

PERSPECTIVE OF COLLEGE OF AGRICULTURE STUDENTS IN CENTRAL LUZON STATE UNIVERSITY TOWARDS MANDATORY RANDOM STUDENT DRUG-TESTING

ANGELO DAN CASTRO¹, VINCENT JR. D. DELA TORRE¹,
LEO D. DELFIN¹, LEO STEVEN RAMOS¹, ZXIENDEE MIER SANTIAGO¹, RYAN MICHAEL
SIASON¹, BEA GENEVA MAE TAPAT¹, AND JUSTIN V. DUMALE²

Abstract

The educational institutions in the Philippines today have been mandated by law to include in their academic curriculum a program on drug education. This is to comply with the educational approach in dealing with the globally destructive drug problem. The most startling worldwide trends that have emerged are the increased availability and variety of drugs and the prevalence of drug abuse among the youth. The Philippines is no exception: research has shown that drug abuse is on the rise, and in particular it is increasing among young people. Drug abuse patterns among youth change rapidly with different drugs becoming popular. Drug abuse has also expanded to a younger and wider segment of the youth population. One of the approaches to addressing student substances use is school based Mandatory Random Student Drug-Testing (MRSDT) which is a drug use prevention tool to test the random student in both public and private schools in the Philippines. This study entitled Perspective of College of Agriculture Student in Central Luzon State University about Mandatory Random Student Drug-Testing seek to determine the Perspective of Agriculture Student regarding to Mandatory Random Student Drug-Testing. To gather the needed data, different reference was used such as archive and internet. Consequently, this study used descriptive method and purposive sampling, the researchers used 3-Likert scale and 5-Likert scale survey questionnaire. The respondents were the College of Agriculture student of Central Luzon State University. The findings from this study indicate that there is little scientific evidence to support the use of randomized drug testing for reducing drug use among those tested and among school peer respondent by students. Among the College students surveyed, school drug testing was not associated with either the prevalence or the frequency of use of other illicit drug use. Only one study showed that moderately lower use was associated with any random testing of the general population and among students specifically subject to testing. Further and elaborated explanations lie ahead within this study.

Key Words: MRSDT, drug abuse, CAg, CLSU,

1. Introduction:

The educational institutions in the Philippines today have been mandated by law to include in their academic curriculum a program on drug education. This is to comply with the educational approach in dealing with the globally destructive drug problem. The most startling worldwide trends that have emerged are the increased availability and variety of drugs and the prevalence of drug abuse among the youth. The Philippines is no exception: research has shown that drug abuse is on the rise, and in particular it is increasing among young people. Drug abuse patterns among youth change rapidly with different drugs becoming popular. Drug abuse has also expanded to a younger and wider segment of the youth population. One of the approaches to addressing student substance use is school-based Mandatory Random Student Drug-Testing (MRSDT) which is a drug use prevention tool to test the random student in both public and private schools in the Philippines. According to Quest Diagnostic (2018), random drug testing is a strong discouragement to drug users because it is conducted on an unannounced basis.

Republic Act 9165 Comprehensive Dangerous Drugs Act of 2002 directs the government to track and unrelentingly campaign against the trafficking and use of dangerous drugs and other similar substances. Those who are caught importing, selling, manufacturing, or using these illegal drugs may be fined and imprisoned for at least 12 years to lifetime, depending on the gravity of the crime. Since taking office on June 30, 2016, Philippine President Rodrigo Duterte has carried out a war on drugs that has led to the deaths of over 12,000 Filipinos to date, mostly urban poor. At least 2,555 of the killings have been attributed to the Philippine National Police. President Duterte and other senior officials have instigated and incited the killings in a campaign that could amount to crimes against humanity (Conde, 2018). This happening that our country is facing also affects the youth of our country. To further strengthen its implementation, the Republic Act No. 9165, otherwise known as the "Comprehensive Dangerous Drugs Act of 2002" declares a policy of the State "to safeguard the integrity of its territory and well-being of its citizenry particularly the youth, from the harmful effects of dangerous drugs on their physical and mental being". Since the law is concerning the welfare of the youth, the Dangerous Drug Board together with the HEI's released a memorandum order for conducting of MRSDT on universities, both public and private (Briones, 2017)

Objective of the study

The study aims to determine the perspective of Agriculture Student regarding to Mandatory Random Student Drug-Testing. Specifically, the study aims to:

1. determine the possible effect of Mandatory Random Student Drug-Testing in college students;
2. know if the student is in favor of Mandatory Random Student Drug-Testing;
3. analyze the perspective of agriculture students about Mandatory Random Student Drug-Testing.

2. Material and methods

2.1 Research design

This study is conducted in a descriptive type of research. Specifically, this study determines the perspective of agriculture student regarding in Mandatory Random Student Drug-Testing.

2.2 Participants

Students enrolled in the College of Agriculture (CAg) during the first semester of SY 2019-2020 were the respondents of the study. Using the Finite Population Correction with the confidence level of 90% and margin of error of 7.80% a total of 100 or 9.36 percent from the total population of 1068 served as respondent. The one hundred (100) participants are chosen using purposive sampling whereas the researcher gathered data from agriculture students available to participate.

2.3 Instrumentation

The method used in gathering data of the study was a survey questionnaire. The questionnaire was developed by the researcher based on the related literature and studies. The questionnaire was consist of three parts. The first part dealt with the question regarding the respondent's socio demographic characteristics like age, sex, and academic year level. The second part of the questionnaire was answerable by three-likert scale; 1= yes, 2= neutral, and 3= no. Lastly, the third part of questionnaire was answerable by five-likert scale; 1= Strongly Disagree, 2= Disagree, 3= neither, 4= Agree, and 5= Strongly Agree.

2.4 Data Gathering procedure

The collection of data was administered personally by the researcher. The survey was done at the College of Agriculture, Central Luzon State University, Science City of Munoz Nueva Ecija. The collection of data was administered by the respondent and retrieved the questionnaire as soon as these are filed up. After the participants answered, the researcher collected the questionnaire and assured to the participants that this document was confidential and it will be used for research purpose only.

2.5 Data Analysis

A descriptive type of research design was used in describing the perspective of agriculture students in mandatory random student drug-testing. It was analyzed using percentage, standard deviation, and mean for the result of Likert-scale questionnaire. The means of response for each item in the Likert-scale questionnaire conducted based on the perspective of agriculture students. The mean responses were assigned to five level of agreement to obtain student perception regarding in Mandatory Random Student Drug-Testing seen in table 1.

Table 1. The Categorization of Level of Agreement through Likert-Scale Questionnaire

Mean Level	Level of Agreement
1.00-1.39	Strongly Disagree
1.40-2.39	Disagree
2.40-3.39	Neither Agree or Disagree
3.40-4.39	Agree
4.40-5.00	Strongly Agree

Atef and Munir, 2009; Shams, 2008

Descriptive statistics was used such as percentage, mean and standard deviation.

3. Results and discussion

This chapter present and discuss the findings of the study pertaining to the possible effect of Mandatory Random Student Drug-Testing. It also provide the findings on the respondents who's in favour of Mandatory Random Student Drug-Testing (MRSDDT).

Finally, this chapter analyse the perceptions of agriculture student regarding to Mandatory Random Student Drug-Testing.

As the Table 2 and Figure 1 shows 59 percent of the agriculture students are aware of MRSDT, 25 percent are unaware and 16 percent is neither aware nor unaware.

The Coordinating Council of Private Educational Associations, or Cocopea, supports CHED MEMORANDUM ORDER (CMO) 18, series of 2018, the implementing Guidelines for the conduct of drug testing in all higher education institutions (HEIs) issued by the Commission on Higher Education (CHED).

Table 2. Percent of students who's in favor of Mandatory Random Student Drug-Testing

QUESTION	YES	NEUTRAL	NO	TOTAL
1. Are you aware of Mandatory Random Student Drug Testing in CLSU?	59%	16%	25%	100%
2. Are you in favor of Mandatory random Student Drug Testing?	47%	13%	40%	100%
3. Are you willing to become a participants of Mandatory Random student Drug Testing?	51%	11%	38%	100%

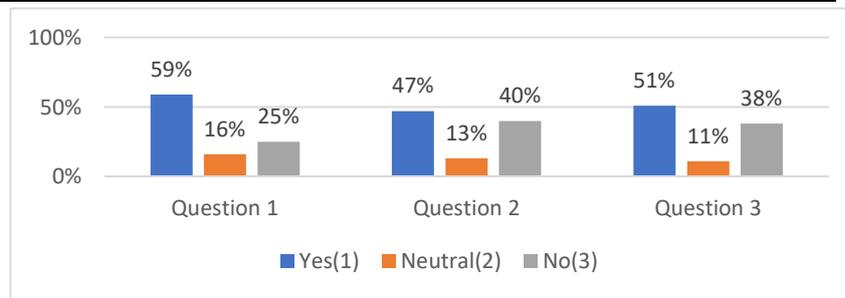


Figure 1. Percent of student awareness, favor and willing to participate in MRSDT

Majority of the students are in favor of MRSDT with a percent of 47 and the remaining percent is either not in favor (40%) or still undecided (13%). Lastly, half of the respondent (51%) are willing to participate or volunteer to be tested in MRSDT.

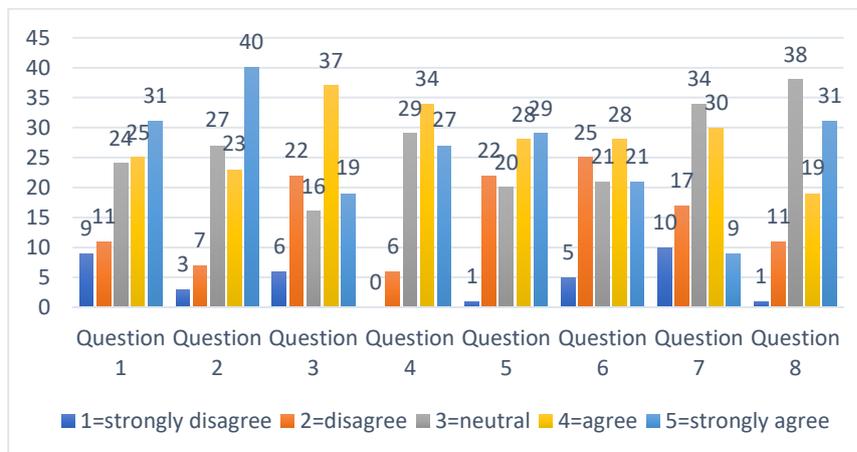
Data indicates that from 100 participants in college of agriculture, it was revealed (see Figure 2), that 31% of the respondents strongly agree that random drug testing can lead to lack of trust among students, parents and schools. 25 percent agreed to the same item, while 24 percent were not sure if it may affect the trust among students, parents and school. 11 percent of the students disagreed that it may lead to lack of trust while 9 percent strongly disagreed.

From the above finding in the Table 3 with a mean of 3.58 that falls on the agree classification. As (Huttons, 1992) argued that too school employ a drug-testing policy for symbolic basis. The school may implement a drug-testing policy because drug use is a serious national concern or to set an example of a zero-tolerance policy, rather than basing the policy on well-defined local drug problem in a particular school or district. (Huttons, 1992) Contend that a drug-testing sends a message of mistrust and sets the stage for an antagonistic relationship between the school and the student.

Table 3. Negative effect of Mandatory Random Student Drug-Testing

Question	MEAN±SD	Classification
1. Random drug testing can lead to lack of trust among students, parents and schools	3.58±1.28	Agree
2. The test can have additional unwanted consequences when positive results are false or when school discipline and legal punishment interrupt a child's education, ultimately harming their chances of success	3.9±1.11	Agree
3. Random drug testing can endanger student's lives	3.41±1.19	Agree
4. The confidentiality of the drug testing results might be compromised.	3.82±1.08	Agree
5. Student who force to take random drug testing may lead to depression	3.62±1.15	Agree
6. Random drug testing can violate the privacy and loss of dignity of the students	3.35±1.21	Neither
7. It will be costly on the part of the government which finances the program	3.11±1.11	Disagree
8. It will violate the student's constitutional rights against self-incrimination	3.68±0.88	Agree
Average	3.56±0.07	Agree

Legend: 1.00-1.39= Strongly Disagree, 1.40-2.39= Disagree, 2.40-3.39= Neither, 3.40-4.39= Agree, 4.40-5.00= Strongly Agree

**Figure 2.** Number of responses about the negative effect of MRSDT

A total of 40% of the respondents strongly agreed that the test can have additional unwanted consequences and legal punishment interrupt a child's education, ultimately harming their chances of success with another 23% agreed to the same item. Likewise 27% were not sure if the test can have additional unwanted consequences. Also 7% disagreed while 3% strongly disagreed. The statement 2 (see Table 3) with a mean of 3.9 and standard deviation of 1.10 and the mean of respondents agreed with this statement. According to Taylor (1996) argued that drug testing could have a "compensating behavior" effect. Which believes that a drug-testing policy may lead subsidiary student who accordingly stops their studies or possible increase their drug abuse.

Majority of the participants (37%) were agreed that MRSDT can endanger student's lives with the mean of 3.41 and falls in classification of agree. Respondents concluded that 22% disagree and another 6% strongly disagree that student's lives can be endanger because of MRSDT.

Regarding to MRSDT that can endanger lives of the student, the total of 63 percent believe that the confidentiality of the drug testing results might be compromised. 6 percent disagreed and 29% were not sure it might compromise. This could be due to the current situation of the Philippines regarding to the issue of illegal drugs. Also 20% were not sure if the student who force to take random drug testing may lead to depression. 22% disagreed that it may lead to depression, while another 1 percent strongly disagreed. A total of 57% of respondents strongly agreed and agreed with a mean of 3.62 that it can lead to depression of all the student who force to do the MRSDT.

Responses to statement 6 and 8 (see Table 3) were based on participants' perspective with a mean of 3.35 (neither, statement 6) and 3.68 (agree, statement 8). It was found that, majority of the students (28%) agreed that random drug testing can violate the privacy and loss of dignity of the students and 38 percent of the students are unsure if the MRSDT will violate the student's constitutional rights against self-incrimination. Therefore a total of 50 percent of the respondent believed that it will violate the student's constitutional rights against self-incrimination. The statement 7 with a mean of 3.11 and falls in disagree classification, with the total of 27% of strongly disagree and disagree the respondent believe it might not be costly on the part of the government which finances the program and 34% is unsure if will be costly on the part of the government.

The findings in the Table 4 and Figure 3 showed the positive effect of mandatory random student drug-testing. The statement 11 with 49% of the respondent agreed that students who are positive in the drug test will be given a chance to rehabilitate. The results showed that 21% agreed to the same item, while 22% were not sure. Also 5% of the students disagreed.

Table 3. Positive effect of Mandatory Random Student Drug-Testing

QUESTION	MEAN±SD	CLASSIFICATION
9. The main purpose of mandatory school drug testing is to prevent the students from ever using illegal drugs	3.85±0.88	Agree
10. Students will stop using illegal drugs for fear of getting caught	3.33±1.04	Disagree
11. Students who are positive in the drug test will be given a chance to rehabilitation.	3.8±0.93	Agree
12. It will increase student's awareness on how dangerous illegal drugs are.	4.12±0.81	Agree
13. It can create a drug free campus	3.57±1.25	Agree
14. Random drug testing can eradicate the possibility of student being curious in using illegal drugs.	3.68±0.97	Agree
Average	3.72±0.15	Agree

Legend: 1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50-3.49= Neither, 3.50-4.49= Agree, 4.50-5.00= Strongly Agree

4.49= Agree, 4.50-5.00= Strongly Agree

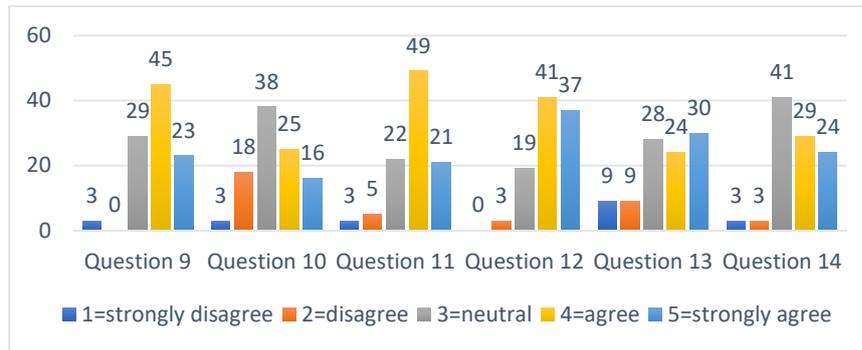


Figure 3. Positive effect of Mandatory Random Student Drug-Testing

From the above finding in the Table 4 with a mean of 3.8 that falls in the agree classification. Statement 12 and 13 is correlated to each other because if the students are aware how dangerous illegal drugs are it can create a drug free campus. 78 percent (41% agree and another 37% strongly agree) of the respondents with a mean of 4.12 and falls in the classification of agree believed that MRSDT can increase the awareness of the students regarding the danger of illegal drugs. However, 19% of the respondent were not sure. It was interesting that 41 percent of the respondent were not sure if the MRSDT can create a drug free campus, while 24% strongly agreed that it can create a drug free campus. 29% of the respondent agreed on the same statement. 9% disagree while another 9% strongly disagree.

Figures 3 shows that 68% of the respondent either strongly agreed or agreed that the main purpose of mandatory school drug testing is to prevent the students from ever using illegal drugs. Results shows 41% strongly agreed or agreed that students will stop using illegal drugs for fear of getting caught and total of 53% believed that it can eradicate the possibility of student being curious in using illegal drugs, although 29% were not sure if MRSDT have a main purpose of preventing the students from using illegal drugs. 38% were not sure (statement 10) and another 21 percent either strongly disagreed or disagreed about the same statement while another 41% were not sure if it can eradicate the possibility of student being curious in using illegal drugs.

Table 5. Perception of Agriculture student in Mandatory Random Student Drug-Testing

QUESTION	MEAN±SD	CLASSIFICATION
15. The random drug testing had little to no impact on a student's decision to use drugs	3.39±0.87	Neither
16. Mandatory random drug testing is not random, it's more like stereotyping	3.39±0.99	Neither
17. Random drug testing policy is harsh and punitive	3.39±.96	Neither
Average	3.39±.06	Neither

Legend: 1.00-1.39= Strongly Disagree, 1.40-2.39= Disagree, 2.40-3.39= Neither, 3.40-4.39= Agree, 4.40-5.00= Strongly Agree

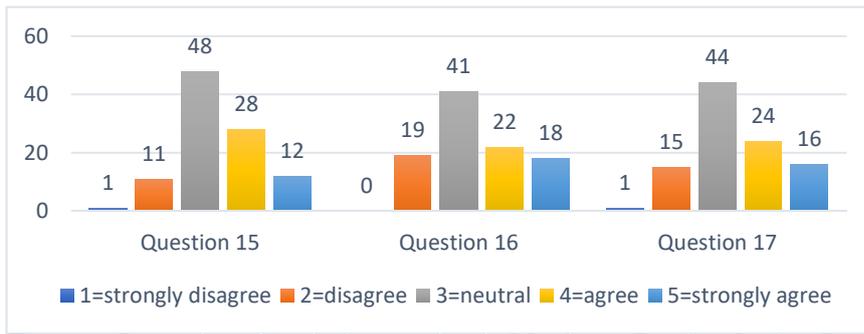
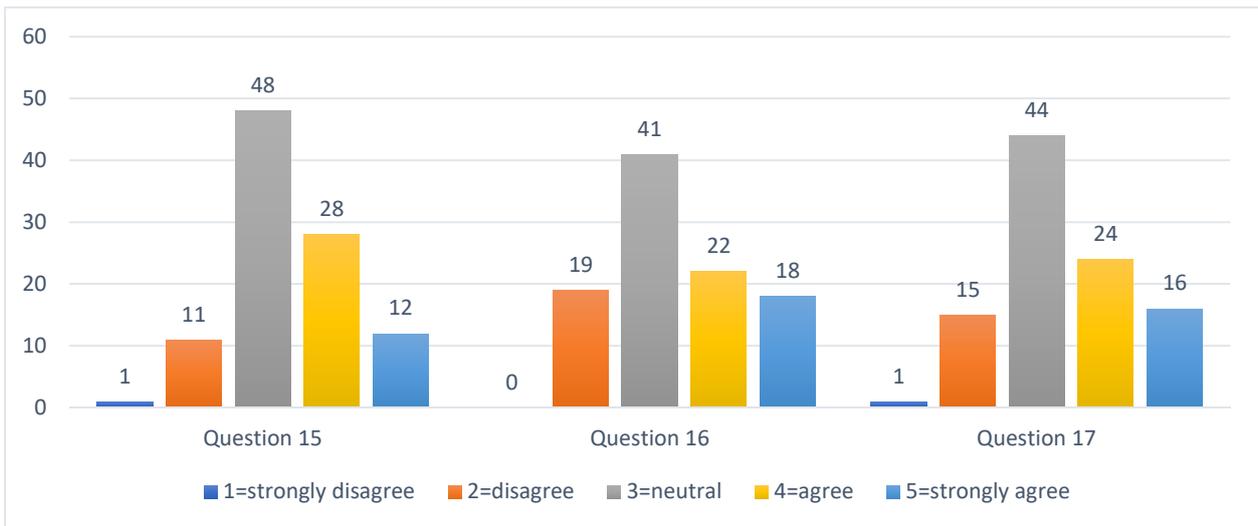
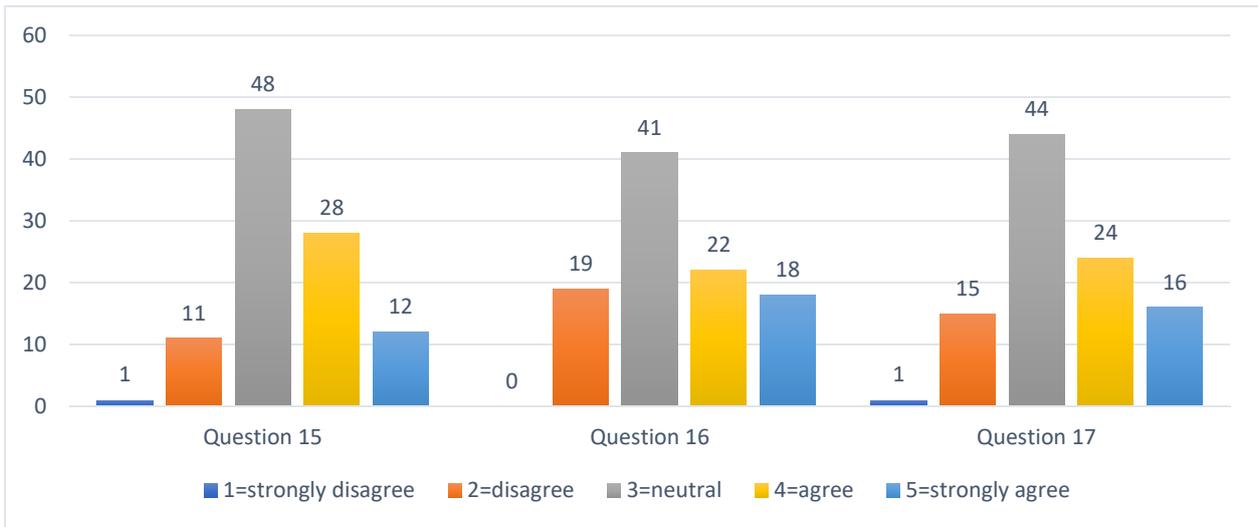


Figure 4. Perception of Agriculture student in Mandatory Random Student Drug-Testing



The Table 5 indicate the perceptions of agriculture students about mandatory random student drug-testing. Statement 16 and 17 with a mean of 3.39 and classified as neither. 39 percent of the respondent strongly agreed or agreed that MRSDT is more like stereotyping. 41 percent were not sure and only 19 percent disagree. Results indicates 40% strongly agreed or agreed that MRSDT policy is harsh and punitive. Although 44% were unsure, 15% disagree and 1 percent strongly disagree. For statement 15, the figured showed, majority of the respondent (48%) were not sure if random drug testing had little to no impact on a student's decision to use drugs. The statement 15 (see Table 5) with a mean of 3.50 and falls in the classification of neither. The respondents are still confused whether the MRSDT can help the students and support the institution in the matter of illegal drugs.

4. Conclusion

The following conclusions were drawn based on the results of the study:

The findings from this study indicate that there is little scientific evidence to support the use of randomized drug testing for reducing drug use among those tested and among school peer respondent by students of Agriculture in Central Luzon State University.

Based on the inconsistent results of the reviewed studies, it is not clear whether drug testing in school has any significant impact on students' self-reported rates of illicit drug use and affects. Among the College students surveyed, school drug testing was not associated with either the prevalence or the frequency of use of other illicit drug use. Only one study showed that moderately lower use was associated with any random testing of the general population and among students specifically subject to testing. However, MRSDT was generally associated with increased use of illicit drugs and the study's authors recommended that, until further research can clarify the conflicting outcomes, schools should approach drug testing with caution.

Drug testing is only a tool used to identify who has been using drugs during the period prior to testing. Where it is used, the most important issue to consider is the procedures used to follow up on the results and effectively help, not punish, students who test positive for drug use. The research literature indicates that positive tests need to be followed up by further assessments and by providing students with or referring them to counselling, for treatment or to other healthcare and psychosocial services.

In conclusion, there is a clear need for further evidence-based studies to guide best practices to support successful prevention and interventions with students or adolescence. To explore the evidence for a wide range of prevention and interventions, in varied MRSDT using common research designs and measures.

Acknowledgments (time new roman, 12 font size, bold and non- italic, not numbered)

Though words may not be enough, the author expresses his profound gratitude and appreciation to the students of Bachelor of Science in Agriculture Section 2-2 who made invaluable contributions for the success of this study.

5. References

At-Tamimi, Atef and Shuib, Munir. 2009. Motivation and Attitudes towards Learning English *GEMA Online Journal of Language Studies*

Agcaoili, N. P. (2005, November). Drugs in School. *The Modern Teacher*. Vol. LIV, No.

- Andrews, D., & Bonta, J. (2014). *The psychology of criminal conduct. Routledge.*
- Besinga, J. B., Catingog, M. C., Catubig, J. P., Danuco, H. L., & Jaminal, B. D. (2018). Factors influencing the Use of Drugs Among College Students: Basis for studensts Services Program. *Philippines E-Journals.*
- Crowe, A. H., & Sydney, L. (2000, May). Developing a policy for controlled substance testing. *US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, Juvenile Accountability Incentive Block.*
- Conde, C. H. (2018, October). *Philippines' 'War on Drugs'*. Retrieved from Human Rights Watch: <https://www.hrw.org/tag/philippines-war-drugs>
- Estrada, J. M. (2018, November 9). *CHED issues guidelines on drug testing of students in higher education.* Retrieved from The Manila Times: <https://www.manilatimes.net/2018/11/09/opinion/columnists/ched-issues-guidelines-on-drug-testing-of-students-in-higher-education/464679/464679/>
- Huttons, C. (1992). Schools as Good Parent: Symbolims versus Substance in Drug and Alcohol Testing of School Children. *JL & Educ*, 21-33.
- Manwong, R. K. (2002). *Drug Education and Vice Control.* Baguio City: Valencia Educational Supply.
- Schulenberg, J. E., Johnston, L. D., O'Malley, P., Bachman, J. G., Miech, R. A., & Patrick, M. E. (2018). College Students & Adults Ages 19–55. *Monitoring the Future national survey results on drug use, 1975-2017: Volume 2*, 454.
- Skidmore, C., Kaufman, E., & Crowell, S. E. (2016). Substance Use Among College Students. *Research Gate.*
- Sotto, V. (1997). *A Vision for Drug Free Philippines.*
- Summerfield, C., Egner, T., Greene, M., Koechlin, E., Mangels, J., & Hirchs, J. (2006). Predictive codes for forthcoming perception in the frontal cortex. *Science*, 1311-1314.
- Taylor, R. (1996). Compensating behavior and the drug testing of high school athletes. *Cato J.*, 351.
- Vinlaun, L. C. (2005, November). Prevention of Drug Abuse. *The Modern Teacher Vol. LIV*, p. No.6.