Alcohol Use, Peer Relations and Subjective Happiness amongst University Students:

A Case Study of Makerere University

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Declaration

I, Begiira Samuel, being part of (Nuwahereza BillClinton, Namusobya Esther, Amumpeire Rene and Amanya Denis) do hereby declare that this is my original work and has never been submitted to any university for the award of any academic qualification.

Signed;...

Begiira Samuel

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Date........03ʳᵈ Nov, 2022.......

Approval

This research dissertation on Alcohol Use, Peer Relations and Subjective Happiness amongst Makerere University Students is a result of research carried out by Begiira Samuel, under my supervision and is submitted for examination with my approval.

Signed...

(Dr Kasujja Rosco)

Date .....3/ NOV /2022......................

Dedication

I dedicate this work to ourselves first for the efforts we exhibited. Secondly, to my supervisor for his academic mentorship and support as well as to my family and friends for their financial and emotional support for it were not for them, I would not make it on time.

Acknowledgment

I thank the almighty God for the gift of Life, and for enabling me complete this dissertation in good health. I also extend my thanks to my supervisor Dr. Rosco Kasujja for tirelessly supporting, guiding and being patient with me throughout all my endeavors.

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Abstract

The study was carried to investigate the whether there is a significant relationship between variables of Alcohol use, Peer relations and Subjective Happiness among Makerere University students. The study sought to examine the hypotheses below; the relationship between alcohol use and peer relations, the relationship between alcohol use and subjective happiness, and the relationship between peer relationship and subjective happiness. The study took a quantitative approach was conducted using a cross sectional research design, among 300 respondents both male and female selected using random sampling. Close ended questionnaires were administered to measure alcohol use, peer relations and subjective happiness among Makerere university students. There was a significant relationship between alcohol use and peer relations, peer relations and subjective happiness and there was no significant relationship between alcohol and subjective happiness according to the results obtained.

Chapter One

Introduction

Background

Alcohol is a psychoactive substance with dependence producing properties (Sserunjogi, 2018). The substance has been used as a beverage by many cultures around the world for thousands of years (McGovern, 2009). Many young people are increasingly consuming alcohol and they are estimates of a population above 15 years of age according to the new vision, 2008. Further studies from national surveys such as monitoring the future study and the youth risk behavior survey have found that the majority of adolescents under the age of 18 have consumed alcohol although the minimum legal drinking age is 21(Patrick et al, 1998).

With a high population growth rate of 3.2 per cent per annum, high youth unemployment of 13.3 per cent and approximately 21 per cent of the population classified as youth (18-30 years) (UBOS, 2017), Uganda is the largest alcohol consumer in East Africa. With an alcohol per capita consumption of 9.5 litres of alcohol per year, Uganda consumes larger quantities of alcohol than Kenya (3.4 litres), Tanzania (9.4 litres), Rwanda (9 litres) and Burundi (7.5 litres). Moreover, about 86 per cent of alcohol consumed in Uganda is unregulated, home - brewed and illegally sold (WHO, 2018).

In Uganda, alcohol consumption within school environments has been reported to increase chances of school dropouts, absenteeism and poor academic performance (Kasirye, 2008). Similarly, a study by the Uganda Youth Development Link (2008) indicated that alcohol consumption decreased work productivity, increased road accidents, and increased the risk of unsafe sexual practices. Despite the large health, social and economic burden associated with

harmful use of alcohol, regulation of harmful alcohol consumption has remained a relatively low priority in Uganda's public policy (Sserunjogi, 2018).

The prevalence of alcohol consumption in Uganda has been reported to be high, with differences among men and women attributable to culture and gender-based distinctions between the roles, responsibilities and expectations of men and women (Kabwama, 2016). According to the 2004 Global Status Report on alcohol, Uganda had the highest annual consumption of alcohol in the world, with 19.47 litres of pure alcohol being consumed per capita among persons aged 15 years and above; in addition to an unrecorded consumption estimated at 10.7 litres of pure alcohol annually per adult (WHO, 2004). Although subsequent reports have indicated a reduction in consumption, the country is still among those with the highest annual per capita consumption in the African region (WHO, 2018) and has no national monitoring system in place.

Problem Statement

The increasing rates of alcohol consumption among youths in Uganda is alarming and has been on the rise with an estimated 6.5 litres consumed per person over 15 years of age that is drastically higher than the world alcohol consumption rate of 6.4 litres.

Purpose of the Study

To examine the relationship between alcohol use, peer relations and subjective happiness among Makerere University students.

Objectives of the Study

- ✓ To examine the relationship between alcohol, peer relationships and subjective happiness in Makerere University.
- ✓ To engage in programs and activities geared towards the fight of alcohol in Makerere

✓ To undertake search into the problem arising from alcohol and methods of alleviating them and to publish the result of research.

Scope of the Study

Geographical scope

The research was carried out in Makerere University, Kampala campus because of its accessibility to the researchers.

Contextual scope

Alcohol use is defined as any one-time use of alcohol or any substances (Int Neuropsychiatry Dis J. 2016).

Peer relations are interpersonal relationships established and developed during social interactions among peers or individuals with similar levels of psychological development and are a form of social support (La Greca and Harrison, 2005).

Subjective happiness is how good life feels, how well it meets expectations and how desirable it is deemed to be (Veenhoven, 1997).

Conceptual Frame Work
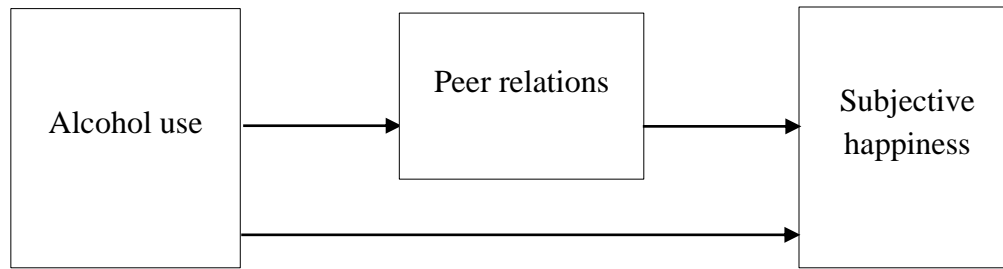

Figure1; conceptual framework showing the relationship between alcohol, peer relations and subjective happiness.

The conceptual frame work illustrates that alcohol use can be influenced by peer relations of an adolescent. It also shows that peer relations influence subjective happiness. In addition, the conceptual frame work also shows that alcohol use influences subjective happiness.

Chapter Two

Literature Review

Introduction

This chapter presents a review of literature in relation to the subject of the study and informed by the relationships depicted in the conceptual framework, hence highlights what is already known about the relationships between alcohol use, peer relations and subjective happiness in Makerere University students. The chapter is divided into four major sections that is alcohol use and peer relations, peer relations and subjective happiness, alcohol use and subjective happiness and the hypothesis of the study.

Alcohol Use and Peer Relations

Alcohol use is defined as any one-time use of alcohol or any substances (Int Neuropsychiatry Dis J. 2016). Peer relationships are interpersonal relationships established and developed during social interactions among peers or individual with similar levels of psychological development (La Greca and Harrison, 2005), and are a form of social support. Peer relationships are consistently linked to alcohol use in college students (Wedisler H, Lee J E, Kuo M, Seibring M, Nelson T F, Lee H, 2002). However, this disparate literature often reveals contradictory findings regarding the precise mechanisms of peer relations. (J Am Coll, 2002). Although a variety of factors influence college students' drinking, peer relations has emerged as one of the most powerful predictors of initiation (Lo CC, Globetti G, 1993) and maintenance (Reitman A, Watson K 2003) of drinking in the college setting.

Furthermore, adjustment to college life is a major developmental transition. In the new environment, students will establish, test and refine their new psychological identity

(Schulenberg J, Maggs J M. A. 2002). Peer relations influence is particularly strong in early adolescence, when peer acceptance is critical to wellbeing and the influence of parents begins to wane (Steinberg & Morris, 2001). Early adolescents who lack well developed social stills can be socially marginalized or rejected by others in middle school. Socially rejected youth tend to affiliate with one another. (i.e. deviant peer clustering; Dishion et al; 1991; Patterson, De Baryshe, and Ramsey 1989), and with these clusters, delinquent behavior is reinforced through peer pressure, modeling, facilitation and expressions of approval (i.e. deviancy training; Granic and Dishion, 2003; Van Ryzin and Dishion 2013). Indeed, deviant peer clustering is one of the strongest predictors of multiple forms of problem behavior in adolescence (Havnie and Osgood 2005).

However, as students enter university, they spend more time with peers. Fitting into a group and developing social networks become a necessary developmental task (Santor, Messervey, & Kusumakar, 2000). Identifying with a group, membership strengthens students' self-identity, feeling of self-worth and benefits their social acceptance (Regan & Morrison, 2011). In this situation, they are likely to imitate normative behaviors within a group and conform to a group norm. Their attitudes and behaviors about substance use (i.e. alcohol consumption) are increasingly similar to people who are friends in the group (Mukama, 2010; Burk, Van Der Vorst, Kerr, & Stattin, 2011). Studies have consistently indicated that peer group membership influences personal alcohol use among adolescents (Korte, Pieterse, Postel, & Van Hoof, 2012). Physical education students, like students in all academic fields, are expected to master the knowledge content of their field. In addition, physical education students have the additional expectation that they develop physical skills. While skill development is a part of some other disciplines, physical education students experience skill development in a

competitive situation, creating a special bond between group members. Membership in groups can increase a students' perception of peer pressure. The influence of peer group on alcohol consumption is, to a large extent, achieved through peer pressure, which is considered as the "price of group membership" (Clasen & Brown, 1985). Peer pressure that accompanies peer group membership refers to a subjective feeling of being pushed, urged, or dared by others to do something only because of the expectations of other people (Santor et al., 2000). Drinking within a group is not an individual choice, but rather an obligation to group harmony and a loyalty to others within the group (Borsari & Carey, 2001; Santor et al., 2000).

It is also important to note that one of the most problematic aspects of college student life is alcohol use and the related negative consequences (The Carnegie Foundation for the Advancement of Teaching, 1990; National Institute on Alcohol Abuse and Alcoholism, 2002). Alcohol use in college is correlated with death, sexual assault, bodily injury, academic failure, and academic under performance. National estimates of alcohol related unintentional injury deaths range from 1600 to 1700 per year (Hingson, Heeren, Winter & Wechsler, 2005; Hingson, Heeren, Zakos, Kopstein & Wechsler, 2002). In a national survey, senior level college administrators estimated that 30% of the time alcohol was involved in student attrition (Anderson & Gadaleto, 2001). There is a substantial body of research indicating that many college students frequently drink alcohol at relatively high levels. The most widely used measure of alcohol consumption establishes heavy episodic drinking (also known more colloquially as "binge drinking") as having five or more drinks on one occasion at least once in the past 2 weeks (Bachman, Wadsworth, O'Malley, Johnston, & Cashin, 1996).

Conclusively, another line of research uses a similar measure, but defines a woman who consumes only four or more drinks in the same time period as a heavy episodic drinker

(Wechsler & Nelson, 2001). The alcohol use literature also examines the impact that alcohol has on the college experience. Due to their alcohol use, college students who drink at the heavy episodic level are more likely to miss class, get behind in school work, not use protection during sex, get into physical fights, and experience a wide variety of other negative consequences (Wechsler et al., 2002). They are also significantly more likely to experience blackouts (White, Jamieson Drake, & Swartzwelder, 2002). The impact goes beyond a personal one when one considers the second-hand effects of alcohol, such as having sleep or studying interrupted by drinkers, property damage, vomit in public spaces, and experiencing rude behavior (Wachsler et al). Alcohol use can impact academic progress through multiple pathways.

Peer Relations and Subjective Happiness

Peer relationships are interpersonal relationships established and developed during social interactions among peers or individuals with similar levels of psychological development and are a form of social support (La Greca and Harrison, 2005). Whereas Veenhoven (1997, p.34) subjective happiness as how good life feels, how well it meets expectations and how desirable it is deemed to be.

Peer relationships can be important sources of affection, intimacy, reliable alliance, and feeling of inclusion and enhancement of self-worth (Erdley et al, 2001) and have been connected to both current and future happiness of children. Furthermore, research studies have demonstrated that having positive relations with peers in early school years is associated with an increase in social competence and acceptance throughout the later school years (Kuperschmidt and Coie, 1990), whereas poor peer relations are known to forecast negative outcomes later in life such as early school withdrawal, delinquency, substance abuse and mental health problems (McDougall et al, 2001; Woodward & Fergusson, 1999). Engaging in positive relationships with

peers has been linked to higher levels of emotional wellbeing, increased adoption of values for prosocial behaviors and more positive belief about the self (Rebin et al, 2006). Emerging evidence suggests that positive psychological traits such as happiness and optimism are significantly and positively associated with supportive relationship with peers in early adolescence (Schonert – Reich et al 2008). Additionally, research is in accord suggesting that there is a heightened importance of peer group inclusion during the early adolescent years. For example, early adolescents' close cohesion with peers report high levels of wellbeing (Berndt and Keete 1995), lower levels of emotional distress (Wentzel and Caldwell 1997) and better school adjustment (Wentze et al 2004: Vitaro et al 2009). Studies have established that subjective happiness of adolescents is influenced by both parental as well as peer relationships. Children's report of positive friendship qualities and lack of conflict in their best friendships were related to attachment to parents and this quality of attachment generalizes primarily to the quality of adolescents close relations with press (Shomaker & Fuman, 2009). It has also been noted that adolescents have strong needs to be liked and accepted by friends and the larger peer group which can result in pleasurable feelings (Santrock, 2010).

 It is evident from several studies that these traits are determined by peer relationships.

Alcohol use And Subjective Happiness

In many of the definitions made about happiness it can be seen that happiness, subjective well-being and psychological well-being used interchangeably and subjective well-being and psychological well-being are two constructs that are closely related with happiness. While subjective well-being is defined as a general and subjective evaluation of happiness; psychological well-being is defined as the evaluations and decisions of mental health professionals about an individual's life (Myers & Deiner, 1995, Diener, 2000). Basically,

happiness is a feeling that is felt or an individual's situation during this feeling (Bülbül & Giray, 2011). There are three components in the definition of happiness. First one is positive affect which emphasized experiencing positive emotions such as joy, enthusiasm, interest and excitement more frequently. Second one is negative affect that reflects experiencing unpleasant emotions such as anger, fear, anxiety, guilt, hate and sadness. The third one is life satisfaction that involves cognitive evaluations of an individuals about various domains of his/her life (work, marriage, health, education, etc.) (Doğan, Eryılmaz & Ercan, 2014). In short, subjective happiness can be defined "subjective evaluations of a person that he/she is happy or unhappy" (Lyubomirsky & Lepper, 1999).

Individuals with high subjective happiness have more positive thoughts about themselves, see the world as supporting their happiness, and respond more quickly to adverse events (Lee & Im, 2007; Seidlitz, Wyer & Diener, 1997). While some individuals can be happy with small things despite their negative living conditions and difficulties, some individuals may be seen chronically unhappy even they have good circumstances (Lyubomirsky, 2001, Myers & Diener, 1995). Therefore, many researchers have attempted to examine the relationship between happiness and personal factors. The level of subjective happiness proved to be associated with factors such as life events (Lee & Im, 2007), income level (Takashi & Kobayashi, 2011), emotion, thought and behaviors (Layous, Nelson & Lyubomirsky, 2012). In addition to factors that may affect subjective happiness, research has also examined the impact of subjective happiness on individuals. Subjective happiness was found positively correlated with positive emotions, satisfying relationships (Diener & Seligman, 2002), self-esteem (Furnham & Cheng, 2000), mental health (Lyubomirsky, King & Diener, 2005), life satisfaction (Diener, 2000) and forgiveness (Maltby et al., 2005).

Hypotheses

The following hypotheses were tested;

1. There is a significant relationship between alcohol use and peer relations among Makerere University students.

2. There is a significant relationship between alcohol use and subjective happiness among Makerere University students.

3. There is a significant relationship between peer relations and subjective happiness.

Chapter Three

Methodology

Introduction

This chapter consists of methods that were used in conducting the research. It contains the

description of the research design, population, the sample and sampling techniques, research

instruments and measurements, measures, procedures, quality and data management and analysis

of data

Study Design

The study took a quantitative approach and a cross- sectional research design was used where

data form each participant was collected once, using standardized research tools. Then a

correlation study design was used to determine the significances of the relationships between

alcohol use, peer relations and subjective happiness among Makerere University students.

Sample Design

A total of 300 respondents were selected using random sampling and only students at the

University who were within our reach, available and willing, participated. The selection included

both male and female participants.

Instruments and Measures

A close ended questionnaire consisting of standardized measures for each variable was adopted

in data collection.

Measures

The questionnaire had several sections and was scored using a Likert format for the responses of various students.

Procedure

After the searchers had constructed the questionnaire, it was then, administered and the data collected taken for analysis. The respondents that willingly accepted to participate were assured of confidentiality and asked not to write their names or nay identifying information on the questionnaire for purposes of anonymity.

Data Management

The data collected was edited and coded and the coded questionnaires were entered in statistical package for social sciences (SPSS). Arabic numerical were used in the coding system, for example a 5 –point checklist scale was adopted for alcohol use and coded as; 1 = never, 2 = rarely, 3= sometimes, 4= frequently 5= always.

The tools to be used for data collection are; the AUDIT, CAYCI Peer Relationships Scale and the Subjective Happiness Scale.

The AUDIT

The Alcohol Use Disorders Identification Test (AUDIT) is a tool developed by the World Health Organization (WHO) IN 20108, to identify persons whose alcohol consumption has become hazardous or harmful to their health. It helps identify excessive drinking and provides a framework for intervention to help risky drinkers reduce or cease alcohol consumption and thereby avoid the harmful consequences of their drinking. The AUDIT is the only alcohol

screening test specifically designed for international use made available in three versions i.e. the AUDIT, AUDIT-C and AUDIT-3. It has been translated into many languages, including Turkish, Greek, Hindi, German, Dutch, Polish, Japanese, French, Portuguese, Thai, Spanish, Danish, Flemish, Bulgarian, Chinese, Italian, and Nigerian dialects. It is a 10-item screening questionnaire with 3 questions on the amount and frequency of drinking, 3 questions on alcohol dependence, and 4 on problems caused by alcohol all of which are scored using a 5-point Likert scale. The possible responses to each question are scored 0, 1, 2, 3 or 4, with the exception of questions 9 and 10 which have possible responses of 0, 2 and 4. The range of possible scores is from 0 to 40 where 0 indicates an abstainer who has never had any problems from alcohol. A score of 1 to 7 suggests low-risk consumption according to World Health Organization (WHO) guidelines. Scores from 8 to 14 suggest hazardous or harmful alcohol consumption and a score of 15 or more indicates the likelihood of alcohol dependence (moderate-severe alcohol use disorder)

CAYCI Peer Relationships Scale

CAYCI stands for Community and Youth Collaborative Institute. CAYCI Peer Relationships Scale was produced by Dawn Anderson-Butcher, Anthony J. Amorose, Aidyn Iachini and Annahita Ball in 2016. It assesses the extent to which middle/ high school students feel they are supported by and have positive relationships with their peers. It has four items and is scored using a five-point Likert scale ranging from Arabic numerals 1 to 5 where 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neither Agree or Disagree (N), 4=Agree (A), and 5=Strongly Agree (SA). An average of the response scores from the four items is calculated and used as an indicator of peer relationships with higher scores reflecting students' perceiving more positive and supportive relationships with their peers and lower scores reflecting students' more negative

and discouraging relationships from their peers. The CAYCI Peer relationships scale is used in the United States of America and consists of two versions that is the English version and the Spanish version. This scale has never been used in Uganda.

The Subjective Happiness Scale

The Subjective Happiness Scale was produced Professor Sonya Lyubomirsky in 1999. The subjective happiness scale (SHS) is a 4-item self-report measure developed to assess an individual's overall happiness as measured through self-evaluation. The response format is a 7-point Likert scale. A single composite score is computed by averaging the responses to the 4 items following reverse coding of the fourth item. Scores range from 1 to 7 with higher scores reflecting greater happiness. For item one, 1= not a very happy person and 7= a very happy person, whereas for item two 1= less happy and 7= more happy. For the third item and fourth item, 1= not at all and 7= a great deal. The subjective happiness scale has been used in various countries and translated into more than 20 languages. This scale has never been used in Uganda.

Data Analysis

Data was analyzed using statically package for social sciences (SPSS) to obtain variable scores for each respondent, data was entered into the program and computed. Hypotheses were tested using different statistical tests thereafter.

Descriptive statistics were obtained including frequencies, percentage and means for each variable. Three hypotheses were tested using Pearson correlation coefficient and the results were reports in tables.

Chapter Four

Results

Introduction

This chapter presents the results and the interpretation of the results. In this chapter, the descriptive statistics of age, gender, marital status, and residential status, hall of residence, college, course offered and year of study are all presented in frequencies and percentages while the correlations between the study objectives are presented using Pearson's Correlation.

Respondents Bio-data

Respondents were asked to indicate their Age, Gender, Marital status, Residential status, college, and year of study. Frequencies were computed into percentages as shown in tables below.

Table 1: Year of study

Year of study		Frequency	Percent
Valid	1.00	43	14.3
	2.00	113	37.5
	3.00	134	44.5
	4.00	6	2.0
	Total	296	98.3

The results in Table 1 show that the majority of the respondents were third year students with a frequency of 134 (44.5%), second year students came in second with a frequency of 113 (37.5%), first year students came in third with a frequency of 43 (14.3%) and lastly were fourth

year students with a frequency of 6 (2.0%). This means that more third-year students participated in the study than the rest of the other years of study.

Table 2: Residential Status.

Residential status	Frequency	Percent
Resident	105	34.9
Non-Resident	193	64.1
Total	298	99.0

From Table 2, the results indicated that the majority of the respondents were non-residents with a frequency of 193 (64.1%), while the residents had a frequency of 105 (34.9%).

Table 3: Marital status

Marital status	Frequency	Percent
Single	285	94.7
Married	14	4.7
Total	299	99.3

The results in Table 3 indicate that 94.7% of the respondents were single with a frequency of 285.

The married respondents had a frequency of 14 (4.7%).

Table 4: Gender

Gender		Frequency	Percent
Valid	Male	169	56.1
	Female	132	43.9
	Total	301	100.0

According to Table 4, the results indicated that the majority of the respondents were Male with a frequency of 169 (56.1%) and Females with a frequency of 132 (43.9%) were the least represented.

Table 5: Age

		Frequency	Percent
Valid	18.00	1	.3
	19.00	2	.7
	20.00	17	5.6
	21.00	47	15.6
	22.00	61	20.3
	23.00	67	22.3
	24.00	51	16.9
	25.00	23	7.6
	26.00	4	1.3
	27.00	3	1.0
	28.00	5	1.7
	29.00	3	1.0
	30.00	4	1.3
	35.00	1	.3
	36.00	1	.3
	38.00	1	.3
	41.00	1	.3
	Total	292	97.0

From the results in Table 5, respondents aged 23 years were the majority with a frequency of 67 (22.3%) and respondents aged 18, 35 – 41 years were the minority with a frequency of 1 (0.3%), being the least represented.

Correlation between Alcohol use and Peer relations.

The first hypothesis (H1) of the study stated that, there is a significant relationship between alcohol use and peer relations among Makerere University students. To test this hypothesis, Pearson's correlation co-efficiency (r) was used. The findings are shown in the table below.

Table 6: The relationship between Alcohol use and Peer relations.

		TAUDIT	TCPRS
TAUDIT	Pearson Correlation	1	-.204[**]
	Sig. (2-tailed)		.001
	N	282	280
TCPRS	Pearson Correlation	-.204[**]	1
	Sig. (2-tailed)	.001	
	N	280	299

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

Table 6 shows r = -.204[**] and p = .001. Since the P value (.001) < .05, and r = -204, the alternative hypothesis is maintained and it's concluded that there is a significant relationship and a negative correlation between alcohol use and peer relations among Makerere University students. This implies that alcohol use has negative influence on peer relations.

Correlation between Alcohol use and Subjective Happiness

The second hypothesis (H2) of the study stated that, there is a significant relationship between alcohol use and subjective happiness among Makerere University students. To test this

hypothesis, Pearson's correlation co-efficiency (r) was used. The findings are shown in Table 7 below.

Table 7: The relationship between Alcohol use and Subjective Happiness

		TAUDIT	TSHS
TAUDIT	Pearson Correlation	1	-.103
	Sig. (2-tailed)		.085
	N	282	280
TSHS	Pearson Correlation	-.103	1
	Sig. (2-tailed)	.085	
	N	280	299

Table 7 shows r = -.103 and p = .085. Since the P value (.085) > .05, and r = -.103, the alternative hypothesis is rejected and it's concluded that there is no significant relationship between alcohol use and subjective happiness among Makerere University students.

Correlation between Peer Relations and Subjective Happiness

The third hypothesis (H3) of the study stated that, there is a significant relationship between peer relations and subjective happiness. To test this hypothesis, Pearson's correlation co-efficiency (r) was used. The findings are shown in the table 8 below.

Table 8: The relationship between Peer relations and Subjective Happiness

		TSHS	TCPRS
TSHS	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.000
	N	299	297
TCPRS	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.000	
	N	297	299

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

Table 8 shows r = .471** and p = .000. Since the P value (.000) < .05, the alternative hypothesis is retained and it's concluded that there is a significant relationship between peer relations and subjective happiness among Makerere University students. A positive Pearson's correlation co-efficient (r) of .471 implies that high subjective happiness might lead to good quality peer relations.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter comprises the discussion of the results in relation to previous findings on the relationship between peer relations, alcohol use and subjective happiness among University Students.

It also covers the conclusions and recommendations made basing on the findings.

Discussions

Alcohol Use and Peer Relations

The first hypothesis stated that there is a significant relationship between alcohol use and peer relations among Makerere University students. The findings of the study supported the hypothesis as they indicated that there is a significant but negative relationship. Poor Peer relationships are consistently linked to alcohol use in college students (Wedisler H, Lee JE, Kuo M, 2002).

However, this disparate literature often reveals contradictory findings regarding the precise mechanisms of peer relations (J. Am Coll, 2002), although a variety of factors influence university students' drinking, peer relations has emerged as one pf the most powerful predictions of initiation (LoCC, Globetti. G, 1993) and maintenance (Reitman A, Watson K, 2003) of drinking in the college setting.

In many studies, it has been stated that alcohol may affect health by producing changes and behaviors and there is evidence that from overdrinking, health enhancing behavior declines and health threatening behaviors such as engaging in fights, destroying properties, accidents and others

may increase, so people are more likely to engage in behaviors that increase the risk of illness and injury (Milgrom & Burrow, 2001).

Furthermore, adjustment to college life is a major developmental transition in the new environment. In the new environment, students will establish, test and refine their new psychological identity (Schulenberg J, Maggs JM A.2002). Peer relations influence is particularly strong in early adolescents when peer acceptance is critical to wellbeing and the influence of parents begins to wane (Steinberg and Morris, 2001). Alcohol use is defined as any one-time use of alcohol or any substance (Int Neuropsychiatry Dis J, 2016).

Peer relations are interpersonal relationships established and developed during social interactions among peers or individual with similar levels of psychological development (La Greca and Harrison, 2005).

The need to conform to the norms and the value of the peer relations applies as much to alcohol use as in other activities such as fashion clothes and hair styles. Many adolescents are thrown in a predicament when offered alcohol by friends or pressurized into trying them (Cheetham, Allen, Yucel & Lubman, 2010).

However, as students enter University, they spend more time with peers fitting into a group and developing social networks become a necessary developmental task (Santor, Messervey & Kusumakar, 2000.) Identifying with a group, membership strengthens students' self-identity, feelings pf worth and benefits their social acceptance (Regan & Morrison, 2011). In this situation, they are likely to imitate normative behaviors within a group and conform to a group norm. their attitudes and behaviors about substance use that is alcohol friends in the group (Mukama,2010; Burk,Van Der Vorst,Kerr & Starttin,2011).

Alcohol Use and Subjective Happiness

The second hypothesis stated that there is a significant relationship between alcohol use and subjective happiness. The results from the study were in disagreement with the hypothesis as they indicated that there is no significant relationship between alcohol use and Subjective happiness among Makerere University students. The results also indicated a negative correlation between alcohol use and subjective happiness which implies that the use of alcohol has a negative impact on subjective happiness. Increase in the use of alcohol decreases one's subjective happiness while a decrease in alcohol use increases one's subjective happiness.

The previous scholars are in disagreement with the current findings, for example Searll (1989), points out that the desire to experiment with alcohol is the prime reason why young people drink. She adds that it is however rare that this desire arises spontaneously as in most cases young people are offered drinks mostly by friends.

In the study of Armes & Roitzch (2000), patients who endorsed a greater overall number of daily drinking had a higher probability of experiencing cravings. The Author's proposed two possible hypotheses for this finding. First, individuals who experience a greater number of over drinking may experience cravings because alcohol use has been associated with enjoyment events since these individuals have used alcohol as a means of copying with these events in the past.

It is also important to note that one of the most problematic aspects of college student's life is alcohol use and related negative consequences (The Carnegie foundation for the advancement of teaching, 1990, National institute on Alcohol abuse and alcoholism, 2002). Alcohol use in colleges is correlated with death, sexual assault, bodily injury, academic failure, and academic under performance. National estimate of alcohol related unintentional injury death range from

1600 to 1700 per year (Hingson, Kopstein, Winter & Wechsler, 2005; Hingson, Heeren, Zakos, Kopstein &Wechsler, 2002).

Conclusively, they are also significantly more likely to experience blackouts (White, Jamieson, Drake, & Swartzwelder, 2002). The Impact goes beyond a personal one when one considers the second-hand effects of alcohol such as having sleep or studying interrupted by drinkers, property damage, vomit in public spaces, and experiencing rude behaviors. (Wachsler et al). Alcohol use can impact academic progress through multiple pathways.

Peer Relations and Subjective Happiness

The third hypothesis stated that there is a significant relationship between peer relations and subjective happiness among Makerere University students. The results were in agreement with the hypothesis as they indicated that there is a significant relationship between peer relations and subjective happiness among Makerere University students. This implies that having strong peer relations positively affects subjective happiness.

Previous scholars are in agreement with the current findings for example (Rebin et al, 2006) points out that engaging in positive relationships with peers has been linked to higher levels of emotional wellbeing, increased adoption of values for prosocial behavior and more positive belief about the self. Emerging evidence also suggests that positive psychological traits such as happiness and optimism are significantly and positively associated with supportive relationship with peers in supportive relationship with peers in early adolescence (Schonert-Reich et al 2008).

Additionally, research is in accord suggesting that there is a heightened importance of peer group inclusion during the early adolescent years. For example, early adolescents' close cohesion with peers, report high levels of wellbeing (Berndt and Keete 1995), lower levels of emotional distress (Wentzel et al 2004) and better school adjustment (Wentze et al 2004: Vitaro et al 2009).

Finally, studies have also established that subjective happiness of adolescents is influenced by both parental as well as peer relationships. Children's report of positive friendship qualities and lack of conflict in their best friendships were related to attachment to parents and this quality of attachment generalizes primarily to the quality of adolescent close relations with peers (Shomaker and Fuman, 2009). It has also been noted that adolescents have strong needs to be liked and accepted by friends and the larger peer group which can result in pleasurable feelings (Santrack, 2110). It is evident from several studies that these traits are determined by peer relationships.

Conclusions

The purpose of the present study sought to find out the relationship between alcohol use, peer relations and subjective happiness among Makerere university students. The study revealed that alcohol use negatively influences the peer relations of university students. Therefore, if university students reduce their alcohol consumptions, their relations with pes will be positively affected which will in turn increase their subjective happiness.

A negative correlation was found between alcohol use and subjective happiness among Makerere university students which implies that an increase in alcohol use decreases the subjective happiness of university students thus university students should cut down their alcohol consumption in order to increase their subjective happiness.

There was a positive correlation between peer relations and subject happiness among Makerere university students which implies that university students with good peer relations are more likely to have high levels of subjective happiness which not only benefits them but also the entire community they live in through reduced likelihood of using alcohol to regulate emotions.

Recommendations

Findings revealed that there is a significant negative relationship between alcohol use and peer relations among Makerere university students. Alcohol longitudinal evidence has linked alcohol use with aggressive behaviors, violence and violent peers. To address this limitation the administration should establish a number of seminars, that address the problems associated with alcohol use, counselling and guidance to the students who are already custodians of the alcohol use. mandatory education since so many students use alcohol but few understand the risks. In the study additionally, it was revealed that there was a positive significant relationship between peer relations and subjective happiness. With this a favorable more holistic environment should be maintained for better peer relations, facilitate collaborative learning and support and strengthen peer relations.

Since results reveal that there was no significant relationship between alcohol use and subjective happiness, therefore other factors which contribute to alcohol use need to be investigated, which include parenting, the teaching environment, the administration of schools, and peer influence maybe significant factors which contribute to alcohol use hence need to be studied critically.

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Appendices

Questionnaire

ALCOHOL USE, PEER RELATIONS AND SUBJECTIVE

HAPPINESS SURVEY QUESTIONNAIRE

This study is about alcohol use, peer relations and subjective happiness among university students. We are third year community psychology students conducting a study and we request you to voluntarily take part in the study. We are asking questions about alcohol, subjective happiness and your relations with your peers. The information collected is for statistical purposes only and your responses will be anonymous thus shall never be linked to you personally.

I voluntarily agree to take part in this study

SECTION A: BIO DATA

Instructions: Tick what applies to you.

1. Age

2. Gender

Male   Female

3. Marital status

Single   Married

4. Residential Status

Resident   non resident

5. Hall of residence _____

6. College _____

7. Course offered _____

8. Year of study _____

SECTION B: THE ALCOHOL USE DISORDERS IDENTIFICATION TEST

The AUDIT (Alcohol Use Disorders Identification Test) is an effective and reliable screening

tool for detecting risky and harmful drinking patterns.

INSTRUCTIONS:

By completing the following questions in the AUDIT Alcohol Screen you will be able to assess

whether your drinking is putting you at risk of alcohol-related harm:

1. Answer the following questions about your alcohol use during the **past 12 months**.

2. 'Tick' one box that best describes your answer to each question. Answer as accurately as you
   can.

3. When you have completed the questions SCORE them and put your total score in the box.
   Thank you.

Questions	0	1	2	3	4	Score
1. How often do you have a drink containing alcohol?	Never	Monthly or Less	2-4 times a week	2-3 times a week	4+ times a week	
2. How many drinks containing alcohol do you have on a typical day when you are drinking?	1 or 2	3 or 4	5 or 6	7 or 9	10 or more	
3. How often do you have six or more standard drinks on one occasion?	Never	Less than monthly	monthly	weekly	Daily or almost daily	
4. How often during the last year have you found that you were not able to stop drinking once you had started drinking?	Never	Less than monthly	monthly	weekly	Daily or almost daily	
5. How often during the last year have you failed to do what was normally expected of you because of drinking?	Never	Less than monthly	monthly	weekly	Daily or almost daily	

6. How often during the last year have you needed a drink first thing in the morning to get yourself going after a heavy drinking session?	Never	Less than monthly	monthly	weekly	Daily or almost daily	
7. How often during last year have you had a feeling of guilt or remorse after drinking?	Never	Less than monthly	monthly	weekly	Daily or almost daily	
8. How often during the last year have you been unable to remember what happened the night before because of your drinking?	Never	Less than monthly	monthly	weekly	Daily or almost daily	
9. Have you or someone else been injured because of your drinking?	No		Yes, but not in the last year		Yes, during the last year	
10. Has a relative, friend, doctor, or other health care worker been concerned about your drinking or suggested you cut down?	No		Yes, but not in the last year		Yes, during the last year	

SECTION C: CAYCI PEER RELATIONSHIPS SCALE

Instructions:

The following questions are related to your relationships with your peers. Please mark how strongly you feel about each statement by placing a tick in the box corresponding to your choice.

1=strongly disagree (**SD**), 2=disagree (**D**), 3= neither disagree nor agree (**N**), 4=agree (**A**), 5=strongly agree (**SA**).

		1	2	3	4	5
1	My friends support and care about me.					
2	My friends think I am a positive person.					
3	My friends are people who I can trust.					
4	My friends do nice things for other people.					

SECTION D: SUBJECTIVE HAPPINESS SCALE

The SHS is a 4-item scale of global subjective happiness. Two items ask respondents to characterize themselves using both absolute ratings and ratings relative to peers, whereas the other two items offer brief descriptions of happy and unhappy individuals and ask respondents the extent to which each characterization describes them.

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For each of the following statements and/or questions, please circle the point on the scale that you feel is most appropriate in describing you.

1. In general, I consider myself:

1   **2**   **3**   **4**   **5**   **6**   **7**

Not a very   **a very**
happy

Happy person   **person**

2. Compared to most of my peers, I consider myself:

1   **2**   **3**   **4**   **5**   **6**   **7**

Less happy   **more**
happy

3. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?

1   **2**   **3**   **4**   **5**   **6**   **7**

Not at all   **a great deal**

4. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?

1   **2**   **3**   **4**   **5**   **6**   **7**

Not at all   **a great**
deal

Scoring: Compute the mean across responses to all four questions; item #4 is reverse coded.

Author Responsibility Sheet

No.	Chapter	Author (s)
1.	Preliminary Pages	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
.	Chapter 1	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
3.	Chapter 2	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
4.	Chapter 3	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
5.	Chapter 4	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
6.	Chapter 5	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton
7.	Appendices	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton

8.	References	Begiira Samuel, Amanya Denis, Amumpeire Rene, Namusobya Esther, Nuwahereza BillClinton