

# ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



**ISRG PUBLISHERS**

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – III Issue-I (January- February) 2025

Frequency: Bimonthly



## EFFECT OF SUBSTANCE ABUSE ON MALADAPTIVE BEHAVIOURS AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN FCT, ABUJA: IMPLICATIONS FOR GUIDANCE

Owobamigbe, K. D.<sup>1</sup>, Usman, M. B.<sup>2\*</sup> Oguce T. E.<sup>3</sup>

<sup>1, 2, 3</sup> Department of Guidance and Counselling Faculty of Education University of Abuja, Abuja. Nigeria.

| **Received:** 09.01.2025 | **Accepted:** 13.01.2025 | **Published:** 14.01.2025

\***Corresponding author:** Usman, M. B.

Department of Guidance and Counselling Faculty of Education University of Abuja, Abuja. Nigeria.

### Abstract

*The study examined the effects of Substance Abuse on Maladaptive Behaviour and Academic Achievement among Secondary School Students in FCT, Abuja: Implications for Guidance. The study looked at substance abuse, causes of substance abuse, effects of substance abuse on maladaptive behaviour, effects of substance abuse on secondary school students, among others. The study concluded that schools can effectively address the effects of substance abuse on maladaptive behaviours and academic achievement with a holistic approach that involves early identification, education, behavioural counselling and collaboration with families and communities. The study therefore recommended that there should be comprehensive education and awareness programmes on the dangers of substance abuse and the programme should be age-appropriate, interactive and designed to improve students' understanding of the impact of substance abuse on behaviour, academic success and future opportunities, schools should offer accessible counselling services for students, collaborate with health services and law enforcement to address substance abuse issues, actively engage parents and the community in substance abuse prevention efforts by organising workshops, school should organise training workshop for their staff to recognise signs of substance abuse and maladaptive behaviours and respond appropriately, and schools should encourage students to participate in extracurricular activities that foster a sense of belonging, self-confidence and positive peer relationships. Such involvement can act as a protective factor against substance abuse by providing students with constructive outlets for their energy and emotions.*

**Keywords:** Substance Abuse, Maladaptive Behaviours, Academic Achievement and Guidance

## Introduction

Substance abuse is a social problem that has spread and increased rapidly in our educational institutions especially among secondary school students. In Nigeria, this social maladaptation is considered an issue of serious concern as it adversely affects the lives and performance of students involved as well as the peaceful functioning of the entire structure of the society. Substance abuse is an emerging global public health issues, it is a situation when drug is taken more than it is prescribed. According to World Health Organization (WHO, 2022) a drug is a substance used for medical purposes that changes the state or functions of the body. The abuse of these drugs can happen when people use the drugs in a manner other than as directed by the manufacturer. Fareo (2014) posited that substance abuse is the indiscriminate use of drugs by self-administration for non - medical purposes such that the physical, mental, emotional or social state of the user is adversely affected.

The National Drug Law Enforcement Agency (NDLEA) has expressed concern over the increasing level of substance abuse and illicit drug trafficking among Nigerian youths. According to the NDLEA (2020), the situation had been worsened by the affordability of the substances such as cough syrups, lizard wastes, gums and cannabis sativa popularly known as Indian hemp. Considering the delicate and sensitive position of the youth within the country, drug addiction among them remains a major threat to national growth and development. Environmental influence, especially during childhood, is a very important factor in drug addiction. Parents or older family members who abuse alcohol or drugs, or who engage in criminal behaviour can increase children's risk of developing their own drug problems. Adegboro (2014) noted that friends and acquaintances also have an increasingly strong influence during adolescence.

As Nigeria goes through rapid speed of urbanization, majority of Nigerian students are unable to adjust to their changing environment coupled with bad governance and economic recession. Consequently, such students become victims of a disordered life and this might lead to substance abuse. According to Nigerian Bureau of Statistics (NBS, 2022), youth unemployment rate in Nigeria is 68%, but realistically, 80% of Nigerian youths are unemployed with secondary school graduates mostly found among the unemployed rural population accounting for about half of this figure. According to the world drug report of the United Nations Office on Drugs and Crime (UNODC, 2019), 271 million (5.5%) of the global population (aged between 15 and 64 years) are into drugs while Nigeria alone with a population of over 218,601,314 million as estimated by the United Nations (UN) on July 1, 2022 battles with 14.4% drug abuse prevalence (Ogunsola & Fatusi, 2016). This is a global epidemic which has become a matter of great concern to educational stakeholders, medical practitioners, counsellors, religious leaders, mass media, parents and guardians. It is a sensitive nation-wide challenge that needs urgent attention due to the alarming rate of involvement of young people, especially the youth.

Substance abuse is becoming increasingly widespread in many African countries. In Nigeria, a substantial percentage of the national budgetary health allocation is utilized for treatment and rehabilitation of people with substance use problems (Adeleke, 2017). Industrialization, urbanization and increased exposure to western life style have contributed to the spreading of substance use in Nigeria, with alcohol and tobacco acting as gateway drugs to the use of other substances like cocaine, heroin, amphetamine,

inhalants and hallucinogens (Abiodun, Ololube & Akindele, 2014). Factors like unhealthy family background, high social class, peer-group influence, desire to remain awake at night, pressure to succeed in academic work, self-reported poor mental health, and easy accessibility of drugs have also been implicated. Alemika (2018) noted that substance abuse is a major problem in our schools. For instance, more than 5% of the school population in Lagos state, Nigeria had taken a psychoactive drug once in their lives. Many of these behaviours are heavily tied to the peer culture, as children learn from and imitate the peers they like and admire. Substance abuse as reported by Idris (2016) is the wrong use of drugs for purposes other than medical reasons, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers and school authorities while the cognitive effects of drugs may be the individual's lack of concentration on academic work and memory loss. Drug is any product other than food or water that affects the way people feel, think, see and behave. It is a substance that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection.

Despite National Agency for Food and Drug Administration and Control (NAFDAC) and other organization-based interventions, substance abuse is on the rise with over 40% of students abusing various types of drugs. Substance abuse appears to be a common behaviour among secondary school students. In public spaces, students who have dropped out of school because of substance abuse, can be found loitering and participating in other forms of criminal activities (Akinyemi, 2016). Substance abuse sometimes undermines moral restraints and encourages deviant or criminal behaviour, especially among youth (Chilo, 2018). Obarisiagbon and Ajayi (2019) found that substance abuse is an important determinant of risky sexual behaviour among youths. The readiness or willingness of an individual to demonstrate decent and good conduct, respect for authority, high sense of responsibility, love for orderliness, eagerness to discharge duties with promptitude and efficiency makes an individual a normal person. When an individual fails to discharge these characteristics, maladaptive behaviour is said to have occurred.

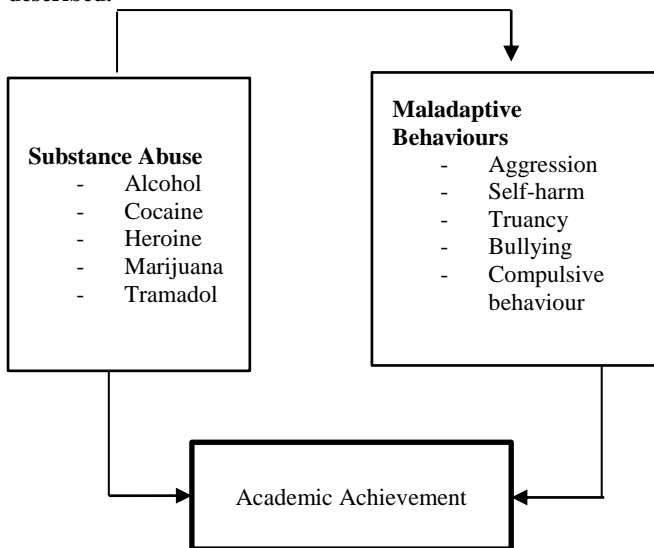
Maladaptive behaviour is a shift away from age long appropriate behaviour which significantly affects individual growth and societal development. That is, any behaviour tagged maladaptive runs contrary to generally accepted pattern of behaviour for the age and environment of the individual and this behaviour negatively affects him and other persons around. According to Ali, Dada, Isiaka and Salmon (2014), maladaptive behaviour is a source of worry for all school stakeholders. It is a multifaceted and complex school problem that is manifested in various forms. The common forms of maladaptive behaviours among students are late coming, backing classes, drug and alcoholic abuse, bullying, love affairs, vandalism, assault on the school prefects, insult on educators, wearing the wrong school uniform, use of the mobile phone, smoking, writing or using foul language in class, work not done, class disruption and immoral acts (Gutuza & Mapolisa, 2015). A lot of youths are involved in the use of tobacco, amphetamines, barbiturates and heroin. In the same vein, Idris (2016) explained that there are many cases of cultism, sexual abuse, acts of vandalism, blackmail, threats and intimidations reported by classroom teachers. He affirmed that there is an increase in the rate of moral decadence among youths as a result of the lack of

discipline. Such indiscipline acts among students have culminated in juvenile delinquency. Maladaptive behaviour among students increases the stress level of teachers and at the same time changes the classroom dynamics. Substance abuse among youth generally results in poor academic performance, anti-social behaviours and mental illness (Okobia & Ohen 2016). Maladaptive behaviour in Nigerian secondary schools has been a running sore in the educational system of this country. In the past few years especially since 1970s, the footprint of maladaptive behaviour has become so visible in our learning institutions especially among the secondary school students.

Achievement is an attainment of a given standard in a particular field by an individual. Nwagu (2015) defined achievement as the ability of an individual to accomplish his set goal. Achievement in the school system involves the ability of students to realise their academic dreams in the school. In this context, academic achievement is the level of accomplishment one has achieved in an academic area. Ncharam (2015) defined academic achievement as the actualization of the educational standard and appropriate goals as the major objective functions of school. Academic achievement of students has been of concern to parents, guardians, students and even the wider society. The success or failure of the students' achievement depend on a number of factors such as family background, study habits and relationship with peers, among others.

**Conceptual Framework**

The concepts used in the study will be defined, explained and described.



Frame by the researcher, showing the interconnectedness of substance abuse and maladaptive behaviours which in turn affects academic achievement.

**Substance Abuse**

Substance abuse may be understood as the arbitrary over dependence or misuse of one particular drug with or without a prior medical diagnosis from a trained/qualified health worker. Substances are drugs that alter the normal biological and psychological functioning of the body and in particular the central nervous system. (Escandon & Galvez, 2016). Generally, substances may affect the function of the brain and cause dependency. UNICEF and World Health Organization (2016) defined substance abuse as self-administration of all drugs in a way that is different from approved medical or social pattern in a given culture. Legal or licit drugs and substances are accepted socially

and are not criminally offended by their use. However, the use of these legal substances and drugs are usually abused by students. Cannabis, ecstasy, heroin, mandrax and diethylamide lysergic acid are among the illegal drugs also used by students (NAFDAC 2014). These substances are able to produce surplus energy feelings, euphoria, stimulation, depression, relaxation, hallucinations, temporary wellness and sleepiness. Substance abuse is the illegal intake of drugs including prescription medicine and alcohol either in large doses or in the wrong way. It is a condition that is said to be chronic and is identified by habitual substance seeking and use, regardless of its harmful consequences (Barerah, 2018). Substance abuse is when drugs that are either legal or illegal are used in ways that they should not be used. People abuse substance to ease off stress, feel good or avoid reality altogether and when they are unable to stop; they become addicted (Kumar & Dangi, 2019).

Substance abuse as reported by Adeku (2021) is any type of drug or chemical without regard to its pharmacological actions. Also, Abudu (2018) stated that it is a fact that most youth and adolescents in Nigeria are found gathering in different spots in the evenings and late at night using some of these substances without imagining their enormous harmful effects of these substances they consume. In various public schools, clusters of students (friends) are found loitering around at free times hobnobbing and consuming these prohibitive and harmful drugs. These substances are mostly considered as elements of socialization. Substance abuse is the use of mood modifying substances illegally, excessively and in a socially unacceptable manner. The substances/drugs range from those that should not even be taken without medical prescription such as cocaine, amphetamine, heroine, marijuana to the socially acceptable beverages such as whisky, local gin, beer and other alcoholic drinks. Odejide (2017) viewed substance abuse as the improper use or application of drugs by a person without proper knowledge of the drugs and without due prescription from a qualified medical practitioner. This focused on psychoactive drugs; all drugs can be abused to an extent that it turns into addiction when the drug user is unable to stop the use of drugs despite the harmful effects on the user's social, personal and economic lives (Fayombo, 2018).

When substance is abused, it modified perceptions, cognition, mood, behaviour and general body functions. This could be considered as chemical modifiers of the living tissues that could bring about psychological and behavioural changes. Farhadinasab, Bashirian and Mahjoub (2018) noted that substance abuse is mostly initiates with smoking and alcohol consuming in adolescents. However, substance abuse among students could be as a result of interaction between the peer groups, availability and nature of the substance. Okoye (2015) noted that some environmental factors like culture, parents' behaviour, regulations and policies, which restrict access to the drugs contribute to substance abuse. It may be observed that the use of illicit drugs is not a new trend, rather it is growing at an alarming rate with more "leaders of tomorrow" embracing drug/substance abuse for varying reasons. Substance abuse is forming a student sub-culture in Nigeria. The consequence of such addiction, abuse, trafficking or even cultivation can be devastating; unfortunately, the youths are the most vulnerable on hard drugs and this brings a lot of adverse effects on the community. Ajibulu (2014) noted that the social, economic and health implications of substance abuse are so enormous that Nigeria cannot continue to treat the matter with levity.

## Causes of Substance Abuse

The reasons for the abuse of substances may vary from person to person. Pratima and Bala (2017) outlined some causes of substance abuse as follows

1. **Social factors** - peer pressure (one of the most important causes), role-modelling/imitation, easy availability of products, conflicts, social attitude and rapid urbanization
2. **Psychological factors** - curiosity, social rebelliousness (disobedience), early initiation, poor control, low self-esteem, poor stress management, trauma, as a relief from fatigue or boredom and psychological distress.
3. **Biological factors** - family history/genetic predisposition, pre-existing psychiatric or medical disorder, reinforcing effects of drugs and withdrawal effects.

The causes of substance abuse among secondary school students has been attributed to peer pressure, social opportunities, private issues and curiosity. Haladu (2013) gave the following as the main causes:

- i. Experimental curiosity - curiosity to experiment the unknown facts about drugs thus motivates adolescents into drug use. The first experience in substance abuse produces a state of arousal such as happiness and pleasure which in turn motivate them to continue.
- ii. Peer group influence - peer pressure plays a major role in influencing many adolescents into substance abuse. This is because peer pressure is a part of teenage and youth life. As they try to depend less on parents, they show more dependency on their friends. In Nigeria, as other parts of the world, one may not enjoy the company of others unless he conforms to their norms. Adikwu, Oguiche and Daniels (2024) further stress that interest and expectation of the peer groups have an important bearing on whether or not a person will try to use drugs or substances. This is because; peer groups have the largest influence on one's life. A friend or peer group is likely to be the source of information, for potential drug users about the availability of drugs and their alleageable effects. Peer pressure where each student wants to associate self with the colleagues who use drugs
- iii. Lack of parental supervision - many parents have no time to supervise their children. Some parents have little or no interaction with family members, while others put pressure on their children to pass exams or perform better in their studies. These phenomena initialize and increases substance abuse.
- iv. Personality problems due to socio-economic conditions - adolescents with personality problems arising from social conditions have been found to abuse substance. The social and economic status of most Nigerians is below average. Poverty is widespread, broken homes and unemployment is on the increase, therefore youths roam on the streets looking for employment or resort to begging. These situations have been aggravated by lack of skills, opportunities for training and re-training and lack of committed action to promote job creation by private

and community entrepreneurs. Frustration arising from these problems lead to recourse in substance abuse for temporarily removing the tension and problems arising from it.

- v. Need for energy to work for long hours - the increasing economic deterioration that leads to poverty and disempowerment of the people has driven many parents to send their children out in search of a means of earning something for contribution to family income.

These children engage in hawking, bus conducting, head loading, scavenging, serving food canteens, etc and are prone to taking substance so as to gain more energy to work for long hours.

- vi. Availability of the drugs - in many countries, drugs have dropped in prices as supplies have increased.

Adegboro (2014) reported that despite worldwide concern and education about psychoactive substances, many adolescents have limited awareness of the adverse effects of drugs. He further explained that curiosity, social pressure and peer group influence are noted to be primary reasons for substance abuse. Children are vulnerable and usually learn and do what they see their parents do. What this means is that a drug-addicted parents will very likely raise a child that will grow to become a drug addict. Search for pleasure motivates substance abusers to alter their state of consciousness. Lief (2015) stated that people abuse substance for the enhancement of good feelings and used it as a means of coping with stress of life. Also, Idowu (2018) advanced the reasons for substance abuse in Nigeria to include intra-individual reasons (sex, physical or mental illness, personality make up); extra-individual reasons (dependence producing nature of the drugs and availability).

## Academic Achievement

Academic achievement is seen as a measure of learner's level of knowledge, skills or performance. It is commonly measured by examination; test or assessment. Academic achievement has been one of the most important goals of educational process, however, it has also been of concern to parents, guardians, students and the society at large. The desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and in general the education system. Owobamigbe, Aminu and Usman (2024) defined academic achievement as the degree of success reached or attained by an individual in some general or specific academic area which is measurable. Enyi (2014) noted the following as uses of academic achievement: it is used to determine the relative effectiveness of the programme (teaching/learning) in terms of students behavioural output. Academic achievement indicates academic outcomes that points out the extent to which a student has achieved their learning goals (Afu, Oguiche, Usman & Baba, 2023).

Academic achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals and it is commonly measured by examinations or continuous assessment. Kapur (2018) defined academic achievement is an important parameter in measuring students' learning outcome. Academic achievement is a key mechanism through which in-school adolescents learn about their talents, abilities and competencies which are important parts of developing career aspirations. Academic achievement as the measure of students' learning acquisition of certain skills at the end of teaching and learning activities. It reflects in examination written by

students after the process of learning. Academic achievement is based on the degree of intellectual stimulation that the student could receive from learning situations. Iwundu (2013) described academic achievement as the degree or level of success attained at the end of an academic endeavour. The yardstick for measuring one's level of academic achievement is by assessing the academic performance of the individual through test and observation.

#### Effects of Substance Abuse on Secondary School Students

The use of substances by adolescent students in Nigerian secondary schools has become an embarrassing occurrence to parents, schools, government authorities, and the society at large. According to World Health Organisation (2015), drugs like alcohol, tobacco and cocaine are the root cause of road accident which have claimed lives and the high rate of sickness suffered in our societies today. The issue of substance abuse has become the main theme of discussion in our societies. Substance abuse does not only destroy the affected person or individual but also have a negative effect on those that are connected to the individual. Obiechina and Isiguzo (2016) revealed that young people who tirelessly abuse substances often experience some problems like academic difficulties, health-related problems (including mental health), poor peer relationships and involvement with the juvenile justice system. Okafor (2019) observed that substance abuse has adverse effects on students' education in different academic institutions globally and is a major concern in Nigeria because of the effects on youths and the nation. Below are some of the consequences of substance abuse on the individual.

**Academic:** declining grades, increased absenteeism from school due to health issues, hangovers, or legal troubles and increased potential for dropping out of school are problems associated with adolescent substance abuse. Frequent absences can disrupt learning and negatively affect overall academic achievement. Adewale (2022) stated that low level of commitment to education and higher truancy rates appear to be related to substance use among adolescents. Cognitive and behavioural problems experienced by substance abusers are impair memory, attention, and decision-making skills. These cognitive deficits hinder a student's ability to learn and retain information, leading to lower grades poor academic achievement.

**Health and Safety:** substance abuse can cause health related problems like high blood pressure, sleep disorder and heart disease in adulthood (MedlinePlus, 2016). Substance abuse not only weakens the immune system, but it is linked to risky behaviours like needle sharing and unsafe sex. The combination greatly increases the likelihood of acquiring HIV-AIDS, hepatitis and many other infectious diseases. Transmission of HIV/AIDS primarily occurs through exposure to body fluids of an infected person during sexual contact or through sharing of unsterile drug-injection equipment. Many substance-abusing youths engage in behaviour that places them at risk of contracting HIV/AIDS or other sexually transmitted diseases. This may include the actual use of psychoactive substances (particularly those that are injected) or behaviour resulting from poor judgment and impulse control while experiencing the effects of mood-altering (Wani & Sanker, 2016).

**Family:** an individual addicted to drugs can experience loss of friendship of both friends and family as relationships can become strained due to the behaviour of the addict. Substance abuse can strain family relationships, making them dysfunctional thereby transforming them into burdens rather than assets to the society (Obiechina & Isiguzo, 2016).

**Social:** individuals associated with substance abuse are dealing with the increasing rate of criminal activities like robbery, burglary, rape, destruction of public properties, increasing rate of HIV/AIDS, the congestion of reformatories where the government spends more in the maintenance of prisoners, and also the increasing number of destitute which our social welfare administration system cannot provide for thus draining government's budget (Eric, 2017).

**Mental Health:** mental health problems like depression, anxiety, psychosocial dysfunctions frequently developmental pauses, withdrawal are linked to substance abuse among adolescents. Substance-abusing students are at higher risk than non-users for mental health problems, including gloominess; conduct problems, personality disorders, suicidal thoughts and attempted suicide (Adewale, 2022). Marijuana use, which is prevalent among youth, has been shown to interfere with short-term memory, learning, and psychomotor skills and these conditions can further hinder academic achievement by reducing focus and increasing stress.

#### Effects of Substance Abuse on students' social, physical, psychological, possible behaviour and health consequences

	Drugs	Physical Effect	Social Effect	Psychological Effect	Possible Behaviour	Consequences
1	Narcotics	Constipation, stress, eliminate pain, loss of appetite.	Unwillingness to deal with personal problems, causing them to become worse.	Tension, anxiety, mild confusion, negative relationship.	Drowsiness, needle marks on the body, loss of appetite, paranoid, aggressiveness.	Mental deterioration, destruction of brain, liver, hepatitis or death from overdose
2	Stimulants	Increase physical activities, poor appetite, insomnia, wakefulness.	Lack of motivation, anger and resentment toward others.	Anxiety, confusion, depression, loss of interest in everything family, friend, food.	Laziness, theft, sadness, loss of self-control, paranoid or violent behaviour.	Convulsion, heart attack, seizure, possible death.
3	Cannabis	Sleepiness, loss of memory, inability to perform tasks, dry mouth.	Decrease social inhibition, desire to experiment with other drugs.	Poor coordination, increase heart rate, poor extinguished sexual pleasure.	Lack of coordination increased appetite, aggressiveness, impaired judgment.	Damage to the brain heart and lung.

4	Depressants	Difficulty in school, increased risk taking, distorted vision	Antisocial, drastic change in eating and sleeping	Cognitive deficits, altered, perception and emotions.	Loss of self-control, slurred speech, addiction impaired judgment.	Brain, lung and liver damage leading to liver failure (cirrhosis).
5	Hallucinogens	Dilation, weakness, clenching jaw and inflicted injuries	Unable to face crowd, youth sub-culture and self-care movement.	Repeating self, altered, state of the mind, sense of time, anxiety, depression.	Risk of domestic violence, suspicion and loss of control.	Nausea, vomiting and abdominal pain.
6	Inhalations	Intolerance to light, high truancy and crime	Peer group influence socialization, disruptive family.	Frustrations a result of dynamic and family instability and disappointment.	Violence, appearance of drunkenness and aggressiveness	Brain, lung and liver damage, death through suffocation or choking.
7	Aphrodisiacs	Increase libido	Inability to meet up with sexual partner.	Frustration and poor extinguished sexual pleasure.	Performance enhancing	Mental disorder, suicidal tendency, tremor and headache.

### Preventive Measures of Curbing Substance Abuse among Secondary School Students

Efforts to avert the rising burden of substance abuse in Nigeria include the identification of evidence-based information on the magnitude of the problem. Abubakar, Abubakar, Kabiru, Zayyana, Garba, Abubakar, Abubakar and Mohammed (2021) observed that most of the information relating to substance abuse in Nigeria is recounted by the media both electronic, print and online. The National Drug Law Enforcement Agency (NDLEA) has been launching enforcement activities nationwide to confiscate drugs of abuse and arrest abusers. Also, sensitization program, rehabilitation and border patrol are carried out frequently to check trafficking of illicit drugs to and from Nigeria (NDLEA, 2020). The National Agency for Foods and Drugs Administration and Control (NAFDAC) which is an agency of the Federal government of Nigeria, banned the production, importation and sales (without a valid prescription) of codeine and codeine-containing syrups in Nigeria. Ojoye (2018) revealed that recently, the federal government of Nigeria banned the operation of open drug markets in Nigeria, through Pharmacists Council of Nigeria (PCN) which is an agency in charge of regulating the practice of pharmacy in Nigeria. This measure was introduced to sanitize the system of drug distribution in Nigeria and prohibit the handling of drugs by unlicensed personnel, particularly prescription and controlled-only drugs.

However, several broad prevention strategies can be applied to most substance use issues. Akanbi, Godwin, Anyio, Muhammad and Ajiboye (2015) has identified six strategies that can help shape prevention plans and they include:

**Information Dissemination:** this increases knowledge and changes attitudes through communications. This method of learning is mainly one-way, such as classroom speakers or media campaigns.

**Prevention education:** this is a two-way approach to teaching participants important social skills. These skills can include resisting pressure to use drugs, looking at the intent behind

advertising, or developing other skills used in making healthy choices.

**Positive alternatives:** engage in some time of fun, challenging and structured activities with supervision so people have constructive and healthy ways to enjoy free time and learn skills. These alcohol and drug-free activities help people particularly young people stay away from situations that encourage use of alcohol, tobacco, or illegal drugs.

**Environmental strategy:** this aimed at the settings and conditions in which people live, work, and socialize. This strategy calls for change in policies to reduce risk factors and increase protective factors, for example, tighter zoning restrictions on alcohol outlets or stronger enforcement to prevent underage purchases of alcohol and tobacco products (Adegboro, 2014). The Community has a big role to play in prevention of drug abuse. Some of the roles include; Creating of awareness in the community on the dangers of drug abuse.

**Provision of alternative:** there are things that can serve as alternative to substance abuse like recreational activities.

**Creating Awareness:** organizing teachings, seminars, workshops, symposium and conference to educate the youths on the dangers of substance abuse and how to resist drug. As these changes are carried out at the community level, they can have a sweeping impact (Akanbi, Godwin, Anyio, Muhammad & Ajiboye, 2015).

### Maladaptive Behaviours

Maladaptive behaviours are actions or conduct that violates the rights of another person or any behaviour that is considered disruptive to others in society. Betterhelp (2023) stated that maladaptive behaviours among secondary school students is a conduct that disallow students from conforming, adjusting or participating in various academic activities. Such actions are intended to help relieve or avoid stress, but they are often disruptive and may contribute to increased distress, discomfort, and anxiety over time. Cucnic (2022) noted that students who display maladaptive behaviour typically show no regard for the moral ethical rules of the society neither do they put into consideration

the rights of others, thereby manipulating people and situation for their own benefits.

Maladaptive behaviours are behaviours exhibited by students which are undesirable by the norms of conventional society and the institutions. Maladaptive behaviours among secondary school students can sometime be as a result of lack of motivation and unfavourable social climate which makes students to often abandon their studies. Maladaptive behaviour is referred to a predisposition to and indulgence in cultic activities by children under the age of 18. Maladaptive behaviours in Nigerian secondary schools has been a running sore in the educational system of this country. In the past few years, the footprint of maladaptive behaviour has become so visible in our learning institutions especially among secondary school students. the moral of ethical rules of the society neither do they put into consideration the rights of others thereby, manipulating people and situation for their own benefits. According to Owobamigbe, Aminu and Usman (2024), maladaptive behaviours are behaviours exhibited by students which are undesirable by the norms of conventional society and the institutions. Maladaptive behaviours among secondary school students can sometime be as a result of lack of motivation and unfavourable social climate which makes students to often abandon their study. Maladaptive behaviours is referred to a predisposition to and indulgence in cultic activities by children under the age of 18. As stated in the National Policy on Education (FRN, 2004), maladaptive behaviours in Nigerian secondary schools has been a running sore in the educational system of this country. In the past few years, the footprint of maladaptive behaviour has become so visible in our learning institutions especially among the secondary school students. This ugly menace has also had its expression in section 26 of the National Policy on Education.

Maladaptive behaviour problems are the most common mental health problems in childhood and are associated with serious negative outcomes such as delinquency, school failure and substance abuse. Wright, John, Livingstone, Shepherd and Duku (2015) asserted that maladaptive behaviours are those behaviours that are not acceptable in the society. Similarly, Adikwu, Oguiche, Usman and Olabode (2023) stated that maladaptive behaviour is when students exhibit behaviours that do not conform to the acceptable moral norms in our society. These behaviours in turn affect their academic performance and may lead to their dropout from school. The unpleasant behaviours exhibited by some of these students are their mode of dressing, truancy, aggressiveness, response/disrespect to elders, cheating, exam malpractice, etc. These students who exhibit maladaptive behaviour may not measure up academically with their counterpart.

#### **Causes of Maladaptive Behaviour among Secondary School Students**

Maladaptive behaviour among school students can be caused by factors within the individual as well as psychological and social factors. Edinyang (2017) listed some common causes of students' maladaptive behaviour.

- i. **Family background:** family background of student characterized by frequent fighting between parents, lack of parental love and affection, divorce and different forms of deprivations – psychological and materials could lead to maladaptive behaviours. In addition, students from polygamous background tend to be maladaptive than those from monogamous background. Students from broken

homes also exhibit maladaptive behaviour especially when both parents are separated and cannot reinforce and motivate these students.

- ii. **Socio-economic status of parents:** maladaptive behaviour has also been attributed to poverty arising from low socio-economic status of parents. Students from poor homes are usually deprived of some basic needs of life. The fact that poor parents may not be able to satisfy all their needs, the children may take to other means such as stealing and the likes to provide for themselves and satisfy their materials quests.
- iii. **The School:** unruly behaviour of some teachers and lack of adequate support services like overcrowded classroom, unequipped laboratories, libraries and hostel accommodation where they are available may lead to students' maladaptive behaviour. Some teachers with loose manners often influence students negatively. Besides, dysfunctional school administration and hostile leadership style could cause students maladaptive behaviours.
- iv. **Peer Influence:** sometimes, students follow the dictates of their peers. This is described as 'peer uniformity' that is they want to conform to the group's norms because they want to belong. They usually don't bother whether these attitudes they try to conform to are in line with societal value or not (Louis, 2017). This to some extent, has contributed to maladaptive behaviour usually exhibited by these students.
- v. **Influence of Mass Media:** Social media has been viewed as the most recent technological development in the history of man for communication and other social-related activities (Joshua, Usman & Oguiche, 2024). Students of today are greatly influence by what they watch from films (home videos) and certain presentations by the mass media. Ochiagha (2019) observed that students have greater attraction to view human sexuality films and related programmes. Some of these students who watch some of these films usually want to 'try out' what they have watched hence, resulting in maladaptive behaviour.

Other likely causes of students' maladaptive behaviour as noted by Oloruntimehim (2021) include parental rejection and single parenthood; anti-social behaviour exhibited by parents and significant others such as excessive drinking of alcohol, spouse brutality, frustration; brain damage and mental retardation, drug abuse, erratic and inconsistency in handling matters by parents; too much restriction and rules by parents, school and society; self-defeating attitude and idleness.

#### **Effect of Substance Abuse on Maladaptive Behaviour**

Substance abuse has become a stumbling block to students learning behaviour which is an essential element in education practice. Generally, school indiscipline is on the rise due to substance abuse. Obot (2019) revealed that adolescents who persistently abuse substances often experience an array of problems, including academic difficulties, health-related problems, poor peer relationships and involvement in juvenile delinquency. Hawkins, Calatano and Miler (2016) declining grades, absenteeism from school and increased potential for dropping out of school are

problems associated with adolescent substance abuse. The authors further revealed that low level of commitment to education and higher truancy rates appear to be related to substance use among adolescents. Substance abuse affects the brain, this result in major decline in the functions carried out by the brain. As observed by Obot (2019) substance abuse affects students' concentration span, which is drastically reduced and boredom sets in much faster than for non-substance abusers. The student will lose interest in school work including extra curriculum activities. Most of the psychoactive drugs affect the decision-making process of the students, creative thinking and the development of the necessary life and social skills are stunted. They also interfere with the awareness of an individual's unique potential and interest thus affecting their career development (Kikuvu, 2019).

Substance abuse is a serious public health problem that affect almost every institutions/society in one way or the other. Every year, substance abuse causes millions of serious illness or injuries among youths (National Institute on Drug Abuse, 2014). As observed by Anon (2014) substance abuse also plays a role in many social problems within and outside the institution such as drugged driving, violence, stress and child abuse. Substance abuse can lead to homelessness, crime, and missed work or problems with keeping a job. According to the National Institute on Alcohol Abuse & Alcoholism (NIAAA, 2015), the economic cost, lost wages, medical, legal and mental-health implications is estimated to be about \$215 billion.

The following effects of substance abuse could be experienced in the body as explained by Peterson, Buser and Westburg (2020);

- i. It deadens the nervous system
- ii. It increase the heartbeat,
- iii. It causes the blood vessels to dilate
- iv. It causes bad digestion notably of vitamin B especially when taken on empty stomach
- v. It interferes with the power of judgment and poisons the higher brain and nerve centre etc.

Apart from alcohol and tobacco, other substances with several names which are sources of great concern to the government are the narcotics (codeine and heroin). These are the hard drugs and are the most dangerous, and common ones among other groups available in Nigeria. Peterson, Buser and Westburg (2020) stated that these drugs reduce physical and psychological sensitivity, resulting in loss of contact with reality, sense of euphoria, reduces fear, tension and anxiety. It also reduces physical activities of the user and causes drowsiness, constipation, nausea and vomiting in some individuals. Regier (2016) noted that high doses of these substances sometimes cause unconsciousness, coma or death. Many users of these substances are adolescents in their 20's and 30's. However, hallucinogen intoxicant is another one of the common hard drugs amongst the youths. Obot (2019) reported that marijuana with various generic names are the most accessible drug among students. According to Odejide (2017), students refer to it as pep or superman pills, popularly known as indian hemp, igbo, ganja. Simmons and Paides (2014) reported that students who are involved in substance abuse are likely to suffer some consequences and may have very low performance in their academic activities. In the same vain, Maher (2016) also traced the high rate of crime in the society to substance abuse by the youth.

The Nigerian National Drug Law Enforcement Agency (NDLEA) has stated that substance abuse is a major problem in schools,

colleges and universities in Nigeria (NDLEA, 2020). Many of these students' behaviours are heavily tied to the peer culture, as students learn from and imitate the peers they like and admire. Wanting to be attractive to others becomes very important in adolescence, and this factor is significant in the development of eating disorders, alcohol consumption, tobacco and drug use, tanning, not practicing safe sex, and vulnerability to injury, among other behaviour (Taylor, 2018). These adolescents who get involved in such risky behaviour often have high levels of conflict with their parents and poor self-control, suggesting that they engage in such behaviour to manage a stressful life. Adolescents who abused substances typically do more poorly in academics.

The cancerous effect of substance abuse is not limited to a particular part of the world or an age group. Odejide (2017) confirmed that substance abusers experience academic failure, distortion of the senses, dream like thinking, false confidence, hampered performance, illusions and delusions and loss of brain cells which is one of the negative effects of substance abuse. Adamson (2016) affirmed that alcohol has bad effect on the health of the abusers because it destroys all the organs of the body. In Nigeria, smoking (tobacco) causes 90% of lung cancer, 30% of all cancers and 80% of other chronic lung diseases (Shokunbi, 2020). A number of studies revealed that youths, especially students constituted the high-risk group in the use and abuse of substances. Stimulants such as cocaine, heroin, alcohol, marijuana, cigarettes are most common drugs abused by them. The abuse of substance has negative effects on personal and social economic development. Adegboro (2014) revealed that students in secondary schools are not spared of the dangerous effects of alcohol and substance abuse as all cult groups abuse substances and alcohol regularly.

#### **Characteristics of Individual with Maladaptive Behaviour**

Iwuoma (2017) asserted that the following are the characteristics of a maladaptive individual: inability to build or maintain satisfactory relationship with peers and teacher; generally moody or unhappy in situations where others express excitement and happiness; exhibiting inappropriate behaviour under normal conditions; dependent on teachers and peers and hardly attempts a new task without reassurance by somebody; anxiety; task avoidance; negative over-reaction and low self-esteem. In support of the view of Iwuoma (2017), the things that constitute maladaptive behaviours among students are disobedience to teachers and school rules and regulations; stealing other student's property(ies); staying in hostel during lesson; wearing of unauthorized dress(es); maltreatment of junior student(s); smoking; alcohol consumption; drug consumption; involvement in secret cult activities; participation in students' unrest; participation in examination malpractices; immoral relationship with opposite sex and unauthorized exit from school.

#### **Strategies of Managing Maladaptive Behaviour among Secondary School Students**

Some strategies that can be used to manage students' maladaptive behaviour as stated by Ajayi (2014) include:

- i. **Counselling/Counselling Curriculum in Schools:** counselling is therapeutic in nature, that is, it is aimed at helping individuals resolve an already existing crisis. Counselling denote a professional relationship between a trained counsellor and a client. This relationship according to them is usually person-to-person, although it may sometimes



involve more than two people. It is designed to help clients to understand and clarify their views of their lives and to learn to reach their self-determined goals through resolution of problem of an emotional or interpersonal nature. Counselling curriculum is a total and comprehensive approach that integrates a curriculum of counselling into the educational process for all students. Counselling in our schools should not be viewed as peripheral, tangential or something to be tolerated. Counselling should not be undermined, as it serves as one of the major strategies through which maladaptive individuals can be assisted to desist from such behaviours.

- ii. **Reinforcement:** reinforcement is any event or stimulus that will increase the probability of a response recurring. It could also be explained to mean a process of strengthening or emphasizing a feeling or idea or a habit to cause a process to increase its intensity. There are basically two types of reinforcement, they are positive and negative reinforcement. Both can be used as corrective measures. However, for it to be effective in the correction of student's maladaptive behaviour, the child's background must be seriously taken into consideration.
- iii. **Counselling Students on Moral Values:** moral values enable individuals to determine whether their relationship with others is appropriate and reasonable. Moral curriculum is being advocated here because students need to be taught to imbibe virtues like truth, patience, honesty, kindness, loyalty, respect and patriotism. This will go a long way in easing tension and anxieties that can lead to maladaptive behaviours.

Other strategies that can be adopted in managing maladaptive behaviour in students include indirect manipulation of environment to alter specific aspects of students' behaviour and use of influence. Personnel involved in managing students' maladaptive behaviour in secondary schools requires a cooperative attitude of all stakeholders in the education sector if tangible results are to be achieved. This is what Kwaja (2019) referred to as the 'concept of team approach'. All involved in the handling of the secondary school students like the guidance counsellors, the school Principal/teachers, the government and NGOs must not leave any stone unturned.

### Theoretical Framework

The study is hinged on Social Cognitive Theory of Bandura (1977)

### Social Cognitive Theory

The Social Cognitive Theory of Bandura (1977) emphasizes the importance of observing and modelling the behaviours, attitudes and emotional reactions of others. The theory agrees with the idea that substance use represents a learned habit and can be changed by applying learning theory principles. Social cognitive theory deals with cognitive and emotional aspects of behaviour. It describes learning in terms of behavioural, environmental and personal factors. Social cognitive theory explains how people acquire and maintain certain behaviour patterns. Change depends on factors such as environment, personal and behavioural factors which are responsible for human action. The theory emphasizes that one's cognitive is an active force that constructs one's reality. The

environmental factors can affect an individual behaviour and this can either be social or physical environment. Social environment may include modelling from friends, family or colleagues. A person may model from these people who use drugs. A physical environment may provide framework for understanding behaviours. Bandura believes a person may observe others and learn their behaviours and reinforce the behaviour. This situation may refer to cognitive or mental representation of the environment that may affect person's behaviour. For example, in a school environment where no one ask students where or what they are doing (behaviour) at any particular time, drugs can then be used without any one asking them. Personal factors mean that humans have the capacity to exercise control over their own lives. The theory believes that people are self-regulating, proactive, self-reflective, self-organizing and have power to influence their own actions to produce desired consequences. This applies to drug use where an individual can use their cognitive processes as a point of reference to either use drug or face the consequences and thus self-direction or self-regulation. Behaviour that is learned through social cognitive learning can be eliminated such as drug use through acquiring new functional behaviour.

Social cognitive theory is an insight theory that emphasizes recognizing and changing negative behaviour and thoughts. The abusers can be assisted not to be set back on personal inadequacies and draw negative conclusions about their worth as a person. The theory was used because it assumes that secondary school students who are in their adolescent stage acquire beliefs about drug use from role models, friends and parents. From this perspective the theory can be used to provide students with positive role models and teach them refusal skills.

### Implications for Guidance

Guidance programmes play a crucial role in mitigating the negative effects of substance abuse on maladaptive behaviours and students' academic achievement.

1. **Behavioural Counselling and Self-regulation:** guidance helps students understand the dangers of substance abuse and equip them with coping mechanisms to avoid risky behaviours like aggression, truancy and defiance.
2. **Early Intervention:** guidance facilitates early identification of students showing signs of substance abuse and maladaptive behaviours. This can prevent escalation to severe antisocial behaviours like bullying or criminal acts.
3. **Improving Academic Focus:** substance abuse negatively impacts cognitive functions, including memory and concentration. Guidance programmes can help students prioritise academic goals and develop study habits to compensate for these deficits.
4. **Preventive Education Programmes:** schools can implement guidance curricular that educate students about the effects of substance abuse on maladaptive behaviours and academic success. These programmes focus on building resilience and refusal skills.
5. **Rehabilitation and Support for Affected Students:** guidance counsellors can facilitate rehabilitation by connecting students with addiction support services and academic recovery plans.

## Conclusion

Substance abuse has a profound and largely negative impact on maladaptive behaviours and academic achievement of secondary school students. When students engage in substance use, it can lead to a range of problematic behaviours, including aggression, defiance and other social and emotional difficulties that disrupt their school experience and interactions. The resulting academic decline- marked by poor grades, absenteeism and increased dropout rates can further contribute to a cycle of low self-esteem and social withdrawal, potentially increasing the likelihood of continued substance abuse. Integrating the recommendations, schools can effectively address the influence of substance abuse on maladaptive behaviours and academic achievement among secondary school students. A holistic approach that involves education, early intervention, behavioural counselling, policy reinforcement, and collaboration with families and communities will lead to healthier, more academically successful students.

## Recommendations

In view of the assertion of various researchers and findings, the following recommendation are made.

1. Implement Comprehensive Substance Abuse Education Programme: schools should integrate evidence-based substance abuse prevention programmes into the curriculum to educate students on the risks associated with substance use. Programme should be age-appropriate, interactive and designed to improve students' understanding of the impact of substance abuse on behaviour, academic success and future opportunities.
2. Provide Counselling and Support Services: schools should offer accessible counselling services for students struggling with substance use or related behavioural issues. Counsellors can provide individualised support, including behaviour modification techniques, coping strategies and referrals to external support services when necessary.
3. Collaborate with Health Services and Law Enforcement: schools can benefit from partnerships with health services and law enforcement to address substance abuse issues. Health services can provide on-site support and information, while law enforcement agencies can aid in creating safe, drug-free support outreach programmes focused on substance abuse prevention.
4. Enhance Parental and Community Involvement: schools should actively engage parents and the community in substance abuse prevention efforts by organising workshops, information sessions and support networks. Parents and community leaders play a key role in reinforcing positive behaviours, identifying early signs of substance abuse and creating an environment that discourages substance use.
5. Train Teachers and Staff to Identify and Respond to Signs of Substance Abuse: schools should organise training workshop for their staff to recognise signs of substance abuse and maladaptive behaviours and to respond appropriately. This includes understanding referral processes, using positive behaviour interventions and providing emotional support to students at risk.
6. Promote Extracurricular Activities and Positive Peer Networks: schools should encourage students to participate in extracurricular activities that foster a sense

of belonging, self-confidence and positive peer relationships. Such involvement can act as a protective factor against substance abuse by providing students with constructive outlets for their energy and emotions.

7. Conduct Regular Monitoring and Evaluation: to assess the effectiveness of prevention and intervention programmes, schools should conduct regular monitoring and evaluation. Gathering data on substance use trends, academic performance and behavioural incidents can inform adjustments to policies and programmes and ensure they meet students' needs effectively.

## REFERENCES

1. Abubakar, I. J., Abubakar, S., Kabiru, A. G., Zayyana, S., Garba, M. K., Abubakar, I., Abubakar, S. W. & Mohammed, M. (2021). The Burden of Drug Abuse in Nigeria: A Scoping Review of Epidemiological Studies and Drug Laws. *Public Health Review*.
2. Abudu, R. V. (2008). *Young People and Drugs Abuse: International Conference on Alcohol, Drugs and Society in Africa*, Abuja, Nigeria. *East Africa Medical Journal* 1(2).
3. Adamson, T.A. (2016). Experience in the New In-Patient Program for Alcohol and Drug Dependence in Nigeria. *West African Journal of Medicine* 13(2), 105-108.
4. Adegboro, J. S. (2014). Drug Abuse among Students of Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. *International Journal of Education and Research*, 2(4), 29-36.
5. Adeku, M. (2021). *Consequences of Drug Abuse among the Nigerian Youth*. University of Ibadan Press, Ibadan, Nigeria.
6. Adewale, O. A. (2022). Effect of Drug Abuse on the Academic Performance of Secondary School Students in Nigeria. *European Journal of Biology and Medical Science Research*, 10(3), 72-79.
7. Adikwu, V. O., Oguiche, T. E., Usman, Z. S. & Olabode, O. B. (2023). Influence of Child Abuse and Neglect on Maladaptive Behaviour and Academic Achievement of Students in Nigeria: Implications for Guidance. *International Journal of Research in Education and Sustainable Development*, 3(11), 73-93.
8. Adikwu, V. O., Oguiche, T. E., & Daniel, I. C. (2024). Assessing The Roles Of Language In Curbing Substance Abuse Among Senior Secondary School Students In Nigeria. *American Research Journal of Contemporary Issues*. 2(4), 10-29. DOI: 10.5281/zenodo.14265411
9. AFu, O.M., Oguiche, T.E., Sammani, Z.U. & Baba, G. (2023). Relationship Between Insecurity, Depression and Students Academic Achievement in Nigeria: Implication for Guidance. *International Journal of Education and National Development*, 1(3), 54-74.
10. Ajibulu, E. (2014). Eradicating Drug Abuse in Nigeria. How feasible? *The Nigerian voice*.
11. Akanbi, M. I., Godwin, A., Anyio, B. T., Muhammad, M. & Ajiboye, S. A. (2016). Impact of Substance Abuse on Academic Performance among Adolescent Students of Colleges of Education in Kwara State, Nigeria. *Journal of Education and Practice*, 6(28), 108 –112.
12. Ali, A. A., Dada, I. T., Isiaka, G. A., & Salmon, S. A. (2014). Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu

- Local Government Area of Lagos State. *Journal of Studies in Social Sciences*, 8(2),254-287.
13. Anon, G. (2014). Drugs and Substance Abuse. *Aging and Health A-Z*.
  14. Cuncnic, A. (2022). What is Maladaptive Behaviour? Retrieved from <https://www.verywellmind.com/what-is-the-meaning-of-mal>. September, 2024.
  15. Chilo, D. (2018). Assessment of Substance Abuse and its Associated Factors in Colleges of Affair Regional State of Ethiopia. *Indo American Journal of Pharmaceutical Sciences*, 5(6), 2.
  16. Enyi, G.S (2014) *Introduction to Teacher Education in Nigeria*. Lagos: JTC Publisher, Lagos, Nigeria.
  17. Edinyang, S. D. (2017). Maintaining Discipline in a Social Studies Classroom. *International Journal of Sociology and Anthropology Research*, 3(2), 54-60.
  18. Eric, P. (2017). Socioeconomic Effects of Drug Abuse Among Nigerian Youths. *Canadian Social Science*, 13(1), 49-53. Available from: <http://www.cscanada.net/index.php/css/article/view/9072> DOI: <http://dx.doi.org/10.3968/9072>
  19. Escandon, R. & Galvez, C. (2016). *Free from Addictions*. Madrid: Editorial safeliz.
  20. Fareo, D.O. (2014). Effects of Maladaptive Behaviour among In-School Adolescents Learning Biology as Perceived by Secondary School Teachers in Gombi Education Zone Adamawa state. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(8):690.
  21. Farhadinasab, A.A.H, Bashirian, S. & Mahjoub H. (2018). Lifetime Pattern of Substance Abuse, Parental Support, Religiosity and Locus of Control in Adolescent and Young Male Users. *Iranian Journal of Public Health*, 37, 88-95.
  22. Fayombo, G. A. (2018). Drug Education and Its Effects on the Educational Performance of some Adolescents Drug Abusers in Ibadan. "The Counsellor, drug Abusers in Ibadan" *The Counsellor*, 18 (5), 378 – 387.
  23. Gutuza, R. F. & Mapolisa, T. (2015). An analysis of the Causes of Indiscipline Amongst Secondary School Pupils in Nyanga District. *Global Journal of Advanced Research*, 2(7), 1164-1171.
  24. Hawkins, J. D., Catalano, R. F. & Miller, J. Y. (2016). Risk and Protective Factors for Alcohol and other Drug Problems in Adolescence and Early Adulthood: Implications for Substance Abuse Prevention. *Psychological Bulletin*, 112(1): 64105.
  25. Idris, O. (2016). *Causes of Deviant Behaviour among In-school Adolescents in Lagos*. Unpublished M.Ed Project submitted to the department of educational foundation, Lagos State University.
  26. Iwundu, C.O. (2013). *Psychology for the Educational and Health Professions*. Port Harcourt, Capllc. Publishers Nig. Ltd., PortHarcourt, Nigeria.
  27. Joshua, V. A., Usman, M. B. & Oguiche, T. E. (2024). Influence of Social Media and Peer Group on Maladaptive Behaviour among Secondary School Students in Federal Capital Territory, Abuja. *International Journal of Advanced Academic Research*. 10(10), 139-154. DOI: 10.5281/zenodo.14173135
  28. Kapur, R. (2018). Factors Influencing Students' Academic Performance in Secondary Schools. Retrieved from researchgate.net on the 2<sup>nd</sup> September 2024.
  29. Kikivi, R. N. (2019). Determination of Juvenile Delinquency Development among Pupils in Machakos Rehabilitation Schools. Unpublished Maters Degree Thesis. Kenyatta University.
  30. Kumar, A. & Dangi, I. (2019). Drug Addiction: A Big Challenge for Youth and Children. 29-40.
  31. Kwaja, P. & Mormah, F. O. (2019). Managing Adolescents' Maladaptive Behaviour in Nigerian Secondary Schools. *International Journal of Research Development*. 3(2).
  32. Lief, V.F. (2015). Drug Addiction among Students in Schools: A case Study of Police Secondary Schools in Nigeria. A paper presented at the Bi-annual Conference of the Force Education Officer Commandants and Command Education Officers of all Police Secondary Children Schools at Ibadan, Oyo State.
  33. Louis, J. B. (2017). Factors that Influence Student Behaviour in Secondary Schools. *European Journal of Educational and Development Psychology*, 5(5), 27-36.
  34. Maher, L. (2016). Women in the Street-level Drug Economy: Continuity or Change? *Criminology*. London Macmillan Publisher.
  35. National Institute on Alcohol Abuse and Alcoholism (NIAAA, 2015). Drug Abuse Among Teenagers.
  36. NAFDAC (2014). A handbook on Prevention of Drugs and Substance Abuse in Nigeria. National Drug Law Enforcement Agency: Stages and Effects of Drug Abuse.
  37. NDLEA (2022). Preliminary Analysis of the Country Drug Abuse Situation: Drug Abuse Data Division Lagos.
  38. Ncharam, S. O. (2015). The Effect of Enquiry and Lecture Methods of Teaching on Students' Performance in Senior Secondary Schools II Chemistry. *Nigerian Journal of Curriculum Studies*, 12(2), 58-60.
  39. Nwagu, E.K.N. (2015). Evaluating Achievement in Nworgu B.G. (Ed.) *Educational Measurement and Evaluation: Theory and Practice*. Nsukka Hallman Publisher, Enugu, Nigeria.
  40. Obarisiagbon, E. & Ajayi, B. (2019). Illicit Use of Drugs and its Implications on Youth Restiveness and Criminality in Benin City. *Anglisticum Journal*, 8(3),118-124.
  41. Obiechina, G. O. & Isiguzo, B.C. (2016). Curbing the Menace of Drug Use among Secondary School Students in Nigeria. *European Journal of Research and Reflection in Educational Sciences*, 4(1), 53-64.
  42. Obot, I.S. (2019). The Influence of Social Orientation of Predisposition of Drug Trafficking and Abuser Among Youth in Ikeja LGA of Lagos State. *The Counsellor*, 18(4), 421-429.
  43. Odejide, A.O. (2017). Alcohol and Substance Abuse Problems and Control Strategies in Africa: The Nigerian Experience. A paper presented at the 9th Pan African Psychiatric Conference, Yaba Psychiatric Hospital, Lagos, Nigeria.
  44. Ogunsola, O. O. & Fatusi, A. O. (2016). Risk and Protective Factors for Adolescent Substance Use: A Comparative Study of Secondary School Students in Rural and Urban Areas of Osun State, Nigeria.

45. Ojoye, T. (2018). FG to Stop Open Sale of Drugs Next Month – PCN. Punch News, November 7<sup>th</sup>. Accessed at <https://punchng.com/fg-to-stop-open-sale-of-drugs-next-month-pcn>.
46. Okafor, P. (2019). Causes and Consequences of Drug Abuse among Youth in Kwara State, Nigeria. *Canadian Journal of Family and Youth / Le Journal Canadien de Famille et de la Jeunesse*. 12. 147-162. 10.29173/cjfy29495.
47. Okobia, D.O. & Ohen, E.R. (2016). *The Substance of Adolescent Psychology*. Agbor Krisbec Publications.
48. Okoye, N. N. (2015). The Adolescents and Hard Drugs: A Psychological Concern in R.U.N,
49. Oloruntimehim, O. (2021), Some Factors related to Juvenile Delinquency in Nigeria Schools. *West African Journals of Education*, 18 (21), 112-123.
50. Owobamigbe, K. D., Aminu, H. O. & Usman, S. H. (2024). Teachers' Perception of the Influence of Guidance Services and Maladaptive Behaviour on Academic Achievement of Secondary School Students in Edo State, Nigeria. *International Journal of Education and National Development*. 2(4), 42-55.
51. Peterson, C., Buser, T. & Westburg, N. (2020). Effects of Familial Attachment, Social Support, Involvement, and Self-Esteem on Youth Substance Use and Sexual Risk Taking. *The Family Journal*, 18(4), 201-210.
52. Pratima, M. S. & Bala, S.N. (2017). Introduction in Psychosocial Interventions for Persons with Substance Abuse: Theory and Practice National Institute of Mental Health and Neuro Sciences (NIMHANS), Bangalore, India.
53. Regier, E. A. (2016). Medical and Social Aspects of Drug Addition in West Africa with special emphasis on Psychiatric Aspects. *Bulletin on Narcotics*, 17(3), 1-3.
54. Taylor, S. E. (2018). *Health Psychology* (5th Ed.) Indian: McGraw Hill.
55. UNICEF & WHO (2016). Global School-based Health Survey Report Geneva. Retrieved September 3, 2012 from <http://www.who.int/chp/gshs/UNICEF-GSHC-Report-Oct-07.pdf>.
56. Wright, R., John, L., Livingstone, A. M., Shepherd, N. & Duku, E. (2015). Effects of School-based Interventions on Secondary School Students with High and Low Risks for Maladaptive Behaviour. *Canadian Journal of School Psychology*, 22(1), 32-49.