

EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS AND ITS REDUCTION MEASURES BY SOCIAL WORKERS IN OBIO/AKPOR LOCAL GOVERNMENT AREA, RIVERS STATE

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Abstract

This study focused on the effects of drug on academic performance of students and its reduction measures by social workers in Obio/Akpor local government area, Rivers State. The main statement of problem is that there are little or no empirical evidence to support the claim on drug abuse in secondary schools mainly in Obio/Akpor local government area. Therefore there is a need to conduct a study on the effect of drug abuse on academic performance of students and its reduction measures by social workers. The major objective of the study is to identify the causes of drug abuse and the major impact of social work profession on this said problem. Thus, data were collected through a self-administered questionnaire (primary source of data collection). A total population of this study is 400 for both secondary school students and secondary school teachers in four different schools. While the sampling size of 200 was determined using the Taro Yamane's formula from sample size determination. The schools used for this research work are community comprehensive secondary school Rumuokwurisi, Elemenwo Boys secondary school, Brain field International and Holy Child College which was collected through a cluster sampling technique. The findings of the research were that: (1) Drug abuse in students, was not actually caused by their family backgrounds because even people who comes from a good family abuse drugs the most. (2) It was also discovered that drug abuse leads to poor student academic performance. I, therefore recommend that those involved are rehabilitated by the social worker. Again social workers, should monitor these students activities and ensure that they are regulated.

Keywords: Drug Abuse, Academic Performance, Reduction Measures and School Students.

Introduction

Drug abuse is a major public health problem all over the world (UNODC) (2005). The use and abuse of drugs by adolescents has become one of the most disturbing health related phenomena in Nigeria and other parts of the world (NDLEA; 1997). Several schools going through adolescents experience, mental health programme, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. According to Fawa (2003), "Drug is defined as any substance, which is used for treatment or prevention of a disease in man

and animals. Drug alters the body functions either positively or otherwise depending on the body composition of the user, the type of drug used, the amount used and whether used singly or with other drugs at the same time", NAFDAC (2000) as cited by Haladu (2003) explained the term drug abuse as excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interferes with the health and social function of an individual. World Book Encyclopedia (2004) defined drug abuse as the non-medical use of drug that interferes

with a healthy and productive life Manbe (2008) defined drug abuse as the excessive, maladaptive or addictive use of drugs for non-medical purpose.

Abdulahi (2009) viewed drug abuse as the use of drugs to the extent that interferes with the health and social function of an individual. In essence, drug abuse may be defined as the arbitrary overdependence or mis-use of one particular drug with or without a prior medical diagnosis from qualified practitioners. It can also be viewed as the unlawful overdose in the use of drug(s). Herbs, leaves and plants have been used to heal and control diseases. The use of drugs in itself does not constitute any danger, because drugs correctly administered have been a blessing. Falco (1988) as cited by Sambo (2008) viewed that "chronic use of substances can cause serious, sometimes irreversible damage to adolescent's physical and psychological development. The use of drugs could be beneficial or harmful depending on the mode of use. A drug refers to a substance that could bring about a change in the biological function through its chemical actions (Okoye, 2001). It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2006). They could thus, be considered as chemical modifiers of the living tissues that could bring about physiological and behavioural changes (Nnachi, 2007).

According to world book medical encyclopedia, drug abuse is the harmful use of mind altering drugs. It added that the term usually refers to problem with illegal drugs which also include harmful use of legal prescription drugs such as in self-medication.

Drugs can be defined as a substance which by its chemical nature has an effect upon the body or the higher nervous system

(the mind). Therefore, many substances not usually thought of as drugs covered by this definition include caffeine, nicotine, alcohol, household chemicals and pollutants.

Abuse on the other hand, is derived from the offshoot of the words "Abnormal use". That is to say drug abuse could be referred to as the abnormal use of drugs. Drug abuse may be defined as over dependence or excessive use of or misuse of chemical substances to achieve a certain effect with or without medical diagnosis. They also may be drugs obtained with a prescription, used for pleasure rather than for medical reasons. It is important to note that drug abuse is not contained simply to the abuse of dangerous drugs like narcotics-opium, heroine etc. but also the abuse of panadol, codeine, antibiotics, laxatives etc. in other words every substance apart from food is a drug and must therefore be regarded as being detrimental to health if not taken under proper medical advice or used correctly accordingly to medical prescription. Almost everybody in this country either knowingly or unknowingly is guilty of drug abuse. An anxious mother seeing that her child has frequent stooling, instead on taking the child to the hospital, goes to the chemist and buy an antibiotic syrup and gives to the child because such medication was prescribed for a friend's child who had similar problem such mother is guilty of drug abuse. She might have given an over dose of the drug which will result in health hazards of the child.

According to Ebie and Pela (1980) the Nigerian society does not usually frown at the abuse of drugs which does not produce over behaviour changes. The primitive people recognized the use of tobacco, native brewed drinks, cocoa leave and kolanuts to provide pleasurable relief of pain, fatigue

and hunger but never realized they were abusing drugs.

Different drugs have different effects some, such as cocaine or methamphetamine may produce an intense “rush” and initial feeling of boundless energy. Others such as heroine, benzodiazepines or the prescription oxycontin may produce excessive feelings of relaxation and calm. What most drugs have in common though is over stimulation of the pleasure centre of the brain. With time the brain’s chemistry is actually altered to the point where not having the drug becomes extremely uncomfortable and even painful. This compelling urge to used, addition, becomes more and more powerful, disrupting work, relationships and health.

Prescription drug abuse is just as dangerous as street drug use. When used appropriately, prescription drugs in the opiate family, such as vicodin (hydrocodone) and oxycontin, are often prescribed for chronic pain or recovery from surgery. Benzodiazepines, such as valium or Xanax are prescribed to treat anxiety. The problem arises when these drugs begin to be used “off label”.

Statement of Problem

There has not been a study on the effect of drug abuse on academic performance of students and its reduction measures by social workers. The failure of the students to recognize that drug addiction is symptomatic of an underlined psychiatric disorder or psychological conflict has led to the continuous drug taking. The problem inherent in drug abuse, smoking, alcoholism and their effects on students’ academic performance cannot be overemphasized. This is because, abuse of drug, smoking of cigarette, Indian-hemp, cocaine or and heroine, and reckless in-take of alcohol,

militate against students’ high academic achievement in schools.

Not only that, the prevalence of assorted criminal acts and or school disciplinary problems perpetrated by students these days cannot be separated from their bent minds which is as a result of drug abuse, smoking and alcoholism. For this reasons, many students are involved in rape cases, stealing, fraudulent activities in examinations, violent demonstrations, sexual recklessness, disrespect to both school authorities and parents, bullying and other immoral acts that are against the norms and values of any decent society or ideal school system.

This research investigated the extent to which the social work professionals, government, non-governmental organizations (N.G.O), institutions, homes, individuals, and the society at large can contributed to the cure or maximum reduction of drug abuse amongst the end users.

Objectives

The following are the objectives of the study:

- (a) To examine the reasons why students/adolescents engage in drug abuse, smoking, and alcoholism.
- (b) To identify various consequences of drug abuse by students.
- (c) To identify how the abuse of drugs can affect a child’s/students’ academic performance in schools.

Research Questions

The following researcher questions were asked in this study:

- Why did students engage on drugs abuse?
- What happened when drugs were abused by students?

- Did drug abuse affect students' academic performance in schools?

Scope of Study

This study was carried out in four secondary schools. They are as follows:

- 1 Community Comprehensive Secondary School (C.C.S.S) Rumuokwurusi,
- 2 Elemenwo Boys Secondary School,
- 3 Brain Field International,
- 4 Holy Child College.

All in Obio/Akpor, Rivers State as a case study. This research finding might apply to other secondary schools in Obio/Akpor Local Government Area, Rivers State of Nigeria.

Related Literature of the Research

Substance abuse is reported in a number of institutions of learning in Nigeria and other countries of the world. In Hong Kong in the 2008/2009 survey secondary schools reported that they had lifetime drug-taking students. Specifically, lifetime drug-taking students were reported in 111 and 112 secondary schools surveyed, 84 out of 94 primary school surveyed, and all of the 17 postsecondary institutions surveyed, and all of the 17 postsecondary institutions surveyed (Hong Kong Narcotics Division, 2010). The age of students starting to take drugs is also getting lower, for those aged 12 or below there was a close to double increase in drug prevalence of 2.4% in 2004/2005 to 4.6% in 2008/2009 (Hong Kong Narcotics Division, 2010). This means that children have assumed an accommodating attitude to drug-taking. It also implies that out of ignorance they do underestimate the risk of dependence and its impact on peer relationship and future development. Some students take drugs to enhance confidence

in their self-control, hence fail to resist temptations to taking drugs.

Overall in Hong Kong the rising trend for youth drug use and weakening of resistance is worrying to the public as it increased over 50% from 2,200 in 2005 to 3,360 in 2010 for the group under 21. At primary school level (primary 4-6) the drugs abused most are cough medicines and thinner. The location of use is own home, internet café and friend's home. At secondary school level the drugs abused most include Ketamine, cannabis and Ecstasy. The location of use is Friend's home disco and own home. At post-secondary level including universities, the drug abused most is cannabis. The location of use is disco, Friend's home and pub and own home. (Hong Kong Narcotics Division, 2010). The correlation between family structure and drug-using students is also noteworthy. Among this group of students, 7.7% do not live with either of the parents, compared to 2.5% for their non-drug-using counterparts (Hong Kong Narcotics Division, 2010). Similar drug use trends have been reported in other committees as is in Hong Kong.

In the US, Cannabis use is most common, in UK, cocaine and Ketamine and in Canada a number of illicit drugs are used by youth. This is just but few of the countries experiencing substance abuse by youth. The factors contributing to youth substance abuse have been identified and promulgated by the electronic and print media worldwide. These factors have been further authenticated by research (Hong Kong Narcotics Division, 2010). Ali, (2010); Bamberg et al. (2008); Community Anti-Drug Coalitions of America, U.S. (2008). Bradford, Burns Vaughn, and Barber, (2008). They include: Dysfunctions families due to unstable low income, poor marital relationship, conflicts, divorce, separation,

single parenthood, long working hours of family members, limited family time, ineffective communication, easy access to drugs within immediate neighbourhood, failure of school achievement, feeling boredom, undesirable peer influence, intergenerational addiction and negative peers include (boyfriend who abused drugs). Countries of the world have developed and operationalized different strategies to minimize substance abuse among youths. In Hong Kong the anti-drug prevention efforts cover youth events through use of seminars, drama, movies, drug – to sting, school curriculum and media campaign. (The Hong Kong Federation of Youth Groups, 2010). In UK the family is at the center of their drug strategy. “Think Family” approach is used, whereby the target is bringing efforts in service integration to minimize intergeneration cycles of poor outcomes. Engagement of parents in programs that target not only drugs but also other issues, meaningful engagement of young people, drug education in school, use of mass media campaign and national hotline, all involved combating the battle against drugs (Home Office, United Kingdom, 2008).

Causes of Drug Abuse

Haladu (2003) gave the following as the main causes

- **Experimental Curiosity:** Curiosity to experiment the unknown facts about drugs thus motivates adolescents into drug use. The first experience in drug abuse produces a state of arousal such as happiness and pleasure which in turn motivates them to continue.
- **Peer Group Influence:** Peer pressure plays a major role in influencing many adolescents into drug abuse. This is because peer pressure is a fact

of teenage and youth life. as they try to depend less on parents, they show more dependency on their friends. In Nigeria, as other parts of the world, one may not enjoy the company of others unless he conforms to their norms.

- **Lack of Parental Supervision:** Many parents have no time to supervise their sons and daughters. Some parents have little or no interaction with family members, while others put pressure on their children to pass exams or perform better in their studies. These phenomena initialize and increases drug abuse.
- **Personality Problems due to Socio-Economic Conditions:** Adolescents with personality problems arising from social conditions have been found to abuse drugs. The social and economic status of most Nigerians is below average. Poverty is widespread, broken homes and unemployment is on the increase, therefore our youths roam the streets looking for employment or resort to begging. These situations have been aggravated by lack of skills, opportunities for training and re-training and lack of committed action to promote job creation by private and community entrepreneurs. Frustration arising from these problems lead to recourse in drug abuse for temporarily removing the tension and problems arising from it.

Related Literature Review

Incidence of Drug Abuse among Nigerian Adolescents

Students, especially those in secondary school tend to see the drug user

as one who is tough, bold and strong. Many youngsters have been known to use drugs at the instance of peers, elders or sibling. Students who usually feel inadequate have been known to use drugs to achieve social acceptance. Esen (1979) stated that Nigerian secondary school adolescents under the influence of Indian hemp shed all inhibitions and produce behaviour that is inconsistent with school discipline. He went further to observe that the increasing incidence of drug abuse among secondary school students is a contributory factor in the ugly confrontation between school administration and students. Odejide, (1979); Ogunremi and Rotimi, (1979); Agunlana, (1999); Ubom, (2004); Obiamaka, (2004); Okorodudu and Okorodudu, (2004) in their research work indicated that the problem of drug abuse know no boundaries or social class. It impedes the development of any society as it is a threat to life, health, dignity and prosperity of all individuals.

Fayombo and Aremu (2000) in their research on the effect of drug abuse on educational performance of some adolescent drug abusers in Ibadan found that the misuse of marijuana had reached an epidemic level in the present Nigeria society, and that drug abuse could lead to reduce academic achievement or even halt one's entire academic process. Adenisa, (1975); Ekpo, (1981); and Orubu, (1983) in their studies dwelled extensively on reasons students use drugs include success in examination, social acceptance and initiation of peers. Olatunde (1979) stated that, Nigerian adolescents take drugs such as amphetamines and pro-plus as aid for success in examination. He postulated that those who take drugs as aid for studies toward examinations are those with poor academic records, a history of instability and family/social problems, while others, he

commended; use drugs to increase their self-confidence, heighten pleasure, cope with feelings of depression and inadequacy, and to facilitate communication. Idowu (1987) found that students smoke and use drugs at the instance of friends/peers, parents and television/radio advertisements. Oladele, (1989); Okorodudu and Okorodudu (2004); and Enakpoya (2009) in their studies showed that adolescents were very susceptible to the influence of their peers. Osikoya and Ali (2006) asserted that socially, a drug abuser is always pre-occupied with how to obtain drug of choice and crave for the substance. Kobiowu (2006) study revealed that the academic pursuit of those undergraduates who engages in drug misuse is not unduly jeopardized, and that the abusers do not socialize extraordinarily, contrary to seemingly popular expectation.

Studies by Okoh (1978), Oduaran (1979) and Johnson (1979) exhibit a plethora of purposes for which students use drug. The list includes curiosity, boldness, and friends-do-it, enjoyment of social gathering, academic pressure, sound-sleep, sexual-prowess, and performance in sports. Drug abuse is a very serious problem among school adolescents and which has slowly made the average Nigerian student to be maimed, sentenced to a life of delinquency, insanity, street walking and premature death.

Why Students Abuse Drugs

Coleman, Butcher and Carson (1980) reported that student abuse drugs in order to react to failure with marked feelings of hurt and inferiority, to have low frustration tolerance, and to feel inadequate and unsure of their ability to play expected male or female roles macclelland, David, Kalin and Wanner (1972) see why students abuse drugs as an attempt to prove their

masculinity and achieve feelings of adequacy and competency, although this claims may not be programmatically proven as posited. Awka of July 8, 2001 agree that the influence of peer was prime reason they start using drugs equally Newsweek reported on 7th July 1996, "The street of Seattle is cluttered with lids who have moved there to do heroin, just because (rock musician) lobain did". Also Awka July 8, 2001 report on why student abuse drugs. Among these are disillusionment, depression and a lack of purpose in life. It noted that some who have equally difficulty with human relationship use drugs to help them cope in social situations. They believe that drugs boost their confidence, making them feel with and likable. Boredom is another reason youth's fun to drugs. The book, "The promence of Disky – why teen ages do the things they do" comment on boredom and the lack of parental supervision "Boy and girls come home after school to empty houses. No surprise, they are homely and don't want to be alone". Eiserman (1978).

Types of Drugs and Substance Abused by Students

According to the National Institute on Drug Abuse (2000), alcohol is the most abused psychoactive drug in the United States with approximately 90% of students using it before they leave high school. In Nigeria a report by NAFDAC (2008) found that alcohol is also the most commonly abused drug with about 61% of the population engaging in its use. The same report indicated that 40.9% of students were abusing alcohol in Nairobi Province and 26.3% in Central Province. According to Perkinson (2002), alcohol is a central nervous system depressant and dulls the brain making learning a difficult task. When students abuse alcohol their reasoning

becomes impaired and education becomes of less priority in their life. Research in Australia revealed that bhang smoking leads to the use of other more serious drugs. In Bayelsa it was found out that 5.3% of the students were smoking bhang.

Influence of Drug use on Student's Academic Performance

Good academic performance calls for a healthy mind and body. It is important therefore that brain be in good working condition all the time. Drugs especially addictive ones affect the brain and nervous system as a whole. Drugs make the dopamine system to be inhibited. Dopamine leads to reduced attention, alertness and learning, Razmy, Lang and Shapiro, (2004). A permanent effect in learning abilities of the user is common for those who start using drugs at adolescent stage. Use of drugs causes some areas of the brain not to develop properly leading to learning disabilities. Continued use of drugs leads to loss of memory and judgement. Drinkers remember 10% less of what they have studied than the others.

According to, Holister (1971) Bhang interferes with learning by impairing thinking, reading, and comprehension, verbal and mathematics skills. It also leads to shrinking of the brain and permanent loss of information and knowledge (in most regions in Kenya where there is high use of bhang very poor academic performance is evident), NACADA (2003). Drugs lead to failure to do assignments due to laziness, low productivity, and inability to work effectively which lower student academic performance. Many drug users are forgetful and can hardly concentrate; it can also lead to loss of short term memory. When drug users take exams their performance is average or below average because they do not remember

what they have learned when they were drunk. According to, Wechsler, (1995) drug use contributes to students missing class, failing in test and dropping out of school due to poor grades. Drug use may impair memory by slowing down the coordination of information and may reduce student's ability to remember information that was learned prior to using drugs. A study carried out by, Oteyo and Kariuki (2009) indicate gross impairment and decline in academic performance as a result of drug use. Drugs reduce number of hours spend studying, Wechsler (1995) was of the opinion that poor academic performance among secondary school students has several indicators such as students failing in test, being absent in class, dropping out of school and poor grades. Oteyo and Kariuki (2009) reported that prevalence of drug use has caused the concern that the student may not reach full potential and may use drug later in life. Students who use drugs are likely to perform poorly.

Theoretical Framework

Reality Therapy

Reality therapy rests on the central idea that we choose our behaviour and we are therefore responsible not only for what we are doing but also for how we think and feel. It is solution based theory. Reality therapy (RT) is an approach to psychotherapy and counselling. Developed by William Glasser in the 1960s, RT differs from conventional psychiatry, psychoanalysis and medical model schools of psychotherapy in that it focuses on what Glasser calls psychiatry's three Rs: realism, responsibility, and right-and- wrong, rather than symptoms of mental disorders (Glasser, W 1965). Reality therapy maintains that the individual is suffering from a socially universal human condition rather than a mental illness. It is in

the unsuccessful attainment of basic needs that a person's behaviour moves away from the norm. Since fulfilling essential needs that a person's present life, reality therapy does not concern itself with a client's past. Neither does this type of therapy deal with unconscious mental processes (Lane 2011).

The reality therapy approach to counselling and problem-solving, focuses on the here-and-now actions of the client and the ability to create and choose a better future. Typically, clients seek to discover what they really want and how they are currently choosing to behave in order to achieve these goals. According to Glasser, the social component of psychological disorders has been highly overlooked in the rush to label the population as sick or mentally ill (Corey, G. 2009). If a social problem causes distress to a person, it is not always because of a labelled sickness, it may sometimes just be the inability of the satisfaction of one's psychological needs. Reality therapy attempts to separate the client from the behaviour (Glasser, W. 1985). According to Glasser, human beings have four basic psychological needs after survival: (Glasser, W. 1998) the most important need being to love and be loved by another person or group for a feeling of belonging; the need for power, through learning, achieving, feeling worthwhile, winning and through being competent; the need for freedom, including independence and autonomy while simultaneously exercising personal responsibility; the need for fun, pleasure seeking enjoyment and relaxation is also a very important need for good psychological health. One of the core principles of reality therapy is that, whether people are aware of it or not, they are always trying to meet these essential human needs. These needs must all be balanced and

met for a person to function most effectively.

However, people don't necessarily act effectively at achieving these goals. Socializing with others is one effective way of meeting the need to belong. But how a person chooses to interact with and gain attention and love from others is most often at the root of their psychological dismay. Reality therapy stresses one major point-people are in control of what they are currently doing in their lives whether or not it is working in their favour toward meeting their basic psychological needs for power, belonging, fun and freedom. And it is through an individual's choices that he or she makes change for the better or worse. In our current society, the survival need is normally being met – it is then in how people meet the remaining four psychological needs those they typically run into trouble. Reality therapy holds that the key to behaviour is to remain aware of what an individual presently wants and make choices that will ensure that goal. Reality therapy maintains that what really drives human beings is their need to belong and to be loved. What also drive humans are their yearnings to be free, and with that freedom comes great responsibility (one cannot exist without the other). Reality therapy is very much, a therapy of decision (or choice) and change, based upon the conviction that, even though human persons often have let themselves become products of their past's powerful influences, they need not be held forever hostage by those earlier influences.

The Role of Social Workers in the Fight against Drug Abuse

According to Social Work Policy Institute (2006). Substance abuse is a growing problem around the world. In 2010, an estimated 22.6 million Americans aged 12

or older were abusing illicit drugs, according to the U.S. Department of Health and Human Services. Substance abuse can be one of the most difficult problems to detect, as clients are often ashamed or secretive about their drug use. As a social worker, it's important to be aware of the potential for substance abuse in any client who seek help. For example, a client may seek help for depression but conceal an underlying alcohol or substance abuse addiction. Your role is to tease out these possible underlying issues and help the client obtain proper assistance in a community resource system available in the community. Apart from this engagement, the social worker can intervene in the area of policy formulation that will address this malice through proper legislation. In social worker in public health can initiate an advocacy programme in order to sensitize the public on the effect of the drug abuse among students in secondary school.

Research Methodology

Research Design

The researcher used descriptive research survey design in building up this project work, the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought the effect of drug abuse on academic performance on secondary school's student and its reduction measures by social workers in Obio/Akpor local government area, Rivers State, Nigeria.

Population of the Study

The population of this study, which comprises of both students (prefects) and teachers in Obio/Akpor Local Government Area of Rivers State. This research will be conducted within four schools and each of

the school, 400 respondents will be selected in order to get the necessary information. These schools are;

- Community Comprehensive Secondary School (C.C.S.S) Rumuokwurusi
- Elemenwo Boys Secondary School
- Brain Field International
- Holy Child College

All in Obio/Akpor local government area, Rivers State as a case study. The sampling indicates the manner through which the study subjects are selected from the target population to an accessible population. The population, consist of 400 students (prefects) and teachers in four different schools, 100 for each school, all in Obio/Akpor local government area, Rivers State. Considering the nature of variable understudy, there search will make use of non-probability sampling, technique known as cluster sampling, Baridam, (2001) had observed that the variable in this sample are chosen simply because they are accessible or easy to measure. The major research instrument used is the questionnaires. This was appropriately moderated. The students (prefects) and teachers were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give answer to a question by ticking in front of an appropriate answer. The questionnaires contained structured questions which were divided into sections A and B.

Data were collected from two main sources namely:

1. Primary source and

2. Secondary source

Primary source:

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

Secondary source:

These are data from textbook, Journal, handset etc. they arise as byproducts of the same other purposes. Example, administration, various other unpublished works and write ups were also used.

Method of Data Analysis

In order to test the hypothesis earlier formulated, the chi-square (χ^2) statistical test will be used. This is because of the nature of the variable under study.

Data Presentation

Analysis of data generated from the field survey. Tables will be used to show the frequency distribution and percentages which will be discussed. Two hundred (200) questionnaires were distributed to four (4) different school, fifty (50) questionnaires for each of the schools. A hundred and seventy (170) questionnaires were eventually retrieved, a hundred and sixty was used for the analysis, thereby making the total response rate to be 80%. However, the remaining 20% of the responses which amount to forty (40) questionnaires were not used for the analysis, for two reasons. Thus, thirty (30) questionnaires which represent 15% of the total questionnaires that were given was not retrieved and (10) questionnaires which represent 5% of the remaining total questionnaires were discarded because they did not complete

more than half of the items on the questionnaire.

Demographic Analysis

In this study, the output of the demographic analysis was presented. These presentations would further enable the understanding of demographic distribution of the sample.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Female | 88 | 55% | 55% | 55% |
| | Male | 72 | 45% | 45% | 100% |
| | Total | 160 | 100% | 100% | |

Source: Fieldwork, 2019

Table 1.2 showed that 88 (55%) of the respondents were females while 72 representing (45%) of the respondents were males. Implying that our respondents were largely female-dominated.

Table 1.2: Position of the Respondents

| Position | Frequency | Percentage |
|--------------------------------|-----------|------------|
| Students | 94 | 58.75% |
| Teachers | 60 | 37.5% |
| Social Work/School Counsellors | 160 | 3.75% |
| Total | 160 | 100% |

Source: Fieldwork, 2019

The above showed the Demographic Analysis.

Data Analysis

Research Question One:

Why did Students Engage in Drug Abuse?

Table 2.1: This table shows whether students actually abuse drugs due to bad friends and peer group association.

| Response | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Agreed | 68 | 42.5 |
| Strongly Agreed | 74 | 46.25 |
| Disagreed | 10 | 6.25 |
| Strongly Disagreed | 8 | 5 |
| Total | 160 | 100 |

Source: Fieldwork, 2019

The analysis in Table 2.1 above indicated that 42.5% of the respondents indicated that drug abuse by students was as a result of bad friends and peer group influence. 46.25% strongly agreed to it, while

6.25% which was not disagreed and another 5% strongly disagreed.

Research Question Two:

What happens when drugs are abused by students? The data obtained are presented in table below in relation to the responses to questions asked.

Q2- A student who abused drugs tend to suffer health wise (can easily get mentally deranged)

Table 3.1: views on whether drugs can lead to mental illness.

| Response | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Agreed | 58 | 5.625 |
| Strongly Agreed | 77 | 91.25 |
| Disagreed | 13 | 3.125 |
| Strongly Disagreed | 12 | 0 |
| Total | 160 | 100 |

Source: Fieldwork, 2019

The data in table 3.1 showed that 5.625% agreed to the fact that drug abuse led to mental Derangement, 91.25% which was the highest population strongly agreed to this fact. While 3.125% disagreed and 0% strongly disagreed.

Research Question Three

Q3a- Does drug abuse affect student's academic performance in school? The data obtained were presented in Table below.

Table 4a.

| Response | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Agreed | 9 | 5.625 |
| Strongly Agreed | 146 | 91.25 |
| Disagreed | 5 | 3.125 |
| Strongly Disagreed | 0 | 0 |
| Total | 160 | 100 |

Source: Fieldwork, 2019

Drug abusers were not stable when it comes to academic functions. The result in Table above showed that 5.625% of respondents were agreeing to the fact that when it came to academic functions, drug abusers were not stable, and the highest population which was 91.25% strongly

agreed to this fact. While 3.125% disagreed and 0% strongly disagreed. Again this implication led to increase in crime rate.

Q3b- The academic performance of those who abuse drugs were affected negatively?

Table 4b: Views whether abuse drug affects academic performance negatively.

| Response | Frequency | Percentage (%) |
|--------------------|-----------|----------------|
| Agreed | 16 | 10 |
| Strongly Agreed | 131 | 81.875 |
| Disagreed | 7 | 4.375 |
| Strongly Disagreed | 6 | 3.75 |

| | | |
|-------|-----|-----|
| Total | 160 | 100 |
|-------|-----|-----|

Source: Fieldwork, 2019

The data in Table reveals that 10% agreed that drug abuse influenced ones academic performance, 81.875% also strongly agreed. While 4.375% disagreed and 3.75% strongly disagreed.

Conclusion

In this study, it was concluded that family background, family cohesion, is actually not an important factors that lead to drug abuse. It was also discovered that drug abuse leads to poor student academic performance. This called for the attention of social workers to step up counselling centres for rehabilitation and the students drug abuse who might willingly decide to give up the habit.

Recommendation

Based on the findings, it is recommended that:

1. Parents should try to give their children moral, spiritual, social, psychological, and financial support so as to guide them against peer and societal influences.
2. Children should obey their parents and be satisfied with the little support given to them and they should also keep away from bad company.
3. Awareness campaign should be organized in order to curtail the rate of drug abuse by students.
4. Educationalist should include the teaching of drugs and its effects in their curriculum.
5. NAFDAC, NDLEA, and other Government agencies should take control and eliminate the rapid increase of drug abuse.

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