

PERCEIVED EFFECTS OF DRUG ABUSE ON ACADEMIC PERFORMANCE AMONG COLLEGE OF EDUCATION STUDENTS, ORO, KWARA STATE

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ABSTRACT

Drug abuse or dependence refers to the obsessive and constant use of dangerous amounts of drugs and the appearance of withdrawal symptoms when not using drugs. This study examines Perceived effects of drug abuse on academic performance among college of education students, Oro, Kwara State. The objective of the study was to investigate if alcohol intake and cigarette smoking are significantly perceived effects of drug abuse on academic performance. The research design adopted for this research work was a descriptive research design of survey type. Population of the study were all college of education students Oro, Kwara State. Four hundred (400) students were selected using accidental sampling technique. The instrument was a structured questionnaire, validated and tested for reliability. The split-half method was used and analyzed using Cronbach-alpha a correlation coefficient 'r' result of 0.82. Inferential Statistics of Pearson Product Moment Correlation (PPMC) at 0.05 alpha level of significance were employed in data analysis. The findings of the study revealed that; alcohol intake and cigarette smoking are significantly perceived effects of substance abuse on academic performance among undergraduates because (cal r values of 0.641; 0.720 > table value = 0.113, df = 398). The study concluded that alcohol intake and cigarette smoking are significantly perceived effects of drug abuse on academic performance among college of education students Oro. Based on the conclusion the following recommendations were made; College of education student should abstain from alcohol intake and those exhibiting drug intake actions should seek help before it gets worsens so as to improved academic performance.

Keywords: Academic performance, Drug abuse, College of education, Students

Introduction

Drugs are defined as substances that, by their chemical effects, have the potential to alter biological function (Chebukaka, 2017). According to Balogun (2016), it is also seen as a drug that alters perceptions, cognition, emotion, behaviour, and basic bodily functions. Thus, this may be viewed as chemical modifications of living tissues that could result in behavioural and psychological alterations (Nnachi, 2017). Drug use by itself poses no risk because, when used properly, drugs have been a blessing in bringing about healing. Unfortunately, several drugs that at first had positive effects like ecstasy, a wonderful sensation, serenity, and power have developed into problems with dependence and abuse (Ekpenyong, 2012). drugs, including alcohol, marijuana, cocaine, and tobacco.

According to Ngesu (2018), there are a variety of reasons why undergraduate students consume drugs, including social, psychological, inquisitiveness, boredom, the need to alleviate fear, the desire to experience sexual and physical pleasures, and family history. Tobacco, alcohol, marijuana, and other stronger substances are used in that order. Gradually, undergraduate students are abusing prescription medicines, notably narcotics used to alleviate severe pain and stimulant prescriptions used to treat narcolepsy and attention deficit disorder (Turner in Dankano& Garba, 2020). For students who start using drugs earlier in life, there is often a long-term impact on their ability to learn. Learning problems result from the brain's failure to develop in specific areas as a result of drug misuse. Drug usage that is continued over time causes greater memory and judgement loss. Many first-year college students who utilize drugs struggle to concentrate, are prone to forgetfulness, and may even lose their short-term memory as a result. Drug addiction can degrade memory by making it more difficult for students to retain coordination-related information that they learnt before using the drug (Magidson & Jessica, 2016).

Drug abuse or addiction refers to the compulsive and constant use of dangerous amounts of drugs and the appearance of withdrawal signs when not using drugs. The effects of drug addiction seen, due to this compulsion, are wide-ranging and profound. Effects of drug addiction are felt by the addict both physically and psychologically. The effects are also seen in those around the addict, like family members (Saunders, Aasland, & Babor, 2003).

National Institute on Alcohol Abuse and Alcoholism (2011) the mental effects of drug addiction come from the reason the user is addicted to drugs, as well as the changes that take place in the brain once a person becomes a drug addict. Initially, many people start using drugs to cope with stress or pain (read about: what causes drug addiction) an effect of drug addiction is creation of a cycle where anytime the user encounters stress or pain, they feel the need to use the drug. This is one of the psychological effects of drug addiction involved in "craving" of the drug. Craving is an effect of drug addiction whereby the addict is obsessed with obtaining and using the drug, to the exclusion of all else. One of the psychological effects of addiction involved in craving is the belief the addict cannot function or handle life without use of the drug. Other psychological effects of drug addiction include, wild mood swings, depression, anxiety, paranoia, violence, decrease in pleasure in everyday life, complication of mental illness, hallucinations, confusion, psychological tolerance to the drug's effects creating a desire to do ever-increasing amounts of the drug and desire to engage in risky behaviour.

Substance use by college students has been an issue of concern in our society for many years. After making the transition from high school to college, students generally experience an entirely new, unprecedented level of freedom. They are also exposed to a wide array of new experiences and

choices. These factors help to increase the risk of substance abuse among university students. Intuitively, this would lead to the concern that such behaviour would result in academic failure, thereby severely limiting a student's chances of future success in life. But is there a connection between substance use and academic performance? If so, what is the nature of this correlation, and how can it be explained? In this study, I seek to answer these questions and more. Does substance use significantly affect a student's GPA? What substances are university students using, and for what reasons? I want to gain a greater understanding of the drug-using student subculture and to see how substance use and school related obligations are incorporated into these individuals' lives. This is a pertinent course of research, since substance use among university students is relatively widespread and is currently on the rise (Johnston, O'Malley, & Bachman, 2019).

It is important to understand the interaction between substance use and academic performance, since, whatever the effects may be, they will continue to become more pervasive in upcoming year. Though the studies dealing with substance abuse by university students are innumerable, little research has focused on the connection between substance use and academic performance. Of those studies that do, most of the research points to a negative correlation between substance abuse and grade point average. In a study dealing only with legal substances, Musgrave-Marquart, Bromley, and Dalley (1997) found that alcohol and nicotine use were negatively related to GPA, while caffeine was not. In another study on substance abuse by college students that focused on demographic variables.

Carlson and Davis (2018) discovered that marijuana users had lower high school grade point averages. Other studies, however, have shown that the connection between substance abuse and GPA might be less straightforward. Glickman, Newton Taylor, Adlaf, and Giesbrecht (1997) conducted a study of substance use by university students in Ontario that revealed several trends. Heavy drinking was more prevalent among students with lower grades. Students with a B average were more likely to use hallucinogens than A-students. However, C-students were less likely to use cocaine, crack, heroin, stimulants with a prescription, and barbiturates without a prescription compared to students with the highest academic average. This finding is interesting because, according to previous studies dealing with the correlation between drug use and GPA, it is unexpected. It runs contrary to our culture's taken-for granted views concerning substance abuse and achievement. There has also been research that demonstrates no strong connection between substance use and academic performance. Marcos, Bahr, and Johnson (2013) found that having drug-using friends was by far the strongest indicator for substance use, while attitudes toward education, though not completely unrelated to drug use, demonstrated a much lower correlation. Lo (1991) found that GPA could not be predicted by the selected variables, which involved behavior and views pertaining to drug use.

Statement of the Problem

A continuous use of drugs leads to a state of dependence on it, characterized by an urge to take drug on a continuous basis to maintain the new pathological state of wellbeing. According to Arriens, (2015). All drugs with all abuse potential act on the central nervous system and either stimulate or depress it. The central nervous system depressants suppress the higher centers of inhibitory control and thus causes an uninhibited release phenomenon, which is manifested as euphoria. In larger quantity they cause marked dysphoria and depress respiration, blood pressure and produce a falling body temperature. The commonly abused drugs in this category include alcohol intake, cigarette smoking, marijuana, Indian hemp, tobacco and cough syrup. Drug and alcohol abuse are becoming common amongst our youths from where various college of education students gather to study. It

was also revealed that many of these students who abuse alcohol and tobacco find it difficult to concentrate on their studies which results to their poor academic performance as many do struggle with carry over or cumulative grade point average based on these facts the researcher investigates on perceived effects of drug abuse on academic performance among college of education students Oro, Kwara State.

The following research questions were raised for this study;

1. Will alcohol intake be a perceived effect of drug abuse on academic performance among college of education students Oro, Kwara State?
2. Will cigarette smoking be a perceived effect of drug abuse on academic performance among undergraduates of college of education students Oro, Kwara State?

Hypotheses

1. Alcohol intake will not significantly be a perceived effect of substance abuse on academic performance among college of education students Oro, Kwara State.
2. Cigarette smoking will not significantly be a perceived effect of substance abuse on academic performance among college of education students Oro, Kwara State.

Materials and Methods

A descriptive research design of the survey type was used for the study. The population of the study were all college of education students Oro, Kwara State. Accidental sampling technique was used to select (400) four hundred college students. This is a method where the participants were selected by the researcher and two trained research assistants. The researcher picked a sample representative to the population of interest. The researcher visited the departments to administer the questionnaire to the undergraduates through the use of informed consent, until the desired sample was eventually obtained.

Researcher's designed structured questionnaire was used to collect data for the study. The questionnaire was validated by three (3) experts from the Department of Health Promotion and Environmental Health Education of the University of Ilorin. The reliability of the instrument was ascertained by using the split-half method. The questionnaires were administered to the respondents and the items were calculated using Cronbach-alpha. A correlation coefficient 'r' of 0.82 was obtained, this was considered high and good enough for the study. The researcher distributed the questionnaire with the help of two trained research assistants and the data collected were analyzed using Pearson Product Moment Correlation Coefficient at 0.05 alpha level of significance. Using statistical package for social science (SPSS) version 20.0.

Results

Table 1: Pearson correlation analysis of alcohol intake and academic performance

Variable	N	\bar{X}	S.D	Df	Calculated r value	Critical r value	Remark
Alcohol intake and academic performance	400	22.51	4.202	398	0.641	0.113	Ho rejected

P=0.05 alpha level

The result of the analysis shows the calculated r value of 0.641 is greater than the table r value of 0.113 with degree of freedom of 400 at 0.05 alpha level of significance. Hence the null hypothesis was rejected. This implies that alcohol is a significantly perceived effect of substance abuse on academic performance among college of education students Oro, Kwara State.

Table 2: Pearson correlation analysis of cigarette smoking and academic performance

Variable	N	\bar{X}	S.D	Df	Calculated r value	Critical r value	Remark
Cigarette smoking and academic performance	400	2311 10.94	3.615 4.231	398	0.720	0.113	Ho rejected

@ 0.05 alpha level of significance

The result of the analysis shows the calculated r value of 0.720 is greater than the table r value of 0.113 with degree of freedom of 400 at 0.05 alpha level of significance. Hence the null hypothesis was rejected. This implies that smoking is a significantly perceived effect of substance abuse on academic performance among college of education students Oro, Kwara State.

Discussion of Findings

Testing the first hypothesis showed that that alcohol intake is a significantly perceived effect of substance abuse on academic performance among college of education students Oro. This finding is in line with the findings of National Institute on Alcohol Abuse and Alcoholism (2011) the psychological effects of drug addiction come from the reason the user is addicted to drugs, as well as the changes that take place in the brain once a person becomes a drug addict. Initially, many people start using drugs to cope with stress or pain (read about: what causes drug addiction) an effect of drug addiction is creation of a cycle where anytime the user encounters stress or pain, they feel the need to use the drug. This is one of the psychological effects of drug addiction involved in "craving" of the drug. Craving is an effect of drug addiction whereby the addict is obsessed with obtaining and using the drug, to the exclusion of all else. One of the psychological effects of addiction involved in craving is the belief the addict cannot function or handle life without use of the drug. Other psychological effects of drug addiction include, wild mood swings, depression, anxiety, paranoia, violence, decrease in pleasure in everyday life, complication of mental illness, hallucinations, confusion, psychological tolerance to the drug's effects creating a desire to do ever-increasing amounts of the drug and desire to engage in risky behaviour. A previous study investigated the impact of alcohol drinking on students' academic performance (Oshodi, Aina & Onajole, 2010). Onyebuchukwu, Sholarin, and Emerenwa (2015) conducted a study with 30 students to assess the dependability and accuracy of the study's survey instruments. The study included 200 participants, 114 males and 86 females ranging in age from 13 to 25 years. The study indicates that there's a strong link between alcohol consumption and academic performance, a notable contrast in academic outcomes between drinkers and non-drinkers, and alcohol has a significant impact on academic performance. A significant number of students are terrified as a result of drunken students' behavior. However, after taking into consideration unobserved factors and controlling for them, the results showed that binge drinking can have a slightly negative impact on academic performance, particularly for risk-averse students, who focused on their future and abstain from drug use. It is crucial to enforce strict laws regulating alcohol in universities to reduce the negative impact of

alcohol (Mekonen, Fekadu, Chane & Bitew, 2017). This is because the effects of alcohol are determined by the duration and amount consumed - the negative impact on student's cognitive abilities, as measured by academic performance, grows with an increase in both the quantity and frequency of alcohol consumption (Osain&Aleksseevic, 2010). This is a minor price to pay to ensure our children's safety and success (Dlamini, Judy & Rugbeer, Vijay & Naidoo, Gedala& Moodley, Samantha & Metso, Reggy, 2012).

Hypothesis 2, the result shows that cigarette smoking is a significantly perceived effect of substance abuse on academic performance among college of education of education students Oro. This finding corroborates with Carlson and Davis (2018) both discovered that marijuana users had lower high school grade point averages. Other studies, however, have shown that the connection between substance abuse and GPA might be less straightforward. Glickman, Newton Taylor, Adlaf, and Giesbrecht (1997) conducted a study of substance use by university students in Ontario that revealed several trends. Heavy drinking was more prevalent among students with lower grades. Students with a B average were more likely to use hallucinogens than A-students. However, C-students were less likely to use cocaine, crack, heroin, stimulants with a prescription, and barbiturates without a prescription compared to students with the highest academic average. Alkhalaf, Suwyadi and AlShamakhi (2021) reported that poor academic performance among college students can lead to a low cumulative grade point average (GPA), excessive absences or tardiness and an increased number of academic warning letters received. Previous studies have suggested an association between smoking behaviour and academic achievement among students. For instance, it has been demonstrated that cigarette smoking among both Saudi secondary school and medical students is associated with poor academic performance suggesting that students who smoke are likely to achieve less academically. In support of these findings, it has also been reported that smoking is also negatively associated with academic performance among Norwegian adolescents and undergraduates at a public university in Islamabad, Pakistan (Ullah, Sikander & Abbasi, 2019; Stea, & Torstveit, 2014). We also found a significant relationship between cigarettes consumption and poor academic performance. This finding is in agreement with a study conducted in 1960s that found smokers among adolescents have lower grade compared with a nonsmoker (Matarazzo & Saslow, 1960). Another study also showed a negative correlation between smoking and academic performance among school students (Borland & Rudolph, 1975). In addition, our findings are supported by several studies showing that increased prevalence of smoking and nicotine dependence and that smoking is associated with lower academic achievement in African Americans and European students (Coban, Kunst & Van Stralen, 2018).

Conclusions

Based on the findings of this study, the following conclusions were made;

1. Alcohol intake is a perceived effect of substance abuse that affects the academic performance among college of education of education students Oro, Kwara State.
2. Cigarette smoking is a perceived effect of substance abuse which lowers the academic performance among college of education of education students Oro, Kwara State.

Recommendations

Based on the conclusions the following recommendations were made;

1. College of education student should abstain from alcohol intake and those exhibiting drug intake actions should seek help before it gets worsens so as to improved academic performance.
2. College of education students should be given adequate drug education so as to discourage them from cigarette smoking that leads to death and health issues which inhibits their academic performance.

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