

THE EFFECTIVENESS OF SCHOOL-BASED SUBSTANCE
ABUSE PREVENTION PROGRAM ON SECONDARY
SCHOOL STUDENTS ATTITUDES TOWARDS BENYLIN
WITH CODEINE IN KATSINA, NIGERIA

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Abstract

Substance abuse prevention in schools is a top priority in most countries and other studies have shown that prevention programs have the potential of preventing or delaying students' substance usage. Some preventive programs are effective while others are not effective. The objective of this study is to find out the effect of Enlightenment campaign program (Substance abuse prevention program) on the Attitudes between the groups of students towards the abuse of Benylin with Codeine. A stratified random sampling procedure was used in selecting the sample. 900 respondents were selected from 9 randomly selected secondary schools in the three senatorial zones in Katsina state, Nigeria. The respondents were grouped in to 5 different groups, group 1 are the respondents that attend the program every week, group 2 are the respondents that attend the program once in two weeks, group 3 are the respondents that attend the program once in a month, group 4 are the respondents that attend the program once in a term and group 5 are the respondents that never attend the program. The results revealed that there were statistical significant differences at $p < .05$ between the five groups compared, with regard to the effectiveness of substance abuse preventive program. Study results demonstrated the effectiveness of a substance abuse prevention program integrating the TPB.

Keywords: adolescents, substance abuse prevention, theory of planned behaviour

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Introduction

Substance abuse is one of the most risk-taking behaviour among youth's and adolescents in secondary schools. Despite worldwide concern and education about substance abuse, many youth's and adolescents have limited awareness of their adverse effects; curiosity and desire to find out the effectiveness of a particular drug, social pressure and peer group influences are reported to be the primary reasons for substance misuse (Dankane, 2012; Oshodi, Aina & Onajole, 2010). Most of the adolescents and youth's start using drugs by experimenting with gate way drugs, such as alcohol and tobacco, and latter they move on to take hard drugs such as, cocaine, marijuana etc. (Oshodi, Aina, & Onajole, 2010; Igwe, Ojinnaka, Ejiofor, Emechebe & Ibe 2009; Abudu, 2008).

Substance use prevention in schools is a top priority in most countries worldwide and various well designed studies have shown that preventive programs are likely to reduce or delay illegal substance usage in adolescents (Cuijpers, 2002; David, Lorraine, & Sacha, 2008) Posits that substance abuse prevention has been made part of the educational curriculum for all youngsters in the age of 12 to 18 in most countries, in some countries; schools are tilting by law to run a specific program or message about substance usage, other countries have adapted a simple reference in the national curriculum that attention has to be paid to health promotion in general, including substance abuse prevention. The reasons for this high priority for the prevention programs is that substance abuse by adolescents is a major public health concern in most countries and the political will to address this problem, until now, there have been no objective criteria available for deciding which program is effective and which one is not, this makes it very difficult for schools as well as for policymakers and institutions that grant funds for such programs to make a well-founded choice among the available programs. (Gottfredson,

& Wilson, 2003; Faggiano, et al., 2008). Several of these programs which include Life-Skills Training, the programs of project Northland, project STAR, or the “Healthy Schools and substance” project. However, most of these effective programs are specifically developed for use in the United States and it is not clear if they are appropriate for use in another country, these programs may not be fit within the cultures, or they may not be effective in other cultures. For these reasons, it is important to develop quality and standards in school-based substance abuse prevention. These quality criteria can support not only the schools and teachers, but also policy makers and prevention workers as well as their choice of prevention programs. (Huang, et al., 2012; Faggiano, et al., 2008).

The purpose of school-based substance abuse prevention programs are to prevent, or at least reduce youth's and adolescents usage of a different kind of substances, including licit substances such as alcohol and tobacco as well as illicit one's such as cocaine and marijuana (Cuijpers, 2002; Gottfredson, & Wilson, 2003; Lakhanpal & Agnihori 2007). It has been well established in other studies that school-based substance abuse preventive programs can result in significant increase in knowledge about substances and in improved attitudes towards substance use. Well designed prevention programs are also capable to reduce the use of substances significantly (Faggiano et al., 2008; Ennet, et al., 2003), although these effects only last for a short period and may be regarded as a short-term delay in the onset of substance use by nonusers and a short-term reduction in the amount of usage by some current users. Earlier reviews reported lack of effectiveness of programs based on information only (rational approach), and non-interactive interventions in general. Also the affective approach was damned because of ineffectiveness or even risk of undesired effects. Starting from the 1980s, ground theories such as social learning (Bandura, 1976) and theory of planned behaviour (Ajzen, 1980) have been

incorporated in a new generation of school-based substance abuse preventive programs relied on training youths to develop skills aiming to resist group pressure to substance usage, known as refusal skills.

More recent school-based substance abuse preventive programs have projected to train a comprehensive core of social skills, thought to exert a protective effect on adolescents' substance usage. These skills include communication, assertiveness, goal setting, problem solving, and effective coping with anxiety, and others (Faggiano et al., 2008; Peleg et al., 2001). However, the empirical indication supporting the effectiveness of these programs is still very weak and debated. A recent review established that curriculum aiming to improve social skills is effective in reducing on substance usage, but results from similar reviews were far convincing concerning smoking and alcohol abuse. More recent evaluations, however, suggested that curricular based on a social influences approach may also be effective in delaying substance abuse beginning.

Unpleasant youthful activities are widespread in Nigeria because of the drugs been taken by the students, to the extent that they have been giving a lot of concern to the society, government and other stake holders in Nigeria. In primary schools, peers engage in organized crimes and disrupt normal academic programs. In secondary schools and most Nigerian universities, the activities of secret cults are known to have been source of threat to lives and property. Outside the campuses, a lot of ritual killings are taking place. (Abudu, 2008; Oshodi, Aina, & Onajole, 2010). In 1989, the Federal Government of Nigeria enacted Decree 48 now Cap N30 Law of the federal establishing the National Drug Law Enforcement Agency. The Agency is charged with the double responsibility of reducing the supply and demand for drugs. The National Drug Law Enforcement Agency (NDLEA) lamented that in order to effectively tackle drug problems in Nigeria among the students, the students must be involved, as such the agency enlisting their

support by organizing the students in to Drug free clubs. The rationale behind the setting up of the drug free club is to provide a forum for students to pursue activities aimed at promoting drug-free life-style among the students as they pursue their education. Through the Drug free clubs the following objectives are expected to achieve.

- a. Increase understanding of the risk compounded by tobacco, alcohol, and other drugs.
- b. Promotion of alternative activities to drug involvement.
- c. Encourage students to resist drug use and persuading those using drugs to seek help.
- d. Identifying and reporting students who are involved in drugs in school management not necessary for penal action but to be helped.

Objective

1. To find out the effectiveness of Enlightenment campaign program (Substance abuse prevention program) on the Attitudes between the groups of students towards the abuse of Benylin with Codeine.

Attitude, is the first determinant of behavioural intention, and is the function of individual's belief about the outcomes of behaviour and his or her positive or negative evaluation of these out comes. Attitude toward the behaviour is a person's overall evaluations of the behaviour, and belief about the consequences of the behaviour, and the negative or positive judgment about each of these features of the behaviour known as outcome evaluation, specifically, the evaluation of each outcome contributes to the attitude in direct proportion to the person's subjective possibility that the behaviour produces the outcomes in question, (Fishbein, and Ajzen, 1975; Francis, et al., 2004).

Methodology

The participants of this study were 900 students selected using a stratified random sampling from 9 secondary schools within the 3 geographical zones in Katsina state, Nigeria age from 13-18years. The respondents were grouped in to 5 different groups, group 1 are the respondents that attend the program every week, group 2 are the respondents that attend the program once in two weeks, group 3 are the respondents that attend the program once in a month, group 4 are the respondents that attend the program once in a term and group 5 are the respondents that never attend the program. A short questionnaire containing 6 items on attitudes was adapted and was administered base on Theory of planned behaviour (TPB) constructs development (Francis, et al., 2004; Ajzen, 2002). The items were pilot tested before it was administered. The respondents were asked to agree or disagree on the statements on the effectiveness of Enlightenment Campaign program on Benylin with Codeine prevention organized by Drug free club in their schools on a four point likert scale ranging from agree to strongly disagree. The data was analyzed using one way between groups analysis of variance

Results

One-way between-group's analysis of variance (ANOVA) was conducted to test the H_0 . Levene's test of homogeneity of variance in (Table 4.10) generated as part of the analysis indicates a significant, value of $p = .001$ ($p < .05$); indicating that the assumption of homogeneity of the variance was violated.

Table 4.10: The Levene's test of Homogeneity of variances on the effect of Enlightenment Campaign Program on Attitudes of the respondents towards the abuse of Benylin with Codeine

Levene's statistic	<i>df1</i>	<i>df2</i>	<i>p</i>
	4	895	.001

Because of the violation of the assumption of homogeneity of the variance as shown in Table 4.10 above, the robust Test of Equality of Means using the Welch and Brown- Forsyth F – ration was considered and presented in Table 4.11.

Table 4.11: Robust Test of Equality of Means Table on the Effect of Enlightenment Campaign Program on Respondent's Attitudes to Abuse Benylin with Codeine

	Statistic ^a	<i>df1</i>	<i>df2</i>	<i>p</i>
Welch	172.798	4	446.842	.001
Brown-Forsythe	141.040	4	824.428	.001

a. Asymptotically F distributed.

Output generated in Table 4.11 above indicates a significant value of $p = .001$ ($p < .05$) for the Welch and Brown-Forsyth statistics respectively; indicating significant difference in the mean score of the effect of the enlightenment campaign program on Attitudes of the respondents to take Benylin with Codeine between the five groups [$F(4,446.842) = 172.798, p < .001$]. Thus because of the significant difference as indicated in Table 4.11 above, the means plot of the differences on the effect of enlightenment campaign program between the five groups was presented in figure 1.1 below.

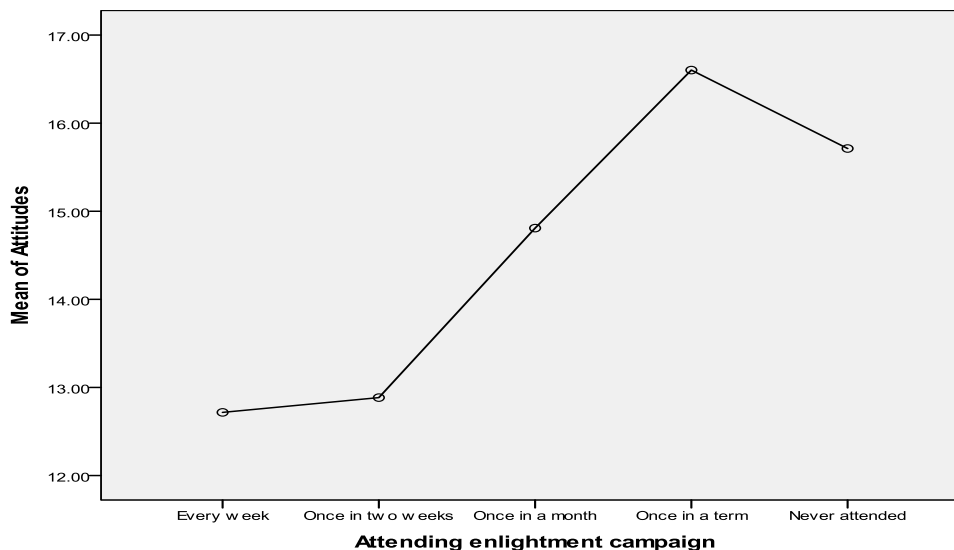


Figure 1.1: The Means Plot of the group's on the effect of Enlightenment Campaign Program on respondents Attitudes towards the abuse of Benylin with Codeine.

The means plot on the effects of enlightenment campaign program between the five groups as presented in figure 1.1 above shows that, group 4 was having the highest mean score of Attitude value of 16.602, followed by group 5 with a mean score of 15.712, followed by group 3 with a mean score value of 14.808, while group 2 was having a mean score of 12.884, and group 1 was having the lowest mean score value of 12.716. Meaning that, group 4 was having high attitudes to take Benylin with Codeine, followed by group 5 with moderate high attitudes, followed by group 3 with average attitudes, followed by group 2 with moderate attitudes, and group 1 with low attitudes to take Benylin with Codeine. The program is effective to group 1, group 2 than group 3, 5 and 4 compared in terms of their Attitudes on the substance abuse prevention program.

Conclusions

The results of this study demonstrated the effectiveness of the enlightenment campaign program on substance abuse prevention. Low score of attitudes for the respondents that attend the enlightenment campaign program demonstrated the potential to reinforce the respondent's intention not to use drugs.

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