

Impact of Substance Abuse On Academic Performance of Students in Selected Secondary Schools in Lagos State Nigeria

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Abstract:

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and harmful drug. It is a major public health challenge all over the world which necessitated this study to assess the impact of substance abuse on the academic performance of students in selected secondary schools in Ibeju-Lekki Local Government Area of Lagos. The study was a quantitative design that used descriptive survey method. The population consisted of students from secondary schools in Ibeju-Lekki Local Government Area of Lagos State. The sample size of 340 was calculated using the Fischer's exact formula which measures population less than 10,000. Multistage sampling procedure was used to select the sample for this study. The researcher used questionnaires in form of check list for data collection. The instrument was validated by the experts in the field of Nursing Science and Tests and Measurement. The internal consistency method was used to determine the reliability of the instrument. The reliability coefficient yielded 0.70 after subjecting it to Cronbach Alpha statistics. The findings of the study revealed that alcohol, kolanut and cocaine were the commonly abused substance. The study also revealed that the substance has impact on students' academic performance as well as adverse effect on their brain which leads to reduction in their class activities and absenteeism in the school. It was recommended among others that government should

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make fund available for training of all health workers on sensitization of all secondary school students on substance abuse, impact and implication to both their academic and their health.

Keywords: Academic performance, Impact, Students, Substance abuse,



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Introduction

Substance abuse is the destructive or hazardous use of substances such as alcohol, opioids, hypnotics, cocaine, cannabinoids etc. Substance abuse is any substance which after absorption has influence on mental process (cognitive, affective and psychomotor). Several studies such as Abdu-Raheem (2013), Alex-Hart et al (2015) and Aina et al (2012) have shown that young people are progressively engaging in substance abuse to their detriment. Use of substances and other drugs in secondary schools appears to be wide spread and varying across African countries. Substance abuse among secondary school students remain one of the most life-threatening issues facing our society today. This behaviour has been found to lead to experimenting new experiences such as drugs, sex, sometimes with dire consequences for the adolescent. In Nigeria, previous studies revealed high effect of substance abuse among students. For instance, Ogunsola and Fatusi (2015) stated that about two-thirds of in-school adolescents in Osun State Nigeria had used substances in both rural (65.7%) and urban areas (66.0%) respectively.

Globally, the dangerous use of alcohol alone has been projected to result in 3.8 million deaths each year and at least 18.9 million persons worldwide have been documented to be suffering from drug use (WHO 2019). Substance abuse is related with various social, economic and health issues, disabilities and deaths globally. UNODC estimates that about 5.4% of the world population has used prohibited drugs (UNODC, 2019). In the past two decades, misuse of therapeutic drugs have been on the increase and has infiltrated every part of the globe, approximately one billion people worldwide abuse substances and 76 million of them suffer from their effects (WHO, 2019), the youth seems to be the most affected.

In many countries, substance use seems to be closely interconnected to an increase in availability and access to the substances by a large proportion of the community members. Intoxication, self-harm, accidental or violent injury, sexually transmitted diseases, teenage pregnancy, abortion and psychiatric disorder are on the increase in our world today. Substance abuse appears to have affected the youthful population both secondary school students and non-students plummeting their effectiveness as well as wasting their lives at the age they are most needed in the society. Many developing countries are faced with the social and economic problem of high level of substance abuse. The percentage of substance abusers in the population increases yearly despite the efforts to get rid of the problem.

In view of the above, the study determined the impact of substance abuse on academic performance of students in selected secondary schools in Ibeju-Lekki Local Government Area of Lagos State Nigeria. This study specifically:

1. determined if student are engage in substance abuse in the selected secondary school students in Ibeju-Lekki local government area of Lagos state;
2. identified the commonly abused substances among respondents in the selected secondary schools;
3. assessed the extent of substance abused used among respondents; and
4. determined the impact of substance abuse on the academic performance of the respondents.

Research Questions

The following research questions were raised for this study:

1. What are the engaged ways students involved in substance abused in the selected secondary schools?
2. What are the commonly abused substances among the students in the selected secondary school?
3. What is the extent of substances abuse among students in the selected secondary school?
4. What is the impact of substance abuse on academic performance of students in selected secondary schools?

Research Hypothesis

This research hypothesis was postulated for this study:

1. There is no significant relationship between substance abuse and academic performance of secondary school students in the selected secondary schools

Methodology

The research study adopted descriptive survey design. The population consisted of students from secondary schools in Ibeju-Lekki Local Government Area of Lagos State. The sample size of 340 was calculated using the Fischer's exact formula which measures population less than 10,000. Multistage sampling procedure was used to select the sample for this study. The researcher used questionnaires in form of check list for data collection which was divided into 5 sections namely Section A – E. The instrument was validated by the experts in the field of Nursing Science and Tests and Measurement in terms of the face and content validity. The internal consistency method was used to determine the reliability of the instrument. Thirty four copies of the questionnaire being 10 percent of the total sample size was distributed among the student in Etiosa local government which are not part of the study. The reliability coefficient yielded 0.70 after subjecting it to Cronbach Alpha statistics.

The instrument for data collection was administered by the researcher and one research assistants after due permission might was sought and obtained from the management of the selected schools. The data collected were processed using statistical package for social sciences (SPSS) version 27. The data were subjected to descriptive and inferential statistics. Descriptive statistics such as frequency count and percentage were used in answering the research questions while the hypothesis was subjected to inferential statistics of Pearson Product Moment Correlation Statistics and it was tested at 0.05 level of significance.

Results

Research Question 1: What are the engaged ways students involved in substance abused in the selected secondary schools?

Table 1: Engaged way students involved in substance abused

Items	Yes %	No %	Don't Know %
They are hard drugs	285 83.8	50 14.7	5 1.5
They enhance my study	90 26.5	233 68.5	17 5.0

They make me calm in class	51 15.0	270 79.4	19 5.6
Help me read for a very long time	28 8.2	280 82.4	32 9.4
Help me to assimilate quickly	48 14.1	272 80.0	20 5.9
I can face public after use of any of the substance	43 12.6	262 77.1	35 10.3
I can think fast with the use of any of the substance	57 16.8	237 69.7	46 13.5
They can make one to become rude	255 75.0	44 12.9	41 12.1
They aide indiscipline	217 63.8	76 22.4	47 13.8

In table 1, for 'Substance abuse is the harmful use of psychoactive substances', yes has 297(87.4%), no has 25(7.4%) while don't know has 18(5.3%) respondents. Meanwhile for 'It is use of drugs outside doctor's prescription', yes has 219 (64.4%), no has 100(29.4%) while don't has 21(6.2%) respondents. Whereas for 'Examples include alcohol, cannabis, heroin and cocaine', yes has 301(88.5%), no has 26(7.6%) while don't know has 13(3.8%) respondents. And for 'They are hard drugs', yes has 285(83.8%), no has 50(14.7%) while don't know has 5(1.5%) respondents. For 'They enhance my study', yes has 90(26.5%), no has 233(68.5%) while don't know has 17(5.0%) respondents. Also, for 'They make me calm in class', yes has 51(15.0%), no has 270(79.4%) while don't know has 19(5.6%) respondents. For 'Help me read for a very long time' yes has 28(8.2%), no has 280(82.4%) while don't know has 32(9.4%) respondents. And for 'Help me to assimilate quickly' yes has 48(14.1%), no has 272(80.0%) while don't know has 20(5.9%) respondents. But for 'I can face public after use of any of the substance' yes has 43(12.6%), no has 262(77.1%) while don't know has 35(10.3%) respondents. Moreover for 'I can think fast with the use of any of the substance' yes has 57(16.8%), no has 237(69.7%) while don't know has 46(13.5%) respondents. More so for 'They can make one to become rude' yes has 255(75.0%), no has 44(12.9%) while don't know 41(12.1%) respondents. And for 'They aide indiscipline' yes has 217(63.8%), no has 76(22.4%) while don't know has 47(13.8%) respondents.

From above it can be deduced that most of the students know that the substances is harmful use of psychoactive, and it is use outside doctor's prescription and the examples include alcohol, cannabis, heroin and cocaine, known as a hard drug which can make them to become rude and indiscipline. Meanwhile their engagement in this substance are low, with their responses it can be deduced that few of the students are still engaged in the substance believe that it enhance their study, make them calm in the class and as well as thinking fast.

Research Question 2: What are the commonly abused substances among the students in the selected secondary school?

Table 2: Frequency count of students who commonly abused drugs

	Frequency	Percentage
Have you ever used any hard drug before?		
Yes	106	31.2
No	234	68.8
Total	340	100

Table 3: Commonly abused drugs among students

	Frequency N=106	Percentage
What age did you start using substance abuse		
9-11years	29	27.3
12 - 14 years	42	39.6
15 - 17 years	17	16.0
18 years and above	18	17.1
Total	106	100
Which of the following substance did you use first?		
Alcohol	39	36.8
Cocaine	12	11.3
Kola nut(stimulants)	42	39.6
Cannabis	4	3.8
Others e.g cough syrup, tramadol	9	8.5
Total	106	100
When did you start using the substance?		
JSS1	41	38.7
JSS2	9	8.5
JSS3	43	40.6
SSS 1	5	4.7

Others	8	7.5
Total	106	100

Table 2 and 3 shows result for the commonly abuse substance among the students. For 'Have you ever used any hard drug before?', yes has 106 (31.2%) while no has 234 (68.8%) respondents.

Meanwhile the age group of the students are: 9 - 11 years with 29 respondents, 12 - 14 years with 42 respondents, 15 - 17 years with 17 respondents, while 18 years and above has 18 respondents. The first substance used by the students are; kola nut has 42 (39.6%), Alcohol has 39 (36.8%), cocaine has 12 (11.3%), others has 9 (8.5%) while cannabis has the least 4 (3.8%) respondents. Whereas for commonly abuse substance, alcohol has 68 (20.0%), cocaine has 23 (6.8%) while opiates has 14 (4.1%) respondents. And for how often they use substance, during stress has 36 (33.9%), occasionally has 25 (23.5%), everyday has 24 (21%) while leisure time has 21 (6.2%) respondents. Therefore, from the tables above, it can be deduced that most commonly abused substances among the students of the selected secondary school are alcohol and kolanut.

Research Question 3: What is the extent of substances abuse among students in the selected secondary school?

Table 4: Periods of use of substances

How often do you use these substances?	Freq.	Percent
Occasionally	25	23.5
Leisure time/ before examination	21	19.8
During stress/ examination	36	33.9
Everyday	24	22.6
Total	106	100

Table 5: Extent of substances abuse among students

Variable	N	Minimum	Maximum	Mean	Std. Dev
Substances abuse among students	106	1	4.00	2.731	.719

Table 5 reveals the extent of substances abuse among students with a mean score of 2.731 (68.3%), which is on the average. It could then be deduced generally that the extent of substances abuse among students is not too encouraging and satisfactory.

Research Question 4: What is the impact of substance abuse on academic performance of students in selected secondary schools?

Table 6: Impact of substance abuse on academic performance of respondents

Variable	Yes		No	
	Freq.	%	Freq.	%
Impact of substance abuse on academic performance				
Adverse effect on the brain	301	88.5	39	11.5
Enhances sleep	128	37.6	212	62.4
Poor academic performance is one of the substance abuse on student	270	79.4	70	20.6
Reduces class activities	280	82.4	60	17.6
Enhances reduction in class attendance	127	37.4	213	62.6
Encourages absenteeism/ loss of concentration in class	231	67.9	109	32.1
Contribute to high academic performance of a student	78	22.9	262	77.1

Table 6 shows the impact of substance abuse on academic performance. For 'Substance abuse has adverse effect on the brain', yes has 301(88.5%) while no has 39 (11.5%) respondents. Meanwhile for 'substance abuse enhances sleep', yes has 128 (37.6%) while no has 212 (62.4%) respondents. For 'Poor academic performance is one of the substance abuse on student', yes has 270 (79.4%) while no has 70 (20.6%) respondents. Whereas for 'substance abuse reduces class activities', yes has 280 (82.4%) while no has 60 (17.6%) respondents. And for 'Substance abuse enhances class attendance', yes has 127 (37.4%) while no has 213 (62.6%) respondents. For 'Substance abuse encourages absenteeism in class', yes has 231 (67.9%) while no has 109 (32.1%) respondents. Also, for 'Substance abuse contribute to high academic performance of a student', yes has 78 (22.9%) while no has 262 (77.1%) respondents.

From the above, it can be concluded that the impact of substance abuse on academic performance of students in selected secondary schools in Ibeju-Lekki local government area of Lagos state include; adverse effect on the brain, poor academic performance, reduction in the class activities and absenteeism in the class.

Test of Hypothesis

Hypothesis 1: There is no significant relationship between substance abuse and academic performance of secondary school students in the selected secondary schools.

Table 6: Relationship between substance abuse and academic performance of secondary school students

		Academic Performance	Substance Abuse
Academic Performance	Pearson Correlation	1	.285**
	Sig. (2-tailed)		.003
	N	106	106
Substance abuse	Pearson Correlation	.285**	1
	Sig. (2-tailed)	.003	
	N	106	106

Table 6 established the relationship between substance abuse and academic performance of secondary school students as the r value of 0.285 was significant at 0.05 level of significance.

Discussion

The findings from the results shows that students in these selected secondary schools commonly abused substances like alcohol, kolanut and cocaine. According to research carried out by Dusica et al (2014), the prevalence of substance use among adolescents and its correlation with social and demographic factors reported that one of the new trends is combining alcohol with different illicit drugs. It is observed that the most common combination is alcohol with pills (sedatives and analgesics without doctor's prescription) or with marijuana among the young people. Young ones who are mainly from well-to-do homes are increasingly identifying with the 'big boys' that practice the use of substance like heroin and cocaine. Others 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). The findings of the study also revealed the impact of substance abuse on academic performance and these include adverse effect on the brain, poor academic performance, reduction in the class activities and absenteeism in the class. According to Otieno (2012), he found increase in mental and behavioural disorders as the impact on academic performance. Similarly Agbonghalel and Okaka, (2014) who investigated the effects of drug abuse on academic performance on technology education students in Nigerian public universities found that 82.79% of the population who participated in study agreed that hard drugs had some effects on academic performance of students.

It was also revealed that the extent of substances abuse among students is not too encouraging and satisfactory. This result is similarly to study carried out by Dusica et al (2014) which showed that the frequency of substance use was statistically higher among students.

It was further revealed that there was significant relationship between substance abuse and academic performance of secondary school students in the selected local government area. According to Abdu-Raheem (2013), he concluded that the compulsive cravings for the drug to cope with everyday problem including academic work, and anxiety may incite other behavioural anomaly just to access the drug. Such students declined from academic activity, social situation, athletic activities because they no longer concentrate in class activities and home-work. Similarly, Alex-Hart et al. (2015) showed that alcohol abuse influences on academic performance such as heavy drinking which has got a negative effect. Marijuana abuse was said also to directly impair academic abilities that limit academic performance of students.

Conclusion

The study concluded that few of the secondary school students still engage in substance abuse like alcohol, kolanut and cocaine precisely, and this substance has impact on their academic performance as well as adverse effect on their brain which leads to reduction in their class activities and absenteeism in the school.

Recommendations

Based on the result from this study, the researcher hereby recommended the following:

- 1) Government should make fund available for training of all health workers on sensitization of all secondary school students on substance abuse, impact and implication to both their academic and their health.
- 2) Community leaders, political leaders as well as parents should extensively imbibe and adopt of laying good example both in public and private gathering to avoid mislead and misguide of the younger ones around during the social gathering or event.
- 3) The media can also attempt to educate by media awareness to increase the substance abused and hard drugs show which can include some playlets, to re-enforce the message on the media.
- 4) Education is proved to be the best way to encourage young people to resist the risky behaviour and to adopt positive lifestyle behaviour. Education is an important prerequisite for the promotion and preservation of health among young people

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