Assessment of Students' Knowledge of Drug Abuse and Drug Addiction in Kwara Central Senatorial District

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Abstract: The development of a nation depends greatly on the mental alertness of its citizens especially the youth. Realization of this development might be invisible, if the current trends of drug use and addiction persist, hence the need to assess senior school students knowledge of drug abuse and addiction, four other specific purposes were addressed in the study. A descriptive research of the survey type was adopted. The random sampling technique was used to select 304 students that participated in the study. One of the researchers developed an instrument titled Knowledge of Drug Abuse and Addiction (KODAA) and an adapted drug avoidance self-efficacy instruments were used to source for data. The reliability coefficient of KODAA was 0.76 using the Spear-man brown statistic. Four research questions with corresponding hypotheses were tested at 0.05 level of significance. Findings from the study revealed that gender had no influence on students' knowledge of drug abuse and addiction. However, a significance difference existed between (i) school type and (ii) self-efficacy and students' knowledge of drug abuse and addiction. It was, therefore, concluded that senior school students in Kwara central senatorial district have similar knowledge of drug use and addiction. It was recommended that students should be informed about the physical and psychological consequences of drug abuse and addiction.

Keywords: *Drug, drug abuse, drug addiction, self- efficacy, gender.*

Introduction

It is evident from the reviewed literature that drug addiction is a global problem among the youth and older people, though the rate of usage by the youth is higher than that of the older people. The drug use rate among Nigerian adults is on the high side in the year 2019 when compared with the obtained statistics of 2016. A report by Kazeem (2019) of Quarts Africa shows that around 14.3 million Nigerian adults representing 15% engage in psychoactive drug use. In Nigeria, the commonly used drugs as revealed from the reports includes heroin, cocaine and non-medical use of prescription opioids.

Drug addiction is a common phenomenon among races, although the type of drug that is being abuse depends on what is obtainable in the areas. The commonly abusive drugs among the white are cannabis, fentanyl, carfentanil while Africans commonly abuse cannabis, non- medical use of tramol, codeine, and other opioids. Thailand children and juvenile ordinarily abuse narcotic drugs such as amphetamine, marijuana and *mitragyna speciosa* as reported by Wirojkul (2017); the Iranians solaced themselves with in abusing opium. Akanni and Adayonfo (2015) exposes us to the mostly abuse drug by Nigeria students, these are tobacco, alcohol, cannabis and caffeine. It is important to know that there are reasons why students abuse drugs. Other reported commonly used drugs aside alcohol and tobacco are mild stimulant, opioids and hard drugs (Balogun, 2020).

 Zolala et al. (2016) stated that men and women embarked on drug use for different reason and that their level of addiction differs. These researchers reported that males abuse drugs due to idleness, lack of stable job and source of livelihood. This validates the assertion of Effiong et al. (2020) that cannabis users are mostly unemployed single young males. The zeal to kill emotional pain; lack of confidence to say no to friends; the need to feel strong and manly among others were additional reasons why men engage in drug use. For the women, the reasons are for general health improvement; higher work performance; difficulty in delivery; tackling emotional upset etc. (Zolala et al., 2016).

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Wirojkul (2017) had identified the need to satisfy friends expectation, boredom and lack of interesting activities as some of the reasons why juvenile and youth embark on drug use. Also, National Institute on Drug Abuse (2020) established that people under the influence of drug do so for a number of reasons and that these reasons adduced by female is quite different for those of the males. According to the institute, women engage in drug use in an attempt to reduce weight, control exhaustion, an in an effort to treat psychological illness and coping with pains. These had however made them nuisance not only to herself, her family but also to the society at large. Going by these exposition, it could be concluded that though the reasons are similar, the motives behind drug use differs; and that drug use could be described as the catalyst that speed up other criminal act that people engage in.

Fareo (2012) were viewed that drug abuse among adolescent has been associated with shameful moral decadence, thuggery, assault, violence and murder. It is, therefore, not an exaggeration to say that drug addiction is capable of jeopardizing the progress and stability of the users, their families and society. This further was confirmed the assertion of Jain and Verma (2020) that substances use exposes users, their family and community and a nation to series of problems. To some researchers, drug addiction is a mental disease, just like any other diseases that affect human and its effects on the addict could lead to madness, thereby interfering with normal functioning at home, offices and community as submitted by (Lone & Mircha, 2013).

It is an acknowledged fact that drug use interfere with the physiological functioning of women, ranging from hormonal issues, menstrual cycle, fertility, pregnancy, breastfeeding to menopausal problems (National Institute on Drug Abuse, 2020). Assessing the knowledge of drug abuse and addiction among male and female secondary school students is crucial for one to know who is more prone to drug abuse and addiction among these category of students. Study by Thibaut (2018) had established the fact that males abuse drugs more often than females, and that males are prone to more health related consequences than females. This affirmed the notion that there are differences in male and female use of drug and addiction.

The zeal to do the right thing or otherwise is usually a function of trust of students' ability to be firm in decision making, this validates the assertion of Wirojkul (2017) that the willpower and self-efficacy cannot be ignore by the youth and children in deciding whether or not to resist drug use.

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the knowledge of drug abuse and addiction by male and female students.

2. There is no significant difference in the knowledge of drug abuse and addiction by public and private school students.

3. There is no significant difference in the knowledge of drug abuse and addiction of students with high, neutral and low self-efficacy.

4. Self-efficacy does not correlate to drug abuse and addiction knowledge.

Literature Review

Studies have been conducted to ascertain the drug use among youth in different parts of the World. The awareness and positive treatment regarding the rehabilitation; and economic consequences of drug abuse among others were also reported. Drug abuse had been viewed as a common occurrence among male and female Kenya students, and that more males abuse drugs than females in the area (Maithya, 2009). The study often established a significance difference between drug abuse and age. Lone and Mircha (2013) examined drug addiction and awareness regarding possible treatment and rehabilitation of young drug users in Kasmir. They reported that addiction is treatable and that there are agencies concerned with the treatment of such diseases.

It is an established fact that the impacts of drugs are felt in the brain, and this consequently influence the behavior of the users. To some scientist drug use is a health problem while some regards it as a moral decadence. Drug and alcohol abuse are directly proportional to health risks (Robinson et al., 2020). This implies that the more drugs or alcohol you consume the more health risk you are prone to. Robinson et al. gave a statistic of severe mental illness among general public and concluded that 50% of the populace with mental illness is due to substances abuse.

It is an undisputed fact that both male and female students engaged in drug abuse, and that there are variations in how these drugs impact abuser. That means that men's and women's reaction to drug abuse and addiction is not the same. The observed variances are determined by coexistence of genetic, social, cultural and developmental factors. This is substantiated by Becker et al., (2017) that sex differences and gender role is a function of biological, sociocultural and developmental factors and that differences existed in the expression of developmental brain of all sexes.

Buccell et al., (2016) conducted a research on gender differences in drug abuse in the forensic toxicological approach. These researchers viewed that gender impact the beginning of the use, use pattern, acceleration of disease cause and

help seeking pattern. They submitted that drug abuse is more pronounced in adult than adolescent and that men are 2 to 3 times more likely to abuse drugs than women. Jain and Verma (2020) examined women abusers from the clinical perspective and concluded that substance use is fairly prevalent in women.

Aside gender, incidence of drug use among public and private school students was often considered in the study. Onoja (2010) compared the prevalence of drug abuse among public and private secondary schools in Jos, Nigeria. It was found that drug abuse was more prevalent in private than public schools. Akanni and Adayonfo (2015) researched on correlate of psychoactive substances use among Nigerian adolescent and found that there was no association between tobacco use and school type.

Students self-efficacy was also consider in this article. Every individual to a large extent has the ability to control his/her own personal behavior in the case of adverse trial. The belief that an individual can successfully regulate his/her own behavior is termed as self-efficacy (Torrecillas et al., 2015). Kadden and Litt (2011) stated that self-efficacy is the belief that a person has the ability to implement behaviors needed to produce a desired effect. Youthful enthusiasm especially at the adolescent stage exposes students to a lot of risks such as peer pressure, poor relationship, low self-esteem and self-efficacy which in turn influence their decisions towards taking drugs (Karalay & Gurarsian, 2017).

A student with low self-esteem might be tempted to bow to these pressures and as such ends up becoming an addict. Studies have revealed that individuals with high self-efficacy have better chance of abstaining from drug use (Chavarria et al., 2012; Shiffman et al., 2000). People with higher self-efficacy do not easily give up when confronted with difficulties (Ersanla, 2015). Karatay and Gürarslan Baş (2019) affirmed the fact that male abusers, consumers of alcohol and cigarettes and those with adverse family relationship are usually characterized with low self-efficacy for substance use.

Chavarria et al. (2012) examined the relationships between change in self-regulation and self-efficacy as predictors of substance use abstinence. The sample for the study was 150 adult individuals randomly sampled in a longitudinal study that spans over a period of two years. Two instruments, namely Self Control Scale and Drug and Alcohol Abuse self-Efficacy Scale, were used for data collection. The findings revealed that changes in both self-regulation and self-efficacy have a significant effect on substance use abstinence with people having higher change scores in self-regulation and self-efficacy being predicted to have the likelihood of abstinence.

Yun (2012) examined the effects of abstinence self-efficacy and coping on students use among homeless youths. The sample for the study was 40 homeless youth with age range between 17 and 24, and data regarding to their self-efficacy, coping and frequency of substance use were collected. Findings of the study among others revealed that a significant relationship existed between self-efficacy and substance use and that the youths with higher abstinence self-efficacy were related to lower substance use.

Rosdiana and Sowarto (2016) also conducted a research on resident self-efficacy to regardless of drug addiction through resident characteristics in Samarinda. The study adopted a qualitative approach with case study strategy. The respondents were drawn from three subjects which were either drug users of former drug users, peer support and family support. Findings from the study revealed that the family had a significant role to play in changing behavior and, thus, concluded that family support is very influential on self-efficacy resident.

Likewise, Nikmanesh et al. (2017) examined the role of self-efficacy beliefs and social support on prediction of addiction relapse. The researchers adopted a casual-comparison research method and sampled 166 participants of which 83 were with relapse and another 83 without relapse. The instruments for the research were self-efficacy scale and multidimensional scale of perceived social support. Findings from the study revealed that a significant difference existed between participants without relapse, and those with relapse in terms of their self-efficacy and social support and as such concluded that self-efficacy and social support actually played significant role in preventing patients from addiction relapse.

Karalay and Gurarsian (2017) studied the effect of role-playing scenarios on the self-efficacy of students. The study adopted a pre-test and post-test study design with a single group. The sample for the study was 245 secondary school students. Data were collected using Personal Information Form and the Self-Efficacy for Adolescences Protecting Substance Abuse Scale. Findings from the study revealed that there was a statistically significant difference in the total Self-Efficacy Adolescences Protecting Substance Abuse Scale scores after training. The researchers thereby concluded that the intervention assisted the students to develop positive self-efficacy which assisted them to protect themselves and friends from substance use.

Uzun and Kelleci (2018) inquired on how the self-efficacy of students in high school prevents them from substance use. The sample comprised of 911 students randomly sampled form high schools in provincial center of Sivas. The study found out that students with low self-efficacy were aggressive, had parents with low education level and had problems with their families.

Rostamin et al. (2018) assesse the relationship between self-efficacy and addiction potential and acceptance among student of Zanjan University of Medical Science. Random sampling was used to select 315 university students that

participated in the study. A significant relationship was found between self-efficacy and addiction potential and acceptance.

Several works have been done both internationally and nationally on drug abuse. Onoja (2010) focuses only on school type but not on any other moderating variables as was done here. Aside the difference in the location of Akanni and Adayonfo (2015) study, this study also differs from theirs in the area of the involved participant, and on inclusion of self -efficacy as an independent variable. Balogun et al. (2020) though conducted in Nigeria differs from the present study in that it utilizes only descriptive but not inferential statistics in determining its results. The study however differs from Effiong *et al.,* (2020) in the area of the focus and statistics use. While Effiong et al. (2020) attentions were on socio-demographic and clinical characteristics of cannabis abusers, the present study concentrate on senior school students' knowledge on drug abuse and addiction. The chi-square was use in the analysis of this study as against the t-test used by Effiong et al. (2020).

Jain and Verma (2020) addressed the problem of drug abuse from the clinical area sampling participants' urine for laboratory test. The test was then subjected to descriptive statistics of percentages not inferential ones as was done here. Robinson et al. (2020) study was of expository type in which no instrument was administer for opinion sampling. The main thrust of the study was the detail explanations of what constitute drug use and abuse.

Methodology

Research Goal

Assessment of secondary school students knowledge of drug abuse and addiction with special focus on their gender, school type, self –efficacy, and if the students' self –efficacy correlate with their knowledge.

Sample and Data Collection

Table 1 revealed the demographic representation of the respondents. The distribution of the respondents showed that 134 (44.10%) of the respondents were male students, while 170 (55.90%) were female. Aside this, Table 1 showed that 206 (67.80%) were from public secondary schools and 98(32.20%) were from private secondary schools.

Table 1. Demographic Data of Respondents

Variables		Frequency	Percentage
Gender	Male	134	44.1
	Female	170	55.9
	Total	304	100
School Type	Public	206	67.8
	Private	98	32.2
	Total	304	100

Knowledge of Drug Abuse and Addiction (KODAA) and, an adopted self–fficacy instrument were administered on 304 students that participated in the study. The KODAA consisted of 30 test items, multiple choice questions with options of A to D. The KODAA was given to experts to determine the test item applicability to students, the readability, clarity and the choice of language as means of subjecting it to face validity. The expert also checked for the content validity by ensuring that the instrument captured all the commonly abused drugs within the locality of the study. The expert suggestions were strictly adhere to in improving the quality of the KODAA. The self–efficacy instrument was made up of 16 items self-reported questionnaire developed by Martin et al. (1995) whose validity and reliability have been established

Analyzing of Data

Students' level of knowledge was ascertained from the score obtained from the 30 multiple-choice questions administered on them. Therefore, students whose scores fell within 0 – 10, 11 – 20 and 21 – 30 were categorized as having low, average and high level of knowledge respectively. This is illustrated in the Table 2.

Out of 304 (100.0) students sampled for this study, 26 (8.6%) of them had high knowledge of drug abuse and addiction, 191 (62.8%) were of average knowledge of drug abuse and addiction while 87 (28.6%) of the students had low knowledge of drug abuse and addiction. Thus, the majority of students' knowledge of drug abuse and addiction was average.

Table 2. Level of Students' Knowledge of Drug Abuse and Addiction

Students' Knowledge	Score Range	Frequency	Percent
High	21 – 30	26	8.6
Average	11 -20	191	62.8

| Low | 0 -10 | 87 | 28.6 |
| Total | | 304 | 100.0 |

The students' drug avoidance self-efficacy contained 16 items structured in a seven-response-type. Thus, the minimum, maximum and range scores were 16, 112 and 96 respectively while the range (96) was divided by three (i.e. 96/3=32) levels. Therefore, students whose score fell within the range of 16 – 48; 49 – 80 and 81 – 112 were categorized as having low, moderate and high levels of drug avoidance self-efficacy respectively. The statistics of students' drug avoidance self-efficacy is presented in Table 3.

Table 3 reveals that 27 (8.9%) of the students sampled were of high level of drug avoidance self-efficacy; 207 (68.1%) of moderate level of drug avoidance self-efficacy while 70 (23.0%) of the students had low level of drug avoidance self-efficacy. Thus, majority of the students' drug avoidance self-efficacy moderate.

Table 3. Level of Students' Drug Avoidance Self-efficacy

Students' Knowledge	Score Range	Frequency	Percent
High	81 – 112	27	8.9
Moderate	49 – 80	207	68.1
Low	16 – 48	70	23.0
Total		304	100.0

Descriptive statistics of frequency count and percentages was used to illustrate the demographic characteristics of students that participated in the study. The inferential statistics of chi-square was used to shows the relationship existing the respondent, and Pearson's product moment correlation (PPMC) coefficient was used to determine if students' self-efficacy predicts their knowledge of drug abuse. Pearson's product moment correlation (PPMC) coefficient was found to be effective because the assumption of the study design and those of data were met. The data were paired, continuous, linear relationship, normality (no outliers) they were of independent cases and are characterized with comparable values of variables

Findings/Results

H_{01}: There is no significant difference in the knowledge of drug abuse and addiction by male and female students.

The Test Statistics table reports the results of the Chi-Square Test, which compares the expected and observed values, the discrepancy in the values are not too large and hence not statistically significant. Table 2 further reveals that gender of students' does not significantly affect their knowledge of drug abuse, χ^2 (2, n =304) = 2.65, at p > 0.05alpha level. Therefore, the hypothesis is not rejected.

Table 2. Chi-Square Statistics Showing the Difference in the Knowledge of Drug Abuse by Male and Female Students

			High	Medium	Low	χ2	df	Sig.
Gender	**Male**	Count	10	91	33			
		Expected	11.50	84.20	38.30	2.65[a]	2	.27
	Female	Count	16	100	54			
		Expected	14.50	106.80	48.70			

H_{02}: There is no significance difference in the knowledge of drug abuse and addiction by private and public secondary school students.

Table 3 reveals that school type does significantly affect the students' knowledge of drug abuse, χ^2 (2, n =304) = 7.31, at p < 0.05alpha level. Therefore, the hypothesis testing revealed that there is a significant difference in the knowledge of drug abuse held by students attending public schools and those attending private schools in Kwara State.

Table 3. Chi-Square Statistics Showing the Difference in the Knowledge of Drug Abuse by Private and Public School Students

			High	Medium	Low	χ2	df	Sig.
School Type	**Public**	Count	19	138	49			
		Expected	17.60	129.40	59	7.31[a]	2	.03
	Private	Count	7	53	38			
		Expected	8.40	61.60	28			

H_{03}: There is no significant difference in the knowledge of drug abuse and addiction of students with high, neutral and low self-efficacy.

A chi-square test was conducted to examine the influence of students' self-efficacy on their knowledge of drug abuse and addiction as measured by the Drug Addiction Self-Efficacy Questionnaire forms. There was a statistically significant difference at the $p < .05$ level of DASQ scores for the three self-efficacy groups: $\chi 2$ (2, 304) = 18.66.

Table 4. Chi-Square Statistics of the Difference in the Knowledge of Drug Abuse by High, Neutral and Low Self Efficacy Students

			High	Medium	Low	$\chi 2$	*df*	Sig.
Knowledge	**High**	Count	2	23	1			
		Expected	2.30	17.70	6			
	Neutral	Count	19	136	36	18.66[a]	4	.00
		Expected	17.00	130.10	44			
	Low	Count	6	48	33			
		Expected	7.70	59.20	20			

Research Question four: Does self-efficacy correlate with the students' knowledge of drug abuse and addiction?

Hypothesis three: Self-efficacy does not correlate to the knowledge of drug abuse and addiction of students with high neutral and low self-efficacy.

Table 5 results of the Pearson correlation indicated that there was a significant positive association between senior school students' knowledge of drug abuse and their self-efficacy (r(304) = .23, at < .05 significance level).

Table 5. Pearson's Product Moment Correlation of Self Efficacy and Knowledge of Drug Abuse and Addiction

		Score	Efficacy Score
Score	Pearson Correlation	1	.228[**]
	Sig. (2-tailed)		.00
	N	304	304
Efficacy Score	Pearson Correlation	.228[**]	1
	Sig. (2-tailed)	.000	
	N	304	304

[**]. Correlation is significant at the 0.01 level (2-tailed).

Discussion

It was obvious from hypothesis one that male and female had similar knowledge of drug abuse and addiction. It means that the two gender's knowledge of drug abuse and addiction is almost the same. This might be due to the fact that they interact together in school to deliberate opinion, share similar information on social media, and they are influenced by the same set of popular figure. This negate the finding of Jane and Verma (2020) who affirmed that fewer women abuse drug more than the males, and those of Buccell et al. (2016) who found males abuse drugs more than their females counterparts.

Unlike the result of gender, the information of drug abuse and addiction possessed by students from private schools was independent of those from public schools. This implies variation exist in the school type on the awareness of drug abuse and addiction. This might be due to the fact that private schools students are fewer in number and are well monitored than their counterparts from public schools. This support the finding of Thomson and Jang (2016) who submitted that differences exist in the way and manner of drinking alcoholic by home school, private and public school students.

Similarly, students with high, neutral and low self-efficacy possesses different ability to refrain or engage in drug use. This implies that the higher the self –efficacy of students, the lower the tendency of being influence into the act of drug use. That is students of high self-efficacy are usually characterized with personal conviction of indulging in an act willingly without being coerced, this agrees with Rosdiana and Sowarto (2016), Karatay and Gürarslan Baş (2019) and Uzun and Kelleci (2018) findings that significant differences existed between these level of efficacy.

On correlation study, self -efficacy correlates positively to their knowledge of drug abuse and addiction. This conform with the studies of Karalay and Gurarsian (2017) and Rostamin et al. (2018) which found a positive correlation to protect themselves and friends from substance use and are capable of predicting addiction potential and acceptance respectively.

Recommendations

1. Sensitization awareness should be created to students at all tiers of education be it federal, states and local government areas irrespective of their gender. They should be informed about the physical and psychological consequences of drug abuse and addiction.

2. Corrective measures should be enact and impose by the concerned school authorities to discipline the students while ensuring that their right is uphold.

3. Future researchers should embark on similar studies by involving a larger sample i.e., covering a larger locale and engaging variables that this study fails to address.

4. Further researches of this nature should be conducted from experimental perspective on tertiary education students.

Conclusion

The study concluded that the two gender of similar knowledge of drug abuse and addiction, public school students are more aware of the drug abuse knowledge than their secondary schools counterparts, students of varying self-efficacy possess different knowledge of drug abuse, and there is a correlation between students self-efficacy and their knowledge of drug abuse.

Limitation

The sample size is too small for generalization, and this is one of the constrains of the study. This could be improved upon by widening the scope of the study either by involving all senior schools' students in the geo-political zones of Nigeria. In doing so, the geographical scope of the study is automatically enhanced.

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