



INFLUENCE OF DRUG ABUSE ON STUDENTS' ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN EKITI STATE

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ABSTRACT

This study examined the impact of drug abuse on secondary school student's academic performance, specifically their level of success in external examinations and their attitudes toward learning. The study employed the descriptive survey design. The study was conducted on a sample of 225 secondary school students. Data was collected through a structured questionnaire. The chi-square (χ^2) test was used to analyze the data collected based on the two formulated hypotheses. Findings: The first hypothesis (H_0^1) sought to investigate the relationship between drug abuse and students' level of success in external examinations. The results showed that the calculated chi-square value (χ^2) of 14.46 was less than the critical/tabulated chi-square value of 15.507 at a 0.05 level of significance. This led to the acceptance of the null hypothesis, indicating that there is no statistically significant relationship between drug abuse and students' level of success in external examinations. The second hypothesis (H_0^2) examined the relationship between drug abuse and students' attitudes towards learning. The analysis revealed that the calculated chi-square value (χ^2) of 9.31 was also less than the critical/tabulated chi-square value of 15.507 at a 0.05 level of significance. Consequently, the null hypothesis was accepted, suggesting that there is no statistically significant relationship between drug abuse and students' attitudes towards learning. In conclusion, these findings suggest that while drug abuse can have negative consequences, it may not be the sole or primary factor influencing secondary school students' academic performance and learning attitudes. Policymakers and educators should consider a broader range of interventions that address the complex and interrelated factors contributing to students' academic success and learning engagement.

Keywords: Drug abuse, academic performance, learning attitudes, secondary school students

Introduction

Across the globe, drug abuse has recently become a social monster that has eaten deep into the fabric of several social strata in several countries. Issues involving drug abuse are distressing a rising number of people across all walks of life. Not only are adults involved, but also the youth and in

some cases children of both developed and developing countries. Drug abuse has grown to such a magnitude that it has become a threat to the health and welfare of many people not to mention the problems it creates for the national economy and lives (Hansen, 2000). Today, one of the major societal challenges is the constant drug



abuse problem that is currently wreaking havoc on the lives of the country's citizens, especially teenagers and youths. According to Ibrahim, Bakori, Abdul-Kabir, and Jabo (2019), drug abuse has become one of the world's most dreaded and pervasive monsters. The growing concern over the increasing use and abuse of drugs all over the world has been identified as one of the major problems at schools and negatively affects student's discipline and interest in learning.

Academic performance refers to the outcome of education, the degree to which a student, teacher, or institution has accomplished their educational goals. Although there is no general agreement on how it can be best tested, or the most important facet, academic performance is mostly measured by examination, continuous assessment, and individual intelligence ability regarding what was taught in class. Academic performance thus is vital to both immediate and future government planning and policies of the nation. However, the rising case of drug abuse among secondary school students has become a serious threat that is fighting the glorious foundation upon which education, which brings about the needed societal and economic development of a nation is laid. No doubt, the abuse of drugs among secondary school students in Nigeria has continued unabated, thereby creating serious societal problems for everyone as every member of the society is feeling the pains brought about by this great societal disgrace called drug abuse.

According to Atemi and Ondieki (2012), "drug abuse has its roots in the pre-teenage ears when most youths are in secondary schools, a stage most students find themselves in a challenging position as they strive to prepare themselves for the future,

and a stage much experimentation occurs. Several researches have been carried out on the influence of drug abuse on the academic performance of students and other variables, yet, a critical study and review of the available literature on the effect/influence of drug abuse on the academic performance of secondary school students shows that very little exist on literature on the influence of drug abuse on academic performance of secondary school students in Ekiti. Besides, the few available ones were done in other countries whose culture, child training methods, and dispositions toward life differ considerably from what is obtainable in Nigeria and Ekiti state in particular. To fill this gap in the literature, this study utilized an empirical approach to investigate the influence of drug abuse on the academic performance of secondary school students in Ekiti State.

Statement of the Problem

Issues of drug abuse have become a growing concern globally as well as in our contextual setting among youth in secondary schools. Some of the researchers have shown that the consumption of drugs by school-going youth not only decreases their academic performance but also lowers their Intelligence Quotient and makes them susceptible to crime. The rapid use and abuse of drugs have been attributed to peer pressure, family background, gender as well as age influences the use of drugs among secondary school students (Odejide, 1979; Obiamaka, 2004). In addition, drug abuse exposes them to health risks among other countless problems (Attah, Baba, and Audu, 2016). In connection to that, academic performance among secondary school students in most developing countries has also remained low for a



couple of years despite the efforts put by the government to discourage illegal use of drugs, still there is a great challenge among secondary school students. Hansen (2000) indicated that adolescent drug use relate to lower indices of extracurricular activity, academic aspirations, and attraction to school and academic performance of students. Students who abuse drugs are at greater risk for performing poorly in school. Parents and educators are therefore worried that the academic performance of their children and students may be negatively affected by the misuse of drugs. As a result of the effects of drug abuse, societies, governments, non-governmental organizations, and countries have put in place a lot of measures to curb it. Measures such as public education, ensuring strict parental control and supervision, and inclusion of drug abuse issues into the curriculum. Despite these laudable measures and efforts made by the government and other relevant authorities to curb this menace, the surge remained on the increase. It is against this background that this research has decided to investigate the impact of drug abuse on academic performance in secondary schools since most drug abuse victims are secondary school students. These generate concerns, especially, on the impact of drug abuse on secondary school students' academic performance. Therefore, there is a need to learn how abuse of drugs can influence the academic performance of secondary school students in Ekiti State. This issue is addressed in this study.

Objective of the Study

The main purpose of this study is to examine the impact of drug abuse on students' academic performance among secondary school students in the selected Local

Government in Ekiti state. The specific objectives are set to:

1. examine the relationship between drug abuse and students' success in examinations.
2. examine the significant relationship between drug abuse and students' attitude to learning

Research Hypotheses

H₀₁: There is no significant relationship between drug abuse and students' success in examinations.

H₀₂: There is no significant relationship between drug abuse and students' attitude to learning

Research Method

The study employed a descriptive survey research design. The study population consisted of all secondary school students in selected local government areas in Ekiti State. Two local government areas, Ido-Osi and Ado, were purposively selected due to the high reported incidence of drug abuse in those areas. From the population of 25 public secondary schools in the selected local government areas, a total of 225 students were included in the sample. The sample was drawn using a simple random sampling technique and comprised 118 male and 82 female students in Senior Secondary 2 (SS2). The instrument used for data collection was a questionnaire titled "Drug Abuse and Students' Academic Performance Questionnaire (DASAPQ)". The questionnaire had two sections - Section A collected demographic data such as age, gender and class, while Section B contained items related to variables influencing students' academic performance. Each respondent was required to answer 8 questions by selecting



from a 5-point Likert scale ranging from "Great Extent" (5 points) to "No Extent" (1 point). The validity of the instrument was established through peer review and acceptance by subject matter experts. The data collected was analyzed using chi-square statistical analysis, aided by the Statistical Package for Social Sciences (SPSS) version 22.

Presentation of Results

The result of the study is presented in the following tables:

Ho: There is no significant relationship between drug abuse and students' success in examinations.

To test this hypothesis, the chi-square (χ^2) test statistic was employed at a 0.05 level of significance.

Table: Drug abuse and student’s Success in Examinations

Options	14 -15 years Students	16 – 17 years Students	18 – 21 years Students	Total
Greater Extent	24(23.1)	30(24.8)	12 (18.2)	66
Considerable Extent	16 (19.6)	26 (21)	14 (15.4)	56
Moderate Extent	19 (16.8)	13 (18)	16 (13.2)	48
Slight Extent	6 (7)	4 (7.5)	10 (5.5)	20
No Extent at all	5 (3.5)	2 (3.8)	3 (2.8)	10
Total	70	75	55	200

Degree of response	Respondents (student group)	Fo	Fe	Fo -fe	(fo –fe) ²	(fp –fe) ² fe
Greater Extent	14 -15 years	24	23.1	0.9	0.81	0.0351
Greater Extent	16 -17 years	30	24.8	5.2	27.04	1.0903
Greater Extent	18 – 20 years	12	18.2	-6.2	38.44	2.1121
Considerable Extent	14 -15 years	16	19.6	-3.6	12.96	0.6612
Considerable Extent	16 -17 years	26	21	5	25	1.1905
Considerable Extent	18 -20 years	14	15.4	-1.4	1.96	0.1273
Moderate Extent	14 -15 years	19	16.8	2.2	4.84	0.2881
Moderate	16 -17 years	13	18	-5	25	1.3889
Moderate Extent	18 – 20 years	16	13.2	2.8	7.84	0.5939
Slight Extent	14 – 15 years	6	7	-1	1	0.1429
Slight Extent	16 -17 years	4	7.5	-3.5	12.25	1.6333
Slight Extent	18 – 20	10	5.5	4.5	20.25	3.6818
No extent	14 – 15 years	5	3.5	1.5	2.25	0.6429
No extent	16 – 17	2	3.8	-1.8	3.24	0.8526
No extent	18 and able	3	2.8	0.2	0.04	0.0143
		200	200	0		X ² =14.46

The results from Table 1 showed that the calculated chi-square value (χ^2) was 14.46, while the critical/tabulated chi-square value ($\chi^2_{0.05}$) was 15.507 with 8 degrees of freedom.

Since the calculated chi-square value (14.46) is less than the critical/tabulated chi-square value (15.507), we fail to reject the null hypothesis. This implies that there is no statistically significant relationship between drug abuse and students' success in examinations at the 0.05 level of



significance. In other words, drug abuse does not appear to have a significant influence on student's academic performance in examinations based on the data collected in this study. This finding implies that factors other than drug abuse may play a more important role in determining students' academic success in the selected secondary schools in Ekiti State. The lack of a significant relationship suggests that interventions targeting drug abuse alone may not be sufficient to improve students' examination

performance. A more comprehensive approach addressing other potential influences on academic achievement may be necessary. Overall, the results indicate that the null hypothesis cannot be rejected, meaning there is no strong evidence to conclude that drug abuse has a significant impact on students' success in examinations in the studied context.

Ho₂: There is no significant relationship between drug abuse and students' attitude to learning.

Table 2: Drug Abuse and Student's Attitude to Learning

Degree of Response	13–15 years students	16–17 years students	18–20 years students	Total
Greater Extent	32(273)	24(29.25)	22(21.45)	78
Considerable extent	16(19.95)	23(21.38)	18(15.68)	57
Moderate Extent	17(16.8)	20(18)	11(13.20)	48
Slight extent	4 (4.55)	6(4.88)	3(3.58)	13
No extent	1(0.14)	2(1.5)	1 (1.1)	
Total	70	75	55	200

Degree of response	Age range	Fo	Fe	Fo – fe	(fo –fe) ²	(fo – fe) ² /fe
Greater Extent	14-15 yrs	32	27.3	4.7	22.09	0.6903
Greater Extent	16- 17 yrs	24	29.25	-5.25	27.56	0.9423
Greater Extent	18- 20 yrs	22	21.45	0.55	0.30	0.0141
Considerable Extent	14- 15 yrs	16	19.95	-3.95	15.60	0.7821
Considerable Extent	16-17 yrs	23	21.38	1.62	2.64	0.1236
Considerable Extent	18- 20 yrs	18	15.68	2.32	5.38	0.3431
Moderate Extent	14- 15 yrs	17	16.8	0.2	0.04	0.0024
Moderate Extent	16-17 yrs	20	18	2	4	0.2222
Moderate Extent	18-20 yrs	11	13.2	-2.2	4.84	0.3667
Slight Extent	14-15 yrs	4	4.55	-0.55	0.30	0.0659
Slight Extent	16-17 yrs	6	4.88	1.12	1.25	0.2561
Slight Extent	18-17 yrs	3	3.58	-0.58	0.14	0.0391
No extent	14- 20 yrs	3	3.58	-0.58	0.14	0.0391
No extent	16 -17 yrs	2	1.5	0.5	0.25	0.1667
No extent	18- 20 yrs	1	1.1	-0.1	0.01	0.0090
						X ² = 9.31

The results showed that the calculated chi-square value (χ^2) was 9.31, while the critical/tabulated chi-square value ($\chi^2_{0.05}$) was 15.507 with 8 degrees of freedom. Since the calculated chi-square value (9.31)

is less than the critical/tabulated chi-square value (15.507), the decision is to accept the null hypothesis. This implies that there is no statistically significant relationship between drug abuse and students' attitude to



learning at the 0.05 level of significance. In other words, drug abuse does not appear to have a significant influence on students' attitudes toward learning in the selected secondary schools in Ekiti State.

This finding implies that factors other than drug abuse may play a more important role in determining students' attitudes and approaches to learning. The lack of a significant relationship suggests that interventions focused solely on addressing drug abuse may not be sufficient to positively impact students' attitudes toward learning. A more holistic approach addressing various factors that shape students' learning attitudes may be necessary. Overall, the results indicate that the null hypothesis cannot be rejected, meaning there is no strong evidence to conclude that drug abuse has a significant impact on students' attitudes toward learning in the studied context.

Discussion of Findings

The first hypothesis (H₀¹) sought to examine the impact of drug abuse on students' level of success in external examinations. It was hypothesized that there is no significant impact between drug abuse and students' level of success in external examinations.

This hypothesis (H₀¹) was tested using the Chi-Square (χ^2) statistical test at a 0.05 level of significance. The analysis showed that the calculated χ^2 value of 14.46 was less than the critical/tabulated χ^2 value of 15.507 with 8 degrees of freedom. Based on this finding, the null hypothesis of no significant relationship was accepted. This indicates that the study has demonstrated that there is no statistically significant relationship between drug abuse and

students' level of success in external examinations. This finding aligns with the assertions of Engberg and Morral (2001) and Akinalli and Abosi (1993), who state that substance use can impair cognitive development and reduce academic achievement and performance. The respondents may have recognized that heavy adolescent substance use can lead to problems with working memory and attention, which can decrease learning and result in examination failures (Babalola & Akintoke, 2020).

The implication of this finding is that drug abuse correlates negatively with students' success in external examinations. The lack of a significant relationship suggests that interventions targeting drug abuse alone may not be sufficient to improve students' academic performance, and a more comprehensive approach addressing other potential influences may be necessary. The second hypothesis (H₀²) sought to examine the relationship between drug abuse and students' attitudes towards learning. It was hypothesized that there is no significant relationship between drug abuse and students' attitudes to learning. This hypothesis (H₀²) was also tested using the Chi-Square (χ^2) statistical test. The analysis revealed that the calculated χ^2 value of 9.31 was less than the critical/tabulated χ^2 value of 15.507 with 8 degrees of freedom.

Consequently, the study accepted the null hypothesis, indicating that there is no statistically significant relationship between drug abuse and students' attitudes toward learning. This finding is consistent with the position of Blandford (1998), who maintains that drug abuse correlates significantly with poor learning attitudes, and the observations of Igeri, Effiong, and



Achigbe (2017), who note that drug abuse can have detrimental effects on students' cognitive abilities and undermine their academic progress. The implication of this finding is that drug abuse correlates negatively with students' attitudes toward learning. The lack of a significant relationship suggests that interventions focused solely on addressing drug abuse may not be sufficient to positively impact students' learning attitudes and a more holistic.

Conclusion

Based on the findings presented in the passage, the following conclusion can be drawn:

The study examined the impact of drug abuse on secondary school student's academic performance, specifically their level of success in external examinations and their attitudes toward learning. Two hypotheses were tested using the chi-square (χ^2) statistical analysis. The first hypothesis (H_0^1) sought to investigate the relationship between drug abuse and students' level of success in external examinations. The results showed that the calculated chi-square value (χ^2) of 14.46 was less than the critical/tabulated chi-square value of 15.507 at a 0.05 level of significance. This led to the acceptance of the null hypothesis, indicating that there is no statistically significant relationship between drug abuse and students' level of success in external examinations.

The second hypothesis (H_0^2) examined the relationship between drug abuse and students' attitudes towards learning. The analysis revealed that the calculated chi-square value (χ^2) of 9.31 was also less than the critical/tabulated chi-square value of 15.507 at a 0.05 level of significance. Consequently, the null hypothesis was

accepted, suggesting that there is no statistically significant relationship between drug abuse and students' attitudes towards learning.

These findings align with the assertions of previous researchers, such as Engberg and Morral (2001) and Akinalli and Abosi (1993), who have highlighted the potential negative impacts of substance use on cognitive development and academic achievement. The findings also resonate with the observations made by Blandford (1998) and Igiri, Effiong, and Achigbe (2017) regarding the detrimental effects of drug abuse on learning attitudes and cognitive abilities.

The implications of these findings are twofold. Firstly, the lack of a significant relationship between drug abuse and students' level of success in external examinations suggests that interventions targeting drug abuse alone may not be sufficient to improve academic performance. A more comprehensive approach addressing various factors that influence academic success would be necessary. Secondly, the absence of a significant relationship between drug abuse and students' attitudes toward learning implies that interventions focused solely on addressing drug abuse may not significantly improve learning attitudes. A more holistic approach addressing the multifaceted determinants of students' learning attitudes would be more appropriate.

In conclusion, the study's findings indicate that while drug abuse can have negative consequences, it may not be the sole or primary factor influencing secondary school students' academic performance and



learning attitudes. Policymakers and educators should consider a broader range of interventions that address the complex and interrelated factors contributing to students' academic success and learning engagement.

Recommendations

Based on the findings in this study, it can therefore be recommended that:

1. Students should cultivate an undaunted spirit in their learning process, as well as examine their academics and seek solutions from school counselors and psychologists
2. Teachers should understand that drug abuse hurts student's academic performance. As a result, should put more effort into dissuading students from drug use to help them in their personal development and academic achievements.
3. Parents should motivate their children give them positive direction about academics, and inspire them to develop self-discipline and balance state of mind. This will ultimately lead to improved academic performance of their children.
4. Guidance services should be provided by school counselors to develop confidence among students for better adjustment in the classroom, family, and society, and also to encourage them to remain concerned about their academic matters seriously instead of peddling and consumption of drugs for any reason rather than on doctor's prescription.

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