counseling and further interventions. 25 (6%) respondents indicated that those caught abusing or dealing drugs in school are expelled, while 158 (40.0%) respondents indicated that they were suspended. Only 33 (8.0%) of the respondents indicated that students who abuse drugs are referred to rehabilitation centers. 289 (74.0%) respondents said that their parents or guardians were summoned to their respective schools and informed of the problems faced by their children. The study also found out that, out of the many students with addiction problems, only 8.0% were referred to rehabilitation centers to attend rehabilitation programs. More students should undergo rehabilitation programs to get back into the main stream of society after they complete the programs. Although the schools have expelled only 25 students out of the school system, it is a serious concern for the schools and the governing agency; the futures of these students are bleak, adding burden to families and the community in particular. The suspension of 158 (40.0%) students is also a worrying factor as it directly affects the learning ability of students, thus summing up to poor academic performance by the students.

Therefore, proper guidance and interventions by school authorities and parents are of the utmost importance in alleviating drug and substance abuse problems in the school and the community in general.

4.7.1 Victims of Domestic Violence

As a part of the study, students were asked to share if they had been victims of domestic violence. This would help the researcher understand the level of domestic violence occurring both at school and home. The result is reflected on Table 4.16.

Table 4.18 Victims of Domestic Violence

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	213	54.3	54.3	54.3
No	179	45.7	45.7	45.7
Total	392	100.0	100.0	100

According to the data on Table 5.6 - 54.3% of the student respondents were victims of domestic violence, while 45.7% had not experienced domestic violence in their school or home. This means that a large number of students were victims of domestic violence. The results of the study can therefore be trusted to investigate how domestic violence affects students' academic performance in middle and higher secondary schools in Bhutan.

4.7.2 Effect of Domestic Violence on the Academic Performance of Students

The fifth objective seeks to determine the effects of domestic violence on the academic performance of students at the middle and higher secondary schools in Bhutan. A total of 392 students were asked to disclose if their academic test scores were affected by domestic violence at home and school. All students have shared their views, and the results are tabulated in Table 4.19.

Table 4.19 Effect of domestic violence on students' academic performance

	Frequency	Percentage	Valid Percentage
Low	55	14.0	14.0
Moderate	103	26.0	26.0
High	110	28.0	28.0
Very High	124	32.0	32.0
Total	392	100.0	100.0

The data on Table 4.19 relates the effect of domestic violence on students' academic performance at varying levels. 55 (14.0%) of students indicated "low," meaning that their effect level on academic performance is low compared to other students. 103 (26.0%) students indicated "moderate," indicating that there is some level of effect on their academic performance due to the impact of domestic violence. 110 (28.0%) of the students indicated that their academic performance was affected by domestic violence. 124 (32.0%) students indicated "very high," meaning that their academic performance has been greatly impacted by the act of domestic violence.

As a result, domestic abuse can have a serious effect on a student's academic achievement. The effects of domestic violence on students might include absenteeism, trouble focusing, poor performance, and even dropping out of school. To help victims of domestic abuse overcome these obstacles and achieve academic success, it is crucial to offer them support and resources.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, the research conclusion, and the recommendations that surfaced from the study. The research reviewed a wide range of secondary literature and collected primary data on which the conclusion and recommendations are established. The research attempted to answer the following questions: What are the most commonly abused drugs by students in middle and higher secondary schools in Bhutan? What are the causes of drug abuse among middle and higher secondary school students? What is the effect of drug abuse on the academic performance of middle and higher secondary school students? What is the effect of domestic violence on the academic performance of middle and higher secondary school students? What measures have been put in place to curb drug and alcohol abuse among middle and higher secondary school students?

5.2 Summary of Findings

The first objective of this study was to determine the commonly abused drugs by students in middle and higher secondary schools in Bhutan. Alcohol was the most abused drug with a response of 60 (31.0%), followed by marijuana at 55 (28.0%), prescriptive drugs at 30 (15.0%) and solvents, 20 (10.0 %). It was established that drug and alcohol abuse was more prevalent among male students than female students. It was found that the majority of the students, 112 (57.0 %) fell prey to drug and substance abuse in the first 1 to 2 years of their schooling at the high school.

Out of the 195 student drug users, 31 (16.0%) abused drugs and alcohol for a period of 2 to 3 years, while 52 (27.0%) abused drugs and alcohol for a period of 3 to 4 years. The study

findings indicate that 75.0% had knowledge of a student taking drugs. The major sources of these drugs in schools were from fellow students, from drug dealers across the border, from shop keepers around the school premises, from the local medical stores, and from the abundant growth of marijuana plants around the school campus.

The second objective seeks to establish the causes of drug and alcohol abuse among students in middle and higher secondary schools in Bhutan. The study established that the major causes of drug abuse in middle and higher secondary schools were peer pressure, stress due to academic pressure, boredom due to free time without healthy activities, mental health issues, curiosity due to a lack of awareness and understanding, family history of drug and alcohol abuse, and a lack of parental supervision.

The third objective of the study seeks to establish the measures put in place to curb alcohol and drug abuse in the middle and higher secondary schools in Bhutan. The measures include awareness programs on the dangers of drugs and substance abuse, instituting early detection programs in schools, placing a ban on the sales of alcohol and tobacco products within the school perimeter by the school administrators, strict monitoring of the shops established around the school premises, taking legal action against the people of the school neighborhood who sell drugs, alcohol, and tobacco products to students, and lastly, taking disciplinary action against the students found dealing drugs and other forms of illegal substances. Besides, the school also took special measures by referring 254 (64.0%) of students to guidance counselors for counseling and further corrections, and 33 (8.0%) of students were referred to rehab centers to receive rehabilitation services.

The fourth objective seeks to determine the effect of alcohol and drug abuse on the academic performance of students at the middle and higher secondary schools in Bhutan. These findings indicate that out of the 392 students, 62 (15.8%) were moderately affected in their academic performance due to alcohol and drug abuse. 109 (27.8 %) of students indicated that

their academic performance was strongly affected by alcohol and drug abuse. 115 (29.5%) of students indicated that they were moderately affected by alcohol and drug use and had to repeat the same class. Similarly, 61 (15.6%) of students indicated that they were severely affected by alcohol and drug use and had to repeat the same class. These findings indicate that alcohol and drug abuse have adversely affected the academic performance of middle and high school students in Bhutan. However, the students' academic test scores in the examination were not impacted much, although they were under the influence of drug and alcohol abuse. The researcher presumed that the students had a good academic learning conditions that enabled them to perform better in their examinations.

The use of drugs also leads to poor self-control, strained relationships with other students, and a lack of interest in extracurricular activities and other school programs.

The fifth objective seeks to determine the effect of domestic violence on the academic performance of students at the middle and higher secondary schools in Bhutan. The study found that 213 (54.3%) of students have been victims of domestic violence and have experienced mostly physical abuse. 103 (26.0%) of students have been the victims of domestic violence, which has moderately affected their academic performance, while 124 (32.0%) of students have been highly affected in their academic performance due to the acts of domestic violence both at school and home. In conclusion, domestic violence can have a significant impact on academic performance, resulting in students scoring very low marks in their examinations.

5.3 Conclusion

Based on the research findings of the study, the researcher concluded that alcohol was found to be the most frequently abused substance in the middle and higher secondary schools in Bhutan, and the major source of these drugs in schools come from fellow students, drug

dealers across the border, shop keepers around the school premises, sales over the drug counters, and the abundant growth of marijuana plants around the school campus.

Most factors such as peer pressure, stress, boredom at home, mental health issues, curiosity of young people, frustrations at home, family breakups, and conflict with friends and families; the availability of drugs; and family history of drug use contributed to alcohol and drug abuse by students in schools.

Alcohol and drug abuse among the students caused school dropouts, strained relationships with friends and families, a lack of interest in schooling, a low concentration span, and declining academic grades; hence, alcohol and drug abuse have a negative effect on the academic performance of the students. Initiating awareness programs on the dangers of drugs and substance abuse, providing professional drug counseling services, instituting early detection programs in schools, banning the sales of alcohol and other substances within the school campus, conducting strict monitoring of shops established inside the school premises, taking legal action against the perpetrators, and taking hard disciplinary action against the students found dealing drugs would be helpful in reducing the drug menace in schools.

5.4 Recommendations

On the basis of the literature review and findings, the researcher recommends the following points for future consideration;

1. In order to combat the problem of drug abuse and domestic violence, a multi-task force should be established with representatives from the government agencies, NGOs, the police, health professionals, members of the judiciary, drug counselors, media professionals, community representatives, and educational institutions.
2. All districts should establish drug treatment facilities and drop-in centers.

3. Regular drug counselors need to be recruited in schools to offer prompt counseling services.
4. Adequate lessons on the ill effects of drug and substance abuse should be incorporated into school curriculum to make students aware of these problems.
5. There shouldn't be any space for error in the way the law is applied by the enforcement agency.
6. More recreational facilities should be made available to the students so that they are meaningfully engaged.
7. Students with addiction disorders should have access to rehabilitation and treatment services.
8. Parents should be held accountable for raising their children and should model unwavering love and care.
9. The media should take the lead in educating people on the ill effects of drug abuse and domestic violence.
10. Seminars, workshops, and guest lecturers on drug abuse and domestic violence can be organized by schools to create awareness in the students.
11. Parents and teachers should monitor the students on a regular basis to ensure that they do not indulge in drug and substance use.

5.5 Suggestions for Further Research

1. Since the current study only covered 20 middle and higher secondary schools across 10 districts in Bhutan, a similar study could be carried out covering all 20 districts in Bhutan to achieve full coverage on this subject.
2. Since the current study was cross-sectional in nature, it is recommended that a study of longitudinal nature be carried out so as to obtain an in-depth analysis of the effect

of drug abuse and domestic violence on the academic performance of students in middle and higher secondary schools in Bhutan.

3. The present study was limited to 10 districts. The future study can be carried out at the national level.
4. The present study was carried out with a limited sample size. The findings and conclusions need to be verified for larger samples so that further study can be carried out for all the grades, that is, from grade 5 onwards.
5. The study can be carried out on the behavioral problems, personality traits, and cognitive abilities of drug abusers and victims of domestic violence.
6. The study can be done separately on the impact of drug abuse, domestic violence, and educational attainment.
7. Parents, family members, peer groups, teachers, owners of medicine stores, the police, and social workers can be included in the study for an in-depth understanding of the menace of drug abuse and domestic violence.

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http://search.babylon.com/?s=web&babsrc=SP_crm&rlz=0&q=low+academic+achievement+

due+to+drug+abuse+and+domestic+violence+literature+review&start=10

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6875841/>

APPENDIX: I

INTERVIEW SCHEDULE FOR STUDENTS

Introduction

I am Mr. Wangchuk, a student at the Selinus University of Sciences and Literature, Italy, pursuing Ph.D in Education and Social Sciences. I am conducting a research on **the Academic Performance of High School Students: An Impact Study on Alcohol Addiction, Drug Abuse and Domestic Violence in Bhutan**. Your school has been identified for my research survey. I would like to request you to kindly respond to my survey questionnaires. Your responses will be kept confidential.

Please do not write your name or the name of school on this paper. Kindly respond to each question by ticking[√] where appropriate. You are also requested to respond to the descriptive questions based on your understanding. There are no right or wrong answers.

PART A:

1. Gender of respondent

Female [] Male []

1. Age of respondent

Between12–14 []

Between15–17 []

Between18–20 []

Above 21 []

2. Which class are you in? IX: () X : () XI : () XII : ()

3. What is your mother's occupation?

Teacher: () Farmer: () Civil Servant:() Business woman: ()

Unemployed: () Others: ()

4. What is your father's occupation?

Teacher: () Farmer: () Civil Servant: () Businessman: ()

Unemployed:() Others: ()

PART B:

5. i) Have you ever used drugs? YES [] NO[]

ii) If Yes, how long did you use them?

1 -2years []

2 -3years []

More than 3years []

6. i) Do you know any of your friends who take drugs in your school?

YES[] NO[]

ii) If Yes, how many?

7. What are the most common drugs abused by students? List them

.....

8. Give reasons why students engage in substance abuse.

.....

9. What do you think should be done to students who abuse drugs and alcohol?

.....

10. Effects of Drugs on Students' Academic Performance.

(Please tick the appropriate response)

Indicate extent to which drug abuse & alcohol has affected the academic performance in your school.	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree
Poor marks in examination					
Repeating same class					
Low Class Attendance					
Suspension					
Low Concentration in Class					

11. Test Score / Percentage in Final Examination during the last 3 years.

(Please tick the appropriate response)

Year of study	Class	Under the influence of alcohol and drugs		Test Score/ Percentage in Examination (%)
		Yes	No	
2019				
2020				
2021				

12. Name the measures put in place by your school to reduce drug and alcohol abuse.

.....

PART C:

13. Are you aware of domestic violence?

YES () NO ()

14. i) Have you ever been a victim of domestic violence?

YES () NO ()

ii) If Yes, how often do you directly experience domestic violence?

- Daily ()
- Weekly ()
- Occasionally ()
- Rarely ()

15. i) Have you ever experience Physical Abuse?

YES () NO ()

ii) If Yes, to what extent?

A very small extent () A small extent () A large extent ()

A very large extent ()

16. i) Have you ever experienced Sexual Abuse?

YES () NO ()

ii) If Yes, to what extent?

A very small extent () A small extent () A large extent ()

A very large extent ()

17. i) Have you ever experienced Psychological Abuse?

YES () NO ()

ii) If Yes, to what extent?

A very small extent () A small extent () A large extent ()

A very large extent ()

18. To what extent does domestic violence impact on your Academic Performance?

Low () Moderate () High () Very High ()

19. Test Score / Percentage in Final Examination during the last 3 years.

(Please tick the appropriate response)

Year of study	Class	Have been a victim of domestic violence		Test Score/ Percentage in Examination (%)
		Yes	No	
2019				
2020				
2021				

APPENDIX:II

INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

Introduction

I am Mr. Wangchuk, a student at the Selinus University of Sciences and Literature, Italy, pursuing Ph.D in Education and Social Sciences. I am conducting a research on **the Academic Performance of High School Students: An Impact Study on Alcohol Addiction, Drug Abuse and Domestic Violence in Bhutan**. Your school has been identified for my research survey. I would like to request you to kindly respond to my survey questionnaires. Your responses will be kept confidential.

Please do not write your name or the school on this paper. Kindly respond to each question by ticking[✓] where appropriate. You are also requested to respond to the descriptive questions based on your understanding. There are no right or wrong answers.

Please feel free:

1. Which gender are you?

Female () Male ()

2. How long have you served as a Principal?

3. Have you had any experience in dealing with drug and alcohol related problems in your school?

Yes () No ()

If yes, is it increasing?

If increasing, what could the reasons for increased use of drugs and alcohol in your school?

4. Are you aware of the commonly drugs abused by your students?

If yes, please name the commonly abused drugs

5. Why do you think that the students of this school abuse drugs and alcohol?

6. How do you identify those students who show signs of abusing drugs and alcohol?

7. Has drug and alcohol abuse affected academic performance in your school?

If yes, how has it affected the academic performance?

8. Measures adopted by schools to curb drug and alcohol abuse in your school.

Please tick the appropriate box.

Preventive strategies adopted by the school administration	Frequency of Agreement	
	Agree	Disagree
Awareness programs on the dangers of drugs and substance abuse		
Instituting early detection programs in schools		
Placing ban on sales of alcohol and tobacco products within the school peripheral by the school administration		
Strict monitoring of the general shops established around the schools premises		
Taking legal action against the people in the school neighbourhood who sell drugs, alcohol and tobacco products to the students		
Taking disciplinary actions against the students found dealing drugs and other form of illegal substances		

9. Among the measures employed to curb drug and alcohol abuse in your school, which one is the most effective measure?
10. What challenges do you encounter when students engage in drug and alcohol abuse in your school?
11. Is domestic violence a problem in your school?
12. Does domestic violence affect academic performance in your school?
13. According to your observations, what are the effects of domestic violence on the academic performance?
14. How can other agencies play roles in addressing the social issues of drug abuse and domestic violence in Bhutan?

APPENDIX: III

INTERVIEW SCHEDULE FOR SCHOOL COUNSELORS

Introduction

I am Mr. Wangchuk, a student at the Selinus University of Sciences and Literature, Italy, pursuing Ph.D in Education and Social Sciences. I am conducting a research on **the Academic Performance of High School Students: An Impact Study on Alcohol Addiction, Drug Abuse and Domestic Violence in Bhutan**. Your school has been identified for my research survey. I would like to request you to kindly respond to my survey questionnaires. Your responses will be kept confidential.

Please do not write your name or the name of school on this paper. Kindly respond to each question by ticking[√] where appropriate. You are also requested to respond to the descriptive questions based on your understanding. There are no right or wrong answers.

Please feel free:

PART: A

1. Which gender are you?

Female () Male ()

2. Age?

20 – 30 () 31 – 40 () 41- 50 () 51 years and above ()

3. How many years have you been counselling students?

0 - 2 yrs() 2 - 4 yrs () 4 -6 yrs () 6 yrs and above ()

4. Have you had any experience in dealing with drug and alcohol problems in your school?

Yes [] No []

5. If there is a drug and alcohol problem in your school, is it increasing?
Yes [] No []
6. If increasing, what are the reasons for your answer?
7. In your own opinion, which are the common drugs abused by students in your school?
8. In your own opinion ,what are some of the reasons why students abuse drugs in your school?
9. Has drug and alcohol abuse affected academic performance in your school?
- 10.If yes,how has it affected the students' academic performance in your school?
- 11.Measures adopted by schools to curb drug and alcohol abuse in your school.

Please tick the appropriate box.

Preventive strategies adopted by the school administration	Frequency of Agreement	
	Agree	Disagree
Awareness programs on the dangers of drugs and substance abuse		
Instituting early detection programs in schools		
Placing ban on sales of alcohol and tobacco products within the school peripheral by the school administration		
Strict monitoring of the general shops established around the schools premises		
Taking legal action against the people in the school neighborhood who sell drugs, alcohol and tobacco products to the students		
Taking disciplinary actions against the students found dealing drugs and other form of illegal substances		

12. Among the measures employed in your school to curb drug abuse, which of them is more effective in enhancing academic performance

13. What do you think the Ministry of Education should do to minimize drug abuse in schools?

PART: B

14. Do you know what domestic violence is?

Yes () No ()

If Yes, please explain what it is

.....

15. Can you identify a student affected by domestic violence?

Yes () No ()

16. Among the following forms of domestic violence, which one is common?

Physical Abuse () Sexual Abuse () Psychological Abuse ()

Others, (Specify) ()

17. To what extent does domestic violence occur in your school / locality?

(Please tick the appropriate response)

Type of Abuse	To a very small extent	To a small extent	To a large extent	To a very large extent
Physical Abuse				
Sexual Abuse				
Psychological Abuse				
Other(Specify)				

18. How often do students experience domestic violence?

Low () Moderate () High () Very High ()

APPENDIX: IV

INTERVIEW SCHEDULE FOR PARENTS

Introduction

I am Mr. Wangchuk, a student at the Selinus University of Sciences and Literature, Italy, pursuing Ph.D in Education and Social Sciences. I am conducting a research on **the Academic Performance of High School Students: An Impact Study on Alcohol Addiction, Drug Abuse and Domestic Violence in Bhutan**. Your school has been identified for my research survey. I would like to request you to kindly respond to my survey questionnaires. Your responses will be kept confidential.

Please do not write your name or the name of your organization on this paper. Kindly respond to each question by ticking[] where appropriate. You are also requested to respond to the descriptive questions based on your understanding. There are no right or wrong answers.

Please feel free:

PART: A

1. Which gender are you?

Female () Male ()

2. How old are you?

20 – 30 () 30 – 40 () 40 – 50 () 50 - 60 ()

60 years and above ()

3. What is your profession?

Teacher: () Farmer: () Civil Servant:() Business man/woman: ()

Unemployed: () Others specify : ()

4. How much do you know about your child?

Not Much () Very Well () Extremely Well ()

Describe in brief if necessary:

.....

5. Have you had any experience in dealing with drug and alcohol related problems in your family?

Yes [] No []

6. If Yes, how did you deal with drug and alcohol related problems in your family?

7. In your own opinion, which are the commonly abused drugs by our children if any?

8. In your own opinion, what are some of the reasons children abuse drugs and alcohol?

9. Do you abuse drugs and alcohol?

Yes () No ()

If Yes, how often do you abuse drugs and alcohol?

Never () Every day () Once a week () Once a month ()

10.Has drug and alcohol abuse affected your family relationship?

Yes () No ()

11.If yes, how did it affect your family?

12.How would you deal with your children with drug and alcohol disorder?

13.Measures adopted by schools to curb drug and alcohol abuse in your school.

Please tick the appropriate box

Preventive strategies adopted by the school administration	Frequency of Agreement	
	Agree	Disagree
Awareness programs on the dangers of drugs and substance abuse		
Instituting early detection programs in schools		
Placing ban on sales of alcohol and tobacco products within the school peripheral by the school administration		
Strict monitoring of the general shops established around the school's premises		
Taking legal action against the people in the school neighbourhood who sell drugs, alcohol and tobacco products to the students		
Taking disciplinary actions against the students found dealing drugs and other form of illegal substances		

PART: B

14.Do you know what domestic violence is?

Yes () No ()

If Yes, please explain what it is

.....

15.How violent are you with your children and faily?

Not at all () Mildly violent () Extremely violent ()

16. In your own opinion, among the following forms of domestic violence, which one is the common?

Physical Abuse () Sexual Abuse () Psychological Abuse ()
 Others, (Specify)()

17. To what extent does domestic violence occur in your family? **(Please tick the appropriate response)**

Type of Abuse	To a very small extent	To a small extent	To a large extent	To a very large extent
Physical Abuse				
Sexual Abuse				
Psychological Abuse				

18. To what extent does domestic violence affect your private life?

Does not affect: () To some extent: () To a great extent: ()

19. How is the domestic violence being tackled at the individual, household or societal levels?

Please describe in brief:

At the individual level:

At the household level:

At the societal level:

APPENDIX: V

RESEARCH AUTHORIZATION LETTER FROM SELINUS UNIVERSITY



SELINUS UNIVERSITY

OF SCIENCES AND LITERATURE

Accredited by



2nd January 2022

**The Hon'ble Secretary
Ministry of Education,
Royal Government of Bhutan,
THIMPHU.**

**info@selinusuniversity.it
www.uniselinus.education**

To whom it may concern

Academic credentials

This is to certify that **Mr. Wangchuk** born on 17th January 1972 in Thimphu, Bhutan, is enrolled in the Faculty of Arts & Humanities under the roll number UNISE1693IT for conducting academic research for the award of

Doctor of Philosophy (Ph. D) in EDUCATION & SOCIAL SCIENCES

We kindly ask all institutions, companies, schools, bodies, associations to assist the student in accessing the information necessary to carry out the study programme.

Thank you for your assistance.

Academic Secretariat
Dr. Adriana Nifosi






● REGISTERED OFFICE
Selinus University of Sciences
and Literature Ltd
8, Copthall, Roseau Valley
00152, Commonwealth of Dominica

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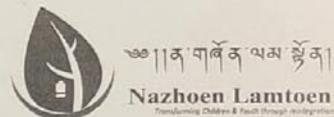
APPENDIX: VI

MINISTRY OF EDUCATION APPROVAL LETTER

	<p>དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག། Royal Government of Bhutan Ministry of Education</p>	
	<p>Department of School Education School Planning and Coordination Division</p>	<p>—Rethinking Education—</p>
<p>Ref: DSE/SPCD/SLCU(2.1)/2022/ 316</p>	<p>1 April 2022</p>	
<p>The Principals, Gongzim Ugyen Dorji CS and Jampel HSS, Haa Dzongkhag Drugyal CS and Rigzom Academy, Paro Dzongkhag Motithang HSS and Kelki HSS, Thimphu Thromde Punakha CS and Dechentsemo CS, Punakha Dzongkhag Chhukha CS and Wangchu MSS, Chhukha Dzongkhag Bajo HSS and Gaselo HSS, Wangdue Dzongkhag Dampfu CS and Mendrelgang CS, Tsirang Dzongkhag Jakar HSS and Chumey CS, Bumthang Dzongkhag Sherabling CS and Tshangkha CS, Trongsa Dzongkhag Mongar HSS and Gyalpoizhing HSS, Mongar Dzongkhag</p>		
<p>Subject: Approval to conduct research by Mr. Wangchuk, PhD student (Reg. No. UNISE1693IT)</p>		
<p>Dear Principals,</p>		
<p>This is to inform you that Mr. Wangchuk who is a PhD student bearing Reg. No. UNISE1693IT has approached the Ministry of Education seeking approval visit your schools to conduct research on alcoholism, drug abuse, domestic violence and relationship between social issues and academic achievement in upper secondary students.</p>		
<p>He is pursuing online Philosophy in Education and social Sciences at the Selinus University of Sciences and Literature, Italy.</p>		
<p>Research approval issued by the university is attached for kind reference. Therefore, kindly extend your support and cooperation to visit your school to enable him to conduct the research study.</p>		
<p>Thank you.</p>		
<p>Yours sincerely,</p>		
		
<p>(Karma Galay) Director General</p>		
<p>Copy to:</p>		
<ol style="list-style-type: none">3. Chief DEOs of Haa, Paro, Punakha, Wangdue, Chhukha Tsirang, Bumthang, Trongsa, Mongar Dzongkhag and Thimphu Thromde for kind information and necessary support.4. Mr. Wangchuk, PhD student researcher for kind information.5. Office file.		
<p>Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325146, www.education.gov.bt</p>		

APPENDIX: VII

SUPROT LETTER FROM NAZHOEN LAMTOEN (CSO)



Date: 23 March 2022

To whom it may concern

Mr. Wangchuk who is currently undergoing a Ph.D. in research areas on alcoholism, drug abuse, and domestic violence has approached our office to collect primary data on children in conflict with the law and children in difficult circumstances. Most of these children belong to dysfunctional family backgrounds like their parents are either alcoholics or victims of domestic violence.

The office has also shared documents on a survey conducted by our organisation on Children belonging from dysfunctional family backgrounds for his research.

We wish him all the success in his pursuit of PhD studies.

Thank you.

Sincerely yours
Thinley Tobgyel
Executive Director
Nazhoen Lamtoen
+975 17414084

Nazhoen Lamtoen
Phone: +975 02338589. Fax: +975 02 338589. Child help line: 1257. Post Box No: 2098
Email: nazhoenlamtoen@gmail.com website: www.nazhoenlamtoen.org
Zeri lam, Chang Gyedaphu, Thimphu Bhutan

APPENDIX: IX

SUPPROT LETTER FROM CHUETHUEN PHENDHEY ASSOCIATION



འབྲུག་གི་མཐུན་པན་བདེ་ཚོགས་པ།
Chithuen Phendhey Association
Under the Royal Patronage of His Majesty the King

CPA/ADM/2022/1250

30th March 2022

To Whom It May Concern

This is to certify that Mr. Wangchuck who is currently undergoing a Ph.D. in Education and Social Sciences has approached our office to collect secondary data on individual dependent on drugs and alcohol, current drugs and alcohol situation and cost incurred by individual and government in addressing the issues.

The office has also shared the data on individuals who have received drugs and alcohol rehabilitation treatment and current gaps in services.

We wish him all the success in his pursuit of Ph.D. studies.

Thank You.

Tshewang Tenzin
Executive Director
Chithuen Phendhey Association
Thimphu



www.opabhutan.org
P O Box No. 1490, Taba, Thimphu, Bhutan
Contact # +975-2-333111/ 17670644
Email- drukchithuen@gmail.com

APPENDIX: X

Data entry work in progress at Sanga-Nga Choling LSS, Samtse



APPENDIX: XI
TEST ADMINISTRATION OF STUDENTS



APPENDIX XII

PRE-TEST AND POST TEST OF RESEARCH SCALE

