

DRUG ABUSE AND THE ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN THE PATANI LOCAL GOVERNMENT AREA OF DELTA STATE

A.G. OSSAI

Faculty of Education, University of Delta, Agbor. dranthonygreat@gmail.com

Abstract

The study looked at drug abuse and academic performance in public secondary schools in Delta State's Patani Local Government Area. The study included a sample of 200 respondents from five public secondary schools in the Patani local government Area. Two research questions and two hypotheses led the study. The information was gathered through the use of a questionnaire. For the research questions, descriptive statistics (mean) were used, and the z-test was used for the

hypotheses. The significance threshold was set at 0.05. Students regularly abuse drugs such as beverages, cigarettes, and Indian hemp, as the study reveals. Peer pressure contributed to drug abuse by students, so they had low academic performance. Based on academic achievement, there is also a considerable gender gap among students who take drugs. According to the findings, campaigns against drug abuse should be included in the health education curriculum of public secondary schools, with a special focus on the negative impacts of drug consumption.

Keywords: Drugs abuse, students, academic performance.

Introduction

A drug is a chemical compound consumed or used indefinitely to have a physiological effect. The influence could affect the bodily system favourably or negatively. Drugs are derived from plants, animals, or natural resources and come in various forms, including solids and liquids. Drugs can be manufactured as well. Drug abuse is a well-known problem that has been criticized by everyone, including the federal, state, and local governments. Adolescents are notorious for abusing many forms of drugs.

Alcohol, sedatives, cocaine, cocoa leaves, heroin, Indian hemp, tobacco, morphine, and other hard drugs have been on the rise in recent years, particularly among secondary school students (Ekpenyong, 2012). The unmanageable conduct and styles in which medications are offered to the public in our markets and health care stores, which are contributing reasons to drug abuse, were frowned upon by the culture of doctors and pharmacists. It appears that it is not only drug users that cause difficulties but also those who misuse the drug, and until rigorous preventive measures are implemented or embraced, things will only get worse.

Today's students are tomorrow's leaders and deserve a good education on the correct path. Consistent drug addiction among this group of people can lead to psychosocial issues in society. Most intuitively, drinking and doing drugs may hurt students' cognitive capacities, such as reducing their capacity to concentrate. In terms of indirect channels, drug and alcohol abuse may, for example, cause individuals to divert their resources away from schooling. It may also jeopardize students' success by making them less likely to attend lessons or complete their assignments. Furthermore, psychologists argue that binge drinking lowers people's expectations for their academic achievement (Ekpenyong, 2012). When students indulge in abusive alcohol intake, this effect may be fueled by a shift in their classmates.

Given the growing occurrence of drug usage among society's members, this study aims to look at secondary school students' involvement. It is often assumed that drug users are often mentally disturbed and unable to do well in school.

Review of Literature

A drug is a substance that, through its chemical action, can cause a change in biological function (Okoye, 2001). It's also thought to be a chemical that alters perceptions, cognition, behaviour, and overall body function (Balogun, 2006). This might be considered a chemical that alters living tissues, potentially causing psychological and behavioural changes.

Drug abuse is a serious public health issue affecting people worldwide (UNODC, 2005). Several school-aged children suffer from mental health issues, which can last for a short or long time. Drug addicts who show signs of stress, worry, sadness, behavioural changes, exhaustion, and a loss or increase in appetite should be addressed by medical professionals and counsellors to avoid contracting lethal diseases (Odejide, 2000).

According to Ekpeyong (2012), academic performance is the result of education or the degree to which a student or instructor of an institution has met their educational objectives, academic attainment among secondary school students is consistently demonstrated in school topics.

Drug abuse has a significant impact on students' academic performance. The disturbing evidence of drug usage among students, and the consequences of drug addiction, have prompted all assisting professionals to be concerned and challenged. Several studies conducted among college of Education students, Ekiadolor by Fayombo (2000) and Obianwu (2005), indicate that students and youngsters of simple nature in the community abuse cannabis and stimulants like amphetamines. In their studies on the perspective of drug abuse among Nigerian students, Oshikoya and Alli (2006) highlighted dependence and addiction as key outcomes of drug usage, defining compulsive drug desiring-seeking behaviour. These alterations are maladaptive and unsuitable for the social or environmental context, putting the individual in danger of injury.

Chukwu, Pius, Fiase, Haruna, and Evangeline (2017) conducted a cross-sectional descriptive study to determine the impact of drug addiction on secondary school academic achievement in Makurdi metropolis, Gboko, Benue state. According to their findings, 22.3 percent of the people polled abuse amphetamines like tramadol or tradyle. According to the research, one of the impacts of these medicines on students was low academic performance.

Amadi and Akpelu (2018) investigated the association between drug abuse and students' academic achievement in Emohua L.G.A., Rivers State, Nigeria, using respondents from public secondary schools. They discovered that sampled students were more likely to abuse alcohol and tobacco and that their peer group impacted their behaviour. According to the findings, drug addiction can have a negative impact on academic achievement.

A descriptive survey of 1200 randomly selected students from three tertiary institutions in Osun state was undertaken in a similar study by Welch (2007) on factors impacting drug misuse among undergraduate students in Osun State, Nigeria. Shyness, enthusiasm, enjoyment, academic work stress, and frustrations were found to indicate drug addiction among undergraduate students.

Statement of the Problem

Academic performance refers to how well a student completes their assignments and studies. Grades, or a student's score, are widely regarded as the most important markers of academic success. Parents, instructors, curriculum experts, and assessors have all raised concerns over students' declining performance in public assessments. Researchers have discovered that drug misuse significantly impacts students' academic performance (Amadi & Akpelu, 2018).

Drug abuse and addiction are disorders characterized by the intentional use of chemical substances for purposes other than those intended by the manufacturer, resulting in physical, mental, emotional, or social harm (Schmellegar, 2012).

Illicit drug use has a negative impact on students' academic performance. There are an estimated 1.5 million drug abusers in Nigerian secondary schools today. In Nigeria, no educational institution is untouched, and no student is truly immune (Ajala, 2012). Some students utilize illegal drugs to relieve the difficulties that they face daily. It reflected a revolt against established rules and a desire to learn more about oneself (Omage, 2005).

Today's students are tomorrow's leaders and deserve a good education on the correct path. Consistent drug abuse among this group can lead to psychosocial issues in society. One can only hope this offensive behaviour does not breed a generation of disturbed kids. Because of the regular and pervasive drug abusers at many secondary schools in Nigeria, this fear is not unwarranted. This study, therefore, investigates the impact of drug abuse on students' academic performance in public secondary schools in the Patani local government area of Delta State.

Purpose of the Study

The specific objectives of the study include;

1. Determine the contribution of peer group influence to drug abuse among students.
2. Evaluate the perceived effects of drug abuse on students' academic performance.
3. Determine the extent of knowledge about drug abuse among secondary school students in Patani L.G.A of Delta state.
4. To establish the difference between a male and female student on drug abuse.

Research Questions

The following research questions were raised to guide the study.

1. Does peer group influence contribute to drug abuse among public secondary school students in Patani local government area of Delta state?
2. What are the effects of drug abuse on the academic performance of male and female students in public secondary schools in the Patani local government area of Delta state?

Research Hypotheses

The study tested the following hypotheses.

1. There is no significant difference between peer group influence on abusing drugs and the academic performance of public secondary school students in the Patani local government area.
2. There is no significant difference between the effect of drug abuse and the academic performance of male and female students in the public secondary in Patani Local government area of Delta state.

Methodology

The study used a descriptive survey research Design to look into drug abuse in public secondary schools in Patani local government area, Delta State. Students from public secondary schools in Patani's local government made up the population. Using basic random sampling, five secondary schools were chosen, and 40 students from each were selected. A total of 200 pupils were chosen for the study. The data was collected using a questionnaire created by the researchers. It has two sections. Sections A and B. Section A collected demographic data, whereas section B consisted of item questions on the Likert type scale of Strongly Agree (SA,4), Agree (A,3), Disagree (D,2), and Strongly Disagree (SD,1).

Three experts, two from educational administration and one from measurement and evaluation in the faculty of education at the University of Delta, Agbor, face-validated the instrument. The opinions and criticisms of these experts were used to modify some of the elements that influenced the study's focus. Cronbach alpha was used to test the instrument's reliability, and a coefficient of 0.83 was achieved. This suggested that the device was trustworthy.

Two research assistants handled the sharing and recovery of the instrument. The two study questions were answered using the mean, whereas the two null hypotheses formulated at the 0.05 level of significance were tested using the Z-test. Items with a mean score of 2.50 or higher were considered approved, while those with a mean score of less than 2.50 were discarded. If the t-calculated value is equal to or greater than the table value, the null hypotheses are rejected.

Presentation of Result

Research question 1: Does peer group influence contribute to drug abuse among public secondary school students in Patani local government area?

Table 1: responses on the contribution of peer group influence to drug abuse by students.

S/N	Items	SA	A	D	SD	Mean	Remark
1.	Students have drug abusers as their friend	88	66	34	12	3.32	Accept
2.	Students are forced to engage in drug abuse by their close friends in school	80	70	30	20	3.05	Accept
3	Students are deceived by school mates to abuse drugs.	82	62	40	16	3.05	Accept
4	Students abuse drugs to be accepted by friends in school	76	60	42	22	2.95	Accepted
	Grand mean					3.09	

From table 1 above, the four mean are accepted with the mean value of 3.32, 3.05, 3.05, and 2.95. A grand mean of 3.09 was arrived at. This indicates that peer group pressure contributes to drug abuse by students.

Research question 2: What are the effects of drug abuse on the academic performance of male and female students in public secondary school students in the Patani local government area of Delta state?

Table 2: Responses on the effects of drug abuse on the academic performance of male and female secondary school students.

S/N	Items	SA	A	D	SD	Mean	Remark	SA	A	D	SD	Mean	Remark
1.	Drug abuse has a negative effect on the memory and cognitive capacity of the students	81	69	30	07	2.99	Accept	20	15	10	03	3.08	Accept
2.	Students stay away from lessons and classes due to drug abuse.	76	70	28	06	3.06	Accept	18	20	08	02	3.12	Accept
3	Drug abuse makes students less serious in their academic work	88	62	28	05	3.09	Accept	16	20	10	02	3.03	Accept
4	Drug abuse gives room for poor scores in the examination	83	66	30	05	3.5	Accept	21	18	07	02	3.20	Accept
	Grand mean					3.04						3.10	Accept

From table 2, all the four mean were accepted because the mean value of male and female students is more than 2.50. Since all the means are above 2.50, all the question items are accepted. This implied that drug abuse affects the academic performance of both male and female students.

Hypothesis 1

There is no significant difference between peer group influence on abusing drugs and the academic performance of public secondary school students in the Patani local government area.

Table 3: Test of difference between peer group influence for abusing drugs and students' academic performance.

	Variable	N	X	SD	Z - Calculated	Z - critical	Decision
Academic Performance	Peer group influence	120	3.5	2.0	7.36	1.96	Rejected
	Non-Peer group influence	80	2.5	1.8			

Table 3 reveals that the z-calculated value of 7.36 is higher than the table value of 1.96 at the 0.05 level by significance. Therefore, the null hypothesis that there is no significant difference between peer group influence students' academic performance is hereby rejected. There is a significant difference between the influence of peer groups as a reason for abusing drugs and students' academic performance.

Hypothesis 2

There is no significant difference between the effects of drug abuse and the academic performance of male and female students in public secondary schools in the Patani Local Government Area.

Table 4: Test of significant difference between the effects of drug abuse and the academic performance of male and female students.

	Gender	N	X	SD	Z - Calculated	2 - critical	Decision
Academic	Male	72	3.47	2.9	3.64	1.96	Rejected
Performance	Female	48	2.45	1.97			

From table 4 above, the z-calculated value is 3.64 is higher than the critical value of 1.96 at a 0.05 level of significance. Therefore, the null hypothesis that there is no significant difference between the effects of drug abuse and the academic performance of male and female students is hereby rejected. This implies a difference in the effects of drug abuse on the academic performance of male and female students.

Discussion of Findings

The findings of study question one revealed that peer group pressure plays a role in student drug abuse. Pupils who hang out with other drug-abusing students are more likely to succumb to the effects of drug usage. Students are persuaded or forced to consume drugs by their peers at school. Junior students are recruited into drug usage by senior students. This affects the academic performance of the students. These findings support the argument of Amadi and Akpelu (2018), who discovered that peer group influence had an impact on students' behaviour.

Similarly, the result of hypothesis one revealed a significant difference between peer group influence on abusing drugs and students' academic performance. This implies that students association abusers would make them not be serious with their academic pursuits. This is also in line with Amadi and Akpelu (2018). They asserted that peer group influence could lead to drug addiction and thus have a negative impact on students' academic achievement.

Again, research question two revealed that drug consumption negatively affects both male and female abusers (students). It affects the memory and cognitive capacity of the students. This gives room for poor scores in the examination. This is in line with the assertion of Chukwu, Pius, Frase, Haruna and Evangeline (2017) that the impact of drug addiction is low academic performance.

Similarly, hypothesis two suggested a considerable gender difference among drug users in their academic performance. The difference is that drug addiction had a greater impact on the academic performance of male students than female students. However, Obiamaka (2004) stated in his study that the drug problem respects no social class or boundaries. It endangers the user's lives, health, academic performance and dignity. Infact, drug abuse is a serious public health issue that affects people worldwide (UNODC, 2004).

Conclusion

One of the most dangerous threats confronting Nigerians today is adolescent drug abuse. It's been highlighted as a social vice that needs to be eliminated. Students who abuse drugs swerve into a dangerous road, as the aim of attending school may never be fulfilled. It is an outlier for education recipients to be off on their own, chasing an unattainable goal. After

learning about what the victims are going through in life, it is more important than ever to be concerned about the issue of drug misuse.

Recommendations

The following recommendations are offered.

1. A drug abuse prevention campaign should be included in the health education curriculum of public secondary schools, with a particular emphasis on the harmful effects of the substance in question.
2. The government should use its regulatory agencies to enforce existing drug-abuse laws strictly.
3. Counseling education should be implemented on college campuses to re-energize those who have previously engaged in the practice.
4. Parents and guardians should keep an eye on their children and their wards to ensure that they do not abuse drugs.
5. The school surroundings should be properly fenced to prevent students from hiding out unnecessarily.

Reference

- Ajala, J.A. (2012). A profile of drugs uses in some selected universities in Nigeria. *West African Journal on Physical and Health Education*, 1(1), 50-54.
- Amadi, E.C. & Akpelu, G.O. (2018). "Effects of drug abuse on the academic performance of secondary school students in Emohua Local Government Area of Rivers State". *International Journal of Innovative Health Care Research*, 6(1), 5-11.
- Aremu, A., & Sokan B. (2003). "Multi-casual evaluation of academic performance of Nigerian learners: issues and implications for national development in O. Oyodele - Bamisaye, I.A. Nwazuo, and A. Okediri (Eds). Innovation in Theory and Practice. Lagos: Macmillan Nigeria Limited.
- Balogun, S.K (2006). Chronicle intake of separate and combined alcohol and nicotine on body maintenance among albino rats. *Journal of Human Ecology*, 19(1).
- Chukwu, E.O, Pius, V.T, Fiase, T.M, Haruna H, and Evangeline A.C. (2017). "Effects of substance/drug abuse on the academic achievement of secondary school students in Mkor Metropolis, Gboko, Benue State". *International Journal of Psychological and Brain Science*, 2(2), 40-45.
- Ekpenyong, S.N (2012), "Drug abuse in Nigerian schools: A study of selected in secondary institutions in Bayelsa State, South-South, Nigeria." *International Journal of Scientific Research in Education*, 5(3), 260-268.
- Fayombo S.K. (2000). "Drug education and its effect on the educational performance of some adolescents drug abusers in Ibadan". *The Counsellor*, 18(5), 378 -387.
- Morakingo, A. (2003) "Relative Efficiency of Systematic Desensitization, Self Statement Monitoring and Flooding on Subject Test Anxiety" PhD Dissertation, University of Ibadan, Nigeria.
- Obiamaka, V.O. (2004). "Problems Behaviour in Nigerian Secondary Schools". Nigeria Society for Education Psychologist (NISEP), 69-75.
- Obianwu, H. (2005). Emerging Serious Psychopathology Associated with the Abuse of Cannibis (Indian Hemp, Marijuana). *Tropical Journal of Pharmaceutical Research*, 4(1), 327-330.
- Odejide, A.O. (2000) "Research, Prevention and Treatment of Alcohol and Drug Abuse in Nigeria: Problem and Prospects". Paper presented at the 10th Anniversary Lecture of CRISA Jos.

- Okoye N.N. (2001). The Adolescents and Hard Drugs: A Psychological Concern in R.U.N Okonkwo and P.O. Okoye (eds). A Publication of the Nigerian Society for Education.
- Omage, E.I., (2005). The Incidence of Drug Abuse among Young Adults.
- Osikoya, K.A and Alli A, (2006). Perception of Drug Abuse among Nigerian Undergraduates. *World Journal of Medical Sciences* 1 (2).
- Philip A.A, Edna B, and Samson A.J. (2016). The Effects of Drug Abuse and Addiction on Academic Performance of Students in Federal Polytechnic Idah, Kogi State Nigeria, *International Journal of Democratic and Development Studies*, 2 (2) 13-22.
- Schemelleger, C. (2002). Effects of Substances and Drugs on Intellectualism. *Journal of Education*, 5(12), 21-27.
- United Nations Organization Drug Council (UNODC) (2005).
- Welch, R. (2007). "Classroom: Goals, Structure and Student Motivation" *Journal of Educational Psychology*, 8(3), 261-271.
- Yusuf, F.A (2010), Factors influencing substance abuse among undergraduate students in Nigeria. *African Journal Online*. 4 (4) 112-120. <http://dx.doi.org/10.4314/jt.v.33i4.12>