

## **INFLUENCE OF MOBILE INSTRUCTIONAL PACKAGE ON CLIENTS' ATTITUDE TOWARDS DRUG ABUSE IN REHABILITATION CENTRES IN NIGER STATE, NIGERIA**

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### **Abstract**

*The study explores the Influence of Mobile Instructional Package on Client's Attitude Towards Drug Abuse in Rehabilitation Centres of Niger State, Nigeria. The research design adopted for this study was a qualitative research design (phenomenological method) with a purposive sampling technique used to determine study population comprising of 16 Participants with history of drug induced psychosis (drug users) registered for rehabilitation at Drug Demand Reduction Unit of National Drug Law Enforcement Agency, and Social Rehabilitation Centre Minna, Niger State, Nigeria. Two research questions were raised and answered. Data collection instruments were Interview Protocol and moderate participant observation used to elicit information about one dependent variable (Attitude) and one independent variable (Mobile Instructional Package on Drug Abuse). The instruments were validated for face and content validity by experts. To determine the reliability of research instruments, the instruments were given to independent ratters for agreement index check, the kappa inter-ratter reliability was found to be satisfactory( $k=0.85$ ). Mobile Instructional Package on Drug Abuse was uploaded on android mobile phones for Clients use. Data collected from interviews and observations was analysed using adapted Interpretative Phenomenological Analysis (IPA) approach. Findings revealed that Mobile Instructional Package on Drug Abuse improved clients' Attitude towards Drug Abuse. However, research findings did not indicate any difference in influence of mobile learning by gender. Finally, the study recommends effective implementation of mobile learning-supported drug abuse prevention instruction that focuses on replacing distorted perceptions with more rational thinking about drug abuse in rehabilitation centres.*

**Keywords:** Attitude, Client, Drug, Drug Abuse, Mobile Instructional Package.

### **Introduction**

The world has become a global village as a result of development in Information and communication Technology (ICT). ICTs are wide range of technologies that are facilitated by electronic means in dissemination, transmission, transformation, processing and storage of information. It has experienced serious changes in recent time because of its significant impact on all areas of human endeavours (Fatih, Yasar & Erican, 2016). The use of ICT in education is linked to higher efficiency, productivity and higher educational outcome (Agishi, Nyiatagher, Baka & Nomjov, 2016). ICT in education has paved way for transition of learning from all other teaching methods to the use of desktop computers usually refers to as Electronic learning (E-learning) and other devices such as Personal Digital Assistant (PDA), Smartphone and mobile phones also refers to mobile learning (M. Learning) (Fatih Yasar & Erican, 2016). However, the role of mobile devises such as mobile phones in supporting teaching and learning cannot be over-emphasized, it makes learning take place anywhere anytime and also offers education a number of benefits such as portability, accessibility and convenience. (Nadhim & Ahmed ,2016). Mobile learning can also be used to educate people on the harmful effects of abusing drugs and other related substances.

Substance abuse or Drug abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs which can lead to a cluster of behavioural, cognitive, and physiological phenomena that develop after repeated substance use that includes a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences. (World Health Organization, 2018). Misconceptions or distorted views about harms associated with substance abuse can lead to negative attitudes towards substance abuse.

Nwagu (2010) noted that attitudes to drug abuse vary based on social-cultural setting. Attitude is the behaviour, feelings, pre-disposition someone have toward a particular thing/object whether good or bad, positive or negative (Horby, 2015). Beliefs influence attitude which are considered the basis of behaviour (Gambari, et.al, 2016). In other words, having negative or positive view influence attitude which is considered the basis of behaviour. Having a negative or positive view influences the intention of participating or not participating in an activity, or the amount and quality of participation. Attitude provides meaning for life (Evelyn, 2013). Using mobile learning to inculcating the necessary drug abuse prevention related knowledge and skill in drug abuse rehabilitation will help the young people resist drug use and develop healthy attitude towards drug abuse.

Rehabilitation is the ability to help somebody to have normal, useful life again after they have been ill/sick or in prison for a very long time, or to begin to consider that somebody is good or acceptable after a period during which they were considered bad or unacceptable (Horby, 2015). There are many ways this activity can be done such as sports, social influence, therapy and rehabilitation education (traditional teaching method, play away method, etc.). The total absence of learning across multiple context observed by the researcher in drug rehabilitation centres of Niger State coupled with a major challenge of mobile learning which is the lack of content developed for or accessible via mobile devices, as noted by Isaacs (2012) calls for various interventions, including developing new learning cultures that utilize the affordances of mobile devices for drug abuse education. Learning cultures need to be created to respond to the opportunities and challenges of the digital world Ledesma (2011) while Trembly (2010) considers developing educational packages in classrooms and other learning spaces that combine the use of smartphones, personal digital assistants or handheld computers that will be useful in enhancing learner-centered learning and thus helping learners stay engaged. Spencer and Hughan (2008) are of the view that more researches are needed to determine benefits of using innovative technology such as mobile devices for learning. However, none of the literatures reviewed evaluated the Influence of Mobile Instructional Package on Attitude of Clients Towards Drug Abuse in Rehabilitation Centres of Niger State.

### **Research Questions:**

1. What is the influence of Mobile Instructional Package on Clients' attitude towards drug abuse?
2. What is the influence of gender on Clients attitude towards drug abuse after exposure to Mobile Instructional Package?

### **Methodology**

The study is a qualitative phenomenological research. The rationale for using a qualitative design approach was to enable the researcher explore and describe the influence of Mobile

Instructional Package on Drug Abuse(MIPDA) (independent variable) on clients' attitude (dependent variable) in rehabilitation centres of Niger State, Nigeria.



**Figure 3: Camera Shot and Screenshot of MIPDA**

MIPDA content (Drug abuse, Harmful effect of commonly Abused Drugs in Niger state, Risk factors and Protective factors) was uploaded on android mobile phones for use by clients while the Interview Protocol and moderate participant observation were the data collection tools used to elicit the needed information from male and female (moderating variables) Clients.

MIPDA is an instructional package developed by the researcher to provide clients with the information and skills they need to live drug-free lives. The broad aim of the package is; to provide knowledge and understanding of the negative consequences of drug abuse that enable young people to make their own, informed decisions about drugs.

Research instruments used are; Mobile Instructional Package on Drug Abuse (MIPDA) uploaded onto android phones and Interview protocol-is a researchers' instrument of inquiry-asking questions for specific information related to the aims of the study, Patton (2015). while Administrative record was used to extract clients' demographic data. The research instruments were validated by two Educational Technology experts, two Drug Law Enforcement Officers and one Guidance and Counseling Psychologist for face and content validity of the instruments. The instrument was given to independent raters. Inter rater reliability test on a nominal scale, was used to evaluate the degree to which the construct (attitude) were fulfilled and was found to be satisfactory (Kappa coefficient=0.857).

Sixteen Clients (drug users) were purposively selected for the research from two rehabilitation centres. That is, Niger State Social Rehabilitation Centre, and National Drug Law Enforcement Agency (NDLEA) Drug Demand Reduction Unit, Minna Niger State, Nigeria.

Interpretative phenomenological analysis (IPA) approach was adapted for data analysis. The rationale for the choice of this qualitative data analysis method was to enable the researcher explore in detail the Influence of Mobile Instructional Package on Clients Attitude Towards Drug Abuse. IPA has a theoretical commitment to a persons' cognitive, linguistic, affective and

physical being and assumes a chain of connection between peoples talk and their thinking. Smith (2007). Audio recordings of Clients comments from interview was converted to transcribed text using automatic transcription application. Sorting of Clients statements from transcribed text into preliminary theme (attitude) towards Drug Abuse and finally outlining Clients statements interspersed by verbatim extracts of Clients' statement to support the case.

## Results

**Table 1: Age Range of Clients**

Age Range of Clients	Number of Clients	
	Male	Female
18-34 years	10	2
34-40 years	3	1

Table 1 shows age distribution of Clients. A total of sixteen clients participated in the study. Twelve clients are within the age range of 18-34 years while 4 Clients are within the age range of 34-40 years respectively. A total of three female clients participated in the study.

**Table 2: Types of Drugs Abused by Clients**

Types of drug	Number of Drugs Abused by Clients		Total
	Male	Female	
Cannabis	10	1	11
Cough syrup with codeine	11	3	14
Cigarette	9	1	10
Chloroform	3	Nil	3
Flunitrazepam	7	2	9
Diazepam	3	1	4
Tramadol	9	Nil	9
Cocaine	2	1	3

Table 2 sows frequency distribution of drugs abused by participants. The drugs abused by participants are, Cannabis, Cough syrup with codeine, Cigarette, Chloroform, Flunitrazepam, Diazepam, Tramadol, and Cocaine. Cough syrup with codeine top the list of drugs mostly used by Clients. (14 of 16), followed by cannabis (11 of 16).

**Research question 1:** What is the influence of Mobile Instructional Package on Clients' attitude towards drug abuse?

In contrast to the negative views Clients held about drug abuse at the pre interview and observation stage almost all Clients at the post interview and observation stage were willing to discuss a lot about their drug abuse problems.

Major quotes highlighting Clients' positive attitudinal change towards drug abuse after administration of Mobile Instructional Package.

Client: *I love to use my phone. I think it is a good idea to use phones to learn about harm of drug abuse, but I will prefer you put the lesson in my personal phone. I don't know why the officers here don't allow us to use our phones.*

Client: *I learn a lot from the pictures of dangers of drugs I saw in the phone.*

Client: *I was very happy to take lessons using mobile phones today.*

Client: *The lesson on the phone is very useful. I wanted to make a screenshot with the phone and it did not work.*

Client: *It is taking of drugs that brought me to this place. It is true that with drugs there is no future. My mates are in university and me am here.*

Client: *Before I use to think that my parent is wicked for bringing me here, but know I realize they like me that is why they bring me here.*

Client: *I am happy with everything I learn. If I leave this place, I can help people with drug problem*

When asked. Do you think using mobile phones to learn about the dangers of drug abuse help your recovery? Almost all Clients find Mobile Instructional Package on Drug Abuse interesting and memorable but 2 out of 16 Clients told us that they would like the mobile phones to have internet service.

Client: *I was particularly excited to learn about the dangers of drug abuse with mobile phones. But I will like the phones to have internet services.*

Researcher: *what do you need internet services for?*

Client: *So that I can get more drug information from a site call narcotics anonymous*

When asked what type of drugs once tried and why. Almost all Clients, 15 out of 16 reported having tried cannabis, tramadol, cough mixture, rohypnol and crack cocaine. Only one Client quoted cannabis as the only drug of his choice. They all reported they did not use any drug in the past two months. Of the 16 Clients 9 reported using drugs to numb pain whereas 3 Clients reported using drugs for fun. 3 Clients told us that they take drugs to get sleep. After administering mobile instructional package almost all clients (15 of 16) were sober about their involvement in drug use and were willing to make positive changes that will help their recovery. Only one Client however, was indifferent even at the post interview stage, he cited Genesis 1:29 as justification for smoking cannabis.

Researcher: *Can you list the types of drugs you once tested?*

Client: *I don't take tablets. I only smoke weeds*

Researcher: *Why do you smoke weeds?*

Client: *then God said in Genesis 1:29 I give you every seed-bearing plant on the the face of the whole earth and every tree that has fruit with seed in it. they will be yours for food.*

This particular client was consistently indifferent. He holds a negative point of view about smoking cannabis even after administration of Mobile Instructional Package on Drug Abuse. When asked,

Researcher: *do you think you are being treated unfairly because you are singled out. He retorted*

Client: *I told you I'm a responsible adult. There is no need for bringing me to this rehabilitation center. When my parent gets tired of bringing provisions for me they will take me out of here.*

This negative view held by this particular client was the view held by almost all of the clients at the pre interview stage. They generally believed they were treated unfairly by bringing them to the rehabilitation center. However, only 1 out of 16 clients maintained this negative view even after using Mobile Instructional Package on Drug Abuse.

Almost all Clients 15 of 16 were confident that they can handle their drug problem having learnt some Drug Abuse protective factors from the Mobile Instructional Package. However, there is no evidence from interviews conducted and Clients' observations to suggest that Mobile Instructional Package on Drug Abuse is more effective (in terms of attitudinal change) in older or younger ages. This result is in line with a major finding of a social research by (Mackintosh, Martine, Laura & Douglas, 2007) on the effectiveness of drug education in Scottish schools which reveals that age did not influence the effectiveness of drug education.

Results of this study indicates that even moderate usage of Mobile Instructional Package on Drug Abuse can influence Clients' attitude positively, this finding is line with a research finding on the effect of mobile learning on Lebanese higher education by (Jabbour 2013) which reveals that mobile technologies have positive influence on students' attitude.

**Research question 2:** What is the influence of gender on Clients attitude towards drug abuse after exposure to Mobile Instructional Package?

There is no evidence from in depth interviews and observations conducted by the researcher to suggest any difference in the influence of mobile instructional package on drug abuse on clients' attitude in terms of gender. All female clients and 12 of 13 male clients expressed positive views towards drug abuse at the post interview and observation stage. This finding as it relates to gender difference is in accordance with a study on using smartphones to support different learning tasks which did not show any significant differences by gender (Evans 2013). This finding as it relates to gender is parallel to a report by (UNESCO 2000) which reveals that gender differences exist in use of social and web based media, consumption patterns, attitudes and affinity toward technology.

## **Conclusion**

The study explores the Influence of Mobile Instructional Package on Attitude of Clients towards Drug Abuse in Rehabilitation Centres of Niger State, Nigeria. A qualitative research design was adopted with Mobile Instructional Package on Drug Abuse (MIPDA) uploaded on android mobile phones while Interview on Attitude and observation conducted at pre and post stages to elicit information about the influence of MIPDA on clients' attitude.

Findings suggest that even moderate usage of MIPDA can provide positive learning experience in terms of improved Attitude towards Drug Abuse. More so research findings did not indicate any difference in the influence of mobile learning on gender. Finally, the positive influence



identified should not be considered discrete but rather as intervention in providing solutions to clients distorted way of thinking towards drug abuse which arguably requires further research.

### **Recommendations**

The following recommendations were made based on findings:

- (i) Rehabilitation centres should integrate the use of mobile phones for providing Drug Abuse Resistance Education that focuses on replacing distorted perceptions with more rational thinking about drug abuse. Because negative attitude towards drug abuse can be an early sign of pending relapse.
- (ii) Drug education should be evidence-based. I. e Mobile instructional packages used for rehabilitation of drug users should be properly validated.
- (iii) The utilization of mobile devices for drug abuse resistance education particularly among youth should remain a top priority of government action since many youngsters own mobile devices, especially smartphones, as media equipment.
- (iv) Choice of mobile devices for instruction should take into consideration features for screenshots and picture sharing applications that will make learning fun activities.

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