

UNIVERSITY OF CAPE COAST

DRUG ABUSE ON STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED SENIOR HIGH SCHOOLS IN THE GREATER ACCRA
METROPOLIS

JOSEPHINE AMUA-SEKYI

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METROPOLIS

BY

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Dissertation submitted to the Department of Educational Foundations of the Faculty of Education, University of Cape Coast, in partial fulfilment of the requirements for award of Master of Education Degree in Guidance and Counselling

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Name: Josephine Amua-Sekyi

Candidate's Signature:..... Date:.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Name: Dr. Emmanuel Kofi Gyimah

Supervisor's Signature:..... Date:.....

ABSTRACT

The main objective of this study was to examine the impact of drug abuse on students' academic performance in selected senior high schools in the Greater Accra Metropolis. Four research questions guided the study.

The study employed cross-sectional design. A sample size of 133 teachers and 329 third year students were selected for the study. The questionnaire was first pilot-tested to ensure its validity and reliability. Descriptive statistics were used to analyse the research data.

The results indicated that both teachers and students understood drug abuse to be the misapplication of drugs. A number of factors were implicated for causing drug abuse. These included negative peer influence, poor parental monitoring and supervision, and poorly communicated rules and expectations. It was also found that the use of drugs affect cognitive development, leads to low school attendance and school drop out. Drugs abuse affects emotional state.

It was recommended that the National Commission for Civic Education (NCCE) should encourage peer education among students in order to reduce the influence that negative peer pressure exerts on students. Parents should also be educated to intensify their monitoring and supervisory roles.

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I am also grateful to my family and my husband, Cdr. John Bekuin-Wurapa. Finally, to the Counselling Centre and Department of Educational Foundations staff for making my education successful.

DEDICATION

To my husband, Cdr. John Bekuin-Wurapa.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Drug abuse, a situation where narcotic drugs and even pharmaceutical drugs are abused, is a social canker that cuts across the social strata of all countries. The World Health Organization (2003) indicates that drug abuse has become a global phenomenon affecting almost every country although the characteristics vary depending on the country in question. Issues relating to drug abuse are affecting an increasing number of people of all walks of life. Not only are adults involved, but also the youth and in some cases children in both the developed and developing countries. Until recently, it was thought that drug abuse was rife in the developed countries. Research has however shown that developing countries are not exempted and that drugs abuse has grown to such magnitude that it is becoming a threat to the health and welfare of many people not to mention the problems it creates for the economy (Hansen, 2000) and Ghana has not been spared the problem of drug abuse. According to Johnston (2002), drug abuse has escalated in Ghana as a result of the rapid social change and breakdown of traditional social structures. The problem of drug abuse is more prevalent in the urban centres due to rapid urbanization and its associated social and moral decadence.

Although the mass media have been used in many different types of campaigns and programmes to fight drug abuse, television, radio, newspapers, posters, brochures – all of these may reach a large number of persons. The overall effect of their use on various target groups has not reduced drug abuse, the problem of drug abuse among students still exist (Roll, 2006). This creates a worrying situation since drug abuse can have serious, even life-threatening, complications, such as drug overdose, alcohol poisoning, trauma, and suicidal or violent behaviour.

According to WHO (2004), the effects of misuse of drugs on students' achievement revealed that the school is a place many kids start experimenting with drugs. The WHO indicated that drugs have become more and more common among high school students and there was an increase in drug use among students from 16.65% in 2007 to 17.36% in the United States (US). This has raised a lot of public concerns among policymakers in various parts of the world, especially, with political apathy continuing to rise, almost as fast as the increasing violent crime rate (Federal Bureau of Investigation, 2006). This generates a great concern on whether drug abuse merits its introduction in the Ghanaian education system or not. The issues also seem to border on why students abuse drugs, how drug abuse could be curbed and the impact such abuse could have on their lives, especially, their academic achievement.

Statement of the Problem

Throughout history, substance abuse has been the cause of many problems and tragedies, which has resulted in many researchers developing interest in this

topic (Finnell & Picou, 1999). For decades, drug abuse has had negative connotations in society. Naturally, since it is illegal, drug abuse has always been perceived more harmful to individuals who abuse drugs and the society as a whole.

To add to the negative connotation of drug abuse, there have been many studies that imply that drug abuse has a negative effect on a person's abilities. For instance, Picou (2005) suggests that drug abuse is positively correlated to the "amotivational syndrome". People with the "amotivational syndrome" are less goal-oriented, and are characterized by a lack of motivation and lower levels of academic achievement (Picou, 2005). Hansen (2000) also indicated that adolescent drug use has been linked to lower indices of extracurricular activity, academic aspirations, and attraction to school (Evans & Skager, 1999). Research also suggests that drug abuse affect academic performance of students. Students who abuse drugs have been shown to be at greater risk for performing poorly in school. Hence, it is no surprise why many parents and educators are concerned that the academic performance of their children and students may be affected by the misuse of drugs.

As a result of the effects of drug abuse, societies, governments, non-governmental organizations and countries have put in place a lot of measures to curb it. Measures such as public education, ensuring strict parental control and supervision and inclusion of drug abuse issues into the curricular. Despite these measures, students still abuse drugs and students in Senior High Schools (SHS) in the Greater Accra Metropolis are no exception.

This raises concerns especially when teenage students whose relationships, reputations, futures, self-images and especially, grades suffer as a direct result of the teen drug abuse. Although public education to curb drug abuse among students has been initiated by the government, yet, the problem still exists. This is supported by Essel (2005) who indicated that the number of senior high school students arrested for drug use doubled in the year 2000. He indicated further that over 43 Senior High School students were arrested due to drug related problems. This generates concerns, especially, the impact that teen students' involvement in drug abuse have on their academic performance. Also, one begins to wonder what drives students into abusing drugs and the measures that could be taken to curb drug abuse among students, hence, the choice of the topic.

Purpose of the Study

The main purpose of this study is to examine the impact of drug abuse on students' academic performance. Specifically, the study seeks to:

1. Explore respondents' understanding of drug abuse.
2. Examine the causes of drug abuse among SHS students.
3. Investigate into the effects of drug abuse on SHS students in the Metropolis.
4. Identify the measures that could be put in place to curb drug abuse in SHSs.

Research Questions

The following research questions will guide the direction of the study.

1. How do respondents understand drug abuse?
2. What are the causes of drug abuse among Senior High School students?
3. What are the effects of drug abuse on SHS students?
4. What measures could be put in place to curb drug abuse in Senior High Schools?

Significance of the Study

The study will be useful to educationists, curriculum planners, researchers, teachers, students and resource persons. The study will help the guidance and counselling unit of SHSs to find out how drug abuse causes poor academic performance and school attendance among students and to give them appropriate guidance and counselling.

It will also be of help to the Ghana Education Service in coming out with the Code of Conduct for SHS concerning drug use and the measures to curb it. Furthermore, it will help parents and guardians on how to give the needed parental care, support and supervision to their wards in order to prevent them from abusing drugs. It will also add up to the available literature on the topic and other researchers interested in the topic will find the study useful.

It will help to discover the appropriate agents and agencies that are responsible in providing drug abuse education to students. The outcome of the study will also enlighten students on the effects of drug abuse and the need to prevent them. Finally, the study will inform curriculum planners and designers

on the necessary teaching and learning methods and resources that need to be put in place in order to ensure effective implementation of drug abuse education among students in order to reduce it.

Delimitation of the Study

The study looked at only the causes, effects and solutions to drug abuse among SHS students. Findings from this study apply to Senior High Schools in the Greater Accra Metropolis. However, other Districts, Municipalities and Metropolis may adopt the findings.

Limitations of the Study

One limitation that the researcher discovered \was that some schools were unwilling to release vital records for the exercise. Some schools were reluctant to release information for fear of victimization. Again, the scattered nature of schools in the Metropolis affected easy movement and therefore made movement to the selected schools very difficult for the researcher.

Definition of Terms

Drugs: The World Health Organization [WHO] (2004) defined drugs as any substance which when taken into living organism, may modify one or more of its functions. Also in medicine, a drug is any chemical agent used for the treatment, cure, prevention and diagnosis of diseases (Hansen, 2000).

Abuse: According to Rundell and Fox (2002), abuse is the use of something in a bad, dishonest, or harmful way.

Drug or Substance Abuse: Plested and Smitham (2007) state that, drug abuse is the use of illegal drugs or the misuse of prescription or over-the-counter drugs for the purposes other than those for which are meant to be used.

Organization of the Rest of the Study

Chapter two reviewed related literature under headings clearly marked. Chapter three indicated the methodology used in the study. It highlighted the research design, population, sample and sampling procedures, research instrument, data collection procedures as well as data analysis procedures. Chapter four entails the results and discussions. Finally, chapter five provided a summary of the major findings of the study, the conclusion, and recommendations based on the findings as well as areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is concerned with the review of literature related to the topic – causes and effects of drug abuse on academic performance – as documented by some writers, theorists, authorities and researchers. Specifically, the areas for reviewing related literature include: the definition of the concept drug abuse; the causes of drug abuse; the effects of drug abuse; and the remedies of drug abuse.

Meaning of Drug Abuse

The World Health Organization [WHO] (2004) defined drugs as any substance which when taken into the living organism, may modify one or more of its functions. In medicine, a drug is any chemical agent used for the treatment, cure, prevention and diagnosis of diseases (Hansen, 2000). A similar definition is given by Essel (2005) when he stated that drugs are any chemical agents, other than food, that affects a living organism. It therefore apparent that drugs are simply non-food substances that when ingested affect living organisms. These definitions include both pharmaceutical and narcotic drugs.

However, drug abuse, according to the Plested and Smitham (2007), is the use of drug for a reason other than which it was intended or in a manner or in qualities other than directed. Plested and Smitham (2007) state further that drug abuse is the use of illegal drugs or the misuse of prescription or use over-the-counter drugs for purposes other than those for which they are meant to be used, or in large amounts. According to Byoos (2009), drug abuse is the habitual use

of drugs to alter one's emotion or state of consciousness. Ben-Danyansah (2003) sees drug abuse as the consumption of drugs without medical authorization, which have the capacity for altering mood and behaviour. In other words, it ranges from the misapplication of prescribed drugs through self-medication of drugs like pain tablets, aspirin, paracetamol, valium, cola, alcohol, tobacco, tea, Indian hemp (cannabis), marijuana, cocaine and heroin, generally termed narcotics.

According to Ayertey (2000) drug abuse occurs when drug is taken indiscriminately without prescription which is over-dose or under-dose. Again, Grant and Dadzie (2006) defined drug abuse as a term used for the natural or synthetic chemical substance for non-medical reasons to affect the body and its process, the mind and the nervous system resulting in abnormal behaviour. According to Evans and Skager (1999), drug abuse is the chronic or habitual use of a drug for a non-chemical purpose, with the object of altering states of body and mind for the user.

It also includes intentional inhalation of household or industrial chemicals for their mind-altering effects. Tobacco use and problem drinking are sometimes included in the definition of drug abuse (Finnell & Picou, 1999). Chemical abuse and substance abuse are terms sometimes used interchangeably with the term drug abuse, or they may be used to refer to a combination of drug abuse and tobacco use or problem drinking. According to Johnston (2002), many drugs that are abused are also addictive; they cause cravings and a

continued desire to use them despite negative consequences. Drug abuse can start in childhood and continue in adulthood.

The Concept of Academic Performance

Academic performance has got a historical underpinning. From 1846, pupil teachers were being paid following the results of an annual examination. This mode of payment is more popularly known as 'payment by results' (Hogg, 1990). Hogg further said that teachers' successes were, however, rated on the performance of children in the annual examination. During the late nineteenth century and early twentieth century, more scientific methods of testing school children began to be developed in the United States of America, France and the United Kingdom (while there were critics, especially among teachers). Testing was widespread between the two world wars yet, confidence in assessment began to wane (Hogg, 1990).

Cummings and Riddell (1992) revealed that the International Association for the Evaluation Achievement has been carrying through a testing long time ago. They again said that the first effort made by the association was limited to testing in Mathematics, because it was presumed at that time to have a test material which was not likely to suffer from cultural variation. On the part of Carr-Hill and Magnussen (1973) no clear set of educational goals were available and that it was difficult to get a base where indicators of performance could be derived. Ruby (1989), suggested the following reasons for renewed policy interest in performance indicators:

- (a) a concern to improve the country's international economic competitiveness by a variety of means but particularly by increasing the general level of education of the workforce;
- (b) demands by decision-makers for better information about outcomes and performance to improve policy-making about education - the 'what works' syndrome;
- (c) demands for information to guide and monitor the implementation of reforms, particularly structural reforms involving the devolution of authority, and to evaluate the outcome of those reforms;
- (d) political commitment to equity such as equality of outcomes for minority groups;
- (e) a belief that better information about effective strategies and performance will bring about qualitative improvements in teaching and learning;
- (f) enhancing accountability measures in the public sector by gathering data on performance and outcomes; and
- (g) a commitment to improving the information available to the public about the performance of public authorities (p. 15-16).

Commenting upon the potential use of performance indicators, Wilcox (1990) stated that performance indicators are seen as an essential element in the greater accountability which will be demanded of schools. As a consequence of financial delegation, there is a concerted attempt to develop appropriate [performance indicators] but also to model and interpret them.

Wyatt (1994) agreed that the concept of educational indicators as summary statistics on the status of education systems is not new. Whenever there are perceptions of falling levels of achievements, the traditional response has been a call for the imposition of higher 'standards'.

Many different 'concepts' of educational performance indicators have been defined by the various researchers. Ashenden (1987) and Sing (1990), for example, cite a range of indicators of effectiveness, equity, productivity, process, quality in education among others. The sources of data for performance indicators are eclectic: the data provided by the institutions which are part of administrative information systems; the data based on client and provider perceptions collected by questionnaire; or information collected through direct observation of the workings of the institutions (Wilcox, 1990).

Oakes (1986) defined performance indicators as possible information that is useful for understanding levels and variations in performance, in order to assess the impact of interventions and ultimately inform decision-making. Scheerens (1992) identifies three recent trends or indicators of performance as:

1. transition from descriptive statistics (largely input and resource measures) to measurement of performance outcomes;
2. movement towards more comprehensive systems and a growing interest in manipulable characteristics;
3. concern to measure data at more than one aggregation level.

He also shows how different indicators are appropriate according to the type, level and mode of decision making. He explains the different indicators as follows:

1. Types of Decision Making - whether we are interested in: the organisation of instruction; the planning of education and establishing the structures within which it is delivered; personnel management; or resource allocation and use.
2. Levels of Decision Making - whether at the level of the school; lower intermediate authority (e.g. districts); upper intermediate authority (e.g. provinces or regions); central authority.
3. Modes of Decision Making - varying from full autonomy to collaborative; to independent but within a framework (although the extent to which the latter is different depends on how tight the frame is).

Wyatt (1994) stressed that the recent pressure towards educational indicators (determinants of academic performance) is due to a call for the requirement of central government for a means of monitoring the process of devolution of responsibility to the school. The latter led to a call for how schools might evaluate themselves emphasizing the use of locally determined indicators in the school management process; and the use of indicators to monitor specific policy objectives in schools.

Oakes (1986) argued that performance indicators must provide at least one of the following kinds of information:

1. a description of performance in achieving desired educational conditions and outcomes;
2. features known through research to be linked with desired outcomes;
3. a description of central features of the system in order to understand its functioning;
4. information which is problem oriented; and
5. Policy-relevant information.

Thus far, attempts have been made to trace the historical development of academic performance and the indicators needed in defining it. This therefore forms the theoretical basis of the study.

Factors Influencing Academic Performance of Students

Various views have been expressed on the factors affecting academic performance of students in school. Lockheed (1991) alluded to regular attendance to school by both teachers and students and according to time table help teachers to gain hold the attention of students which leads to improved learning.

It is also pointed out that academically, successful schools set high expectations for work and achievement. The concept of the school as a place of learning is communicated clearly to students, and commitment learning is expected in every classroom. Expectations are manifested in the performance standards set by the school. Low standards reflect low expectations; high standards reflect high expectations (Anderson, 1988).

Adoom (2007) suggested that the issue of large class sizes prevent teachers from giving their best to improving students' performance particularly when it has to do with marking assignments and teaching. He further said that a well motivated teacher will definitely be a performer to help improve students in school. Frustration as a result of a mistake made by some students in some subjects deters them from further learning of those subjects. This means that students mostly lose interest in subjects they often make mistakes and stop to improve upon them. Volkman and Bye (2006) stated that a good school environment helps students to improve upon their performances. They further stressed that a school which has a spacious environment, needed teaching and learning materials with teachers of good attitude tend to have students with high academic performance.

Dekalb (1999) suggested that the learning environment was also important to the improvement in the performance of students. Learners have physiological, psychological and social needs and interest that direct and focus their attention in classroom. It is mentioned that young people in our media oriented society have grown up with highly stimulated things such as television and special effects movies so that they have become accustomed to high levels of stimulation on a daily basis and too often expects similar experiences when they enter the classroom to improve upon their learning and performance (Moore, 2005). This suggests that classroom life, which seldom offers such stimulation, is perceived as dull and lifeless by many students, a perception that often limits their motivation to learn and perform well. It is also mentioned that the type of

need requires influences one's academic performance. Kenneth (1998) stressed that students in every class have a wide variety of needs so those with higher needs to achieve tend to perform well with higher grades in class.

It is also said that students' perceptions of themselves and their place in school influence their academic performance. Hancock (1996) opined that students who feel connected to their school are more motivated to achieve and have higher academic performance.

Home background is known to have great influence on students' academic performance and educational success. Poor parental care with gross deprivation of social and economic needs of a child usually yield poor academic performance of the child while good parenting could enhance strong academic performance (Shittu, 2004). Danesty and Okediran (2002) lamented that street hawking among school students has psychologically imposed other problems like sex networking behaviour, juvenile delinquent behaviour which takes much of the student school time that necessitated the poor academic performance and drop out syndrome.

Yinusa and Basil (2008) mentioned that markets and garages located near schools have always posed a threat to students as they endanger students' life and concentrations for effective learning and high academic performance.

Inconsistent government policies in the past caused a fallen standard in academic performance of school students. Yinusa and Basil stipulated that politicization of education by some political parties do not improve students' academic performance.

Poor attendance to school has been noted as one of the causes of students' academic failure. It is of common knowledge that students' mobility has a link to academic performance in school. This presupposes that frequent changes of school for one reason or another harm both the students and the classroom he or she enters, and these affect them academically. Each time students move, he or she must adjust to new peers and social expectations. Rumberger (1995) stated that student mobility is the practice of students making non-promotional school changes, often during the school year. He further stressed that no matter how effective teachers are, if students are not attending school they have no chance to learn.

Agyemang (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. However, he further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service.

Danesty and Okediran (2002) lamented that a combination of a healthy family background living in good environment and a conducive school's environment with fortified learning or instructional aides and motivational incentives improve students' performance while the lack of them retard academic performance.

Neagley and Evans (1970) were of the view that effective supervision of instruction can improve the quality of teaching and learning in the classroom.

Etsey, Amedahe and Edjah (2005) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective supervision of work. Teachers in schools are the ideal people as well as in the best situation to promote active learning amongst students in schools. Active learning is about energizing and sustaining attention of students, who then become very interested in doing any classroom activities.

A number of researches have been done on active learning. Among these is a research by Ford and Sutphen (1996) which showed that acting on information leads to better recall because it requires the individual to understand the information first. Although class attendance is a positive indicator of a students' grade, other factors come in to influence students' performance in school. Factors such as poverty, consistent low grades in school, class size and the condition of a school affect academic performance. Moore (2005) and Agyemang (1993) reported that a teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. Again, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service. Students' involvement in academic work and co curricular

activities are said to maximize their academic performance in school. In the work of Astin (1993), the more involved that students are in the academic social aspects of the school life, the more they benefit in terms of learning and personal development. A study carried by Tinto (1993) revealed that students' involvement in school positively affects their academic achievement retention in particular, and the educational gains as a whole. This suggested that every student is beneficial to national development and if he losses in school, his country losses as well. Despite a widely held assumption that a combination of students' involvement in co curricular activities and academic work positively affect their academic performance, other researchers see it differently.

McCluskey & Patchin (2004) opined that little attention must be given to co curricular activities because they may divert or distract students from serious studying. On the part of Pascarella and Terenzini (1991), co curricular involvement is often considered unnecessary or secondary to academic involvement in spite of the call for integration of academic and co curricular life of a school. This presupposed that too much of co curricular activities in a school negatively affect students' academic achievement so, there should be moderation in them to help students concentrate more on academic work when they come to school. Kraft (1994) found in his study of the ideal class size and its effects on effective teaching and learning in Ghana that class sizes above 40 have negative effects on students' achievement. He was of the opinion that numerical strength of a class to large extent, affected the performance of the students in that class.

Causes of Drug Abuse

Cloward and Ohlin (1993) held the view that regardless of who is right, drug use is seen as deriving from failing to “make it” in conventional society as well as failing to achieve success. Group influence may also lead or cause some individuals to take to drug use. Good (1994) in describing social learning stated that by interacting with members of social groups, people learn definition of behaviour as good or bad. Regoli (1997) supported Good by stating that the youth begin to use drugs and continue to do so as a result of their involvement in social groups in which drug use is encouraged.

Becker (1997) described processes of becoming a marijuana user through an interaction with a marijuana-using subculture. According to Becker, for an individual to become a marijuana user, three things occur. First, the individual must learn the proper technique for smoking marijuana so that it produces the desired effects. Secondly, one must learn to perceive the effects and connect them; and three, one must define the effects of marijuana smoking as pleasurable. This, the smoker has learned in short to answer “yes” to the question “is it fun?” Good (1994) suggested that the socialization process within a drug subculture involves much convincing of new users that they have nothing to fear from drug use.

Psychiatrists, sociologists and psychologists have written on why people use drugs and the main reasons given are complex such as alienation from the mainstream of culture, adolescents’ rebellion, oedipal complexes, dread of the future and suicidal impulses (Harry, 1993). According to Harry (1993), it stands

to reason that one of the primary causes of teenage drug abuse is poor parental supervision. Children and teenagers who are left alone for long periods of time or who are allowed to come and go as they please will have more opportunities for exposure to drugs. Fortunately, this is one of the causes of drug abuse that can easily be avoided. Alcohol remains the drug of choice. However, for teenagers to obtain alcohol, someone must buy it for them, and parental supervision can prevent that. He indicated further that availability of drugs can also cause drug abuse. If there is alcohol and teenagers have access to it then a way is being left for them to abuse drugs.

Byoos (2009) stated that though there is no singular known cause of teen drug abuse, some of these factors below may push the teen to abuse drugs.

1. Insufficient parental supervision and monitoring may put the parents in dark on teen drug abuse.
2. Lack of communication and interaction between parents and kids
3. Poorly defined and poorly communicated rules and expectations against drug use may lead to teen drug abuse.
4. Inconsistent and excessively severe discipline
5. Family conflict
6. Favorable parental attitudes toward adolescent alcohol and drug use, and parental alcoholism or drug use may encourage the youth to engage in teen drug abuse

According to Nkrumah (1996), young people use drugs because of peer group influence. When friends smoke the “pot” they urge other to start smoking.

Users are looked upon because they rebel against authority and social customs. Also, young people use drugs as sign of rebellion against the older generation, the old order and its authority. They learn and recognize the double standards practiced by the older generation, their parents and elders in society and follow their lead.

Bosiako (2005) stated that many students are exposed to drugs by their peers. The need of adventure and social acceptance make some students vulnerable to peer pressure. Most students are influenced by peer pressure. They will do anything to be accepted within a group they fancy joining it. Some students leave the classroom to abuse drug and come back to continue whatever they are doing.

According to Ayerterey (2000), genetics or inherited factor is a cause of drug abuse. If parents have addiction struggles, that is, if parents smoke, their child will smoke. If parents used alcohol, the child will probably follow and use that drug in much the same way. That is why drug abuse is common in some families than in others.

General Effects of Drug Abuse

According to Budney (2006), as a teenager abuses drugs, he or she may stop feeling normal when not taking the drugs. In other words, being high on drugs becomes the norm, and not being high is uncomfortable. Continued drug abuse alters the brain in such a way that drug use ceases to be voluntary and transitions into a compulsive drug-seeking behavior. The teenager may feel a

physical need to be high, or may continue to take drugs despite unpleasant physical and social side effects.

Goel (2009) conducted a quantitative study to find out the effects of marijuana on teens lives in Nigeria. Out of the 150 respondents, 75% indicated that sometimes, negative side effects may persist even after stopping drug use. For example, 3, 4-methylenedioxyamphetamine, also known as MDMA or ecstasy, causes a high feeling that lasts for 3 to 6 hours. The respondents indicated further that negative effects of ecstasy use can include feelings of depression, sadness or anxiety, as well as memory difficulties after the drug wears off – sometimes for several days. In users who take ecstasy regularly, the effects may last even longer.

Drug abuse can lead to overdose and death. Tolerance develops with prolonged drug use; this happens when a teen needs higher doses of the drug to achieve the high he or she is used to. Overdoses can happen when a teen increases the dose by too much (Ayertey, 2000). Another way that drugs may cause death is through unknown substance interactions or contamination, because there is no quality control for illicit drug manufacturers. According to the Phoenix House American Council for Drug Education (2007), when certain ingredients that are used to make drugs are difficult to get, drug makers may substitute with any number of substances, some of which may be toxic.

Akinalli and Abosi (1993) stated that the most dangerous and most widely used drugs are narcotics. This includes heroine, maphine and other synthetic drugs which depress the central nervous systems. Akinalli and Abosi posit that

excessive doses may sometimes lead to warm peaceful feelings, high self esteem, self confidence, hyperactive, evasion of frustrations, less depression and feeling of non-belonging and sometimes a kind of elevation of mood. Yangyonru (1983) also held the view that drugs tend to distance the asserts' perception, thinking process and sensory orientation.

According to Goel (2009), drug abuse at any age can cause serious health effects, but teens who abuse drugs are at particular risk for negative consequences. Teens who abuse drugs are more likely to struggle with addiction later in life and have permanent and irreversible brain damage. Some other common negative effects of teen drug abuse, according to Goel, are:

1. Emotional problems. Drug abuse can cause or mask emotional problems such as anxiety, depression, mood swings, suicidal thoughts and schizophrenia. In fact, among teens with major depression, 34.6 per cent report using drugs. Unfortunately, drug use can also increase the severity of these emotional problems. For example, teens that use marijuana weekly double their risk of depression and anxiety.
2. Behavioural problems. Teens who abuse drugs have an increased risk of social problems, depression, suicidal thoughts and violence. According to a recent survey by the Substance Abuse and Mental Health Services Administration, teens who abuse drugs are more likely than teens who don't abuse drugs to engage in delinquent behaviors such as fighting and stealing.

3. Addiction and dependence. The younger a person is when they begin using drugs the more likely they are to develop a substance abuse problem and relapse later in life.
4. Risky sex. Teens that use drugs are five times more likely to have sex than teens who don't use drugs. Teens that use drugs are also more likely to have unprotected sex and have sex with a stranger. This leads to higher risks of STDs, teen pregnancy and sexual assault.
5. Learning problems. Drug abuse damages short-term and long-term memory and can lead to problems with learning and memory later in life.
6. Diseases. Teens who abuse drugs with needles increase their risk of blood-borne diseases like HIV, AIDS and Hepatitis B and C.
7. Brain damage. Drug abuse among teens can result in serious mental disorders or permanent, irreversible damage to the brain or nervous system. Brain damage among teens who abuse drugs includes brain shrinkage; impaired learning abilities; amnesia and memory problems; impaired reasoning, perception and intuition; increased or decreased socialization; and changes in sexual desire.

In the view of Ayerterey (2000), people who abuse drugs may take them initially out of curiosity, to escape, to feel good, due to peer pressure, or for a variety of other reasons. Drugs can affect a number of different organs, and complications can result from damage to the brain or to other parts of the body. Other negative consequences often result from the effects drugs have on a

person's mind, as well as actions an individual may take while under their influence.

According to Moon (1999), the use of hard drugs is costly in workplace in terms of lost of work time and inefficiency. Persons who use drugs are more likely to have occupational accidents, endangering themselves and those around them than non-users of hard drugs. He continued that crimes that are drug-related disrupt communities due to violence among drug dealers, threats as well as crime of the addicts themselves.

WHO (2004) estimated that the changes with experiment with drug is that the carvings for drugs become part of daily life. Drug abuse can also become a means of trying unsuccessfully to cope with problems. Ayertey (2005) in his submission to the negative impact of drugs on students states that excessive use of tobacco, alcohol or stimulants may also damage the human liver, brain and the heart.

According to Essel (2005) when a pupil abuse drug for a consideration period, he become addicted and may drop out of school. Money spent on the education and the upbringing of the youth by the parent and government becomes wasted when victims become unacceptable of counting their education. Amissah (2004) emphasizes that there are instances when drug addicts have resorted to unethical behaviours like stealing, bullying and abandoning classes to pursue their pleasure of life. Goggle reveals that people who are in their formative stage of life especially have been exposed to foreign culture.

Sussman (2002) discovered in a quantitative study on the effects of drug abuse among high school students that people who use drugs experience a wide array of physical effects other than those expected. The excitement of cocaine effect, for instance, is followed by a period of anxiety, fatigue, depression and a strong desire to use more cocaine to alleviate the feelings of the crash. Marijuana and alcohol interfere with motor control and are factors in many automobile accidents (Thornton, 2000). Users of marijuana and hallucinogenic drugs may experience flashbacks, unwanted recurrences of the drug's effects week or months after use.

Also, drug use can disrupt family life and create destructive patterns of codependency that is the spouses, inadvertently enables the users to continue using drugs by covering up, supplying money or denying there is a problem (Moon, 1999). Again, drug abuse affects society. In the workplace, it is costly in terms of lost of work time and inefficiency. Drug users are more likely than nonusers to have occupational accidents, endangering themselves and those around them (Goel, 2009).

Drug Abuse and Academic Performance

Budney (2006) conducted a study on the importance of clarifying the mechanisms by which substance use influences academic outcomes. The study suggested at least two potential mechanisms. First, substance use itself may impair cognitive development which, in turn, reduces academic achievement and disrupts academic progression. Studies (Engberg & Morral, 2001; Akinalli & Abosi, 1993) have shown that heavy adolescent substance use can lead to

problems with working memory and attention due to changes in adolescent brain activity. In turn, these memory and attention problems may lead to decreases in academic performance and engagement in school, and ultimately increase risk for school problems and dropout. However, these findings have been reported with heavy drinking and drug-using adolescents, and it is unclear whether such effects would emerge at lower levels of use. Moreover, the magnitude and permanence of these effects are unclear in terms of whether they extend to impair academic functioning. For example, Hansen (2000) suggested that withdrawal is an important predictor of the neuro cognitive deficits associated with adolescent drinking, but it is not clear whether prolonged periods of abstinence rectify these deficits or whether they are permanent.

Godley's (2005) studies reported that substance use is related to many school-related outcomes that have a strong behavioral and social component. That is, outcomes such as school grades, attendance, school completion and dropout are influenced not only by intellectual functioning, but also by motivation, organizational skills and social or behavioral skills. In other words, the effects of substance use on academic outcomes may have motivational, social and behavioral components in addition to any effects on cognition and cognitive development. Thus, negative academic outcomes may be due to both the direct effect of substance use on cognitive skills as well as the constellation of motivational, social and behavioral risk factors associated with substance use in adolescence.

Interestingly, Johnston (2002) suggested that the mechanism by which substance use influences academic performance may differ depending on the nature of the adolescent sample and the developmental outcome that is studied (high school attendance versus academic achievement and college completion). Specifically, the substance use of heavy drug-using adolescents may directly impair academic (cognitive) abilities which limit academic performance in adolescence. For most adolescents who use drugs at a lower level, however, adolescent drug use may serve as a maturational ‘snare’ that keeps some adolescents engaged in deviant peer groups as others move on to more normative groups, thus having a long-term direct effect on educational attainment.

Finnell and Picou (1999) indicate that chronic or acute use of drugs may result in preoccupation with the immediate present, an impairment of short-term memory and other mental functions, impaired tracking ability in sensory and perceptual functions, adverse emotional and social development of children and adolescents, and impaired classroom performance. The degree of impairment follows the dosage amounts used, everything else being equal. Summarizing the potential impact of several kinds of drugs, Evans and Skager (1999) have concluded that drugs can decrease cognitive operations, making it difficult for the youth to develop a functional set of values and ideals. Reduced cognitive efficiency also leads to poor academic performance and a resulting decrease in self-esteem, contributing to instability of the individual’s sense of identity.

Drugs may preoccupy and come to dominate the person's thinking as providing a solution to problems that need, in reality, non-drug solutions.

Preventing Drug Use in Teenagers

According to Essel (2005), parents should explain to their children as they grow up about the effects of drug use on the body and where drug abuse can lead someone. Explaining this, Essel indicated that parents should always make their children feel that they are able to come to them no matter what the problem is and receive support.

Ayertey (2000) explains that it has been shown that kids who are in extracurricular activities are less likely to fall into bad relationships and drug use. Parents should always support their children in their hobbies and make sure that they are involved in something they enjoy doing outside of school. He continues that parents of teens on drugs should remember that it is not their fault. Nothing they could have done differently would have prevented the drug use, some teenagers just fall into the wrong crowd. With the right support and resources, it is possible for parents to help their teenager overcome drug abuse

Scheier (1999) states that with relatively simple information and examples, parents can help children to establish family attitudes and values about healthy living. According to Palmgreen (2002), using “teachable” moments, caregivers can reinforce messages emphasizing what is healthy, safe, and fun. For instance, children need to understand that a drug is anything besides food that changes the way the body works or functions. Hecht (1997) indicated that parental responsibilities in preventing drug use among their children include establishing

clear expectations and reasonable, appropriate consequences for children. Children need opportunities to make choices and accept consequences at an early age. Many parents can acquire basic parenting skills through programmes such as systematic training for effective parents, parent effectiveness training, and love and logic. Bauman (2001) indicated further that these programmes provide vital skills such as active listening, problem solving, and setting and enforcing consequences. These programmes, or even a single parenting event, also provide opportunities to expose parents to specialized substance abuse community resources. Substance abuse professionals can be invited guests at these programmes/meetings, thereby eliminating the stigma and initial risk of breaking family secrets by attending an addiction programme. Additionally, medical, legal, school, child care, and faith professionals, as well as friends and other family members, can frequently and gently remind the biological parent of the need and benefit of educating children (Hansen, 2000).

Moon (1999) conducted a study on the measures to curb drug abuse in the US on 75 college students. The study revealed that 69 per cent of the respondents indicated that education is the first battle on drug abuse. The respondents indicated further that children need to be told at home and in school about drugs. People need to be aware of the effects so that they can make avoid this problem. A second approach which was discovered was the increase of police manpower and powers to stop dealers and to enforce the law. However, the main target should be the user. Eighteen per cent held that families and

counselors need to talk to children and people at risk. Parents need to look at their children and help them obtain jobs that are needed to give them income.

In a similar view, Peirce (2001) stated that approaches to education about drugs may be grouped conceptually into a threefold typology: (a) the chosen educational strategy or approach (direct, alternative or indirect and selective); (b) the target group and (c) the type of activity and teaching materials used. He indicated further that depending on the target group, a direct substance-centred approach may be used. It is possible to make the environment of the individuals involved the target, although this is not frequently done. Also, educational activities may be carried out by adults, teachers, specialist educators, youth leaders, parents or peers. Programmes for educating various target groups vary enormously in cost, from practically nothing for activities using donated time or free resources from sponsors to very expensive for high technology mass media programmes. The cost-effectiveness approach is a means to determine the most suitable responses to drug abuse (Peirce, 2001).

This was similar to the findings of Marie (2007) on a qualitative study of the effects of drug abuse on adults in Malaysia. The study revealed that education was the principal means of preventing drug abuse. In addition to educational institutions, other settings are important for the contributions they make to learning and socialization (Picou, 2005). The study concluded that home, workplace, and religious institutions, are settings for the education of young and old alike. The study supported the full integration of drug abuse education into mainstream institutions, whether public and private, religious or secular.

In some countries, only a minority of the children goes to school, and those in school may stay there for only a few years. In these situations, methods need to be adapted when preparing health education approaches for drug abuse prevention, particularly for rural youth. Flexible methods include innovative out-of-school approaches to health promotion activities consistent with community values and standards. When fewer children go to school or when families are less integrated, adaptive changes in educational interventions are needed for both formal and informal approaches (Prendergast, 2005).

According to Bauman (2001), the mass media have been used in many different types of campaigns and programmes to fight drug abuse. Television, radio, newspapers, posters, brochures – all of these may reach a large number of persons. The overall effect of their use on various target groups in many different countries has reduced drug abuse.

Additionally, Roll (2006), stated that medical, legal, school, child care, and faith professionals, as well as friends and other family members, can frequently and gently remind the biological parent of the need and benefit of educating children on the effects of drug abuse. He stated further that family-based prevention programmes should enhance family bonding and relationships and includes parenting skills; practice in developing, discussing, and enforcing family policies on substance abuse; and training in drug education and information (Ashery, 1998).

Johnston (2002) however, listed the following as ways of preventing drug use among children.

1. Parental monitoring and supervision are critical for drug abuse prevention. These skills can be enhanced with training on rule-setting; techniques for monitoring activities; praise for appropriate behavior; and moderate, consistent discipline that enforces defined family rules.
2. Drug education and information for parents or caregivers reinforces what children are learning about the harmful effects of drugs and opens opportunities for family discussions about the abuse of legal and illegal substances.
3. Brief, family-focused interventions for the general population can positively change specific parenting behavior that can reduce later risks of drug abuse.

According to Ben-Danyansah (2003), the churches and other evangelical youth groups can also use their pulpits and platforms to educate their various congregations and general public especially the destitute youth on the hazardous effects of drugs and also stress the need for all and sundry to abstain from his filthy habit. Ben-Danyansah mentioned identifiable social groups like the Boy's-Girl's Brigade, the Catholic Youth Organization and the Ghana Red Cross Society to be effective tools that could be used in our efforts to educate drug abusers in our country. Such groups can easily reach the youth through symposia and seminars to educate them about the dangers involved in drug abuse. They can even educate the general public by the use of drama and music. All these efforts will expose the general public to the dangerous effects of both self-medication and drug addiction and help prevent the bad habit.

According to Kosterman (2001), children need to be told at home and in school about drugs. People need to be aware of the effects so that they can avoid this problem. A second approach is to increase police manpower and powers to stop dealers and enforce the law. However, the main target should be the user. Families and counselors need to talk to children and people at risk. Parents need to look at their children and help them to get jobs and also give people a role in society.

Bauman (2001) explains that treatment can be on an inpatient or outpatient basis, depending on the drug being abused, whether addiction is present, and whether there are coexisting health or psychological problems. Supervised withdrawal, also called detoxification (or detox), may be necessary if physical symptoms are common when the drug is to be stopped. He stated further that medications may be used to decrease cravings, counteract the effects of the drug, or to cause unpleasant reactions if the drug is used. Behavioral therapy is commonly an important part of treatment, providing skills, helping change attitudes and behaviours, and helping maintain recovery.

In Ghana, there are measures taken with respect to pharmaceutical drugs control. The Ghana Health Service is the implementing agency for policies on pharmaceutical drugs (Spath, 2002). It ensures that regulations and policies on pharmaceutical drugs are implemented. The policies include licensing system for manufacturing, trade and distribution of pharmaceuticals. There is also the control system which includes prescription requirement, warnings on packages,

control of non-treaty substances and other administrative measures (Ashery, 1998).

According to Prendergast (2006), social measures put into effects in 1990 with the purpose of improving the general situation with respect to drug abuse revolved around drug abuse education. As part of control and regulatory measures, the mass media actively promote drug prevention campaigns in the form of news, interviews and panel discussions on television and radio, films on the effects of drugs, street concert and exhibitions.

Petry (2005) also explains that drug education activities are held in junior high school, senior high schools, and higher education institutions. These activities include inter-school debates on drug abuse issues, guidance and counselling on prevention education on drug abuse, life skill training for youth in schools, formation of anti-drug abuse clubs, lectures, film shows, and visits to psychiatric hospitals to see the effects of drug abuse. Bauman (2001) stated further that the causes and effects of drug abuse are also included are also included in the junior and senior high school curriculum. All these efforts on the part of governments and its agencies are meant to make persons aware of the dangers of drugs and also to regulate their use.

Summary of the Literature Review

It has been reviewed that there is a clear link between drug abuse and academic performance. It is noted that higher achieving students do not record cases of drug abuse. Thus, it is well known and widely accepted that having children staying away from drugs is a key component of their academic success.

Group influence was identified as one of the main causes of drug use among students. By interacting with members of social groups, students learn different behaviours, whether good or bad. The literature also discovered that the youth begin to use drugs as a result of being involved in sub cultural groups in which drug use is encouraged. Poor parental supervision and lack of communication and interaction between parents and kids were also identified as leading to teens' drug abuse. Teenagers who are not give proper and adequate parental supervision will have more opportunities for exposure to drugs.

Drug abuse among students can cause serious health effects. Teens who abuse drugs are more likely to struggle with addiction later in life and have permanent brain damage. Students who use drugs are more likely to cause domestic accidents, endangering themselves and those around them than non-users of hard drugs. Also, students who abuse drugs disrupt communities and family life due to the violent behaviour they develop.

With regard to drug abuse and academic performance, the literature revealed that heavy adolescent substance use can lead to problems with working memory and attention due to changes in adolescent brain activity which may lead to decreases in school grades, attendance, school completion and increase in dropout, engagement in school activities, and ultimately increase risk for school problems.

Moreover the literature has revealed that effective measures of minimizing drug abuse are very important for national development because truants and non-attendees students who abuse drugs under-achieve or perform badly in a range

of school subjects, disagree or have negative attitudes towards school rules and regulations, fail to do their homework, have lower long term career aspirations, and tend to suffer from psychosomatic illnesses. Parents should tighten their supervisory role on their children as they grow up and explain the effects of drug use on their children's academic performance. Also, students should be involved in extracurricular activities since students are less likely to fall into bad relationships and drug use when are involved in those activities (Ayertey, 2000). Parents who support their children in their hobbies and make sure that they are involved in something they enjoy doing outside of school reduce drug use among their children.

Even though literature has revealed on the historical development of academic performance, students' school performance, factors influencing students' drug abuse, among others which are relevant to this study, most of the studies were done outside Ghana. Specifically, no known empirical study has been done on the relationship between students' drug abuse and their academic performance in the Greater Accra Metropolis, hence, the gap in the literature which this study sought to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the various methods that were used to collect and analyze data are described. The section also describes the research design, population, sample and sampling procedures, instrument that were used for data collection, data collection procedures and data analysis procedures.

Research Design

The study investigated the causes and effects of drug abuse among students of selected Senior High Schools in the Greater Accra Metropolis. For this study, the cross-sectional design was employed. It is a type of descriptive research that produces a ‘snapshot’ of a population at one or more points in time and concerns with the present status of a phenomenon. Cross-sectional design was used because it is comparatively quick and cheap to conduct and administer. It also enables researchers to identify the proportions of people in particular groups and controls the effects of subjects participating twice (Krejcie & Morgan, 1970).

Although this design has some loopholes such as difficulty in getting respondents to answer questions thoughtfully and honestly, it was considered the best for the study since it deals with interpreting the relationship among variables and describing their relationships (Gay, 1992).

Population

The target population of the study consisted of all teachers and third year Senior High School (SHS) students in the Greater Accra Metropolis during the 2011/2012 academic year. There were 10 SHS with a total teacher population of 133 and third year students' population of 7,748 as at the 2010/2011 academic year (Greater Accra Metropolis Education Directorate, 2009). The accessible population of the study consisted of all third year SHS students (3,653) in six selected SHS in the Metropolis. The third year students were selected for the study because in a research to find out the causes and effects of drug abuse, students who have gone through the SHS programme for a considerable number of years can best furnish data for the study. Third year students having gone through the SHS for almost three years stood in a better position to provide the necessary information for the study.

Sample and Sampling Procedure

In all, 133 teachers and 348 students were selected for the study. According to Krejcie and Morgan (1970), for a population of 3,653, the suggested minimum number that should be used as sample size could be 348. This constituted the sample size used for the study. The choice of the sample size was also informed by factors such as cost, representativeness and sampling error which can be tolerated.

Multistage sampling procedures were employed to select participants of the study. The first phase involved clustering all the 10 senior high schools in the Metropolis into three groups based on school type (female schools, male

schools, and mixed schools). Secondly, the sample frame for each cluster was obtained from the Greater Accra Metropolis Education Directorates for 2010. Two schools from the sample frame were selected from each cluster through random numbers generated from Microsoft Excel. Thirdly, a list of all the third year students in the selected schools was obtained. The fourth phase involved proportional allocation of the sample size among the selected schools such that schools with large population got large sample size. Finally, simple random sampling technique (random numbers generated from Microsoft Excel) was employed to select the sample size (348 third year students) from each cluster.

In the mixed schools, the students were clustered into male and female and were selected through sampling random sampling technique (table of random numbers). On the part of the teachers, all the 133 were included (census) in the study due to their small size.

Research Instrument

The main data collection instruments were questionnaires (see Appendices A and B). The questionnaires were divided into five sections. The section A illustrated the goals and significance of the study, the rights of the participants, and some instructions on how to answer the questions. This was followed by items on demography. The sections B, C, D, and E were structured along the following headings: respondents' understanding of drug abuse; the causes of drug abuse; the effects of drug abuse; and the remedies to drug abuse. Some items (made up of both close-ended and open-ended questions), were modifications and selections from available literature.

The use of the questionnaire was preferred because it ensured a wider coverage and enabled the researcher to approach the respondents. This minimized the problem of no-contacts which other methods face. The questionnaire was also used in the study because in comparison to other methods, it was characterized by its impersonality. In other words, the items were the same for all respondents, anonymity was respected, and there were no geographical limitations to its implementation. Although questionnaires have potential low response rate, it is relatively economical in terms of cost and time, and it also allows time to carefully check the content of the items (Walliman, 2005). This is an important consideration in the study which seeks reliable information from the respondents. According to Patton (2002), researchers can get the right responses from respondents when they use questionnaires.

The items in sections B, C, D, and E were structured along the lines of the Likert-type scale. This is because it enabled the respondents to indicate the degree of their beliefs in a given statement. It was also easy to construct, administer, and score (Kimmon, 1990). Thus, the statement on the Likert scale were structured on a five-point scale which required the respondents to indicate the extent to which they agree or disagree ranging from Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA).

Data Collection Procedure

After the questionnaire had been tested for validity and reliability, it was administered to the targeted samples. Each school was separately contacted to arrange the appropriate time to administer the questionnaire. The questionnaire

was distributed to the targeted samples between 15th and 29th February, 2012. The questionnaire was distributed in person in all the schools. This was done in order to (a) explain the goals of the study; (b) direct respondents' attention to their rights during the course of the study; (c) clarify the instructions for answering; and (d) obtain a good return rate and more accurate data. To facilitate the administration of the questionnaires, a letter of introduction which had been obtained from the Department of Educational Foundation, Faculty of Education, University of Cape Coast (see Appendix B) was presented to the headmasters and headmistresses of the respective schools. The questionnaire was distributed and retrieved that same day. In order to ensure successful collection and sorting of the questionnaire, each questionnaire was given a serial number according to the separate schools.

Data Analysis

The data was organized into various themes and categories (four sections) based on the research questions and the purposes of the study such that each section provided answers for each of the research questions. Prior to coding and tabulating the questionnaire for analysis, all the items were checked. This helped me to check to see if instructions had been followed uniformly and whether all items had been responded to. The responses to the questionnaire were then coded by assigning numbers to the various categories of responses for the purposes of analyses.

A short list was prepared from a master of responses for the open-ended items in order to get the key responses that were given by the respondents. This

was followed by a preparation of a sheet showing the coding scheme. This provided a guide for the interpretation of the variables in the analysis.

After checking incomplete and inaccurate questionnaire, the questionnaire was transferred to a spreadsheet (Statistical Product for Service Solutions, version 16). The data was then cleaned by examining them for any errors and were finally be analyzed using the SPSS. Percentages and tables were employed to present the outcome.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the presentation of results and discussion of the data collected. Descriptive statistics was used in presenting the results. Frequencies and percentages were employed. These were presented in tabular form. There is general discussion of the results at the end of each section aimed at answering the research questions.

Research Question 1

How Respondents' Understand Drug Abuse

This section was meant to solicit teachers' views on what drug abuse means. There are different views on drug abuse. These differences in views lead to differences in definition of drug abuse. In order to find out what drug abuse is, item 4 of both students and teachers' questionnaires were designed to solicit their views on what drug abuse means. The outcome of their views is shown in Figure 1.

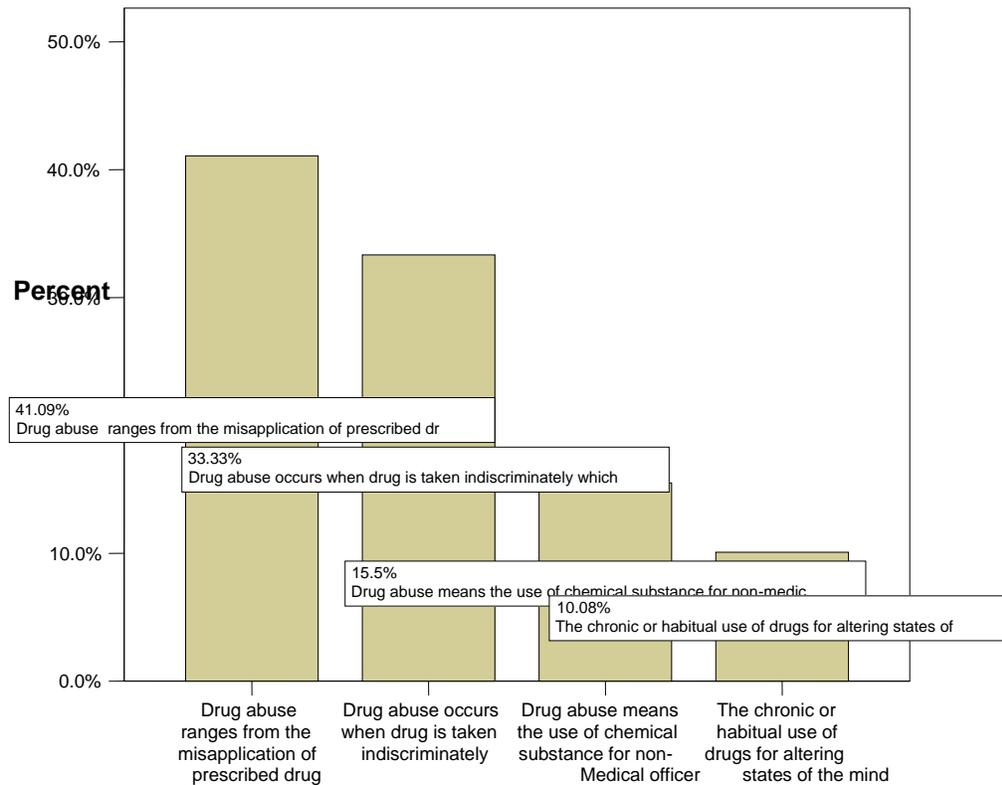


Figure 1. Teachers' views on drug abuse

Figure 1 indicates that 41% teachers held the view that drug abuse ranges from the misapplication of prescribed drugs through self-medication of drugs. This was different from the views of 33.3% teachers who indicated that drug abuse ranges from the misapplication of prescribed drugs through self-medication of drugs. This confirms the views of Ben-Danyansah (2003).

According to Ben-Danyansah, drug abuse means misapplying drugs whether prescribed or not prescribed by doctors.

Also, while 10 (35.7%) teachers indicated that drug abuse occurs when drug is taken indiscriminately which is over-doze, six (21.4%) stated that drug abuse means the use of chemical substance for non-medical reasons. This is in support of the views of Ayertey (2000) that not only does drug abuse constitutes over-use of drugs but also the under utilization of drug. However, five (17.9%) teachers disclosed that drug abuse is the chronic or habitual use of drugs for altering states of body and mind for the user. In this regard, Evans and Skager (1999) assert that when a drug is used, it alters the states of the mind which in turn forces the user to become a habitual user of that drug.

The students were also asked to indicate what drug abuse meant to them. The outcome of their views is shown in Figure 2.

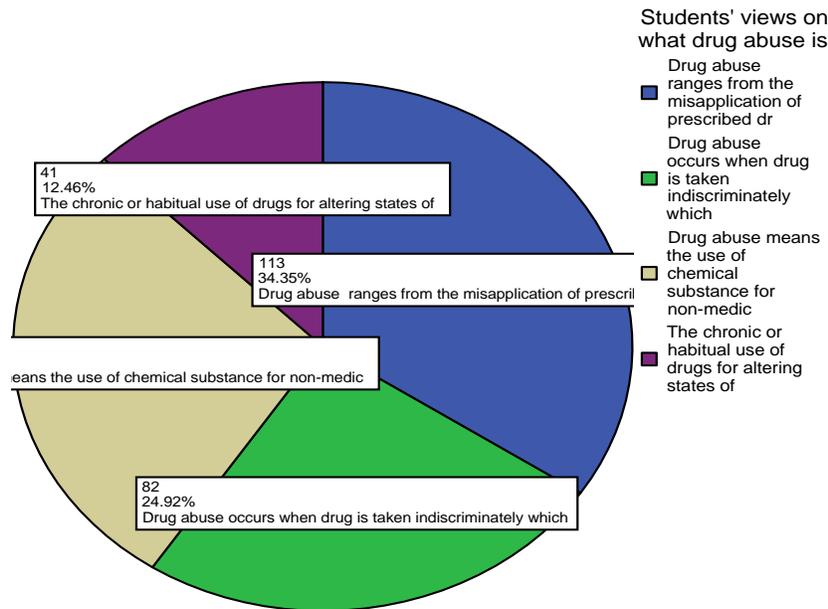


Figure 2. Students' views on drug abuse

The views of the students were not different from that of the teachers. Figure 2 shows that 21 (17.9%) students held the view that drug abuse simply means non-food substances that are ingested or swallowed to affect living organism's state of mind 63 (53.9%) indicated that drug abuse occurs when drug is used for non-medical reasons to affect the body. Also, while 33 (28.2%) held the view drug abuse means the use of chemical substance for non-medical reasons, 41 (12.5%) described drug abuse as the chronic or habitual use of drugs for altering states of body and mind for the user.

It can be deduced from the views of the respondents that both teachers and students view drug abuse as the misapplication of prescribed drugs as well as taking in drugs indiscriminately. However, the habitual in-take of drugs to alter the state of the body does not constitute drug abuse.

Research Question 2

Causes of Drug Abuse

In order to find out the causes of drug abuse among students, research question 2 was formulated. The views of both teachers and students were solicited. The outcome is presented in Table 1.

From Table 1, 125 (94.0%) and 215 (65.3%) of the teachers and students respectively agreed to the fact that negative peer group influence leads to drug abuse whereas 3 (2.3%) and 112 (34.0%) of the teachers and students respectively disagreed. This indicates that most of the respondents confirm the views of Regoli (1997) who stated that the youth begin to use drugs and

continue to do so as a result of their involvement in social groups in which drug use is encouraged. More so, 119 (89.5%) of the teachers accepted the view that drug abuse is attributed to poor parental monitoring and supervision but 10 (7.5%) of the teachers disagreed.

Table 1: Causes of Drug Abuse

Causes of Drug Abuse	Teachers' Responses				Students' responses											
	Disagree		Undecided		Agree		Total		Disagree		Undecided		Agree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Negative peer group influence	3	2.3	5	3.8	125	94.0	133	100	112	34.0	2	0.6	215	65.3	329	100
Poor parental monitoring and supervision.	10	7.5	4	3.0	119	89.5	133	100	145	44.5	5	1.5	179	54.4	329	100
poorly communicated rules and expectations against drug use	12	9.0	6	4.5	115	86.5	113	100	59	17.9	6	1.8	264	80.2	329	100
Inconsistent and excessively severe punishment of drug users	108	81.2	5	3.8	20	15.0	133	100	99	30.0	14	4.3	216	65.7	329	100
Parental alcoholism or drug use	50	37.5	8	6.0	75	56.4	133	100	153	46.5	6	1.8	170	51.7	329	100
Genetics or inherited factors	117	88.0	-	-	16	12.0	133	100	300	91.2	4	1.2	25	7.5	329	100
The idea that drugs can make a student do well academically.	30	22.6	3	2.3	100	75.2	133	100	137	41.6	10	3.0	182	55.3	329	100
When a person fears about the future or the unknown.	59	44.4	2	1.5	72	54.1	133	100	105	31.9	24	7.2	200	60.8	329	100
When a person feels he or she is not accepted by others	4	3.0	3	2.3	126	94.7	133	100	32	9.7	9	2.7	288	87.5	329	100

Source: Field data, June 2011

In the same vein, 179 (54.4%) students agreed to the view whereas 145 (44.1%) disagreed. This indicates that majority of the respondents support the views of Harry (1993) who indicated that children and teenagers who are left alone for long periods of time or who are allowed to come and go as they please will have more opportunities for exposure to drugs. In a related statement, Byoos (2009) stated insufficient parental supervision and monitoring may put the parents in dark on teen drug abuse.

With regard to poorly communicated rules and expectations against drug use as a cause of drug abuse among students, the results indicate that, 115 (86.5%) teachers agreed while 12 (9.0%) disagreed. Also, 264 (80.2%) students agreed but 59 (17.9%) disagreed. This supports the views of Byoos (2009) who held that lack of communication and interaction between parents and kids as well as poorly defined and poorly communicated rules and expectations against drug use may lead to teen drug abuse.

Again, it can be seen from the result that while 108 (81.2%) teachers disagreed to the view that drug abuse is caused by inconsistent and excessively severe punishment of drug users, 20 (15.0%) agreed. This was contrary to the views of the students. While 216 (65.7%) agreed, 99 (30.0%) disagreed. With respect to parental alcoholism or drug use as a cause of drug abuse, while 75 (56.4%) teachers and 170 (51.7%) students agreed, 50 (37.5%) teachers and 153 (46.5%) students disagree. Consistent with the outcome of this result, Nkrumah (1996) maintained that inconsistent and excessively severe discipline, family

conflicts, and parents who themselves are engaged in drugs may encourage the youth to engage in teen drug abuse.

The result also indicates that 16 (12.0%) and 25 (7.5%) teachers and students respectively admitted that drug abuse is caused by genetics factors or are inherited from parents, although 117 (88.0%) and 300 (91.1%) teachers and students disagreed. This finding contradicts the views of Ayertey (2000). Ayertey asserts that “if parents smoke, their child will smoke. If parents used alcohol, the child will probably follow and use that drug in much the same way. That is why drug abuse is common in some families than in others”.

Other causes of drug abuse indicated by the respondents were the idea that drugs can make a student do well academically. This was supported by 100 (75.2%) teachers and 182 (55.5%) students. The outcome also shows that 72 (54.1%) and 200 (60.8%) teachers and students respectively supported the assertion that when a person fear about the future or the unknown, he or she may abuse drugs. However, 59 (44.4%) and 105 (31.9%) teachers and students disagreed. Also, from, Table 1, 126 (94.7%) teachers held that when a person feels he or she is not accepted by others, he or she may abuse drugs whereas 4 (3.0%) disagreed. In the same vein, 288 (87.5%) students agreed while 32 (9.7%) disagreed.

Research Question 3

Effects of Drug Abuse on SHS Students

This section was meant to elicit from the respondents the effects of drug abuse, especially on students. The outcome of their views is show in Table 2.

Table 2: Effects of Drug Abuse

Effects of Drug Abuse	Teachers' responses								Students' responses							
	Disagree		Undecided		Agree		Total		Disagree		Undecided		Agree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Drug abuse may impair cognitive development which, in turn, reduces academic achievement	-	-	3	2.2	130	97.7	133	100	6	1.8	3	0.9	320	97.2	329	100
Drug use is related to many school-related outcomes such as low class performance, low attendance, and school dropout	4	3.0	-	-	129	97	133	100	3	0.9	-	-	326	99.1	329	100
Drug abuse can lead to death	133	100	-	-	-	-	133	100	325	98.8	1	0.3	2	0.6	329	100
Teens who abuse drugs are more likely to struggle with addiction later in life	4	3.0	2	1.5	127	95.5	133	100	11	3.3	3	0.3	315	95.7	329	100
Drug abuse can cause emotional problems such as anxiety, depression, mood swings, and suicidal thoughts	3	2.2	-	-	130	97.7	133	100	7	2.1	-	-	322	97.9	329	100
Drug addicts resort to unethical behaviours like stealing, and bullying	2	1.5	5	3.7	126	94.7	133	100	4	1.2	-	-	325	98.8	329	100

Source: Field data, June 2011

The results of Table 2 show that 130 (97.7%) teachers were in agreement that drug abuse may impair cognitive development which, in turn, reduces academic achievement. This was not different from the view of the students. While 320 (97.2%) agreed, 6 (1.8%) disagreed. This confirms the views of Budney (2006) that continued drug abuse alters the brain in such a way that drug use ceases to be voluntary and transitions into a compulsive drug-seeking behaviour.

Concerning drug use relating to many school-related outcomes such as low class performance, low attendance, and school dropout, the result shows differences in views between the teachers and the students. One hundred and twenty-nine (97%) teachers agreed while 4 (3.0%) disagreed. On the part of the students, while 3 (0.9%) students disagreed, 326 (99.1%) agreed. The results confirm that of Essel (2005) when he stated that pupils who abuse drug for a consideration period become addicted and may drop out of school. Similarly, Godley's (2005) studies reported that substance use is related to many school-related outcomes that have a strong behavioral and social component. The study revealed outcomes such as poor school grades, low class attendance, and school dropout as influenced by hard drugs.

Both teachers and students held similar views concerning drug abuse resulting in death of users. The result shows that all the teachers were in disagreement. This was against the views of 326 (98.8%) students who disagreed. A similar view is held by Ayertey (2000) that drug abuse can lead to overdose and death.

Majority 127 (95.5%) teachers also agreed that teens who abuse drugs are more likely to struggle with addiction later in life. Only 4 (3.0%) disagreed. Similarly, while 315 (95.7%) students agreed, 11 (3.3%) disagreed. in consonance with these views Goel (2009) held that teens who abuse drugs are more likely to struggle with addiction later in life and have permanent and irreversible brain damage.

One hundred and thirty (97.7%) teachers held that drug abuse can cause emotional problems such as anxiety, depression, mood swings, and suicidal thoughts. However, 3 (2.2%) disagreed. Three hundred and twenty-two (97.9%) students also agreed that drug abuse can cause emotional problems such as anxiety, depression, mood swings, and suicidal thoughts, while 7 (2.1%) disagreed. Similar to this outcome, Goel (2009) concluded that negative effects of drugs use include feelings of depression, sadness or anxiety, as well as memory difficulties after the drug wears off.

Finally, 126 (94.7%) teachers were in agreement that drug addicts resort to unethical behaviours like stealing, and bullying. However, 2 (1.5%) disagreed. Similar to the views of the teachers, while 325 (98.8%) students agreed, 4 (1.2%) disagreed. Amissah (2004) emphasizes that there are instances when drug addicts have resorted to behaviours like stealing, bullying and abandoning classes to pursue their pleasure of life.

Evidence from Table 2 reveals that most of the respondents did not know what drug abuse was or knew it but could not provide any concrete definition of drug abuse.

Research Question 4

Measures put in place to curb Drug Abuse in Senior High Schools

In order to find out measures to prevent drug abuse, research question 4 was formulated. Answers to this research question were solicited from the respondents. Their views are presented in Table 3.

From Table 3, 130 (97.7%) and 323 (98.2%) teachers and students respectively confirmed that in the quest to prevent drug abuse, parents should explain to their children the effects of drug abuse. This was contrary to the views of 5 (3.8%) teachers and 6 (1.8%) students who disagreed. In support of this outcome, Essel (2005) indicated that parents should always make their children feel that they are able to come to them no matter what the problem is and receive support. This according to Essel prevents drug use among children.

Again, it can be inferred from Table 3 that 125 (94.0%) teachers agreed that in order to prevent drug abuse students should always be engaged in extracurricular activities. This was different from the views of 5 (8.3%) teachers who disagreed. In a similar outcome, 220 (66.9%) students agreed but 105 (32.0%) disagreed. Confirming the outcome of this finding, Ayertey (2000) explains that kids who are in extracurricular activities are less likely to fall into bad relationships and drug use.

Table 3: Measures to Curb Drug Abuse

	Teachers' Responses								Students' Responses								
	Disagree		Undecided		Agree		Total		Disagree		Undecided		Agree		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Prevention of drug abuse.																	
Parents should explain to their children the effect of drug abuse.	-	-	3	2.3	130	97.7	133	100	6	1.8	-	-	323	98.2	329	100	
Students should always be engaged in extracurricular activities.	7	5.3	1	0.7	125	94.0	133	100	105	32.0	4	1.2	220	66.9	329	100	
There should be education and information on drugs to parents and children.	-	-	-	-	133	100.0	133	100	9	2.7	5	1.5	315	95.7	329	100	
There should be strict parental monitoring and supervision.	11	8.2	3	2.3	119	89.5	133	100	49	14.9	-	-	280	85.1	329	100	
Students should join religious bodies and clubs.	25	18.7	4	3.0	104	78.2	133	100	85	25.8	2	0.6	242	73.6	329	100	

Source: Field data, June 2011

Ayertey (2000) continues that parents should always support their children in their hobbies and make sure that they are involved in something they enjoy doing outside of school. On educating and informing parents and children on the effect of drug abuse as a panacea to drug abuse, the outcome shows that all (100.0%) the teachers and 315 (95.7%) teachers and students respectively supported the view. This agrees with the view of Palmgreen (2002) that using “teachable” moments, caregivers can reinforce messages emphasizing what is healthy, safe, and fun. Palmgreen concludes that parents can help children to establish family attitudes and values about healthy living by educating their children and giving them needed information.

Furthermore, 119 (89.5%) teachers agreed that in order to prevent drug abuse there should be strict parental monitoring and supervision. This was not shared by 11 (8.2%) teachers. Also, 280 (85.1%) of the students agreed to the view while 49 (14.9%) disagreed. In line with these views, insufficient parental supervision and monitoring may put the parents in dark on teen drug abuse. Similarly, Johnston (2002) parental monitoring and supervision are critical for drug abuse prevention.

Lastly, 242 (73.6%) students indicated that students should join religious bodies and clubs so as to prevent drug abuse although 85 (25.8%) of them disagreed. also, 104 (78.2%) teachers agreed to the view whereas 25 (18.7%) of them disagreed. According to Picou (2005), the full integration of drug abuse education into mainstream institutions, whether public and private, religious or secular can best help eliminate drug abuse.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

This chapter presents the summary of the study, draws conclusions and makes recommendations based on the findings. The chapter also presents suggestions for further research. The study examined the impact of drug abuse on students' academic performance in selected senior high schools in the Greater Accra Metropolis. In achieving this, four research questions were formulated. The target population of the study consisted of all teachers and third year Senior High School (SHS) students in the Greater Accra Metropolis during the 2011/2012 academic year. There were 10 SHS with a total population of 172 teachers and 7,748 third year students as at the 2010/2011 academic year. All the 172 teachers were included (census) in the study. However, 360 students were randomly selected for the study. This involved the use of multi-stage sampling procedure. Questionnaire was the main data collection instrument. Statistical Products for Service Solutions (SPSS version 16.0) software was employed to analyze the data.

Key Findings

The following major findings were revealed.

With regard to the meaning of drug abuse, the results indicated that teachers understood drug abuse to be: the misapplication of drugs. Also respondents

were taken drug over-dose and using drugs to alter the state of the mind. The views of the students were not different from those of the teachers. The students held that drug abuse mean non-food substances that are ingested or swallowed to affect living organism's state of mind. They also mentioned that drug abuse occurs when drug is used for non-medical reasons to affect the body. They also described drug abuse as the habitual use of drugs for changing or affecting the state of the body.

The findings revealed that the major causes of drug abuse are: negative peer influence, poor parental monitoring and supervision, poorly communicated rules and expectations. Also implicated are the idea that drugs can makes a student do well academically and also when person feels he or she is not accepted by others

On the effects of drug abuse, the respondents held that abusing drugs can cause anxiety, depression, mood swings, and suicidal thoughts among the users. The study also revealed that drug users suffer from school-related outcomes such as low class performance, low attendance, and school dropout

With regard to research question 4, teachers and students confirmed that parents should be involved in the quest to prevent drug abuse. Parents should explain to their children the effects of drug abuse. Again, both respondents were in support of the issue of educating and informing parents and children on drug as a solution to drug abuse. Furthermore, both teachers and students agreed to prevent drug abuse, students should always be engaged in extracurricular activities.

Conclusions

From the findings, the following conclusions can be drawn:

1. Taking drugs without prescription constitutes drug abuse. Also, prescribed drugs when taken overdose constitutes drug abuse.
2. Negative peer group influences lead to drug abuse. Again, most students abuse drugs for the purpose of excelling in their academics. Lack of proper parental supervision as well as parental drug use could lead their children to abuse drugs.
3. Drug addicts resort to unethical behaviours such as stealing, and bullying as well as school-related outcomes such as low class performance, low attendance, and school dropout.
4. Finally, when parents monitor their wards and explain to them the effects of drug abuse, their wards will refrain from abusing drugs. Also, providing public education and informing students on the dangers of abusing drug will serve as a panacea to drug abuse.

Recommendations

In view of the conclusions, the following recommendations have been made for consideration:

1. It is important for the Ghana Education Service to include education on drug abuse in the school curriculum. This will provide students and teachers more insight into other understandings of drug abuse, causes, effects and its solution.
2. Since negative peer influence and poor parental supervision were found to lead to students' drug abuse, it is recommended that the National Commission

for Civic Education (NCCE) should encourage peer education among students in order to reduce the influence that negative peer pressure exert of students. Parents should also be education to intensify their monitoring and supervisory roles.

3. Teachers as well as parents should intensify their supervisory roles both in school and after school. This will help minimize the rate at which students' abuse drugs.

Suggestions for Further Research

Based on the findings of the study and the conclusions drawn, it is suggested that study on the role of formal education in reducing drug abuse among students in senior high schools in Ghana should be conducted.

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APPENDICES

APPENDIX A
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
UNIVERSITY OF CAPE COAST
QUESTIONNAIRE FOR STUDENTS

SECTION A: DEMOGRAPHIC DATA

I am M. Ed Guidance and Counselling student of the Department of Educational Foundations, University of Cape Coast conducting a study into the impact of drug abuse on students' academic performance in selected senior high schools in the Greater Accra Metropolis. The study is based on a selected sample so your participation is critical. The information you supply will be given the utmost confidentiality. You are therefore not to write your name anywhere in the questionnaire. In filling the questionnaire, please, be as honest as possible.

Thank you for your help.

Josephine Amua-Sekyi

SECTION B

RESPONDENTS' UNDERSTANDING OF DRUG ABUSE

Please, tick (✓) where appropriate.

1. Name of School.....

2. Sex

Male []

Female []

3. Age

12 – 14 []

15 – 17 []

18 years and above []

4. I understand the meaning of drug abuse

Yes [] No [] Somehow []

4b.If your answer to Question 4 is yes, please state what drug abuse is

.....

.....

.....

.....

.....

.....

SECTION C
CAUSES OF DRUG ABUSE

Please, use the table below to help you answer questions on the causes of drug abuse.

The following are the interpretations of the responses: SD – Strongly Disagree; D – Disagree; U – Undecided; A – Agree and SA – Strongly Agree.

6. Which of the following reasons cause students to abuse drugs? Please tick (√) what you think is applicable to you.

Causes of drug abuse	SD	D	U	A	SA
a. Negative peer group influence					
b. Poor parental monitoring and supervision					
c. Poorly communicated rules and expectations against drug use					
d. Inconsistent and excessively severe punishment of drug users					
e. Parental alcoholism or drug use					
f. Genetics or inherited factor is a cause of drug abuse.					
g. When a person fails to achieve success					
h. When a person fears about the future or the unknown.					
i. When the person feels he/she is not accepted by others.					
j. Lack of communication between the parent and the child					
k. Family conflict					

l. When a person wishes to rebel					
m. When a person wants to be one self					

g. Others, please specify.....

.....

SECTION D
EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE

7. Please, list at least four effects of drug abuse on students' academic achievement.

- a.
- b.
- c.
- d.
- d.

SECTION D

SOLUTIONS OF DRUG ABUSE

Please, use the table below to help you answer questions on the prevention of drug abuse. The following are the interpretations of the responses: SD – Strongly Disagree; D – Disagree; U – Undecided; A – Agree and SA – Strongly Agree. Drug abuse can be prevented through the following means; Please tick what you think is applicable to you.

Solutions to drug abuse	SD	D	U	A	SA
a. Parents should explain to their children the effects of drug abuse					
b. Students should always been engaged in extracurricular activities e.g. games, plays, etc.					
c. There should education and information on drugs to parents and children					
d. There should be strict parental monitoring and supervision					
e. Parental alcoholism or drug use					
f. Students should join religious clubs such as Boys'-Girls' Brigade, Red Cross Society, etc.					

g. Others, please specify.....

APPENDIX B

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE FOR TEACHERS

SECTION A: DEMOGRAPHIC DATA

I am M. Ed Guidance and Counselling student of the Department of Educational Foundations, University of Cape Coast conducting a study into the impact of drug abuse on students' academic performance in selected senior high schools in the Greater Accra Metropolis. The study is based on a selected sample so your participation is critical. The information you supply will be given the utmost confidentiality. You are therefore not to write your name anywhere in the questionnaire. In filling the questionnaire, please, be as honest as possible.

Thank you for your help.

Josephine Amua - Sekyi

SECTION B

RESPONDENTS' UNDERSTANDING OF DRUG ABUSE

Please, tick (✓) where appropriate.

4. Name of School.....

5. Sex

Male []

Female []

6. Age

20 – 25 [] 31 – 35 [] 41 years and above []

26 – 30 [] 36 – 40 []

4. I understand the meaning of drug abuse

Yes [] No [] Somehow []

4b. If your answer to Question 4 is yes, please state what drug abuse is

.....
.....
.....
.....
.....
.....

SECTION C
CAUSES OF DRUG ABUSE

Please, use the table below to help you answer questions on the causes of drug abuse. The following are the interpretations of the responses: SD – Strongly Disagree; D – Disagree; U – Undecided; A – Agree and SA – Strongly Agree.

6. Which of the following reasons cause students to abuse drugs? Please tick (✓) what you think is applicable to you.

Causes of drug abuse	SD	D	U	A	SA
a. Negative peer group influence					
b. Poor parental monitoring and supervision					
c. Poorly communicated rules and expectations against drug use					
d. Inconsistent and excessively severe punishment of drug users					
e. Parental alcoholism or drug use					
f. Genetics or inherited factor is a cause of drug abuse.					
g. When a person fails to achieve success					
h. When a person fears about the future or the unknown.					
i. When the person feels he/she is not accepted by others.					
j. Lack of communication between					

parent and the child					
k. Family conflict					
l. When a person wishes to rebel					
m. When a person wants to be one f					
n. when a persons job is at stake					

o. Others, please specify.....
.....
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.....
.....
.....

SECTION D
EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE

7. Please, list at least four effects of drug abuse on students' academic achievement.

- a.
- b.....
- c.....
- d.....
- d.....

SECTION D

PREVENTION OF DRUG ABUSE

Please, use the table below to help you answer questions on the prevention of drug abuse. The following are the interpretations of the responses: SD – Strongly Disagree; D – Disagree; U – Undecided; A – Agree and SA – Strongly Agree.

Drug abuse can be prevented through the following means: Please tick (√) what you think is applicable to you.

Solutions to drug abuse	SD	D	U	A	SA
a. Parents should explain to their children the effects of drug abuse					
b. Students should always be engaged in extracurricular activities e.g. games, plays, etc.					
c. There should be education and information on drugs to parents and children					
d. There should be strict parental monitoring and supervision					
e. Parental alcoholism or drug use					
f. Students should join religious bodies clubs such as Boys’-Girls’ Brigade, Cross Society, etc.					

g. Others, please specify.....