

Effects of Drug and Substance abuse on Girls' Academic Performance in Secondary Schools in Nakuru County, Kenya

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Abstract: Secondary school education is regarded as the most important stage in the educational cycle of a child as it is the level at which learners acquire proficiency in both academic and applied subjects, and the foundation of further education and work. At the end of the four - year secondary education cycle, students sit for KCSE examination that is used for certification and selection of those to be admitted in Universities and Post - Secondary training institutions. Performance of girls' in Secondary Schools in Nakuru County in national examinations has generally been low. Girls' schools tend to perform poorly compared to those of boys' therefore the study sought to assess the effects of Drug and Substance abuse on Girls' Academic Performance in Secondary Schools in Nakuru County, Kenya. The study was based on social learning theory by Bandura (1971). The study adopted descriptive research design. The location of the study was Nakuru County, Kenya. The study - targeted population comprised of Form three Girls, Deputy Principals, PA representatives and Guidance and Counseling teachers in Girls' secondary Schools in Nakuru County. The study targeted 371 girls in Form three from 74 girls' secondary Schools in Nakuru County comprising of 17 public Girls' Secondary Schools and 57 private Girls' Secondary Schools in Nakuru County. The study selected 44 Girls' Schools representing 60% of the 74 - targeted Schools. Stratified random sampling was used to get sampled Secondary Schools from each Sub County. Slovin's formula was used to get a sample size of 371 Girls from the targeted population of 5, 188 form three Girls. Primary data was collected using questionnaires, interview schedules, and focused discussion groups. Questionnaire method was used to obtain information from Students, Teachers in - charge of Guidance and Counseling and Parent Association (P. A) representatives because the Students' number was large and Parents are not always in the schools. Focused Group Discussions method was used on students. The questionnaire instruments were piloted in four of the Girls' Secondary Schools in Kericho County. Quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics involved the use of percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). Data was presented in form of tables and figures. From the findings, the study concluded that drugs and substance abuse affected the health, behaviour, discipline and the girls' participation in learning. Most of the respondents indicated that learners who abuse drugs were indisciplined and engaged in behaviors that affected their academic performance. From the conclusion, the study recommended that schools to develop policies that promote participation in learning by creating environments that make it enjoyable and interesting.

Keywords: Drug, Drug abuse, Academic Performance

1. Introduction

Drug and substance abuse is a global problem that poses a great danger to the lives of many individuals, and the political stability and security of many countries (United Nations, 1998). It has been defined as the "arbitrary" over - dependence or misuse of one particular drug with or without a prior medical prescription from qualified health practitioners (Lakhanpal & Agnihotri, 2007). Drugs and substance abuse has also been associated with academic performance (Agbonghale & Okaka, 2017). It involves harmful use of prescription, non - prescription, and illicit drugs and substances such as tobacco, Indian hemp, cocaine, morphine, Heroin, Alcohol, ephedrine, Caffeine, Glue, Barbiturates, and Amphetamines (Moses, V. Augustina, G., and Rahama, 2018).

According to the United Nations (2015), the use of illicit drugs has increased throughout the world with heroin and cocaine being the main drugs abused. Surveys by the United Nations Office on Drugs and Crime show that the extent of drug abuse among young people remains higher than that of older people (UNODC, 2018). Of major concern is that children seem to be targeted as the new market for the drugs.

Drug abuse among the general population in the United States from 2017 shows differences in the lifetime, past - year and past - month use of people aged 18–25 years compared to that of people aged 50–54 (National Institute on Alcohol and Alcoholism, 2015). These differences are partly explained by the cohort effect. The cohort effect is visible in the lifetime prevalence of those who were young in the late 1960s and in the 1990s during, which an increase occurred in the use of drugs by young people.

In Pakistan, it was reported that the number of those who started using heroin at 15 to 20 years had increased by almost 24 per cent (United Nations Office of Drugs and Crime 2014). The report by the UN office also revealed that 37 per cent of adolescents aged between 15 - 19 years in Czech Republic had started abusing drugs. The report further indicated that the number of smokers in the developing world had declined, but increased by as much as 50 per cent in Asia and Pacific region over the last decade.

Drugs and substance abuse is also a challenge to many countries in Africa. Drug use, in particular heroin, is becoming a serious problem in Egypt where around 6% of sampled Secondary School Students admitted to have experimented with drugs (Kavutha, 2015). A survey conducted in Ethiopian among adolescents indicated that drug use was rising considerable (Tesfaye, Derese &

Volume 10 Issue 8, August 2021

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Hambisa, 2014). The African Union Ministerial Conference on Drug Control in Africa Report (2004) indicated that opiates were abused by those aged 15 and above in at least sixteen countries with a prevalence rate ranging from 0.01 to 0.8 per cent. The role of Africa in the global drug supply chain has also increased as the continent was ranked second in the production, trafficking and consumption of cannabis. The supply accounted for the 26 per cent of the total seizures of drugs globally in 2001 (UNODC, 2004).

South Africa was among the top 10 narcotics and alcohol abusers in the world based on the numbers engaged in the vice and expenditure (Christian Addiction Support, 2016). For every 100 people, 15 had a drug problem and for every 100 Rands in circulation, 25 Rands were linked to the substance abuse problem. The main drugs abused in South Africa were; cannabis, methamphetamine, heroin and cocaine. Jointly, the three drugs accounted for over 86% of all cases treated for drug and substance abuse. Substance dependency statistics showed that drugs consumption (cannabis, cocaine, and tik) in South Africa was twice the global average and second to none in Africa (UN World Drug Report, 2014).

The average age of drug dependency in South Africa was 12 years and decreasing. Drugs and substance abuse is also a major problem in Kenya. According to the National Campaign against Drug and Substance Abuse (NACADA), (NACADA, 2011) the past twenty years had seen drugs and substance abuse soar to an extent that it cuts across all sectors of life. The report noted that the level of drug and substance abuse was alarming because many young people were being hooked on drugs each passing day, with alcohol; bhang and tobacco being used by even school going children. Those between 16 to 30 years of age, a critical period in one's development, were the most affected.

In Nairobi, 50% of students have taken drugs in the past, half of who became regular users. Between 30 to 40% Class Seven, Eight and Form One learners had taken drugs at one time or another NACADA (2019). According to (United Nations Office on Drugs and Crime (2014) by the age of 15 years in Kenya, 34% of this age group had used tobacco, 18% cannabis sativa, 32% had abused *Khat* (miraa) and 5% cocaine; The study further noted that with the age group at most risk was between 16 and 18 years.

Drug and substance abuse has also become an issue of great concern in Nakuru County (Mwenesi, 2013). A study on drug and substance abuse among adolescents in County conducted by Gathumbi (2013) revealed that 20 per cent of teenagers aged between 12 and 22 smoked cigarettes, 9 per cent had tried smoking bhang and another 23 per cent drunk beer and spirits. This age group represented high school and college youth. Oteyo and Kariuki's (2009) study revealed increased prevalence of drug and substance abuse in schools. Reports from the Nakuru County Education Office (2015) indicated teachers and communities around schools were concerned over the rate at which students were abusing alcohol and tobacco related products.

The mean grades of boys ranged for the five years 3.78 to 5.5 while those of the girls were between 3.61 and 5.31. The

results show a steady decline in the mean grades for three years and a slight improvement in 2018 and 2019. Generally the overall performance was low given that, the grading was done out of a maximum of 12 point. It means most of the students did not qualify for university admission since it requires a mean of 7 points (C+) or quality course in tertiary institutions. The data also reveal that there was a gender bias in performance in favor of the boys. This is consistent with the observations of education cabinet secretary, which indicated that the performance of girls in the KCSE (KNEC, 2016, 2018) were general poor and below those of the boys. The KCSE performance of students in Nakuru County, like their counterparts at the national level has also been low.

1.2 Statement of the Problem

Secondary school education is regarded as the most important stage in the educational cycle of a child as it is the level at which learners acquire proficiency in both academic and applied subjects, and the foundation of further education and work. At the end of the four - year secondary education cycle, students sit for KCSE examination that is used for certification and selection of those to be admitted in universities and post - secondary training institutions. Performance of girl's in Nakuru County in national examinations has generally been low. Girls' schools tend to perform poorly compared to those of boys.

Drugs and substances have an impact on performance because they affect students' health, discipline, behaviour and participation in learning. It is possible that drugs and substance abuse could be the cause of low performance of girls in Nakuru given that the County has been experiencing an increase in cases of drugs and substances use among students. Reports from the Nakuru County Education Office indicated that students, teachers, and the communities around schools are concerned with the level of alcohol and tobacco abuse. This study examined drugs and substance abuse and its effects on performance of girls in secondary schools in Nakuru County, Kenya.

1.3 Research Question

What are the Effects of Drug and Substance Abused on Girls' Academic Performance in Secondary Schools in Nakuru County, Kenya?

1.4 Theoretical Review

Bandura (2001) based the study on social learning theory. The theory of social learning underscores the importance of the process of imitation and modeling in significant learning. The potential drug abuser imitates the model in his/her environment. The models are friends, parents, siblings or television stars. The learning and imitation occur in an indirect fashion through experience of others, referred to as vicarious learning. Through observation and internalization of what others are experiencing, people learn good and bad behaviors. Pupils who engage in drug abuse most likely learn the behaviour from the environment. Teachers and adults in society are the role models for pupils. case they get involved in drug abuse, the pupils may aspire to such behaviors. Social Learning Theory is relevant to this study

since it forms the basis for studying the factors, which determine the development of behaviour among pupils. The habits could be influenced by their gender, age and social pressure from the peers they interact with in schools. Out of curiosity, pupils undertake activities, which make them vulnerable to drug and substance abuse.

2. Literature Review

2.1 Drug and Substance Abuse and Academic Performance

Drugs and substance abuse has been identified as a serious constraint to effective teaching; administration of schools and learning process in educational institutions globally (Ibrahim, B, Bakori, F. L., Abdul - Kadir, I. L, and Jabo, A. J., 2019). Drug and substance abuse has been linked to; defiance to school rules and regulations, intolerance, violence, insecurity, and antisocial behaviour that pose difficulties in management of schools. It has also been linked to poor academic performance by several studies.

Renes and Strange (2015) conducted a study on effect of drug and substance abuse in adolescent females in rural communities in U. S. A. The findings revealed that females who exhibited aggressive behaviour were at a higher habit of abusing drugs and substance. This study was conducted in a developed country, and targeted adolescent females in rural communities. Furthermore, it did not examine the association between drugs and substance abuse and academic performance as the current study. Its findings might not be applicable to female students in secondary schools in a developing country like Kenya.

Straus (2015) investigated the influence of drugs and substance on sexual behaviour of University students in the United Kingdom. The findings revealed that lifestyle, individual and structural factors played an important role in influencing risky sexual behaviour. The findings further revealed that students who abused drugs were more likely to engage in risky sexual behaviour. This study involved University students and only explored the relationship between drugs and sexual behaviour. It was unlike the current one, which examined the effects of drugs and substance abuse on secondary school girls' academic performance. The findings might not be applicable in Kenyan due to its location, target population, and socio - economic conditions, which are key determinants of drugs and substance abuse.

Kulis., Marsiglia., Lingard., and Nagoshi (2011) carried out a study on gender and substance use among students in two high schools in Monterrey, Mexico. The study noted that both male and female students abused drugs and substances. The study also noted that the number of female students engaged in the vice was steadily increasing and gender was not a determinant of drugs and substance abuse. This study like the current one was concerned with drugs and substance abuse among students. However, it only examined the link between gender and drug abuse, not academic performance, which was the focus of the current study.

Wagner, Stempliuk, Zilberman, Barroso, and Andrade (2007) conducted a study on alcohol and drug abuse among University students in Brazil. The findings showed that number of male students who took alcohol was higher than that of the females. The findings also showed that the number of students of both sexes who took marijuana was increasing. The study has some similarities with the current one as it targeted students and examined gender and drugs and substance abuse. However, the study did not examine how drugs and substance abuse affected academic performance among girls in secondary schools. It was unlike the current one, which examined the effects of drugs and substance abuse on girls' academic performance.

Agbonghale and Okaka (2017) investigated the effects of drugs and substance abuse on academic performance of education technology students in Nigerian public Universities. The results indicated that the students had no cogent reasons for taking drugs, apart from feeling good, being like their peers and dealing with stress. The results also indicated that peer groups played a key role in influencing drugs and substance abuse and the vice adversely affected the students' academic performance. The study was concerned with drugs and substance abuse and academic performance like the current one. However, it was carried out in Nigerian Universities, unlike the current one, which was conducted in girls' secondary schools in Kenya.

Komen (2014) conducted a study on socio - economic factors that influence use of drugs, among secondary school students in Uasin Gishu East Sub - County. The study established that relationship between students and family and or friends, parents/ guardians' highest level of education were the social factors, which influenced drugs and substance abuse. It also established that the amount of pocket money a student had and ownership of a vehicle by parent/guardian were positively correlated to drugs and substance abuse. Even though it involved secondary school students, the study did not explore the relationship between drugs and substance abuse and academic performance nor was it specific on the gender of the targeted students, like the current one.

Kang'endo (2010) examined the effects of drugs and substance abuse on students in Nairobi Province. The results of the study showed that drugs and substance abuse was associated with increased cases of stealing, poor academic performance, bullying, absenteeism, sex abuse, strikes, untidiness and poor personal hygiene. The results also showed that drugs and substance abuse was related to health problems like nervousness, red eyes, memory loss, being confused, feeling sleepy and tired, anxiety, sweating, being terrified, shaking and vomiting. Despite the study establishing the effects on drugs and substance abuse in secondary schools, it did not focus on academic performance among girls like the current one.

2.2 Summary and Conclusion

The literature review on effects of drugs and substance abuse indicated that the theme had been extensively researched, world over (Moses, V., Augustina, G. and Rahama, I.2018;). Renes and Strange (2015) conducted a

study on effect of drugs and substance abuse among adolescent females in rural communities in U. S. A. while Myers (2016) study examined extent and consequences of alcohol and other drugs used among adolescents in South Africa. Muoti (2014) assessed the effects of drugs and substance abuse on participation in learning among secondary school students in Kathonziweni sub county, Makueni County, Kenya. The focus of some of the studies were on consequences of drugs and substance abuse, while some, which were conducted in Colleges and Universities did not involve students. Those which involved Secondary Schools' Students were not carried out in Kenya (Agbonghale & Okaka, 2017), or did not target girls only (Adan, 2016). This dearth in literature necessitated another investigation on effects on drugs and substance abused on academic performance of girls in Secondary Schools, in Nakuru County, Kenya.

3. Research Methodology

This study adopted descriptive research design. Descriptive research design allows for gathering in - depth information that may be either quantitative or qualitative in nature. This allows for a multifaceted approach to data collection and analysis. Descriptive studies usually result in rich data. Therefore, given that the total target population was 5, 188, this was a relatively large study sample. According to Kathuri and Pals (2003), descriptive design is majorly concerned with describing the state of affairs, as it exists.

3.1 Location of the Study

The location of the study was Nakuru County, Kenya. It comprises of eleven sub - counties, namely: Naivasha, Gilgil, Subukia, Nakuru North, Nakuru Town West, Nakuru Town East, Rongai, Molo, Njoro, Kuresoi North and Kuresoi South. Nakuru County is largely cosmopolitan, endowed with a myriad of school types and divisions. Nakuru County is one of most populated County in the country with a population estimate of 1.6 million people (Kenya Bureau of Statistics Census, 2009). Cases of drug abuse among students have been widely reported (Nakuru County Director of Education, 2017). According to the Nakuru County Director of Education (2017), the prevalence of drug abuse among students was the highest with 21.7% prevalence compared to the neighbouring counties such as Baringo, which recorded a 14.2% prevalence rate of drug abuse. Cases of drug abuse have been widely reported in Nakuru County, which might be linked to the high number of rehabilitation centres. In the past 5 years, the County has experienced an upsurge of rehabilitation centres, which were not there before. Some of these are Philadelphia Street Children's Home, Street Children's Assistance Network of Nakuru, Grace Children's Centre and Tumaini Children's Home. Majority of these have experienced an increase in the number of girls, with some of them registering an equal number of boys and girls.

3.2 Target Population

Nakuru County had 408 Secondary Schools, of which 266 were public and the remaining 142 were private, with students' enrolment of 95744 (Nakuru County Government,

2014). Out of the 408 schools, 74 were girls only schools, 17 of which were public while 57 were private. The target population of the study was; all (74) deputy principals assuming that each school produced one deputy principal, all 74 guidance and counselling teachers, all 1145 PA members and all 21782 students in girls only (public and private) Secondary Schools in Nakuru County. The accessible population was all 74 deputy principals, all 74 guidance and counselling teachers, all 74 PA chair persons and all 5188 form 3 students in girls' only Secondary Schools. The Deputy Principals were targeted because they are in charge of discipline. The P. A Chairpersons were targeted because they had children in the targeted schools and were representatives of parents. The selection was also informed by the fact that parents are responsible for the financial and moral support of their children and play a vital role in their discipline. Form three girls were chosen because they had been in Secondary Schools for a reasonable period and were in a better position to give information about drug and substance abuse.

3.3 Sampling Procedure and Sample Size

The study selected 44 girls' schools representing 60% of the 74 targeted schools. This is in accordance with Mugenda and Mugenda (2003) who stated that a good sample size should be at - least 60% of the total target population. Stratified Random Sampling was used to get sampled Secondary Schools from each Sub - County. Stratified sampling is a form of random sampling in which the population is divided into more groups (strata) according to one or more common attributes. In this study, girls' schools within the same Sub - County formed a stratum

Purposive sampling was used to select only girls in form three. Purposive sampling is a sampling technique in which researcher relies on his or her own judgment when choosing members of a population to participate in the study. In this study, the researcher purposively selected form three girls since they have stayed in school long enough to give valid information about drug abuse. The sample sizes of the student respondents were determined using the Slovin's formula (Huck, 2013) which is as follows.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample size
N = population size
e = margin of error
1 = is a constant value

$$= \frac{5188}{1 + 5188(0.05^2)}$$

$$= \frac{5188}{1 + 1207}$$

$$= \frac{5188}{13.97}$$

$$= 371$$

Slovin's formula was used to get a sample size of 371 girls from the targeted population of 5, 188 form three girls. The formula was appropriate when dealing with large populations. Stratified random sampling was used to calculate the number of sampled girls in each Sub - County. Stratified random sampling ensures that each sub - group of a given population is adequately represented within the

whole sample population of a research study. In this study stratified random sampling was used to ensure each sub - county produce a sample size proportionate to the number of the targeted girls. The study sampled 44 girls' secondary schools. Each school produced one deputy principal, guidance and counseling teacher and one P. A chairperson hence a sample of 44 deputy principals, 44 guidance and counseling teachers and 44 PA chairpersons.

3.4 Data Collection Instruments and Procedure

Primary data was collected using questionnaires, interview schedules, and focused discussion groups. The three instruments were used so that, in case of any weakness on a certain instrument, then the other instrument could take care of that particular weakness. Questionnaire method was used to obtain information from students, teachers' in - charge of guidance and counseling and parent association (P. A) chairpersons because the students' number was large and parents are not always in the school. Questionnaires were the most appropriate instrument to collect data among guidance and counseling teachers and P. A chairpersons since it enabled the researcher to collect a large amount of information in a reasonably quick space of time. Due to this characteristic, interview schedule was appropriate in collecting more information from the deputy - principals since it gave them an opportunity to elaborate on the issues that were not covered in the questionnaires. Focused group discussions method was used on students because of the fact that they make the respondents feel safer since the response is a general feeling across the group and hence no single person can be afraid of being victimized by the response given by the group.

3.5 Pilot Testing

Before collecting the actual data, the researcher pre - tested the questionnaires to ensure reliability and validity of the instruments (Orodho, 2005). The questionnaire instruments were piloted in four of the Girls' Secondary Schools in Kericho County since the respondents there were similar to the actual ones in the sampled secondary schools because the schools are in the neighboring county, which has similar characteristics.

3.5.1 Validity of the Instrument

The questionnaires in this study were validated through application of content validity. The researcher critically discussed the research instruments with supervisors to ensure that the information sought is clear and the questionnaires specifically sought the relevancy of information to the research objectives. The comments and observations made by these experts (Supervisors) were useful in the development and correction of the research instruments. After these consultations, the relevant comments and suggestions were synchronized.

3.5.2 Reliability of the Instrument

In carrying reliability, the researcher visited the schools where piloting was to be done a month before the actual piloting. This was intended to create a good rapport with the various respondents in the schools. Specifically, he met with the head - teachers and all the teachers to explain the purpose of the research and how he needed their assistance.

The researcher also explained to the class - teachers the importance of their assistance in arranging the students during piloting.

3.6 Data Collection Procedures

The researcher sought a permit from the National Council of Science and Technology and Innovation (NACOSTI) through Kenyatta University. The researcher then formally contacted the respondents through the Nakuru County Director of Education and explained to him/her the purpose of the study in order to seek respondents' cooperation. The researcher and his assistants then explained to the respondents on how to fill the questionnaires and then administered them.

3.7 Data Analysis

Before the process of data entry was initiated all the questionnaires, interview schedules and focused group discussions were sorted and a unique identification number assigned to each tool. These numbers were entered and used as a check out for any inconsistencies in the data. The researcher went through all the data selected and summarized them. The study involved both qualitative and quantitative data. Quantitative data was analyzed by use of Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics were used in the study, which involved the use of percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation). Data was presented in form of tables and figures.

4. Findings

4.1 Response Rate

The sample size of the study was 371 girls' students, 44 deputy principals, 44 parent association chairpersons and 44 guidance and counseling teachers. Questionnaires were distributed to all the anticipated respondents of the study. Among the girls 350 (94%) successfully filled the questionnaires, among deputy principals, 40 (91%) respondents successfully participated in the interview schedules, among guidance and counseling teachers 44 (100%) respondents successfully filled the questionnaires while among PA chairpersons 35 (80%) respondents successfully filled the questionnaires. Out of 503 sampled respondents, 469 successfully participated, giving the study a 93.24% return response rate.

4.2 Demographic Information

4.2.1 Knowledge about Schoolmates who Abused Drugs

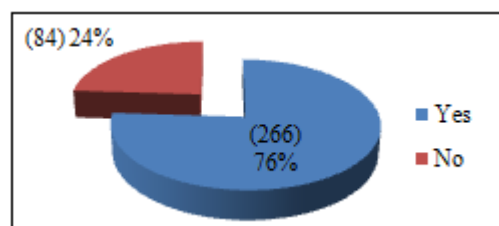


Figure 1: Knowledge about Schoolmates who Abused Drugs

Source: Research Data (2019)

The results show that slightly over three quarters (76%) of students knew schoolmates who abused drugs while the rest (24%) did not. The results suggested that drugs and substance abuse was prevalent in schools and students are aware of it. This was confirmed by the following remarks from a girl during the focus group discussion:

One day, a colleague of mine who was on her way to the residence of a classmate to collect textbooks requested me to join her. On reaching the residence, we found four girls taking alcohol. That is how I knew that some of my schoolmates use drugs and substances. (Focus group discussion held in a School from Nakuru West Sub - County, on 27th May 2019).

4.2.2 Knowledge about friends who abused drugs

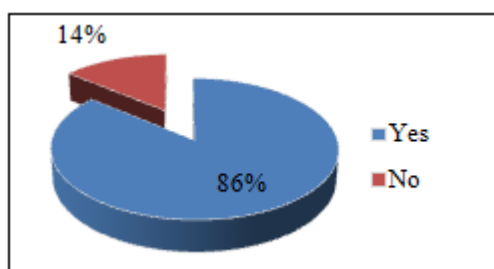


Figure 2: Knowledge about friends who abused drugs
Source: Research Data (2019)

The results revealed that majority 301 (86%) of the students had friends who abused drugs while a few 49 (14%) did not. This means that the probability of students who do not abuse drugs and substance engaging in it is higher since friends and peer influence are key determinants of drug abuse (Kisaka's, 2009). NACADA (2019) also noted that the

chances of students who have friends or schoolmates who take drugs engaging in the vice are higher.

4.2.3 Knowledge of students who had fallen sick due to abuse.

Table 1: Knowledge of students who had fallen sick due to abuse of drugs

Responses	Frequencies	Percentage
Yes	182	52
No	168	48
Total	350	100

Source: Research Data (2019)

Table 1 shows that slightly more than a half (52%) of students indicated that they had knowledge of schoolmates who had fallen sick due to drugs and substance abuse while 48% of them confessed that they did not have the knowledge. The results support those of a study by Makanjuola, Daramola and Obembe (2011), which observed that drugs and substance abuse often affect the health of users. Kagendo (2010) also established that drug abuse was related to health problems such as; nervousness, memory loss, anxiety, sweating, being terrified, shaking and vomiting. These results imply that drugs and substance abuse affect students' academic performance given that good health is a pre-requisite to active participation in learning. Muoti (2014) who confirmed that drugs and substance abuse affected class attendance, learners' attention, participation in lesson activities and concentration, which in turn affect academic performance, confirmed this.

4.3 Descriptive Findings and Discussions

4.3.1 Effects of Drug and Substance Abuse on Academic Performance from Students' perspective

Table 2: Effects of Drug and Substance Abuse on Academic Performance from Students' perspective

Effects of drug and substance abuse	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Drug and substance abuse results into high rate of absenteeism	161	46	154	44	14	4	21	6	-	-
Drug and substance abuse results into lack of concentration in class	147	42	182	52	7	2	14	4	-	-
Drug and substance abuse results into cheating in exams	140	40	182	52	7	2	21	6	-	-
Drug and substance abuse results into failure to complete assignments.	175	50	112	32	28	8	35	10	-	-
Drug and substance abuse results into memory loss.	182	52	119	34	21	6	28	8	-	-
Majority of girls who abuse drugs are likely to disrespect teachers.	196	56	119	34	14	4	21	6	-	-
Girls who abuse drugs record poor grades.	175	50	133	38	35	10	7	2	-	-
Girls who abuse drugs are more likely to be involved in criminal offenses such as burning of schools and stealing.	161	46	154	44	14	4	21	6	-	-
Some girls take drugs in the belief that they enhance one's ability to stay awake for long periods and study.	196	56	119	34	14	3	21	7	-	-
Girls who abuse drugs are more likely to disrupt classes during the lessons	161	46	119	34	49	14	21	6	-	-
Girls who abuse drugs perform dismally in exams	203	58	112	32	14	4	21	6	-	-

KEY: SA= Strongly Agreed, A= Agreed, N= Neutral, D= Disagreed, SD= Strongly Disagreed, % = Percentage, F = Frequencies.

Source: Research Data (2019)

The results in Table 2 show that 46% of the respondents strongly agreed that drug and substance abuse resulted into high rate of absenteeism, 44% agreed on the item, 4% were neutral while 6% disagreed. The view of the majority (90%) was that drug and substance abuse resulted into high rate of absenteeism. This means that the vice affects learning since

those who are absent cannot participate in it. Absenteeism affects academic performance because consistent class attendance is a key factor in realisation of learning outcomes (Mobegi (2017). This was confirmed by Murburger (2011) study, which established that students who missed class on a given day were more likely to respond incorrectly to

questions related to materials covered on that day than the learners who were present.

Results in Table 2 show that 42% of the respondents strongly agreed that drug and substance abuse resulted into lack of concentration in classroom, 52% agreed, 2% were neutral while 4% disagreed. The agreement by majority (94%) of the respondents is an indication that drug and substance abuse affects concentration. Studies have shown that academic (Ibrahim *et al.*, 2019; Kiptum, 2016) performance depends on factors such as regular class attendance, paying attention, concentration and active participation in learning activities. The implication is that drug abuse affects performance since changes in concentration is bound to affect it.

Table 2 reveal that 40% of the respondents strongly agreed that students who abuse drug and substance tend to cheat during in examinations, 52% agreed, 2% were neutral while 6% disagreed. The agreement with the statement by majority (92%) implies that the probability of drugs and substance abusers cheating in tests, assignments and examinations is higher. According to Matsimoto (2010), cheating is one of the most prevalent acts of indiscipline in learning institutions. It is common among students who are either lazy or those who do not work hard due to poor health, low achievers, or some reasons such as drugs and substance abuse. The results are in agreement with those of Okediji, Modo, and Ezechk (2010) who identified examination malpractices as one of the effects of drug and substance abuse.

The results showed that half (50%) of the respondents strongly agreed that students who abuse drugs and substances always fail to complete assignments, 32% agreed, 8% were neutral while 10% disagreed. Most (90%) of the respondents agreed that drug and substance abusers rarely complete assignments. This was in line with a report by NACADA (2016) which revealed that students who abused drugs often did not complete tasks and assignments given to them. Failures to complete an assignment negatively affect academic performance since it means that some parts of the required work have not been done.

Table 2 reveals that slightly over a half (52%) of the respondents strongly agreed that those who abuse drugs and substances often lose their memory, 34% agreed, 6% were neutral while 8% disagreed. Majority (86%) felt that drug and substance abuse leads to memory loss. This is in tandem with the findings of Kang'endo (2010) who identified memory loss was one of the effects of drug and substance abuse. The loss affects academic performance since some of the items in tests and examinations assess learners' ability to recall.

The results show that 56% of the respondents strongly agreed that students who abused drugs were more likely to disrespect teachers, 34% agreed, 4% were neutral, while 6% disagreed. This means that drug abusers tend to be disrespectful. Similar sentiments were expressed during FGD:

I always avoid my colleagues who abuse drugs because they often misbehave, break school rules and

regulations, are rather rude and respect nobody.
(Njoro Sub - County, 18th June, 2019)

These results are consistent with the findings of Wangai (2015) who pointed out that most of the youth who indulged in drugs and substances often had bad manners, contempt for authority, and were very disrespectful.

The results indicate that a half (50%) of the respondents strongly agreed that girls who abused drugs attain poor grades in school, 38% agreed, 10% were neutral while 2% of the respondents disagreed. Most of the respondents strongly agreed with the item an indication that drug abuse negatively affects performance. The finding concurs with studies done by Uchendu and Ukonu (2016) that associated drugs and substance abuse with poor performance. The impact of drug abuse on performance is attributed to the fact that it affects students' health, behaviour and participation in learning, which are key determinants of achievement of learning outcomes.

Table 2 reveals that 46% of the respondents strongly agreed that drug abusers were more likely to be involved in criminal offenses, 44% agreed, 4% were neutral while 6% of the respondents disagreed. Majority agreed that drugs abuse was related to involvement in criminal activities. Similar observations were made Ajayi and Ekundayo (2010) who established that that drugs and substance abuse aided crime and cultism. Orifa's (2004) study also found that drugs and substance abuse contributed to students' indiscipline, strikes, arson and stealing in schools. These studies noted that drug abusers often misbehave, are indisciplined and rarely concentrate, all these contribute to low attainment.

The results show that 56% of the participants strongly agreed that some girls take drugs in the belief that they enhance one's ability to stay awake for long periods and study, 34% agreed with the same, 3% were neutral while 7% of the respondents disagreed. The agreement with the item by majority (90%), implies that there are a category of students who believe that abusing drugs could enhance their ability to study, which would in turn boost their grades. A study by Agbonghale and Okaka (2017) also noted that some students took drugs because they believed that it could give them powers to overcome fatigue and read for a long time. This is a misconception because drugs often interfere with normal body functions and as such do not enhance once ability to perform given task, including studying. More often than not drug abuse degrades one's ability to study leading to poor performance (Ibrahim *et al.* (2019).

The results also show that 46% of the respondents strongly agreed that girls who abused drugs were more likely to disrupt classes during the lessons, 34% agreed with the statement, 14% of them were neutral while 6% disagreed. Majority of the respondents agreed, which means they associated drug abuse with disruption of class. A study by similar observation were made by Ngesu, *et al* (2014) who noted that students who abused drugs often misbehaved, were noisy, destructive and acted rebelliously. Such actions in class are disruptive making the climate not conducive for teaching and learning. This has a long term effect on

academic performance since effective teaching and learning are its correlates.

The results further show that 58% of the respondents strongly agreed that girls who abused drugs performed dismally in examinations, 32% agreed with the statement, 4% were neutral while 6% disagreed. One of the participants confirmed these views during the focus group discussions:

I had a friend who was admitted in form one with 380 marks, and did very well in form one and form two. However, when she reached form three her marks started declining. When investigations were

done, it was established that the girl was abusing drugs. She never did well in form four examinations. (Njoro Sub - County, on 19th June, 2019).

The results imply that abusing drugs negatively affect academic performance. This is in line with the findings of Kang'endo (2010) which identified poor academic performance one of the effects of drugs and substance abuse.

4.3.2 Guidance and Counseling Teachers' perspective on Effects of Drug and Substance Abuse on Academic Performance

Table 3: Guidance and Counseling Teachers' perspective of Effects of Drug and Substance Abuse on Academic Performance

Effects of drug and substance abuse	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Girls who abuse drugs attend classes irregularly	19	42	12	28	5	12	4	10	4	8
Girls who abuse drugs are likely to engage in irresponsible sexual behaviour	28	64	11	26	2	4	2	4	1	2
Girls who abuse drugs have tendency of losing concentration in class when the class is on	23	52	17	38	2	5	2	4	0	1
Girls who abuse drugs experience memory loss in class	14	32	10	22	15	34	3	7	2	5
Girls who abuse drugs disrupt the class when lessons are on.	9	20	11	24	16	36	4	10	4	10
Most girls who abuse drugs day - dream during lessons	5	12	8	18	18	42	10	22	3	6
Girls who abuse drugs usually disrespect their teachers which in turn affects their academic performance	30	67	9	21	3	8	2	4	-	-
Girls who involve themselves in drug and substance abuse perform poorly in examinations.	26	60	13	30	2	4	2	4	1	2

Key: SA = Strongly Agreed, A = Agreed, N = Neutral, D = Disagreed, SD = Strongly Disagreed, % = Percentage, F = Frequencies.

Source: Research Data (2019)

The results in Table 3 show that 42% of the respondents strongly agreed that girls who abused drugs attended classes irregularly, 28% agreed, 12% were neutral, and 10% disagreed, while 8% strongly disagreed. The results imply that class attendance of the students who abuse drugs are irregular given that those who agreed with the statement were the majority (80%). Irregular class attendance impacts negatively on a student's mastery of concepts taught when he/she is not in class. This affects a student's academic performance and more so if the items in the assessment were taught during his/her absence. Orifa (2004) identified absenteeism as one of the effects of drug and substance abuse among students. Odumbe (2012) established that absenteeism and irregular class attendance had a negative effect on performance.

Table 3 indicates that that 64% of the teachers strongly agreed that girls who abused drugs were likely to engage in irresponsible sexual behaviour, 26% agreed, with the item, 4% were neutral, 4% disagreed, while 2% of the respondents strongly disagreed. Most (90%) of the respondents felt that drug abuse increases the chances of students engaging in irresponsible sexual behaviour. This implies that drugs abuse affects the behaviour of students which in turn exposes them to diseases. NACADA (2012) asserts that the chances of contracted diseases such as STDs and HIV/AIDS are higher among those who behave irresponsibly. These results support those of Olley (2014) who established that alcohol contributed significantly towards sexual - risky behaviour among adolescents. This exposed them to HIV/AIDS and other STDS infections. Dimbuene, Tsala and Osman (2014) who concluded that alcohol consumption made similar

observations and illicit drug abuse greatly increased the risk of contracting STIs like gonorrhoea, chlamydia, Trichomoniasis, Hepatitis B, and HIV/AIDS. Since drugs and substance abuse is linked to the health of students engaged in the vice, it is also related to academic performance. This is so because only the healthy can attend classes regularly, and actively participate in learning, which is a prerequisite to good grades.

The results indicate that 52% of teachers strongly agreed that girls who abused drugs had a tendency of losing concentration during lessons, 38% agreed, 5% were neutral, 4% disagreed while 1% strongly disagreed. The results imply that drug abusers lose concentration during lessons. The results are similar to those of Chebukaka (2012) who noted low levels of concentration among drug abusers. Low levels of concentration in class affects learning and students' mastery of the concepts taught. It thus affects academic performance since good grades require adequate knowledge in areas being tested.

Table 3 reveals that 32% of the respondents strongly agreed that girls who abused drugs suffer from memory loss, 22% agreed, 34% were neutral, 7% disagreed while 5% strongly disagreed. Majority (56%) agreed with the item an indication that those who abuse drugs suffer from memory loss. The findings support those of Kang'endo (2010), which showed that drug abuse was related to health problems like nervousness, red eyes, memory loss and anxiety among others. These findings mean that drug abuse affects the health of students. This could negatively affect their

performance since students who are unhealthy are unlikely to fully participate in learning and obtain good grades.

The results indicate that 20% of the respondents strongly agreed that girls who abused drugs disrupted classes when lessons were on, 24% agreed with the same statement, 36% were neutral, 10% disagreed while 10% of the respondents strongly disagreed. A reasonable percentage of the respondents agreed (44%) with the item. This is consistent with Ngesu M., Ndiku. J., Masese, A. (2008) observed that students, who abused drugs behave negatively, were disruptive and rebellious. However, majority (56%) was neutral or disagreed with the item, an indication that the disruptive behaviour of drug abusers is not a major issue. Such behaviors thus would not affect learning and academic performance.

The findings show that 12% of the respondents strongly agreed that most girls who abused drugs daydreamed during the lessons, 18% agreed, 42% were neutral, 22% disagreed while 6% strongly disagreed. Nearly a third (30%) of the respondents agreed that drug abusers daydream in class. Similar observations have been made by scholars like Muoti (2014) who noted that drugs like miraa caused sleeplessness. This affected students during lessons and manifested in the form of daydreaming, lack of attention and concentration. The results further show that majority (68%) were either neutral or disagreed with the item. This suggests that daydreaming is not a problem and as such, do not affect learning and academic performance. Even though most of the respondents did not agree with the item, sleep loss affect academic performance. Gilbert and Weaver (2010) noted that students who have not slept well often feel drowsy in class, look confused and end up daydreaming during lessons. Most of them do not follow instructions given by teachers nor finish their assignments on time. At the end of it all, their academic performance decline.

Table 3 reveals that 67% of the respondents strongly agreed that girls who abused drugs usually disrespect their teachers, 21% agreed, 8% were neutral while 4% of the respondents disagreed. The results show that majority (88%) felt that students who abused drugs were usually disrespectful. The findings are in harmony with those of Moses *et al* (2018), which showed that drugs abusers engaged in antisocial behaviour, were intolerant, violent and disrespectful. Lack of mutual respect between the teacher and students could affect performance since learning can only take place when the relationship between the instructor and learner is good. Abubakar and Usaini (2015) asserted that a supportive and favorable social environment enriched with enough learning facilities and a conducive class climate makes students more comfortable, these enable learners to concentrate on their academic activities that result in high academic performance.

The results in Table 3, further indicate that 60% of the respondents strongly agreed that students who abuse drugs and substance perform poorly in examinations, 30% agreed, 4% were neutral, 4% disagreed while 2% of the respondents strongly disagreed. The agreement with the item by most (90%) of the respondents implies that drugs and substances abuse negatively affect academic performance. Similar

findings were made by scholars like Agbonghale and Okaka (2017), Uchendu and Ukonu (2016), Kenkel (2010) and Ademilua (2010) who noted that students who abused drugs and substance performed poorly in academics. They demonstrated that drug abuse affected students' behaviour, health and ability to learn, which in turn influenced academic performance.

Deputy Principals' Perspectives on Effects of Drug and Substance Abuse on Academic Performance

The views of the Deputy Principals on effects of drugs and substance abuse on academic performance were also sought. The effects of drugs and substance abuse were examined on three areas, namely; students' behaviour, health and academic performance. This information was gathered through interviews which involved 35 deputies.

Most of the Deputy Principles were of the view that drugs and substances abuse affected student's behaviour. This view is supported by the below sentiment made by one of the interviewees:

Students who abuse drugs break schools rules nearly every day. They miss classes, are rude, violent, and disrespectful. Most of the indiscipline cases in this school, involve students who abuse drugs (Nakuru East Sub –County, on 29th May 2019).

These results associate drugs and substance abuse with anti-social behaviour. Similar observations were made by Ibrahim *et al* (2019) and Moses *et al* (2018). The studies established that drug and substance abuse was related to irregular school/class attendance, intolerance, violence, and other antisocial behaviour.

Majority (69%) of those interviewed opined that drugs affected the health of students who abuse them. The sentiment below made by one of the interviewees illustrates the negative effect of drugs and substances abuse on health:

Students who abuse drugs and substances are generally untidy and maintain poor personal hygiene. Some of them have red eyes, sweat, always nervous, look tired and sleepy (Nakuru North Sub - County, on 6th June 2019).

The results are an indication that drugs and substance abuse is not only a social problem but also a health related one. The findings support those of a study by Kang'endo (2010) which revealed that abuse was related to health problems like nervousness, loss of appetite, shaking and vomiting and irresponsible sexual behaviour.

Lastly, nearly all (94%) of the Deputy Principles stated that drugs and substance abuse negatively affected performance. One of them made the following remark:

The performance of those who abuse drugs is generally low since they are not serious with learning. Most of them do not attend classes regularly, are not punctual, not attentive, lack concentration and hardly perform assigned tasks

on time. Drug abusers also disturb others in class causing them to perform poorly. (Gilgil Sub - County, on 14th June 2019).

The Deputies attributed the negative effects to the fact that drug abuse affects students' behaviour, health and active participation in learning. They argued that only well behaved and healthy students could actively participate in learning, which is key to good grades. These results are in agreement with those of Muoti (2014), which showed that drugs and substances abuse affected class attendance, learner's attention, participation in learning activities and concentration.

5. Conclusion and Recommendation

5.1 Conclusion

From the findings, the researcher concluded that drugs and substance abuse affects the health, behaviour, discipline and the girls' participation in learning. Most of the respondents indicated that learners who abuse drugs were indisciplined and engaged in behaviors that affect participation in learning such as absenteeism, disrespect to teachers, failure to complete assignments, disruption of classes and day - dreaming. These outcomes negatively affect learning and academic performance.

5.2 Recommendations

The study provided evidence that drugs and substance abuse negatively affect performance by affecting the health, behaviour and discipline of the girls and their participation in learning. Indiscipline, unbecoming behaviour and inadequate participation are indicators of low interest in learning. To address this, it is recommended that schools develop policies that promote participation in learning by creating environments that make it enjoyable and interesting. This can be achieved by adopting strict school administration, appropriate teaching methodologies, Parents involving in their children's learning activities, motivating and engaging students in learning activities during instruction. Enhanced participation in learning would not only improve students' performance but distract them from abusing drugs and substances.

5.3 Recommendations for Further Research

This study has provided valuable findings, which have implications on control of drugs and substance abuse and performance in schools. However, a number of issues emerged that require further investigations. First, the study was based on the premise that performance was depended on drugs and substance abuse. It did not take into consideration other factors such as teaching methods, instructional materials, and motivation among others, which may also affect Students' performance.

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