RELATIONSHIP BETWEEN DRUG ABUSE AND STUDENTS' DISRUPTIVE BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN UYO METROPOLIS OF AKWA- IBOM STATE, NIGERIA

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Abstract
This study examined relationship between drug abuse and students' disruptive behaviour among secondary school students in Uyo metropolis of Akwa-Ibom state, Nigeria. Two research questions and hypotheses were formulated to guide the study. The sample for the study consisted of 248 students. The study adopted a correlational research design. The instruments used for data collection were drug abuse questionnaire (DAQ) and students' disruptive behaviour scale (SDBC). Data were analyzed using descriptive (frequencies, mean and standard deviation) for the analysis of bio data and Pearson product moment correlation coefficient (r) was used to test the hypotheses. All hypotheses were tested at 0.05 alpha level of significance. Finding reveals that negative relationship exists between cannabis abuses on students' disruptive behavior among S.S.1 students in Uyo metropolis of Akwa-Ibom state r = -0.883, p = 0.022 and negative relationship exists between Tramadol abuses on students' disruptive behaviour among Senior Secondary one students in Uyo metropolis of Akwa-Ibom state r = -0.228, p = 0.033. Based on the findings, it is recommended that government should come up with stringent measures and sustainable intervention policies to curb the increasing challenges of drug abuse among secondary school students in Uyo metropolis.

Introduction
Secondary school is an important level of education which constitutes mostly adolescents who are confronted with a lot of behavioural challenges, among which are drug abuse, absenteeism, lateness, examination malpractice and disruptive behaviour to mention but few, drug abuse among Nigerian student has been considered a moral decadence and has brought shame to our educational system and the society at large. Drug Abuse according to Onah (1982) is an excessive or inappropriate use of a drug by a person such use being considered or judged to be illegal or immoral by the culture and also resulting in harm to the person or society. Aka and Akunyili (2003) refer to drug use mainly as self-medication in a manner that deviates from approved medical or social patterns. Drug can be defined as anything that has the potential of causing addiction, habituation or altered consciousness. It can also be defined as any chemicals that can change the structure or function of the body. Drugs are used for nutritional or medical purposes following Doctors' prescription but become potentially hazardous when used for other purposes (Poss, 1996). Drug abuse is the recurrent use of illegal drugs, or the misuse of prescription or over the counter drugs with negative consequences. These consequences may involve problems at, school, home or in interpersonal relationship.

In Nigeria, Nigerian Drug Law Enforcement Agency (NDLEA) is responsible for drug and other related issues, since it was formed there has being no much improvement towards the eradication of drug abuse, and instead the rate is becoming higher every day. In Britain, alcohol and tobacco are means by which government gets money. They cherish them so much because it generates money to the government and as for them such cannot be eradicated.

There is an adage that says that one man's meat is another man's poison. In Britain, alcohol and tobacco bear heavy duties in the colonies, they are used as a source of income to government but in Nigeria, they are not. They are seen as evil in Nigeria and students are seen to indulge in drug abuse even when government is against it. According to United Nations Office on Drugs and Crime 2018 (UNODC) report, one in seven persons aged 15–64 years had used a drug in the past year. Also, one in five individuals who had used drug in the past year is suffering from drug-related disorders. The indulgence

of students in drug abuse has caused a lot of problems in our educational institutions. Drug abuse has been in existence and its havoc is going on. No society is free of drug and Nigeria educational institution is not an exception.

According to Robins (2012), drug abuse could be traced to the urge of man wanting to have power to relieve tension, satisfy his needs, obtained occasional release from problems and the need to find a cure to some ailments all of this have contributed to drug use abuse and addiction. The use of drugs by man is as old as man himself. The early history of drug is inseparable from the early history of medicine. Students abuse drugs because the substance alter the mode of their behaviour. Over the years, the use of hard drugs like cannabis and Tramadol to mention but a few have drastically been on the increase. The dependence or addiction, which is psychological is characterized by the complication to take drugs on a continuous or periodic basis in order to experience its mental effect. Oshikoya and Alli, (2006); Oshodi, Aina, Onajole (2010) in their studies on perception of drug abuse amongst Nigerian undergraduates identified dependence and addiction as one of the major consequence of drug abuse, characterized by compulsive drug craving seeking behaviour are used that persist even in the face of negative consequences. These changes are maladaptive and inappropriate to the social or environmental setting, therefore may place the individual at risk of harm. Drug use among students should be a matter of concern to all stakeholder in education especially the government, school heads, parents, groups and NGOs. Experiment with drugs among students between the ages of 11-25 years is common. At this age they try so many new things. They use drugs for many reasons, including curiosity and desire to find out the effectiveness of a particular drug, to feel good, to reduce stress, or to feel grown up. Using cannabis and Tramadol at a young age increase the risk of using other drugs later in one's life according to WHO and the World Heart Foundation data, posit that in Nigeria, 22.1 percent of students between 12 to 17 years use cannabis and Tramadol. The government of Nigeria seems to lose sight of its responsibilities, though it claims that these drugs should be regulated in a market oriented framework, which strikes an optimal balance and the need to ensure healthy death from cardio vascular diseases (CVD), lung cancer and other drug related diseases. (Abudu, 2008). The researcher had on several occasions observed that Nigerian students are being offered cigarettes through promotions and musical concerts. Some teens will experiment and stop, or continue to use occasionally without significant problems. While others will develop addiction, moving on to more dangerous and hard drugs and causing considerable harm to themselves and the society at large. Despite the effort of many concerned individuals and organizations to curb this menace, many individuals and organizations still present these drugs as though they are harmless. They give them slogans such as for greatness, for brighter life and research has revealed that the menace of drug abuse is severe. The British Officer for national Statistics reports that 12 percent of pupils aged (11-15) had used drugs. Cannabis are used among student (Oshodi, Aina, & Onajole, 2010) Tramadol are used by adolescents with suicidal tendencies rather than for addictive purpose. However, this study will examined some of the commonly abused drugs by students in our secondary schools to include; cannabis and Tramadol in relation to students' disruptive behaviour.

Cannabis: Also known by other street names as Mary Jane, kush, pot, Marijuana, Eja, blaze, ganja, among others. The psychoactive component of Cannabis are tetrahydrocannabinol, or THC is thought to have evolved as a botanical self-defense chemical, and is present in a subset of the hemp family of plants. According to Aka and Akunyili (2003) Marijuana is the most widely used illegal drug and is probably the most easily accessible in the world. Some of the common side effects of cannabis include; an altered state of consciousness. Abel (1980) states that the user may feel high, very happy, euphoric, relaxed, sociable and uninhibited. Distorted perceptions of time and space. The user may feel more sensitive to things around them, and may also experience a more vivid sense of taste, sight, smell, and hearing. Increased pulse and heart rate, bloodshot eyes, dilated pupils and often increased appetite. Impaired coordination and concentration, making activities such as driving a car or operating machinery difficult and dangerous. Negative experiences, such as anxiousness, panic, self-consciousness and paranoid thoughts. People who use large quantities of cannabis may become sedated or disoriented and may experience toxic psychosis not knowing who they are, where they are, or what time it is. High doses may also cause fluctuating emotions, fragmentary thoughts, paranoia, panic attacks,

hallucinations and feelings of unreality. The effects of cannabis are felt within minutes, reach their peak in 10 to 30 minutes, and may linger for two or three hours.

Tramadol: Tramadol oral tablet is a prescription drug that is available as the brand-name drugs Ultram immediate-release tablet and Ultram ER extended-release tablet. Tramadol extended-release oral capsule is available as the brand-name drug Conzip. Immediate-release drugs are released into the body right away. Extended-release drugs are released into the body slowly over time. All three forms of tramadol are also available as generic drugs. Generic drugs usually cost less. In some cases, they may not be available in every strength or form as the brand-name version. Tramadol is a controlled substance in some countries. This means it can only be used with a doctor's close supervision. Tramadol is not a controlled prescribed drug in Nigeria Tramadol is a narcotic-like pain reliever used in treating mild to severe pain. Tramadol can stop or slow your breathing and can also cause seizures (Sampers (1994). Tramadol may be habit-forming, even at regular doses. Effects of tramadol are as follows; Abdominal or stomach fullness, abnormal or decreased touch sensation, blisters under the skin, bloating, blood in the urine, blood pressure increased, blurred vision, change in walking and balance, chest pain or discomfort, chills, convulsions (seizures),darkened urine, difficult urination, dizziness or light-headedness when getting up from a lying or sitting position, fainting, fast heartbeat, frequent urge to urinate, gaseous abdominal or stomach pain, indigestion, irregular heartbeat, loss of memory, numbness and tingling of the face, fingers, or toes, numbness, tingling, pain, or weakness in the hands or feet, pain in the arms, legs, or lower back, especially pain in the calves or heels upon exertion, pain or discomfort in the arms, jaw, back, or neck, pains in the stomach, side, or abdomen, possibly radiating to the back, pale bluish-colored or cold hands or feet, recurrent fever, seeing, hearing or feeling things that are not there, severe cramping, severe nausea, severe redness, swelling, and itching of the skin, Sweats, trembling and shaking of the hands or feet, trouble performing routine tasks, weak or absent pulses in the legs, yellow eyes or skin.

Disruptive behaviour in the classroom is playing an increasingly negative role and is occurring with greater frequency (Sulbarán & León 2014). As a result, it now poses one of the biggest and most worrying problems in education (Peña & Ángulo 2015). Disruptive behaviour according to Urbina (2011), is student behavior that systematically disrupts educational activities, undermines the habitual development of the tasks carried out in the classroom, and causes the teacher to invest a significant amount of time in dealing with it, time that should otherwise be devoted to the processes of teaching and learning. According to Garcia (2001), this disruptive behaviour has become increasingly prevalent in school over the last few decades, the most frequent types of such behavior being the transgression of classroom rules, the interruption of tasks, the challenging of teachers' authority, and aggression towards other classmates. It is also worth highlighting the categorization provided by Urbina (2011), who identifies two types of violence within disruptive behaviour. The first of them is verbal violence, which includes insults, shouting, swearing, taunting, jokes, and name-calling, all of which are engaged in with the aim of ridiculing, humiliating and unsettling a classmate or teacher or making them feel bad. Secondly, there is physical violence, which includes molesting, manhandling, hitting, kicking and pushing, each with the aim of harassing, attacking or provoking the victim. The term disruptive behaviour according to NTI (2010), refers to those behaviours of student which are against school or class routines, practice and minor rules. Also, disruptive behaviour in the study of Parry-Jones and Gay as cited in Siawju (2008), refers to the various unwanted forms of behaviour that can cause interruption to the flow of teaching and learning process in the classroom. Moreover, Siawju (2008), defines disruptive behaviour as undesirable behaviour that is executed by students whether consciously or unconsciously to disrupt the process of teaching and learning in the classroom and prevents learning from occurring.

In this context, disruptive behaviour is defined as behaviour that inhibits the student's own learning, the peers learning and/or the teacher's ability to operate efficiently in the classroom. Corrie (2012), views disruptive behaviour as the end product of complex interactions that occurs in home and classroom. Students are continuously in interaction with their parents, teachers and are in turn affected by their surroundings. It is a mutual dynamic interaction. Befring and Duesund (2012), indicate that children

that display disruptive behaviour in school often have developed the behaviour as a result of negative attention from their parents and constant abuses, which could result in low self-esteem and low coping skills. The students that display the behaviour might have entered a negative circle where the behaviour can induce negative attention, and the negative attention might release an even more disruptive behaviour.

Charles (2011), mentions several factors such as parenting styles that may promote disruptive behaviour of student in the classroom. He relates it to factors concerning the student, the class-peer group, the instructional environment and the teacher. According to Charles (2011), a student may disrupt the class to avoid failure or because they want attention from the teacher or peers. Conditions in the class-peer group are suggested to be provocation from other students or contagious group behaviour. In the instructional environment the conditions are implied to be tedium. A student may begin to fidget or move around after a time when an instructional activity requires continued close attention, especially if the topic is perceived as hard, not appealing, and/or lack meaning.

A student might grow restless when required to work on topics they do not comprehend or see as without purpose or lack of stimulation. The teacher might also be a factor that influences the student to disrupt. The teacher's behaviour may for example be seen as unclear or unfair, and thus creates reactions from the students in return (Charles, 2011). Greene (2009), challenges the assumptions that students just want attention or are not motivated or have a bad attitude. He sees the challenging behaviour as a reaction to demands being placed on the student that exceeds his/her capacity to respond adaptively to the situation, and view the behavior displayed as a reaction to the skills students may be lagging. Greene (2009), emphasizes that if the teacher identifies the skills a student is lacking, one can understand why the child is challenging in the classroom. Corrie (2012), writes that disruptive behaviour may be a result of struggling with academic work in school or from abusive parent. In other words, there are suggested several reasons and meanings behind the displayed of disruptive behaviour by students. It is in view of the foregoing discourse that the research tends to investigate relationship between drug abuse and students' disruptive behaviour among secondary school students in Uyo metropolis of Akwa-Ibom State, Nigeria.

Research Questions
The study was guided by the following research questions:
1. What is the relationship between cannabis abuses on students' disruptive behaviour among secondary school students in Uyo metropolis?
2. What is the relationship between Tramadol abuses on students' disruptive behaviour among secondary school students in Uyo metropolis?

Research Hypotheses
For this study, the following hypotheses were tested:
Ho$_1$: There is no significant relationship between cannabis abuses on students' disruptive behaviour among secondary school students in Uyo metropolis

Ho$_2$: There is no significant relationship between Tramadol abuses on students' disruptive behaviour among secondary school students in Uyo metropolis

Methodology
This study employed correlational design. Nworgu (2006), defines correlational design as a type of study that seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. The reasons for adopting this design was that all the hypotheses are based on relationships. This is justified based on the views of Baji, Sani, Mammon, Ugochukwu (2015), Mitchell and Jolley (2007) that when researcher wants to find out about the relationship between two variables then correlation design should be used. Therefore, this study established the relationship among variables of cannabis abuses on students' disruptive behaviour and Tramadol abuses on students' disruptive among secondary school students in Uyo metropolis of Akwa-Ibom State.

The population of the study comprised of all the Senior Secondary One students both males and females in the public senior secondary schools in Uyo metropolis of Akwa state, of which three (3) are boarding schools and thirteen (13) day school. The number stands at twenty five thousand five hundred and thirty-five 25,535 students as at the time of conducting this research. This is the population of the entire SS1 students within Uyo metropolis. However, seven hundred and forty-seven (747) S.S.1 students were found to exhibits disruptive behaviour in the classroom. The process was carried out through the use of form teacher record book to identify the students with disruptive behaviour. Purposive sampling technique was used to target S.S.1 students. The reason for purposive sampling technique is that it is characterized by the use of judgment and deliberate effort to obtain representative samples (Kerlinger in James 1997). Using Research Advisors (2006) table for determining sample size from a given population at 5% two hundred and forty-eight (248) respondents were used for this study. Two main instruments were used for this study. The instruments are drug abuse questionnaire (DAQ) and students' disruptive behaviour scale (SDBC) developed by the researcher.

The data collected from this study were analyzed using descriptive and inferential statistics. The study made use of tables for the presentation of result. The descriptive statistics was used to analyze the Bio-data of the respondent; percentage, mean and standard deviation was used to answer the research question raised while the inferential statistics of Pearson Product Moment Correlation (r) was used to test all the two hypotheses. The hypotheses were tested at 0.05, alpha level of significance. SPSS version 20.0 statistical software was used for data analysis and storage.

Results

Table 1: Pearson Product Moment Correlation Coefficient PPMC(r) statistics on relationship between cannabis abuses on students' disruptive behaviour among secondary school students in Uyo metropolis

Variables	N	Mean	SD	Df	r	P
Cannabis Abuses	241	37.8838	7.78962			
				239	-0.883	0.022
Students disruptive behaviour	241	3.1502	.71649			

Correlation is significant at 0.05 level (2 tailed)

Outcome of the Pearson Product Moment Correlation (r) statistics above shows that a significant negative relationship exists between cannabis abuses on Students disruptive behaviour behavior. (r = -0.883, p = 0.022). The negative relationship (r = -0.883) shows that the more students abuse cannabis, the more students exhibit disruptive behaviour and vice versa. Therefore the null hypothesis which states that there is no significant relationship between cannabis abuses on Students disruptive behaviour, is rejected

Table 2: Pearson Product Moment Correlation Coefficient PPMC(r) statistics on relationship between Tramadol abuses on Students disruptive behaviour among secondary school students in Uyo metropolis

Variables	N	Mean	SD	Df	r	P
Tramadol abuses	241	40.4357	6.00807			
				239	-0.228	0.033
Students disruptive behaviour	241	3.1502	.71649			

Correlation is significant at 0.05 level (2 tailed)

Outcome of the Pearson Product Moment Correlation (r) statistics above shows that a significant negative relationship exists between Tramadol abuses on students' disruptive behaviour. (r = -0.228, p = 0.033). The negative relationship (r = -0.228) shows that the higher the students abuse Tramadol, the higher the students exhibits disruptive behaviour and vice versa. Therefore the null hypothesis which states that there is no significant relationship between Tramadol abuses on students' disruptive behaviour, is rejected.

Discussions
This study focuses on the relationship between drug Abuse and students' disruptive behaviour among secondary school students in Uyo metropolis of Akwa- Ibom State, Nigeria.

Cannabis abuses on students' disruptive behaviour: This result indicates that negative significant relationship exists between cannabis abuses on students' disruptive behaviour among secondary school students in Uyo metropolis. The above finding corroborates with the finding of Oshikoya and Alli, 2006; Oshodi, Aina, Onajole (2010) who carries out a study on the perception of drug abuse amongst Nigerian undergraduates. It is also in line with the view of Robins (2010) who states that drug abuse could be traced to man wanting to have power to relieve tension, satisfy his needs obtained occasional release from problems and the need to find a cure to some ailments contributed to drug use abuse and addiction. The reason for the above result is that students who abuse cannabis tend to be addictive to the intake of the drug which often leads to disruptive behaviour in the classroom and causes mental disorder which effect the students brain and in turn make them to exhibits disruptive behaviour, it also brought about continuous wandering of students from one place to another and eventual mental illness. Students who are the future of tomorrow that are supposed to make great positive impact in the society are wasting their lives in drug abuse because of effect of this drug abuse on their behaviour.

Tramadol abuses on students' disruptive behaviour: This result indicates that negative significant relationship exists between Tramadol abuses on students' disruptive behaviour among secondary school students in Uyo metropolis of Akwa- Ibom State, Nigeria. This is in line with position of Poss (1996) who states that drug abuse is the recurrent use of illegal drugs, or the misuse of prescription or over the counter drugs with negative consequences, and that these consequences involve problems at school which lead to disruptive behaviour. The finding corroborates with the finding of Oshikoya and Alli, 2006; Oshodi, Aina, Onajole (2010) who carry out a study on the perception of drug abuse amongst Nigerian undergraduates. The reason for the above result is that students tends to abuse drug on the grounds that it is good for pain relief. Tramadol abuse begins when students starts taking medication on their own term, more frequently than what their doctor have recommended. Tramadol abuse is even more prevalent among students who use it as a recreational drug thereby leading to disruptive behaviour among students. Also, students engage in this drug because they want to feel high, very happy, euphoric, relaxed, sociable and uninhibited thereby exhibiting disruptive behaviour in school.

Conclusion
In light of the findings obtained in this study, the following conclusions are drawn.
1. That there is a negative relationship between Tramadol abuses on students' disruptive behaviour among secondary school students in Uyo metropolis.
2. That there is a negative relationship between Tramadol abuses on students' disruptive behaviour among secondary school students in Uyo metropolis,

Recommendations
Based on the findings of this study, the following recommendation are hereby made;
1. Government should come up with stringent measures and sustainable intervention policies to curb the increasing challenges of drug abuse among secondary school students in Uyo metropolis.
2. Teachers should organize school based programs aimed at encouraging healthy behaviours and lifestyles among students that would help to prevent drug use and abuse

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