



Effects of Substance/Drug Abuse on the Academic Achievement of Secondary School Students in Mkar Metropolis, Gboko, Benue State

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Abstract: This study is cross-sectional descriptive survey which was carried out to find out the effect of substance/drug abuse on the academic achievement of secondary school students in Mkar metropolis, Mkar, Gboko, Benue State. A sample size of 220 secondary school students was selected using simple random sampling technique after the schools were purposively selected for the study. 220 questionnaires were distributed as method of data collection, collected back and analysed. Findings revealed that most students, 118 (53.6%) are between the age of 15 and 19 years. 203 (92.3%) of the respondents are Tiv. 98 (44.5%) were of the opinion that these abused substance/drugs are always available. Findings also revealed that 49 (22.3%) abuse Amphetamines like Tramol, Tramadol or Tradyl. 50 (22.7%). The research also shows that poor academic performance is one of the effects of this substance /drugs on the student. Other effects includes truancy and decreasing their ability to concentrate. 70 (31.8%) of respondents believed instituting early detection programs in school will be a great preventive strategy or solution to reducing the rate of these substance/drug abuse. Recommendations were made which include Substance/Drug free clubs should be established in secondary schools, Counselling education should be introduced in secondary schools and it should involve parents/guardians, designing curricula on drug education, etc. Emphasis should be placed on health education as this will help families in planning the academic future of their children, the family and nation as a whole.

Keywords: Effects, Substance, Abuse, Academic, Achievement, Secondary, Students

1. Introduction

Historically, the use of psychoactive substances or drugs can be said to be a universal phenomenon found among such diverse people as the Fangs of North Western Equatorial Africa, the Aryans of Northern India, the Jivaro of the Amazonian rain forest, the Aborigenes of Australia, the Reindeer Herders of Siberia (Hollister, 1972).

Substance or drug abuse problem encompasses medical, social cultural and other variables and is not a merely medical or moral problem. According to Schmellegger (2002), people accept the use of some substances or drugs

under certain circumstances as benign and even beneficial practice through connection to social and individual situations. The use of drugs like Benylin with codeine, Tutolin with codeine, for medical purposes like whooping cough is not a drug abuse but becomes abuse only when it is geared towards producing some desired behaviours, physical dependency, addiction and/or constitute a nuisance to the society. According to Abdullahi (2005), the term substance/drugs is a abroad name that is not restricted to oral therapy (i.e. injection, capsules or tablets) but includes marijuana, alcohol as well as traditional alcoholic drinks like Ogogoro, Burukutu, Fito and Bammi.

Nigerians make use of different substances/drugs just in the same way as this is done in many other societies. The population in Nigeria avails itself of substances/drugs when the occasion warrants them just as other population in the world do. Substances/drugs are abused in Nigeria simply because they are used without due authorization from formally qualified and registered persons who according to the laws of the land must approve their use. This observation is borne out by several studies on illness behaviour among Nigerians (Fawa, 2003; Obiamaka, 2004). According to Kalunta (2000), the most common substances/drug abuse in Nigeria are marijuana, amphetamines, mandrax, proplus, barbiturates and codeine that have negative effects to the youths, immediate society and Nigeria at large. Therefore, the essence of this research work is to study the effect of substance abuse on the academic achievement of secondary school students in Mkar metropolis, Gboko, Benue state, Nigeria.

Unfortunately, youth that constitute the manpower and future of Nigerian society are mostly the victims (Abdullahi, 1991). Federal Ministry of Youths and Sport 2010 observed that, Nigerian youths aged 10-30 years are about 49% of the country's population. National Drug Law Enforcement Agency (2010) observed that, over 38% of Nigerian Youths abuse drugs. According to Abang (2006), in contemporary Nigeria, many categories of youths (male and female) are hooked on substance/drug abuse problem. This include an unbelievable large number of primary and secondary school pupils, undergraduate students, servicemen, cattle rearers, unemployed, nurses, pharmacists, and even medical doctors.

According to Abdullahi (2005), substance/drug abuse leads to high rate of crime, fuel conflict, political thuggery, religious intolerance, raping, domestic violence, suicide, etc in the society. It also affects the psychological and physical conditions of abusers.

1.1. Aims and Objectives of the Study

The specific objectives of the study are to;

- Determine the extent to which substance abuse Influences Student's Academic Achievement among secondary school students in Mkar metropolis, Gboko, Benue State.
- Identify the most commonly abused substances or drugs among the students.
- Evaluate the effects of these abused substances on Academic achievement of the students.
- Identify ways of reducing the abuse of substances/drugs.

1.2. Research Hypothesis

The hypothesis formulated for the study is as follows:

H₀. There is no significant relationship between substance abuse and academic achievement of secondary school students in Mkar metropolis, Gboko. Benue state.

2. Research Methodology

2.1. Research Design

The researcher used a descriptive cross sectional study design with emphasis on finding out the effect of substance abuse on the academic achievement of secondary school students in Mkar metropolis, Gboko, Benue state. This design was used because a large number of participants were involved. Also, because the whole data was collected from participants all at once.

2.2. Study Population

The study population consists of some selected secondary school students with emphasis on those in senior secondary section (SSS). The schools selected include;

Schools	Total Population
NKST College Mkar. Mkar	205
Mkar Model College, Mkar	312
Sky Gifted Academy Mkar, Mkar	141
NKST Secondary School Mkar	223
Kings Comprehensive College	227
Total	1108

2.3. Sample and Sampling Technique

A simple random technique was used to select some of the secondary schools to be used for the study. The sample size was $20/100 \times 1108/1 = 221.6$ that is 220. The first stage involves selection of secondary schools where the students will be selected from. This will be a purposive sampling because both private and public schools will be involved. The questionnaire will be administered to 220 representing about 20% of students.

2.4. Instrumentation

The researchers used the questionnaire to conduct the research. The questionnaire for the study was self-structured and validated which contains 24 questions that are relevant to the purpose of the study.

2.5. Method of Data Collection

The self-administered questionnaire was given to the students in their classes during school hours. The questionnaire contained information such as bio data, knowledge about substances use and abuse. The questionnaire was then retrieved immediately after completion.

2.5. Method of Data Analysis

A descriptive statistical method was used to analyze the collected data and the chi - square to test the statistical significance of the relationship between the variables being studied.

2.6. Ethical Consideration

In carrying out the research, the principle of voluntary participation where participants were not coerced into participation was ensured. Also the confidentiality was maintained by keeping information given by respondents away from those not directly involved in the study.

3. Data Analysis, Presentation and Discussion

Socio-demographic data.

Table 1. Sex of Respondents (N = 220).

Sex	No	Percentage (%)
Males	143	65
Females	77	35
Total	220	100

Table 1 above shows that, 143 (65%) of the respondents were Male and 77 (35%) were Female that participated in the study.

Table 2. Age of Respondents (N=220).

Age	No.	Percentage (%)
10 – 14	12	5.5
15 – 19	118	53.6
20 – 24	76	34.5
25 and Above	14	6.4
Total	220	100

Table 2 shows that the age of the respondents were 10-14, 12 (5.5%), those between age 15-19 were 118 (53.6%), age 20-24 were 76 (34.5%), and those whose age was 25 and above were 14 (6.4%).

Table 3. Tribe of respondents (N=220).

Tribe	No.	Percentage (%)
Tiv	203	92.3
Idoma	9	4.1
Igede	2	0.9
Others	6	2.7
Total	220	100

Table 3 shows that respondents who were Tiv were 203 (92.3%), Idoma 9 (4.1%), Igede 3 (1.4%) and 6 (2.7%) consisted of other tribes.

Table 4. Disposition of Respondents (N=220).

Disposition	No.	Percentage (%)
Sciences	37	16.8
Social Sci.	42	19.1
Arts	56	25.5
Commercial	46	20.9
General	39	17.7
Total	220	100

Table 4 As regards the students dispositions in school, 37 (16.8%) were offering Science subjects, 42 (19.1%) were in the Social Sciences, 56 (25.5%) were offering art subjects, 46 (20.9%) were in commercial classes and 39 (17.7%) were offering all general subjects.

Table 5. Section/Class of Respondents (N=220).

Section/ Class	No.	Percentage (%)
SSS 1	43	19.5
SSS 2	75	34.1
SSS 3	102	46.4
Total	220	100

Table 5 Shows that the respondents consists of 43 (19.5%) SSS 1 students, 75 (34.1%) from SSS 2 and 102 (46.4%) from SSS 3.

Table 6. Residence of Respondents (N=220).

Place of Residence	No.	Percentage (%)
School Hostel	27	12.3
Rent outside school	16	7.3
Staying with parent/guardian	142	64.5
Staying outside the school with schoolmate (s)	35	15.9
Total	220	100

Table 6: Shows 27 (12.3%) resided in the school hostel, 16 (7.3%) rented and stay in houses outside the school. 142 (64.5%) who were staying outside the school hostel live with their parent/guardian, while 35 (15.9%) stay outside with other classmate/schoolmates.

3.1. Demographic Data of Respondents

From the research carried out, it will be observed that majority of the substance/drug users were 143 (65.0%) males even though the involvement of 77 (35.0%) females was also evident. The research also shows that most (53.6%) of the students that involved in substance/drug use and abuse fall between the age bracket of 15-19 years and these findings correspond with the view of WHO and The World's Heart foundation data as sited by Staff (2012) which posit that in Nigeria, 22.1% of school youth age between 12 to 17 years use tobacco.

3.2. Causes of Substance Abuse Among Secondary School Students in Mkar Metropolis, Gboko, Benue State

Table 7. Causes of substance/drug abuse in schools (N = 220).

Options	No	Percentage (%)
Curiosity	22	10
Peer Group Influence	50	22.7
Lack of parental care/supervision	16	7.3
Personality Problems due to socio-Economic Conditions	23	10.5
The Need for Energy to Work for Long Hours	25	11.5
Hedonism	10	4.5
Availability of the Substance/Drugs	44	20.0
The Need to prevent the Occurrence of Withdrawal symptoms	30	13.6
Total	220	100

The 7 above revealed that 22 (10.0%) of the respondents took these substances or drug out of curiosity. 50 (22.7%) responded that peer group influence was the cause. 16 (7.3%) responded that lack of parental care or supervision made them got involved in the abuse of these substance. 23 (10.5%) Opined that personality problems due to socio-economic conditions is the cause of substance abuse. 25 (11.5%) say they take these substance when they intend working for long hours. 10 (4.5%) were of the belief that Hedonism is the cause of substances/drugs abuse. 44 (20.0%) respondents felt the availability of these substance/drug is the cause and 30 (13.6%) see the need to prevent the occurrence

of withdrawal symptoms as the cause of substance/drug abuse in schools.

This is in accordance with the research carried out by Haladu (2003) who gave the aforementioned reasons as the causes of substance/drug abuse and another study by Afolayan and Afolayan (2010) where they identified two primary causes of drug abuse and addiction such as: peer pressure and depression. Abdu-Raheem (2013) also found peer-pressure and availability as cause for drug abuse among students.

3.3. Most Common Substances or Drugs Abused By the Students

Table 8. Most Common Substance/drug abused by student (N= 220).

Substance/drug	No.	Percentage (%)
Human faeces	07	3.2
Stagnant gutter residue	11	5.0
Sedative e. g Brukutu, Pito, alcohol	30	13.6
Amphetamines e. g Tramol, Tramadyl, Tradyl	49	22.3
Narcotics e. g Cocaine, Codein, Heroin, Morphein	24	10.9
Inhalants e. g Chemicals in Gasoline, Petroleum, Glue, Solution	26	11.8
Marijuana and Cigarette i.e Morocco, Ganye, Stone, Wee-wee, legbo, wrap, Cigar, e. t. c	43	19.5
Cough Syrup with codein e. g Perkalin, Benilin, tutolin	14	6.4
Others e. g aspirin, cannabis, inhalation of pit laterine.	16	7.3
Total	220	100

Table 8 above shows the most common substance/drugs abuse by students. It has clearly shown that 07 (3.2%) respondents abuse substance like human faeces, 11 (5.0%) Stagnant gutter residue. 30 (13.6) abuse sedatives like alcohol, 49 (22.3%) abuse Tramol, tramadol or tradyl. Narcotics like Cocaine, Heroin and Morphein accounted for 24 (10.9%). Information generated also shows the wide spread of Marijuana and cigarette with 43 (19.5%), Cough syrup with codein 14 (6.4%) and 16 (7.3%) accounted for

3.5. Ways of Reducing the Rate of Substances Abuse

Table 10. Way (s) of reducing the rate substance/drug problem (N=220).

Preventive strategies	No.	Percentage (%)
Placing Ban on Over the Counter (OTC) sales of these substances/drug	31	14.1
Awareness creation on the dangers of substance/drug abuse	45	20.5
Instituting early detection programmes in schools	70	31.8
Strict monitoring of pharmaceutical shops/ chemist (s) around Mkar metropolis.	62	28.2
Others e. g people involve in the sale of these substances should be arrested and locked up, students found dealing in substance or drugs should be expelled from school instantly and those under the influence of these substance should not be permitted to sit for exams.	12	5.5
Total	220	100

Table 10 shows that 31 (14.1%) believed placing Ban on Over the counter drug will be a great strategy, 45 (20.5%) believed awareness creation on the dangers of substance/drug abuse could be a preventive strategy. However 70 (31.8%) respondents suggested the institution of early detection programs in schools, 62 (28.2%) say strict monitoring of pharmaceutical shops/chemists around Mkar Metropolis will

other stimulant.

This finding agrees with that conducted by Double Gist (2013) which mentioned all of the substances abused by the respondents as shown above likewise that carried out by Okonkwo et al (2012) who mentioned in their study that human faeces and stagnant gutter residue were among the substances abused by adolescence.

3.4. Effects of These Abused Substances or Drugs on the Academic Achievements of Secondary School Students

Table 9. Effect of substance/drug abuse on academic achievement (N= 220).

Effect of substance/drugs	SA	A	D	SD	Total
Poor academic performance	40	58	68	54	220
Truancy	48	87	46	39	220
Decrease ability to concentrate	80	39	33	68	220
Poor self-control	63	24	38	95	220
High level of conflict	79	38	46	57	220
Total	310	246	231	313	1100

Table 9 of the study shows the effect of these abused substance/drugs on the academic achievements of students and it reveals effects like poor academic performance, truancy, decrease ability to concentrate, poor self-control, high level of conflict. This study is in agreement with that carried out by Fayombo and Aremu (2000) on the effect of drug abuse on educational performance of some adolescent drug abusers in Ibadan which found that the misuse of marijuana had reached an epidemic level in the present Nigeria society, and that drug abuse could lead to reduce academic achievement or even halt one's entire academic process. This is also in line with a study by Odejide (1997) which shows that adolescents who abuse substances typically do more poorly in academic. Poor academic performance, prone to anger and violence, and truancy were some of the major effects of drug abuse among students (Attah, Baba and Audu, 2016; Agbonghale and Okaka, 2014; Ana, Laura and Micheal, 2012; Abdullahi, 2011).

curb the problem. Other option suggested by 12 (5.5%) were that people involve in the sale of these substances should be arrested and locked up, student found dealing in substance or drugs should be expelled from school instantly, student under the influence of this substance should not be permitted to sit for exams among others.

This is actually the findings that corresponds with the

WHO (2000) Primary level of prevention which aims at emphasizing on the realistic risks associated with drug and alcohol abuse. In order to formulate a realistic primary prevention program the following should be considered. It further stated that the program's must provide knowledge on effects of drug abuse, life skills like communication, assertiveness, decision making and coping social skills.

3.6. Testing Hypothesis.

Hypothesis

Ho. There is no significant relationship between substance abuse and academic achievement of secondary school students in Mkar metropolis, Gboko. Benue state

To test this hypothesis we use;

Table 11. Effect of substance/drug abuse on academic achievement (N=220).

Variables	SA	A	D	SD	Total
Poor academic performance	40	58	68	54	220
Truancy	48	87	46	39	220
Decrease ability to concentrate	80	39	33	68	220
Poor self-control	63	24	38	95	220
High level of conflict	79	38	46	57	220
Total	310	246	231	313	1100

Calculated Chi - square (χ^2) = 2508.9

Level of Significance = 0.05

Degree of freedom (Df) = (Row - 1) (Column - 1)

(5-1)(4-1)

(4)(3) = 12

At Degree of freedom 12 and 0.05 Level of Significance, Table value (χ^2) = 21.026.

Thus, since calculated Chi- square (χ^2) 2508.9 is greater than the table critical value 21.026, is rejected. This means that the alternative hypothesis which states that there is significant relationship between substance abuse and academic achievement of secondary school students in Mkar metropolis, Gboko. Benue state is accepted.

4. Conclusion

From empirical evidence and feed-back from the respondents, the papers has revealed that Substance/drug abuse and addiction have adversely affected the academic performance of students. More so, the social and psychological implications of substance/drug abuse and addiction have resulted into student lateness to class exam malpractices, absenteeism and other form of criminality both within and outside the school environment and in the society (nation) as a whole. Thus the null hypothesis was rejected meaning there is significant relationship between substance abuse and academic achievement of secondary school students in Mkar metropolis Gboko. Benue state.

Finally, the research revealed that most causes and reason

given for substance/drug abuse are highly insignificant and do not have any moral and social justification as it rather lead to demoralization and social disorder in the society.

Recommendation

The research recommends that:

1. Government should prevent the cultivation/sales of Indian Helm and other deadly herbs that encourage drug abuse.
2. Government should strictly enforce its existing laws against drug abuse through its regulatory agencies.
3. Parents and guardians should Endeavour to monitor their children and wards so that they do not engage in substance/drug abuse.
4. School security should be heightened and regular check should be carried out.
5. Substance/Drug free clubs should be established in secondary schools.
6. Effort of the school authority should be geared towards intensive use of print and electronic media for public enlightenment.
7. Counseling education should be introduced in secondary schools and it should involve parents/guardians to revive those who have already been engaging in the act and thus reduce substance/drug abuse among adolescence.
8. Establishment of Family Education on Drugs: The family is the nucleus of the social organization. Parents should give their children appropriate education on drug use. They should be encouraged by health authorities to offer family education on substance/drug abuse to their children. They should inform them of the dangers of substance/drug abuse and dependence on their health, society and the nation.
9. Establishment of Counseling Centers for Drug Control: Counselling centers should be established in every community by the government or private individuals. Qualified health counsellor should be employed in helping drug addicts or those dependent on substances/drugs by giving them special advice on how to go about the withdrawal system.
10. Designing Curricula on Drug Education: Ministry of education (State and Federal) should as matters of urgency add to the curricula- drug education at all levels of education.
11. Campaign against Drug Abuse: National Drug Law Enforcement Agency (NDLEA) should intensify their campaigns on antidrug in order to have a drug free society. The campaign against use of certain substance/drugs and misuse of drugs should be more intensified at the secondary school level because it is the peak of adolescent. Also, government and other relevant authorities should lunch out campaigns against drug abuse as well as dependence.
12. Effective study Habit for Students: An effective study is that which centers on a well-planned scheme of

study involving sufficient recreational activities, enough resting time and sleep. Thus, such well-planned time table of study habits that make adequate provision for rest will enhance good study habit without necessary resorting to the use of substances/drugs to keep students artificially awake.

13. Establishment of Drug Awareness Units: Drug awareness units to be set up in all states and moderated by the federal state and local governments. It should not be a panel established to try people who use drugs as criminals, but to help solve their socio-psychological problem. Parents and adults should refrain from using drugs in discriminately in the presence of youngsters and they should discourage their wards/children from associating with “unknown”, gangs or suspicious neighborhood peer groups.

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