Public Perception of the Causative Factors to Substance Abuse among Secondary School Students in Kaduna Metropolis

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Abstract
Substance abuse is becoming an increasing problem in Kaduna State and Nigeria as a whole. It is said that almost every Nigerian youth, at one time or other, experiments with different kinds of substances, especially alcohol and cough syrup. The major cause of concern is that a significant proportion of these young people eventually get addicted posing a serious threat to their own health and safety, while creating difficulties for their families and the society at large. Substance abuse among secondary school students in Kaduna has become a mystifying social situation which is recognized by a significant part of the populace as detrimental to social well-being and therefore needs urgent remedy. Therefore, this study seeks to examine the factors responsible for substance abuse among secondary school students in Kaduna metropolis. In addressing this issue, the theory of Differential Association was adopted as a theoretical framework. Data were collected through survey from a sample of 240 secondary school students between the ages of 11-18 years. Twenty four (24) In-depth Interviews were conducted with Principals, Form Teachers, Guidance and Counsel Teachers and students in the six selected schools. The findings from the study show some of the factors responsible for substance abuse among the students; are curiosity, peer group influence, easy availability of drugs, excess pocket money, ignorance of the dangers of substance abuse, among others. It is recommended that public enlightenment and education on the adverse effects of substance abuse should be intensified in schools.

Keywords: Adolescence, Drugs, Perception, Psychoaclive substances, Substance, Substance abuse, Youths.

Introduction

One of the problems faced by developing nations today, particularly Nigeria, is the growing number of individuals who abuse substances such as, illegal drugs, alcohol, and tobacco. It has been noted that the overall consumption of drugs in Nigeria has declined by 39% from 1992 to 2002 (Abudu, 2008). He further reveals that there is still an increase in drug abuse among youths. Every country in the world, developed or developing, incurs substantial costs as a result of damages caused by substance abuse (World Drug Report, 2005). The World Health Organization (WHO) estimates that 1.1 billion people representing a third of the world population above the age of 15 years use tobacco, principally in the form of cigarettes with, 700 million males living in developing countries. While smoking rates have been declining in the developed world, they have increased in the developing countries by as much as 50 percent especially in Nigeria over the last decade. Addiction to tobacco is therefore a major problem in the developing countries. According to the same report, tobacco and alcohol cause four million deaths annually; this excludes pre-natal morbidity and mortality rates. This figure is projected to rise to about 1.6 million by the year 2025, while 70 percent will occur in the developing world, if the current trends continues (WHO, 2000).

According to the World Drug Report (2005), the abuse of substance has been increasing throughout the world in recent years. The report further states that a major world trend is the increasing availability of many kinds of substance to an ever widening socio-economic spectrum of consumers. The report further argues that the main type of substance abuse at global level continues to be opiates (notably heroine) followed by cocaine. For example, for most of Europe and Asia, opiates continued to be the main problem substance, accounting for 62% of all treatment in 2003. The World Drug Report explained that from a total of 95 percent countries, the drug seizures rose to four-fold in 2003 and more than half of these were of cannabis. In response to global warnings on the dangers posed by drug abuse, National Agency for Campaign Against Drugs is pushing for the establishment of a national drug control authority to enforce all drug trafficking laws in Kenya (Masita, 2004). According to Kaguthi, although religious education has been instilled strongly in the youth; majority still abuse drugs that are likely to destroy their lives before they become adults. He argues that most secondary school students today are experimenting with drugs and substances, especially alcohol, cigarette and codeine (Kaguthi. 2006).

Substance abuse among secondary schools students in Kaduna has endangered their lives. This is causing a lot of concern as the vice indeed, has been identified as a major cause of some of the problems experienced in tertiary institutions (Rasheed and Adeleke, 2010). Secondary school is a period of transition from childhood to adulthood which is mostly a stage people describe as adolescence. At this stage, there is a rapid physical growth, peer pressure and conflicts with parents and authorities. In the secondary school, students cannot be properly categorized as children or adults; hence it is a very sensitive and crucial period. This is why many have described it as that of “storm, stress and rebellion” (Fatoye and Morakinyo, 2003).

Alcohol, illicit drugs and other psychoactive substances according to Aluede (2002) alter the brain function and structure; affecting mood, perception and consciousness. He further states that psychoactive substances can lead to psychological and psychosocial problems, employment loss, legal issues and difficulty in participating in educational activities; these substance use disorders including dependence syndrome and harmful use of psychoactive substances. Mostly, secondary

school students are particularly affected because they are in their formative years in terms of education, career development, social skills and identity formation. Unpleasant youthful activities are widespread in Nigeria and all over Africa, to the extent that they have been giving a lot of concern to the government and general public. Therefore, in primary schools, peers engage in organized crimes and also disrupt normal academic programs while in secondary schools and most Nigerian universities the activities of secret cults are known to have been source of threat to lives and property (Aluede, 2002).

The impact of substance abuse on Nigerian youths is said to include moral bankruptcy, decadence and a wasted generation and loss of societal values and ideals. Majority of the Nigerian youths ignorantly depend on one form of substance or the other for their various daily activities such as social, political, moral and economic gain (Kaguthi, 2006). Having observed the global incidence of substance abuse among secondary school students, the study focuses on perception of causative factors to substance abuse among secondary school students in Kaduna metropolis.

Statement of the Problem

Substance abuse is a social problem that is said to be spreading rapidly in the educational institutions especially among secondary school students. In Nigeria, this social problem is considered an issue of serious concern as it adversely affects the lives and performance of secondary school studentsinvolved, as well as the harmonious functioning of the entire structure of the society. Substance abuse and other associated problems are inimical to the survival and effective functioning of human societies. A significant number of untimely deaths and accidents have been ascribed to the activities of person under the influence of one drug or the other Fayombo (1998). Similarly, Muazu and Aliyu (2008), in their study discovered that substance use has led to a lot of ills among which are academic difficulties, health-related problems, (including mental health), poor peer relationships, and involvement with juvenile justice system. Additionally, there are consequences on family members, the community, and society at large.

The effect of rapid physical changes like peer pressure, ignorance and other hereditary and environmental factors makes students at this period to get involved in substance or drug use and eventually become substance or drug abusers. Many authorities have also reported that substance abuse facilitates maladaptive, antisocial, inappropriate and unacceptable behavior (INCB, 2003). The risk factors for drug use often occur before entry into the workforce. The drug abuse problems of the community are therefore, brought into the workplace. The age group with the highest frequency of drug use is often 18-35 years, although wide variation exists between countries. Experiment with drugs during adolescence (11-25 years) is common. At this age, they try so many new things (WHO, 2003). Furthermore, they use substances for so many reasons, including curiosity, pressure from friends, because it feels good, to reduce stress, or to feel grown up. Taking alcohol and tobacco at a young ageincreases the risk of addiction to other drugs later (WHO, 2003).

Based on the above stated problems, this study focused particularly on describing the public perception of substance abuse among secondary school students and how this perception influences the students[1] behavior towards substance abuse. As a result, the question that this researeh was designed to answer is: What are the causative factors responsible for substance abuse among secondary school students in Kaduna metropolis? The objective of the study is

therefore, to examine the causative factors responsible for substance abuse among secondary school students in Kaduna metropolis.

Literature Review:

The school is the first large-scale socializing organization of which the child becomes a member. Unlike in the family, its members are mostly unrelated and in some cases, teachers may not necessarily belong to the child's ethnic community. The element of social heterogeneity coupled withits large size, makes the school a secondary social group. Therefore, whereas the family is essentially an informal socializing agent, the school combines formal (e.g. classroom teaching) and informal (e.g. peer group influence) processes of socialization.

The school environment plays a part in deviant behavior including drug abuse. Kenkel (1980) argues that school activities are a focal point for adolescents' behavior. These activities include poor academic performance and conflict between the school system and the values of lower class youth. Lower-class youth have low performance expectations as compared to high and middle class youth. Similarly, Karechio (1996) asserts that low performance in class may lead to misuse of drugs such as marijuana, which is believed to improve understanding and insight. This misconception is based on the belief that people who use or abuse substances will become bold, confident or courageous.

A study conducted by Cercone in World Bank report (1994) indicated that lower level students from low income earning families are likely to use and abuse substance regularly, suffer the side effects and hang over though are not likely to start these habits at an early age. Moreover, female students are not likely to start smoking early but are highly likely to smoke heavily once started; consume alcohol excessively, and suffer from side effects of smoking and taking of cigarettes. Adolescence and young adulthood is a period of biological, intellectual, and psychosocial development, many lifelong skills and behavioral patterns are established during this time. The use of alcohol and illicit drugs typically begins during adolescence. For most, this use is experimental or occasional, but a substantial minority will experience harm to their current or subsequent health or threaten the well-being of others (Ajala, 2009).

Much has been said and written about the relationship between the home environment and substance abuse. Families, especially the parents are the child's basic socializing agents. Muthigani (1995) indicates that a child gains his/her first standards of behavior from the teaching of parents and other grown-up persons around. She argues further that if the child observes a disjuncture between parents' teaching and practice, it creates doubt, which is carried into adolescence giving rise to deviant behavior. Shoemaker (1984) associates delinquency, for example, alcohol and marijuana abuse with lax inconsistent or abusive parental discipline. Children are taken for granted usually by parents who both work and have little time for their children. Another factor is the issue of broken homes, peer pressure, and many other issues that would make a youth feel inferior about himself/herself. Youth likethese seek a way to express themselves unfortunately their seareh for self-expression has often led to deviant practices such as joining gangs and engaging in substance abuse.

Authors like Schaefer (1996) and Bezuidenhout (2004) assert that there are various factors that cause young people to abuse drugs and even become addicted. These include family networks, interaction and home environments. Bezuidenhout (2004) further says that adolescents with

substance abusing parents experience a higher rate of parental and /or family problems than adolescents whose parents do not abuse substances. This may cause poor parent-child attachment, which may in turn lead to a lack of commitment to conventional activities thereby at times leading to adolescent drug taking. Schaefer (1996) adds that youths with poor home support tend to seek support and understanding elsewhere. Many find affection, understanding and support in the lifestyle of a drug abusing subgroup.

Gadzama (2008) identifies factors that motivate substance abuse especially in youths, to include: affluence, ignorance, apathy, curiosity, pleasure, imitation from parents or family members, carelessness, psychological alienation, crime, spiritual seareh, performance in sports, and a host of others. On the other hand, occasionally, out of curiosity about the effects of a particular drug, or in order to conform to the expectations of peer group, the Nigerian youth continues to indulge in drugs or substance abuse. However, according to him, at times some substances are useful in particular circumstances to alleviate fatigue or boredom, which he considers a blessing to youths (students). It becomes a curse to the individuals and society if they alter or change their moods, feelings or optimal state of wellbeing.

Substance abuse is the result of a complex interaction of individual, family, peer, community, and societal factors (UNODC, 2012). Based on the consistent global findings, substance abuse runs in families. A family history of drug abuse and dependence substantially increases the risk for such problems among members (Hampton, 2004). The same pattern occurs with alcohol abuse and dependence. Although genetics plays a substantial role in alcohol and drug dependence, Godwin (1985) asserts that the family environment plays a role in both promoting and protecting children from substance abuse and dependence. This study examines some of these factors to see if they are obtainable in secondary schools in Kaduna metropolis.

Children whose parents abuse drugs are more likely to have persistent abuse problems than the children of non-abusers. People who learn that drugs provide pleasurable sensations may be the most likely to experiment with illegal substances; a habit may develop if the abuser experiences loweranxiety, fear, and tension levels. Having a history of family drug and alcohol abuse has been found to be a characteristic of violent teenage sexual abusers (Adams *et al,* 2003).

Substance abuse then may be a function of the rational but mistaken belief that drugs can benefit the abuser. The decision to abuse substance involves evaluations of personal consequences (such as addiction, disease, and legal punishment) and the expected benefits of substance abuse (such as peer approval, positive affective states, heightened awareness and relaxation). Students may begin abusing substance because they believe their peers expect them to do so (Clinton and Galvin, 1985).

Substances are abused for several reasons. According to Lief (2005), it was confirmed that seareh for pleasure makes substance abusers to alter their state of consciousness. However, the studies confirmed that people abuse substance for the enhancement of good feelings and use it as a means of coping with the stress of life. On the other hand, Igodo (2006) advanced these reasons for substance abuse in Nigeria: Intra-individual reasons, sex, age, physical or mental illness, personality make up, extra-individual reasons, dependence producing nature of the substance and availability. He also revealed that young people especially adolescents and young adults are most prone to substance abuse. A survey earned out by NDLEA (1992) revealed that children ibuse

drugs as early as age eleven (for prescribed drugs) and age 16 (for nareotic drugs). The reasons advanced by these children are: to feel on top like adults, to feel good, to get exited, to be like friends and to feel like stars.

There are external reasons that act on the individuals. Drug abusers usually describe such factors as those of peer pressure, the urge to be curious and wish to experiment, unemployment, idleness, unstable family conditions, for example, death, separation, boredom, poverty, affluence. Extra-individual reasons include the need to get rich quickly (drug trafficking), to enhance performance (especially among the athletes and artists) and drug in the family (NDLEA, 1992).

Another risk factor associated with academic achievement among secondary school students is pressure to perform. Parents and other members of the family place high value on success in school and the competition can often be tough. Young people studying for examinations therefore report the use of central nervous stimulants to keep them awake and alert which may lead to dependence on these substances (Ebie and Pela, 1981). Some of the drugs commonly used for this purpose include amphetamines and cannabis.

Other factors associated with drug/substance abuse among students include school failure. Schools are supposed to be concerned with the full development of children including their moral and intellectual welfare (Uba, 1990). According to Gikonyo (2005), some school-related factors exacerbate pre-existing problems and dispositions. Principal among these are a negative, disorder, unsafe school climate and low teacher expectations of students[1] achievement. In addition, lack of clear school policies on drug abuse may also contribute to substance abuse among students. In line with this, Karechio (1996) argues that students often buy and take drugs on school property, lending credibility to the myth promoted by drug users that everybody is doing it.

Social pressure from media and friends are universal risk factor for substance use and abuse among adolescents in developed and developing countries (Adelekan, 1999). This is especially common in urban areas where there is widespread exposure to advertising on radio, television and billboards. Young people in urban areas are more exposed to images and messages promoting tobacco and alcohol than their counterparts in rural areas. In addition, it is also argued that the media has played a role in first time tobacco use. Studies have revealed that most of the drug addicts started smoking from their youths. As they grow older they seek new thrills and gradually go into hard drug abuse. A nationwide survey of high school students reported that 65% used drugs to have good time with their friends, 54% wanted to experiment to see what it is like, 20% to 40% used it to alter their moods, to feel good, to relax, to relieve tension and to overcome boredom and problems (Aluede, 2002).

The aforementioned empirical reviews have identified one causative factor or the other which is linked to substance abuse in different locations of study. The effort in this study is to identify the causative factors that account for substance abuse among secondary school students in Kaduna metropolis. The feeling is that causative factors may differ because of the nature of the location, the type of school or both, which may be different from the reviewed studies.

Theoretical Framework

This study adopts Sutherland's Theory of Differential Association as its theoretical frame of reference because it largely meets the requirements of the researeh problem. It explains substance abuse as a consequence of largely abusers associating with their peers in the school environment or outside it and impliedly explains perceptions as an outcome of the experiences andassociations ofthe respondents. It has practical implications for policymeasures to remedy the situation. These justifications will become moreapparent and demonstrated as the postulations of the theory are presentedbelow:

(i) Criminal behavior is learned: - This means that criminal behavior is not inherited; as such also the person who is not already trained in crime does not invent criminal behavior.

(ii) Criminal behavior is learned in interaction with other persons in the process of communication. This communication is verbal in many respect it includes also "communication gestures".

(iii) The principal part of learning criminal behavior occurs within intimate personal groups. People's contact with their most intimate social companions - family, friends, peers - have the greatest influence on their deviant behavior and attitude development. Negatively, this means the impersonal agencies of communication, such as pictures shows and newspapers play a relatively unimportant part in the agencies of criminal behavior rather than a face-to-face.

(iv) Criminal techniques are learned: Learning criminal behavior involves learning the techniques of committing the crime, which are sometimes very complicated and sometimes very simple, (v) The specific directions of motives and drives are learned from definitions of the legal code as favorable and unfavorable. The implication of the fourth and fifth postulates is that the juveniles of the present study would be expected to learn the techniques of accessing drugs and their actual usage or abuse from their associates. They also learn how to operate outside the law from these associates. For example, knowing the safe havens to acquire and indulge in the habit.

(vi) A person becomes delinquent because of excess definitions favorable to violation of the law over definitions unfavorable to violation of the law.

(vii) Differential associations may vary in frequency, duration, and intensity.

(viii) The process of learning criminal behavior by association with criminal and anti-criminal patterns involves all of the mechanism that is involved in any other learning.

(ix) While criminal behavior is an expression of general needs and values, itis not explained by those general needs and values.

The relevance of this theoretical framework to this study is that thedelinquency, which is substance abuse of students, is largely a product of theassociation between them and their peers in or outside the school, their parentsetc. Their delinquency is a product of the excess of this association which exposes them to substance abuse.

Researeh Methodology

This researeh was conducted among secondary school students and school authorities in Kaduna metropolis. The data used for this study were both primary and secondary in nature. Primary type of data included qualitative (In-Depth Interview) and survey (Questionnaire) which were generated directly from carefully selected Principals, Form Teachers, Guidance and Counsel Teachers and students in the six (6) selected schools during the field work. Secondary data

included past records of students who abused substance in the schools. Furthermore, simple random and cluster sampling methods were used to select the six secondary schools for the study, four from Kaduna South and two from Kaduna North. In all, 240 respondents constituted the sample size for the survey. For the qualitative data, key informants for In-Depth Interview were 24 and these comprised of three Principals, four Form Teachers, five Guidance and Counsel Teachers and Twelve (12) students in the six selected schools. Two types of analytical techniques were used to analyze the data: quantitative and qualitative. The quantitative technique involved the use of descriptive statistics such as frequency and percentages as well as regression analysis, while the qualitative presented narratives from the key informants. In this way, a synergy of the two types of data was established.

Findings

On the socio-demographic attributes of the respondents, 52.1% (125) are males and 47.9% (115) females. In relation to their ages, 44.2% (106) were between the ages of 11 and 14 years while 55.8% (134)15 and 18 years. All the respondents were students from JSS3 and SSS3. The results also indicated that 51.1% (124) of the total respondents were in JSS3 and 48.3% (116) in SSS3.

Table 1: Views of Respondents on the Factors Responsible for Substance Abuse

Key: A= Agreed, SA= Strongly agreed, UD= Undecided, SD= Strongly

Factors Responsible	**A n(%)**	**SA n(%)**	**Un(%)**	**SDn(%)**	**Dn(%)**	**TL**
Students abuse substance outof curiosity	69 (28.8)	114 (47.5)	23 (9.6)	14(5.8)	19(7.9)	240 100%
Peer pressure	108(45.0)	96 (40.0)	15(6.3)	5(2.1)	12(6.6)	240 100%
Ease of its availability	44 (18.3)	62 (25.8)	50 (20.8)	22 (9.2)	62(25.8)	240 100%
Because of too much pocket money	34(14.2)	63 (26.3)	49 (20.4)	35(14.5)	59 (24.6)	240 100%
To keep awake and read at night	33 (13.8)	57 (23.8)	25 (10.4)	69 (28.7)	56(23.3)	24(1 100%
Students whose parents abuse drugs will also abuse drugs	77(32.1)	64 (26.7)	46 (19.2)	26(10.8)	27 (11.2)	240 100%
Out of frustration	90 (37.5)	90 (37.5)	28 (11.7)	12 (5.0)	20 (8.3)	240 100%
Lack of home training	120 (50.0)	83 (34.6)	17 (7.1)	16 (5.8)	4 (2.5)	240 100%

disagreed, D= Disagreed and TL= Total

Table 1 shows that the three leading factors that account for substance abuse as perceived by the respondents are peer pressure (85%), lack of home training (84.6%) and curiosity on the part of the abusers (76.3%). These figures are derived if 'Agreed' and 'Strongly Agreed' are taken together. In the same vein, the three least causative factors leading to substance abuse are; to keep awake and read in the night (37.6%), due to too much pocket money (40.5%) and ease of availability of the substance (44.1%).

Following the result of the In-Depth Interview (IDI) conducted during the study, it was indicated that majority of the key informants were of the view that students abuse substance out of curiosity.

Only a few of the respondents did not see this aspect as a contributing factor. An informant who is a principal of one of the secondary schools in Kaduna South during the study observed that:

> "Curiosity they say kills the cat". Students may out of curiosity want to know why their parents say they should not take this or some their parents do engage in some of these vices and they do not want their children to do it and children seeing their parents taking this thing they will want to be sure if it is not good why is he taking it? And as a result of that they get into it and before they realize it they get addicted.

Another factor responsible for substance abuse among secondary school students as indicated by the respondents was peer pressure. Up to 45% (108)of the respondents strongly agreed and 40% (96) agreed that peer pressure was a contributing factor to students' involvement in substance abuse. Evidence from IDI confirmed the above when majority of the informants see peer pressure as a very strong influence. According to some of them, peer pressure is a very strong factor especially at the adolescent age. An informant who is a counselor in one of the schools in Kaduna North testified thus:

> Friends can introduce you into using substance, it is only if you do not want to and be able to resist, but at times they use force and sometimes you want to do what you see your friends doing. Wanting to be like the other students can lead a student to imitate what others do.

The influence of peer groups in the life of 'a child cannot be underestimated because most of them are socialized through this process. In a situation where a teenage student gets involved with peers who are drug users, there is high probability that he or she may become a victim. That is why most parents will always want to know the kind of friends their children have. An SS2 student from Kaduna South confessed that:

> I normally get it from my friend who is a day student in my class, 1 give him money at the end of the day so when he is coming to school the next day he will buy the parkalyn from a shop closer to their house then he will pour it inside a coke can and mix a little water. When 1 am taking it with a straw everybody will believe I am drinking coke.

Ease of availability of substances to students was also identified as a contributing factor to substance abuse. The study reveals that 18.3% (44) of the respondents strongly agreed while 25.8% (62) agreed that students abuse substances because of its availability. This means that *44.1%* of respondents were of the opinion that if those substances are scaree or out of circulation, these students will not have access to them. An SSI student informant from one of the schools in Kaduna North narrated thus:

> The one I take is Tutolyn and Bennylin, I used to get it from chemist shop. Whenever the man sees us he knows why we are there, he usually put it inside his fridge for us; when the normal price is ₦200 he will sell it at ₦250 because of the fridge. The cold one makes our system calm when we take it. So it is always available for us at that shop, the drugs arebeing sold in any patent medicine shop or even by hawkers on the streets.

Some of the respondents were of the view that it is because of excess pocket money given to students by their parents that give them the purchasing power to these substances. This idea was forwarded by 14.2% (34) of the respondents who strongly agreed and 26.3% (63) who agreed. A guidance and counseling teacher during the study confirmed this by saying:

> Some of them come from rich home and so they just want to be tough they want to show that.... So sometimes I keep saying that at secondary school level there is a limit to exposing the child to money, when you expose the child to too much money they have excess and that excess is what makes him to do what he is not suppose to do.

Even though the above percentage of the sample population were of the opinion that excess pocket money is a contributing factor to students' abuse of substances, 24.6% (59) of the sample disagreed and 14.5% (35) strongly disagreed that this was contributing factor. Meanwhile, 20.4% (49) of the sample was undecided on this factor.

Some students take these substances to keep them awake at night so that they can read. The category of respondents who agreed and strongly agreed to this observation constituted 37.6% (90) of the sample population while those who strongly disagreed and disagreed constituted 52% (125) of the sample. In relation to keeping students awake to read their books, none of the informants supported the idea. It was generally acknowledged that students cannot be taking substances under the pretext that it keeps them awake to read. An informant who is a form teacher from Kaduna North insisted that: "I do not want to believe that those substances can really keep one awake as some people think. I think sleep is natural or can you cheat nature"? Another informant who is a principal from Kaduna South further confirmed that:

> One cannot cheat nature, if the student do not do the right thing at the right time that is when they start looking for one substance that can make them keep awake with substances like caffeine, kolanut and not knowing it is detrimental to their health, if the student rests very well, he/she will be able to read.

This was confirmed by another principal from Wilson Schools Barnawa, Kaduna South:

> Some of them do but so far it was those days that we used to have such things, nowadays, these students do not even readnot to talk of taking something to keep awake, that are the truth. Take a survey you will hardly see any student taking anything that he wants to read, they are taking it to be high just to come to school and bully some other students, just to be high, that is just the reason and not because they want to read.

As indicated by 32.1% (77) of respondents who strongly agreed and 26.7% (64) who agreed, some of the informants were of the opinion that students whose parents abuse substances are liable to do same. Hence 58.8% (141) of the respondents were of the opinion that parents' habits can influence that of the children. A causative factor that was viewed by some of the informants as contributing to students abusing substances was parental habit. It was observed that most of these students copy these bad habits from their parents at home. An informant who is a counselor from Kaduna North during the ID1 said:

> The type of family background the students come from has a lot of influence on the them, for example, if a child is being brought up by a father who takes drugs or drinks, definitely that child will imitate the father because some boys see their father as their role model.

A sizeable number of the respondents in this study revealed that the major factors that contribute to students' abuse of substances are frustration and lack of home training. As observed by an informant who is a counselor from Jinie schools that:

> Frustration is associated with disturbing state of mind of youth due to psychological breakdown and this can be caused by many social factors and can lead to a sense of rejection or not belonging... and can lead them to turn to the consumption of certain substances for consolation or to help them forget their situation.

This study revealed that 75% (180) of the respondents were of the opinion that frustration is a very great factor to students' abuse of substance against 13.3% (31) who had a different opinion and 11.7% (28) were undecided. Some take it out of frustration because may be in their homes there is no appropriate care, and when there is no good relationship among the family members; it can easily lead to broken homes. Another student from Rimi College Kaduna North revealed that:

> 1 usually take it whenever I'm angry it calms me down. It makes me forget the past, or at times when I am frustratedfrom home; when I feel I am not getting the love I should from my parents I will settle for it as my source of happiness.

Some of these students come from broken homes and some of their parents do not spend quality time with them, at least to know what they are going through. At times, they get frustrated and start looking for love elsewhere. Another factor that all the key informants stood for as being a cause of student involvement was lack of home training. It was observed that child's upbringing has a major role to play in the life of the future man and the basic moral education starts from home. In a home where there is no proper home training, the child is bound to become wayward. As observed by a principal of Jinie schools Barnawa during the IDI that:

> In the society today; there is no proper home training on the children. There are parents that do not know where their children are schooling and even to know the kind of friends they move with, they wake up in the morning and leave without even seeing their children before they leave the house and come back very late at night. When there is nobody to guide and advise the child the child is bound to get loose.

This remark was confirmed by 84.6% (203) of the respondents who agreed that students' abuse of substance is as a result of lack of home training or lack of proper upbringing of children by their parents.

Another factor that was identified by 40.4% (97) of the respondents was the fact that most of the students go into substance abuse due to lack of knowledge of the negative effects of the substances. An informant who is a counselor of Jinie Schools threw more light on other reasons that make students abuse substance as he narrated thus:

> Other reasons are that they could be lured into it without having adequate knowledge of the consequences of such substances and that is when it has to do with the ones at the lower classes but it does not mean that it does not exist at the lower classes, it does but at that level, they could be lured into it by way of deceit. Sometime you see them with la eacera drink you would not suspect la eacera but the content of that bottle would not be la eacera, so in that regard they could pass it on to others.

Bad companies or making friends with people who are considered social deviants can also influence a student to go into substance abuse as indicated by 37.9% (91) of the sampled population. They see it as a fashion and that people within this particular group have to behave this way. Most times they copy from film actors and from reading of books. It is a fact that the development in mass media especially television and internet has had a lot of influence on children's upbringing. Societal background is equally a factor; there are some environments that can allow a child to be involved in substance abuse. According to a popular psychologist Rosie Bickel (2001) "the mind of a child is like a blank slate" which she called "*Tabula Rassa",* it is the environment that imprints on it. The environment plays more important role in the life of a child.

Some students feel that what makes student abuse substance is depression and lack of love from home. A JSS3 student informant from one of the schools in Kaduna South said:

> Whenever I feel depressed I will go and join my friends who are into substance abuse, because going home immediately after school is like hell to me so I tend to stay back with my friends to make myself happy after school before I get home.

Table 2: Regression Analysis on Causal Factors to Substance Abuse

Variable	Coefficient	Std. Error	t-Statistic	Prob.
Curiosity	0.149367	0.107166	1.393786	0.1736
Peer pressure	0.007843	0.074833	0.104803	0.9172
Ease of its availability	0.054035	0.074039	0.729818	0.4712
Too much pocket money	-0.038753	0.067084	-0.577680	0.5678
To keep awake and read	0.025260	0.060236	0.419348	0.6779
Parental practices	-0.047448	0.065585	-0.723464	0.4750
Out of frustration	0.034645	0.077346	0.447920	0.6574
Lack of home training	0.183673	0.082703	2.220863	0.0341
Others factors	-0.031703	0.112666	-0.281393	0.7803

The regression analysis table above shows that lack of home training is the most influential factor for substance abuse among secondary school students in Kaduna Metropolis.

Discussion

In all of this presentation, it is very apparent that the causative factors that account for substance abuse among secondary school students in Kaduna metropolis as perceived by student respondents and key informants are multiple in nature with the lack of home training as the leading one. Othercausal factors according to the students include curiosity, peer group influence, lack of knowledge about the dangers of substance abuse, easy availability of the drugs, the fact that most substances are cheap, excess pocket money given to the students, the desire to use them to improve their academic ratings and lack of good models among teachers and parents.

Similarly, the teachers pointed out four main reasons for substance abuse among students. These are lack of proper home training, curiosity peer pressure, and excess pocket money. These are problems beyond the schools' control as perceived by the teachers. However, qualitative data from IDI reveal the factors to include lack of role models, easy availability of drugs, peer pressure, curiosity, legalization of drugs, lack of adequate guidance and counseling services and unqualified school counselors. They also cited negative influences from the mass media when the students try to imitate what they watch over the television.

A number of studies and observations in different settings have confirmed this causative trend found in the present effort, For example, a UNODC (2012) report shows that substance abuse is a product of a multiplicity of factors such as peer influence, family background, community and social factors. Similarly, Lief (2005) confirms in a study that people abuse substances for the enhancement of personal good feelings as well as a coping strategy for stress. Another survey conducted by NDLEA (1992) reveals that children abuse drugs to make them feel like adults, a means of feelinggood and excitement and to be like friends as well as feel like a star. Adelekan (1999) also observes that social pressure from mass media and peer influence from friends are causative factors for substance abuse. That this is especially the case in urban areas where there is widespread exposure to radio, television and billboards. In addition, Shoemaker (1984) argues that substance abuse is caused by a combination of environmental, biological, psychological factors and rational choice. In the same vein, a study by Schaefer and Bezuidenhout (2004) identify family networks, interaction and home environments as the major factors responsible for drug abuse among the secondary school students. Also, Gadzama (2008) identifies factors responsible for drug abuse among youth to include peer group, affluence, ignorance, apathy, curiosity, pleasure, carelessness, psychological alienation, crime, spiritual seareh and a host of others.

The implication of the discussions above is that there are various factors responsible for substance abuse among secondary school students and these students get involved in it not knowing that it is detrimental to their health, family and the society in general. However, in this particular study, thedominant causative factor is peer group influence. This can rightly be explained by the adopted theoretical framework namely, Differential Association Theory. The major postulation of the theory is that criminal behavior is learned. In relating this theory to the present study, one should expect to find that the human subjects of this study entered the habit of substance use largely through their intimate association with their peers or other people, already

in the habit. This was indeed part of the findings of this study. Furthermore, Sutherland's fourth and fifth assumptions, which state that criminal techniques are learned and that the specific directions of motives and drives are learned from definitions of the legal code as favourable or unfavourable. The implication of this is that the juveniles of the present study would have learnt the techniques of accessing drugs and their actual usage or abuse from their associates. They also would have learnt how to operate outside the law from these associates. For example, knowing the safe havens to acquire and indulge in the abuse of substance.

The eighth and ninth postulates of the theory, namely that the process of learning criminal behavior is not different from other kinds of learning, and that criminal behavior may have different motives respectively was also confirmed by findings of the study. In relation to the present study, it can be identified that the students have different motives of going into substance abuse. For example, that it makes them bold, keeps them awake, makes them happy and makes them belong, among others.

Conclusion and Recommendations

Based on the findings in this study, it can be concluded that students, parents, teachers and school administrators are of the view that substance abuse is common in secondary school in the area of study. The causative factors responsible for substance abuse include largely peer pressure, curiosity and ignorance of the dangers involved on the part of the students. Other factors include the fact that most of the substances are cheap and therefore affordable as well as easily available to the students. In view of this, the following recommendations are hereby made;

1. There is need for an educational programme to be put in place by the appropriate agencies on the dangers and adverse effects of substance abuse. Such effort should also aim at changing values, attitudes and beliefs which are known to influence behavior as well as building social and personal skills among students.
2. Parents and teachers should take steps to re-orientate the children and students on the adverse effects of substance abuse on their health, growth and educational development.
3. Parents should pay more attention on the type of friends that their children keep and also ensure that they do not stay out late.
4. The Ministry of Education (Federal and State) must as a matter of urgency, add to their curricular "Drug/Substance Education" for both the primary and post primary schools along with lectures, rallies, seminars and films shows for the Nigerian youths on the adverse effects of substance abuse.
5. All tiers of government in Nigeria, the NCOS and concerned individuals must make concerted efforts in curbing the spread of the scourge of substance abuse among secondary school students through awareness programmes.

Finally, if the above recommendations are put in place they will go a long way in reasonably correcting this avoidable scourge in secondary schools in particular and the society at large.

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