

## Influence of Drug Abuse on Academic Achievement of Exceptional Students in Bauchi Special Education Centres, Bauchi State, Nigeria

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### ABSTRACT

*This study examines the influence of drug abuse on the learning attitudes among exceptional students in Bauchi special education centres, Bauchi State. This study also discusses the factors responsible for drug abuse among the exceptional students in the Bauchi Special Education Centre, Bauchi State. Stratified random sampling was employed. Stratified random sampling was used to select nine (9) public senior secondary schools and a simple random technique was used to select twenty (20) students from each school, given the total of one hundred and eighty (180) students for this study. The instrument used was a structured questionnaire developed by the researcher based on the reviewed literature of the study. The instrument was given to three (3) experts one (1) in measurement and evaluation and two (2) experts in Guidance and Counselling for validation all from Bauchi special education centres. Mean and standard deviation were used to answer the research questions, The Pearson Product Moment Correlation Coefficient (PPMC) was used to correlate the two scores to establish the reliability index. The validated instrument was established at 0.08 using the Cronbach Alpha Coefficient. Based on these findings, the study concludes that drug abuse is a complex phenomenon in special education centres. The study found that the kind of drugs commonly used negatively influenced academic performance among students while counselling intervention positively influenced drug abuse among students in senior secondary school in Bauchi State. It was recommended among others that Most of the students suggested that instead of punishing those found with drugs in school, they should be counselled for a better habit.*

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### INTRODUCTION

The term drug is defined as any substance that when absorbed into a living organism may modify one or more of its physiological functions. The term is generally used as a substance taken for both therapeutic purposes and abused substances (Kwamanga, Odhiambo & Amukoye, 2013). Globally and even regionally, drug and substance abuse is an ever-expanding problem and is recognized as a threat with serious effects on people's health, security, and socio-economic and cultural welfare. In Nigeria, students have consistently shown that there is considerable prevalence of drug and substance use; with varying preference rates found for both overall

and specific drug abuse (Abdulkarim, Mokuolo, & Adeniyi, 2015).

Exceptional students are at a stage or period of adolescence. Adolescence is a period of transition from childhood to adulthood and this critical developmental period is marked by several physical, psychological and social changes. Adolescents are a segment of the population with an age range between 13-19 years. Most of the secondary school students in Nigeria are usually within the adolescent age range of 13-19 years (Olugbenga, Adebinipe & Abodurin, 2019). Adolescence is a time of experimentation, exploration, curiosity and identity search. Part of such a quest involves some risk-taking, including the use and abuse of psychoactive substances, which are the

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drugs that exert their major effects on the brain resulting in sedation, stimulation or change in mood of an individual. Adolescents are faced with the huge task of establishing a sense of identity. The new cognitive skills of maturing adolescents give them the ability to reflect on who they are and what makes them unique. All of the developmental changes that adolescents experience prepare them to experiment with new behaviours. This experimentation results in risk-taking, which is a normal part of adolescent development (Sue, Sue & Sue, 2009). Engaging in risk-taking behaviour helps adolescents shape their identities, try out their new decision-making skills and gain peer acceptance and respect (Ponyon, 2019). Some of the risks that adolescents pursue may pose a real threat to their health and well-being these could include; excessive alcohol consumption and drug abuse. Haladu (2013) describes drug abuse as excessive and persistent self-administration of a drug without regard to medically or culturally acceptable patterns. Odejide (2010) posited that, a drug is said to be abused when its use is not pharmacologically necessary especially when it is used in face of legal prohibition or when socially acceptable beverage is used excessively.

Drug abuse may lead to organized crimes and disruption of normal academic programmes. Sambo (2018) viewed that chronic use of substances can cause serious and sometimes irreversible damage to adolescent's physical and psychological development. The alarming evidence in the prevalence of drug abuse, the effects and consequences of substance abuse among students has called for concern and challenge to all helping professions to mount strategies of equipping youths with skills of living devoid of substance abuse. In Nigeria today, the consequences of substance abuse are diverse, including acute and chronic health, social as well as psychological problem. There is disruption of interpersonal relationships particularly within the family, marginalization, criminal behavior, school failure, vocational problems and failure to achieve normal adolescent milestones, yet these adolescents are expected to be the leaders of the country in the future when they do not even have any focus for the future. Drugs alter the normal biological and psychological functioning of the body,

especially the central nervous system (Melis, Spigga, & Marco, 2015).

The majority of the Nigerian youths ignorantly depend on one form of drug or the other (such as Tobacco, Indian hemp, Cocaine, Morphine, Heroine, Alcohol, Ephedrine, Madras, Caffeine, Glue, Barbiturates & Amphetamines) for their various daily activities (Oshikoya & Alli, 2016). Maithya (2019) revealed that the common reasons for drug abuse among secondary school students in Nigeria are mostly curiosity and acceptance by friends (peer pressure). Kiru (2014) posited that peer pressure was responsible for youths' consumption of drugs to stimulate appetite for food.

Ndom & Adelokun (2016) argued that male children from unstable family were associated with a high risk of substance abuse, this argument is supported by clinical findings by Nkyi (2015) indicated that cannabis abusers are mostly young Nigerian men, including students, who have been deprived of parental supervision and warmth from infancy. Awoyinfa (2012) argued that the very high rate of alcohol use and abuse among students in secondary and tertiary institutions in Nigeria began from their childhood or early adolescence. Drug abuse has made students less serious and concern about their academics as they stay away from classes and lessons. Drug abuse debilitates the strength and will power of the students to study their books and engage in other academic activities, which could lead to their poor academic performance. Today, more Nigerian youths are becoming drug dependents, while Nigeria gradually transits from the status of a drug-consuming nation to that of a drug-producing one (Staff, 2012).

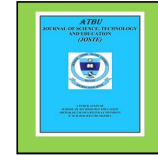
Other substances like Indian hemp, which is frequently produced in Nigeria and other substances like Methamphetamine and tablet with Codeine capable of Intoxicating are mostly found in schools (Staff, 2012). At times youth, including students, who hawk for their parents, are themselves exposed to substance abuse. Some youths will experiment and stop, or continue to use occasionally without significant problems. Others will develop addiction, moving on to more dangerous drugs and causing significant harm to themselves and the society at large (Pela, 2019). Despite the effort of many concerned bodies to curb this

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menace, many organizations and individuals still present these drugs as though they are harmless which often lure irrational youths into drugs and alcoholism. Drug use amongst young people should be a matter of concern to all Nigerians especially the government, school heads, the leaders of various religious groups and other Non-Governmental Organizations (NGOs).

By learning to recognize the warning signs that make students more vulnerable to substance abuse, counsellor can learn positive ways to intervene and create proactive programmes. According to an article sponsored by the American Counselling Association (ACA), the following factors can increase the risk of substance abuse among students: low household income, limited parental education, low socio-economic status, residing in an urban environment, exposure to drug use through peers and family, family history of certain mental health diagnosis. When the counsellor is aware of these risk factors, more effort can be put towards substance abuse prevention. When substance abuse counsellor do this, he/she can elicit positive changes among his students. Different ways to utilize substance abuse counselling are: school counselor as an agent to change, role of substance abuse counselling in schools, improving protective factors, implementing preventive programmes.

Academic performance is determined by the students' performance during classroom, activities, assignment, presentation and examination. This can be evaluated through the semester or section. Academic performance is the educational aim that is achieved by a student, teacher or institution over a specific time. The academic performance of student heavily depends upon the parental involvement in their academic activities to attend the higher level of quality in academic success. This study therefore aimed at establishing the Influence of Drug Abuse on School Students' Academic Performance in Bauchi special centre, Bauchi State, Nigeria.

Drug abuse has made students less serious and lack concentration on their academics as they stay away from classes and lessons. Drug abuse causes misbehavior and criminality in the school environment such as disrespect to teachers, rape, extortion and stealing, cultism, brutality and other social vices.

All these are aimed at disrupting school activities. Students who abused drugs to gain academic success never realized this impact, and at the end, result is to become drug addicts or barons instead of academicians, they are defeating the goals of education.

Umar, Isma'il and Muktar (2016) reported that abuse of illicit drugs in Bauchi State are more common among teenage age group of between 15-20 years, particularly senior secondary school students, therefore, substance use and abuse has been found to start as early as when students are in secondary school. A report by NAFDAC (2018), also noted that, the abuse of licit and illicit drugs is becoming increasingly popular among secondary school students in recent years. This development is a serious concern for Nigerian society in general and Bauchi State in particular, therefore immediate attention is required. The consequences of drug abuse are fatal and quite a number of students have died from drug over dose in Bauchi State (Umar, *et-al*, 2016).

The secondary school students withdraw from their lessons and classes to a hide-out and other isolated areas to take drugs at the expense of their education. It is very clear that drugs can influence the student concentration and his interest in the school extra-curricular activities which leads to increase in absenteeism and finally drop-outs or failure to pass their senior secondary certificate examination all as a result of change in their attitude. Thus, this study seeks to find the Influence of Drug Abuse on Senior Secondary School Students' Academic Performance in Bauchi State, Nigeria.

### **Objectives of the Study**

The main purpose of this study was to determine the Influence of Drug Abuse on Senior Secondary School Students' Academic Performance in Bauchi State, Nigeria. Specifically, the objectives were as follows;

1. To identify the factors responsible for drug abuse among senior secondary school student' Academic Performance in Bauchi special education centres.
2. To identify the kind of drugs that are commonly abused by senior secondary school student' Academic Performance in Bauchi special education centres

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3. To determine how drug abuse influence senior secondary school student' Academic Performance in Bauchi special education centres.
4. To identify counselling intervention that may help to minimize drug abuse in senior secondary school in Bauchi special education centres.

### Research Questions

The study sought answers to the following research questions: -

1. What are the factors responsible for drugs abuse among senior secondary school students' in Bauchi special education centres?
2. What kind of drugs are commonly abused by the senior secondary school students' in Bauchi special education centres?
3. How does the drug abuse influence senior secondary school students' Academic Performance in Bauchi special education centres?
4. What are the counselling interventions that may help to minimize drug abuse in senior secondary schools in Bauchi special education centres?

### RESEARCH METHODOLOGY

The research design used for this study was descriptive survey design. Descriptive survey research was used to produce statistical information about the influence of drugs on learning attitudes among students. The area of the study is Bauchi State. The population of this study covered one hundred and eighty (180) students from nine (9) selected public senior secondary schools in Bauchi State. Stratified random sampling techniques was used to select nine (9) public senior secondary schools within Bauchi State. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling or stratification,

the strata are formed based on members' shared attributes or characteristics. The instrument used for data collection was structured questionnaire developed by the researcher based on the reviewed literature of the study.

The validation of the instrument was assessed by three (3) experts in the field of Measurement and Evaluation and Guidance and Counselling. Reliability according to Sambo (2005), is the degree to which a test measures what is supposed to measure consistently. Therefore, an instrument is reliable when it can measure a variable accurately and constantly and obtain the same result under the same conditions of a period of time. The Pearson Product Moment Correlation coefficient (PPMC) was used to correlate the two scores in order to establish the reliability index. The validated instrument was established by Cronbach Alpha Coefficient. The data collected were analyzed using descriptive statistical tools of frequency, counts, mean, percentages as well as standard deviation. The justification for using regression analysis is to describe relationship between a set of independent variables and the dependent variables. Regression analysis produce a regression equation where the co-efficient represent the relationship between each independent variables and the dependent variables.

### RESULTS

The results of this study were presented in Tables based on the research questions in order to determine the influence of drug abuse on learning attitudes among senior secondary school students in Bauchi special education centres.

**Research Question One:** What are the factors responsible for drug abuse among senior secondary school's students in Bauchi special education centres?

**Table 1:** Mean and Standard Deviation of Factors Responsible for Drug Abuse among Senior Secondary Schools Student

| Variable               | N   | Mean  | Std. Deviation |
|------------------------|-----|-------|----------------|
| Factors for Drug Abuse | 180 | 61.89 | 10.769         |
| Academic Performance   | 180 | 72.11 | 13.782         |

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From Table above, group 1 factors responsible for drug abuse has a mean score of 61.89 compared to group 2 academic performance with a mean score of 72.11 with a difference of 10.222.

**Research Question Two:** What kind of drugs are commonly abused by the students in senior secondary schools in Bauchi special education centres?

**Table 2:** Mean and Standard Deviation of Drugs Commonly Abused by Students in Senior Secondary School

| Variable             | N   | Mean  | Std. Deviation |
|----------------------|-----|-------|----------------|
| Drug Commonly Abused | 180 | 61.06 | 9.439          |
| Students Attitude    | 180 | 72.11 | 13.782         |

From Table above, group 1 drugs commonly abuse has a mean score of 61.06 compared to group 2 students' attitude with a mean score of 72.11 with a difference of 11.056.

**Research Question Three:** How does the drug abuse influence students' attitude towards learning in senior secondary schools in Bauchi special education centres?

**Table 3:** Mean and Standard Deviation of Drug Abuse Influence Students Attitude Towards Learning in Bauchi special education centres

| Variable             | N   | Mean  | Std. Deviation |
|----------------------|-----|-------|----------------|
| Drug Influence       | 180 | 60.17 | 8.731          |
| Learning Performance | 180 | 72.11 | 13.782         |

From Table above, group 1 drug influence has a mean score of 60.17 compare to group 2 learning performance with a mean score of 72.11 with a difference of 11.944.

**Research Question Four:** What are the counselling interventions that may help to minimize drug abuse among the students in senior secondary schools in Bauchi special education centres?

**Table 4:** Mean and Standard Deviation of Counselling Interventions that Minimize Drug Abuse among the Students in Bauchi special education centres.

| Variable                 | N   | Mean  | Std. Deviation |
|--------------------------|-----|-------|----------------|
| Counselling Intervention | 180 | 60.17 | 10.209         |
| Drug Abuse               | 180 | 57.83 | 8.731          |

**Source:** Field work 2023

From Table above, group 1 counselling intervention has a mean score of

60.17 compared to group 2 drug abuse with a mean score of 57.83 with a difference of -2.333.

**Table 5:** Independent Samples Test of Drug Influence and Learning Performance among the Student in Senior Secondary School

| Variable             | N   | Mean  | SD     | df  | t-value | p-value | Decision |
|----------------------|-----|-------|--------|-----|---------|---------|----------|
| Drug Influence       | 180 | 60.17 | 8.731  | 358 | 9.823   | .000    | Rejected |
| Learning Performance | 180 | 72.11 | 13.782 |     |         |         |          |

The results in Table ten showed that p-value (.000) is less than the significant value (0.05) level of significant. This signifies that the hypothesis is rejected. Therefore, it means the hypothesis that says there is no significant difference between drug influence and learning

performance was rejected and alternative was accepted.

**FINDINGS OF THE STUDY**

Based on the results of the data presented, the following findings of the study revealed that:

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1. The respondents agreed that, the factors responsible for drug abuse influenced academic performance among students in senior secondary school in Bauchi State.
2. The respondents believed that, kind of drugs commonly abuse influenced students' attitude in senior secondary schools in Bauchi State.
3. The respondents agreed that, drugs influenced learning performance among students in senior secondary schools in Bauchi State.
4. The respondents agreed that, counselling intervention influenced drug abuse among students in senior secondary school in Bauchi State.

### DISCUSSION OF FINDINGS

On the findings of the study, it revealed that drug abuse is related to students' learning attitudes. It indicates that drug abuse influences students' learning. This study occurs with the findings of Ngesu (2018) who reported that drug abuse emerged as the underlying causal agent of students' learning among students in secondary schools. One of these explanations is that, starting to abuse a drug may lead to affiliation with more drug abusing peers which, in turn, exposes the individual to other drugs. Association with drug abusing peers is often the most immediate risk for exposing students to drug abuse and delinquent behaviour. Individuals associate with peers who share social definitions favorable to the performance of certain activities the individuals are likely to engage in.

Drug and substance abusers like other non-users will always want to seek approval from their peers. Peer pressure accounts for 21% to 42% influence in all types influence in all types of drugs and substances consumed. Studies have shown that children with poor academic performance and inappropriate social behaviour at ages 7 to 9 are more likely to be involved with substance abuse by age 14 or 15 years (Sadock and Sadock, 2013). Based on the findings of the study, it revealed that drugs-related abuse addicted by students in secondary schools caused dilemma among students in secondary schools. The findings sought to examine "teachers and head" perceptions on the drugs related abuses among students in secondary schools. The findings

indicate a need for communal support systems to be encourage to assist struggling families who can afford to reduce the menace among their children. School administrative practices should be addressed to afford students opportunities to attend school academic activities effectively until they meaningful complete their studies (Odejide, 2017).

Drug abuse is a major public health problem all over the world (UNODC, 2005). The used and abuse of drugs by students have become one of the most disturbing health related phenomena in Nigeria and other parts of the world (NDLEA, 2017). Several secondary school students experience mental health problem, either temporarily or for a long period of time. Some become insane, maladjusted to school situations and eventually drop out of school. NAFDAC (2004) as cited by Haladu (2013) explained the term "drug abuse" as excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interferes with the health and social function of an individual. Odejide (2010) warned that drug abusers who exhibit symptoms of stress, anxiety, depression, behavior changes, fatigue and loss or increase in appetite should be treated by medical experts and counselors to save them from deadly diseases.

### CONCLUSION

Base on the findings of the study, the study concluded that,

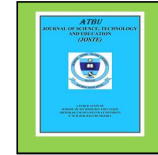
1. Curiosity to experiment the unknown facts about drugs motivate students into drug abuse. Thus, peer group influence students into drug abuse. For instance, students with personality problems arising from social conditions have been found to drug abuse. While in schools, mass media becomes powerful instrumental agent that contributes to teenager's drug abuse.
2. That, sedatives relieve stress and anxiety usually ease tension and caused users to forget their problem. Hence, hallucinogens alter the sensory processing unit in the brain and stimulants served directory act and stimulates the central nervous system of users. In addition, narcotics relieve pains, induce sleeping and are addictive. As marijuana

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is known to calm users down and control their mood so as alcohol helps to reduce the risk of cold for the users.

3. That, students withdraw from classes and lessons to a hideout and other isolated area to take drugs at the expense of their academics. Thus, drug abuse reinforced students to experience mental health problem in either short or long period of time. As a result, some students maladjusted to school situations and eventually drop out of school totally and made students less serious and concentrated about their academic as they stay away from classes and lessons. Drug abuse has negative effects on the memory and cognitive capacity of the students. The consequences of drug abuse are fatal and a quite number of students have died from drug over dose.
4. That, the counsellor is ought to educate clients with drug abuse issue and act as an agent of change to increase the protective factors that make substance abuse less likely among students in Bauchi Special Education Centres.

### RECOMMENDATIONS

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

1. Students should be counselled out of the bad the habits instead of just punishing those found with drugs in school through Aggressive and regular drug awareness campaigns should also be held in schools.
2. Peer education should also be introduced in all schools and the students to be equipped with knowledge and skills on how to deal with drug issue through Vigorous and aggressive drug awareness campaigns.
3. Parents need to be encouraged to play a greater role in their children upbringing and to avail time to foster good child/parent relationships by giving them a hearing to discuss issues that affect them, and proper guidance which includes the kind of friends to have and media to watch and giving them money that is just enough for their basic needs.

4. Parents and guardians also should ensure that they are close to their children as much as possible and notify school staff of behaviour change in these children and to inform school of the health issues and any other matter of relevance.
5. Community and other stakeholders in education where students lives should be involved.
6. The government too should give support by first and foremost declaring drug and substance abuse, illegal business that needs to be urgently addressed with strict penalties for those involved in the abuse.

School counselor should allow better interaction between himself and students and allow them to ask questions and received answers that should correct rumors, myths and misconception. Guidance and counselling services should be effective in dealing with drug abuse in the school. When the school counselor received substance abuse education, it will enable him to provide services to students. It is hoped that these recommendations would go a long way in eradicating the drugs and substance abuse problem before it gets out of hand

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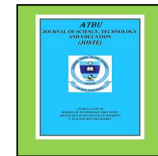
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