



Factors Responsible for Drug Abuse among Secondary School Students as Perceived by Teachers in ASA Local Government, Kwara State, Nigeria

Adebayo David Obafemi*, Ogungbade Oyelakin Kunmi**, Rebecca Oluwatobi Adebayo***

*Department of Educational Guidance & Counselling, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

adebayo.do@unilorin.edu.ng

**Department of Educational Guidance & Counselling, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

ogungbade.ok@unilorin.edu.ng

***Department of Nursing Science, Faculty of Basic Clinical Sciences, Obafemi Awolowo University, Ile-Ife, Nigeria.

radekunjo@gmail.com

ARTICLE INFO

Article history:

Submitted 16.01.2025

Accepted 10.05.2025

Published 30.06.2025

Volume No. 12

Issue No. I

ISSN (Online) 2414-8512

ISSN (Print) 2311-293X

DOI:

Keywords: Teachers, Drug Abuse, Secondary School Students, Asa LGA

ABSTRACT

Drug abuse among Nigerian secondary school students has been a scourge to the overall sustainable development of the nation. In order to understand the causative agents behind this, factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State was conducted. Descriptive survey was adopted; simple random sampling technique was used to select 200 teachers in Asa LGA. A researcher-structured questionnaire on "factors responsible for drug abuse among secondary schools students was used to collect data from the respondents. Findings revealed that factors responsible for drug abuse among secondary school students include inability to cope with loneliness, curiosity (that is, craving desire for drug abuse) and parent negligence; there was no significant difference in the factors responsible for drug abuse based on gender; educational qualification; work experience and religion. It was recommended that Secondary school students should be prevented from being lonely.



Introduction

There is growing concern among various education stakeholders, parents, teachers, and the society at large over the prevalence and impact of drug abuse among adolescents in Nigeria. Drugs are derived from plants including modern medical substance commonly known as medicine. Drugs are produced for diverse purposes which include wellness, taking care of diagnosed sicknesses/diseases as well as keeping the body and mind fit for routine tasks at all times. The use of drugs in itself does not constitute any danger, because when drugs are correctly administered they results to positive impact. The term 'drug' means "any substance that, when taken into a living organism, may modify one or more of its functions, while abuse' implies a particular application of a drug for destructive purpose than constructive for society or the individual. According to Nnachi (2007) and Ibiwoye (2025), drug is any substance that can alter physiological or behavioural make of an individual. It refers to anything of any kind that is capable to changing the natural course of reactions in an individual's central nervous system which consists of the brain and spinal cord.

Okoye (2001) also defined drug as a substance that could bring about a change in the biological function through its chemical actions. It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2006). Drug is a common phenomenon in many societies. Drug is used for various purposes, drugs is used for curing or alleviating pain and diagnosing any medical issues. Taking different drugs not medically prescribe by medical experts or Pharmacist may

cause harm than good and most factors that motivated drug abusers are peer group influence, lack of parental care, emulation of bad role model among others.

Studies of Kypri, Cronin and Wright (2005); Melchior, Chastang, Goldberg and Fombonne (2008) concluded that all over the world, abuse of substances seems to be more pronounced among young adults whose age bracket is from eighteen to twenty-five years. However, in this contemporary time, however, the age has drastically reduced to early adolescence (say 14 years) as many youngsters are found in different communities taking one form of drugs or the other. Sambo (2008) concluded that nonmedical application of drugs and other psychoactive substances could result to severe damage, at other instances, irreversible damage to the typical adolescent's physiological or social makeup, which could either be temporary or even longer periods of time, extending even to adulthood. In other climes, young adolescents become mentally unstable, poorly adjusted to school situations and ultimately get tired of and drop out of school and schooling. Drug abuse may mean an inappropriate use of medications, particularly against medical advice; it also involves self-medication (medications outside medical advice) as well as use of psychoactive and proscribed substances. Some medications can make a person feel really good because they affect certain nerve pathways in the brain known as reward pathways. These areas are responsible for feelings of pleasure and satisfaction. For example, drugs like cocaine and crystal meth trigger the part of the brain that releases dopamine—a chemical linked to feelings of happiness and well-being. As a result, the person might enjoy the “high” and want to experience that feeling again (Seraphim, 2005).

An individual is said to be an abuser of drugs when it looks like he or she has handed the control of his or her life to the substances being taken by such a person (Fraser & Moore, 2008). Invariably, this implies that anyone who finds it difficult to live without ingesting substances may have indirectly given the control of his/her entirety to drugs, while he or she has little or no more control of his/her life at given periods. A situation of this nature often results in an impaired functions of the nerves in the body; such sees things in the opposite direction; often experience distorted mental reasoning as well as extraordinary strength for physical activities expected of such to perform at any point in time (King, 2008). When this happens, the individual becomes a ‘drug abuser’ as a result of the effect and impact of the ingested substances. The term ‘drug abuser’ refers to someone who uses substances, like alcohol, cocaine, or methamphetamine, in a harmful or unhealthy way. These substances often alter how a person perceives their surroundings, and over time, this misuse can lead to emotional struggles and damage to how their brain functions. Non-recommended use of drugs is frowned at in global societies, yet, there is continuous and repeated use of drugs for recreational purposes (like sporting activities) and to get some temporary cure to alleviate symptoms of certain medical issues outside advise by qualified medical experts (Fareo, 2012).

Santrock (2001) observed that individuals who use drugs arbitrarily manifest acts like: reddish eyes, runny nose, talk irrationally, or display unusual calmness and refusal to contribute to discussions or deliberate act of isolating self from others uncontrolled temperament, inability to maintain focus/attention, as well as reduced interest in schooling. Nyaga (2001) highlighted the characteristics of school teens who abuse/misuse drugs and other substances to include: lack of interest in one's healthy living, loss of appetite for food, deliberate act of aloofness and nonchalance to personal and communal duties, extreme level of resentment, as well as repulsiveness towards one's acquaintances, putting on extremely dirty, unkempt, and tattered clothing materials, likewise normalizing wearing a pair of cloth for countless days.

The rampant cases of drug abuse and misuse has been observed in the early 1960's after independence (Okoye, 2001). That was the time when the number of drugs that were usually abused was limited to only tobacco, kolanut and alcohol. The issue of drug use, abuse and misuse is now somewhat rampant, especially among students in secondary schools. The worst aspect of it is that many young adults now ingest all (including tobacco, alcohol, laity, other illicit drugs, and more recently, substances like loud, molly, shisha, Colorado, codeine, among others) as are available or accessible to them on the streets. It was in response to this trend and ugly situation that the National Drug Law Enforcement Agency (NDLEA) was established through the decree no 48 of 1989 to handle issues relating to illegal possession, use, abuse and trafficking in narcotic drugs and other psychoactive and psychotropic substances, away from what is legally recognized and acceptable in law as healthy diet for proper functioning of the human systems and body, requisite for any human being that is still breathing if such must keep going health-wise (Fareo, 2012)..

Akunyili (2004) stated that, there are many reasons behind people's use of drugs. The reasons include; need to belong to a social group or class, pressure from friends and peers, self-medication, parental deprivation at various level, for pleasure, it makes them to overcome illness, to be confident, to induce themselves to work above their physical capacity. Olatunde, (2000) stated that, students take drugs such as proplus, amphetamine, as aid in examination. The study noted further that those who abuse and misuse drugs do so in order to overcome shyness, facilitate communication and for many other social problem. Using

Vicodin for a headache, Xanax for nausea, those indulging in this hold the notion that such substances could make one feel good. Substance misuse refers to application of drugs/medications against medical advice/prescriptions, while the concerned individual is not even doing so in order to deliberately alter the processes of the central nervous system or the spinal cord as the reason for its maladministration on self. A good illustration of this is a situation whereby an individual is expected to apply a dosage of a medication to feel drowsy, relaxed and catch some sleep, but after waiting for few minutes into the intake, he or she assumes that the drug is not functioning well, thus, the need to add some more pills to the already ingested dosage. (Fareo, 2012).

On the other hand, a drug is said to be abused when its users apply it without a recommendation by a physician or health practitioner. Users under this category apply such drugs in order to experience different kinds of feelings outside medical expectations. For example, codeine is a cough mixture, but many adolescents, youths alike make use of it in excess of normal medical doses in order to 'feel high', 'stimulated' and 'strengthened so to speak'. These are due to peer influence with the desire to feel among and meet peer group expectations for social belongingness, failure of which could make such be isolated or expelled from that group (Okeowo, 2003).

Nowadays, the sequence of substances that are frequently used, misused and abused are endless, and these include stimulants, hallucinogens, narcotics, among others. However, every community had serious cases of drug use. Okeowo (2003) had further rightly observed a growing but unchecked menace that is more severe than the aftermath of the 1940's global unrest that claimed many unaccounted lives, is none other than the ring of drugs across the world. It is said that if a society is to be wiped out completely without necessarily using guns and other expensive armory, the next weapon of attack to illiteracy is drugs because of its severe consequence on humanity, particularly, the younger generation that are typically being used to make the ring of drugs and drug-oriented merchants thrive. Nigeria as a nation joined the comity of world society against inflow of drugs by setting up its illicit substance control mechanism and strategies in the late 1930's where it promulgated the dangerous drug ordinance in order to checkmate the uncensored and unpoliced trafficking and abuse of drugs and other illicit substances (Fareo, 2012). In the early 1990's, specifically in 1994, a major breakthrough was achieved through the untiring efforts of the military government by introducing what is called a court that specialized solely in trying drug-related cases and other matters closely tied to it. This step further strengthened the Decree No. 20 of 1984 that had been in use to curtail widespread and movement or trafficking in drugs within the borders of the Nigerian state. This was done as a result of the geometric increase in the menace of drugs which kept going up at alarming rates, thus, threatening the future of the teeming young teens.

In Nigeria, the most common types of drugs use, misuse and Abuse according to NAFDAC (2004) are categorized as follows: stimulants, depressants, narcotics, sedatives, miscellaneous and tranquilizers.

Stimulants: These are substances that boost the activity of the central nervous system, often leading to increased alertness, energy, and a sense of euphoria in the early stages of use. A common example is caffeine, which is found in coffee, energy drinks, and some medications.

Hallucinogens: These drugs interfere with how the brain processes sensory information, often resulting in altered perceptions, intense emotions, or distorted experiences. Users might feel everything from anxiety and sadness to euphoria and joy. Common sources include marijuana and LSD.

Narcotics: Known for their ability to dull pain and induce sleep, these drugs are highly addictive. They are found in substances like heroin, opium, and codeine and are typically used for pain relief but are often misused.

Sedatives: Among the most frequently misused substances, sedatives are often taken to reduce stress, ease anxiety, or promote sleep. People may use them to relax or escape their worries. Common examples include alcohol, Valium, chloroform, and certain antihistamines like promethazine.

Miscellaneous: This category includes various inhalants and volatile substances that can trigger feelings of euphoria, disconnection, or distorted thoughts. These are often everyday products like glue, paint thinners, cleaning solvents, or perfumes that are inhaled for their mind-altering effects.

Tranquilizers: These drugs are intended to calm the user without necessarily making them drowsy. They are often used to manage anxiety and emotional disturbances. Librium and Valium are two well-known examples.

In 2004, Nigeria took a significant step in its fight against drug-related issues by creating a new and independent agency known as the National Drug Law Enforcement Agency (NDLEA). As noted by Oduaran (2009), this move was a strategic effort to build a dedicated institution focused on tackling the growing problem of drug abuse and trafficking. It also demonstrated Nigeria's commitment to fulfilling its international responsibilities, particularly as a signatory to the 1988 UN Convention, which encouraged

nations to establish specialized agencies to confront the global drug crisis.

Different factors are responsible for drug abuse among secondary school students in Nigeria such as socio economic status of parents, the influence of peer group, family history of mental health, hostility towards the child and harsh punishments, Mass media, poor school or academic achievements and so on. Students in secondary schools who grow up in low-income, inner-city areas tend to face a greater risk of using and potentially becoming dependent on drugs (Hamilton, Noah, & Adlaf, 2009). The challenging conditions in their environment may also contribute to mental health struggles (Sussman, Skara, & Ames, 2008). As a way to cope with these stressors and psychological issues, some of these students may turn to substance use for relief.

Adolescents from lower socioeconomic backgrounds are more likely to engage in substance use, including alcohol, cigarettes, and drugs like cocaine. Research suggests that when parents have less formal education or when families have lower incomes, their children face a greater risk of using and misusing substances. For instance, teens whose parents didn't finish high school are more vulnerable to substance abuse. Similarly, adolescents living in moderately low-income households or larger families are also more likely to smoke or develop substance use disorders during their school years. These findings highlight how financial and educational disadvantages within families can influence risky behavior in adolescents.

Children and adolescents are more likely to experiment with drugs when they're influenced by peers who use or encourage drug use. This kind of social pressure can significantly increase the chances of substance use, especially compared to kids who aren't exposed to such influences (Sussman, Dent, & Leu, 2000). Beyond peer pressure, factors like living in neighborhoods where drugs are easily available or where the environment feels unsafe can also raise the risk. Kids from homes where parents misuse drugs—especially in families with poor communication or instability—are even more vulnerable to substance abuse (Hoffmann & Cerbone, 2002; Kilpatrick et al., 2000). As a result, students in secondary schools who are already using drugs may play a role in introducing or encouraging their classmates to do the same. School age children with a family background of mental health issues are more likely to develop problems with substance use. Exposure to family conflict or violence also puts them at greater risk. Children and adolescents dealing with conditions related to impulsiveness, thrill-seeking behavior, anxiety, or aggression tend to show higher levels of substance use and abuse (Wise, Cuffe, & Fischer, 2001; Galaif et al., 2001).

School counselors play a key role in supporting students who may be vulnerable to substance misuse. Since these students often have regular contact with counselors, the school environment offers a valuable opportunity for early identification and targeted help. Being intentional in this support means that counselors actively work to recognize and respond to the challenges and risk factors that may hinder a student's academic, personal, and social development (Ratts & Hutchins, 2009). By applying their training, counselors can help high-risk students build the skills and resilience they need (Stacy & Ames, 2001). Research shows that these students benefit from tailored support, and counselors are in a prime position to provide it (ASCA, 2005). For instance, at-risk students may feel hopeless or depressed due to limited access to opportunities and resources. In response, counselors can provide information about local resources like job programs, education options, recreational outlets, public transportation, and support services for substance use (Sussman et al., 2008). School counselors often act as a bridge between students and the people involved in their lives, whether that's family, teachers, or community organizations. They can coordinate thorough assessments that look at a student's mental and physical health, learning abilities, family dynamics, and overall life situation, all of which help determine the best forms of support (ASCA, 2005; Sussman et al., 2008). Preventing substance abuse among students isn't something that can be achieved with a one-time intervention. It requires ongoing involvement that considers all areas of a student's life—school, home, and community. Counselors are uniquely equipped to create these comprehensive support systems by collaborating with families, educators, and community groups. This includes connecting both students and their parents with outside resources and ensuring that parents are involved in prevention planning (ASCA, 2005; Ratts & Hutchins, 2009; Comerici & Schwebel, 2000)..

Parents play a key role in helping students thrive academically and socially. That's why school counselors can take the lead in organizing parent training sessions and encouraging more active parent involvement within the school. For students to truly benefit, the programs offered must align with their developmental stages — something school counselors are specifically trained to understand and implement. These professionals are well-equipped to match students with support systems that meet their emotional and psychological needs (ASCA, 2005). When it comes to students who may be at risk for substance abuse, school counselors can build strong, trusting relationships that promote protective behaviors and reduce risky ones. Likewise, teachers can have a big influence by helping students feel more connected to their school community. Studies show that when children and teens feel emotionally invested in their school, they're less

likely to engage in substance use. Participating in social activities like sports can strengthen this connection and serve as a protective factor against drug and alcohol misuse.

.According to Duranni, (2012), many drugs are commonly used and abused by the secondary school students or youths generally. They include the following:

Alcohol: it is produced during the fermentation of sugar by yeast. Pure alcohol depresses activity of the central nervous system e.g. beer, wine, gin, etc Methyl alcohol is extremely poisonous (Durani, 2012).

Alkaloid: it has potent effect on body function. It is a poisonous substance found in some plants. There are many different alkaloids morphine, quinine, atropine, codeine etc.

Amphetamines: they are sympathomimetic drug that have a marked stimulant action on the central nervous system e.g. methadrine, dexamphetamine, benzphetamine etc. the drug through had been used in the treatment of narcolepsy, obesity, depressive neuroses and hyperkinetic syndrome in children. Their side effect because they cause euphoria (Durani, 2012).

Stimulants: these are extracting from dried leaves of foxgloves. According to Okeowo (2003) drug that speed up the body's process are called stimulants. Though they are used to treat heart failure, they increase the heart rate; blood pressure and rate of breathing high doses of them are cause nauseas, vomiting, and loss of appetite, diarrhea, abdominal pain and abnormal heart activity, among others.

According to Barnatt, Meisners, and Stewart (2008), the term “drug abuse” often refers to the misuse of prescription medications, particularly those that have proven medical benefits but also carry risks when not used properly. These typically include psychiatric drugs with calming, pain-relieving, or stimulating effects. However, the definition of prescription misuse isn't always consistent. It can range from taking medication without a prescription to using it for the purpose of getting high, using it in unsafe ways (like injecting or snorting), mixing it with alcohol, or showing signs of dependency or addiction..

Studies from different countries indicate that drug use tends to be most prevalent between the ages of 18 and 25 (Melchior, Chastang, Goldberg, & Fombonne, 2008). University students are especially vulnerable to alcohol misuse when compared to their non-student peers of the same age (Kypri, Cronin, & Wright, 2005). Research shows that alcohol consumption generally increases as students move from secondary school into university and typically declines after they graduate (Bewick et al., 2008). Interestingly, tobacco use follows the opposite trend—it tends to decrease during university years, although smoking rates among students still remain high (Green et al., 2007). Among university students, the most commonly abused substances are legal ones such as alcohol and tobacco. Nevertheless, the use of illicit drugs is also present, with substances like cannabis, ecstasy, heroin, mandrax, and LSD being reported (NAFDAC, 2004). In addition to illegal drugs, students also misuse prescription and over-the-counter medications, especially when taken without medical supervision or a valid prescription. These may include painkillers containing codeine, sedatives such as phenobarbital and valium, antihistamines like piriton, and various sleep aids.

In Nigeria, studies have shown that substance use among secondary school students is a growing concern. Data indicates that around one in three students has consumed alcohol, while 8.3% have tried smoking cigarettes. Additionally, close to 9.1% report chewing Miraa. A smaller proportion—about 3%—have experimented with more dangerous substances, including marijuana (commonly called bhang), heroin, cocaine, and other hard drugs such as mandrax and tranquilizers (The Daily Times, 2004). According to a report by NAFDAC in 2008, alcohol stands out as the most frequently abused substance, with approximately 61% of the Nigerian population reportedly using it. The same report also noted high rates of alcohol use among students, with 40.9% in Nairobi Province and 26.3% in Central Province identified as users. Alcohol acts as a depressant on the central nervous system, impairing brain function and making learning more challenging, as highlighted by Perkinson (2002). When students become dependent on alcohol, it negatively affects their judgment and often leads to a decline in their academic commitment. Similarly, in Ethiopia, substances such as alcohol, khat, and tobacco are among the most misused, especially among students in both high school and college settings (Eskiner & Gedif, 2006). Khat, derived from the *Catha edulis* plant, is commonly consumed for its stimulant properties. It contains cathinone, a chemical similar in effect to amphetamines, along with over 40 other compounds including alkaloids, glycosides, tannins, and terpenoids.

Drug abuse can have serious effects on both a person's physical health and mental well-being. One common consequence is the development of tolerance—where someone needs to take increasingly larger doses of a substance to feel the same effects they once did. This is especially common with drugs like heroin, where users often refer to the pursuit of that initial intense high as "chasing the dragon." After the first use, the drug's impact typically lessens, leading users to continually seek that original feeling. Besides changes in behavior, drug use may also show up in a person's appearance. Signs like red or glassy eyes, enlarged pupils,

or sudden shifts in body weight can be strong indicators of possible substance abuse (Eskiner & Gedif, 2006). Thus, the current study is focused on determining the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State, Nigeria.

Problem Statement

Drug abuse has become a significant challenge among secondary school students in Nigeria, posing a serious threat to the country's long-term development. While drug misuse is a global concern, it is particularly troubling in developing nations like Nigeria, where it carries heavy social, economic, and health consequences. Among its many dangers, drug abuse undermines educational outcomes and deprives the nation of future leaders and innovators. Young people who should be driving progress often lose their potential, becoming unproductive and vulnerable to negative influences. The ripple effects extend far beyond the individual, contributing to increased crime, the spread of infectious diseases such as HIV/AIDS, and deepening poverty. According to the Centers for Disease Control (2000), substance abuse significantly deteriorates users' health and often leads them down dangerous paths, both physically and socially.

Various researchers have explored the issue of drug abuse, such as studies by Akanbi et al. (2015), Kumesa et al. (2015), and Adigun (2014), among others. For instance, the work by Akanbi and colleagues focused on how substance use affects the academic performance of adolescents in colleges of education within Kwara State. Their findings revealed a clear and statistically significant difference in academic outcomes between students who engage in drug abuse and those who do not. Moreover, the study highlighted notable gender differences in how substance abuse impacts academic achievement among adolescents.

Kumesa, Mohammed, Gebremariam, Gelaw, Seifu, and Tirumurgan (2015) investigated how widespread and patterned social drug use was among students at Rift Valley University College in Bishoftu, Ethiopia. Their study found that 44.8% of the students had used social drugs at least once in their lifetime, while 39.1% were current users at the time of the study. Similarly, Adegboro (2014) carried out research on drug abuse at Adekunle Ajasin University in Nigeria, revealing that substances such as hallucinogens and painkillers were the most commonly misused. The study also showed that factors like age, gender, religious background, and place of residence significantly affected students' drug use behaviors. Although Adigun (2014) contributed to the literature by examining drug abuse and its effects, none of these studies specifically addressed the factors contributing to drug abuse among secondary school students from the perspective of teachers. Moreover, previous research was conducted in different settings and focused on different populations. This gap in the literature has motivated the present researcher to examine the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State.

Aims and Objective of the Study

The study mainly determined the factors responsible for drug abuse among secondary school students' in Asa LGA, Kwara State as perceived by teachers. The study also examined the relative influence of demographic variables such as; gender, education qualification, years of teaching experience and religious affiliation on respondents' views.

Research Question

A research question was raised to guide the conduct of this study:

1. What are the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State?

Research Hypotheses

The following null hypotheses were formulated and tested in this study:

1. There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State based on gender.
2. There is no significant difference in factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State based on educational qualification.
3. There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State based on years of teaching experience.
4. There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA, Kwara State based on religious affiliation.

Methodology

The research design for this study was descriptive survey. Survey was considered more suitable and appropriate considering the nature of the study and the category of respondents involved.

The population for this study comprises all teachers in all public secondary schools in Asa Local Government Area of Kwara State while the target population was all teachers in Public Senior secondary schools. In selecting the sample for this study, simple random sampling technique was used to select two

hundred teachers in Asa Local Government Area secondary schools. Teachers were randomly selected from senior secondary schools in Alapa, Eiyenkorin, Afon and Aboto districts in the LGA.

The instrument that was used for this study was researcher's-designed questionnaire and tagged "Factors Responsible for Drug Abuse Questionnaire" (FRDA-Q). The questionnaire consists of two main parts. These are section A and B. Section A of the instrument deal with the demographic data of the respondents which presents information of the respondents. Section B on the other hand, consisted of twenty (20) pertinent items on the factors responsible for drug abuse among secondary school students as perceived by teachers using a four-point Likert type scale of SA, A, D and SD (i.e. strongly agree; agree; disagree and strongly disagree respectively).

In ascertaining the reliability of this instrument, test re-test method would be adopted. Copies of the instrument would be administer to twenty (20) teachers who did not form part of the respondents for the study and after an interval of three (3) weeks; the same instrument would be re-administer to the same group of people. The two set of scores would be correlated with then use of using Pearson Product Moment Correlation (PPMC) with a reliability coefficient of 0.63 obtained, and this made the instrument reliable for use. The questionnaires were administered by the researcher with the help of two research assistants. The research assistants were trained on how to administer the instrument on the respondents and the meaning and interpretations of each of the items, in case the respondents needed clarification. The researcher strictly monitored the administration for effective and accurate response from the respondents by establishing rapport with them and promised them strict confidentiality. The completed instruments were collected on the spot and all the participants were duly appreciated for their time. However, seven copies of the questionnaire could not be used because they got damaged in the course of handling by the seven respondents. In scoring the returned questionnaire forms, the researcher adopted this procedure: Scores from the instrument ranged from 4-1 (4, 3, 2, 1), the average point = $4+3+2+1 = 10/4 = 2.5$. Therefore, the average mean score was 2.5; thus, any mean score ranging from 2.5 and above was regarded as the top most factors responsible for drug abuse among secondary school students as perceived by teachers in Asa Local Government Area of Kwara State. On the other hand, mean score that was less than 2.5 was considered as the least factors responsible for drug abuse among secondary school student in Asa Local Government Area, Kwara State.

The researcher employed both descriptive and inferential statistics for the data analysis, i.e. frequency and percentage, statistical methods of means, t- test and Analysis of Variance (ANOVA). Percentage was used to describe the demographic information of the respondents (Teachers). Mean and ranking order were used to answer the lone research question that was raised, while all hypotheses generated were tested with t-test and Analysis of Variance (ANOVA) statistical tools. All hypotheses were tested at 0.05 level of significance.

Presentation of Results

Two-hundred (200) copies of the questionnaire were administered but 193 copies were adequate and included in the data analyses. The results of the data analyzed were presented in this study and relevant interpretations were provided. This section covers the demographic characteristics of the respondents, answers to the research question raised, as well as the testing of the hypotheses and discussion of findings.

Demographic Characteristics of Respondents

Table 1: Percentage Distribution of Respondents' Demographic Characteristics

Variables		Frequency	Percentage %
Gender	Male	132	68.4
	Female	61	31.6
	Total	193	100.0
Educational Qualification	B.Ed.	162	83.9
	Masters	23	11.9
	Ph.D.	8	4.1
	Total	193	100.0
Years of Teaching Experience	1-10 years	52	26.9
	11-20 years	108	56.0
	21-30 years	7	3.6
	31 years & above	26	13.5
	Total	193	100.0
Religious Affiliation	ATR	7	3.6
	Christianity	88	45.6
	Islam	98	50.8
	Total	193	100.0

Table 1 presents the percentage distribution of respondents' demographic attributes. The table shows that of the 193 respondents in the study, 132 (68.4%) were males; while 61 (31.6%) were females. This implies that the male respondents were highly represented in this study than their female counterparts. Variation in their educational qualifications shows that 162 (83.9%) of the respondents were B.Ed. Degree holders, 23 (11.9%) have Masters' Degree; while 8 (4.1%) were with Ph.D. Degree. This indicates that teachers with first degree certificates were more represented in this study than those with other higher levels of educational qualifications. The work experience of the respondents shows that 52 (26.9%) of them have been working between 1-10 years, 108 (56.0%) have had between 11-20 years of work experience, 7 (3.6%) were within 21-30 years of work experience; while 26 (13.5%) have been working for 31 years and above. This suggests that respondents within 11-20 years were more in the study. Differences in the respondents' religious affiliations shows that 7 (3.6%) were Traditional Religious worshippers, 88 (45.6%) were Christians; while 98 (50.8%) were Muslims. This means that more than half of the respondents in the study were Muslims.

Research Question: What are the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa Local Government Area, Kwara State?

Table 2: Mean and Ranking of Respondents' Responses on Factors Responsible for Drug Abuse among Secondary School Students

The following factors are responsible for drug abuse among secondary school students:		Mea	Rank
	n		
9	inability to cope with loneliness	3.33	1 st
1	curiosity (i.e. craving desire for drug abuse)	3.32	2 nd
0	parent negligence	3.23	3 rd
5	emulation of wrong role model	3.19	4 th
3	high level of poverty	3.16	5 th
	ignorance about dangers inherent in drug abuse	3.11	6 th
2	the need to cope with academic challenges	2.92	7 th
	the need to improve self-esteem	2.87	8 th
0	media influence	2.82	9 th
6	the need to navigate serious life challenges (e.g. grief)	2.78	10 th
	genetic disposition i.e. heredity	2.77	11 th
	peer group influence	2.67	12 th
	the need to cope with daily tasks	2.61	13 th
4	ineffective government policy on drug control	2.56	14 th
	easy access to drugs	2.54	15 th
	the need to improve self-esteem	2.24	16 th
	lack of parental care	2.22	17 th
	parents drug use and abuse	2.11	18 th
	societal acceptance of some drugs e.g. alcohol	2.01	19 th
8	desire to feel popular among colleagues	1.90	20 th

Table 2 presents the mean and ranking order of the respondents' view on factors responsible for drug abuse among secondary school students. The table shows that 15 of the 20 items were pointers to the factors responsible for drug abuse among adolescents. This is indicated by their mean values that are higher than the average mean score of 2.50. However, all the fifteen items cannot be reported as the main findings of this study, thus, three items with the highest mean values were captured and ranked accordingly. These are items 19 ($x = 3.33$), 11 ($x = 3.32$) and 20 ($x = 3.23$); and were ranked 1st, 2nd and 3rd respectively. It is inferred from this that factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State are numerous but the major ones include inability to cope with loneliness, curiosity (that is, craving desire for drug abuse) and parent negligence.

Hypotheses Testing

Four null hypotheses were formulated in this study. The hypotheses were tested using the inferential statistics of independent sample t-test and One-Way Analysis of Variance (ANOVA) statistics. The hypotheses were tested at 0.05 level of significance. The results are as follows:

Hypothesis One

There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on gender.

Table 3: Independent Sample t-test Showing Differences in Respondents' Perception of Factors Responsible for Drug Abuse among Secondary School Students' Based on Gender

Gender	N	Mean	SD	df	Cal.t	p-value	Remark
Male	132	53.83	8.51	191	1.33	0.185	Retained
Female	61	55.48	6.63				

Table 3 presents an independent sample t-test showing difference in male and female respondents on factors responsible for drug abuse among secondary school students. There was no significant statistical difference between male and female teachers' responses; $t(191) = 1.33$; $p = 0.185$. Since the calculated p-value is greater than the 0.05 level of significance, the hypothesis which states that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on gender is retained. Therefore, both male and female teachers perception were similar on factors responsible for drug abuse among secondary school students.

Hypothesis Two

There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on educational qualification.

Table 4: One-Way ANOVA Showing Differences in Respondents' Perception of Factors Responsible for Drug Abuse among Secondary School Students' Based on Educational Qualification

Source	Sum of Squares	df	Mean Squares	Cal. F	p-value	Remark
Between group	103.636	3	51.818	0.810	0.446	Retained
Within group	12152.405	190	63.960			
Total	12256.041	193				

Table 4 presents a One-Way ANOVA showing difference in respondents' perception of factors responsible for drug abuse among secondary school students based on educational qualification. There was no significant statistical difference in teachers' responses; $F(2,190) = 0.810$; $p = 0.446$. Since the calculated p-value is greater than the 0.05 level of significance, the hypothesis which states that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State metropolis based on educational qualification is retained. Therefore, teachers' perception were similar on factors responsible for drug abuse among secondary school students despite differences in their qualifications.

Hypothesis Three

There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on years of teaching experience.

Table 5: One-Way ANOVA Showing Differences in Respondents' Perception of Factors Responsible for Drug Abuse among Secondary School Students' Based on Work Experience

Source	Sum of Squares	df	Mean Squares	F	Cal.	p-value	Remark
Between group	116.815	3	38.938	6	0.60	0.612	Retained
Within group	12139.226	190	64.229				
Total	12256.041	193					

Table 5 presents a One-Way ANOVA showing difference in respondents' perception of factors responsible for drug abuse among secondary school students based on work experience. There was no significant statistical difference in teachers' responses; $F(3,189) = 0.606$; $p = 0.612$. Since the calculated p-value is greater than the 0.05 level of significance, the hypothesis which states that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on work experience is retained. Therefore, teachers' perception were similar on factors responsible for drug abuse among secondary school students despite differences in their work experiences.

Hypothesis Four

There is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State metropolis based on religious affiliation.

Table 6: One-Way ANOVA Showing Differences in Respondents' Perception of Factors Responsible for Drug Abuse among Secondary School Students' Based on Religious Affiliation

Source	Sum of Squares	df	Mean Squares	Cal. F	p-value	Remark
Between group	334.328	3	167.164	2.664	0.072	Retained
Within group	11921.713	190	62.746			
Total	12256.041	193				

Table 6 presents a One-Way ANOVA showing difference in respondents' perception of factors responsible for drug abuse among secondary school students based on religion. There was no significant statistical difference in teachers' responses; $F(2,190) = 2.664$; $p = 0.072$. Since the calculated p-value is greater than the 0.05 level of significance, the hypothesis which states that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on religion is retained. Therefore, teachers' perceptions were similar on factors responsible for drug abuse among secondary school students despite differences in their religious affiliations.

Discussion of Findings

The descriptive statistics of mean and rank order of the responses revealed that the major factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State are inability to cope with loneliness, curiosity (that is, craving desire for drug abuse) and parent negligence. Currently, the Nigeria society is in total contrast to what is obtainable or practiced in the past, where people live in communion and very concern about other people's welfare.

This modern society valued their ego and privacy to social interaction and the consequence of such is loneliness, which adolescents are not exclusive of this situation. With this, adolescents are forced to engage in drug abuse so as to subdue boredom and overcome loneliness. This finding is in line with the study of Savolainen, et al., (2020), which revealed that inability of the youth is one of the significant factors responsible for their involvement in drug or substance abuse. This finding is consistent with the previous studies perhaps; they were conducted within the Nigeria society, where they are more likely to be susceptible to similar experience. This finding suggests that psychological or mental wellness of adolescents must be adequately considered to prevent them from abusing drugs and other substances.

Curiosity is another factor revealed from the study's findings being responsible for drug abuse among secondary school students. Many adolescents are observing what is going on in their society and they are always eager to experiment such perhaps; due to the nature of their developmental stage. Curiosity is one of the essential attributes or features of adolescence as stated by Gruber and Fandakova (2021). This tends to push them into engaging in drug abuse with the intention of knowing how it works. Abusers usually start with experimentation and when the first feeling was appealing and pleasurable, they continue taking the drugs till they become addictive to or dependent on it. The results of this study in consistent with the finding of Karama (2018), which indicated that adolescents' drug use is as a result of their curiosity to understand how it feels when consumed. Agreement between this finding and the previous study perhaps; result from the fact that they were conducted among adolescents who were likely to possess similar characteristics. The finding of the study suggests that adolescents' curiosity to use drug must be part of the preventive strategies to address the root cause of youth drug abuse.

According to the findings, parent negligence is also one of the factors indicated by this finding as

responsible for drug abuse among secondary school students. The society has become so irresponsible that many parents are only bearing children without taking adequate care of the needs of those children. It is so worse that some parents could barely provide for the basic needs of their children not to talk of all other immaterial needs. On the other hand, while some parents are providing for the needs of their children, they fail or negligent in monitoring the activities of their children, who their friends are, the types of behaviours they exhibit and how such are influencing their life. The finding of this study corresponds with the study of Dun et al., (2002), whose finding revealed that parent negligence is a cause of adolescents' involvement in drug abuse. This finding and the previous study are similar perhaps; they both adopted the same methodology and were carried out in similar locale. The finding of this study suggests that parental factor is significant to drug abuse among youth and must be properly factored into prevention strategies.

In testing the null hypotheses, for hypothesis one, the independent sample t-test result indicated that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on gender. This means that male and female teachers were similar in their perception of drug abuse among secondary school students. The result of this study is in supports of the finding of Adigun (2014), which revealed that male and female respondents are similar in their perceived causes of drug abuse among youth. In contrast, the finding by Soremekun, Folorunso and Adeyemi (2020) reported that there the respondents were differed in their perception of the factors responsible for drug abuse among adolescents based on gender. This finding and that of the previous study were conducted in the same locality; hence, the agreement in their findings. The finding of this study follows professional teachers regardless of their gender difference are well acquainted with some of the predisposing factors for adolescents' involvement in drug abuse.

For hypothesis two, the One-way ANOVA statistics revealed that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on educational qualification. This implies that the respondents are similar in their views of factors responsible for drug abuse among secondary school students despite variation in their educational qualification. The finding is in tandem with the study of Agubosi (2012), which indicated level of educational qualification has no relative influence on the respondents' perception of youth drug abuse. Conversely, the finding of Soremekun, Folorunso and Adeyemi (2020) is not in agreement with this current finding. Perhaps, they were not conducted among the youth and the locale was different from the one used by this current study. This finding suggests that educational status might not hinder professional counsellors from understanding of the root causes of drug abuse.

On hypothesis three, the One-way ANOVA statistics also indicated that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on years of teaching experience. This means that the professional teachers that participated in this study have similar opinions on the factors responsible for drug abuse among adolescents. The finding of this study is in consistent with the finding of Chebukaka (2014), which showed that work experience has no relative influence on respondents' expression on causes of drug abuse among youngsters. In contrary, the finding by Karama (2018) indicated that work experience contributed to the respondents' opinion on factors responsible for drug abuse among adolescents. Those with more years of work experience were found to have deeper understanding of the likely factors responsible for drug abuse among youth. This finding and the past empirical study harmonized perhaps, they were conducted among respondents with similar attributes. The result of this study follows that work experience is not a determinant variable to understand the significant causes of drug abuse among youngsters.

For hypothesis four, the ANOVA results further showed that there is no significant difference in the factors responsible for drug abuse among secondary school students as perceived by teachers in Asa LGA of Kwara State based on religious affiliation. This implies that religious differences among the respondents did not set them apart on their responses on factors responsible for drug abuse among secondary school students. This finding is similar to the study of Agubosi (2022), whose finding revealed that religion has no influence on respondents' perception of factors responsible for drug abuse among youngsters. In contrast, the finding of Dalgalarondo, Soldera, Filhpo and Silva (2004), showed that religious affiliation influenced respondents' perception of the causes of drug abuse among youth. The result of this study suggests that every religion has a standard as to what constitute an abuse of drugs and the common causes of abuse among youngsters.

Conclusion and Recommendations

Based on the results of this study, it was concluded that there are numerous factors responsible for drug abuse among secondary school students but some of the significant factors as perceived by teachers are inability to cope with loneliness, curiosity (that is, craving desire for drug abuse) and parent negligence. Also, the demographic characteristics of the respondents have no significant influence on their perception of

the factors responsible for students' drug abuse. Hence, the home and personal factors of adolescents should be prioritized in drug abuse prevention strategies to avert youth susceptibility to drug abuse.

Based on the findings and conclusion of this study, it was recommended that:

1. Secondary school students should be prevented from being lonely. Their parents, peers, school environment and the community at large should provide an adjusted environment for school adolescents where they can socialize effectively and be prevented from any form of loneliness that could further lead to drug abuse and other psychological disturbances.
2. School Teachers should on regular basis educate and orientate students on the dangers inherent in drug abuse by giving them case studies and life experiences of those that faced the ill side of substance abuse. This will help quench their curiosity to experiment how drugs work in the body and discourage them from abusing drugs.
3. Parents should ensure that they create time for their children not only in terms of provision of basic needs but also in given them adequate time to recreate with them and to discuss and brainstorm with them on various life issues. This will prevent them from spending their leisure time on frivolities such as drug abuse but rather venture into beneficial activities such as games or studying that will contribute positively to their better future.
4. Education stakeholders, drug prevention agencies and government should work together in designing new drug prevention strategies or programmes or work towards enhancing the existing to cater for the needs of adolescents regardless of their socio-demographic differences. This will help prevent them from substance abuse and its accompanying consequences.

References

- Adegboro J. S. (2014). Drug abuse among students of Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. *International Journal of Education and Research*, 2 (4), 29-36.
- Adigun, A. A. (2014). *Prevalence of, and motivation for drug abuse among students of tertiary institutions in Kwara State*. Unpublished M.Ed project, Department of Counsellor Education, University of Ilorin, Ilorin, Nigeria.
- Agubosi, L. A. (2022). Predisposing factors to drug abuse among in-school adolescents in Ilorin, Kwara State, Nigeria. *Canadian Journal of Family and Youth*, 14 (1), 180-191.
- Akanbi, M. I., Godwin, A., Anyio, B. T., Muhammad, M. & Ajiboye, S. A. (2015). Impact of substance abuse on academic performance among adolescent students of Colleges of Education in Kwara State, Nigeria. *Journal of Education and Practice*, 6 (28), 108 – 112.
- Akunyili D, (2004). The global threat of counterfeit drugs: why industry and governments must communicate the dangers *PLoS Med* 2(4):100.
- Aluede, O., & Fajolu SA. (2011), Bullying behaviour among secondary school students in the Benin Metropolis of Nigeria. *Zimbabwe Journal of Educational Research and Adolescence*, 24 (6), 633-648.
- American School Counsellor Association (ASCA). (2005). The ASCA national model: A framework for school counselling programs (2nd ed.). Alexandria, VA: Author.
- Andershed, A. K. & Andershed, H. (2005). *Norm-breaking behavior in childhood: What does the research say?* Stockholm: Gothia.
- Armstrong, E. M. (2003). *Conceiving risk, bearing responsibility: Fetal alcohol syndrome & the diagnosis of moral disorder*. Baltimore: The Johns Hopkins University Press.
- Atoyebi, O. A. & Atoyebi, O. E. (2013). Pattern of substance abuse among senior secondary school students in a Southwestern Nigerian City. *International Review of Social Sciences and Humanities*, 4 (2) 54-65.
- Awoyinfa, J. O. (2012). An investigation into the incidence of alcohol usage and abuse among female student of the University of Lagos, Nigeria, West Africa. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 3 (2); 174-178.
- Balogun, S.K. (2006). "Chronic intake of separate and combined alcohol and nicotine on body maintenance among albinorats", *Journal of Human Ecology*, 19(1) 21-24.
- Barnett, S. P., Meisner, J. R. & Stewart, S. H. (2008). What constitutes prescription drug misuse? *Problems and Pitfalls of Concurrent Conceptualization*, 1 (3), 55-62.
- Bell, A. J. Rosen L. A., & Dymlacht, D. (1994). Truancy international. *Journal of Research and Development in Education*, 57 (3), 203 – 211
- Bewick, B. M., Mulhern, B., Barkham, M., Trusler, K., Hill, A. J. & Stiles, W. B. (2008). Changes in undergraduate student alcohol consumption as they progress through university. *BMC Public Health*, 8, 163.

- Chebukaka, R. N. (2014). Drug abuse among students in public secondary schools in Kenya, the case of Vihiga County. *International Journal of Social Sciences and Education*, 4(3), 2-9.
- Dun, M. G., Tarter, R. E., Mezzich, A. C., Vanyukov, M. M., Kirisci, L. & Kirillova, G. (2002). Origins and consequences of child neglect in substance abuse families. *Clinical Psychology Review*, 22 (7), 1063-1090.
- Durani, Y. (2012). *Getting the facts: Drugs and alcohol*. Retrieved from <http://www.kidsheath.org/teens/drugsandalcohol.htm>.
- Ekpenyong, S. N. (2012). Drug abuse in Nigerian schools: A study of selected secondary in Bayelsa State, South-South, Nigeria. *International Journal of Scientific Research in Education*, 5 (3), 260-268.
- Fareo D. O. (2012). Drug Abuse among Nigerian Adolescents Strategies for Counselling. *The Journal of International Social Research* 5 : 20
- Gruber, M. J. & Fandakova, Y. (2021). Curiosity in childhood and adolescence: What can we learn from the brain. *Current Opinion in Behavioral Science*, 39, 178-184.
- Ibiwoye, M.A. (2025). *Influence of counselling in reducing drug intake as expressed by undergraduates of University of Ilorin, Nigeria*. Unpublished B.Ed. Degree project, Department of Educational Guidance and Counselling, University of Ilorin.
- Ibrahim, H. A. Mahmud, S. Abubakar, A. Harazimi, C. & Abdulkadir, S. (2016). Effect of drug abuse among youth and its impact on learning. *IOSR Journal of Pharmacy and Biological Sciences (IOSR- JPBS)*, 11(1), 14 – 17.
- Kakihara, F., Tilton-Weaver, L., Kerr, M. & Stattin, H. (2010). The relationship of parental control to youth adjustment: Do youth's feelings about their parents play a role? *Journal of Youth Adolescence*, 39, 1442-1456
- Karama, M. W. (2018). *Drug abuse and its influence on psychological well-being of students in public secondary schools in Molosub-county, Nakuru-Kenya*. chrome-extension efaidnbmnnnib pcajp cglclefindmkaj/<http://ir.cuea.edu/jspui/bitstream/1/6198/1/SR.%20MARY%20FINAL%20THESIS.pdf>
- Keijsers, L., Branje, S. J. T., Vander-Vulk, I. E. & Meeus, W. (2010). Reciprocal effects between parental solicitation, parental control, adolescents disclosure and adolescent delinquency. *Journal of Research on Adolescence*, 20, 88-113
- Kiiru, D. (2004). *Youth in Peril: Alcohol and Drug Abuse in Kenya*. Nairobi: NACADA.
- King, L. A. (2008). *The science of psychology: an appreciative view*. Boston: McGraw-Hill Higher Education.
- Kloos, A., Weller, R. A., Chan, R. & Weller, E. B. (2009). Gender differences in adolescent substance-abuse. *Current Psychiatry Reports*, 11 (2), 120-126
- Kobiowu, S. V. (2006). The social and academic implications of drug abuse among undergraduates: A case study of the Obafemi Awolowo University, Ile-Ife. Nigeria. *International Journal of Psychosocial Rehabilitation*, 11 (1), 61-68.
- Kumesa, S. T., Mohammed, M. A., Gebremariam, E. T., Gelaw, B. K., Seifu, M. F. & Tirumurgan, G. (2015). The prevalence and pattern of social drug abuse among students of Rift Valley University College, Bishoftu Campus, 2014, Bishoftu, Ethiopia. *Journal of Pharma-Care Health System*, 2 (1), 1-7.
- Kypri, K., Cronin, M. & Wright, C. S. (2005). Do university students drink more hazardously than their non-student peers? *Addiction*, 100, 713-4.
- Lagos: Drug Demand Reduction Unit, National Drug Law Enforcement Agency.
- Louw, D.A. (2001). *Human development*. Tertiary: Cape Town
- Maithya, R.W. (2009). Drug Abuse in Secondary Schools in Kenya; Developing a Programme for its Prevention and Control. Central Division of Machakos District, Kenya. *Asian Journal of Medical sciences*, 29-36.
- Melis, M., Spigga, S., and Marco, D. (2005). The Dopamine Hypothesis of drug Addiction: Hypo-dopaminergic state. *Int. Rev. Neurobiolo* 1., 63, 101-154.
- Morrison, G. M., Robertson, L., Laurie, B. & Kelly, J. (2002). Protective factors related to antisocial behavior trajectories. *Journal of Clinical Psychology*, 58, 277– 290
- Mousavi F., Garcia, D., Jimmefors, A., Archer, T. & Ewalds-Kvist, B. (2014). Swedish high-school pupils' attitudes towards drugs in relation to drug usage, impulsiveness and other risk factors. *Peer Journal*, 2, 410.
- NAFDAC (2008). *Do drugs control your life? Know the risks*. Abuja: NAFDAC.
- National Drug Law Enforcement Agency (1997). *Drug data collection and research*,
- Nkyi, A. (2015). Adolescents' Use of Alcohol, Tobacco, and Marijuana: The Gateway to Other Drugs.

International Journal of Psychology and Behavioral Sciences, 5(4), 158-168.

- Nyege and F. L. Ogoloma (2014) Substance Abuse Among University Undergraduate Causes, Prevalence and Effect. *Knowledge Review* 31, 3,
- Okorodudu, R. & Okorodudu, G.N. (2004). “An overview of conduct problems of drug abuse among adolescents”.
- Olatunde, A. (2000). Self-medication: Benefits, precautions and dangers, London: on body maintenance among albinorats”, *Journal of Human Ecology*, 19(1) 21-24.
- Palmera, C. (2012). *Top 5 reasons teens use drugs*. Retrieved from <http://www.casapalmera.com/>.
- Savolainen, I., Oksanen, .A, Kaakinen, M., Sirola, A. & Paek, H. (2020). The role of perceived loneliness in youth addictive behaviors: Cross-national survey study. *Journal of Mental Health*, 7(1), e14035.
- Seraphim T, (2005). *Addiction is also pharmacological*. Retrieved from <http://www.meadowlake>
- Simatwa, E. M. W., Odhong, S. O., Juma, S. L. A. & Choka, G. M. (2014). Substance abuse among public secondary school students: Prevalence, strategies and challenges for public secondary school Managers in Kenya: A case study of Kisumu East Sub County. *Educational Research*, 5 (8), 315-330.
- Soremekun, R. O., Folorunso, B. O. & Adeyemi, O. C. (2020). Prevalence and perception of drug use amongst secondary school students in two local government areas of Lagos State, Nigeria. *South African Journal of Psychiatry*, 26, 1428.
- Thomas, M. & Allen, A. (2009). *Religiosity, spirituality, and substance abuse*. An unpublished M.Sc.Thesis, Department of Criminal Justice in the Graduate School of. The University of Alabama, United States of America.
- Tsering, D., Pal, R. & Dasgupta, A. (2010). Substance use among adolescent high school students in India: A survey of knowledge, attitude, and opinion. *Journal of Pharm Bioallied Science*, 2 (2), 137–140.