



DRUG USE AND ANTI-SOCIAL BEHAVIOUR AS CORRELATES OF SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN BIOLOGY IN MAKURDI LOCAL GOVERNMENT AREA OF BENUE STATE

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ABSTRACT

This study investigated drug use and anti-social behaviour as correlates of secondary school students' achievement in Biology in Makurdi Local Government Area of Benue State. The study adopted the ex-post facto method and a sample size of 375 Senior Secondary two (SS II) students was drawn. Students Drug Use Questionnaire (SDUQ), Anti-social Behaviour Influence Questionnaire (ABIQ) and Students Performance Test (SPT) were used for data collection. The data collected were analyzed using Pearson Product Moment correlation method to answer the research questions. Also, t-test statistical tool was used to test the six null hypotheses at 0.05 level of significance. The study found that involvements in anti-social behaviour by secondary school students have significant relationship with their achievement in Biology; there was a significant relationship between academic achievement and anti-social behaviour of male students; male students academic achievement and drug abuse had no significant relationship; there was significant relationship between academic achievement and anti-social behaviour of female secondary students but there was significant relationship between academic achievement and drug abuse among female secondary Biology students. Based on these findings, the study concluded that indiscriminate drug use and anti-social behaviour indulged in by both male and female students are strong indices of academic achievement by students. Consequently, for a student to be outstanding in his or her achievement there is every need to shun indiscriminate drug use and indulgence in anti-social behaviours. The study recommended among others that both secondary school male and female students should desist from anti-social behaviours or social vices that are detrimental to their academic performance, among others.

Keywords: Drug abuse, Drug use, Anti-social behaviour, Achievement in biology, Gender, Students and drug.

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Contribution/ Originality

This study is one of very few studies which have investigated drug use and anti-social behaviour as correlates of students' achievement in biology. Further, the paper's primary contribution is in finding that male students' achievement and drug abuse had no significant relationship but a significant relationship exists among female students.

1. INTRODUCTION

Recent events in the nation Nigeria suggest that multivariate factors combined to influence academic performance and maladjusted behaviour of secondary school students. This is informed by the fact that in recent time, a number of innovative and interactive teaching strategies such as concept mapping, cooperative strategies, inquiry oriented strategies and so on are put into use in classrooms and yet such situation prevails. Aside academic issue is the fact that students at their adolescent age find it interesting to try everything, including indiscriminate use of drugs or drug abuse. This often results in unwanted social behaviour. The issue of whether such indiscriminate use of drug and unwanted social behaviour are strongly related to academic performance of students is still uncertain.

The prevalence of drug misuse and anti-social behaviour among secondary school students have been a thing of concern to parents, teachers, government and the society in recent times (Awosiyan and Idoko, 2012). Most of the worries emanating from students' involvement in drug abuse are anchored on health risk problems and the accompanying anti-social behaviour which may constitute nuisance to the school environment and the outcome of their school tasks.

Aluede in Abudu (2008) asserts that, unpleasant youthful activities are widespread in Nigeria and all over Africa to the extent that they have posed a lot of concern to the government and general public. In primary schools, peers engage in organized crimes and disrupt normal academic programmes. In secondary schools and in most Nigerian universities, the activities of secret cults are known to have been the source of threat to lives and properties on campus.

Anyor (2002) also asserts that, drug abuse is a common problem among secondary school students such that it has drawn the attention of Federal, State and Local government councils in Nigeria. The researcher opines that, consumption of drugs have been on the increase by Nigerian youths in secondary schools. This implies that, most of the people who engage in drug abuse fall within secondary school age bracket.

Writing further on the attitudes of students who engage in drug abuse, Ekoja (2002) asserts that the general survey on drug abuse situation in Nigeria carried out in 1999 through the Rapid Situation Assessment (RSA) showed that 60% of youths (mainly between 10-29 years old) are found to be using and abusing drugs. Furthermore, the unruly behaviours of students have also raised the consciousness of academics to engage in studies that will probe the problem. In a research on the role of National Drug Law Enforcement Agency (NDLEA) in the control of drug abuse in Benue State, Akingbulire (2004) found that drug abuse is a serious problem in the State. He noted that, the problem of drug abuse is more prevalent among the youths and the

consequence is that the productive age bracket that is crucial for the continued normal existence of the society are being destroyed by the harmful effects of drugs.

The assertions presented above point out clearly that, youth and adolescents of school age are those who champion drug abuse and anti-social behaviours in the society. Consequently, students' involvement in drug abuse and anti-social behaviour could hamper or put their academic performance at risk. Reasons for the steep fall of students' achievement were further corroborated by Ugbaja (2008) who believes that, the fall in male and female students' performance in Biology at SSCE level is due to their indulgence in illegal drug with its apparent anti-social behaviours in our secondary school. Reviewing the West African Examination Council's Chief Examiners' report on students' performance in Biology subject in Makurdi metropolis for the year 2005-2008, the researcher found that, out of the total number of students who sat for the examination within these years (995,208; 1,002,726; 952,649 and 1,050,591 respectively), only 32.45% passed Biology in 2005, 29.27% in 2006, 28.46% in 2007 and 38.55% in 2008.

Further computations of students' performance in public examination (WAEC/NECO) at the national level were documented by concerned individuals. For instance, Awosiyan and Idoko (2012), noted that biology results of the West African Examinations Council revealed that, in 2008, 23% of the candidates passed; in 2009, 21% passed and in 2010, 20% passed, while many had their results withheld due to their involvement in examination malpractice.

With the development in the nature of students' performance in their final examination, Udeogu (2011) posits that, it is no longer news that there has been perennial mass failure and poor performance in successive male and female students WAEC and NECO examinations in the last three years. The author supported his claim by stating that, nowadays instead of students focusing on school tasks, male and female students indulge in unproductive activities which occupy them for better part of the day and yet expect to make good grades in their examinations. More worrisome is the dangerous trend of students spending quality time scanning DSTV channels and on social network sites like Facebook, Twitter, and 2Go.

Poor performance in science based subjects was also highlighted by secondary school principals in Makurdi at their 2009 All Nigerian Conference of Principals of Secondary Schools (ANCOPS) meeting in Benue State. Because of the poor nature of students' performance in various secondary schools, it was highlighted in the recommendations of ANCOPS that, all stakeholders, parents, teachers and guidance should monitor the activities of their wards in secondary schools in order to reduce the number of students abusing drugs (Iorkaa, 2009).

It was at the backdrop of students' poor performance in public examination (especially science base subjects) in secondary schools that Abudu (2008) posited that, the impact of drug abuse among Nigerian youths has been a hallmark of a morally bankrupt, decadent and wasted generation, and loss of our societal values and ideals. Abudu added that "the situation now appears to be such that no one can claim ignorance of what is happening. We cannot sit on the fence and criminally pretend about the menace of drug abuse among our young people" (Abudu, 2008).

Gbamanja (1991) however maintains that, exposing students to Biology concepts will help students understand different types of concepts and principles that will make them live meaningful lives devoid of drug abuse. Based on the foregoing therefore, this study seeks to examine the level of students' involvement in drug abuse and anti-social behaviour as correlate of their achievement in Biology among secondary school students.

1.1. Statement of the Problem

The problem of poor performance in secondary school science examinations especially biology has been a source of worry in recent times. Consequently, examination bodies and concerned individuals like Ugbaja (2008), Iorkaa (2009) and Udeogu (2011) were moved to start searching for solution to this problem. It is often alleged that drug misuse and anti-social behaviours engaged in by students could be responsible for the poor achievement in school. The authors therefore want to find out what the relationship between the level of biology students' involvement in drug abuse and anti-social behaviour and their academic achievement is?

1.2. Research Questions

This study was guided by the following research questions:

1. What is the relationship between academic achievement and anti-social behaviour rating of secondary school Biology students?
2. What is the relationship between academic achievement and involvement in drug abuse by secondary school Biology students?
3. To what extent is there a relationship between academic achievement and anti-social behaviour of secondary school male Biology students?
4. To what extent is there a relationship between academic achievement and involvement in drug abuse of secondary school male Biology students?
5. What is the relationship between academic achievement and anti-social behaviour of female secondary school Biology students?
6. What is the relationship between academic achievement and involvement in drug abuse by secondary school female Biology students?

1.3. Hypotheses

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

- HO₁: There is no significant relationship between students' involvements in anti-social behaviours and their achievement in Biology
- HO₂: There is no significant relationship between students' involvements in drug abuse and their achievement in Biology class.
- HO₃: There is no significant relationship between academic achievement and anti-social behaviour of male secondary school Biology students
- HO₄: There is no significant relationship between students' academic achievement and involvement in drug abuse of male secondary school Biology students.

HO₅: There is no significant relationship between academic achievement and anti-social behaviour of female secondary Biology students.

HO₆: There is no significant relationship between academic achievement and involvement in drug abuse of female secondary Biology students.

2. MATERIALS AND METHODS

In this section, discussion touches research design, population and sample as well as instrumentation and validation.

2.1. Research Design, Population and Sample

The research design adopted in this study is ex-post facto design. According to [Lammers and Badia \(2005\)](#), ex-post facto design is a non experimental research technique in which preexisting groups of data are compared on some dependent variables. The study thus employs ex-post facto because the researchers had no control over the independent variables (that is the mock result of students) as the variables were measured as they existed.

The population for this study comprised the entire 12,500 SS II students' in the 54 Government approved secondary schools in Makurdi LGA of Benue State as provided by Benue State Ministry of Education in 2012.

The sample size for this study comprises 375 respondents selected based on [Krejcie and Morgan \(1970\)](#) Table for determining sample size from a given population. Using the Table therefore, the researcher maintained that, there will be no need for any further calculations since the computations were based on reliable research statistics. Therefore, as contained in the Table, the estimated sample size for a population of 12,500 is 375.

The researcher employed the simple random sampling to selects 10 (out of the 54 Government approved) secondary schools in Makurdi LGA for the study. This constitutes a representative sample. The study therefore focused on students of selected secondary schools in Makurdi metropolis. Thirty-seven (37) students from five schools and another 38 each from the remaining five schools (making 10 selected secondary schools) were randomly used for the study, therefore bringing the total number of students used as respondents to 375 students.

2.2. Instrumentation and Validation

Three instruments were used by the researcher to collect necessary data for this study. They were:

- Students Drug Use Questionnaire (SDUQ);
- Anti-social Behaviour Influence Questionnaire (ABIQ); and
- Students Achievement Test (SAT).

The Students Drug Use Questionnaire (SDUQ) contained 20 items. The questions were designed to address the research questions and hypotheses raised in this study. The SDUQ was expressed in four points Likert scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Responses were further scored using 4 for SA, 3 for A, 2 for D, and 1 for

SD. The decision rule was therefore based on 2.5 mean rating in all cases since the mean rating of the Likert Scale used in the questionnaire is 2.5. Any value of mean that is above 2.5 agrees with the statement while below 2.5 implies disagreement of the statement in the questionnaire.

The Anti-social Behaviour Influence Questionnaire (ABIQ) also contains 20 items which addressed the influence of anti-social behaviour on students' achievement. The ABIQ was expressed in four points Likert scale format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Results from the responses will be further scored using 4 for SA, 3 for A, 2 D, and 1 for SD. The decision rule will therefore be based on 2.5 mean rating in all cases. Since the mean rating of the Likert Scale used in the questionnaire is 2.5, any value of mean above 2.5 agrees with the statement while below 2.5 implies disagreement of the statement in the questionnaire.

The third instrument used to collect data in this study is Students Achievement Test (SAT). The SAT contains a format for collecting students' mock results from selected schools as contained in the sample selection for this study. Mock examination in Nigeria is a pre final senior secondary school examination set (both in content and number) in similar manner as West African Senior School Certificate Examination (WASSCE) or National Examination Corporation (NECO). It is said to be a mockery of the real examination and therefore possesses all attributes of standard examination and written centrally at state levels. Often, it is able to predict their performance in WASSCE or NECO and so it is highly recognized. In this study it was adopted as a means of determining students' performance in biology. The Students Drug Use Questionnaire (SDUQ) and Anti-social Behaviour Influence Questionnaire (ABIQ) used in this study were thoroughly validated by three lecturers, two from the Department of Curriculum and Teaching and one from measurement and evaluation, Benue State University. The three validators vetted the instruments and made comments on the instruments. The instruments were critically examined by the experts in terms of relevance of content, clarity, grammatical expression and effectiveness of the instruments to measure drug use influence and anti-social behaviour influence on students' academic achievement. After critical examination of the instruments by these validators, the researcher effected corrections by removing irrelevant details on the instruments as suggested by the validators. Since the SPT mock result cannot be manipulated, the researcher used the data the way they were. The researcher conducted a pilot study using 30 copies of the instruments on respondents drawn from Government Model Secondary School, Makurdi who were not part of the actual respondents for this study but falls within the population of this study. The pilot study was carried out on 30 SSS II students of the school to determine the effectiveness of the instrument to serve the purpose of this study. The reliability coefficient of SDUQ yielded an $r = 0.96$ while that of ABIQ yielded $r = 0.79$ using Cronbach Alpha respectively. Thus, the reliability coefficient for SDUQ and ABIQ show that the instruments are dependable. [Emaikwu \(2006\)](#) had earlier on stressed that questionnaire instruments with alpha value up to 0.75 are good to be used.

3. RESULTS AND INTERPRETATION

To collect the necessary data for this study, all the 375 respondents for the study were administered SDUQ, ABIQ and SAT developed by the researcher. Biology teachers in selected schools assisted in organizing students for the administration of instruments. In presenting and analyzing the data generated in this study, the research questions were analyzed using Pearson moment correlation and the hypotheses tested using t-test statistic. In all cases, a correlation coefficient with p-value equal or less than 0.05 is significant while that with a p-value higher than 0.05 is not significant. In this study, the data generated were analyzed using Pearson moment correlation for the six research questions. Hypotheses were tested using the correlation value converted to t-test statistics.

3.1. Research Question One and Hypothesis One

RQ1: What is the relationship between academic achievement score and anti-social behaviour rating of secondary school Biology students?

HO₁: There is no significant relationship between students' involvements in Anti-social behaviours and their achievement in Biology

Table-1. Correlation and t-test of relationship between academic achievement score and anti-social behaviour of secondary school Biology students

Pair	N	R	R	Sig.(2 tailed)	Remark
MOCK SSCE	375	0.596	14.7329	0.000	Significant
Anti-social Behaviour	375				

Source: Field Survey, 2013

Table 1 shows Pearson moment correlation and t-test value of the relationship between students' involvements in anti-social behaviours and their academic achievement scores in mock SSCE. In response to research question 1, the r value of 0.596 shows a strong relationship between the two variables. Further, the correlation was significant at 0.05 level, where $r = 0.596$ and $P = 0.000$. With this result the null hypothesis is rejected. This implies that there is a significant relationship between students' involvements in anti-social behaviours and their achievement in Biology.

3.2. Research Question Two and Hypothesis Two

RQ 2: What is the relationship between achievement score and involvement in drug abuse by secondary school Biology students?

HO₂: There is no significant relationship between students' involvements in drug abuse and their academic achievement in Biology.

Table-2. Correlation and t-test of relationship between students' involvements in drug abuse and their academic achievement in Biology

Pair	N	R	T	Sig.(2 tailed)	Remark
MOCK SSCE	375	0.082	1.8420	0.083	Not Significant
Anti-social Behaviour	375				

Source: Field Survey, 2013

The result in Table 2 shows the correlation and t-test of the relationship between students' involvements in drug abuse and their academic achievement in Biology. In response to research question 2 the r value of 0.08 shows a very low correlation between students' involvement in drug abuse and their academic achievement; thus the relationship is weak. Further subsection of the r value to t-test statistics shows that the correlation was not significant at 0.05 level of significance ($r = 0.082$ at $p = 0.083 > 0.05$). With this result, the null hypothesis was not rejected, implying that, 'there is no significant relationship between students' involvements in drug abuse and their academic achievement in Biology. Thus, students who are involved in drug abuse may not necessarily be poor in academic achievement in biology.

3.3. Research Question Three and Hypothesis Three

RQ 3: What is the relationship between academic achievement and anti-social behaviour of secondary school male Biology students?

HO₃: There is no significant relationship between academic achievement and anti-social behaviour of secondary school female Biology students

Table-3. Correlation and t-test of relationship between academic achievement and anti-social behaviour of secondary school Male Biology students

Pair	N	r	T	Sig.(2 tailed)	Remark
MOCK SSCE	231	0.573	11.1582	0.000	Significant
Anti-social Behaviour of male students	231				

Source: Field Survey, 2013

Table 3 shows the correlation and t-test values of the relationship between academic achievement and anti-social behaviour of secondary school male Biology students. The correlation of 0.57 indicates a strong relationship between academic achievement and anti-social behaviour of male biology student. This answers research question 3, thus showing a strong relationship between the two variables. To further confirm this relationship, it was tested statistically and it was found that there was significant relationship ($r = 0.573$, $p = 0.000 < 0.05$). This implies rejection of null hypothesis and the acceptance of alternate hypothesis. This result therefore indicates that 'there is a significant relationship between academic achievement and anti-social behaviour of secondary school male Biology students.

3.4. Research Question Four and Hypothesis Four

RQ 4: To what extent is there a relationship between academic achievement and involvement in drug abuse of secondary school male Biology students?

HO₄: There is no significant relationship between students' academic achievement and involvement in drug abuse of secondary school male Biology students.

Table-4. Correlation and t-test of relationship between academic achievement and involvement in drug abuse of secondary school Male Biology students

Pair	N	r	T	Sig(2 tailed)	Remark
MOCK SSCE	231	0.025	0.3954	0.690	Not Significant
Drug abuse involvement of male students	231				

Source: Field Survey, 2013

Table 4 shows the correlation and t-test values of the relationship between academic achievement and involvement in drug abuse of secondary school male Biology students. The r value of 0.03 shows a weak relationship between academic achievement and involvement in drug abuse of male biology students. Thus male students who indulge in drug abuse may not be poor academically. Further test to confirm this relationship shows that the result was not significant ($r = 0.025$, $t = 0.395$ at $p = 0.697 > 0.05$). This result implies non rejection of the null hypothesis which states that, ‘there is no significant relationship between achievement and involvement in drug abuse secondary school male Biology students.

3.5. Research Question Five and Hypothesis Five

RQ 5: What is the relationship between academic achievement and anti-social behaviour of secondary school female Biology students?

HO₅: There is no significant relationship between academic achievement and anti-social behaviour of secondary female Biology students.

Table-5. Correlation and t-test of relationship between academic achievement and anti social behaviour of secondary female Biology students

Pair	N	r	T	Sig.(2 tailed)	Remark
MOCK SSCE	144	0.627	9.5790	0.000	Significant
Anti-social behaviour of female students	144				

Source: Field Survey, 2013

Result in Table 5 shows the correlation and t-test values of relationship between academic achievement and anti-social behaviour of secondary school female Biology students. With an r value of 0.63 it mean the relationship between academic achievement and anti social behaviour of female biology students is strong. In response to research question 5, the extent of the relationship between the two variables is strong. Subjecting the r value to t-test statistics to confirm the relationship, it is found that the relationship is significant at 0.05 level ($r = 0.627$ and $t = 9.579$, $p = 0.000 < 0.05$). This implies rejection of null hypothesis. It therefore means that ‘there is a significant relationship between academic achievement and anti-social behaviour of secondary female Biology students.

3.6. Research Question Six and Hypothesis Six

RQ 6: What is the relationship between academic achievement and involvement in drug abuse of secondary school female Biology students?

HO₆: There is no significant relationship between academic achievement and involvement in drug abuse of secondary female Biology students.

Table-6. Correlation and t-test of relationship between academic achievement and involvement in drug abuse of secondary female Biology students

Pair	N	r	T	Sig.(2 tailed)	Remark
MOCK SSCE	144	0.169	2.0433	0.043	Significant
Drug abuse involvement of female students	144				

Source: Field Survey, 2013

Table 6 shows the correlation and t-test values of the relationship between academic achievement and involvement in drug abuse of secondary female Biology students. In response to research question 6, the r value of 0.17 is generally not strong. Since a large sample is involved, there is need for further test to confirm how weak the relationship might be. From t-test analysis, it is found that the relationship is statistically significant at 0.05 ($r = 0.169$ and $p = 0.043 < 0.05$). The null hypothesis is therefore rejected and it means that, there is a significant relationship between academic achievement and involvement in drug abuse of secondary female Biology students.

4. DISCUSSION OF FINDINGS

It is found in this study that there was a significant relationship between students' level of involvement in anti-social behaviours and their achievement in Biology. This finding implies that students who engage in anti-social behaviour perform poorly in biology and those who do not engage in anti-social behaviour perform well in biology. This finding is in line with Data from the [National Youth Risk Behavior Survey \(YRBS\) \(2009\)](#) which showed a negative association between alcohol and other drug use and academic achievement after controlling for sex, race/ethnicity, and grade level. This means that students with higher grades are less likely to engage in alcohol and other drug use behaviours than their classmates with lower grades, and students who do not engage in alcohol and other drug use behaviors receive higher grades than their classmates who do engage in alcohol and other drug use behaviours. These associations do not prove causation. Further research is needed to determine whether low grades lead to alcohol and other drug use, alcohol and other drug use leads to low grades, or some other factors lead to both of these problems. Students with higher grades are significantly less likely to have engaged in drug misuse. Another finding of this study is that there is no significant relationship between students' involvements in drug abuse and their academic achievement in Biology. This finding notwithstanding has connection with a section of Becker' Labeling theory which posited that deviance is not inherent to an act, but instead focuses on the tendency of majorities to negatively label minorities or those seen as deviant from standard cultural norms. [Ajibulu \(2011\)](#) argued that, individuals who use drugs experience physical effects due to their drug addiction. This physical effect may include academic achievement. Also, many drug users engage in criminal activities, such as burglary and prostitution to raise money to buy drugs, and some drugs are associated with violent behaviour. This means that, as most of the social vices associated with anti-social behaviour continue to persist among students, their academic may also continue to suffer neglect which often results in poor achievement by students involved. The fact the result was not significant in spite of the available evidence may be attributed to students trying to avoid acceptance of label which could be another side of the theory. Since the society abhors drug abuse, they may have rated themselves very low in drug abuse. This could be a major weakness of this study to be noted by future researchers. In addition, the study found that female students' involvement in drug abuse had significant relationship with their academic achievement. This therefore means that drug use and abuse can hamper academic performance of female students. Another finding which is centered on male students' involvement was that there is a significant relationship between academic achievement and anti-social behaviour of male secondary school Biology students. The study further found that there

was also a significant relationship between academic achievement and anti-social behaviour of female secondary Biology students. Another finding which is centered on male students' involvement was that there is a significant relationship between academic achievement and anti-social behaviour of male secondary school Biology students. The study further found that there was also a significant relationship between academic achievement and anti-social behaviour of female secondary Biology students. Balsa *et al.* (2011) estimated fixed-effects models using data from the National Longitudinal Study of Adolescent Health and found that increases in alcohol consumption result in small yet statistically significant reductions in GPA for male students and in statistically non-significant changes for females. For females, however, higher levels of drinking result in self-reported academic difficulty. Further, Abudu (2008) asserted that, the impact of drug abuse among Nigerian youths has been a hallmark of a morally bankrupt, decadent and wasted generation and loss of our societal values and ideals. Sydelle (2011) also affirmed that, apart from violence associated with those who abuse drugs; abusers are easily prone to cult activities on campus. It is evident that most previous studies do not consider gender dimension in the relationship. The finding on influence of drug abuse is also rooted in the Curiosity drive theory and Cultural Identity theory used in this study. According to the tenets of Curiosity drive theory, it explained how students are driven by the zeal to get high (by using hard drugs) and to intimidate other students and engage in other anti-social behaviours to the detriment of their study. The Cultural Identity theory supported this finding by emphasizing several factors which account for people's indulgence (especially children) in drug related issues and their attendant anti-social behaviour. The theory particularly emphasized how drugs could influence anti-social behaviour among children and youths. It therefore implies that, students who engage in drugs could be influenced heavily in anti-social activities which may make them to devote less time to their study thereby leading to poor achievement.

5. CONCLUSION

Based on the findings of this study, it is concluded that there is a relationship between academic achievement and indulgent in anti-social behaviour by secondary school biology students. Students' achievement in biology has no significant relationship with their involvement in drug abuse. Also, male students' achievement in biology has a relationship with their anti-social behaviour, but involvement in drug abuse by male biology students has no significant relationship with their achievement. There was a significant relationship between academic achievement and anti-social behaviour by female biology students. Female biology students' achievement also has a significant relationship with their involvement in drug abuse.

6. RECOMMENDATIONS

In view of the findings of this study, the following recommendations are made:

1. One of the key reasons for enrolling in school is to learn and come out victorious. Hence, both secondary school male and female students should desist from anti-social behaviours or social vices that are detrimental to their academic achievement.

2. Engaging in hard drugs is a practice that must not be found in schools. Apart from the harmful effects of drug abuse, drugs can also impact negatively on students' well-being, health and achievement. Consequently the use and abuse of drugs should not be found among secondary school students.
3. Authorities and school administrators should constantly organize enlightenment and sensitization campaigns for both male and female students on the dangers of drugs to human lives and the effects of anti-social behaviour to school achievement.
4. The Ministry of Education in collaboration with Government should at the policy making level provide necessary guide and introduce into basic education curriculum drug education and moral studies. This will help student to inculcate good morals and live a drug free life even at the elementary stage.
5. School administrators should device workable and effective strategies of helping children prone to negative factors (like drug abuse and anti-social behaviour) capable of marring the academic achievement of students. School administrators on their part should thrive to understand individual students' need in relation to their home and help student overcome better achievement threats as a result of drug abuse or anti-social behaviour engaged in by student.
6. There is also need for an education task force or a monitoring agency to be visiting various schools at the Local, State and Federal government levels to check mate issues of drug abuse and anti-social behaviour in Nigerian secondary schools. Hence, more effort should be made to develop drug abuse prevention strategies in secondary schools.

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