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### CONTRIBUTIONS OF SOCIAL STUDIES ELEMENTS IN NATIONAL VALUES EDUCATION CURRICULUM IN REDUCING INCIDENCE OF DRUG ABUSE AMONG BASIC SCHOOL STUDENTS IN GWAGWALADA AREA COUNCIL, FCT ABUJA

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**CONTRIBUTIONS OF SOCIAL STUDIES ELEMENTS IN NATIONAL VALUES  
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AMONG BASIC SCHOOL STUDENTS IN GWAGWALADA AREA COUNCIL, FCT  
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**Abstract**

*This study examined contributions of social studies elements in the National Value Education curriculum in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja. The research was guided by four research questions. Descriptive research design of survey type was adopted, and the sample was made up of 100 students who abuse drugs from 10 basic secondary schools in Gwagwalada Area Council of FCT, Abuja. Purposive sampling was used to select ten students from each school selected and questionnaire was administered to them. Data collected were analyzed using simple percentage for both demographic data and research questions. However, the findings of the study revealed that family, school, community and peer/individual contributed positively to reducing incidence of drug abuse among basic secondary school students in Gwagwalada Area Council, FCT, Abuja. The study also recommends among others that families that are addicted to drug should be rehabilitated to desist from it in other not to influence their wards.*

**Introduction**

Social Studies theme is a component of the newly reviewed National Value Education Curriculum that helps individuals to be useful to the society and appreciate current practice to be acceptable by the immediate and large society. Authors, writers, commentators, and pamphleteers define social studies differently in accordance with their academic background level of exposure and general life experiences. Therefore, we should bear in mind that there is no single definition universally accepted. Lamido, (2016) declared that: social studies as a discipline if properly programmed and effectively taught should help to solve social problem that are facing developing countries like Nigeria where the old norms persisted. Johnson, Coursen, Holder, Miller, Ogilvie, Moore, Collins, Salts, Ogilvie, and

Saylor, (2017) viewed social studies as the study of man and the outcomes of his relationship with his environment. The current Social Studies elements as contained in the just reviewed National Value Education curriculum discussed in details concepts and contents related to the school, community, peers, individual contributions in reducing incidence of drug abuse in the society among others which is the subject of this study.

Drug abuse is one of the major problems affecting many youths in and out of school. It has a negative impact on the academic, social, psychological, and physical development of the abusers and concerted efforts have to be employed to curb this menace. Secondary schools are where majority of the youths are found form a significant base from where this vice can be curbed. Education is universally perceived and acknowledged as an effective tool for meaningful development in every society, be it social, economic, technological, and political. It is for the development of individuals into sound and effective citizens for social advancement. Social studies are one of the Nigerian school subjects which is outfitted towards the advancement and instruction of young people. Social studies give adequate privileges towards the sustaining of various sort of values in the life of our young residents, for example, self-acknowledgment, better human connections, self and national solidarity, social and political progression, logical advancement and so forth.

The role of parents as primary educators can be recognized and supported by schools by working in partnership with parents. Bloch, Toft, Reinbach, Clausen, Mikkelsen, Poulsen and Jensen, (2014); Chauan, Morris and Notte, (2015) submitted that family-based prevention programmes should enhance family bonding and relationships and include parenting skills; practice in developing, discussing, and enforcing family policies on substance abuse; and training in drug education and information. Family bonding is the bedrock of the relationship between parents and children. Bonding can be strengthened through skills training on parent supportiveness of children, parent-child communication, and parental involvement (Obiechina & Isiguzo, 2016). Besides, having a parent who is a drug abuser would most likely expose the child to the influence of drug abusing.

Schools can assist parents by providing them with information on health and drug issues as a group. Schools working in partnerships with parents remove some of the anxiety parents experience from the expectation that education for drug abuse prevention is their sole responsibility. According to Obiechina and Isiguzo, (2016) prevention programmes could be designed to intervene as early as preschool to address risk factors for drug abuse, such as aggressive behavior, poor social skills, and academic difficulties (Marygoretty & Adhiambo, 2021). Therefore, while the family is basically a casual mingling operator, the school consolidates formal (classroom educating) and casual (Peer assemble impact) procedures of socialization. The educator in this way needs to play the part of a parent and guide, both in the academic and social issues (Omundi, 2017).

Obiechina and Isiguzo, (2016) opined that community prevention programmes reaching populations in multiple settings—for example, schools, clubs, faith-based organizations, and the media—are most effective when they present consistent, community-wide messages in each setting. Parents are important also as their opinions contribute to community norms about substance use and community support for education for drug abuse prevention. Involving the school community (students, people working at the school, families and the community at large being served by the school) in local and national health events, youth and community service activities and local action groups (Pike, 2011).

Students' behaviours are heavily influenced by peer groups to which they are attached to. When away from guardians, students feel safe in the group of their peers hence fall victims of the peers' demand. Omundi, (2017) indicated that in a school setting, the abuse of drugs influences the minors of various social class, the rich as well as the poor in equal measure. Omundi, (2017) contended that abuse of the drugs is caused by a blend of natural, mental, and ecological elements. The most compelling incorporate the family, peer affiliation, school performance and social class participation of which it is visualized. Regardless of whether peer pressure has a positive or negative effect relies upon the nature of the peer groups.

Several studies conducted in Nigeria have shown that drug abuse among Nigerian youth is associated with: poor academic performance of students in Nigeria (Akanbi Augustina, Theophilus, Muritala & Ajiboye, 2015), crimes (Ayodele et al., 2018), chronic health conditions (UNODC, 2018), loss of potential manpower, low productivity, and creation of an unfavorable environment for investors which of course will affect Gross National income as well as internally generated revenue (Kawugana & Faruna, 2018) low self-esteem (Okafor, 2019).

## Statement of Problem

The National Drug Law Enforcement Agency (NDLEA) has stated that drug abuse is a major problem in schools (NDLEA, 2019). Secondary school students ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, and moral among others, such drug include , Indian hemp, cocaine, morphine, Heroin, Alcohol, Ephedrine, Madras, caffeine, glue, Barbiturates and Amphetamines ,World Health Organization (2020) . Today, more Nigerian youths are becoming drug dependents, while Nigeria gradually transits from the status of a drug-consuming nation to that of a drug-producing one and young ones who are mainly from ‘well-to-do homes’ are increasingly identifying with the ‘big boys’ that practice the use of substance like heroin and cocaine. Others substances like Indian hemp, which is frequently produced in Nigeria and other substances like Methamphetamine and tablet with codeine capable of intoxicating are mostly found in schools (Staff, 2012). Family, schools, community, and peers were basically organs of social studies curriculum saddles to provide children with knowledge, skills, and an opportunity to develop attitudes, which could help them make informed decisions, and lead safe and healthy lives. As a scourge of moral degradation and societal instability, the efforts by the Government, corporate organizations, and the public to ameliorate the menace are futile, rather it has become a pandemic. The need to invest in preventive strategies is therefore needed, rather than the prevailing curative approach whose impact is hardly felt. In addition, data on the trends of substance abuse and outcomes of addiction among secondary school students remain largely un-documented in Gwagwalada Area Council of FCT, Abuja. Hence, this prompted the researcher to investigate Contributions of Social Studies concepts and contents of the National Value Education Curriculum as related to the school, community, peers, individual contributions in reducing incidence of drug abuse in Basic School Students in Gwagwalada Area Council, FCT Abuja.

## Research Questions

The study generated the following research questions based on the contents identified in the Social Study Theme in the National Value Education Curriculum to guide the study:

- i. what is the family contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja?
- ii. what is the school contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja?
- iii. what is the community contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT Abuja?
- iv. what is the peer/individual contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja?

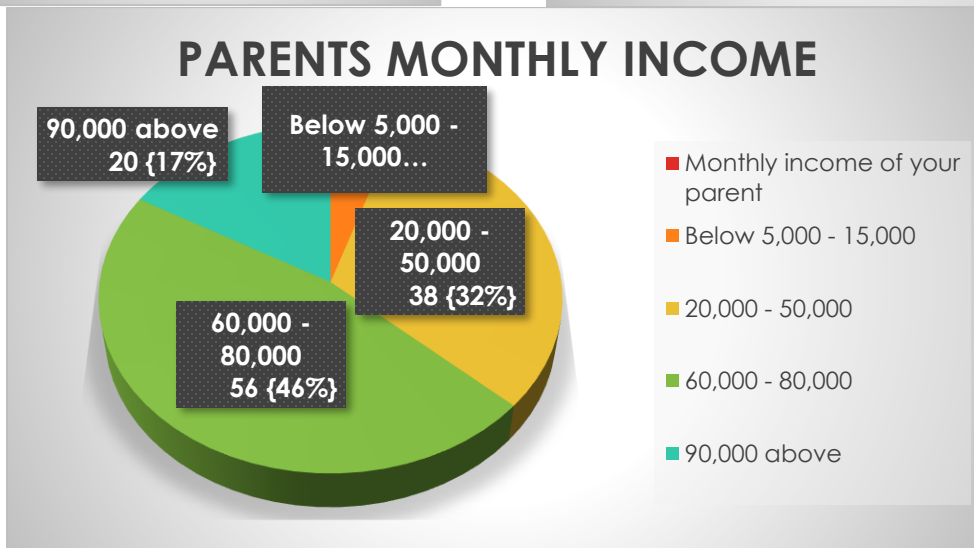
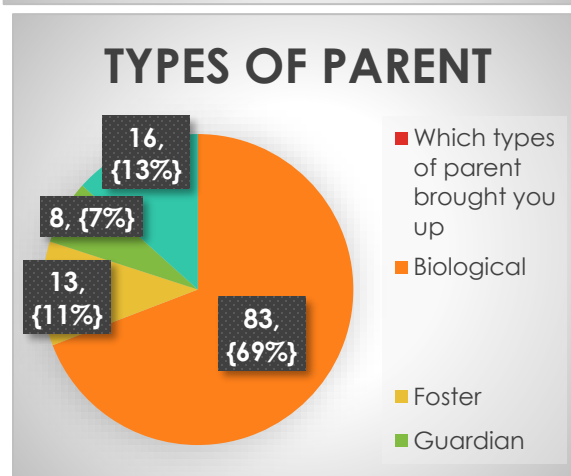
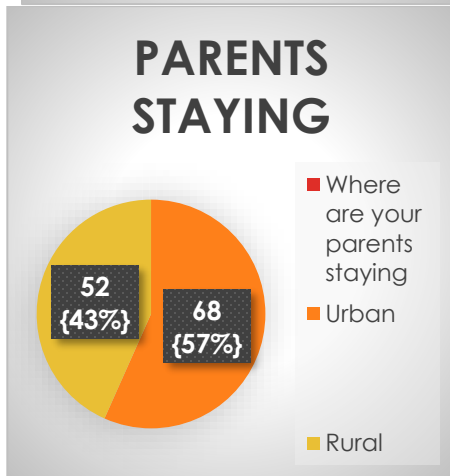
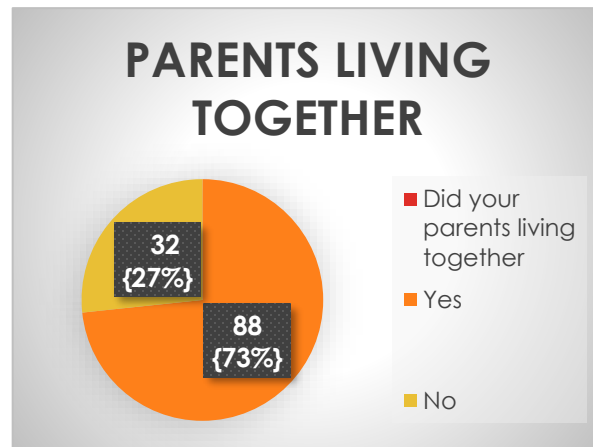
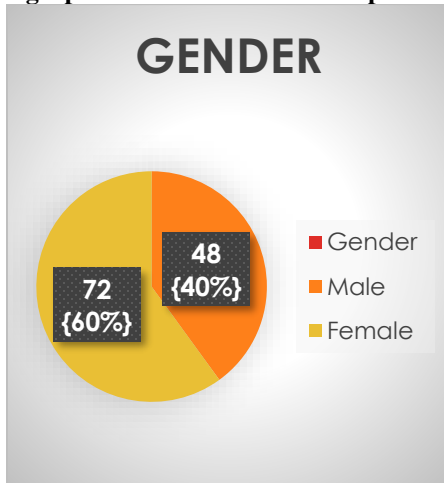
## Methods

Descriptive research design of survey type was used for the study. The population for the study consisted of all basic school students in Gwagwalada Area Council of FCT, Abuja. The numbers of basic schools in Gwagwalada Area Council are 20 with the population of 1, 045. The sample was made up of 100 students who abuse drugs from 10 basic schools in Gwagwalada Area Council of FCT, Abuja. Purposive sampling was adopted to select ten abuse students from each school. A self-designed questionnaire called “**Contributions of Social Studies Contents of the National Values Education Curriculum in Reducing Incidence of Drug Abuse Questionnaire (CSSCNVECRIDAQ)**” contains two sections. Section A has to do with the bio data of the respondents. The Section B contains the variables selected for the study. Four-points modified Likart scale structured questionnaire coded as Strongly Agree (SA) – 4, Agree (A) – 3, Disagree – 2 and Strongly Disagree – 1 was used for the study. The instruments were presented to educational managers, counselors, and social studies experts in Faculty of Education, University of Abuja, FCT, Abuja to assess the suitability of the items in the instruments. The face and content validities of the instrument were ensured by the experts. Their comments guided the researchers in producing the final items of the instrument. The reliability of the instrument was ascertained through a test/re-test method. The instrument was first administered to 10 students in Abaji Area Council of FCT, Abuja who were not part of the sample for the study. After six weeks, the instrument was readministered to the same set of students. The scores of the two tests were correlated using Pearson Product Moment Correlation co-efficient Analysis and the Reliability Co-efficient of 0.82 was obtained. This indicated that the instrument was reliable. The administration of the instrument was done personally by the researchers with the help of class teachers and school counselors at various schools selected for the study. The data collated for this study was analyzed using simple percentage.

## Results

### Figures

#### Demographic information of the respondents



Figures showing demographic information of the respondents where 48 (40%) were male and 72 (60%) were female; 88 (73%) of the respondents agreed that their parents are living together while 32 (27%) of the respondents signified that their parents are not living together. 68 (57%) of the respondent's parent were staying in urban area and 52 (43%)

were staying in rural area. 83 (69%) of the respondents were brought up by their biological parents, 13 (11%) were brought up by foster parents, 8 (7%) were brought up by guardian and 16 (13%) were brought up by single parent. On monthly income of the respondent parents, 6 (5%) were earned below #5,000 – #15,000, 38 (32%) were earned #20,000 – #50,000, 56 (47%) were earned #60,000 – #80,000 and 20 (16%) were earned #90,000 above.

**Table 1: Showing percentage on family contribution in reducing incidence of drug abuse**

A	ITEMS	SA	A	PR	D	SD	NR
6	Because their parents also take drugs	65 (54%)	33 (28%)	<b>98</b>	16 (13%)	6 (6%)	<b>22</b>
7	Because of home problems	80 (67%)	28 (23%)	<b>108</b>	8 (7%)	4 (3%)	<b>12</b>
8	Too much pocket money	55 (46%)	42 (35%)	<b>97</b>	15 (12%)	8 (7%)	<b>23</b>
9	To cope up with frustrations at home	76 (63%)	28 (23%)	<b>104</b>	9 (8%)	7 (6%)	<b>16</b>
10	Influence by mass media	48 (40%)	40 (33%)	<b>88</b>	24 (20%)	8 (7%)	<b>32</b>
				<b>495</b> <b>(59%)</b>			<b>105</b> <b>(41%)</b>

**KEY:** PR = Positive Response; NR = Negative Response

Table 1 shows that 495 (59%) of the respondents positively responded family contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja while 105 (41%) negatively responded to it.

**Table 2: Showing percentage on school contribution in reducing incidence of drug abuse.**

B	ITEMS	SA	A	PR	D	SD	NR
11	Because majority of students also take drugs	68 (57%)	51 (43%)	<b>119</b>	1 (.8%)	0	<b>1</b>
12	Some students have a feeling that drugs will enhance their ability to study.	60 (50%)	38 (32%)	<b>98</b>	12 (10%)	10 (8%)	<b>22</b>
13	To make them asleep	82 (68%)	20 (17%)	<b>102</b>	14 (12%)	4 (3%)	<b>18</b>
14	Students abuse drugs to cope with stress at school.	71 (59%)	28 (23%)	<b>99</b>	18 (15%)	3 (3%)	<b>21</b>
15	To have an experience like my mates that are taking it	58 (48%)	36 (30%)	<b>94</b>	20 (17%)	6 (5%)	<b>26</b>
				<b>512</b> <b>(61%)</b>			<b>88</b> <b>(39%)</b>

**KEY:** PR = Positive Response; NR = Negative Response

Table 2 shown that 512 (61%) of the respondents positively responded to school contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja while 88 (39%) negatively responded to it.

**Table 3: Showing percentage on community contribution in reducing incidence of drug abuse.**

C	ITEMS	SA	A	PR	D	SD	NR
16	Some community members around the school act as a source of drugs to students	74 (61%)	44 (37%)	<b>118</b>	2 (2%)	0	<b>2</b>
17	The geographical location of the school affects source of drugs	63 (53%)	35 (29%)	<b>98</b>	16 (13%)	6 (5%)	<b>22</b>
18	Some traditions and cultural practices provide students with the opportunity to access drugs and substances	48 (40%)	42 (35%)	<b>90</b>	22 (18%)	8 (7%)	<b>30</b>
19	From extended family members when they visit them	59 (49%)	38 (32%)	<b>97</b>	14 (12%)	9 (7%)	<b>23</b>
20	Available in the village	66 (55%)	46 (38%)	<b>112</b>	4 (3%)	4 (3%)	<b>8</b>
				<b>515 (62%)</b>			<b>85 (38%)</b>

**KEY:** PR = Positive Response; NR = Negative Response

Table 3 revealed that 515 (62%) of the respondents positively responded to community contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja while 85 (38%) negatively responded to it.

**Table 4: Showing percentage on peer/individual contribution in reducing incidence of drug abuse.**

D	ITEMS	SA	A	PR	D	SD	NR
21	To belong to a particular category of friends	70 (58%)	42 (35%)	<b>112</b>	6 (5%)	2 (2%)	<b>8</b>
22	Peer pressure is a key contributing factor to the increase in the cases of drug and substance abuse among girls	64 (53%)	52 (43%)	<b>116</b>	3 (3%)	1 (.8%)	<b>4</b>
23	Most of the drugs abused by peers are from their fellow students	58 (48%)	50 (42%)	<b>108</b>	8 (7%)	4 (3%)	<b>12</b>
24	Some students have a perception that some drugs keep them awake for a longer period of time therefore giving them time study	65 (54%)	32 (27%)	<b>97</b>	14 (12%)	9 (7%)	<b>23</b>
25	Lack of cooperation between parents and school may lead to drug and substance abuse by girls	72 (60%)	24 (20%)	<b>96</b>	18 (15%)	6 (5%)	<b>42</b>
				<b>529 (63%)</b>			<b>71 (31%)</b>

**KEY:** PR = Positive Response; NR = Negative Response

Table 4 shows that 529 (63%) of the respondents positively responded to peer/individual contribution in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja while 71 (31%) negatively responded to it.

## Discussion of findings

The result of this study on table 1 indicated that family positively contributes to reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja. This finding is in line with Akanbi, et al, (2015) who reported that family-based prevention programmes focus primarily on education and skills training to enhance positive outcomes in youth by reducing salient risk factors and improving protective factors and resilience. The finding supported with the findings of Akanbi et al., (2015); Johnson, Courser, Holder, Miller, Ogilvie, Moore,

Collins, Saltz, Ogilvie, and Saylor, (2017) whose submitted that the goal of family-based prevention programme is to promote positive youth development by instilling proper parenting and family relational skills and reinforcing behaviors that increase parent/child attachment or love, effective monitoring and discipline skills, and effective communication. These three family protective factors have been found in tested theoretical models using structural equations modeling (SEM) to be the most critical family process mediators of adolescent outcomes for a wide range of positive or negative youth outcomes.

Table 2 revealed that school positively contributes in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja. This finding was substantiated with the findings of Obiechina and Isiguzo, (2016) that prevention programmes in schools focus on children's social and academic skills, including enhancing peer relationships, self-control, coping skills, social behaviors, and drug offer refusal skills. School-based prevention programmes should be integrated within the school's own goal of enhanced academic performance. Evidence is emerging that a major risk for school failure is a child's inability to read by the third and fourth grades (Conklin, Morris & Notte, 2015), and school failure is strongly associated with drug abuse. However, Obiechina and Isiguzo, (2016) reported that prevention programmes could be designed to intervene as early as preschool to address risk factors for drug abuse, such as aggressive behavior, poor social skills, and academic difficulties (Marygoretty & Adhiambo, 2021).

The result of this study on table 3 shown that community positively contributes in reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja. The finding agreed with findings of Lasebikan and Ola, (2016) who reported that alcohol consumption is prevalent in semirural communities in Nigeria with the majority of drinkers at moderate or high health risk. The prevalence of alcohol use is rising even among teenagers. It has been reported that more than 50% of male secondary school students in Nigeria moderately consumed beer and local cocktails (Eze, Njoku, Eseadi, Akubue, Ezeanwu, Ugwu, & Ofuebe, 2017). Also, the finding corroborated with Ehlers, Geisler, Luna, Gilder, Calac, Lee and Moore, (2020) found that a high proportion of adult (93%) and youth (96%) respondents were aware of one or more of the drug abuse prevention intervention activities in rural California.

Table 4 result indicated that peer/individual positively contributes to reducing incidence of drug abuse among basic school students in Gwagwalada Area Council, FCT, Abuja. The finding corroborated with findings of Kendler, Ohlsson, Sundquist and Sundquist, (2015); Okwarah, (2017) whose reported that adolescents get their self - esteem from the group they belong to, and they cannot imagine themselves outside that gathering. Without a group, youths have a low self-esteem, and they are powerless. They see friends or peers as a vital component in their life without which they cannot live. There are many problems with substance overuse among adolescents, but the biggest one is addiction. Members of the same group overuse drugs and new members must do the same. However, when it comes to addiction, no one is responsible for anybody else. When a peer becomes addicted to smoking, drinking, or illicit substances, it is his/her own responsibility to solve the problem and never tell that he or she was influenced by someone else.

## **Conclusion**

Based on the findings, it was concluded that social studies contents of the National Values Education Curriculum contributed tremendously to reducing incidence of drug abuse among the basic school students in term of family, school, community, and peer/individual in Gwagwalada Area Council of FCT, Abuja.

## **Recommendations**

Based on the findings of this study, the following recommendations were drawn:

1. Families that are addicted to drug should be rehabilitated to desist from it in other not to influence their wards.
2. School administration should employ reasonable measures in line with NDLEA recommendations to curb drug abuse in schools.
3. Community should partner with law enforcement agencies in reporting any suspicious drug abuse joint in their localities
4. Peers/individuals should be counselled to focus on their studies and stop abusing drugs.



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