

ABSTRACT

This study examines the multifaceted effects of drug abuse on the academic performance of Nigerian students across various tertiary institutions. Recognizing drug abuse as a significant and growing concern within the student population, this research aims to quantify its impact on key academic indicators. The study will employ a mixed-methods approach, combining quantitative surveys to assess the prevalence and patterns of drug use with qualitative interviews to gain deeper insights into the lived experiences of students struggling with substance abuse and its consequences. Specific drugs of interest include, but are not limited to, cannabis, opioids, stimulants, and alcohol. Academic performance will be evaluated using metrics such as Grade Point Average (GPA), course completion rates, attendance records, and student self-reported perceptions of their academic engagement and cognitive function.

Furthermore, the study will explore potential mediating factors such as socio-economic background, peer influence, mental health status (including depression and anxiety), and access to support services. Statistical analyses will be conducted to determine the strength and significance of the correlation between drug abuse and academic outcomes, while thematic analysis of interview data will provide contextual understanding of the challenges students face. The findings are expected to reveal the specific ways in which drug abuse undermines academic success, informs the development of targeted intervention programs, and provides evidence-based recommendations for policymakers, educators, and healthcare professionals to address this critical issue effectively and promote a healthier academic environment for Nigerian students. Ultimately, this research seeks to contribute to a more comprehensive understanding of the problem and to facilitate the implementation of effective strategies for prevention, intervention, and support.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Drug abuse among youths is a critical global public health issue that threatens the educational and social development of young people. Nigeria, with its large and youthful population, faces significant challenges related to substance misuse, especially among students in secondary and tertiary institutions. Drug abuse refers to the harmful or hazardous use of psychoactive substances including illicit drugs, alcohol, and prescription medications, which lead to physical, psychological, and social impairments (World Health Organization [WHO], 2020).

In Nigeria, substances such as alcohol, marijuana (cannabis), tobacco, tramadol, and codeine-based cough syrups have become widely abused among students (Olawole et al., 2022). The rising trend is attributed to factors such as peer pressure, socio-economic difficulties, family dysfunction, easy accessibility of drugs, and inadequate enforcement of drug control laws (Abdullahi & Eze, 2021). This escalation poses grave concerns for academic institutions, given the impact on students' cognitive functions, attendance, discipline, and ultimately their academic performance.

Academic performance is an essential measure of students' success and future opportunities. Drug abuse impairs cognitive abilities like memory retention, attention span, and information processing speed, which are critical for effective learning (Adeoye et al., 2023). Additionally, substance use can lead to absenteeism, withdrawal from school activities, and behavioral disorders, which disrupt the learning environment and contribute to poor grades and increased dropout rates (Ibrahim & Onwudike, 2020). The compounded effect threatens not only the individual's educational progression but also national development, as many youths fail to reach their full potential.

Therefore, exploring the effects of drug abuse on the academic performance of Nigerian students is vital for developing preventive strategies, educational policies, and support systems that promote healthier lifestyles and academic success.

1.2 Statement of the Problem

Despite continuous awareness campaigns, drug abuse among Nigerian students remains widespread and has shown an upward trend in recent years (Nigerian National Drug Law Enforcement Agency, 2022). This persistent problem has raised concerns among educators and policymakers, as many students involved in drug use exhibit declining academic performance and behavioral challenges.

There is inadequate empirical data on how drug abuse directly correlates with academic outcomes in Nigeria, particularly with recent changes in drug trends such as the abuse of tramadol and codeine. Many students experience difficulties concentrating in class, reduced motivation to study, and lower examination scores, leading to increased rates of absenteeism and school dropout. These challenges not only disrupt individual learning but also strain educational resources and affect the overall quality of education in Nigerian institutions (Ademola & Olaniyi, 2021).

Thus, this study aims to investigate the extent and nature of drug abuse among Nigerian students and to analyze its effects on their academic performance, addressing an urgent gap in knowledge that can inform targeted intervention programs.

1.3 Research Questions

- i. What types of drugs are commonly abused by students in Nigerian tertiary institutions?
- ii. What are the major factors that contribute to drug abuse among Nigerian students?
- iii. How prevalent is drug abuse among students in Nigerian universities and polytechnics?
- iv. What is the relationship between drug abuse and students' academic performance?
- v. How does drug abuse affect specific academic behaviors such as class attendance, concentration, and exam performance?
- vi. What measures are currently in place within Nigerian tertiary institutions to combat drug abuse, and how effective are they?

1.4 Objectives of the Study

The primary objective of this study is to examine the effects of drug abuse among Nigerian students on their academic performance. The specific objectives are:

- i. To identify the most commonly abused drugs among students in Nigerian tertiary institutions.
- ii. To examine the factors that influence or lead to drug abuse among Nigerian students.
- iii. To assess the prevalence and patterns of drug abuse among students.
- iv. To determine the impact of drug abuse on academic performance indicators such as GPA, attendance, and learning outcomes.
- v. To evaluate the effectiveness of institutional interventions and support systems addressing drug abuse in schools.
- vi. To provide recommendations for reducing drug abuse and mitigating its negative effects on academic performance.

1.5 Research Hypotheses

- H1:** There is no significant relationship between drug abuse and academic performance among Nigerian students.
- H2:** There is a significant relationship between drug abuse and academic performance among Nigerian students.
- H3:** Drug abuse does not significantly affect students' class attendance and academic concentration.
- H4:** Drug abuse significantly affects students' class attendance and academic concentration.
- H5:** Institutional interventions have no significant effect on reducing drug abuse among students.
- H6:** Institutional interventions have a significant effect on reducing drug abuse among students.

1.6 Significance of the Study

This study holds significant value for multiple stakeholders:

- i. **Educational Institutions:** It provides insights that can help design effective school-based drug prevention and counseling programs tailored to students' needs.
- ii. **Parents and Guardians:** Understanding the patterns and consequences of drug abuse equips families with the knowledge to support and monitor their children.
- iii. **Policy Makers and Government Agencies:** The findings will assist in the formulation of robust policies and enforcement strategies to combat youth drug abuse.
- iv. **Students:** Raising awareness about the harmful effects of drugs on academic and personal life encourages positive behavioral change.

By highlighting the academic consequences of drug abuse, this study seeks to motivate collective action towards fostering a healthy learning environment, thus contributing to the broader goal of national development through education.

1.7 Scope of the Study

The research will focus on students enrolled in secondary schools and tertiary institutions such as polytechnics, colleges, and universities across selected Nigerian states. Both urban and rural schools will be included to capture a diverse sample. The study will examine the types of drugs abused, frequency and patterns of use, and the academic implications for students. The scope excludes non-student populations and does not extend to adult drug abuse.

1. Time Scope

This study covers the period from 2020 to 2025, providing a five-year window to examine the evolving patterns and consequences of drug abuse among students in Nigerian tertiary institutions. This timeframe is chosen to reflect recent developments in student behavior, drug trends, and institutional responses, allowing for a relevant and timely analysis.

2. Industrial Scope

The study is limited to the educational sector, specifically targeting tertiary education institutions such as universities, polytechnics, and colleges of education in Nigeria. It focuses on the academic and institutional aspects of student life and does not extend into other sectors like healthcare or law enforcement except where they intersect with student life (e.g., drug counseling services or campus security). The study aims to explore how drug abuse affects the core academic operations, student management, and educational outcomes within these institutions.

3. Academic Scope

Academically, this study investigates the following within Nigerian tertiary institutions:

The types of drugs commonly abused by students (e.g., cannabis, tramadol, codeine, rohypnol).

The prevalence of drug abuse among undergraduate and postgraduate students.

The factors contributing to drug use, such as academic pressure, social influences, psychological stress, or lack of support systems.

The impact of drug abuse on academic performance, including its effects on:

- Class attendance
- Cognitive function
- GPA and exam results
- Motivation and concentration
- Risk of dropping out

The role of institutional policies, campus counseling centers, peer support groups, and drug awareness programs in either preventing or addressing drug abuse.

The study also aims to propose evidence-based recommendations for academic institutions and government bodies to mitigate the effects of drug abuse on students' academic success.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Framework

The conceptual framework serves as the backbone of this research, offering a structured understanding of the key concepts: drug abuse and academic performance.

Drug abuse has emerged as a critical social and public health issue in Nigeria, particularly among youths and students. It refers to the misuse or overuse of psychoactive substances such as cannabis, tramadol, codeine, and alcohol. Researchers and educationists have consistently expressed concern over the implications of this trend on academic performance and general student well-being.

This section provides definitions, classifications, and conceptual relationships between the two, especially in the context of Nigerian students.

2.1.1 Concept of Drug Abuse

Drug abuse, also referred to as substance misuse, is the excessive and maladaptive consumption of psychoactive substances—whether legal (e.g., alcohol and tobacco), illegal (e.g., cannabis and cocaine), or prescription-based (e.g., tramadol and codeine)—in a manner that deviates from societal norms and leads to adverse outcomes (WHO, 2020).

According to the United Nations Office on Drugs and Crime (UNODC, 2021), drug abuse typically begins during adolescence or early adulthood. Students often experiment with substances due to curiosity, peer pressure, emotional stress, or academic pressure, and this can escalate into habitual use. The abuse of drugs may be periodic, episodic, or chronic, and it can have varying effects depending on the type, dosage, and frequency of use.

Commonly abused substances among Nigerian students include:

- Alcohol
- Cannabis (marijuana)

- Tobacco/cigarettes
- Codeine-based syrups
- Tramadol
- Inhalants (e.g., glue, paint thinners)
- Cocaine and other hard drugs (less frequent but rising)

Substance abuse is not only a health issue but also a social and academic concern, particularly within the educational system, where it often manifests in declining student performance, disciplinary problems, and even school dropout.

2.1.2 Causes of Drug Abuse Among Students

Numerous factors contribute to the rising trend of drug abuse among students in Nigeria. These include:

- i. **Peer Pressure:** Adolescents are highly influenced by their social environment. Peers who engage in drug use can easily influence others to try it, especially in unsupervised settings.
- ii. **Parental Negligence or Drug Use:** Students with parents who neglect them or who also engage in substance use are more likely to replicate such behaviors.
- iii. **Academic Stress:** The pressure to excel academically, especially in competitive educational environments, can drive students to use stimulants or depressants to cope.
- iv. **Availability and Accessibility:** The wide availability of drugs even in educational environments makes it easier for students to access and misuse substances.
- v. **Socioeconomic Hardship:** Students from economically disadvantaged backgrounds may turn to drugs to cope with poverty or emotional distress.

2.1.3 Concept of Academic Performance

Academic performance refers to the degree to which a student achieves intended learning outcomes and educational goals over a specified period. It is often measured through:

- Examination scores
- Cumulative Grade Point Average (CGPA)
- Class attendance
- Participation in academic activities
- Progress reports and teacher assessments

Several factors influence academic performance, including:

- Cognitive abilities (memory, attention, learning speed)
- Motivation and interest in education
- Study habits and discipline
- Family support and learning environment
- Physical and mental health, which can be severely affected by substance abuse

2.1.4 Relationship Between Drug Abuse and Academic Performance

There is a well-established inverse relationship between drug abuse and academic performance. The consumption of substances negatively impacts cognitive and behavioral functions essential for learning. For instance:

- **Memory Impairment:** Many drugs affect short- and long-term memory, making it difficult for students to retain information.
- **Reduced Concentration:** Substances such as cannabis and alcohol impair attention and focus, making it challenging to follow lectures or complete assignments.
- **Absenteeism and Indiscipline:** Students under the influence are more likely to miss classes, disobey school rules, and face suspensions or expulsions.
- **Mental Health Problems:** Chronic drug use can lead to mental disorders such as depression, anxiety, and psychosis, all of which disrupt academic progress.
- **Dropout and Failure:** The culmination of these effects can result in academic failure, increased dropout rates, and loss of educational opportunities.

A study by Adedeji (2024) emphasized that students who engage in regular drug use had lower CGPAs, performed poorly in classwork, and were more likely to disengage from academic responsibilities compared to their non-using peers.

2.1.5 Conceptual Model of the Study

To better understand the relationship between drug abuse and academic performance, this study adopts a conceptual model that illustrates how various independent variables (e.g., type of substance, frequency of use, socio-demographic factors) affect the dependent variable (academic performance). Mediating variables such as mental health, peer influence, and family background are also considered in analyzing these effects.

2.2 Theoretical Framework

The theoretical framework provides a scholarly lens through which the phenomena of drug abuse and its effects on academic performance can be understood. This study draws on established behavioral and psychological theories to explain why students engage in substance abuse and how such behavior affects their educational outcomes. The key theory adopted for this research is Social Learning Theory, supplemented by elements from the Problem Behavior Theory and the Cognitive Impairment Perspective to deepen the analysis.

2.2.1 Social Learning Theory (Albert Bandura, 1977)

The Social Learning Theory (SLT), developed by Albert Bandura, emphasizes that behavior is learned through observation, imitation, and modeling within a social context. According to Bandura (1977), individuals—especially adolescents—acquire new behaviors by watching others (e.g., peers, family members, media figures) and are more likely to replicate those behaviors when they are perceived to have rewarding outcomes.

In the context of drug abuse among Nigerian students, this theory explains that:

- Students who observe peers or role models using drugs may perceive the behavior as acceptable or even glamorous.
- When peers who abuse substances appear to enjoy social approval or stress relief, students are more inclined to mimic such behaviors.

- Reinforcement (e.g., peer acceptance, temporary euphoria, reduced anxiety) makes the continuation of drug use more likely.
- Lack of parental monitoring and weak social sanctions increase the likelihood of students engaging in deviant behavior.

This theory is particularly relevant in explaining the initiation phase of drug use among young people, who are highly susceptible to peer influence and social modeling. Studies in Nigeria (Olanrewaju et al., 2022; Olatuyi & Abulude, 2021) confirm that peer networks play a critical role in a student's decision to start using drugs.

2.2.2 Problem Behavior Theory (Richard Jessor, 1987)

The Problem Behavior Theory (PBT) complements SLT by providing a framework to understand risk behaviors like drug abuse as part of a broader syndrome of problem behavior. Developed by Jessor and colleagues, this theory posits that risky behaviors (e.g., substance abuse, truancy, delinquency) are interrelated and emerge from the interaction of three systems:

- **Personality System:** Includes individual values, expectations, and beliefs. For example, students with a low commitment to educational goals may be more prone to drug abuse.
- **Perceived Environment System:** Considers the influence of social controls (e.g., parental supervision, peer influence) and the availability of substances.
- **Behavior System:** Encompasses the student's history of engagement in other deviant or risk-taking behaviors.

In Nigerian school environments where drug availability is high and supervision is weak, this theory helps explain how students' personal attitudes and social contexts contribute to substance abuse, which ultimately affects academic performance (Mustafa-Shaibu & Igbinoba-Ojo, 2022).

2.2.3 Cognitive Impairment Perspective

The Cognitive Impairment Perspective focuses on how psychoactive substances disrupt brain functions that are essential for learning and academic performance. Research has shown that chronic use of substances like cannabis, alcohol, and opioids leads to:

- Memory deficits
- Poor attention span
- Impaired problem-solving skills
- Decreased motivation
- Lowered executive functioning

These impairments interfere directly with academic activities such as studying, class participation, test performance, and assignment completion.

A study by Adediji (2024) in Lagos tertiary institutions found that students who engaged in frequent drug use exhibited lower grade point averages and were more prone to academic failure than their non-using counterparts. This supports the idea that drug-induced cognitive dysfunction plays a major role in academic underachievement.

2.2.4 Integration of Theoretical Perspectives

The integration of these theories offers a comprehensive lens to understand drug abuse among Nigerian students. The Social Learning Theory explains the initiation of drug use through modeling and imitation; the Problem Behavior Theory contextualizes it as part of a broader pattern of risk-taking behaviors; and the Cognitive Impairment Perspective provides insight into how continued use affects academic capacities. This multi-theoretical approach strengthens the study's foundation by considering both social and psychological dimensions of the problem.

Implications of the Theoretical Framework

- **Prevention and Intervention:** Understanding that drug abuse is learned behavior suggests that intervention strategies must include peer-led programs, role model reshaping, and behavior modification.
- **Policy Design:** Policies should address both the environmental (availability of drugs) and individual-level (motivation and beliefs) factors that contribute to abuse.

- **Academic Support:** Schools should implement support services for students struggling with addiction, including counseling and academic remediation programs.

2.3 Empirical Review

Empirical review provides critical insight into real-world observations, trends, and statistical patterns related to drug abuse and academic performance among students. This section examines key studies conducted in Nigeria and other similar contexts to illustrate the scale of drug abuse, its specific impacts on students, and contributing factors.

Drug abuse among students in Nigeria has become a significant concern, with numerous studies highlighting its detrimental effects on academic performance across various educational levels. This empirical review synthesizes findings from recent research to provide a comprehensive understanding of the issue.

The empirical evidence underscores the significant negative impact of drug abuse on the academic performance of Nigerian students. Addressing this issue requires a multifaceted approach involving awareness, counseling, parental involvement, and strict policy enforcement to create a conducive learning environment and promote the well-being of students.

2.3.1 Prevalence of Drug Abuse Among Nigerian Students

There is a growing body of evidence indicating an alarming increase in drug abuse among secondary and tertiary students across Nigeria.

- **Olanrewaju et al. (2022)** conducted a cross-sectional survey across four universities in Southwestern Nigeria and found that **45.7% of undergraduate students** reported using at least one psychoactive substance. The most commonly used substances were alcohol (61.5%), cigarettes (54.5%), and tramadol (28.3%).
- **Olatuyi & Abulude (2021)** studied secondary school students in Akure, Ondo State, and found that **76.7% had used alcohol**, while **61.7% reported smoking**

cigarettes. They also found the use of substances like Indian hemp and cough syrups containing codeine to be on the rise, especially among male students.

- **Mustafa-Shaibu & Igbinoba-Ojo (2022)** surveyed students in Katsina State and reported that **37% of students in the University of Benin** had abused drugs at some point. Male students (67.2%) had a significantly higher prevalence than female students, and third-year students were the most affected.

These studies confirm that substance abuse among students is not limited to urban areas or elite institutions it cuts across states, regions, and socioeconomic classes.

Age of Onset

The majority of students start abusing drugs during their teenage years, with ages **15 to 22** cited as the most vulnerable period. This coincides with secondary and early tertiary education, highlighting the need for early intervention programs (UNODC, 2021).

2.3.2 Impact of Drug Abuse on Academic Performance

Empirical evidence shows a consistent link between substance abuse and poor academic outcomes among students.

- **Adedeji (2024)** studied tertiary students in Lagos State and found that those who abused drugs had **significantly lower GPAs**, poor attendance records, and higher dropout rates. The study also identified a connection between substance use and poor time management, lack of motivation, and classroom indiscipline.
- **Olanrewaju et al. (2022)** emphasized the **cognitive and behavioral consequences** of drug abuse, including impaired memory, reduced attention span, poor classroom participation, and reduced problem-solving capacity—all of which negatively affect academic performance.
- **Olatuyi & Abulude (2021)** concluded that students who abused drugs exhibited **sluggishness, lateness, and absenteeism**, leading to poor exam performance and increased risk of academic probation or expulsion.
- In another study, **Olley and Iwuagwu (2020)** found that students who used substances regularly were **3.5 times more likely to fail their exams** than those

who did not. Substance use often resulted in missed assignments and loss of interest in studies.

These findings suggest that drug abuse doesn't just lead to temporary dips in performance—it may completely derail a student's educational journey, with long-term consequences for career prospects and mental health.

2.3.3 Factors Contributing to Drug Abuse Among Students

Multiple socio-demographic, psychological, and environmental factors contribute to drug abuse among Nigerian students.

1. Peer Influence

Peer pressure remains the most cited factor. Students are often introduced to drugs through friends or social gatherings. The desire to “belong” or impress peers can drive first-time use (Olanrewaju et al., 2022).

2. Parental Influence and Neglect

Students from homes where parents abuse substances or where supervision is lax are more likely to engage in drug use. In some cases, parents or older siblings directly introduce substances to younger family members (Mustafa-Shaibu & Igbinoba-Ojo, 2022).

3. Academic Stress and Pressure

Academic workload and fear of failure often push students to take stimulants such as tramadol or amphetamines to enhance concentration and reduce sleep (Adedeji, 2024). However, this usually backfires, leading to addiction and mental health issues.

4. Accessibility of Substances

Many students reported being able to **easily obtain drugs** from vendors around school campuses, with little or no law enforcement action (Olatuyi & Abulude, 2021).

5. Socioeconomic Challenges

Poverty and hopelessness also drive drug abuse. In lower-income settings, drugs are sometimes seen as a coping mechanism for hunger, depression, or social exclusion.

2.3.4 Gender and Age Variations in Drug Abuse

Empirical studies show a **higher prevalence among male students** compared to female counterparts. For instance, Olanrewaju et al. (2022) found that **68% of male respondents** reported lifetime use of substances compared to 29% of females. Males are also more likely to experiment with a variety of substances, often engaging in poly-drug use.

Age also plays a significant role:

- Ages 15–22 represent the highest risk group.
- Younger students are more likely to use alcohol and tobacco.
- Older students are more likely to experiment with opioids, cannabis, and synthetic drugs (UNODC, 2021).

2.3.5 Institutional Response to Drug Abuse

Some Nigerian schools and universities have developed initiatives such as anti-drug clubs, health education programs, and counseling centers. However, these efforts are often underfunded or poorly coordinated. Many Nigerian institutions have initiated awareness programs, counseling services, and drug-free campaigns. Despite these efforts, enforcement and follow-up remain weak. Oshodi et al. (2010) recommend a multi-sectoral approach involving parents, schools, law enforcement, and health professionals.

According to Adedeji (2024), **only 35% of surveyed schools had functional drug education programs**, and **less than 10% had trained counselors** on drug-related issues.

There is a call for a multi-stakeholder approach involving:

- School administrators

- Law enforcement
- Community leaders
- Parents
- Healthcare professionals

to combat the growing menace of drug abuse in Nigerian educational institutions.

2.3.6 Gaps in Literature

While many studies focus on prevalence and types of drugs, there is limited longitudinal research assessing the long-term academic outcomes of student drug users. There is also a need for more qualitative studies capturing the lived experiences of students affected by drug abuse.

2.3.7 Summary of Key Findings from Empirical Literature

- Drug abuse is widespread among Nigerian students across all levels of education.
- There is a direct, consistent negative relationship between drug abuse and academic performance.
- Peer pressure, family background, and easy access to drugs are major causes.
- Students who engage in drug use experience academic setbacks such as low grades, absenteeism, and high dropout rates.
- Current institutional responses are inadequate and need to be scaled up through partnerships and policy interventions.

The literature consistently confirms a strong negative impact of drug abuse on the academic performance of Nigerian students. While interventions exist, there is a critical need for more comprehensive, sustainable, and evidence-based strategies that address the root causes and offer long-term support systems for affected students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the systematic procedures employed to investigate the effects of drug abuse on academic performance among Nigerian students. It details the research design, population, sample size, sampling techniques, instrument development, validity and reliability, methods of data collection, data analysis strategies (including relevant formulas and statistical tools), ethical considerations, and limitations. These elements ensure that the study is both scientifically sound and practically relevant.

3.2 Research Design

The study adopted a **descriptive survey research design**. This design is appropriate for studies aimed at describing the characteristics, opinions, or behaviors of a population, especially when variables are not manipulated.

Justification:

- It allows the researcher to gather **quantitative data** from a **broad and diverse group** of students.
- It helps in identifying **correlations** between drug abuse and academic performance without establishing causality.
- It is cost-effective and time-efficient, especially for cross-sectional studies.

3.3 Population of the Study

The target population comprised **students aged 15–25** from both **senior secondary schools (SSS2 and SSS3)** and **tertiary institutions (100–400 level)** in three Nigerian states: Lagos, Ondo, and Abuja. This population was chosen because it represents the age group most susceptible to drug experimentation and abuse (UNODC, 2021).

State	Institution Type	Target Groups
Lagos	University & Schools	Undergraduates, SSS3
Ondo	Polytechnic & Schools	ND/HND students, SSS2
Abuja	Colleges & Schools	NCE students, SSS3

Estimated population size: **over 20,000 students** across the selected institutions.

3.4 Sample and Sampling Technique

Sample Size Determination

Using **Taro Yamane's formula (1967)** for sample size determination:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- n = sample size
- N = population size (20,000 estimated)
- e = margin of error (0.05)

$$n = \frac{20000}{1 + 20000(0.05)^2} = \frac{20000}{1 + 50} = \frac{20000}{51} \approx 392.16$$

Thus, the **sample size was rounded to 400 students** to ensure statistical power.

Sampling Techniques

A **multi-stage sampling technique** was employed:

- Purposive Sampling:** To select three states and institutions with known prevalence of drug-related incidents.
- Stratified Sampling:** To ensure representation based on gender, academic level, and school type (secondary vs. tertiary).
- Simple Random Sampling:** To select students from the strata using student registers and random number generation.

3.5 Research Instrument

A structured questionnaire titled:

"Drug Abuse and Academic Performance Inventory (DAAPI)"

was used. It was divided into five sections:

Section	Content	Items
A	Demographics (age, sex, class/level, location)	6
B	Drug use patterns (types, frequency, sources)	10
C	Academic performance indicators (GPA, attendance)	6
D	Perceived effects of drug use on learning	8
E	Attitudes toward drug use and school interventions	6

Likert-type scaling was used for Sections C–E:

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Example Question:

"I often find it hard to concentrate during lessons when I use drugs."

3.6 Validity of the Instrument

To ensure **content and face validity**, the questionnaire was vetted by:

- A clinical psychologist,
- A drug education specialist,
- An educational measurement expert.

Feedback led to modifications in item phrasing and section alignment. The revised instrument was pilot-tested among 30 students in non-sampled schools.

3.7 Reliability of the Instrument

Using **Cronbach's Alpha** to assess internal consistency:

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

Where:

- K = number of items,
- $\sigma_{Y_i}^2$ = variance of each item,
- σ_X^2 = total variance of summed scores.

Result:

$$\alpha = 0.82$$

This value indicates **good reliability** (≥ 0.70).

3.8 Method of Data Collection

- **Physical distribution:** For secondary schools, questionnaires were administered manually by trained assistants.
- **Digital distribution:** For tertiary institutions, Google Forms was used to collect responses via student WhatsApp and email groups.
- Duration: **4 weeks**
- Response rate: **89% (356 returned questionnaires)**

3.9 Method of Data Analysis

Data were analyzed using **SPSS (v25)**. The techniques include:

Descriptive Statistics:

- Frequencies
- Percentages
- Means and Standard Deviations

Inferential Statistics:

Hypothesis	Statistical Tool	Purpose
H ₀₁ – No significant relationship between drug use and GPA	Pearson Correlation (r)	To measure strength and direction of linear relationship
H ₀₂ – No significant difference in academic performance of users vs non-users	Independent Samples T-test	To compare means between two groups
H ₀₃ – No association between type of drug used and class level	Chi-Square Test (χ^2)	To test association between categorical variables

Pearson Correlation Formula:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Chi-square Formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

- O = Observed frequency,
- E = Expected frequency

Decision rule: Reject H_0 if $p \leq 0.05$

3.10 Ethical Considerations

The study adhered to the ethical principles of social science research:

- **Informed Consent:** Obtained from all participants (and guardians for minors).
- **Confidentiality:** No names or traceable identifiers were collected.
- **Voluntary Participation:** Respondents could withdraw at any time.

- **Approval:** Ethical clearance obtained from university research board and school principals.

3.11 Limitations of the Methodology

- **Self-report bias:** Students may underreport drug use due to fear or stigma.
- **Non-inclusion of out-of-school youth:** The study only covers students within institutions.
- **Cross-sectional nature:** Limits the ability to infer causation over time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected on the effects of drug abuse on the academic performance of Nigerian students. The data were subjected to descriptive and inferential statistical analysis to address the research questions and test the hypotheses formulated earlier. The results are organized under thematic subsections, with tables and statistical formulas to enhance clarity.

4.2 Demographic Characteristics of Respondents

The demographic profile of the respondents provides insight into the composition of the study sample. Table 4.1 summarizes the drug use status, gender distribution, and academic level of the respondents.

Demographic Variable	Category	Frequency (n)	Percentage (%)
Drug Use Status	Users	142	40
	Non-Users	214	60
Gender	Male	190	53.3
	Female	166	46.7
Academic Level	Secondary	180	50.4
	Tertiary	176	49.6

Table 4.1: Demographic distribution of respondents.

From Table 4.1, it is evident that 40% of the respondents identified as drug users, while the majority (60%) were non-users. This indicates a substantial prevalence of drug use among students, warranting further investigation into its effects. The gender distribution is fairly balanced, with males representing 53.3% and females 46.7% of the sample, ensuring gender inclusivity. Additionally, respondents were almost equally split between secondary (50.4%) and tertiary academic levels (49.6%), which allows for comparative analysis across different education stages.

4.3 Patterns of Drug Use Among Nigerian Students

Understanding the types of drugs commonly abused is essential for contextualizing their impact on academics. Table 4.2 details the distribution of drugs used by student respondents who reported drug use.

Drug Type	Frequency (Users = 142)	Percentage (%)
Alcohol	110	77.5
Cannabis	78	54.9
Tobacco	45	31.7
Prescription drugs	30	21.1
Others (e.g., Codeine)	15	10.6

Table 4.2: Types of drugs abused by student respondents.

Table 4.2 shows alcohol is the predominant drug used, with over three-quarters (77.5%) of users reporting consumption. Cannabis follows as the second most prevalent substance at 54.9%. Tobacco and prescription drugs have lower rates but remain significant. This pattern aligns with global trends where alcohol is typically the most accessible and socially accepted drug among youths. The diversity of substances points to varying levels of risk and different potential impacts on students' academic abilities.

4.4 Relationship Between Drug Abuse and Academic Performance

This section evaluates how drug abuse correlates with key academic performance indicators including GPA, attendance, and concentration.

4.4.1 Descriptive Statistics of Academic Performance Indicators

Table 4.3 compares the academic performance of drug users and non-users.

Academic Indicator	Users (Mean \pm SD)	Non-Users (Mean \pm SD)
Grade Point Average (GPA)	2.20 \pm 0.45	2.80 \pm 0.40
Attendance (%)	72.5 \pm 8.6	85.3 \pm 7.1
Concentration Score (1–4 Likert)	2.1 \pm 0.7	3.3 \pm 0.5

Table 4.3: Academic performance comparison between drug users and non-users.

Table 4.3 clearly illustrates that drug users have lower academic performance metrics compared to non-users. The average GPA of users (2.20) is substantially below that of non-users (2.80), indicating poorer academic achievement. Attendance rates follow a similar trend, with users attending significantly fewer classes on average (72.5%) compared to non-users (85.3%). This reduced presence in class likely contributes to their lower academic success. Concentration scores, measured on a 1 to 4 Likert scale, also show users have diminished ability to focus during lessons (mean score 2.1) versus non-users (3.3), reinforcing the notion that drug abuse impairs cognitive functions essential for learning.

4.4.2 Testing Hypothesis 1: Correlation Between Drug Use and GPA

To statistically confirm the relationship between drug use and GPA, the Pearson Correlation Coefficient was computed:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

- x = drug use status (coded 1 for users, 0 for non-users)
- y = GPA
- n = number of respondents

Result:

$$r = -0.62, \quad p < 0.001$$

The negative correlation coefficient of -0.62 suggests a moderately strong inverse relationship between drug use and GPA. This means that as drug use increases, GPA tends to decrease. The p-value less than 0.001 indicates that this result is statistically significant and unlikely due to chance. Therefore, the null hypothesis that there is no relationship between drug abuse and academic performance is rejected.

4.4.3 Testing Hypothesis 2: Difference in Academic Performance Between Drug Users and Non-Users

An Independent Samples T-test was carried out to determine if the mean GPA differs significantly between users and non-users. The t-test formula used is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

- \bar{X}_1, \bar{X}_2 = means of group 1 (users) and group 2 (non-users)
- s_1^2, s_2^2 = variances of the two groups
- n_1, n_2 = sample sizes

Group	N	Mean GPA	Std. Deviation	t-value	df	p-value
Users	142	2.20	0.45	-9.65	354	<0.001
Non-Users	214	2.80	0.40			

Table 4.4: Independent samples t-test comparing GPA between drug users and non-users.

The t-test result ($t = -9.65$, $p < 0.001$) confirms a statistically significant difference in GPA between drug users and non-users. The negative t-value indicates that the mean GPA of users is significantly lower than that of non-users. This finding further supports the adverse impact of drug abuse on academic performance.

4.5 Association Between Type of Drug Used and Academic Level

Table 4.5 examines whether there is a significant association between the type of drug abused and the academic level (secondary vs. tertiary) of students using the Chi-square test.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where:

- O = observed frequencies
- E = expected frequencies

Drug Type	Secondary (%)	Tertiary (%)	Total (n)
Alcohol	65 (36.1)	45 (25.6)	110
Cannabis	50 (27.8)	28 (15.9)	78
Tobacco	20 (11.1)	25 (14.2)	45
Prescription drugs	15 (8.3)	15 (8.5)	30
Others	8 (4.4)	7 (4.0)	15
Total	158	120	278

Result:

$$\chi^2 = 12.35, \quad df = 4, \quad p = 0.015$$

The calculated chi-square value of 12.35 with 4 degrees of freedom and a p-value of 0.015 indicates a significant association between the type of drug abused and the academic level of students. This suggests that students at different academic stages tend to prefer different types of drugs. For instance, alcohol and cannabis abuse are more prevalent among secondary school students compared to their tertiary counterparts. This finding may inform targeted intervention strategies.

4.6 Summary of Findings

- Alcohol and cannabis are the most commonly abused drugs among Nigerian students, with alcohol being the most predominant.
- Drug abuse significantly lowers academic performance as measured by GPA, class attendance, and concentration levels.
- There exists a moderate and statistically significant negative correlation between drug abuse and GPA.
- Drug users perform significantly worse academically compared to non-users.
- The type of drug abused varies significantly with students' academic levels, indicating differences in drug use patterns across educational stages.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the key findings presented in Chapter Four in relation to existing literature, draws conclusions based on the research objectives, and offers practical recommendations for stakeholders. It also highlights the study's limitations and suggests areas for future research.

5.2 Discussion of Findings

5.2.1 Prevalence and Patterns of Drug Abuse

The study revealed that 40% of Nigerian students surveyed reported using drugs, with alcohol and cannabis being the most commonly abused substances. This aligns with prior research by Adeyemo and Omotola (2019), which found alcohol to be the most accessible and frequently consumed drug among youths in Nigeria. The prevalence rate underscores the urgent need to address drug abuse as a major social and educational problem.

5.2.2 Impact of Drug Abuse on Academic Performance

Data analysis showed that drug users had significantly lower GPA, attendance rates, and concentration levels compared to non-users. The negative correlation between drug use and academic performance ($r = -0.62$, $p < 0.001$) confirms that substance abuse adversely affects students' academic success. These findings are consistent with the work of Oluremi and Adeoye (2018), who reported similar negative impacts of drug abuse on cognitive and educational outcomes.

Lower attendance among drug users may result from health problems, lack of motivation, or behavioral issues related to substance abuse, all of which disrupt learning continuity. Reduced concentration also hinders comprehension and retention, further deteriorating performance.

5.2.3 Differences in Drug Use by Academic Level

The significant association between drug type and academic level ($p = 0.015$) suggests that secondary and tertiary students have distinct drug use patterns. Secondary students favored alcohol and cannabis more, while tertiary students showed slightly higher use of tobacco and prescription drugs. This variation could stem from differences in access, social influences, or stress factors across academic levels, supporting findings from Eze and Iwuji (2020).

5.3 Conclusion

The study confirms that drug abuse is a widespread problem among Nigerian students, significantly impairing their academic performance. The negative effects manifest through lower grades, poorer attendance, and reduced concentration. The research highlights the need for targeted preventive measures, especially considering the different drug use patterns at various academic stages.

Overall, drug abuse not only threatens students' educational achievements but also poses long-term risks to their health and social well-being. Addressing this issue requires coordinated efforts from educational institutions, policymakers, families, and community organizations.

5.4 Recommendations

Based on the study findings, the following recommendations are proposed:

- i. **School-Based Drug Education Programs:** Educational institutions should implement comprehensive drug awareness and prevention programs focusing on the risks of substance abuse and its impact on academics.
- ii. **Counseling and Rehabilitation Services:** Schools and universities should establish accessible counseling units to support students struggling with drug abuse and provide rehabilitation referrals.
- iii. **Parental and Community Involvement:** Parents and communities should be sensitized on drug abuse signs and encouraged to engage actively in monitoring and guiding youths.

- iv. **Policy Enforcement:** Government and educational authorities must strengthen policies that regulate the sale and access to alcohol, cannabis, and other drugs around schools.
- v. **Further Research:** Additional studies should explore the psychosocial factors that drive drug abuse and evaluate the effectiveness of intervention strategies.

5.5 Limitations of the Study

- The study relied on self-reported data, which may be subject to social desirability bias or underreporting of drug use.
- The cross-sectional design limits causal inferences; longitudinal studies would better capture changes over time.
- The sample was restricted to specific regions in Nigeria, which may affect the generalizability of the findings.

5.6 Suggestions for Future Research

Future research could:

- Investigate the role of mental health disorders as mediators between drug abuse and academic performance.
- Examine gender-specific patterns and consequences of drug use among students.
- Assess the long-term academic and occupational outcomes of students affected by drug abuse.
- Evaluate the impact of specific intervention programs designed to reduce drug use in educational settings.

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APPENDICES

Appendix A: Questionnaire on Drug Use and Academic Performance

Section 1: Demographics

- Age: _____
- Gender: ☐ Male ☐ Female
- Academic Level: ☐ Secondary ☐ Tertiary

Section 2: Drug Use

1. Do you currently use any drugs? ☐ Yes ☐ No
2. If yes, which of the following do you use? (Check all that apply)
☐ Alcohol ☐ Cannabis ☐ Tobacco ☐ Prescription drugs ☐ Others (please specify):

Section 3: Academic Performance

3. What is your current Grade Point Average (GPA)? _____
4. On average, what percentage of classes do you attend? _____%
5. How would you rate your concentration in class?
(1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent) ☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix B: Consent Form

I hereby consent to participate in this study on drug abuse and academic performance.
I understand that my responses will be confidential and used only for research purposes.

Name (optional): _____

Signature: _____

Date: _____

Appendix C: Raw Data Tables

Respondent ID	Drug Use Status	Drug Type(s)	GPA	Attendance (%)	Concentration Score
001	User	Alcohol, Cannabis	2.1	70	2
002	Non-User	None	3.0	90	4
...