

**EFFECTS OF DRUGS ABUSE ON ACADEMIC ACHIEVEMENT OF  
BASIC SCIENCE STUDENTS IN COLLEGE OF EDUCATION  
AKAMKPA, CROSS RIVER STATE.**

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### **Abstract**

*This study investigates the effects of drugs abuse on Basic science students' academic achievement in Cross River State College of Education Akamkpa. Systematic random sampling was used to select 250 students from the main population. Two instruments were used to collect data for the study, that is the students drug abuse Questionnaire (SDAQ) and Basic science achievement test (BSAT). A pilot test was conducted with a reliability index of the Questionnaire and the achievement test as 0.75 and 0.81 using the Cronbach-Alpha and Kuder-Richardson (K-20) methods respectively. Three (3) hypotheses were formulated and analyzed using independent t-test. The findings showed that drugs have a significant effect on students' academic achievement and the peer groups have a greater influence on the intake of drugs among the students. It was recommended that there should be establishment of counseling centers for all levels of education in Nigeria.*

*Key words: Drug Abuse, Academic achievement, college of education*

### **INTRODUCTION**

Basic science is a standard subject of instruction at all levels of an educational system. It is a core science subject at junior secondary school certificate examination (JSSCE). As a subject discipline, it is quite popular at all levels of Nigeria education; it has a large students' enrolment than any other science subject especially at the upper basic level of the Nigeria education (Ofoegbu 2003). There are some factors that contributed to such high enrolment. Most importantly is the fact that it made compulsory for both science and non-science students at the junior secondary level of education.

However in spite of this popularity of the subject, there is a high rate of failure. Meanwhile many investigators have pondered out

some of the factors that have caused the high rate of failure in the subject such as interest of the students, lack of motivation, attitude towards the subject, lack of understanding of some concepts, practical experience etc. Nwagbo (2007), observed that most basic science teachers use all the Basic science period for theoretical aspect of the subject neglecting the weighty practical classes. Akubulo 2004 cited by Uzoechi (2009) stated that students are rarely taught Basic science practical. According to Ajala (2003) lack of basic science practical at the junior secondary level affects performance at the senior secondary as well as the tertiary levels. However this study is of a different view of the causes of low performance in Basic science. This study intends to look at the effect of drug abuse on students' academic achievement in Basic science.

Drug abuse according to Ajayi and Ayodele (2002) is the wrong use of inappropriate use of chemical substances that are capable of changing functions of cells in the body. Ajayi and Ekundayo (2010) also saw drug abuse as over dependence and misuse of one particular drug with or without a prior medical diagnosis, from qualified health practitioners identifying drugs like Indian hemp (marijuana,) tobacco, valium five ephedrine, heroine and Chinese capsules as commonly used by youths.

Okoye (2001) pointed out that drug is a substance that could bring about a change in the biological function through its chemical actions. It is considered as a substance that modifies perceptions, cognitive, mood behavior and general body functions (Balogun 2005). Sambo (2008) pointed it as the chronic use of substances which can cause serious and sometimes irreversible damage to adolescent's physical and psychological development.

Drug abuse is a major public problem all over the world (Unodc. 2005). The use and misuse of drugs by adolescents have become one

of the most disturbing health related events in Nigeria and other parts of the world (NDLEA 1997). The National Drug Law Enforcement Agency (NDLEA) has stated that substance abuse is a common practice among students in universities in Nigeria, (NDLEA, 2013).

Drug abuse has some detrimental effect on student's cognitive ability by decreasing their ability level. Drug abuse may shift individual's resources away from schooling. It also undermines student's progress by making them less likely to attend classes or keep up with their studies.

Psychologist argue that heavy drinking may lower individuals expectations about their academic performance

Deas etal (2000) this effect could be driven by shift in students peers when they engage in abusive alcohol consumption.

Some important children are likely to take their school working duties with their school working duties Bettinger etal (2007).

According to Abdu-Raheem (2013), in attempt to control sleep or energies themselves, most adolescents and young ones start experimenting with tobacco, alcohol, ephedrine and other caffeinated substances such as Nescafe and red bull. Adolescent's reasons for drug abuse by the youth are to reduce pains, anxiety and tension, ignorance and misinformation, parental background, urge to commit crimes peer group influence, isolation and loneliness (Ajayi and Ekundayo 2016). Akan (2003) stated that the motive behind drug abuse as peer pressure is to banish pain or discomfort, to attain euphoria fantasy or to escape from unpleasant reality out of curiosity, boredom, to alleviate fear, derive sexual and physical pleasure or family background.

Zullig, huebuer patton and Murray (2009) also reported that university students who in most cases witness dissatisfaction with life due to frustration and boredom, consume alcohol to fit in.

Rathod, as cited in Egbochuku, Aluede and Oizimeide (2009), Oshodi Ana and Onojole (2010) also confirmed that students use drugs to relief to stress and for self medication at night in order to study.

Olley (2008) discovered that the use of alcohol contributes 25% to the total explanatory power of sexual risky behaviors among adolescents which exposes them to higher risk of HIV/AIDS and other STD infections.

Science and nutrition (2009) also pointed out that excessive charity of Kola consumption of bland coffee and other substances to stay awake could lead to addiction and substance abuse. Substance abuse is injurious to youth academic achievement.

Most students who cannot do well in their academic work engage in hard drugs to pre-occupy them in school and also to reduce pressure around them. According to (Ogunsaki 2007) pointed out that drugs has causes mental derail, it decreases the male sex hormone known as testosterone and as well interfere with the menstrual cycle in women.

Osokoya and Ali (2006) review that Drug abuse amongst Nigerian undergraduate identified dependence and addiction as one of the major consequence of drug craving seeking behavior, are use that persist even in the face of negative consequences

College of Education Akamkpa has many reasons for abusing drugs and if there is any effect on it in academic achievement

## **STATEMENT OF THE PROBLEM**

Drug abuse has become a threat to the lives and success of the adolescence as well as the larger society. As a result of this, it has been of a serious concern to many parents, stakeholders and members of the public. This study is therefore aimed at investigating the effects of drug abuse on academic achievement of Basic science students in College of Education Akamkpa, Cross River State.

### **PURPOSE OF THE STUDY**

1. To examine whether drug abuse have any academic achievement among Basic science students in COE Akamkpa
2. To find out gender difference among adolescent Basic science students drug abuse
3. To determine whether peer group have any influence on drug abuse among Basic science students in COE- Akamkpa.

### **STATISTICAL HYPOTHESIS**

The following hypothesis was formulated to guide the study.

HO<sub>1</sub>: Students who abuse drugs do not significantly influence their academic achievement.

HO<sub>2</sub>: There is no significant influence among gender involvement in drug abuse and Basic science academic achievement.

HO<sub>3</sub>: There is no significant difference between peer group involvement in drug abuse and their academic achievement.

### **METHODOLOGY:**

The researcher adopted survey research design for the study. The population of the study comprises of 1820 Basic science students in Cross River State College of education Akamkpa. The systematic random sampling was used for the data collection of 500 Basic science students in the college. Two instruments were used for data collection; these are a questionnaire known as students Drug abuse questionnaire (DAQ) and Basic science achievement test (BSAT).

A pilot testing was done using (50) fifty Basic science students outside the study. The Cronbach-Alpha and Kuder-Richardson (K-20) methods were used to estimate the reliability index of the questionnaire and Basic science achievement test of 0.75 and 0.81 respectively, which met the criterion of stability. The instrument was administered to the testes with the help of the Basic science lecturers. The instructions of the instrument were emphasized before the commencement of the examination and on completion of the instrument the researcher collected back all the scripts on the spot. Independent t-test was used to analyze the three null hypotheses that were formulated for the study.

## RESULTS

HO<sub>1</sub>: Basic science students who abuse drug do not significantly influence their academic achievement.

**Table 1.T-test basic science students who abuse drug in Coe Akamkpa**

Variable	N	Mean	SD	tcal	tcr
Drug Abuse	125	2507	10.7		
	125	15.52	8.5	8.16	1.645

$t < 0.05$

From, table 1 above it shows that tcal(8.16) is greater than tcritical (0.83) of 0.05 Level of significant with a degree of freedom (df) of 218. This will hypothesis which states that there is no significant relationship between Basic science students who abuse drugs and their academic performance, the HO<sub>1</sub> is rejected it implies that there is a significant relationship between Basic science students who abuse drug and their academic achievement.

HO<sub>2</sub>: There is no significant difference among gender involvement in drug abuse and Basic science academic achievement

**Table (ii) T-test gender involvement in drug abuse and basic science academic achievement**

Variable	N	Mean	SD	tcal	Tcrt
Drug Abuse	125	28.26	12.53		
	125	16.31	17.25	9.25	1.615

$t < 0.05$

the table (ii) above shows that  $t(9.25)$  is greater than  $t_{cal}$  (1.16) at 0,05 level of significance with a degree of freedom (df) of null hypothesis that states that there is no significant difference among gender involvement in drug abuse and Basic science academic achievement is rejected. Therefore there is a significant relationship between gender difference involvement in drug abuse and Basic science students' academic achievement.

$H_{O3}$ : there is no significant difference between peer group involvement in drugs abuse and their academic achievement

**Table (iii) t-test Peer group involvement in drug abuse and basic science academic achievement.**

Variable	N	Mean	SD	Tcal	Tcrt
Peer group influence	125	20.10	2.03		
Non-peer group influence	125	15.25	0.55	2581	1.645

$t < 0.05$

Table (3) shows that  $t_{cal}(25.81)$  is greater than  $t_{crt}$  (1.615) at 95% confidence level. The Null hypothesis which states there is significant difference between peer groups involvement in drug abuse and their academic achievement is rejected.

This implies that there is significant relationship between peer group who is involved in drug abuse and their academic achievement.

## DISCUSSION

The study discovered that there is a significant relationship between basic science students who abuse drug and their academic

achievement in College of education Akamkpa because the Null hypothesis was rejected. The result in table 1 is similar to that of the Nigerian National drug law enforcement agency (NDLEA) 2013 that stated that substances abuse is a major result and is also in line with Abdu-Raheem (2013) who pointed out that in attempt to control sleep or energizes themselves, most adolescent and young ones start experimenting tobacco, alcohol ephedrine and other caffeinated substances such as Nescafe and red bull.

Adolescence reasons of taking drugs are to reduce pain, anxiety and tension, ignorance and misinformation. This study is also in line with the following researchers (Ajayi and Ekundayo 2010) Chikere and Mayowa (2011) who found that in a number of schools and colleges among students with many drinking habits having their first drink in family settings.

Table (II) shows a significant gender difference among basic science students who abuse drug as against their academic achievement. The differences are that the male adolescence drug abusers were affected more than their female counterpart. This is in support of Odejide (2000), Taylor (2003) Ojirinaka (2010) and Orija (2008) views. They pointed out that the desire to achieve a major factor is a response for drug among students.

For  $H_{O3}$ : which stated that there is no significant difference between peer group involvement in drug abuse and basic science achievement, it was reviewed that there is significant relationship between peer group involvement in drug abuse and their academic achievement. This confirms with Deas et al (2000) who points out that drinking may lower individual expectancy about their academic performance. This effect could be driven by shift in students peer when they engage in abusive alcohol consumption. This is also in line with Absul-Raheem (2013) and Alan (2003) that stated that the motivation behind drug abuse as peer pressure is to banish pain or discomfort to euphoria fantasy or to escape from unpleasant reality

out of curiosity, boredom to alleviate fear driven sexual and physical pressure of family background.

Odejide (2000) warned that drug abusers who exhibit symptoms of stress, anxiety, depression, behavior charges fatigue and loss or increase in appetite should be treated by medical experts and counselors to save them from deadly diseases. Adolescence who abuse drug typically do more poorly in academic achievement. Taylor (2003) on the other hand found that parental deprivation due to death, divorces or separation or discords has also been strongly associated with drug abuse. Odejide (1993), Igwe and Ginnaka (2010) also reported that the rate of psychiatric disorders are much higher among adolescents with current substance abuse and have been replicated in many studies. They concluded that substance abuse in adolescents seem to have a high prevalence of metal health symptoms compared to their peers who do not use substances.

### **SMMARY OF THE STUDY**

From the data collected using the questionnaire the following major points was found:

- Drug abuse has great effect on basic science student's academic achievement in COE Akamkpa
- Male students of Basic science abuse drugs and this has serious effect on their academic achievement more than their female counterpart.
- Peer group have significant influence on drugs intake among basic science students in COE Akamkpa.

### **CONCLUSION.**

The intake of hard drugs by basic science students in COE Akamkpa should be discourage, since drugs abuse among students have a greater effect on their academic achievement.

### **RECOMMENDATION**

Base on the findings of the study, the following recommendations are made:-

1. The national agency for food, drugs administration control (NAFDAC) should arrest the people selling Indian hemp and other hard drugs in the society and the culprits should be made to pay a fine that is commensurate with the offence committed or sentence to 5 years imprisonment with hard labour.
2. Establishment of counseling centre for drug abuse control in every school, college and university.
3. Provision of material and equipment to make teaching/learning interesting in order to reduce anti-social behaviors in school.

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