

DR AKUFA AS

MULTIDISCIPLINARY

JOURNAL

OF RESEARCH

AND DEVELOPMENT

VOLUME 1

NUMBER 1

JULY 2012

Published by

**ASSOCIATION FOR PROMOTING ACADEMIC RESEARCH
AND DEVELOPMENTS IN NIGERIA (APARDN)**

**MULTIDISCIPLINARY JOURNAL OF RESEARCH
AND DEVELOPMENT**

VOLUME 1

NUMBER 1

JULY 2012

PUBLISHED BY

**ASSOCIATION FOR PROMOTING ACADEMIC RESEARCHES AND
DEVELOPMENTS IN NIGERIA (APARDN)**

MULTIDISCIPLINARY JOURNAL OF RESEARCH AND DEVELOPMENT

EDITORIAL BOARD

Editor-In-Chief

Prof. E.O. Imhanlahimi, Ambrose Alli University, Ekpoma

Consulting Editors

Revd. Prof. Mon Nwadiani, University of Benin

Prof. C.I. Ajuwa, Ambrose Alli University, Ekpoma

Prof. W. Akpochafo, Delta State University, Abraka

Editors

Prof. E.O.S. Iyamu, University of Benin

Prof. O.J. Imahe, Ambrose Alli University, Ekpoma

Dr. T.E. Agboghoroma, Delta State University, Abraka

Subscriptions and Business Correspondence should be addressed to Prof. E.O. Imhanlahimi (Editor-In-Chief), Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, P.M.B. 14, Ekpoma, Nigeria.

TABLE OF CONTENTS

	Page
Education for Sustainable Development: Strategies and Procedures for Developing Countries. Prof. R.I. Okorodudu -----	1-14
Strengthening the Internal Quality Assurance Mechanism in the University. Prof. S.O. Momoh ---	15-26
Enhancing Gender Equality in Academic Performance in Mathematics for Sustainable Development in Nigeria. Prof. E.O. Imhanlahimi and Dr. P.E. Alminhife ---	27-36
Refocusing Science and Technology Education at Secondary School Level in Nigeria: Strategies and Procedures for Developing Countries. Mrs. M.I. Alminhife ---	37-46
Entrepreneurship Education: A Veritable Tool for youth Empowerment and Employment Generation. M.E. Osalgbevo ---	47-56
The Relevance of Art to Higher Quality Teachers Education in Nigeria. Momoh Issin Ibrahim ---	57-64
Poetry as an Instrument of Social Engineering: The Example of Claude McKay. Momoh, A.O. and Iglemeh, L.O. ---	65-71
Assessment of Criteria for selecting Contractors in the Execution of public Bulding projects in Edo State, Nigeria. Sumanu S. Omo & Okoro Samuel Ifeanyi ---	72-82
Education for Sustainable Development: The Place of Social Relation and Motivation for Learners in the Teaching of English as a second language in Nigeria. Okhirla, I.A. and Osime, S.E.A. ---	83-91
The Need to use Information and Communication Technology for Effective Management of Secondary Schools for Sustainable Development in Nigeria. Agbonglasede, E. Edwin ---	91-102
Education and Human Resource Development: Strategies and Procedures for Developing Countries. Dr. J.A. Osalgbovo ---	103-116
Harmonisation of Urban and Regional Planning Professional Qualification between Graduates of Polytechnic and Universities in Nigeria. Ubale M. Lawal & Mansur Bello ---	117-131
Technical and Vocational Education for Sustainable Development in Nigeria: Strategies and Procedures. Edu, G. Tobl & Philip Anigboro ---	132-142
Marketing of Financial Services in Nigeria. Babangida Zallani & Mukhtar Abdullahi ---	143-152

The Role of Global Village in the Development of Education in Nigeria. Babangida Zallani & Mallama S. Abdullahi — — — — 153-161

Effect of Foreknowledge of Reward on Students' Performance in English Language: A Case study of Uwendova Primary School, Ekpoma, Edo State, Nigeria. Ebhota, E.E. & Dr. A.I. Iseguan. — — — — 162-172

Constraints in the Effective Implementation of Computer Education in Primary Schools in Edo State. Mrs. M.O. Asika — — — — 173-178

Combating Terrorism among youths through Christian Religious and Moral Education for Sustainable Development. Okafor, Mary, J. & Okoh, Blessing U — — — — 179-187

Science and Technology Education for Sustainable Development and Value Re-orientation in Nigeria. Mrs. F.O. Ilyasu-Shlyanbade — — — 188-195

Historical Perspective of Teacher Education in Nigeria. Mrs. Funmlayo Owojalye Ajayi — — — — 196-207

✓ **Effects of Drug and Alcohol on Part-Time Degree Students' Achievement in College of Education, Agbor, Delta State. Dr. Awuja-Ademu** — — 208-216

Time Management Strategies on Adult Learners' Effectiveness. Dr. (Mrs.) D. Akahomen & Dr. (Mrs.) M.O. Asokhla — — — — 217-225

Influence of School Location on the Performance of Students in English Language in Senior School Certificate Examination. Prof. M.O. Omo-Ojugo and Dr. S.G. Eshlotse — — — — 226-239

Refocusing Teacher Education at the NCE Level for Sustainable Development: Strategies and Procedures for Developing Countries. Igbinedion, Joyce O. (Mrs) — — — — 240-249

The Role of E. Communication in National Building. Harrlson O. Ibude and Donald A. Onoyovwl — — — — 250-263

Teacher Education: Its Goals and Challenges in Nigeria. Dania, Majebi Clement — — — — 264-270

Vision for Actualization and Sustainability of National Development through Technical and Vocational Education in Nigeria. Mogbo Tobias Ikechukwu and Nwafor Immanuel Martin — — — — 271-277

Principals' Administrative Behaviours and Students Discipline in Secondary Schools in Kogi State. Dr. Sule, Sheldu A; Dr. Enueme, Chika P. and Dr. Edu, Marcellina I. — — — — 278-284

EFFECTS OF DRUG AND ALCOHOL ON PART-TIME DEGREE STUDENTS ACHIEVEMENT IN COLLEGE OF EDUCATION AGBOR, DELTA STATE.

**DR. AWUJA- ADEMU
CURRICULUM STUDIES AND EDUCATIONAL TECHNOLOGY DEPARTMENT
COLLEGE OF EDUCATION, AGBOR DELTA STATE**

ABSTRACT

The paper investigated the effects of drugs and alcohol on part-time degree students' achievement in College of Education Agbor, Delta State. A survey design was employed in the study. The population consisted of 879 part-time students while 120 sample size was randomly selected through balloting technique from the College of Education, Agbor, for the 2010/2011 session. Effects of Drug on Part-Time Degree Students' Achievement Questionnaire (EDAPDSAQ) was constructed by the researcher and validated by experts in educational evaluation. Test-re-test reliability of EDAPDSAQ was given to subjects outside the designated area of the Study. After two weeks of the first test administration, the same instrument was re-administered to the same subjects and the reliability index of .69 was established. The data were analyzed with a percentage difference in frequency distributions. Effects of drugs and alcohol were found on the achievement of male and female users. Hence, the management of PTDP has been urged to restrict sales of drugs and alcohol around the campuses of tertiary institutions in Nigeria among other things.

Keywords: *Drug, Alcohol, Part-time, Degree, Achievement Curricula-Implementation*

INTRODUCTION

Drugs are helpful when they are administered via physician's prescriptions and destructive when they are misused (Agbowuro, 2009). A drug may be referred to as a substance other than food stuffs intended for use in the diagnosis, cure, treatment or prevention of disease. It describes any substance used as medicine (Udoh, Fawole, Ajala, Okafor and Nwana, (1987). Some people swallow drugs to enable them to sleep, keep awake, reduce tensions, and ease headaches or backaches while others find solace in alcohol, marijuana, heroin, cocaine or heavy cigarette smoking. One cannot deny of the physical, psychological, social and economic consequences of drugs, alcohol and tobacco in our society (Nwajei, 2004). Drugs and alcohol use are a common phenomenon among students around University campuses to provide relief which may be real or imagined from our ailment (Oluyemisi, 2004). The commonly used drugs

include volume, cocaine, marijuana, heroin or cigarettes while alcoholic beverages are beer, palm wine, 'Ogogoro', red wine and all forms of gins to mention a few. A part from medical reasons advanced from drugs and alcohol use, a certain individuals take to drugs or alcohol in to meet up with their social, psychological or political demands.

The widespread use of available drugs and alcoholic drinks emanate from a pervasive advertisement of drugs as a solution to all known problems (Nwajei, 1999). Similarly, there is a desire for instant cures for any symptoms or signs without question if the drug is a legal one or not. This belief goes a long way to illustrate that our society is a drug-oriented one. This mentality can arise from society being a drug-oriented one. This mentality can arise from societal acceptance of some drugs and rejection of others which often present a mirror of cultural bias rather than fact.

Some federally funded crash drug education programmes in our schools, colleges and universities arouse curiosity among students to even take to drug use as well as alcoholic consumption (Awuja-Ademu., 2005). The drugs can be ingested as an ergogenic aid among students who take part in sports. It has to be acknowledged that the period of schooling is a mixture of joys, fears, disappointments, frustration, conflicts, anxieties, group pressures, restlessness and omnipotence (Udoh and Ajala 2005). It is hypothesized that students from stable homes and family life can resist the temptation of drug use and alcoholic drinks around our university campuses (Oluyemisi, 2004). Many students are initiated into drug and alcoholic use through activities of course-mates, friends, club members and bad groups. These evil groups engage themselves in drinking alcohol, drug use, drug abuse, drug dependence and marijuana smoking. Over-the-counter (OTC) prescription has led to the increasing population of voluntary drug users and addicts (Alemika, 1993). Drug users and heavy alcoholic drinkers sometimes suffer declining in their academic achievement among Nigerian undergraduates (Awuja-Ademu, 2005). It has been observed by Nwajei (1999) that most heavy drinkers of alcohol are also heavy smokers who similarly abuse tranquillizers while seeking treatment.

Drug laws are designed to discourage narcotics and hallucinogen usage in towns and cities in the country. Apart from students, some other persons who part-take in drugs and alcoholic uses include drivers, armed robbers, commercial sex workers, farmers, sports persons, sailors and political class according to Agbowuro (2009). Some culprits inappropriately drug themselves as a result of ignorance or excitement in order to get along with peer groups. Besides, certain performance-enhancing drugs are

harmful to the health of young persons who out of ignorant get involved in drugs and alcohol uses.

Concept of Drugs

Drugs are chemicals, natural or synthetic which alter the normal functioning of the body in some ways (Nwajei, 1999). A drug is described as a substance other than foodstuffs intended for use in the diagnosis, cure, treatment or prevention of disease (Udoh, Fawole, Ajala, Okafor and Nwana, 1987). The drug alters one's mood or behaviour when ingested or injected into the body as external substances. The use and abuse of psychoactive drugs have become very prominent social and health problems in our modern times.

Persisted excessive and improper drug use without doctor's prescriptions or accepted medical practices adversely affect normal body functions (Nwajei, 1999). Drug misuse is the ingestion of it to fulfil a need that the drug cannot pharmacologically fulfilled. Drug misuse can result from one's adjustment to the opposite sex, egocentrism from parental control, daydreaming, social problem, nervousness, excitement and somatic variations (Oluyemisi, 2004). Drug misuse can lead to blood poisoning or result in death. Both literate and illiterate are victims of drug use and misuse among Nigerians because, they fall prey to purchasing pills, capsules or mixtures from deceptive advisers who claim that such drug is capable of curing all ailments like headaches, stomachaches, backaches, toothaches to mention a few (Udoh et-al, 1987). A good adjustment could be a realistic and satisfying one which checks excess of frustration; anxieties or tensions whereby a person can ordinarily endure through counselling or adjust to changes occurring around the individual student (Nwajei, 2004).

Category

Drugs may be categorized into depressants, stimulants and hallucinogens.

- i. Depressant drugs slow down body functions, causes sleep, induce numb consciousness and reduce responsiveness. Examples of these categories include alcoholic drinks like beer, palm wine, whisky, "ogogoro" and spirit. Also, tranquilizers, opium, heroin, morphine and barbiturates cause sleep and reduce fatigue when ingested by users.
- ii. Stimulant drugs are used to make one awake, increase an individual's mental alertness and exert pressure on body activities. Stimulants are craved for their euphoric and energizing effects as high dosages dangerously increases heart rate

capable of producing convulsions (Nwajei, 2004). The excessive stimulant in take drastically reduce the rate of nervousness and causes sleeplessness.

ii. Over-the-counter and prescription drugs are those bought in drug stores or supermarkets without a physician's prescription. Some of these drugs include cough syrups, laxatives, vitamins, psychoactive, cigarettes, all narcotics with the power to reduce drowsiness and opium derivatives. These are connected with classical illegal drugs use around university campuses in Nigeria apart from alcohol (Nwajei, 2004; Agbowuro, 2009). No doubt, drug use has reached its alarming stage of abuse so that armed robbers and gangs of cultists take drugs to perpetrate their evil acts thereby destroying lives and properties under the slightest provocation (Ishaku, 2008).

Alcoholic beverages are the most widely misused chemical that when ingested alter moods and influence behaviours. Mood describes a temporary state of mind or feeling manifested by an individual's thoughts and actions. It is defined as a state of mind or spirit that range from elation to depression resulting from changes in a person's mood. For instance, when you observe a person who laughs always or some body who frowns always without a cause. It is assumed that something must be wrong with such a person according to Udoh and Ajala (2005). An altered mood is a disposition interpreted to be modified by a substance or situation introducing a change in the mood of such a victim for usually long periods. Thus, mood modifiers are substances or conditions set to affect the state of mind, feeling and disposition of a person resulting in the multiplicity of behaviours. Udoh et al (1987) summarized the effects of drugs and alcohol use to include:

- a. Unusual dancing, fighting, tearing of clothes, swearing and cursing,
- b. Buying of alcohol on credit, carelessness and forgetfulness,
- c. Draining of the purse, loss of job, loss of lives and properties,
- d. Road accidents, disclosure of secrets, disregard for personal integrity and dignity in terms of dressing and use of words.

Drugs and alcohol use are identified as major sources of mood modifiers among students in tertiary institutions. Ingestion of mood modifiers by some students makes them exhibit unusual happy sullen, cheerfulness and lively when success/ good news is announced while others become gloomy, hostile or irritable when bad news of failure is received (Udoh and Ajala, 2005). Drugs and alcohol uses are the most potent mood/ behaviour modifiers of all substances ingested or injected into the body because they have the capacity of benefiting man under proper medical advice. Hence, attitudes are not the product of development or products of changes based on

facts alone but can be modified due to physical dependence on drugs and alcohol (Nwajel, 1999). The victims have noticed emotional disturbances expressed by anti-social behaviors capable of causing economic/ social loss to society according to Udoh and Ajala (2005).

Statement of Problem

The establishment of the Part-Time Degree Programme (PTDP) is aimed at providing opportunities for persons suitably qualified but have been constrained to pursue regular degree programmes due to unavoidable circumstances beyond their control. Besides, the philosophy behind University Education in Nigeria is to produce suitably qualified manpower required to equip the students for high academic achievements who can properly implement secondary school curriculum. Unfortunately, these much-cherished objectives could not be attained due to increasing regular violence, fighting and incessant destructive experiences observed among University undergraduates which the causes are mostly traceable to drug and alcoholic use around campuses of tertiary institutions in Nigeria. Thus, the question arises; what is the effect of drugs and alcohol on students' achievements in the College of Education, Agbor?

Research Questions: The following research questions were posed to guide this study.

1. What is the difference between the effects of drugs on male and female students' achievement in part-time degree programme?
2. What is the difference between the effects of alcohol on male and female students' achievement in part-time degree programme?

Methodology: In this study, a survey design was employed. The entire population for the study consisted of 879 registered part-time degree students from the College of Education, Agbor for the 2010/2011 academic session. A sample size of 120 students were randomly selected out of the entire population. Specifically, the sample size was drawn from 200 and 300 levels (students) respectively.

Instrumentation: The instrument used in this study is titled "Effects of Drug and Alcohol on Part-Time Degree Students' Achievement Questionnaire (EDAPTDSAQ) constructed by the researcher. The instrument was divided into section 'A' and 'B'. Section 'A' sought for the bio-data of the respondents such as subject combination, sex and level of study while section 'B' was designed to find out the effects of drugs and alcohol on part-time degree students' achievement in courses offered in education. It was two-scale point instruments with "Agree" or "Disagree". The instrument was validated by two

experts in educational evaluation and curriculum studies from Delta State University, Abraka who recommended it for use after effecting necessary corrections as earlier pointed out by them. The EDAPTDSAQ was subjected to test-retest-reliability to subjects outside the designated place of this study and after two weeks interval of the first test administration, the same instrument was re-administered to the same subjects. The analysis of the two collated test administrations via Pearson Product Moment Correlation Co-efficient yielded .69 at .05 level of significance. The method of data analyses were frequency counts and simple percentages.

Results: The results in the study are hereby presented in tables as follows:

Table 1: Percentage Analysis of Frequency of Distribution of Differences Between Effects of Drug on male and female students' Achievement in part-time Degree programme

Respondents	Frequency	%	Difference
Male Student drug users	61	50.8	1.6%
Female Student drug users	56	49.2	

Table 1 reveals 61 male subjects who were drug users and had 50.8% effects on their achievement while 59 female students were drug users representing 49.2%. The analyzed data indicates a 1.6% difference between male drug users and Female-drug users as adverse effects on Part-time degree students' achievement.

Table 2: Percentage Analysis of Frequency Distribution of Differences Between Effects of Alcohol on male and female Students' Achievement in Part-time degree programme

Respondents	Frequency	%	Difference
Male Alcoholic	73	59.5	10%
Female Alcoholic	47	49.5	

Table 2 shows that 73 (59.5%) of male students were alcoholics while 47 (49.5) representing female students were also alcoholics. A difference of 10% was observed between male alcoholic students and female alcoholics indicating a negative effect on the achievement of Part-time degree students, especially in the College of Education, Agbor. The difference between the effects of alcohol or male and female students' achievement may be due to the quantity and high rate of consumption of alcohol among students.

Discussion

Whereas the finding from Table 1 in this study showed that 50.8% of male subjects who engaged in drug use predominantly suffer greater adverse effects of drugs on their achievement than female subjects (49.2%) especially in part-time degree programmes. These percentages of male and female respondents could be a clear evidence of the negative effect of drugs on students' academic achievement. The finding is in agreement with the report of Nwajei (1999); Nwajei (2004); Udoh and Ajala, (2005); Ishaku (2008) that improper drug use without a doctor's prescription adversely affects the normal body function of an individual. Some persons use illegal drugs around the University campuses as mood modifiers or stimulants for reasons best known to them. Alemika (1993) states that evil groups engage themselves in drug use, abuse, drug dependence and marijuana smoking which negatively affect their academic achievement. It is disturbing to note that despite drug education federally funded in our Schools, Colleges of Education and Universities, some students out of curiosity take to drug use. This is quite unfortunate as much needs to be done to stop its use.

Data analyzed in Table 2 indicated 59.5% male alcoholic students and 49.5% female alcoholic students. The result showed a 10% difference in alcohol between male and female students' achievements. The finding in this study corroborates Isahaku (2008) who reports that those who perpetuate evil acts of alcoholic ingestion thereby destroying lives and properties also suffer a decline in their academic achievement. Drunkards lack focus as alcohol weakens their brains. The majority of alcoholic students buy things on credit, careless in their dressing and are very forgetful during examinations which makes them display multiple behaviours (Udoh & Ajala, 2005). This has implications on students' achievement and the College community at large. Generally, the level of students' achievement deteriorates after drinking so much alcohol which militates against the aim of establishing part-time degree programmes to provide opportunities for persons suitably qualified but constrained to pursue a regular degree programme.

CONCLUSION

Judging from the finding in this study, it can be concluded that drug use particularly illegal ones adversely affect the academic achievement of our students either directly or indirectly. The empirical analysis based on percentage frequency distributions clearly indicate a higher incidence of drug use on students' achievement in the College of Education, Agbor. The philosophy behind University education is to produce qualified manpower to equip our students for higher academic achievement but those whose achievements are low cannot attain set goals. This is mis-normal because it cannot lead to the attainment of objectives of University Education.

Besides, so much alcoholic ingestion has negatively affected the achievement of students who were involved and hence, the decline in performances in their courses offered in education among part-time degree students in College of Education, Agbor in Affiliation with DELSU, Abraka.

Recommendations

For part-time degree graduates to achieve the aim of the University Education of producing qualified man-power and become usefully employed to equip our secondary school students with knowledge for excellent academic achievement, the following are recommended that:

- (a) Managements of part-time degree programmes are urged to restrain the sale of drugs and alcohol around school campuses to discourage students from buying drugs/ alcohol.
- (b) Students are advised to guide against drugs and alcoholic usage because of adverse effects on their achievement.
- (c) Parents should discourage their children from illegal drugs and alcoholic consumption to avoid destructive experiences within school premises.
- (d) There should be a quality control unit to monitor and supervise the activities of part-time degree programmes in Delta State.
- (e) Adequate curriculum materials should be provided to constantly engage student teachers.

REFERENCES

- Agbowuru, C. (2009) Causes and effects of Drug Abuse on Academic Performances of Secondary School Students in Chikin L.G.A. of Kaduna State. *In Multidisciplinary Journal of Empirical research* 7 (1) 74-79.
- Alemika, E.E.O. (1993) Narcotics Trafficking, Abuse and Control in Nigeria. *Epidemiology and Control of Substance Abuse in Nigeria Centre of Research and information on Substance Abuse* 17.
- Awuja-Ademu, S. (2005) Curriculum, Principles and Methods. Agbor: Progress Printing associates.
- Baillierre's N.D. (1985) **Bailliere's Nurse's Dictionary** May Kasher Dennis, H. Tindall.
- Ishaku, S. (2008) *Psycho-Social Performance threat to Educational Institutions and Society* Jos: Wais-Printing Press.
- Nwajei, S.D. (1999) A **Textbook on Health Education for Colleges, Universities & Practitioners**. Lagos. Functional Publishing Company.

Nwajei, S.D. (2004). **Health Education for Colleges, Universities and Practitioners (2nd ed)** Lagos: Functional Publishing Company.

Oluyemisi, A.F. (2004). Drugs and Alcohol Abuse among Adolescents, Implications for Nursing Care. In B.O. Ogundele (Ed) Problems in Health Education.

Udoh, C.O. and Ajala, J.A. (2005) **Mental and Social Health**. Ibadan: May Best Publications.

Udoh, C.O. Fawole, J.O, Ajala, J.O., Okafor, C. and Nwana, O. (1987) **Fundamentals of Health Education**. Ibadan: Heinemann Education Books Nig. Ltd.