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DIPLOMA PROGRAMMES



**CAUSES AND EFFECTS OF SUBSTANCE ABUSE ON THE ACADEMIC
PERFORMANCE OF THE STUDENTS OF BEREKUM SENIOR HIGH SCHOOL,
BEREKUM.**

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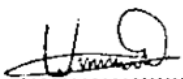
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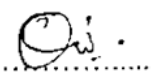
2022

DECLARATION

We hereby declare that this submission is our own work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of diploma of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

There are growing numbers of students worldwide using drugs that the law does not permit. The existence and extent of drug use have been identified as one of the greatest problems in learning institutions. This affects various aspects of learning such as students' discipline and interest in learning hence affecting academic performance of which the senior high students of Berekum Senior High School are not exception. The study is conducted in the Berekum Senior High School in Berekum in the Bono Region of Ghana. The sample for the study consisted of eighty students and ten teachers of Berekum Senior High School.

A cross sectional survey was used for the study. The data for the study was collected by administering questionnaire to the participants.

The study revealed that, A high proportion of students use alcohol and marijuana and continue to abuse these substances which could lead them into becoming addicts and eventually crave other dangerous substances. There is also a clear indication that students' interactions on the school campus with their peers is very strong. This has resulted in close interaction of both users and non-users of drugs that influence attitudes. Again, innocent students are pressurized by friends into the abuse of drugs out of ignorance. For academic reasons, a number of students agreed to have used certain drugs they believe could help them study for excellent performance but which eventually were found to be false and failed them. The home and school environment contribute to students' abuse of substances. Some parents have been selling and using substances in the presence of students, others have involved their children or wards in the sale of alcohol and cigarettes at home thus exposing them to their use and subsequent abuse. There is misinformation or inadequate education on the dangers of drug abuse and most students do not have a clear view of the issue.

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ABBREVIATIONS

WHO	:	World Health Organization
MOH	:	Ministry of Health
UNDCP	:	United Nations Drug Control Programme
WDR	:	World Drug Report
INCB	:	International Narcotics Control Board
NAFDAC	:	National Agency for Food and Drug Administration and Control
NIDA	:	National Institute on Drug Abuse

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CHAPTER ONE

INTRODUCTION

This chapter unwraps the work, therefore it covers a piece of brief information about the background to the study, statement of the problem, objectives of the study, research questions, and significance of the study.

1.0. Background to the study

There are growing numbers of students worldwide using drugs that the law does not permit. The existence and extent of drug use have been identified as one of the greatest problems in learning institutions. This affects various aspects of learning such as students' discipline and interest in learning hence affecting academic performance.

Substance (Drug) is any chemical, natural or artificial other than food that is taken to change mood, behavior, feelings and the psychological state of the target youth (MOH/WHO, 2003). Substance abuse occurs when a person uses drugs or consumes alcohol excessively and typically causes significant problems in a person's life (Simmons, 2008). For the purpose of this study; they include alcohol, cigarette, marijuana, cocaine, heroin, valium, and other drugs common in Ghana. More adults are aware of their bad habits in smoking, drinking, and using drugs. Some adults are behind bars because of the committed crimes from the influence of alcohol and drugs. And most of the adults are lying in the hospital bed because of lung cancer they gained from cigarette smoking. These are indications that grown-ups and the students are not safe when under the influence of smoking, alcohol, and drugs.

In recent periods, newspaper reports of the incidence of drug abuse among the youth especially students in second cycle institutions are showing an alarming increase in the practice. The emerging problems of indiscipline, crime waves and other vices in secondary schools may be traced to drug abuse among the students, and the media houses, civil societies, churches, teachers, and parents are crying out daily against the drug abuse canker

that hit the youth leading to this gross indiscipline acts in society. The future of any nation depends on its youth whose proper education is both an asset and a key to national growth. There is therefore a need to tackle the problem of drug abuse in schools.

This research is to investigate the abuse of drugs among students of Berekum Senior High School in Berekum.

1.1 Statement of the problem

Global communities are facing an unlawful drug use and abuse problem on a large scale. This state of affair poses a very precarious threat to the youth. The young people, sometimes from the ages of 14 to 25 years knowingly or unknowingly consume various types of harmful drugs, especially marijuana or Indian hemp. For society to function swimmingly, it must have stable family units and healthy workers. Drug use and abuse are defeating these factors. Drugs are wrecking families, destroying careers of innocent young people, and laying communities to waste. There is, therefore, the need for behavior alteration.

It is on this basis that the study attempts to investigate the causes, effects and control of drug abuse so as to give more understanding of drug abuse to Parents, Teachers, Counselors and school administrators of Berekum Senior High School and beyond to reduce drug abuse among secondary school students.

1.2 Purpose of the study

The main purpose of carrying out this research is to increase the depth of knowledge on causes, effects and control of drug abuse so as to give more understanding of drug abuse to Parents, Teachers, Counselors and school administrators of Berekum Senior High School and beyond to reduce drug abuse among secondary school students.

1.3 Objectives of the Study

This study intends to:

- i. Find out the causes of drug abuse among the students of Berekum Senior High School.
- ii. Identify the drug commonly abused by students of Berekum Senior High School.
- iii. investigate the effects of drug abuse on the academic performance of students of Berekum Senior High School to increase the depth of knowledge on causes, effects and control of drug abuse in the school and beyond.

1.4 Research Question questions

- i. What reasons account for the prevalence of drug abuse among students of Berekum Senior High School?
- ii. Which drugs are the most abused among students of Berekum Senior High School?
- iii. What are the effects of drug abuse on students' academic performance?

1.5 Significance of the Study

The is crucial because it will help the parents to understand the substances commonly abused by students in the Berekum Senior High School and why they abuse them. This will help the parents to adopt a better strategy in joining the fight against drug abuse among secondary school teenagers.

Secondly, it will help the media and individuals to get more knowledge of the nature and impact of drug abuse among secondary school students. This would help them to adopt a more sophisticated approach in using the mass media to discourage secondary school students from the indiscriminate taking of drugs.

Thirdly, education administration in Berekum Senior High School will understand to a large extent how drug abuse has contributed to recent indiscipline and decline in students' performance and perhaps adapt a better method to check this ugly trend.

Lastly, the larger society has been handicapped about the rising incidence of drug abuse and the study would help a lot and also it adds to the existing literature review. This study has identified those drugs that are commonly abused and how it has contributed to the falling standard in education, besides the rising cases of youth indiscipline in the larger society. It has highlighted how counseling can help reduce this problem.

1.6 Operational Definitions.

Narcotics: refers to substances derived from opium (opiates) or its synthetic replacements.

Stimulants: these are classes of drugs that boost alertness and increase the activity of the central nervous system.

Depressants: is a type of drug that works by reducing the function of the central nervous system.

Hallucinogens: is a type of drug that works by producing sensory hallucinations in users involving any of the five senses.

Cannabis: This includes marijuana, Hashish, Hashish oil, Bhang. These drugs have psychoactive effects.

Volatile solvents (inhalants): refer to a group of drugs that are inhaled in the form of a gas or solvent.

CHAPTER TWO

LITERATURE REVIEW

This chapter undertakes a review of related literature on the possible causes and incidence of drug abuse. The literature is organized under the following sub-headings.

- i. The concept of Drug Abuse
- ii. Causes of Drug Abuse
- iii. Types of drugs
- iv. Reasons for using drugs
- v. Possible Effects of Drug Abuse on students' academic performance.

Drug abuse has been a world-wide concern and Ghana cannot isolate herself from it. A lot of work has already been done on drug use and its related problems for continuous abuse. Many suggestions and findings are or were made to eradicate the menace from the system but unfortunately, the problem still exists in most countries including Ghana. This called for further research work. This also prompted the writer to find solutions to the problem.

2.1 The Concept of Drug Abuse

Drugs have been defined differently by different people. A drug is any substance which when taken into the living organism may alter one or more of its functions. The World Health Organization (WHO), defines drugs as any substance other than those required for maintenance of normal health, which when taken into the living organism, may modify one or more of its functions (Ghodse, 2003). In medicine, drugs refer to any substance with the potential to prevent or cure diseases.

Lewinsohn (2007) defines a drug as any product other than food or water that affects the way people feel, think, see, and behave. It is a substance that due to its chemical nature affects

physical, mental, and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin, or injection.

Drug abuse is the substance abuse or disorder that is characterized by a destructive pattern of using a substance that leads to significant problems or distress (Njoku, 2004). Coleman (2010) sees drug abuse as the scenario when a drug is taken more than it is prescribed. It could also be seen as the use of illicit drugs, or the abuse of prescription or over-the-counter drugs.

Drug abuse refers to the non-medical use of drugs. A substance is considered abused if it is deliberately used to induce physiological or psychological effects or both for a purpose other than therapeutic ones and when the use contributed to health risks or some combinations of these. Basically, it refers to improper or excessive use of drugs. Commonly abused drugs include alcohol, cigarettes, marijuana, cocaine, and over-the-counter prescriptions. This has caused many people (adults and youths) to be arrested because of the crimes they commit while under the influence of drugs like alcohol and some of them have ended up being admitted to hospitals because of the associated negative effects on human health like lung cancer caused by cigarette smoking.

Drug addiction also called substance dependence or chemical dependency is a disease that is characterized by a destructive pattern of drug abuse that leads to significant problems involving tolerance, to or withdrawal from the substance, as well as other problems that use of the substance, can cause to the sufferer, either socially or in terms of their work or school performance (Akus, 2010). A drug addict is said to be someone whose life has become dependent on drugs, hence abuse (Obaje, 2000). Drug addiction is dependence on a legal or illegal drug or medication, drug addiction can cause serious, long-term consequences, including problems with physical and mental health, relationship, and the law (Moronkola, 2003).

According to Kamlesh Kumar Sahu and Soma Sahu (2012), academic performance is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals. The academic performance of students is greatly affected by drug abuse and addiction. Hence Coleman (2010) concludes that drug abuse and addiction are detrimental to the socio-economic and intellectual advancement of the nation.

Drug abuse affects the general population with the youth being most affected. Studies have shown that the age of indulgence has dropped to as low as 4 years, with many reasons given for this (Oketch, 2008). The problem of drug abuse is associated with the introduction of foreign ways. Also, parents abdicating their role of bringing up children in an atmosphere of love and leaving almost everything at the mercy of house help and televisions. Youthfulness presents some very special problems and considerations. This is the period of adolescence that is full of many challenges such as the stress of physiological and physical change, competition in school and life in general, generation gap, an unjust and cruel world among other problems. Psychologically, adolescents have serious developmental tasks to handle such as peer identification and individualization from their family. Sexual identification; societal and vocational role identification and negotiating issues of authority, power, and independence are primary (Oketch, 2008). A report by the United Nations Drug Control Programme (UNDCP) shows that 60% of students abuse drugs.

In Ghana, there is little information as to the current trends of drug use in the country. Notwithstanding, Acquaye (2001) suggests that marijuana (cannabis) is the major drug of abuse by the youth of Ghana and the age of incidence of abuse of marijuana is relatively low, that is, between 10-12 years. It further indicates that a major reason for the start of drug use by the youth is experimentation.

Selby (2012) in an article on marijuana usage in Ghana noted that the use of heroin and cocaine is not very popular among substance abusers rather marijuana and alcohol are the

commonly used drugs in Ghana. Article 17 further stated that according to WDR (2007) 21.5% of Ghanaians aged from 15-64 years smoked marijuana or used other cannabis products (resins) in 2006. The WDR report added that Ghanaians use marijuana more than 5 times the world average which as a result has made Ghana the leader of African countries and third in the world in cannabis or marijuana use.

2.2 Causes of Drug Abuse Social factors:

Kamlesh Kumar Sahu and Soma Sahu (2012) identified the following causes of drug abuse as follows:

Social Factors

These factors include Peer pressure (One of the most important causes), Role-Modeling/imitation, Easy availability, Conflicts (usually intra-familial), Cultural/Religious reasons, Lack of social or familial support, Social attitude, Celebrations, and Rapid urbanization.

Psychological Factors:

Curiosity, as a novelty, social rebelliousness (disobedience), Early initiation, Poor control, Sensation seeking (Feeling high), Low self-esteem (Anomie), Poor stress management, Childhood loss or trauma, as a relief from fatigue or boredom, to escape reality, No interest in conventional goals and psychological distress.

Biological Factors

Family history, genetic predisposition, Pre-existing psychiatric or personality disorder, or a medical disorder, reinforcing effects of drugs, Withdrawal effects and craving and Biochemical factors.

The Cognitive-behavioral Perspectives

Kamlesh Kumar Sahu and Soma Sahu (2012) have asserted that, the late 1970s witnessed the emergence of another theoretical orientation in the field of

alcohol/drug use prevention. This orientation is basically characterized by the importance given to the acquisition of specific social skills as a way of preventing substance abuse. In other words, it is assumed that the abuse of drugs is partially due to the absence of adequate social skills (Dupont & Jason, 1984; Englander-Golden, 1985). This general principle is associated with a perspective of the initiation of alcohol and drug use based in Bandura's (1977) social learning theory, that stresses the impact of different social influences, particularly those related with the imitation of models such as peers and significant adults. An examination of the conditions that stimulated the development of these approaches leads to the identification of at least three distinct influences, present in last decade drug abuse research.

One of these trends, is characterized by the attempt to relate the presence (or absence) of specific social skills with distinct patterns of alcohol and drug use. Some studies (for example, Horan et al., 1975; Williams et al., 1983), for example, give solid empirical support to the notion that drug users, by comparison to non-users, are significantly less assertive, then suggesting that this evidence may express the difficulties of the adolescent to cope with peer requests for drug use.

Finally, another recent trend in drug abuse research that might have influenced cognitive behavioral formulations, refers to a vast body of empirical data stressing the importance of peer contact and peer pressure as factors that are strongly associated with adolescent initiation to alcohol and drug use (Logan, 1991). In fact, development of drug abuse in adolescence has been related both with peer pressure and exposure to drug-using peers, both of which imply deficits in specific social skills as refusal. The cognitive-behavioral strategies seem to be organized around two distinct orientations. The first, tries to promote the acquisition of social skills directly related with situations that may contribute to the initiation

of adolescent's drug use. In this case, the objective is to help the adolescent to refuse the offer of a drug in a specific social context.

2.3 Types of Drugs

The following are classifications of the types of drugs adopted from Oakley and Ksir (2002), Hardcore (2004), International Drug Evaluation and Classification Program (2002-2012), and Sussman and Ames Scheme of Drug Classification (2001). These are Narcotics (steroids and opiates), Stimulants (tobacco and amphetamines), Depressants (barbiturates), Hallucinogens, Cannabis (marijuana), Volatile solvents (inhalants) and other drugs of abuse (antidepressants).

Narcotics: refers to substances derived from opium (opiates) or its synthetic replacements. They are drugs that are used for pain-relieving and produce opium-like effects. Examples include Opium, Buprenorphine, Cocaine, Morphine, Codeine, and Heroin. All of which are highly addictive. Narcotic Analgesics (steroids) are not anabolic steroids that are used to treat inflammations, but rather they are abused in its use to build muscle mass and strength. They generally consist of male sex hormones and can be very damaging when used without prescription. Example Pethidine.

Stimulants: these are classes of drugs that boost alertness and increase the activity of the central nervous system. Examples include Amphetamines, Methamphetamines, Cocaine, Nicotine, Caffeine, Tobacco, etc. Tobacco is often smoked in the form of cigarettes or cigars or chewed and contains nicotine which is a stimulant. It is a highly addictive substance. Methamphetamines are currently one of the most commonly abused drugs and also one of the most addictive and damaging drugs that one's health. Its use has spread rapidly because it can be made in home laboratories. The essential chemicals are ephedrine and pseudoephedrine which are common ingredients in many nasal drop medicines.

Depressants: is a type of drug that works by reducing the function of the central nervous system. They are also known as sedatives hypnotics. Drugs often include Benzodiazepines, Alcohol, and Barbiturates. Barbiturates are of different types, many of which are prescription drugs and work by depressing the central nervous system. They can cause anesthesia and sedation and can be used to treat seizures disorders, insomnia, and other problems. Barbiturates can be abused and users build a tolerance to the drug such that they require larger doses to achieve some effects. Examples include Allobarbitol, Phenobarbital, Alpena, Pentobarbital, Quaaludes, and Tranquilizers, etc.

Hallucinogens: is a type of drug that works by producing sensory hallucinations in users involving any of the five senses. Hallucinogens can be found naturally in mushrooms or made synthetically. Common substances that fall within this category include Lysergic acid diethylamide (LSD), Peyote, Psilocybin, Phencyclidine (PCP), Ketamine, Mescaline, etc. Phencyclidine was originally developed as an animal anesthetic and tranquilizer but is no longer used as such. Phencyclidine can be smoked or taken orally. Lysergic acid diethylamide is not a physically addictive but very dangerous drug due to its health consequences. Lysergic acid diethylamide and other hallucinogens may produce flashbacks a couple of years after the last use.

Cannabis: This includes marijuana, Hashish, Hashish oil, Bhang. These drugs have psychoactive effects. It is taken into the body in the form of smoke, vapor and can even be consumed or mixed with food. It is often believed to be the gateway to other serious substances of abuse.

Volatile solvents (inhalants): refer to a group of drugs that are inhaled in the form of a gas or solvent. Potential inhalants can be found anywhere. They are depressants and affect the nervous system by slowing down messages to and from the brain. Inhalants can be grouped into four (4) main categories; these include Volatile solvents examples glue, nail polish

remover, gasoline; Aerosols examples hair sprays, air freshener; Anesthetic example nitrous oxide gas; Volatile nitrates examples amyl nitrates and butyl nitrates.

Other drugs of abuse: These include Muscle relaxants, Antihistamines, Painkillers, Antidepressants, or Antipsychotics.

Antidepressants: are a prescription medication used to treat depression and mood disorders like obsessive-compulsive disorders, eating disorders, and other anxiety problems. Drugs used with alcohol can cause serious side effects. Continuous use can also cause mild withdrawal symptoms. Examples of antidepressants include Anafranil, Norpramin, Prozac, Luvox, Lexapro, and Ecstasy/MDMA (3, 4-methylenedioxy-N-methylamphetamine).

In a study on the prevalence and social consequences of substance use among the second cycle and out of school youth in Ghana, Antwi, Druye & Akentewah (2003) found that common drugs used in Ghana include Alcohol, Cannabis, Tranquilizers, Cigarettes, Cocaine, and Heroin and the age range of users of drugs in the country is between 15-24 years who are mostly the youthful age groups. The study also shows that drugs used by the youth have their common names; these include

1. Alcohol: Akpeteshie, Palmwine, Bonsamnsuo, Yebudidi, Kwaff, pito, Spirit.
2. Cigarette/Tobacco: Jot, Pipe, Taaba, Nwusie, Stick, Esiw'ano, Bonds, Kingsize, Embassy.
3. Cannabis/Marijuana: Wee, Taaba, Abele, India hemp, Obonsamtawa, Ntampi, Tampico, Stuff, and Rolls.
4. Cocaine/Crack: White powder, Maggie powder, Soroabofa, Snow, Coke.
5. Tranquilizer: Blue, Valium, Wobeda.
6. Heroin: Brown sugar, Vigo, Zimblim, Ape, and figure.
7. Volatile inhalants: Gases, Condensed milk, Glue, Kerosene, Nyamensuo.

The report added that amphetamines, hallucinogens, and opiates were not mentioned as drugs commonly used by the youth of Ghana.

2.4 Reasons for Using Drugs

Research conducted locally and world-wide have indicated several reasons why people use drugs. Some of the findings as pointed out by Goode (2008), proposes that there are dozens of explanations given by researchers for drug use and abuse. It further indicates that there are two absolutely necessary preconditions for drug use, the predisposition or motive and susceptibility to do so, and the availability of one or more psychoactive substances. Each of these preconditions is necessary but not sufficient to explain drug use. If a drug is not available in a particular locality, drug use is not possible whether or not a predisposition to use is present. Likewise, without the predisposition to use drugs, the use of drugs cannot take place by itself. Availability does not explain used. Each is an essential or necessary condition for use, but neither is sufficient for it to take place.

According to Goode (2008), a number of personal factors can help to determine the reasons why a young person will engage in drug use or other problematic behaviors. These include predisposition (genetics and biology), personality factors, reinforcement factors, hedonism, etc.

Genetic make-up may lead to vulnerability to drug use problems that may or may not be expressed depending on the person's environment, for example, parents' and communities' attitudes towards drugs, and specific individual experiences. Exposure to substances such as alcohol and tobacco during pregnancy can either subtly or dramatically affect a child's future development and vulnerability depending on the substance, timing, and extent of exposure (INCB, 2009).

Unlike other continents, Africa's population is becoming more youthful, hence, "the pace, depth and scope of Africa's development in the 21st Century would depend on how best the

continent's youth resources are nurtured and deployed" (O'Malley, Wardlaw, Danzhen, Hug, & Anthony, 2014). Sadly, substance use among the youth in Africa is on the ascendency. Substance abuse is rare before the teenage years. There are needs specifically related to adolescent development that makes them prone to the use of drugs. Some of these are; the desire to take risks, demonstrate independence, develop values different from a parental or societal authority, signal entry into a peer group, satisfy their curiosity, or indulge in something new or different (Mason, Mennis, & Schmidt, 2011). Teenagers are 'biologically wired' to hunt for new experiences, be adventurous, and take risks. This behavior makes them very much prone to experiment with substances.

The use of substance almost always increases with age, so among students, the highest rate of use is generally recorded in the last two years of secondary school, continuing into early adulthood in most countries. In their pursuit to satisfy their curiosity and desire for adventure, most teenagers and some in their early twenties end up experimenting with drugs and gradually become addicted to it.

United Nations Drug Control Programme [UNDCP] (2004) indicates that the prevalence of drug use among young school learners in many countries is higher than the general population. The main reason remains that adolescence is a period of experimentation and search for identity and that young people are more likely than adults to experiment with various things, including drugs.

Thus, prevalence rates among young people can be three or four times higher than those found among the general population. Omega (2005) noted that experimenting on the use of drugs appears in various stages among young adults and teens. Common among these stages are:

Experimental/recreational stage: A stage commonly found with youths and teenage students of age 12-18years who experiment and use drugs due to peer influence and environmental factors. These drugs give them a euphoric experience.

Habitual stage: At this stage, people use drugs to maintain the state of euphoria got from the experimental stage. They continue the use of drugs because they have come to like and accept the state of euphoria they experienced.

Dependent Stage: This arises out of the habitual use of drugs. Abusers at this stage feel they cannot do anything without drugs so they do anything terrible just to get these drugs. Dependence makes abusers of drugs lose control over themselves and situations.

Drug abuse and addiction have no single cause. However, American psychiatric association (2000) observed that there are a number of causes such as;

I. Biological factor: most substance abuse professionals recognize a genetic to the risk of drug addiction.

II. Psychological factors: this includes mood disorder, depression, anxiety, and personality disorder.

III. Social factor: this includes gender, marital status, and Lower Socio-Economic status.

More so, Abuh and Akus (2009) identified two primary causes of drug abuse and addiction such as peer pressure and depression.

I. A pressure group: youths associate with different types of people otherwise known as friends. Through the pressure from these friends, children tend to have a taste of these drugs and once this is done, they continue to take it and become addicted to it in the long run.

II. Depression: another primary cause of drug abuse and addiction is depression when certain things happen to someone that is considered very sad and disheartening, the person started thinking of the best way to become happy once more hence the use of hard drugs will come in, this, later on, turns to habit, hence drug abuse. Another major cause of d g abuse is said to

be the rate of unemployment among the youth. Furthermore, drugs can be said to be abused when youths do not keep to the prescribed dosage and the continued use of particular drugs for a long time without a doctor's approval. This kind of abuse is associated with soft drugs. Other factors according to Ballas (2006) include the following; curiosity, social rebellions, early initiation, poor control, low self-esteem, poor stress management, escape reality, genetic predisposition, withdrawal effects and craving, sensation felling.

Odejide (2014) observed that the reasons advanced by the students for taking the drug are: to feel on top like adults, to feel good, to get excited, to be like friends, and to be like stars. The abuse of these drugs which leads to addiction among these students gradually progresses to affect their academic performance and cause a host of evil happenings on the campus and in our society, such as the incessant occurrence of road traffic accidents as a result of effects of these substances, in fact, some students indulge in exam-malpractices while others breakdown indulge in seminations leading to failure and eventual drop-outs, some become rude and arrogant to lecturers and parents and occasionally causing riots and chaos on the campuses while some grow up to become criminal in the society leading them into prison-yards.

The most extensive research in Ghana on substance use among the youth was done by the Ministry of Health/World Health Organization (MOH/WHO, 2003) indicate that the average age at first use of substances ranged that the 14-19 years, with extremes of 6 and 23 years. The findings indicate that substances most commonly used by the youth included alcohol, cigarette, cannabis, cocaine, tranquilizer, and heroine and more common either at the school or at home.

Some of the reasons given for alcohol and drug use among the youth-centered on the perceived benefits, such as enabling them to study, to do hard work, to get rid of shyness, and to forget about their problems; for curiosity, for fun, and due to peer pressure (MOH/WHO,

2003). Other reasons include the lack of parental control and rebelling against parents. In previous studies conducted in some other African countries and in Ghana researchers seem to indicate that lifetime prevalence rates of alcohol, cigarette, and cannabis are significantly greater for boys compared to girls (Adu-Mireku, 2003). Lamptey (2005) indicates that the importance of family cohesion plays a role in youth substance abuse in Ghana and the chances of substance abuse are less when the adolescent stays with both parents rather than others. Parents of abusers often are divorced, separated, or never married.

2.5 Possible effects of Drug Abuse on Students' Academic Performance

Academic Performance: Is the outcome of education - the extent to which a student, teacher or Institution has achieved their educational goals.

Effects of Drug Abuse

Brown-Acquaye (2001), Drug abuse is becoming a serious problem. The course of the alarming rate of the abuse especially among the youth can be traced to the high unemployment among the youth, the frustration of highly qualified students not having access for further education and the general economic situation in the country. Marijuana has been identified as the major drug of abuse among the youth in Ghana. The age of incidence of abuse of marijuana is relatively low, 10 -12 years and experimentation has been found to be the main reason for the start of the abuse. Drugs are chemical substances that destroy the body cell, depending on how the drugs are used. This is why Orija (2008) stated that drug dependent person unknowingly damages his/herself and the society. The effect is a deteriorating health, which may cause mental ill health, deformed babies and untimely death of the individual involved.

He goes further to say that people who have become dependent on drug becomes more irritable, moody, absent minded, drop in academic performance and change in mode of

dressing. They become more demanding with regard to funds, increased appetite and they complain often of aches and pains in the body.

Rebury (2006) enumerates the effects of some drugs abuse as follows:

i. Amphetamine takes away the desire to eat; hence, some persons grow thin and become easy target for diseases.

ii. Methedrine makes one feel powerful but aggressive, nervous, talkative and easily excited. The mind becomes deranged due to sleeplessness.

iii. Indeed, Indian hemp causes mental disorder, hallucination and cocaine damages the heart and cause heart attack in human beings.

According to Kamlesh Kumar Sahu and Soma Sahu (2018), Declining grades, absenteeism from school/college and other activities, and increased potential for dropping out of school/college are problems associated with youth substance abuse. Hawkins, Catalano, and Miller cite research indicating that a low level of commitment to education and higher truancy rates appear to be related to substance use among youth. Cognitive and behavioral problems experienced by alcohol and drug using

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the general methodology and the procedure that was used to investigate the abuse of drugs among students of Berekum Senior High School in Berekum of the Bono region. It includes among others, research approach, research design, population, sampling and sampling procedure, instrument, techniques for data collection, and data analysis.

3.1 Study Area

This study was conducted in the Berekum Senior High School, Berekum, in the Bono Region of Ghana. Berekum Senior High School (BESS) was established in 1970 by the joint efforts of the Berekum traditional council and the Berekum Youth Association (BYA). Before the year 1970, there was no viable secondary school in Berekum and pupils who passed the common entrance exams had to travel to Kumasi, cape coast and Accra for further studies. The only secondary school run by the Anglican Church was an apology of a secondary school with less than fifty students.

When the BYA appealed to the Anglican Church to improve the conditions of the school, the church in a strong worded letter rejected the association's appeal. The BYA therefore decided to initiate the process to establish the school. Nana Yiadom Boakye II was the then President of the Berekum traditional council. The community center was renovated and was for the school. It was inspected by the Ghana education service who gave approval for the establishment by July 1970.

The initial problem the BYA faced was how to get students enrolled in the new school. The BYA hired a tipper truck and moved to all the villages to canvas support for the school in

terms of enrolment. By September 1970, the initial problem had been resolved and the school began to operate with F.O Asante as the first Headmaster.

The following people were very instrumental in the establishment of the school; the late Nana Yiadom Boakye II, Chairman of the Berekum Traditional Council, Mr. Kwabena Kyere, Mr. J.E.K Amankonah, Mr E.K. Addae, the late Mr. A.K. Tawiah, Dr. Henneh Ababio and the late Mr. Asomah Gyan. The school is committed to helping the students acquire knowledge, develop critical thinking skills, right attitudes and improvement of their communities.

3.2 Population

The target population for the study consisted of eighty students and ten teachers of Berekum Senior High School in Berekum in the Berekum Municipality of Bono Region.

3.3 Research design

A cross-sectional design was employed. A descriptive study design was used for the study. The design was adopted because participants or subjects were observed in their natural. This type of study uses different groups of people who differ in the various field of interest but who share other characteristics such as socioeconomic status like age, educational background and sex, that is both teachers and students. The statement on causes, use, abuse, and possible effects of substances were gathered from the literature and through informal discussions with students and teachers. Two types of questionnaires were used for the study. One for students and one for teachers.

Those for students consisted of fourteen items and those for teachers comprised twenty-one items. Section “A” of the questionnaire focused on the demographic data of the respondents. This was designed to find background information about them. “B” focuses on the what motivates students to take drugs. “C” focuses on the common drugs students use and “D” focuses on the consequences students face after taking such drugs.

3.4 Sample and sampling procedure

In this study, the cross-sectional design was employed because it is descriptive in nature. This type of study uses different groups of people who differ in the various field of interest but who share other characteristics such as socioeconomic status like age, educational background and sex, that is both teachers and students. Emenke (2008) observes that a survey design generally collects data from a defined population to describe the recent condition of the population using the variables for the study to achieve this. This is relatively cheap and easy. It also has the advantage of collecting large amount of data concerning a given population and it permits the use of variety of procedure and instrument in data collection.

3.5 Methods of Data Collection

Data collection is one of the significant aspects of any research process. This is because the quality of a research depends on the right choice of instrument for data collection to be able to elicit the right information. The technique of data collection for the study was questionnaire. The study exclusively utilizes survey questionnaire in order to give the respondents ample opportunity and time/freedom to respond to the questions. The questionnaires were administered on the students, with each randomly selected from a school. A total number of ninety participants consisting of eighty students and ten teachers represented the target population. In getting the sample size for the study, students in Berekum Senior High School were stratified into classes. The random sample technique was used for the selection of the sample students.

3.6 Data Analysis

The responses to the questions were critically studied and grouped into their constituent parts and the findings were analysed. Simple frequency and percentage distribution tables were used to analyse the data.

3.6 Ethical Consideration

An approval was granted from the school for the survey to be conducted. The participants were given a written informed consent before answering the written questionnaire, and their refusal to answer the questionnaire was duly accepted. Confidentiality was ensured and respondents were informed that the survey was for academic purpose.

3.7 Limitations

Despite the seemingly smooth administration of the questionnaire and data gathering procedures, there were sure tailbacks. Two major areas of setbacks were identified which included the fact that most of the students were initially reluctant to give honest responses. They felt that to answer the questions honestly, meant either washing their dirty linen in public or revealing their friends' secrets. The researcher had to convince them confidentiality of their information before they finally yielded after an earlier attempt had proved futile.

Also, the teachers felt that their candid opinions and answers could betray their school and were initially not willing to answer the questions. Personal discussions and contacts with some house masters finally brought about genuine responses, with few delays.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF DATA

This chapter focuses on the results and interpretation of the findings of the study.

The main findings from the study are presented in tables, under the following themes: background information of the respondents, general relevance to the study and analysis of views of the objectives of the study as perceived by the respondents.

4.1 General Background information of respondents

In all, Ninety respondents were used for the study, this comprised eighty (80) students and ten (10) teachers.

Table 1: Distribution of respondents

RESPONDENTS	F	%
Students	80	90
Teachers	10	10
Total	90	100

Table 2: Distribution of student respondents age range

AGE	F	%
13 - 16	20	25.2
17- 20	50	45
21 - 24	10	9
Total	80	100

The range distribution as indicated in Table 2 shows that the majority of the students represented by (91%) fall within the adolescent stage 17 - 20 years. A period where adolescents are susceptible to the use of substances due to peer pressure or influence, identity crisis and a high degree of curiosity. This constitutes a strong basis for making generations

and inferences not only on the population studied but also on adolescents in other parts of the country and in the world at large.

Omage (2005) in a survey noted that experimenting on the use of drugs appears in various stages among young adults and teens. A stage commonly found with youths and teenage students of age 12-18 who experiment and use drugs due to peer influence and environmental factors. These drugs give them a euphoric experience.

4.2 Analysis of Research Questions

Research Question 1

What reasons account for the prevalence of drug abuse among students of Berekum Senior High School?

Table 3: Why students take substances

CAUSES	F	%
Peer influence	66	59.4
Teenagers' curiosity	8	7.2
Experimenting it	1	0.9
Inability to resolve routine problems	2	1.8
Low self-confidence	5	4.5
Access to drugs	0	0
Making fun	4	3.6
To eliminate shyness	3	2.7
Lack of amusement facilities	1	0.9
Total	90	100

From Table 3, the majority of the students and teachers responded that the students are influenced by their peers to use the substance and sometimes due to curiosity.

The statistics are that sixty (60) students and six (6) teachers making sixty-six (66) in all, (representing 59.4%) are of the view that students are influenced by their peers, six (6) students and two (2) teachers making eight (8) representing (representing 7.2%) indicated

that it is as a result of teenagers curiosity, one (1) student (representing 0.9%) also said it is because students sometimes experimenting drugs, two (2) students (representing 1.8%) also indicated that it is due to students inability to resolve routine problems, four (4) students and one (1) teacher (representing 4.5%) stated that it is due to low self-confidence on the part of some students, three (3) students and one (1) teacher (representing 3.6%) are of the view that students take drugs to make fun or during fun making, three (3) students (representing 2.7%) also think students take drugs to eliminate shyness while one (1) student (representing 0.9%) said students take drugs since there are no or inadequate amusement facilities in schools to engage students when they want to have fun or release stress. None of the students or the teachers indicated that students take drugs because they have access to drugs.

The results of the analysis confirm the studies of Omage (2005), Abuh and Akus (2009), and the Ministry of Health/World Health Organization (MOH/WHO, 2003).

Table 4: Occasion students use substance at home

OCCASIONS	F	%
Weekends	10	9
Social activities	53	47.7
Everyday	3	2.7
Holidays	15	13.5
Total	80	100

On occasions students use substances at home. These were given to students alone to answer excluding teachers. Table 4 shows that fifty-three (53) students (representing 47.7%) indicated that students use a substance during social activities, three (3) students (representing 2.7%) claimed students use substance every day, ten (10) students (representing 9%) said substances are used during weekends while fifteen (15) students (representing 13.5%) indicated that at home students use substances when they are on holidays.

From the table, a greater number of the students responded that substances are mostly used during social activities. Students normally become excited when they meet their colleagues during social gatherings.

Table 5: Occasion students use substance at school

OCCASIONS	F	%
Before exams	9	7.2
On the street	2	1.6
Sporting activities	32	25.6
Weekends	16	12.8
Entertainment hours	21	16.8
Total	80	100

Before Sports, thirty-two (32) students (representing 25.6%) claimed that students use substances, before exams, nine (9) students (representing 7.2%) use substance, two (2) students (representing 1.6%) indicated that drug is used when students are on the street, sixteen (16) students (representing 12.8%) said students use substances on weekends while twenty-one students (representing 16.8%) also indicated that students use substances during entertainments.

The indication from Table 5 shows that students mostly use substances during sporting activities.

Research Question 2

Which drugs are the most abused among students of Berekum Senior High School?

Table 6: Substance used and abused by students

TYPE	F	%
Marijuana/Weed	8	17
Cocaine	0	0
Cigarette	5	10.6
Alcohol	34	72.3
Heroin	0	0
Total	47	100

Table 11 shows that thirty-four (34) (representing 72.3%) of the students responded that they use alcohol whiles eight (8) (representing 17%) said they use marijuana, and five (5) students (representing 10.6%) responded that they use cigarette. None of them use cocaine or heroin. The indication is that majority of the students use alcohol. This confirms Selby (2012) in an article on marijuana usage in Ghana and a survey by the Ministry of Health/World Health Organization (MOH/WHO, 2003).

Research Question 3

What are the effects of drug abuse on students' academic performance?

Table 7: General effects of substance abuse on students

EFFECTS	F	%
Madness	29	23.2
Truancy	35	28
Tiredness	10	8
School drop-out	6	4.8
Suicide	0	0
Total	80	100

On students' response to the effects of substance use, twenty-nine (29) (representing 23.2%) responded that substance abuse ends in madness, thirty-five (35) (representing 28%) indicated that it brings about truancy, ten (10) (representing 8%) said it leads to tiredness, while six (6) (representing 4.8%) also responded that substance use may lead to school drop-out. None responded to suicide.

Students' response points to the fact that the majority of substance users will end up being truant followed by possible madness and may also attract a possible sacking from school.

Table 8: Effects of substance abuse on students' academic performance

PERFORMANCE	F	%
Excellent	2	1.8
Very Good	5	4.5
Good	12	10.8
Fair	17	15.3
Poor	54	48.6
Total	90	100

As shown in Table 15, forty-seven (47) students and seven(7) making a total of 54 respondents (representing 48%) indicated that students who use substance perform very abysmal, two teachers (2) and fifteen (15) students (representing 15.3%) also answered that substance takers perform fairly in school, one (1) teacher and eleven (11) students making up to twelve (12) respondents (representing 10.8%) indicated that some students who use substance in school are good, five (5) students and no teacher (representing 4.5%) said students who use drugs are sometimes very good while two (2) students (representing 1.8%) also indicated that even though they take drugs but they perform excellent in school without any teacher backing this assertion.

The indications are that most of both teachers and students alike think substance users perform poorly with only some few exceptions. This supports Odejide's (2014) assertion that the use of substances affects students' academic performance as well as that of Toumbourou

et al., (2007) who also found out that substance use leads to poor academic and career achievements. This also contradicts and makes porous the assumption students make as indicated by (MOH/WHO, 2003) that they use substances to enable them to study.

The analysis has indicated that even though some students are naïve and think drugs boost their ability to learn but little do those people know that it rather makes them dumb.

However, most teachers are duly aware of these consequences.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the study, implications, conclusion, and recommendations based on the findings of the study.

This study was carried out to investigate into detail the general perception students of Berekum Senior High School have about substance abuse by exploring the level of knowledge of students on substance use, problems posed on the students' academic performance, and how best they could be alleviated.

The main purpose of the study was to investigate drug abuse among students of Berekum Senior High School in Berekum. Therefore, the study focused on the causes of substance abuse, the substances commonly abused by the students, and the effects of substance abuse on students' academic performance.

The study further highlights the problems of substance abuse among students and makes suitable recommendations to solve the problem in senior high schools. This attempt was made to find answers specifically to the following questions.

1. What reasons account for the prevalence of substance abuse among students of Berekum Senior High School?
2. Which drugs or substances are the most abused among students of Berekum Senior High School?
3. What are the effects of substance abuse on the students' academic performance?

5.1 Summary of Research Findings

The findings of the study are summarized below:

- ❖ The majority of students use alcohol and marijuana.
 - ❖ Students mostly use drugs during inter-school sporting activities.
 - ❖ Students also use substances during entertainment hours.
 - ❖ Students have friends who abuse substances and so they lure them into it.
 - ❖ Boarders mostly use substances in school and even when they go on vacations and holidays at home.
-
- The home environment and the school have contributed primarily to the use and abuse of substances with some parents and guardians and some teachers who play key roles in disciplining and monitoring the students have ignored their responsibilities and giving their children free room to operate thereby acquiring the habit abusing substances.
 - The influence of the media, for example, television advertisements on alcoholic drinks, and exposure to foreign movies when students are at home and this has also contributed in no small measure to substance abuse by students.
 - . Other major causes identified were peer group influence, curiosity, anxiety for fun and socialization.
 - Also, some students have ever used and abused one substance or other during school days especially during sporting activities and entertainment programmes.
 - Alcohol and marijuana have been the predominant substances used and abused by students in the study.
 - The findings showed that the majority of the school authorities were aware of the substance(s) used by students and try to institute corrective measures when they get a culprit but that alone has not yet solved the problem.

- Very dangerous and hard substances such as cocaine and heroin were not identified among the substances used and abused by students.

5.2 Conclusions

From the study, the following conclusions have been drawn.

- A high proportion of students use alcohol and marijuana and continue to abuse these substances which could lead them into becoming addicts and eventually crave other dangerous substances in sometime to come.
- There is also a clear indication that students' interactions on the school campus with their peers are very strong. This has resulted in close interaction of both users and non-users of drugs that influence attitudes. Again, innocent students are pressurized by friends into the abuse of drugs out of ignorance.
- For academic reasons, a number of students agreed to have used certain drugs they believe could help them study for excellent performance but which eventually were found to be false and failed them.
- The home and school environment contribute to students' abuse of substances. Some parents have been selling and using substances in the presence of students, others have involved their children or wards in the sale of alcohol and cigarettes at home thus exposing them to their use and subsequent abuse.
- There is misinformation or inadequate education on the dangers of drug abuse and most students do not have a clear view of the issue.

5.3 Recommendations

Substance use and abuse can become a mighty monster if measures are not put in place to check it. In order to alleviate the ever-rising problem in our nation, the following recommendations are outlined in light of the summary and the conclusions drawn from the study.

There is the need to organize conscious and concerted educational programs to unfold the dangers of drug abuse in an illustrative way that would make people particularly the students and the youth, in general, come to understand the reality of the situation.

Drug-Free Educational Clubs should be formed in all schools to educate students on the harmful effects of narcotic drugs. Family Life clubs can be formed to provide education on the social problems created substance abuse. These can be formed in senior high schools as well as tertiary institutions that train teachers.

School authorities must organize workshops, seminars, symposia on drug abuse frequently where resource personnel can be invited to talk on the dangers of drug abuse in students.

Better stress management techniques should be imparted to the youth to avoid reliance on substance use. At the policy level, programs directed at addressing the issue of drugs should be included in the curricular activities of youth-related institutions of training.

Teachers, in particular, must collectively assist in the exercise to control substance abuse among their students by not hesitating to expose drug users for punishment. To weed out the “bad nuts”, appropriate punishment must be meted out to culprits to deter others from such practices in schools, especially in Berekum Senior High School.

Teachers as role models should desist from using such drugs and provide counselling to students.

Parents should be educated during Parent Teacher Association meetings on how to prevent their children from the abuse of substances. The parents themselves must be educated to desist from using drugs in the presence of their wards if they cannot do away with it outright. Additionally, parents who really care about the welfare of their wards should not involve them in the sale of alcohol, cigarette, and other hard drugs.

Parents should show love and care for their children so that there is open communication for children to be free and confident to consult them with their problems instead of relying on friends who usually influence them on bad habit formation including substance abuse.

Looking at the hazards of drug abuse and the alarming rate at which students indulge in it, one may prefer to institute harsher punishment for students who are offenders.

All schools should provide recreational facilities for students where they can spend their leisure hours. These could be in the form of playing fields (football, volleyball, basketball, table tennis, handball, etc.) and “Ludu”, “Oware” among others.

Also, security personnel on school campuses should be alerted to drive out suspected people who loiter about the school compounds and who may be drug pushers.

Special attractive awards can be instituted for well-behaved students during Speech and Prize-giving Days to serve as a morale booster to well behave students and to encourage the bad ones to reform.

Parents are in the best position to recognize early signs of use in their children. To inform and involve themselves, parents should take the following steps:

- i) Learn about the extent of the drug problem in their community and in their children’s schools.
- ii) Learn how to recognize the signs of drug use.

- iii) Meet parents of their children's friends or classmates about the drug problem in their schools. Establish a means of sharing information to determine which children are using drugs, and who is supplying them.

The earlier a drug problem is detected and faced, the less difficult it is to overcome it. If parents suspect that their children are using drugs, they should take the following steps:

- i) Devise a plan of action. Consult school officials and other parents.
- ii) Discuss their suspicions with their children in a calm and objective manner. Do not confront a child while he/she is under the influence of alcohol or other drugs.

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APPENDIX ‘A’

**TOPIC: A RESEARCH STUDY ON THE CAUSES OF DRUG ABUSE AND IT’S
EFFECTS ON THE ACADEMIC PERFORMANCE OF THE STUDENTS IN
BEREKUM SENIOR HIGH SCHOOL, BEREKUM.**

This questionnaire is prepared to help gather information on the causes and effects on substance use and drug abuse among students in Berekum Senior High School in Berekum of the Berekum Municipality. You are, therefore, respectfully required to carefully answer the following questions as honestly and truthfully as you can. Your co-operation will be very much appreciated. You are assured of confidentiality and privacy.

Thank You.

SECTION A – DEMOGRAPHIC DATA

(Please tick [√] where appropriate)

1. Age 13-16 [] 17-20 [] 21-24 []
2. Sex Male [] Female []
3. Form SHS 1 [] SHS 2 [] SHS 3 []

SECTION B – WHAT INFLUNCES DRUG ABUSE AMONG STUDENTS

(Please tick [√] where appropriate)

4. have you ever used drugs?

Yes [] No []

6. If yes, at what age you used drugs for the 1st time? Year.....

7. Why did you start using drugs?

Peer pressure []

Teenagers curiosity []

- Experimenting it []
- Inability to resolve routine problems []
- Low self-confidence []
- Access to drugs []
- Making fun []
- To eliminate shyness []
- Lack of amusement facilities []

Others (Please write down)

.....

SECTION C – INFORMATION ON THE DRUGS COMMONLY ABUSED BY
STUDENTS

(Please tick [✓] where appropriate)

7. Have you used drugs other than those required for medical reasons?.....

Yes [] No []

8. Have you abused prescription drugs?

Yes [] No []

9. Do you abuse more than one drug at a time?

Yes [] No []

10. What is the name of the drug you used for the 1st time?

Marijuana []

Cocaine []

Cigarette []

Alcohol []

Heroin []

Others (Please write it down)

11. What is the name of the drug you usually use?

Marijuana []

Cocaine []

Cigarette []

Alcohol []

Heroin []

Others (Please write it down)

12. What drug do you use currently? (You can answer more than one item)

Marijuana []

Cocaine []

Cigarette []

Alcohol []

Heroin []

Others (Please write it down)

13. How often do you use this particular drug?

- A. Once a day B. More than once a day c. Most of the times

14. How do you use the drug?

Sniff (via nose) []

Smoke (like cigarette) []

Oral []

Injection []

Others (Please write down)

15. For how long have you used this drug?

16. Why have you chosen this drug over other drugs?

SECTION D - STUDENTS' PERFORMANCE REGARDING DRUG USE AND OTHER EFFECTS

(Please tick [] where appropriate)

1. In what occasions do you abuse substances in school?

Before exams []

Before doing sports []

On the street []

At home []

Holidays []

Others (Please write down)

2. Do you ever feel bad or guilty about your drug use? [Yes] [No]

3. Have you lost friends because of your use of drugs?[Yes] [No]

4. Have you neglected your studies because of your use of drugs? . [Yes] [No]

5. Have you been in trouble at school because of drug abuse?[Yes] [No]

6. Have you gotten into fights when under the influence of drugs in school?

[Yes] [No]

7. Have you engaged in illegal activities like living school without permission in order to obtain drugs? [Yes] [No]

8. Have you been arrested for possession of illegal drugs?[Yes] [No]

9. Have you ever experienced withdrawal symptoms (felt sick) when you stopped taking drugs? [Yes] [No]

10. Have you had medical problems as a result of your drug use (e.g., memory loss, hepatitis, convulsions, bleeding, etc.)?..... [Yes] [No]

11. Have you gone to any teacher, school nurse or colleague student for help for a drug problem? [Yes] [No]

12. Have you been involved in a treatment program specifically related to drug use?
[Yes] [No]

13. How well do you perform in any of the occasions you use drug?

Excellent [] Very Good [] Good [] Fair [] Poor []

14. Choose any of the reasons below to tell why you use drug:

I used once for curiosity [Yes] [No]

If an acute condition occurs, I use drugs to improve my general condition [Yes] [No]

I use drugs to improve my memory before exams [Yes] [No]

I use drugs so I can give public lectures [Yes] [No]

I use drugs following family disputes [Yes] [No]

I use drugs to achieve feeling of happiness and joy [Yes] [No]

I use drugs to win sport competitions [Yes] [No]

If you use drugs for any other reason, please mention it.....
.....

APPENDIX B

TOPIC: A RESEARCH STUDY ON THE CAUSES OF DRUG ABUSE AND IT'S EFFECTS ON THE ACADEMIC PERFORMANCE OF THE STUDENTS IN BEREKUM SENIOR HIGH SCHOOL, BEREKUM.

This questionnaire is prepared to help gather information on the causes and effects on substance use and drug abuse among students in Berekum Senior High School in Berekum of the Berekum Municipality. You are, therefore, respectfully required to carefully answer the following questions as honestly and truthfully as you can. Your co-operation will be very much appreciated. You are assured of confidentiality and privacy.

Thank You.

SECTION A – DEMOGRAPHIC DATA FOR TEACHERS

(Please tick [√] where appropriate)

1. Sex: Male [] Female []
2. Age: (a) between 20 – 30 [] (b) between 30 – 40 [] (c) between 40 -50 []
(d) over 50 years old []
3. Marital status: (a) Married [] (b) Single [] (c) Separated [] (d) Divorced []
(e) Widowed []
4. How long have been in the teaching service?
(a) between 1 – 9 years [] (b) between 10 – 20 years []
5. Average of boys being taught by you.
(a) 13 – 15 years [] (b) 15 – 18 years [] (c) 18 – 21 years [] (d) Above 21 years []
6. Average of girls being taught by you.
(a) 13 – 15 years [] (b) 15 – 18 years [] (c) 18 – 21 years [] (d) Above 21 years []

SECTION B – INFORMATION ON SCHOOL ENVIRONMENT

(Please tick [✓] where appropriate)

7. Have you ever seen any of the students in your school drinking or smoking?

- (a) Yes [] (b) No []

8. If yes, to item 14, did you advise him or her to stop?

- (a) Yes [] (b) No []

9. Do students normally go to town without exeat?

- (a) Yes [] (b) No []

10. If yes, to item 16, why?

.....

11. Have you ever found a student returning from the town under the influence of a substance or drug? (a) Yes [] (b) No []

12. If yes, to item 18, what type of substance was it?

- (a) Marijuana/Wee [] (b) Cigarette [] (c) Alcohol [] (d) Cocaine [] (e) Heroin []

13. What action did you take?

.....

14. On what occasion do your students usually use the substance(s)?

- (a) Holidays [] (b) Weekends [] (c) Social activities, example sports []
(e) others, specify.....

15. Why do you think students take a substance(s) in your school?

- (a) Because of peer pressure [] (b) For fun [] (c) Experimenting it []
(d) Any other reason.....

16. Generally, what is the academic performance of students who use substances?

- (a) Poor [] (b) Fair [] (c) Good [] (d) Very Good (e) Excellent []

17. What step has your school taken to prevent drug use?

.....

18. What step has your school taken to control the use of a substance(s) by students on those occasions (sporting activities)?

.....

19. Do you conduct impromptu checks for substances on your students?

(a) Yes [] (b) No []

20. If yes, to item 25, have you ever found drugs on your students?

(a) Yes [] (b) No []

21. Have you ever invited parents of drug users to your school for a discussion?

(a) Yes [] (b) No []

**HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE
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IN GOD IS OUR HELP
AND HEALTH

Our Ref.

Your Ref.



P.O. Box 21,
Berekum, B/A
Ghana, W/Africa
Tel. 0352222124
Fax: 0352222474

January 30, 2023

Date

The Headmaster
Berekum Senior High School
Berekum
Bono Region

Dear Headmaster

PERMISSION TO CONDUCT RESEARCH

I wish to introduce to you the under listed names of final year students of the College:

1. Twenewaa Victoria
2. Abrafi Twum Abigail

As part of the pre-requisite for the award of Diploma in Nursing they are to conduct a research study, on the topic 'Investigation on Effects of Drug Abuse among students of Berekum Senior High School.'

I would be grateful if you could assist them with any material or help they may need to accomplish this task.

Thank you.

Yours faithfully



.....
Rita Agyei Boakye
Supervisor

For: Principal