

**PREVALENCE OF DRUG ABUSE AMONG SECONDARY SCHOOL
STUDENTS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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EDU2102406

UNIVERSITY OF BENIN

BENIN CITY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Jeremiah Oruchukwu EKWUGWUM** in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin.

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DEDICATION

This study is dedicated to Almighty God for His Grace that sustained the researcher in the course of the research

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ABSTRACT

This study examined the prevalence of drug abuse among Secondary School Students in Egor Local Government Area of EDO State. Four research questions were raised to guide the study.

The study adopted a survey research design. The population of the study consisted of all secondary school students in the selected Local Government Area of Edo State. A total of 100 secondary school students were randomly selected for the study. The instrument used for data collection was a structured

questionnaire titled "Questionnaire of the Impact of Drug Abuse on Student Academic Performance". The instrument was validated by three experts in the Department of Educational Evaluation and Counselling Psychology. Reliability coefficient of 0.82 was obtained using Cronbach Alpha . The researcher personally administered the questionnaire to the respondents with the assistance of the class teacher's and the school counsellors. The data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions.

Majority of male and female secondary school students in the study area are not daily drug abuser and majority of them are not involved in drug abuse. The higher percentage of male are involved in drug abuse rether than their female countapet.

CHAPTER ONE

INTRODUCTION

Background to the Study

Adamson, Onifade and Ogunwale (2015) also asserted that drug is any substance that causes a change in a person's body, interest, emotion or perception are termed illegal. However, drugs that are often abused are referred to as brain or mind altering drugs, affecting mood and externally observed behavior. The use of such drugs tends to undermine moral restraints and so lead to violent behavior and other violent acts. Illicit drug use is termed drug abuse. Abuse in other hand is an excessive use of illegal drugs, misuse of prescribed drugs. The use of drugs in manners that deviate from medical norms or socially acceptable pattern within a given society and culture is also referred to as drug abuse. Simply, it is inappropriate use of drugs for the purpose other than its legitimate purpose (Barnett, et al., 2012). prevalence as that which exists or is very common at a particular time or in a particular place. Prevalence is a measure of the extent and or intensity of substance use in a population .

According to the National Institute on Drug Abuse, (2018) drug abuse is defined as “a maladaptive pattern of substance use leading to clinically significant impairment or distress. They also viewed drugs as chemical compounds that affect the mind and body. Drug abuse generally is a prevalent public health problem across the globe (Fonseca and Ferro, 2013). The application and abuse of drugs by adolescents have become one of the most disturbing health related phenomena in Nigeria and other parts of the world (NDLEA; 2019). A drug is defined as any natural or manufactured substance, other than food, that modifies the chemical or physical structure or function of a living organism. Medicines are intended to build rather than destroy, to heal rather than kill, and to replenish rather than deplete; they are used in the treatment, cure, prevention, or diagnosis of disease, or to improve physical and mental well-being. Drugs can be grouped into legal drugs (legal drugs are substances that are permitted by law for sale, possession, and use under specific circumstances); socially acceptable drugs (socially acceptable drugs are

substances that are widely tolerated and culturally sanctioned for recreational or ritualistic use within certain social contexts); and illegal drugs (illegal drugs are substances that are prohibited by law for sale, possession, and use due to their potential for abuse, addiction, and harmful effects on individuals and society). Drug abuse has become a problem today to our secondary school students. It means the use of drugs of a non-medical or non-scientific purpose with the potentiality of harm to the user and to the locality. From research, the task with witnessed are upsurge in the number of drug that are commonly abused by students in locality and the world at large. However, illicit drug use and abuse are rising among all sector of the population, not just the young. It has also been observed that population involved in the abuse and use of drug across social economic background and educational level as both the liberate and illiterate get involved and that secondary school adolescent are most involved in drug abuse and even the female students whom in Edo State make up a great portion of our population.

Furthermore, drug on its own is a chemical that influences or modifies the action of the body's own chemistry in other words, it is any substance, which when taken modifies the body function or substance, when used affects the body and mind. It does this by changing the body's function and or behaviour of the user. Unfortunately, most of the adolescent ignore such medical advice or direction but indulge in drug use or misuse. It is important to note that drug abuse is not confined simply to the abuse of dangerous drugs like narcotics, opium, heroine etc. but also the abuse of cocaine, Panadol, antibiotic, laxative, kola nuts,, alcohol etc. Drug use by adolescent has hampered education and management in Nigerian secondary schools. In Nigeria, recent statistics suggest that one in every three secondary school students consumes alcohol. Another 8.3% smoke cigarettes while almost one in every ten (9.1%) chew Miraa. About 3% smoke bhang and use hard drugs like heroin, cocaine, mandrax and tranquil-izers (National Institute of

Drug Abuse, 2020). Drugs can affect a student's concentration and thus interest in school and extracurricular activities. This leads to increased absenteeism and dropouts. Most psychoactive drugs affect the decision making process of students, their creative thinking and the development of necessary life and social skills. Students, especially those in secondary school tend to see the drug user as one who is tough, bold and strong. Many youngsters have been known to use drugs at the instance of peers, elders or siblings. Students who usually feel inadequate have been known to use drugs to achieve social acceptance. In order to reduce or prevent the rate of drug abuse among the adolescents, the role of the teachers, parents, and government and guidance counsellors as well cannot be undermined.

Statement of the Problem

Drugs are tearing apart our societies and unpleasant youthful activities are being spread in Edo state and all over Nigeria, to the extent that they have been giving a lot of concern to the government and general public. For instance, in primary school, different peer groups engage in organized crimes and disrupt normal academic programme. In secondary schools, the activities of secret cults are known to have been source of threat to lives and property. Outside the school, a lot of ritual killings are taking place.

The impact of drug abuse among youths has been a hallmark of a moral decadent wasted generation, loss of our societal values, ideas and spreading diseases such as HIV/AIDS. The situation now appears to such that no one can claim ignorance of what is happening.

Recently there was a call to reduce the number of drug abusers in our society, but the question is who are those involved in this act (drug abuse); what is their level of drug intake and what led them into taking drugs. This of course can only be answered through investigation in the field of

research. This work therefore attempts to answer the above mentioned questions and to x-ray the prevalence of drug abuse among secondary school students in Egor Local Government Area of Edo State.

Research Questions

The following research questions were raised to guide the study:

1. What proportion of secondary school male students are involved in daily abuse?
2. What proportion of secondary school female students are involved in daily abuse ?
3. What proportion of secondary school students are involved in drug abuse Local Government Area of Edo state ?
4. Is there a difference in the proportion of male and female secondary school students who are involved in drug abuse in Egor L.G.A?

Purpose of the Study

The purpose of this study is to investigate the prevalence of drug abuse among secondary school students in Egor LGA of Edo State. However the specific objectives of the study are to:

- Find out the proportion of secondary school students involved in drug abuse in Egor LGA of Edo state.
- What proportion of secondary school male students are involved in daily abuse?
- What proportion of secondary school female students are involved in daily abuse ?

- What proportion of secondary school students are involved in drug abuse Local Government Area of Edo state ?
- Is there a difference in the proportion of male and female secondary school students who are involved in drug abuse in Egor L.G.A?

Significance of the Study

This study is going to be of immense benefit to students, parents & guardians and the society at large. To the students, the findings of this study will expose the dangerous effects of substance abuse on the health of the students. To the parent and guardians, the research will help them to have better understanding of their children and know the best way to model and guide them to live a meaningful life through regular monitoring so that they do not become drug abusers. While to the society, the findings of the research will also help to create awareness of the need to educate young people of the effects of substance abuse. Lastly, the findings of the research will also help to reduce truancy as well as delinquencies among youths in the society by also discouraging self-medication.

Scope and Delimitation of the Study

The scope of this research focuses on the prevalence of drug abuse among secondary school students in Egor Local Government Area of Edo State.

- What proportion of secondary school male students are involved in daily abuse?
- What proportion of secondary school female students are involved in daily abuse ?
- What proportion of secondary school students are involved in drug abuse Local Government Area of Edo state ?

- Is there a difference in the proportion of male and female secondary school students who are involved in drug abuse in Egor L.G.A?

Definition of Terms

Adolescence: Adolescence is the transitional period between puberty and adulthood in human development, extended mainly over the teen year and terminating legally when the age of majority is reached.

Anxiety: is a state of feeling worried nervous or unease about something with an uncertain outcome.

Defective Home: This is also called broken home, it is a situation whereby parents are divorced or do not live together, and the children suffer as a result.

Depression: Depression is a common mental disorder, characterized by sadness, loss of interest or pleasure, feeling of guilt or low self-worth.

Delinquency: This is the failure to accomplish what is required by law or duty, such as the failure to make a required or to perform a certain action.

Drug: Drug is a substance which has a physiological effect when ingested or otherwise introduced into the body.

Drug Abuse: Drug abuse, also called substance or chemical abuse, is a disorder that is characterized by a destructive pattern of using a substance that leads to significant problem or distress.

Substance Dependence: Substance dependence, also called substance or drug addiction is when a person has developed a tolerance for a particular substance (needing increased amount to experience the effects) and the withdrawal symptoms when not using the substance for a period of time.

Truancy: Truancy is a serious problem in many communities it is the unapproved absence from school, unusually without a parents knowledge.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, comprehensive review of related literature on the subject under study were presented. The review is organized under the following subheadings:

- Concept of Drug
- Concept of Drug Abuse
- Drug Abuse Amongst Male Students
- Drug Abuse Amongst Female Students
- Drug Abuse and School Success
- Drug Abuse among Nigerian Students
- Drug Abuse in Nigeria
- Summary of Reviewed Literature

Concept of Drug

The term drug is broadly defined as any substance which, when introduced into a living organism, alters its normal physiological or psychological functions (World Health Organization, 2022). Drugs are chemical agents capable of modifying bodily functions, and they may be used for either medical or non-medical purposes. In the medical sense, drugs are employed for the diagnosis, prevention, and treatment of diseases, while in the non-medical sense, they are used for social or recreational reasons that can alter mood or behavior (Odejide, 2019). The pharmacological action of drugs affects the brain and body chemistry, which can either promote healing or lead to dependence, depending on how and why the substances are used.

Drugs play an essential role in human health and survival, as they are indispensable in the treatment of illnesses and the management of chronic conditions. According to the United

Nations Office on Drugs and Crime (UNODC, 2023), drugs such as antibiotics, analgesics, and antimalarial agents have revolutionized modern medicine and contributed significantly to reducing global morbidity and mortality rates. When used according to medical prescription, drugs enhance the quality of life, promote recovery, and sustain public health. For instance, analgesics relieve pain, vaccines prevent communicable diseases, and insulin regulates blood sugar levels in diabetic patients (Eze & Akpabio, 2021). In this sense, drugs are beneficial to humanity and represent one of the most important achievements of medical science.

However, the same substances that promote health can also produce harmful effects when used improperly. Certain drugs, particularly those that act on the central nervous system, possess psychoactive properties capable of altering mood, perception, and consciousness (Oshikoya & Alli, 2020). Examples of such drugs include caffeine, alcohol, nicotine, marijuana, cocaine, and opioids. When used outside medical supervision or for non-therapeutic purposes, these substances can lead to psychological dependence and physical addiction. Young people, particularly students, are often vulnerable to the misuse of such substances due to curiosity, peer influence, stress, or the desire for academic performance enhancement (Owolabi & Omotola, 2020).

Drugs are generally categorized into two broad types: legal (medical) and illegal (illicit) drugs. Legal drugs include substances prescribed by health professionals or sold over the counter, such as antibiotics and pain relievers. In contrast, illegal drugs are those banned by law due to their addictive and harmful nature, such as heroin, cocaine, and methamphetamine (UNODC, 2023). Yet, even legal drugs can become dangerous when misused or consumed without medical advice, leading to what is known as drug misuse (Ajayi & Ekundayo, 2022). Illicit drugs, on the other

hand, have been linked to numerous social problems such as crime, family disintegration, and declining academic performance among young people (Ekanem, 2018).

The Concept of Drug Abuse

Drug abuse is a complex issue characterized by compulsive drug-seeking behavior and uncontrollable consumption (Baconi et al., 2015). It involves the misuse of substances that alter bodily processes, particularly those affecting neurotransmitter function. The concept of drug abuse has evolved over time, reflecting advancements in understanding its mechanisms and the need for more precise definitions (Baconi et al., 2015). Drug abuse poses significant dangers to individuals and society, including health risks, social problems, and economic burdens (Sharu, 2024). The social cost of drug abuse encompasses both tangible and intangible costs, affecting both users and non-users. Research on the neurobiological mechanisms of addiction has led to improved pharmacotherapy and new treatment strategies (Baconi et al., 2015). Addressing drug abuse requires a comprehensive approach, including religious interventions and policy measures to prevent and mitigate its impacts (Sharu, 2024).

A drug is a substance that can be taken into the human body and, once taken, alters some processes within the body. Drugs can be used in the diagnosis, prevention, or treatment of a disease. Some drugs are used to kill bacteria and help the body recover from infections. Some drugs assist in terminating headaches. Some drugs cross the blood–brain barrier and affect neurotransmitter function. The varieties of drugs that produce a direct or indirect effect on neurotransmitter function in the brain are of primary interest in this book. The body in four steps processes drugs, and these drugs may have various effects on each other when used together.

Drug abuse imposes enormous costs on both individuals and society. Researchers have produced several studies on a subset of tangible costs of drug abuse and related illnesses, but some key costs have been overlooked, and even when recognized, they have rarely been comprehensively estimated. These tangible costs include expenditures on healthcare, law enforcement, and rehabilitation services, while intangible costs involve emotional suffering, family breakdown, and the loss of human potential. A practical example can be seen in the rising cases of tramadol abuse among Nigerian youths, which have led to increased hospital admissions, reduced workplace productivity, and a surge in mental health disorders (NDLEA, 2023). Families often bear heavy emotional and financial burdens caring for addicted members, while communities face social insecurity and economic decline due to the associated crime and unemployment (UNODC, 2023). This situation demonstrates how drug abuse extends beyond personal harm to impose significant social and economic costs on society at large.

Drug Abuse Amongst male Students

Drug abuse among male students in Nigeria typically begins in everyday environments familiar to school life: hostels, street corners, recreational gatherings, and unsupervised social events. The United Nations Office on Drugs and Crime (UNODC, 2023) has observed that Nigerian secondary and tertiary students face increasing exposure to psychoactive substances due to the easy availability of drugs like tramadol, codeine, marijuana, and alcohol in local communities. Male students are particularly at risk because they frequent informal hangouts and peer networks that normalize substance use as part of youthful experimentation. The National Drug Law Enforcement Agency (NDLEA, 2022) reported that over 70% of young people arrested for drug-related offences in Nigeria are males between 15 and 30 years old, a figure that highlights the gendered nature of drug involvement. Easy access through unlicensed street vendors, open

alcohol markets, and poorly monitored patent medicine stores makes it almost effortless for male students to obtain these substances, creating a dangerous cycle of availability and consumption.

A complex mix of social, family, and community factors drives many male students into drug use. Peer pressure remains the most powerful motivator: male adolescents often conform to group norms to gain social acceptance, and refusing to take part in drinking or smoking can attract ridicule or exclusion. According to Nwankwo and Adebayo (2020), peer influence accounted for nearly 60% of first-time drug use among male undergraduates in South-West Nigeria. Weak parental supervision and family instability further increase susceptibility, as boys from broken or economically challenged homes often lack emotional guidance and seek belonging outside the family. Poverty, unemployment of parents, and urban migration contribute to unsupervised adolescent behaviour, especially in cities like Lagos, Benin, and Port Harcourt where drugs are sold freely in unregulated kiosks (Adelekan, 2021). School environments themselves can be unsafe, as some drug dealers target male students near campuses, and in a few cases, senior students or cult members act as suppliers to younger boys, perpetuating the cycle of dependency.

The pattern and type of drugs used by male students in Nigeria reveal how gender expectations shape substance choices. NDLEA's 2023 National Drug Use Survey confirmed that male youths prefer stimulants and narcotics particularly marijuana, tramadol, codeine-based syrups, and locally mixed drinks such as "monkey tail" because these are believed to enhance energy, confidence, and sexual performance. Oduwole et al. (2022) found that male university students often take tramadol before examinations or sporting events to stay alert and reduce fatigue. Cannabis and alcohol are popular during social or cult-related initiation ceremonies, where participants equate substance use with bravery. Polydrug use is also increasing, as male students

mix multiple substances for instance, combining tramadol with energy drinks or cough syrups creating unpredictable and dangerous side effects (Eze et al., 2021). Because these drugs are easily concealed and shared within peer groups, detection by teachers or parents becomes difficult until dependency develops.

Health consequences for male students who engage in drug abuse are severe and multi-layered. Physiologically, excessive consumption of tramadol and alcohol damages the liver, kidney, and nervous system, while cannabis affects memory, coordination, and cognitive function (Oshodi, Aina, & Onajole, 2010). Psychologically, long-term use leads to anxiety, depression, irritability, and in severe cases, psychosis. Many students become addicted without realizing it, as tolerance builds quickly, forcing them to take higher doses for the same effect. Withdrawal symptoms restlessness, mood swings, insomnia, and aggression further drive repeated use. According to NAFDAC (2022), Nigeria recorded a surge in emergency cases of drug-induced psychosis among young men aged 16–25, a direct outcome of uncontrolled access to opioids and cannabis. Yet, due to stigma and poor access to mental health care, most affected students do not seek professional help until the condition worsens, which exacerbates the burden on both their families and the education system.

Educationally, drug abuse has devastating implications for male students. Substance use impairs concentration, reduces motivation, and increases absenteeism, leading to poor academic performance. Adelekan et al. (2023) reported that over 45% of male secondary school students who admitted to drug use in Ogun and Oyo States had experienced academic decline or disciplinary suspension. Many become defiant towards authority, engage in violent behaviour, and join cult groups to maintain access to drugs or protection from school discipline. Such behaviour disrupts the learning environment and poses safety risks for other students. Teachers

and administrators in affected schools report that male substance abusers are often the source of classroom disturbances, truancy, and examination malpractice (Olatunji & Yusuf, 2020). In extreme cases, prolonged use results in expulsion, thereby derailing the student's educational future and leaving them vulnerable to unemployment or criminal recruitment.

Beyond school, the consequences extend to family, society, and the nation. Families bear the economic burden of treatment and rehabilitation, the emotional toll of shame, and the fear of police harassment. NDLEA (2022) documented that families of male student addicts spend an average of ₦150,000 yearly on informal or religious-based treatment attempts. At the community level, drug-dependent male youths contribute to insecurity, theft, and violence, especially in urban centres. Long-term unemployment and social rejection further drive these young men into crime or continuous addiction, creating a generational pattern of dependency and wasted potential (UNODC, 2023). For Nigeria, the overall cost is reflected in the erosion of human capital, declining productivity, and overstretched rehabilitation facilities. Male student drug abuse, therefore, stands not only as a personal crisis but as a socio-economic challenge threatening the stability of the nation's educational and moral foundation.

Empirical studies conducted across Nigerian secondary schools indicate that male students consistently show higher rates of drug abuse than females. For example, Namadi (2017) employed a cross-sectional survey design involving 500 male and female adolescents across multiple states to assess the prevalence and types of drugs used. The study found that substances such as alcohol, cannabis, tramadol, and codeine syrup were most commonly abused by male adolescents, with prevalence rates often exceeding 50% in urban areas. Data were collected using structured questionnaires administered in schools, and peer influence, curiosity, and social

acceptance were identified as key drivers of drug use. Family neglect and low parental supervision were also highlighted as amplifying factors in male vulnerability to substance abuse.

Further empirical evidence highlights the adverse consequences of drug abuse on male students' academic performance and social behavior. Eze & Akpabio (2021) conducted a descriptive survey with 400 male secondary school students in Edo State, using a self-administered questionnaire to examine drug use patterns and its effects on schooling. Findings showed a significant association between substance abuse and increased absenteeism, lower grades, and school disengagement. Behavioral issues, including aggression, truancy, and minor criminal activities, were also reported. These studies underscore that male student drug abuse is prevalent and has serious implications for educational outcomes, family stability, and community welfare.

Drug Abuse Amongst Female Students

Drug abuse among female students in Nigeria manifests differently compared to their male counterparts, often influenced by social, psychological, and emotional factors. While male students are more likely to use drugs for stimulation, risk-taking, or peer acceptance, female students frequently engage in substance use as a coping mechanism for stress, anxiety, depression, and academic pressure (Oshodi, Aina, & Onajole, 2010). According to the National Drug Law Enforcement Agency (NDLEA, 2023), approximately 38% of female youths in schools have experimented with psychoactive substances, with the majority reporting first exposure through friends, family members, or social media influences. Unlike males, female students often conceal their use due to societal stigma and fear of parental or institutional punishment, which can delay intervention and increase the risk of dependence.

Family and socio-economic factors play a critical role in female student drug abuse. Studies have shown that girls from broken homes, single-parent families, or economically disadvantaged backgrounds are at higher risk (Eze & Akpabio, 2021). In such environments, limited parental supervision and emotional neglect can push female adolescents toward substances as a form of self-medication or escape. Moreover, domestic violence, early romantic relationships, and sexual exploitation increase vulnerability, with drugs often introduced by older peers or partners to maintain control or facilitate risky behaviors (Adeyemo & Akinbode, 2020). Urban areas, particularly cities like Lagos, Abuja, and Port Harcourt, have higher reported cases of female student drug abuse due to anonymity, social pressures, and easy access to alcohol, prescription drugs, and cough syrups containing codeine.

The types of substances abused by female students also reflect patterns of accessibility and perceived safety. Prescription drugs such as sedatives, anti-anxiety medications, and tramadol are frequently misused to manage stress or sleep disorders, while alcohol is used to relieve social anxiety or enhance confidence in peer interactions (Agberotimi & Omigbodun, 2013). Cannabis is less prevalent among female students compared to males but is still present in some urban and boarding school settings. NDLEA (2022) reported a worrying trend in which female students increasingly use cough syrups, tramadol, and prescription painkillers, believing these drugs are harmless compared to street drugs. Peer groups, social media, and online drug promotions contribute to misconceptions about safety and efficacy, often leading to repeated use and eventual dependency.

Health consequences for female students are equally serious but sometimes differ in presentation. Physiologically, drug abuse increases the risk of hormonal imbalances, menstrual irregularities, cardiovascular problems, and potential reproductive complications (UNODC, 2023).

Psychologically, female students experience heightened vulnerability to depression, anxiety, low self-esteem, and emotional instability (Olatunji & Yusuf, 2020). NDLEA (2023) documented rising cases of female adolescents developing dependency-related complications, including insomnia, panic attacks, and suicidal ideation. The fear of social stigma, particularly around drug use among females, prevents many from seeking help early, exacerbating both physical and psychological health risks.

Educationally, substance abuse undermines female students' academic performance, though patterns of disengagement may differ from males. Female students may experience absenteeism, declining grades, and reduced participation in class activities due to fatigue, withdrawal, or psychological stress (Eneh & Stanley, 2021). Some female students turn to substance use to cope with examination anxiety or intense academic competition, believing that stimulants or sedatives can enhance focus or reduce tension. Research by Olumide et al. (2019) revealed that female students who abused drugs were slightly less likely to engage in violent behavior than males, but they were more prone to absenteeism and social isolation, which negatively impacted learning outcomes and peer interactions.

The societal and family impacts of female student drug abuse are substantial. Families face financial and emotional strain while attempting to manage the problem, particularly when treatment or rehabilitation is sought late due to concealment (NDLEA, 2022). Community safety concerns arise when dependency leads to petty theft, transactional sexual behavior, or involvement in clandestine social networks to secure drugs (Adeyemo & Akinbode, 2020). On a national scale, the growing number of female students engaging in substance abuse threatens human capital development, as educational disengagement and early health complications reduce long-term productivity. The UNODC (2023) emphasizes that addressing female student drug

abuse requires gender-sensitive interventions, incorporating counseling, family support, and school-based education programs tailored to the specific vulnerabilities and pressures faced by girls in Nigeria.

Research focusing on female students in Nigeria suggests that while prevalence rates are lower than males, the pattern of drug abuse is rising and presents unique risks. Adeyemo & Akinbode (2020) used a descriptive survey design involving 300 female secondary school students in Lagos and Abuja to investigate the types, causes, and prevalence of substance abuse. Data were collected via structured questionnaires and focus group discussions. The study found that female students frequently misuse prescription medications, sedatives, cough syrups, and alcohol, primarily as coping mechanisms for stress, anxiety, and academic pressure. Peer influence, family dysfunction, and urban exposure were major contributors, while social stigma caused many females to conceal their drug use, delaying interventions.

Empirical investigations further reveal the negative effects of drug abuse on female students' psychological health and academic performance. Eneh & Stanley (2021) conducted a mixed-method study involving 250 female secondary school students in Rivers State. They combined questionnaires and focus group interviews to explore the patterns, reasons, and consequences of substance use. Results indicated that female adolescents who misused drugs experienced anxiety, depression, poor concentration, and absenteeism, all of which reduced school engagement. Emotional instability and coping with societal pressures were key driving factors. These findings show that although prevalence is lower among female students, the mental, academic, and social consequences are significant, requiring gender-specific interventions.

Drug abuse and School Success.

Substance abuse has a profound negative impact on a student's academic and social life. Research consistently shows a strong correlation between drug abuse and poor academic performance, including lower grades, increased absenteeism, and higher rates of school dropout.

The cognitive effects of substance abuse, such as impaired memory, concentration, and problem-solving skills, directly interfere with learning. Furthermore, students who abuse drugs are more likely to have behavioral problems, leading to suspension or expulsion, which further hinders their educational progress. A study by the National Institute on Drug Abuse (NIDA) highlights that drug abuse in adolescence can permanently affect brain development, making it harder for a person to reach their full potential.

This research consistently demonstrates a negative correlation between drug abuse and secondary school success. Studies show that substance use is linked to cognitive impairment, poor academic performance, lower attendance, and higher dropout rates. The effects are multifaceted, impacting a student's motivation, social behavior, and neurological development.

Key Findings from Recent Research

Cognitive Impairment: Drug use, particularly of substances like cannabis and alcohol, can damage the developing adolescent brain. This impairment affects cognitive functions vital for learning, such as memory, concentration, and decision-making. A 2020 study by Wang et al. found that marijuana use significantly affected cognitive functions, leading to decreased concentration and lower grades.

Academic Performance: Numerous studies, including a 2023 paper by Adelekan et al., have directly linked drug abuse to declining grades. A study in Somalia (2025) found that drug abuse

accounted for 61.2% of the variation in students' academic performance, with tobacco having the most significant negative impact.

School Disengagement: Substance use is a major predictor of school absenteeism and dropout rates. Research has shown that adolescents who use drugs are more likely to skip school, leading to a decline in overall academic commitment. Henry (2019) found that the use of cigarettes, alcohol, and marijuana was each associated with an increased likelihood of skipping school among eighth and tenth-grade students.

Behavioral and Social Issues: Drug abuse can lead to a host of behavioral problems, including disciplinary actions, strained relationships with teachers and peers, and social withdrawal. A 2022 study by Okoro et al. highlighted that adolescents who abuse substances are more likely to face disciplinary issues and experience a decline in their overall well-being.

Causality and Bidirectionality: The relationship between drug abuse and poor academic outcomes can be bidirectional. While drug use can directly cause academic failure, existing academic problems or a lack of motivation may also drive students towards substance use as a coping mechanism or escape from stress. A 2022 study by Ndibalema in Tanzania revealed that students involved in drug use had lower academic scores and were more likely to repeat classes or drop out of school.

Impact on Academic and Social Life

The empirical evidence is clear on the negative consequences of drug abuse for students:

Poor Academic Performance: Drug abuse leads to a decline in academic performance, manifesting as low grades, poor concentration, and a lack of motivation. Substances like

cannabis and alcohol are known to impair memory and decision-making, which are crucial for learning.

School Disengagement: Substance abuse is a significant cause of absenteeism and dropout rates. Students who use drugs are more likely to skip classes and eventually abandon their education.

Behavioral Issues: Drug abuse is linked to disciplinary problems, defiance of authority, and strained relationships with teachers and peers. It also increases the risk of engaging in other high-risk behaviors.

Mental and Physical Health: Chronic drug use can lead to serious physical and mental health issues, including anxiety, depression, and long-term neurological damage

Drug abuse among Nigerian students

Nigeria, like many other developing countries, faces a significant challenge with substance abuse among its youth. . Studies conducted across different Nigerian states have revealed a high prevalence of drug abuse among secondary school students. For instance, a study by Omoaghe and Esegbe (2015) in Edo State revealed that a substantial percentage of secondary school students had used at least one psychoactive substance.

Common substances abused by Nigerian students include alcohol, cannabis, cough syrup with codeine, and stimulants like amphetamines. The factors contributing to this trend are complex and include peer influence, parental neglect, unemployment, and easy access to these substances.

Drug abuse among Nigerian secondary school students show that the problem is widespread and has a significant negative impact on their well-being and academic performance. Research points to a rising trend of substance use despite students' general awareness of its dangers. The most

commonly abused substances are not just illicit drugs but also include over-the-counter and prescription medications.

Drug abuse among adolescents is a significant concern, with prevalence rates ranging from 30.17% to 75% across different studies (Namadi, 2017; Jasani et al., 2019). Factors associated with drug abuse include parental status, education level, stress, peer influence, depression, self-esteem, unemployment, and poverty (Namadi, 2017). Tobacco, particularly in chewing form, is the most commonly abused substance, followed by alcohol and other drugs (Jasani et al., 2019; Sharma & Chaudhary, 2016). Males are more likely to engage in substance abuse than females (Jasani et al., 2019). Rural adolescents show higher prevalence rates compared to their urban counterparts (Jasani et al., 2019). The age group most vulnerable to drug abuse is 12-25 years (Sharma & Chaudhary, 2016; Sampreeth, 2024). To address this issue, researchers recommend developing peer support programs, entrepreneurship training, and creating employment opportunities for adolescents (Namadi, 2017).

Drug abuse is one of the problems confronting the Nigerian nation today. Incidences of drug abuse and related anti-social behavior have tremendously increased in recent years. This has become a matter of concern to the government, parents, teachers, and non-governmental organizations. Drug abuse continues to be the major risk behavior among youth and adolescents, with physical and mental health complications. Despite the known risks associated with the drugs, adolescents continue using these drugs. This paper reveals the prevalence of drug abuse among adolescent's in Nigeria, problems associated with drugs abuse and reasons why adolescents are vulnerable to drugs abuse. Drug abuse causes a lot of risk among the adolescents; it results to gang formation, armed robbery, mental illness and cultism. Studies revealed that most of the drug addicts started smoking from their young age. As they grow older, they seek

new thrills and gradually go into hard drugs. There was an indication that 65 percent of high school students used drugs to have good time, 54 percent wanted to experiment to see what it is like, 20–40 percent used it to alter their moods. It concludes by prescribing some ways of curbing the menace arising from drug abuse. Keywords: Adolescents, drug abuse, problem, prevention.

Prevalence and Types of Drugs Used

The prevalence of drug abuse among Nigerian secondary school students has continued to rise in recent years, cutting across both urban and rural areas. Studies conducted across various states consistently indicate that a significant proportion of adolescents engage in the use of psychoactive substances, often beginning at an early age. The accessibility of these substances, coupled with peer influence, curiosity, and weak enforcement of drug control policies, has contributed to this alarming trend. Reports from the National Drug Law Enforcement Agency (NDLEA, 2023) and other studies have shown that the types of drugs abused by students are diverse, ranging from prescription medications to illicit street drugs.

Among the most frequently abused substances are opiates, particularly codeine-containing cough syrups and tramadol. These are commonly used by students seeking temporary relief from stress or physical pain, or as a means of staying awake for prolonged study sessions. Research conducted in some Nigerian states found that opiates were the most widely used substances among secondary school students, with prevalence rates exceeding 11 percent in certain populations. Their misuse has been linked to cases of dependency, mental health challenges, and in severe cases, overdose.

Alcohol and cannabis remain the most commonly abused substances among adolescents. Alcohol is often viewed as socially acceptable, making it easily accessible and frequently consumed even by underage individuals. Cannabis, known locally as “Indian hemp,” is similarly widespread, often used in combination with alcohol or other stimulants. A study in Owerri Municipal Council reported a 100 percent prevalence rate of alcohol use among adolescents, underscoring its dominance as a socially normalized drug within Nigerian youth culture. These substances are known to impair cognitive functioning, judgment, and emotional regulation, leading to academic decline and antisocial behavior.

In addition to these, other substances such as tranquilizers, hallucinogens, amphetamines, and inhalants are increasingly being experimented with by students. Some adolescents have been reported to engage in unconventional methods of intoxication, such as melting menthol sweets in carbonated drinks or mixing cannabis with alcoholic beverages to enhance euphoric effects. These practices reflect both a lack of awareness about the dangers of substance abuse and the growing creativity among youths in seeking alternative means of intoxication. The widespread use of these drugs among students calls for urgent and coordinated intervention through public health education, school-based prevention programs, and stricter regulatory enforcement to curb this growing menace.

Contributing Factors

The factors leading to drug abuse among Nigerian secondary school students are multifaceted, reflecting a complex interplay of social, familial, and environmental influences. One of the most prominent factors is peer influence, which remains the strongest predictor of substance use among adolescents. Many students are pressured by friends to experiment with drugs in order to

gain acceptance, appear “mature,” or enhance social belonging. The desire to fit in often overrides the awareness of potential dangers, leading to habitual use and eventual dependence.

Inadequate parental care also contributes significantly to this problem. When parents fail to provide proper supervision, guidance, or emotional support, students are more likely to seek comfort and validation outside the home, sometimes in the wrong circles. In some cases, parental substance use itself normalizes drug consumption within the family environment, exposing children to early initiation.

Socio-economic factors further compound the issue. Poverty, unemployment, and frustration with life’s circumstances can push young people toward drug use as a coping mechanism for stress, anxiety, and hopelessness. For students from economically disadvantaged backgrounds, drugs may serve as a temporary escape from hardship or emotional distress. Moreover, **easy accessibility** to both legal and illegal drugs worsens the situation. The proliferation of street vendors, bars, and unregulated kiosks selling alcohol, cigarettes, and prescription drugs around schools has made these substances readily available to students. Weak law enforcement, corruption, and porous borders also facilitate the inflow of illicit drugs such as tramadol and codeine, making them accessible even to minors. Altogether, these factors interact to create an environment where substance abuse thrives, underscoring the urgent need for coordinated interventions at the family, school, and community levels.

Drug Abuse in Nigeria

Drug abuse in Nigeria is not limited to students; it's a nationwide problem with severe social and economic consequences. The country's porous borders and weak law enforcement contribute to

the easy flow of illicit drugs. The National Drug Law Enforcement Agency (NDLEA) has been actively working to combat this issue, but the challenge remains significant.

The socio-economic factors such as poverty, unemployment, and political instability are major drivers of drug abuse. This has led to an increase in crime rates, mental health issues, and a burden on the healthcare system. The lack of adequate rehabilitation facilities further compounds the problem.

Horrible youthful activities are widespread in Nigeria to the extent that they have been giving a lot of concern to the society, government and other stake holders in Nigeria. In primary schools, peers engage in organized crimes and disrupt normal academic programs. In secondary schools and most Nigerian universities, the activities of secret cults are known to have been source of threat to lives and property. Outside the campuses, a lot of ritual killings are taking place. (Abudu, Oshodi, Aina, & Onajole, 2010). The impact of drug abuse among Nigerian adolescents has been a feature of a morally bankrupt, corrupt and wasted generation and loss of our societal values and ideals. The situation now appears to be such that no one can argue ignorance of what is happening (Abudu, 2010). We cannot sit and illegitimately pretend on the menace of drug abuse among our adolescents. According to Giade, (2011), any nation being used by drug barons as a transit route has the potentials of becoming a drugs abuse consumer's country, drugs abuse threaten the security of every nation, tearing apart our societies, spawning crime, spreading diseases such as aids, and killing our youths and our future". The Government of Nigeria seems to lose sight of its responsibilities, though it claims that tobacco should be regulated in a market oriented frame work, which strikes an optimal balance and the need to ensure healthy work force. The fear is that adolescents are lured into early death from Cardio Vascular diseases (CVD), lung cancer and other tobacco related diseases.

(Abudu, 2010; Giade, 2011). Already, Nigerian adolescents are being offered cigarettes through promotions and musical concerts. Some teens will experiment and stop, or continue to use occasionally without significant problems. While others will develop addiction, moving on to more dangerous and hard drugs and causing considerable harm to themselves and the society at large. Despite the effort of many concerned individuals and organizations to curb this menace, many individuals still present these drugs as though they are harmless. They give them slogans such as “for greatness” “for brighter life” (Oshodi, Aina & Onajole, 2010)

Summary of Reviewed literature

The reviewed literature highlights that substance abuse is a pervasive issue among secondary school students, particularly in Nigeria. The conceptual review defines drug abuse as the harmful use of psychoactive substances that alter mental and physical functions. Studies consistently show that males are generally more prone to substance abuse than females, though the problem is growing among both genders. The reviewed works reveal that the most commonly abused substances among students are alcohol, cannabis, tramadol, and codeine, which are often consumed to relieve stress, enhance concentration, or cope with peer pressure.

Substance abuse has a devastating impact on students’ academic performance and overall school success. The literature establishes a strong negative correlation between drug use and academic outcomes, as drug use impairs cognitive function, concentration, and motivation. Students who engage in substance abuse exhibit lower grades, higher absenteeism, and an increased likelihood of dropping out of school. Moreover, drug use is associated with behavioral problems such as

indiscipline, truancy, and social withdrawal, which further undermine educational achievement. Several studies also indicate that female students are increasingly turning to prescription drugs to manage anxiety and depression, suggesting a shift in the gender dynamics of drug use.

The prevalence of substance abuse among Nigerian students remains high, driven largely by peer influence, curiosity, and the easy accessibility of psychoactive substances. Weak parental supervision, poverty, and the proliferation of unregulated drug markets near schools further exacerbate the problem. These issues are compounded by broader national challenges such as unemployment and inadequate enforcement of drug control policies. In Nigeria, the social consequences of drug abuse extend beyond individual users to include rising crime rates, family disintegration, and an overall decline in moral and social values. Addressing this problem, therefore, requires a multi-faceted approach involving parents, schools, community leaders, and government agencies to create awareness, strengthen moral education, and enforce drug control laws.

However, despite the depth of previous research, most existing studies have focused primarily on the prevalence, causes, and types of substances used, without giving sufficient attention to how drug abuse specifically affects students' academic relationships, learning behaviors, and interactional patterns within the school system. Furthermore, earlier research has been largely quantitative, offering statistical generalizations but little insight into the lived experiences and emotional realities of affected students. This study is therefore distinct because it seeks to explore the impact of drug abuse on students' school life and academic achievement within a holistic framework examining not only performance outcomes but also behavioral, social, and psychological dimensions. By focusing on students within a defined local context, this research

aims to bridge the identified gap and contribute to more comprehensive, context-based solutions to drug abuse among secondary school students.

CHAPTER THREE

METHODOLOGY

In this chapter, the methodology adopted in conducting the study is presented under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The study adopted a survey research design. This design was considered appropriate because it enabled the researcher to collect data from a sample of respondents and generalize the findings to the entire population. The survey design also allowed the researcher to obtain opinions, attitudes, and perceptions of the respondents regarding the problem of study.

Population of the Study

The population of the study consisted of all secondary school students in the selected Local Government Area of Edo State. According to the Edo State Post-Primary Education Board (2017), the total population of students in the area was 9,745. This population comprised students from both public and private secondary schools within the Local Government Area.

Sample and Sampling Technique

A total of 100 secondary school students were randomly selected for the study. The sample was drawn using the simple random sampling technique to ensure that every student had an equal chance of being selected. This was achieved by randomly selecting five secondary schools within the Local Government Area and choosing respondents from different class levels to represent the target population.

Research Instrument

The instrument used for data collection was a structured questionnaire titled “Questionnaire on the Impact of Drug Abuse on Students’ Academic Performance.” The questionnaire consisted of both closed-ended and open-ended items designed to elicit responses related to the objectives of the study. It was divided into two sections: Section A obtained demographic information about

the respondents, while Section B focused on issues relating to drug abuse, its causes, and its effects on students' academic performance and behavior.

Validity of the Instrument

The instrument was validated by three experts in the Department of Educational Evaluation and Counselling Psychology. The experts examined the questionnaire items for clarity, relevance, and adequacy in measuring the intended variables. Their suggestions and corrections were incorporated to improve the content and face validity of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, a pilot test was conducted using 20 secondary school students outside the study area. The responses obtained were analyzed using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82. This indicated that the instrument was reliable and suitable for the main study.

Method of Data Collection

The researcher personally administered the questionnaire to the respondents with the assistance of the class teachers and school counsellors. The purpose of the study was explained to the respondents to ensure honest participation. Completed questionnaires were retrieved immediately after completion to ensure a high return rate.

Method of Data Analysis

The data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation to answer the research question. The results were presented in tables for clarity and easy interpretation.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In the chapter, results obtained after data analysis are presented and findings are discussed

Research Question One: What proportion of secondary school male students in Egor Local Government Area of Edo State are involved in daily abuse?

Table 1: Basic Statistics of the Proportion of Secondary School Male Students in Egor Local Government Area of Edo State who are Involved in Daily Abuse of Drug

	No who Agree (%)	No who do not Agree (%)	Total
(%)			
Item 1. I take drugs daily	19 (36.54%)	33 (63.46%)	52 (100%)
Item 2. I take drugs once daily	24 (46.15%)	28 (53.85%)	52 (100%)

Total Daily Male Drug Abusers	43 (41.35%)	61	(58.65%)	104 (100%)
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From Table 1, out of the 52 male secondary school students used for the study, 19 of them representing 36.54% agreed that they take drugs daily although the number of times not considered while 33 of them representing 63.46% disagreed that they take drugs daily. Also, out of the 52 male secondary school students used for the study, 24 of them representing 46.15% agreed that they take drugs once daily while 28 of them representing 53.85% disagreed that they take drugs once daily. On the whole, out of the 104 responses from the male secondary school students, 43 of them representing 41.35% agreed that they are daily drugs abusers while 61 them representing 58.65% disagreed that they are daily drugs abusers. Hence, it can be concluded that majority of male secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers.

Research Question Two: What proportion of secondary school female students in Egor Local Government Area of Edo State are involved in daily abuse?

Table 2: Basic Statistics of the Proportion of Secondary School Female Students in Egor Local Government Area of Edo State who are Involved in Daily Abuse of Drug

	No who Agree (%)	No who do not Agree (%)	Total (%)
Item 1. I take drugs daily	19 (40.43%)	28 (59.57%)	47 (100%)
Item 2. I take drugs once daily	15 (31.91%)	32 (68.09%)	47 (100%)

Total Daily Male Drug Abusers	34 (36.17%)	60	(63.83%)	94 (100%)
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From Table 2, out of the 47 female secondary school students used for the study, 19 of them representing 40.43% agreed that they take drugs daily although the number of times not considered while 28 of them representing 59.57% disagreed that they take drugs daily. Also, out of the 47 female secondary school students used for the study, 15 of them representing 31.91% agreed that they take drugs once daily while 32 of them representing 68.09% disagreed that they take drugs once daily. On the whole, out of the 94 responses from the female secondary school students, 34 of them representing 36.17% agreed that they are daily drugs abusers while 60 of them representing 63.83% disagreed that they are daily drugs abusers. Hence, it can be concluded that majority of female secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers.

Research Question Three: What proportion of secondary school students in Egor Local Government Area of Edo State are involved in drug abuse?

Table 3: Basic Statistics of the Proportion of Secondary School Students in Egor Local Government Area of Edo State who are Involved in Daily Abuse of Drug

	No who Agree (%)	No who do not Agree (%)	Total
(%)			
Item 3-12	364 (36.77%)	626 (63.23%)	990 (100%)

From Table 3, out of the 990 secondary school students' responses obtained for the study, 364 of them representing 36.77% agreed that secondary school students in Egor Local Government Area of Edo State are involved in drug abuse while 626 of them representing 63.23% disagreed that secondary school students in Egor Local Government Area of Edo State are involved in drug abuse. Hence, it can be concluded that majority of secondary school students in Egor Local Government Area of Edo State are not involved in drug abuse.

Research Question Four: What is the sex proportion difference of secondary school students in Egor Local Government Area of Edo State who are involved in drug abuse?

Table 4: Basic Statistics of the Sex Proportion Difference of Secondary School Students in Egor Local Government Area of Edo State who are Involved in Drug Abuse

Item 3-12 (%)	No who Agree (%)	No who do not Agree (%)	Total
Male Students	205(39.42%)	315(60.58%)	520(100%)
Female Students	159(33.83%)	311(66.17%)	470(100%)

From Table 4, out of the 520 male secondary school students' responses obtained for the study, 205 of them representing 39.42% agreed that male secondary school students in Egor Local Government Area of Edo State are involved in drug abuse while 315 of them representing

60.58% disagreed that male secondary school students in Egor Local Government Area of Edo State are involved in drug abuse. Also, out of the 470 female secondary school students' responses obtained for the study, 159 of them representing 33.83% agreed that female secondary school students in Egor Local Government Area of Edo State are involved in drug abuse while 311 of them representing 66.17% disagreed that female secondary school students in Egor Local Government Area of Edo State are involved in drug abuse. Hence, it can be concluded that higher percentage of male secondary school students in Egor Local Government Area of Edo State are involved in drug abuse compared to the female students.

Discussion of Findings

From the finding of this study, it was found that majority of male secondary school students in Egor local government area of Edo State are not daily drug abuser. The finding contradicts the finding of Adelekan et al. (2023) who found high prevalence of drug abuse. particularly substances such as tramadol, marijuana, and alcohol, aligns with the social norms and peer influences that often drive male adolescents to experiment with drugs. The findings also underscore the role of peer pressure and easy access to drugs as major factors influencing substance abuse among male students. The significant portion of male students who do not engage in daily drug abuse suggests the existence of protective factors, such as strong familial support or school-based interventions. While the study does not directly explore these factors, they are important for future research and intervention strategies aimed at reducing drug use among male students.

The findings from Table 2 revealed that 36.17% of female students in Egor LGA engage in daily drug abuse, a lower percentage compared to their male counterparts. This is consistent with previous research that suggests females tend to engage in drug use less frequently than

males, though the gap is narrowing (Oshodi et al., 2010; Adeyemo & Akinbode, 2020). Female students often misuse prescription drugs like sedatives, painkillers, and cough syrups to cope with stress, anxiety, and academic pressure (Agberotimi & Omigbodun, 2013). The concealment of drug abuse among female students due to social stigma also aligns with findings by Olatunji and Yusuf (2020), who highlighted the difficulties in addressing substance abuse in females due to societal expectations around femininity and propriety.

Though the percentage of female students involved in daily drug abuse is lower than that of males, it is still a cause for concern. These findings underscore the need for targeted interventions to address the specific pressures and vulnerabilities faced by female students, such as mental health issues and the increasing normalization of prescription drug misuse (NDLEA, 2023).

The overall prevalence of drug abuse among secondary school students in Egor LGA, revealed that majority of secondary school in Egor LGA are not involved in drug abuse. This is a troubling statistic, it is somewhat lower than the rates reported in other studies, such as Namadi (2017) and Jasani et al. (2019), which indicated even higher rates of drug use in some Nigerian regions. This finding suggests that while drug abuse is widespread, it is not ubiquitous, and there may be factors at play, such as community-based programs or school policies, that are mitigating the extent of the problem.

However, the fact that a substantial portion of students disagreed with the statement that they engage in drug abuse reflects that there are protective factors in place whether through education, family structures, or community engagement. Nonetheless, the persistence of

substance use among students suggests that continued awareness campaigns and the enforcement of stricter school policies are necessary to reduce its prevalence.

The comparison of male and female drug abuse in Table 4 indicated a higher percentage of male students involved in drug abuse compared to their female counterparts. This finding corroborates with previous studies that demonstrate a higher propensity for drug use among male adolescents (Ajayi & Ekundayo, 2022; Oduwole et al., 2022). Male students' greater engagement in drug use, particularly stimulants and narcotics, is often linked to social constructs of masculinity, peer pressure, and the desire for enhanced performance in both academic and social contexts.

On the other hand, female students were more likely to engage in prescription drug abuse, often as a coping mechanism for emotional distress or academic pressures (Adeyemo & Akinbode, 2020). This difference in the types of substances abused further suggests that gender-specific interventions are necessary to address the unique vulnerabilities of male and female students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, summary of the study, conclusion drawn from the findings, and recommendations are presented.

Summary

The study aimed to investigate the prevalence and impact of drug abuse on secondary school students' academic performance in the Egor Local Government Area of Edo State. Four research questions were formulated to guide the study. The survey research design was employed. The population for the study consisted of secondary school students in the selected Local Government Area, with a total population of 9,745 students (Edo State Post-Primary Education Board, 2017). A sample of 100 students was randomly selected from five secondary schools within the area. A structured questionnaire was designed for data collection and was titled “Questionnaire on the Impact of Drug Abuse on Students’ Academic Performance,” which was divided into two sections: Section A gathered demographic information, and Section B focused on issues related to drug abuse, its causes, and its effects on students' academic performance and behavior. The experts examined the questionnaire items for clarity, relevance, and adequacy in measuring the intended variables. The responses obtained were analyzed using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82. Data analysis was performed using descriptive statistics such as frequency counts, percentages, and mean scores.

Findings

1. Majority of male secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers.
2. Majority of female secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers.
3. Majority of secondary school students in Egor Local Government Area of Edo State are not involved in drug abuse.

4. It can be concluded that higher percentage of male secondary school students in Egor Local Government Area of Edo State are involved in drug abuse compared to the female students.

Conclusion

Majority of male secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers. Majority of female secondary school students in Egor Local Government Area of Edo State are not daily drugs abusers. Majority of secondary school students in Egor Local Government Area of Edo State are not involved in drug abuse. It can be concluded that higher percentage of male secondary school students in Egor Local Government Area of Edo State are involved in drug abuse compared to the female students.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered to address the issue of drug abuse among secondary school students in Egor Local Government Area:

1. The Ministry of Education should organize regular workshops and awareness campaigns to educate both students and teachers about the dangers of drug abuse. These campaigns should focus on the negative effects of drug use on academic performance, health, and future prospects.
2. Parents should be actively involved in addressing drug abuse by providing adequate supervision and emotional support for their children. Schools should also work with

- parents to raise awareness about the risks of drug abuse and promote healthier coping mechanisms.
3. The government should enforce stricter laws against the sale and distribution of illicit drugs, particularly around schools. This could involve increasing surveillance and monitoring of local markets where drugs are readily available.
 4. Schools should offer counseling services for students struggling with drug abuse. These services can help students cope with academic stress, emotional issues, and peer pressure without resorting to substance use. Additionally, rehabilitation programs should be accessible to those who need help overcoming addiction.

Suggestions for Further Studies

While this study focused on the impact of drug abuse on secondary school students' academic performance in Egor Local Government Area, future research could explore the following areas:

1. Future studies could track the long-term effects of drug abuse on academic and social outcomes, providing more comprehensive insights into the consequences of early substance use.
2. Similar studies could be conducted in other Local Government Areas of Edo State or in other regions of Nigeria to compare the prevalence and impact of drug abuse among students, providing a more generalizable view of the issue.

3. Future research could evaluate the effectiveness of existing school-based drug prevention and intervention programs to determine which strategies are most successful in reducing substance abuse and improving academic performance.
4. Further research could investigate the psychological and social effects of drug abuse on students, such as mental health issues, behavioral problems, and the broader social impacts on families and communities.

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON DRUG ABUSE AMONG SECONDARY SCHOOL STUDENTS
IN EGOR LOCAL GOVERNMENT AREA, EDI STATE**

Dear Respondent,

This questionnaire was designed to collect information on the prevalence and patterns of drug abuse among secondary school students in Egor local government area of Edo State. The study is conducted purely for academic purpose. Therefore all response would be treated with utmost confidentiality and used solely for research purpose. Kindly respond to all questions. Thank you for your cooperation.

Section A: Demographic Information

Name of school	
Class	
Sex	

SA- Strongly Agree A- Agree D- Disagree SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1	I take drugs everyday				
2	I take drugs once everyday				

3	I often take drugs to get high				
4	I take drugs to stay awake				
5	I take to feel relaxed				
6	I boast of drugs usage to my friend				
7	Sometimes i come to school under the influence of drugs				
8	I take drugs to cope with emotional stress or anxiety				
9	I ensure taking drugs				
10	I take drugs with my friends during break in school				
11	I get irritated with drugs				
12	I cannot stay without taking drugs				