

**DRUG ABUSE ON SOCIO-EMOTIONAL BEHAVIOUR AMONG SECONDARY
SCHOOL STUDENTS IN KADUNA STATE, NIGERIA.**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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AHMADU BELLO UNIVERSITY ZARIA**

MAY, 2016

DECLARATION

I dissertation that this thesis entitled; Drug Abuse on Socio-emotional Behaviour Among Secondary School Students in Kaduna State, Nigeria is the result of my research effort and to the best of my knowledge has not been produced and presented for the award of a degree or diploma at this or any other Institution. All quotations and citations made in this work have been fully acknowledged in the reference pages.

Sign _____

Esther Ndip AFUWAI

Date

CERTIFICATION

This dissertation entitled: Drug Abuse on Socio-emotional Behaviour Among Secondary School Students in Kaduna State, Nigeria meets the requirements governing the award of degree of Master of Home Economics (M.Ed. Home Economics) of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents and husband for their prayers, financial support and encouragement.

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OPERATIONAL DEFINITION OF TERMS

Social behaviour is the general conduct of people directed towards the society or taking place between members in a society.

Emotional behaviour is a mental state which arises spontaneously rather than through conscious effort and is often accompanied by physiological changes.

Burukutu is a locally brewed alcoholic drink from guinea corn) is consumed in northern part of Nigeria.

Ogogoro' (also known as 'kinkana' and 'apetesi') is a gin-like drink distilled from oil or raffia palm wine.

Agadangidi is a fermented beverage made from mashed ripe plantain, fresh chili peppers and water.

ABSTRACT

This study made use of survey design to examine Drug Abuse on Socio-Emotional Behaviour Among Secondary School Students in Kaduna state. Five objectives, research questions and hypotheses were stated which guided the study. To achieve the objectives, data were collected from 370 (male=227 and female= 143), participants using a questionnaire structured on a four points fixed response format. The collected data were sorted and analyzed to test the five non directional hypotheses using independent sample t- test and chi square at alpha = .05. The result identified curiosity, peer pressure, and inability in maintaining inter-personal communications among others as significant factors influencing drug abuse among students, $\chi^2 (9) = 120.720, p < .05$. Drug abuse also significantly influence social, $t (198) = 8.45, p < .05$, and emotional behaviour, $t (198) = 7.64, p < .05$, of secondary school students in Kaduna State with more males than females being affected. It also revealed that drug abuse negatively influences students school work, $\chi^2 (3) = 41.21, p < .05$ with users reporting poor level of school work compared to others. Gender was also found to significantly influence drug abuse, $\chi^2 (3) = 33.76, p < .05$ with more males than females secondary school students in Kaduna State reporting drug abuse behaviour. Based on this, it was recommended that parents should make deliberate effort to instill high moral standard and ensure they monitor the kind of friends their children hang out with in the community, as doing so will help reduce drug abuse behaviour among secondary school students in Kaduna State, Nigeria.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

The abuse of drugs among youths has become a major national problem in Nigeria. The Youths who are expected to be leaders of tomorrow have been rendered useless to themselves and the societies in which they live, due to the impact of drug on them, thus, contributing to the increase in the number of psychiatric patients, street boys, school dropouts and delinquents. Drug abuse is a rapidly growing global problem (Lakhanpal, Agnihotri, 2007; United Nations Office of Drugs and Crime, 2007; Abudu, 2008). The problem of drug abuse poses a significant threat to the social, health, economic fabrics of the families, society and the entire nations (Giade, 2012; Oshodi, Aina & Onajole, 2010). Almost every country in the world is affected from one or more drug being abused by its citizens. The increased of drug abuse globally has brought problems such as increase in violence and crimes and diseases such as HIV/AIDS, collapse of the veins and collapse in the social structure (UNODC, 2007; Oshodi, Aina, & Onajole, 2010).

Horrible youthful activities are widespread in Nigeria to the extent that they have been giving a lot of concern to the society, government and other stake holders in Nigeria. In primary schools, peers engage in organized crimes and disrupt normal academic programs. In secondary schools, the activities of secret cults are known to have been source of threat to lives and property. In tertiary institutions, a lot of ritual killings are taking place. (Abudu, 2008; Oshodi, Aina, & Onajole, 2010). The impact of drug abuse among Nigerian students has been a feature of a morally bankrupt, corrupt and wasted generation and loss of our societal values and ideals. The situation now appears to be such that no one can argue ignorance of what is happening (Abudu,

2008). “one cannot sit and pretend that he/she has not seen the menace of drug abuse among adolescents” (Hamisu, Ahmad & Lim, 2014). According to Giade, (2011), any nation being used by drug barons as a transit route has the potentials of becoming a drugs abuse consumer’s country, Drug abuse threatens the security of every nation, tearing apart the societies, spawning crime, spreading diseases such as AIDS, and killing youths and the future of the country”.

Odianose (2009) commented that, drug abuse is the "arbitrary" over dependence or misuse of one particular drug with or without a prior medical prescription from qualified health practitioners. Drug abuse may also be defined as the “arbitrary” over dependence or miss-use of one particular drug with or without a prior medical diagnosis from qualified health practitioners (Lakhanpal, & Agnihotri, 2007). Oluremi (2012) stated that 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. Majority of the Nigerian adolescents ignorantly or deliberately depend on one form of drug or the other for their various daily activities—social, educational, political, moral among others. Such drugs include: Tobacco, Indian hemp, cocaine, morphine, Heroine, Alcohol, ephedrine, Madras, Caffeine, Glue, Barbiturates, and Amphetamines. Other drug abused may include, Panadol, Benilyn, ‘Burukutu’, or local beer, cigarette, solution, beer (Shehu, 2008). There is no doubt that the abuse of drug among secondary school students in Kaduna State, Nigeria has continued unabated, thereby creating a social and emotional problem for both users and the society because they have now become a burden to their families and the society. Socio-emotional behaviour is the expression of a person that can be in the form of positive or negative way. Samuel (2006), viewed negative socio-emotional behaviour as any condition exhibiting one or more of the following characteristics over a period of time and adversely affecting academic performance, e.g.,

inability to build or maintain satisfactory interpersonal relationship with peers, pervasive mood of unhappiness and fears associated with personal or school work. Socio-emotional behaviour can be observed when a child is experiencing problem more severe than those experienced by most children, and when such child behaviour in school, home, and society becomes extremely difficult to cope with and the behaviour is strange and disturbing (Onu, 2016).

Secondary students are individuals within the age range of 11-20. Usually, trial with drugs during this period (11–20 years) is common. At this age, they try so many new things. They use drugs for many reasons, including curiosity and desire to find out the effectiveness of a particular drug, to feel good, to reduce stress, or to feel grown up. Using alcohol and tobacco at a young age increase the risk of using other drugs later (Hamisu, Ahmad & Lim, 2014). In one of the WHO's and the World Heart Foundation's data, posit that in Nigeria, 22.1 percent of school youth age between 12 to 17 years use tobacco. Research studies however, have showed that when secondary school students indulge in the use of hard drugs such as Indian hemp, the hard drug interferes with their feelings and brain and renders them not to remember what has been taught or learnt in the class. It was estimated that in 1997, 11.4% of students between 12-17 years old in Sokoto State used illicit drugs such as Marijuana (Shehu, 2008). The fear is that students are lured into early death from Cardio Vascular diseases (CVD), violence tendencies, suicide, emotional problems and other tobacco related diseases (Abudu, 2008; Giade, 2011). Already, Nigerian students are being offered cigarettes through promotions and musical concerts. Some teens will experiment and stop, or continue to use occasionally without significant problems, others will develop addiction, moving on to more dangerous and hard drugs and causing considerable harm to themselves and the society at large. (Hamisu, Ahmad & Lim, 2014). Substance abuse could also be found among secondary school students in Kaduna state

just like their counterpart from other areas. It was reported that 12 percent of pupils aged (11–15) had used drugs (Oshodi, Aina, & Onajole, 2010). Barbiturates are used by students with suicidal tendencies rather than for addictive purpose. Madras abuse once reached epidemic proportions among students in Nigeria (Abudu, 2008). It is based on the above alarming report of drug abuse that this study was carried out to examine drug abuse socio-emotional behaviour of secondary school students in Kaduna State.

1.2 Statement of the Problem

Substance abuse and addictive behaviours are now regarded as a major public health and social problem; a universal phenomenon that extends across socio-economic, cultural, religion and ethnic boundaries. The extent of drug abuse has been a hallmark of a morally bankrupt and wasted generation, loss of societal values and ideals.

Based on observation, the researcher realized that students abuse drugs and sometimes they became addicted to these drugs to the extent that it influences their social and emotional behaviour and their school activities. In addition, the researchers' interaction with teachers shows that secondary school students in Kaduna state usually start cigarette smoking and eventually mature to using other hard drugs. Peer pressure, personality traits, and social deprivation may also be contributing factors to drug abuse including unstable family life. The many consequences of drug abuse include suicide, increase in the level of absenteeism in school among students involved in drug abuse, begging for money or stealing, crime, delinquency, homelessness and the spread of HIV infection as a result of drug users using shared syringes and needles.

Based on the above arguments and from the preliminary study revealed that about twenty-two percent of students in Kaduna state were engaged in drug abuse behaviour, the

researcher thus found it relevant to carry out a study on drug abuse on the Socio-emotional behaviour of secondary school students in Kaduna State.

1.3 Objectives of the Study

The major objective of this study was to examine the effects of drug abuse on socio-emotional behaviour of secondary school students in Kaduna State. The specific objectives are to:

- i. Identify the predominant factors that lead to drug abuse among secondary school students in Kaduna State.
- ii. Assess the influence of drug abuse on social behaviour among secondary schools' students in Kaduna State.
- iii. Assess the influence of drug abuse on emotional behaviour among secondary school students in Kaduna State.
- iv. Assess how drug abuse influence students' school work in Kaduna State.
- v. Investigate the prevalence of drug abuse between male and female secondary school students in Kaduna State.

1.4 Research Questions

The following research questions were used for the study

- i. What are the predominant factors that lead to drug abuse among secondary school students in Kaduna State?
- ii. To what extent does drug abuse influence social behavior among secondary school students in Kaduna State?

- iii. To what extent does drug abuse influence the emotional behavior among secondary school students in Kaduna State?
- iv. How does drug abuse influence students' schoolwork in Kaduna State?
- v. What is the prevalence of drug abuse between male and female secondary school students in Kaduna State?

1.5 Research Hypotheses

The following null hypotheses were formulated and tested.

- i. There is no significant difference on the factors that influence drug abuse among secondary school students in Kaduna State.
- ii. There is no significant difference between social behavior of male and female secondary school students who abuse drug in Kaduna State.
- iii. There is no significant difference between the emotional behavior of male and female secondary school students who abuse drug in Kaduna State.
- iv. Drug abuse does not significantly influence students' schoolwork in Kaduna State.
- v. There is no significant difference between male and female students in the rate of drug abuse.

1.6 Significance of the Study

The study will be significant in a number of ways. It will be useful to the students in schools, by effectively educating the students on the most prevalent drugs used and abused in

schools, factors that influence drug abuse and the effect on their socio-emotional status. The study will also educate students on the risks involved in drug abuse.

The result of study will enlighten the parents and families, through workshop and seminars, and mass media as it will enable parents to educate their children about the risks of illicit drug use. The parents on the other hand will be enlightened on the prevalence of drug use and abuse in the families. The study will also reveal to the society on the need to eradicate or discourage the use, sale, trafficking and recycling of illegal drugs. The study will help teachers to be enlightened on the effects of drug use and abuse among student how they can guide and counsel them. All these can be achieved by publishing the outcome of this research work.

Drug abuse reflects a bad image of any society and, as a result, students may not be accepted in higher learning institutions, leading to a decline in education standards. Drug abusers are not likely to perform well in school and as a result may find it difficult to be accommodated in the economic market, which will lead to poverty in the society. Therefore, this study will provide information that will serve as a wake-up call for today's busy parents about the importance of creating a conducive environment for their children's growth under discipline.

The information when published in journals will help schools in understanding the root causes of the students' misconduct so that these institutions can find ways to encourage their (students) inner qualities by building a sense of self-worth. It can also be useful to community health and social workers who seek to promote emotional, mental and physical health of the society for it betterment.

The result when made available to home economic teachers through publication, will evoke a sense of need to enlighten students in the class on the danger of drug abuse to the

individual and the fabric of the society. Efforts may also be made to involve drug abuse as a content of lesson in our schools by home economic curriculum developers.

1.7 Basic Assumptions of the Study

Based on available literature on drug abuse among students, this study was based on the following assumptions that:

1. Drug abuse among secondary school students in Kaduna State is influence by several factors.
2. Drug abuse influences negative social behaviour among secondary school students in Kaduna state.
3. Drug abuse influences negative emotional behaviour among secondary school students in Kaduna state.
4. Drug abuse may have negative influence on students' school work in Kaduna State.
5. Drug abuse is common among male than female secondary school students in Kaduna State.

1.8 Delimitation of the Study

The study was delimited to drug abuse on the social-emotional behaviour of secondary school students in Kaduna State. The study was further delimited to secondary school students in Kaduna State, precisely, senior secondary school students in SS I, SS II and SS III classes in Government secondary schools in Kaduna State. These students served as the subjects of study, this was because they are at their adolescence stage which psychologists described as the stage of

storm and stress, and they are the most vulnerable set of students who are exposed to drug addiction and substance abuse.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related literature on drug use among students in senior secondary schools in Nigeria. This is carried out under the following sub-headings:

- 2.1 Theoretical Frame Work
- 2.2 Conceptual Frame Work
- 2.3 Common drugs used and abused among students
- 2.4 Factors that influence drug abuse among secondary school students
- 2.5 General Effects of drug abuse on students
- 2.6 Socio-emotional effects of drug abuse on students
- 2.7 Review of Related Empirical studies
- 2.8 Summary of reviewed literature

2.1 Theoretical Frame Work

Theories of various orientations emphasize that the individual possesses a wide repertoire of behaviour (Maier, 1970). Maier (1970) suggests that an individual is "a community of selves" from which the individual may adopt different perspectives further stating that this "community of selves" of individuals represents a flexible framework within which to represent many aspects of their experiences in relation to themselves and others. The theories highlighted below are employed in this study to shed light on the drug use and abuse issues surrounding the secondary school students.

This study is guided by Bandura (1986) **Social Cognitive Learning Theory**. According to this theory behavior is determined by the persons thought processes, the environment and attitude. This means that individuals determine their own behavior while being influenced by the environmental factors and their own behavior. Bandura's social cognitive learning theory tends to focus more on cognitive expectances, vicarious learning and self-regulations as explanatory mechanism of drugs and substance abuser. For example, individuals who believe that alcohol will make them more attractive, less inhibited, better lovers and more fun to be around, will be more prone to use alcohol. Bandura (1986) contended that behavior is largely regulated by cognitive factors such as perception of an issue and the pattern within the environment.

This theory relevant to this research as it emphasizes the role of observational learning with regard to the presence and influence of models. The theory claims that role modeling does not only affects behaviours but that it also leads to the development of thoughts and emotions that shape behavior. Students who get engaged in the behavior of drugs and substance abuse, have most likely learnt the behavior from their environment. These students have decided to get into the behavior of drugs and substance abuse more often than not out of choice.

The Modified Social Stress Model (MSSM) for understanding drug use and abuse also guides this study. The model was developed by Rodes and Jason (1988) and modified by World Health Organization/Programme on Substance Abuse (WHO/PSA) to include the effects of drugs or substances, the personal response of the individual to drugs and additional environmental, social and cultural variables. The theory maintains that there are factors that encourage drug abuse called risk factors. Factors that make people less likely to abuse drugs are called protective

factors. The key to health and healthy families is increasing the protective factors while decreasing the risk factors.

According to this model, if many risk factors are present in a person's life, that person is more likely to begin, intensify and continue the use of drugs, which could lead to drug abuse. The model identifies risk factors as stress (which could be due to the school or home environment, and adolescent developmental changes) and normalization of substance use which could be seen in terms of legality and law enforcement; availability and cost of drugs; advertising, sponsorship and promotion through media, as well as the cultural value attached to various drugs. In addition, there is also the experience derived from the use of drugs, which could be positive or negative. Drugs which produce positive effects are likely to be abused.

The model also showed that the more protective factors are present, the less likely the person is to become involved with drugs. Protective factors are identified as: attachments with people such as family members, peers and institutions such as religion and school. In addition are skills, which refer to physical and performance capabilities that help people succeed in life and reduce incidents of drug abuse. Availability of resources, within the person or the environment, which help people meet their emotional and physical needs, are said to reduce dependence on drugs. Examples include positive role models, religious faith, anti-drug campaigns plus guidance and counseling services.

According to this model, it is easy to understand the drug problem better if both risk and protective factors are considered at the same time. Probability of drug abuse is determined by these factors. The framework is useful as a way of planning interventions to prevent or treat problems related to drug abuse. Once the risk factors are identified, work can begin on reducing the risks and strengthening the protective factors. Although Rodes and Jason's theory could

explain why the youth in schools do or do not abuse drugs, it is not exhaustive. In addition to the above risk and protective factors there could be others which contribute to the present scenario of drug abuse in families, schools and communities, as suggested in the literature review. The presence of risk and protective factors is context dependent and the proportions of their contribution depend on intensity in given situations. Therefore, the actual state of affairs needs exploration for factors unique to Machakos district in Kenya, where the investigation was carried out. This model therefore guided the study by way of examining the drug problem in secondary schools in the district and to analyzing the strategies used to address the problem, but where it proved inadequate other models were taken into account.

Another theory that guides this work is **Opponent Processes Theory of Emotion by Solomon (1980)**. Basically he states that every process that has an affective valence, i.e. is pleasant or unpleasant, is followed by a secondary, "opponent process". This opponent process sets in after the primary process is quieted. With repeated exposure, the primary process becomes weaker while the opponent process is strengthened. The most important contribution is Solomon's findings on work motivation and addictive behavior, though it does not fit the "economist's standard model" and how there are growing suspicions that addiction is a much broader phenomenon than first believed. According to opponent-process theory, drug abuse and addiction is the result of an emotional pairing of pleasure and the emotional symptoms associated with withdrawal. At the beginning of drug or any substance use, there are high levels of pleasure and low levels of withdrawal. Over time, however, as the levels of pleasure from using the drug decrease, the levels of withdrawal symptoms increase, thus providing motivation to keep using the drug despite a lack of pleasure from it.

The theory was based on a study Solomon conducted in 1974, in which the researcher analyzed the emotions of skydivers. It was found that beginners have greater levels of fear than more experienced skydivers, but less pleasure upon landing. However, as the skydivers kept on jumping, there was an increase in pleasure and a decrease in fear. A similar experiment was done with dogs. Dogs were put into a so-called Pavlov harness and were shocked with electricity for 10 seconds. This shock was the stimulus of the experiment. In the initial stage (consisting of the first few stimuli) the dogs experienced terror and panic. Then, when they stopped the stimuli, the dogs became stealthy and cautious. The experiment continued, and after many stimuli, the dogs went from unhappy to joyful and happy after the shocks stopped altogether (Solomon 1978). In the opponent-process model, this is the result of a shift over time from fear to pleasure in the fear-pleasure emotion pair. Beyond addictive behavior, opponent-process theory can in principle explain why processes (i.e. situations or subjective states) that are aversive and unpleasant can still be rewarding. For instance, after being exposed to a stressful situation (cold pressor test), human participants showed greater physiological signs of well-being than those in the control condition. Accordingly, opponent-process theory can also help to explain psycho-pathological behavior such as non-suicidal self-injury. The theories are related to this work because they provide foundational explanation as regards to how emotion and behaviour can lead to certain behaviours in humans, most especially students.

2.2 Conceptual Frame Work

According to Ksir (2000), many adolescents in secondary schools used and abused some drugs in and outside secondary schools. Many of the adolescent, at one point in time searched for substances that would sustain and protect them and also act on the nervous system to produce

pleasurable sensation. Smoking, drinking and taking drugs reduce tension and frustration, relieve boredom and fatigue, and in some cases help adolescents to escape the harsh realities of their world. Drugs according to Ksir (2000) are substances taken to provide pleasure, peace, joy, relocation, kaleidoscopic perceptions, surges of exhilaration or prolonged heightened sensation. For example, amphetamines might help the adolescents to stay awake to study for an exam. But the use of drugs for personal gratification and temporary adaptation carries a very high price tag called “drug abuse”.

Ksir (2000) remarked that drug abuse is when there is high rate of drug dependency among secondary school students, what is intended as adaptive behavior is being manifested as maladaptive behavior in the long run. For example, prolonged cigarette smoking, in which the active drug is nicotine, is one of the most serious yet preventable health problems. Wechler, Lee Kuo, Sebring, Nelson and Lee (2002) further remarked that drug abuse is the process of a continuous intake of drug, that an individual body develops tolerance, which means that a greater amount of the drug is needed to produce the same effect. For example, the first time someone takes 5 milligrams of valium, the drug will make them feel very relaxed. But after taking the pill every day for six months, the same person might need 10 milligrams to achieve the same calming effect.

2.3 Common Drugs Used and Abuse by Adolescents

According to Junston, Omalley and Bachman (2003) there are several numbers of drugs which are used and abused among adolescent student, they include;

- **Alcohol:** Alcohol is an extremely potent drug. It acts on the body as a depressant and slow down the brain activities. However, in Nigeria, adolescent drink a variety of

alcoholic beverages such as beer, stout, (*burutkutu, pito*), illicit gin or ogogoro, palm wine and various other alcoholic beverages.

- **Hallucinogens:** Hallucinogens, also called psychedelics (mind-altering) drugs, are drugs that modify an individual's perceptual experiences and produce hallucination. Common example of this drug is the LSD (Lysergic acid diethylamide).

- **Marijuana:** Marijuana, is a wilder hallucinogen drug, which comes from the hemp plant (*cannabis sativa*) which originated in central Asia but is now grown in most parts of the world. Marijuana is made of the hemp plant dry leaves; its dried resin is known as hashish. The active ingredient in marijuana is THC, which stands for the chemical delta-9-tetra hydrocannabinol. Because marijuana is metabolized slowly, its effect may be present over the course of several days.

- **Stimulants:** Stimulants are drugs that increase the activity of the central nervous system. The most widely used stimulants are caffeine, nicotine, amphetamines and cocaine. Others include depressants, these are drugs that slow down the central nervous system, bodily functions and behaviours. Examples of these depressant drugs include barbiturates and tranquilizers.

Socio-emotional effects of drug abuse on secondary school students.

1. Happy feeling
2. Enjoy elation and boost in energy from the substance
3. Cannot feel pleasure without drugs
4. Feel good and mixture of hallucinatory characteristics

5. Feel irritable
6. Depression
7. Insomnia

Majority of the Nigerian youths ignorantly depend on one form drug or the other for their various daily activities-social, educational, political, and moral and many others. Such drugs include: Tobacco, Indian hemp, cocaine, morphine, Heroine, Alcohol, ephedrine, madras Caffeine, Glue, Barbiturals, Amphetamines, and so on. Osihikoya and Alli (2006) in their studies on perception of drug abuse amongst Nigerian students identified dependence and addiction is one of the major consequence of drug abuse, characterized by compulsive drug creating seeking behaviours that persist on in the face of negative consequences, these changes are maladaptive and inappropriate to the social or environmental setting, therefore may place the individual at risk of harm.

Drug use among young people should be a matter of concern to all Nigerians especially the government, school heads, the leaders of religious groups and other Non-Governmental Organization (NGOs). Experiment with drugs during adolescence (11-25 years) is common. At this age, they try so many new things. They use drugs for many reasons, including curiosity, because it feels good, to reduce stress, or to feel grown up. Using alcohol and tobacco at a young age increase the risk of using other drugs later. In one of the (WHO's) and the World Heart Foundation's data, posit that in Nigeria, 22.1% of school youth age between 12 to 17 years use tobacco, in South Africa, it is 19.4%, 15.1% in Ghana and 16.2% in Kenya.

The Government of Nigeria seems to lose sight of its responsibilities, though it claims that tobacco should be regulated in a market oriented frame work, which strikes an optimal balance and the need to ensure healthy work force. According to Osihikoya and Alli (2006), the

fear is that youths are lured into early death from Cardio Vascular diseases (CVD), lung cancer and other tobacco related diseases. With this danger in mind, the Secretary General of African Heart Network, Dr. Kingsley Akinroye urged Nigerians not to be partnership with industries that are injurious to them even if they cannot prevent their establishment. This was a reaction to the multi-billion-naira investment deal between the last administration and British American Tobacco related (BAT) to build a tobacco plantation in Ibadan for production of tobacco related products at the detriment of Nigerians. Already, Nigerian youths are being offered cigarettes through promotions and musical concerts.

Some teens do experiment and stop, or continue to use occasionally without significant problems. Others develop addiction, moving on to more dangerous drugs and causing significant harm to themselves and the society at large.

Despite the effort of many concerned bodies to curb this menace, many firms and individuals still present these drugs as though they are harmless. They give them slogans such as – “for greatness” – “for brighter life”, - “for taste”, which often lure irrational youths into drugs and alcoholism. Reports from all over the world about this menace for instance are grim. The British officer for National Statistics reports that 12% of pupils aged (11-15) had used drugs. Amphetamines are use among student (Oshodin, 1973) Barbiturates are used by youths with suicidal tendencies rather than for addictive purpose (Anumonye 1975). Madras abuse once reached epidemic proportions among students (Anumonye 1973). However, cannabis (marijuana) appears to be the most commonly abused drug by our youths.

Abudu (2005) stated that marijuana is in everywhere in our cities, motor parks, street corners, joints on campuses, uncompleted buildings, under flyovers. From a survey of Ring Road

outlets in Benin City, Ajegule in Lagos, Mabushi in Abuja, under flyover in Onitsha etc will amaze you of the number of youths involved in the intake of cannabis.

Cannabis is popularly known as “’igbo’, ‘ganja’, ‘weed’, morocco, Indian hemp’ ‘herb’, ‘pot; ‘hash’ marijuana”. It comes from the Cannabis hemp plant, which is grown around the world. It grows profusely in this tropical climate with little or no care, farms of the plant scattered over parts of Nigeria.

In July 2005, Daily Sun reported of a man who fingered members of his community as dealers in this illicit drug. The man who was being held by narcotic agent said every member of his community in Delta State is involved in the cultivation and sales of weeds, identified by NDLEA as cannabis sativa. Speaking further, the man said “we are all involved, is our God given resource control, everybody in our village owns an Indian hemp farm so it is not a crime”. From the ongoing revelation, there is indication that African farmers (Nigerians in particular) are shifting from traditional food crop production to cannabis at the detriment of the consumers (mostly youths).

According to Shaepe – the Secretary of the UN drug agency, the popularity of cannabis as cash crop grew in Africa, as consumption of the drug increased in North America and Europe; farmers, he said, have learned that they can earn much more money growing cannabis than traditional food crops.

Cannabis is usually smoked either with tobacco or by itself. The resin and herbal forms will be mixed with tobacco and smoked in a handmade cigarette (joint); they can also be smoked in a

pipe or bong. The oil is coated on cigarette papers and make into a joint with tobacco. Some people eat it raw, cooked as pepper soup or mixed with alcohol.

In 2005, the NDLEA raised alarm over a new discovery in the use of marijuana, the Agency (NDLEA), in Bayelsa state command pointed out that there is a new drug called MONKEY TAIL. According to the Commander of the Agency, Monkey Tail is a combination of Indian hemp (Marijuana) and illicit gin-ogogoro. This combination is common on the streets and among youths and sold for N20 a short which makes it very popular and can easily be purchased by students. Ademola (1980) was of the opinion that the commonly abused drugs are sedatives, barbiturates, amphetamine, valium, cocaine and marijuana. Drugs of abuse are either natural or synthetic drugs. Natural drugs are derived from plant leaves, barks or roots while synthetic are manufactured through industrial process. There are addictive and non-addictive drugs.

According to the United States Department of Health and Human Services (2000) alcohol is the most abused psychoactive drug in the United States. About 90% of the students use it before they leave high school. In Kenya, a report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves.

Perkinson (2002) explained that alcohol is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behavior of abusing alcohol their reasoning get impaired and education becomes of less priority in the student's life. A survey by NACADA (2004) indicated 35% of the students from Central Province were

abusing tobacco related products. The availability of tobacco products is prevalent within the province. Only to be made readily available to the consumers. A research that was done in Australia revealed that bhang smoking leads to trying other harder drugs due to its reinforcing influence. In central province a study by NACADA (2004) showed 5.3% of the students were abusing bhang.

Other alcoholic substances widely consumed and abused by secondary school students according to a survey by Global Status Report on Alcohol (2004) carried are:

Burukutu is a popular alcoholic beverage of a vinegar-like flavor prepared from sorghum grains and fermented guinea corn and consumed in the Northern Guinea savanna region of Nigeria. It is also typically consumed in the Ibadan region and ranges in alcohol content from 3-6%. *Burukutu* is the most popular alcoholic beverage in the rural areas of northern Nigeria and in poor urban neighborhoods because it is more affordable than commercially brewed beer. It is often consumed as food because it is thick and heavy. The producers of *burukutu* are overwhelmingly women. **Palm wine** is mostly consumed in the eastern, middle belt and Southern part of Nigeria while *burukutu* (Locally brewed alcoholic drink from guinea corn) is consumed in northern part of Nigeria. It is the whitish sap collected in vessels attached to the base of palm tree from where some leaves have been removed. Fresh wine from these sources is sweet and contains little alcohol but, with fermentation, the alcohol content increases in time. Unbottled palm wine has lower alcohol content (around 3%) than bottled palm wine (around 4%). In general, palm wine, which has an alcohol content of 3-6%, is also widely consumed in the south west region of Nigeria.

The main alcoholic beverages produced and consumed by the Tiv people of Central Nigeria are **tashi** and **ityo**, also known as palm wine. Both alcoholic beverages contain nutrients rich in vitamins such as B and C found in *ityo* and complex carbohydrates in *tashi*. **Akpetashi**, a native gin, is distilled from *tashi*. **Pito** is the traditional beverage of the Binis in the mid-western part of Nigeria. It is now very popularly consumed throughout Nigeria owing to its low price. Prepared from cereal grains (maize, sorghum or a combination of both), pito is a dark brown liquid which varies in taste from sweet to bitter. It contains lactic acid, sugars, amino acids and has an alcohol content of 3%. (Abdu, 2005)

'Emu' is produced from sugary palm saps. The most frequently tapped palms are raphia palms and the oil palm. It has an alcoholic content of around 5%. **'Ogogoro'** (also known as 'kinkana' and 'apetesi') is a gin-like drink distilled from oil or raffia palm wine. In Nigeria, distillation takes place in small sheds dotted along the coastal areas and in villages across the South. The end product is a clear liquid with alcohol content often higher than 40%. In the rural town of Igbo-Ora, guinea corn is malted and fermented to produce **'oti baba'** or **'oti'ka'**, with **'baba'** and **'ka'** being local names for the corn. There is also **agadangidi**, a fermented beverage made from mashed ripe plantain, fresh chili peppers and water.

2.4 Factors that Influence Drug Abuse among Students

The family and self-identity are certainly closely related. According to Moore, (2010) interactions within the family unit will play a major role in the adolescent's personality or self-concept formation. In addition, the exposure to cultural norms through the family, as well as individual adaptations, lays the foundation for influential modeling and acceptance of social orientations. The family is often viewed as the basic source of strength, nurturing and supporting

its members, as well as ensuring stability and generational continuity for the community and its culture (Kendel, 1973). From the traditional point of view, it is the duty of the family to protect and sustain both strong and weak members, helping them to deal with stress while nurturing its younger and more vulnerable members, the children.

Gitahi and Mwangi (2007) asserted that families can have a powerful influence on shaping the attitudes, values and behavior of children. During socialization, parents and family members' direct young people's conduct along desired channels, and enforce conformity to social norms. In traditional African society, socialization began with the birth of a child and progressed in stages to old age, building on preceding socially recognized achievements. Socialization involves being taught all the things one needs to know in society. A well-socialized child has a sense of self-worth, and feels strongly that he/she is part of the family where one is needed, wanted and depended upon. He/she is the productive, self-directed citizen any community needs. It is important to note that socialization is often not planned; children learn from watching and imitating what adults say and do. As they grow, they are likely to pick up both positive and negative habits from their parents.

A report in the Sunday Nation (Gitahi and Mwangi in Sunday Nation April 8, 2007) indicated that the environment in which children grow up plays a great role in shaping their character. The claim is that children socialized in the bar culture by their parents during family entertainments, tend towards use of alcohol later in life. The report argues that this will impact negatively on the development of the children in the long term. It is difficult for parents to sensitize their children about the dangers of alcohol consumption when they spend long hours imbibing in the company of the very people whose character they are expected to mould.

Society is always changing, and being a unit of society, the family has undergone many structural and role changes. Rapid social, economic and technological changes may, under certain circumstances, weaken family relationships and reduce the sense of belonging in various social spheres. African family structure has been and is still changing from the mainly extended to the smaller nuclear family plus immediate relatives. Unlike in the past, socialization of the young has been neglected. Many children are left in the care of house helps because the parents have to work.

According to NACADA (Sunday Nation April 12, 2008) there is a strong link between alcohol/drug abuse by young people and the break-down in family values. In the indigenous society, drunkenness was frowned upon. In today's setting, binge drinking is becoming an acceptable pastime with parents freeing the children from restrictions that once governed alcohol consumption. According to the same report, children as young as 10 are not only consuming alcohol, but are suffering the attendant consequences. Stories of children barely in their teens undergoing rehabilitation due to alcohol problems are a cause of concern (NACADA, 2008). The problems certainly reflect a bigger problem and they are a direct product of how children are socialized in relation to alcohol and drug use.

Due to the diverse socialization agents such as the peer group, teachers, mass media, the Government, the Church, the Mosques and interaction with different people, individuals are acquiring values that go beyond those of their immediate localized culture. Since the family is less involved in socialization of the young, very little is communicated to the young in the way of values and customs. As a result, the traditional value system has been eroded leading to moral decadence. In school, children spend most of their time with the peer group. According to Blum

(1972), peers have a high degree of influence only when parents have abdicated their traditional supervisory roles. Hence, active and involved parents may be able to limit the influence of peer groups on young people's attitudes towards drug use, and therefore have a crucial influence on children's behavior.

Antony (1985) stated that stability of family relationships, environment and expectations are powerful forces in helping people, especially children and young adults, manage their lives. Strong family relationships are a source of support for the young members of the family, and may prevent children from engaging in drug abuse. Lack of household stability, income or employment for a parent may increase stress on the family and heighten its vulnerability, pushing marginal individuals to find "solutions" or solace in alcohol or drugs. Prevention of drug problems among the youth should employ knowledge about factors likely to influence young peoples' behavior.

Family factors that may lead to or intensify drug use are thought to include prolonged or traumatic parental absence, harsh discipline, and failure to communicate on an emotional level, the influence of disturbed family members and parental use of drugs. These will provide a negative role model for children (WHO 1993). Studies in Ireland by Corrigan (1986) found that disrupted family life appears to be a major risk factor for drug abuse among some young people; and that as many as 10 percent of the young people between 15 and 20 years of age in north Dublin were addicted to heroin.

The School Influence on Drug Abuse

According to a study by Data (1987), the school is the first large-scale socializing organization of which the child becomes a member. Unlike in the family, its members are mostly

unrelated, and in some cases, teachers may not necessarily belong to the child's ethnic community. He further stated that the element of social heterogeneity, coupled with its large size, makes the school a secondary social group. Therefore, whereas the family is essentially an informal socializing agent, the school combines formal for example classroom teaching and informal for example peer group influence processes of socialization. The school uses among other methods suspension, expulsion, official mention and rewards as modes of behavior control. Due to rapid technological, social and economic changes, the child spends the major part of his/her most active hours in school.

The implications for teachers are clear. They need to nurture the emotional and social needs of the children under their care, particularly when the family environment for certain children is lacking. The teacher thus has to take the role of parent and counselor, both in academic and social matters. Datta (1987) asserted that the parents expect the teacher to guide the children on social norms and values in relation to society's expectations. This is based on the assumption that communication of knowledge, attitudes and skills will guide the child in the right direction. This is only possible if school discipline is maintained. The disruption of such discipline may lead to protests, demonstrations, strikes, riots and to some extent drug abuse. It is important to realize that fostering responsible attitudes among students will bring about a greater sense of self-actualization and this can also be a check on drug abuse.

The school environment plays a part in deviant behavior including drug abuse. Kenkel (1980) said that school activities are a focal point for adolescents' behavior. These activities include poor school performance and conflict between the school system and the values of lower class youth. Lower-class youth have low performance expectations as compared to high and

middle class youth. Shoemaker (1984) stated that effects of low expectations on drug abuse cannot be ignored. Similarly, Karechio (1996) asserted that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

A report in the Daily Nation (September 14, 2003) revealed that in some Nairobi secondary schools, some students, working in cahoots with watchmen, cooks and cleaners were peddling drugs in the institutions. In some schools, matatu (local transport) touts and drivers were the leading suppliers of drugs to students. The students said that the trade is conducted secretly and only “trusted clients” get the commodities. At the same time the paper also reported that drug abuse is widespread in most secondary schools. Investigations by the reporter revealed that many students were taking drugs in Forms 1 and 2, and he associated this with poor parenting, economic needs and social pressures which make it difficult for parents to be together with their children for counseling. He noted that the number of students visiting psychiatrists was increasing. This is journalism, but is in line with the conclusion of the academic researcher Krivanek (1982) that lack of parental guidance influences deviant behavior including drug abuse.

Availability and cost of drugs is associated with drug abuse. According to Kaguthi, the NACADA director in 2004, availability of illegal drugs such as heroin, cocaine and mandrax, together with availability of legal substances such as cigarettes and alcohol may lead to drug abuse. This encourages the use and the eventual abuse of substances by the youth. According to the report, the ready availability of most drugs appears to be the most important cause of the prevalence of substance use and abuse amongst Kenyan youth. The report also established that

two widely used substances are grown in the country. They are bhang, which is grown in secret because it is illegal and that, which is cultivated, used and exported openly because Kenya legalized it in 1997. Other drugs easily available are heroin, cocaine and mandrax which find their way into Kenya because the country's major international entry Points-Nairobi and Mombasa- are on transit routes for traffic in illegal substances, some of which find their way into the country, and consequently, to students and youth in general.

Another risk factor associated with academic achievement among secondary school students is pressure to perform. Parents and other members of the family place high value on success in school and the competition can often be tough. Young people studying for examinations therefore report the use of central nervous stimulants to keep them awake and alert and this may lead to dependence on these substances (Oviasu, 1976; Ebie and Pela, 1981). Some of the drugs commonly used for this purpose include amphetamines and cannabis.

Other factors associated with drug abuse among students include school failure. Schools are supposed to be concerned with the full development of children including their moral and intellectual welfare (Uba, 1990). According to Hawkins (1988), some school-related factors exacerbate pre-existing problems and dispositions. Principal among these are a negative, disorderly, unsafe school climate and low teacher expectations of student achievement. In addition, lack of clear school policies on drug abuse may also contribute to drug abuse among students. In line with this, Karechio (1996) remarked that students often buy and take drugs on school property, lending credibility to the myth promoted by drug users that everybody is doing it.

Social pressure from media and friends is a universal risk factor for substance use and abuse among adolescents in developed and developing countries (Adelekan, (1996) in Obot, 2005). This is especially common in urban areas where there is widespread exposure to advertising on radio, television and billboards. Young people in urban areas are more exposed to images and messages promoting tobacco and alcohol than their counterparts in rural areas. In addition, it is also argued that the media has played a role in first time tobacco use. According to the then Kenyan Health Minister, Hon. Charity Ngilu (Daily Nation, May 22, 2006), when children watch their “heroes” smoking on television and movies, they also want to copy them without knowing the dangers and addictive power of tobacco.

Schaefer (1996) agreed with the statement that external pressures, especially the media, have an influence on substance abuse among the youth. According to him, the amount of time young people spends watching television has a negative influence on their behavior. He goes on to say that pressure to use alcohol and tobacco has greatly increased as young people are continually bombarded with the message that these drugs are the answer to all their problems. A report by the Global Tobacco Youth Survey-Kenya (Gatonye, Daily Nation, May 22, 2006), reported that about 13 percent (400,000) of all school children in Kenya smoke cigarettes, a habit which some of them start as early as seven years old. According to the report, 30 percent of the children (1.5 million) are exposed to tobacco smoke in their homes. The study, conducted by the Ministries of Health and Education, with support from the WHO showed that up to 80 percent of boys and girls had seen messages promoting the use of tobacco in newspapers and magazines, and that 50 percent of smokers, and 20 percent of the newer smokers, had objects such as T-shirts, caps and pens with a cigarette logo.

The report also showed that 25 percent of smokers thought that boys and girls who smoke looked more attractive. From this, it is clear that advertising links smoking with being “cool”, taking risks and growing up and these impacts negatively on young people include students. As youngsters grow older, their social networks widen and they are more exposed to expanded opportunity and increased temptation. According to Johnston (2000) social pressures often reinforce drug-taking as a sign of adult behavior. In addition, as youngsters grow older, they become more economically independent and group involved. As a result, they are more likely to indulge in drug abuse. The reasons given for indulging in the vice are, amongst others, to relax, to show independence, to be part of a group, to relieve stress, to satisfy curiosity, to copy role models, to be rebellious, to overcome boredom, to cope with problems and to keep up with the crowd.

Paradoxically, affluence is a cause of substance abuse among the youth as well as poverty. According to Kiiru (2004), some youth from rich families abused substances because they can afford them, while some from poor families, due to frustrations, abuse cheap drugs such as alcohol. In addition, frustrations arising from lack of school fees and other basic needs may lead students to abuse drugs based on the false belief that use or abuse of substances will make one forget one’s problems. Studies by various researchers have revealed that most of the drug addicts started smoking from their youths. As they grow older they seek new thrills and gradually go into hard drug abuse. A nationwide survey of high school students reported that 65% used drugs to have good time with their friends 54% wanted to experiment to see what it is like, 20% to 40% used it to alter their moods, to feel good, to relax, to relieve tension and to overcome boredom and problems.

Anumonye (1980) said no single factor could be defined as solely responsible for the abuse of drugs but listed the following factors as frequently found among both Nigerians and other nationalities.

1. Defective personality, including chronic inadequacy, poor frustration tolerance, insensitivity and egocentricity
2. Widespread belief in the magic of medicines
3. Enjoyment of induced euphoria and excitement
4. Dissatisfaction and disillusionment of young persons
5. Search for sharpened perception, especially by music lovers
6. Self-medication of primary psychological disorders
7. Lack of alternatives for various cultural changes.

Apart from these findings by Anumonye, (1980) other studies have also shown the followings as responsible factors:

- a. Parental neglects of their children
- b. The prevalence of drugs in the community
- c. Pathological family background-broken homes, illegitimate relationships, alcoholic parents or parent's involvement in antisocial and illegal activities
- d. Peer influence
- e. Imitation of film stars and teenage idols
- f. Media Adverts-Radio, TV, and Billboard show
- g. Ambition
- h. Urbanization and unemployment

- i. Ignorance of the dangers of illegal drug use
- j. Alienation-they feel isolated and want to belong (Abudu 2006).

Orija (1999) stated some of the reasons why individual abuse the use of drug which includes:

- a. Poor medical knowledge and awareness: Several drug abusers are ignorant of the risks associated with unauthorized drug intake. Lack of adequate knowledge of the consequences of drug abuse could be a predisposing factor
- b. Psychological influence: The urge to suppress tension, ill-feelings, emotional disturbances, stress and phobic attitudes could predispose individuals to drug abuse.
- c. Societal problems: This is a circumstance when individual is faced with the challenge of economic hardship, rapid growth of technology and industrialization, urbanization and family problems. These societal problems could lead to drug abuse.
- d. Peer group influence: The type of friend individual associate and relate with could lead one to partake in drug abuse.

2.5 General Effects of Drug Abuse on Students

There are various effects of drug addiction or drug abuse and they are devastating and very shameful to the extent that both the nation and international organizations all over the world are also worried about the spread of this scourge among the youths. According to Abudu (2005) some of the consequences of drug abuse may include the following: Mental disorder, social violence, gang formation, cultism, armed robbery, 419 syndromes, internet frauds, social

miscreants (area boys and girls' lawlessness among youths, lack of respect for elders, rape, loss of senses, instant death and wasting of precious and innocent lives and many more).

Drugs and substance abused have varied physiological effects. There are adverse consequences like insomnia, prolonged loss of appetite, increased body temperature, greater risk of hepatitis and HIV/AIDS infection (Perkinson, 2002). Overdose of some drugs abused can lead to sudden death. Some of these drugs abused cause various forms of cancers, ulcers and brain damage.

A study by Winger, Wood and Hofmann (2004) came up with various physiological effects such as accelerated heartbeat, speeding in the peripheral circulation of the blood, alteration of blood pressure, breathing rate and other body functions normally decline. A drug like cannabis affects hormonal and the productive system, the regular use of cannabis by males reduces their level of testosterone, and makes sexual hormone, the amount of sperm cells in male as consumption increases. Drugs abuse contributes to the formation of uric acid which accelerates conditions like arthritis, gout, osteoporosis, heart attack especially for people with coronary hypertensive problems. A student who gets any of these physiological effects will find it difficult to continue with normal learning due to frequent absenteeism from school.

Drugs abused affect the brain, this results in major decline in the functions carried out by the brain (Sternberg, 2003). Drugs affect the students' concentration span, which is drastically reduced and boredom sets in faster than for non-drugs and substance abusers. The student will lose interest in school work including extra curricula activities. Due to drug addiction by students, there is high rate of absenteeism in school resulting into one taking too long to complete studies. Most of the psychoactive drugs affect the decision making process of the

students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development (Louw, 2001). Core values to live by such as honesty, tolerance, peace, responsibility are lacking, this affects their social skills development. Since most of the students are in their adolescence stage of development if they engage in drug abuse they also lose their identity.

2.6 Socio-Emotional Effects of Drug Abuse on Students

Emotions are feeling or affect that involves physiological arousal (a rapid heartbeat, for example), behavioral expression (a smile or grimace, for example), and sometimes conscious experience. Negative emotions, such as sadness, are associated with low self-esteem while positive emotions, such as joy, are linked to high self-esteem. Some psychologists urge that emotions are the “glue” that connects our life events (Hauiland and others 1994). Indeed, emotions are involved in many aspects of adolescence, from the hormonal fluctuation of puberty to the sadness of adolescent depression.

According to Gullotta, Adams and Montemayor (1995) and Ksir, (2000) the socio economic effects of drug abuse on students (Adolescents) are the development of psychological dependence when abusing a substance. Gullotta, Adams and Motemayor (1995) and Ksir (2000), further opined that, many substance abusers have “emotional and mental preoccupation with the drugs pleasurable effects”. These substances interfere with the brains pleasure neurotransmitter, dopamine, more is released when a person uses and abuse drug, which results in a happy feeling. The user enjoys the elation and boosts in energy from the substance and becomes obsessed with maintaining that level of pleasure. As a result, the user takes more drugs and alcohol as her

tolerance for these substances decreases. Drug as a substances disrupt the normal level of dopamine in the brain, the users feel they cannot feel pleasure without the drugs.

Furthermore, Ksir (2000) remarked that the common socio emotional effect of many users and abusers of drug is that they are prone to preexisting emotional problem like, depression and anxiety. Often a time the substances can or may leave the users feeling good. However, it does not treat the problems the user is attempting to push to the back of his mind. Instead, the substance abuse can make the emotional problems worse. For example, alcohol is a depressant and can exacerbate the symptoms of preexisting depression disorder. The emotional problems are also made worse by issues associated with substance abuse, such as social withdrawal and legal problems. Alcohol also slows down the brain's activities, and if used inadequate quantities it may damage or even kill biological and brain cells of the adolescents (students). Initially, adolescent feel more talkative and more confident when they use alcohol, however the drinkers often time become drowsy and falls asleep.

LSD commonly known as (lysergic acid diethylamide is hallucinogenic that even at low does, produce socio emotional effects on adolescents. Johnston, O'mally and Bachman (2001) revealed that the socio emotional effect of LSD abuse and abuse include rapid mood swings dizziness and nausea, from a cascade of beautiful colours and wonderful scenes to images that might be frightening and grotesque. Johnston, O'mally and Bachman (2001) further revealed that marijuana, as one of the common drug use and abuse by students, has psychological effects, which may include a mixture of excitatory, depressive, and hallucinatory characteristics. They drug can produce spontaneous and unrelated ideas.

However, Johnston, O'mally and Bachman (2003) identified, stimulant, use for example caffeine, nicotine, amphetamine and cocaine, as an emotional challenged drugs. According to Johnston et al (2003) the socio emotional effects of stimulant drug use and abuse include, increased energy, and decreased feeling of fatigue, and lift mood and self-confidence. When the effects wear off, the user often becomes tired, irritable and depressed and may experience headaches. Another example of used and abused drug is the cocaine, the socio emotional effect include rush of euphoric feelings, which eventually wear off, followed by depressive feelings, lethargy, insomnia, and irritability.

2.7 Review of Related Empirical Studies

This section reviewed empirical studies found relevant in one way or the other to the present study.

Onohwosafe, Egenege and Blinkhorn (2009) conducted a study titled "*Drug use among secondary school children in Central Delta State, Nigeria*". The study was a survey study among a total of 124 secondary schools with a population of 81,000 students. Sixteen schools were randomly selected to participate in the study. The sample population for study comprised male and female students from 16 secondary schools in Delta State, Nigeria, and 640 students participated. The research design used for the study was a survey design. A well-structured questionnaire was used as the instrument for data collection, the reliability of the instrument was tested using a test-retest method. The questionnaire was administered in each of the 16 secondary schools and was collected immediately to enhance the rate of returns. Frequency distributions were used to calculate the percentage of responses for each question. Using the Pearson Product moment correlation, the coefficient of reliability was found to be 0.72. This value indicated the

reliability of the instrument. The results revealed that there was no significant difference between students of high and low academic performance in terms of their drug use. Fifty percent (50%) of students with a high academic rating regularly took alcohol, Indian hemp and kola nuts, compared with 54 per cent of low academic performance peers.

The past study is relevant to the present study in the sense that it was conducted on secondary school students. The findings focused on the students' academic performances. The study also employed the Pearson Product Moment Correlation Coefficient (PPMCC) to find the correlation differences between drug abuse and students' behaviour, which was the intent of this present study to make use of Pearson Product Moment Correlation Coefficient (PPMCC). The study employed questionnaire as an instrument for collecting data and the present study employed the use of questionnaire as an instrument for data collection.

Another study was carried out by Amosun, Ige and Ajala (2010) titled; *A Study of some Causative Factors of Substance Abuse among Selected Secondary School Students in Ibadan, Nigeria*. The researcher used descriptive survey method for the study. The sample of the study comprised four hundred and eighty students (480) selected through multi-stage sampling from secondary school students in Ibadan. A self-designed Adolescent Drug Habit Inventory was used to collect data for the study. Three null hypotheses were raised and Chi-square statistic was used to test the null hypothesis at 0.05 level of significance. The results of study showed that there was a significant difference in the involvement of junior and senior students in substance abuse, but there was no significant difference in the causes of abuse. The findings also showed that causes of substance abuse were numerous which included family neglect by parents to house helps, influence by peers.

This study is of immense benefit to the present study in that it was carried out to investigate substance abuse among secondary school students, which is the same age bracket that the present study wants to investigate. Although this study employed Chi-Square statistics, the present research study did not use the same statistical package to test the null hypotheses. The instrument that was used in gathering the data was adolescent drug habit inventory, but the present study used questionnaire in gathering the necessary data. Furthermore, the former study was looked at causative factors of substance, while the present study looked at effects of these causative factors of substance abuse on secondary students. Despite the differences, the present study has benefited from the literature reviewed as it was not only restricted to the causative factors of substance abuse amongst secondary school students.

Another study was carried out by Kobiowu (2010) titled *the Social and Academic Implications of Drug Abuse among Undergraduates: A Case Study of the Obafemi Awolowo University, Ile-Ife, Nigeria*. The population consisted of 1400 the undergraduate students of the Obafemi Awolowo University, Ile-Ife, for the 2009 academic session. The sample comprised 180 undergraduates of the University. Of the sample, 140 were males, and 40 females. The subjects were randomly selected. The instrument was a validated – teacher-made test, comprising a 35-item supply-response test. The questionnaire was designed to gather data on the area of concern to the study – academic and social pursuits. The sampling technique employed in drawing the sample from the population was stratified random sampling. The data collected were presented in tables and subjected to chi-square statistic. The findings indicated poor social adjustment on the part of the user characterized by elevated by situational hostility, low level of academic adjustment and that most substances abused by students were marijuana, cigarettes,

cough syrups, locally made gin, beer, kola-nuts and cocaine but the later was not widely abused unlike the other ones.

The present study is related to the past study in that it was conducted on students and it was out to establish the emotional and academic effects of drugs on students. Also the study employed the use of questionnaire as the data gathering instrument which this present study intends to employ. The study covered a wider student population and the findings can be generalized to other Universities in the country as they have similar characteristics, but the magnitude of drug abuse among students varied from region to region.

A study was carried out by Maithya, (2009) titled *Drug Abuse in Secondary Schools in Kenya: Developing a programme for Prevention and Intervention*. The study was a descriptive survey. In view of this, the field survey method was adopted to collect quantitative and qualitative data, using questionnaires and interviews. Both qualitative and quantitative approaches were used in data analysis, thus there was a mixed model research design approach to data analysis. A total of 360 students were randomly selected from 28 schools from a population of 406 students in the district. The analysis of structured items was mainly done using the Statistical Package for Social Sciences (SPSS). The major findings from the study were that drug abuse among students was common, to both boys and girls who have abused drugs with the majority of them being boys' schools the greatest ratio of drug abusers to non-abusers among the sampled schools were aged between 20 and 22 years. There was a significant relationship between drug abuse and age, use of drugs by other family members and easy access to drugs. A variety of factors contributed to drug abuse with the majority of students citing curiosity,

acceptance by peers as causes of drug abuse as the main reasons. Both the school administrators and teachers faced a number of challenges in an attempt to curb drug abuse in schools.

The population for the study was too small for findings to be generalized also the population and the samples for the study were too low. The present study is related to the past study in that it investigated drug abuse among secondary school students which is also the group of students which this present study intends to investigate. The study also adopted descriptive survey and quantitative methods using questionnaire. The study did not reveal much about the effects of drug abuse on students' academic performances.

Oshodi, Aina and Onajole (2010) carried out a study titled "*Substance use among secondary school students in an urban setting in Nigeria: prevalence and associated factors.*" The study was carried out to establish the prevalence and associated factors of substance use among selected secondary school students in Lagos. This was a cross-sectional and descriptive study among selected secondary school students in Lagos. The WHO Students' Drug Use Questionnaire which had been previously validated in the country was used to obtain the drug use information from the subjects. Analysis of the data was conducted using Epi-info version 5. A total of 402 students were studied - of whom 43.5% (n=175) were males and 56.5% (n=227) females. The mean age was 15.9 years. 83.1% (n=334) lived with their parents, 7.6% (n=31) with their relatives and 7.2% (n=29) with friends. The commonest substances used by the subjects were caffeine (kolanut and coffee), mild analgesics (paracetamol and aspirin) and the antimalarial, most especially chloroquine with lifetime use prevalence rates of 85.7%, 73.8% and 65.7% respectively. Generally, the prevalence rates for lifetime use of the substances varied from 3.8% (n=14) for Heroin and Cocaine to 85.7% (n=344) for psycho stimulants; and for current use

varying from 2% (n=8) to 56.5% (n=213). For the so called "gateway drugs": alcohol and tobacco, their lifetime use prevalence rates were 9.2% (n=34) and 5.2% (n=19) while the lifetime use prevalence rate for cannabis was 4.4% (n=16). In terms of gender, the prevalence rates for males were generally higher than for their female counterparts except for antibiotics, analgesics, heroin and cocaine. Reasons for using substances included relief from stress, 43.5% (n=175), self-medication to treat illness, 23.8% (n=96), and to stay awake at night to study, 14.9% (n=60). Substance use was found to be prevalent among students in this study involving over-the-counter and socially acceptable substances as well as the abuse of illicit substances. It was advocated that there was a need to review existing health educational programmes. The past study is of great importance to this present study in the sense that most of the substances amongst secondary school students and this is directly important to this present study in the sense that the study adopted the use of questionnaire in gathering the necessary data and this is the intent of this present study.

Adelekan (1989) carried out another study titled "*Self-reported drug use among secondary school students in the Nigerian State of Ogun*" A survey of drug use, based on a sample of 990 students in their fourth and final year of secondary school in the Abeokuta Local Government Area in Ogun State, in Nigeria was conducted by means of a self-report drug-use questionnaire in September 1986. There were 534 males and 377 females' respondents. Their mean age was 16.4 and the majority (89 per cent) of them were from the lower or middle socio-economic levels. The sampling frame consisted of 10,050 students in the two upper classes (classes IV and V) of the 36 schools in Abeokuta. The sample size was 1, 000 students, which represented about 10 per cent of the sampling frame. Of the 36 schools, 33 were coeducational,

two were for boys only and one was for girls only. Thirty-two schools were in urban areas and the rest were in rural areas. A multi-stage proportionate sampling technique was used to select seven schools: six urban schools and a rural one. Five of the selected schools were coeducational, one was for boys only and one was for girls only. In each of the selected schools, further stratification was carried out to ensure proportionate representation of the classes and, in the coeducational schools, the sexes. The final sample was selected from the nominal list of each school using the systematic random sampling technique. The most commonly used drugs were salicylate analgesics, mild stimulants, alcohol, antibiotics and diazepam. Low use was recorded for barbiturates, cannabis, organic solvents and cocaine, and there was no reported use of narcotic analgesics or hallucinogens. Females used diazepam significantly more than males. Most users had their first contact with drugs in primary school. The author stressed the need to develop a viable drug-abuse preventive programme and a comprehensive data base in Ogun.

The present study is related to the past study in that the instrument it used in gathering the data was questionnaire but the difference in the type of questionnaire used in the previous study was self-report drug use questionnaire, while this present study will use a different type of questionnaire which is also designed to seek the same type of responses from the respondents but put in a different style.

Kariuki (1988) has observed that there are relatively more drug users among boys than girls, especially in the age of 17-21 years. Explanations given for this difference are due to the male tendency to 'drift' to the drug use especially through curiosity motivated by friends/peer group members. Research by Karagu and Olela (1993) has reported that drug use is a non-gender issue: the only difference is that males tend to use more drugs than their female counterparts.

Males appear to spend more money on drugs than their female counterparts. Haworth, Nyambe, Ng'andu, and Sinyangwe (1981) have also conducted a survey of alcohol and drug use amongst students in five Lusaka secondary schools. The anonymous questionnaire to be used was pre-tested among standard seven primary school pupils and later administered to 167 boys and 168 girls in Forms One, Two and Four. There were differences between sexes in that cannabis was more prevalent among boys while girls were more likely to take other drugs. The study revealed that 58% boys and 57% girls had taken alcohol sometimes in life, 30% boys and 10% girls had taken cannabis, 24% boys and 26% girls had taken other drugs like miraa, tranquilizers and pep pills. Research has indicated that drug taking is not gender specific but there are more users and abusers among males than females. It is within the context of these revelations that the author sought to find out if there is a significant difference between the two in relation to drug using habit in secondary schools in Kiamokama Division of Kisii County.

Njeru and Lewis (2014) researched on *causes and effects of drug and substance abuse among secondary school students in Dagoretti Division, Nairobi West District-Kenya*. The study aimed at finding out what makes students abuse drugs and the effects that arise out of this practice. The study employed survey research design and was conducted in secondary schools in Dagoretti Division, Nairobi. Data was collected with the help of questionnaires. Data was organized and prepared for analysis by coding and entry in the Statistical Package for Social Sciences (SPSS) software programme. The study findings indicate that 52% of students believed that drug abuse causes poor performance as 30% agreed that their colleagues who abuse drugs develop aggressive behaviour. Blandford (1998) also noted that drug abuse has become a stumbling block to the students learning behavior which is essential element in educational practice. 10% of the students believed that drug abuse contributes to withdrawal syndrome as

they do not interact with them while 8% believed that drug users are ever violent. This imply that drug abuse to students is tantamount to poor performance as the objectives of education to students are over run by aggressive behaviour, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers. The study recommends heavy punishment of drug abusers as well as guidance and counseling sessions to minimize the vice and make secondary schools drug free.

Afolayan and Afolayan (2010) also researched on *drug addiction and its academic implications among secondary school students in Ilorin south local government of Kwara state, Nigeria*. Two hundred participants were randomly chosen for the study. A self-reporting questionnaire was used for data collection and the result of the study revealed some causes of drug addiction by the students which included parental influence, school related factors, societal, peer-group effects and governmental factors. Against expectation, the study did not find a significant negative effect of drug abuse on academic performance of students although Holister (1971), Miller (1974), and Makinde (1974) all agreed that Drug Abuse has negative Social & Academic implications on the victims but Mayo (2005) still asserted that the academic pursuit of those undergraduates in a study who engaged in drug misuse was not jeopardized and that the abusers did not socialize extraordinarily contrary to seemingly popular expectation. It is therefore recommended that parents, teachers, counselors, religious leaders, law enforcement organizations and interested individuals should be involved in all measures to curb the menace of drug abuse in the society especially the schools as the youths of today may become a source of sorrow to the family and society tomorrow.

2.8 Summary of Related Literature Reviewed

From the literature reviewed, the researcher deduced that students who engaged on drug and substance abuse have most likely learnt the behavior from their environment. The abuse of drug by the group of students is done in and outside the school environment. Although the use of drug medically is to prevent pain or body stress but students use it for personal gratification and that is called drug abuse. Presently there are many drug abused by students among which are alcohol, marijuana and many others.

Though family background influence drug abuse among students, other factors as discussed in the reviewed literature include environment which students, groups, friends make the psychological disposition of an individual. The effects drug abused have caused in secondary school students include adverse consequences like insomnia, loss of memory and even sudden death. However, the related literature reviewed drug abuse on students behaviour centered mostly among foreign students while others were on students outside Kaduna state. Since environment was considered as a factor for drug abuse, the researcher became compelled to investigate more on the extent to which drug abuse affect the social-emotional behavior of secondary school students with particular reference to students of government secondary school in Kaduna State, given the environment they found themselves. This is the gap the research intends to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter explains the research design and methodology used for the study. The main focus of this chapter were discussed under the following sub-headings:

- 3.1 Research Design
- 3.2 Population for the study
- 3.3 Sample size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey design was used for this study. Mugenda and Mugenda (2003) opined that survey research is used to collect information from a large sample of people. This survey research design sought to obtain information that discloses existing phenomenon by asking individuals students about their perception, attitude and behavior or beliefs. Survey method was an effective method of research design that was used to collect data for the study with the use of researcher's designed structured questionnaire.

3.2 Population for the Study

The population for this study comprised of students (male and female) of senior secondary schools in the three senatorial districts namely, Kaduna North, Kaduna South and Kaduna central in Kaduna State. The total population was six thousand nine hundred and sixty-three (6963). The population of the public senior secondary schools in each of the senatorial district within Kaduna State is shown in Table 3.1.

Table 3.1: Population for the Study

Senatorial districts	Male	Female	Total
Kaduna north	1517	863	2434
Kaduna south	1186	1149	2332
Kaduna central	1123	1074	2197
Total	3826	3086	6963

Source: Ministry of Education, Planning Research and Statistics Department Kaduna (2011-2012)

3.3 Sample size and Sampling Procedure

The sample size for this study was determined using Krejcie and Morgan (1970) table of sampling method shown in appendix II. A total of three hundred and seventy (370) respondents were selected from six randomly selected schools from three senatorial districts of Kaduna state. From the six selected public secondary schools, stratified sampling technique was used to select the participants (SS 1, SS 2 and SS 3). See table 3.2 the breakdown:

Table 3.2: Samples Size the Study

District	School name	Class			SS 1	SS 2	SS 3	Total	Sample	(%)
		Type	Gender							
Kaduna North	Barewa College	Boarding	M	204	177	210	519	53	14.3	
	Yusuf Aboki, Memorial Shika	Day	M/F	250	222	215	687	70	18.9	
Kaduna Central	Govt. Sec. Sch. Kakuri	Day	M	210	216	198	624	64	17.2	
	Govt. Secondary Sch. U/Ma'azu	Day	F	220	201	197	618	63	17	
Kaduna South	Govt. Secondary Sch. Kwoi	Boarding	F	176	183	196	555	56	15.3	
	Govt. Secondary Sch. Kagoro	Day	M/F	220	210	196	626	64	17.3	
Total							3629	370	100	

Source: author's analysis of data from Ministry of Education, Statistics Department, Kaduna (2011-2012)

3.4 Instrument for Data Collection

The research instrument used for data collection was developed by the researcher. The questionnaire was developed based on review of related literature. It comprised of two sections. Section A which consist of demographic data of the respondents such as name of school, sex, age, class and preliminary questions. Section B contains questions aimed at answering the research questions raised for the study. A modified four point-scale rating of Likert format was used. The response ranges from strongly agree, agree, disagree and strongly disagree or very likely, likely, unlikely and very unlikely; scored as 4, 3, 2, and 1.

3.4.1 Validity of the Instrument

Questionnaire drafted for this study was given to three experts, one in Family and Child Development, two Vocational and Technical Education of the rank of Senior Lecturer, Professors and also a statistical Analyst to Vet. All observations, corrections and inputs were noted and dully effected and through this process, the content validity of the questionnaire was established.

3.4.2 Pilot Study

A pilot testing was conducted in Government Secondary School, Narayi in Chikun Local Government Area in Kaduna State. The technique used was test retest. Narayi is not part of the study sample, but share similar characteristics to the sample of the study most especially in academic programme. A total of 40 students were used for the pilot study. The researcher personally administers the questionnaire to the respondents and collect it back after it's filled. The reason for the pilot study was to determine the adequacy and effectiveness of the instrument

in measuring what was supposed to measure and to ascertain any difficulty that the respondent may have when answering the questions.

3.4.3 Reliability of the Instrument

The data collected from the pilot study was statistically analyzed using Cronbach alpha method selected from the Statistical Package for Social Sciences (SPSS) for reliability coefficient to determine the internal consistency of the responses to the items. The Cronbach alpha of .804 was found for the first administration and .813 for the instrument. The reliability is adequate in most social sciences environment based on Spiegel and Stevens (1999) recommended reliability coefficient of between .5 to +1.

3.5 Procedure for Data Collection

The researcher with the help of two assistants who were instructed, administered the copies of questionnaire to the respondents in their various schools. The researcher used the services of two assistants in each school to make the work easier as the schools were in different locations. The two assistants were made up of classroom teachers in school selected for the study. After a week, the researcher went round and collected the completed questionnaire.

3.6 Procedure for Data Analysis

Data collected was analyzed statistically with the aid of Statistical Package for the Social Sciences (SPSS). While, frequencies and percentages were used to analyse respondent's biodata, the same Frequencies and percentages and mean scores were used to analyse the research questions raised for the study. Friedman Chi-square was used to test hypothesis one while, independent sample t test was used for hypotheses two and three. Hypotheses four and five were

tested using Chi-square goodness-of-fit. All the stated hypotheses were analyzed at the .05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

The major goal of this study was to assess the effects of drug abuse on socio-emotional behaviour of secondary school students in Kaduna state, Nigeria. To achieve this, 370 questionnaires structured in a four points Likert format were administered to students for data collection and all were filled and returned, thanks to the effort of research assistants. Therefore, the collected four-point response data were sorted and categorized as users (141) and non-users (229) and analyzed statistically with the help of Statistical Package for Social Sciences (IBM SPSS v22). Descriptive statistics was used for demographic characteristics and the research questions while Chi square and independent sample t – test was used for the stated hypotheses at the 5% significance level. The results were presented and discussed under the following subheading;

4.2 Analysis of Bio data

4.2 Answering of research question

4.3 Testing of hypotheses

4.4 Discussion of major findings

4.1 Analysis of Demographic Data

Table 4.1.1 Respondents of the study by Age

<i>Age range</i>	<i>Frequency</i>	<i>Percent</i>
10-15	94	25.4
15-20	171	46.2
20-25	105	28.4
Total	370	100.0

Table 4.1.1 shows frequency and percentage of respondents by age range. It revealed that 25.4% were within the age range of 10-15, 46.2% were within the age range of 15-20 while 28.4% were within 20-25 years old. Thus, majority of respondents fall within the age 15-20.

Table 4.1.2 Distribution of Respondents by Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	227	61.4
Female	143	38.6
Total	370	100.0

Table 4.1.2 showed that 227 respondents representing 61.4% were male while 38.6% were female. This implies that both gender participated in the study.

Table 4.1.3 Current users and non-users of drug without medical prescription

<i>Category</i>	<i>Frequency</i>	<i>Percent</i>
Users	141	38.1
Non-users	229	61.9
Total	370	100.0

Table 4.1.3 revealed that out of the total respondents of 370 who participated in the study, 141 respondents representing 38.1% reported that they are currently using drugs for reasons other than medical purpose while 229 representing 61.9% were found as non-current users. This means that there was 14.5% reduction in the number of students who reported to be using drug.

4.2 Answering of Research Questions

In order to provide this study a direction, five research questions were raised and the following are tables which provide answers to such questions. The statistics on the table contained summaries of responses collated from respondents using questionnaire structured on a four points Likert response format. Decision for individual item was made using a mean of 2.5 as a benchmark to determine whether respondents are in agreement or disagreement with the items on the questionnaire.

Research Question one: What are the predominant factors that lead to drug abuse among secondary school students in Kaduna State?

Table 4.2.1 Opinions of drug abusers on factors that lead to drug abuse among secondary school students in Kaduna State

<i>Factors causing drug abuse</i>	<i>SA F(%)</i>	<i>A. F(%)</i>	<i>DA. F(%)</i>	<i>SDA. F (%)</i>	<i>Mean</i>
Stress	21(14.9)	31(22)	35(24.8)	54(38.3)	2.14
Frustration	23(16.3)	29(20.6)	43(30.5)	46(32.6)	2.21
Parents/family influence	13(9.2)	20(14.2)	55(39)	53(37.6)	1.95
Peer pressure (pressure from friends)	44(31.2)	43(30.5)	31(22)	23(16.3)	2.77
Availability of drug outlet	22(15.6)	34(24.1)	47(33.3)	38(27)	2.28
Poverty	16(11.3)	49(34.8)	44(31.2)	32(22.7)	2.35
Traumatic life event	22(15.6)	31(22)	43(30.5)	45(31.9)	2.21
Curiosity	41(29.1)	55(39)	23(16.3)	22(15.6)	2.82
low levels of self-confidence	28(19.9)	32(22.7)	54(38.3)	27(19.1)	2.43
Inability in maintaining inter-personal communications	38(27)	49(34.8)	22(15.6)	32(22.7)	2.66

Note: Decision mean =2.5. n=141. Figures outside and inside parentheses are frequencies & percentages respectively

Table 4.2.1 shows the frequency and percentage of respondents on factors that lead to drug abuse among secondary school students in Kaduna State. The result revealed that out of eleven factors listed, respondents identified curiosity with a mean of 2.82 > 2.5 as the major factor that led them into drug abuse. Other factors identified were peer pressure with 61.7% agreement and a mean of

2.77 > 2.5, and inability in maintaining inter-personal communication with a mean score of 2.66 > 2.5. Majority of the respondents reported that parents/family influence do not play a major role in their drug abuse behaviour. Generally, the result identified three common factors which are curiosity, peer pressure, and inability in maintaining inter-personal communications.

Research Question two: To what extent does drug abuse influence the social behavior of secondary school students in Kaduna State?

Table 4.2.2 Responses on drug abuse on social behaviour among secondary school students in Kaduna State

<i>Social behaviours</i>	<i>SA F(%)</i>	<i>A F(%)</i>	<i>DF(%)</i>	<i>SD F (%)</i>	<i>Mean</i>
Hit one of your teachers	38(27)	41(29.1)	33(23.4)	29(20.6)	2.62
Got mixed into a fight at school or at work	12(8.5)	23(16.3)	30(21.3)	76(53.9)	1.79
Taken part in a fight where a group of your friends were against another group	42(29.8)	46(32.6)	22(15.6)	31(22)	2.70
Hurt somebody badly enough to need bandages or a doctor	28(19.9)	40(28.4)	32(22.7)	41(29.1)	2.39
Used force to get something from a person	61(43.3)	52(36.9)	14(9.9)	14(9.9)	3.13
Taken something not belonging to you without the owners knowledge	31(22)	28(19.9)	39(27.7)	43(30.5)	2.33
Taken something from a shop without paying for it	53(37.6)	60(42.6)	14(9.9)	14(9.9)	3.07
Set fire to somebody else's property on purpose	50(35.5)	42(29.8)	29(20.6)	20(14.2)	2.86
Damaged school property on purpose	43(30.5)	32(22.7)	28(19.9)	38(27)	2.56
Got into trouble with the police for something you did	59(41.8)	40(28.4)	18(12.8)	24(17)	2.95
Participated in a group teasing and bruising someone	42(29.8)	33(23.4)	22(15.6)	44(31.2)	2.51
Bought stolen goods	24(17)	30(21.3)	34(24.1)	53(37.6)	2.17
Run away from home for more than one day	37(26.2)	65(46.1)	22(15.6)	17(12.1)	2.86
Thought of harming yourself	18(12.8)	37(26.2)	41(29.1)	45(31.9)	2.19
Thought of committing suicide	34(24.1)	36(25.5)	34(24.1)	37(26.2)	2.47
Engaged in sexual intercourse without a condom	21(14.9)	35(24.8)	37(26.2)	48(34)	2.20
Engaged in sexual intercourse you regretted the next day	16(11.3)	23(16.3)	42(29.8)	60(42.6)	1.96
Cumulative Summary score	75(53.2)		66(46.8)		2.51

Note: Decision mean =2.5. n=141. Figures outside and inside parentheses are frequencies & percentages respectively

Table 4.2.2 shows the self-reported influence of drug abuse on social behaviour of students. It reveals that 56% as against 44% have hit their teachers at one point or the other. 24.8% and 62.4% reported that they got mixed into a fight at school or on their way home, and have taken part in a fight where a group of friends were against another group. There were also 48.2% who reported having used force to get something from a person, as 41.8% agreed that they have taken something not belonging and they do so without the owners' knowledge. Also, 80.1% have taken something from a shop without paying for it. There were also 65.2% who agreed that they have set fire to somebody else's property on purpose. 53.2% have damaged school property on purpose. 72.3% of the 141 respondents who reported using drugs for reasons other than medical purposes agreed that they have run away from home for more than one day. 39% at some points had thought of harming themselves while 49.6% thought of committing suicide at some points. There were also 39.7% and 27.7% who agreed that they engaged in sexual intercourse without a condom and regretted it the following day. Overall, the summary mean score of 2.51 > 2.50 implies that majority of the respondents agreed that to a large extent, drug abuse influence social behaviour.

Research Question three: To what extent does drug abuse influence the emotional behavior of secondary school students in Kaduna State?

Table 4.2.3 Responses on drug abuse on emotional behaviour among secondary school students in Kaduna State?

<i>Emotional behaviour</i>	<i>Very Likely F(%)</i>	<i>Likely F(%)</i>	<i>Unlikely F(%)</i>	<i>Very unlikely F(%)</i>	<i>Mean</i>
Feel relaxed	26(18.4)	23(16.3)	34(24.1)	58(41.1)	2.12
Feel depressed	25(17.7)	23(16.3)	29(20.6)	64(45.4)	2.06
Harm my health	34(24.1)	36(25.5)	31(22)	40(28.4)	2.45
Feel happy	57(40.4)	43(30.5)	19(13.5)	22(15.6)	2.95
Forget my problems	61(43.3)	45(31.9)	16(11.3)	19(13.5)	3.04
Excessively calm	76(53.9)	39(27.7)	16(11.3)	10(7.1)	3.28
Become aggressive	31(22)	28(19.9)	60(42.6)	22(15.6)	2.48
Feel more friendly and outgoing	79(56)	33(23.4)	20(14.2)	9(6.4)	3.29
Violent	29(20.6)	13(9.2)	66(46.8)	33(23.4)	2.26
feel proud	98(69.5)	29(20.6)	7(5)	7(5)	3.54
Have a lot of fun	75(53.2)	33(23.4)	23(16.3)	10(7.1)	3.22
Feel sick	26(18.4)	17(12.1)	62(44)	36(25.5)	3.47
Summary score	82(58.2)		59(41.8)		2.85

Note: Decision mean =2.5. n=141. Figures outside and inside parentheses are frequencies & percentages respectively

Table 4.2.3 shows the frequency and percentage of respondents on the influence of drug abuse on emotional behaviour among students. It reveals that cumulatively, majority of respondents 70.9% reported feeling happy, 75.2% with a mean response of 2.95 > 2.5 forget my problems, and 81.6%, weighted mean equal 3.28 feel excessively calm when they use drugs. There were cumulatively, 79.4% who reported feeling more friendly and outgoing, 90.1% feel proud, and 76.6% feel having a lot of fun when they use drugs. However, not all respondents reported feeling positive when they used drugs, as 30.5% reported feeling sick, 79.4% reported feeling aggressive while 29.8% reported violent behaviour whenever they abuse drugs. There were also 34% that feel depressed, and 49.6% concurred that abusing drugs is likely to harm their health.

Overall however, the summary mean of $2.85 > 2.50$ implies that respondents reported that drug abuse to a large extent has an influence on their emotional behaviour.

Research Question four: How does drug abuse influence students' schoolwork in Kaduna State?

Table 4.2.4 Perception of students (drug users) on school work

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Poor, I am probably one of the worst	61	43.3
Well below average	15	10.6
Below average	19	13.5
Average	46	32.6
Total	141	100.0

Table 4.2.4 shows the perception of respondents on the influence of drug abuse on their school work. It shows that 43% of the respondents ($n = 141$) reported that compare to other students of their age, they are poor, and probably one of the worst. There were also 33% who reported average performance when compare to other students of their age. 13% reported below average while 11% reported well below average. It was therefore concluded that 67% that is, almost 7 out of 10 students who abuse drugs perform worst when compared to other students belonging to same age group.

Research Question five: What is the prevalence of drug abuse between male and female students in Kaduna State?

Table 4.2.5 Prevalence of Drug Abuse Among male and female Students in Kaduna State

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	105	74.5
Female	36	25.5
Total	141	100.0

Table 4.2.5 shows gender difference in prevalence of drug abuse among secondary school students. It reveals that among 141 students who reported that they abuse drugs, 105 representing 74.5% were males while 36 respondents representing 25.5% were females. This implies that to a large extent, drug abuse among students was more common to male than the female students.

4.3 Testing of hypotheses

Five null hypotheses were stated for this study and the following shows the results of the hypotheses testing.

H₀₁ There is no significant difference on the factors that influence drug abuse among secondary school students in Kaduna State.

Table 4.3.1 Kruskal-Wallis test of factors that influence drug abuse among secondary school students

<i>Variable</i>	<i>Mean</i>	<i>Mean Rank</i>
Curiosity	2.82	6.77
Peer pressure (pressure from friends)	2.77	6.41
Inability in maintaining inter-personal communications	2.66	6.27
Low levels of self-confidence	2.43	5.79
Poverty	2.35	5.46
Availability of drug outlet	2.28	5.18
Frustration	2.24	5.02
Traumatic life event	2.21	4.99
Stress	2.14	4.90
Parents/family influence	1.95	4.21

$N=141, \chi^2 = 120.720, df = 9, p = .000$

Table 4.3.1 reveals that significant difference exists among factors that influence drug abuse among secondary school students in Kaduna state, $\chi^2 (9) = 120.720, df = 9, p < .05$. The table shows the mean ranking of the factors students were asked to respond, and it was found that curiosity with a mean rank of 6.77, peer pressure with a rank of 6.41 and inability in maintaining inter-personal communications, ranked 6.27 as major factors influencing drug abuse among

students. Students identified Parents/family influence as the least among the listed factors that influence drug abuse. Therefore, since significant difference among the factors was found at the 95% confidence interval, the null hypothesis which states that there are no significant differences on the factors that influence drug abuse among secondary school students in Kaduna State is hereby rejected.

H₀₂ There is no significant difference between social behavior of male and female secondary school students who abuse drug in Kaduna State.

Table 4.3.2 independent sample t – test on difference between social behavior of male and female secondary school students who abuse drug

<i>Variable</i>	<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t</i>	<i>p</i>
Social behaviour	Male	105	46.21	8.61	198	8.452	.000
	Female	36	33.03	6.22			

An independent samples t-test was conducted to investigate for difference between social behavior of male and female students who abuse drugs. Result reveals that there was a significant difference in the scores for male (M=46.21, SD=8.61) and female (M=33.03, SD=6.22) on social behaviour; $t(198) = 8.45, p < .05$. These results suggest that drug abuse does have more effect on social behaviour of the male than of the female students. Therefore, since significant difference was found at the 95% confidence interval, the null hypothesis which states that there is no significant difference between the social behavior of male and female secondary school students who abuse drug was rejected.

H₀₃ There is no significant difference between the emotional behavior of male and female secondary school students who abuse drug in Kaduna State.

Table 4.3.3 independent sample t – test on difference between emotional behavior of male and female secondary school students who abuse drug

<i>Variable</i>	<i>Sex</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t</i>	<i>p</i>
Emotional behaviour	Male	105	36.94	5.52	198	7.644	.000
	Female	36	29.11	4.60			

An independent-samples t-test was conducted to examine difference between emotional behavior of male and female students who abuse drugs. Result shows that there was a significant difference in the scores for male (M=36.94, SD=5.52) and female (M=29.11, SD=4.60) on emotional behaviour; $t(198) = 7.64, p < .05$. These results suggest that drug abuse does have an effect on emotional behaviour of the male than the female students. Due to this statistical evidence, the null hypothesis which states that there is no significant difference between the emotional behavior of male and female secondary school students who abuse drug was rejected.

H₀₄ Drug abuse does not significantly influence students' schoolwork in Kaduna State.

Table 4.3.4 Chi square goodness-of-fit test on influence of drug abuse on students' schoolwork.

<i>Perception</i>	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>	<i>df</i>	χ^2	<i>P</i>
Poor, I am probably one of the worst	61	35.3	25.8	3	41.213	.000
Well below average	15	35.3	-20.3			
Below average	19	35.3	-16.3			
Average	46	35.3	10.8			
Total	141					

Table 4.3.4 provides the test statistics and the actual result of the chi-square goodness-of-fit test which was done to examine influence of drug abuse on students' school work. It can be seen from the table that the test statistic is statistically significant: $\chi^2 (3) = 41.213$, $p < .05$. Therefore, we can reject the null hypothesis and conclude that there are statistically significant differences in the influence of drug abuse on students' school work as most students ($n = 61$) reported that compare to other students of same age range, they are poor and probably one of the worst. This result thus implies that significantly, drug abuse influences students' school work negatively in Kaduna State, and therefore, the null hypothesis stated was rejected.

H₀₅ There is no significant difference in gender influence on drug abuse among secondary school students in Kaduna State.

Table 4.4.5 Chi square goodness-of-fit test on influence of gender on drug abuse behaviour among secondary school students in Kaduna State

<i>Gender</i>	<i>Observed N</i>	<i>Expected N</i>	<i>Residual</i>	<i>Df</i>	χ^2	<i>p</i>
Male	105	70.5	34.5	1	33.766	.000
Female	36	70.5	-34.5			
Total	141					

Table 4.3.5 provides the test statistics and the actual result of the chi-square goodness-of-fit test which was done to examine influence of gender on drug abuse. It can be observed from the table that the test statistic is statistically significant, $\chi^2 (1) = 33.766$, $p < .05$. Therefore, the null hypothesis was rejected and concluded that there was statistically significant gender influence on drug abuse among students. More males ($n = 105$) than females ($n = 36$) reported that they abuse drugs. This therefore implies that significantly, drug abuse is more related to the male than the female gender.

4.4 Summary of findings

The following are summary of major findings of this study;

- i. There is significant difference among the factors that influence drug abuse among secondary school students in Kaduna state. Three influential factors were identified and these include curiosity, peer pressure, and inability in maintaining inter-personal communications.
- ii. There is significant difference in the influence of drug abuse on the social behaviour of drug abusers. Study found that the social behaviour of male students were more influenced than that of the female students.
- iii. There is significant difference in the influence of drug abuse on the emotional behaviour of drug abusers. Result revealed that more males than female students were emotionally influenced by drug abuse.
- iv. There is a significant influence of drug abuse on students' school work in Kaduna State as significant number of drug users reported worse performance when compared to other students of same age range who do not use drugs.
- v. There is significant difference in the between male and female students in the rate of drug abuse as more male than female students reported drug abuse behaviour.

4.5 Discussion

This study found a significant difference among the factors that influence drug abuse among secondary school students in Kaduna state. Three leading factors were found and they include

curiosity, peer pressure, and inability in maintaining inter-personal communications. Using a self-reporting questionnaire, Afolayan and Afolayan (2010) result revealed some causes of drug addiction by the students which included parental influence, school related factors, societal, peer-group effects and governmental factors. Orija (1999) stated also that stress, societal problems such as economic hardship, and peer group influence as some of the factors influencing drug abuse among students.

Significant difference in the influence of drug abuse on the social and emotional behaviour of drug abusers was also found. Result suggests that the social and emotional behaviour of male students were more affected than that of the female students. Also, a significant number of the students reported to have taken part in a fight where a group of friends were against another group, taken something from a shop without paying for it, set fire to somebody else's property on purpose, damaged school property on purpose, got into trouble with the police for something they did, participated in a group teasing and bruising someone, and run away from home for more than one day. Majority also reported that they feel happy, forget their problems, excessively calm, feel more friendly and outgoing, feel proud, and have a lot of fun. However, there were others who reported feeling sick and depressed as a result of drug abuse. This finding agrees with UNODC (2007) observation that 49.6% and 39.7% of the students at some points had suicidal thoughts in mind, and have engage in sexual intercourse without using condom. Other writers also observed that every country in the world is affected from one or more drug being abused by its citizens and that the increased of drug abuse globally has brought problems such as increase in violence and crimes and diseases such as HIV/AIDS, collapse of the veins and collapse in the social structure (UNODC, 2007; Oshodi, Aina, & Onajole, 2010). According to Gullotta, Adams and Montemayor (1995) and Ksir, (2000), the effects of drug abuse on

students (Adolescents) are the development of psychological dependence when abusing a substance. Gullotta, Adams and Motemayor (1995) and Ksir (2000), further opined that, many substance abusers have “emotional and mental preoccupation with the drugs pleasurable effects”. These substances interfere with the brains pleasure neurotransmitter, dopamine, more is released when a person uses and abuse drug, which results in a happy feeling. The user enjoys the elation and boosts in energy from the substance and becomes obsessed with maintaining that level of pleasure. As a result, the user takes more drugs and alcohol as her tolerance for these substances decreases. Ksir (2000) further remarked that the common socio emotional effect of many users and abusers of drug is that they are prone to preexisting emotional problem like, depression and anxiety.

There is a significant influence of drug abuse on students’ school work. Significant number of drug users reported worse performance or school work when compared to other students of same age range. Onohwosafe, Egenege and Blinkhorn (2009) did not report significant difference between students of high and low academic performance in terms of their drug use. Fifty percent (50%) of students with a high academic rating regularly took alcohol, Indian hemp and kola nuts, compared to 54 per cent of low academic performance peers. Findings by Njeru and Lewis (2014) indicated that 52% of students believed that drug abuse causes poor performance as Blandford (1998) also noted that drug abuse has become a stumbling block to the students learning behavior which is essential element in educational practice. This imply that drug abuse among students is tantamount to poor school work.

The study also found significant gender difference in the influence of drug abuse among students. It was found that more male than female students reported drug abuse behaviour. This

result was corroborated by Oshodi, Aina and Onajole (2010) who stated that in terms of gender, the prevalence rates for males were generally higher than for the female counterparts. United States Department of Health and Human Services (2000) also reported that about 90% of the students use and abuse drug before they leave high school. In Kenya, NACADA (2008) indicated that about 61% of the population abuse alcohol. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves. However, research by Karagu and Olela (1993) reported that drug use is a non-gender issue: that the only difference is that males tend to use more drugs than their female counterparts. Males appear to spend more money on drugs than their female counterparts. Haworth, Nyambe, Ng'andu, and Sinyangwe (1981) in a survey of alcohol and drug use amongst students in five Lusaka secondary schools reported that there were differences between sexes in that cannabis was more prevalent among boys while girls were more likely to take other drugs. The study indicated that drug taking is not gender specific but there are more users and abusers among males than females.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The chapter presents the summary, conclusion and recommendations of the study designed to examine Drug Abuse on Socio-emotional Behaviour among Secondary School Students in Kaduna state, Nigeria.

The specific objectives of the study were to (i) determine the predominant factors that lead to drug abuse among secondary school students in Kaduna State (ii) investigate drug abuse on social behaviour among secondary schools' students in Kaduna State (iii) assess drug abuse on emotional behaviour among secondary school students in Kaduna State (iv) assess how drug abuse influence students' schoolwork (v) investigate the prevalence of drug abuse between male and female secondary school students in Kaduna State. Five research questions were also raised with five null hypotheses for the study.

To achieve the above, survey design was used involving 370 sample size selected from one boys only school, girls only school, and mixed school and this was done based on the recommendation of Krejcie and Morgan table for determining sample size. Data was collected using questionnaire developed by researcher.

Analysis of collected data revealed thus;

- i. There is a significant difference among the factors that influence drug abuse among secondary school students in Kaduna state. Three influential factors were identified and

these include curiosity, peer pressure, and inability in maintaining inter-personal communications.

- ii. There is a significant difference in the influence of drug abuse on the social behaviour of drug abusers. Study found that the social behaviour of male students were more influenced than that of the female students.
- iii. There is a significant difference in the influence of drug abuse on the emotional behaviour of drug abusers. Result revealed that more males than female students were emotionally influenced by drug abuse.
- iv. There is a significant difference in the influence of drug abuse on students' school work in Kaduna State as significant number of drug users reported worse performance when compared to other students of same age range.
- v. There is a significant difference in the influence of gender on drug abuse among students in Kaduna State. It was observed that more male than female students reported drug abuse behaviour.

5.2 Conclusion

The study was based on drug abuse on socio-emotional behaviour among secondary school students in Kaduna State. From the findings of this study, and at the 95% confidence level, it was concluded that curiosity, peer pressure, and inability in maintaining inter-personal communications, and poor self – confidence were some of the most influential factors leading to drug abuse among secondary school students in Kaduna State. It was also concluded that the social and emotional behaviour of male students were to a large extent influenced by drug abuse

than that of the female secondary school students in Kaduna State. Drug abuse was also found to influence students' school work in Kaduna State as large number of students who agreed to using drug reported poor school work when compared to other students of same age range who were not using drugs. It was also concluded that significant number of secondary school male students compared to female students engaged in drug abuse behaviour in Kaduna State.

5.3 Recommendations

In line with the findings of the studies, the following recommendations were made;

- i. Teaching what constitute drug abuse and the effects of such behaviour on the individual and family should be part of the school home economic curriculum right from primary to tertiary institutions. The essence is to dispel ignorance on the part of the youths who are parents of tomorrow and encourage them to imbibe positive attitude and keep good company both at school and at home.
- ii. Parents and school teachers should make deliberate effort to instill high moral standard in their children/students and ensure they monitor or advise them on the kind of friends they should or shouldn't hang out with in the community, as doing so will help reduce drug abuse behaviour among secondary school students.
- iii. School must implement stiffer and heavy punishment on students that are found to be engaging in drug abuse behaviour. Doing so will serve as deterrent to other students wishing to indulge in similar behaviour

- iv. On regular basis, parents, and guardians must ensure they monitor the kinds of peers and friends their children move around with because peers in this study was found to be one of the significant agents of drug abuse among students in secondary schools.
- v. Government policies and efforts in combating drug trade should be tightened and intensified. Illegal drug outlet should be shut down, farms where Cannabis and other related substances are grown should be destroyed and the owners should be arrested and severely punished.

5.4 Suggestions for further studies

- i. Effects of drug abuse on social behaviour of students in junior secondary schools
- ii. Effects of drug abuse on socio-emotional behaviour of pupils in senior primary schools

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APPENDICES

Dept. of Vocational and Technical Education
Faculty of Education
Ahmadu Bello University
Zaria

Dear Respondent,

Request to Complete Questionnaire

I am a postgraduate student of the above mentioned university conducting a research on “Drugs Abuse on Socio-emotional behaviour of Secondary School students in Kaduna State, Nigeria.”

Kindly assist by providing honest answers by ticking (✓) in the space provided. All information supplied will be treated as confidential. I solicit for your maximum co-operation and contributions to make this study a success.

Thank you for your anticipated co-operation.

Yours sincerely,

Esther Ndip, Afuwai

QUESTIONNAIRE ON SOCIO-EMOTIONAL EFFECTS OF DRUGS ABUSE

This is a totally anonymous questionnaire; you should not state your name or any other information which identifies you. You should place your completed questionnaire in the enclosed envelope and seal it yourself.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

Please tick (✓) or fill in the corresponding box appropriate to your responses.

1. Age (in years):

a. 10-15 []

b. 15-20 []

c. 20-25 []

2. Gender:

a. Male []

b. Female []

3. Class:

a. SS 1 []

b. SS 2 []

c. SS 3 []

Have you ever used things such as cigarette, Indian hemp (weewee), alcohol, solution, cough syrup (like, emzolyn, Tutolyn, benilyn, etc.) and other mind altering substances for some reasons without doctors' prescription?

Yes

No

If your answer is yes, at what age did you FIRST start abusing drugs?

9yrs old
or less

10-12yrs
old

13-15yrs
old

16-18yrs
old

19-21yrs
old

22yrs old &
above

SECTION B: SOCIO-EMOTIONAL EFFECTS OF DRUGS ABUSE AMONG SECONDARY SCHOOL STUDENTS

Please indicate the appropriate response by ticking (√) the column that is most appropriate to you.

Keys:

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

S/N	RQ1: What is the predominant factor that influences drug abuse among secondary school students in Kaduna State?	SA	A	D	SD
1.	Stress				
2.	Frustration				
3.	Parents/family influence				
4.	Peer pressure				
5.	Availability of drug outlet				
6.	Poverty				
7.	Traumatic life event				
8.	Cost of drugs (they are cheap)				
9.	Curiosity				
10.	low levels of self-confidence				
11.	Inability in maintaining inter-personal communications				

The following questions concern behaviour, which may be against some social rules or the law. We hope that you will answer all the questions. Remember that your answers are anonymous and your friend must not know or see what you are ticking.

RQ2: To what extent does drug abuse influence social behavior among secondary school students in Kaduna State?

Since you started using drugs, have you ever

SA A D SD

1	Hit one of your teachers				
2	Got mixed into a fight at school or at work				
3	Taken part in a fight where a group of your friends were against another group				

4	Hurt somebody badly enough to need bandages or a doctor				
5	Used any kind of weapon to get something from a person				
6	Taken something not belonging to you without the owners knowledge				
7	Taken something from a shop without paying for it				
8	Set fire to somebody else's property on purpose				
9	Damaged school property on purpose				
10	Got into trouble with the police for something you did				
11	Participated in a group teasing and bruising someone				
12	Bought stolen goods				
13	Run away from home for more than one day				
14	Thought of harming yourself				
15	Attempted suicide				
16	Engaged in sexual intercourse without a condom				
17	Engaged in sexual intercourse you regretted the next day				

RQ3; To what extent does drug abuse influence the emotional behavior among secondary school students in Kaduna State?

How likely is it for you to feel the following each time you abuse drugs?

very
Likely Likely unlikely

1	Feel relaxed				
2	Feel depressed				
3	Harm my health				
4	Feel happy				
5	Forget my problems				
6	Excessively calm				

7	Become aggressive				
8	Feel more friendly and outgoing				
9	Feel irritable				
10	feel proud				
11	Have a lot of fun				
13	Feel sick				

We want to know how you are faring with your schoolwork. Please, be honest by ticking the appropriate response.

RQ4: How does drug abuse influence students' schoolwork in Kaduna State?

How good do you think you are at school work, compared to other people of your age?

- Excellent, I am probably one of the very best
- Well above average
- Above average
- Average
- Below average
- Well below average
- Poor, I am probably one of the worst

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	239	144	1300	207
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1000	310
35	30	270	159	1700	313
40	32	280	162	1800	31
45	40	280	165	1900	320
50	44	300	175	2000	32
55	48	320	181	2000	327
60	52	310	186	2400	331
65	56	360	191	2600	335
70	59	380	196	2800	338
75	63	400	201	3000	314
80	66	420	205	3500	346
85	70	440	210	4000	351
90	73	460	214	4500	354
95	76	480	217	5000	357
100	80	500	217	6000	361
110	86	550	234	6000	361
120	92	600	242	8000	367
130	97	650	248	9000	368
140	103	700	254	10000	370
150	108	750	260	15000	375
160	113	800	265	20000	377
170	118	850	269	30000	379
180	123	900	274	40000	380
190	127	950	278	50000	381
200	123	1000	285	75000	382
210	136	1100	285	100000	284

Note – N is Population Size; S is Sample Size.

Krejcie and Morgan (1970)