**SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENT OF ALEX EKWUEME FEDERAL UNIVERSITY**

**ABSTRACT**

The present investigation was conducted with the primary objective of evaluating the correlation between substance abuse and academic achievement among the undergraduate student body at Alex Ekwueme Federal University. This particular study sought to evaluate the impact of substance abuse on the dynamic between students and their educators. The study sought to investigate the impact of Substance Abuse on Student Study Habits and explore the prevalence of Substance Abuse in relation to Student Class Participation. The study effectively utilised a survey research design, with a commendable participation rate of 216 respondents. The empirical evidence derived from this study has brought to light the deleterious consequences that ensue from the engagement in substance abuse by students, particularly in relation to the intricate interplay between students and teachers. Moreover, the indulgence in substance abuse significantly hampers the cognitive faculties of students, leading to a detrimental impact on their academic pursuits and fostering an adverse influence on their active participation within the educational environment. This study proposes the implementation of educational initiatives aimed at raising awareness about the adverse effects of drug abuse, alongside the enforcement of stringent regulations to curb illicit drug consumption. These measures are suggested as potential strategies to effectively address the issue of drug abuse among the student population of Alex Ekwueme Federal University.

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**CHAPTER ONE**

**INTRODUCTION**

* 1. **Background of the Study**

The prevalence of illicit substance abuse among students in Nigerian tertiary institutions has become a source of profound embarrassment for parents, educational institutions, government officials, and society as a whole. The persistent misuse of drugs among students might lead to psycho-social issues within society. It is desirable that this abhorrent activity and its related issues do not result in the proliferation of a mentally disturbed cohort of young individuals. This fear is not hypothetical because to the prevalent and widespread drug issues in numerous Nigerian educational institutions.

Regrettably, certain risks undertaken by students may indeed present a genuine danger to their physical and mental welfare. These factors encompass pregnancy, tobacco smoking, heavy alcohol use, and substance abuse. Odejide (2020) argued that drug abuse refers to the non-therapeutic use of a substance, particularly when it is utilised in violation of legal restrictions or when a socially acceptable substance is consumed excessively. According to Sambo (2018), prolonged substance abuse can lead to significant and potentially permanent harm to the physical and psychological growth of adolescents. A drug is defined as a material that can induce a modification in biological function through its chemical effects (Okoye, 2001). Additionally, it is regarded as a chemical that alters perceptions, cognition, mood, behaviour, and overall bodily functioning (Balogun, 2016). Therefore, these substances can be regarded as chemical agents that alter the properties of living tissues, resulting in psychological and behavioural alterations (Nnachi, 2017). Drug misuse is a significant global public health issue (UNODC, 2005). The prevalence of drug consumption and misuse among adolescents has emerged as a very concerning health issue in Nigeria and other global regions (NDLEA, 2017). Numerous students encounter mental health issues, either transiently or chronically. Some individuals may develop mental instability, experience difficulty adapting to school environments, and ultimately discontinue their education.

According to Haladu (2003), NAFDAC (2014) defines drug abuse as the excessive and chronic self-administration of a drug, disregarding medically or culturally approved norms. It can also be seen as the consumption of a substance to the point that it negatively impacts an individual's physical and social well-being. Odejide (2020) cautioned that those who misuse drugs and display indications of stress, worry, depression, alterations in behaviour, weariness, and fluctuations in appetite should seek treatment from medical professionals and counsellors in order to protect them from life-threatening illnesses.

The concerning evidence on the widespread occurrence of drug misuse, as well as the impact and repercussions of substance abuse among students, has prompted a call for action and a challenge to all professions involved in assisting individuals. This appeal urges the development of initiatives aimed at equipping young people with the necessary skills to live a life free from substance abuse. In Ikwo Ebonyi State, substance use has a wide range of repercussions, encompassing both immediate and long-term health issues, social challenges, and psychiatric disorders. Interpersonal relationships, especially within the family, are severely disrupted. This leads to marginalisation, criminal behaviour, academic failure, vocational difficulties, and an inability to reach typical student milestones. It is concerning that these students, who lack any sense of future direction, are expected to become future leaders of the country.

A series of studies conducted by Omage and Oshiloya (2016), Nwagwu (2019), Fayombo (2020), and Obianwu (2015) among college students in Benin City revealed that individuals of questionable moral character in the community engage in the misuse of cannabis and stimulant substances like amphetamines. It is widely agreed that young people are significantly engaged in substance misuse. The issue of drug misuse has become a significant worry for both the Nigerian population and the Federal Government. In response, an Agency has been established to address this social problem and aims to minimise or completely eliminate the spread of drug abuse. According to the Nigerian National Drug Law Enforcement Agency (NDLEA), substance misuse is a significant issue at educational institutions, including schools, colleges, and universities, in Nigeria (NDLEA, 2013). A significant portion of these pupils' behaviours are closely linked to the peer culture, as they acquire knowledge and mimic the peers they hold in high regard.

The desire to be appealing to others holds great significance among students, and it plays a crucial role in the emergence of eating disorders, alcohol consumption, tobacco and drug use, tanning, engaging in unsafe sexual practices, and susceptibility to injuries, among other behaviours. Students who frequently engage in risky activity generally exhibit elevated levels of parental conflict and low self-regulation, indicating that they resort to such behaviour as a means of coping with a difficult lifestyle. Substance-abusing students generally exhibit lower academic performance. Parents and friends exert an influence on students' drinking habits by shaping their attitudes towards alcohol and serving as role models (Taylor, 2003). Conversely, the absence of parental care resulting from deaths, divorces, separation, or conflict has been highly linked to drug misuse (Odejide, 2017). Alcohol and drug consumption can negatively impact pupils' cognitive capacities, such as reducing their capacity to concentrate. Regarding indirect routes, it is possible that drug and alcohol use can divert individuals' resources away from education.

Moreover, it has the potential to hinder students' academic advancement by diminishing their motivation to attend courses or maintain their study habits. Psychologists contend that excessive alcohol consumption can diminish individuals' expectations regarding their scholastic achievements (Deas et al., 2020). This phenomenon may be attributed to a change in the social circle of students when they partake in excessive alcohol drinking. Students rely impolitely on many forms of drugs to support their daily activities, including social, educational, political, and moral pursuits. Examples of such substances include tobacco, cannabis, cocaine, morphine, heroin, alcohol, ephedrine, caffeine, glue, barbiturates, and others. Oshikoya and Alli (2016) conducted research on the perception of drug abuse among Nigerian undergraduates. They found that dependence and addiction are significant outcomes of drug abuse. These conditions are marked by an intense desire for drugs and a persistent pattern of drug use, even when faced with negative consequences. These modifications are counterproductive and unsuitable for the social or environmental context, potentially endangering the individual. Students engage in drug experimentation for various reasons, such as curiosity, seeking pleasure, stress reduction, or a desire to experience a sense of maturity. Early initiation of alcohol and tobacco consumption heightens the likelihood of subsequent drug use.

According to data from the World Health Organisation (WHO) and the World Heart Foundation, it is estimated that 22.1% of students in Nigeria, aged 19 to 25, engage in tobacco smoking. Presently, an increasing number of Nigerian young people are developing a dependency on drugs, as Nigeria is gradually shifting from being a nation that mostly consumes drugs to one that produces drugs. Adolescents from affluent backgrounds are increasingly associating themselves with individuals who engage in the consumption of drugs such as heroin and cocaine. Additional narcotics such as Indian hemp, commonly cultivated in Nigeria, as well as Methamphetamine and codeine tablets, which have intoxicating effects, are predominantly discovered within school environments (Staff, 2012). The use of illicit drugs has a detrimental impact on the academic performance of adolescent students. Currently, it is estimated that there are approximately 1.5 million adolescent student drug users in Nigerian higher institutions. Both academic institutions and students in Nigeria are susceptible to many challenges and issues, as stated by Alabi (2012). Certain adolescents engage in the consumption of illicit substances in order to alleviate the everyday stressors they encounter. It represents a kind of protest against established regulations and a means to delve into one's fundamental nature (Omage, 2015). The apprehension by law enforcement agencies, including the police and NDLEA, and subsequent media coverage have shown a rising trend in the consumption of illegal narcotics. This study investigates the correlation between substance misuse and academic achievement among undergraduate students at Alex Ekwueme Federal University.

**1.2 Problem Statement**

Despite the extensive efforts made by the Government, religious organisations, non-state actors, and other stakeholders to address the issue of drug and substance abuse, particularly among young people, the number of school-going youth falling into drug abuse appears to be increasing on a daily basis. The government has prioritised education as a key component of the social pillar in its ambition for Nigeria to become a middle-income country by 2030. In order to demonstrate its dedication, the government has significantly subsidised secondary school education, resulting in increased accessibility and retention rates within the education system. However, these intervention techniques have imposed significant financial burdens on taxpayers, including the opportunity cost. The problem of drug and substance misuse poses a significant threat to the progress made in education by demotivating students and ultimately harming the potential of these school-going children, who are crucial for the government's efforts to advance the economy. In order for the significant investment in education to yield results, it is imperative that the issue of drugs and substance misuse is addressed with the appropriate level of urgency and importance. The study has noted that certain undergraduates at Alex Ekwueme Federal University encounter internal inefficiencies inside the school system, including a decline in academic performance, disinterest in learning activities, and future school dropouts, as evidenced in the study's backdrop. The absence of any recent research conducted at Alex Ekwueme Federal University that specifically investigates the issue of drug abuse provides a rationale for this present study, which aims to determine the impact of drug and substance abuse on student engagement in learning at Alex Ekwueme Federal University.

**1.3 Study Objectives**

1. To Determine the Effects of Substance Abuse on Students-Teacher Relationship
2. To Explore The Effects of Substance Abuse on Student Study Habits
3. To Determine The Prevalence of Substance Abuse on Student Class Participation
4. To Proffer Solutions to the Problem of Substance Abuse Among Undergraduates of Alex Ekwueme Federal University Ndufu Alike Ikwo Ebonyi State.

**1.4 Significance of the Study**

The findings derived from this study will be valuable to families, students, academics, educational administrators, and the government. The study's conclusion highlights the impact of alcohol consumption on students' academic performance. It also serves as a foundation for future research on the effects of alcohol consumption on variables beyond academic performance. Additionally, it raises awareness about the health risks associated with alcohol consumption among students and provides support for parents in educating their children about the negative consequences of alcohol consumption. Finally, the findings of this study provide school authorities and other regulatory agencies with the authority to enact legislation against substance misuse within educational institutions.

**1.5 Study Questions**

1. What is the Effects of Substance Abuse on Students-Teacher Relationship?
2. How does Substance Abuse affects Student Study Habits?
3. What is the Prevalence of Substance Abuse on Student Class Participation?
4. What strategies can be deployed to mitigate Substance Abuse Among Undergraduates of Alex Ekwueme Federal University Ndufu Alike Ikwo Ebonyi State?

**1.6 Hypotheses**

**H01:** Substance abuse do not disrupt students-teacher relationship.

**Ha1:** Substance abuse disrupts students-teacher relationship.

**H02:** Substance abuse do not have a negative effect on student study habits.

**Ha2:** Substance abuse has a negative effect on student study habits.

**H03:** Substance abuse do not influence students class participation.

**Ha3:** Substance abuse influences students class participation.

**1.6 Scope And Limitation of the Study**

The study could not be conducted at all schools in Ikwo, Ebonyi State due to funding restrictions, time limits, and logistical limitations. Once more, the study only focused on undergraduate students and teachers. Consequently, the study did not involve other stakeholders such as parents and community leaders.

**1.7 Definition of Terms**

Addiction- Having a physical and /or psychological dependence on a substance.

Drug abuse- Drug abuse is the non- medical use of drugs that destroys health and productive life of an individual.

Drug dependency- A physical and or a psychological need for a mood-altering substance.

Drug- Is any substance that, when absorbed in to the body of a living organism, alters normal bodily function.

Hypnos datives- These are drugs that depress brain function. They have

quietening and tranquilizing and hypnotic (sleep) effects e.g. benzodiazepines.

Kuber- Kuber is a substance made from leftovers from cigarettes manufacturing in India. It is packed in colourful sachets. It contains 40% nicotine, a highly addictive substance.

Motivation in learning – This is taken to mean interest in the pursuit of learning activities in school as portrayed by parameters like academic achievements, school attendance, participation in co-curricular activities, discipline, absenteeism and conflict with teachers.

Narcotics-These are drugs from the opiate family such as, Bhang, Cocaine and Heroin.

**CHAPTER TWO**

**REVIEW OF RELATED AND RELEVANT LITERATURE**

**2.1 Introduction**

This chapter covered a review of literature related to the study. The chapter covered the following: Family background and drug abuse, peer pressure and drug abuse, availability of drugs and drug abuse, school environment and drug abuse, socio-economic background and drug abuse, age and drug abuse, category of school and drug abuse and the effects of drug abuse on participation in learning among secondary school students.

**2.2 Family Background and Drug Abuse**

The parents, in particular, serve as the fundamental agents of socialisation for the child. Muthigani (2015) suggests that children acquire their initial set of behavioural norms via the guidance of parents and other adult figures in their lives. She contends that when a child perceives a discrepancy between the teachings and actions of their parents, it generates uncertainty that persists throughout adolescence, leading to the development of aberrant behaviour. Eggert (2001) links delinquency, such as alcohol and marijuana misuse, to lenient, inconsistent, or abusive parental discipline. According to Ndetei (2014), the family structure of a child has an impact on their behaviour. If a child is born to a drug addict, there is a probability of inheriting the same addictive tendencies. He additionally observes that this is the reason behind the elevated prevalence of drug usage in the coastal region of Kenya. Specifically, in Nyali, there are more than 150,000 residents who are addicted to drugs. Consequently, certain locals have organised vigilante groups to expel visitors from their communities.

Abot (2015) is one of the researchers who have examined the relationship between family dynamics and drug use among young people. According to his Rapid Situation Analysis in Nigeria, he discovered that being a male in an unstable home was correlated with a heightened susceptibility to substance usage. Additionally, he observes that in Nigeria, individuals who consume cannabis are typically young males, particularly students, who experienced a lack of parental guidance and affection during their formative years. According to Kikuvi (2019), adolescents who have parents with substance misuse issues encounter a greater frequency of parental and family difficulties compared to adolescents whose parents do not engage in substance abuse. This might result in inadequate parental-child bonding, which can subsequently result in a lack of dedication to conventional activities, occasionally leading to adolescent drug usage. According to Imbosa (2012), young people who lack enough support at home are more likely to seek help and understanding from other sources. Many individuals derive affection, comprehension, and assistance from the lifestyle of a segment engaged in drug misuse. Imbosa (2012) also observes that society is in a constant state of flux, and as a fundamental component of society, the family has experienced numerous alterations in its structure and roles. Swift social, economic, and technical transformations might, in specific situations, undermine familial connections and diminish the feeling of belonging in various social domains. The structure of African families has undergone and continues to undergo a transition from predominantly extended families to smaller nuclear families with intimate kin. In contrast to previous times, the process of socialising the younger generation has been disregarded. A significant number of children are entrusted to domestic carers due to their parents' employment commitments. NAFDAC (2017) establishes a significant correlation between the misuse of alcohol and drugs among young individuals and the deterioration of family values. In the indigenous civilization, intoxication was disapproved.

In contemporary society, binge drinking is increasingly being perceived as a socially acceptable activity, since parents are loosening the limitations that previously regulated the intake of alcohol by their children. The occurrence of underage children attending rehabilitation for alcohol-related issues is a matter of worry, as reported by NAFDAC in 2017. Conversely, families can provide a safeguarding role when there is a close connection between children and their families, active participation of parents in a child's life, nurturing parenting that fulfils financial, emotional, cognitive, and social requirements, and the establishment of clear boundaries with consistent implementation of disciplinary measures (Gerstein and Green, 2013). Abandonment and homelessness are contributing factors to drug misuse among young people in Nigeria.

**2.3 Peer Pressure and Drug Abuse**

As stated by the United Nations (2012), individuals who use drugs, similar to those who do not, endeavour to persuade others to emulate their behaviour in order to obtain acceptability. A consensus was reached by Muthigani (2015), who conducted research on the subject of drug addiction and use, that there is a significant correlation between the subject's drug use and the involvement of their peers in drug-related activities. As per his assertion, the likelihood of an adolescent becoming involved with drugs is significantly heightened when they form social circles with other adolescents who themselves engage in drug use. Imbosa (2012) discovered in a separate survey of young people in Southern Nigeria that drug-using students obtained their substances from peers attending the same or neighbouring institutions. Furthermore, the study revealed that students who admitted to using drugs had a greater number of drug-using friends than abstinent friends. Kiiru (2014) supports these findings by asserting that peer pressure influences youth substance use under the erroneous belief that certain drugs increase strength, appetite, and courage to confront life's challenges. As per the findings of Mwenese (2016), adolescents who have peer relationships with substance abusers subject themselves to additional substances. The influence of peer group interest expectations on an individual's propensity to experiment with substance dependence or succumb to its allure is significant (Mwenesi, 2016). Peer group members are probable to provide drug users with information regarding the accessibility of substances and the purported consequences of using them (Mwenesi, 2016). The initiation of substance abuse can be impacted by various individuals, including siblings and friends who are the first to propose the substances to a non-user (Hawkins and Calatano, 2012).

Peer associations with substance abusers frequently pose the greatest immediate danger of exposing adolescents to delinquency and drug abuse. Nevertheless, such a child is prone to developing an addiction to drugs in an environment devoid of peer drug abuse and characterised by strict anti-drug norms (Hawkins and Calatano, 2012). Research on early risk behaviours in educational environments indicates that the main factors contributing to negative peer relationships are learning difficulties among girls and aggressive behaviour among boys (Elizabeth, Susan, & Suman, 2013). Persistency in these behaviours is probable to result in subsequent dangers such as early exclusion from peers and association with deviant peers, which are frequently the most imminent threats to substance abuse during adolescence (Elizabeth et al., 2013). Peers serve two distinct functions. Illicit drugs are frequently obtained through peer networks due to their exceedingly low availability for purchase via conventional channels (King'ala, 2020). The peer group may offer guidance on acquiring the substance or supply it directly. Furthermore, the peer group may instruct its members on the proper timing, location, and methodology of substance use by serving as role models.

**2.4 Availability and Cost of Drugs and Drug Abuse**

The cost and accessibility of substances are correlated with drug abuse. Drug abuse may result from the availability of both illicit substances (e.g., heroin, cocaine, and mandrax) and lawful substances (e.g., cigarettes and alcohol), according to Kaguthi (2014). It would appear that the easy accessibility of the majority of substances is the primary factor contributing to the high rates of substance use and misuse among the youth in Kenya. For example, pharmaceuticals (drugs) are acquired from chemists without the need for a prescription from a physician. This is supported by Kithi (2017), who states that addicts reportedly frequent pharmacies in Lamu town in order to obtain Roche, a drug that ought to be sold exclusively on prescription. According to Kaguthi (2014), the nation cultivates substances that are extensively consumed, including tobacco, bhang, and khat (miraa). The cultivation, manufacturing, and distribution of these substances result in their overt exposure to young individuals. Chang'aa and other unsanitary, low-cost alcoholic beverages are readily available to students from low-income communities.

Drug accessibility emerged as a significant determinant of substance abuse in Nigeria, as per a rapid situation assessment of the state of drug and substance abuse in Nigeria conducted by the National Agency for Food Drug Administration Control (NAFDAC, 2012). The most readily accessible form of alcoholic beverage is traditional spirits, which is succeeded by wines, spirits, and Tramadol. It was discovered that tramadol was readily available in the southwestern region. The potential for tramadol to be abused has been established in human studies over time, as evidenced by its placement alongside the opioid morphine on a scale of likelihood of abuse.

A recent nationwide survey, the National Survey on Drug Use and Health, which was published in early this year, provided the first comprehensive examination of the prevalence and trends of drug use in Nigeria. It is considered to be the inaugural occurrence of its kind. The survey was funded by the European Union and conducted by the National Bureau of Statistics (NBS) of Nigeria and the Centre for Research and Information on Substance Abuse (CRISA), with technical assistance from the Office of the United Nations Office on Drugs and Crime. It offers comprehensive data regarding the problem that has afflicted Nigeria. As this survey represents a turning point, it is critical to investigate the public health crisis that tramadol has caused. As the use of tramadol has progressed, cases of addiction and abuse have increased, as documented in specific studies and reported as incidents.

According to the 39th report of the UNODC, subject participants in a number of these studies were capable of distinguishing the effects of tramadol that resembled those of morphine. It is noteworthy that the participants in these research endeavours comprised individuals who had never abused substances before, were non-dependent opioid users, and engaged in recreational drug use (i.e., were weary of addiction). Dose-dependent dependence (i.e., increased addiction with increasing dosages), drug reinforcer, and drug liking effects were identified as distinct manifestations of addiction. This has been consistent with rising population reports of tramadol abuse and addiction. The Drug Enforcement Administration estimated that 3.2 million individuals in the United States used the substance for non-medical purposes in 2014. In the early 1980s, the initial reports of tramadol dependence and addiction surfaced. Tramadol is regulated in Nigeria at the 50 mg and 100 mg strengths; however, the market has been infiltrated with extremely high dosage forms of 200 and 225 mg. This is significant because, as we have seen, tramadol has a high potential for abuse, with evidence indicating that even a single exposure can result in addiction, which can have severe health consequences. Additionally, it has been linked to nationwide illicit activity and lawlessness.

**2.5 School Environment and Drug Abuse**

Additionally, the school milieu influences deviant behaviour, such as drug abuse. The behaviour of adolescents is significantly influenced by school activities (Kandel, 1980). Other individuals, including students in colleges and universities, are unique beings with critical problems that can only be effectively addressed on an individual level. Ignoring the issue at the individual student level may lead to emotions such as despondency, animosity, inadequacy, and physical frailty. As an effort to confront the aforementioned emotions, the person turns to substance abuse as a refuge. Individuals of this nature have the potential to develop a dependency on alcohol or drugs in social settings (Gathumbi, 2013). According to Karechio (2016), academic underachievement can potentially result in the misuse of substances like marijuana, which are thought to enhance comprehension and insight. This misconception is founded upon the erroneous notion that substance abusers will suddenly develop traits of audacity, confidence, or bravery. Kerachio (2016) identifies several school risk factors that may contribute to the escalation of drug and substance abuse: ineffective classroom management, academic underachievement, truancy, associations with deviant peers, the presence of peers engaging in deviant behaviour, and perceptions of institutional approval of drug use. Commonplace in Kenyan educational institutions are accounts of youth substance misuse, socially unacceptable sexual activities, academic underachievement, poor study habits, and significant misunderstandings between students and instructors. As a consequence, pupils have been expelled from educational institutions and have ceased attending altogether (Ngesu, Ndiku, & Masese, 2018).

It has been documented that substance abuse leads to a variety of behavioural issues, including anxiety, fatigue, stress, and even murder. Instances have arisen in Kenya where students under the influence of narcotics have assaulted, raped, or murdered their instructors or peers. An investigation conducted by King'ala (2020) in a subset of Kenyan institutions revealed that the nature of the education system affects student substance abuse. As per his assertion, prevalence of drug experimentation among Kenyan youth attending day schools was higher than that of boarding institutions. The rationales provided were that students are subject to greater supervision in boarding schools, whereas day school students frequently encounter greater opportunities for substance abuse due to their daily commutes to and from school. According to Mwenesi (2016), school intimacy, which refers to the degree of involvement in school activities, goals, and objectives, significantly influenced substance use. Individuals with greater education involvement are less susceptible to substance abuse.

Dishion et al. (2019) identify academic failure, inadequate social coordination skills, and inappropriate classroom conduct (e.g., aggression and impulsivity) as school risk factors that may influence students to engage in drug and substance addiction. The manner in which the school administration handles student affairs may contribute to drug abuse, according to King'ala (2020). Stress caused by high-handedness, severe treatment, lack of freedom, and the inability to address students' grievances can contribute to substance abuse.

**2.6 Socio-Economic Background & Drug Abuse**

One prevalent attribute among social deviants, including individuals who misuse drugs, is poverty. This is the economic rationale that emerges to explain deviant behaviour. Youth destitution is exacerbated when they lack employment prospects despite possessing an education. This sentiment is defined by a sociologist who writes, "With the advent of formal education virtually everyone receives today, the connection between education and future employment is, at best, hazy and, at worst, completely incomprehensible." It is believed that slum areas in urban and suburban areas produce the majority of juvenile drug abusers. This is evident in the urban areas of Kenya, specifically in Nairobi (Kaguthi, 2014). Slums such as Mathare, Kibera, Majengo, and Mukuru are notorious for harbouring a significant population of individuals afflicted with alcoholism and substance addiction. Nevertheless, substance abuse does not restrict itself to adolescents residing in specific geographic regions or coming from particular socioeconomic backgrounds. It has a nationwide impact, encompassing both urban and rural regions. The issue affects the entire class. People are impoverished and miserable not only in neighbourhoods and low-income areas, but also in families residing in more affluent environments where children are subject to greater authority. Certain adolescents who are born into affluent households and have everything materially lacks use drugs for the sake of amusement and enjoyment. According to Njagi (2013) in Drug Abuse Rehabilitation and Treatment Care, Nairobi, addiction develops when drugs are used for recreational purposes for extended periods of time.

**2.7 Age and Drug Abuse**

Gillis (2016) defines young people as humans undergoing the process of development and taking responsibility. He additionally asserts that throughout this moment, they engage in experimentation with recently discovered facets of their bodily and emotional beings. During this phase, adolescents are prone to engage in drug experimentation, with a portion of them developing addiction. According to Dr. Deret Miller, an English psychoanalyst, adolescence is a phase characterised by adaptation. All adolescents are experiencing emotional or psychological disturbances. Sociologists, anthropologists, and other individuals have precisely delineated the challenges that teenagers encounter in a dynamic society. Adolescence is widely recognised in many nations as the stage during which a young person develops their own sense of self, often through significant disagreements with their parents or the elder generation. Adolescence is often characterised by a rebellious attitude among young individuals who are challenging established norms and traditions as they explore their own identity. According to Dr. Miller, at this period, the young individuals may exhibit angry and deviant behaviour as a potential solution for their problems. In the United States, drug usage typically begins around adolescence, with the age of starting reducing to an average of 13-15 years. This is when the majority of adult addicts first start using drugs throughout their teenage years. Bachman, et al. (2000) conducted a monitoring study in King`endo (2010) to track the prevalence of substance use among American students in eighth, tenth, and twelfth grade. The project covered each year from the mid-1970s to the twenty-first century. According to this study, it was shown that in the year 2000, over half (54%) of American high school seniors admitted to having used illicit drugs at some point in their lives.

The NAFDAC (2012) survey on drug and substance abuse in Kenya found that there has been a decrease in the age at which people start using drugs. The data shows that the percentage of 10-14 year olds who reported ever using bhang increased from 0.3% in 2007 to 1.1% in 2012. This rise was observed within the rural, male, enrolled, and low socioeconomic status groups.

**2.8 Drug Abuse and the Category of School**

Maithya (2019) found a substantial correlation between drug misuse and the type of school a student attended. Coeducational schools exhibit a higher prevalence of drug addiction compared to single-sex schools for either girls or boys. Additionally, he discovered that coeducational institutions face internal issues pertaining to student substance usage. Girls' schools exhibited no significant drug misuse issues, although males' schools did. This suggests that the level of peer influence among girls and boys was greater inside their respective schools.

**2.9 Effects of Drug and Substance Abuse on Participation in Learning among Secondary School Students**

Adolescents who consistently misuse substances frequently encounter a range of issues, such as scholastic challenges, health-related complications, negative peer connections, and engagement with the juvenile criminal system. In addition, there are repercussions for family members, the community, and society as a whole, such as interpersonal conflicts, familial disintegration, acts of violence, proliferation of criminal organisations, and illicit drug trade. Adolescent substance misuse is linked to a range of issues, including deteriorating academic performance, frequent absences from school and extracurricular activities, and an elevated risk of school dropout. Hawkins, Calatano, and Miler (2012) conducted a study which revealed a correlation between a lack of dedication to education and increased rates of skipping school with substance abuse among teenagers. Drug usage has a detrimental impact on the brain, leading to a significant deterioration in its cognitive capabilities (Abot, 2015).

Substance misuse significantly impairs pupils' ability to concentrate, resulting in a notably shorter attention span and a heightened susceptibility to boredom compared to non-users. The student's engagement in academic work, including extracurricular activities, will diminish. The majority of psychoactive drugs have a detrimental impact on pupils' decision-making abilities, hinder their creative thinking, and impede the development of essential life and social skills. Moreover, they impede the recognition of an individual's distinct capabilities and interests, so impacting their professional growth (Kikuvi, 2019).

The cognitive and behavioural difficulties faced by adolescents who engage in alcohol and drug use might hinder their academic achievements and create learning barriers for their peers (United Nations, 2015). Drug addiction is linked to the perpetuation of crime and the preservation of a well-organized and secure educational environment that promotes learning. It results in the destruction of school property and disrupts the order in the classroom. The use of drugs and substances has significant consequences. For example, a survey conducted by NAFDAC in 2012, involving 632 children, revealed that 6% of them have engaged in sexual activity while under the influence of drugs (7.3% for boys and 4.4% for girls).The predicted median age of sexual initiation is 11 years. An evaluation of the circumstances surrounding the initial sexual encounter reveals that 30% engaged in sexual activity against their will. In addition, almost 20% of individuals were provided with incentives to entice them into engaging in sexual activity, while an additional 8% disclosed having used drugs before to their initial sexual experience. Early exposure to unlawful sexual activity significantly undermines their self-esteem, making them vulnerable to the risks of early pregnancy, developing sexually transmitted infections (STIs) and AIDS, experiencing a decline in academic performance, and ultimately leading to school dropout (Maithya, 2019).

**2.10 The Prevalence of Drug and Substance among Students**

The National Baseline survey conducted by NAFDAC (2012) and the Ministry of Education (MOE, 2012) reveals that primary and secondary school students in the County have reported using various drugs and substances for the first time. These substances include cigarettes and cannabis (4-20%), tramadol (7-30%), caffeine (6%), and cocaine and heroin (2-3%). According to NAFDAC (2012), the South-west and North-east areas have the highest number of callers seeking assistance for alcohol and drug usage through the toll-free number 1192. They are followed by the Northern, Western, and Eastern regions. The South Eastern region is the least impacted.

**2.10 Types of Drugs Abused by Students**

Almost every chemical that, when consumed, can lead to a euphoric sensation, can be subject to abuse. While some individuals possess knowledge regarding the misuse of lawful substances such as alcohol, as well as illicit narcotics such as marijuana and cocaine. Indeed, household cleaners are well recognised as the substances most frequently subjected to abuse. Alternative narcotics such as cannabis, commonly cultivated in Nigeria, as well as substances like methamphetamine, codeine-based syrups, and tablets with intoxicating properties, are frequently encountered in educational institutions, transportation hubs, and even among local vendors selling goods in small shops. It is observed that some medications and categories of drugs, which are often misused, lead to student dependence. The following items are:

**Intoxicating beverage:** Alcohol is a harmful substance, particularly to the growth of a foetus when a woman ingests this substance while pregnant. Alcoholism, a prevalent addiction, can have detrimental impacts on the alcoholic's physical well-being and their interpersonal and occupational functioning. Here are some examples of alcoholic beverages: alcohol, beer, ogogoro, burukutu, aspetesi, pito, palmwine, sapelewater, and kaikai. All of them contain ethanol.

**Cocaine:** This is a drug that stimulates the nervous system; cocaine can be snorted in powder form, smoked when in the form of rocks, or injected when made into a liquid.

Nicotine: The addictive substance found in cigarettes, nicotine is actually one of the most addictive substances that exist. In fact, nicotine addiction is often compared to the intense addictiveness associated with opiates like heroin.

**Phencyclidine**: is referred to as PCP, this drug can cause the user to feel extremely obsessed, quite aggressive and have an unusual amount of physical strength. This can make the individual somewhat dangerous to others.

Sedative, hypnotic, or ant anxiety drugs: As these substances quash the nervous system, they can cause death by respiratory arrest of the person who either uses these drugs in overdose or who mixes one or more of these drugs with another nervous system depressant drug.

**2.3 THEORETICAL STUDIES**

**The Social Learning Theory**

The prevalence of drug usage among students can be attributed to the Social Learning Theory, as proposed by A. Bandura in 1977. This idea posits that all behaviours, regardless of whether they are delinquent, deviant, or excellent, are acquired through the process of observation and imitation. Based on the hypothesis, we infer that the majority of these kids acquire knowledge about drug use by observing others engaging in it. The situation grows grave if the sibling or parent employs them in the presence of the child. Put simply, if the father is engaging in a particular action, it is considered morally correct. The hypothesis posits that young individuals acquire knowledge by emulating their classmates. They do this in order to assimilate with their peers. Typically, this held great significance for a young child at an early phase of development. They desire recognition and aim to emulate the actions of others. If individuals observe others engaging in drug use and expressing feelings of euphoria, transcendence, and invincibility, they may be inclined to experiment with drugs themselves. Essentially, individuals acquire knowledge of drug usage due to the influence of friends who exert pressure by describing the enjoyable experiences they had while experimenting with drugs, which arouses their curiosity to try it themselves.

**The Neurological Perspective Theory**

Another notion was suggested in an attempt to elucidate the reasons behind children's engagement in drug use and drug abuse. From a neurological standpoint, the underdeveloped brain of a youngster can account for their tendency to engage in dangerous behaviour. The prefrontal cortex, responsible for sound judgement and emotional regulation, undergoes a gradual developmental process. Consequently, when assessing the trade-off between risk and reward, the underdeveloped adolescent brain tends to prioritise the advantages while neglecting the potential hazards linked to the choice. Ellis L. (1990) found that research indicates a higher susceptibility to drug usage in young children due to their more receptive brains compared to adults. Additionally, young children exhibit a significantly greater interest in novelty compared to adults. Essentially, the underdeveloped state of a young child's brain can account for their propensity for engaging in dangerous behaviour, lack of strong determination, and tendency to experience a recurrence of substance addiction.

**CHAPTER THREE**

**RESEARCH METHODLOGY**

This chapter discusses the processes employed in the identification, selection and validity of data and data instrument. It clarifies the research design, study area, target population, sampling technique and sampling size, method of data collection, and pertinently, the data analysis technique.

**3.1 Research Design**

This study adopts the survey research design. It involved a collection of information from a sample of individuals through their responses to questions. This type of research design allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). This design is often used to describe and explore human behavior, surveys are therefore frequently used in social and psychological research.

**3.2 Study Area**

Alex Ekwueme Federal University Ndufu-Alike, Ebonyi State, Nigeria, formerly Federal University Ndufu-Alike Ikwo (FUNAI) was established by the Federal Government on February 26th, 2011 with the goal of expanding and improving access to quality tertiary education to every part of Nigeria. It however, started academic activities on 5th November, 2012, and was officially renamed by the Federal Government after the late civilian Vice President of Nigeria, Dr. Alex Ekwueme on 2nd February, 2018. Geographically located on latitude 060 8.29’ N, Longitude 080 8.627’E and Altitude 55m (AMSL), AE-FUNAI is sited in Ikwo Local Government Area of Ebonyi State which is about 25 kilometers from Abakaliki, the State capital. Ikwo is bounded in the north by Abakaliki and Ezza South Local Government Areas and in the south by the Cross River State.

The University sits on a landmass of 438 hectares of land surveyed and handed over to the University authorities by the Ebonyi State Government. This provides the University with the platform to engage with the drivers of development so that an appropriate programme and research mix can be formulated to meet the needs of the state, geopolitical zone and country.

The University prides itself as the ‘Home of Soaring Eagles’ that offers students excellent learning opportunities, informed by up-to-date research and facilitated by highly qualified and motivated workforce, with multi-media class rooms, well stocked modern libraries and well equipped laboratories for practical sessions in a serene learning environment.

It aspires to be a world-class University recognized for the delivery of intellectually rigorous, cutting edge research and excellent teaching and learning experience, geared towards the production of graduates with the relevant hands-on, sellable and employability skills to soar in their chosen careers. Students are offered a wealth of academic choices together with articulation and mobility across the qualifications spectrum ranging from certificates to diplomas and degrees.

The University’s 11 Faculties offer high quality academic programmes in the Agriculture, Basic Medical Sciences, Biological Science, Education, Engineering and Technology, Environmental Science, Humanities, Management Sciences, Social Sciences and Physical Sciences that meet national and international academic best practices and the demands of the 21st century economy. It also has 41 academic departments and 57 programmes, with over 10,000 and 2,230 students and staff population respectively. The university has also established a College of Medicine and a School of Postgraduate Studies to expand the frontiers of knowledge.

**3.3 Sources Of Data**

The data for this study were generated from two main sources; Primary sources and secondary sources. The primary sources include questionnaire, interviews and observation. The secondary sources include journals, bulletins, textbooks and the internet.

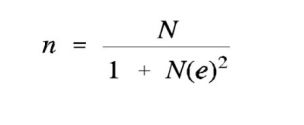
**3.4 Population of the Study**

The study's demographic comprises only of students enrolled at Alex Ekwueme Federal University. As far as the researcher knows, the survey includes a population of more than 10,000 students from 11 faculties of the school.

**3.5 Sample Size Determination**

A sample size is the subset of a population that is chosen to represent the entire population. The Taro Yamane method was utilised to ascertain the precise sample size for this study. The challenge of determining a precise estimation of the variability within a population has led to the increased favorability of using sample sizes that are proportionate to the population. The Taro Yamane (1967) formula is a simplified equation used for estimating sample sizes in proportion and approximation calculations. The methodology employs a confidence level of 95% and assumes a population percentage of 0.5. The present version of the Yamane formula is most suitable for analysing categorical variables and can only be applied when the confidence level is set at 95% and the population proportion at 0.5.

P = .5



n = sample

N = population

e = error margin

n= 10,000/1+10,000(0.05)2

n= 10,000/1+10,000(0.0025)

n= 10,000/25

n= 400

Therefore, the sample size for this study approximately is 400

**3.6 Instrumentation**

This is a tool or method used in getting data from respondents. In this study, questionnaires and interview are research instruments used. Questionnaire is the main research instrument used for the study to gather necessary data from the sample respondents. The questionnaire is structured type and provides answers to the research questions and hypotheses therein. This instrument is divided and limited into two sections; Section A and B. Section A deals with the personal data of the respondents while Section B contains research statement postulated in line with the research question and hypothesis in chapter one. Options or alternatives are provided for each respondent to pick or tick one of the options.

**3.7 Reliability and Validity of Instrument**

The researcher initially employed peers to ensure the consistency of the results. The researcher also reached out to senior researchers in the field. The research supervisor played a crucial role in improving the consistency of the results. The instrument was also tested by pilots. Validity, in this context, pertains to the extent to which a research instrument or method accurately and logically reflects the reality being studied (Prince Udoyen, 2019). The questionnaire items were developed based on the literature that was reviewed. The researcher created a questionnaire that consisted of clear items written in language that all participants could understand. The questionnaires were submitted to the supervisor for the purpose of reviewing and identifying any errors or vagueness.

**3.8 Method of Data Analysis**

The study employed the simple percentage model in analysing and interpreting the responses from the study participants while the hypothesis was tested using one sample t-test.

**CHAPTER FOUR**

**DATA PRESENATATION, ANALYSIS AND INTERPRETATION**

This chapter provides a concise overview of the data collected from the survey, including the demographic information and replies of the study participants. The responses were examined using frequency counts, and the implications of the results were also explored. This chapter is organised into three sections: section 1 provides the demographic information, section 2 examines the research questions to offer comprehensive responses, and section 3 evaluates the study hypotheses.

**Table 4.1: Demographic details**

|  |  |  |
| --- | --- | --- |
| **Variable** | **N** | **Percent** |
| **Age** | | |
| 18-25 | 112 | 51.8 |
| 26-35 | 54 | 25 |
| 36-40 | 37 | 17.1 |
| Above 40 | 13 | 6 |
| **School level** | | |
| 100 level | 61 | 28.2 |
| 200 level | 39 | 18 |
| 300 level | 42 | 19.4 |
| 400 level | 74 | 34.3 |
| **Gender** | | |
| Male | 97 | 45 |
| Female | 119 | 55 |

Source: field survey, 2023

Table shows the demographic characteristics of the respondents. A total of 51.8% were aged between 18-25 years; 25% were aged 26-35 years; 17.1% were aged between 36-40 years; while 6% were above 40 years old. During the survey, 28.2% were 100 level students; 18% (200 level); 19.4% (300 level); 34.3% (400 level). additionally, 45% of the total respondents were male while 55% are female.

**Table 4.2: Questionnaire Distribution**

|  |  |  |
| --- | --- | --- |
| **Questionnaire distribution** | **Frequency** | **Percent** |
| Copies returned | 280 | 70 |
| Copies not returned | 120 | 30 |
| Copies validated | 216 | 54 |

The study encompasses a sample size of 400, with a distribution of 400 copies to students from various faculties at Alex Ekwueme Federal University over a span of five days. 280 copies were returned, and out of those, 216 were validated. The unvalidated copies were those roughly handled, inadequately completed, or intentionally neglected by the students.

**Analysis of research questions**

**What is the Effects of Substance Abuse on Students-Teacher Relationship?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STATEMENTS** | **YES** | **NO** | **UNCERTAIN** | **Total** |
| Teachers tend to engage less with students perceived as drug abusers. | 180 (83%) | 10  (4.6%) | 26  (12%) | 216  (100%) |
| Teachers tend to completely avoid students perceived as drug abusers. | 216  (100%) | 0 | 0 | 216  (100%) |
| Students who abuse drugs lack adequate mannerisms for teachers. | 170  (78%) | 26  (12%) | 20  (9.2%) | 216  (100%) |
| Students who abuse drugs tend to be less focused or participative during course activities. | 150  (69%) | 35  (16%) | 31  (14%) | 216  (100%) |

Source: field survey, 2023

Based on the feedback from participants, it is confirmed that teachers tend to have less interaction with pupils who are considered as drug abusers, with a percentage of 83%. 100% of respondents agreed that teachers tend to fully avoid pupils considered as drug abusers. Additionally, 78% said that students who take drugs lack adequate manners for teachers, while 26% disagreed with this statement. Furthermore, 9.2% of respondents were uncertain. According to the data, 69% of respondents agreed that students who engage in drug usage exhibit reduced focus and participation in course activities. On the other hand, 16% disagreed with this statement, while 14% were unsure. Based on the collected replies, it can be inferred that substance misuse has a detrimental impact on the interaction between students and teachers.

**How does Substance Abuse affects Student Study Habits?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statements | Yes | No | Uncertain | Total (%) |
| Substance abuse can be a huge distracting factor for students. | 110  (51%) | 100  (46%) | 6 (3%) | 216  (100%) |
| Substance abuse hampers on students mental strength for study. | 216  (100%) |  |  | 216  (100%) |
| Substance abuse influences study period with peers. | 210  (97%) | 6  (3%) | 0 | 216  (100%) |
| Substance abuse can lead to risky sexual relationship that may affect study habits. | 200  (92%) | 16  (8%) | 0 | 216  (100%) |

Source: field survey, 2023

According to the data presented in the table, 51% of respondents believed that substance usage can significantly distract kids, while 46% disagreed and 3% were undecided. All respondents unanimously concurred that substance usage significantly impairs kids' mental resilience for academic pursuits. Furthermore, 97% of respondents concurred that substance misuse has an impact on the duration of studying with peers, while 3% expressed disagreement. Additionally, 92% agreed that drug abuse might result in engaging in unsafe sexual relationships, which in turn may adversely affect study habits, whereas 8% held a differing opinion.

What is the Prevalence of Substance Abuse on Student Class Participation?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statements | Yes | No | Uncertain | Total |
| Substance Abuse does not encourage active students participation. | 216  (100%) | 0 | 0 | 216  (100%) |
| It is difficult to sustain the attention of students engaged in Substance Abuse during lecture. | 170  (78%) | 30  (14%) | 16  (8%) | 216  (100%) |
| Substance Abuse by students do not allow for good understanding during lectures. | 180  (83%) | 20  (9.2%) | 16  (8%) | 216  (100%) |

Source: field survey, 2023

According to the data presented in the table, all participants (100%) agreed that substance abuse does not promote active student participation. According to the survey, 78% of respondents agreed that it is challenging to maintain the attention of students who are involved in substance abuse during lectures. On the other hand, 14% disagreed with this statement, while 8% were unsure. Out of the total respondents, 83% agreed that substance abuse among students hinders their ability to comprehend lectures effectively. On the other hand, 14% disagreed with this statement, and 8% were uncertain.

**Test of Hypotheses**

For the purpose of this study our significance (alpha) level is set at .05. The Sig. column displays the p-value for the test. The null hypothesis can only be rejected if the results show that the p-value is less than .05.

H01: Substance abuse do not disrupt students-teacher relationship.

Ha1: Substance abuse disrupts students-teacher relationship.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **One-Sample Statistics** | | | | |
|  | N | Mean | Std. Deviation | Std. Error Mean |
| B1X1 | 121 | 1.6777 | .46931 | .04266 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **One-Sample Test** | | | | | | |
|  | Test Value = 6.0 | | | | | |
| t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| B1X1 | 101.310 | 120 | .000 | 4.32231 | 4.4068 | 4.2378 |

A one-sample t-test was run to determine whether the score in students-teacher relationship (B1X1) was different to the observed score, defined as a average response score of 6.0. Scores from students-teacher relationship were normally distributed with a statistically significant difference of 4.32 (95% CI, 0.42 to 0.46), t(120) = -101.3, p = .000. Since p < 0.05, the null hypothesis is rejected and the alternative hypothesis concludes that Substance abuse disrupts students-teacher relationship.

H02: Substance abuse do not have a negative effect on student study habits.

Ha2: Substance abuse has a negative effect on student study habits.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **One-Sample Statistics** | | | | |
|  | N | Mean | Std. Deviation | Std. Error Mean |
| B2X2 | 121 | 1.5455 | .50000 | .04545 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **One-Sample Test** | | | | | | |
|  | Test Value = 6.0 | | | | | |
| t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| B2X2 | 98.000 | 120 | .000 | 4.45455 | 4.5445 | 4.3645 |

A one-sample t-test was run to determine whether the score in student study habits was different to the observed score, defined as a average response score of 6.0. Scores from student study habits were normally distributed with a statistically significant difference of 4.45 (95% CI, 0.43 to 0.54), t(120) = 98.00, p=.000. The positive t value in this table indicates that the mean student study habits is greater than the hypothesized value (6.0) Since p < 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted which concludes that substance abuse has a negative effect on student study habits..

**H03:** There are no significant challenges impeding the application of forensic accounting by commercial banks

H03: Substance abuse do not influence students class participation.

Ha3: Substance abuse influences students class participation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **One-Sample Statistics** | | | | |
|  | N | Mean | Std. Deviation | Std. Error Mean |
| B3X3 | 121 | 1.5702 | .49710 | .04519 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **One-Sample Test** | | | | | | |
|  | Test Value = 6.0 | | | | | |
| t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| B3X3 | 98.023 | 120 | .000 | 4.42975 | 4.5192 | 4.3403 |

1. test was run to determine whether the score in students class participation (B3X3) was different to the observed score, defined as a average response score of 6.0. Scores from students class participation were normally distributed with a statistically significant difference of 4.45 (95% CI, 0.43 to 0.45), t(120) = 98.02, p =.000. The positive t value in this table indicates that the mean students class participation is greater than the hypothesized value (6.0). Since p< 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted which concludes that substance abuse influences students class participation.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Summary**

The present investigation was conducted with the primary objective of scrutinising the intricate relationship between substance abuse and the scholastic achievements of individuals enrolled in tertiary education. The present inquiry was conducted within the esteemed confines of Alex Ekwueme Federal University and subsequently documented in a comprehensive manner, spanning five distinct chapters. The initial chapter elucidates the explication of the quandary and the formulation of objectives that served as a guiding compass for the investigation. The aforementioned objectives encompass: assessing the impact of substance abuse on the dynamic between students and teachers; investigating the influence of substance abuse on students' study habits; evaluating the prevalence of substance abuse on students' active engagement in class; and proposing viable resolutions to address the issue of substance abuse among undergraduate students. The study employed a survey research design that facilitated the enlistment of participants for the study. This study employed a questionnaire as a means of eliciting responses from the participants. The survey garnered a collective participation of 216 individuals. In the present investigation, the research inquiries were subjected to meticulous scrutiny through the application of frequency counts, whereas the hypotheses were subjected to empirical examination via the utilisation of one-sample t-test.

**5.2 Conclusion**

Based on the empirical evidence presented in this study, a number of conclusions have been derived. This study posits that substance abuse has a discernible impact on the dynamic between teachers and students. It asserts that teachers exhibit a diminished level of interaction with students who are perceived to be involved in drug abuse, and in some instances, they may even completely abstain from engaging with such students. Individuals who engage in substance abuse among the student population exhibit a deficiency in the cultivation of proper decorum towards their educators, thereby resulting in a diminished capacity for attentiveness and active involvement in academic pursuits.

Regarding the impact of substance abuse on academic diligence, this study posits that the indulgence in such substances can manifest as a formidable impediment to students' ability to concentrate and maintain focus on their scholastic pursuits. It impairs the cognitive fortitude of students and exerts a detrimental influence on their collaborative academic endeavours. Moreover, the indulgence in substance abuse has the potential to engender precarious sexual liaisons, thereby exerting a deleterious influence on one's academic pursuits.

In regard to the prevalence of substance abuse and its impact on classroom participation, this study posits that there exists a lack of correlation between substance abuse and the promotion of active student engagement. Maintaining the focus of students who are actively involved in the consumption of mind-altering substances poses a formidable challenge within the context of a lecture. Moreover, the indulgence in substance abuse among students hinders the cultivation of optimal comprehension during academic lectures.

Based upon the aforementioned findings, it is deduced by this study that the indulgence in substance abuse among students exerts an adverse impact upon the dynamic between students and teachers. Furthermore, it detrimentally impairs students' study habits and engenders a deleterious influence upon their active engagement within the classroom setting.

**5.3 Recommendation**

Based on the results of this investigation, prevention continues to be the primary focus. Due to the crucial nature of prevention, it is a topic that is widely addressed and extensively investigated. Due to the difficulty in verifying success rates, many tertiary institutions employ various precautionary procedures to determine effective strategies. Common methods of drug abuse prevention encompass:

**Education:** Providing students with information about the adverse health consequences of drinking and substance misuse can assist them in making informed choices regarding their alcohol intake. Upon comprehending the detrimental effects of excessive alcohol consumption on their physical well-being, college students may opt to restrict their alcohol intake.

**Law And Rule Enforcement:** There are numerous existing rules in place to restrict the consumption of alcohol and the misuse of hazardous substances by individuals who are below the legal drinking age. Implementing and upholding the legal minimum drinking age has shown to be a highly successful strategy in mitigating issues associated with alcohol consumption. To mitigate alcohol and substance-related issues, retailers and school administrators should constantly enforce laws and campus regulations.

**Restrictions On Bars:** One effective strategy to mitigate the prevalence of excessive and underage drinking is implementing regulations that restrict the spatial proximity between bars, liquor outlets, and educational institutions. Research has indicated that there is a higher frequency of alcohol-related occurrences in regions where promotions for alcoholic beverages are extensively publicised, particularly when the advertising is aimed at college students.

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**QUESTIONNAIRE**

**SECTION A**

Kindly select age category

18-25 ( ) 26-35( )

36-40 ( ) Above 40 ( )

Kindly select School level

100 level ( ) 200 level ( )

300 level ( ) 400 level( )

Kindly indicate Gender

Male ( ) Female ( )

**Section B**

Teachers tend to engage less with students perceived as drug abusers.

Yes ( ) No ( ) Not sure ( )

Teachers tend to completely avoid students perceived as drug abusers.

Yes ( ) No ( ) Not sure ( )

Students who abuse drugs lack adequate mannerisms for teachers.

Yes ( ) No ( ) Not sure ( )

Students who abuse drugs tend to be less focused or participative during course activities.

Yes ( ) No ( ) Not sure ( )

Substance abuse can be a huge distracting factor for students.

Yes ( ) No ( ) Not sure ( )

Substance abuse hampers on students mental strength for study.

Yes ( ) No ( ) Not sure ( )

Substance abuse influences study period with peers.

Yes ( ) No ( ) Not sure ( )

Substance abuse can lead to risky sexual relationship that may affect study habits.

Yes ( ) No ( ) Not sure ( )

Substance Abuse does not encourage active students participation.

Yes ( ) No ( ) Not sure ( )

It is difficult to sustain the attention of students engaged in Substance Abuse during lecture.

Yes ( ) No ( ) Not sure ( )

Substance Abuse by students do not allow for understanding during lectures.

Yes ( ) No ( ) Not sure ( )