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SECONDARY SCHOOL STUDENTS' SELF-CONCEPTS AS CORRELATE OF THEIR USAGE OF SUBSTANCE IN EDO STATE

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ABSTRACT

The study was on secondary school students' self-concept as correlate of their usage of substance in Edo State. It was guided by five research questions and three null hypotheses. The study adopted correlational survey research design. Two instruments Self-concept inventory and Substance Usage Measurement Scale (SUMS) were developed by the researchers, face validated by experts and tested for reliability using 40 SSII students from Delta state. They have coefficient alpha of 0.87 and 0.94 respectively. Data was collected a sample of 1376 secondary students in Edo State representing five percent of the population through direct delivery approach by the researchers and six research assistants. The research questions 1 and 2 were answered using aggregate scores while Pearson product moment correlation coefficient was employed to answer research questions 3 to 5. However the three null hypotheses were tested using t-test of correlation. The findings among other revealed that very few of the students have high self-concept, and there is low positive significant relationship existing between the students' self-concept and their usage of substances. Based on the findings recommendations were made.

Keywords: *Self-concept, Correlate, Usage of Substance and Edo State*

Introduction

Substance abuse among secondary school students has emerged as a significant public health concern, particularly in developing regions such as Edo State, Nigeria. Most students in secondary schools are in their adolescence, which is a critical period of development marked by heightened vulnerability to peer influence, risk-taking behaviours, and the formation of self-identity. During this stage, students have the tendency to be exposed to use of substances such as alcohol, tobacco, and illicit drugs, which can have profound implications on their health, academic performance, and overall well-being.

Substance use refers to the use of illegal drugs or the illegal use of prescription or over-the-counter drugs or alcohol for purposes other than those for which they are meant to be used or in excessive amounts. According to Buddy (2020), health officials consider substance usage to be crossing the line into substance abuse if that repeated use

causes significant impairment, such as disabilities, failure to meet responsibilities, health issues, impaired control, risky use, or social issues. In other words, substance use may not be a problem until someone continues to use the substance, which may be a drug or alcohol, in a way that is not recommended, even when it causes problems at work, in the family, or in society.

Substance use has become a daunting problem in our society, as it seems to be spreading and causing havoc despite attempts to arrest the menace. For instance, in January 1990, the Nigerian government established the Nigeria Drug Law Enforcement Agency (NDLEA), a government organ responsible for the regulation of the growing, processing, manufacturing, selling, and taking of hard drugs. Despite this, Omoruyi and Divine (2021), quoting Obot, observed that the problem of drug use, abuse, and addiction in Nigeria has assumed epidemiological dimensions.

Substance use disorder is a pattern of substance use that is harmful to the individual or others and is characterized by the continued use of a substance despite knowledge of persistent or recurrent social, occupational, psychological, or physical problems caused or exacerbated by the use (American Psychiatric Association, 2013). The World Health Organization's Lexicon of Alcohol and Drug Terms defines substance use disorder as a maladaptive pattern of use indicated by recurrent use of the substance in situations where it is physically hazardous. Furthermore, the lexicon states that substance use disorder is associated with significant impairment in social, occupational, or other important areas of functioning (World Health Organization, 2017).

Substance use disorder is characterized by a maladaptive pattern of substance use leading to clinically significant impairment or distress. It is a mental health disorder associated with substantial problems in various areas of life, including social, occupational, and other important areas of functioning. Recent studies have shown that this disorder is a leading cause of disability among individuals aged 18–64 globally (World Health Organization, 2020). A study conducted in the United States in 2019 found that substance use disorder was linked to decreased work productivity and earning potential and an increased risk of substance use-related death (Cheney et al., 2019). Furthermore, research from 2019 revealed that individuals with substance use disorders are more likely to experience problems with interpersonal relationships, including family and social relationships (Rettig et al., 2019). These findings emphasize the need for awareness, prevention, and treatment of substance use disorder, as it can severely impact an individual's overall quality of life.

There has been a consistent and rapid rise in the number of cases of substance use, especially among secondary school students, who are largely adolescents and youths aged 10–24. This increase has led to a rise in cases of cultism, violence disorders, and

mental health issues among Nigerian youths. Recent studies have shown that illicit drug use is a global problem that has been steadily increasing over the past decade. According to a research article published globally in 2010, it was estimated that between 153 million and 300 million people aged 15–64 (3.4–6.6% of the world's population in that age group) had used an illicit substance at least once. The United Nations Office on Drugs and Crime (UNODC) reports that in the decade since 2010, the extent of illicit drug use has remained stable, but the estimated 15.5 million to 38.6 million poly-drug users (almost 12% of illicit drug users), including those with drug dependency and drug use disorders, remain a particular concern (UNODC, 2014).

The number of people using illicit substances, such as marijuana, heroin, crystal meth, and cocaine, is still increasing in many parts of the world (Substance Abuse and Mental Health Services Administration, 2020). Report by the World Health Organization (WHO, 2019), for instance, indicated that the number of people using opioids, such as heroin, has risen in most parts of the world, with many individuals suffering from opioid use disorder. Additionally, the United Nations Office on Drugs and Crime (UNODC, 2020) reported that Nigeria is the second-largest producer of cannabis in the world, indicating a significant problem with drug production and trafficking. Furthermore, a survey conducted by the Nigerian Institute of Medical Research found that 1.7 million Nigerians use opioids, such as codeine, in a way that could potentially lead to substance abuse (Nigerian Institute of Medical Research, 2019). These findings demonstrate that psychoactive substance use and misuse remain substantial in Nigeria, which may contribute to the appeal of substance use and misuse among adolescents, particularly those in secondary schools.

Fareo (2012) reported that secondary school students in Nigeria were abusing a range of drugs, including stimulants derived from caffeine, hallucinogens from marijuana and LSD, narcotics from heroin, codeine, and opium, Valium, alcohol, promethazine, and chloroform, and tranquillizers such as Librium and Valium. Obiechina and Isiguzo (2016) provided a more detailed list of drugs abused by adolescents in Nigeria, to include nicotine, rohypnol, codeine syrup, stimulants like caffeine, cocaine, and amphetamine, narcotics such as heroin and cannabis, depressants like alcohol, barbiturates, and tranquilisers, hallucinogens such as LSD and ethynide, inhalants like volatile organic solvents gases, and anaesthetic gases, and propellants like butane lighters and hair spray.

People, especially the young, use substances for so many reasons, which could be social, psychological, or biological. The peer group plays an important role in the development of the adolescent. In life generally, young people want to 'belong' or 'fit in'. It is therefore highly likely that if peers are using or abusing substances, then there is strong pressure on all members of

the peer group to do the same (Falaye, 2012). Writing on role modelling and imitation, Timbiri (2021) said that young people generally have someone they perceive as a role model. They try as much as possible to imitate such a person's character and behaviour. If such a model uses hard drugs, there is likelihood that the young person will see such behaviour as fashionable and imitate it. The easy availability of these substances may lead to abuse. Other drugs that are easily available are cigarettes and marijuana (Abdularheem, Odibo, Raimi, Ebikpaye, and Moses, 2019).

In Nigeria, alcohol, cola nuts, and tobacco use are accepted culturally and are used for entertainment during weddings, birthdays, and burial ceremonies. This serves as an avenue for these substances (alcohol and tobacco) to be abused (Okafor 2020). Young students with personality problems arising from social conditions have been found to use substances, regardless of their social and economic status. Nigerians are below average and are associated with poverty, broken homes, and unemployment. All these affect the self-concept of the adolescents, which could influence their substance usage.

The concept of self-concept has long been associated with an individual's thoughts, feelings, and behaviours as they relate to the idea of the self. In the context of substance usage, self-concept has become a popular topic of research, as the way one views themselves has been seen to influence their likelihood of using substances.

Self-concept is a psychological construct that describes an individual's perceived self-attributes or self-image. It is a multidimensional construct that is composed of different facets such as physical self-concept, academic self-concept, social self-concept, and moral self-concept (Harter, 2012). Studies have found that individual's self-concept is related to various aspects of well-being including the development and maintenance of healthy behaviours and the onset and maintenance of unhealthy behaviours (Lafont and Zayas, 2018).

Some researches have begun to explore the relationship between self-concept and substance usage. Studies have found that individuals with poor self-concept are more likely to engage in substance use (Lafont and Zayas, 2018). Specifically, individuals with low self-esteem are more likely to use substances to cope with emotional distress and to create a sense of belonging (Kuo and Gulliver, 2017). Additionally, individuals with low self-concept are more likely to engage in risky behaviours, such as substance use, as a means of seeking approval from their peers.

Furthermore, research has found that substance use can have a negative effect on self-concept. Studies have shown that substance use can lead to feelings of guilt and shame, which can have a detrimental effect on an individual's self-concept (Kuo and Gulliver, 2017). Additionally, substance use can lead to impaired decision-making and increased impulsivity, which can lead to poor outcomes and further damage self-concept (Gulliver, et al., 2019). Therefore, it

is essential for individuals to understand the relationship between self-concept and substance use in order to make informed decisions about their health and well-being.

Usan and Salavera (2017) analysed the relation and influence of physical self-concept in drug, tobacco, and cannabis use in a sample of 682 adolescent athletes province of Zaragoza, Spain. The study is an ex post facto prospective study of a simple descriptive design. The study sample comprised 682 adolescent athletes who played with one of 15 football clubs in the province of Zaragoza (Spain), and were 14 to 19 years old (M = 15.85; SD = 1.404). To collect information and to meet the set objective, two questionnaires were used. For physical self-concept, the original version of the Physical Self-Questionnaire (C-PSQ) was used, specifically the version translated into Spanish by Moreno, Cervelló, Vera, and Ruiz (2007), which addresses youths. The reliability of the original instrument was .720 and the internal consistency for this study was α = .714. To identify adolescent football players' uses, an adapted version of the State Survey in Drug Use in Secondary Education was used, promoted by the government delegation of the PNSD. The general categories of alcohol, tobacco, and cannabis uses were taken and had three response options for uses: regularly, occasionally, and never. Internal consistency was 7.68.

The questionnaire was completed by all the football clubs. After data collection, data were processed and analysed by the IBM SPSS statistics software, v22.0. Finally, the AMOS v.24 statistical software was used to consider a structural equations model to be able to validate and quantify the relations between physical self-concept and substance use. All the subjects were previously informed about the nature of the study and participated voluntarily and anonymously. Descriptive statistics were done to obtain socio-demographic data and the arithmetic mean according to the different variables studied. Later correlations and ANOVAs were carried out between the physical self-concept and used variables. Finally with a cluster analysis, the study subjects were classified according to their specific characteristics into various groups, whose scores were significant compared with each other. The level of significance for all the operations was $p \leq .05$. The results suggest significant influences on the competition perceived in different drug uses.

Wu, Wong and Shek (2014) determined the multi-dimensional self-concept and substance use+ among Chinese adolescents in China. The study was initiated to: (1) explore the 30 days prevalence of substance use (smoking, drinking, and drugs) among male and female adolescents in Hong Kong; (2) identify the significant associations between multidimensional self-concept and gender; and (3) examine the relationship between multi-dimensional self-esteem and substance use. A total of 1,223 students were recruited from two mixed-gender schools and one boys' school. The measures consist of a self-developed questionnaire for basic

demographic information and two validated tools, self-concept scale and substance use measure—to solicit information on adolescent multidimensional self-concept and substance use respectively. A self-concept scale and the Chinese version of the global school-based student health survey were adopted.

The Global School-based student Health Survey (GSHS) developed by the World Health Organization was adopted for this study to assess students' substance use behaviours. It is a self-administered, school-based survey used primarily with young people. Findings reveal that among females, there was a lower 30-day prevalence of cigarette, alcohol, and drug use. They also had significantly higher peer and family self-esteem but lower sport-related self-concept. Body image self-concept was a predictor of alcohol use among females, while peer and school self-esteem were predictors of drug use among males. The findings demonstrated the influence of self-esteem to the overall well-being of adolescents. Schools could play a role in promoting physical fitness and positive relationships between adolescents and their peers, family, and schools to fulfil their physical and psychological self-concept needs.

Puente (2014) examine the relationship between self-concept and substance use among adolescents in the United States. Cross-sectional research design was used in the study. Adolescents aged 13-18 from a public high school in the Midwest region of the United States. Convenience sampling technique was used. Self-report questionnaires on self-concept and substance use. The questionnaires were previously validated and had good reliability. Participants completed the questionnaires during school hours. Correlational analysis was used to analyse the data.

The study found a significant negative correlation between self-concept and substance use, indicating that adolescents with a more positive self-concept were less likely to engage in substance use. The study concludes that interventions aimed at improving self-concept may be beneficial in preventing substance use among adolescents. It recommends further research in this area to explore the mechanisms underlying this relationship.

Substance abuse among secondary school students is a growing concern in many regions, including Edo State, Nigeria. Secondary school students are particularly vulnerable to substance use due to various factors such as peer pressure, curiosity, and the desire to cope with stress or academic challenges. This issue not only affects their health and academic performance but also has long-term social and economic consequences for the state and country as a whole. Despite numerous efforts by educators, parents, and policymakers to curb this menace, and numerous interventions by guidance counsellors and scholars aimed at curbing this menace, the prevalence of substance use among adolescents continues to rise, leading to severe health, social, and

academic consequences. Understanding the underlying factors that contribute to substance use is crucial for developing effective prevention and intervention strategies.

Anecdotal evidence and empirical studies outside Edo state suggest that students' self-concepts is significant predictor of their engagement in substance use. This gap in knowledge impedes the ability of counsellors and educators, policymakers, and healthcare providers to address the root causes of substance usage among secondary school students effectively. Therefore, there is an urgent need to investigate the interplay between secondary school students' self-concepts, and their usage of substances in Edo State.

Purpose of the Study

The main purpose of the study was to investigate secondary school students' self-concepts as correlate of their usage of substances in Edo State. Specifically, the study determined:

1. Secondary school students' self-concept scores in Edo State
2. Secondary school students' usage of substance scores in Edo State.
3. Secondary school students' self-concept as correlate of their usage of substance in Edo State.
4. Male secondary school students' self-concept as correlate of their usage of substance in Edo State.
5. Female secondary school students' self-concept as correlate of their usage of substance in Edo State.

Research Questions

The following research questions guided this study.

1. What are the secondary school students' self-concepts scores in Edo State?
2. What are the secondary school students' scores on their usage of substance in Edo State?
3. What is the nature of relationship between secondary school students' self-concepts and their usage of substance in Edo State?
4. What is the relationship existing between male secondary school students' self-concepts and their usage of substances in Edo State?
5. What is the relationship existing between female secondary school students' self-concepts and their usage of substances in Edo State?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. The relationship between secondary school students' self-concepts and their usage of substance in Edo State will not be significant.
2. The relationship existing between male secondary school students' self-concepts and their usage of substances in Edo State will not be significant.
3. The relationship existing between female secondary school students' self-concepts and their usage of

substances in Edo State will not be significant.

Research Method

Research Design

This study will adopt the correlational research design. It is a design that seeks to establish what relationship exists between two or more variables and the direction and magnitude of relationship existing between these variable ((Nworgu, 2015). The research design is appropriate for this study using correlational design because the study seeks to determine the direction and the magnitude of relationship that exist among secondary school students' self-concepts and their usage of substance in Edo State.

Population of the Study

The population for this study comprises 27,087 senior secondary school two (SS2) students from all the public secondary schools in Edo State. Edo State is divided into three senatorial districts: Edo South Senatorial District, with 96 secondary schools; Edo Central Senatorial District, with 58 secondary schools; and Edo North Senatorial District, with 90 secondary schools (Edo State Post Primary Education Commission, Benin City, 2023/2024). This study targets a specific subset of students, namely SS2 students, across all public secondary schools in Edo State, Nigeria. By focusing on these students, the study aims to leverage their relative maturity and experience. SS2 students are generally perceived to be more academically and socially developed compared to SS1 students, making them ideal candidates for certain types of research. Additionally, unlike SS3 students, who are typically preoccupied with preparing for major exams, SS2 students are not burdened with immediate high-stakes testing. This selection criterion helps ensure that the students can participate in the study without the added pressure of impending examinations, which could influence their responses and engagement.

Sample and Sampling Techniques

The sample size for this study is 1,400 students, representing approximately 5% of the total population of 27,087 senior secondary school students. A multi-stage sampling procedure was employed to draw the study sample size as follows: Simple random sampling was used to select two senatorial zones from the three existing zones in Edo State. Three LGAs were randomly selected from each of the two chosen senatorial zones, resulting in a total of six LGAs. This initial random selection of two out of three senatorial zones helps in achieving a broad geographical representation. Further, the random selection of three LGAs within each selected zone ensures a mix of different localities. Four secondary schools (two urban and two rural) were selected from each of the six LGAs using a disproportionately stratified random sampling technique. This process resulted in 12 schools from urban areas and 12 schools from rural areas, totaling 24 secondary schools. From each of the 24 selected schools, 60 students (both males and females) were chosen using a disproportionately stratified random

sampling technique. In cases where a school did not have 60 students, the available number of students was included. This approach culminated in a total sample size of 1,440 senior secondary school two (SS2) students who participated in the study. Drawing 60 students from each school, while adjusting for schools with fewer students, maintains consistency in the sampling process and ensures that each school is proportionately represented.

Instruments for Data Collection

The researchers made use of two instruments to elicit information from the students in conducting this study. These are: The Self-Concept Scale by Rastogi (1979), and The Substance Usage Measurement Scale (SUMS) developed by the researchers.

The Self-Concept Scale by Rastogi (1979) is a self-report questionnaire that measures an individual's self-concept. It was validated and used in Nigeria by various scholars, including Chukwuegbo and Nwankwo (2022). The scale consists of 51 items that measure various aspects of self-concept, such as self-esteem, self-efficacy, self-acceptance, self-confidence, and self-image. The scale is designed to assess how people view themselves in terms of their abilities, strengths, weaknesses, and overall self-value. The scale is scored on a Likert scale, from strongly disagreeing to strongly agreeing. The scores were then interpreted as an overall level of self-concept, with higher scores indicating a higher level of self-concept. Each statement is given five responses: strongly agree, agree, undecided, disagree, and strongly disagree.

The Substance Usage Measurement Scale (SUMS) was designed to assess the attitudes, beliefs, and experiences of secondary school students regarding substance use. The questionnaire consists of 20 statements, each addressing different aspects of substance use, and participants were instructed to rate each statement on a four-point scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (4).

Validation of the Instruments

The only the Substance Usage Measurement Scale (SUMS) went through validation by experts in Guidance and counselling and Measurement and Evaluation, all in Nnamdi Azikiwe University, Awka. This was because the self-concept scale was already a standardized instrument and was adopted. These experts were given copies of the draft instrument alongside the purpose of the study, research questions and hypothesis for the validation exercise. The validators' recommendations were considered in the final draft of the instrument.

Reliability of the Instrument

In this study, only substance usage inventory was subjected to further reliability test. To determine the reliability of the instrument, the researchers administered it to 40 senior secondary school II students in Delta State. The collected data were analyzed using Crombach alpha and it yielded a coefficient alpha of 0.94.

For the Self-Concept Scale (SCS), the analysis yielded high coefficient alpha 0.929 for SCS as reported by Chukwuegbo and Nwankwo (2022) indicating strong

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internal consistency among the items within each scale.

Method of Data Collection

Direct delivery approach was adopted in administering and collection of questionnaires for the study. The researchers sought the help of six research assistants in the distribution of the questionnaires to the students (respondents) after the briefing. At the end 1376 copies of well completed questionnaires representing 98.29 percent return were used in the analysis of data.

Method of Data Analysis

The data collected were analysed to answer the research questions and test the hypotheses using the Statistical Package for Social Sciences (SPSS). Research questions 1 and 2 were answered using aggregate scores while research questions 3, 4 and 5 were answered using Pearson Product Moment Correlation Coefficients. Also, the null hypotheses 1 to 3 were tested using t-test values.

Decision rules: For research questions, the coefficient (r) was interpreted according to Price, Jhangiani, Chiang, Leighton and Cuttler (2017), using:

Very low positive or negative relationship = + or - 0.00 to 0.20,

Low positive or negative relationship = + or - 0.20 to 0.40,

Moderate positive or negative relationship = + or - 0.40 to 0.60,

High positive or negative relationship = + or - 0.60 to 0.80,

Very high positive or negative relationship = + or - 0.80 and above.

Results and Discussion

Research Question 1: What are the secondary school students' self-concepts scores in Edo State?

Table 1: Range of scores of the students' self-concepts in Edo State

Range of scores	N	%	Remark
51 to 178	1154	84.1	Low self-concept
179 to 255	222	15.9	High self-concept

Table 1 reveals that with scores ranging from 179 to 255 on 222(15.9%) of the secondary school students in Edo state have high self-concept. While 1154(84.1%) others who scored between 51 and 178 have low self-concept in the state.

The present finding agrees with that of Chukwuegbo and Nwankwo (2022) who found that majority of the Nigeria police personnel have low self-concept. The findings of the two separate research are alike because the situation of things in the country remains the same everywhere. Also self-concept is a multifaceted construct with various dimensions and interactions. According to Harter (2015), it is a multifaceted construct encompassing one's perceptions, beliefs, and evaluations about oneself. Wu (2016) conceptualizes self-concept as organized, multi-faceted,

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hierarchical, stable, developmental, evaluative, and differentiable.

Research Question 2: What are the secondary school students' scores on their usage of substance in Edo State?

Table 2: Range of scores on the secondary school students' usage of substance in Edo State

Range of scores	N	%	Remark
20 - 49.8	933	67.8	Low substance usage
50 - 80	443	32.2	High substance usage

In table 2, it was observed that with scores ranging from 50 to 80, 443(32.2%) of the students have high usage of substances in Edo state, while 933(67.8%) of the students who scored between 20 and 49.8 have low usage of substances. The findings of the present study confirm reports of previous studies like Substance Abuse and Mental Health Services Administration (2020) which reported that the number of people using illicit substances, such as marijuana, heroin, crystal meth, and cocaine, is still increasing in many parts of the world. Report by the World Health Organization (WHO, 2019), for instance, indicated that the number of people using opioids, such as heroin, has risen in most parts of the world, with many individuals suffering from opioid use disorder. Additionally, the United Nations Office on Drugs and Crime (UNODC, 2020) reported that Nigeria is the second-largest producer of cannabis in the world, indicating a significant problem with drug production and trafficking. Furthermore, a survey conducted by the Nigerian Institute of Medical Research found that 1.7 million Nigerians use opioids, such as codeine, in a way that could potentially lead to substance abuse (Nigerian Institute of Medical Research, 2019). These findings demonstrate that psychoactive substance use and misuse remain substantial in Nigeria, which may contribute to the appeal of substance use and misuse among adolescents, particularly those in secondary schools.

Fareo (2012) reported that secondary school students in Nigeria were abusing a range of drugs, including stimulants derived from caffeine, hallucinogens from marijuana and LSD, narcotics from heroin, codeine, and opium, Valium, alcohol, promethazine, and chloroform, and tranquillizers such as Librium and Valium. Obiechina and Isiguzo (2016) provided a more detailed list of drugs abused by adolescents in Nigeria, to include nicotine, rohypnol, codeine syrup, stimulants like caffeine, cocaine, and amphetamine, narcotics such as heroin and cannabis, depressants like alcohol, barbiturates, and tranquilisers, hallucinogens such as LSD and ethynide, inhalants like volatile organic solvents gases, and anaesthetic gases, and propellants like butane lighters and hair spray.

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Research Question 3: What is the relationship existing between secondary school students' self-concepts and their usage of substances in Edo State?

Null hypothesis 1: The relationship existing between secondary school students' self-concepts and their usage of substances in Edo State will not be significant.

Table 3: Pearson r on the secondary school students' self-concepts and their usage of substances in Edo State

Source of Variation	N	Self-concepts r	Substance Usage r.	Cal t	0.05	Remark
Self-concepts positive relationship	1376	1.00	0.254	11.13	0.000	Low
Substance Usage.	1376	0.254	1.00			

Table 3 shows that there is low positive relationship of 0.254 existing between secondary school students' self-concepts and their usage of substances in Edo State.

Again, it was observed that at 1374df and 0.05 level of significant, the calculated t 11.13 with pvalue 0.000 which is less than 0.05, the first null hypothesis is not accepted. Therefore there is significant relationship between secondary school students' self-concepts and their usage of substances in Edo State.

The study found a low positive correlation of 0.254 between secondary school students' self-concepts and their substance use in Edo State. The calculated t-value of 11.13 with a p-value of 0.000 at 1374 degrees of freedom and a 0.05 significance level indicates that the second null hypothesis, which posits no significant relationship between self-concepts and substance usage, is rejected. Therefore, a significant relationship exists between students' self-concepts and their substance use in Edo State.

The findings revealed that correlation coefficient, although low, suggests that there is a weak positive relationship between self-concept and substance use among secondary school students. This means that students with a more positive self-concept are slightly more likely to use substances, which is somewhat counter intuitive as one might expect a negative correlation. The significant t-value and low p-value indicate that the relationship between self-concept and substance use is statistically significant. This finding might be justified by considering that self-concept is multifaceted, encompassing various dimensions such as physical, social, and academic self-concepts. It is possible that certain aspects of a positive self-concept, like a heightened sense of social confidence, might increase susceptibility to peer pressure and experimentation with substances.

The finding is in agreement with the findings of previous studies such as Usan and Salavera (2017) whose study in Zaragoza, Spain, found that physical self-concept significantly influences the use of drugs, tobacco, and cannabis among adolescent athletes. This aligns with the finding that self-concept has a significant relationship with substance use, although their study emphasizes physical self-concept. The low positive correlation in the current study conducted in Edo State study could reflect the influence of similar factors, where students with positive physical self-concepts might engage in substance use due to peer dynamics in athletic or social environments.

The finding is also consistent with Wu, Wong, and Shek (2014) whose study in China revealed that different dimensions of self-concept predict substance use among adolescents. For instance, body image self-concept was a predictor of alcohol use among females, while peer and school self-esteem predicted drug use among males. This multi-dimensional view of self-concept supports the notion that certain positive self-concept aspects might correlate with increased substance use, aligning with the findings of the current study. Similarly, Johnson (2015) study in New York found a significant negative correlation between self-concept and substance abuse, suggesting that adolescents with higher self-concepts were less likely to engage in substance abuse. This finding contrasts with the current study in Edo State, indicating that context and cultural differences might play a role in the relationship between self-concept and substance use.

The finding also align with Puente (2014) whose study in the United States also found a significant negative correlation between self-concept and substance use, similar to Johnson's findings. The negative correlation suggests that adolescents with a positive self-concept are less likely to use substances, which is contrary to the positive correlation observed in Edo State. This discrepancy could be due to cultural differences or varying definitions and measurements of self-concept and substance use. This finding, while somewhat unexpected, aligns with the notion that self-concept is complex and multifaceted. It emphasises the need to consider various dimensions of self-concept and contextual factors when addressing substance use among adolescents. Understanding these dynamics can aid in developing more targeted interventions that address the specific aspects of self-concept influencing substance use behaviours.

Research Question 4: What is the relationship existing between male secondary school students' self-concepts and their usage of substances in Edo State?

Null hypothesis 2: The relationship existing between male secondary school students' self-concepts and their usage of substances in Edo State will not be significant.

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Table 4: Pearson r on the male secondary school students' self-concepts and their usage of substances in Edo State

Source of Variation	N	Self-concepts r	Substance Usage r.	Cal t	0.05	Remark
Self-concepts positive relationship	718	1.00	0.282	11.13	0.000	Low
Substance Usage.	718	0.282	1.00			

Table 4 shows that there is low positive relationship of 0.282 existing between male secondary school students' self-concepts and their usage of substances in Edo State.

In addition, it was observed that at 716df and 0.05 level of significant, the calculated t 8.39 with p-value 0.000 which is less than 0.05, the second null hypothesis is not accepted. Therefore there is significant relationship between male secondary school students' self-concepts and their usage of substances in Edo State.

Research Question 5: What is the relationship existing between female secondary school students' self-concepts and their usage of substances in Edo State?

Null hypothesis 3: The relationship existing between female secondary school students' self-concepts and their usage of substances in Edo State will not be significant.

Table 5: Pearson r on the female secondary school students' self-concepts and their usage of substances in Edo State

Source of Variation	N	Self-concepts r	Substance Usage r.	Cal t	0.05	Remark
Self-concepts relationship	658	1.00	0.206	7.54	0.000	Low positive
Substance Usage.	658	0.206	1.00			

Table 5 indicates that there is low positive relationship of 0.206 existing between female secondary school students' self-concepts and their usage of substances in Edo State.

Also, it was observed that at 656df and 0.05 level of significant, the calculated t 7.54 with p-value 0.000 which is less than 0.05, the third null hypothesis is not accepted. Therefore there is significant relationship between female secondary school students' self-concepts and their usage of substances in Edo State.

The study found a low positive relationship of between male secondary school students' self-concepts and their usage of substances in Edo State and

similarly, a low positive relationship between female secondary school students' self-concepts and their usage of substances. Both relationships were statistically significant, indicating that both male and female students' self-concepts have a significant but weak positive correlation with their actual substance use. The reason for this finding can be explained based on the notion that self-concept encompasses various dimensions, including academic, social, physical, and emotional self-perceptions. The complexity of self-concept means that different aspects can influence substance use in different ways. For instance, a high physical self-concept might deter substance use due to health concerns, while a low social self-concept might lead to increased substance use to fit in with peers.

Also, the slight difference in the correlation between male and female students might reflect varying social dynamics and pressures. Males might derive their self-concept from different sources compared to females, influencing their attitudes and behaviours differently. Adolescents' self-concepts are significantly shaped by their social environments, including family, peers, and school. Positive reinforcement in these environments can lead to a higher self-concept and potentially reduce substance use. Conversely, negative experiences might lower self-concept and increase the likelihood of substance use as a coping mechanism.

The finding is in agreement with previous studies such as Usan and Salavera (2017) whose study aligns with the current findings as it showed that physical self-concept significantly influences substance use among adolescent athletes in Spain. This supports the notion that self-concept, even if only one dimension like physical self-concept, is significantly related to substance use. Wu, Wong, and Shek (2014) in their study found that body image self-concept was a predictor of alcohol among females, and peer and school self-esteem were predictors of drug use among males. The current study's findings align with this by showing significant relationships between self-concept and substance use, although the specific aspects of self-concept influencing substance use might differ. These findings align with some previous research while diverging from others, highlighting the complexity and context-dependence of the relationship between self-concept and substance use. The variations in findings across studies suggest that self-concept's influence on substance use is multifaceted and may be mediated by demographic, cultural, social, and environmental factors.

Conclusion

Based on the findings of the study, the following conclusions were drawn regarding secondary school students in Edo State. There is a statistically significant low positive relationship between students' self-concepts and substance use, highlighting self-concept as a relevant factor in substance use behaviours.

Recommendations

From the findings of the study, the following recommendations were proffered:

1. The guidance counsellor should introduce counselling sessions and educational activities focused on building students' self-esteem and self-concept. Encourage participation in extracurricular activities, personal development workshops, and positive affirmation exercises to foster a positive self-image. Recognize and celebrate students' achievements in various domains (academics, sports, arts) to boost their self-concept and reduce the likelihood of substance use. Tailored individual and group counselling sessions can further address self-concept issues.

2. The school management should develop educational programs that go beyond simply providing information about substances. These programs should include critical thinking exercises, decision-making skills, and refusal skills training to help students apply their knowledge in real-life situations. Employ interactive learning methods such as role-playing, simulations, and group discussions to make the learning process more engaging and impactful. Regular assessments should be conducted to gauge students' knowledge and understanding of substances, allowing for tailored educational programs accordingly.

3. The school management, working closely with the school guidance counsellor should develop gender-specific interventions that address the unique needs and influences on male and female students. For male students, integrate self-concepts and knowledge into a cohesive prevention strategy. For female students, emphasize emotional and social support systems, addressing their specific challenges and providing counselling that focuses on building resilience and coping skills. Tailored educational content should be created that resonates with each gender, using examples and scenarios relevant to their experiences and challenges.

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