

**Substance Abuse Among Secondary School Students in Surulere, Lagos  
State, Nigeria: (Cross-Sectional Study)**

by

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## **Certification**

I, BAKARE Adedamola Esther (51217612) hereby declare that the contents of this Master's Thesis are original and true, and have not been submitted at any other university or educational institution for the award of degree or diploma.

All the information derived from other published or unpublished sources has been cited and acknowledged appropriately.

BAKARE Adedamola Esther

2019/06/14

## **Abstract**

This study was carried out to examine substance abuse among students in secondary schools in Iponri area, Surulere, Lagos state, Nigeria. Specifically, the study aimed at assessing the prevalence of substance abuse among secondary school students in Iponri area, Surulere, Lagos state, Nigeria, evaluate the ease of accessibility to these substances identify the main reason(s) for the substance abuse and provide recommendations based on findings for suitable initiatives towards educational and sensitization programs for students.

A target population of 276 students from Junior and Senior Secondary Schools 1, 2, 3 respectively was randomly selected from Surulere local government area in Lagos State. The study employed descriptive statistical methods in order to analyze the data that was collected. There was cross checking of the questionnaires (Some of the questions were obtained from the drug abuse survey conducted by United Nations Office on Drugs and Crimes (UNODC, 2003)) to ensure that the questions were answered well. Coding of the answered questions was done, and organization of the whole information done before the analysis of the data. Qualitative data was put into different sections before being analyzed. In the analysis of the collected data, Statistical Package for Social Science was used. In order to present a clear and well understood data the results obtained were put in percentages, frequencies and in tabular formats. The study showed that the prevalence of substance abuse is 74.2%. Majority of the students (62%) had smoked cigarettes in their lifetime. It also revealed that they had started smoking basically after joining secondary school, also majority of the sampled students (70%) had taken alcohol at some stages in their lifetime. Most of those that had taken alcohol had taken it during the previous one year. The study further revealed that a large number of the students (42%) had taken marijuana at a given time in their lifetime. Furthermore, the study showed that the students (17%), though not a large number, had taken cocaine in their lifetime, 33% had taken codeine at some point in their lifetime. The students had also taken Tramadol (35%) and Refnol (18%) in their lifetime. The study showed that many of the students had taken marijuana, cocaine, Codeine, Tramadol and Refnol in several occasions for the previous one year which was an indication that the students were still taking the hard drugs.

The study revealed that most students abused drugs because of social/peer pressure 270(98%). The study also revealed that some of the students abused drugs for fun 254(92%) because it made them high. Additionally, the study revealed that parental influence (86%) was why some students abused drugs and this was the third highest reason for substance abuse. The study showed that some of the students abused drugs to overcome shyness and fear and that some abused drugs to learn faster in school. The study established that the students bought the drugs from around the school 268(97%) which accounts for the highest source of place students purchase these substances also the students bought the drugs from within the school 265(96%). The study further revealed that the drugs were bought from the students' friends 259(94%) and that the students bought the drugs from the pharmacist or chemist 160(58%) and from places around their homes all which revealed that the various drugs were readily available for the students and therefore they easily accessed them. The study revealed that the students performed poorly at school as a result of drug abuse by a mean score of 4.58. Additionally, the study revealed that the students had an accident or injury from drug abuse 4.38) and that they had a scuffle or fight after taking the drugs (4.32). The study also revealed that the students had problems with their teacher 4.26), with their parents 4.25) and that they had quarrels or arguments after taking the drugs (4.24). The study also established that the students were not well taught on the dangers of the substance abuse in their schools with a percentage of 121(44%) The study also established that most of the parents, siblings or guardians had sensitized the students on the dangers of substance abuse.

Based on the finding of these results its can be established that most secondary school students engage in the abuse of one or more substances and the use of codeine is rising fast among the students which was not so common among them in the past. And most of these substances are obtained in and around the school hence the study recommends that the students' parents and teachers should be firm in their resolve to discourage and ensure the students stop taking or do not take alcohol and other drugs which are abused in the schools. The study also recommends that the parents be careful on how they handle their marital issues so as not to affect their children, since the marital breakups and fights contribute to the students taking drugs to escape the reality at home. The parents should also avoid or control the amount of money they give to their children. If they do, the money should be

given in moderation and the parents should ensure that the money is put to good use. This is because the money sometimes is misused by the students in buying the drugs. The study further recommends that the teachers as well as the teachers should ensure they pay close attention to the company the students keep so as to ensure the students do not keep friends who are drug abusers. This will help the students not to be influenced by peer pressure. The teachers and the parents should ensure they are good role models to the students. They should make sure that they avoid going home and to school while drunk to avoid the students emulating them. The study further recommended that the schools should set up guidance and counselling departments headed by professional counsellors so as to help in sensitizing to the students on the dangers of drug abuse. This will help the students who are taking drugs to stop the habit and those not taking to avoid the indulgence.

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

The abuse of drugs cuts across geographic, demographic, social, and economic boundaries (WHO, 2014). Many adolescents are less aware of their consequences despite worldwide concerns and education about psychoactive substances. Drug abuse frequently starts among during adolescence among school going children. A survey conducted in the United Kingdom indicated that 5-20 percent of student abuse drugs with 2-5 percent of using them on weekly basis and with peak prevalence being at 14-16 years of age (Soyibo & Lee, 1999). A report by a United Nation Office on Drugs and Crime indicated that about 200 million equivalent to 5 percent of the global population aged between 15 and 64 have used drugs at least once in the last 12 months and an additional 15 million compared to the year's estimated statistics (UNODC, 2005).

In Kenya, studies have indicated that a big number of high school students have been exposed to various drugs including alcohol, miraa (khat), bhang (marijuana), glue sniffing and even other hard drugs including heroin and cocaine (Kwamanga *et al.*, 2003). In Uganda on the other hand, drug and substance abuse is becoming a trend among students (Nakamyuka, 1982). Cannabis remains the most commonly used substance among young people in Africa, aside from alcohol. The situation is similar in sub-Saharan Africa where psychoactive substances use is not well documented (Acuda, Othieno, Obondo, & Crome, 2011; UNODC, 2007; WHO, 2008).

In Nigeria, a large number of the population mostly youth buy drugs without any physician's prescription (Mohammad, 2014). About 11% of Nigerian young people are

dependent on one form of drug or the other and this poses as a threat to the sustainability of youth development agenda in the Northern Nigeria. Substance abuse has reached an alarming stage among adults, youth and children (Dankani, 2012). Apart from alcohol and drugs, the most commonly abused drugs in Northern part of Nigeria have been classified into six classes which include: stimulants, hallucinogens, the opioids, cannabis, sedative-hypnotics (Sedative), and inhalants (Ahmed, 2012; Dankani, 2012; Jibril *et al.*, 2008).

According to Ubom and Okorodudu (2004), drug abuse is practiced by all regardless of their social class. This has become a major concern to parents, schools, government authorities, religious bodies and the society at large. Other drugs such as rophynol(refnol), just to mention a few are also not left out. The terrifying degree to which these drugs have become a part of everyday life for thousands of adolescents/youths is alarming. In Nigeria there are no strict and effective policies regulating its use hence large quantities finds its way in to the streets and into the wrong hands.

Codeine occurs naturally as phenanthrene alkaloid it is an opioid agonist with analgesic, antidiarrheal and antitussive properties. Other opiates include, heroine, morphine, etc. It is not as potent as morphine its drug relative but it is powerful enough to affect the cognitive functions of the brain. Hence because of the notion of been less potent than morphine its sales and availability isn't regulated. Its effects include euphoria, apathy, relaxation drowsiness, etc. Long time use of this drug leads to tolerance and dependence. Few months ago in Nigeria codeine can be obtained as an over-the-counter product but after the BBC incidence that occurred in April the product was banned. Though sources said that the products are still sold and even sold to school students. The abuse of codeine results in

serious health complications such liver damage, respiratory depression and can also lead to death. Street name of codeine includes, school boy, etc.

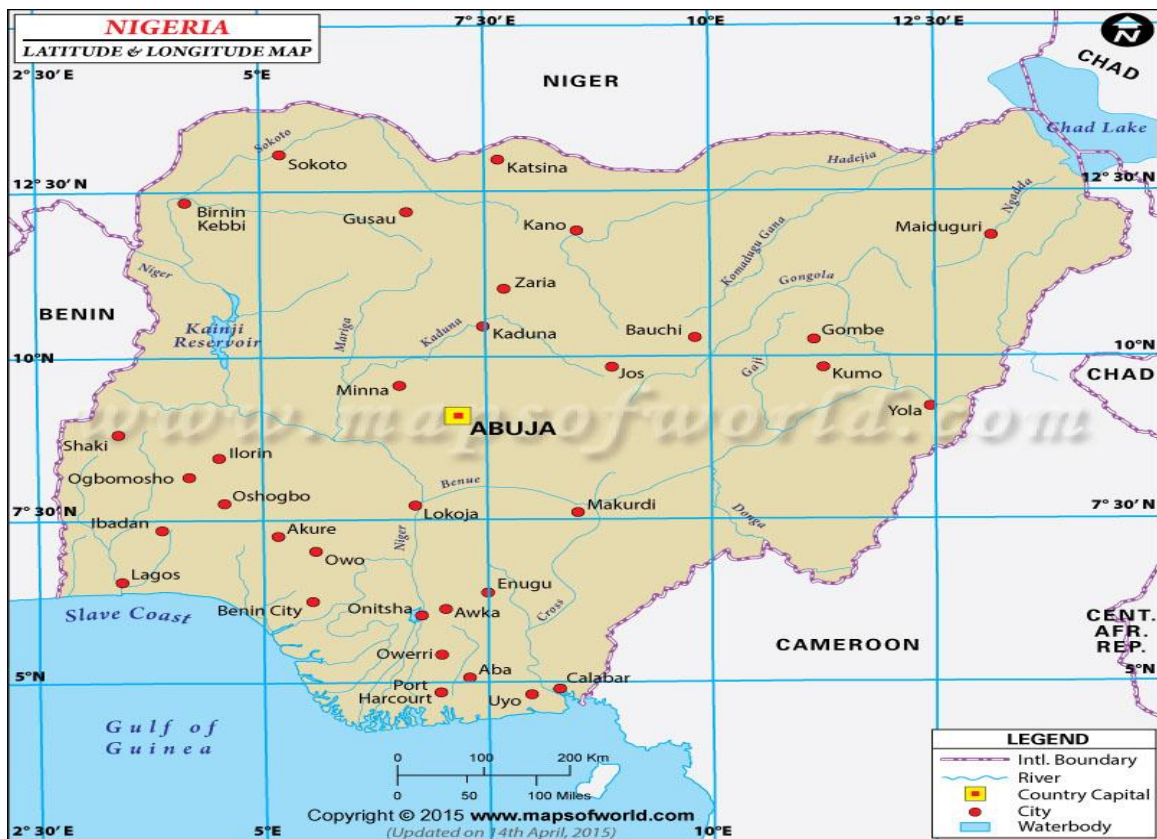
This is also a drug that helps to relive moderate to severe pain and has similar properties to other opioids. It works to change the body systems reaction to pain by bringing about relief. Though a prescription-based drug but it is still been abused and made available most times as over-the-counter medication. Frequent side effects of this drug include nausea, constipation, and irritation. While very intense and infrequent side effects may include convulsion, increased risk of serotonin syndrome, dullness and addiction (*The American Society of Health-System Pharmacists*). When mixed with alcohol it can have very dangerous side effects and most of the students and youths that abuse this product mix them with alcohol uninformed about its consequences and this has led to deaths as mostly reported.

## **1.2 Brief history of Nigeria**

Nigeria's history can be traced to prehistoric settlers who lived as early as 1100 BC. Most civilized kingdoms settled there such as the Kingdom of Nri, the Benin Empire, and the Oyo Empire. Through the Borno Empire Islamic religion got into Nigeria and other Northern states and in the 15<sup>th</sup> century through Augustinian and the monks of Capuchin Christianity came into the country. In 1851 Nigeria was taken over by the British rule and it was annexed in the formal way in 1861. In 1901 Nigeria became a British protectorate while the colonization era ended in 1960 this was when Nigeria gained its independence, precisely October 1<sup>st</sup>, 1960.

## GEOGRAPHICAL LOCATION

Nigeria is located at the very inner corner of the Gulf of Guinea on the west coast of Africa. She occupies an area of 923,768 sq. km (356,669 sq mi), which extends 1,127 km (700 mi) E–W and 1,046 km (650 mi) N–S. Comparatively, the area occupied by Nigeria is slightly more than twice the size of the state of California. Nigeria’s population is approximately 200 million people.



*Map of Nigeria*



. It is bordered by Chad on the NE, by Cameroon on the E, by the Atlantic Ocean (Gulf of Guinea) on the S , by Benin (formerly Dahomey) on the W , and by Niger on the NW and N , with a total boundary length of 4,900 km (3,045 mi), of which 853 km (530 mi) is coastline. The borders between Nigeria and Chad and Nigeria and Cameroon are disputed, and there have been occasional border clashes. Nigeria's. The country's capital is Abuja.

### **1.3 Brief explanation of some of the substances (drugs)**

#### **CODEINE:**

Codeine occurs naturally as phenanthrene alkaloid it is an opioid agonist with analgesic, antidiarrheal and antitussive properties. Other opiates include, heroine, morphine, etc. It is not as potent as morphine its drug relative but it is powerful enough to affect the cognitive functions of the brain. Hence because of the notion of been less potent than morphine its sales and availability isn't regulated. Its effects include euphoria, apathy, relaxation drowsiness, etc. Long time use of this drug leads to tolerance and dependence. Few months ago in Nigeria codeine can be obtained as an over-the-counter product but after the BBC incidence that occurred in April the product was banned. Though sources said that the products are still sold and even sold to school students. The abuse of codeine results in serious health complications such liver damage, respiratory depression and can also lead to death. Street name of codeine includes, school boy, etc.

#### **TRAMADOL:**

This is also a drug that helps to relive moderate to severe pain and has similar properties to other opioids. It works to change the body systems reaction to pain by bringing about relief. Though a prescription based drug but it is still been abused and made available most times

as over-the-counter medication. Common side effects include constipation, irritation, and nausea. And very intense side effects may include seizures, increased risk of serotonin syndrome, dullness, and addiction (The American Society of Health-System Pharmacists). When mixed with alcohol it can have very dangerous side effects and most of the students and youths that abuse this product mix them with alcohol uninformed about its consequences and this has led to deaths as mostly reported.

#### ROPHYNOL (refnol)

Rophynol is a benzodiazepine with intermediate acting properties. Its mechanism of action is similar to valium. Its short-term treatment is used for insomnia, as a pre-medication for surgery and also used for inducing anesthesia. The drug is known as “Date Rape Drug” and for a long time the drug is used illicitly to reduce depression from other drug stimulants such as cocaine, etc. and also put in people drinks to cause deep amnesia hence the victims are raped. Some of the effects of the drug include drowsiness, dizziness, lack of coordination, confusion, etc.

#### MARIJUANA

The above drug is also known as cannabis gotten cannabis sativa the hemp plant comes in different color combinations such as green, brown or grey leaves, stems which are crumb-like. Marijuana a psychoactive drug alters the mind and is also used as a recreational drug for some medical issues. The active ingredient in this drug is delta-9-tetrahydrocannabinol hence when the drug is sniffed or drwed in it moves through the lings into the bloodstream where it moves into the brain and produces different effects.

#### **1.4 Brief Explanation of the Bodies Responsible for Regulating Drug use in Nigeria**

NAFDAC (National Agency for Food and Drug Administration and Control):

This is a Federal agency under the Nigerian ministry of health saddled with the responsible of regulating and controlling the importation, exportation, manufacture, advertisement, distribution, sale and use of drugs, cosmetics, medical devices, packaged water and chemicals.

NAFDAC'S REASONS FOR THE INCREASE IN THIS EVIL MENACE,

1. Lack of proper and firm check at various ports of entry led to the increase in the trafficking, importation and smuggling of high quantities of these illicit and abusive substances.
2. Inadequate strategies and actions by different stakeholders has left the issue unresolved and worsening daily.
3. "Inadequate monitoring of open drug markets by Pharmacists Council of Nigeria (PCN), NAFDAC and the Ministry of Health."

NDLEA (National Drug Law Enforcement Agency)

This is also a Federal agency saddled with responsibility of ensuring that hard drugs such as Marijuana (cannabis), Cocaine, etc. are not sold, imported or trafficked within the country. They are present in the country's Airports, seaports, and borders.

### **1.5 Problem Statement**

Illicit use of substances is alarmingly increasing, spreading so fast and eating deep into individuals, the society and the world at large. Its consequences are injurious to the society, leading to crimes, increase in diseases, and deaths of youths whom are the leaders of tomorrow. Today, there are over 85 million drug users around the world. No one and no country are devoid of these evil menaces. (Awake, July 8, 2001). Investigations and news reports revealed that Problem Statement

The problem of drug abuse is a big threat to the Nigerian society. This issue has been in existence far back as over 50 years ago and it seems to have gotten worse and worse over time. Crime rate, which is directly related to drug abuse, has escalated to levels that are very disturbing. The culprits of many criminal acts turn out to be very young people who have just left secondary school. Among the drug abusers are students in secondary schools. These abused drugs and other substances affect them academically, psychologically and socially. At times they are expelled from school and they turn up to be delinquents and join street life. Illicit use of substances is alarmingly increasing, spreading so fast and eating deep into individuals, the society and the world at large. Its consequences are injurious to the society, spawning crimes, spreading diseases, killing the youths whom are the future leaders. Investigations and news reports revealed that illicit drug use is on the increase among students/youths O.Y Oshodi (2017).

There has been reports of incessant student unrests, riots, crimes and cultism which have been associated with drug abuse in many learning institutions in Nigeria (Yusuf, 2010; Aluede, Jimoh, Agwinede, Omoregie, 2005). This research study sets out to evaluate the situation of substance abuse among students in secondary schools in Iponri area, Surulere

in Lagos state, Nigeria with intentions to acquire data that is reliable to be used in developing appropriate intervention measures and preventive strategies. There are about three cities in Nigeria that when drug/substance abuse issues are stated there is a very high probability that either of these cities would be mentioned Lagos, Kano and Abuja.

### **1.6 Research Questions**

This research was aimed establishing the situation of substance abuse among students in high schools in Iponri area, Surulere, Lagos state in Nigeria. The following quantitative and qualitative questions guided the study:

- i. What is the prevalence of substance abuse among secondary school students in Iponri area, Surulere, Lagos state, Nigeria?
- ii. How easy is it for the students to access the substances for abuse?
- iii. What are the main reasons for the substance abuse?
- iv. What are some of the recommendations for suitable initiatives towards educational and sensitization programs for students?

### **1.7 Significance of the Study**

The findings of this study can enrich the country's national drug dependence preventive education. The research brought forward some information that would significantly help government agencies concerned with education in making policies. This is because these agencies would use the information to come up with new and better policies in addition to amending the prevailing policies on illicit drug use. This was important because it was more detrimental to leave things as they were, for the lives of both the abusers and their families. The health sector especially public sector and the educational sector in Lagos state could make use of the information which was provided by this study for creation of

awareness and educational programs among the parents, stakeholders and the society at large on the risks involved in the abuse of substances. This was hoped to significantly reduce the number of students that engaged in this illicit act. It was likely that teachers, schools and training colleges would find this study a rich and valuable resource for preparation of more impactful learning sessions on substance abuse preventive education. Curriculum developers were similarly likely to make use of the study's results and output while organizing and sponsoring co-curricular activities that are aimed at substance abuse education. The study's findings were expected to be an important contribution to theory, and tools of studying substance abuse in Lagos state and the entire Nigeria. Finally, the findings would be important for the setting up of a substance abuse specialized interventions program. It was expected that through such interventions, a systematic eradication of substance abuse among students in schools might end. Students would then focus their attention to schooling, and hence improve their performance significantly. The study would be significantly helpful to students as well as other scholars who in the future would be interested in the same research topic, as it become some of the literature available for review.

### **1.8 General Purpose**

The purpose of this study was to examine the situation of substance abuse among students in secondary schools in Iponri area, Surulere, Lagos state, Nigeria.

### **1.9 Specific objectives**

The study was guided by the following specific objectives:-

- i. To assess the prevalence of substance abuse among public secondary school students in Surulere, Lagos state, Nigeria.
- ii. To evaluate the ease of accessibility to these substances.
- iii. To identify the main reason(s) for the substance abuse.
- iv. Provide recommendations based on findings for suitable initiatives towards educational and sensitization programs for students.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature reviewed based on the objectives of the study. This includes review on the prevalence of substance use among secondary school students, ease of accessibility to the substances, the main reason(s) for the substance abuse and suitable initiatives towards educational and sensitization programs for students. Additionally, the chapter presents the theories underpinning the study.

#### **2.2 Prevalence of Substance use among Secondary School Students**

In a study on patterns of drug abuse carried out on secondary school students in a southwestern city of Nigeria it was depicted that the commonly abused drugs included: cannabis (16.7%), analgesics (46.7%), inhalers (14.0%) and tobacco (14.3%) while 8.3%, 7.4%, and 6.4% of the respondents were found to be using alcohol, sedatives and solvents respectively (Atoyebi & Atoyebi, 2013). According to Eneh & Stanley (2004), in a study conducted in River state, alcohol and tobacco were noted to be the most used substances. In Lagos Nigeria, a study done among public secondary schools showed the mostly misused psychoactive substance (29.1%), followed by stimulants such as kola nut and coffee (23.3%) (Okonkwo, Lawal, Ojo, Eze, Ladapo & Harry, 2010). Most of these studies conducted in Nigeria depict alcohol averagely as the most favorite substance among secondary school students. These findings seem to be equivocal with the considerations of the substance abuse trend that exists currently in our society.

Students, particularly those in secondary school usually sees users of substance as an individual who is strong, tough and bold. Students usually use drugs due to peer pressure



especially those suffering from low self-esteem and confidence feel that using drugs gives them a sense of accomplish social acknowledgment. The consumption of illicit drugs according to George (2014) among secondary school students is a worldwide issue which is eating deep to the new order of the day. This is the case according to him because secondary school students are much more vulnerable at such a transformative period of their lives hence are more disposed to dangers which is normally linked to the shortage of awareness creation on the abuse of substances.

The office of the United Nations on Drugs and Crime in 2011 rated Nigeria as consuming cannabis at the highest level and being the highest consumer of amphetamine in the African continent. The use of illicit drugs usually starts amongst secondary school children hence the need of an early awareness campaigns in schools. Perkinson (2012), postulated that, liquor is a central sensory system depressant and dulls the cerebrum making learning a troublesome undertaking. At the point when students misuse liquors their thinking ends up impeded and school becomes less important in their life. Drug misuse likewise influences the brain, bringing about a noteworthy decrease in its capacities. Abianwu (2015) affirmed that tramadol, codeine and marijuana is by a long shot the most commonly utilized substance abuse with utilization of 4% of the total populace contrasted with 1% for every other medication joined.

### **2.3 Ease of Accessibility to the Substances**

Easily accessible drugs and the affordable cost of the drugs has been associated with the increase in drug abuse. As was postulated by Kaguthi (2014), the fact that illegal drugs such as mandrax, heroin, cocaine etc., are easily available, coupled with the ease of getting the legal substances such as alcohol and cigarettes increases the chances of drug abuse.

Therefore, the readily available drugs is attributed to and is in fact the most significant cause of increased prevalence of drugs and substance abuse by the young people. Prescription drugs (medicine) is for instance bought from pharmacists even without proper prescription from doctors. This claim has further been supported by Kithi (2017) who indicates that addicts are able to visit chemists and acquire strong drugs that should only be bought with a doctor's prescription. In Kenya, Kaguthi (2014) noted that commonly abused drugs such as miraa, Khat, as well as tobacco are openly and easily grown in the country. During the growth, manufacturing and distribution of these drugs, the young people easily acquire them. Additionally, traditional and illicit brews such as alcohol are easily accessible to the students.

In the rural setup, where the loneliness, isolation and inadequate recreational opportunities are common, the youth take to taking traditional alcohol and tobacco which are easily accessible and it becomes easier for them to do so because there is decreased care given to them. In fact, Lukoye *et al.*, (2011) reported that as compared to the urban youths the young people in the rural areas are more prone to alcohol and tobacco abuse. On the other hand the young people in the urban areas perceive the illicit drugs such as cocaine, heroin, and marijuana as easily accessible because there is prevalence of use of such drugs in their neighborhoods.

Foo, Tam, and Lee (2012), have stated that technology has also greatly contributed to the ease of accessibility of the drugs to the youths. They note that the internet has opened up avenues for business to take place including the sale of drugs. The internet has become a good tool for the marketing and sale of supplements, some of which are deemed to be mixed with illicit drugs such as marijuana. With just one click the internet enables both the

first time and constant drug users to be in contact with the sellers and the drugs are quickly delivered at their doorsteps (Forman, Marlowe & McLellan, 2016). The internet maintains the constant flow of drugs to the chronic drug users. The web has also become a tool of recruiting new drug users whereby the drug peddlers advertise their drugs and give information about different drugs. The young people who are curious get the information and, in their endeavor, to try out the drugs end up becoming constant drug users.

#### **2.4 The Main Reasons for the Substance Abuse**

Previous research has indicated the existence of various potential determinants of drug use among students. The environmental determinants in the students' life such as student abuse, exposure to drugs, and media influence, lack of supervision, and peer pressure play role in use of drugs by students. Internal determinants that are intrigued in the student or form part of their personalities such as poor social skills, self-esteem, attitudes about drugs, and many others also play a role in the use of drugs by students as by Lukoye *et al.*, (2011). If there is no close relationship and good upbringing in a family, student is more prone to drug abuse. Ineffective parenting, chaotic homes, poor parent children relationship are also likely to push children into drug abuse and criminality (Elizabeth, *et al.*, (2003). Where parents and caregivers abuse drugs children can feel insecure and may turn to drugs as an escape (Gerstein and Green 1993; Kumpfer, Olds, Alexander, Zucker and Gary, 1998). When money is made available to students as pocket money and allowances in excess can also pull the student into drugs as they have a lot of money to dispose (Kingala, 2000).

There is no clear known cause of drug abuse, neither is it understood why certain persons can use drugs for a short period and quit easily whereas others keep on using them despite negative risk they pose to their health and other undesirable consequences. Various studies

have been conducted on factors contributing to the predisposition of a person to use drugs and substances. For instance, Johnson et al. (2003) described three basic classes of risk factors to drug abuse: demographic, social- economic and behavioral. Lang (2001) suggests that individual characteristics of adolescents are also involved in the onset of substance abuse. Martinez (2004) found out many risk factors that rises the chances that a teenager will abuse drugs; early use of alcohol or tobacco, family alienation, religious settings, school and community environment, poor performance in academics and not finding school interesting, antisocial behavior like keeping friends who abuse drugs, not having a strong positive role models, family background where a family has a history of drug abuse and lack of consistence discipline or direction from parents.

According to Haladu (2013), abuse of substance is majorly caused by peer pressure and group influence, it plays a central role in manipulating a lot of young individuals into drug misuse. Students usually depend more on their friends and less on their parents in Nigeria and other parts of the world because one may not relish the company of others except if he conforms to their way of life and norm. Haladu (2013) went further to explain that students have a high level of experimental curiosity which also plays a role in the increased rate of students getting into drug use and also the fact that the first trial of drug abuse puts one in a state of happiness, oblivious and gives them pleasure which makes them motivated to continue.

Lack of parental control and supervision has also encouraged the act of substance abuse. Haladu (2013) explains that a lot of parents or guardians who are supposed to be responsible to their children don't have much time for supervision as some parents barely have constructive and interactive conversations, some merely pressure their kids for

excellent achievements in school further encouraging them to initialize and increase the increase of drug intake because the intake of drug amongst students has been said to increase learning span amongst some.

The increase of availability of these drugs in Nigeria and the fact that it is easily accessible doesn't make the fight against drug intake amongst secondary school students easy. This as explained by Haladu (2013) further deepens students who are prone to personality issues because of socio-economic situations. The standard of living and the social well-being and the economic level of most people in Nigeria is classified as below average. There is widespread poverty and the unemployment levels have continued to skyrocket. These epidemics can lead to depression, which serves as another main cause of substance abuse. Another huge cause of continuous intake of drug is the desire to avoid developing withdrawal symptoms by the abusers of the drugs. When drug abusers have halted the habit, they go through a series of episodes of anxiety, pain, shakiness, excessive sweating. Because drug users cannot tolerate these symptoms, they tend to continue to abuse drugs (Igwe & Ojinnaka, 2010).

Orubu (2013), in their research harped widely on reasons students use drugs because of school accomplishment in examination, social acknowledgment and acceptance from friends perceived to be strong tough and bold Students, particularly those in secondary school will in general observe the drug users as the right sort of people to be associated. According to Olatunde (2015), the secondary school students take drugs, for example, amphetamines pro-plus to help to stay active when studying which in turn helps for success in examination. Others take the drugs curiosity, strength, companionship/ friendship, pleasure in get-together, academic weight, sound-rest, sexual-ability, and execution in

games. Substance misuse is an intense issue among secondary school youths and which has gradually made the normal Nigerian student to be maimed, condemned to an existence of misconduct, insanity, and untimely death.

### **2.5 The association between substance abuse, social problems and academic performance of students**

Students who continuously and persistently abuse drugs often times experience challenges in academics and sometimes they may end up in juvenile justice system. Hawkins, Calatano and Miler (1992) conducted a research and found low level of commitment to education and higher truancy rates appear to be as a result of drug and substance abuse among students. According to Abot (2005), drug abuse influences the brain which leads to a major decline in the functions it carries out. This is one way that drug abuse reduces student concentration span. They also affect career development by interfering with the awareness of one's unique potential and interest (Kikuvi, 2009). Drug abusers experience cognitive and behavioral problems which at times affect their academic performance and pose as obstacles to learning for their classmates (United Nations, 2005).

Akers (1991), Ballas (2016) and Akus (2010) viewed the effects of substance abuse to comprise of a breakdown of one's nervous system, increase of the rate of heartbeat, allowing for chest and lung pain with frequent illnesses. It also causes the blood vessels to dilate, makes an individual unnecessarily hopeless, aggressive and selfish, interfering with the student's judgment making him make poor uninformed decisions as it poisons the higher brain and nerve center. More so, the use of substance encourages bad illegal and undisciplined behaviors as students become hyperactive prompting them to behave in ways considered to be abnormal thereby leading the to commit crimes on some occasion. Most

especially, substance abuse encourages poverty, as one spends a lot of money to purchase these drugs and for students this becomes detrimental to their academic life as they rather spend their money on drugs as opposed books (Akus, 2010). Substance abuse can also render a student unstable as drug abuse has been associated to mental health breakdown (Ballas, 2016).

The World Health organization has postulated that one of the main dangers of being exposed to drug abuse is that the abusers are prone to so many ailments. The drug abuse opens the body to attacks thereby causing diseases. It was likewise noticed that 33% of the ailment weighing down on the grown-ups today can be related with practices that started when they were young. WHO (2009) further focused that liquor may have progressively prompted extreme impacts on the young people simply because their bodies are sensitive and their muscles have lighter mass as compared to the grown-ups.

## **2.6 Theoretical Review**

### **2.6.1 Social Learning Theory**

The study was anchored on the social learning theory as proposed and advanced by Bandura (1977). The theory is based on the premise that the youth learn the anti-social behavior from relatives, parents, their teachers, their close friends as well as others who they consider as their role models in the society. The theory therefore avers that the young people's associations with the role models who are using drugs and abusing substances, is most likely to influence the youths' admiration of the addict's behaviors and thereby be introduced to the habit of taking the drugs. This eventually leads to the youth's change in behavior and becoming prone to future drug abuse. It also puts more emphasis on the expectations people have formed concerning alcohol and other drugs' effects.

The theory also avers that people who are able to adequately cope with issues in their lives and who have high self-esteem have the ability to drink at levels that are socially acceptable and are also able to make friendships with other people who are able to avoid the abuse of alcohol. According to Bandura (1977), the people who are not able to cope with issues in their lives turn to taking alcohol and abusing drugs to be able to reduce their stress, escape from the tension and problems and be able to feel better again. Bandura (1977), also believes that a young person learns about things in life by observing what others are doing. The individual cognitively adopts the behavior of others. This theory's relevance is in its affirmation that students learn to take and abuse drugs or not abuse them through observing and internalizing. The behavior may diminish if the abuse of drugs negatively affects the youths' life by suspension from school, loss of friends and becoming sick.

## **2.7 Summary of the Chapter**

This study has reviewed literature on what other scholars have said about the subject of the study. Specifically, the study has reviewed literature on the prevalence of substance use among secondary school students, ease of accessibility to the substances and the main reasons for the substance abuse. The chapter has established that alcohol is averagely the most favorite substance among secondary school students. The study has also reviewed literature on the association between substance abuse, social problems and academic performance of students. The theory has also presented the theory underpinning the study where the social learning theory has been identified and discussed. The chapter also presents the summary of the review.



## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter has presented the methodology which was used to carry out the study. The chapter thus presents the research design, target area, data collection, data analysis and ethical considerations by the study. This was research done on a cross sectional, descriptive survey design. A target population of 276 students from Junior and Senior Secondary Schools 1,2,3 respectively that was selected randomly from Surulere local government area in Lagos State (Nigeria). Questionnaires were then administered to the respondents.

#### **3.2 Research Design**

Research design is defined by authors such as Orodho (2014), as a plan, scheme or outline that researchers use to answer questions arising from research problems. Cooper and Schindler (2011), have also defined research design terming it as research structure. The current study adopted, as its research design which guided it, the descriptive cross-sectional survey. The fact that this type of design helps in the reporting and description of things as they currently exist made it to be chosen for this study. As Ogula (2015), postulates the design's essential characteristic is the methodical collection of data, from the targeted population, mostly by use of questionnaires.

#### **3.3 Background of the Study Area**

Students spend six years in Secondary School, 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School). These schools are funded by the state government. Students in SSS 3 take an examination called Senior Secondary Certificate Examination (WASSCE) from which they proceed to the university. Although education

is supposed to be free in the majority of the state owned institutions, students are required to purchase books, uniforms and pay for miscellaneous things costing them an average of fifty thousand naira (\$200) in an academic year. Teachers in public institutions usually have a National Certificate of Education or a bachelor's degree, but this is not always the case as many secondary schools in Nigeria are filled with unqualified teachers who end up not being able to motivate their students. Often these schools are understaffed due to low state budgets, lack of incentives and irregularities in payment of staff salaries.

Lagos state, known as the center of Excellence is one of the states in Nigeria's 36 states is in the southwestern geopolitical zone. On the North and East it is bounded by Ogun State. In the West it shares boundaries with the Republic of Benin. Behind its southern borders lies the Atlantic Ocean. 22% of its 3,577 km<sup>2</sup> are lagoons and creeks. Lagos State is arguably the most economically important state of the country (Nigerian congress archives, 2005) and the nation's most populous and largest urban area. It is a major financial center and would be the fifth largest economy in Africa, if it were a country (Ekundayo, 2013).

Surulere is a local government residential and commercial area of 27.05 sq. km land mass of Lagos State which is located on the Lagos mainland. It has an estimated population of 1,274,362 people; this is according to the 2006 census. The population density stood at approximately 47111.35 people per sq. km. The Ojuelegba area which is part of Surulere is a major commercial site and a hub for commercial activities. Not forgetting the Aguda and Iponri markets which are also major markets in Lagos. Surulere also hosts both the National and the Lagos State Stadiums (Lagos Bureau of Statistics, 2012).

### **3.4 Population and Sample Size**

The study targeted students from public high-schools in Surulere area of Lagos State. This research was done on a cross sectional, descriptive survey design. A target population of 320 from Junior and Senior Secondary Schools 1, 2, 3 respectively was randomly selected from Surulere local government area in Lagos State (Nigeria). A non-probability sampling design in which participants were selected based on their convenient accessibility and proximity to the researcher was deemed necessary for this study. Therefore, a convenience sampling was used to collect data.

### **3.5 Data Collection**

The researcher got permission to conduct the study from the university and thereafter approached the National Commission for Science, Technology and Innovation as well as the local ministry of education offices to be allowed to conduct the study in the schools. The researcher then recruited research assistants to assist in the data collection. The researcher booked appointments with the principals of the sampled schools and there-after, together with the research assistants, visited the schools. Questionnaires were administered to the respondents by the researcher. The researcher gave clear instructions on how to fill the questionnaires to the prospective respondents and personally collected the questionnaires as soon as they were duly filled.

### **3.6 Data Analysis**

The study employed descriptive statistical methods in order to analyze the data that was collected. There was cross checking of the questionnaires to ensure that the questions were answered well. Coding of the answered questions was done, and organization of the whole information done before the analysis of the data. Qualitative data was first divided into themes and sub themes before being analyzed. In the analysis of the collected data,

Statistical Package for Social Science was used. Frequency and percentages was used in the analysis and presented in a tabular form to enhance interpretation of the data. The frequencies and percentages were also used to present and interpret the data.

### **3.7 Limitations of the Study**

The researcher encountered various limitations that tended to hinder access to information that the study sought. The main limitation of study was its inability to include many schools due to resource constraints. The study could cover more institutions across the Lagos state so as to provide a more broad based analysis. However, time and resources placed this limitation. The researcher also encountered other limitations such as none-cooperation by students since it was not easy to convince some students to fill questionnaires hence not reaching the targeted sample size. However, the researcher assured the respondents of proprietary measures that the findings would be accorded and be used only for academic purposes.

## CHAPTER 4

### PRESENTATION OF FINDINGS/DISCUSSION

This study aimed at assessing substance abuse among students in secondary schools in Iponri, Surulere, Lagos state, Nigeria. This chapter therefore presents the findings as emanating from the interviewed respondents.

#### 4.1 Rate of Response

In this study, the researcher targeted 320 respondents from Iponri area, Surulere of Lagos state to participate in the study. Out of the 320 respondents, 276, which represents 86% of the respondents, fully completed and handed over their questionnaires while the rest (44) or 14% did not. The information presented in this chapter, therefore, is as derived from the 276 respondents. The response rate was as illustrated in table 4.1.

**Table 4.1: Rate of Response**

Category	Frequency	Percent
Filled questionnaires	276	86
Unfilled questionnaires	44	14
<b>Total</b>	<b>320</b>	<b>100</b>

## 4.2 Demographic Variables

### Demographic Variables

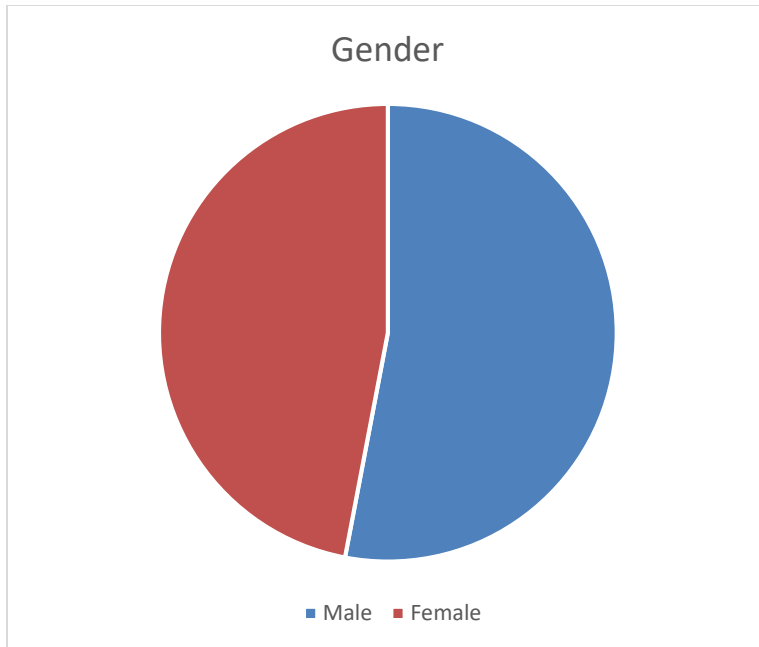
<b>GRADE LEVEL</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
JSS 1	21	7.6%
JSS 2	37	13.4%
JSS 3	55	19.9%
SSS 1	32	11.6%
SSS 2	51	18.5%
SSS 3	80	29%
<b>TOTAL</b>	<b>276</b>	<b>100%</b>
<b>AGE</b>		
Below 14yrs	<b>11</b>	<b>4%</b>
14-16	172	62%
17-18	71	26%
19-20	22	8%
<b>TOTAL</b>	<b>276</b>	<b>100%</b>
<b>GENDER</b>		
MALE	147	53%
FEMALE	129	47%
Total	<b>276</b>	<b>100%</b>
<b>OCCUPATION OF PARENTS</b>		
Employed	49	21%
Self-Employed	149	63.4%
Not Employed	23	2.7%
Religious leaders	14	2.5%
<b>TOTAL</b>	<b>235</b>	<b>100%</b>
<b>HIGHEST LEVEL OF SCHOOLING ATTAINED BY PARENTS (Father)</b>		
Completed primary school	52	18.8%
Some secondary school	44	15.9%
Completed secondary school	56	20.3%

Some college or University	28	10.1%
Completed University	18	6.5%
Don't know	78	28.3%
TOTAL	276	100%
<b>Mother</b>	Frequency	Percentage
Completed primary school or less	81	29.3%
Some secondary school	64	23.2%
Completed secondary school	48	17.4%
Some college or university	20	7.2%
Completed college or university	17	6.2%
Don't know or does not apply	46	16.7%
Total	276	100%

People	Frequency		Percentage	
	Yes	No	Yes	No
Living alone	8	268	2.9%	97.1%
Father	214	62	77.5%	22.5%
Step father	21	255	7.6%	92.4%
Mother	231	45	83.7%	16.3%
Step mother	19	257	6.9%	93.1%
Brothers(s) and/or sisters	242	34	87.7%	12.3%
Grandparent(s)	20	256	7.2%	92.8%
Other relative(s)	12	264	4.3%	95.7%
Non-relative(s)	7	269	2.5%	97.5%

#### 4.2.1 Gender of the Respondents

The study focused on getting the information from gender balanced perspective. As such the researcher requested the respondents to indicate their gender. The results were as illustrated in figure 4.1.



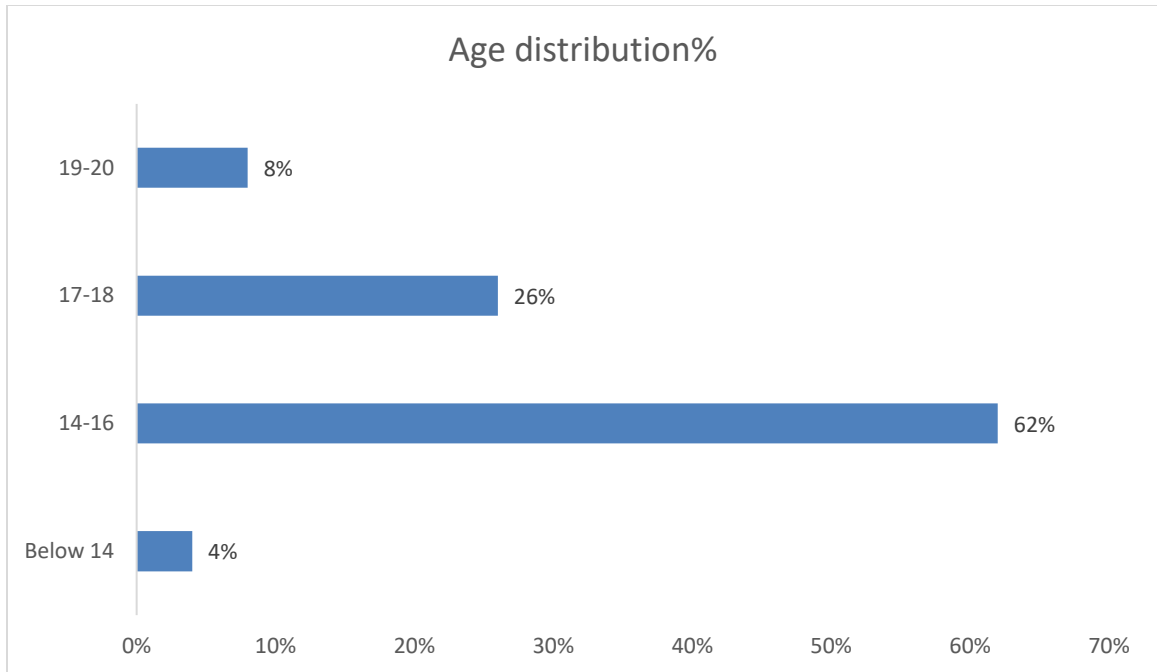
**Figure 4.1: Gender of the Respondents**

As illustrated, 53% of the research participants were male while 47% were female. This depicts that the population sample was fairly distributed in terms of gender.

#### **4.2.2 Age of the Participants**

The researcher also ascertained the age of the respondents and the findings were as presented in figure 4.2.



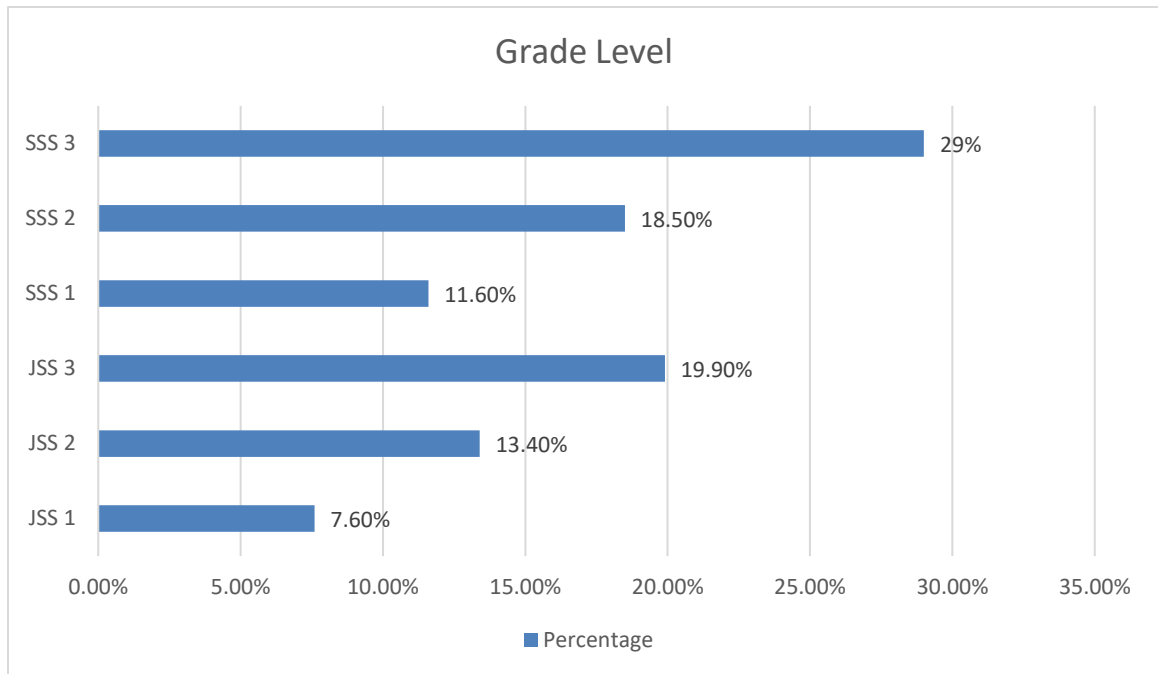


**Figure 4.2: Age of the Participants**

According to the illustrated findings, majority (62%) of the respondents were aged 14-16 years, 26% were aged 17-18 years, 8% were aged 19-20 years while 4% were aged below 14 years. This implies that majority of the research participants were aged between 14 years and 18 years.

#### **4.2.3 Grade Level**

The researcher also requested the participants to indicate the grade in which they were in. Table 4.2 illustrates the findings with this respect.

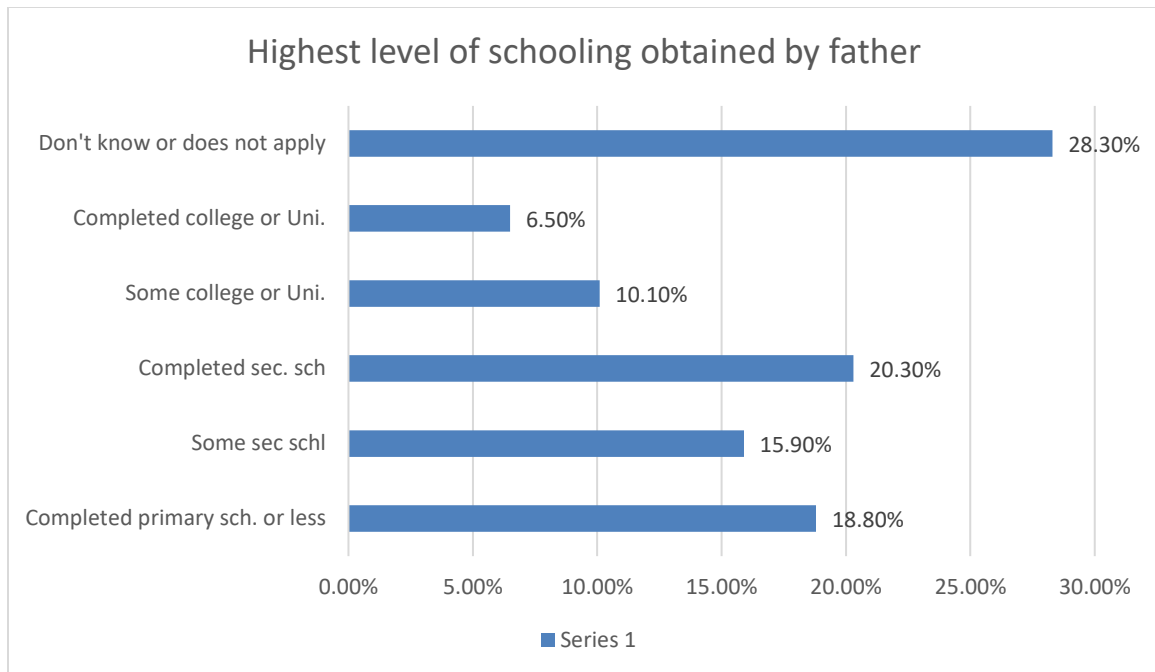


**Figure 4.3: Grade Level**

As illustrated, 29% of the participants were in senior secondary school 3, 19.9% were in junior secondary school 3, 18.5% were senior secondary school 2, 13.4% were in junior secondary school 2, while 11.6%, and 7.6% were in senior secondary school 1 and junior secondary school 1 respectively. This illustrates that the population of the study was evenly distributed across all the grade levels and the information given therefore gave the perspective across the grades.

#### **4.2.4 Highest Level of Schooling attained by the Father**

The researcher further enquired about the highest level of schooling attained by the respondents' fathers.

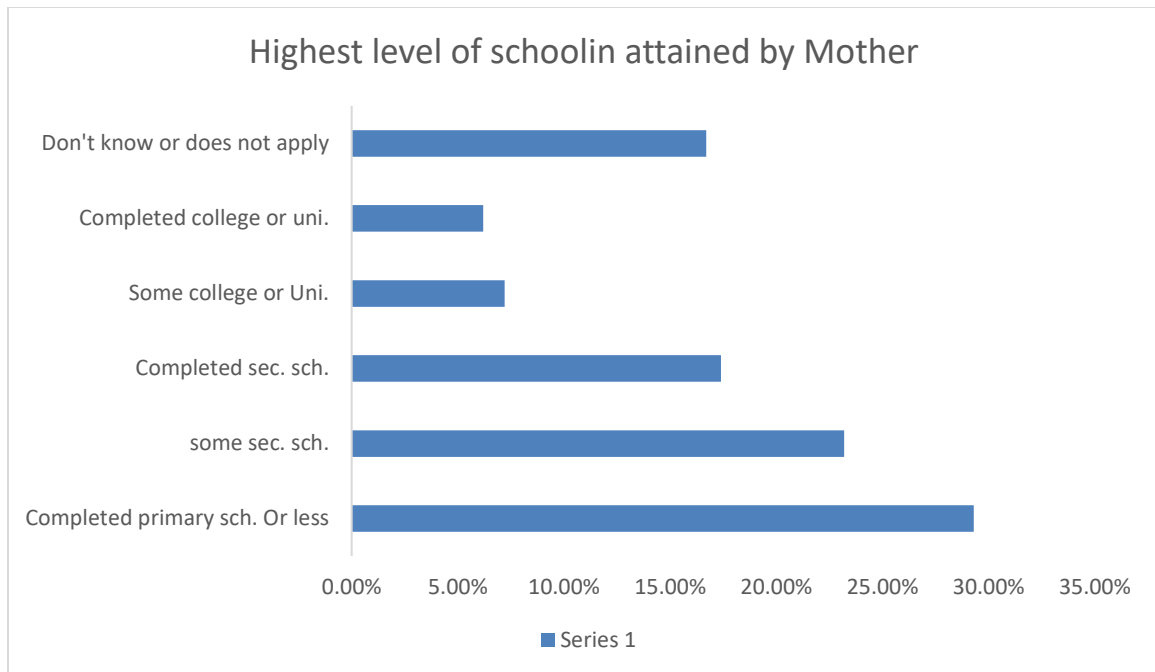


**Figure 4.4: Highest Level of Schooling attained by the Father**

As shown in table 4.3, 28.3% of the research participants either did not know the highest level of education attained by their fathers, or the question did not apply for them for various reasons such as being brought up by a single mother or in foster care. 20.3% of them indicated that their fathers had completed secondary school, 18.8% of the fathers had completed primary school or less while 15.9%, 10.1% and 6.5% indicated that their fathers had some secondary school, some college or university and completed college or university respectively. This implies that most of the fathers did not have tertiary education and had only primary and secondary education.

#### **4.2.5 Highest Level of Schooling attained by the Mother**

The researcher further enquired from the research participants about the highest level of schooling attained by their mothers. The findings were as demonstrated in table 4.4.



**Figure 4.5: Highest Level of Schooling attained by the Mother**

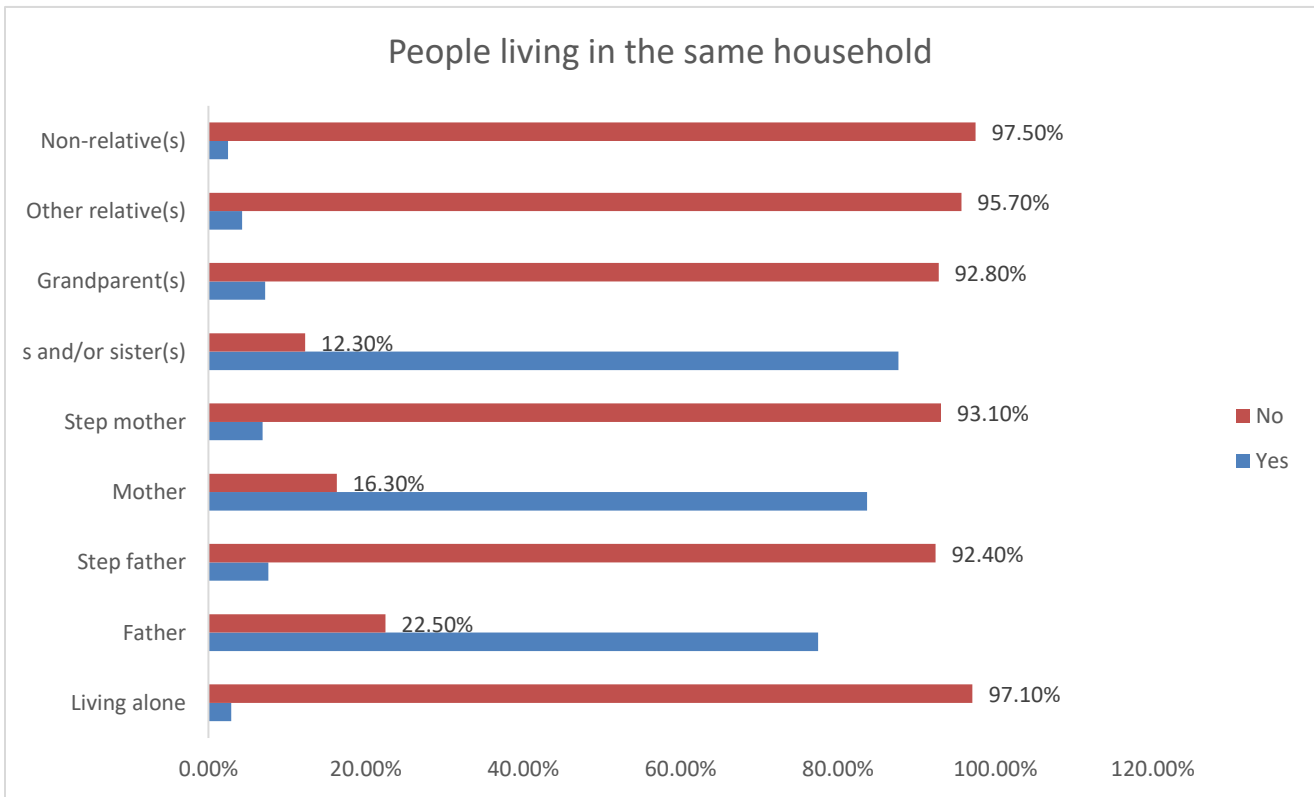
As demonstrated in the table, 29.3% of the research participants indicated that their mothers had completed primary school or less education, 23.2% indicated that their mothers had some secondary school education, 17.4% said their mothers had completed secondary school, 16.7% indicated that they didn't know their mothers level of education or the question didn't apply to them while 7.2% and 6.2% indicated that their mothers had some college or university and had completed college or university respectively. This illustrates that most of the respondents' mothers did not have a high level of education since majority of them had secondary education and less as the highest level of education attained.

#### **4.2.6 People Living in the Same Household**

The researcher also requested the participants to state the people they lived with in the same household. The findings were as presented in table 4.5.

**Table 4.2: People Living in the Same Household**

People	Frequency		Percentage	
	Yes	No	Yes	No
Living alone	8	268	2.9%	97.1%
Father	214	62	77.5%	22.5%
Step father	21	255	7.6%	92.4%
Mother	231	45	83.7%	16.3%
Step mother	19	257	6.9%	93.1%
Brothers(s) and/or sisters	242	34	87.7%	12.3%
Grandparent(s)	20	256	7.2%	92.8%
Other relative(s)	12	264	4.3%	95.7%
Non-relative(s)	7	269	2.5%	97.5%



**Figure 4.6: People living in the same Household**

As indicated in the table, 77.5% of the respondents were living with their fathers, 83.7% were living with their mothers, and 87.7% were living with their brothers and sisters. This implies that majority of the research participants were living in an ideal family with their fathers, mothers and brothers and sisters. Additionally, 7.6% of the respondents were living with their step fathers, 6.9% with their step mothers, and 7.2% with their grandparents, 4.3% with other relatives, while 2.9% and 2.5% were living alone and with non-relatives respectively.

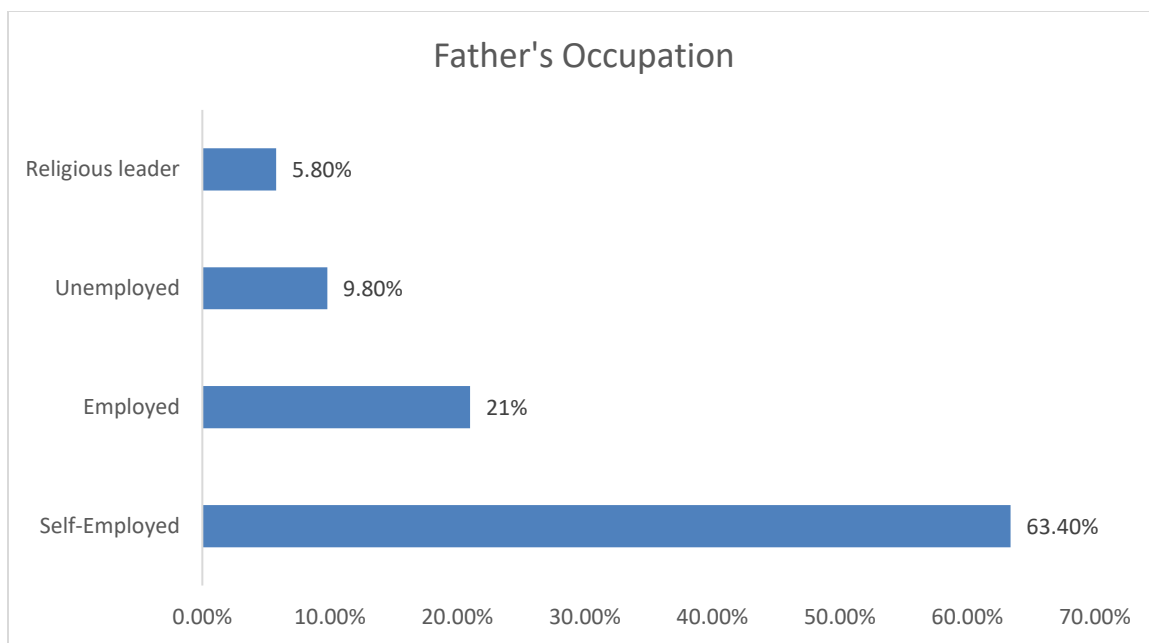
#### **4.2.7 Parents/Guardian Occupation**

The researcher also enquired from the respondents about the occupation of their parents or guardians. The findings were as illustrated in tables 4.6 and 4.7

##### **4.2.7.1 Father's Occupation**

**Table 4.3: Father's Occupation**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
Petty trader	120	51.1%
Artisans (seamstress, hairdresser, etc.)	29	12.3%
Driver	10	4.3%
White collar worker (accountant, banker, etc.)	39	16.7%
Religious leader	14	5.8%
No work currently	23	9.8%
<b>Total</b>	<b>235</b>	<b>100%</b>



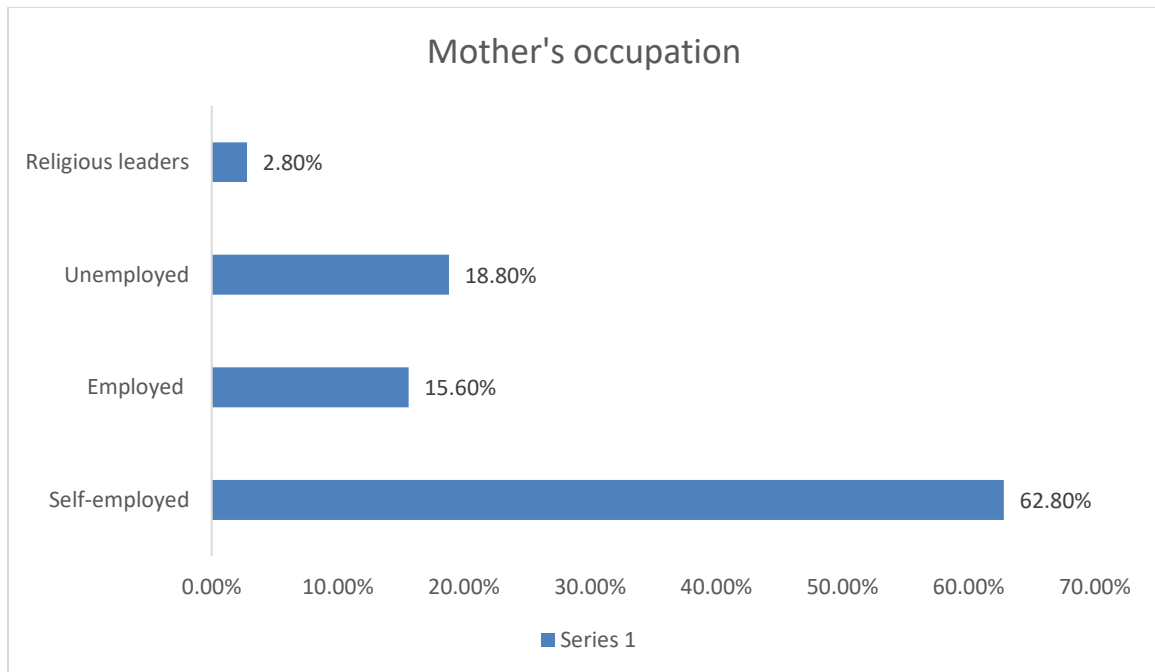
**Figure 4.7: Father's Occupation**

As illustrated in the chart, most (51.1%) of the respondents' fathers were petty traders, 16.7% were white collar workers, 12.3% were artisans such as seamstress, hairdresser, etc., 9.8% did not have any work while 5.8% and 4.3% were religious leaders and drivers respectively. This implies that majority of the fathers had some income although most of them were in jobs mostly considered lower cadre occupations and whose incomes are in most cases low.

#### 4.2.7.2 Mother's Occupation

**Table 4.4: Mother's Occupation**

Occupation	Frequency	Percentage
Petty trader	33	13.2%
Artisans (seamstress, hairdresser, etc.)	124	49.6%
Driver	2	0.8%
White collar worker (accountant, banker, etc.)	37	14.8%
Religious leader	7	2.8%
No work currently	47	18.8%
Total	250	100%



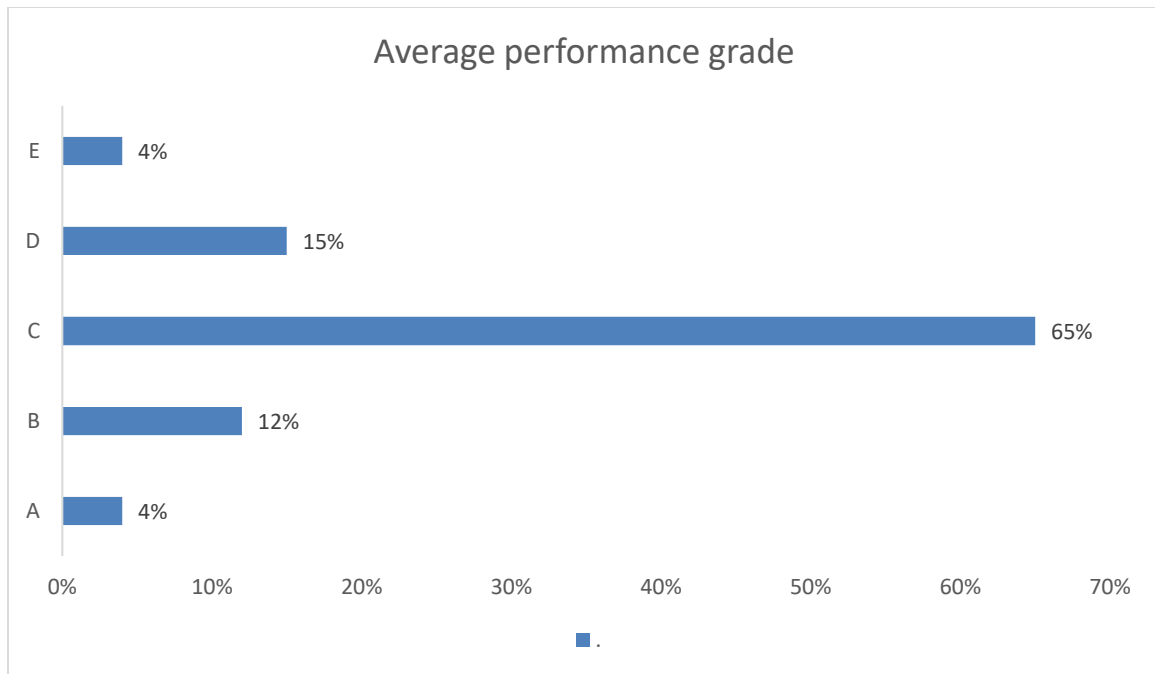
**Figure 4.8: Mother's Occupation**

On mothers' occupation, most (49.6%) of the research participants indicated that their mothers were artisans such as seamstress, hairdresser, etc., 18.8% were not working, 14.8% were in white collar jobs such as accountant, banker, etc., 13.2% were petty traders while 2.8% and 0.8% were religious leaders and drivers respectively. This also shows that most of the mothers were in informal employment.

### **4.3 Average Performance Grade**

The researcher also requested the students to indicate their average performance grade in the examinations over the previous two terms. The findings were as demonstrated in figure 4.3.





**Figure 4.9: Average Performance Grade**

As presented in the figure, most (65%) of the research participants had an average of grade C in the previous two terms, 15% had an average grade D, 12% had a grade of B, 4% had an average of grade A and E respectively. This implies that most of the students were average performers.

#### **4.4 Prevalence of Substance Abuse**

##### **4.4.1 Smoking Cigarettes**

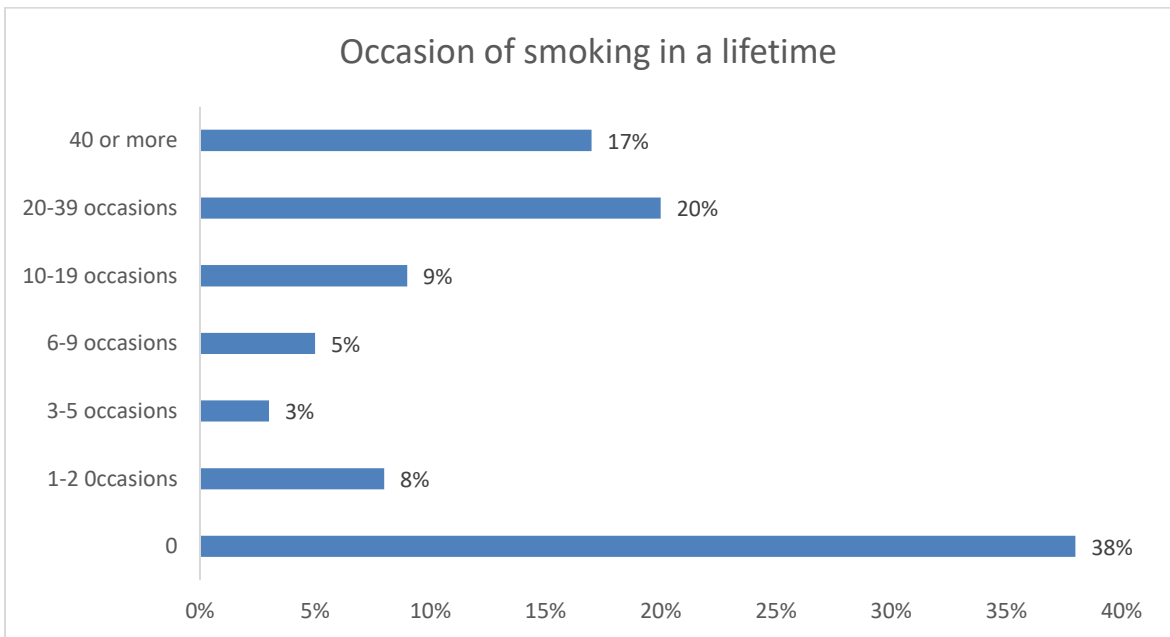
The researcher further requested the students to indicate the number of occasions (if any) that they had smoked cigarettes.

##### **4.4.1.1 Occasions of Smoking Cigarettes in a lifetime**

Specifically, the researcher requested the students to indicate the number of times they smoked cigarettes in their lifetime. The findings were as demonstrated in figure 4.4. As demonstrated, 38% of the students stated that they had not smoked cigarettes, 20% indicated that they had smoked in 20-39 occasions, 17% had smoked in more than 40

occasions, 9% in 10-19 occasions, 8% in 1-2 occasions while 5% and 3% had smoked in 6-9 occasions and 3-5 occasions respectively. This illustrates that 62% of the students had smoked cigarettes in their lifetime.

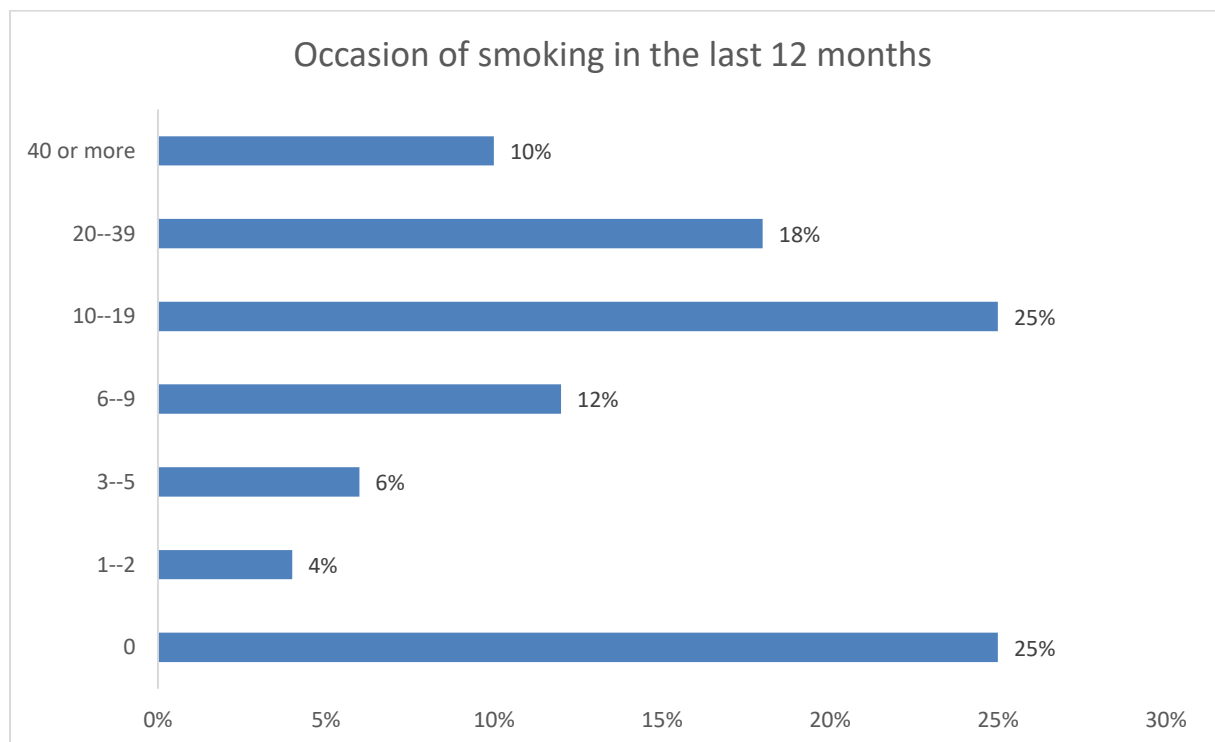
Number of cigarettes	0	1-2	3-5	6-9	10-19	20-39	40 or more	total
In your lifetime	105(38%)	22(8%)	8(3%)	14(5%)	25(9%)	55(20%)	47(17%)	276(100%)
During the last 12 months	69(25%)	11(4%)	17(6%)	33(12%)	69(25%)	50(18%)	27(10%)	276(100%)
During the last 30 days	69(25%)	11(4%)	39(14%)	69(25%)	52(19%)	34(12%)	3(1%)	276(100%)



**Figure 4.10: Occasions of Smoking Cigarettes in a lifetime**

#### 4.4.1.2 Occasions of Smoking Cigarettes during the Previous 12 months

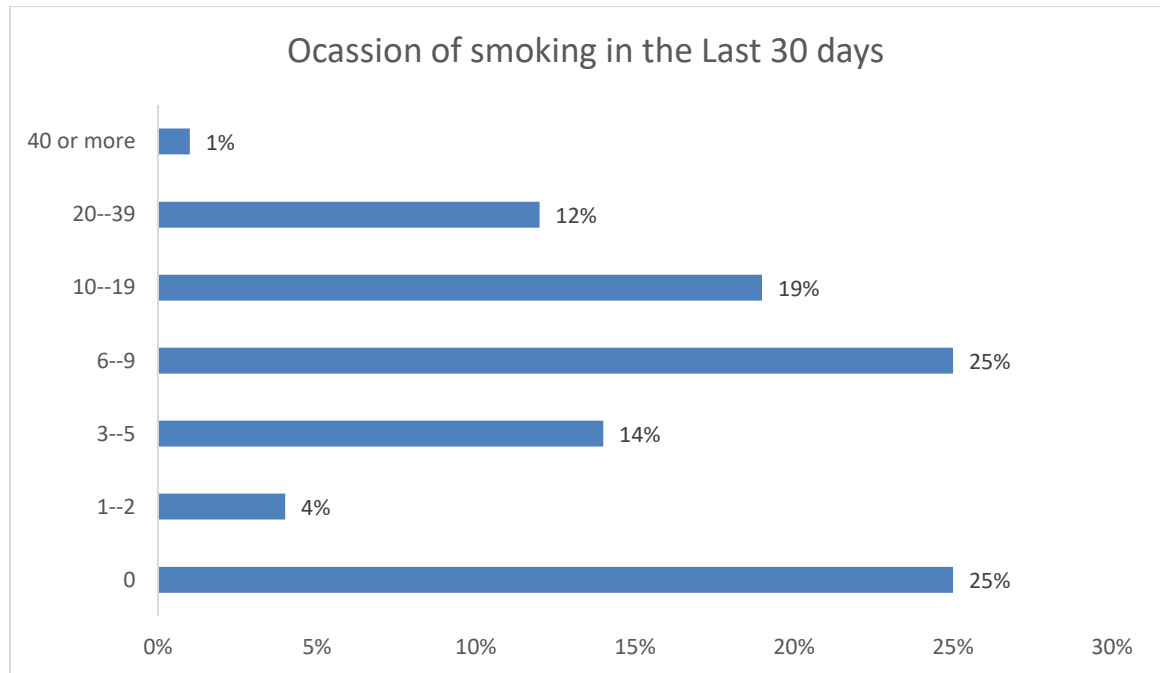
The researcher also requested the students to indicate the number of times they had smoked cigarettes in the previous 12 months. As shown in figure 4.5 of the table above 25% of the students had not smoked cigarettes, 25% indicated that they had smoked in 10-19 occasions in the last 12 months, 18% had smoked in 20-39 occasions, 10% in 40 or more occasions, 12% in 6-9 occasions while 6% and 4% indicated that they had smoked in 3-5 occasions and 1-2 occasions respectively. This implies that majority of the students who were smoking had smoked during the previous 12 months. It also implies that majority of them had started smoking after joining secondary school.



**Figure 4.11: Occasions of Smoking Cigarettes during the Previous 12 months**

#### 4.4.1.3 Occasions of Smoking Cigarettes during the Previous 30 days

The researcher further requested the respondents to state the number of occasions they had smoked in the previous 30 days.



**Figure 4.12: Occasions of Smoking Cigarettes during the Previous 30 days**

The findings as illustrated in figure 4.12 show that 25% of the students had smoked in 6-9 occasions in the previous 30 days, 19% had smoked in 10-19 occasions, 15% had not smoked, 14% in 3-5 occasions, 12% in 20-39 occasions while 4% and 1% had smoked in 1-2 occasions and 40 or more occasions respectively. This illustrates that majority of the students had smoked cigarettes multiple times in the previous 1 month.

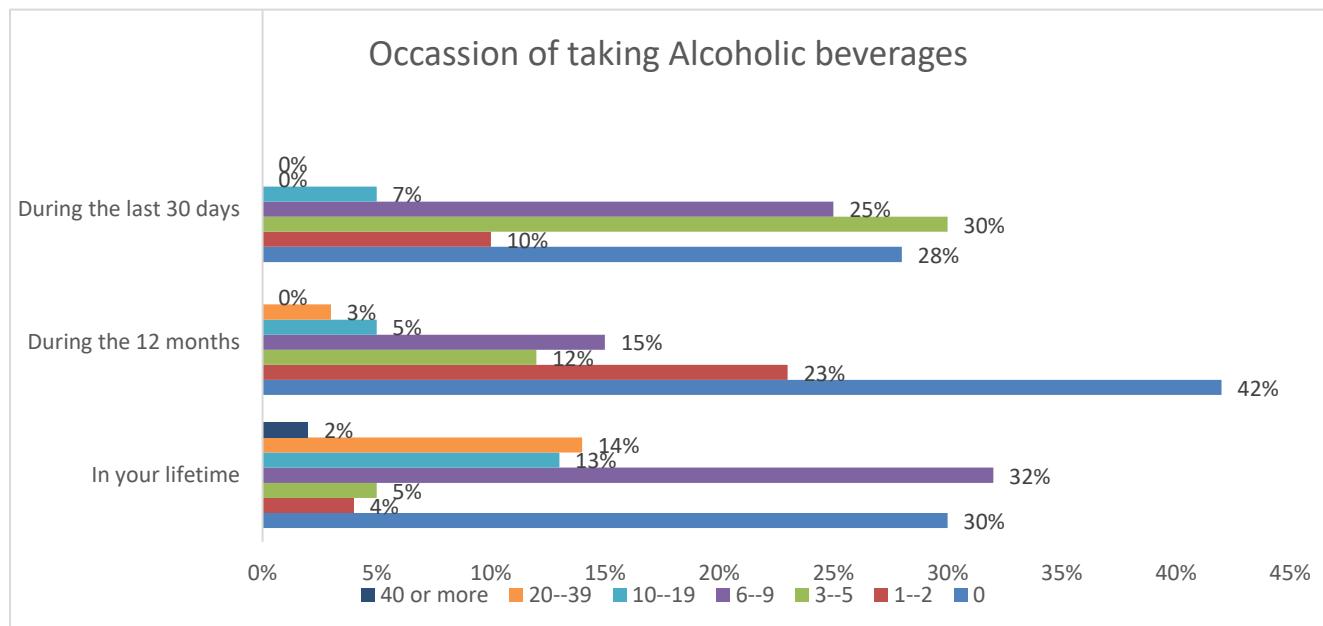
## 4.4.2 Taking Alcoholic Beverage

### 4.4.2.1 Occasions of Taking Alcoholic Beverage

The researcher further requested the research participants to indicate the number of occasions if any that they had taken any alcoholic beverage for more than just a few sips in their lifetime, during the previous one year and during the previous one month. The findings were as shown in table 4.8.

**Table 4.5: Occasions of Taking Alcoholic Beverage 276(100%)**

Period	0	1-2	3-5	6-9	10-19	20-39	40 or more	Total %
In your lifetime	82(30%)	11(4%)	14(5%)	88(32%)	35(13%)	39(14%)	6(2%)	100%
During the last 12 months	116(42%)	64(23%)	33(12%)	41(15%)	14(5%)	8(3%)	0%	100%
During the last 30 days	77(28%)	28(10%)	83(30%)	69(25%)	19(7%)	0%	0%	100%

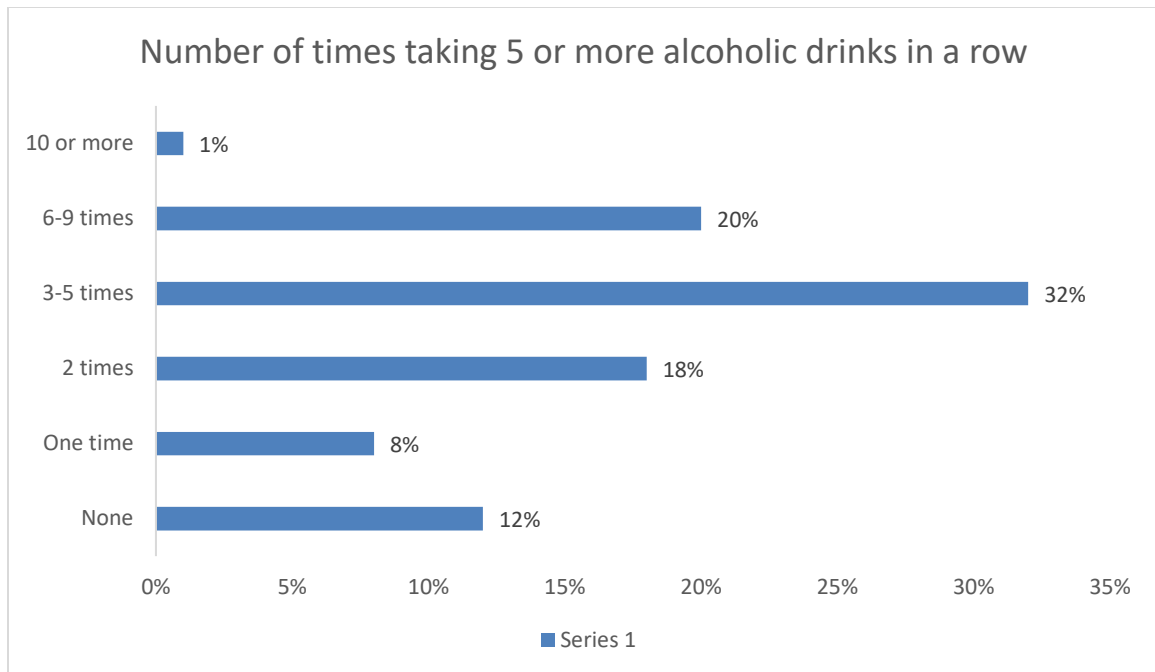


**Figure 4.13: Combined chart showing occasion of Taking Alcoholic Beverages in their Lifetime, Last 12 months and Last 30 Days**

As illustrated in the table 30% of the students had not taken any alcohol in their lifetime, 32% had taken alcohol in 6-9 occasions, 14% and 13% had taken in 20-39 occasions and 10-19 occasions respectively in their lifetime. Additionally, 5%, 4% and 2% had taken alcohol in 3-5 occasions, 1-2 occasions and 40 or more occasions respectively. Asked about the number of occasions they had taken alcohol in the previous 12 months, 42% of the respondents who indicated that they had taken alcohol in their lifetime stated that they had not taken any alcohol in the previous year, 23% had taken in 1-2 occasions, 15% in 6-9 occasions, 12% in 3-5 occasions while 5% and 3% had taken alcohol in 10-19 occasions and 20-39 occasions respectively. This implies that 70% of the sampled students had taken alcohol at some stages in their lifetime. Majority of those that had taken alcohol had taken it during the previous one year. The findings also imply that majority of the students were still taking alcohol as evidenced by the number of students that indicated that they had taken alcohol during the previous 30 days.

#### **4.4.2.2 Number of Times of taking Five or More Drinks in a Row**

The researcher also went further and requested the respondents to indicate the number of times they had taken five drinks or more in a row over the previous 30 days. A drink was defined to them to mean a glass of any alcoholic wine (about 14-15 cl), a canned or bottled beer (about 50 cl), a shot of gin (about 5 cl) or a mixed drink.



**Figure 4.14: Number of Times of taking Five or More Drinks in a Row**

As figure 4.7 illustrates, 32% of the students indicated that they had taken over the previous 30 days, they had taken five drinks or more in a row 3-5 times, 20% had taken 6-9 times, 18% had taken two times, 12% had not taken five drinks or more in a row 10% and 8% indicated that they had taken 10 or more times and one time respectively. This shows that most of the students who had taken alcohol had taken to heavy drinking.

#### **4.4.3 Taking of Hard Drugs**

##### **4.4.3.1 Number of Occasions of Taking of Hard Drugs in a Lifetime**

The research participants were also requested to indicate the number of occasions, if any that they had taken had drugs as shown in table 4.9.

**Table 4.6: Prevalence of Taking of Hard Drugs in a Lifetime (276 people)**

Period	0	1-2	3-5	6-9	10-19	20-39	40 or more	Total %
Marijuana (Igbo, weed)	160(58%)	88(32%)	17(6%)	8(3%)	3(1%)	0%	0%	100%
Cocaine	229(83%)	33(12%)	6(2%)	3(1%)	6(2%)	0%	0%	100%
Codeine (school boy)	185(67%)	55(20%)	17(6%)	11(4%)	8 (3%)	0%	0%	100%
Tramadol	179(65%)	55(20%)	11(4%)	14(5%)	17(6%)	0%	0%	100%
Refinol	226(82%)	22(8%)	11(4%)	8(3%)	6(2%)	3(1%)	0%	100%

As table 4.9 illustrates, majority of the respondents (58% on marijuana, 71% on cocaine, 75% on codeine, 65% on Tramadol and 82% on Refinol) had not taken the hard drugs. However, 42% is still a large number of those that had taken marijuana at any given time in their lifetime with 32% of them having taken the drug in 1-2 occasions, 6% in 3-5 occasions, 3% in 6-9 occasions and 1% in 10-19 occasions. For cocaine, 29% of the students indicated that they had taken the drug in their lifetime, with 24% of them indicating that they had taken it in 1-2 occasions, 2% in 3-5 occasions and 10-19 occasions



while 1% had taken it in 6-9 occasions. For codeine, 25% of the students stated that they had taken the drug at some point in their lifetime with 12% of them indicating that they had taken the drug in 1-2 occasions, 6% had taken the drug in 3-5 occasions while 4% and 3% had taken it in 6-9 occasions and 10-19 occasions respectively. In the case of Tramadol, 35% of the respondents stated that they had taken the drug in their lifetime, with 20% indicating that they had used the drug in 1-2 occasions, 6% of them had taken in 10-19 occasions, 5% in 6-9 occasions and 4% in 3-5 occasions. Additionally, 18% of the students had taken Refinol where, 8% had taken in 1-2 occasions, 4% in 3-5 occasions, 3% in 6-9 occasions while 2% and 1% had taken the drug in 10-19 occasions and 20-39 occasions respectively.

#### 4.4.3.2 Number of Occasions of Taking of Hard Drugs in the previous 12 months

The researcher also enquired on the number of times the respondents had taken the hard drugs in the previous 12 months.

**Table 4.7: Prevalence of Taking of Hard Drugs in the previous 12 months (276 students)**

Period	0	1-2	3-5	6-9	10-19	20-39	40 or more	Total %
Marijuana (Igbo, weed)	155(56%)	105(38%)	14(5%)	3(1%)	0%	0%	0%	100%
Cocaine	171(62%)	72(26%)	33(12%)	0%	0%	0%	0%	100%
Codeine (school boy)	149(54%)	61(22%)	50(18%)	17(6%)	0%	0%	0%	100%
Tramadol	210(76%)	44(16%)	19(7%)	3(1%)	0%	0%	0%	100%
Refnol	243(88%)	27(10%)	0%	6(2%)	0%	0%	0%	100%

The findings as presented in table 4.10 indicate that majority of the students (56% for marijuana, 62% for cocaine, 54% for Codeine (school boy), 76% for Tramadol and 88% for Refnol) had not taken the drugs for the previous one year. However, those who had taken the drugs (44% for marijuana, 38% for cocaine, 46% for Codeine (school boy), 24% for Tramadol and 12% for Refnol) is still a very high number. Among those that had taken marijuana for the previous one year, 38% had taken it in 1-2 occasions, while 5% and 1% had taken it in 3-5 occasions and 6-9 occasions respectively. Those who had taken cocaine, 26% had taken it in 1-2 occasions while 12% had taken it in 3-5 occasions. Among those who had taken Codeine, 22% had taken it in 1-2 occasions, 18% had taken it in 3-5 occasions while 6% had taken it in 6-9 occasions. For those who had taken Tramadol, 16% had taken the drug in 1-2 occasions while 7% and 1% had taken it in 3-5 occasions and 6-9 occasions respectively. For Refnol, those 10% of those who had taken it in the previous 12 months had taken it in 1-2 occasions while 2% had taken it in 6-9 occasions. This illustrates that the students in the area were still taking the hard drugs.

#### **4.4.3.3 Number of Occasions of Taking of Hard Drugs in the previous 30 days**

The researcher further enquired from the respondents on the number of occasions, if any, that they had taken the hard drugs in the previous 30 days. As shown in table 4.11, majority of the respondents (96% for marijuana, 93% for cocaine, 94% for Codeine (school boy), and 98% for Tramadol) had not taken the hard drugs in the previous 30 days. In the previous 30 days, Marijuana had been taken in 1-2 occasions by 2% of the respondents, in 3-5 occasions by 2% of the respondents and 6-9 occasions by 1% of the respondents. Cocaine had been taken by 5% of the respondents in 1-2 occasions and 2% in 3-5 occasions. 4% had taken codeine in 1-2 occasions, 2% had taken it in 3-5 occasions and 6% in 6-9

occasions while within the same 30 days Tramadol had been taken by 2% and 1% of the respondents in 1-2 occasions and 6-9 occasions respectively.

**Table 4.8: Number of Occasions of Taking of Hard Drugs in the previous 30 days (276 students)**

Period	0	1-2	3-5	6-9	10-19	20-39	40 or more	Total %
Marijuana (Igbo,weed)	264(96%)	6(2%)	6(2%)	3(1%)	0%	0%	0%	100%
Cocaine	256(93%)	14(5%)	6(2%)	0%	0%	0%	0%	100%
Codeine (school boy)	242(88%)	11(4%)	5(2%)	6%	0%	0%	0%	100%
Tramadol	267(97%)	6(2%)	0%	3(1%)	0%	0%	0%	100%

#### 4.4.4 Age at which Drugs were First Taken

The researcher also requested the respondents to state the age at which they first tried the different drugs. Table 4.11 illustrates the findings where majority of the respondents (71%) had never tried cocaine, (75%) had never tried codeine, (85%) had never smoked cigarettes on a daily basis (65%) had never taken tramadol and most (58%) of them had never tried marijuana or hashish. 30% of them had never taken alcohol and 30% had never smoked their first cigarette. The findings also indicate that most of the students tried the different drugs (alcohol 39%, cocaine 7%, Codeine 4%, first cigarette 34%) at the ages of 14-16 years and (alcohol 18%, cocaine 22%, Codeine 19%, first cigarette 26%, cigarettes on a daily basis 4%, marijuana or hashish 35% and tramadol 28%) at the age of 17-19 years. This demonstrates that majority of the students became drug users in their teenage years.

**Table 4.9: Age at which Drugs were First Taken**

Period	Never	11-13 years	14-16 years	17-19 years	20 years and above
Took alcohol	83(30%)	33(12%)	108(39%)	49(18%)	3(1%)
Tried cocaine	196(71%)	0%	19(7%)	61(22%)	0%
Tried Codeine	207(75%)	3(1%)	11(4%)	52(19%)	3(1%)
Smoked your first cigarette	83(30%)	2(8%)	94(34%)	71(26%)	6(2%)
Smoked cigarettes on a daily basis	234(85%)	0%	0%	11(4%)	30(11%)
Tried marijuana or hashish	160(58%)	0%	3(1%)	97(35%)	16(6%)
Took tramadol	179(65%)	0%	8(3%)	78(28%)	11(4%)

## **4.5 Main Reasons for the Substance Abuse**

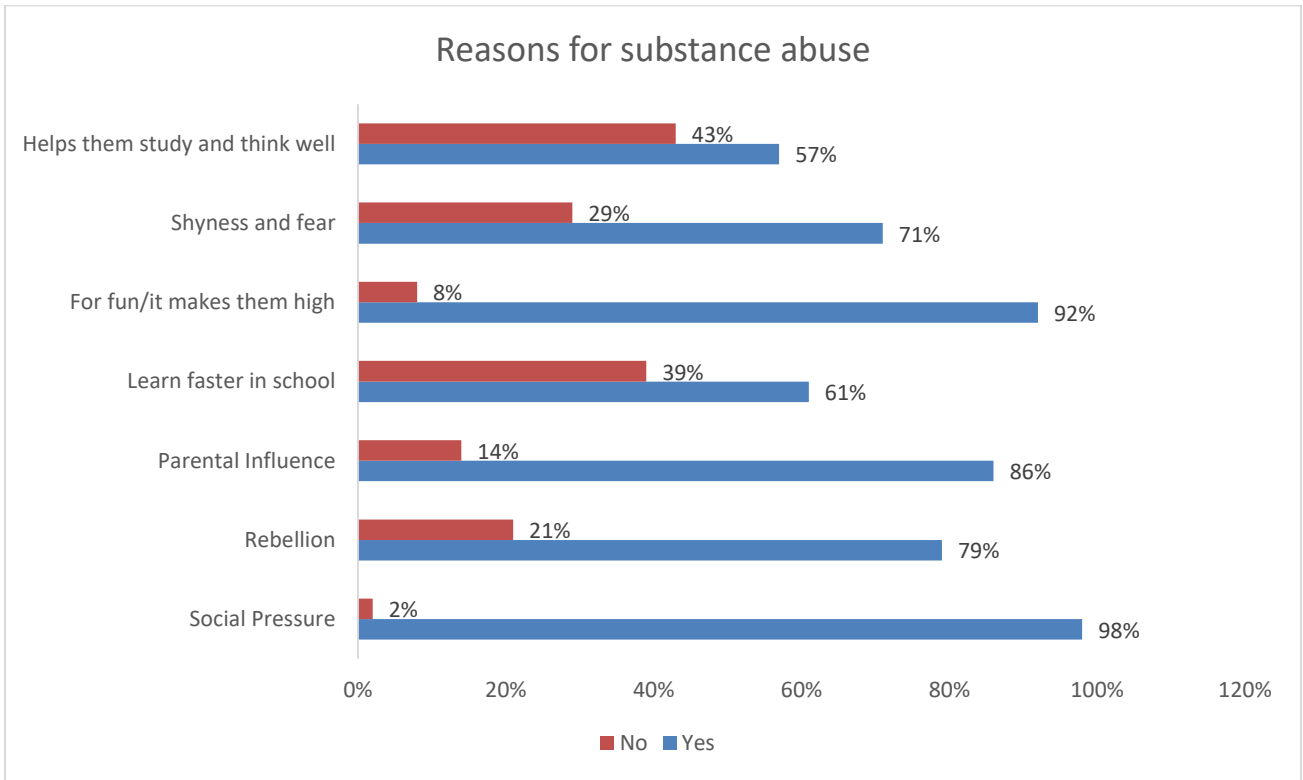
### **4.5.1 Why some Students Abuse Substances**

The researcher also requested the students to state why some students abused substances. According to the study findings illustrated in table 4.13, majority (98%) of the respondents indicated that some students abused drugs because of social/peer pressure, 92% of them indicated that some of the students abused drugs for fun because it made them high, 86% agreed that parental influence was why some students abused drugs while 79% cited rebellion (to fight) as the reason why some abused drugs. Additionally, 71% stated that

some of the students abused drugs to overcome shyness and fear, 61% agreed that they abused drugs to learn faster in school while 57% indicated that some students abused drugs as it helped them study and think well.

**Table 4.10: Why some Students Abuse Substances**

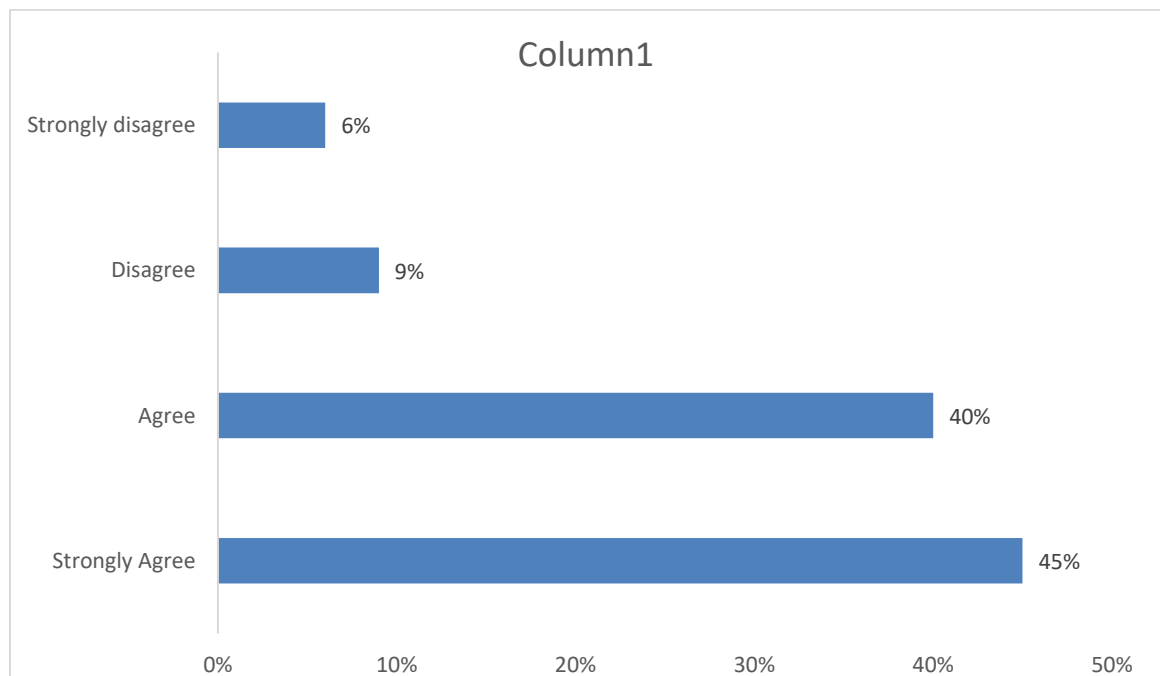
	Frequency		Percentage	
	Yes	No	Yes	No
Social/peer pressure	270	6	98%	2%
Rebellion (to fight)	218	58	79%	21%
Parental influence	238	38	86%	14%
Learn faster in school	168	108	61%	39%
For fun/ it makes them high	253	23	92%	8%
Shyness and fear	196	80	71%	29%
Helps them study and think well	156	120	57%	43%



**Figure 4.15: Reasons for Substance Abuse**

#### 4.5.2 Influence of Place of Residence

The researcher also enquired from the students on whether the place they were residing increased the urge to abuse substance. The findings as illustrated in figure 4.8 indicate that 45% of the research participants strongly agreed that the place they were residing increased the urge to abuse substance, 40% agreed that the place they were residing increased the urge to abuse substance while 9% and 6% disagreed and strongly disagreed. This means that the place the students were residing increased the urge to abuse substance as evidenced by a majority (85%) of the students' agreement.



**Figure 4.16: Influence of Place of Residence if the place they were residing increased the urge to abuse substance**

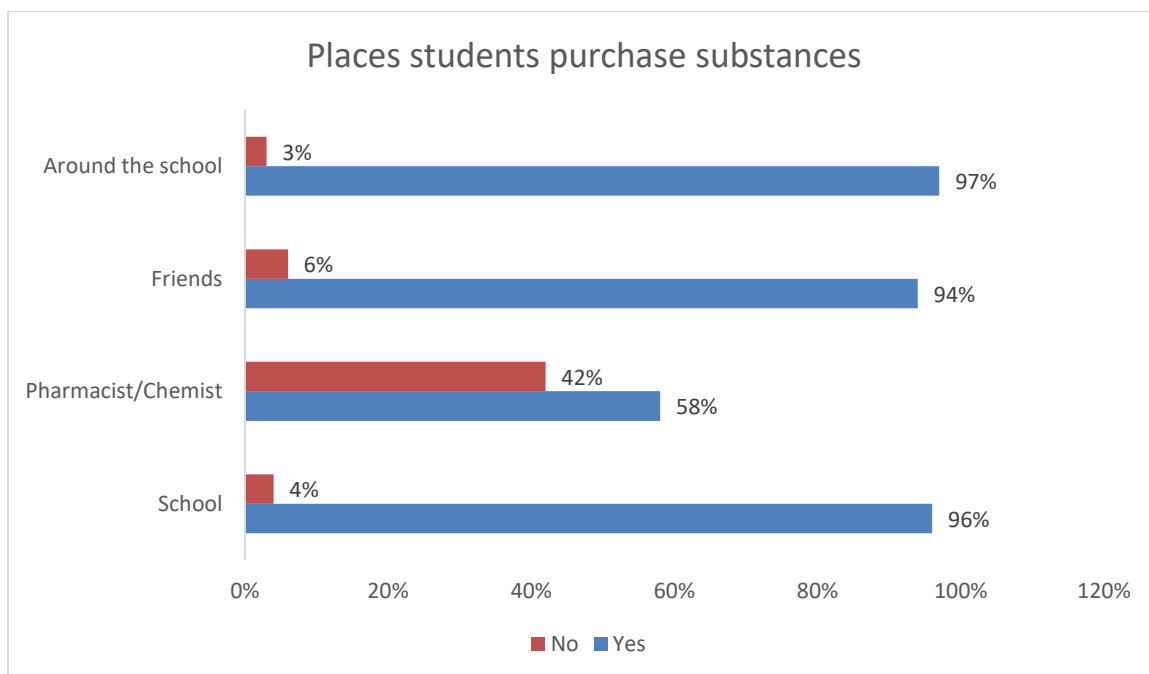
## 4.6 Ease of Accessibility to the Substances

### 4.6.1 Where the Students buy the Various Substances

The researcher further enquired from the research participants on where the students bought the various substances from. From the findings as demonstrated in table 4.14, majority (97%) of the respondents indicated that the students bought the drugs from around the school. Additionally, 96% of the research participants stated that the students bought the drugs from within the school, 94% stated that the drugs were bought from the students' friends while 58% indicated that the students bought the drugs from the pharmacist or chemist. This implies that the various drugs were readily available for the students and therefore they easily accessed them.

**Table 4.11: Where the Students buy the Various Substances**

People	Frequency		Percentage	
	Yes	No	Yes	No
School	266	10	96%	4%
Pharmacist/chemist	160	116	58%	42%
Friends	258	18	94%	6%
Around the school	268	8	97%	3%



**Figure 4.17: Places students purchase substances**

#### 4.6.2 Difficulty in Obtaining the Drugs

The researcher also enquired from the research participants on how difficult they thought it would be for them to get the various drugs. The researcher used a scale of 1-5 where 1 was impossible, 2 was very difficult, 3 was fairly difficult, 4 was fairly easy and 5 was very easy. The findings were as shown in table 4.15.

**Table 4.12: Difficulty in Obtaining the Drugs**

Drugs	N	Min	Max	Mean	Std. Dev
Alcohol	276	1	5	4.23	0.923
Cocaine	276	1	5	3.91	1.159
Codeine	276	1	5	4.27	0.669
Cigarette	276	1	5	4.29	0.658
Refinol (Rophynol)	276	1	5	4.09	0.784
Marijuana or hashish	276	1	5	4.12	0.607
Tramadol	276	1	5	4.22	0.548



As illustrated in the table, most of the students indicated that it was fairly easy to get cigarettes as shown by a mean score of 4.29. The students also indicated that it was fairly easy to get Codeine, alcohol, Tramadol, Marijuana or hashish, Refinol and Cocaine as evidenced by mean scores of 4.27, 4.23, 4.22, 4.12, 4.09 and 3.91 respectively. This depicts that the drugs were easily available for the students.

#### 4.7 Problems Associated with Drugs Abuse

The research participants were also requested to state their level of agreement on their experience with different problems associated with drug abuse. The researcher used a scale of 1-5 where 1 was strong disagreement, 2 was disagreement, 3 was moderate agreement, 4 was agreement and 5 was strong agreement. Table 4.16 presents the findings.

**Table 4.13: Problems Associated with Drugs Abuse**

Drugs	N	Min	Max	Mean	Std. Dev
Quarrel or argument	276	1	5	4.24	0.669
Scuffle or fight	276	1	5	4.32	0.607
Accident or injury	276	1	5	4.38	0.600
Performed poorly at school	276	1	5	4.58	0.378
Problems with your teacher	276	1	5	4.26	0.159
Problems with your parents	276	1	5	4.25	0.601
Problems with your friends	276	1	5	4.18	0.423
Engaged in sex you regretted the next day	276	1	5	4.16	0.639
Stolen money to buy substances	276	1	5	4.07	0.563

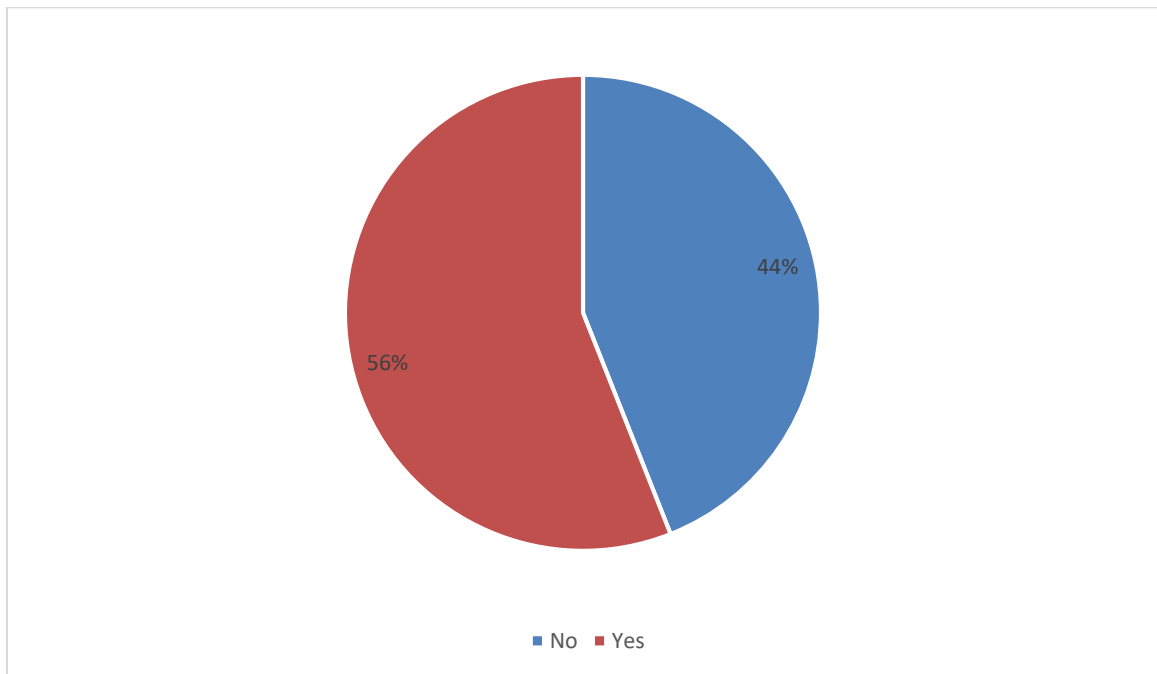
As illustrated in the table, most of the students agreed that performed poorly at school as a result of drug abuse as shown by a mean score of 4.58. Additionally, most of the students agreed that they had had an accident or injury from drug abuse as evidenced by a mean score of 4.38. Further, most of the respondents agreed that they had a scuffle or fight after

taking the drugs, they had problems with their teacher, that they had problems with their parents and that they had quarrels or arguments after taking the drugs as shown by mean scores of 4.32, 4.26, 4.25 and 4.24 respectively. In addition, the students agreed that they had problems with their friends as a result of taking the drugs, that after taking the drugs they had they engaged in sex they regretted the following day and that they had stolen money to buy substances as evidenced by mean scores of 4.18, 4.16 and 4.07 respectively.

#### **4.8 Suitable Initiatives Towards Educational and Sensitization Programs for Students**

##### **4.8.1 Sensitization by Teachers**

The researcher further requested the research participants to indicate whether their teachers had ever spoken to the class about dangers of substance abuse. The findings were as presented in figure 4.9.

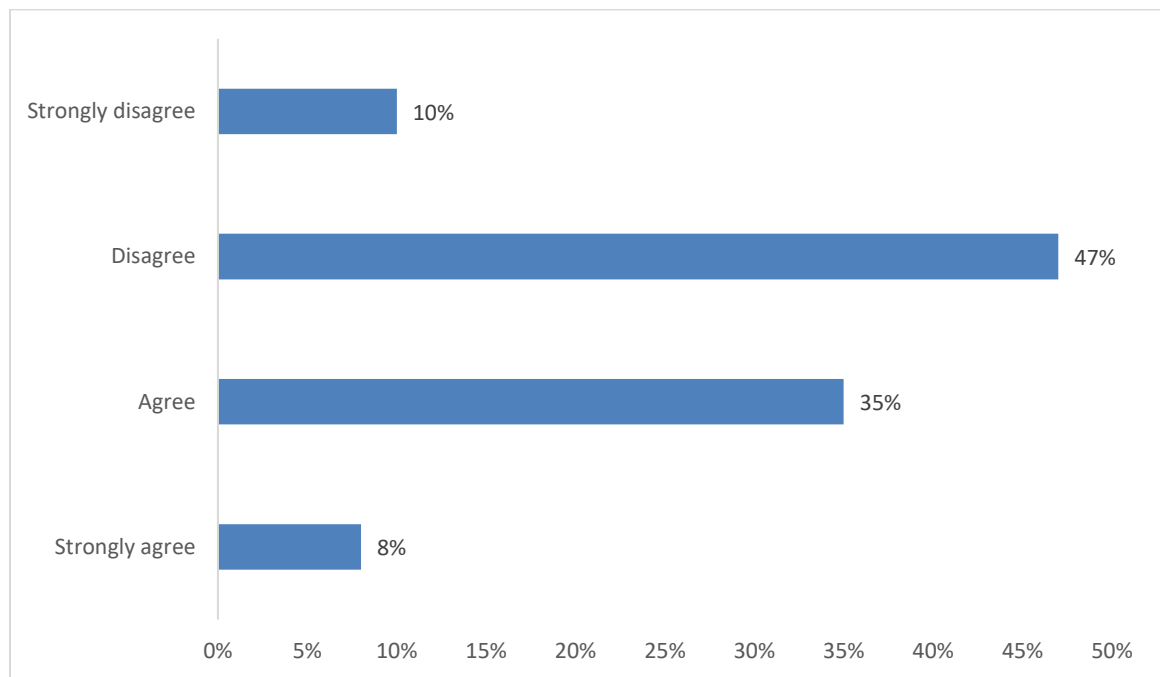


**Figure 4.18: Sensitization by Teachers**

As shown in the figure most (56%) of the students indicated that their teachers had spoken to the class about dangers of substance abuse while 44% indicated otherwise. This implies that indeed the teachers had spoken out about the dangers of substance abuse, but their sensitization was not enough as shown by the huge percentage (44%) of those who indicated the contrary.

#### 4.8.2 Teaching on the Dangers of the Substances

The researcher also enquired on the respondents' agreement of how well the students were taught on the dangers of the substances in their school.

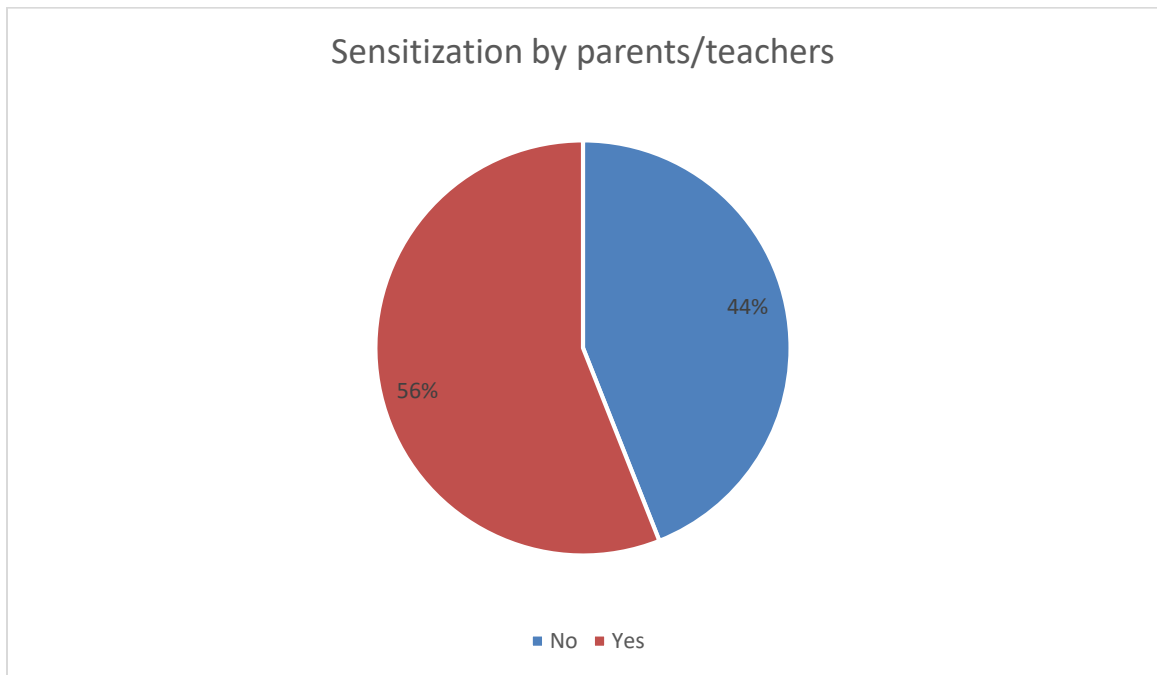


**Figure 4.19: Teaching on the Dangers of the Substances**

As figure 4.19 shows most (47%) disagreed that the students were well taught on the dangers of the substances in their school, 35% agreed, 10% strongly disagreed while 8% strongly agreed. This shows that the students were not well taught on the dangers of the substance abuse in their schools.

### 4.8.3 Sensitization by Parents/Siblings/Guardian

The researcher also enquired on whether the respondents' parents, siblings or guardians had ever spoken to them about the dangers of substance abuse. Figure 4.11 illustrates the findings.

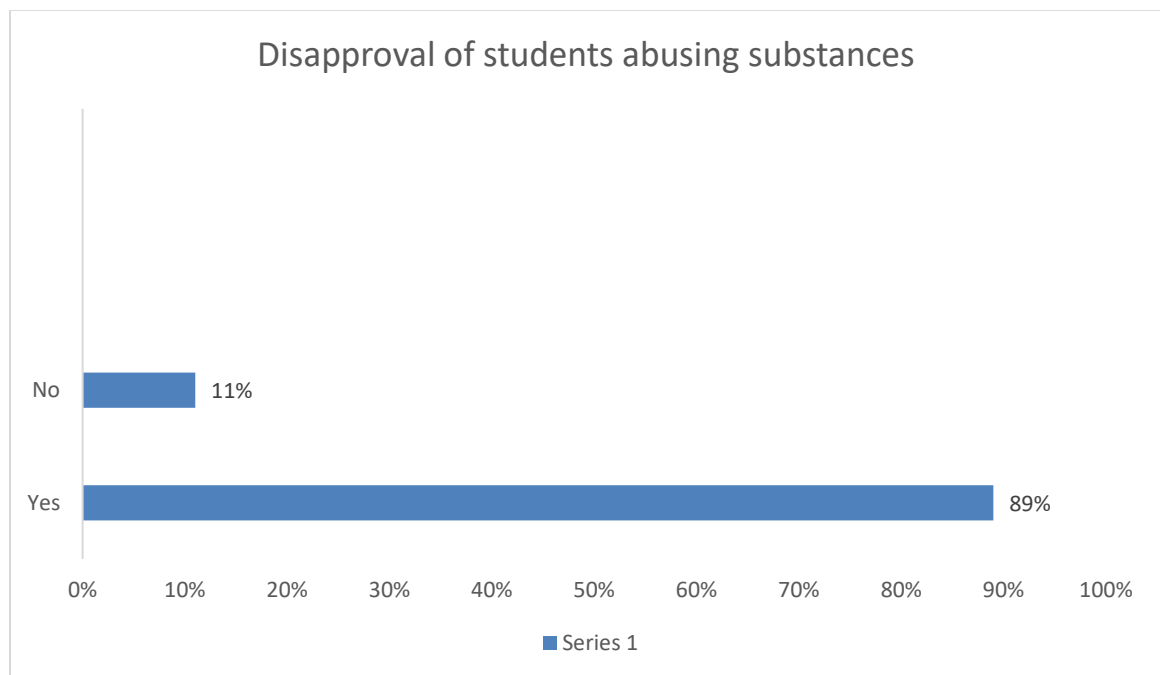


**Figure 4.20: Sensitization by Parents/Siblings/Guardian**

As has been presented in the figure, majority (68%) of the research participants indicated that their parents, siblings or guardians had ever spoken to them about the dangers of substance abuse while 32% indicated otherwise. This implies that most of the parents, siblings or guardians had sensitized the students on the dangers of substance abuse.

#### 4.8.4 Disapproval of Students abusing Various Substances

The researcher further enquired from the respondents on whether they disapproved of students abusing various substances. The findings were as presented in figure 4.12. According to the findings, majority (89%) of the respondents indicated that they disapproved of students abusing various substances while 11% stated otherwise. This implies that most of the respondents disapproved of students abusing various substances.



**Figure 4.21: Disapproval of Students abusing Various Substances**

**Table 4.17**

<b>The gender difference in the prevalence of substance among students</b>				
<b>Prevalence of substance use</b>	<b>Substance users N = 205</b>	<b>Non-substance users N = 71</b>	<b>Test Significance</b>	<b>P-Value</b>
Male	120(58.5%)	29(40.8%)	Pearson Chi Square / Sig	0.010
Female	85(41.5%)	42(59.2%)		

Using a chi-square test of statistic to draw an inference based on the research question and the hypothesis mentioned in Chapter One of this paper, there is a clear evidence that there is a statistically significant difference between students who use substance and non-users in Iponri, Surulere community of Lagos State, Nigeria, with  $p < 0.05$ .

**Table 4.18**

Analysis of association between age groups and substance use						
Age group	Below 14	14-16yrs	17-18yrs	19-20yrs	Test / Significance	P-Value
Substance user	7(3.4%)	151(73.7%)	37(18.0%)	10(4.9%)	Pearson Chi Square / N/s	1.29133E-10
Non-substance user	10 (14.1%)	20(28.2%)	28(39.4%)	13(18.3%)		

The findings from the above table indicates that there is association between age groups And substance use  $P < 0.05$ .

**Table 4.19**

Analysis of association between grade level and substance use								
Grade level	JSS-1	JSS-2	JSS-3	SS-1	SS-2	SS-3	Test / Significance	P-value
Substance users	15 (7.3%)	21 (10.2%)	43 (21.0%)	23(11.2%)	23(19.5%)	63(30.7%)	Pearson Chi Square / N/s	0.164
Non-substance users	6(8.5%)	16 (22.5%)	12(16.9%)	9(12.7%)	9 (15.5%)	17(23.9%)		

The findings from above specifies that there is no association  $p > 0.05$ .

## **CHAPTER 5**

### **DISCUSSION**

This study was carried out to examine substance abuse among students in secondary schools in Iponri area, Surulere, Lagos state, Nigeria. Specifically, the study aimed at assessing the prevalence of substance abuse among secondary school students in Iponri area, Surulere, Lagos state, Nigeria to evaluate the ease of accessibility to these substances, identify the main reason(s) for the substance abuse and provide recommendations based on findings for suitable initiatives towards educational and sensitization programs for students.

The prevalence of substance use in this study is 74.2% which is slightly lower than 78% prevalence obtained by Makanjuola et al, 2016 and slightly higher than 69.2% prevalence obtained from another study carried out by Onafo et al, 2016 in the western part of Nigeria. The study further showed that male students use substances more than their female counterparts with a prevalence of 58.5% and 41.5% respectively. A similar study carried out in the northern part of Nigeria showed the same result 75% of males use substances compared to 25% for females (Bassi et al, 2017). Also, most of the students found to have consumed one or more of the drugs are within the age bracket of 14-18 years with a few lesser than 14years and higher than 18years of age. This is in line with a study carried out by Onyiye et al, 2016 in a secondary school in the eastern part of the country, the study revealed that most of the students within 15 -19 years abuse one or more substances.



On the prevalence of cigarette abuse among secondary school students, the study revealed that majority of the students had smoked cigarettes in their lifetime about 102(37%) which is consistent with a study carried out in the southeastern part of Nigeria which showed that 44.6% had smoked cigarette in their lifetime, this is higher than a similar study carried out in Nigeria where 33(12%) of the students had smoked cigarette 6 or more times in their lifetime. The difference in figures could be due to the time the survey was carried out. The latter was carried out in the year 2014 it is possible that the trend of smoking increased in the last 4years as the former were carried out 2018 and 2016 respectively. The study also revealed that majority of the students who were smoking had smoked during the previous 12 months and about 77(28%) had smoked 20 or more. From the study it can be deduced that majority of them started smoking after joining secondary school, this could be as a result of peer pressure because this is the highest reason stated by the students for engaging in substance abuse. Additionally, the study revealed that majority of the students had smoked cigarettes multiple times in the previous 1 month. Also, most of the students who had smoked once or more are between the age 14-18 years old

More than half of the students 187(70%) students had taken alcohol one or more in their lifetime this is consistent with a study carried out among secondary schools students in Nigeria where 222(77.2%) respondents had consumed alcohol one or more in their lifetime which makes alcohol the most abused substance this is also consistent with different studies carried out in Nigeria, Africa and other continents (Bassi et al, 2017, George N. Ani, 2014, etc ) they all showed alcohol as the most consumed and abused substance. A study in kaduna, northern part of the country showed a prevalence a bit above average 210(52.58%) prevalence out of 400 secondary school students. This is probably because the Northern part of Nigeria is a highly religious part where alcohol consumption isn't openly welcomed in the society. The findings also indicated that there was an increase in the number of students that had taken alcohol for 3-9 times in the last 12 months to students that had taken alcohol 3-9 times in the last 30 days. Most of the students who had taken alcohol for 3 -9 times in the last 12 months (27%) were still taking alcohol as evidenced by the increase in number of students that indicated that they had taken alcohol during the previous 30 days for 3-9 times (44%).

The study also revealed that most of the students who had taken alcohol had taken to heavy drinking as evidenced by the number of students who had taken more than five drinks in the previous 30 days.

On the prevalence of Marijuana, the study revealed that a large number of the students had taken marijuana 1-2 times evidenced by the high number of prevalence at that point (32%) but there was a drastic drop from 32% to 10% from the third attempt to 40 and above. This shows that most of the students had tasted Marijuana but later stopped taking it at a given time in their lifetime. A similar study carried out by Georgios et al, 2018 in Europe, Central and Northern America where a systematic review and meta-analysis was carried out on Marijuana it was revealed that 31.4% of students had taken Marijuana in their lifetime. In contrast a study carried by Bassi et al, 2014 showed that only 7.7% had taken marijuana one or more in their lifetime. From the study it also showed that the students, though not a large number, had taken cocaine (17%) in their lifetime,

The students had also taken codeine at some point in their lifetime (33%). This number is quite high because compared to most other studies there is little or no data showing the prevalence of codeine among secondary school students, teenagers and the youths at large. And from the reports obtained in the media and the happenings around the country it is evident that the use of codeine is very high among youths and teenagers. The high use of this drug is due to the fact that it was considered as an over-the-counter drug until sometimes in April 2018 when BBC Nigeria uncovered the extent of its disaster giving statistics that over 3million bottles are sold daily in every part of the country. Though compared to a study carried out by Bas

This was emphasized by the study's revelation that, though majority of the students had not taken the hard drugs in the previous 30 days, Marijuana, Cocaine, codeine and Tramadol had been taken by some of the students in several occasions in their life time.

Lifetime prevalence obtained for tramadol was 35% and this was a little above the resulted reported by Bassi AP et al, 2017 for tramadol (32.8%)

Furthermore, majority of the students became drug users in their teenage years especially after they got into secondary schools which is consistent with lots of studies carried. (Babalola et al, 2014 and Dirdaloo et al 2016) with many of the drugs being taken for the first time at the ages of between 14-19 years. This age bracket is regarded as the teenage age where most of these students want freedom and feel they can do things on their own as they are approaching the youth/adult phase. At this stage most of the teenagers become more vulnerable to friends' influence either good or bad.

On main reasons for the substance abuse, the study revealed that some students abused drugs because of social/peer pressure. This explains the reason why most of the students started taking these substances after they get into secondary schools. Most of them are convinced and lured by their classmates, friends in school, etc. The study also revealed that some of the students abused drugs for fun because it made them high. This is consistent with a study carried out by Manoj Sharma, 2015. Additionally, the study revealed that parental influence was why some students abused drugs. From other papers it was reported that fathers indulge in consumption of these substances more than the mothers. This could explain the reason for the high prevalence of substance use among the male students than the female students. Also, rebellion (to fight) was the reason why some abused drugs. The study also revealed that some of the students abused drugs to overcome shyness and fear and that some abused drugs to learn faster in school. The study further revealed that some students abused drugs as it helped them study and think well. The study also revealed that the place the students were residing increased the urge to abuse substance.

On ease of ease of accessibility to the substances, the study established that the students bought the drugs from around the school and within the school. The study further revealed that the drugs were bought from the students' friends and that the students bought the drugs from the pharmacist or chemist all which revealed that the various drugs were readily available for the students and therefore they easily accessed them. The study also established that it was easy to get Codeine, alcohol, Tramadol, Marijuana or hashish, Refinol and Cocaine was the most difficult to access though it was still accessible by most students which depicts that the drugs were easily available for the students.

On problems associated with drug abuse, the study revealed that the students performed poorly at school as a result of drug abuse. This is consistent with a study carried out by Mondester on the causes and effects of drug and substance abuse among students in secondary schools in Starehe sub county, Nairobi County. The study revealed that majority (52%) of the students performed poorly. Additionally, the study revealed that the students had an accident or injury from drug abuse and that they had a scuffle or fight after taking the drugs. The study also revealed that had problems with their teacher, that they had problems with their parents and that they had quarrels or arguments after taking the drugs. In addition, the study established that the students had problems with their friends as a result of taking the drugs, that after taking the drugs they had they engaged in sex they regretted the following day and that they had stolen money to buy substances. Most of the students disapproved of substance abuse but the results obtained showed that most of them indulge in one or more use of these illicit substances.

On suitable initiatives towards educational and sensitization programs for students, the study established that the teachers had spoken out about the dangers of substance abuse, but their sensitization was not enough as shown by the huge percentage (44%) of the students who indicated the contrary. The study also established that the students were not well taught on the dangers of the substance abuse in their schools. The study also established that most of the parents, siblings or guardians had sensitized the students on the dangers of substance abuse. The study further established that most of the respondents disapproved of students abusing various substances.

### **5.2 Statement of Overcoming Limitations**

As earlier mentioned, the study had a limitation of its inability to include many schools due to resource constraints. The study could cover more institutions across the Lagos state so as to provide a more broad-based analysis. However, time and resources placed this limitation. To overcome this, the researcher engaged the help of research assistants to assist in data collection. Additionally, the researcher borrowed money from friends and family members to help facilitate data collection. On the non-cooperation by students since it was not easy to convince some students to fill the questionnaires, the researcher assured the respondents of proprietary measures that the findings would be accorded and be used only for academic purposes.

## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATION**

Based on the findings on the prevalence of substance abuse among public secondary school students, the study concluded that majority of the students had smoked cigarettes in their lifetime. The study also concluded that majority of the students who were smoking had smoked during the previous 12 months. It also concluded that majority of them had started smoking after joining secondary school. Additionally, the study concluded that majority of the students had smoked cigarettes multiple times in the previous 1 month. The study further concluded that majority of the sampled students had taken alcohol at some stages in their lifetime. Majority of those that had taken alcohol had taken it during the previous one year. The study also concluded that majority of the students were still taking alcohol as evidenced by the number of students that indicated that they had taken alcohol during the previous 30 days. The study also concluded that most of the students who had taken alcohol had taken to heavy drinking as evidenced by the number of students who had taken more than five drinks in the previous 30 days.

The study further concluded that a large number of the students had taken marijuana at a given time in their lifetime. The study also concluded that the students, though not a large number, had taken cocaine in their lifetime, had taken codaine at some point in their lifetime. The students had also taken Tramadol and Refnol in their lifetime. The study also concluded that a large number of the students had taken marijuana, cocaine, Codeine, Tramadol and Refnol in several occasions for the previous one year which was an indication that the students were still taking the hard drugs. This was emphasized by the

study's revelation that, though majority of the students had not taken the hard drugs in the previous 30 days, Marijuana, Cocaine, codeine and Tramadol had been taken by some of the students in several occasions. The study also concluded that majority of the students became drug users in their teenage years with many of the drugs being taken for the first time at the ages of between 14-16 years and age of 17-19 years.

The study also concluded that some students abused drugs because of social/peer pressure. The study also concluded that some of the students abused drugs for fun because it made them high. Furthermore, the study concluded that parental influence was why some students abused drugs and that rebellion (to fight) was the reason why some abused drugs. The study also concluded that some of the students abused drugs to overcome shyness and fear and that some abused drugs to learn faster in school. The study further concluded that some students abused drugs as it helped them study and think well. The study also concluded that the place the students were residing increased the urge to abuse substance.

The study further concluded that the students bought the drugs from around the school and that the students bought the drugs from within the school. The study further concluded that the drugs were bought from the students' friends and that the students bought the drugs from the pharmacist or chemist all which revealed that the various drugs were readily available for the students and therefore they easily accessed them. The study also concluded that it was easy to get Codeine, alcohol, Tramadol, Marijuana or hashish, Refinol and Cocaine which depicts that the drugs were easily available for the students.

The study further concluded that the students performed poorly at school as a result of drug abuse. In addition, the study concluded that the students had had an accident or injury from drug abuse and that they had a scuffle or fight after taking the drugs. The study also



concluded that had problems with their teacher, that they had problems with their parents and that they had quarrels or arguments after taking the drugs. In addition, the study concluded that the students had problems with their friends as a result of taking the drugs, that after taking the drugs they had they engaged in sex they regretted the following day and that they had stolen money to buy substances.

On suitable initiatives towards educational and sensitization programs for students, the study concluded that the teachers had spoken out about the dangers of substance abuse but their sensitization was not enough as shown by the huge percentage (44%) of the students who indicated the contrary. The study also concluded that the students were not well taught on the dangers of the substance abuse in their schools. The study also concluded that most of the parents, siblings or guardians had sensitized the students on the dangers of substance abuse. The study further concluded that most of the respondents disapproved of students abusing various substances.

### **6.1 Recommendations**

Based on the findings of the study, this study recommends that the students' parents and teachers should be firm in their resolve to discourage and ensure the students stop taking or do not take alcohol and other drugs which are abused in the schools. The study also recommends that the parents be careful on how they handle their marital issues so as not to affect their children, since the marital breakups and fights contribute to the students taking drugs to escape the reality at home. The parents should also avoid or control the amount of money they give to their children. If they do, the money should be given in moderation and the parents should ensure that the money is put to good use. This is because the money sometimes is misused by the students in buying the drugs.

The study further recommends that the teachers as well as parents should ensure they pay close attention to the company the students keep in order to ensure students do not keep friends who are drug abusers. This will help the students not to be influenced by peer pressure. The teachers and the parents should ensure they are good role models to the students. They should make sure that they avoid going home and to school while drunk to avoid the students emulating them.

The study further recommends that the schools should set up guidance and counselling departments headed by professional counsellors to help in sensitizing to the students on the dangers of drug abuse. This will help the students who are taking drugs to stop the habit and those not taking to avoid the indulgence. This departments will also help students to vent out their frustrations in confidence and help them share the emotional stress to the counsellors and thus avoid turning to drug abuse for consolation.

The study also recommends that the government takes up an active role in the fight against drug abuse by instituting stringent legislative and regulatory measures to curtail the distribution of illicit drugs. Strong punishment should be meted upon those caught distributing the drugs. This will halt the illegal business of sale of drugs and thereby stop the accessibility of the drugs to the students.

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## Appendix

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