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## Drugs and substance abuse as a challenge to the management of discipline in secondary schools in Sokoto south local government, Sokoto state, Nigeria

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### Abstract

This study intended to examine the influence of drug and substance abuse on the management of discipline in secondary school in Sokoto South Local Government. To establish factors that influence students to abuse drugs and substance in schools in Sokoto South Local Government, to identify the nature of indiscipline attributed to drug and substance abuse in Sokoto South Local Government, to establish the challenges school managers' face in mitigating drug and substance abuse related cases of indiscipline in Sokoto South Local Government. A cross sectional survey designed was used in order together data from various respondents from the secondary schools in Sokoto South. The researchers also adopted both quantitative and qualitative research approach to triangulate the data. The study population comprised of Principals; Vice Principals (Academics); Vice Principals (Administration); teachers; Discipline Masters and Chair persons PTA. Purposive sampling and simple random sampling techniques were used for selecting the respondent's. The study concludes that the factors that influence students to abuse drugs are many and they include peer influence, social pressure and group dynamics. Also drug related indiscipline is characterized by forms of indiscipline such as general disobedience manifested in acts like chaos, confusion, disobedience, disloyalty and antisocial activities, violence; destruction of property or vandalism, non compliance to schools

regulations, escaping from school for day students and redundancy or idleness in places of cover within schools for the wrongful habit of drug abuse and causing disturbance as various forms of indiscipline that had caused problems for the management and administration of schools in Sokoto South local government. And On the challenges faced by school administrators in mitigating drug and other substances abuse the study concludes that drugs were discretely taken by students and therefore is difficult for school administrators to detected places where they are consumed, some prefects being un cooperative and protective of students who abused drugs, the parents and the community are not cooperative with the schools effort to combat drug abuse, school administration need the support of parents and they are not very supportive, the places where drugs were abused are unknown to school administrators and students and their leaders are reluctant to disclose their colleagues who abuse drugs. Some teachers sit on the cases related to drug abuse. The study recommends that the factors such as peer influence, social pressure and group dynamics, the desire for students to pass time and kill boredom by using drug, school location, influence of modernity, lack of awareness by the youth, curiosity, that the desire to associate with habits practiced by adult members of society and the feeling of winning attention and popularity, social pressure and peer group influence need to be addressed.

**Keywords:** Current situation, high quality human resources, FDI enterprises, attracting and maintaining

### Introduction

This study intends to examine the influence of drug and substance abuse on the management of discipline in secondary school. Drug abuse, according to Ajayi and Ayodele (2002)<sup>[4]</sup>, is the wrong use or inappropriate use of chemical substances that are capable of changing functions of cells in the body.

Today drug abuse or drug addiction is one of the most vexing and pervasive problems that almost all countries including Nigeria; are grappling with in as far as administration and management of schools is concerned. The consequences on the youth are disastrous and devastating especially the negative effects in schools and the communities. This is has been aggravated by the rapid social and technology changes which have had a corrupting influence on the youth in schools. The monster is a real threat to the youth; parents; schools and the economies of the world countries that could rely on the valuable youth potential that is being robbed by drugs (Nodding, 2010)<sup>[15]</sup>. It has also translated to an impediment in as far as the management of schools is concerned.

Drug abuse is a global health and social problem. It is one of the major problems affecting the youth both in school and out of school. It seems to have impacted negatively on the academic, social, psychological, economical and physiological development among the abusers (West and Graham; 2005)<sup>[23]</sup>. Therefore it has become a matter of grave concern to educational stakeholders, medical practitioners, sociologists, religious leaders, counselors and parents thus needing urgent attention (Adewuya; 2005)<sup>[1]</sup>. Educational institutions the world over seem to be threatened by the global phenomenon of drug use; abuse and the abuse of other substances. Whereas their aim is to transmit knowledge beliefs, values, norms, they seem to be over loaded by the monster of drug and substance abuse (McLean and Ellrod, 2012)<sup>[11]</sup>.

The world over the practice is affecting school systems through the commonly abused drugs being cocaine, Indian hemp (marijuana); Kuber; cigarettes and petrol sniffing. Ajayi and The World Health Organisation (WHO, 2009) reported that risk of exposure to substance abuse has become one of the factors that influences the development of the burden of disease. In the United States the prevalence of alcohol use by university students was over 80%, while one-third of this population used marijuana (World Journal of Medical Sciences, 2010). Almost 50% of high school seniors have abused a drug of some kind. By 8<sup>th</sup> grade 15% of kids have used marijuana. 43% of high school seniors have used marijuana. 8.6% of 12<sup>th</sup> graders used hallucinogens. Over 60% of teens report that drugs of some kind are kept, sold, and used at their school. One in every 9 high school seniors has tried synthetic marijuana (also known as "Spice" or "K2"). Over 5% of 12<sup>th</sup> graders have used cocaine and over 2% have used crack. By 8<sup>th</sup> grade 15.5% of kids have smoked cigarettes. Almost 7% of high school seniors smoke cigarettes every day. Every day in the US almost 3,900 kids under the age of 18 years old tried their first cigarette (Schulenberg 2009).

Levels of illicit drug use among young people in the UK is the highest in the European Union (Hibbell, 2004). The rates show that the youth and students aged 16 and above who abuse drugs is well over 41 per cent for boys and 35 per cent for girls. National surveys conducted among school pupils aged 11 to 15 in England found that the prevalence of taking drugs was stable between 2001 and 2013. As a consequence Schools were finding it hard to manage the children (Boreham and Blenkinsop, 2004).

East Africa is biggest producer of the Cannabis plant, commonly known as Marijuana. Its effects have been felt in schools as well as the communities in form of increased crime and lawlessness in schools and communities. In Rwanda for instance it was reported that in 2009 alone 2,890.179 kilograms of cannabis were tracked and in 2010 in January 563,988 kilograms of cannabis had been seized and a number of culprits arrested. Drug abuse related offences were on the increase in the community as well as the schools; thus making the management of society and schools difficult.

For example; Adamson, Onifade and Ogunwale (2010)<sup>[18]</sup> found in a study that in Kenya and South Africa, students abused alcohol, cannabis, tranquilizers, and tobacco. In both countries drugs abuse had made school systems experience challenges in effective management of schools and had recorded dropping academic standards. In Zambia there has been an upswing of marijuana; volatile solvents and hard drugs such as heroin and cocaine drug and alcohol abuse among students in secondary schools. This had raised

concerns in the community who feared that it would put many pupils at risk of poor academic performance and behavior problems (Masiye and Ndhlovu; 2012).

Ekundayo (2010)<sup>[4]</sup> posited that drug abuse has been identified as a serious constraint to effective teaching; administration and management of schools and learning process in the Nigerian educational system. According to Abianwu (2005) cannabis is by far the most commonly used illicit drug with usage of 4% of the world population compared to 1% for all other drugs combined. Oshodi, Aina and Onajole (2010)<sup>[17]</sup> also explained that marijuana is the most commonly used substance followed by tobacco. They further stressed that this phenomenon was international because in the United Kingdom, cross-sectional studies have shown that among students aged 15-16 years; at least 40% had used illicit drugs, mainly cannabis, at some time during their lives.

The Nigerian schools and Educational institutions are dominated by drugs such as morphine, heroin, tobacco, ephedrine, valium five and Chinese capsules that the youthful students commonly abuse. Oshodi, Aina and Onajole (2010)<sup>[17]</sup> reported that, despite worldwide concern and education about psychoactive substances, many adolescents have limited awareness of their adverse consequences. Curiosity, social pressure and peer group influence are noted to be primary reasons for substance and drug misuse in schools. Like in the above cases school administrators and manager are exceedingly finding it difficult to contain the associated indiscipline and the dropping academic standards (Makanjuola, Daramola and Obembe (2007)<sup>[10]</sup>; Aina and Olorunsola (2008); and Buddy (2009).

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

Furthermore, Chikere and Mayowa (2011) found that in a number of schools and college surveyed in Nigeria, alcohol use is the most common among students, with many students having had their first drink in family settings. The majority of students affected were initiated into the use of alcohol at a tender age of 16-20 years (Alan, 2003). But these have had their effect on messing up the administration and management of schools that are striving to maintain discipline. If this state of affairs is left unabated it will automatically cause discipline problems and poor academic performance in schools (Onifade and Ogunwale; 2010)<sup>[18]</sup> and WHO (2009). Thus the school systems are experiencing a lot of management challenges especially in dealing with the resultant acts of indiscipline and lawlessness as a result of abuse of drugs.

In Sokoto South local government drug and substance abuse among secondary school students is a menace. It has percolated into the school systems and thus making their

management difficult (Nwakwo, Abanobi and Amadi (2010)<sup>[1]</sup>. Drug and substance abuse among secondary school students has been linked to, intolerance, violence, insecurity, and anti-social behavior in schools that pose difficulties in management of schools. It has also been linked to students' poor academic performance; defiance to school rules and regulations and poor student academic performance in secondary schools in the Nigerian states such as Ekiti and Ondo States. Drugs have also hampered smooth administration of schools (Nwakwo, Nwoke 2010).

Drug abuse is a common phenomenon among secondary school students in Nigeria (Aina and Olorunsola; 2008). It has also been noted that parents, peer groups, and society at large contribute to the alarming rate of drug use in schools (Obembe (2007)<sup>[10]</sup>. The secondary schools in Sokoto South local government rampantly experience acts of vandalism, weapon carrying, alcohol abuse, rape, examination malpractices, school violence, strikes, bullying, cultism, truancy, and school drop-outs and other anti-social behavior which have been linked to drug and substance abuse. Abanobi and Amadi (2010)<sup>[1]</sup> link violence, intolerance, violence, insecurity, and anti-social behavior and general indiscipline to drug and substance abuse among secondary school students which have posed difficulty in school administration and management (Nwakwo, Nwoke 2010). School administrators are exceedingly finding it difficult to contain the associated indiscipline and the dropping academic standards (Daramola and Buddy (2009). Therefore the study intends to gain insight into the current trend of drug abuse among students in secondary schools in Sokoto South Local Government.

### Objective of the Study

The study intends to investigate drug and substance abuse as a challenge in the managements of discipline of secondary schools in Sokoto South Local Government

1. To establish factors that influence students to abuse drugs and substance in schools in Sokoto South Local Government.
2. To identify the nature of indiscipline attributed to drug and substance abuse in Sokoto South Local Government.
3. To establish the challenges school managers' face in mitigating drug and substance abuse related cases of indiscipline in Sokoto South Local Government.

### Research questions

1. What factors influence students to abuse drugs and substance in schools Ward in Sokoto South Local Government?
2. What is the nature of indiscipline attributed to drug and substance abuse in in Sokoto South Local Government?
3. What challenges do school managers face in mitigating drug and substance abuse related cases of indiscipline in Sokoto South Local Government?

### Review of Related Literature

Zullig, Huebner, Patton and Murray (2009) reported that in Africa university students who witnessed dissatisfaction with life due to anger, frustration and boredom, consumed alcohol in order to acclimatize to. The reason why take students stimulant include the need to belong, expectancy, mental set, sex, certain drives and integrative motives (Rathod, 2009). The youth also use drugs for relief of stress in order to study (Oshodi, Aina and Onajole; 2010)<sup>[17]</sup>. However; the schools

in which the youth go find hard time in managing discipline. In an attempt to control sleep or energize themselves, most adolescents and young ones start experimenting with tobacco, alcohol, ephedrine and other caffeinated substances such as Nescafe and red bull. Some of the reasons for the drug abuse, as identified by Ajayi and Ekundayo (2010)<sup>[4]</sup>, are to reduce pain, anxiety and tension, ignorance and misinformation, parental background, urge to commit crimes, peer group influence, isolation and loneliness. The above authors explain reasons as to why students abuse drugs without clearly linking to how the make management of schools difficult.

The Nigerian schools and Educational institutions are dominated by drugs used by students such as morphine, heroin, tobacco, ephedrine, valium five and Chinese capsules that the youth commonly use. Oshodi, Aina and Onajole (2010)<sup>[17]</sup> reported that, despite worldwide concern and education about psychoactive substances, many adolescents have limited awareness of their adverse consequences. They further explained that curiosity, social pressure and peer group influence are noted to be primary reasons for substance and drug misuse. Makanjuola, Daramola and Obembe (2007)<sup>[10]</sup> lamented that a substantial percentage of the national budgetary allocation is utilized for treatment and rehabilitation of people and youth with substance use problems in Nigeria (Aina and Olorunsola 2008) and (Buddy 2009). This views seem to pin and assume that all indiscipline of students in schools to drugs. It does not mention other influences such as location of schools; the head teachers managerial styles and political and parental influence that have influenced discipline negatively in schools. It does not also show how they make administration and management of schools difficult.

In another series of school surveys from 2008-2013, Balding (2012) in his study notes that young people (aged 11 to 19) have used drugs while at school and have got to trouble with the school law or the police (Chivied, 2010). The surveys have also found that, as pupils get older they tend to think the effects of drugs less worrying. This implies that the youth are not safe with this kind of attitude and particularly those at school (The 2009/2010 British Crime Survey). This survey was conducted in British schools where learners use drugs that may differ from those used in schools in the African perspective. Therefore an understanding of the African perspective is pertinent because it is not clearly stipulated.

The report on the indiscipline of Students unrest and indiscipline in Nigerian Secondary Schools (2009) listed types of indiscipline related to drug use. The report states that unrest and indiscipline can take place in the following forms: truancy, further chronic absenteeism, rudeness and disrespect, unacceptable verbal expression of dissatisfaction and abuse of drugs and alcohol taking, non-compliance to rules and regulations, destruction of property, bullying fellow students, boycotts, riots, assault and indecent behavior for example rape and arson. All these types of indiscipline impact negatively on the achievement of the schools aims and objectives for they are detrimental to good academic performance. Conversely such indiscipline has also existed in schools where students do not use drugs such as religious based schools. The wonder therefore is whether the indiscipline is caused by drug abuse or other circumstances such as poor administration; misinformation and teacher connivance with students.

**Methodology**

The researcher adopted a cross sectional survey in order together information from various respondents from various secondary schools in the area in Sokoto South Local Government. This design was suitable because it enable the researcher to collect a large amount of data at one point in time.

Both qualitative and quantitative approaches were used. The qualitative approach was hoped to enable the researcher to investigate the respondents feelings, attitudes and views about the perceived effect of drugs and substance abuse on management of secondary in Sokoto South Local Government while the quantitative approach was useful in terms of enabling the researcher make statistical presentation of frequencies, percentages graphs and summary tables so as to present the data numerically.

The study population comprised of Principals; Vice Principals (Academics), Vice Principals (Administration), teachers; Discipline Masters and Chair persons PTA. The population was a summary of the important stakeholders in Sokoto South Local Government.

A sample is a portion of the population being studied and its views are representative of the entire population (Amin 2005). A sample of 385 respondents was hoped to be used in the study. Therefore the results that obtained were generalized to all the secondary schools in Sokoto South Local Government.

A simple random sampling is a technique that selects a sample without bias from the target population. It ensures that each member of the target population has an equal and independent chance of being included in the sample (Sekaran, 2003). This technique was used to select 354 respondents; 300 students and 54 teachers. A total of 30 respondents were selected purposively; 6 Principals; 6 Vice Principals (academics) 6 Vice principals (administration); 6 Discipline Masters and 6 Chairpersons PTA.

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

The responses to questionnaires, interviews and information got from documents was grouped according themes basing on the views of respondents. The views were coded in preparation for analysis. Responses from the data will entered in to the SPSS for automatic generation of numerical values in frequencies and percentages. Interpretation was made out of numerical values and percentages revealed by the data. These methods were good because it ensured triangulation of both the quantitative and the qualitative methodologies. Tables and graphs were drawn to present the information.

**Result**

**Table 1:** Educational Qualifications of teachers and Chair persons PTA

Educational Qualification	Counts	Percentage
Certificate	35	9.1
Diploma	144	37.4
Degree	170	44.2
Masters	36	9.3
<b>Total</b>	<b>385</b>	<b>100</b>

Source: Respondents views (2021)

From the above table most of the respondents who were Principals, Vice Principals, Teachers and Discipline masters had a significant level of education with the statistics revealing that they belonged to the last three categories. Figure 4.1 below shows the graphical presentation of the information in table 4.1.

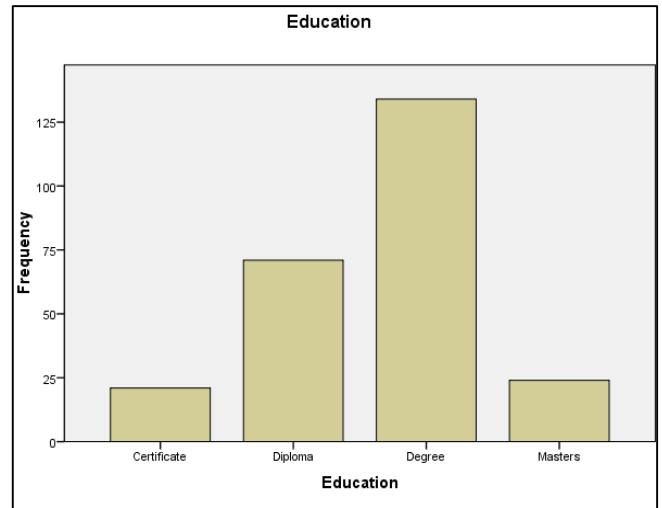


Fig 1: Source: Primary data, (2021)

**Table 2 Family back ground**

**Table 2:** Family background

Response	Percentage
Strongly Disagree	12.4
Disagree	32.0
Agree	28.8
Strongly Agree	26.8
<b>Total</b>	<b>100</b>

Item 1 asked whether family background had an influence on making students take drugs; 55.6% agreed that family background had an influence and 44.4% disagreed on the family background having any influence on students’ practice of abusing drugs. The study discovered that some of the students who used drugs had been influenced by where they come from while other picked the habit from school especially from their peers or the environment around schools.

**Relief from oppressive situations**

Item 5 asked whether Some students take drugs as relief from oppressive situations. The study found this to be true because 72.8% agreed that there were some students who took drugs as relief from oppressive situations and 26.6% disagreed on that view. The findings showed that in oppressive situations like over supervision by the school administrators and teachers, stress of strict administrative rules, un favorable relationship with teachers and fellow students loneliness and other environmental factors within schools sometimes forced the students to take drugs as a way of overcoming them. Others were lured into the habit by those senior in age. Others because they wanted to escape to the world of excitement and discovery that their peers talked of in their socialization process. Figure 4.4 gives a graphical presentation of the respondents views as indicated below.

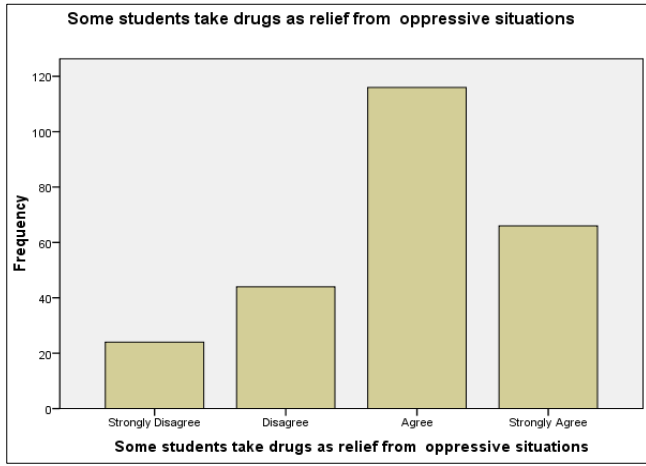


Fig 2: Source: Primary data (2021)

Table 3: Influence from the old

Response	Percentage
Strongly Disagree	20.0
Disagree	44.0
Agree	22.4
Strongly Agree	13.6
Total	100(n=385)

Source: Respondents views (2021)

**Discussion of Findings**

The study found that family background had much influence on making students take drugs as was shown by (55.6%) agreed against (44.4%) who disagreed. This revealed that even before students came to schools they already had habits related to drug abuse. Therefore along side school related factors, families contributed to the practice of drug abuse in secondary schools in Sokoto South local government. Thus the influence of family background could have made the stopping of drugs and administration of schools difficult. While schools needed the parents to combat certain aspects of discipline, the case of this area seemed a little tricky because some parents would not fight the habit whole heartedly. These findings had implications for school administrators in that stamping out the habit of drug abuse needed deterrent mechanisms both at school as well as the parents. According to Kasule (2011) Prevalence research revealed that cannabis/khat use was 15.6%/ 34.6. About 75.7% of the respondents indicated that what influenced drug and substance use in schools in Uganda, low education level, family influence, use by friend, religion and the environment the schools were located in. The motive behind drug abuse of drugs and substances are sociological; that is status-seeking, peer pressure, the news media or a substance-oriented society. No wonder factors that influenced students to take drugs in Uganda were found to be similar to those influencing the Nigerian students

Ajayi and Ekundayo (2010) [4], identified ignorance and misinformation and parental background as factors of influence. The above similarly explain reasons as to why in Sokoto South local government secondary schools students could probably be abusing drugs and thus making the management of schools difficult. Murray (2009) argued that drug and substance abuse is as a result of; lack of family and school role models. This was probably why family background was a factor with students in secondary schools in Sokoto.

The study also found that peer influence, social pressure and group dynamics influenced students to abuse drugs and other substances in the secondary schools of Sokoto south Local Government. This was revealed by (57.8%) who agreed that such factors influenced students in taking on the habit of abusing drugs. However 42.2% disagreed basing on the argument that there were some students who were not prone to drugs yet they socialized with the rest. In group dynamics the youth also used drugs for relief of stress in order to study in the schools where such youth went; therefore managing discipline had become a problem as argued by Oshodi, Aina and Onajole (2010) [17]. The study equally found that in the schools in Sokoto South local government the school administrators were also finding it hard to manage discipline because of peer influence, social pressure and group dynamics influence.

Another factor established by the study was the desire for students to pass time and kill boredom by using drugs revealed by (64.8%) agreed and only (35.2%) disagreed. The findings revealed that a majority of students who were involved in indiscipline such as dodging lessons, absenteeism and coming to school late were at least drug abusers. In line with the views of Zullig, Huebuer, Patton and Murray (2009), they reported that in Africa university students who witnessed dissatisfaction with life due to anger, frustration and boredom, consumed alcohol in order to acclimatize to (Rathod, 2009). Much as alcohol was not a drug, it was an indicator of what students can do with what generally intoxicates the mind and thus including drugs. Although the authors dealt with University students, the study equally identified and justified similar reason as to why students abused drugs in secondary schools in Sokoto South local government.

School location especially in urban places or around places near drugs were sold or grown influenced drug abuse thus the study found that (76%) agreed. Those who disagreed constituted (34%). While the results showed majority view counting on the influence of location of schools such as in urban areas or those located near drugs as potential for drug abuse, it was believable because the drugs were at the users disposal and probably even cheap to acquire. It showed that it is the current contemporary problem most schools are fighting with.

The existence of 34% who disagreed also indicated that it was not by and large a factor. Therefore it is possible to argue that both location of schools and the wish of the individuals were factors in popularizing the habit in schools. The study established this as a contemporary phenomena common in many schools in the world today. The youth were using drugs for their personal excitement and relief from stress, yet in the process causing a lot of administrative problems for school managers who were finding it difficult to discipline students as argued by Oshodi, Aina and Onajole (2010) [17].

Influence from old members such as old students at school and parents at home made students to take a decision to abuse drugs and other substances thus; (64%) agreed while (36%) disagreed. The results showed that while there was a possibility of parental or background influence or while their senior peer could have influence on students decision to abuse drugs, the habit was picked in schools and was associated with status and a symbol or maturity. Therefore although there was a link between the background and senior colleagues in having students influenced to use or abuse drugs, their colleagues at school escalated the

habit. According to Onajole (2010) <sup>[17]</sup>, he argues that in the current or contemporary world, students get into habits that the old use even before schools are taken responsible for nurturing such habits. Therefore the case of secondary schools in Sokoto South secondary schools. It could be argued that the schools only become places of activating some habits that already exist.

The study also found that there were tendencies of students thinking that drugs were associated with the modern and contemporary trend of youngsters. In the effort to imitate film stars such as musicians, many students chose to take drugs because most of the actors were influenced by drugs. In line with the above view (69.2%) agreed while 30.8 % disagreed. The findings reflected the views of Oshodi, Aina and Onajole (2010) <sup>[17]</sup> argued that, despite worldwide concern and education about psychoactive substances, many adolescents had limited awareness of their adverse consequences, thus the Nigerian schools and Educational institutions were getting dominated by drugs used by students such as morphine, heroin, tobacco, ephedrine, valium five and Chinese capsules that the youth commonly use in a way of imitating trends of modern life and that of film stars. They were only influenced by curiosity; social pressure and peer group influence are noted to be primary reasons for substance and drug misuse as argued by Makanjuola, Daramola and Obembe (2007) <sup>[10]</sup> without necessarily knowing the consequences. Thus the same trend had caught up with secondary schools in Sokoto South local government.

Other findings expressed by the majority showed that the desire to associate with habits practiced by adult members of society and the feeling of winning attention and popularity had an influence on the students in Sokoto south area to take drugs as was shown by (77%) agreeing and (23%) disagreeing. The findings showed that most students who abused drugs were under the wishful thinking or imagination that those who took drugs were admired or respected by society. The drug abusers were also in the age of lack of self-control and thus needed a lot of guidance. McCrystal, Higgins and Percy (2007) confirmed that for many adolescents, drug abuse had become a part of their lives and perhaps may have now contributed to their academic failure. At the center of the habit of drug use inconveniences school administration because of instances of breaking the rules by students and lawlessness and anti-social behavior that is not commensurate to the standards and needs of schools. As students take drugs as part of their lives they tend to imitate the way adults live and in the process running against school rules and regulations as it is the case in Sokoto South local government secondary schools a view given by Ajayi and Ekundayo (2010) <sup>[4]</sup>. Above all the research established that the schools had weak school rules and poor monitoring of students by school administrations and it had been exploited by students as a lee way of abusing drugs (McCrystal, Higgins and Percy, 2007)

The study established that drugs such as cigarettes, Mirraha, Cocaine, Ghat or Mirrah, Opium or Marijuana, intoxicating syrups and fluids, caffeine, Kuber, Opium or Marijuana; intoxicating syrups and fluids Petrol sniffing and any other addictive intoxicants or any other addictive intoxicants in schools settings were commonly and widely abused in schools. The existing indiscipline in the schools was attributed to the use of any of the above drugs. The promotion or maintenance of effective discipline in schools was therefore affected by their use. They exacerbated various

forms of indiscipline common in schools such as chaos, confusion, disobedience, disloyalty and antisocial activities associated with strikes; drug use and general disobedience as argued by Mukhargee (2009).

The indiscipline exhibited by drug abusers was characterized by general disobedience manifested in acts like chaos, confusion, disobedience, disloyalty and antisocial activities as was reported by (67.2%) of the respondents who agreed. There was however 32.8 % who disagreed implying probably that they had not been affected by drug abuse.

Other indiscipline orchestrated by drug and substance abuse were violence; destruction of property or vandalism was another form of indiscipline. Spriegel (1997) argued that the occurrence of indiscipline in schools such theft; strikes. Disobedience; drug use and abuse; violence; destruction of property or vandalism in schools was as a result of specific individuals failing to comply with school regulations. The abuse of drugs that occasioned the existence of the forms of indiscipline above was a sign of failure of students to follow school rules and thus posing difficulty to the management of schools. The study also found that 67.6 % of the respondents felt that there was non-compliance to school regulations and thus the resultant escaping of students from school and general redundancy as revealed by (83%), dodging of lessons as indicated by (73.2%) and absenteeism reported by 86% of the respondents. Expulsion of the culprits was rated 24%, and suspension cases 12%. Some victims had been cautioned as was revealed by the rate of 53%. All that was as a result of students abusing drugs.

According to Matsoga (2008) indiscipline related to drug use in Nigerian schools was found to be similar to the trends mentioned above. Such indiscipline interfered with the teaching and learning process, manifested itself in indiscipline such as bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness by students to learn. Moswele (2009) and Matsoga (2003) similarly cited vandalizing school property as rampart in schools because of student's use of drugs and failure to follow school regulations. Thus this evidence shows that the indiscipline in schools in Sokoto South is aqa world phenomena. Thus Spriegel (1997) the occurrence of indiscipline in schools such as theft; strikes. Disobedience; drug use and abuse; violence; destruction of property or vandalism in schools was as a result of specific individuals failing to comply with school regulations.

## Conclusions

The study has come up with the following conclusions regarding the effect of drug and substance abuse on the day to day management and administration of secondary schools in Sokoto South local government of Sokoto State. The conclusions have been drawn basing on the objectives and research questions of the study. They are as follows;

### What factors influence students to abuse drugs and substance in schools?

The study concludes that the factors that influence students to abuse drugs are many and they are peer influence, social pressure and group dynamics. The other factors established by the study are the desire for students to pass time and kill boredom by using drug, school location especially in urban places or around places near drugs are sold or grown influenced drug abuse, associating drugs with the modernity

and imitating film stars such as musicians are some of the influencing factors.

The study concludes that drug related indiscipline is characterized by forms of indiscipline such as general disobedience manifested in acts like chaos, confusion, disobedience, disloyalty and antisocial activities, violence; destruction of property or vandalism, non compliance to schools regulations, escaping from school for day students and redundancy or idleness in places of cover within schools for the wrongful habit of drug abuse and causing disturbance as various forms of indiscipline that had caused problems for the management and administration of schools in Sokoto South local government.

On the challenges faced by school administrators in mitigating drug and other substances abuse the study concludes that drugs were discretely taken by students and therefore is difficult for school administrators to detect places where they are consumed, some prefects being uncooperative and protective of students who abused drugs, the parents and the community are not cooperative with the schools effort to combat drug abuse, school administration need the support of parents and they are not very supportive, the places where drugs were abused are unknown to school administrators and students and their leaders are reluctant to disclose their colleagues who abuse drugs. Some teachers sit on the cases related to drug abuse.

### Recommendations

The study has come up with the following recommendations regarding the effect of drug and substance abuse on the day to day management and administration of secondary schools in Sarkin Muslimi local government of Sokoto State. The recommendations are drawn basing on the objectives and research questions of the study. They are as follows;

The study recommends that the factors such as peer influence, social pressure and group dynamics, the desire for students to pass time and kill boredom by using drug, school location, influence of modernity, lack of awareness by the youth, curiosity, that the desire to associate with habits practiced by adult members of society and the feeling of winning attention and popularity, social pressure and peer group influence need to be addressed. Each factor may have a unique solution that may not be applicable to the other. For example tightening schools rules may address the rest of the factors except location of schools. Even location of schools near drug places may explore the use of tight rules to control the students but it may not always be the case. Counseling and guidance of students may be important and generally to employ the law of the land to arrest drug users.

On this research question the research recommends that all forms of indiscipline named such as disobedience, chaos, confusion, disobedience, disloyalty and antisocial activities, violence; destruction of property or vandalism, non-compliance to schools regulations, escaping from school for day students and redundancy or idleness or causing disturbance as various forms of indiscipline as caused by drugs need to be addressed by reducing or stopping drug abuse in schools. Other deterrents are punishments such as expulsion, suspension, imprisoning drug users, reformatory schools and guidance and counseling for the victims.

To overcome the challenges faced by school administrators in mitigating drug and other substances abuse the study recommends that every stake holder be involved such as the police, parents, students leaders, parents, the communities

around schools, teachers and religious leaders. The capacity and ability of each group be explored for the good of maintaining discipline in schools and stamping out the practice of drug and substance abuse.

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