PERCEPTION OF TEACHERS ON THE EFFECTS OF DRUGS AND SUBSTANCE ABUSE AMONG SECONDARY SCHOOL STUDENTS IN GANYE LOCAL GOVERNMENT AREA, ADAMAWA STATE

**BY**

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**ABSTRACT**

Drugs and substance abuse is a menace that has eaten deep into the society despite its effects on the health and mental development of people especially the adolescents and secondary school students. Thus, this study aims at determining the perception of teachers on the effects of drugs and substance abuse among secondary school students in Ganye Local Government Area, Adamawa State. The study had three (3) objectives and three (3) research questions. The study adopted a descriptive survey design. The population of the study consists of 315 teachers as the study population. The sampling technique used in this study was simple random sampling techniques where four (4) schools were selected out of the fifty two (52) schools. Twenty (20) teachers were selected from each school making a total number of eighty (80) respondents. A questionnaire of Five (5) point scale was used as instrument for data collection. Mean and Standard Deviation was used in answering the research questions while t-test was used in testing the hypotheses. The result of the analysis shows that, teachers perception on the common drugs and substance abuse by secondary school students are cigarettes, alcoholic drinks, cough syrups and tramadol. The study also found that the effect of drugs and substance abuse on the academic performance of students included low academic performance, truancy, absenteeism and bullying. The study therefore recommended that parents and guardians should not directly or indirectly show or teach their children and wards that taking drugs is a way of life, and should endeavour to shield them from any environment prone to drugs. So also, the school authority should regulate and prohibit the activities of students around bush paths and environs.

**Key words: Drugs, Drug Abuse, Perception of Teachers**

**Introduction**

Drug abuse has become a global phenomenon affecting almost every country; though the extent, causes, effects and characteristics vary from one country to another (Okafor, 2020). The substance abuse problem in Nigeria is not different from other countries though there may be variations in the magnitude of the problem (Okafor, 2020).

A drug refers to a substance that could bring about a change in the biological function of a human being through its chemical actions (Dankano & Garba, 2017). It is also considered as a substance that modifies perceptions, cognition, mood, behavior and general body functions (Adan, 2016).

Drug abuse is considered as taking overdose of a specific drug or substance; or indiscriminate consumption of such substances capable of upsetting the biological functioning and physiological behaviour of individuals consuming them (Dankano & Garba, 2017). More so, Garba (2021) stated that substance abuse is the excessive use of psychoactive drugs, such as alcohol, pain medications or illegal drugs. Garba, further revealed that the most commonly used and abused drugs and substances among secondary school students in Ganye Local Government Area are cigarettes, marijuana “wee-wee”, suck and die, solution, tramadol (tramol), Tutolin or emzolyn or Coughlin or parkalin and all the cough syrups, alcohol (gulder, captin jack, wisky, ogogoro, giant man) etc. On the other hand, Kendler, Ohlsson, Sundquist and Sundquist, (2015) reported that commonly used substances are inhalants, heroine and cocaine.

The effect of drugs and other related substances can lead to physical, social, emotional or professional harm, (Garba, 2021). Similarly, students and youth found in the acts of drugs abuse are often times academically and socially less developed as they are not respected and recognized to make reasonable contribution to any development (Lawal and Aliyu, 2020). This is because drug abuse does not only downgrade the academic performance of students, but also affects the moral, physical and general buildup of the secondary school students (Chan, Sidhu, Lim and Wee, 2016). Morally, students are otherwise disobedient to their teachers, parents and their senior students both at school and at home as a result of drug influence (Okwarah, 2017). Therefore, youths who are seen as the leaders of tomorrow and being placed to be trained in secondary schools have swerved to the use of drugs. This act in no way contributes to the development of the students and the expected output of these students can greatly diminish their academic performances because of their tenacity to drug addiction (Kanyua, 2018).

Secondary school students ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, and moral among others, such drug include , Indian hemp, cocaine, morphine, Heroin, Alcohol, Epherdrine, Madras, caffeine, glue, Barbiturates and Amphetamines, World Health Organization (2003) . Today, more Nigerian youths are becoming drug dependants, while Nigeria gradually transits from the status of a drug-consuming nation to that of a drug-producing one and Young ones who are mainly from ‘well-to-do homes’ are increasingly identifying with the ‘big boys’ that practice the use of substance like heroin and cocaine. Others substances like Indian hemp, which is frequently produced in Nigeria and other substances like Methamphetamine and tablet with codeine capable of intoxicating are mostly found in schools (Marygoretty & Adhiambo, 2021).

Teachers who are closest to the students certainly play key roles in the molding and adjustments of our students. The teachers are considered as models to the students aside reservoirs of knowledge. The perception of these teachers towards what the students are, who they would possibly grow up to be in the future is significant seeing the roles they play in adjusting the students for the future. Thus, teachers’ perception are the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behaviour (IGI Global, 2022). Hence, they have a significant role to play in seeing that students are taught societal morals, norms and values which reflect the dependable future of the society. Garba (2022) reported that most of the addicted youths of Ganye Local Government Area are already school dropouts and or not in school.

Ganye Local Government Area of Adamawa State is one of the prominent Local Government Areas in Adamawa State (Oral Source, 2022). Ganye Local Government Area is made up of 35 secondary schools with 13,781 students and averagely over 376 teachers (PPSMB, Zonal Office, 2022).

Many seminars and campaigns aimed at enlightening secondary school students on the impacts of drugs and substance abuse but there seem not to be any comprehensive study looking at the perception of either teachers or parents on the effects of the drugs and substance abuse in Ganye Local Government Area. Hence, this study is determined in assessing teachers’ perception on the effects of drug and substance abuse among secondary school students of Ganye Local Government Area.

**Statement of the Problem**

Despite overwhelming intervention by Government, religious organizations, cooperate societies and organisations, non-governmental organizations and non-state actors to curb the problem of drugs and substance abuse among youths, yet the number of youths indulge in drug and substance abuse is on the increase. This phenomenon threatens and tends to derail these noble strides by demoralizing the students in learning and subsequently ruining these school age children who are the future of this country and government is relying on them to drive the economy to the next generation. The escalations of this situation have engulfed the students in Ganye Local Government Area.

Consequently, in the area due to these acts of drugs and substance abuse, students are experiencing decline in academic performance, apathy to learning abilities and eventually students drop out in schools. Hence, we cannot fold our hands and sleep with our two eyes closed. Therefore, there is every need to find deeply, the causes of these actions with a view to proffer solutions to these problems. It is on this backdrop the study is focused on the perception of teachers on the effects of drug abuse among secondary school students in Ganye Local Government Area.

**Objectives of the Study**

The purpose of the study is perception of teachers on the effects of drug abuse among secondary school students in Ganye Local Government Area. Hence, the specific objectives of the study are to determine the perception of teachers on:

i) the common drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State.

ii) the causes of drug abuse by students of secondary school in Ganye LGA, Adamawa State.

iii) the effects of drug and substance abuse on students' academic performance of senior secondary schools in Ganye LGA, Adamawa State.

**Research Questions**

The following research questions are poised to guide the study:

i) What are the perceptions of teachers on common drugs and substance abused by students of secondary schools in Ganye LGA, Adamawa State?

ii) What are the perception of teachers on the causes of drugs and substance abuse by students of secondary school students in Ganye LGA, Adamawa State?

iii) What are the perception of teachers on the effects of drugs and substance abuse on students' academic performance of senior secondary schools in Ganye LGA, Adamawa State?

**Research Hypotheses**

The following hypotheses are formulated and will be tested at 0.05 level of significant:

**Ho1**: There is no significant difference between the mean responses of male and female teachers' perception on common drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State.

**Ho2**: There is no significant difference between the mean responses of male and female teachers' perception on causes of drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State.

**Ho3**: There is no significant difference between the mean responses of male and female teachers' perception on the effects of drug and substance on academic performance of secondary schools students in Ganye LGA, Adamawa State.

**METHODOLOGY**

**Research Design**

The research design for this study is survey research design of the descriptive type. Mugenda & Mugenda (2009) observes that a survey design generally collects data from a defined population to describe the recent condition of the population using the variables for the study to achieve this. This is relatively cheap and easy. It also has the advantage of collecting large amount of data concerning a given population and it permits the use of variety of procedure and instrument in data collection.

**Area of the Study**

The area of the study is Ganye town the headquarters of Ganye educational zone and is located in the southern part of Adamawa State. The Area is situated between Latitude 09015' North of the equator and longitude 12017’East of the Greenwich Meridian. The Local Government Area is bounded by Jada and Mayo-Belwa Local Government Areas to the North, Taraba State to the West and Toungo Local Government Area to the South. To the East is the Cameroun Republic (Adebayo,1999). It has a land mass of about 1463.8km2 and a population of 216,990 (NPC, 2006).

**Population of the Study**

The population of the study will be drawn from 52 public and private Secondary Schools. Therefore, the population consists of 412 teachers as obtained from Ganye educational zonal office (2022).

**Sample and Sampling Procedure**

Simple random sampling was used in selecting the respondents. Mugenda & Mugenda (2009) stated that simple-random sampling can be applied when there is a comprehensive list or a sample frame from which the sample could be selected. Firstly, we prepare an exhaustive list (sampling frame) of all members of the population of interest. From this list, the sample is drawn using random number generator so that each and every person has an equal chance of being drawn during each selection round. Hence, four secondary schools (two public and two private) with 80 respondents (teachers) were sampled for the study.

**Instrument for Data Collection**

The instrument used for data collection in this study will be a survey questionnaire to be designed by the researcher. The will be designed based on five likert scale: Strongly agreed - 5 points**,** Agreed - 4 points**,** Undecided - 3 points**,** Disagreed- 2 points and Strongly Disagreed - 1 point

The questionnaire instrument designed by the researcher will be validated by three experts from Modibbo Adama University, Yola. All corrections and suggestion made by the validates will be effected before producing the final draft of the research instrument.

The questionnaire will undergo reliability test. The reliability test will be conducted in secondary schools other than the selected school used for the study. Pearson Product Moment Correlation (PPMC) will be used to analyze data collected, once the correlation coefficient of 0.6 and above the instrument will be considered reliable to be used.

**Method for Data Collection**

The questionnaire will be distributed and collected by back the researcher and two research assistants. The questionnaires will be distributed to the teachers of the selected schools and be retrieved within two weeks of distribution.

**Method of Data Analysis**

Data generated in this study will be statistical analysed using SPSS to analyze mean and standard deviation to answer the research questions. While the analysis of t-test will be used to test the null hypotheses at 0.05 level of significant. The decision rule: mean of 3.0 and above will be considered accepted and otherwise rejected. Similarly, when t-cal is greater than t-table the null hypothesis is accepted and otherwise is rejected.

**Presentation of Results**

**Research Question 1**

What are the perceptions of teachers on common drugs and substance abused by students of secondary schools in Ganye LGA, Adamawa State?

**Table 1: Responses on the common drugs and substances abused by students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Question Item** | **Mean** | **SD** | **Remark**  |
| 1. | Cigarettes | 3.42 | 1.08 | Accepted |
| 2 | Alcoholic drinks | 3.07 | 1.33 | Accepted |
| 3 | Marijuana | 3.36 | 1.03 | Accepted |
| 4 | Suck and die | 3.20 | 1.04 | Accepted |
| 5 | Solution (Sholli) | 3.02 | 1.21 | Accepted |
| 6 | Cough syrups | 3.03 | 1.22 | Accepted |
| 7 |  Tramadol  | 3.33 | 1.09 | Accepted |
|  | **Grand Mean** | **3.20** |  **1.14** | **Accepted** |

From the analysis of research question 1 in table 1, the entire seven mean were accepted with the mean value 3.42, 3.07, 3.36, 3.20, 3.02, 3.03, and 3.33 in line with the research question. A grand mean value of 3.20 was arrived at from the analysis. The indication is that those drugs were commonly abused by students as all the sub-questions were accepted with the grand mean agreeing with mean rating.

**Research Question 2**

What are the perception of teachers on the causes of drugs and substance abuse by students of secondary school students in Ganye LGA, Adamawa State?

**Table 2: Responses on the causes of drugs and substances abused by students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Question Item** | **Mean** | **SD** | **Remark** |
| 1. | Family background | 3.31 | 1.11 | Accepted |
| 2 | Peer influence | 3.20 | 1.08 | Accepted |
| 3 | Depression | 3.16 | 1.13 | Accepted |
| 4 | Low self esteem | 3.10 | 1.14 | Accepted |
| 5 | Poor academic performance | 3.02 | 1.21 | Accepted |
| 6 | Low perceived risks of drug and substance abuse | 3.13 | 1.12 | Accepted |
| 7 | Family pressure | 3.19 | 1.05 | Accepted |
| **Grand Mean** | **3.15** | **1.12** | **Accepted** |

From the analysis of Research Question 2 in table 2 above, the entire seven mean were accepted with the mean value 3.31, 3.20, 3.16, 3.10, 3.02, 3.13, and 3.19 in line with the research question. A total mean value of 22.11 was arrived at and a grand mean value of 3.15 was arrived at from the analysis. The indication is that these were the causes of drugs and substance abused by students as all the sub-questions were accepted with the total mean value of 22.11and grand mean agreeing with mean rating.

**Research Question 3**

What are the perception of teachers on the effects of drugs and substance abuse on students' academic performance of senior secondary schools in Ganye LGA, Adamawa State

**Table 3: Responses on the effects of drugs and substances abused on students academic performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/N** | **Question Item** | **Mean** | **SD** | **Remark**  |
| 1. | Decline of academic performance | 3.11 | 1.10 | Accepted |
| 2 | Absenteeism from school | 3.09 | 1.18 | Accepted |
| 3 | Higher truancy rate | 3.04 | 1.06 | Accepted |
| 4 | Bullying | 3.32 | 1.11 | Accepted |
| 5 | Reduce school concentration | 3.21 | 1.04 | Accepted |
| 6 | Dropping out of school | 3.05 | 1.15 | Accepted |
| 7 | Drug Trafficking | 3.22 | 1.22 | Accepted |
| **Grand Mean** | **3.14** | **1.12** | **Accepted** |

From the analysis of Research Question 3 in table 3 above, the entire seven mean were accepted with the mean value 3.11, 3.09, 3.04, 3.32, 3.21, 3.05, and 3.22 in line with the research question. A total mean value of 22.04 was arrived at and a grand mean value of 3.14 was arrived at from the analysis. The indication is that these were the effects of drugs and substance abuse on students' academic performance of senior secondary schools in Ganye LGA, Adamawa Stateas all the sub-questions were accepted with the total mean value of 22.04and grand mean agreeing with mean rating.

**H01**

There is no significant difference between the mean responses of male and female teachers' perception on common drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State.

**Table 4: t-test Analysis on the Difference between the Mean Responses of Male and Female Teachers perception on common drug and substance abuse**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **N** | **DF** | **Mean** | **SD** | **t-cal** | **t-tab** | **Decision** |
| MaleFemale  | 4931 | 78 | 7.187.13 | 1.451.36 | 0.74 | 0.33 | **Accepted** |

As shown in Table 4, the calculated t-value was 0.74, while t-tab is 0.33 based on the df 78 at alpha level of 0.05. On this basis, null hypothesis one was therefore accepted. This means that there is no significant difference between the mean responses of male and female teachers' perception on common drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State. The reason was that the calculated significance value (0.74) was greater than 0.05 alpha level (**ρ>**0.05).

**Ho2**

There is no significant difference between the mean responses of male and female teachers' perception on causes of drug and substance abused by students of secondary schools in Ganye LGA, Adamawa State.

**Table 5: t-test Analysis on the Difference between the Mean Responses of Male and Female Teachers perception on causes of drug and substance abuse**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **N** | **DF** | **Mean** | **SD** | **t-cal** | **t-tab** | **Decision** |
| MaleFemale  | 4931 | 78 | 9.289.27 | 1.051.07 | 0.61 | 0.33 | **Accepted** |

As shown in Table 5, the calculated t-value was 0.61, while t-tab is 0.33 based on the df 78 at alpha level of 0.05. On this basis, null hypothesis two was therefore accepted. This means that there is no significant difference between the mean responses of male and female teachers' perception on the causes of drug and substance abuse by students of secondary schools in Ganye LGA, Adamawa State. The reason was that the calculated significance value (0.61) was greater than 0.05 alpha level (**ρ>**0.05).

**Ho3**

There is no significant difference between the mean responses of male and female teachers' perception on the effects of drug and substance on academic performance of secondary school students in Ganye LGA, Adamawa State.

**Table 6: t-test Analysis on the Difference between the Mean Responses of Male and Female Teachers perception on the effects of drug and substance abuse**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **N** | **DF** | **Mean** | **SD** | **t-cal** | **t-tab** | **Decision** |
| MaleFemale  | 4931 | 78 | 9.289.27 | 1.051.07 | 0.61 | 0.33 | **Accepted** |

As shown in Table 6, the calculated t-value was 0.80, while t-tab is 0.33 based on the df 78 at alpha level of 0.05. On this basis, null hypothesis two was therefore accepted. This means that there is no significant difference between the mean responses of male and female teachers' perception on the effects of drug and substance on academic performance of students of secondary schools in Ganye LGA, Adamawa State. The reason was that the calculated significance value (0.61) was greater than 0.05 alpha level (**ρ>**0.05).

**Discussion**

The findings of research question 1 revealed that majority of the teachers have similar perceptions on common drugs and substance abuse by secondary school students. Alcohol drinks were mostly abused drugs by the students as they were used indiscriminately in every gathering. The students smoke cigarettes at any time as they always create opportunity to do so. Tramadol is taken on a regular basis by students. The students were also involved in incessant consumption of marijuana to enable them engage in nefarious activities. The findings is in line with the studies carried out by Chan et al., (2016) whom stated that there is an increasing trend in the abuse of glue and alcoholic drinks among youths today. The findings also support the studies of Silva et al., (2018) whom revealed that smoking has also become a public health concern as it affects not only smokers but also passive non smokers. Oshodi, Aina and Onajole (2010) also explained in their study that marijuana is the most common used substance followed by tobacco. Oshodi, Aina and Onajole (2010) also discovered that alcohol stimulants were commonly abused substances with varying prevalence rates found for both overall and specific substance use.

The findings of research question 2 revealed that various reasons were given by the teachers on the causes of drug and substance abuse among students. Students have learnt how to abuse drugs right from their homes and environment. So to such students, drug abuse is not a new practice in school. Students abuse drugs as a result of low perceived risks of drug and substance abuse. Students abuse drugs so that they will not face rejection, isolation and loneliness from their friends who are into drug abuse. Students abuse drugs to please their school friends or associates. Students abuse drugs to remain active and awake to their academic work. Also, students abuse drugs due to tiredness, boredom and disinterest in their studies. The findings support the reasons given by Edward (2003) who stated that boredom with academic work or domestic activities, not doing very well in school, peer group influence drive students to drug abuse. . In a related study Adan (2016) in a study of Drug abuse among secondary school students in Edo State, found that drug abuse was caused by peer pressure, lack of discipline, parental encouragement, lack of school policies on drug abuse and lack of parental guidance on drug abuse. On the other hand, Fatima (2017) stated that there are two primary causes of drug abuse among the youths. These are peer pressure and depression. Ajayi and Ekundayo (2010) stated that students abuse drugs as a result of the following reasons, to reduce pain, anxiety and tension, ignorance and misinformation, parental background, urge to commit crimes, peer group influence, isolation and loneliness.

 The findings of research question 3 shows the effects of drug and substance abuse on the academic performance of secondary school students. The study revealed that the academic performance of students drop dramatically when they are involved in drug and substance abuse for quite sometimes. Students who are into drug and substance abuse bully their fellow students and sometimes there teachers are also bullied. The study equally revealed that students who are into drug and substance abuse regularly abstain from school or skip classes. This finding is in concurrence with the study carried out by Kanyua(2018) whom stated that students who involve in drug abuse gradually manifests declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. Okwarah (2017) also similarly opined that low level of commitment to education and higher truancy rates appear to be related to substance use among adolescents.

**Conclusion**

In this study, it was concluded that peer-group influence and desire for academic improvement are important factors that lead to drug abuse. Alcoholic drinks, cigarette smoking and marijuana (indiam hemp) were the most commonly abused drugs and the least was cocaine. It was also discovered that drug abuse leads to poor academic grades, aggressive behaviors and loss of ambitions.

**Recommendations**

The following recommendations are put forward from the findings of the study:

1. Parents and guardians should not directly or indirectly show or teach their children and wards that taking drugs is a way of life, and should endeavour to shield them from any environment prone to drugs.

2. Parents and guardians should as much as possible find out the personality and identity of friends to their children.

3. The school authority should regulate and prohibit the activities of students around bush paths and environs.

4. Parents and guardians should painstakingly advise and warn their children and wards about the dangers of drug abuse and the consequences involved in associating with those engaged in drug abuse.

5. There should be proper monitoring of the students who play along with the identified drug abusers in school and community.

6. Staff professional development should be organized for teachers to enhance their effort in understanding the activities of the students.

7. The members of the communities should see it as a task to report any student involved in any incident of drug abuse to the parents or school authority.

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