

## Strategies used by School Counsellors for Handling Drug Abuse among Secondary School Students in Agbani Education Zone, Enugu State, Nigeria.

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### ABSTRACT

The study aimed at determining the counselling strategies used by guidance counsellors for handling drug abuse among secondary school students in Agbani education zone, Enugu State, Nigeria.. Three research questions and three null hypotheses were formulated to guide the study and were tested at 0.05 level of significance. The study adopted a description survey research design. The population for the study consisted of 48 school guidance counsellors in the existing 43 public secondary schools in the area. The number is small and manageable so no sampling was done. The instrument used for data collection was a 15-item questionnaire. The instrument was validated by three experts from Faculty of Education, Enugu State University of Science and Technology, Enugu. One each from guidance and counselling psychology and measurements and evaluation. Mean with standard deviation and t-test statistic were used for data analysis. The study revealed among others that bibicounselling, electronic and print media strategies can be used to reduce drug abuse among secondary school students in Agbani Education Zone, Enugu State. The study recommended among others that seminars and workshops should be organized regularly for school counsellors with the view of updating their knowledge on how to effectively utilize counselling strategies while handling drug abuse among secondary students in Agbani Education Zone, Enugu State, Nigeria.

Keywords: Counselling, drugs, students, secondary school.

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### INTRODUCTION

Drugs are substances that affect the senses and by their chemical nature alter the structure and function of a living organism. It is the altering effect that constitutes a definite danger and makes all drugs potentially dangerous as they have some effect on the mood, perception and consciousness of their users. [1], defined drugs as chemical compounds or non-infectious substance other than food which when taken into the body alter chemical, physical and mental state of the body. According to this definition, a

number of things in common are used such as coffee, soma tea, cola, beverages, drinks. Although, they are not thought of as drugs themselves by the general public but they actually contain drugs.

A drug is also defined as any natural or artificial substance, other than food that by its chemical or physical nature alter the structure or function on the living organism [2]. It is also defined according to their use. In pharmacology, it is defined as a chemical substance used in

the treatment, cure, prevention or diagnosis of diseases or used to otherwise enhance physical or mental well-being. Drugs are of different kinds and are used for various purposes.

Psychoactive drugs are chemical substance that affect the function of the nervous system, altering perception, mood or consciousness. Recreational drugs are drugs that are not used for medical purposes, but are instead used for pleasure. These include alcohol, nicotine and caffeine as well as other substances such as opiates and amphetamines. Drugs are also used as food supplements like vitamins and individuals benefit from such drugs in terms of ill-health, though prescribed by doctors [3]. On the contrary, drugs are harmful and fatal if they are used wrongly.

Substances and drugs are used interchangeably by people, however, drug refers to medicine prescribed by doctors, while substance may include chemicals other than drugs examples, gasoline and glue among others. Substance is considered abuse if it is deliberately used to induce physiological or psychological effects for a purpose other than for therapeutic purpose. However, drug abuse among students could be as a result of interaction between the peer group, availability and nature of the substance. Some environmental factors that contribute to drug abuse are culture, parents' behaviour, regulations and policies, which restrict access to the drugs.

[4], maintained that drug abuse is the use of drugs without medical advice or direction. This could be injurious to the health of the concerned persons and entire society. Drug abuse includes the indiscriminate sale of drugs by unlicensed medicine dealers, drug addiction, drug trafficking or peddling, self-medication, taking of expired drugs, over dose or under-dose of drugs. It also includes unhygienic storage of drugs and

exposure to heat by drug manufacturers [5]. [6], viewed drug abuse as the excessive consumption of drugs. This refers to a situation in which people administer drugs indiscriminately in a manner that deviates from the approved medical usage.

[7], identified people who are likely to abuse drugs as follows:

- *People who are genuinely ill and are treated with such drugs in the hospital.*
- *Medical workers who have access to such drugs.*
- *Young people who use it to produce pleasant excitement.*
- *People who have problems and they need drugs to sleep or lessen their burden.*

Finally, according to [8], Secondary School Students take drugs to help them keep awake at night in order to read for their examinations. [9], attributed the problem of drug addiction to the disorganization of society and the effect to urbanization. [9], further noted that new demand of modern life has changes that demand for achievement. Students who are unable to get those things of modern life have no alternative than to take drugs for solace. Students, most of the time use drugs out of ignorance. He further opined that anti-sleep tablets which are supposed to have the power to keep the students awake to enable them study at night extensively even when they are mentally or physically exhausted, invariably have serious side effects on the lives of those students.

Drug use by students have hampered education and management in Nigerian secondary schools. In Nigeria, recent statistics suggests that one in every three secondary school students consume alcohol [10]. Another 8.3% smoke cigarette while almost one in every ten (9.1%) chew miraa. About 3% smoke bhang and use hard drug like heroin, cocaine, mandrax and tranquilizers. Drugs have varied physiological effects. Some have adverse consequences, [11], include insomnia, prolonged loss of appetite,

increased body temperature, greater risk of hepatitis and HIV/AIDs infection, death, various forms of cancer, ulcers and brain damage. Other physiological effects of drugs include heart beat, speeding in the peripheral circulation of blood, altering of blood pressure, breathing rate and other body function.

Drug abuse also affects the brain, resulting in a major decline in its functions. Drugs can affect a student concentration and his interest in school and extracurricular activities. This leads to increased absenteeism and drop out. Most psychoactive drugs affect the decision making process of students, their creative thinking and the development of necessary life and social skills. Drugs, also interfere with an individual's awareness of their unique potentials and thus their interest in their career development.

[12] believed that a lot of factors could give rise to drug addiction amongst which occupational stress is the major cause. Agreeing with this [13] added that people take drugs because of frustration with life arising out of marital problems, stress from over working and the effect both factors have on their economic status. This problem is complicated by the existence of drug peddlers and hawkers, medicine store and chemists who sell different drugs to people. This situation has contributed so much to the incidence of drug abuse in our society.

[14], was of the opinion that youths take drugs because of class value, spiritual suffering, fear and lack of fulfillment. Daniel found that the first use of drugs started as an attempt to cure spiritual frustration and provide temporary solace from the storm of life. [15], noted that spiritual frustration is an aspect of manifestation of a much more general social problem which substantial number of persons to circumvent, use drugs in order to feel comfortable. Again, if their lives are lacking in meaning, they may turn to drug to provide the way out.

These problems that emanate from drug abuse and the consequent addiction necessitate the determination of strategies used by school counsellors in handling drug abuse in schools. It is believed that such treatment could go a long way in preventing further physical, mental and psychological danger on drug users and addicts. Indiscriminate drug abuse and its result have become a more alarming and disturbing problem in recent times which the assistance of school counsellors will go a long way in reducing its prevalence.

A school counsellor is a counsellor and an educator who work in Basic and senior secondary schools to provide academic, career, university education readiness and personal/social competencies to all students. [16], stated that school counsellors are committed to providing quality education services to enhance the education opportunities for every young person within primary, secondary and special schools. According to [17], some of the counsellors in our secondary schools today are also teachers who have been assigned to advise students on how to make informed choices about their future in relation to employment, education and training. Shehu equally added that these teacher counsellors are also saddled with the responsibility of counselling the students on the use of drugs and the effects of drug abuse.

Awareness is one of the most important steps to be taken by school counsellors. Information about drug use and consequence should be disseminated to the youth who are mostly affected. These can be done on the assembly ground and social gathering at the secondary school level. While posters and handouts on the same topic can be distributed during group sessions organized for the same purpose.

Another strategy used is biblicounselling. This is a cognitive method of counselling in which a counsellor educates his client

with prepared handout. In it, emphasis is laid on the dangers of drug abuse and practical ways (self management techniques) that can assist in averting drug abuse/addiction. This, according to [18], prepares the students for future activities and for sustainable democracy. Teachers, parents and guardians can be trained in the act of identifying drug addicts. Signs such as violence, un-cooperative attitude, sudden and dramatic change in discipline, academic work and attendance, neatness, negative attitude like irrational flare-ups [19],. Drug abusers identified should be referred to a counselling psychologist through drug free club, who can educate and actively engage the youths in more purposeful activity.

Seminars on drug abuse need to be organized for the students. Specialist such as National Drug Law Enforcement Agency (NDLEA) in this area should be invited to talk to students on drugs that are being abused also discuss proper uses of the drug that can benefit human beings. School counsellors therefore, should exploit these by informing youths to employ these uses such as marijunana plant which is used for making ropes and cloths, tobacco for disinfectant and insecticide etc [20].

The electronics and print media should be used in informing the people about adverse effect of drug abuse. Radio and television jingles should be produced and sponsored by Philanthropist. Chemist and drug hawkers should be educated on dangers inherent in drug abuse. Some patent medicine stores worsen issues by selling drugs that are not prescribed by experts and even those that should not be sold to the public. Proper education is most likely to reduce drug abuse in the country. Sports men also should be educated on the type of food and drug they should take, to avoid being banned for taking performance enhancing drugs. Other ways include display of relevant information on bill boards, embarking on excursion, enough recreational activities

for youths in school and public places and intervention at early stages by counsellors when they are detected.

Getting adolescents more involved in school based and non school based activities lowers incidence of drug use. [21], found that three traits are present; easily bored, needing constant activity and challenges, drive to avoid negative consequences of action and craving immediate external reward for effort, [22] advised parents who notice these traits in their children to ensure that children have a structured, challenging environment and to provide them with conservable support.

There is serious public outcry against this problem of deviant behaviours among students. Drug abuse among secondary school students has become a problem that is causing serious concern to guidance counsellors, teachers and government all over the world. The problem is prevalent among secondary school students who in most cases are ignorant about the dangers inherent in drug abuse. [23], posited that drug abuse led to 11.23% death of secondary school students in Nigeria and about 6.11% of them have been ascertained mad between 2013 and 2014. The alarming rate at which these students in secondary schools in Agbani Education Zone of Enugu State engage in most undesirable abnormal behaviours have attracted the attention of principals of schools, teachers, students, Journalists, the clergy and guidance counsellors. This calls for counselling.

[12], recommended adequate psychological treatment such as early intervention, nipping the ugly and hydra headed- monster of downward spiral through proactive and decisive prevention as panacea to these hydra-headed problems. Madison equally reported that ever increasing rate of indiscriminate drug consumption and its deleterious physical and mental effect among our youths together with episodic

discoveries has become an important task to investigate the strategies involved in the treatment of drug abuse, dependence and addiction.

According to [17], a guidance counsellor should adopt drug intervention strategy. He further stated that drug intervention strategy is not a confrontation but an opportunity for an addicted student to accept help in taking the first step towards recovery. The intervention agencies include school, peer education, family, non-government organization, health and social marketing.

The success of the school counsellor in handling drug abuse among students in secondary schools solely depends on the use of appropriate counselling strategies. This is the crux of this study and informs the researcher's interest to investigate the counselling strategies used by school counsellors for handling drug abuse among secondary school students in Agbani Education Zone.

#### Statement of the Problem

Drug abuse in Nigeria in contemporary times has become an issue that cast a gloomy shadow to the entire Nigerian society especially among secondary school students. Drug abuse is a problem that is causing serious concern to both individuals and government all over the world. The problem of drug abuse is widely spread and affects all and sundry. Reports from dailies have also shown that drug abuse wrecks individuals, shatters families and weakens the entire society with its burden of economic losses, health cost and increased lawlessness and crime.

In Enugu State, especially in Agbani Education Zone, drug abuse has become a major issue in workplaces and has been noticed among secondary school students. Students who are under the influence of alcohol or other drugs have not been able to learn like students who devote their full attention to their

education. Poor academic performance, students missing classes, difficulty in keeping up with academic responsibility, failing tests dropping out of school due to poor grades have been attributed to drug abuse.

If effective strategies are not used to educate the students on the effect of drug abuse, many students will still fall victims of drug abuse. Hence, the need arises to carry out a study on strategies used by school counsellors in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

#### Purpose of the Study

The main purpose of this study was to determine the strategies used by school counsellors in handling drug abuse among secondary school students in Agbani Education Zone. Specifically, the study sought to:

1. determine how biblicounseling can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.
2. determine how electronics and print media can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.
3. determine how getting students more involved in school based and non-school based activities can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

#### Research Questions

The following research questions guided the study.

1. What are the biblicounseling strategies used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State?

2. What are the electronics and print media strategies used in handling drug abuse

among secondary school students in Agbani Education Zone of Enugu State?

3. How can getting students more involved in school based and non-school based activities be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State?

### Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference between the mean responses of guidance counsellors and teachers counsellors on how biblicounselling can be used in handling drug abuse among

secondary school students in Agbani Education Zone of Enugu State.

H<sub>02</sub>: There is no significant difference between the mean responses of guidance counsellors and teachers counsellors on how electronics and print media can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

H<sub>03</sub>: There is no significant difference between the mean ratings of guidance counsellors and teacher counsellors on how getting students more involved in school based and non-school based activities can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

### METHODS

The study adopted a descriptive survey design. The area of the study was Agbani Education Zone of Enugu State. The population for the study consisted of 48 school counsellors in the existing 43 government owned secondary schools in the area. Of these 18 are guidance counsellors while 30 are teachers counsellors. The population is small so no sampling was done. The instrument used for data collection was a 15 item questionnaire called Drug Abuse Scale (DAS). The instrument had a 4-point response scale with response category of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three experts; two from Guidance and counselling department and one from measurement and evaluation, all from Faculty of Education, Enugu State university of Science and Technology (ESUT), Enugu. The internal consistency of the instrument was determined using Cronbach Alpha reliability estimate and it yielded a reliability coefficient of .85 for

cluster 1, .73 for cluster 2 and .66 for cluster 3. The coefficient for the entire instrument stood at .73. The study was carried out in all the 43 secondary schools in Agbani Education Zone. Forty-eight copies of the questionnaire were distributed but forty three copies were retrieved from the respondents representing 89.58 percent return rate. Data collected were analyzed using mean with standard deviation and t-test statistic. Any mean score of 2.50 and above was regarded as agree while any mean below 2.50 was regarded as disagree. The three null hypotheses were tested at .05 level of significance using t-test statistic. If the calculated t-value was less than the critical table value of  $\pm 1.96$  for the required degree of freedom of 41, the null hypothesis was not rejected but if the calculated t-value was equal to or greater than the critical, t-value, the null hypothesis was rejected.

Research Question 1: What are the biblicounselling strategies used in handling drug abuse among secondary school

students in Agbani Education Zone of Enugu State?

Table 1: Mean (  $\bar{X}$  ) Rating with Standard Deviation of School Counsellors on the Biblicounselling Strategies used in Handling Drug Abuse among Secondary School Students in Agbani Education Zone of Enugu State

S/ N	Biblicounselling Strategies	4 SA	3 A	2 D	1 SD	$\bar{X}$	SD	Decision
1	The counsellor educates the students with a prepared handout	2	9	15	17	1.91	0.90	Disagree
2	The counselor use stories to acquaint students with issues and solutions	18	16	6	3	3.14	0.92	Agree
3	The counsellor educates parents on the dangers of drug abuse	15	11	9	8	2.77	1.13	Agree
4	The counsellor educates teachers on how to inform students on the dangers of drug abuse	16	13	8	6	2.91	1.07	Agree
5	The counsellor educates students through drug free club	23	15	4	1	3.40	0.76	Agree
N = 43		Grand Mean				2.83		Agree

Source: Field Survey, 2016

Data presented in Table 1 revealed that the respondents agreed with 4 of the items out of the 5 identified biblcounselling strategies that can be used for reducing drug abuse among secondary school students. The items they agreed with are 2, 3, 4 and 5 with mean scores of 3.41, 2.77, 2.91 and 3.40 respectively. They however disagreed with item 1 as they recorded a mean score of 1.91. The values of their standard deviation ranged from 0.90 to 1.13 which indicated that the respondents were not too far from the

mean and from the opinion of one another in their responses. The respondents recorded a grand mean score of 2.83 which is above the 2.50 bench mark indicating that biblicounselling can be used for reducing drug abuse among secondary school students in Agbani Education Zone of Enugu State. Research Question 2: What are the electronics and print media strategies used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State?

Table 2: Mean ( $\bar{X}$ ) Rating with Standard Deviation of the Respondents on Electronic and Print Media Strategies used for Handling Drug Abuse among Secondary School Students in Agbani Education Zone of Enugu State

S/ N	Which of the following ways do you use in handling drug abuse	4 SA	3 A	2 D	1 SD	$\bar{X}$	SD	Decision
6	The Radio	4	7	9	23	1.81	1.03	Disagree
7	Newspapers	2	16	14	21	2.20	0.89	Disagree
8	Flyers and Posters	29	7	5	2	3.47	0.88	Agree
9	Bill boards	31	9	2	1	3.63	0.69	Agree
10	Television jingles	2	4	8	29	1.51	0.86	Disagree
N = 43		Grand Mean				2.83	Agree	

Source: Field Survey, 2016

Results from Table 2 showed that the respondents agreed with 2 out of the 5 items raised (8 and 9; flyers and posters and bill boards) as electronic and print media strategies for curbing drug abuse among secondary school students. The respondents mean scores for these items, 3.47 and 3.63 were accepted as agree based on the decision that their mean ratings are more than the cut-off point of 2.50. The Table also showed that the

respondents disagreed with the remaining 3 items (6, 7 and 10) with 1.81, 2.20 and 1.51 as their mean scores. Their standard deviation is small signifying that respondent responses are homogenous. The table also indicated a grand mean score of 2.52 indicating that electronic and print media can be use for curbing drug abuse among secondary school students in Agbani Education Zone of Enugu State.

Research question 3: How can getting students more involved in school based and non-school based activities be used in handling drug abuse among secondary

school students in Agbani Education Zone of Enugu State?



Table 3: Mean with Standard Deviation of the Respondents on Ways of Getting Secondary School Students more involved in School Based and Non School Based Activities

S/ N	Ways of getting students more involved in school based and non school based activities	4 SA	3 A	2 D	1 SD	$\bar{X}$ SD	Decision
11	The use of interactive group session		29	9	3	2	3.51 0.83 Agree
12	The use of design programmes and with drug issues to support the students		6	9	11	17	2.09 1.09 Disagree
13	Offering students networking opportunities for sharing both successes and problems		26	14	2	1	3.51 0.70 Agree
14	Getting students involved in school decision making process		5	7	11	20	1.93 1.06 Disagree
15	Giving students incentives as a way of motivating them		1	3	5	34	1.33 0.72 Disagree
N = 43		Grand Mean				2.67	Agree

Source: Field Survey, 2016

Data presented in Table 3 revealed that the respondents agreed with 2 of the items (11 and 13) out of the 5 items raised as ways of getting students more involved in school and non school based activities for handling drug abuse in Agbani Education Zone with mean scores of 3.51 and 3.51 respectively. They however disagreed with the remaining 3 items (12, 14 and 15) as their recorded mean scores are 2.09, 1.93 and 1.33 respectively which are below the bench mark of 2.50. Their standard deviation for the items raised are small. This means that the respondents mean scores are closely clustered around the mean and are similar. This means that there is little variability of the respondents responses. The Table also showed that the respondents recorded a grand mean of

2.67. Going by the guideline for the interpretation of the respondents data, the answer to research question 3 is that students can be more involved in school based activities by using interactive group session and offering students networking opportunities for sharing success and problems

Hypothesis 1: There is no significant difference between the mean responses of guidance counsellors and teachers counsellors on how biblicounselling can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

Table 4: t-test Analysis of the Mean Rating of Guidance Counsellors and Teacher Counsellors on how biblicounselling Strategies can be used for Reducing Drug Abuse among Secondary School Students in Agbani Education Zone of Enugu State

Group	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	15	3.10	0.32	41	1.15	$\pm 1.96$	NS Do not reject $H_{01}$
Teacher Counsellors	28	2.56	0.98				

Significant at  $P < .05$ ,  $df = 41$ , critical t-value =  $\pm 1.96$

The t-test analysis of the data in table 4 revealed that the t-calculated value (1.15) is less than the critical t-value of  $\pm 1.96$  at degree of freedom (df) 41 and at .05 level of confidence. Thus, the null hypothesis is not rejected as guidance counsellors and teacher counsellors do not differ significantly in their opinions on how biblicounselling strategies can be used for reducing drug abuse among secondary

school students in Agbani Education Zone of Enugu State.

Hypothesis 2: There is no significant difference between the mean responses of guidance counsellors and teachers counsellors on how electronics and print media can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

Table 5: t-test Analysis of Mean Responses of Guidance Counsellors and Teacher Counsellors on how Electronic and Print Media can be used for Curbing Drug Abuse among Secondary School Students in Agbani Education Zone of Enugu State

Group	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	15	3.67	0.82	41	1.42	$\pm 1.96$	NS Do not reject $H_{02}$
Teacher Counsellors	28	2.52	0.98				

Significant at  $P < .05$ ,  $df = 41$ , critical t-value =  $\pm 1.96$

Table 5 revealed that the t-calculated value of 1.42 is less than t-critical value of  $\pm 1.96$  and such the null hypothesis is not rejected. The implication, therefore, is that there is no significant difference in the mean scores of guidance counsellors and teacher counsellors on how electronic and print media can be used for curbing drug abuse among secondary school students in Agbani education zone

Hypothesis 3: There is no significant difference between the mean ratings of guidance counsellors and teacher counsellors on how getting students more involved in school based and non-school based activities can be used in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State.

Table 6: t-test Analysis of the Mean Ratings of Guidance Counsellors and Teacher Counsellors on Ways of Getting Students more involved in school based and non-school based activities for handling drug abuse among Secondary School Students in Agbani Education Zone of Enugu State

Group	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Guidance Counsellors	15	3.02	0.91	41	1.76	$\pm 1.96$	NS Do not reject $H_{03}$
Teacher Counsellors	28	2.98	0.97				

Significant at  $P < .05$ ,  $df = 41$ , critical t-value =  $\pm 1.96$

The result from Table 6 revealed that the t-calculated value (1.76) is less than the t-critical values  $\pm 1.96$  at a degree of freedom (df) and at .05 level of significance. This implies that guidance counsellor and teacher counsellors did not differ significantly in their opinions on ways of getting students more

involved in school based and non-school based activities for handling drug abuse among secondary school student in Agbani Education Zone of Enugu State. The null hypothesis was therefore not rejected since the calculated t-value of 1.76 is less than the t-critical value of  $\pm 1.96$ .

#### DISCUSSION OF FINDINGS

The findings in table 1 revealed that biblicounselling is an effective strategy used for reducing drug abuse among secondary school students. The biblicounselling strategies that can be used includes; educating students with a handout, the use of stories to acquaint students with issues and solutions. Educating parents and teachers on the dangers of drug abuse and educating students through drug free club. This is in agreement with [2], who found that utilization of biblicounselling strategies is a panacea for solving issues related to drug abuse. Affirming this also is the findings of [17] that effectiveness of biblicounselling strategy for handling drug abuse depends on its utilization. He further stated that a school counsellor needs to exercise a high expertise for effective utilization of biblicounselling strategy in the one -to- one relationship when assisting clients that abuse drugs.

Result in table 2 showed that electronic and print media can be used in curbing drug abuse among secondary school students. This is evident considering the

high mean scores recorded against the items. The electronic and print media include flyers and posters and bill boards. This is line with [15], who found that proper utilization of electronic and print media such as radio, television, newspapers, posters and electronic mail messages are sure ways for reducing drug abuse among secondary students. Thus, school counsellors should ensure that these electronic and print media are adequately and properly utilized for the achievement of optimal goal in the helping relationship. The results in table 3 revealed that getting students more involved in school based and non-school based activities is a panacea for handling drug abuse among secondary school students. The findings further revealed that students can be involved in school and non school based activities through the use of interactive group session and offering students networking opportunities. This is at variance with the findings of [19], who found that students' participation in school decision making process of school administration and

students motivation are the easiest ways of making them to be active participant in school and non school based programmes.

Results in Tables (4, 5, 6) revealed that guidance counsellors and teacher counsellors had uniform opinions on how biblicounseling strategies, electronic and print media can be used for reducing drug abuse. Their opinions also did not differ significantly on the ways of getting

students more involved in school based and non-school based activities for handling drug abuse among secondary school students. These current findings are in line with that of [24], who reported that school counsellors status were found to have no significant difference on the application of counselling strategies such as electronics and print media for reducing the prevalence of drug abuse among secondary school students.

### CONCLUSION

The current study sought to explore the strategies used by school counsellors in handling drug abuse among secondary school students in Agbani Education Zone of Enugu State. Since drug abuse is dangerous to health, causes maladaptive behaviour and reduces the rate of attainment of set goals exploring ways of

reducing it becomes expedient. The study established that drug abuse can be reduced among students through proper utilization of biblicounseling, electronic and print media and getting students more involved in school based and non-school based activities.

### RECOMMENDATIONS

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

1. Government should liaise with school counsellors to educate the students on the consequences and challenges which people who abuse drugs normally face, through the introduction of jingles, talk shows and discussion in the media.
2. Seminars and workshops should be organized regularly for school counsellors with the view of updating their knowledge on how to effectively utilize counselling

strategies and techniques for curbing drug abuse among our youths.

3. The type of friends young people keep or associate with is one of the major factors that will determine whether they will engage in drug abuse or not, parents should try as much as possible to find out the type of friends their children associate with.

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