VOL. 07 NO. 8,
MAY, 2025
E-ISSN 3026-8893
P-ISSN 3027-1061



African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

Religion Education as a Panacea for Negative Effects Substance Abuse in SS (2) Students in Their Academic Achievement in Jos South Local Government Area

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DOI: https://doi.org/10.70382/ajerlp.v7i8.023

Abstract

This study investigates the effects of substance abuse on the academic achievement of Senior Secondary School Two (SS2) students in Jos South Local Government Area of Plateau State, Nigeria. The research adopted a quasi-experimental design, with a total population of 154, 255 students. Four secondary schools were purposively selected using a stratified random sampling technique to draw a sample of 80 students. Data were collected through 27-item questionnaire, validated for face and content, with a reliability index of 0.89. descriptive and inferential statistics, including chi-square, mean score, and percentages were used to analyze the data. The findings revealed no statistically significant relationship between substance abuse and students' personal development. However, the study highlighted prevalent patterns of substance use, with cigarettes, local alcoholic brews (such as burukutu), and marijuana being among the most commonly abused substance. Among the contributing factors include early exposure, parental influence, and socio-environmental challenges. The study concludes that substance abuse adversely affects students' academic performance and recommends that teachers, counsellors and school administrators adopt proactive strategies such as counselling, orientation, and rehabilitation programs to mitigate its impact among students.

Keywords: Religion, Education, Negative, Effect, Substance, Abuse, Academic, Achievement

Introduction

Substance abused can be broadly defined as the harmful or hazardous use psychoactive substances, including alcohol and illicit drugs, for mood-altering purposes. Such substances, whether legally obtained or not, are often misused when taken in excess or in ways not medically advised. The misuse of substances such as alcohol, tobacco, marijuana, narcotic painkillers (e.g., codeine and morphine), and various chemical inhalants poses significant physical, psychological, and social threats to both individuals and society at large.

According to Newgbu, (1999), a drug is considered misused when it is either illegally acquired or legally obtained but used inappropriately. For instance, self-administered drugs without medical supervision. The National Drug Law Enforcement Agency (NDLEA 2011) defines drug abuse as the unauthorized use of substances, often in ways that contravene medical guidelines or societal norms. Such misuse has the potential to distort an individual's mental processes, impair behavior and disrupt rational thinking. Among the various factors responsible for poor academic performance in Nigerian secondary schools include substance abuse, which stands out as a significant contributor. Adolescents particularly those in secondary schools are at a vulnerable stage where identity, peer influence, and curiosity play powerful roles in shaping behavior. Over 70% of Nigerian teenagers fall within this demographic, often forming habits, whether positive or negative, through their interactions with peers, teachers, and family members.

In response to the growing crisis of substance abuse, the Nigerian government has made notable efforts to curb the trend. One of the most significant measures was the establishment of the National Drug Law Enforcement Agency (NDLEA) in 1989 by then military President, General Ibrahim B. Babangida. Since its inception, the NDLEA has been instrumental in regulating and combating the misuse of drugs and other harmful substances across the country.

The African council on Narcotics (1992) identified substance abuse as a critical threat to national development. It not only endangers lives and impedes individual potential but also undermines peace, stability, and educational achievement. Substance abuse in schools often leads to declining grades, increased absenteeism, disciplinary problems, and in severe cases, expulsion or involvement in criminal activities.

Methodology: Research Design

This section discussed the method and procedure used in the study. Issues discussed consist of the following research design, population, sample, sampling technique, instrument for data collection,

description of the instrument, procedure for instrument development. Validity and reliability of instrument, procedure for data collection and method of data analysis.

The researcher uses both the quasi-experimental and survey types of research to carry out the study. This research is descriptive because the study sets out to ascertain the effects of substance abused on SS2 Students.

The study is also considered quasi-experimental type of research because it sets out to test the effects of substance abuse as a factor to stimulate academic achievements in secondary schools. This validated the findings from the descriptive survey. This study had both control and experimental groups. Thus a pretest to post-test control group design was adopted for this research. The design is graphically presented thus:

Q1 X 0? ⟶ A (Experimental)
Q3 _ 04 ⟶ B (control)

04 and 03 in the illustrating are pretest measures (data) for the experimental and control group respectively. In the same vein, 02 and 03 are posttest scores for experimental and control groups respectively. X is the treatment condition for the experimental group. Thus, in pretest to posttest control design, there must be a pretest administered group. Thus, in pretest to posttest control design, there must be a protest administered in the two groups prior to the exposure of the groups to different conditions.

Aims/Objectives

The purpose of this work is to find out the effects of substance abuse on the academic achievement of SS 2 students. The specific objectives of the study are to:

1. determine the types of students' substances abuse
2. find out the causes of substance abuse to students
3. ascertain the effects of substance abuse on students' academic achievement
4. determine the strategies of curbing substance abuse of students
5. determine counselor's role in curbing the incidence of students' substance abuse
6. determine the perceived benefits of substance abuse.

Research Questions

This research attempts to answer the following questions:

1. What types of substance do SS 2 Students abuse?
2. What are the causes of substance abuse?
3. What are effects of substance abuse on students' academic achievement?
4. Frequency of taking substances
5. What are the strategies to curtail incidences abuse?
6. What roles counselors play in curbing the incidences of substance abuse?

Concept of Substance and Substance Abuse

The World Health Organization (WHO 1994), defines a substance as any chemical, drug, or alcohol that, when consumed, alters the normal functioning of the body or mind. While many substances serve therapeutic purposes in medical contexts, their misuse outside professional guidelines can result in significant harm. Substances such as alcohol, cannabis, tobacco, narcotics, and prescription medications are particularly prone to abuse. Improper usage, whether through overconsumption, unsupervised self-administration, or recreational use, can lead to both physical and psychological dependency, posing serious health risks and societal problems.

Commonly Abused Substance

The WHO (1994), identities six primary categories of substances commonly abused, particularly among adolescents:

1. **Alcohol**: Ajala and Nwanna (2000) note that alcohol is one of the widely consumed psychoactive substances globally. Cultural norms and religious beliefs often influence attitudes towards its use. In Nigeria, alcohol exists in various forms, including palm wine, buruku, ogogoro (also known as kai-kai or sapele water), and locally brewed drinks such as pito. Despite its social acceptability in some circles, excessive alcohol consumption impairs judgement, damages health, and disrupts social relationships.
2. **Tobacco:** Tobacco contains nicotine, a highly addictive substance. It is commonly consumed through smoking (cigarettes, cigar, pipes), chewing, or vaping. Despite health warnings, advertisements glamorizing tobacco products often attract young users. Bulus (2000) highlights that while governments issues health warnings on packets, manufacturers still market these products as symbols of sophistication and pleasure.
3. **Cannabis (Indian Hemp or Marijuana):** Cannabis is a psychoactive drug with both stimulant and depressant properties. This substance is known by different street names such as “weed,” “ganja,” or “wee-wee.” It is often smoked or ingested. It remains one of the most frequently abused illegal substances in Nigeria, especially among students.
4. **Stimulants (Amphetamines):** Stimulants increase alertness and energy by activating the central nervous system. Bulus (2010) note that regular use can lead to dependence, and the user may require increasingly higher doses to achieve the same effects. This group includes substances like cocaine and various prescription stimulants.
5. **Narcotics (heroine and Morphine):** Narcotics are powerful pain-relieving drugs that induce sleep and cause dependence. They are usually consumed through smoking, chewing, or injection. Even small doses can result to significant physiological and psychological effects.
6. **Barbiturates (Depressants)**: These substance act on the central nervous system to produce calming effects. As noted by Talent (2000), barbiturates are often

used as sleeping pills and are known by various street names such as "barbs," "blue devils," and "yellow heavens." Their abuse can lead to physical dependence and severe withdrawal symptoms.

Causes of Substance Abuse

Substance abuse among adolescents and students is driven by a variety of social, psychological, and environmental factors:

1. **Curiosity and Experimentation:** Exposure to media or peer influence often arouses curiosity in adolescents to experiment substances.
2. **Peer Pressure:** Young people may conform to peer behavior to gain acceptance within a social group.
3. **Coping with Stress and Insecurity:** Some students use substances to deal with emotional challenges, family issues, or academic stress.
4. **Parental Influence:** Adolescents raised in environments where substance use is normalized may imitate such behaviors.
5. **Desire to Stay Awake:** Certain students abuse stimulants to remain alert while preparing for exams.
6. **Desire to Appear Mature:** Substance use may be seen as a mark of adulthood or a means to gain social status.
7. **Boredom:** In the absence of constructive engagement, students may turn to substance use to fill the void.

Signs and Symptoms of Substance Abuse

According to Udoh and Fawole (1987), individuals who abuse substances may exhibit one or more of the following:

a. Sudden academic decline and truancy
b. Mood swing and social withdrawal
c. Carelessness in personal appearance
d. Loss of appetite or changes in sleep patterns
e. Mixing with suspicious peer groups
f. Possession of drug paraphernalia (pills, syringes, etc.)
g. Unexplained need for money
h. Laughing excessively or behaving irrationally

Effects of Substance Abuse

The National Drug Law Enforcement Agency (1992) categorizes the consequences of substance abuse into three broad areas:

- **Physical:** Damage to critical organs such as liver, brain, lungs; increased risk of diseases like cancer and chronic bronchitis.
- **Psychological:** Manifestations such as anxiety, hallucinations, paranoia, and depression.
- **Social**: Effects include poor academic performances, school dropout, family

breakdown, job loss, and in some cases, criminal behaviors.

Strategies of Curbing Substance Abuse

Effective intervention against substance abuse requires a multi-faceted approach that combined treatment and prevention strategies. Counsellors, educators, healthcare providers, and community leaders all have roles to play in addressing the underlying causes and promoting sustainable behavioral change.

1. **Treatment Strategy:** Shertzer (2005) emphasize that effective treatment involves recognizing and altering the emotional experiences that drive substance use. The counselling process is often structured around four key phases:
   a. **The Relationship Phase**: This phase establishes a cooperative and trustworthy relationship between the counsellor and client. Given that many substance abusers may not actively seek help or recognize their condition, the counsellor must draw upon a combination of approaches such as Rogerian counselling, Rational Emotive Therapy, Directive Counselling, and Behavior Modification to foster engagement and cooperation.
   b. **Investigation Phase**: As describe by Nwanna (2012), this stage involves a thorough exploration of the client's personal history, beliefs, lifestyle, relationships, and worldview. This information helps the counsellor to identify the underlying causes of substance abuse. Where the client is unable to provide adequate information, the counsellor may collaborate with medical personnel or adopt psychoanalytic techniques.
   c. **The Interpretation Phase**: At this point, the counsellor gives meaning to the patterns identified during the investigation. Since clients often avoid direct disclosure, the counsellor must interpret both verbal and non-verbal cues to understand their problems. This includes clarifying vague expressions, identifying irrational beliefs, and confirming suspected issues through reflective questioning.
   d. **There** Re-Orientation Phase: According to Udoh and Fawole (1987), this phase enables the client to abandon irrational beliefs in favor of healthier, more accurate perceptions. The counsellor must provide honest and constructive feedback, preparing the client for possible withdrawal symptoms such as irritability, fatigue, dizziness, and headaches, while encouraging perseverance.
2. **Prevention Strategies:** Nwanna (2012) advocate for a preventive approach rooted in education and community awareness. Prevention efforts should begin early and involve multiple stakeholders.
   a. **School-based Programs:** Educators and counsellors should integrate substance abuse education into school curricula, using lectures, drama, discussions, and group activities to engage students.
   b. **Public Awareness Campaigns:** Community forums, religious gatherings, and town hall meetings can be used to sensitize the public to the dangers of substance abuse. Radio jingles, TV programs, and posters can help keep the topic in focus.
   c. **Multi-sectoral Involvement:** Successful prevention requires collaboration between parents, teachers, counsellors, religious leaders, law enforcement, and traditional rulers. Each stakeholder must take responsibility for reinforcing positive values and monitoring at-risk youth.

Roles of Counsellors in Curbing Substance Abuse

Counsellors play a crucial role in addressing substance abuse among students by deploying a wide range of guidance services designed to tackle multidimensional challenges within the school system. Their work

involves both preventive and remedial interventions that target behavioral change, emotional stability, and academic support.

1. **Orientation Services:** As outlined by Bulus (2000), orientation services provide students, particularly new or transferred learners with guidance on how to adapt to the school environment. During these sessions, counsellors can educate students about the risk of peer pressure, the dangers of substance abuse, and the importance of making responsible choices.
2. **Counselling Services:** Bulus (2010) describe counselling as a warm, non-judgmental relationship in which the counsellor accepts the client unconditionally. This trust-based interaction enables students to discuss issues such as addiction, peer influence, exam pressure, and emotional struggles. Counsellors may also use role models or real-life stories to inspire behavioral change and dissuade substance use.
3. **Appraisal Services:** Appraisal services involve gathering and interpreting information about students to help them better understand themselves (Bulus, 2000). These services can reveal early signs of substance abuse even when students do not openly admit to using drugs. An observant counsellor can use this data to intervene appropriately and guide affected students toward healthier behaviors.
4. **Placement Services:** Placement services help students make informed choices regarding their educational and personal development. As noted by Bulus (2000), counsellors can use this service to identify mismatches in peer groups and environments. Students involved in substance abuse may benefit from a change in environment or referral to specialized support system.
5. **Information Services:** Rufus (1990) explains that this service involves the provision of accurate and relevant information to help students make informed decisions. Counsellors can disseminate facts about the consequences of drug use through posters, bulletins, classroom discussions, and audiovisual materials. Topics may include the health risk of marijuana, alcohol, and inhalants, as well as legal implications.
6. **Research Services:** Nwoye (1990) asserts that through research, counsellors can collect vital data to enhance the effectiveness of their interventions. For example, a counsellor may investigate the prevalence of drug use in a school or identify factors influencing students' involvement in substance abuse. Findings from such studies can guide policy, curriculum updates, and school-wide prevention efforts.
7. **Referral Services:** When cases exceed a counsellor's expertise such as severe addiction or mental health crisis, the affected students should be referred to appropriate professionals or facilities, such psychiatric hospitals or rehabilitation centers (Nwoye, 1990). Prompt referrals ensure that students receive the specialized care they need while maintaining a continuum of support.

Summary of Literature Review

The literature reviewed provides a comprehensive understanding of substance abuse, its causes, manifestations, and effects on students, particularly within the context of Nigerian secondary schools. Substances commonly abused include alcohol, tobacco, marijuana, narcotics, barbiturates, and stimulants, each posing varying degrees of risk to physical, psychological, and social well-being. Key drivers of substance abuse among students include early exposure, peer pressure, parental influence,

curiosity, and the desire to manage academic stress or social anxiety. Symptoms of abuse range from behavioral changes and academic decline to social withdrawal and risky peer associations. The consequences are far-reaching, affecting not only the individual student but also their families, schools, and broader communities.

Method and Procedure

This section outlines the methodology adopted for the study, including the research design, population, sample size, sampling technique, instrument for data collection, and methods of data analysis.

Research Design

The study employed a combination of quasi-experimental and descriptive survey research designs. It was descriptive in the sense that it sought to identify and describe the effects of substance abuse on SS2 students, while the quasi-experimental aspect involved comparing the academic performance of a control group and an experimental group. The study adopted a pre-test – post-test control group design to examine the effects of intervention on the experimental group. The design is illustrated as follows

Group A (Experimental) ⟶ Q1 – X – Q2

Group B (Control) ⟶ Q3 – – Q4

Here, Q1 and Q3 represent the pre-test measurements, while Q2 and Q4 represent the post-test scores. "X" indicates the treatment or intervention administered to the experimental group. Both groups received a pre-test before exposure to different conditions.

Population of the Study

The total population of the study comprised 154,255 students from 146 secondary schools in Jos South Local Government Area of Plateau State, Nigeria. This included both government and privately owned schools.

Sample and Sampling Technique

A total of four secondary schools (two government and two private schools) were purposely selected from the population. Using a stratified random sampling technique, 80 SS2 students were selected – 20 from each school.

Table 1: Population and Sample Distribution

Schools	No of School	Population	School Sample	Students Sample
Government Schools	20	50,700	2	40
Private Schools	126	103,555	2	40
Total	**146**	**154,255**	**4**	**80**

The researcher sampled a total number of 80 respondents, 20 SS2 students from each school

Table 2: Showing Sample Size

Schools	Population	Sample
Government Secondary Schools Bukuru Jos South L.G.A	2000	20
Government Secondary Schools Du Jos South L.G.A	1,650	20
Emmanuel International College Rayfield Jos South LGA	1,200	20
Abba Memorial Secondary School Abbatoir Jos South L.G.A	1,800	20
TOTAL	**6,650**	

The number of students in Government Secondary Schools Bukuru is 1,650, Berom Students are 1000, non Berom were 650, male students are 705, female students 945, rural students were 500 and semi urban center are 1 150 students. In Emmanuel international College, students are 1,200, Berom are 300, non Berom 900, male are 550, female 650, rural are 120 semi-urban centers are 550 students. In Abba memorial Secondary School, students are 1,800 are Berom, 800 non Berom, 1000, male students are 800 while females are 400, rural 150, semi-urban: centers are 1750 students in government secondary school Du. In Government Secondary School Bukuru semi-urban centers, are 2000 students, 600 are Berom, 1400 are non 4 Berom, 750 are males, 1 1250 are female students, from rural are 600 semi urban are 1400 students.

INSTRUMENT FOR DATA COLLECTION

The main instrument for data collection was a structured questionnaire titled *Academic Rating Scale for Substance Abuse among SS2 Students Questionnaire (AARSSAQ)*. The instrument contained 27 items and was divided into two sections:

- Section A: Focused on demographic information (age, gender, religion, school type, etc.)
- Section B: Contained sub-sections addressing the types of substances abused, causes of abuse, academic impact, frequency of usage, curbing strategies, and roles of counsellors.

A four-point Likert scale was used for responses:
Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Validity and Reliability of Instrument

The instrument underwent both face and content validation by experts in Education and Guidance and Counselling. The reliability of the instrument was tested using the Cronbach Alpha method, and a reliability index of 0.89 was established, indicating a high level of internal consistency.

***Pro*cedure for Data Collection**

A formal letter from the Department of Arts Education, Faculty of Education, University of Jos, was presented to the principals the selected schools. The researchers administered the questionnaires and explained the purpose of the study to both the school authorities and students. The respondents completed the questionnaires in the presence of the researchers to avoid external influence. Communication among students during the process was restricted to maintain the integrity of individual responses. The return rate

of the questionnaire was 100% and each school was allotted 35 minutes for completion.

Method of Data Analysis

The data collected were analyzed using descriptive and inferential statistics. Mean scores and percentages were used to answer the research questions, while the chi-square (x^2) test was employed to test the null hypotheses at 0.05 level of significance.

- For chi-square analysis:

$$\chi^2 = \sum \frac{(0 - E)^2}{E}$$

Where O = observed value and E = expected frequency

- For percentage:

Percentage = (Number of Responses / Sample Size) × 100

The decision to accept or reject any hypothesis was based on a comparison between the calculated chi-square value and the critical value from the chi-square distribution table.

Results and Discussion

This section presents and discusses the findings obtained from the analysis of data collected through the questionnaire administered. The data were analyzed using frequencies, percentages, and chi-square statistics to answer the research questions and test the hypotheses.

Table 1: Types of Substances Abused by SS2 Students

Substance	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Burukutu	12	52	28	8
Snuff	24	48	12	16
Cigarettes	8	24	56	12
Marijuana	28	48	16	8
Tramadol	12	34	48	16
Inhalants (Solution)	36	44	12	8

Table 2: Causes of Substance Abuse

Cause	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Early Exposure	24	56	8	12
Parental Influence	56	20	16	8
Peer Group Pressure	12	16	52	20
Social/Home Problems	28	52	12	8
Mass Media Influence	8	16	48	28
Academic Pressure (Exams/Tests)	16	12	52	20

Table 3: Effects of Substance Abuse on Academic Achievement

Effect	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
Poor Academic Performance	12	16	48	24
Lower Achievement	8	56	12	24
Fighting	24	16	48	12
Rioting	8	56	12	24
Brain Damage	12	24	40	24
Stealing	16	24	40	20

Table 4: Frequency of Substance Use

Frequency	Percentage (%)
Daily	60
Occasionally	52
Infrequently	4

Table 5: Strategies to Curtail Substance Abuse

Strategy	Percentage (%)
Re-orientation Phase	56
Relationship Phase	52
Investigation Phase	52
Rehabilitation Centers	40
Treatment Phase	16

Table 6: Roles of Counsellors in Curbing Substance Abuse

Service	Percentage (%)
Orientation Service	56
Counselling Service	52
Appraisal Service	48
Placement Service	40
Research Service	56
Referral Service	52

Discussion of Results

The finding of this study offer important insights into the nature and implications of substance abuse among SS2 students in Jos South Local Government Area. The results confirm that substance abuse is both a prevalent and serious issue affecting adolescents at the secondary school level.

The types of substances most commonly abused include locally available and affordable options such as *burukutu*, snuff, and solution (inhalants), as well as marijuana, tramadol, and cigarettes. This confirms prior observations by the World Health Organization (WHO 1994) and Talent (2000), who noted that substances that are inexpensive, accessible, and socially tolerated tend to be most frequently abused by

young people.

The causes of substance abuse, as revealed by the study, are consistent with earlier research by Udoh, Fawole, Ajala, and Nwanna (1987), who identified parental imitation, early exposure, and peer group pressure as strong influences. Students in environments where family members or role models use substances are more likely to follow suit, especially when combined with social or economic instability.

One of the most concerning findings is the negative effects of substance abuse on academic performance. Respondents indicated that substance use leads to diminished concentration, poor grades, increased truancy, and behavioral issues such as fighting and stealing. This supports the conclusions of Olatoye and Oyunkola (2008), who found that substance abuse is a strong predicator of poor academic achievement and school disengagement. The psychological and neurological impact of substances such as cannabis, alcohol, and barbiturates may impair learning capacity, memory retention, and emotional regulation.

The study also found that daily or habitual use is alarmingly common, with 60% of respondents reporting daily substance intake. This suggests that for many students, substance use has become a coping mechanism or a regular part of their lifestyle. Nwanna (2012) similarly noted that habitual use often stems from early exposure and becomes difficult to break without structured intervention.

Encouragingly, students identified effective strategies for curbing substance abuse, particularly through school-based counselling. Re-orientation, relationship-building, and investigation phases of counselling were rated highly, agreeing with Shertzer's (2005) model of therapeutic engagement. Additionally, rehabilitation centers and treatment strategies were recognized, although less frequently cited, possibly due to limited access or awareness.

Lastly, the role of school counsellors was recognized as vital in both prevention and recovery. Orientation services, research and referral practices, and continuous monitoring were highlighted. These findings echo the work of Nwoye (1990) and Bulus (2010), who argued that well-structured guidance services can significantly influence students' values, decision-making, and life direction.

Summary of Findings

This study investigated the effects of substance abuse on the academic performance of SS2 students in Jos South Local Government Area. Based on the data collected and analyzed, the following key findings emerged:

1. Substances commonly abused by SS2 students include cigarette (56%), *burukutu* (52%), marijuana (48%), snuff (48%), inhalants/solution (44%), and tramadol (34%).
2. Primary causes of substance abuse include early exposure (56%), parental influence (56%), social/home-related problems (28%), peer pressure (16%), mass media influence (16%), and academic stress (12%).
3. Substance abuse negatively affects students' academic achievement, leading to lower academic performance (56%), rioting (56%), brain damage (48%), fighting (24%), and stealing (24%).
4. Substance use frequency is high, with 60% of the students taking substances daily, and 52% occasionally.
5. Strategies identified to curtail substance abuse include the re-orientation counselling phase (56%), the relationship and investigation phases (52%), and the use of rehabilitation centers (40%).

6. The roles of school counsellors were seen as crucial, with services such as orientation (56%), counselling and referral (52%), and research (56%) highly regarded by students as effective tools in addressing substance abuse.

Conclusion

The findings of this research confirm that substance abuse is a critical issue affecting SS2 students in secondary schools within Jos South Local Government Area. The academic, psychological, and social consequences are significant, ranging from poor school performance to increased deviant behaviors. Despite governmental and institutional interventions, the issue persists due to factors such as familial exposure, peer influence, and socio-economic hardship. This study reaffirms that effective intervention requires a multidimensional approach. In addition to regulation and enforcement, proactive roles by school counsellors, teachers, parents, and community leaders are essential in combating this growing concern. The incorporation of religious and moral education can also contribute positively by fostering ethical values and self-discipline among students.

Recommendations

Based on the findings, the following recommendations are made:

1. Teachers should seek to understand the socio-economic background of their students and engage more actively in identifying early signs of substance abuse.
2. Parents must provide a strong moral foundation for their children, avoiding behaviors that may expose them to substance use at home.
3. Students should be educated on the long-term consequences of substance abuse and encouraged to develop effective study habits and personal discipline.
4. School counsellors should intensify orientation and counselling programs, targeting both prevention and rehabilitation. Counselling should be regular, structured, and incorporated into the school calendar.
5. The government should sponsor workshops and seminars on substance abuse, integrating them into the national education policy, particularly under civic and health education.
6. Curriculum content should be revised to include drug education and value-based instruction at all levels of secondary education.
7. Mass media campaigns targeting young people should be regulated to minimize exposure to substance-glorifying content, while promoting drug-free messages.

Suggestions for Further Studies

To build on the findings of this study, future research could explore:

1. The societal impact of substance abuse beyond the school system, focusing on youth and adults in the wider community.
2. Comparative studies between substance abusers and non-abusers, examining differences in cognitive functioning, self-esteem, and motivation.
3. The impact of guidance and counselling programs on the academic performance and

behavior of students in other local government areas and states.

4. Longitudinal studies to assess the long-term academic and psychological consequences of substance abuse from secondary school into tertiary education and adulthood.
5. Evaluation of rehabilitation strategies and centers, examining their effectiveness in reintegrating young substance users into society and education.

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