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THE EXTENT OF DRUG ABUSE AMONG SECONDARY SCHOOL STUDENTS IN DELTA NORTH SENATORIAL DISTRICT OF DELTA STATE

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ABSTRACT

The study examined the extent of drug abuse among secondary school students, hence this study. The study was conducted to determine the extent of drug abuse among secondary school students in Delta North senatorial district, Delta State. Three research questions and three null-hypotheses were postulated to guide the study. The descriptive research design was adopted for the study. The population of the study consisted of 7712 (seven thousand, seven hundred and twelve) SS2 students in the Secondary Schools in Delta North senatorial district. The sample consisted of 698 (six hundred and ninety-eight) SS 2 students. A disproportionate stratified random sampling technique and the simple random sampling technique were used for the study. A three cluster researcher's designed questionnaire which was titled (EDASSSQ) was the instrument used for data collection. The instrument was validated by three experts; two from the Department of Social Science Education and one from Measurement and Evaluation of Delta State University, Abraka. Mean and standard deviation were used to answer the research questions while Mann-Whitney and Wilcoxon statistics were used in testing the null hypothesis at 0.05 level of significant. The result of the study showed that alcoholic drinks including beer were the most abused drug among both the male and female secondary school students and that the male and female students abuse codeine, kaikai, cigarette, kola-nut, coffee, and marijuana respectively. Finally, it was recommended among others that secondary schools' students who suffer one form of drug-related illness should be taken to rehabilitation centers for treatment, clubs should be established in the secondary schools and such clubs should be inviting medical resource persons to teach the students about drug abuse and ways of quitting drug intake, government should formulate policies that will include punishing students engaged in drug abuse and even individuals that aid and abate students in drug abuse like people that sell cigarettes to under-aged people and so on .

Keywords: Drug abuse, Secondary School and Students

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INTRODUCTION

Issues of drug abuse in the Nigerian society are increasing among the youths. Secondary schools' students are not left out in sharing in the problems that emanate from drug abuse. This is because they are also involved in drug abuse. Drug abuse among secondary schools' students is posing a serious challenge to effective teaching and learning in both developing and developed countries of the world including Nigeria. Right from the ancient times, it has been observed that some secondary schools' students take drugs that could cause changes in their minds, in the way they think, feel and act which make them manifest violence behaviour such as disobedience to school authorities and fighting other students which negate the school system. In the 21st century, such violence and other negative behaviours resulting from drug abuse among secondary school students have tremendously increased and if nothing is done about it, the future generation will be terribly affected. These secondary schools' students are adolescents and are easy to penetrate. Most of the violent activities that take place in the society today are perpetuated by adolescents.

And adolescents commit violence under the influence of drugs. Raffee et al. (2021) have stated that adolescent violence and drug addiction are increasingly recognized as paramount public health concerns. Although the origin of both issues remains unclear, evidence-based research has consistently shown that violence and drug addiction are related to each other. Unidirectional (that is drug use predicts violence) and bidirectional (that is reciprocal, in that each behavior reinforces, rather than predicts, the other) associations between the two behaviours were reported. Previous studies indicated that higher levels of violence were strongly related to higher drug use levels, such as cigarettes, alcohol, and marijuana. Some of the studies have predicted drug-induced aggression, while others have found reciprocal relationships between aggression and drug addiction or were unable to predict the association. These incongruent findings suggested that the causal relationship between aggression and drug use is still unclear (Raffee et al., 2021).

The term drug is a broad term. To the pharmacists, it is a chemical preparation for the diagnosis, prevention or treatment of disease, sickness, ailment or any health-related challenge. For an ordinary man, the word is synonymous with medicine. However, a drug can be defined as any chemical or biological substance, which when taken into the body, by any means whatsoever changes the functions of the body or behaviour of the person/user. If it changes the functioning for good, it is called medicine, but when the change produces bad effect, it is referred to as drug (Ukegbu et al., 2014). The idea of Ukegbu et al (2014) on the definition of drug by saying that when the changes drugs produce function for good, it is called medicine but when the change produces bad effects, it is referred to as drug is well accepted. There are many drugs that have the capabilities of producing both good and bad effects depending on how the drugs are used. For instance, the students could take a little coffee to control fat but when it is over used it can change the students' mental state which could lead to violent behaviours among secondary schools' students.

World Health Organization [WHO] (2020) de fined drug as a substance which when introduced into a living organism can modify the state of equilibrium of the organism or one of its functions. The United Nations International Drug Control Programme (UNDCP) (2010) sees drugs as substances which when taken in their natural or synthetic form(s) affect organisms by altering their mood or behaviour. The substance that is capable of altering either one's mood or behaviour when taken into the body such as Indian hemp is a drug. According to Alexander (2012), drug is a chemical substance other than food which when taken, affects the body and

mind or the psychological state of an individual. It does this by changing one's body chemistry or behaviour of the user. Here, the drug negatively affects the body, mind and psychological state of the users and also changes the users' behaviour in a negative way.

Odedele and Egotanwa (2010) defined drug as any substance, other than food, that can by its nature affect human functioning. Any substance the secondary schools' students take into their body excluding food that affects their reasoning, action and behaviour is a drug. According to Okpechi (2014), drug is any substance that when used causes physical and/or mental changes in the body (Edinyang, 2015). Any chemical or biological substance a student takes into the body that changes the user's reasoning and action in a negative way is a drug. Psychoactive drugs are further grouped into three categories namely: depressants, stimulants, and hallucinogens (UNDP, 2017; Deborah et al., 2013). Depressants slow down the central nervous system. Examples of depressants include: tranquillizers, codeine, alcohol, heroin, barbiturates. Stimulants on the other hand excite the nervous system. Their examples are nicotine, tobacco, cigarette, caffeine, coffee, bitter kola, cola nut, cocaine, crack, amphetamines and Lipton. Hallucinogens distort how things are perceived, examples are marijuana, ecstasy, LSD/Acid, magic mushrooms, ketamine, PCP-phencyclidine. The drugs are ingested, inhaled, smoked, injected, chewed, rubbed on the skin or absorbed. The present study adopted all these drugs to determine the extent of drug abuse among secondary school students in Delta North Senatorial district of Delta State.

Drug abuse or what many may refer to as substance abuse is causing increasing threats to the stability of young minds, from teenage/adolescent to the older youths at an alarming rate and is an issue of public health concern in most parts of the world, including Nigeria. The phenomenon has become one of the most disturbing health-related phenomena and social problem. Drug abuse is defined as an excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. The prevalence of drug abuse and its dependence requires an external agent (the drugs) and varies according to the availability and potency of these agents. However, many drugs are widely available to teenagers/adolescents and many are willing to experiment with them, an act that may be accompanied with prohibited behaviours (Soremekun et al., 2021).

Theories have been propounded to explain drug abuse but due to the complexity of interaction of factors, no theory fully explains the etiology of drug abuse (Soremekun et al., 2021). Especially with adolescents in secondary schools, identified common factors motivating students to start drug use include: experimental curiosity, peer influence, lack of parental supervision, personality problems, the need for energy to work for long hours, availability of drugs to abuse, purchasing power and cultism among others. Secondary schools' students, especially those in their teens perceive the drug user as one who is tough, bold and strong and many youngsters have been known to use drugs at the instance of peers, elders or siblings and even to achieve social acceptance (Soremekun et al., 2021).

Furthermore, Ofuebe (2014) posited that drug abuse is taking drugs without the doctor's advice and direction. Drug abuse is the excessive consumption of any drug or substance by any person in such a way that it affects the person's health, social or economic adjustment. When a person smokes cigarette, and drinks alcohol excessively that it brings problem to the person's health, social, and economic life could be termed drug abuse. Ukegbu et al. (2014) posited that drug abuse refers to the use, especially by self-administration of any drug in a manner that deviates from an approved medical or social pattern with a given culture or society. Simply put, drug is abused when it is taken without medical prescription. It involves indiscriminate use of

any drug. It is the misuse or improper way of using drug. Medical doctors have never prescribed either cigarette or Indian hemp to any patient or those who abuse drugs.

The United Nations International Drug Control Programme (UNIDCP) (2010) defined drug abuse as “taking drugs without medical justification or its usage is not medically necessary and not recommended by a health worker ‘There is no medical justification for smoking cigarette. The National Institute on Drug Abuse (NIDA) in U.S.A. defined drug abuse as drug use that results in the physical, mental, emotional and social impairment of the user. It is the use of illicit drugs or the use of prescriptions (drugs prescribed by doctors) or over-the counter drugs (drugs bought from the so-called chemist) for the purpose other than those for which they are indicated or in a manner or in quantities other than directed. Drug is abused if its usage is forbidden by law (Alexander, 2012). Thus a drug is abused when it is used in a manner that deviates from medically approved or socially acceptable pattern within a given society or culture such as the consumption of alcohol or cigarette (tobacco) (Alexander, 2012). The progression into drug abuse base on alcohol, Marijuana and other drugs abuse among secondary school students has become a serious concern to the educators and school administrators. Cigarettes smoking form an important step between alcohol and Marijuana use for younger students. Drug abuse and drug use increase truancy, unkempt personality, poor school performance among secondary schools’ students (Ukaegbu et al., 2014).

Many attempts have been made by scholars, educators and researchers to identify the reasons for drug abuse among secondary schools’ students. Ofuebe (2014) asserted that peer group influence, keeping company with smokers and drug addicts, boredom, need for recognition and acceptance among drug addicts, relief from anxiety and mental stress, cold weather and climate, frustration and poverty are the reasons for drug abuse among secondary school students. According to Tayler (2018), secondary schools’ students take drugs to change the way they feel, think or behave and such drugs are called psychoactive which include alcohol and tobacco as well as natural and manufactured drugs. Lambo (2019) concurred that secondary schools’ students are particularly vulnerable to drug abuse because they are impressionable, adventurous and often ill-informed and are easy victims of exploitative drugs.

Ukegbu et al. (2014) identified the factors that can lead to drug abuse among secondary schools’ students to include peer group pressure characterized by the desire to be accepted among friends or in social circles, social pathologies such as unemployment and economic frustration, emotional and psychological stress characterized by anxiety, depression, low self-esteem, easy accessibility to the substance, environmental influence from family, school, neighbourhood and community, adverts in the mass media, to enhance performance. Odedele and Egotanwa (2010) noted that some (secondary schools’ students) because of one reason or the other take drugs or substance that can cause changes in their minds. Some of them take drugs to ‘feel high’. In the opinion of Edinyang (2014) secondary schools’ students see family members, friends, role models or entertainers using drugs and rationalize they can use drugs too, secondary schools’ students become bored and think drugs will help, people think drugs will help relieve stress; people use drugs to cover painful memories in their past, people think drug will help them fit in.

Oken (2015) opined the causes of drug abuse among secondary school students as shyness (inferiority complex). He noted that some adolescent students are curious to explore the environment and the changes in their body chemistry. In view of that they resort to external help to overcome the shyness and carry out their nefarious proposals. There is no positive act that will influence one to take drugs in order to overcome shyness. He further stated that secondary

schools' students take drugs to help them cope with the difficulties of adolescence. He also maintained that peer influence is the most dangerous source of drug abuse and addiction. He opined that if you are unguided and take position with peer group that are into drugs, definitely you will fall victim to it. Some youths and even adults indulge in drug (use) to overcome personal and family problems such as marital conflict between parents (Oken, 2015; Warren et al., 2015; Benneth & Holloway, 2014). Smith and Bercher (2012) in their own contribution stated that among the reasons why young people indulge in illicit drug taking are for pleasure, improvement in their environment, commercial and advertisement in the mass media, and to control obesity. As with any social habit, all kinds of people use drugs for all kinds of reasons. School age children abuse drugs in order to calm their worries about grades or career and to effect relief of the burden from underlying problems rather than confronting them realistically (Onyemaechi, 2014; Warren et al., 2015).

Within the context of the present study, any use at all of an illegal drug or misuse of a legal drug is drug abuse. Drug abuse has negative effects on both the functioning of the body of human beings, their health, social and economic well-being in the society. Drug addiction is the constant need or craving for drugs. Addiction means that the use of psychoactive drugs has changed the brain so that it begins to need drugs. The addicted brain needs drugs the way the healthy brain needs natural and ordinary pleasures like food and sleep. People addicted to drugs depend on them to feel normal and avoid the painful symptoms of withdrawal. The increased violent behaviour in the Nigerian society does not happen without drug abuse and drug use. The increase in criminal acts such as stealing, armed robbery, kidnapping, murder, cultism, rape, security challenges and other forms of violence are connected to drug abuse.

National Survey on Drug Use and Health (NSDUH, 2012) and Substance Abuse and Mental Health Services Administration (SAMHSA, 2013) have lamented over the rate at which the consequences of illicit substance use extend to health problems, productivity losses, psychological problems, crime and other social problems. They also warned that heavy involvement in substance use has been known to predict lower educational achievement, limit horizons, and include suspicions and fears, and tear apart families (NSDUH, 2012; SAMHSA, 2013). They concluded that, the sheer size of the problem is daunting. Drug abuse among youths has been found to predict job instability, early pregnancy, and infection with HIV/AIDS and other sexuality transmitted diseases (Botvin & Ruchlin, 2018; Lillie-Blaton et al., 2018; Kerber & Wallich, 2019; Maxwell & Liu, 2019). In addition, Vatican News (2011) revealed that alcohol consumption and cigarette smoking kill more people than the danger in alcohol has been linked to cirrhosis of the liver, epilepsy, poisoning, road traffic accidents, violence and several types of cancer including cancer of the colorectal, breast, larynx, and livers.

King'edo (2011) conducted a study on extent of drug abuse among secondary school students in Kenya. The key findings showed that peer pressure, school and family stress, and drug availability contributed to students' drug abuse. It was also found that alcohol was the most abused drug that boys abused drugs more than girls and that drug abuse was more prevalent in mixed schools than other categories of schools. The study also found that most students, (81%) who abused drugs did this often and the extent of drug abuse is high. The study concludes that stringent measures should be put in place urgently so as to address the problem of drug abuse. The study recommends a multifaceted approach as a strategy to minimize the vice in the Kenya secondary schools. The present study discusses the drugs commonly abused by students, reasons for drug abuse, and consequences of drug abuse among secondary school students in Delta North Education Zone, Delta state.

Otieono and Ofulla (2019) conducted a cross sectional study to determine the extent of drug abuse among secondary school students in nine schools in Kisumu town, western Kenya. The results showed that 265 (57.9%) of the respondents had consumed alcohol at least once in their lives, 159 (34.7%) had abused tobacco, 84 (18.3%) had abused cannabis, 106 (23.1%) had abused Khat and 24 (5.2%) had used inhalants and/or cocaine. The age group most at risk was 16-18years, the age at which most students are in secondary school. The reasons given for the abuse of the drugs were: experimentation 92 (38.2%), enjoyment of the feeling they experience 114 (47.3%), influence from friends 21 (8.7%), influence from relatives 5 (2.1%) and for treating stomach ailments 7(2.9%), more boys were found to be abusing drugs (36.9%, n=169) compared to girls (27.3%, p=0.007).

From this study it was concluded that drug abuse was widespread in secondary schools in Kisumu and although it affected both sexes boys were more involved in the practice than girls. The study therefore recommends that early intervention should target school attendees at early age with the aim of preventing drug abuse in secondary schools in Kisumu town, western Kenya including other part of the country. For Riva et al. (2018) alcohol and illicit drug use has been recognized as a growing problem among adolescents in Botswana. Little is known about factors affecting alcohol and drug use among Botswana's secondary school students. To aid the design and implementation of effective public health interventions, we sought to determine the prevalence of alcohol and drug use in secondary school students in urban and semi-urban areas of Botswana, and to evaluate risk and protective factors for substance use.

While the present study focuses on the drugs commonly abused by secondary schools' students, reasons for drug abuse, consequences of drug abuse among secondary school students in Delta North Senatorial District, District. In view of the available studies on the aforementioned extent of drug abuse among secondary schools' students, the studies were executed only in other countries and some parts of Nigeria secondary schools, not necessarily in Delta North Senatorial district of Delta State-situation, it is therefore no unlikely that this area may have been exposed to this same social problem as their counterparts. It is in the light of this possibility that the thrust of this investigation is on secondary schools' students in Delta North senatorial district of Delta State, Nigeria.

Purpose of the Study

The main purpose of the study was to investigate the extent of drug abuse among secondary schools' students in Delta North senatorial district of Delta State. Specifically, the study sought to:

- Identify the most commonly drugs abused by male and female secondary schools' students in Delta North senatorial district;
- Find out the reasons for drug abuse among male and female secondary schools' students; and
- Ascertain the consequences of drug abuse among male and female secondary schools' students.

Research Questions

The following research questions were posed by the researcher:

- To what extent are the identified drugs abused by male and female secondary schools' students in Delta North senatorial district?
- What are the reasons for drug abuse among the male and female secondary schools' students?
- What are the consequences of drug abuse among secondary schools' students?

Hypotheses

The following null hypotheses were tested at the $p < .05$ level of significance.

- There is no significant difference in the mean rating scores of male and female secondary schools' students on their extent of drug abuse.
- There is no significant difference on the mean rating scores of male and female secondary schools' students on their reasons for drug abuse.
- There is no significant difference on the mean rating scores of male and female secondary schools' students on the consequences of drug abuse.

METHODS

Delta North senatorial district of Delta State, Nigeria which covers 9 (nine) local government areas namely Aniocha North, Aniocha South, Ika North East, Ika South, Ndokwa East, Ndokwa West, Oshimili South, Oshimili North and Ukwuani. The research design adopted for this study is descriptive survey research design. The population of the study was 7712 SS2 secondary school students in Delta North. The females were 3898 while the males were 3816. Delta North has sixty (60) public secondary schools. The sample size for the study was 698 SS2 students using sample size calculator. The females were 396 while the males were 302. The instrument for data collection was questionnaire developed by the researcher. The questionnaire was titled Extent of Drug Abuse among Secondary Schools' Students Questionnaire. The questionnaire consists of sections A--D. Section A is on the personal information of the respondents: gender and school location. Sections B--D comprise items designed under three clusters finding the extent of drug abuse among secondary schools' students, reasons for drug abuse among the secondary schools' students, and consequences of drug abuse among the secondary schools' students in Delta North senatorial district of Delta State.

All the three clusters consist of items which are structured on four points Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) but only cluster 1 was on Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE). A tick was appropriate for any response option for each number. The face and content validity of Extent of Drug Abuse among Secondary Schools' Students questionnaire (EDASSSQ) was established through the verdict of three experts. Two experts from the Department of Social Science Education, and one expert in Measurement and Evaluation from Delta State University, Abraka, validated the questionnaire. The experts were given drafted copies of the Extent of Drug Abuse among Secondary Schools' Students Questionnaire accompanied with specific purposes, research questions and hypotheses. The experts' constructive criticisms, assessment of language, grammar and coverage of the items viz-a-vis the specific purposes of the study were used to modify the instrument for data collection. Twenty copies of the questionnaire were administered

to 20 secondary school students in SS2 from schools not included in the study but have the same characteristics with the study population in order to check for reliability.

The questionnaires were collected back on the spot and assigned even and odd numbers. The responses were used to determine the internal consistency of the instrument using Cronbach Alpha. The reliability coefficient of the EDASSSQ was 0.90 and therefore was considered reliable enough for the present study. The questionnaires were administered to the respondents by the researcher and four research assistants. The procedures for the completion of the questionnaire were explained to the respondents. The researcher persuaded the respondents by telling them that the information given in the questionnaire will be held in confidence and used only for the purpose of the study. The approach would ensure maximum return of the copies of the completed questionnaire. The questionnaires were collected back on the spot immediately it was completed by the respondents. The completed copies of the questionnaire were collected and crosschecked for completeness of information and responses. All statistical analysis was done using the Statistical Package for Social Science (SPSS) batch system. The data was analyzed using mean and standard deviation. The mean scores from 2.50 and above will be considered accepted while mean scores below 2.50 will be considered unaccepted. The t-test was used to test the postulated null hypotheses at $p < 0.05$ level of significance.

RESULTS

Research Question one: To what extent are the identified drugs abused by male and female secondary schools' students in Delta North senatorial district?

Table 1 showing extent of drug abuse among male and female secondary schools' students in Delta North senatorial district

Drugs	Male (N=198)			Female (n=150)			Total (n=348)		
	X	SSD	Decision	X	SSD	Decision	X	SSD	Decision
Codeine	2.18	1.21	Low extent	2.05	1.20	Low extent	2.13	1.21	Low extent
Beer	2.59	1.07	Great extent	2.27	1.13	Low extent	2.45	1.11	Low extent
Kaikai	2.28	1.09	Low extent	2.11	1.14	Low extent	2.21	1.12	Low extent
Cigarette	2.13	1.13	Low extent	2.16	1.24	Low extent	2.14	1.18	Low extent
Coffee	2.18	1.08	Low extent	2.08	1.11	Low extent	2.13	1.09	Low extent
Kola nut	2.19	1.06	Low extent	1.94	1.05	Low extent	2.08	1.06	Low extent
Marijuana	1.84	1.11	Low extent	1.55	.99	Low extent	1.72	1.07	Low extent

Data in table 1 show the mean responses of male and female secondary schools' students on the extent of abuse of codeine, beer, kaikai, cigarette, coffee, kolanut, and marijuana with the standard deviation. The mean responses of male secondary schools' students on the extent of abuse of codeine is 2.18 indicating Low Extent, beer is 2.59 indicating Great Extent, kaikai is 2.28 (Low Extent), cigarette is 2.13 indicating Low Extent, coffee is 2.18 (Low Extent), kolanut is 2.19 (Low Extent), and marijuana is 1.84 which is also Low Extent. The standard deviations are 1.208, 1.071, 1.090, 1.128, 1.079, 1.062, and 1.113 respectively. The mean responses of female secondary school students on their extent of abuse of the above drugs are 2.05 (Low Extent), 2.27 (Low Extent), 2.11 (Low Extent), 2.16 (Low Extent), 2.06 (Low Extent), 1.94 (Low Extent), and 1.55 which is also at low extent. The standard deviations are 1.203, 1.133, 1.144, 1.237, 1.107, 1.051, and .994 respectively.

Both the male and female secondary schools' students engage in drug abuse at low extent with the exception of beer with mean score 2.59 for male secondary schools' students which is great extent. The total mean responses of both male and female secondary schools' students on their extent of abuse of the drugs are 2.13, 2.45, 2.21, 2.14, 2.13, 2.08, and 1.72 with standard deviations 1.206, 1.108, 1.115, 1.175, 1.091, 1.063, and 1.072 respectively. The above mean scores indicate that the secondary schools' students abuse the drugs at a low extent.

Research Question 2: What are the reasons for drug abuse among the male and female secondary schools' students in Delta North Senatorial district?

Table 2: Mean rating scores of male and female secondary schools' students on their reasons for drug abuse

Reasons for drug abuse	Male (n=198)			Female (n=150)			Total (n=348)		
	\bar{X}	SD	Decision	\bar{X}	SD	Decision	\bar{X}	SD	Decision
Lack of love from parents	2.60	1.139	Accept	2.43	1.125	Reject	2.55	1.155	Accept
Peer group influence	3.15	.958	Accept	3.29	.824	Accept	3.21	.904	Accept
To get relief from anxiety and mental stress	3.07	.935	Accept	3.04	.897	Accept	3.05	.917	Accept
To overcome worries about poor grade and poverty in the school	2.95	1.014	Accept	2.75	1.123	Accept	2.87	1.065	Accept
To become very happy and excited in a very strange way	3.03	.926	Accept	2.77	1.077	Accept	2.91	1.001	Accept
To become very bold	3.20	.823	Accept	3.03	.969	Accept	3.12	.891	Accept
To keep awake during examination	2.89	1.063	Accept	2.77	1.108	Accept	2.84	1.083	Accept
To control obesity and get fit	2.89	.994	Accept	2.73	1.117	Accept	2.82	1.051	Accept
To feel 'high'	3.14	.933	Accept	3.17	.925	Accept	3.15	.928	Accept

Data in table 2 show that the mean rating of male secondary schools' students on the items for reasons for drug abuse are 2.60, 3.15, 3.07, 2.96, 3.03, 3.20, 2.89, 2.89, and 3.14 with standard deviation 1.139, .958, .935, 1.014, .926, .823, 1.063, .994 and .933 respectively. The mean rating of the female respondents are 2.43, 3.29, 3.04, 2.75, 2.77, 3.03, 2.77, 2.73, and 3.17 with standard deviation 1.125, .824, .897, 1.123, 1.077, .969, 1.108, 1.117, and .925 respectively. The respondents unanimously accept that the items are the reasons for drug abuse among male and female secondary schools' students because the mean scores are above 2.50 mean score average but female secondary schools' students reject that 'lack of love from parents' with mean score 2.43 is not a reason for drug abuse among female secondary schools' students. This is because the mean score is below 2.50 mean score average.

Research Question 3: What are the Consequences of drug abuse among secondary schools' students in Delta North senatorial district?

Table 3: Mean rating score of the questionnaire on the consequences of drug abuse among secondary schools' students

Consequences of drug abuse	Male (n=198)		Female(n=150)		Total(n=348)		Decision
	X	SD	X	SD	X	SD	
mental disorder insanity	3.51	.696	3.49	.748	3.50	.718	Accept
truancy and poor school performance	3.31	.781	3.43	.737	3.36	.764	Accept
psychological effects	3.26	.807	3.25	.761	3.26	.787	Accept
disobedience to school authorities	3.25	.745	3.30	.833	3.27	.784	Accept
heart and lung diseases	3.27	.839	3.37	8.31	3.31	.836	Accept
violence and aggressive behaviour	3.26	.812	3.49	.610	3.36	.740	Accept
premature death	3.36	.772	3.40	.875	3.38	.817	Accept

Data in table 3 reveal the mean scores 3.50, 3.36, 3.26, 3.27, 3.31, 3.36, and 3.38 for listed items for consequences of drug abuse which are mental disorder or insanity, poor school performance, psychological effects (sleeplessness, restlessness, and depression), disobedience to school authorities, heart and lung diseases, violence and aggressive behaviour and premature death respectively. The standard deviation ranged from .718, .764, .787, .784, .836, .740, and .817. The indication here is that the mean scores are above 2.50 which show that the respondents unanimously accept that the items are the consequences of drug abuse among secondary schools' students in Delta North senatorial district, Delta State.

Hypothesis 1: There is no significant difference in the mean rating of male and female students on the extent of drug abuse among the students.

Table 4: Data for testing Hypothesis One at $p < .05$

	Codeine	Beer	Kaikai	Cigarette	Coffee	Colanut	Marijuana (Indian hemp, weed, Igbo)
Mann-Whitney U	13919.00	12391.50	13483.500	14783.0	13842.00	12757.5	12681.000
Wilcoxon W	25244.00	23716.50	24808.500	26108.00	25167.00	24082.5	24006.000
Z	-1.071	-2.733	-1.533	-.076	-1.137	-2.366	-2.699
Asymp. Sig. (2-tailed)	.284	.006	.125	.939	.256	.018	.007

a. Grouping Variable: Gender

Table 4: The Mann–Whitney and Wilcoxon – test of the mean rating of male and female secondary schools' students on the extent of drug abuse among secondary schools' students. The mean rating scores of male and female secondary schools' students on those drugs are 13919.00, 12392.500, 13483.500, 14783.00, 13842.00, 12767.500, 12681.00, and 25244.00, 23717.500, 24808.500, 26108.00, 25167.000, 24082.000, 24006.000, respectively. It shows that the Z- value of -1.071, -2.733, -1.533, -.076, -1.137, -2.366, -2.699 were significant at .284, .006, .125, .939, .256, .018 and .007, .284 is greater than the chosen level of significance which is 0.05 indicating that there is no significant difference in the mean rating of male and female secondary schools' students on the extent of abuse of codeine. A significant difference exists in the extent of male

and female students' abuse of beer because the .006 is lesser than the chosen level of 0.05. There is no significant difference in the mean rating of male and female students on the abuse of kaikai. It could be seen that .125 is greater than the chosen level 0.05, therefore, there is no significant difference in the mean rating of male and female secondary schools' students in abuse of cigarette. There is no significant difference in the mean rating of male and female student on abuse of coffee as .256 is greater than the chosen level 0.05. There is significant difference in the mean rating of male and female secondary schools' students in the extent of kolanut and marijuana abuse because .018 and .007 are less than the chosen level 0.05.

Hypothesis 2: There is no significant difference on the mean rating of male and female secondary schools' students on their reasons for drug abuse

Table 5: Data for testing Hypothesis Two at $p < .05$

	Lack of love from parents	Peer group influence	To get relief from anxiety and mental stress	To overcome worries about poor grade and poverty in the school	To become very happy and excited in a very strange way	To become very bold	To keep awake during examination	To control obesity and get fit	To feel 'high'
Mann-Whitney U	13555.0	13857.5	14413.5	13491.5	13023.0	13659.0	13932.0	13826.0	14493.5
Wilcoxon W	24880.0	33558.5	25738.5	24816.5	24384.0	24984.0	25257.0	25151.0	34194.5
Z	-1.443	-1.165	-.503	-1.531	-2.083	-1.377	-1.039	-1.168	-.416
Asymp. Sig. (2-tailed)	.149	.244	.615	.126	.037	.168	.299	.243	.677

a. Grouping Variable: Gender

Data in table 5 show the mean rating of male and female secondary schools' students on the reasons for drug abuse thus: 13855.0, 13857.5, 14413.5, 1344.5, 13023.0, 13659.0, 13932.0, 13826.0 14493.5 and 24880.0, 33558.5, 25738.5 24816.5, 24384.0, 25257.0. 25151.0, 34194.5 respectively. It shows that the Z- value of -1.443, -1.443, -1.168, -503, -1.531, -2.083, -1.377, -1.039, -1.168, -416 were significant at .149, .244, .615, .126, .037, .168, .299, .243 and .677. The implication that the null hypothesis is accepted that there is no significant difference in the mean rating of male and female secondary schools' students on the reasons for drug abuse as .149, .244, .615, .126, .037, .168, .299, .243, and .677 are greater than the chosen level of .05.

Hypothesis 3: There is no significant difference on the mean rating of male and female secondary schools' students on the consequences of drug abuse among secondary schools' students in Delta North senatorial district.

Table 6: Data for testing Hypothesis Three at $p < .05$

	mental disorder insanity	truancy and poor school performance	psychological effects	disobedience to school authorities	heart and lung diseases	violence and aggressive behaviour	premature death
Mann-Whitney U	14821.000	13483.500	14541.000	13916.000	13726.000	12818.500	13826.500
Wilcoxon W	26146.000	33184.500	25866.000	33617.000	33427.000	32519.500	33527.500
Z	-.036	-1.635	-.364	-1.103	-1.335	-2.430	-1.232
Asymp.Sig. (2-tailed)	.971	.102	.716	.270	.182	.015	.218

a. Grouping Variable: Gender

Data in table 6 show that mean scores of male and female secondary schools' students on the significant difference on the consequence of drug abuse thus: 14821.000, 13483.500, 14541.000, 13916.000, 13726.000, 12818.500, 13826.500, and 26146.000, 33184.500, 25866.000, 33617.000, 33427.500., 32519.500 and 33527.500. It shows that the Z- value of -0.36, -1.635, -0.364, -1.103, -1.335, -2.430, and -1.232 were significant at .971, .102, .716, .270, .182, .270, .182, .218 which are greater than the chosen level of .05 showing that there is no significant difference in mean rating of male and female secondary schools' students on the consequence of drug abuse among the secondary schools' students. The null hypothesis was accepted with the exception of .015 which is lesser than the chosen level of .05 showing that there is significant difference in the mean rating of male and female secondary schools' students on the item 'violence and aggressive behaviour' as consequences of drug abuse among the secondary schools' students.

DISCUSSION

Result in table 1 reveals that beer is the most abused drug among both the male and female secondary schools' students. On the general note, both male and female secondary schools' students abuse codeine, kaikai, cigarette, kola nut, coffee, and marijuana at low extent. The male secondary school students abuse beer to a great extent. Female students abuse cigarette more than the male students. Their mean scores on the extent of the abuse of the drugs are 2.18 male, 2.05 female for codeine, 2.59 male, 2.27 female for beer, 2.28 male, 2.11 for kaikai, 2.13 male, 2.16 female for cigarette, 2.18 male, 2.06 female for coffee, 2.19 male, 1.94 female for kolanut, 1.84 male, 1.55 female for marijuana respectively. From the above, it is clear that the male secondary school students abuse drugs more than the female secondary schools' students. This agrees with Gay (2011) who asserted that though both male and female secondary schools' students were affected with drug abuse but the male secondary schools' students were more involved than the female secondary schools' students. Also, the World Drug Report (2015) stated that the abuse of both licit and illicit drugs among secondary schools' students have increased in recent years.

The results from the study show that the reasons for drug abuse among the secondary schools' students are peer group influence, to get relief from anxiety, and mental stress, to overcome worries about poor grade and poverty in the school, to become very happy and excited in a very strange way, to be bold and be able to do things which they could not have done if and

when they were normal; to keep awake during examination, to control obesity and to 'feel high'. This is in line with the views of Ofuebe (2014) who noted that peer group influences, relief from anxiety and mental stress and to become very bold are the reasons for secondary school students' abuse of drugs. Also, Ukegbu et al. (2014) posited that peer group pressure characterized by the desire to be accepted among friends, economic frustration, emotional and psychological stress, anxiety, depression, low self-esteem are students' reasons for abusing drugs. The female secondary schools' students indicated that lack of love from parents is not a reason for drug abuse among students and this contradicts the opinion of Minzhany (2015) that lack of love from parents lead secondary schools' students into drug abuse.

The study shows that the consequences of drug abuse among secondary schools' students include mental disorder (insanity); truancy and poor school performance, psychological effects like sleeplessness, restlessness, anxiety and depression, disobedience to school authorities, heart and lung diseases, violence and aggressive behaviour and premature death. This result agrees with the views that the consequences of drug abuse among secondary schools' students are mental disorder (insanity), unkempt personality, heart and lung disease, poverty and debt, damage to brain and liver, violence and aggressive behaviour, and premature death (Odedele & Egotanwa, 2010; Ukegbu et al., 2014; Benneth & Holloway, 2014).

CONCLUSION

In the 21st century, drug abuse has increased rapidly among secondary schools' students. Secondary schools' students refer to students in upper basic education level schools (JSS 1-3) and senior secondary schools (SS1-3). Based on the findings and discussions of the study, the following were deduced. Beer is the most abused drug among both the male and female secondary schools' students. On the general note, both male and female secondary schools' students abuse codeine, kaikai, cigarette, kola nut, coffee, and marijuana at low extent. The male secondary school students abuse beer at great extent. Female secondary schools' students abuse cigarette more than the male secondary schools' students. It was concluded that the male secondary schools' students abuse drugs more than the female secondary schools' students. The reasons for drug abuse among male and female secondary schools' students are peer group influence, to get relief from anxiety and mental stress, to overcome worries about poor grade and poverty in school, to become very happy and excited in a very strange way, to become very bold and be able to do things which they may not have done if and when they were normal, to keep awake during exam, to control obesity and get fitted and to 'feel high'. The consequences of drug abuse among secondary schools' students are mental disorder (insanity), truancy and poor school performance, psychological effects: (sleeplessness, restlessness, anxiety and depression), disobedience to school authorities, heart and lung diseases, violence and aggressive behaviour and premature death.

Recommendations

Based on the findings, discussions, and conclusions, the following recommendations were made:

- Adequate orientation and sensitization should be organized and given to secondary schools' students in the consequences of drug abuse.

- There should be rehabilitation of drug addicts. Secondary schools' students that suffer one form of drug –related illness should be taken to rehabilitation centers for treatment. Therefore, they should be given counseling services on regular basis to ensure that they quit drug intakes.
- Parents and teachers should live exemplary life of being free from drug abuse and discourage their children/ students from drug abuse.
- National Drug Law Enforcement Agency (NDLEA) must also intensify their anti-drug campaigns in order to have a drug-free society with a special focus on the secondary school students. They should ensure that punishment be meted out to students who abuse drugs.
- There should be a synergy between the school management, government and other stakeholders on the strategies for curbing drug abuse in the society

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