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Prevalence, Factors And Consequences Of Psychoactive Substance Abuse Among Female Adolescent Students In Upper Basic Schools In Federal Capital Territory Abuja, Nigeria

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ABSTRACT

The study examined the prevalence, factors and consequences of psychoactive substance abuse on the moral and social behaviour of female adolescent students in upper basic schools in Federal Capital Territory Abuja, Nigeria. Six Specific objectives, six research questions and two hypotheses were formulated to guide the study. The research employed correlation survey design. The sample was four hundred and sixty six (466) students out of a population of 73,745 female students that were purposefully selected to participate in the study. The questionnaires were titled: Prevalence, Factors and Consequences of Psychoactive Substance Abuse on Moral and Social Behaviour Questionnaire (PFCPSAMSQ). The reliability coefficient indexes of 0.87 for PFCPSAMSQ. The data collected was analyzed using simple percentages, mean scores, standard deviation and Pearson Product Moment Correlation Coefficient (PPMCMCC) were used to test all hypotheses at 0.05% level of significance. The findings showed that psychoactive substance abuse has significant influence on moral behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria; and psychoactive Substance Abuse has significant influence on social behaviour of female adolescent students in upper basic school in FCT-Abuja Nigeria. Based on the findings the study recommended that parents should make deliberate effort to instill high moral standard and ensure proper monitoring of friends their children hangout with in the community and also monitor the type of site their children visit on- line. This will help to reduce the menace of abuse of psychoactive substance by upper basic school students.

Keywords: Psychoactive substance, substance abuse, social behaviour and moral behaviour

INTRODUCTION

Children are often described both as the wealth and pride of a nation. The future of any nation therefore depends on the young ones who constitute the potential human resources needed for the continuity of society. Thus, to achieve sustainable development of a society, the young population must not only be preserved but also disciplined. Events surrounding our present-day educational system with reference to the secondary schools indicates a lot of anti-social behaviour acts like disobedient, destruction of school property, poor attitude to learning, examination malpractice, breaking school rules and regulation, substance abuse and so on are facing junior secondary school education in Nigeria with reference to the study area. Substance abuse is dependence on a drug or other chemical substances leading to the effects that are detrimental to the individual's physical and mental health or the welfare of others (Neeraja, 2011).

Substance abuse is the medical term used to describe a pattern of using a substance that causes significant problems or distress. World Health Organization (WHO, 2019) Substance abuse refers to the harmful or hazardous use of psychoactive and illicit substances including alcohol and illicit substances. United Nations Office on Drugs and Crime (UNODC, 2022) opined that 284 million people between the ages of 15 to 64 use drug substances worldwide in 2020 and there was 26% increase over the previous decade. Young people are more engaged in using substances today in many countries higher than the previous generations. In Africa and Latin America, people under 35 represent the majority of people being treated for drug substance disorders.

Substance addiction in female can lead to expulsion from school, broken homes, poor children upbringing, violence, destruction of structures and properties, murder, fighting, cultism, theft and armed robbery. More so, it leads to wide range of anti-social tenderness as mentioned above. Substance abuse has been attracting the attention of Educationists and Enforcement Agencies that have been working tirelessly to provide solutions to the problems posed by substance abuse. To this end, several measures, recommendation on how substance abuse could at least be reduced in society has been proffered but still the objective has not been fully realized. Therefore, the need for more research work on the problems becomes important coupled with the fact that the problem is seriously affecting the social, moral and academic lives of substance abusers in both rural and urban areas. It has far-reaching negative effects on the progress and aspirations of the female of all hands.

Literature review shows that substance abuse could influence social and moral behavior of students in school according to Johnston, O'Malley (2001) revealed that socio emotional effect of drug abuse and abuse include rapid mood swings dizziness and nausea, from a cascade of beautiful colours and wonderful scenes to images that might be frightening and grotesque. Also, Onifade et al. (2015) who revealed that schools located in urban centres or near commercial zones tend to have higher exposure to drug-related activities than those situated in low-risk areas. Olamide (2020) found that there is significant difference was found in the prevalence of substance abuse across selected schools. This suggests that students in certain schools are more exposed to drugs or experience varying levels of control and supervision. Perkinson (2002) discovered that drug abuse is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behaviour of abusing alcohol their reasoning get impaired, and education becomes of less priority in the student's life.

Olatunji and Yakubu (2019), which confirmed that peer pressure remains one of the most influential factors contributing to substance use among secondary school students in Nigeria. Williams (2019) shows that there is a significant negative impact, confirming that students involved in substance abuse display morally inappropriate behaviours such as lying, breaking school rules, and disrespecting authority. Wando (2016) result demonstrated a moderate but significant combined relationship, confirming that an increase in substance abuse is associated with a collective decline in both moral and social dimensions of behaviour. This finding reflects the integrated nature of behavioural development in adolescents. Yusuf and Balogun (2020) states that the impact of drug abuse on personal conduct and group interaction. The implication is that addressing drug abuse requires a comprehensive approach that targets both moral instruction and social rehabilitation. Also, Johnston et al. (2015) the socio emotional effects of stimulant drug use and abuse include, increased energy, and decreased feeling of fatigue, and lift mood and self-confidence. When the effects wear off, the user often becomes tired, irritable and depressed and may experience headaches. Nwanko and Agu (2019) discovered that emotional problems are also made worse by issues associated with substance abuse, such as social withdrawal and legal problems. Alcohol also slows down the brain's activities, and if used inadequate quantities it may damage or even kill biological and brain cells of the adolescents (students).

Statement of the Problem

Over the years, the researcher observed that during school hours students abuse substances and sometimes they became addicted to these substances to the extent that it influences their moral, social and emotional behaviour and their learning activities. Also, the researcher realized that upper basic school students in Federal Capital Territory, Abuja usually start abusing simple substance and eventually mature to using other hard substances. Peer pressure, personality traits and social deprivation may also be contributing

factors to drug abuse including unstable family life. many consequences of drug abuse include increase in the level of absenteeism in school, begging for money or stealing, crime, delinquency, homelessness and which may later result to poor academic performance and school dropout.

However, none of the existing study combined and explore new trends in psychoactive substance abuse among female adolescent students in Upper Basic Schools in FCT-Abuja. Again, none of the published study focused on female students in FCT-Abuja, Nigeria. It is on this note the researcher was motivated to investigate on prevalence, factors and consequences of psychoactive substance abuse on moral and social behaviour of female adolescent students in Upper Basic Schools in FCT-Abuja.

Research Questions

1. What is the prevalence of psychoactive substance abuse among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?
2. What are the factors of psychoactive substance abuse among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?
3. What are the consequences of psychoactive substance abuse among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?
4. What are the consequences of psychoactive substance abuse on moral behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?
5. What are the consequences of psychoactive substance abuse on social behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?
6. What is the relationship among psychoactive substance abuse (prevalence), moral and social behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?

Hypotheses

H01: Psychoactive Substance Abuse has no significant influence on moral behaviour of female adolescent students in upper basic schools in FCT-ABUJA Nigeria.

H02: Psychoactive Substance Abuse has no significant influence on social behaviour of female adolescent students in upper basic school in FCT-ABUJA Nigeria.

METHODOLOGY

Research Design

Descriptive survey research design was adopted for the study. Descriptive survey is a process of collecting numeric data or information from a location without changing the environment. This design was deemed appropriate because according to Kerlinger (2018) this design was found appropriate because it allowed the investigation of subsequent influences between the independent and the dependent variables.

The descriptive survey design was deemed appropriate for this study because it assists the researcher to gather data on prevalence, factors and consequences of psychoactive substance abuse on moral and social behaviour of female adolescent students in upper basic schools in FCT, Abuja, Nigeria.

Population

The population of this study constituted all the public junior secondary school female adolescent students in FCT, Abuja. The population of public junior secondary schools is one hundred sixty-one (161) junior secondary schools spread across the six Area Councils in FCT, Abuja. The population of female adolescent students comprised seventy-three thousand seven hundred and forty-five (73,745) students.

Sample Size and Sampling Procedure

This study employed a multi-stage sampling technique to systematically select participants. First, cluster sampling was used to divide the study area into the six area councils of FCT, Abuja. A cluster sampling technique was used in a situation where the population members were naturally grouped into a unit that can be conveniently used as cluster (Uzoagulu, 2011). Thereafter, from each area council, simple random sampling was used to select two schools, ensuring fair representation across different locations. After selecting the schools, purposive sampling was applied to identify and select only female students who engaged in psychoactive substance abuse.

Instrumentation

The research instrument used for this study was structured questionnaire. The questionnaire titled: Prevalence, Factors and Consequences of Psychoactive Substance Abuse on Moral and Social Behaviour Questionnaire (PSAMSBQ) contained 60-items. The questionnaire was structured into three sections. The first section (A) solicited the personal information of the respondents such as age and class of the respondents, section (B) consisted of items on Prevalence of Psychoactive Substance Question Abuse, section (C) consisted of items on Factors of Psychoactive Substance Abuse Question while section (D) contained consequences of Psychoactive Substance Abuse Question. Section (E) Comprised Moral Behaviour Question while Section (F) dwelled on Social Behaviour Question. Response to the items on the questionnaire was structured using four (4) point Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA).

Data Analysis

The data collected was subjected to statistical analysis for interpretation and discussion. Simple percentages, frequency count and mean were used for demographic data and research questions. The research questions were graded on a score of 2.50. Any item with a mean score of 2.50 and above was considered as "Agree" while those that scored below the mean score of 2.50 will be considered "Disagree". Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyze hypotheses one to two.

RESULTS

Research Question One: *What is the Prevalence of Psychoactive Substance Abuse Among the Female Adolescent Students in FCT, Abuja?*

Table 1: Prevalence of Psychoactive Substance Abuse among the female Adolescent
N = 466

S/No.	Statement	Mean	Std Dev.	Decision
1	I use narcotic and amphetamine	2.86	1.02	Disagree
2	I take dry weed mixed with yogurt or any soft drinks (Skoochies)	2.46	0.88	Agree
3	I boiled weed mixed with soft drinks	2.64	0.62	Agree
4	I take alcohol and cigarette	2.48	0.74	Agree
5	I inhale glue mixed with petrol sniffing	2.53	1.08	Disagree
6	I take nicotine mixed with caffeine	3.31	0.91	Disagree
7	I use heroin mixed with lysergic acid	2.32	0.87	Disagree
8	I take weed, zakami mixed with zobo drink	2.80	1.09	Agree
9	I take soaked tom-tom mixed with lacasera drink	3.12	0.95	Agree
10	I take kuskura herbs	2.85	0.93	Disagree
11	I take soaked zakami mixed with soft drinks	2.46	1.02	Agree
12	I take malt mixed with knorr maggi drinks	2.32	0.90	Agree
	Sectional Mean/Std. Dev.	**2.67**	**0.91**	**Agree**

Table 1 shows the prevalence of psychoactive substance abuse among female adolescent students. The sectional mean of 2.67 shows that students involve in psychoactive substance abuse. A total of seven (7) items revealed agreement while five (5) items indicated disagreement. It is therefore, concluded s students are faced with inner distress as a result to excessive used of psychoactive substance abuse.

Research Question Two: *What are the factors of psychoactive substance abuse among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?*

Table Two: Factors Responsible for Psychoactive Substance Abuse

N = 466

S/No.	Statement	Mean	Std Dev.	Decision
1	Peer groups pressure influences me to take substance	3.62	0.73	Agree
2	Substance helps me to overcome stress	3.31	0.78	Agree
3	I use substance to make me forget my pains	3.26	0.82	Agree
4	Parents/family influence	3.48	0.76	Agree
5	Low self-esteem	2.53	0.71	Agree
6	Poverty, family financial problem makes me use substance	3.34	0.89	Agree
7	To get relief from tension	3.92	0.70	Agree
8	Environment pressure	3.29	0.85	Agree
9	I started using substance with the influence of the media or networks	2.87	0.78	Agree
10	Academic pressure	3.11	0.75	Agree
11	I easily access substance in my community	3.36	0.32	Agree
12	Substance helps me to focus well	3.21	0.55	Agree
	Sectional Mean/Std. Dev.	**3.27**	**0.72**	**Agree**

Table 2 shows the factors of psychoactive substance abuse among female adolescent students. The sectional mean of 3.27 shows that factors influence female students in the psychoactive substance abuse in school. A total of twelve (12) items revealed agreement. It is therefore concluded that peer influence, family instability and exposure to social media were identified as major factors contributing to the abuse of psychoactive substances among the students.

Research Question Three: *What are the consequences of psychoactive substance abuse among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?*

Table 3: Consequences Psychoactive Substances of Female Adolescent Student

N = 466

S/No.	Statement	Mean	Std Dev.	Decision
1	Act of indiscipline	3.49	0.77	Agree
2	Dishonesty and criminal	3.55	0.72	Agree
3	Violence and destruction	3.43	0.74	Agree
4	Loss of focus or attention to classroom learning	3.32	0.81	Agree
5	Engage of examination malpractices	3.26	0.79	Agree
6	Exhibit aggressive behaviour	3.40	0.70	Agree
7	Making false statement	3.30	0.80	Agree
8	Violating school rule and regulations	3.18	1.77	Agree
9	Excessive sleeping	3.35	0.65	Agree
10	Isolation and paranoia	3.41	0.29	Agree
11	Anger and depressed	3.17	0.69	Agree
	Sectional Mean/Std. Dev.	**3.35**	**0.79**	**Agree**

Table 3 shows the consequences of psychoactive substance abuse on female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria. The sectional mean of 3.35 this implies that psychoactive substance abuse negatively affects female adolescent students in school. A total of eleven (11) items revealed agreement. It is therefore concluded that substance abuse leads to disobedience, lying, stealing, irresponsibility and disrespect for parents, teachers and peer groups.

Research Question Four: *What are the consequences of psychoactive substance abuse on moral behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?*

Table 4: Consequences of Psychoactive Substances on Social Behaviour of Female Adolescent Student

N = 466

S/No.	Statement	Mean	Std Dev.	Decision
1	I always compliance with school rules and regulations	2.76	0.35	Agree
2	I always respect and obedient to my teachers	3.12	0.56	Agree
3	Always living together peacefully as one family	3.03	0.44	Agree
4	Having mutual respect to my peer group	2.32	0.81	Disagree
5	I always try to influence friends against violence	2.26	0.88	Disagree
6	I always maintain good moral conducts	3.10	0.70	Agree
7	I try to avoid from going out with bad friends	3.19	0.23	Agree
8	I find it difficult to attack someone who intent to harm	2.58	0.71	Agree
9	I often try to act orderly in classroom	3.00	0.65	Agree
10	I always avoid coming to school with dangerous weapons	2.41	0.90	Disagree
	I always avoid fighting in school	2.79	0.15	Agree
11	I always try to control my emotion when things go wrong	3.23	0.37	Agree
12	**Sectional Mean/Std. Dev.**	**2.81**	**0.56**	**Agree**

Table 4 shows the consequences of psychoactive substance abuse on moral behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria. The sectional mean of 2.81 this implies that psychoactive substance abuse negatively influence moral behaviour of female adolescent students in school. A total of nine (9) items revealed agreement while three (3) items revealed disagreement. It is therefore suggested that psychoactive substance abuse negatively affect their moral conducts in school.

Research Question Five: *What are the consequences of psychoactive substance abuse on social behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria?*

Table 5: Consequences of psychoactive substance abuse on social behaviour

N = 466

S/No.	Statement	Mean	Std Dev.	Decision
1	I less respectful to my teachers since I started taken drug	2.76	1.83	Agree
2	I always disobey school rules more frequently after substance abuse	2.55	0.66	Agree
3	I lie more often to hide my drug usage	3.61	0.82	Agree
4	I always take something not belonging to me without permission	2.93	0.58	Agree
	I feel less concerned about my moral values now than before			
5	I often involve in arguments or fight after substance use	2.26	0.69	Disagree
	I feel disconnected from school activities due to drug use			
6	I always thought of harming my people	3.10	0.84	Agree
7	I always cheat during exams	3.23	0.36	Agree
8	I easily influenced to do wrong things	2.58	0.51	Agree
9	**Sectional Mean/Std. Dev.**	3.36	0.64	Agree
10		1.84	0.17	Disagree
		2.82	**0.71**	**Agree**

Table 5 shows the consequences of psychoactive substance abuse on social behaviour among female adolescent students in Upper Basic schools in FCT, Abuja, Nigeria. The sectional mean of 2.82, indicating that psychoactive substance abuse negatively affect social behaviour of female adolescent students in school. A total of eight (8) items revealed agreement while two (2) items revealed

disagreement. It is therefore suggested that psychoactive substance abuse always disconnected from learning activities and as well disobey their teachers in school.

Test of Hypotheses

The null hypotheses were tested using Pearson Product Moment Correlation Coefficient (PPMCC). All hypotheses were tested at 0.05 level of significance.

H_{01}: Psychoactive Substance Abuse has no significant influence on moral behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria.

Table 6: Correlation Test between Psychoactive Substance Abuse and Moral Behaviour

Variables	N	X	SD	r-cal	p-value	Decision
Psychoactive Substance Abuse Moral Behaviour	466	3.36	.69	.756	.000	Rejected

Correlation is significant at 0.05 level (2-tailed) PPMC

The table 6, correlation test between psychoactive substance abuse and moral behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria was carried out. A significant value of .000 less than 0.05 level of significance. The hypothesis was rejected. It therefore, stated that psychoactive Substance Abuse has significant influence on moral behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria.

The coefficient of r^2 value .756 obtained indicates that about 75% of the variance in moral behaviour can be explained on the basis of psychoactive substance abuse. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high psychoactive substance abuse related with high moral behaviour.

H_{02}: Psychoactive Substance Abuse has no significant influence on social behaviour of female adolescent students in upper basic school in FCT-Abuja Nigeria.

Table 7: Correlation Test between Psychoactive Substance Abuse and Social Behaviour

Variables	N	X	$\overline{SD}$	r-cal	p-value	Decision
Psychoactive Substance Abuse Behaviour	466	2.87	.39	.811	.000	Rejected and Social

Correlation is significant at 0.05 level (2-tailed) PPMC

The table 7, correlation test between psychoactive substance abuse and social behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria was carried out. A significant value of .000 less than 0.05 level of significance. The hypothesis was rejected. It therefore, stated that psychoactive Substance Abuse has significant influence on social behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria.

The coefficient of r^2 value .811 obtained indicates that about 81% of the variance in social behaviour can be explained on the basis of psychoactive substance abuse. The positive value of 'r' points direction of relationship between the variables. It indicates verse relationship showing that increase in one variable corresponds to increase in the other. Hence, it was established that high psychoactive substance abuse related with high social behaviour

DISCUSSIONS

The study shows that students are faced with inner distress as a result of excessive use of psychoactive substance abuse. The finding is consistent with the finding of Johnston, Omally and Bachman (2015) revealed that socio emotional effect of drug abuse and abuse include rapid mood swings dizziness and nausea, from a cascade of beautiful colours and wonderful scenes to images that might be frightening and grotesque. Also, Onifade et al. (2020) who revealed that schools located in urban centres or near commercial zones tend to have higher exposure to drug-related activities than those situated in low-risk areas. The finding is in line with the finding of Ksir (2025) as substances taken to provide pleasure, peace, joy, relocation, keleidos copic perceptions, surges of exhilaration or prolonged heightened sensation. For example, amphetamines might help the adolescents to stay awake to study for an exam.

The study revealed that peer influence, family instability, and exposure to social media were identified as major factors contributing to the abuse of psychoactive substances among the female adolescent students. The finding corroborates with the finding of Olamide (2020) found that there is significant difference was found in the prevalence of substance abuse across selected schools. This suggests that students in certain schools are more exposed to drugs or experience varying levels of control and supervision. These differences may be attributed to environmental conditions, proximity to high-risk areas, or school culture. Similarly, Perkinson (2002) discovered that drug abuse is basically a central nervous system depressant and dulls the brain making learning a difficult task. When students get to the behaviour of abusing alcohol their reasoning get impaired, and education becomes of less priority in the student's life.

The study revealed that substance abuse leads to disobedience, lying, stealing, irresponsibility and disrespect for parents, teachers and peer groups. The finding is supported by the finding of Bachman (2015) revealed that marijuana, as one of the common drug used and abused by students, has psychological effects, which may include a mixture of excitatory, depressive, and hallucinatory characteristics. The drug can produce spontaneous and unrelated ideas. Example caffeine, nicotine, amphetamine and cocaine, as an emotional challenged drug. The finding also supports a similar study by Olatunji and Yakubu (2019), which confirmed that peer pressure remains one of the most influential factors contributing to substance use among secondary school students in Nigeria.

The study discovered that psychoactive substance abuse negatively affects their moral conducts in school. This finding is in agreement with the finding of Williams (2019) shows that there is a significant negative impact, confirming that students involved in substance abuse display morally inappropriate behaviours such as lying, breaking school rules, and disrespecting authority. Also, UNODC (2022), which describes how chronic substance abuse affects emotional regulation and social adaptability. This result aligns with the findings of Adebayo and Eze (2021), which observed that substance-abusing students typically experience social rejection and reduced peer acceptance.

The study shows that psychoactive substance abuse always disconect students from learning activities and as well as disobeying their teachers in school. The findings of Wando (2016) result demonstrated a moderate but significant combined relationship, confirming that an increase in substance abuse is associated with a collective decline in both moral and social dimensions of behaviour. This finding reflects the integrated nature of behavioural development in adolescents. The finding was consistent with the earlier finding of Yusuf and Balogun (2020) states that the impact of drug abuse on personal conduct and group interaction. The implication is that addressing drug abuse requires a comprehensive approach that targets both moral instruction and social rehabilitation. Also, Johnston (2023) the socio emotional effects of stimulant drug use and abuse include, increased energy, and decreased feeling of fatigue, and lift mood and self-confidence. When the effects wear off, the user often becomes tired, irritable and depressed and may experience headaches.

The study revealed that psychoactive Substance Abuse has significant influence on moral behaviour of female adolescent students in upper basic schools in FCT-Abuja Nigeria. The finding is in line with Ksir (2017) substance abuse has significant emotional effect of many users and abusers of drug is that they are prone to preexisting emotional problem like, depression and anxiety. Also, Nwanko and Agu (2019) discovered that emotional problems are also made worse by issues associated with substance abuse, such as social withdrawal and legal problems. Alcohol also slows down the brain's activities, and if used inadequate quantities it may damage or even kill biological and brain cells of the adolescents (students).

The study shows that psychoactive substance abuse has significant influence on social and moral behaviours of female adolescent students in upper basic school in FCT-Abuja Nigeria. The finding corroborates the finding of Ennimin (2015) which states that psychoactive substance abuse is a major factor undermining the moral and social development of female students in junior secondary schools.

CONCLUSION

The study concludes that psychoactive substance abuse is prevalent among female adolescent students in Upper Basic Schools in FCT, Abuja, and it negatively influences both their moral and social behaviours. The findings suggest that unless urgent steps are taken by stakeholders including parents, educators,

community leaders, and policy makers in this trend, if not, it may worsen, leading to a decline in the academic and social integrity of young girls. The high rate of exposure to substances like tramadol, codeine, marijuana, inhalants highlight a critical gap in parental supervision, moral education, and institutional checks within schools. In addition, the consequences of substance abuse are not just individual but affect the entire school climate and society at large. Students who indulge in drugs are likely to exhibit poor academic performance, disruptive behaviour, and resistance to authority, which may lead to school dropouts, teenage pregnancy, and long-term criminal behaviour.

RECOMMENDATIONS

Based on the findings the following recommendations were made from the findings.

1. Stakeholders in junior secondary schools should obstruct avenues in nearby school environments
2. through which students get easy access to commonly used psychoactive substance and engage in public sensitization via educative programmes on radio and television.
3. Parents should make deliberate effort to instill high moral standard and ensure proper monitoring of friends their children hangout with in the community, this will help to reduce psychoactive substance abuse of junior secondary school students.
4. Government at all levels should take special priority in banning the use of psychoactive substances in order to minimize the prevalence and consequences of substance abuse.
5. School management and government should establish drug control and prevention clubs in secondary schools as to equip students with the necessary skills of knowing the resist temptations related to the use of psychoactive substances.
6. 5Government should ensure the enforcement of anti-psychoactive substance laws to ensure the support services to students with social behavioural problems originated from substance abuse.
7. 6School management should implement corporal and heavy punishment on students found engaging in substance abuse in order to enhance students social behaviour in school.

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