



Impact of Drug Abuse on Academic Performance of Students in Senior Secondary Schools in Bauchi State

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ABSTRACT

This study examined the impact of drug abuse on learning attitudes among senior secondary school students in Bauchi State. A descriptive survey design was used. A Stratified random sampling was used to select nine (9) public senior secondary schools, simple random is used to select twenty (20) students from each school, given the total of one hundred and eighty (180) students for this study. The instrument used for data collection was a structured questionnaire developed by the researcher based on the reviewed literature of the study. The instrument was given to three (3) expert one (1) in measurement and evaluation and two (2) expert in Guidance and Counselling for validation all from Bauchi state, the instruments with twenty (29) questionnaire items statement from four (4) research question, Mean and standard deviation were used to answer the research questions, The Pearson Product Moment Correlation Coefficient (PPMC) was used to correlate the two scores in order to establish the reliability index. The validated instrument was established at 0.08 Cronbach Alpha Coefficient. Based on these findings, the study concludes that drug abuse is a complex phenomenon in special education centre. Therefore, there is need for more students to explore deeper on this pertinent issue. It is recommended among others that Most of the students suggested that instead of punishing those found with drugs in school, and they should be counselled out of the habit. Most of the teachers felt that guidance and counselling Departments should be strengthened with counselors equipped with knowledge and skills to handle those with drug problems.

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INTRODUCTION

The term drug is defined as any substance that when absorbed into a living organism may modify one or more of its physiological functions. The term is generally used in reference to a substance taken for both therapeutic purpose and abused substances (Kwamanga, Odhiambo & Amukoye, 2013). Globally and even regionally, drug and substance abuse is an ever expanding problem and is recognized as a threat with serious effects on people's health, security, socio-economic and

cultural welfare. In Nigeria, students have consistently shown that there is considerable prevalence of drug and substance use; with varying preference rates found for both overall and specific drug abuse (Abdulkarim, Mokuolo, & Adeniyi, 2015).

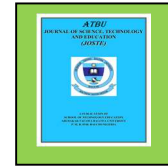
Secondary school students are at stage or period of adolescence. Adolescence is a period of transition from childhood to adulthood and this critical developmental period is marked by several physical, psychological and social changes. Adolescents are a segment of population with age

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range between 13-19 years. Most of the secondary school students in Nigeria are usually within the adolescence age range of 13-19 years (Olugbenga, Adebipe & Abodurin, 2019). Adolescence is a time of experimentation, exploration, curiosity and identity search. Part of such a quest involves some risk-taking, including the use and abuse of psychoactive substances, which are the drugs that exert their major effects on the brain resulting in sedation, stimulation or change in mood of an individual. Adolescents are faced with the huge task of establishing a sense of identity.

The new cognitive skills of maturing adolescents give them the ability to reflect on who they are and what makes them unique. All of the developmental changes that adolescents experience prepare them to experiment with new behaviors. This experimentation results in risk-taking, which is a normal part of adolescent development (Sue, Sue & Sue, 2009). Engaging in risk-taking behavior helps adolescents to shape their identities, try out their new decision-making skills and gain peer acceptance and respect (Ponyon, 2019). Some of the risk that adolescents pursue may pose a real threat to their health and well-being these could include; excessive alcohol consumption and drug abuse. Haladu (2013) describes drug abuse as excessive and persistent self-administration of a drug without regard to medically or culturally acceptable patterns. Odejide (2010) posited that, a drug is said to be abused when its use is not pharmacologically necessary especially when it is used in face of legal prohibition or when socially acceptable beverage is used excessively.

Drug abuse may lead to organized crimes and disruption of normal academic programmes. Sambo (2018) viewed that chronic use of substances can cause serious and sometimes irreversible damage to adolescent's physical and psychological development. The alarming evidence in the prevalence of drug abuse, the effects and consequences of substance abuse among students has called for concern and challenge to all helping professions to mount strategies of equipping youths with skills of living devoid of substance abuse. In Nigeria

today, the consequences of substance abuse are diverse, including acute and chronic health, social as well as psychological problem. There is disruption of interpersonal relationships particularly within the family, marginalization, criminal behavior, school failure, vocational problems and failure to achieve normal adolescent milestones, yet these adolescents are expected to be the leaders of the country in the future when they do not even have any focus for the future. Drugs alter the normal biological and psychological functioning of the body, especially the central nervous system (Melis, Spigga, & Marco, 2015).

Majority of the Nigerian youths ignorantly depend on one form of drug or the other (such as Tobacco, Indian hemp, Cocaine, Morphine, Heroine, Alcohol, Ephedrine, Madras, Caffeine, Glue, Barbiturates & Amphetamines) for their various daily activities (Oshikoya & Alli, 2016). Maithya (2019) revealed that the common reasons for drug abuse amongst secondary school students in Nigeria are mostly out of curiosity and acceptance by friends (peer pressure). Kiru (2014) posited that peer pressure was responsible for youths' consumption of drugs for the purpose of stimulating appetite for food. Ndom & Adelokun (2016) argued that male children from an unstable family were associated with high risk of substance abuse, this argument is supported with clinical findings by Nkyi (2015) indicated that cannabis abusers are mostly young Nigerian men, including students, who have been deprived of parental supervision and warmth from infancy.

Awoyinka (2012) argued that the very high rate of alcohol use and abuse among students in secondary and tertiary institutions in Nigeria began from their childhood or early adolescence. Drug abuse has made students less serious and concern about their academics as they stay away from classes and lessons. Drug abuse debilitates the strength and will power of the students to study their books and engage in other academic activities, which could lead to their poor academic performance. Today, more Nigerian youths are becoming drug dependents, while Nigeria gradually transits from the status of a drug-

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consuming nation to that of a drug-producing one (Staff, 2012).

Other substances like Indian hemp, which is frequently produced in Nigeria and other substances like Methamphetamine and tablet with Codeine capable of Intoxicating are mostly found in schools (Staff, 2012). At times youth, including students, who hawk for their parents, are themselves exposed to substance abuse. Some youths will experiment and stop, or continue to use occasionally without significant problems. Others will develop addiction, moving on to more dangerous drugs and causing significant harm to themselves and the society at large (Pela, 2019). Despite the effort of many concerned bodies to curb this menace, many organizations and individuals still present these drugs as though they are harmless which often lure irrational youths into drugs and alcoholism. Drug use amongst young people should be a matter of concern to all Nigerians especially the government, school heads, the leaders of various religious groups and other Non-Governmental Organizations (NGOs).

By learning to recognize the warning signs that make students more vulnerable to substance abuse, counsellor can learn positive ways to intervene and create proactive programmes. According to an article sponsored by the American Counselling Association (ACA), the following factors can increase the risk of substance abuse among students: low household income, limited parental education, low socio-economic status, residing in an urban environment, exposure to drug use through peers and family, family history of certain mental health diagnosis. When the counsellor is aware of these risk factors, more effort can be put towards substance abuse prevention. When substance abuse counsellor do this, he/she can elicit positive changes among his students. Different ways to utilize substance abuse counselling are: school counselor as an agent to change, role of substance abuse counselling in schools, improving protective factors, implementing preventive programmes.

Academic performance is determined by the students' performance during classroom, activities, assignment, presentation and

examination. This can be evaluated through the semester or section. Academic performance is the educational aim that is achieved by a student, teacher or institution over a specific time. The academic performance of student heavily depends upon the parental involvement in their academic activities to attend the higher level of quality in academic success.

Drugs are said to be as old as man himself. Use and abuse of drugs had a long history in many cultures and societies (Musk & DeKlerk, 2013). Natural plants like opium, coca and cannabis have been used for many years. Priests in religious ceremonies have used cannabis, healers have used opium for medicinal purposes and the general population has used nicotine and caffeine in socially approved ways. In Colonial America, alcohol was not only widely available as a beverage but also served as value remedy for many medicinal purposes. The Incas of South America took cocaine which had a central role in their religious and social systems throughout civilization which stretched from around 1200 AD to 1550 AD (Wolmer, 2010).

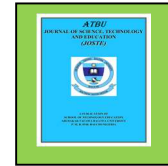
Alcohol is the most commonly used psychoactive substance in the world, as it causes 1.8 million deaths (3.2% of all deaths) and accounts for 4% of the disease burden each year (World Health Organization (WHO) (2011, 2014). It is well documented that alcohol use is associated with a range of adverse outcomes (Baliunas, Rehm, Irving & Shuper, 2010; Fisher, 2010; Lönnroth, Williams, Stadlin, Jaramillo & Dye, 2008; Rehm *et al.*, 2009; Swahn, Bossarte & Sullivent, 2018; Tumwesigye, Kasirye, 2015, 2016; WHO, 2010 & Zablotska, *et al.*, 2016). Moreover, although data remain relatively limited, it is clear that the disease burden related to alcohol use is especially high among low-income and middle-income countries where alcohol use rates are high due to limited implementation of public health policies and prevention strategies (WHO, 2017). It is a growing concern that this important public health problem remains largely unaddressed, especially in several of the sub-Saharan countries which have among the highest alcohol per capital consumption rates worldwide (WHO, 2014, 2011). In its 2011 global status

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report on alcohol, WHO outlined alcohol monitoring and surveillance as key strategies for reducing the harmful use of alcohol (WHO, 2011). To implement these strategies, particularly in low and middle-income countries, international collaborations can be particularly helpful and indeed, instrumental. Research conferences are one way in which these collaborations are fostered. A good example, is the thematic meeting of the Kettil Bruun Society for Social and Epidemiological Research (KBS), which was held in Africa for the first time in 2010. This study therefore aimed at establishing the Impact of Drug Abuse on Students' Academic Performance in senior secondary schools in Bauchi State, Nigeria.

STATEMENT OF THE PROBLEM

Drug abuse has made students less serious and lack concentration on their academics as they stay away from classes and lessons. Drug abuse causes misbehavior and criminality in the school environment such as disrespect to teachers, rape, extortion and stealing, cultism, brutality and other social vices. All these are aimed at disrupting school activities. Students who abused drugs to gain academic success never realized this impact, and at the end, result is to become drug addicts or barons instead of academicians, they are defeating the goals of education.

Umar, Isma'il and Muktar (2016) reported that abuse of illicit drugs in Bauchi State are more common among teenage age group of between 15-20 years, particularly senior secondary school students, therefore, substance use and abuse has been found to start as early as when students are in secondary school. A report by NAFDAC (2018), also noted that, the abuse of licit and illicit drugs is becoming increasingly popular among secondary school students in recent years. This development is a serious concern for Nigerian society in general and Bauchi State in particular, therefore immediate attention is required. The consequences of drug abuse are fatal and quite a number of students have died from drug over dose in Bauchi State (Umar, *et-al*, 2016).

The secondary school students withdraw from their lessons and classes to a hide-out and other isolated areas to take drugs at the expense of their education. It is very clear that drugs can influence the student concentration and his interest in the school extra-curricular activities which leads to increase in absenteeism and finally drop-outs or failure to pass their senior secondary certificate examination all as a result of change in their attitude. Thus, this study seeks to find the Influence of Drug Abuse on Senior Secondary School Students' Academic Performance in Bauchi State, Nigeria.

Objectives of the Study

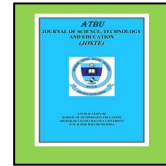
The main purpose of this study is to determine the Influence of Drug Abuse on Senior Secondary School Students' Academic Performance in Bauchi State, Nigeria. Specifically, the objectives were as follows;

1. To identify the kind of drugs that are commonly abused by senior secondary school student' Academic Performance in Bauchi State.
2. To determine how drug abuse has impact on senior secondary school student' Academic Performance in Bauchi State.
3. To identify intervention that may help to minimize drug abuse in senior secondary school in Bauchi State.

Research Questions

The study seeks answers to the following research questions:

1. What kind of drugs are commonly abused by the senior secondary school students' in Bauchi State?
2. How does the drug abuse influence senior secondary school students' Academic Performance in Bauchi State?
3. What are the interventions that may help to minimize drug abuse in senior secondary schools Bauchi State?



METHODOLOGY

The research design that was used for this study is descriptive survey design. Orodho & Kombo, (2012), asserts that descriptive survey design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. Descriptive survey research was used to produce statistical information about the influence of drugs on learning attitudes among students. The field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Gall, Borg & Gall, 1996). This survey design is also chosen because it is suitable and reliable for the research since it involves investigation of facts that could be studied in other researches. The area of the study is Bauchi State.

The population of this study covered one hundred and eighty (180) students from nine (9) selected senior secondary schools in Bauchi State. In line with this study, the population was (214) public senior secondary school in Bauchi State, the State has three (3) education zones, with the following schools, Bauchi South has one hundred and fourteen (114) public senior secondary schools, Bauchi Central has forty five (45) public senior secondary schools and Bauchi North has fifty five (55) public senior secondary schools respectively. The Table one (1) shows the summary of the population for clarity.

Stratified random sampling techniques was used to select nine (9) public senior secondary schools within Bauchi State. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics. Bauchi State has been classified in to three (3) education zones namely; Bauchi south, Bauchi central, and Bauchi north. Bauchi south has seven (7) Local government areas out of which (4) Local government areas were randomly selected. Bauchi central has six (6) Local government areas out which two (2) Local government areas were randomly selected. Bauchi north has seven (7) Local government

areas out of which three (3) Local government area were randomly selected. This gave raised to a total number of nine (9) Local government areas selected. Stratified random sampling techniques were used to select one (1) school from each of the nine (9) Local government areas selected, giving a total of nine (9) schools. A total of twenty (20) students were selected from each of the schools giving a total of one hundred and eighty (180) students selected for the study.

The instrument that was used for data collection is structured questionnaire developed by the researcher based on the reviewed literature of the study. The researcher will develop research instrument titled "Influence of Drug Abuse on Learning Attitude among Students: Counselling Intervention Questionnaire (IDALACIQ)". The instrument was structured on a four (4) rating scale of; SA= Strongly Agree, A= Agree, DA= Disagree, SD= Strongly Disagree, weighted 4,3,2,1 respectively. The structured questionnaire is divided into two sections; A and B, Section A consists of the demographical data of the respondents, which includes; Age, Sex, Marital status, Religion, Level of education.

Section B combined 5 questions on the; factors responsible for drug abuse among students in senior secondary schools in Bauchi State, kinds of drugs that are commonly abused by the students in senior secondary schools in Bauchi State, influence of drug abuse on students learning attitudes among senior secondary schools in Bauchi State, counselling intervention that may help to minimized drug abuse in senior secondary schools in Bauchi state and some of the preventive measures that may help to prevent drug abuse among the students in senior secondary schools in Bauchi State, with twenty nine (29) questionnaire items. Therefore, respondents are expected to respond to the questionnaire from the four (4) Likert scale rating. The questionnaire was used for data collection because it offered considerable advantages in the administration, it prevents an event stimulus potential to large number of respondents simultaneously and provide the researcher with an easy accumulation of data. Sambo (2015) maintained that, questionnaire gave respondents

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freedom to express the views or opinion and also make suggestion.

Orodho (2015) defines validity as a prior qualitative procedure test of the research instrument in attempting to ascertain how they are accurate, correct, true, meaningful and right in enhancing the intended data for the study. The validation of the instrument was assessed by three (3) experts in the field of Measurement and Evaluation and Guidance and Counselling in the Department of Educational Foundations, Faculty of Technology Education Abubakar Tafawa Balewa University (ATBU) Bauchi, for face and content validity. The experts were served with copy of the instrument and they were requested to crosscheck the items to see whether the content of the instrument is relevant to the objectives of the study and also to improve it in which their inputs on suitability, modification on the instrument before the final copy was produced and used for the study.

Reliability according to Sambo (2005), is the degree to which a test measures what is supposed to measure consistently. Therefore, an instrument is reliable when it can measure a variable accurately and constantly and obtain the same result under the same conditions of a period of time. The instrument was pilot tested in Gombe State which is outside the study area. The test re-test reliability method was employed with an interval of two weeks. The Pearson Product Moment Correlation coefficient (PPMC) will also be used to correlate the two scores in order to establish the reliability index. The validated instrument was established at 0.08 Cronbach Alpha Coefficient.

Three (3) trained research assistants are employed to administer the research instruments, in order to ensure confidentiality. The administration of the instrument lasted for three weeks. Then, the questionnaire was administered

and collected through these assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors are properly oriented about the data collection procedure by researcher. In addition to this, nearby follow up is kept by the researcher. Furthermore, the researcher provided orientation for all respondents concerning the objectives of the study and how the items were answered. The questionnaire was then have administered to the sampled students.

The data collected was analyzed using descriptive statistical tools of frequency, counts, mean, percentages as well as standard deviation, while hypotheses were tested using inferential statistical tool of t-test. T-test is a type of inferential statistics used to determine if there is a significant difference between the means of two groups, which may be related in certain features. The research questions are answered using mean and standard deviation. The hypotheses were tested using Pearson Product Moment Correlation (PPMC). Then hypothesis four (4) is tested using simple regression. The justification for using regression analysis is to describe relationship between a set of independent variables and the dependent variables. Regression analysis produce a regression equation where the co-efficient represent the relationship between each independent variables and the dependent variables.

RESULTS

In order to determine the influence of drug abuse on learning attitudes among senior secondary school students in Bauchi State.

4.1 Research Question One: What are the factors responsible for drug abuse among senior secondary school's students in Bauchi State?

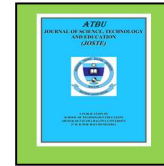


Table 1: Mean and Standard Deviation of Factors Responsible for Drug Abuse among Senior Secondary Schools Student

Variable	N	Mean	Std. Deviation
Factors for Drug Abuse	180	61.89	10.769
Academic Performance	180	72.11	13.782

From Table above, group 1 factors responsible for drug abuse has a mean score of 61.89 compared to group 2 academic performance with a mean score of 72.11 with a difference of 10.222.

Research Question Two: What kind of drugs are commonly abused by the students in senior secondary schools in Bauchi State?

Table 2: Mean and Standard Deviation of Drugs Commonly Abused by Students in Senior Secondary School

Variable	N	Mean	Std. Deviation
Drug Commonly Abused	180	61.06	9.439
Students Attitude	180	72.11	13.782

From Table above, group 1 drugs commonly abuse has a mean score of 61.06 compared to group 2 students' attitude with a mean score of 72.11 with a difference of 11.056.

Research Question Three: How does the drug abuse influence students' attitude towards learning in senior secondary schools in Bauchi State?

Table 3: Mean and Standard Deviation of Drug Abuse Influence Students Attitude Towards Learning in Senior Secondary Schools

Variable	N	Mean	Std. Deviation
Drug Influence	180	60.17	8.731
Learning Performance	180	72.11	13.782

From Table above, group 1 drug influence has a mean score of 60.17 compare to group 2 learning performance with a mean score of 72.11 with a difference of 11.944.

drug abuse and students' academic performance among the students in senior secondary schools in Bauchi state. The hypothesis was tested and analyzed using independent sample t-test. The result is presented in Table 8.

Hypothesis One: There is no significant difference between the factors responsible for

Table 4: Independent Samples Test of Factors Responsible for Drug Abuse and Student Academic Performance among Students in Senior Secondary Schools

Variable	N	Mean	SD	DF	t-value	p-value	Decision
Factors for Drug Abuse	180	61.89	10.769				
Academic Performance	180	72.11	13.782	358	7.841	.000	Rejected

The result in Table eight showed that the p-value (.000) is less than the significant value at (0.05) level of significant. This signifies that the hypothesis was rejected. Therefore, it means that the hypothesis that says there is no significant

differences between the factors responsible for drug abuse and students' academic performance was rejected and alternative was accepted.

Hypothesis Two: There is no significant difference between drugs commonly abuse and

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student attitude among the students in senior secondary schools in Bauchi State. The hypothesis was tested and analyzed using

independent sample t-test. The result is presented in Table 5.

Table 5: Independent Samples Test of Drugs Commonly Abuse and Student Attitude among Students in Senior Secondary Schools

Variable	N	Mean	SD	DF	t-value	p-value	Decision
Drugs Commonly abused	180	61.06	9.44	358	8.88	.000	Rejected
Students' Attitude	180	72.11	13.78				

The results in Table nine showed that the p-value (.000) is less than the significant value (0.05) level of significant. This signifies that the hypothesis was rejected. Therefore, it means the hypothesis that says there is no significant differences between drugs commonly abused and students' attitude to learning is rejected and the alternatives was accepted.

Hypothesis Three: There is no significant differences between drug influence and learning performance among the student in senior secondary school in Bauchi state. The hypothesis was tested and analyzed using independent simple t-test. The result is as follows.

Table 6: Independent Samples Test of Drug Influence and Learning Performance among the Student in Senior Secondary School

Variable	N	Mean	SD	DF	t-value	p-value	Decision
Drug Influence	180	60.17	8.731	358	9.823	.000	Rejected
Learning Performance	180	72.11	13.782				

The results in Table ten showed that p-value (.000) is less than the significant value (0.05) level of significant. This signifies that the hypothesis is rejected. Therefore it means the hypothesis that says there is no significant difference between drug influences and learning performance was rejected and alternative was accepted.

- The respondents agreed that, counselling intervention influenced drug abuse among students in senior secondary school in Bauchi State.

FINDINGS OF THE STUDY

Based on the results of the data presented, the following findings of the study revealed;

- The respondents believed that, kind of drugs commonly abuse influenced students' attitude in senior secondary schools in Bauchi State.
- The respondents agreed that, drugs influenced learning performance among students in senior secondary schools in Bauchi State.

DISCUSSION OF FINDINGS

On the findings of the study, it revealed that drug abuse was related to students' learning attitudes. It indicates that drug abuse influences students' learning. This study occur with the findings of Ngesu (2018) who reported that drug abuse emerged as the underlying causal agent of students' learning among students in secondary schools. One of these explanations is that, starting to abuse a drug may lead to affiliation with more drug abusing peers which, in turn, exposes the individual to other drugs. Association with drug abusing peers is often the most immediate risk for exposing students to drug abuse and delinquent behaviour. Individuals associate with peers who share social definitions favorable to the

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performance of certain activities the individuals are likely to engage in.

Drug and substance abusers like other non-users will always want to seek approval from their peers. Peer pressure accounts for 21% to 42% influence in all types of drugs and substances consumed. Studies have shown that children with poor academic performance and inappropriate social behaviour at ages 7 to 9 are more likely to be involved with substance abuse by age 14 or 15 years (Sadock and Sadock, 2013). Based on the findings of the study, it revealed that drugs-related abuse addicted by students in secondary schools caused dilemma among students in secondary schools. The findings sought to examine “teachers and head” perceptions on the drugs related abuses among students in secondary schools.

The findings indicate a need for communal support systems to be encouraged to assist struggling families who can afford to reduce the menace among their children. School administrative practices should be addressed to afford students opportunities to attend school academic activities effectively until they meaningfully complete their studies (Odejide, 2017). Drug abuse is a major public health problem all over the world (UNODC, 2005). The use and abuse of drugs by students have become one of the most disturbing health-related phenomena in Nigeria and other parts of the world (NDLEA, 2017). Several secondary school students experience mental health problems, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. NAFDAC (2004) as cited by Haladu (2013) explained the term “drug abuse” as excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interferes with the health and social function of an individual. Odejide (2010) warned that drug abusers who exhibit symptoms of stress, anxiety, depression, behavior changes, fatigue and loss or increase in appetite should be treated by medical experts and counselors to save them from deadly diseases.

The alarming evidence in the prevalence of drug abuse, the effects and consequences of substance abuse among secondary school students has called for concern and challenge to all helping professions to mount strategies of equipping youths with skills of living devoid of substance abuse. In Bauchi State today, the consequences of substance use are diverse, including acute and chronic health, social as well as psychological problems. There is disruption of interpersonal relationships particularly within the family, marginalization, criminal behaviour, school failure, vocational problems and failure to achieve normal adolescent milestones, yet these adolescents are expected to be the leaders of the country in the future when they do not even have any focus for the future. Studies carried out among the colleges of education students in Benin City by Omege and Oshiloya (2016), Nwagwu (1999), Fayombo (2000) and Obianwu (2005) found out that students and youth of easy virtue in the community are involved in cannabis abuse and stimulants such as amphetamines and cannabis. The consensus of opinion therefore seems to be that youths are also seriously involved in substance abuse.

The findings of the study also revealed that there was a significant relationship between student attitude and drug abuse in secondary schools. This finding is similar to the work of Vong and Pholphirul (2018) who reported that students' learning especially with regard to drug abuse has a strong impact on students' academic performance. Chinkere and Mayowa (2011) emphasized that in addition to chronic diseases that may affect drinkers after many years of heavy use, alcohol contributes to traumatic outcomes that kill or disable one at a relatively young age. They confirmed that alcohol is estimated to cause about 20-30% (worldwide) disease of esophageal cancer, liver cancer and cirrhosis of the liver, homicide, epilepsy and motor vehicle accidents.

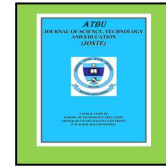
The consequences of drug abuse, as stated by Ajayi and Ekundayo (2010) include crime rates, cultism, mental illness, low self-esteem and self-respect, injuries to one's health and becoming a social outcast and bringing shame to their kin. The consequence of chewing kola-nut taking

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bland coffee and other substances that enhance one to stay awake at night could lead to addiction and substance abuse which may result in negative health implications and adversely affect performance in examination contrary to the expectation of the students (Ojikutu, 2010). Based on the findings of the study, it revealed that World Health Organization (WHO, 2019) reported that risk of exposure to substance abuse has become one of the factors that influence the development of the burden of disease. It was also noted that one-third of the disease burdens of adults can be associated with behaviours that began in adolescence.

WHO (2009) stressed that alcohol may have more immediate and severe effects on young people because their muscle mass is smaller than that of adults. Oshodi, Aina & Onajole (2010) also stated that extensive use of caffeine has been associated with brain fatigue syndrome, a culture-bound syndrome among West African students. They noted that brain fatigue syndrome usually presents poor study assimilation, functional somatic complaints involving the head and neck region and visual disturbances. In their own contributions, Adamson, Onifade & Ogunwale (2010) lamented that the trend of more adolescents using drugs (with the age of drug users getting younger) has been reported earlier. Early drug abuse has been associated with more severe addiction, delinquency, criminality and psychological and behavioural problems. Igwe & Ojinnaka (2010) also reported that the rates of psychiatric disorders are much higher among adolescents with current substance abuse and have been replicated in many studies. They concluded that substance-abusing adolescents seem to have a high prevalence of mental health symptoms compared to their peers who do not use substances.

Olley (2018) discovered that use of alcohol contributes 25% to the total explanatory power of sexual-risky behaviours among adolescents which exposes them to a higher risk of HIV/AIDS and other STD infections. Science and Nutrition (2019) also noted that excessive chewing of kola, consumption of bland coffee and other substances to stay awake, could lead to

addiction and substance abuse. Sanni, Udoh, Okediji, Modo and Ezech (2010) identified vandalism, drug abuse, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, bullying, cultism, truancy and school drop-outs as anti-social behaviours often associated with juvenile delinquents. There are many effects of drug abuse on individuals, some of them are as follows; lack of concentration, physical and mental damage, mental alertness, sleeplessness, irritability, boldness, aggressiveness, shortening of life span.

In a similar study, Olaruwa (2014) revealed that majority of their respondents perceived that influence of drug abuse on education is unfavorable to the students. The study coincide with the report of International Labour Organization (ILO) (2010) that the role of counselling keeps children more concern on their activities in school as well as the accessible and affordable of good quality of education. Based on the findings of the study, it also revealed that, sedative actions of drug controls the students' excessive and painful anxieties, this stimulants action of drugs induce a feeling confidence and make him/her find identity. This was in line with the finding of Olaruwa (2014) observed that abuse of drugs such as caffeine which is normally use to cure hanger and gain strength in the through in the northern part of Nigeria affects the central nerves system.

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