

Assessment of secondary school students' knowledge and attitude towards drug abuse: implications for counselling

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ABSTRACT

The rate at which adolescents fall victims of drug abuse is high due to their ignorance about the negative consequence of the act. The descriptive study assessed the knowledge and attitude of secondary school students towards drug abuse and its implications for counseling. Random sampling techniques was used in drawn 600 secondary school students from Ilesa Metropolis in Osun State. Four research questions were raised to guide the study. Questionnaire Knowledge and Attitude towards Drug Abuse Questionnaire (KATDAQ) was used in collecting data for the study. Data collected were analyzed using mean scores and mean ranking of items, and t-test. The results of the study reveal that (a) university students were not knowledgeable about drug abuse, (b) they have a positive disposition towards drug abuse, (c) the most common place undergraduates source for information about drug abuse are from friends, neighbours and social networks. It was however, found that there was significant difference in the attitude of male and female students towards drug abuse. Based on the findings of the study, the researcher recommended the establishment of counseling units in the schools, Churches, mosques, other places of worship and the media should work assiduously with a view to curbing drug abuse. The school counsellors should work in collaboration with NDLEA (National Drug Law Enforcement Agency) to be organizing workshop, talks for students on the dangers of drug abuse.

KEYWORDS

Secondary school students, attitudes, drugs

RÉSUMÉ

Le taux auquel les adolescents sont victimes d'abus de drogues est élevé en raison de leur ignorance de la conséquence négative de l'acte. L'étude descriptive a évalué les connaissances et l'attitude des élèves du secondaire à l'égard de l'abus de drogues et ses implications pour le « counseling ». Des techniques d'échantillonnage aléatoire ont été utilisées chez 600 élèves du secondaire d'Ilesa Metropolis dans l'État d'Osun. Quatre questions de recherche ont été soulevées pour orienter l'étude. Le questionnaire Knowledge and Attitude towards Drug Abuse Questionnaire (KATDAQ) a été utilisé dans la collections de données pour l'étude. Les données

recueillies ont été analysées à l'aide de scores moyens et de classement moyen des éléments, et de t-test. Les résultats de l'étude révèlent que (a) les étudiants universitaires ne savaient pas que l'abus de drogues, (b) ils ont une disposition positive à l'égard de l'abus de drogues, (c) la source d'information la plus courante des étudiants de premier cycle sur l'abus de drogues provient d'amis, de voisins et de réseaux sociaux. Il a été cependant, a constaté qu'il y avait une différence significative dans l'attitude des étudiants masculins et féminins à l'égard de l'abus de drogues. Sur la base des résultats de l'étude, les chercheurs ont recommandé la création d'unités de conseil dans l'école, les églises, les mosquées, d'autres lieux de culte et les médias devraient travailler assidûment en vue de freiner l'abus de drogues. Les conseillers scolaires devraient travailler en collaboration avec la NDLEA (National Drug Law Enforcement Agency) pour organiser des ateliers et des conférences pour les élèves sur les dangers de l'abus de drogues.

MOTS-CLÉS

Élèves du secondaire, attitudes, drogues

INTRODUCTION

Since the early times, herbs, leaves and plants had been used to heal and control diseases. The use of drugs in itself does not constitute any danger, because drugs correctly administered have been used to treat illness and diseases. In the recent time, most people especially the youths abuse drug, as they use drugs not only to cure diseases but also for other ulterior motives. This has been having negative multiple effects on their total wellbeing. The use of drug will always lead to changes in body reactions whether negative or positive. Okoye (2001) described drug as a substance that could lead to changes in the body system functioning through its chemical reactions. Balogun (2006) viewed drug as a substance that changes perception, cognition, mood, behaviour and general system of the body. The use of drugs could be beneficial or harmful to an individual depending on the mode of use.

However, the students need the knowledge of natural science in other to understand the body chemistry and how indiscriminate use of drug can affect the body anatomy. Exposing students to learning of natural science early enough right from elementary school will be of tremendous advantage to them, it will help them to make decision about certain behavior that can destroy their total well-being (Fragkiadaki & Ravanis, 2015; Mouelhi, 2015; Saxena & Behari, 2016). Having knowledge of natural science will also help the students to think for themselves, have their own explanations and reach conclusion after considering scientific dimensions of any issue (Jégou-Mairone, 2011; Ravanis, 2013; Touzri Takari, 2018).

Falco (1988) as cited by Sambo (2008) observed that substances abuse can cause serious, sometimes irreparable damage to adolescent's physiological and psychological development. Drug abuse is a major public health problem all over the world (UNODC, 2005). NAFDAC (2000) as cited by Haladu (2003) described 'drug abuse' as excessive and regular self-administration of unrecommended drugs. Drug abuse could be described as the habit of taking drugs that are not prescribed by medical personnel to the extent that it affects the health and social function of an individual. World Book Encyclopedia (2004) described drug abuse as the improper use of a drug that affects the healthy and productive life of individual. Similarly, Abdulahi (2009) viewed drug abuse as the use of drug to the extent that it interferes with the health and social function of an individual. It can also be described as inappropriate consumption of drugs to get personal satisfaction. The drug abuse has become a character flaw among adolescents. It has become one of the worrisome health related issues and behavioural problems in Nigeria and in other parts of the World. With the advent and increased number of

social networks the adolescents keep learning good and bad new ideas from peers across the globe in which drug abuse is not exempted.

A report by NAFDAC (2008) noted that the abuse of licit and illicit drugs is becoming students' way of life in Nigeria. Statistics of findings also revealed that one in every three secondary school students in Nigeria consumes alcohol. Another 8.3% smoke cigarettes while almost one in every ten (9.1%) chew Miraa. About 3% smoke bhang and use hard drugs like heroin, cocaine, mandrax and tranquilizers. According to the National Institute on Drug Abuse (2000) alcohol is the majorly abused psychoactive drug in the United States with approximately 90% of the students taking it before graduating from high school. Alcohol is the most highly abused drug in Nigeria with about 61% of the population consuming it (NAFDAC, 2008). Findings of Nte (2008, as mentioned in Ekpenyong, 2012), revealed that 37% of the students in Bayelsa State were abusing tobacco products. Abusing tobacco product may lay foundation for abuser to abuse high grade drugs like cigarettes, cocaine, marijuana and many others. The use of cigarettes always lays credence to the use of other drugs, such as cannabis, khat cocaine and heroin.

Drug abuse always has negative effect on the abuser. For instance, smoking of Marijuana can lead to an unnatural thirst or hunger, uncontrolled mood swings, talkativeness, defective perception, uncoordinated judgment, thought disorders, a feeling of wellbeing and euphoria and it eliminates anxiety (Rehn, Room, & Edwards, 2001). Osikoya and Alli (2006) asserted that socially, a drug abuser is always in search of drugs and can use any means to get it and take it not minding resultant consequence. In some cases, drug abuser may play truancy and lose concentration in the school work and activities because at a slightest opportunity such student will sneak out of school to take drugs. In most times, drug abusers have no respect for constituted authorities and criminal behaviours are often associated with drug abuse. Fayombo and Aremu (2000) observed that the misuse of marijuana had gotten to an alarming level, and that drug abuse could lead to low academic achievement. Nowadays, adolescents engage in drug abuse irrespective of their gender. The findings of earlier researchers revealed that males used alcohol, kolanut and coffee more often than the females (Fatoye & Morakinyo, 2002). In the same vein, Oshodi, Aina & Onajole, (2010) observed that number of male substances abusers are more than females, but the gender differences were little and statistically insignificant. Earlier researchers discovered that street boys have a moderate degree of awareness about the negative health consequence with the drug abuse, yet they continue to use inhalants (Kaime-Atterhög & Ahlberg, 2008; Morakinyo & Odejide, 2003; Njord et al., 2010; Seth, Kotwal, & Ganguly, 2005). Researchers' findings also revealed that a small proportion of respondents reported that they acquired knowledge about substance abuse in the school and through the family members, most of the respondents reported that media and close contacts are primary source of their information about substance abuse. Weiss & Moore (1995) reported that television is the primary source of information for all drugs (Gajalakshmi, Asma, & Warren, 2004; Madan Kumar, Poorni, & Ramachandran 2004; Mpabulungi & Muula 2006; Sinha, Gupta, & Pednekar 2004). In other findings, the researchers reported high knowledge of harmful effects of substance among students (Gassman et al., 2001; Giannetti, Sieppert, & Holosko, 2002; Prakash et al., 2009), Findings of Haddad, Shotar, Umlauf and Zyound (2010) revealed that the students lack in-depth knowledge of substance abuse.

Statement of the problem

The physical, psychological, social and economic health consequences of the drug problems among adolescents in secondary schools are becoming more obvious and worrisome. Adolescents in secondary schools who persistently abuse drugs often experience an array of problems: truancy academic difficulties, fighting in the school with other students and teachers, health related problems (including mental health), poor peer relationships and involvement in

social vices such as stealing, bullying, secret cult activities, violation of school rules and regulations. All these have negative consequences on the school, family, community and the entire society. According to report from Osun State NDLEA (2010), about eighty-four students were caught abusing drug in the year 2009 while, many of them are yet to be caught. Studies have shown that the youths constitute the high risk group of drug dependence and substance abuse (Obot, 1989). It is logical to think that if there is no attempt to find out the level of knowledge and attitude of secondary school students towards drug abuse, the problem of drug abuse may persist among students it may be difficult to help the abuser and to curb the act. There is also the tendency for increase in anti-social acts and behavioural problems among secondary students in and outside the school. This anti - social behaviour therefore, calls for some intellectual efforts to be made to empirically find out the knowledge and attitude of secondary school students towards drug abuse in Osun State. This is with a view to suggesting possible ways of curbing and reducing drug abuse among this vulnerable but very significant group of people in our society.

In order to achieve the main objective of the study, the following research questions were formulated to guide the study.

1. What is the extent of secondary school students' knowledge on drug abuse?
2. Where do secondary school students obtain information about drug abuse?
3. What is the nature of secondary school students' attitudes towards drug abuse?
4. Is there any gender difference in the attitude of students towards drug abuse?

METHODOLOGY

Research Design

The study was a descriptive survey. In researcher' the view, this design is appropriate for this study because the data for the study were collected from a sample of Nigerian undergraduates in order to document secondary school students' knowledge and attitudes towards drug abuse.

Sample and Sampling techniques

The research was conducted in Ilesa Metropolis with 600 secondary school students in six Secondary schools. Six secondary schools were randomly selected for the study. To ensure that the selected schools represented all the class levels of study, a stratified random sampling technique was employed. From grade 9, grade 10, grade 11 and grade 12 levels, a total of 250, 150, 100 and 100 secondary school students were respectively selected for the study.

Instrument

To achieve the research objective, the researcher used survey questionnaire tagged a "Knowledge and Attitude Towards Drug Abuse Questionnaire" (KATDAQ) to capture data for the study. This instrument was developed by the researcher. The survey questionnaire, has four sections: demographic variables (Section A), source of information (Section B), knowledge about drug abuse (Section C) and attitude towards drug abuse (Section D). Information sought in Section A (e.g., gender, class level,) were used to gather and organize data to resolve Research Question 1 (which attempts to find out the extent of secondary school students' knowledge acquisition on drug abuse). Section B of the survey questionnaire was intended to collect data to resolve Research Question 2. Research Question 2 sought to find out where secondary school students obtain accurate information about drug abuse. To obtain data for this research question, students, were asked to use a scale of 1 to 4 to respond to where they got accurate information about drug abuse. The scale used is interpreted as 1 = never, 2 = rarely, 3 = frequently, and 4 = always. Section C of the questionnaire was aimed to generate data to

respond to Research Question 1 (to determine the amount of knowledge the secondary school students have about drug abuse). This section has a self-developed True-False statement related to drug abuse. The respondents were asked to circle the correct answer. This information was collected to show the actual knowledge of the respondents with regard to drug abuse. Finally, section D of the questionnaire was designed to elicit information to resolve Research Questions 3, 4 & 5 (which attempt to determine the nature of undergraduate students' attitudes towards drug abuse; determine if there is gender difference in the attitude of students towards drug abuse; determine if there is significant difference in the attitude of students towards drug abuse on the basis of class level). This section consists of 15 items (statements) which were attached to a four-point Likert scale ranging from "strongly agree" to strongly disagree" as pivotal point of the scale. Moving from "strongly disagree" to "strongly agree", positive items were scored from 1 to 4, respectively, while negative items were scored in the reverse order.

Reliability and Validity

Following the development of the research instrument, a group of experts comprising two university lecturers specializing in Guidance and Counselling, and an NDLEA officer were tasked to carefully scrutinize and assess the instrument for their relevance, content, face and construct validity. The experts recommended that some of the items in sections C and D should be removed, whereas others were to be included in the instrument. In the end, 35 items (in Section C) were reduced to 31. They were further reduced by reliability test to 21 items, indicating a very good sign of data reduction and consistency. Regarding section D, the initial 25 items were finally reduced to 15 items on experts' recommendations.

Following that, a pilot study involving 50 secondary school students that were not part of the participants for the study provided data for further validation and reliability determination of the instrument. The pilot test was also aimed to see whether the instrument was feasible to obtain the relevant data needed. The results of the pilot study revealed that the instrument was readable; and it yielded a reliability coefficient of 0.87 through the split-half method after the application of spearman-Brown correlation.

Data Collection

Data for the study were collected with questionnaire. The questionnaires were distributed to the secondary school students in four schools Ilesa metropolis. The services of two research assistants was requested to facilitate in the distribution of the questionnaires. A covering letter was attached to the questionnaire explaining the purpose of the study. The distributed questionnaires were collected from the respondents as soon as they finished with their responses.

Data Analysis

Mean and item-by-item analyses were employed in order to resolve research questions addressed in this study. Item-by-item analysis of responses of respondents to the items contained in sections C and D of the questionnaire was carried out. To resolve research questions 1, 2 & 3 mean and ranking was used. For research question 4 t-test statistical analysis was used.

RESULTS

Research Question 1: What is the extent of secondary school students' knowledge on drug abuse?

In order to resolve research question 1, a researcher-developed True-False statements related to drug abuse were used to find out the subjects' level of knowledge about drug abuse. The 21

True-False statements have a maximum score of 21. Scores within the range of 0 to 7 were considered as little knowledge; scores within the range of 8 to 14 were taken as moderate knowledge; and scores within the range of 15 to 21 were considered as adequate knowledge. Table1 – provides a summary of the secondary school students' level of knowledge about drug abuse on the basis of study subjects' background variables (gender, class level).

TABLE 1
Level of knowledge of study sample about Drug Abuse

Variable	Category	Limited knowledge N %		Moderate knowledge N %		Adequate knowledge N %	
		N	%	N	%	N	%
Gender	Male (N=385)	264	68.6	67	17.4	54	14.0
	Female (N=215)	140	72.3	30	17.1	25	10.6
	Total (600)	424	70.0	97	17.3	79	12.7
Level of study	Grade Level 9 (N=250)	173	69.2	41	16.4	36	14.4
	Grade Level 10 (N=150)	103	68.7	27	18.0	20	13.3
	Grade Level 11 (N=100)	75	75.0	15	15.0	10	10.0
	Grade Level 12 (N=100)	73	69.2	14	20.0	13	10.8
	Total (600)	424	70.0	97	17.3	79	12.7

It is inferred from table 1 that 68.6% of the male secondary school students have little, 17.4% of them have moderate and 14.0% of them have adequate knowledge about drug abuse. On the other hand, 72.3% of the female secondary school students have little, 17.1% of them have moderate and 10.6% of them have adequate knowledge about drug abuse.

As seen in table 1, 69.2% of the grade level 9 students have little, 30.0% of them have moderate and 14.4% of them have adequate knowledge about drug abuse. 68.7% of the grade level 10 students have little, 18.0% of them have moderate and 13.3% of them have adequate knowledge about drug abuse. 75.0% of the grade level 11 students have little, 15.0% of them have moderate and 10.0% of them have adequate knowledge about drug abuse. 69% of the grade level 12 students have little, 17.3% of them have moderate and 10.89% of them have adequate knowledge about drug abuse.

The poor performance of the secondary school students on True-False statements which were used to measure their knowledge about drug abuse gives a clear indication of their limited knowledge. As could be seen from table1, 70% of the study sample have limited knowledge about Drug Abuse. Item-by-item analysis of the responses of the respondents revealed that the most frequently incorrectly answered question was item 10, "it is not bad to make friend with drug abuser", which 85.3% of the respondents answered incorrectly". Another frequently incorrect answer was given to item 6, "drug abuse can lead to poor academic performance", which 79.8% of the respondents answered incorrectly.

Table 2 provides a sample list of True-False Drug abuse statements most frequently answered incorrectly by the secondary school students.

TABLE 2*True-False Drug Abuse statements most frequently answered incorrectly*

Statement Number	Statement	Frequency	Percentage
10	It is not bad to make friend with drug abuser	509	85.3
6	Drug abuse can lead to poor academic performance	475	79.8
1	Taking drugs to keep awake is good	470	79.0
4	Smoking of cigarette is not a drug abuse	442	74.5
10	Taking unprescribed drug is a form of drug abuse	413	73.1

Research Question 2: Where do secondary school students obtain information about drug abuse?

Section of the survey focused on where the secondary school students source for information about drug abuse. Overall, the most common place secondary school students would go for information is to their friends/peers which had a mean score of 3.93. Other sources where the respondents would obtain information from are: neighbours (3.82), social networks (3.64) books (3.48) and television programmes/home videos (2.65) (Table 3). The least common place secondary school students would source for information was their parents which had a mean of 1.12. Other places which scored lower means were newspapers/magazines, teachers, and school counsellor, (Table 3)

TABLE 3*Ranking of information sources based on the responses of study sample*

Rank	Source	Mean
1.	Friends/Peers	3.93
2.	Neighbours	3.82
3.	Social Networks (through browsing)	3.64
4.	Television programmes/ home videos	3.48
5.	Books	2.65
6.	Newspapers/magazines	1.82
7.	Teachers	1.41
8.	School Counsellor	0.5
9.	Parents	1.12

Research Question 3: What is the nature of secondary school students' attitudes towards drug abuse?

For the resolution of research question 3, an item-by-item analysis of the responses of the subjects of the study to the items of attitudinal scale was carried out. This was with a view to finding out the nature of secondary school students' attitudes towards drug abuse.

For ease of interpretation, the results of item analysis are in percentage and standard deviation as provided in Table 4.

TABLE 4
What is the attitude of students towards drug abuse?

S/N	VARIABLES	SD n(%)	D n(%)	A n(%)	SA n(%)	MEAN	S.D
1	Drugs increase pleasure of life	222(37.0)	126(21.0)	162(27.0)	90(15.0)	2.200	1.101
2	I don't have confidence to say no when somebody offers me drug	228(38.0)	312(52.0)	48(8.0)	72(2.0)	1.740	.691
3	I am active in class when I am on drug	180(30.0)	282(47.0)	130(21.7)	8(1.3)	1.930	.728
4	Drug makes me concentrate in class	204(34.0)	258(43.0)	48(8.0)	90(15.0)	2.040	1.014
5	Drug makes me eat very well	204(34.0)	24(4.0)	282(47.0)	90(15.0)	2.430	1.112
6	Drug gives me courage in time of trouble	180(30.0)	144(24.0)	90(15.0)	186(31.0)	2.470	1.218
7	I cannot read without taking drug	162(27.0)	48(8.0)	300(50.0)	90(15.0)	2.530	1.049
8	Drug makes me to be active during sex	114(19.0)	186(31.0)	72(12.0)	228(38.0)	2.690	1.169
9	I take drugs only when there is any quarrel between my peers and parents	138(23.0)	72(12.0)	312(52.0)	78(13.0)	2.550	.989
10	I take drug to be active in class	216(36.0)	246(41.0)	120(20.0)	18(3.0)	1.870	.761
11	Taking of drug makes me to have confidence to face the crowd	90(15.0)	264(44.0)	240(40.0)	6(1.0)	2.260	.705
12	I take drug to read for a longer period of time	90(15.0)	48(8.0)	282(47.0)	180(30.0)	2.920	.992
13	I love taking drug	114(19.0)	162(27.0)	234(39.0)	90(15.0)	2.500	.969
14	Taking of drug takes me to another realm of life	90(15.0)	240(40.0)	240(40.0)	30(5.0)	2.300	.718
15	When I am under drug influence, I don't think about my worry	192(32.0)	90(15.0)	210(35.0)	108(18.0)	2.390	1.118
16	I don't see anything bad in taking unprescribed drugs	204(34.0)	156(26.0)	150(25.0)	90(15.0)	2.210	1.076
17	I use preventive drug regularly after sex	336(56.0)	216(36.0)	40(6.7)	8(1.3)	1.520	.643
18	I love taking drug when in the toilet	300(50.0)	276(46.0)	20(3.3)	4(0.7)	1.540	.576
19	I take drug in an uncompleted building	180(30.0)	258(43.0)	72(12.0)	90(15.0)	2.120	1.008
20	When I am on drug, I fight my enemy very well	330(55.0)	156(26.0)	110(18.0)	4(0.7)	1.640	.785

Table 4 revealed the analysis of research question 3 (What is the nature of secondary school students attitude towards drug abuse?). It can be seen from the table that 90.0% of the respondents disagreed that they don't have confidence to say no when somebody offers them drug, 96.0% disagreed to taking drug when in the toilet, 92.0% disagreed using preventive drug regularly after sex, 81.0% disagreed using drug to fight their enemy very well, 78.0% also disagreed that drug makes them concentrate in class, 77.0% disagreed that they are active in class when they are on drug. It was also revealed that 65.0% agreed that they take drug only when there is any quarrel between them, their peers and parents, 62.0% agreed that drug makes them eat well, 56.0% agreed that they love taking drug, while 53.0% of the respondents agreed that they don't think about their worry when they are under drug influence. In general, students' (respondents) don't see drug abuse as bad habit.

Research Question 4: Is there any gender difference in the attitude of students towards drug abuse?

TABLE 5

Summary of t-test Analysis on the gender difference in the attitude of students towards drug abuse

Perception	N	X	SD	DF	t	Sig.	Remark
Male	385	1.440	0.49999	3.302*		.001	Significant
Female	215	1.190	0.394				

*Denote significance at P<0.05

Table 5 shows the result of the gender difference in the attitude of students towards drug abuse. The result reveals that there is a significant difference in the gender of students in their attitude towards drug abuse (t=3.302, df = 99, p<0.05). This implies that male and female students differ in their attitude towards drug abuse. Therefore, the null hypothesis is rejected.

DISCUSSION

This research contributes to the enrichment of the existing literature on knowledge and attitude of secondary school students towards drug abuse. The previous studies (e.g. Gajalakshmi et al., 2004; Madan Kumar et al., 2004; Mpabulungi, & Muula 2006; Sinha et al., 2004) indicated that a small proportion of respondents reported that they acquired knowledge about substance abuse in the school and through the family members. In the same vein, this study revealed that the least common place for secondary school students to source for information about drug abuse was their parents.

This study has established that secondary school students were not knowledgeable about drug abuse based on the fact that reasonable proportion (70.0%) of the respondents had limited knowledge about drug abuse. Similarly, earlier researchers noted that street boys have a moderate degree of awareness about the negative health consequence of drug abuse, yet they continued to use inhalants (Haddad et al., 2010; Kaime-Atterhög & Ahlberg, 2008; Morakinyo & Odejide, 2003; Njord et al., 2010; Seth et al., 2005) revealed that the students lack in-depth knowledge of substance abuse. Providing the drug education to children before they will get involved in drug abuse is a key strategy to assist the students to live a healthier life and prevent negative consequences of drug abuse on the total wellbeing of students in secondary school.

The result of the findings revealed that there was a significant difference in the gender of students in the attitude towards drug abuse. This implied that male and female students' attitude differ towards drug and the null hypothesis was rejected. In the same vein, earlier

researchers revealed that for most of the substances abused, there were more male users than females (Oshodi et al., 2010). The findings of earlier researchers revealed that males used alcohol, kolanut and coffee more often than the females (Abiodun et al., 1994; Anochie, Nkanginieme, Eke, & Alukor, 1999; Fatoye & Morakinyo, 2002).

IMPLICATIONS FOR COUNSELLING

The study revealed that there is need for students to change their attitude towards drug abuse. This would help to reduce rate of drug abuse among students. It this will also enhance their good academic performance, societal peace, security and reduce juvenile delinquencies in school. There is also a need to create counseling units and employ full time counsellors in the secondary schools in order to help the students to reduce level of drug and alcohol abuse. Counsellors should be organizing symposia, seminars on drug related issues for students from time to time. This will help students to know about strategies to create study time, manage conflict at school and home, learn how to resolve issues at school without resulting in drug abuse and the reason (s) to stay away from drug abuse.

Counsellors should create awareness among the students on the importance of recognizing and helping their mates who are engaging in drug abuse. This awareness should include every level of the secondary school students. Counsellors can do this by organizing group counselling on drug related issues for all students. This is necessary because employees and management need to understand that harmonious and peaceful family can result in great benefits to individual members of the family, the establishment and the society.

Counsellors should offer formal counseling session by using different cognitive behaviour techniques to help the drug abusers among students. This will help them to have someone to confide in, and will enable the individuals to identify the causes of their problems and how to resolve them. It will also help many students to be more productive in and outside the school.

CONCLUSION AND RECOMMENDATIONS

Consequent upon the findings of this study. the following conclusions were drawn. Students do not have adequate knowledge and majority got the information about drug abuse from friends and media, while parents and school failed to provide adequate information about drug abuse to the students. The findings also revealed that students have positive attitude towards drug abuse. Also, from the results of the study, there was difference in the attitude of secondary students towards drug abuse on the basis of gender. It is therefore recommended from the findings of this study that the establishment of counseling units be established in the schools, Churches, mosques, other places of worship and the media should work assiduously with a view to curbing drug abuse. The school counsellors should work in collaboration with NDLEA to be organizing workshop, talks for students on the dangers of drug abuse.

In conclusion, healthier living among secondary school students will translate to peace in tertiary institution of learning because any behaviour develops in secondary school will be carried forward to higher institution of learning. Creating enabling school environment will go a long way in actualizing students' dreams and aspirations. Finally, the solution to the issue of drug abuse among youths in secondary schools requires a holistic approach from various professionals especially the counsellors.

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