



Investigation Of the knowledge, attitude and perceived effects of drug abuse among secondary school students in Ogoja Urban cross river state, southern Nigeria.

Ogilagwu Sunday O¹, Enya Vincent I², Okim, Agnes N³, Ofem Uduak L⁴, Ekpim, Leonard M⁵, Ottoh, Okwo S⁶, Osim, Rita O⁷

^{1,4,5,6} Department of Nursing , College Of Nursing Sciences Itigidi

⁷ Department of Public Health, College Of Nursing Sciences Itigidi

³ Department of Nursing, College Of Nursing Sciences Ogoja

² Department of General Studies, College Of Nursing Sciences Itigidi

INTRODUCTION

Drug abuse has become a global public health issues, and the prevalence among adolescents and youth in secondary schools around the world is alarming (Salami and Shaista 2016). The adverse impact of drugs abuse affect not only the individual and families but the larger society and specifically the younger generation.

The World health organization defined drugs as any chemical entity or mixture of entities other than those required for the maintenance of normal health (like food)

The administration of which alters biological functions and possibly structure. It refers to substance that modify cognitions mood perception behavior and general body function (Balogun 2006). Khan (2020) view drug as any substance or product that is used or intended to be used as modify or explore pathologic system or physiological state for the benefit of the recipient

Drug abuse is the harmful or hazardous use of psychoactive substance including alcohol and illicit drug (WHO, 2014).

The National Institution on Drug Abuse (2018) defined drug abuse as a maladaptive pattern of substance use leading to clinically significant impairment or distress.

The American psychiatric association (APA) in Diagnostic and Statistical Manual of Mental Disorders (DSM V_TR 2022) defined drug abuse as the recurrent use of substance that may cause physical or social harm to the user or other but may not be associated (dependence) is the composition pattern of substance of substance use characterized by loss of control over the use of substance and continued use despite the significant substance related problem and the emergence of a state of physical needs such that a physiological sign and symptom, known as the withdrawal symptom occurs when access to the drug is prevented (UNODC, 2015)

Drugs or substance abuse among teenagers and adolescents in the society has placed huge ill health and antisocial behavioral burdens on health system and socio-economic status of countries worldwide (Okwuikpo, Chionye Ajaebu, Udo, Maitanmi and Leslie 2020).

Drugs abuse by young adolescents aged 11-19 has been on the increase to the extent that it has been captioned a global epidemic by world health organization (WHO) with a far reaching adverse effect on both the individual at large (Owoaja and bello, 2010, Oshodi, Aina, and Onajale 2010, Duru (2017).

The United Nation Office on Drug and Crime (UNODC 2018) estimated the prevalence of drugs abuse in the various geographical zone of Nigeria. The report indicated that the south west had 22.4%, followed by south zone with a prevalence of 16.6%, the south east ,13.8 % north east, 13.6%, North central with 10% and north west 12%. According to the epidemiological studies of substance abuse among student and youths from selected state in Nigeria, the result indicated significant increase in the rate of drug abuse (Umoukoro , Edviere, Ahama, Amoke Edje, Omorodion and Ovigil 2021). Anyanwu, Ibekwe, and Ojinnaka (2016) reported 32.9% prevalence of drugs abuse among secondary school student in Abakiliki Eastern Nigeria, and in 2017 they reported 47% of poly substance users in the same location. Afuwai (2016) had a prevalence of 38.1% for adolescent in Kaduna state. In the south south region, a prevalence of 14.7 and 27.06% for alcohol and cigarette respectively was obtained among secondary schools in rivers state (Inyang and Longinus 2016). In the western Nigeria, Oluwole Habibab and Babatunde (2018) reported 5.23% prevalence among secondary Nigeria, Oluwole, Habitat and Babatunde (2018) reported 5.23% prevalence among secondary school teenagers in Lagos who were initiated into substance used between the age of 15- 18, with peer influence as the major factor influencing adolescent habitual drug use. There was a 21% prevalence of substance abuse and the substance abused were alcohol 58.58%, analgesic 33.7%, marijuana 2.59%, cigarette 1.72%, glue /solution 0.86% and other local substance 8.62% among secondary school student kagoro, kaduna state (Bassi, Idoko, Ramsit, Abisoye, Ogbole and Chimbuoyan 2017) other are 47.4% in Oyo, 33.7% in Kuru, kano state, (Abasiubong et al 2014).

In 2019, the prevalence of drug abuse was between 20-40% and 20% of the population were students and youths. The commonly abused drugs include cannabis, cocaine, cough syrups, amphetamine, heroine, diazepam, codeine and tramadol (Damilola 2022).

UNODC (2021) report on drug use and health survey estimated a prevalence of substance use of Nigeria at 14.4%, which was significantly three times higher than the global average of 5.5%. the prevalence of 27.7% from the country percentage represented youth and students which indicates a huge problem. In the United States of America, substance use and abuse by adolescents and youth was 2.8 million or 8.33% of 12-17 years old nationwide who reported using drugs in the last month. 1.19 million 12-19 years old reported binge drinking alcohol, 12.78% of all 12-17 years old, 0.42% and 0.02% use cocaine and amphetamine respectively in the last year (National Center for Drug Abuse Statistics 2021). The life time prevalence of any illicit drug use for grade 8,10 and 12 in the United States stood at 27%. In England the percentage of school children aged between 11- 15 years' old who used illicit substances in 2018 were 11-year-old 0.5%, 12-year-old 0.6%, 13-year-old 1.8%, 14 and 15-year-old 3.5% and 6.1% respectively (UNODC 2021).

Several studies on drug abuse among adolescents, youths and students in secondary schools across Nigeria identified different types of substances abused by students. Atoyebi and Atoyebi (2018) highlighted alcohol, cannabis, amphetamines, inhalants sedatives, heroin as substances commonly abused by adolescents in secondary schools. Danjuma (2015) listed Pit toilet/soak away fumes (biogenic gas), gun powder, lizard dung, especially the white part, goskol (a concoction of unimaginable harm), gandagi (a substance resembling tea leaves) robin blue powder, cocktail and pharmaceutical products such as rohypnol, codeine, tramadol, and cough syrups mixed with soft drinks.

The use of get away drugs such as alcohol and tobacco from early age increases the risk of using other harder drugs in later life (NIDA 2003). Other reasons for adolescent's indulgence in drug abuse include improve memory and academic performance, confidence in approaching the opposite sex, depressive symptoms, self-medication for illness (Oshodi, Aina and Onajale 2010). Teenagers represent one of the most vulnerable to substance abuse in the population as they are prone to either engage in risky or experimental use of substance or developing problematic substance use pattern after prolonged use (Okwuikpo, Chionye, Ajaegbu, Udo, Maitanmi and Leslie 2020). WHO (2014) drug report identified that one's biological composition, the environment, peer influence, mental health disorder, early use of drugs, stress and family history of drug dependence can predispose an individual to drug use.

Similarly, Nack (2022) who quoted Stanley G opined that adolescents go through a period of "stress and storm" as they make transition from childhood. This he said may result in conflicts with parents and authority figure, mood disruption and risk taking behaviours. In the view of Bernnheim, Halfon, Silas, Solomon and Yashi (2013) and Jordan and Anderson (2017), the increased levels of pleasure seeking and behavioural inhibition that defines teenagers predisposes them to develop substance use problems especially initiation of substance intake.

UNODC (2021) reported that in the year 2020, 275 million people used drugs worldwide, while over 36 million suffered from drug use disorder. In Nigeria, the National Drug Use Survey (2018) revealed an approximately 14.3 million drug users between the ages of 15-64 who used drugs outside medical needs. It noted that about 3 million suffered from a drug use disorders. The latest estimate of about 5.5% prevalence of the world population aged 15-64 years is said to have used drugs at least once in the last year. While 36.3 million or 13% of the number who used drugs suffered from drug use disorders UNODC (2021). American Psychiatric Association (APA) Diagnostic and Statistical Manual of Mental Disorders 5 text review (DSM-5TR 2022) defined substance disorders under four (4) basic categories: These are, impaired control, physical dependence, social problems and risky use. Using more of a substance than intended to, or using it longer than it is meant to, or trying to cut down or stop the substance but being unable to, are all evidence of drug use disorders.

Statement of the problem

Reviews of studies from the six geopolitical zones of the country on drug abuse among adolescents and youth in secondary schools revealed the alarming prevalence rates involving different varieties of substance abuse ranging from alcohol and cigarettes to higher psychoactive substance such as marijuana, tramadol, cocaine, heroin, amphetamines tranquilizers etc.

In Nigeria one in every seven persons aged 15-64 years had used a drug other than tobacco and alcohol in the past year. And among every four drug users in Nigeria one must be a woman. Adolescents indulges in drugs for various reasons without the knowledge of the consequences of their effects on their health and lives. This has resulted in poor academic performance, high drop out of schools, risky behaviour with transmission of sexually transmitted diseases, including HIV/AIDS, and hepatitis B. others are addiction, criminal activities, antisocial behaviour, rape, theft, armed robbery, banditry etc.

Despite concerted actions of the federal government through its agencies- NAFDAC, NDLEA directed at mitigating his epidemic, drug use and abuse is steadily increasing especially among our adolescents across the length and breadth of the society.

Countless numbers of research on drug abuse among adolescent in secondary schools within and outside Nigeria, but none has been conducted using adolescents and students in Ogoja Local Government Area of Cross River State. It is on this premise that the researcher was prompted to conduct a study on knowledge, attitude and perceived effects of drug abuse among students in secondary schools in Ogoja Urban of Cross River State.

Aims and objective of the study

The main aim of this study is to investigate the knowledge, attitude and perceived effects of drug abuse among secondary school students in Ogoja Urban of Cross River State.

The specific objectives of this study is to:

1. Determine the knowledge of drug abuse among secondary school students in Ogoja Urban
2. Determine the attitude of secondary school students in Ogoja Urban towards drug abuse
3. Assess the perceived effects of drug abuse among secondary school students in Ogoja Urban
4. Determine the types of drug commonly abused by secondary school students in Ogoja Urban
5. Find out the factors influencing drug abuse among secondary school students in Ogoja Urban

Research questions

1. will the level of knowledge of substance influence drug abuse among secondary students in Ogoja Urban?
2. will attitude of students towards psychoactive substance influence drug abuse among secondary school students in Ogoja Urban?
3. will knowledge of perceived effects of psychoactive substance influence drug abuse among secondary school students in Ogoja Urban?

Research hypothesis

There will be no significant statistical difference between knowledge of psychoactive substances and drug abuse among secondary school students in Ogoja Urban.

There will be no significant statistical difference between attitude towards psychoactive substances and drug abuse among secondary school students in Ogoja Urban.

There will be no significant statistical difference between knowledge of perceived effects of psychoactive substances and drug abuse among secondary school students in Ogoja Urban.

Significance of the study

1. This research work will establish the prevalence of drug abuse among secondary school students in Ogoja Urban.
2. The study will enlighten the students on more knowledge of the harmful effects of drug abuse.
3. It will contribute knowledge to the existing literatures and researches on drug abuse.
4. This study will identify the different types of drugs commonly abused among secondary students in Ogoja Urban.
5. This study will guide educators and policy makers in educational sector to institutionalize guidance and counseling services in our secondary schools to enable students make right choices to stay free of drugs and drug related problems.

Scope of the study

This study confined itself to all the secondary school students in Ogoja Urban of Ogoja Local Government Area of Cross River State.

Study Area

The study area chosen for this research is Ogoja Urban in Ogoja Local Government Area of Cross River State, Southern Nigeria. Ogoja was one of the provinces during the precolonial era. It consists of tribal units including Ishibori, Mbube, and Ekajuk. Ogoja is the headquarters of Ogoja Local Government Area, near the A4 highway at 6.39° 17N, 8.47° 901" E. Ogoja has a total area of 972km² (375 square miles) and a population 171,901 as at 2006 census (www.wikipedia.org.iki>ogoj). Ogoja Urban comprises of Igoli (the commercial center), Government Reserved Area (GRA) behind the LGA, Ishibori Town, Moniaya, Agiga, Okuku road extension, Abakpa/Ogboja town.

Methodology**Research design**

The research design employed for this study was a cross-sectional descriptive survey.

A cross-sectional study is a type of observation research that analyzes data variables collected at one given point in time across a sample of population. it entails the systematic collection and presentation of data a clear picture of a particular situation (Okoli 2007)

Population for the study

The target population for this study consist of all the senior secondary I (SSI) to senior secondary III (SSIII) student in the secondary schools. In Ogoja Urban.

Sample and sampling technique

The sample size for this study is one hundred and fifty (150) student selected from (5) different secondary schools.

Sampling technique

The sampling technique adopted by the researcher in selection of participants was the simple random sampling method. The reason for using this method is that the techniques enable each sample unit to have an equal probability of being selected. It also rules out researcher's bias in selection of participants.

Technique of sampling: The researcher used pieces of papers represented by the total numbers of the from SS1-SSS3 with the inscription yes for the number of sample required and No the remaining pieces of papers. These are well folded and put in a small polythene bag.

The researcher informed the student on his mission and the exercise to gain their cooperation.

Those that picked the yes were used for the study. With this techniques ones hundred and fifty (150) participants were selected for this study.

Methods of data collection /instrumentation

Data was collected through administration of questionnaires to students. To achieved the research objectives, the researcher used survey questionnaire tagged a "knowledge, Attitude and perceived effect of drugs abused among student" (KAPEDAQ) the questionnaire was structured and developed by the researcher and was vetted by the project supervisor and other experts in the field of study and statistics. This gave the instrument the face and content validity.

The questionnaires were a set of systematically structured question with appropriate options to answer the research questions.

Validity and reliability

To obtain the validity of the instrument, the researcher conducted a pilot study using thirty [30] sample students who were not part of the study.

The result of the pilot study was subject to SPSS analysis with a reliability coefficient of 0.74

Method of data analysis

A descriptive statistic of mean and standard deviation was used to test the research questions while one –way analysis of variance ANOVA was employed to analysis all the three hypothesis

Results and discussion

The results were presented in tables

Table 1: Descriptive statistics of the sub variables of the study

Variables	N	Mean	SD
M=1,F=2	150	1.54	0.50
Knowledge=A	150	6.27	2.25
Attitude=B	150	7.30	2.18
Perceived Knowledge=L	150	7.90	2.60
Drug=D	150	29.6	5.28

Table 1 above shows that gender had a mean of 1.54 and standard deviation (SD) of 0.50, knowledge had a mean of 6.27 and SD of 2.25, Attitude had a mean of 7.30 and SD of 2.18, Perceived knowledge had a mean of 7.90 and SD of 2.60, while drug had a mean of 29.6 and SD of 5.28.

Table 2: summary data of ANOVA of knowledge of psychoactive substance on drug abuse

Variable	sum of square	DF	MS	F	SIG.
Between Group		212.596		3	7086 2.62 -.053
Wilkie	3945	145	27.02		
Total	4159.793	149			

Table 2 above show the result of the ANOVA of knowledge of psycho active substance on drug abuse. The result of between group show the calculated F. value of 2.62, a critical value of 0.53 at 0.05 level of significance and degree of freedom of 3 and 147 for two tailed test.

Table 3: summary of data of analysis of variance (ANOVA) for attitude towards psychoactive substance and drug abuse.

Variables	sum of square	DF	MS	F	SIG.
Between Groups	36.71	2	18.53	.655	.52
Within Groups	4121.08	147	28.03		
Total	4159.79	149			

$P < .05$ at 2 and 147 level of significance

Table 3 above shows the calculated F-value of .653 against the critical value of .52 at 0.05 level of significance of 2 and 147-degree freedom.

Table 4: summary data of ANOVA for knowledge of perceived effect of psychoactive substance on drug abuse.

Variables	sum of square	DF	MS	F	SIG.
Between Groups	13.718	2	6.86	.24	.78
Within Groups	4144.07	147	28.19		
Total	4157.79	149			

$P < .05$ at level 2 and 147 degree of freedom

Table 4 above shows the calculated value of F is .24, and a critical value of .78 at .05 level of significance of 2 and 147 degree of freedom.

Data analysis

Hypothesis 1: there is no significant statistical difference between knowledge of psychoactive substance and drug abuse among secondary school student Ogoja urban.

The variable in this hypothesis are knowledge of psychoactive substance which is an independent variable but sub divided in a categorical variable high, moderate and low while drug abuse is the dependent variable which is continued variable.

To test this null hypothesis one-way analysis of variance (ANOVA) was used as shown in table

II. The calculated F. value of 2.62 is greater than the critical value of 0.53 at 0.5 level of significant and degree of freedom of 3 and 146 for two tailed test. This means that there is significant statistical difference between knowledge of psychoactive substance and drug abuse among secondary school student in Ogoja urban. The null hypothesis of no” significant is therefore rejected and the alternate hypothesis retained.

Hypothesis II there is no significant statistical difference between attitude towards psychoactive substance and drug abuse among secondary school student in Ogoja urban.

The independent variable is attitude towards psychoactive substance, which is sub divided into categorical variable of high, moderate and low, and the dependent variable drug abuse remains the continuous variable. This was analyzed using one-way analysis of variance (ANOVA) as shown in table 3.

The results on the table shows the calculated F value of .655 against the critical value of .52 at 0.05 level of significance of 2 and 149 degree of freedom.

This implies that the null hypothesis of No significance is rejected and the alternate hypothesis is retained. This follows that there is significantly statistical difference between attitude towards psychoactive substance and drug abuse among secondary school student in Ogoja Urban .

Hypothesis III: There is no significantly statistical difference between knowledge of perceived effects of psychoactive substances and drug abuse among secondary school students in Ogoja Urban.

The variables in this hypothesis, perceived knowledge is the independent variable and continuous, but subdivided into categorical variables of high, moderate and low, while drug abuse is the dependent which is continuous. One-way analysis of variance (ANOVA) was used to test the null hypothesis as shown in table IV.

From the findings presented in Table IV, the calculated F is .24 and the critical value of .78 at .05 level of significance, 2 and 147 degree of freedom. From this findings, it indicates that the null hypothesis of No significance is retained and the alternative hypothesis is rejected since the calculated value is less than the critical value. It therefore shows that there is no significant statistical difference between knowledge of perceived effects of psychoactive substance and drug abuse among secondary school students in Ogoja Urban.

Discussion of findings

This study investigated knowledge, attitude and perceived effects of drug abuse among secondary school students in Ogoja Urban.

The first hypothesis which states that there is no significant statistical difference between knowledge of psychoactive substances and drug abuse among secondary school students in Ogoja Urban was disconfirmed or rejected. Findings from the study shows that there is significant statistical difference between knowledge of psychoactive substance and drug abuse among secondary school students in Ogoja Urban. This finding is in correlation with Okwuikpo, Chinonye, Ajaegbu, Udo, Maitainmi and Leslie (2020), which showed 87.9% of students had high knowledge of substance abuse, while 93.3% respondents had an overall positive perception of substance abuse. The result also corroborated with the finding of Awul, Abubakar, Adamu et al (2021) which revealed 38% of respondents with good knowledge of psychoactive substance and 78.6% of drug users. They concluded that poor knowledge of health effects of psychoactive substances among students is a determining factor for their high indulgence in psychoactive substance use. This study finding is also in line with results from studies by Akinwale, Bello, Akinbade and Akinboale (2021), Yadav and Parajuli (2021).

The second hypothesis which states that there is no significant statistical difference between attitude of students towards psychoactive substance and drug abuse among secondary school students in Ogoja Urban was also rejected. Finding of this study revealed that there is significant statistical difference. This finding is in agreement with notable authors like Faize, Alvis, Sarawat and Yasir (2021) whose study results revealed that most students had some knowledge of drug abuse but that their risky-taking attitude were common even towards drugs like cocaine and charas. This finding is also supported by the works of Adebawale, Olatona, Abiola, Oridota, Goodman and Onajale (2013) which showed that 58.5% students had positive attitude towards using illegal drugs. This is also in line with finding from Yusuf and Okanlawon (2019) whose finding showed greater percentage of students had positive attitude towards drug abuse.

The third hypothesis states that there is no significant statistical difference between knowledge of perceived effects of psychoactive substances and drug abuse among secondary school students in Ogoja Urban. Findings from this study showed that there is no significant statistical difference and so the null hypothesis is accepted. This finding corroborated the results of the study by Okwuikpo et al (2020) which revealed 96.13% of students with positive perception of drug abuse. This finding also agrees with findings of Omuokoro, Eduviere, Akama, make, Edje, Omoridion and Ovigie (2021) which revealed 90.75% respondents with adequate knowledge of effects of psychoactive substances. This study result also confirmed the result obtained by Akinbowale et al (2021) who found 89.3% respondents with good knowledge of drug abuse, those that agreed that drug abuse can influence one physically (69.6%), psychologically (76.9%), socially (73.5%), and academically (77%). This implies that the more knowledge students have about the effects of psychoactive substance, the lesser the indulgence into substance abuse by secondary school students.

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter focused on the summary of the entire study, conclusion and recommendations based on findings from the study.

Summary

The study investigated knowledge, attitude and perceived effects of drug abuse among secondary school students in Ogoja Urban. Drug abuse is the harmful or hazardous use of psychoactive substance including alcohol and illicit drugs. From this study several reviews on drug abuse around the globe indicated that it has become an epidemic public health and social issues especially among adolescents and youth in secondary schools.

Three hypotheses were proposed for this study thus, there is no significant statistical difference between knowledge of psychoactive substance and drug abuse among secondary school students in Ogoja Urban.

Secondly there is no significant statistical difference between attitude of students towards psychoactive substance and drug abuse among secondary school students in Ogoja Urban. Thirdly, there is no significant statistical difference between knowledge of perceived effects of psychoactive substance and drug abuse among secondary school students in Ogoja Urban.

The instrument used for data collection was a structured questionnaire developed by the researcher. The study was a cross-sectional descriptive survey research.

One hundred and fifty (150) participants (65 males and 85 females) selected through simple random sampling technique participated in the study. The results of the study were analyzed using one-way analysis of variance (ANOVA).

The results of the study indicated that there is significant statistical difference between knowledge of psychoactive substance and drug abuse among secondary school students in Ogoja Urban ($F=2.26$, .053, $P < 0.05$). The result also showed that there is significant statistical difference between attitude of students towards psychoactive substance and drug abuse ($F=.655$, .52 $P < 0.5$). The null hypothesis which states that there is no significant difference between knowledge of perceived effects of psychoactive substance and drug abuse among students was retained or accepted ($F=24$, .78 $P < 0.05$).

The findings from the study showed that there is a prevalence of drug abuse among students in secondary schools in Ogoja Urban.

Conclusion

Adolescent is a transitional stage characterized by physical and mental development and it is associated with increased risk for initiating drug use. This study revealed that there is a prevalence of drug use among secondary school students in Ogoja Urban. Despite their knowledge on the physical, psychological and social consequence of drug abuse, students still indulge in drug use. The drugs commonly abused by students are alcohol, cigarettes, codeine syrup and tramadol. Peer influence curiosity and experimentation, and desire to enhance performance in examination are the factors responsible for their indulgence in substance use. Adequate knowledge on the harmful effects of psychoactive substance abuse is the only key to dissuade our adolescent school children from the menace. Also a positive attitude towards drug abuse by these adolescent students will eventually lead them to abuse drugs.

Recommendation

Based on the results of this study the following recommendations were made.

1. Government should establish guidance and counseling units in all secondary schools across the country and equipped them to render effective and efficient guidance and counseling service to students.
2. Employment of qualified guidance and counseling personnel to provide the needed services to our adolescents and youth in our secondary school for a drug free society.
3. Parents through the PTA chairman of schools should be reminded of their important roles in the family to their children, and to train their children, adequately to avoid them falling cheap prey to drug users.
4. Parents should keep watchful eyes on their children and the types of peers they associate with.
5. Principal of schools should give the necessary supports and assistance to their guidance and counseling teachers so that they can render their services adequately to students.
6. Organizing, symposia and seminar on drug related issues to students at frequent interval to enhance their knowledge on the harmful effects of drug use and misuse.

Limitations of the study

The researcher was confronted with several obstacles in the course of this study.

The first and foremost was time constraints. It took the researcher great time and energy to travel from one location to the other to administer and collect questionnaire from respondents within the short time frame.

Another limitation encountered was finance to fund the research. This has resulted in the utilization of only one hundred and fifty (150) participants from five secondary schools.

Lastly, the results of this study cannot be use to establish generalization in view of the limited number of participant.

Suggestion for further studies

Further research study on knowledge, attitude and perceived effects of drug abuse among secondary school students in Ogoja Urban should be conducted using larger number of schools and study population to validate this result of this study in order to established generation.

REFERENCES :

1. Adebawale, A.T; olatona, F.A., Abil, A.HO. Oridota, E.S; Goodman, O.O, & Onajuya A.T. (2013). Knowledge, attitude and practice of drug abuse among public secondary school students in Lagos, Nigeria
2. Afwai, E.N. (2016). Drug abuse on socio-emotion behaviour among secondary school students in kaduna state Nigeria (Master's thesis, Ahmadu Bello University, Zaria)
3. American psychiatric Association (2022) diagnostic 8 statistical manual or mental Disorders 5-T-R. Artington, VA: American Psychiatric publishing.
4. Anyanwu, O.U, Ibekwe, R.C & Ojinnaka, N.C (2016). Pattern of substance abuse among secondary school students in Abakaliki. Cogent Medicine 3 (12) 1-7
5. Anyanwu, O.U., Ibekwe, R.C& Ojinnaka, NC. (2017) psycho-social dysfunction among adolescents who abuse substances in secondary schools in Abakaliki, Nigeria. Nigeria journal of clinical practice, 20,665-669
6. Awul, U.A., Abubaka, A.A., & Adamou, U.S. et al (2021). Knowledge of the effects and determinant of psychoactive substance use among secondary school students in sokoto metropolis, Nigeria. Pan African Medical journal. 2021; 40(109).
7. Bachand, D. (2013). Substance use among secondary school student in an urban setting Nigeria: prevalence and associated factors. *African journal of medical science*,1(1), 123-124
8. Balogun, S.K. (2006). Chronic intake of separate and combine alcohol and nicotine in body maintenance among albinorants", *journal or human ecology* 19(1)21-24
9. Bandura, A. (2001).Social cognitive Theory: An Agentic perspective. *Annual Review of psychology*, 52(2), 1-26, 91(2),185-198.
10. Bassi, A.P, Idoko, L., Ogundeko, .T.O., Ramsil M.S.C, Abisoye ogumniyan A, Ogbole, E.A., and chimbuoyim, I.N(2017). Substance abuse and it's prevalence among secondary school adolescents in Kagoro, Kaduna state Nigeria. *World of Journal and Research and Review* 5(1), 11-16

11. Bernheim, A, Halfon O., and Boutrel B., Silas, K., Solomon S. and Yashi, N (2015) Non-conventional Use of substance among youths in Nigeria.
12. Bolu-Steve, F.N. (2020) Contemporary Trend of Drug Abuse in school Adolescents in Kwara state, Nigeria. *Canadian Journal of Family and Youth* 12(1), 23-34.
13. Botvin, G.J (2009). Preventing drug abuse in schools: social and competence enhancement approaches targeting individual-level etiologic factors. *Addictive behaviors*. 25:887-97.
14. Danjuma, A., Adeleke, T., Sunday, O., Samaila, B., Silas, K., Solomon, S., and Yanshi, (2015). Non- conventional use of substances among youths in Nigeria.
15. Flink, N. (2015). Vygotsky and sociocultural Approaches to Teaching and Learning. *Journal of Physical and Health Education: 1 (1): 50-52*
16. Glasser, R.M. et al (1974). The treatment of Drug abuse Programmes problems and prospects. Washington DC: the joint information service of the American Psychiatric Association and the National Association for Mental Health.
17. Glasser, S. (2010). Smoking stages in an Iranian adolescents population. *Acta Med Iran*
18. Gupta, J. & Gupta, O.P (2005). Textbook on preventive and Social Medicine (2nd ed). New Delhi, India. Satish Kumar Jain for CBS
19. Haladu, A. (2003)) Outreach strategies for curbing drug abuse among out of school youth in Nigeria: A challenge for community based organization. In A. Garba (ed). *Youth and drug abuse in Nigeria: Strategies for counseling management control*. Kano. Matasa press.
20. Hoeben, E.M., Weerman, F.M. (2016). Why is involvement in unstructured socializing related to adolescent delinquency? *Criminology*, 54 (2), 242-281
21. Inyang M.P & Longinus O.I (2016) Awareness and use of psychoactive substances among secondary school adolescents in Nigeria. *International Journal of School Health*, 3(3): 1-7
22. Khan, A. (2020) Definition of Drug: Shabhdap Ayuveil Medical College and Hospital, Indore.
23. Kavutha S.T. (2015) Effects of Drugs Abuse on Academic Performance Among Secondary School Students. *Journal of Labour* 21(1), 178-209.
24. Kiprop, C. (2016). Approaches to management of discipline in secondary schools in Kenya *International journal of research I management* 2(4), 22249-5908.
25. Kodjo, K.J. (2002). Prevention and risk of adolescent substance abuse. The role of adolescents, families, and communities. *Pediatrics Clinic North America*; 49, 257-68.
26. Lilly, J.R. Cullen, F.T. & Ball, R.A. (2011). *Criminological theory*. Thousand Oaks, California, United States of America: Sage Publication.
27. Lou, N. (2013). Health Care Systems and Substance Use Disorders. *Iranian Journal of Public Health*. 2008; 37:88-95.
28. Mayor, R. (Eds). *Delinquent violent youth: Theory and interventions* pp. 53-97.
29. Matsued, R.L. & Heimer, E.K. (1987). Race, family structure, and delinquency: A test of differential association and social control. *Theories, American Sociological Review* 1987, 52:826-840 (Google Scholar).
30. Marcos, A.C., Bahr, S.J., & Johnson, R.E. (1986) Test of a bonding/ association theory of adolescent drug use. *Social forces*, 65 (1), 135-161.
31. Matsued, R. (1982). Testing control theory and differential association: A casual modelling approach *American Sociological, Review* (1982)
32. Maclellan A.T(2017) Substance misuse and substance use disorders: why do they matter in Health Care? *Trans Am Clin Climatol Asso* 128:112-130.
33. McCall, W. (2013). Adult learning theory and leadership development. *Journal of psychoactive drugs*, 35(2), 219-226.
34. Meclleland, D.C., Davis, W.N., Kalni, R., & Wanner, E. (1972). *The drinking man*. New York; The free press
35. Mba, A.I. (2008). Counseling techniques for the rehabilitation of drug addicts in Nigeria. *Counselor* 2008, 18 (1): 10- 18 retrieved 12/9/2022.
36. Morojele, N., & Rarnsoomar, L. (2016). Addressing adolescent alcohol use in South Africa. *South Africa Medical Journal*, 106 (6) 551- 553
37. NAFDAC, (2020). The problem of drug/ substance abuse in Nigeria by professor mojissor, C.A., D.G NAFDAC www.nafdac.gov.ng.
38. National Inhalant Prevention Coalition (NIPC) (2005). *An Inhalant Referral and information clearing house*. Electronic News Letter Texas www.inhalant.org/history. Retrieved 2/9/2022
39. *Narcotics, delinquency and social policy*. New York: Basin Books.
40. National Institute of Drug Abuse (2017). Emergency Trends and Alerts. Retrieved from <https://www.Drug Abuse.gov/drugs-abuse/emerging trends-alert>. 15/10/2022
41. National institute on Drug Abuse (2020). Drug and the brain. In: *Drugs, Brains and behavior the science*. Accessed on 25/9/2022. <https://www.drugs abuse. gor/publications/drugs- brains- behavior- science- addiction/ drugs- brain>.
42. National Agency for Food, Drug Administration and Control (NAFDAC) (2020)
43. National Institute on Drug Abuse (2018). A handbook on drugs and the brain.
44. National Centre for Drug Abuse Statistics (2021) Drug Abuse statistics www.drugabusestatistics.org
45. National Survey on Drug Use and Health (NSDH) (2010). Substance Abuse and Mental Health Series H-41
46. National Institute of Drug Abuse (2017). Emerging Trends and alerts. Returned from <https://www.drugabuse.gov/drugs-abuse/emergingtrendsalert>. 15/10/2022.
47. National Institute on Drug Abuse (2020). Drug and the brain. In: *Drugs, brain and behaviour the science*. Accessed on 25/9/2022. <https://www.drugsabuse.gor/publications/drugs-brains-behavior-science-addiction/drugs-brain>.
48. Nabayi, M. (2014). The significance of social learning theories in the teaching of secondary school education. *American Journal of Public Health* 91 (4), 604-610
49. Ngesu, L. M., Ndiku, J., Masese, A. (2008) Drug dependence and abuse in Kenya secondary schools: Strategies for intervention. *Academic Journal of Education* 7 (45), 304-308.

50. Nyaoke, M. (2013). Determinants of the prevalence of drug abuse and substance abuse amongst youth in institutions of higher learning in Mombasa unpublished Master of Arts in Project planning and management, University of Nairobi.
51. Obieduna G.O., and Isizugo, B.C. (2006). Curbing the menace of drug use among secondary school students in Nigeria, *Europe Journal of research and reflector in educational science* 4(1), 34-36.
52. Okolie, J.N. (2007) Basic Research Methods for Nurses and Health Professionals. Ndubest Productions Enugu.
53. Okparandu, J.O. (2020). Drugs Abuse among Nigeria Adolescents in secondary schools: strategies for counseling in the 21st century.
54. Okpala, D.C. (2015). The menace of drug abuse in Nigeria: a case study of Mararaba Town, Karu LGA, Nassarawa State Nigeria. Unpublished work www.academia.edu
55. Okwuikpo, M.I., Chionye, S.C., Agaegbu, V.U., Maitanmi, J.O. & Leslie, T.A. (2020). Knowledge and perception of substance Abuse among teenagers in selected secondary schools in Ajeromi Local Govt. Area. Lagos State. 10SR. *Journal of Nursing and Health science*. Vol. 9 (3) ser. Vii, 42-50. www./orjournals.org retrieved. 5/8/2022.
56. Omajemite, D.E. (2015) Causes of drug abuse among students in higher institutions: A case study of college of education Warri, unpublished thesis.
57. Owoaji, E. & Bello. J. (2010) psychoactive substance use among undergraduate students of the University of Ibadan Nigeria. *Trop J. Health Sci* 17:56-60
58. Oshodi, O.Y. Aina O.F & Onajole, A.T (2010) substance use among secondary school students in an Urban setting in Nigeria: prevalence and association factors: *Afr. J. Psychiatry* 13(1):52-57
59. Oluwole, A.J. Habibbat, A.K. & Babatunde, G.M. (2018) Crime and adolescents drug use in Lagos, Nigeria. *Sociology International Journal* 2(2) 64-72.
60. Pike, J. (2011). National Drug Law Enforcement Agency. Global Security. www.globalsecurity.org/org/stuff/pike.htm Retrieved 2/9/2022.
61. Plate, R.C. Richard, J.M., & Ernest, M. (2016) FMRI studies of the adolescent reward system: the triadic model perspective. In D de Micheli A.L.M. Andrade E.A. da SILVA & F.M.L. O. de Souza (eds) *Drug abuse in adolescence: Neurobiological cognitive and psychological issues* (pp 133-136) Switzerland: Springer International Publishing.
62. Prakash, P.A., Kumar, S. Kumar, S. Sinha, P. (2021) Knowledge and perception of drug use and abuse among secondary school students in Patna Bihar, India. *International journal of research and review* vol. 8 (3) www.Ijrrjournal.com
63. Redmond, M.V., (2015). Symbolic Interactionism. English technical reports and white papers. 4. Retrieved from <http://lib.dr.iastate.edu/englreports/4>
64. Reinherz, F., Giaconia, G., Hauf, D., Wasserman, A., & Paradise, W. (2000). Drug and substance abuse among secondary school students in Maiha Local Government. *International Journal of Social Science and Humanities Research*. 6(2), (770-776).
65. Salima, S. & Shaista, M. (2016) Substance Abuse among Youth: A Harsh Reality. *Emerg Med*. Los Angeles 6:330 doi 10.4172/2165-7548.1000330.
66. Sapele, Nigeria. *Journal of Appl. Science, Environmental Management* vol. 25 (3) 347-351. <http://www.ajor.info/index.php/jasem>, retrieved 5/8/2022.
67. Savage, J.E., Rose, R.J., Pulkinen, L., Silvertainen, K., Korhonen, T. Kapiro, J. Gillespie, N. & Dick. D.M. (2018) Early maturation and substance use across adolescence and young adulthood. A longitudinal study of finish twins. *Development and psychopathology*, 30(1), 79-92
68. Schmitz, A. (2016). Benzodiazepine use, Misuse, and Abuse: A review. *The mental Health Clinician*, 6,(3), 120- 126 Accessed 15/11/2022.
69. Shadur, J. & Hussong, A. (2014). Friendship Intimacy, close friend Drug use, and self- medication in Adolescence. *Journal of social personal relationship*, 31 (8), 1997- 1998.
70. Simango, E. (2014) Exploring the level of knowledge and attitude of teenagers towards substance abuse in an informal statement (master thesis, University of South Africa, South Africa).
71. Seydlits, R., & Jenkins, P. (1998). The influence of family, friends, schools and community on delinquent behaviour. In Gullota, T.P., Adams, G.R., and Monte.
72. Smart, R.G. (1997) Perceived availability and the use of drugs. *Bulletin on Narcotics*, 29:59-63.
73. Smart, R.G., and Fejer, D. Drug use among adolescents and their parents: Closing the generation gap in mood modification. *Journal of Abnormal Psychology*, 79:153-160, 1972.
74. Southerland, E & Cressey G. (1978). A sociological theory of criminal behavior. New York: Oxford University press.
75. Southerland, E.H. (1939) Principles of criminology (3rd ed) Philadelphia: Lippincott.
76. Soremekun, R.O., Folorunso, B.O. & Adeyemim O.C (2020). prevalence and perception of drug use amongst secondary school students in two LGA or Lagos state, Nigeria. *South African Journal of psychiatry* 2020,26 (O), a 1428. <http://www.sajpsychiatry.org>.
77. Stoolmillar, M.,Wills, T.A., Mclure, A.G., Tanki, S.E., Worth K.A. et al (2012). Comparing media and family predictures of alchol use: alcohol study of US adolescents *BMJ open* 2: e000543 retrieved 12/9/2022.
78. Stenberg, L., Lamborn, S.D., Darling, N., Mounts, N.S. & Dornbusch, S.M. (1994). Overtime changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent and neglectful families. *Dev*. 65(i3), 754-770.
79. Substance Abuse and Mental Health Services Administration (SAMHSA) (2005). Highlight of the National Household Survey on drug abuse. www.salinsia/OAS/NHSDA/2005/highlights.html.
80. Tiffany, T., & Wray, J.M. (2012). The clinical significance of drug craving. *Journal of Ann. New York. Academy of science*, 1248 (1), 1-7 Accessed 15/11/2022.
81. UNODC/WHO International standards on drug use prevention 2nd updated edition pre-editing and pre-publication version. Geneva
82. United Nations Office on Drugs and Crime (2007) Drug Abuse and dry dependent treatment situation. In Nigeria.

83. Retrieved from https://www.unodc.org/ocs/treatment/copro/web_Nigeria.pdf.
84. United Nations office of Drugs and Crime (UNODC) (2015) World drug Report 2015. United Nations Publication, sales No. E.15.x.6 www.unodc.org/wdr2015
85. United Nations Office Drugs and Crime (UNODC), (2018) world Drug Report www.unodc.org
86. United Nations Office on drugs and Crime (2017) Prevalence of drug abuse in Nigeria by geographical zones and states: World Drug Report 2017> www.unodc.org
87. United Nations Office on Drugs and Crime (2021) World drug Report. United Nations Publications sales No. E.21 xi.8 www.unodc.org/e-data-and-analysis/woh2021.html.
88. Umukoro, E.K., Eduviera, A.T., Ahama, E.E., Moke, E.G., Omorodion, L.I. & Ovigie, C., (2021) substance abuse: Awareness and Attitude among secondary school students in Sapele, Nigeria. *Journal of Appl. Science, Environmental Management* vol. 25 (3) 347- 351. <https://www.ajor.info/index.php/jasem>, retrieved 5/8/2022.
89. World Health Organization (2014) health topics: Substance abuse, Deaths related to drug abuse.
90. World Health Organization (WHO) (2003). Report on substance abuse, Deaths related to Drug Abuse.
91. WHO (2014) WHO Guideline for Identification and Management of substance use and substance use disorders in Pregnancies. Geneva
92. WHO (2012) Maternal Health: (Health intervention to improve child development evidence profile).
93. WHO (2016) Inspire: seven strategies for ending violence against children.
94. WHO (2017) Global Acceleration Action for the Health of Adolescents. (AA-HA) guideline to support counting implementation.
95. WHO (2016). International guideline for mental neurological and substance use disorders in non-specialized health settings version 2.0 WHO 2016.