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THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTION OF DRUG ABUSE AMONG STUDENTS AND COMPLIANCE TO SCHOOL RULES IN SENIOR SECONDARY SCHOOLS IN GOMBE LOCAL GOVERNMENT AREA, GOMBE STATE

by

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Abstract

This paper explores the relationship between teachers' perception of drug abuse among students and compliance with school rules in senior secondary schools in Gombe LGA. A correlational research design was used. 1307 teachers participated in the study. 306 teachers constitute the sample for the study. A self-developed questionnaire titled "Teacher's Perception on Drug Abuse and Compliance to School Rules Among Students (TPDACSRAS)" was used to collect data. The instrument was validated and a reliability coefficient of 0.75 was obtained. Data was analysed using PPMC and t-test at the 0.05 level of significance. The results revealed that there is a significant relationship between teachers' perception of drug abuse and compliance with school rules among students ($r=.290$; $p=.000$); there is no significant difference in the perception of male and female teachers on drug abuse among students ($t=.184$; $p=.854$) and there is no significant difference in the perception of male and female teacher on compliance to school rules among students ($t=.569$; $p=.570$). It was recommended that there should be a school-wide approach in dealing with drug abuse whereby students, teachers and non-teaching staff should be involved to curb drug abuse among students in schools.

Keywords: Teachers' Perception, Drug Abuse, School Rules, Students and Relationship

Introduction

Drug abuse is one of the most critical problems facing the world today, which has a ripple effect on Nigeria because no nation is an island. Drugs can affect student's concentration and interest in school and extracurricular activities (Okoye & Adebisi, 2015). This increased absenteeism and dropouts. Declining grades are problems associated with teenage and adolescent substance abuse, low level of commitment to education and higher truancy rates appear to be related to drug abuse (Okon, Ajah, & Ekarika, 2022). Drug addiction is a wildfire that will consume us if left unchecked. Some of these substances consumed include alcohol, tobacco, marijuana, nonmedical use of prescription medication, tramadol, diazepam, heroin, codeine among others. However, a number of researchers and authors showed that, drugs addicts are affected through various ways depending on the type of drugs one uses (Sadik, 2018). For example, marijuana is

said to be the cause of relaxation, intensifies perception of stimuli, increases self-confidence, a sense of enhanced awareness and creativity, impairs motor coordination, reduce short term memory and distort judgments Obiamaka (2009).

Therefore, when such situation reaches students, they might not be able to remember some things taught in the classes such as mathematical facts, different theories or any other material needs not to be decoded in the classroom setting. (Manbe, 2008). Apart from marijuana, cocaine is another type of drug abuse which is said to be a stimulant whereby it increases feelings of stamina, enhances mental capabilities, excitability and occasional hallucination. Cocaine has also been reported to have side impacts on individuals such as depression and this is true due to the fact that, a depressed learner might never be actively responding in class as a result, his or her class performance may be low academically (Okon, Ajah & Ekarika, 2022). Tobacco and alcohol are also used almost universally by people throughout the world. Tobacco is rewarding to for their manufacturing company but is associated with danger such as cancer of the lung, coronary heart diseases which lead to premature death, the federal government made it compulsory that every advertisement on any branch of cigarette must carry warning e.g. "cigarette is dangerous to health and smokers are liable to die young". Alcohol is a substance that man has ingested in other to get special bodily sensation many centuries ago and is deeply embedded in diverse cultures of the world. In Nigeria, alcohol has contributed immensely to various road accidents, crime and poor academic performance among teenagers (Samuel, George, Ogbu, Agba & Yisa, 2020).

Moreover, recent surveys from the World Health Organization estimate that in 2018, over 155 to 250 million people, or 3.5% to 5.7% of the world's population aged 15-64, used other psychoactive substances, such as cannabis, amphetamines, cocaine, opioids, and non-prescribed psychoactive prescription medication. Globally, cannabis is the most commonly used Alcohol and drug abuse are a major public health problem in our secondary schools (Manbe, 2008). This makes the students not comply with the school's rules and regulations. School compliance is a variable that could reveal situations about the student populace and affect student outcomes. Compliance to school rules and regulations is made not to be broken. Rules are made for the safety and better welfare of the students in school. Another is to promote good behavior among students and to maintain the good image of the school. Parents send their children to school in order for them to learn not only academic values but also moral values. Implementing school rules will help the students mould their character and values expected from them by other people. There are certain factors why nowadays, students tend not to follow rules disseminated by the school despite the punishments they will have to face for doing such actions. One such factor is drug abuse (Samuel, George, Ogbu, Agba & Yisa, 2020).

Evidence suggests that teachers' perceptions are the most important school based influence on student academic achievement and that they account for up to 30% of the variance in student achievement (Hattie, 2012). Behaviour, specifically teacher behaviour, is in turn influenced by students, social, physical environment and policy level factors that impact the decisions made by the teacher with respect to the pedagogical approach adopted. The perception of teachers in education will help to apply key knowledge and skills within theoretical and practical contexts. Finding what constitutes the 'optimal methodology' (Hattie, 2012) is a constant challenge for teachers of senior secondary perception if they are to influence student academic achievement. Teacher perception and effectiveness have been strongly linked to student achievement and, as one aspect of teacher quality, can be measured by student achievement in standardized tests. It is commonly accepted that more effective teachers with good perceptions towards their students have a greater impact on positive student outcomes than less effective teachers (Hattie, 2012).

Drug abuse has become a challenging problem to the lives and success of the youth as it can be

evident not only as a source of sorrow to the parents, guardians, and relatives but it is a big challenge to the nation wholly because a drug abusive youth or student cannot be very productive or efficient. Therefore, stakeholders and members of the public need to put their hands together to urgently and adequately address this menace for the good of our children and for the wellbeing of our society.

Statement of the Problem

Problems of drug abuse and lack of good teachers' perception seem to be very growing concern globally as well as in our contextual setting among youth in secondary schools. The research was born in mine by the growing rate of drug abuse and unethical conduct by most adolescents in secondary schools. Based on personal experience, the researcher had on several occasions witnessed a display of aggression by some suspected drug users among students to their contemporaries, and persistent show of lackadaisical attitude to their studies.

It was reported by the National Drug Law Enforcement Agency Gombe State command that most drugs that youths, particularly students abuse persistently in the state are Indian hemp, cigarette and inhaler known as 'solution and that no fewer than 214 youths were suspects of drug abuse between January and July, 2023 and that most of those youth are secondary school students. Some pieces of evidence have shown that the consumption of drugs by school going youth do not only decreases their academic performance but also lowers their Intelligence Quotient and makes them vulnerable to crime. Furthermore, drug abuse exposes them to health risks among other myriad problems. Also, students nowadays are not abiding by the school's rules and regulations, they formed a habit of violating or disobeying all the rules and regulations which are governing their conduct in school settings, these violation of rules includes: drug abuse, disrespecting their teachers, fighting with their colleagues, late coming and running before the official closing time, all these are problems that prompted the researcher to carry out this research work.

Research Objectives

The objective of this study is to determine the relationship between teachers' perception, drug abuse and compliance with school rules among senior secondary school students in Gombe local government area. Specifically, the research will determine the:

1. determine the relationship between teachers' perception of drug abuse and compliance with school rules among senior secondary school students in Gombe LGA.
2. determine the difference in the perception of male and female teachers on drug abuse among senior secondary school students in Gombe LGA.
3. determine the difference in the perception of male and female teachers on compliance to school rules among senior secondary school students in Gombe LGA.

Research Hypotheses

The following null hypotheses were formulated for testing at 0.05 level of significance:

1. H_{01} : There is no significant relationship between teachers' perception of drug abuse and compliance with school rules among senior secondary school students in Gombe LGA.
2. H_{02} : There is no significant difference in the perception of male and female teachers on drug abuse among senior secondary school students in Gombe LGA.
3. H_{03} : There is no significant difference in the perception of male and female teachers on compliance with school rules among senior secondary school students in Gombe LGA.

Literature Review

Falco (1988) as cited by Sambo (2008) states that "chronic use of substances can cause serious, sometimes irreversible damage to adolescent's physical and psychological development; also the use of drugs could be beneficial or harmful depending on the mode of use. A drug refers to a

substance that could bring about a change in the biological function through its chemical actions (Okoye, 2001). It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions (Balogun, 2006). They could thus, be considered as chemical modifiers of the living tissues that could bring about physiological and behavioural changes (Nnachi, 2007). Drug abuse is a major public health problem all over the world (UNODC) (2005). The use 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; 1997). Several school-going adolescents experience mental health programmes, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. 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. Esen (1979) stated that Nigerian secondary school adolescents under the influence of Indian hemp shed all inhibitions and produce behaviour that is inconsistent with school discipline.

He went further to observe that the increasing incidence of drug abuse among secondary school students is a contributory factor in the ugly confrontation between school administration and students. 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. Esen (1979) stated that Nigerian secondary school adolescents under the influence of Indian hemp shed all inhibitions and produce behaviour that is inconsistent with school discipline. He went further to observe that the increasing incidence of drug abuse among secondary school students is a contributory factor in the ugly confrontation between school administration and students.

Fayombo and Aremu (2000) in their research on the effect of drug abuse on the educational performance of some adolescent drug abusers in Ibadan found that the misuse of marijuana had reached an epidemic level in the present Nigeria society and that drug abuse could lead to reduce academic achievement or even halt one's entire academic process. Adesina, (1975); Ekpo, (1981); and Orubu, (1983) in their studies dwelled extensively on reasons students use drugs including success in examination, social acceptance and initiation of peers.

Theories of drug abuse indicate that some people truly depend on certain drugs for their survival due to several factors. The major emphasis of the theories is that people have their reasons for depending on one type of drug or the other. Such reasons, according to Eze and Omeje (1999) are explained by the following theories. Personality theory of drug abuse, learning theory of drug abuse, biological theory of drug abuse and socio-cultural theories (a) Personality Theories of Drug Abuse: The main emphasis of the theories is that there are certain traits or characteristics in the individuals that abuse drugs. Such personality characteristics, according to Eze and Omeje (1999) are inability to delay gratification, low tolerance for frustration, poor impulse control, high emotional dependence on other people, poor coping ability and low self-esteem. Individuals with these personality characteristics find it difficult to abstain from drug abuse. (b) Learning Theory of Drug Abuse: It maintains that dependence or abuse of drugs occurs as a result of learning. The learning could be by means of conditioning, instrumental learning or social learning. (c) Biological Theory of Drug Abuse: The theory maintains that drug abuse is determined by the individual biological or genetic factors which make them vulnerable to drug addiction (d) Socio-cultural Theories of Drug Dependence/Abuse: The theories maintain that abuse is determined by socio-cultural values of the people.

Drug abuse leads students to have behavioural problems such as fatigue, stress, anxiety, bullying and even committing murder Maithya, (2009). Students under the influence of drugs could even beat up their teachers, rape them or kill their colleagues Kyalo and Mbugua, (2011). In secondary schools, students nowadays form a habit of taking too many drugs, that is over dose, taking too many sleepy drugs both at home and at school. This hinders them from improving their academic performance, Wanja (2010).

Declining grades, absenteeism from school and other activities, and increased potential for dropping out of school are problems associated with adolescent substance abuse. A study by Horwood, Fergusson, Hayatbakhsh, Najman and Coffey (2010) on cannabis use and educational achievement; findings from three Australasian cohort studies found that low levels of commitment to education and higher truancy rates appear to be related to drug abuse among students. Again drug abuse affects the brain; this results in a major decline in the functions carried out by the brain.

Drugs affect the students' concentration span, which is drastically reduced and boredom sets in much faster than for nondrug and substance abusers. The students will lose concentration in school work including extra-curricular activities. Most of the psychoactive drugs affect the decision-making process of the students; creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development Kikuvi, (2009) cognitive and behavioral problems experienced by drug-using youths may interfere with their academic performance and also present obstacles to learning for their classmates United Nations, (2013). Drug abuse is associated with crime maintenance of an orderly and safe school atmosphere conducive to learning. It leads to the destruction of school property and classroom disorder.

Teenage is an interesting period in the life of individuals. It is the time in which the spirit of adventure and youthful exuberance seems to take possession of people propelling them to actions sometimes with dire consequences. There are also complaints about the recalcitrant nature which pervades children at this age: their unwillingness to follow instructions, their stubbornness and seeming difficulty in obeying orders or cooperating with authority. Children at this age become very active, inquisitive, and at times rebellious. This also coincides with the time many children transition from junior to senior secondary education. This time in the life of children can be difficult and distracting, because of the tendency to experiment with what they had read in books, discussed with their peers, watched in movies, and even the little information they gained from eavesdropping on adult conversations (Hatter, 2016).

They can, at this age, develop a serious sense of self-admiration, adoration and feeling that they are old enough to take care of themselves. Being likely to be between the ages of 14 and 17 years, they are minors who demand that their environment and activities be well monitored and controlled for proper guidance so that they may develop the right attitudes and behavior in life. Part of the control mechanism recommended for schools that train these children is the introduction of school rules and regulations. School rules and regulations, according to wordpress.com (2013) are general standards of conduct formulated for reasons of discipline in schools. Formulating rules and regulations is one thing, but making students obey and become compliant with them is another issue. As the saying goes, you can take a cow to the river, but you cannot force it to drink the water. You can only find a way of persuading it to. While the relevant section of the Nigerian constitution has empowered principals and school authorities to make rules and regulations for the reason of students' welfare and education, the problem of persuading them to obey these rules has remained. The purpose of this research work therefore is to explore the variables associated with school rules and regulations and students' compliance with them

(Hatter, 2016).

Theoretical Framework

This study hinges on two theories of substance abuse; the comprehensive theory of substance abuse prevention which was proposed by Alan Markwood (2011) and the Assertive Discipline Model by Lee and Marlene Canter (2001).

The comprehensive theory of substance abuse prevention posits that the development of substance abuse lies in two distinct main routes of risk: profoundly challenged children and socially influenced teens. The theory notes that those children below the age of 10 who begin regular use of alcohol or other drugs are most likely to have faced profound social developmental challenges in their early years. The theory postulates that preventing substance use due to profound childhood challenges is best done by preventing or intervening in the causes of the challenges. Human service systems that can provide appropriate help to young parents or soon-to-be parents are vital to prevent or intervene in situations that pose a threat to children. Equally, preventing teen substance use due to social influences involves preventing or intervening in either the messages of influence or substance availability. Parents and teachers are therefore advised to communicate disapproval of youth substance use, establish family/school rules against it, and attempt to keep teens out of situations in which peer drug use will occur or is occurring (Charles and Mutotso, 2019).

The Assertive Discipline model relies on the assumption that teachers have the right to teach in an orderly classroom with the expectation of obedience by students (Baron, 1992). However, students have the right to learn in a conducive and orderly classroom if they are to be taught effectively (Charles, 2008) as cited in Charles and Mutotso (2019). Moreover, the teachers deserve support from parents and administrators as they work to help students to learn (Wolfgang, 2005). The theory postulates that teachers who are effective have the ability to interact with their students, they clearly express their expectations and are fully prepared to back up their words with predictable actions (Baron 1992). This theory stresses that in order to make compliance with school rules effectively; teachers must in their lessons teach students about substance abuse and its effects.

Research Methodology

This study employed the use of a correlational research design. A sample of 306 (184 males and 122 females) were randomly selected from the total of 1307 (935 males and 372 Females) senior secondary school teachers in Gombe local government area, Gombe state. Three research hypotheses were formulated for testing at 0.05 level of significance. The instrument used to collect data was a researcher's developed questionnaire titled "Teacher's Perception on Drug Abuse and Compliance to School Rules Among Students (TPDACSRAS)". The instrument is a 20-item with a four-likert scale response format which will solicit information from the respondents on four-likert scale format as follows; Strongly agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly disagree (1). The maximum obtainable score is $4 \times 20 = 80$ and the minimum obtainable score is $1 \times 20 = 20$. The instrument was validated by experts in the College of Education (COE) Billiri which ensured both face and content validity. To ensure reliability, a Kuder Richardson (KR 22) was used and a reliability coefficient of 0.75 was obtained and the instrument was adjudged reliable for the study. Data was analysed using Pearson product-moment correlation (PPMC) and an independent sample t-test. Hypotheses 1 was tested using Pearson product moment correlation while Hypotheses 2 and 3 were tested using independent sample t-test all at the 0.05 level of significance.

Results

The results are presented below

Hypothesis 1: There is no significant relationship between teachers' perception on drug abuse and compliance to school rules among senior secondary school students in Gombe LGA.

Table 1: Correlational Analysis Between Teachers' Perception on Drug Abuse and Compliance with School Rules

Variable	N	Mean	Std. Dev.	R-cal	P	Decision
Teacher's Perception of Drug Abuse	306	42.50	6.073	.290	.000	Rejected
Compliance to School Rules	306	41.84	6.577			

The result from Table 1 revealed a significant relationship between teachers' perception of drug abuse and compliance with school rules among senior secondary school students in Gombe LGA ($r = .290$; $p = .000$). Thus, the null hypothesis that there is no significant relationship between teachers' perception on drug abuse and compliance to school rules among senior secondary school students in Gombe LGA could not be retained. Hence, there is a significant relationship between teachers' perception of drug abuse and compliance with school rules among senior secondary school students in Gombe LGA. This implies that teachers in senior secondary schools in Gombe LGA perceived that drug abuse among students contributes to their level of compliance with school rules and regulations.

Hypothesis 2: There is no significant difference in the perception of male and female teachers on drug abuse among senior secondary school students in Gombe LGA.

Table 2: Independent Sample T-test on Difference in the Perception of Male and Female Teachers on Drug Abuse.

Variable	Gender	N	Mean	Std.	Df	T	P	Decision
Teachers' Perception of Drug Abuse	Male	184	42.55	6.054	304	.184	.854	Accepted
	Female	122	42.42	6.125				

Source: Field Work

Results from Table 2 showed a non-significant difference in the perception of male and female teachers on drug abuse ($t = .184$; $p = .854$). Thus, the null hypothesis that there is no significant difference in the perception of male and female teachers on drug abuse among senior secondary school students in Gombe LGA is retained. Hence, there is no significant difference in the perception of male and female teachers on drug abuse among senior secondary school students in Gombe LGA. This implies that male and female senior secondary school teachers in Gombe LGA do not differ in their perceptions of drug abuse among students.

Hypothesis 3: There is no significant difference in the perception of male and female teachers on compliance with school rules among senior secondary school students in Gombe LGA.

Table 3: Independent Sample T-test on Difference in the Perception of Male and Female Teachers on Compliance to School Rules.

Variable	Gender	N	Mean	Std.	Df	T	P	Decision
Teachers' Perception of Compliance to School Rules	Male	184	42.01	6.468	304	.569	.570	Accepted
	Female	122	41.57	6.755				

Source: Field Work

Results from Table 3 showed a non-significant difference in the perception of male and female teachers on compliance to school rules ($t = .569$; $p = .570$). Thus, the null hypothesis that there is no significant difference in the perception of male and female teachers on compliance to school rules among senior secondary school students in Gombe LGA is retained. Hence, there is no significant difference in the perception of male and female teachers on compliance with school rules among senior secondary school students in Gombe LGA. This implies that male and female senior secondary school teachers in Gombe LGA do not significantly differ in their perceptions of compliance with school rules among students.

Discussion of Findings

The findings of this study revealed that there is a significant relationship between teachers' perception of drug abuse and compliance with school rules among senior secondary school students in Gombe Local Government Area, Gombe State. This finding implies that teachers in senior secondary schools in Gombe LGA perceived that drug abuse among students contributes to their level of compliance with school rules and regulations. This finding aligns with the earlier findings of Samuel, George, Ogbu, Agaba and Yisa (2020) who investigated opinions of students and teachers on drug abuse among senior secondary schools in Zaria education zone, Kaduna State, Nigeria reported that students who abuse drugs lack discipline and their compliance to school rules and regulations is low. This is true because students who mostly abuse drugs lack discipline and therefore do not comply with the school rules and regulations. Based on the result, teachers believe that drug abuse among students causes them not to concentrate in school thereby affecting their academics. The National Institute on Alcohol and Alcoholism (2005) study in the United States of America, reported that some students experience difficulty in academics due to drug use. Such difficulties include earning low grades, doing poorly on tests, missing class and falling behind in academic performance. Even students who do not use drugs may suffer academically as a result of their peers taking drugs. This influence is called the secondary influence of drugs and includes taking care of friends on drugs and being victims of assault which affect the school work of students; who do not take drugs. Drug use undermines the academic mission of schools. Drug use and its influence on students' performance lead to a decline in the overall academic performance of a school as a result, schools may face declining retention rates and poor reputations. Schools with a reputation for "drug use" may attract students who engage in high-risk behaviours and may discourage students from looking for good academic schools. The finding of this study agrees also with the findings of Murigi (2020), Yusuf, Peter and Adam (2023), Samuel, George, Ogbu, Agba and Yisa (2020) and Adamu (2019) who all reported similar findings in their studies.

Conclusion

Based on the findings of this study, it can be concluded that senior secondary school teachers perceived drug abuse among students to be related to the level of indiscipline and non-compliance to school rules and regulations. Drug abuse in schools is increasingly becoming a big concern that calls for immediate attention. It is one of the main causes of indiscipline and violence in schools and has to some extent led to serious physical assault and school fires. In fact, the advent of modern technologies has fueled sexual harassment, particularly cases of pornography which are now commonplace. Due to drug abuse, a decline in academic performance by students is viewed as a consequence. This is because of the multiplier effect and vicious cycle of drug abuse. There is an urgent need to address this problem of drug abuse among students in schools.

Recommendations

Based on the findings of this paper the following recommendations are therefore made;

1. There should be a school-wide approach in dealing with drug abuse whereby students, teachers and non-teaching staff should be involved to curb drug abuse among students in

- schools.
2. The school principals should strengthen guidance and counselling departments so that they can provide quality services to the students who are addicted and those affected by drug abuse.
 3. School principals should ensure close supervision of students perceived to be abusing drugs based on specific indicators for instance; sneaking out of school, absenteeism, failure to do class assignments, and general rudeness among others that would help improve academic performance.

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