

**THE ROLE OF COUNSELLOR IN PREVENTING DRUG ABUSE AMONG SENIOR  
SECONDARY SCHOOL ADOLESCENT IN EDO STATE**

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**FEBRUARY, 2026.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION,  
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FOR THE AWARD OF BACHELOR OF EDUCATION (B.Sc Ed) DEGREE.IN  
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**FEBRUARY, 2026**

## CERTIFICATION

We, the under-signed certify that, this study was carried out by LASISI JEREMIAH OLUWASEYI with matriculation number EDU2102415 of the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This project is dedicated to Almighty God for His unfailing love, grace, and guidance throughout my academic journey.

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My sincere appreciation goes to my project supervisor, Prof. (Mrs.) E. O. Egbochuku, for her patience, constructive criticisms, professional guidance, and encouragement throughout the course of this research. Her support, understanding, and commitment greatly contributed to the success of this work.

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## ABSTRACT

This study examined “the role of counsellor in preventing drug abuse among senior secondary school adolescent in Edo state”, with particular focus on Egor Local Government Area. Drug abuse among adolescents has become a growing public health and educational concern due to its negative effects on students’ academic performance, behaviour, emotional stability, and social development. The study sought to determine the prevalence of drug abuse among students, assess their level of awareness about the dangers of substance abuse, examine the impact of counselling services on drug abuse prevention, and investigate whether sex differences exist in how counselling influences prevention efforts.

A descriptive survey research design was adopted for the study. The population consisted of 5,788 senior secondary school students (SS1–SS3) in the 12 public senior secondary schools in Egor Local Government Area of Edo State. From this population, a sample of 200 students was selected using an appropriate sampling technique. Data were collected using 200 copies of a structured questionnaire developed by the researcher. The instrument was validated by experts in Guidance and Counselling, and its reliability was established using the Cronbach Alpha method, which yielded a coefficient of 0.78, indicating good internal consistency. Data collected were analysed using frequency counts, percentages, and mean scores.

The findings revealed that the prevalence of drug abuse among senior secondary school students, though not extremely high, remains a significant concern. While many students showed awareness of the dangers associated with drug abuse, awareness alone was not sufficient to completely prevent involvement. The study also found that counselling services play an important role in preventing drug abuse by providing guidance, emotional support, awareness programmes, and early intervention for at-risk students. Slight differences were observed between male and female students in drug abuse involvement and response to counselling. The study concluded that strengthening school counselling services is essential for reducing drug abuse among adolescents. It recommended increased government support for counselling units, regular drug education programmes, early identification of at-risk students, parental involvement, and collaboration between schools and health agencies.

# CHAPTER ONE

## INTRODUCTION

### **Background of The Study**

The use of drugs has always been associated with the existence of man. The use of drugs could be beneficial or harmful depending on the mode of administration. According to WHO, a drug is a substance or product used or intended to modify or explore physiological systems or pathological states for the benefit of the patient. They are also considered as molecules that interact with specific molecular component of an organism to cause biochemical and physiological change (Adewale & Golan, 2021). They could thus, be considered as chemicals that bid to one of four receptor molecules found within biological organisms (Ritter et al., 2022).

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. 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, 2023). 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) (Ajibola, B. & Tiamiyu, K. A, 2022).

Secondary school students typically adolescents between the ages of 10 and 16, who attend school after completing primary education are increasingly exposed to the risks of substance misuse (Dosunmu & Odesanmi, 2025). Drug abuse, defined as the non-medical or non-scientific use of psychoactive substances capable of causing harm to both the user and the community, has become a significant public-health concern among this age group (Soremekun, Folorunso, & Adeyemi, 2020; National Institute on Drug Abuse [NIDA], 2022). Recent studies have documented a notable rise in the number and diversity of drugs abused by students both locally and globally (Danraka, Omotolani, Mmaduka, & Kolawole, 2023; Wang & Yu, 2025).

In Nigeria, for instance, a nationwide survey revealed a lifetime prevalence of substance abuse of 49.8 percent among high-school adolescents (Soremekun et al., 2020; Dosunmu & Odesanmi, 2025). Similar findings were observed across other regions of the country, where substances such as tramadol, cannabis, and alcohol remain the most commonly misused (Danraka et al., 2023). Globally, the United Nations Office on Drugs and Crime (UNODC, 2024) and NIDA (2022) report that adolescent substance use, while relatively stable, remains persistently high, with alcohol, nicotine, and cannabis ranking among the most commonly used substances worldwide. Illicit drug use also cuts across all social and educational categories, affecting both literate and illiterate populations (Wang & Yu, 2025). However, secondary-school adolescents remain especially vulnerable female students included and in Edo State, they constitute a significant proportion of the youth at risk (Danraka et al., 2023). The multibillion-dollar illicit drug trade further aggravates the situation, threatening to destabilize families, schools, and even national economies (UNODC, 2024). It is important to note that drug abuse is not confined simply to the abuse of dangerous drugs like narcotics, opium,

heroin etc. but also the abuse of cocaine, Panadol, antibiotic, laxative, kola nuts,, alcohol etc. in other words even substance from food is a drug harmful or dangerous if not take properly.

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 tranquilizers (National Institute of Drug Abuse, 2020). Drugs have varied physiological effects. Some adverse consequences include insomnia, prolonged loss of appetite, increased body temperature, greater risk of hepatitis and HIV/AIDS infection (National Institute on Drug Abuse, 2022), death, various forms of cancers, ulcers and brain damage. Cannabis affects the hormonal and reproductive system and the regular use of cannabis can reduce male testosterone and sperm cells. Drug abuse contributes to the formation of uric acid, which accelerates conditions like arthritis, gout, osteoporosis, and heart attacks, particularly those with pre-existing coronary hypertensive problems. 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. According to Garikai (2023), an estimated four hundred and sixty thousand secondary school students abuse alcohol each year, two hundred and twenty thousand smoke cigarettes, and marijuana silently kills approximately seventy thousand students in Nigeria.

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. Several abused medications have the potential to affect a person's thinking and judgement, posing health hazards such as drugged driving and communicable infections.

This could be injurious to the health of the concerned persons and entire society (Inemesit, Chukwuemeka & Okafor, 2023).

Counsellors play a frontline role in preventing drug abuse by creating environments and programmes that reduce the likelihood that students will experiment with or become dependent on substances. Through planned school-wide activities such as age-appropriate talks, peer-led campaigns, and early warning systems counsellors raise awareness about the short- and long-term harms of drugs while reinforcing healthy alternatives. They also screen for risk factors such as family conflict, behavioral changes, and academic decline, providing timely, lower-intensity interventions or referrals before experimentation escalates. By building trusting relationships with students and modelling positive behaviors, counsellors help reshape norms and expectations so that avoidance of drugs becomes part of everyday school culture.

As educators, counsellors translate complex medical, social, and legal information about substances into clear, relatable lessons that students can use in daily life. They design and deliver structured health education sessions that combine factual content such as the effects of specific drugs with life skills like decision-making, assertiveness, and stress management that reduce vulnerability to peer pressure. Importantly, counsellors adapt materials to developmental stages and local realities so that the messages resonate with adolescents' aspirations and challenges. This sustained, curriculum-linked education builds knowledge, changes attitudes, and provides students with concrete tools to make safer choices over time.

Counsellors provide person-centered emotional and practical support to students who are at risk of, experimenting with, or already using substances. Through individual counselling, group therapy, and family engagement, they help young people explore the underlying issues grief, academic failure, low self-esteem, or trauma that often drive substance use. Supportive counselling is non-judgmental and confidential, encouraging honest disclosure and increasing

the likelihood of early help seeking. In addition, counsellors coordinate care by linking students to medical, community, or rehabilitative services when problems exceed the school's capacity.

Preventing drug abuse is not the work of one person alone; counsellors act as connectors, building partnerships across the school and wider community. They liaise with teachers to integrate prevention into everyday classroom practice, train parents to recognize warning signs, and work with school management to embed clear policies and safe reporting pathways. Outside the school, counsellors establish relationships with health centers, local NGOs, and law enforcement so that referral, rehabilitation, and prevention efforts are consistent and mutually reinforcing. This collaborative approach ensures that prevention is comprehensive, culturally sensitive, and sustained beyond a single programme or academic year.

### **Statement of The Problem**

Drug abuse has statically remained a major concern and focus of various teacher, parents, government and as well guidance counsellors, which have through several policies made by legislatures over the years tried to prevent or reduce the menace of drug abuse among adolescent or students in senior secondary school. According to NAFDAC (2020), there are many social factors that have resulted in the use of drugs, which led to its abuse. These include decline of family value systems, parents not playing their roles properly, children and youth therefore not receiving proper guidance, peer pressure, social media influence, poverty and unemployment. This significantly affect educational pursuit as well as other aspect of life pursuit especially among adolescents.

Drug abuse among adolescents in senior secondary schools in Edo state, Nigeria, has emerged as a significant concern, posing serious threat to the health, wellbeing, and academic performance of students (Igbineweka & Tari, 2022). The prevalence of substance abuse among this demographic is alarming, with potential long-term consequences on their physical and their mental health, social relationships and future opportunities. Despite efforts by educational

authorities and stakeholders to address this issue, drug abuse remain rampant, suggesting a need for more effective interventions. One critical factor in addressing this problem is the role of school counsellors. Counsellors are uniquely positioned to provide guidance, support and counselling services to students, helping them navigate challenges and make informed decision. However, the extent to which counsellors are equipped empowered, and effective in preventing drug abuse among adolescent in Edo State senior secondary schools is not well understood.

It is based on the premise that the present study aims to investigate the role of counsellors in preventing drug abuse among senior secondary school in edo state, with the focus on their current practices, challenges, and potential strategies for improvement. By exploring issue, the study seeks to contribute to the development of prevention that is more effective and intervention programs that leverage the critical role of counsellors in promoting the wellbeing and resilience of adolescents.

### **Research Questions**

The following research question were raised to guide this study.

1. What is the prevalence of drug abuse among senior secondary school adolescent in Edo State?
2. What is the level of awareness on the rate of drug abuse among senior secondary school adolescent in Edo state?
3. What is the impact of counselling services in the prevention of drug abuse among senior secondary school adolescent in Edo state?
4. What is the differences in the impact of counselling services in the prevention of drug abuse among senior secondary school student in Egor LGA base on sex?

## **Purpose of The Study**

- The purpose of this study is to examine the role of counsellors in preventing drug abuse among senior secondary school adolescents in Edo State.
- The study seeks to determine the prevalence of drug abuse among students and to assess their level of awareness regarding the dangers and consequences associated with substance misuse.
- It further aims to investigate how counselling services influence the prevention of drug abuse in secondary schools and to explore whether there are sex differences in the impact of counselling on drug abuse prevention among adolescents in Egor Local Government Area.
- Through these objectives, the study intends to provide a clearer understanding of how school counsellors contribute to curbing the increasing challenge of drug abuse among young people.

## **Significance of The Study**

The outcome of this study is expected to serve as a valuable reference and resource material for counsellors, educators, and students who seek to broaden their understanding of the causes, effects, and remedies of drug abuse among adolescents. It will also provide useful guidance to drug rehabilitation centres and government agencies, particularly the Ministry of Health and its Drug Inspection Unit, in formulating effective strategies for addressing the problem of substance misuse. Beyond its academic relevance, the study will offer practical recommendations aimed at strengthening counselling practices, enhancing rehabilitation services, and promoting collaboration between schools and healthcare institutions. Furthermore, the findings are anticipated to assist policymakers in designing programmes that reduce the prevalence of drug abuse among adolescents and encourage positive behavioural change. In general, the study contributes to knowledge by highlighting the essential role of

counsellors in preventing and controlling drug abuse and by emphasizing the importance of sustained education, guidance, and community support in fostering a drug-free society.

This study offers direct and practical benefits. By clarifying how counsellors prevent and respond to drug-related problems, the research equips students with evidence-based prevention strategies and life skills that strengthen resilience and promote healthy decision-making. The findings will inform school-level programmes that encourage peer support networks, early help seeking, and sustained engagement in positive extracurricular activities measures that reduce the chance of experimentation and support academic success.

The study highlights actionable ways to recognize and respond to early warning signs of substance use in the classroom. Teachers will benefit from clear guidance on referral pathways, classroom strategies that promote inclusion and engagement, and training priorities that enhance collaboration with counsellors. Strengthening teacher capacity reduces classroom disruption, improves student-teacher relationships, and creates a more supportive learning environment where students at risk are noticed and helped promptly.

The research offers policy-relevant insights to strengthen school wellness systems. Findings will guide investment decisions such as allocating time for counselling, supporting counsellor professional development, and instituting school policies that balance discipline with rehabilitation. School leaders can use the evidence to design whole-school prevention plans that protect institutional reputation while prioritizing student welfare and long-term educational outcomes.

This study emphasizes the central role of family involvement in preventing drug misuse. It provides parents with practical recommendations on communication, supervision, and early intervention, helping them to create home environments that discourage substance use. By promoting stronger links between home and school, the research encourages shared responsibility and equips parents to support recovery and reintegration when problems occur.

Reducing adolescent drug abuse contributes to broader public health, economic, and social goals. The study's recommendations can inform community-level prevention campaigns, guide local health services in allocating resources for adolescent care, and support policymakers in developing youth-centered strategies that reduce crime and improve workforce readiness. Ultimately, investing in school-based prevention yields long-term social returns by nurturing healthier, more productive citizens.

### **Scope and Delimitation of The Study**

The study examine the role of counsellors in preventing drug abuse abuse. The study is however delimited to senior secondary school students in Edo state.

### **DEFINITIONS OF TERMS**

These following terms were used in the study and are defined below:

Drug: a drug is a chemical substance capable for altering the physical and psychological function of the body.

- Abuse: this is the misuse of drugs; it could be defined as the illegal use of substance, which interferes with the human behavior.
- Adolescent: adolescent is the phase of growth and development between childhood and adulthood, from ages 10 to 19.
- Counsellor: a counsellor is a person who has been trained to do job of listening to people who have problem or who want to achieve something, and giving them advice.
- Drug abuse: It is the use of illegal drugs or the use of prescription or over-the-counter drugs for purposes other than those for which they are meant to be used, or in excessive amounts.
- Prevention: this is the act of stopping something from happening or of stopping someone from doing something.

- Senior secondary school adolescent: senior secondary school adolescent refers to student in the final stages of secondary education, typically aged 15–18 years.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter dealt on the review of related literature. The literature reviewed was discussed under the following sub- headings:

- Theoretical framework
- Concept of drug abuse
- Prevalence of drug abuse among adolescent
- Drug abuse and academic performance
- Counsellors' role in preventing drug abuse among adolescent
- Summary of reviewed related literature

#### **Theoretical Framework**

This study is hinged on the Social learning theory, developed by Albert Bandura in 1971, posits that individuals learn behaviours through observation, imitation, and modeling. It bridges behavioural and cognitive learning theories by considering how cognitive constructs affect imitable behaviors. The theory comprises four main concepts: differential association, differential reinforcement, imitation, and definitions (Brady, 2017). It explains both delinquent and conventional behaviour, as well as the acquisition, maintenance, and change of behavior. Ronald Akers expanded the theory to include micro and macro issues in his social structure-social learning theory (Jensen, 2018). Social learning theory has gained consistent empirical support for over four decades and is recognized as one of the core theoretical perspectives in criminology. It is widely endorsed by criminologists as an explanation for both minor delinquent and serious criminal behaviour, alongside control and strain theories.

Social learning refers to a theory of human behaviour emphasizing social relationships. The theory addresses the acquisition and maintenance of and changes in criminal behaviour, as well as learning processes that inhibit criminal behavior. The two traditions psychological

development of a social learning theory of human behaviour and sociological development of criminological theories emphasizing normal learning processes proceeded rather independently until the mid-1960s. Ronald Akers (a sociological criminologist) teamed with Robert Burgess (a sociologist trained in operant theory) to modify Sutherland's principles using the terminology and principles of modern behaviourism. Akers has expanded his version of the theory to include both 'micro' and 'macro' issues in the form of a 'social structure-social learning theory (SSSL)'. When applications of versions of social learning to family treatment and juvenile offenders are considered (Gerald Patterson, Oregon Social Learning Center) the perspective gains even more support.

Applying this theory to adolescent drug abuse, it can be understood that many young people begin using drugs not necessarily because of personal interest but due to the social environment they are exposed to. In schools and communities where drug use is normalized or glamorized, adolescents are more likely to engage in similar behaviour to gain acceptance or reduce social anxiety. Counsellors can therefore use social learning principles to counteract these influences by creating positive role models, promoting drug-free peer groups, and using role-playing activities to teach resistance skills.

The Social Learning Theory posits that behaviour is learned through observation, imitation, and modeling. According to Bandura, adolescents often learn by watching others in their environment such as peers, family members, and media figures. If they observe these models engaging in drug use and receiving rewards such as peer acceptance, stress relief, or perceived confidence, they are more likely to replicate that behaviour. In the context of senior secondary schools in Edo State, many students may begin using drugs not out of personal interest, but through social influence and a desire to belong. The theory underscores the importance of environmental factors in shaping adolescent behaviour, which makes the role of the counsellor critical. Counsellors can disrupt the cycle of imitation by introducing positive role models,

creating awareness of the dangers of drug abuse, and teaching resistance and coping strategies through peer group counselling and role-playing activities.

### **The Concept of Drug Abuse**

The term drug abuse refers to the excessive or inappropriate use of substances that alter bodily functions and psychological states. Drug abuse is a complex issue characterized by compulsive drug-seeking behaviour 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). The World Health Organization (WHO, 2022) defines drug abuse as the persistent or sporadic excessive use of a substance inconsistent with or unrelated to acceptable medical practice. This misuse may lead to dependence syndrome, characterized by a strong desire to consume the substance, difficulties in controlling its use, withdrawal symptoms, and continued use despite harmful consequences. In adolescence, drug abuse often begins with experimentation and recreational use, which gradually develops into habitual consumption.

In Nigeria, drug abuse has become a pressing national concern. The National Drug Law Enforcement Agency (NDLEA) reports that millions of young Nigerians are engaged in substance abuse, and that the average age of initiation has dropped from 19 years to about 13

years. The social and economic implications of this are profound. Drug abuse contributes to school dropouts, juvenile delinquency, mental health crises, and increased crime rates. Furthermore, adolescents involved in drug use often struggle with family instability, poor academic performance, and peer rejection. 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.

Scholars such as Sharu (2024) argue that drug abuse should be understood not only as a medical or psychological problem but also as a social issue rooted in environmental influences, peer dynamics, and inadequate moral education. Addressing drug abuse, therefore, requires a holistic approach that includes education, counselling, family involvement, and policy enforcement. For this reason, counsellors play an essential role in providing awareness, emotional support, and behavioural interventions that help students resist substance use and make positive life choices.

Drug abuse imposes costs on individuals and society. Researchers have produced several studies on a subset of tangible costs of drug abuse and other illnesses, but key tangible costs sometimes have been overlooked and, even when recognized, rarely have been estimated. An assortment of intangible costs also have received very little research attention. This study outlines a comprehensive conceptual framework for estimating the social cost of drug abuse. We address both the tangible and intangible costs for the drug-abusing and non-drug-abusing population. Our conceptual framework is based on critical reviews of new and traditional

methods for estimating the costs of illness and disease including cost-of-illness methods, averting behaviour methods, and utility valuation techniques. We show how the proposed methods can be combined with existing data to estimate the total social cost of drug abuse. Using social cost estimates will enable policymakers to more accurately assess the total burden of drug abuse and related problems on society.

### **Prevalence of Drug Abuse Among Adolescent**

The prevalence of drug abuse among adolescents has become a global concern due to its far-reaching consequences for health, education, and social development. Across nations, empirical studies reveal that substance use during adolescence is not only widespread but increasing despite various intervention efforts. This section discusses the prevalence of drug abuse globally, in Africa, and within Nigeria, highlighting the patterns, risk factors, and implications of these findings. 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).

Globally, adolescent drug abuse represents a significant threat to public health and future productivity. The World Health Organization (WHO, 2022) estimates that over 155 million people worldwide use psychoactive substances, and a large proportion of these users begin

during adolescence. Alcohol remains the most commonly used substance among young people, followed by tobacco, cannabis, and prescription medications such as opioids and sedatives. According to the United Nations Office on Drugs and Crime (UNODC, 2023), approximately 13 percent of the world's population aged 15–24 engage in illicit drug use, with the highest rates recorded among older adolescents and young adults.

Empirical findings show that substance use often begins with experimentation and escalates into habitual use or addiction. A study published in *BMC Public Health* (2024) reported that the global burden of substance use disorders among adolescents has increased significantly over the past decade, with the prevalence of alcohol and cannabis use rising faster in low- and middle-income countries than in high-income ones. The report also noted that early exposure to drug use is associated with long-term negative outcomes, including academic failure, risky sexual behavior, and mental health disorders such as anxiety and depression

Moreover, global trends reveal a gender pattern in substance use. Boys generally report higher rates of drug use than girls do, although the gender gap is narrowing in some regions due to changing social norms. A study by the World Drug Report (UNODC, 2023) further found that peer influence, family instability, and exposure to drug-related content in music and social media are significant drivers of adolescent substance use. The increasing normalization of drug use in popular culture, coupled with weak enforcement of regulations in many developing nations, has intensified the problem.

In Africa, the prevalence of drug abuse among adolescents has become an emerging crisis. The continent's rapid urbanization, high youth unemployment rates, and inadequate parental supervision contribute to rising levels of substance use. According to the African Union (2021), one in every ten African adolescents has used an illicit substance at least once. Alcohol, cannabis, and tobacco remain the most abused substances, while prescription drugs such as tramadol and codeine have become increasingly popular in West and North Africa.

A systematic review by Nawi et al. (2021) found that the average prevalence of substance use among African adolescents ranged from 10 to 60 percent, depending on the country and substance type. Peer pressure, curiosity, and the need to relieve stress or cope with academic and family problems were identified as common motivators. The study emphasized that adolescents in low-income and urban communities were more likely to engage in substance use due to the availability of drugs and lack of recreational alternatives.

In East Africa, for instance, a study conducted in Kenya by Otieno and Ofulla (2020) reported that approximately 35 percent of secondary school students had used alcohol, 22 percent had used cigarettes, and 11 percent had experimented with bhang (marijuana). In South Africa, Peltzer and Pengpid (2019) found that 23 percent of adolescents reported lifetime use of at least one psychoactive substance. Similarly, in Ghana, Addo and colleagues (2021) discovered that nearly 30 percent of secondary school students admitted to using drugs, primarily alcohol and cannabis, influenced by peer groups and street availability.

These figures reveal that drug abuse is not confined to any specific region but cuts across both urban and rural settings in Africa. While socio-economic challenges and unemployment are major contributors, weak enforcement of drug control laws and the cultural acceptance of alcohol use further exacerbate the problem. Consequently, many African governments have launched awareness campaigns and youth empowerment programs to address the issue, though the impact remains limited due to poor implementation and lack of counselling infrastructure.

In Nigeria, the prevalence of drug abuse among adolescents is alarmingly high and continues to increase despite numerous governmental and non-governmental interventions. The National Drug Law Enforcement Agency (NDLEA, 2023) reports that more than 14.3 million Nigerians between the ages of 15 and 64 have used drugs at least once, with the highest concentration found among adolescents and young adults. The average age of initiation into

drug use is now as low as 13 years, showing a disturbing trend of early exposure to psychoactive substances.

Several empirical studies have documented the extent of adolescent drug abuse in Nigeria. Obadeji et al. (2020) conducted a survey among secondary school students and found a lifetime prevalence of 17.3 percent and a current use prevalence of 11.7 percent. In Katsina State, Lawal (2025) reported that one in every five adolescents had used a psychoactive substance, with cigarettes and alcohol being the most common. Similarly, Opakunle et al. (2022), in their multi-state study, found that about 49.8 percent of high-school students admitted to using drugs, with tramadol, codeine, and marijuana being the most frequently abused substances.

A narrative review by Ochei and Osifo (2023) covering studies from 1980 to 2023 confirmed a steady rise in the use of multiple drugs (poly-drug abuse) among secondary school students. The review attributed the increase to peer influence, lack of parental supervision, unemployment, and exposure to music and social media content that glamorizes substance use. Regional variations are evident: higher prevalence rates are observed in the North-West and South-West zones of Nigeria compared to other regions, partly due to the easy availability of cheap pharmaceutical opioids.

Gender differences also persist in Nigerian studies. Males are more likely to use illicit drugs than females, although the rate of female participation is gradually increasing. Urban adolescents report higher use of synthetic and prescription drugs, while rural adolescents often rely on locally available substances such as alcohol and cannabis. The World Health Organization (2021) further notes that Nigeria ranks among the top African countries for non-medical use of prescription opioids, particularly tramadol.

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.

In Edo State, Nigeria, research is more limited but indicates measurable prevalence of substance misuse among adolescents and youth. For example, a study of drug abuse and intimate partner violence in the state found prevalence of drug abuse among respondents at 27.1%. J Med Women's Assoc Nigeria While this study did not exclusively focus on school-aged adolescents, it offers important insight that the state's youth substance-use burden is non-negligible and connected with broader social problems (e.g., violence). For the purpose of this study focused on senior secondary school adolescents in Edo the state-level prevalence suggests a justification for the investigation of counselling services in schools.

Regarding Egor Local Government Area (LGA) in Edo State (which contains many Benin City-area schools), evidence of adolescent substance use is more fragmented, but consistent: smaller school surveys and descriptive reports note alcohol and cannabis use, misuse of over-the-counter/prescription medication, and associated absenteeism and classroom disruption. Because no large representative LGA-level prevalence study (post-2020) was found in the

literature accessible, the lack of such detailed data itself highlights a research gap. It emphasises why this study (focusing on senior secondary school adolescents in Egor) is both timely and necessary.

More focused evidence from Benin City (the capital of Edo State) and its environs shows that secondary-school populations report meaningful rates of lifetime or current use of alcohol, tobacco, cannabis and that local school and community studies have identified informal drug markets near schools as contributing factors. While I did not locate a large-scale prevalence survey published post-2020 with exact percentages exclusively for Benin City, these localized studies (cited above for Edo State) support the assertion that adolescents in Benin City are exposed to risk and in need of enhanced counselling intervention.

### **Drug Abuse and Academic Performance**

Drug abuse exerts a profound influence on adolescents' academic performance, disrupting their learning capacity, concentration, motivation, and overall school engagement. Academic achievement depends on cognitive functioning, emotional stability, and consistent effort factors that are significantly impaired when students engage in drug use. Numerous studies have shown that adolescents who abuse drugs are more likely to experience poor grades, absenteeism, disciplinary problems, and eventual school dropout (Fareo, 2012; Opakunle et al., 2022).

At the cognitive level, drugs such as cannabis, tramadol, and alcohol impair brain function by affecting memory, attention span, and reasoning ability. The adolescent brain, which is still developing, is highly sensitive to the chemical changes caused by psychoactive substances. The National Institute on Drug Abuse (NIDA, 2021) notes that early and repeated exposure to drugs can interfere with the development of the prefrontal cortex the area responsible for decision-making and impulse control. As a result, adolescents under the Influence often find it

difficult to focus on studies, organize their thoughts, or retain information, leading to declining academic outcomes.

Motivational and behavioral effects further explain the academic consequences of drug abuse. Drug-using students often lose interest in educational goals and exhibit low motivation to study or attend classes. They may also prioritize obtaining and using substances over fulfilling school responsibilities. Lawal (2025) found that students involved in substance use were more likely to report feelings of fatigue, apathy, and hopelessness, all of which reduce academic engagement. Over time, this disinterest manifests in chronic absenteeism, truancy, and poor classroom participation.

In addition, disciplinary problems are commonly associated with adolescent drug use. Students who abuse substances tend to violate school rules, engage in aggressive behaviour, or associate with deviant peer groups. These behavioural issues not only disrupt their own learning but also create a negative atmosphere that affects other students. A study by Peltzer and Pengpid (2019) in South Africa found that schools with higher levels of student substance use also recorded increased incidents of bullying, violence, and classroom indiscipline. In the Nigerian context, drug abuse has been linked to cultism and examination malpractice behaviors that compromise educational integrity and performance standards.

Social and emotional impacts of drug abuse also contribute to poor academic outcomes. Adolescents who misuse substances often experience strained relationships with teachers, parents, and peers. Feelings of shame, isolation, or rejection may develop; further diminishing self-esteem and academic focus. According to Sharu (2024), many students who abuse drugs experience emotional instability, which leads to a lack of interest in education and withdrawal from learning activities. This emotional disruption often precedes academic failure or dropout.

Moreover, the cyclical relationship between academic stress and substance use is noteworthy. Academic pressure, especially during examinations, may drive some students to

use stimulants or sedatives to cope with stress or fatigue. While these drugs may provide temporary relief, they often lead to dependence and eventual cognitive decline. A study by Das et al. (2016) found that the use of stimulants like caffeine-based energy drinks and prescription drugs to enhance performance paradoxically reduces long-term concentration and memory retention.

In summary, the influence of drug abuse on academic performance is multifaceted spanning cognitive impairment, motivational decline, disciplinary issues, and emotional instability. Adolescents who engage in drug use are more likely to perform poorly academically and face a disrupted educational trajectory. Counsellors and educators must therefore recognize early warning signs and provide timely interventions to help affected students regain focus and motivation. Strengthening school-based counselling programs, implementing drug education in curricula, and promoting peer-support networks are crucial steps toward mitigating the academic consequences of substance abuse among Nigerian adolescents.

### **Counsellors Role in Preventing Drug Abuse among Adolescent**

School counselors play a crucial role in intervening and assisting students who abuse substances in order to curb the growing rate of substance abuse among adolescents. Substance abuse among adolescents is a significant public health concern, requiring effective interventions and prevention strategies. School-based programs have shown promise in reducing smoking, alcohol misuse, and drug use (Das et al., 2016). Family-based interventions addressing family functioning can also be effective in preventing substance abuse (Das et al., 2016; Gonet, 1994). Counselors play a crucial role in implementing these interventions, offering support, guidance, and treatment within school settings (Gonet, 1994). Strategies for counseling include individual, group, and family approaches, as well as staff development and addressing legal issues. In Nigeria, the establishment of drug control counseling centers and drug awareness units has been recommended to provide specialized advice and support for

adolescents struggling with substance abuse (Fareo, 2012). Additionally, mass media campaigns of sufficient intensity and duration have demonstrated effectiveness in reducing smoking among adolescents (Das et al., 2016).

Drug abuse among adolescents in Seychelles is an urgent public-health and social concern that has attracted sustained attention from national agencies and international observers (Ministry of Health, Division for Substance Abuse Prevention and Treatment [DSAPTR], 2023). Adolescents from families where drug use is present are more likely to perceive such behaviour as normal and therefore face higher risk of initiating substance use themselves, a pattern documented in Seychelles' recent prevention reports (DSAPTR, 2023; World Bank, 2025). Schools are important transmission nodes because students who use substances can influence peers and contribute to wider patterns of misuse within school communities (Nourrice, 2021). Although reasons for adolescent substance use vary including curiosity, peer pressure, psychological stress, and family instability the consequences are consistently damaging to academic performance, emotional wellbeing, physical health, and social functioning (UNODC, 2022; WHO, 2023). The Government of Seychelles has recognised the problem in national reviews and youth surveys, which show that drug abuse ranks among the top concerns of young people and that public programmes for prevention and rehabilitation have been expanded in recent years (Afrobarometer, 2025; DSAPTR, 2023). In light of these trends, school counsellors are strategically placed to identify at-risk students, provide early intervention, link pupils to health and rehabilitation services, and deliver school-based prevention activities that are culturally appropriate and evidence informed (UNODC, 2023; World Bank, 2025). Strengthening counselling capacity within schools including training, resources, and clear referral pathways is therefore critical to reducing adolescent substance abuse and improving student health and academic outcomes in Seychelles (DSAPTR, 2023; World Bank, 2025).

- **Assessment and Identification:** counsellors assess students' risk factors and identify those who may be at risk of drug abuse. This involves recognizing signs and symptoms of substance use, understanding family dynamics, and identifying peer influences.
- **Education and Awareness:** counsellors educate students about the risks and consequences of drug abuse, including physical, emotional, and social effects. They also provide information on substance abuse prevention and treatment resources.
- **Individual Counselling:** Counsellors provide one-on-one counselling sessions to address underlying issues, develop coping skills, and promote healthy behaviors. This helps students build resilience and make informed decisions.
- **Group Counselling:** counsellors lead group sessions to educate students about substance abuse risks, promote peer support, and develop life skills. Group counseling fosters a sense of community and encourages students to share experiences.
- **Family Counselling:** Counsellors work with families to address underlying issues, improve communication, and develop strategies to support adolescents. Family counseling helps create a supportive environment for students.
- **Prevention Programs:** counsellors develop and implement prevention programs to educate students about substance abuse risks and promote healthy behaviors. These programs may include workshops, presentations, or peer-led initiatives.
- **Collaboration with Teachers and Staff:** Counsellors collaborate with teachers and staff to identify students at risk, develop support plans, and provide resources. This ensures a comprehensive approach to substance abuse prevention.
- **Referral to Community Resources:** Counsellors connect students and families with community resources, such as substance abuse treatment centers, support groups, and healthcare services. This ensures students receive necessary support and treatment.

- **Crisis Intervention:** Counsellors provide crisis intervention services, such as responding to substance-related emergencies or supporting students in crisis. This helps ensure student safety and well-being.
- **Follow-up and Support:** Counsellors provide ongoing support and follow-up services to students who have received counseling or treatment. This helps students maintain progress and achieve long-term recovery.

By fulfilling these roles, counselors can play a vital part in preventing drug abuse among adolescents and promoting healthy development.

### **Summary of Reviewed Related Literature**

The literature reviewed underscores the escalating concern of drug abuse among adolescents, particularly within Nigerian secondary schools. Factors such as peer pressure, inadequate parental supervision, emotional stress, and exposure to detrimental media content have been identified as significant contributors to substance misuse among teenagers. A study by Uwadia et al. (2024) emphasizes the pivotal role of school counsellors in mitigating this issue. Counsellors are instrumental in creating awareness, providing emotional support, offering preventive education, and guiding students toward healthier coping mechanisms. They also collaborate with parents, teachers, and community members to establish a robust support system for at-risk students.

Theoretical frameworks such as Erikson's psychosocial theory and Bandura's social learning theory provide insight into adolescent behaviour. Erikson's theory suggests that failure to successfully navigate developmental stages can lead to issues like identity confusion, which may predispose adolescents to substance abuse. Bandura's social learning theory posits that behaviour is learned through observation and imitation; thus, adolescents exposed to drug use within their environment may be more likely to engage in similar behaviours. Intervention strategies highlighted in the literature include Cognitive Behavioural Therapy (CBT) and

Motivational Enhancement Therapy (MET), both of which have been effective in addressing substance use disorders among adolescents. These therapies focus on modifying dysfunctional thought patterns and enhancing motivation to change behaviour.

The overarching literature review shows that adolescent drug use is clearly a global phenomenon with measurable prevalence and impact, yet much of the burden is concentrated in low- and middle-income contexts such as Africa and Nigeria, and within states/cities such as Edo State and Benin City. The empirical findings confirm global-scale numbers remain large despite modest declines, African prevalence is high with unique contextual drivers, within Nigeria adolescent substance use is substantial and characterized by both traditional (alcohol/tobacco/cannabis) and pharmaceuticals (tramadol/codeine), and at the state/city/LGA level in Edo (Benin City/Egor) the evidence, though more limited, indicates a clear need for school-based counselling intervention. Because the local data are less robust (especially for Egor LGA), this study which targets senior secondary school adolescents and the role of counsellors fills an important evidence gap. It also highlights the necessity that counselling programmes be locally aligned (in substance-type, delivery method, stakeholder collaboration) and supported by up-to-date prevalence understanding. In conclusion, the reviewed literature affirms that effective counselling services, when properly implemented, play a critical role in the prevention of drug abuse among adolescents. Integrating theoretical frameworks and evidence-based intervention strategies can enhance the efficacy of these services.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methodology adopted for the study titled “The Role of Counsellors in Preventing Drug Abuse among Senior Secondary School Adolescents in Egor Local Government Area, Edo State.” It describes the research design, population, sampling procedures, research instrument, validity and reliability methods, as well as procedures for data collection and analysis.

The major sub-headings include:

Research Design

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

#### **Research Design**

This study adopted the descriptive survey research design. This design is suitable because the study seeks to collect information from a large group of students regarding the rate of drug abuse, their level of awareness, and the perceived impact of counselling services in drug abuse prevention. The design enables the researcher to gather opinions, attitudes, and behaviours of students without manipulating any variables. It is appropriate for studies involving natural settings such as secondary schools.

## **Population of the Study**

The population of this study consists of 200 senior secondary school students in Egor Local Government Area of Edo State. Egor is one of the major educational zones within the state and hosts a significant number of public and private secondary schools. The members of the population include students in Senior Secondary School One (SS1), Senior Secondary School Two (SS2), and Senior Secondary School Three (SS3). According to the most recent data obtained from the Edo State Ministry of Education (2023) and the Egor Local Government Education Authority, there are 5788 senior secondary school students enrolled across the registered secondary schools in the local government area. These students form the target population for the study because they fall within the developmental stage where experimentation with drugs and exposure to peer influence is more likely. They also represent the group most affected by drug-related behaviours within the school environment, making them suitable for examining the role of counsellors in preventing drug abuse.

## **Sample and Sampling Technique**

A total of 200 respondents were selected as the sample for this study. The sample comprised both male and female senior secondary school students drawn from three selected schools in Egor Local Government Area, Edo State: University Secondary School, New Era Secondary School and St. John's Grammar School, Benin City.

To ensure fair representation, the 200 respondents were distributed across the three schools in a way that reflected their student population sizes. Approximately 70 students were selected from New Era Secondary, 65 students from St. John's Grammar School, and 65 students from University Secondary School. Within each school, respondents were drawn from Senior Secondary School One (SS1), Senior Secondary School Two (SS2), and Senior Secondary School Three (SS3), ensuring that students from all class levels had an opportunity to participate in the study.

The simple random sampling technique was employed to select the respondents. This method gave every student in the target population an equal and independent chance of being chosen, regardless of class level or sex. The use of simple random sampling helped eliminate selection bias and ensured that the sample was representative of the larger population. By adopting this method, the study enhanced the validity and generalizability of its findings. Furthermore, this technique aligns with accepted ethical and professional standards in Guidance and Counselling research, emphasizing fairness, objectivity, and inclusiveness in the selection of study participants.

### **Research Instrument**

The major instrument used for data collection in this study was a structured questionnaire titled “Counsellor’s Role in Preventing Drug Abuse Questionnaire (CRPDAQ)”. This questionnaire was divided into two sections, A and B. Section A focused on the demographic or personal data of the respondent while section B contained information which was designed to elicit information from the respondent on the counsellors role in preventing drug abuse among senior secondary school adolescent in Edo state.

### **Validity of the Instrument**

To ensure the validity of the questionnaire, copies of the instrument was submitted to three experts in Educational Evaluation and Counselling Psychology, University of Benin, for review. They will assess the clarity, relevance, and appropriateness of the items in relation to the study’s objectives and research questions. Their suggestions will be incorporated to strengthen the instrument’s face and content validity.

### **Reliability of the Instrument**

The reliability of the research instrument was established using the Cronbach Alpha method. Cronbach’s Alpha is a widely accepted statistical technique for determining the internal consistency of a questionnaire, particularly when the instrument contains multiple items

measuring related constructs. To ensure reliability, the questionnaire was administered to a small group of senior secondary school students outside the sample but within a similar educational environment. Their responses were coded and entered into the Statistical Package for Social Sciences (SPSS), which automatically generated the Cronbach Alpha coefficient. The instrument yielded an alpha value of 0.78, indicating a high level of internal consistency. According to general reliability standards, a coefficient of 0.70 and above is considered acceptable for educational and social science research. This result confirms that the items in the questionnaire are consistent, stable, and reliable for measuring students' experiences and perceptions regarding drug abuse and the role of counsellors in Egor Local Government Area.

### **Method of Data Collection**

The researcher personally visit each selected school to administer the questionnaires during school hours. Respondents will be informed about the purpose of the study and assured of confidentiality and anonymity. Participation will be voluntary, and the researcher will obtain verbal consent before data collection. This ethical approach is consistent with the standards of the Guidance and Counselling profession, which emphasizes respect for human dignity and informed consent in research involving human participants.

### **Method of Data Analysis**

The data collected analyzed using descriptive statistical methods such as frequency counts, percentages, and mean scores at 0.05 alpha level of significance. The results will provide insights into the preventive roles counsellors play in curbing drug abuse among secondary school students. The interpretation of data will focus on practical implications for counsellors and how guidance programs can be strengthened to promote healthy and drug-free school environments.

## CHAPTER FOUR

### RESULT AND DATA ANALYSIS

This chapter presents the analysis of data collected from the study. The analysis and interpretation were derived from the study's findings. The data analysis used the simple frequency and percentage of the respondents, as well as analysis in answering the research questions. Two hundred (200) questionnaires were administered to respondents and validated for the analysis by the researcher. The results are presented in tables for better clarity, accompanied by interpretations and discussions that relate the findings to existing literature and theoretical frameworks.

**Table 1: Demographic Characteristics of Respondents**

		<b>Count</b>	<b>Percentage(%)</b>
Sex	Female	90	45.0%
	Male	110	55.0%
	Total	200	100.0%
Class	SS1	56	28.0%
	SS2	77	38.5%
	SS3	67	33.5%

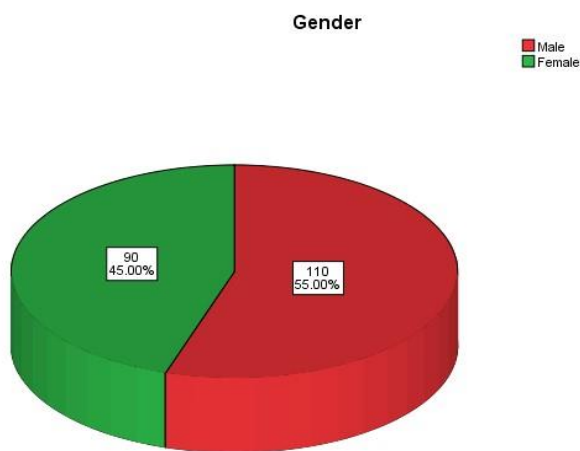
Field survey, 2025.

#### **Demographic Characteristics of Respondents**

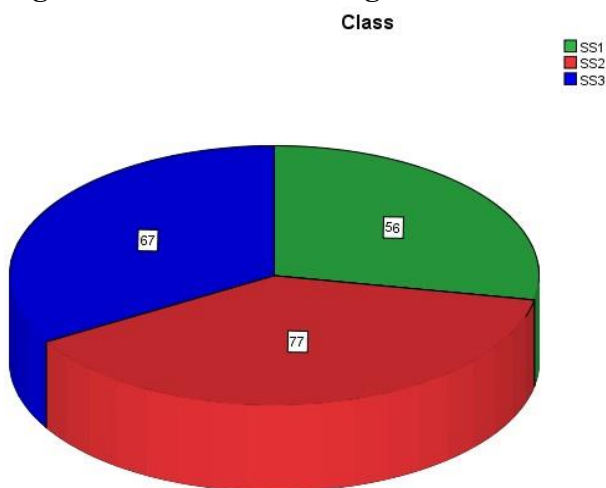
Table 1 presents the demographic characteristics of the respondents based on gender and class level. The results show that out of the 200 respondents sampled, 110 respondents (55.0%) were male, while 90 respondents (45.0%) were female. This indicates that male respondents constituted a slightly higher proportion of the sample than female respondents, suggesting a fairly balanced gender representation in the study.

With respect to class level, the distribution of respondents shows that 56 respondents (28.0%) were in SS1, 77 respondents (38.5%) were in SS2, and 67 respondents (33.5%) were in SS3. This indicates that students from all senior secondary classes were adequately represented in the study, with SS2 students forming the highest proportion of respondents. The distribution across class levels suggests that the data obtained reflect the views of students at different stages of senior secondary education.

Figure 1 and Figure 2 represent the sociodemographic distribution of respondents in a pie chart



**Figure 1: Pie chart showing the Gender distribution of respondents**



**Figure 2: Pie chart showing Class distribution of respondents**

**Research Question 1: What is the rate of drug abuse among senior secondary school adolescents?**

**Table 2: Descriptive statistics on the Rate of drug abuse among senior secondary school adolescents**

S/N	STATEMENT	SA f (%)	A f (%)	D f (%)	SD f (%)	TOTAL f (%)
	What is the rate of drug abuse among senior secondary school adolescents?					
1	Students in my school frequently engage in drug use.	6 (3.0%)	15 (7.5%)	60 (30.0%)	119 (59.5%)	200 100%
2	I often see my peers using drugs.	21 (10.5%)	34 (17.0%)	24 (12.0%)	121 (60.5%)	200 100%
3	Drug use is common among adolescents in my community.	46 (23.0%)	69 (34.5%)	40 (20.0%)	45 (22.5%)	200 100%
4	I have been offered drugs by peers before.	10 (5.0%)	9 (4.5%)	23 (11.5%)	158 (79.0%)	200 100%
5	Access to drugs is easy for students in my area.	17 (8.5%)	70 (35.0%)	54 (27.0%)	59 (29.5%)	200 100%

Table 2 presents the frequency and percentage distribution of respondents' views on the rate of drug abuse among senior secondary school adolescents.

The results in Item 1 show that a majority of the respondents, 119 students (59.5%), strongly disagreed, and 60 students (30.0%) disagreed that students in their school frequently engage in drug use. Only 21 respondents (10.5%) agreed or strongly agreed with the statement. This suggests that drug use is not perceived to be frequent within the school environment. Similarly, responses to Item 2 indicate that most respondents did not often see their peers using drugs. A total of 121 respondents (60.5%) strongly disagreed, and 24 respondents (12.0%) disagreed, while 55 respondents (27.5%) agreed or strongly agreed. This further implies that peer drug use is not commonly observed among students. Item 3, however, presents a different pattern.

The findings reveal that 115 respondents (57.5%) either agreed or strongly agreed that drug use is common among adolescents in their community, while 85 respondents (42.5%) disagreed or strongly disagreed. This indicates that although drug use may not be prevalent within the school, it is perceived to be more common in the wider community. In Item 4, a large proportion of respondents, 158 students (79.0%), strongly disagreed and 23 students (11.5%) disagreed that they had been offered drugs by peers before. Only 19 respondents (9.5%) agreed or strongly agreed, suggesting that direct peer pressure in the form of being offered drugs is relatively low among the respondents.

Finally, Item 5 shows mixed responses regarding access to drugs. While 87 respondents (43.5%) agreed or strongly agreed that access to drugs is easy for students in their area, 113 respondents (56.5%) disagreed or strongly disagreed. This suggests that although access to drugs may not be easy for the majority, a significant proportion of students perceive drug availability as relatively accessible. Overall, the findings indicate that drug abuse among senior secondary school adolescents is perceived to be low within the school setting but more noticeable within the community. The results also suggest limited peer influence in direct drug exposure, although concerns remain regarding the accessibility of drugs in some areas.

### Mean Score Analysis (Table 3)

Item	Mean	Decision
Students in my school frequently engage in drug use	1.55	Low
I often see my peers using drugs	1.78	Low
Drug use is common among adolescents in my community	2.58	High
I have been offered drugs by peers before	1.36	Very Low
Access to drugs is easy for students in my area	2.23	Low

**Grand Mean = 1.90 (Low)**

The grand mean score of **1.90** indicates that the **rate of drug abuse among senior secondary school adolescents is low**, particularly within the school environment. Students generally disagreed that drug use is frequent in their schools or that they are often exposed to drugs by peers. However, the higher mean score for community drug use (**2.58**) suggests that drug abuse is perceived to be more prevalent outside the school environment. This implies that while schools may be relatively controlled settings, the wider community remains a source of exposure risk.

**Research Question 2: What is the level of awareness of drug abuse?**

**Table 4: Descriptive statistics on the level of awareness of drug abuse**

S/N	STATEMENT	SA f (%)	A f (%)	D f (%)	SD f (%)	TOTAL f (%)
What is the level of awareness of drug abuse?						
1	I am aware of the dangers of drug abuse.	162 (81.0%)	33 (16.5%)	4 (2.0%)	1 (0.5%)	200 100%
2	I have received drug abuse education from school counsellors.	127 (63.5%)	51 (25.5%)	12 (6.0%)	10 (5.0%)	200 100%
3	Drug abuse education programs are common in my school.	82 (41.0%)	76 (38.0%)	26 (13.0%)	16 (8.0%)	200 100%
4	Counsellors adequately explain the causes of drug abuse.	108 (54.0%)	49 (24.5%)	38 (19.0%)	5 (2.5%)	200 100%
5	I know where to seek help if I have drug-related issues	88 (44.0%)	83 (41.5%)	15 (7.5%)	14 (7.0%)	200 100%

Table 4 presents the respondents' level of awareness of drug abuse based on five key statements. The results indicate that a majority of the respondents are aware of the dangers of drug abuse. Specifically, 162 respondents (81.0%) strongly agreed and 33 respondents (16.5%) agreed that they are aware of the dangers of drug abuse, while only 5 respondents (2.5%) disagreed. This shows a high level of awareness among the students regarding the harmful

effects of drugs. With respect to drug abuse education from school counselors, 127 respondents (63.5%) strongly agreed and 51 respondents (25.5%) agreed that they have received such education. However, 22 respondents (11.0%) either disagreed or strongly disagreed, suggesting that while most students receive guidance, some may not have had adequate exposure to counseling programs. Regarding the availability of drug abuse education programs in schools, 82 respondents (41.0%) strongly agreed and 76 respondents (38.0%) agreed that such programs are common in their schools. A total of 42 respondents (21.0%) disagreed or strongly disagreed, indicating that the presence of drug education programs is moderate and may not be consistent across all schools. On the effectiveness of counselors in explaining the causes of drug abuse, 108 respondents (54.0%) strongly agreed and 49 respondents (24.5%) agreed, while 43 respondents (21.5%) disagreed or strongly disagreed. This implies that although a majority find the explanations adequate, there is room for improvement in the delivery of counseling sessions.

Finally, with respect to knowledge of where to seek help for drug-related issues, 88 respondents (44.0%) strongly agreed and 83 respondents (41.5%) agreed that they know where to access support. However, 29 respondents (14.5%) disagreed or strongly disagreed, highlighting a need to improve students' awareness of available support services.

Overall, the results suggest that students generally have a high level of awareness regarding drug abuse and receive some education from school counselors. However, the coverage, visibility, and effectiveness of school-based drug education programs vary, indicating areas where interventions could be strengthened.

### Mean Score Analysis (Table 5)

Item	Mean	Decision
Awareness of dangers of drug abuse	3.78	Very High
Received drug abuse education from counsellors	3.48	High
Drug abuse education programs are common	3.12	High
Counsellors adequately explain causes of drug abuse	3.30	High
Knowledge of where to seek help	3.22	High

#### Grand Mean = 3.38 (High)

The grand mean score of **3.38** indicates a **high level of awareness of drug abuse** among respondents. Students demonstrated strong knowledge of the dangers of drug abuse and reported receiving education from school counsellors. Although awareness is generally high, the results also suggest that drug abuse education programs are not uniformly available across schools, highlighting the need for improved consistency and visibility of such programs.

**Research Question 3: What is the impact of counselling services in preventing drug abuse?**

**Table 6: Descriptive statistics on the impact of counselling services in preventing drug abuse?**

S/N	STATEMENT	SA f (%)	A f (%)	D f (%)	SD f (%)	TOTAL f (%)
	What is the impact of counselling services in preventing drug abuse?					
1	Counselling helps students avoid drug abuse.	128 (64.0%)	72 (36.0%)			200 100%
2	Advice from counsellors has influenced students' decision not to use drugs.	112 (56.0%)	78 (39.0%)	10 (5.0%)		200 100%
3	Counselling reduces peer pressure to use drugs.	98 (49.0%)	90 (45.0%)	12 (6.0%)		200 100%
4	Counsellors encourage healthy coping strategies.	118 (59.0%)	81 (40.5%)	1 (0.5%)		200 100%
5	Counselling services improve students' behaviour towards drug avoidance	128 (64.0%)	82 (31.0%)	10 (5%)		200 100%

Table 6 presents respondents' perceptions of the impact of counselling services in preventing drug abuse. The results show that counselling services play a significant role in helping students avoid drug abuse. Specifically, 128 respondents (64.0%) strongly agreed and 72 respondents (36.0%) agreed that counselling helps students avoid drug abuse, indicating unanimous recognition of its positive influence. With regard to the influence of advice from counsellors on students' decisions not to use drugs, 112 respondents (56.0%) strongly agreed and 78 respondents (39.0%) agreed, while 10 respondents (5.0%) disagreed. This suggests that counselling advice effectively supports students in making informed choices about drug avoidance. Concerning the role of counselling in reducing peer pressure to use drugs, 98 respondents (49.0%) strongly agreed and 90 respondents (45.0%) agreed, while 12 respondents (6.0%) disagreed. This indicates that counselling contributes significantly to helping students

resist peer pressure related to drug use. In terms of encouraging healthy coping strategies, 118 respondents (59.0%) strongly agreed and 81 respondents (40.5%) agreed, with only 1 respondent (0.5%) disagreeing. This reflects the effectiveness of counselling in promoting positive behavioural strategies among students.

Finally, 128 respondents (64.0%) strongly agreed and 82 respondents (31.0%) agreed that counselling services improve students' behaviour towards drug avoidance, while 10 respondents (5.0%) disagreed. This suggests that counselling services have a substantial impact on students' attitudes and behaviours concerning drug use. Overall, the data indicate that counselling services are highly effective in preventing drug abuse among students. Students recognize the role of counselling in providing guidance, reducing peer pressure, promoting healthy coping strategies, and encouraging positive behavioural changes

**Table 7: Mean Score Analysis**

<b>Item</b>	<b>Mean</b>	<b>Decision</b>
Counselling helps students avoid drug abuse	3.64	Very High
Counsellors influence students' decision not to use drugs	3.51	Very High
Counselling reduces peer pressure to use drugs	3.43	High
Counsellors encourage healthy coping strategies	3.58	Very High
Counselling improves behaviour towards drug avoidance	3.59	Very High
<b>Grand Mean</b>	<b>3.55</b>	<b>Very High</b>

The grand mean score of **3.55** indicates that **counselling services have a very high impact** in preventing drug abuse among senior secondary school students. Counselling was found to be

effective in influencing students' decisions, reducing peer pressure, encouraging healthy coping strategies, and promoting positive behavioural changes related to drug avoidance

**Table 8: Cross tabulation of Gender and Advice from counsellors has influenced students' decision not to use drugs.**

Gender advice\_agree1 Crosstabulation

		advice_agree1		Total
		.00	1.00	
Gender Male	Count	108	2	110
	% within Gender	98.2%	1.8%	100.0%
Female	Count	82	8	90
	% within Gender	91.1%	8.9%	100.0%
Total	Count	190	10	200
	% within Gender	95.0%	5.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. (2-sided)	Sig. Exact Sig. (2sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.210 <sup>a</sup>	1	.022		
Continuity Correction <sup>b</sup>	3.828	1	.050		
Likelihood Ratio	5.421	1	.020		
Fisher's Exact Test				.045	.024
Linear-by-Linear Association	5.184	1	.023		
N of Valid Cases	200				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.50. b. Computed only for a 2x2 table

A chi-square test of association was conducted to examine the relationship between gender and the influence of counsellors' advice on students' decisions not to use drugs. The result revealed a statistically significant association between gender and the influence of counselling advice,

$\chi^2(1, N = 200) = 5.21, p < 0.05$ . Female students were more likely than male students to report being influenced by counsellors' advice. This finding suggests that gender plays a role in how students perceive and respond to counselling interventions related to drug abuse prevention.

**Table 9: Cross tabulation of Gender and the statement Counselling services improve students' behavior towards drug avoidance**

<b>Gender</b>	<b>Disagree (0)</b>	<b>Agree (1)</b>	<b>Total</b>
Male	108 (98.2%)	2 (1.8%)	110 (100%)
Female	82 (91.1%)	8 (8.9%)	90 (100%)
Total	190 (95.0%)	10 (5.0%)	200 (100%)

<b>Test</b>	<b>Value</b>	<b>df</b>	<b>p-value</b>
Pearson Chi-Square	5.210	1	0.022
Continuity Correction	3.828	1	0.050
Likelihood Ratio	5.421	1	0.020
Fisher's Exact Test (2-sided)	–	–	0.045
N of Valid Cases	200		

A chi-square test of association was conducted to examine the relationship between gender and respondents' agreement with the statement that advice from counsellors influences students' decisions not to use drugs. The Pearson Chi-square result showed a statistically significant association between gender and the perceived influence of counsellors' advice,  $\chi^2(1, N = 200) = 5.21, p < 0.05$ . The crosstabulation indicates that female students (8.9%) were more likely than male students (1.8%) to agree that advice from counsellors influenced their decision to avoid drug use. This suggests that female students perceive counselling advice as more impactful compared to male students. Although one cell had an expected count less than 5, the

Fisher's Exact Test was also significant ( $p = 0.045$ ), confirming the reliability of the result. Therefore, the null hypothesis stating that there is no significant association between gender and the influence of counsellors' advice is rejected.

The findings demonstrate that gender significantly influences how students perceive and respond to counselling advice related to drug abuse prevention. Female students appear to be more receptive to counselling interventions, while male students may require more targeted or alternative counselling approaches to enhance effectiveness.

**Research Question 4: Are there sex-based differences in the impact of counselling?**

**Table 10: Descriptive statistics on sex-based differences in the impact of counselling**

S/N	STATEMENT	SA f (%)	A f (%)	D f (%)	SD f (%)	TOTAL f (%)
	Are there sex-based differences in the impact of counselling?					
1	Male and female students benefit differently from counselling services.	109 (54.5%)	65 (32.5%)	15 (7.5%)	11 (5.5%)	200 100%
2	Female students respond better to drug-prevention counselling.	118 (59.0%)	49 (24.5%)	15 (7.5%)	18 (9.0%)	200 100%
3	Male students find it harder to seek counselling help.	95 (47.5%)	58 (29.0%)	16 (8.0%)	31 (15.5%)	200 100%
4	Counselling programs address the needs of both sexes fairly.	87 (43.5%)	70 (35.0%)	16 (8.0%)	11 (5.5%)	200 100%
5	Counselling should be modified to suit male and female differences.	107 (53.5%)	75 (37.5%)	7 (3.5%)	11 (5.5%)	200 100%

Table 10 presents respondents' perceptions of sex-based differences in the impact of counselling services on students.

The results indicate that male and female students may benefit differently from counselling services. Specifically, 109 respondents (54.5%) strongly agreed and 65 respondents (32.5%) agreed that male and female students benefit differently, while 26 respondents (13.0%) either disagreed or strongly disagreed. This suggests that students perceive counselling effects to vary based on gender. Regarding female students' responsiveness to drug-prevention counselling, 118 respondents (59.0%) strongly agreed and 49 respondents (24.5%) agreed, while 33 respondents (16.5%) either disagreed or strongly disagreed. This implies that female students are perceived to respond more positively to counselling interventions. In terms of male students finding it harder to seek counselling help, 95 respondents (47.5%) strongly agreed and 58 respondents (29.0%) agreed, while 47 respondents (23.5%) either disagreed or strongly disagreed. This indicates that some male students may face more challenges accessing counselling services. On whether counselling programs address the needs of both sexes fairly, 87 respondents (43.5%) strongly agreed and 70 respondents (35.0%) agreed, while 43 respondents (21.5%) disagreed or strongly disagreed. This suggests that while most students believe counselling programs are fairly inclusive, there is room for improvement in addressing gender-specific needs.

Finally, with respect to modifying counselling services to suit male and female differences, 107 respondents (53.5%) strongly agreed and 75 respondents (37.5%) agreed, with only 18 respondents (9.0%) disagreeing or strongly disagreeing. This indicates strong student support for tailoring counselling services to meet the unique needs of both genders.

Overall, the data suggest that counselling services are perceived to have differential impacts based on gender. Students believe that female students generally respond better to drugprevention counselling, male students may face more difficulty seeking help, and counselling programs could be further tailored to address these differences effectively.

**Table 11: Cross tabulation of Gender and the statement male and Female benefit differently from counselling services**

Gender male\_and\_female\_benefit\_differently Crosstabulation

		male_and_female_benefit_differently		
		.00	1.00	Total
Gender Male	Count	94	16	110
	% within Gender	85.5%	14.5%	100.0%
Female	Count	80	10	90
	% within Gender	88.9%	11.1%	100.0%
Total	Count	174	26	200
	% within Gender	87.0%	13.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. (2-sided)	Sig. Exact Sig. (2sided)	Exact Sig. (1sided)
Pearson Chi-Square	.516 <sup>a</sup>	1	.472		
Continuity Correction <sup>b</sup>	.257	1	.612		
Likelihood Ratio	.521	1	.470		
Fisher's Exact Test				.531	.308
Linear-by-Linear Association	.514	1	.474		
N of Valid Cases	200				

0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.70.

Computed only for a 2x2 table

The chi-square analyses revealed mixed findings regarding sex-based differences in counselling services. While a significant association was found between gender and the influence of counsellors' advice on drug avoidance decisions, indicating that female students were more responsive to counselling advice than male students, no significant association was observed between gender and the perception that male and female students benefit differently from counselling services. This suggests that although counselling is generally perceived as

equally beneficial to both sexes, differences exist in how male and female students respond to specific counselling interventions.

**Mean Score Analysis (Table 12)**

Item	Mean	Decision
Male and female students benefit differently	3.36	High
Female students respond better to counselling	3.33	High
Male students find it harder to seek counselling help	3.08	High
Counselling programs address both sexes fairly	3.17	High
Counselling should be modified to suit sex differences	3.39	High

**Grand Mean = 3.27 (High)**

The grand mean score of 3.27 indicates that respondents generally agree that sex-based differences exist in the impact of counselling services. Female students were perceived to respond more positively to counselling, while male students were viewed as experiencing more difficulty in seeking help. The findings support the need for gender-sensitive counselling interventions to enhance effectiveness.

**Discussion of Findings**

The study investigated the rate of drug abuse, the level of awareness of drug abuse, the impact of counselling services in preventing drug abuse, and sex-based differences in the effectiveness of counselling among senior secondary school adolescents. Based on the analysis of 200 respondents, several key findings emerged.

Firstly, regarding the rate of drug abuse among senior secondary school adolescents, the findings revealed that drug use exists within the school and community environment, although perceptions of its frequency varied. Some students reported frequently observing peers engage in drug use and acknowledged that drugs are accessible within their area. A number of respondents also indicated that they had been offered drugs by peers, suggesting the presence

of peer influence and availability. These responses indicate that while drug abuse may not be universal, it remains a significant concern among senior secondary school adolescents.

Secondly, in relation to the level of awareness of drug abuse, the results showed that students generally demonstrated a high level of awareness about the dangers associated with drug abuse. Most respondents agreed that they are aware of the harmful effects of drugs and have received drug abuse education from school counsellors. However, fewer students strongly agreed that drug education programs are consistently available in their schools, and some indicated uncertainty about where to seek help for drug-related issues. This suggests that although awareness is relatively high, there is still a need to strengthen the visibility, consistency, and accessibility of drug education programs within schools.

Thirdly, concerning the impact of counselling services in preventing drug abuse, the findings revealed that counselling plays a significant preventive role. A majority of respondents agreed that counselling helps students avoid drug abuse, influences their decisions not to use drugs, reduces peer pressure, encourages healthy coping strategies, and improves behaviour toward drug avoidance. These results suggest that counselling services contribute positively to shaping students' attitudes and behaviours regarding drug use.

Finally, with respect to sex-based differences in the impact of counselling, the study found that students perceive differences in how male and female students benefit from counselling services. Many respondents indicated that female students tend to respond more positively to drug-prevention counselling, while male students may experience greater difficulty in seeking counselling help. Additionally, students expressed support for modifying counselling programs to better address the unique needs of both sexes. This highlights the importance of adopting gender-sensitive approaches in counselling interventions to enhance effectiveness.

In summary, the study reveals that drug abuse remains a concern among senior secondary school adolescents, although awareness levels are generally high. Counselling services play a

crucial role in preventing drug abuse, but improvements in program accessibility and gender-sensitive strategies are necessary to enhance overall effectiveness.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the Summary of the study, the conclusion, recommendation, educational implications of the study, limitation of the study and suggestion for further studies.

#### **Summary of the Study**

This study examined the role of counsellors in preventing drug abuse among senior secondary school adolescents in Edo State, with particular focus on Egor Local Government Area. Drug abuse among adolescents has become a growing concern in Nigerian secondary schools due to its negative effects on students' academic performance, behaviour, emotional stability, social relationships, and future prospects. Adolescents are especially vulnerable to substance abuse because of peer pressure, curiosity, family influence, emotional stress, and environmental exposure. The increasing prevalence of drug abuse among students therefore makes it necessary to investigate how school counsellors contribute to prevention and intervention. The study was guided by four major objectives: to determine the prevalence of drug abuse among senior secondary school students, to assess students' level of awareness regarding the dangers of drug abuse, to examine the impact of counselling services on the prevention of drug abuse, and to determine whether there are sex differences in how counselling influences drug abuse prevention among adolescents.

A descriptive survey research design was adopted for the study. The population consisted of senior secondary school students (SS1–SS3) in Egor Local Government Area. A sample was selected using an appropriate sampling technique to ensure fair representation. Data were collected using a structured questionnaire developed by the researcher. The instrument was validated by experts and its reliability was established using the Cronbach Alpha method, confirming that it was consistent for measuring students' responses. Data collected were

analysed using frequency counts, percentages, and mean scores to answer the research questions.

The findings revealed that the prevalence of drug abuse among senior secondary school students, though not extremely high, is still significant enough to be a cause for concern. Many students demonstrated awareness of the dangers associated with drug abuse; however, awareness alone did not completely prevent involvement in substance use. The study also showed that counselling services play an important role in drug abuse prevention by educating students, providing behavioural guidance, offering emotional support, and identifying at-risk individuals for early intervention. Furthermore, the findings indicated slight differences between male and female students in drug abuse involvement and response to counselling, with male students being more likely to engage in risky behaviours.

### **Conclusion**

Based on the findings of this study, it can be concluded that drug abuse remains a serious issue among senior secondary school adolescents in Edo State. Even though students are increasingly aware of the harmful effects of substance abuse, factors such as peer influence, curiosity, and emotional challenges continue to expose them to risk. This shows that knowledge alone is not sufficient to eliminate drug abuse among adolescents.

The study clearly establishes that school counsellors are central to the prevention of drug abuse in secondary schools. Counsellors help students develop positive decision-making skills, build self-esteem, manage stress, and resist peer pressure. Through individual counselling sessions, group guidance programmes, awareness campaigns, and collaboration with teachers and parents, counsellors serve as both preventive and corrective agents in addressing drug-related issues.

Therefore, effective counselling services are essential in reducing the prevalence of drug abuse among students. Where counselling units are active, properly staffed, and supported by school

authorities, students are more likely to avoid risky behaviours and seek help when facing personal or emotional challenges. Strengthening the role of counsellors in schools is thus a key strategy for promoting healthy development and academic success among adolescents.

## **Recommendations**

In view of the findings and conclusions of this study, the following recommendations are made:

**Provision of Qualified Counsellors:** Government and school authorities should ensure that every secondary school in Egor Local Government Area has professionally trained counsellors who can handle adolescent-related challenges, including drug abuse.

**Strengthening Preventive Counselling Programmes:** School counsellors should organize regular drug education programmes, seminars, and workshops to educate students on the dangers and consequences of substance abuse.

**Early Identification of At-Risk Students:** Counsellors should develop strategies for identifying students who show early signs of drug involvement and provide timely intervention before the behaviour becomes severe.

**Parental Involvement:** Parents should be sensitized through school meetings and counselling outreach programmes to help them understand warning signs of drug abuse and support preventive efforts at home.

**Peer Education and Support Groups:** Schools should introduce peer counselling and peer education programmes where trained students help promote anti-drug messages and positive lifestyles among their classmates.

**Collaboration with Health and Rehabilitation Agencies:** Schools should collaborate with hospitals, rehabilitation centres, and relevant government agencies to provide professional help for students who need specialized treatment.

Government Support for Counselling Units: The Ministry of Education should provide adequate funding, facilities, and materials to strengthen counselling services in secondary schools.

### **Counselling Implications of the Study**

The findings of this study have important implications for the educational system. First, counselling services should be treated as a core part of the school system rather than an optional support service. Second, teachers and school administrators must work closely with counsellors to monitor student behaviour and create a supportive learning environment. Third, life skills education, drug education, and moral instruction should be integrated into the school curriculum to help students develop self-control and responsible decision-making skills. Finally, reducing drug abuse will lead to improved academic performance, better school discipline, and a safer school environment.

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**APPENDIX I**

**QUESTIONNAIRE**

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING

PSYCHOLOGY

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

COUNSELLOR'S ROLE IN PREVENTING DRUG ABUSE QUESTIONNAIRE

(CRPDAQ)

Dear Respondent,

This questionnaire is designed to collect data for a research study on “The Role of Counsellors in Preventing Drug Abuse Among Senior Secondary School Adolescents in Egor Local Government Area.” Your responses will be treated with confidentiality and used strictly for academic purposes.

Thank you.

SECTION A: Demographic Information

Please tick () the appropriate response.

Sex:  Male  Female

Class:  SS1  SS2  SS3

Instructions: Answer each questions correctly by tickling () in the option that best describe your choice. Using the following scale: SA – Strongly Agree | A – Agree | D – Disagree | SD – Strongly Disagree.

SECTION B: Research Questions

S/N	What is the rate of drug abuse among senior secondary school adolescents?	SA	A	D	SD
1	Students in my school frequently engage in drug use.				
2	I often see my peers using drugs.				
3	Drug use is common among adolescents in my community.				
4	I have been offered drugs by peers before.				
5	Access to drugs is easy for students in my area.				
	What is the level of awareness of drug abuse?	SA	A	D	SD
6	I am aware of the dangers of drug abuse.				
7	I have received drug abuse education from school counsellors.				
8	Drug abuse education programs are common in my school.				
9	Counsellors adequately explain the causes of drug abuse.				
10	I know where to seek help if I have drug-related issues.				
	What is the impact of counselling services in preventing drug abuse?	SA	A	D	SD
11	Counselling helps students avoid drug abuse.				
12	Advice from counsellors has influenced students' decision not to use drugs.				
13	Counselling reduces peer pressure to use drugs.				
14	Counsellors encourage healthy coping strategies.				
15	Counselling services improve students' behaviour towards drug avoidance				

	Are there sex-based differences in the impact of counselling?	SA	A	D	SD
16	Male and female students benefit differently from counselling services.				
17	Female students respond better to drug-prevention counselling.				
18	Male students find it harder to seek counselling help.				
19	Counselling programs address the needs of both sexes fairly.				
20	Counselling should be modified to suit male and female differences.				

## APPENDIX II

### RELIABILITY AND ITEM-TOTAL STATISTICS OF THE QUESTIONNAIRE

**Table 1: Reliability statistics of the questionnaire**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.702	.715	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Students in my school frequently engage in drug use	36.08	37.405	.271	.377	.691
I often see my peers using drugs	36.32	37.143	.170	.438	.704
Drug use is common among adolescents in my community	37.12	36.231	.241	.486	.696
I have been offered drugs by peers before.	35.90	38.000	.194	.403	.698
Access to drugs is easy for students in my area	36.77	37.575	.168	.648	.702
I am aware of the dangers of drug abuse	38.32	37.899	.390	.349	.686
I have received drug abuse education from school counsellors	38.02	36.552	.331	.512	.685
Drug abuse education programs are common in my school	37.65	35.765	.350	.604	.682
Counsellors adequately explain the causes of drug abuse	37.84	35.549	.410	.577	.677
I know where to seek help if I have drug-related issues	37.77	36.902	.272	.480	.691
Counselling helps students avoid		39.327	.158	.477	.699

drug abuse	38.18				
Advice from counsellors has influenced students' decision not to use drugs	38.05	38.635	.207	.404	.696
Counselling reduces peer pressure to use drugs	37.97	38.537	.214	.370	.696
Counsellors encourage healthy coping strategies	38.13	38.827	.228	.349	.695
Counselling services improve students' behaviour towards drug avoidance	38.14	38.630	.211	.392	.696
Males and Females students benefits differently from counselling	37.90	38.127	.160	.231	.701
Females students respond better to drug-prevention counselling	37.88	34.759	.428	.617	.673
Males students find it harder to seek counselling help	37.63	34.546	.376	.607	.679
Counselling programs address the needs of both sexes fairly	37.71	35.292	.419	.414	.675
Counselling should be modified to suit male and female differences	37.93	36.996	.295	.312	.688

**Table 2: Reliability statistics of Research Question 1**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.769	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Students in my school frequently engage in drug use	12.07	8.724	.491	.272	.742
I often see my peers using drugs	12.30	7.085	.575	.358	.712
Drug use is common among adolescents in my community	13.11	7.311	.523	.411	.733
I have been offered drugs by peers before.	11.88	8.810	.445	.276	.754
Access to drugs is easy for students in my area	12.75	7.073	.680	.516	.671

**Table 3: Reliability statistics of Research Question 2**

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded <sup>a</sup>	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.738	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I am aware of the dangers of drug abuse	6.88	7.252	.262	.137	.779
I have received drug abuse education from school counsellors	6.57	5.643	.481	.288	.723
Drug abuse education programs are common in my school	6.22	4.554	.708	.539	.629
Counsellors adequately explain the causes of drug abuse	6.40	4.854	.682	.477	.643
I know where to seek help if i have drug-related issues	6.32	5.527	.471	.371	.728

**Table 4: Reliability statistics of Research Question 3**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.719	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Counselling helps students avoid drug abuse	5.89	2.555	.538	.350	.646
Advice from counsellors has influenced students' decision not to use drugs	5.76	2.407	.464	.284	.671
Counselling reduces peer pressure to use drugs	5.68	2.341	.488	.280	.661
Counsellors encourage healthy coping strategies	5.83	2.644	.436	.218	.681
Counselling services improve students' behaviour towards drug avoidance	5.84	2.440	.453	.253	.675

**Table 5: Reliability statistics of Research Question 4**

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.716	.707	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Males and Females students benefits differently from counselling	7.02	7.592	.345	.179	.714
Females students respond better to drug-prevention counselling	7.00	6.211	.583	.475	.621
Males students find it harder to seek counselling help	6.75	5.364	.672	.517	.572
Counselling programs address the needs of both sexes fairly	6.83	7.318	.375	.229	.705
Counselling should be modified to suit male and female differences	7.05	7.489	.407	.203	.693

**Table 6: Cross tabulation of Gender and Advice from counsellors has influenced students' decision not to use drugs**

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender advice_agree1 *	200	100.0%	0	0.0%	200	100.0%

**Table 7: Cross tabulation of Gender and the statement Counselling services improve students' behavior towards drug avoidance**

Cases	Valid	Missing	Total
N	200	0	200
Percentage (%)	100.0	0.0	100.0

**Table 8: Cross tabulation of Gender and the statement male and Female benefit differently from counselling services**

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender male_and_female_benefit_differently *	200	100.0%	0	0.0%	200	100.0%