

# Influence of Drug Abuse on Students Academic Performance in Selected Senior Secondary Schools in Sokoto South Local Government, Sokoto State

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**Abstract:** - This study seeks to examine the influence of drug Abuse on students' academic performance in senior secondary schools in Sokoto south local government. Specifically, the study sought to establish the effects of the drugs as a contributing factor to poor performance by students in Sokoto south, secondary schools. Substance use among senior secondary school students predicts substance related problems in later life. The target population was 5259 respondents consisting of 10 secondary schools. The sample size was 391 respondents, made up of 3 secondary schools. The data was collected by use of questionnaires. Data analysis was done using descriptive statistics after data cleaning and coding. Quantitative data was analyzed using frequency and percentages. Results of data analysis were presented using frequency distribution tables. The study established that more students were able to access drugs and more are at risk of being influenced to start using drugs. The study therefore recommends for stricter measures on addressing the supply and use of drugs, and also to provide more funds to fight and assist students who are addicts and increase the number of students who graduate as well as increase quality of education. The findings of this study should stimulate continuous debate on drug abuse in secondary schools and also provide valuable insights that the government, stakeholders, scholars and researchers can rely on their collective endeavor of addressing the challenges and making the fight against drug abuse initiative a success. The study findings hoped to provides a guidance upon which recommendations are made. It is expected that this study will lead to a better understanding to the major contributors to student's academic performance. A Drug is any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking Or rubbing on their skin.

**Keywords:** Drug Abuse and Students' Academic Performances

## I. INTRODUCTION

### *Background to the study*

This study intends to examine the influence of drug abuse use on students' academic performance in secondary school in Sokoto south local government. Drug abuse, according to Ajayi and Ayodele (2002), is the wrong use or inappropriate use of chemical substances that are capable of changing functions of cells in the body.

Today drug abuse or drug addiction is one of the most vexing and pervasive problems that almost all countries including Nigeria; are grappling with in as far as administration and management of schools is concerned. The consequences on the youth are disastrous and devastating especially the negative effects in schools and the communities. This is has been aggravated by the rapid social and technology changes which have had a corrupting influence on the youth in schools. The monster is a real threat to the youth; parents; schools and the economies of the world countries that could rely on the valuable youth potential that is being robbed by drugs (Nodding, 2010). It has also translated to an impediment in as far as the management of schools is concerned. drug abuse is a global health and social problem. It is one of the major problems affecting the youth both in school and out of school. It seems to have impacted negatively on the academic, social, psychological, economical and physiological development among the abusers (West and Graham; 2005). Therefore it has become a matter of grave concern to educational stakeholders, medical practitioners, sociologists, religious leaders, counselors and parents thus needing urgent attention (Adewuya ; 2005)

Educational institutions the world over seem to be threatened by the global phenomenon of drug use; abuse and the abuse of other substances. Whereas their aim is to transmit knowledge beliefs, values, norms, they seem to be over loaded by the monster of drug and substance abuse (McClean and Ellrod, 2012). The world over the practice is affecting school systems through the commonly abused drugs being cocaine, Indian hemp (marijuana); Kuber; cigarettes, codeine and petrol sniffing. Ajayi and Ekundayo (2010) posited that drug abuse has been identified as a serious constraint to effective teaching; administration of schools and learning process in the Nigerian educational system. According to Abianwu (2005) cannabis is by far the most commonly used illicit drug with usage of 4% of the world population compared to 1% for all other drugs combined. Oshodi, Aina and Onajole (2010) also explained that marijuana is the most commonly used substance followed by tobacco. They further stressed that in the United Kingdom, cross-sectional studies have shown that among students aged 15-16 years, at least 40% had used illicit

drugs, mainly cannabis, at some time during their lives. Schulenberg, (2004), in a survey of 1,400, discovered that, across the United States, the prevalence of alcohol use by university students was over 80%, while one-third of this population used marijuana. The World Health Organization (WHO, 2009) reported that risk of exposure to substance abuse has become one of the factors that influence the development of the burden of disease. In the United States the prevalence of alcohol use by university students was over 80%, while one-third of this population used marijuana (World Journal of Medical Sciences, 2010). Almost 50% of high school seniors have abused a drug of some kind. By 8<sup>th</sup> grade 15% of kids have used marijuana. 43% of high school seniors have used marijuana. 8.6% of 12<sup>th</sup> graders used hallucinogens. Over 60% of teens report that drugs of some kind are kept, sold, and used at their school. One in every 9 high school seniors has tried synthetic marijuana (also known as “Spice” or “K2”). Over 5% of 12<sup>th</sup> graders have used cocaine and over 2% have used crack. By 8<sup>th</sup> grade 15.5% of kids have smoked cigarettes. Almost 7% of high school seniors smoke cigarettes every day. Every day in the US almost 3,900 kids under the age of 18 years old tried their first cigarette (Schulenberg 2009). Levels of illicit drugs use among young people in the UK are the highest in the European Union (Hibbell, 2004). The rates show that the youth and students aged 16 and above who abuse drugs is well over 41 per cent for boys and 35 per cent for girls. National surveys conducted among school pupils aged 11 to 15 in England found that the prevalence of taking drugs was stable between 2001 and 2013. As a consequence Schools were finding it hard to manage the children (Boreham and Blenkinsop, 2004).

In another series of school surveys from 2008-2013, Balding (2012) notes that young people (aged 11 to 19) have used drugs while at school and have got to trouble with the school law or the police (Chivied, 2010). The surveys have also found that, as pupils get older they tend to think the effects of drugs less worrying. This implies that the youth are not safe with this kind of attitude and particularly those at school (The 2009/2010 British Crime Survey).

In the African continent perspective Zullig, Huebner, Patton and Murray (2009) reported that university students who witnessed dissatisfaction with life due to anger, frustration and boredom, consumed alcohol in order to acclimatize to. The reason why take students stimulant include the need to belong, expectancy, mental set, sex, certain drives and integrative motives (Rathod, 2009). The youth also used drugs for relief of stress in order to study (Oshodi, Aina and Onajole; 2010). However; the schools in which the youth go find hard time in managing discipline

Similarly the Nigerian schools and Educational institutions are dominated by drugs such as morphine, heroin, tobacco, cough syrup, tramadol, valium five and Chinese capsules that the youthful students commonly abuse. Oshodi, Aina and Onajole (2010) reported that, despite worldwide concern and

education about psychoactive substances, many adolescents have limited awareness of their adverse consequences. Curiosity, social pressure and peer group influence are noted to be primary reasons for substance and drug misuse in schools. Like in the above cases school administrators and managers are exceedingly finding it difficult to contain the associated indiscipline and the dropping academic standards (Makanjuola, Daramola and Obembe (2007); Aina and Olorunsola (2008); and Buddy (2009).

Nigeria is one of the leading countries with big numbers of users of cannabis and other drugs; with about 5 to 10% using alcohol, cannabis, and other drugs. In 2008, 2000 users of cannabis in Sokoto were prosecuted and imprisoned. As a consequence of the prevalence of drug abuse in society the schools are longer places where the imparting of morals is a challenge. The students abuse drugs like tobacco, alcohol, tramadol, cough syrup, and other caffeinated substances such as Nescafe to reduce pain, anxiety and tension. Some of the reasons for their use are; parental background, peer group influence, isolation and loneliness. Other reasons are elevation of mood, wakefulness, increased confidence and feeling of euphoria (Linhadt; 2001).

What is evident is the student's lack of academic concentration and the falling academic standards in schools. Mc Crystal, Higgins and Percy (2007) confirmed that for many adolescents, drug abuse has now become a part of their lives and perhaps may have now contributed to their academic failure. At the center of the habit of drug use is the inconveniences school administration are faced with such as breaking the rules by students and lawlessness and anti social behavior. In Sokoto Metropolis drug and substance abuse among secondary school students is a menace. It has percolated into the school systems and thus making their management difficult (Nwakwo, Abanobi and Amadi (2010). Drug and substance abuse among secondary school students has been linked to, intolerance, violence, insecurity, and anti-social behavior in schools that pose difficulties in management of schools. It has also been linked to students' poor academic performance; defiance to school rules and regulations and poor student academic performance in secondary schools in the Nigerian states such as Ekiti and Ondo States (Nwakwo, Nwoke 2010).

#### *Statement of the problem*

Drug abuse is a common phenomenon among secondary school students in Nigeria. It has also been noted that parents, peer groups, and society at large contribute to the alarming rate of drug. The secondary schools rampantly experience acts of vandalism, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, strikes, bullying, cultism, truancy, and school drop-outs and other anti-social behavior. There is on redeemable juvenile delinquency and disobedience to teacher and school administrator. These have posed a threat in the administration and management of schools. Therefore the study intends to gain insight into the

current trend of drug abuse among students in secondary schools in Sokoto south Local Government.

## II. GENERAL OBJECTIVE

The study intends to examine the influence of drug abuse use on students' academic performance in secondary school in Sokoto south local government.

### *Research Objectives*

The objective of the Current study will be;

1. To determine the extent to which Alcohol abuse Influences Student's Academic Performance in secondary schools in Sokoto south.
2. To examine the extent to which Marijuana abuse influences Student's Academic Performance in secondary schools in Sokoto south.
3. To evaluate how Tobacco abuse influences student's Academic performance in secondary schools in Sokoto south.

### *Research Questions*

The study will attempt to answer the following questions:

1. What is the extent of Alcohol abuse among students in secondary schools in Sokoto south?
2. What are the main causes of Marijuana use among the students in secondary schools in Sokoto south?
3. What are some of the negative impacts on academics caused by the abuse of tobacco?

## III. METHODOLOGY

### *Research Design*

The researchers adopted a cross sectional survey in order together information from various respondents from various secondary schools in Sokoto south local government area. This design was suitable because it enable the researchers to collect a large amount of data at one point in time. Quantitative research approaches were used. The Quantitative approach was hoped to enable the researchers to investigate the respondents feelings, attitudes and views about the perceived influence of drugs abuse use on student academic performance in selected senior secondary schools in Sokoto south Local Government. The quantitative approach gave the study a mathematical dimension because it was used for statistical purposes such as for generating frequencies, and percentages used to present the data numerically.

### *Study Population*

The study population comprised of Principals; Vice Principals (Academics), Vice Principals (Administration), teachers, Discipline Masters and student's .The population was a summary of the important stakeholders in Sokoto south Local Government. Table 3.1 below gives a summary.

Table 3.1 Population and Sample Size

Category	Population	Sample	Sampling Technique
Principals	6	3	Purposive sampling
Vice Principals (Administration )	6	3	Purposive sampling
Discipline masters	6	3	Purposive sampling
Teachers	240	54	Simple random
Students	5001	328	Simple random
<b>Total</b>	<b>5259</b>	<b>391</b>	

Source: Zonal Education Office (2019)

### *Sample Size*

A sample is a portion of the population being studied and its views are representative of the entire population (Amin 2005). A sample of 391 respondents was hoped to be used in the study. Therefore the results that obtained were generalized to all the senior secondary schools in Sokoto south Local Government. The sample of respondents consisted of 6 Principals, 3 Vice principals (incharge of academics) 3 Discipline Masters 3 and 328 students.

### *Sampling techniques*

#### *Simple random sampling*

A simple random sampling is a technique that selects a sample without bias from the target population. It ensures that each member of the target population has an equal and independent chance of being included in the sample (Sekaran, 2003). This technique was used to select 354 respondents; 382students and 54 teachers.

#### *Purposive Sampling*

A total of 30 respondents were selected purposively; 3 Principals; 3 Vice principals (administration), and 3 Discipline Masters. This is because they were key informants because they are expected to critical views on administration and management of schools with regard to the variables under study. This is in accordance to (Sekaran, 2003) who stated that it is sometimes necessary to obtain information from specific people who can provide it.

#### *Data collection techniques*

Questionnaires are main instruments for data collection.

#### *Questionnaires*

Kakinda (1995) says that a questionnaire is a set of related questions designed to collect information from respondents. Kothari (1990) argues that a questionnaire is advantageous because it is free from bias that the interviewer may cause on the respondent and therefore the results will be more valid and reliable. Amin (2005) argues that questionnaires are cheaper and are at the respondent's to give details of the data required

.Basing on the advantage of using questionnaires the research used both closed and open ended questions. Open ended questions provided the respondent’s opportunity to substantiate or express their views pertaining to the issues at hand in the inquiry. Closed ended questionnaires focused on specific information. The questionnaire was filled by all respondents in the above categories. All respondents filled the questionnaire because they were literate.

*Validity and Reliability of the Instrument*

*Validity of the instruments*

Kakooza (2000) validity is a measure of clarity consistence and accuracy of the instruments so that the data collected provides meaningful, reliable results representing the variables of the study. Mbabazi (2006) argues that before the research applies the instrument, it ought to be validated so as to minimize bias as much as possible. To ensure the reliability of the instruments; they were developed and discussed and the opinion of the senior staff and researchers at the School of Education in the Shehu Shagari College of Education Sokoto as considered. The opinion of the supervisor was taken as pertinent, in this study, validity was established using the content validity index (CVI) calculated from the formula below:

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items}}$$

The product of the CVI test according to conventional research wisdom has to be  $\geq 0.5$  (greater than or equal to 50%). In this study, the CVI was calculated and it was within the range mentioned above.

*Reliability*

According to Amin (2005) reliability is the dependability of the instrument so that it should consistently measure what it is intended to. To ensure consistence of findings, the researcher administered similar questionnaires to respondents of different categories. Reliability was also be ensured by carrying out a pilot study of the instrument before the final administration. The results of the Re-test were substituted using Pearson’s Correlation Coefficient formula. The reliability was above 0.5, and therefore the instrument was declared to be reliable. Amin (2005) and Chepkilot (2005) explain that a valid instrument is expected to give a value of 0.5 and above up to 1.0. The summary below shows how reliability was calculated using the formula:

$$r = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{[N (\sum x^2) - (\sum x)^2] [N (\sum Y^2) - (\sum y)^2]}}$$

*Data processing and Analysis*

The responses to questionnaires were coded in preparation for analysis. Responses from the data will entered in to the SPSS for automatic generation of numerical values in frequencies

and percentages. Interpretation was made out of numerical values and percentages revealed by the data.

IV. DATA ANALYSIS

*Introduction*

This chapter presents the findings of the study, their analysis and interpretation. The chapter is divided into the following sections: The extent of drug abuse among students, Causes of drug abuse, Commonly abused drugs by students and their sources, Effects of drug abuse on academic performance among the students, Strategies used to address drug abuse and their perceived effectiveness, Suggested strategies to help curb drug abuse in senior secondary school. The above sections correspond with the research objectives and questions in chapter 1 section 1.3. Qualitative analysis approach has been used in data analysis. Data for the study was sampled and collected from students in public senior secondary school in Sokoto south Local Government.

*4.1 Demographic Data*

The study sought demographic data of the respondents including gender and level of education being pursued. The study was carried out in senior secondary schools in Sokoto south Local Government. The study was conducted among 391 students of which were 44.4% males and 55.6% females. The study sought to find out the university or college the highest number of respondents.

Table 4.1 Gender of the respondents

Item	Frequency	Percent
Male	217	55.6
Female	174	44.4
Total	391	100.0

Source:- Primary data (2019)

Table 4.1 shows the percentage of male and female students in the schools. Shows that 217 (55.6%) of the respondents are female students, while 174 (44.4%) of the respondents are males.

*4.2 The Extent of Drug Abuse among Students As Reported By Students, And School Administrators*

This section sought to establish the magnitude of drug abuse among senior secondary school students in Sokoto south Local Government. The magnitude of the problem was measured by establishing the number of students involved in drug abuse as shown in Table 4.2

Table 4.2 Number of students who have used drugs

Ever used drugs	Frequency	Percent %
Yes	116	29.6
No	275	70.4
Total	391	100.0

Source:- Primary data (2019)

Table 4.3 shows that 116 (29.6%) of the students reported drug use other than for medicinal purposes while 275 (70.4%) reported they have never abused drugs. The finding above shows that majority of the students in secondary schools in Sokoto have never use drugs.

Table 4.3 General situation of drug abuse according to School Administrators

Item	Frequency	Percent %
Yes	195	51.0
No	194	49.0
Total	391	100.0

Source:- Primary data (2019)

Table 4.3 shows that 195 (50%) said there is a drug problem, and 194 (50%) said there was no problem. The limited sample thus indicated a trend of indecision among teaching staff as to whether drug abuse was a problem at the schools where they work. A frequency distribution of the responses from the 391 of the respondents to whether the problem of drug abuse is increasing indicated that it was perceived as increasing as presented in Table 4.5

Table 4.4 Frequency distribution on whether the drug problem is increasing

Drugs problem in school	Frequency	Percent %
Yes	130	33.3
No	261	66.7
Total	391	100.0

Source:- Primary data (2019)

As shown in table 4.4 only 130 (33.3%) said the problem was increasing while 261 (66.7%) said no. The finding above shows that majority of the respondents says no that problem of drugs is not increasing in their school in Sokoto south.

#### 4.3. Commonly Abused Drugs by Students and Their Sources

This section presents information based on the most commonly abused drugs by students in senior secondary schools in Sokoto south. Knowledge of the most frequently used drugs by students was regarded as important in recommending possible prevention and intervention measures. The assumption was that cheap drugs are more frequently abused. The variables considered in this section included types of drugs abused, their sources and availability.

##### 4.3.1. Prevalence of Drug Abuse by students

Table 4.5 Commonly Abused Drugs

Drugs	Frequency	Percent %
Alcohol	30	7.7
Tobacco	160	41.0
Marijuana	110	28.0
Cough syrup	91	23.3
Total	391	100.0

Source:- Primary data (2019)

According to table 4.5, it shows that 160 (41%) students are commonly use tobacco as abuse in their schools, 110 (28%) use marijuana, 91 (23.3%) use cough syrup and 30 (7.7%) use alcohol as substance abuse. The finding above shows that majority of the secondary school student in Sokoto south use tobacco as abuse in their schools.

Table 4.6: Students sources of drugs

Source	Yes	Percentage (%)
Night Clubs	34	8.7
Hospitals	22	5.6
Slum areas	54	13.8
Kiosks/chemist	75	19.2
Fellow students	177	45.4
Watchmen	29	7.4
<b>TOTAL</b>	<b>391</b>	<b>100</b>

Source:- Primary data (2019)

According to table 4.8 shows that: fellow students who are peddling drugs were leading at (45.4%) followed by kiosks/shops/chemist around the school (19.2%), Slums (low economic areas) around the school, (13.8%), night clubs (8.7%), watchmen, (7.4%), and hospitals at (5.6%). The finding above shows that majority of the respondents get drugs from the fellow friends in secondary schools in Sokoto south local government.

#### 4.4. Influence of Alcohol Abuse on Academic Performance

Table 4.6 Effects of drugs on academic performance

Source	Frequency	Percentage (%)
Low grades	120	30.7
Doing poorly in exams and papers	86	21.8
Missing classes	115	29.5
Falling behind in school work	85	21.6
<b>TOTAL</b>	<b>391</b>	<b>100</b>

Source:- Primary data (2019)

According to table 4.9 below, difficulty meeting academic responsibilities is one of the most common consequences of alcohol use, about 25 percent of college students report academic problems caused by alcohol use, such as earning lower grades, doing poorly on exams or papers, missing class, and falling behind. According to this study, 21.6 percent of students who drank during the year prior to the study had fallen behind in their schoolwork 46 and 29.5 percent had missed class because of their alcohol use. Also the study indicates 21.8 percent of students reported performing poorly on a test or assignment, and 30.7percent said they had missed a class due to alcohol use.

#### 4.5. Influence of Marijuana Abuse on Academic Performance

##### 4.7 Influence of Marijuana Abuse on Academic Performance

No of use	Frequency	Percentage (%)
Everyday	116	29.7
Every week	201	51.4
In a month	74	18.9
<b>TOTAL</b>	<b>391</b>	<b>100</b>

Source:- Primary data (2019)

According to table 4.10, 19 percent of respondents took marijuana. According to table 4.10, 201 (51.4%) are taken marijuana every week, 116 (29.7) who used marijuana everyday, while 74 (18.9%) who used marijuana once a month only reported poor grades. The basing above shows that majority of the respondents' majority of the respondents takes marijuana every week with the highest percentage of 51.4%.

Table 4.8 Abused of drugs in unknown places

Item	Frequency	Percent %
Yes	130	33.3
No	261	66.7
Total	391	100.0

Source:- Primary data (2019)

Table 4.11 shows the students opinion weathers abuses of drugs in unknown places shows that 130 (33.3%) says yes on the issue, while 261 (66.7%) says No on the issue. The basing above

Shows that majority of the respondents say no on the issues with the highest percentage of 66.7%.

#### V. CONCLUSION

The substance use of heavy drug-using students may directly impair academic abilities which limit their academic performance. For most students who use drugs at a lower level, however, drug use may serve as a maturational 'snare' that keeps some students engaged in deviant peer groups as others move on to more normative groups, thus having a long-term direct effect on educational attainment. Other studies have discussed similar processes, in which differential pathways to problematic outcomes are determined, in part, by the level of multiple risk behaviors'.

If we believe that multiple mechanisms are operating, then it follows that preventive interventions aimed at improving academic engagement should broaden their focus beyond drug use in adolescence. Community and family risk factors should also be targets of intervention. Our findings showed that drug use in students partially mediated the effect of their externalizing behaviors' on college completion; students externalizing also had direct effects on both students reading achievement and on degree completion.

#### Recommendations

Based upon the literature review and the empirical investigation various recommendations for a prevention and intervention programme are proposed to help address drug abuse among senior secondary school students in Sokoto south. The following are recommendations for effective programming to prevent and reduce drug abuse among school youth.

1. Government should prevent the cultivation/sales of Indian Helm and other deadly herbs that encourage drug abuse.
2. Government should strictly enforce its existing laws against drug abuse through its regulatory agencies.
3. Parents and guardians should Endeavour to monitor their children and wards so that they do not engage in drug abuse.
4. School security should be heightened and regular check should be carried out.
5. Counseling education should be introduced in campuses to revive those who have already been engaging in the act.
6. Drug free clubs should be established in secondary schools
7. Effort of the school authority should be geared towards intensive use of print and electronic media for public enlightenment

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