

THE INFLUENCE OF DRUG ABUSE ON STUDENTS' ACADEMIC PERFORMANCE IN COLLEGE OF EDUCATION AGBOR DELTA STATE

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Abstract

This study aimed at investigating the influence of drug abuse on students' academic performance in College of Education Agbor. The study had two research questions and two hypotheses. The population of the study consists of all the students of college of Education Agbor, Delta State. A sample of 200 students were selected through purposive sampling technique. A questionnaire titled the influence of drug abuse on students' academic performance in college of education Agbor was the instrument used for data collection. It was a 4-point scale questionnaire of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD). The instrument had face and construct validities. A reliability coefficient of 0.79 was obtained through Cronbach Alpha method of reliability as measure of internal consistency. Descriptive statistics of Mean was used to analyze the research questions formulated while regression and t-test was used to test hypothesis one and hypothesis two respectively at 0.05 level of significance. The findings showed that drug abuse affects academic performance of students. Based on the findings it was recommended that effort should be intensified to check the sale of hard drug around the school environment and students should be exhorted to avoid the use of drug so that their academic performance will not suffer.

Keywords: Influence, Drugs Abuse and Academic Performance.

Background to the study

Drug abuse is generally viewed as the use of a substance that modifies mood or behaviour in a manner characterized by a maladaptive pattern of use (Agbonghale&Okaka, 2014).Ukegbu, Faskari, Adebayo, Obasi and Anyaoha (2012) opined that drug abuse is the use of drug that can cause disorder characterized by the use of a mood or behaviour-altering substance in a maladaptive pattern resulting in significant impairment or distress, such as failure to fulfill social or occupational obligations or recurrent use in situations in which it is physically dangerous to do so or which end in legal problems.

Academic performance is one of the psycho-social needs of an individual. Okegbile (2007) said that academic performance is a pedagogical terminology used while determining a learner's success in formal education and which is measured through reports, examinations, researches, ratings and test with numerous factors or variables exerting effects. In educational achievement, academic success is judged by success in scholastic activities and one becomes demoralized when one is not performing well (Femi, 2009). Nevertheless, one's academic success could be hampered as a result of the use of hard drugs.

However, the use of hard drugs by students in Nigerian higher institutions has become an embarrassing phenomenon to parents, schools, government authorities, and the society at large. There has also been a growing commitment to education by government, individuals, communities and missionary bodies. This commitment on the part of government and other non-state actors has extended to ensure that students are properly groomed and tutored on how best to effectively manage themselves in an ever-changing world. These changes have tempted some students to believe that, for them to be able to maintain academic expectations they need to indulge in the use of hard drugs (National Institute on Drug Abuse, 2014).

Ajala (2002) sees drugs as that which alters the chemical components of the body as well as affect the central nervous system. Adeniyi as cited by Agbonghale and Okaka(2014) classified drugs based on their nature and function as follows:

- Antibiotics: These are drugs directed against bacteria causing diseases. Examples of these drugs are penicillin, streptomycin, meamyline, tetracycline, chloramphenicol and so forth.
- Stimulants: These are drugs taken to keep somebody away from sleep. Stimulants can also be taken to increase the

physical activities of the individual. Examples of stimulants are dexamphetamine, amphetamine, tea and coffee.

- Sedatives: These are drugs used to induce calmness or to calm somebody but not necessarily to induce sleep.
- Narcotics: These are drugs that depress the central nervous system when taken.
- Analgesics: These drugs prevent or suppress convulsion or pain.

College students make up one of the largest groups of drug abusers nationwide. McCann (2012) opined that the main reason behind these alarming numbers is the use of prescription drugs, marijuana and cocaine by college students. Students who admit using prescription drugs in order to improve their level of concentration were more frequently found to have used illicit drugs in campuses as compared to those students who had not used prescription stimulants previously (McCann, 2012). The reasons for drug use differ among individuals. Currently, the most common reason for drug use and abuse among students is to improve academic performance. The high rate of drug abuse among college students can be attributed to a number of factors such as stress, course load, curiosity, peer pressure, alcoholism, among others. Therefore, this study seeks to investigate the influence of drug abuse on students' academic performance in College of Education Agbor Delta State.

Statement of the problem

Studies have shown that almost half of those admitted for treatment as a result of substance abuse were college students within the age bracket of 18 to 29. Ginny (2001) asserted that drug and alcohol abuse is the leading cause of death for people between the ages of 15 and 24. He stated that 95% of all college campus violence is related to alcohol, 28% of all college dropouts are alcoholics and 40% of all college students having academic problems abuse alcohol. Over 60% of all college women who have contracted Sexually Transmitted Diseases (STDs) were intoxicated at the time that they were infected. Although drug and alcohol abuse remain one of the leading causes of death in student populations, and while these statistics are grim, students continue to abuse drugs. Drug abuse not only causes physical diseases but also create behavioural, emotional and psychological problems in addicts (Stacy, 2009).

Drug abuse is a serious problem in our society which increasing level rest in our school system especially among the tertiary students. It have been observed that college of education students take drugs to

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improve their academic performance, boldness in confronting a lecturer and their peers without recourse of the effect on their academic pursuits. This has led some of them to experience an array of problems, such as academic difficulties, poor peer relationships and involvement with the juvenile justice system as well as cultism. Additionally, there are consequences for family members, the community, and the entire society. Even though the motive behind using drugs in campuses is to improve academic progress, students do not realize that drug use defeats this purpose. Hence, the academic performance of the student declines as their drug use turns into abuse. Therefore, what are the influence of drug abuse on students' academic performance in College of Education Agbor?

Research questions

1. What is the influence of drug abuse on students' academic performance?
2. What is the perception of male and female students on the effects of drug abuse on academic performance of students?

Hypotheses

H₀₁: There is no significant relationship between drug abuse and academic performance of students.

H₀₂: There is no significant difference between male and female students' perception on the effects of drug abuse on academic performance of students.

Method and Procedure

This is a descriptive survey aimed at investigating the influence of drug abuse on students' academic performance in College of Education Agbor, Delta State. The population of the study consists of all students. A sample of 200 students was selected through purposive sampling technique. A questionnaire titled the influence of drug abuse on students' academic performance in College of Education, Agbor was the instrument used for data collection. It was a 4-point scale questionnaire of Strongly Agree (SA), Agree (A) Disagree (D) and Strongly Disagree (SD). The instrument had face and construct validities. A reliability coefficient of 0.79 was obtained through Cronbach Alpha method of reliability as measure of internal consistency. Descriptive statistics of Mean was used to analyze the research questions formulated while regression and t-test was used to test hypothesis one and hypothesis two respectively at 0.05 level of significance. Decision rule of mean of 2.50 was used as a benchmark for analysis. Thus, a mean range of 1.0 – 2.4 was considered rejected while 2.5 – 4.0 was considered accepted.

Results

Research question 1

What is the influence of drug abuse on students' academic performance?

Table I: Mean Analysis of the influence of Drug Abuse on Students' Academic Performance.

| S/N | Items | Mean (\bar{X}) | Decision |
|-----|---|--------------------|----------|
| 1 | Chronic use of drug causes serious damage to students. | 3.20 | Accepted |
| 2 | Drug abuse leads to insanity and maladjustment in students. | 3.26 | Accepted |
| 3 | Students who abuse drug drop out of school because of low performance. | 3.22 | Accepted |
| 4 | Drug alters the body functions of the users making them irrational. | 3.29 | Accepted |
| 5 | Drug abusers are always preoccupied with how to obtain drug of their choice. | 3.21 | Accepted |
| 6 | The abusers do not socialize extraordinarily. | 2.90 | Accepted |
| 7 | The academic pursuits of students who engage in drug abuse is unduly jeopardized. | 3.06 | Accepted |

Table 1 showed that students accepted the fact that chronic use of drug causes serious damage to students, drug abuse leads to insanity and maladjustment in students, students who abuse drug drop out of school because of low performance, drug alters the body functions of the users making them irrational, drug abusers do not socialize extraordinarily and that the academic pursuits of students who engage in drug abuse is unduly jeopardized.

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Research question 2

What is the perception of male and female students on the effects of drug abuse on academic performance of students?

Table II: Mean Analysis of the Perception of Male and Female Students on the Effects of Drug Abuse on Academic Performance of Students.

| S/N | Items | Mean (\bar{X}) | Decision |
|-----|---|--------------------|----------|
| 1 | It leads to increasing and inappropriate anger, hostility and irritability. | 3.42 | Accepted |
| 2 | Drug abusers are always in trouble with the police and other law enforcement agencies. | 3.35 | Accepted |
| 3. | Drug abuse increases absenteeism or tardiness. | 3.31 | Accepted |
| 4. | Drug abuse gives rise to mental, emotional, biological or physical, social and economic instabilities. | 3.49 | Accepted |
| 5 | Drug abuse not only causes physical diseases but also creates behavioural, emotional and psychological problems in addicts. | 3.31 | Accepted |

Table II showed that students accepted the fact it leads to increasing and inappropriate anger, hostility and irritability, drug abusers are always in trouble with the police and other law enforcement agencies, drug abuse increases absenteeism or tardiness, drug abuse gives rise to mental, emotional, biological or physical, social and economic instabilities and drug abuse not only causes physical diseases but also creates behavioural, emotional and psychological problems in addicts.

Hypothesis 1

Table III: Regression Analysis of Drug Abuse and Academic Performance of Students. Model Summary^b

| Model | R | R Square | Adjusted R Square | Std Error of the Estimate | Change Statistics | | | | |
|-------|-------------------|----------|-------------------|---------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .166 ^a | .028 | .023 | .49552 | .028 | 5.636 | 1 | 198 | .019 |

a. Predictors: (Constant), Drug Abuse

b. Dependent Variable: Academic Performance students.

ANOVA^b

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 1.384 | 1 | 1.384 | 5.636 | .019 ^a |
| | Residual | 48.616 | 198 | .246 | | |
| | Total | 50.000 | 199 | | | |

a. Predictors: (Constant), Drug Abuse

b. Dependent Variable: Academic Performance

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95% Confidence Interval for B | |
|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------------|-------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| (Constant) | .995 | .216 | | 4.612 | .000 | .569 | 1.420 |
| Drug Abuse | .010 | .004 | .166 | 2.374 | .019 | .002 | .018 |

a. Dependent Variable: Academic Performance

Table III showed the correlations, regression coefficients and beta standardized regression coefficients between drug abuse and academic performance of students. The result indicated that $F(1,199) = 5.636$, $P \leq r = 0.166$ which account for 2.8% variance of drug abuse and academic performance. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between drug abuse and academic performance of students.

Hypothesis 2

There is no significant difference between male and female students' perception on the effects of drug abuse on academic performance of students.

Table IV: T-Test of Independent Sample of Perception of Students on the Influence of Drug Abuse on Academic Performance by Gender.

| Variables | Mean (\bar{X}) | SD | N | Df | t-cal. | t-crit. | Decision |
|-----------|--------------------|------|-----|-----|--------|---------|----------|
| Male | 20.12 | 2.59 | 120 | 198 | -3.73 | 1.96 | Accepted |
| Female | 19.24 | 2.72 | 80 | | | | |

Table IV showed a mean value of 20.12 and a standard deviation of 2.59 for Male while a mean value of 19.24 and the standard deviation of 2.72 for Female. Since the critical value of 0.05 level of significance was 1.96 and t-calculated value of -3.73 was less than t-critical value, the null hypothesis was then accepted. This means that there is no significant difference between male and female students' perception on the effects of drug abuse on academic performance of students.

Discussion of findings

The findings on the influence of drug abuse on students' academic performance showed that the drug abuse affects academic performance of students. It was observed that chronic use of drug causes serious damage to

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students, drug abuse leads to insanity and maladjustment in students, students who abuse drug drop out of school because of low performance, drug alters the body functions of the user making them irrational, drug abusers are always preoccupied with how to obtain drug of their choice, the abusers do not socialize extraordinarily and that the academic pursuits of students who engage in drug abuse is unduly jeopardized. However, hypothesis one tested showed that there is a significant relationship between drug abuse and academic performance of students. This implies that drug abuse negatively affects academic performance of students. This finding is in consonance with the view of Hawkins, Catalano and Miller (1992) who observed that youth who use alcohol and other drugs persistently face an array of possible consequences, including, School problems. A lowered commitment to education, declining grades, absenteeism from school and related activities.

increased the probability of dropping out, and higher truancy rates are linked to adolescent substance abuse.

The findings on the perception of male and female students on the effects of drug abuse on academic performance of students showed that it leads to increasing and inappropriate anger, hostility and irritability, while drug abusers are always in trouble with the police and other laws enforcement agencies. Drug abuse increased absenteeism or tardiness. Drug abuse gives rise to mental, emotional, biological or physical, social and economic instabilities and drug abuse not only causes physical diseases but also create behavioural, emotional and psychological problems in addicts. Nevertheless, hypothesis two tested showed that there is no significant difference between male and female students' perception on the effects of drug abuse on academic performance of students. This implies that male and female students have the same view with respect to the effects of drug abuse on academic performance of students. In view of this, Fayombo and Aremu (2000) in their research on the effect of drug abuse on educational performance of some adolescent drug abusers in Ibadan, found that the misuse of marijuana had reached an epidemic level in the present Nigeria society and that drug could lead to reduce academic achievement or even halt one's entire academic process.

Conclusion

The major conclusion reached from the interpretation of the results is that drug abuse affects students' academic performance. It was observed that:

- chronic use of drug causes serious damage to students.
- drug abuse leads to insanity and maladjustment in students.
- students who abuse drug drop out of school because of low performance.
- the academic pursuits of students who engage in drug abuse is unduly jeopardized.
- it leads to increasing and inappropriate anger, hostility and irritability.
- drug abuse gives rise to mental, emotional, biological or physical, social and economic instabilities.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Effort should be intensified to check the sale of hard drug around the school environment because of the array of the effects of drug abuse.
2. Students on their own part should avoid the use of drug so that their academic performance will not suffer.
3. Medical examination should be carried out on students during admission into college programmes.
4. Students who betray evidence of drug addiction should not be admitted into the institutions.

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