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Abstract

The misuse and abuse of substance by in-school adolescents has become a global issue and Nigeria is not exempted. The purpose of this study was to investigate the influence of substance abuse on psycho-social behaviour and academic performance of senior secondary school students in Ilorin Metropolis. Two research questions and two research hypotheses were answered and tested at 0.05 level of significance. The sample for the study comprised 220 SS1-3 students. The data collected were analyzed using mean, percentage and PPMC. One of the findings showed that there was a significant relationship between substance abuse and academic performance of in-school adolescents. It was also found that there is a significant relationship between substance abuse and psycho-social behaviour of in-school adolescents in Ilorin Metropolis. Based on the findings, it was recommended that; Kwara State ministry of health should make it more compulsory that drugs must be bought with doctor's prescription either from the pharmacy shops or patent medicine stores. A task force should also be put in place to arrest and prosecute all mobile drug sellers on the road sides, market places etc

Keywords: *Academic Achievement, In-school Adolescents, Psycho-Social Behaviour, Substance Abuse*

Introduction

The misuse and abuse of substance by in-school adolescents has become a global issue and Nigeria is not exempted. The rapid increase in the prevalence of this behaviour among school-age children has remained a prominent concern all over the world. These drugs have negative effects on their health, social and psychological being. Substance abuse according to NDLEA report (1991) is a major public health problem and the cause of most disturbing health-related phenomena among in-school adolescents in Nigeria. Students that indulge in substance abuse apparently see it as a means of socialization, and often probably regard those who are not taking it as uncivilized (Punch, July 5th, 2000). Substance or drug abuse over the years has become a disturbing trend which embraces all sexes of all classes, religions, and ages, and puts the youths at risk. Abusers involve themselves in the act of drinking alcohol, smoking cigarette or hemp, inhaling solvents, taking cough syrup and some types of pain medication. The effect of substance abuse is the increase in social vices, poor academic performance, school dropout, low resistance to infectious diseases and a variety of neurological and mental syndrome (Ivbaze, 2015). Substance abuse can lead to depression, anxiety, thought disorder like schizophrenia as well as personality disorder. These psychological effects of substance use most times lead them to anti-social behaviours like stealing, self-harm, becoming secretive or place their needs for addiction above their families and friends. The consequences of substance abuse according to Mamman, Tajudeen, and Hool (2014) are numerous and most users are fully aware that it disrupts the key motivational circuits in the brain, the fact that they are having themselves yet many cannot help themselves and as such continue to take the substance.

In-school adolescents who may be going through the trying periods of adolescents age are usually vulnerable to the various activities he is exposed to, most times through association with peer groups. Many in-school adolescents have actually used substance at the instance of peers, elders or siblings most times to achieve social acceptance (Faroe, 2012). Substance abuse and other psychoactive or performance-enhancing drugs most often lead to dependence on them and tend to alter responses to sensations, alertness, and stability of moods which are controlled by the central nervous system (C.N.S.) (Mamman, 2016). According to Faroe (2012), in-school adolescents under the influence of substance shed all inhibitions and produce behaviour that is inconsistent with the school discipline. Well-meaning Nigerians, Government, Parents, Teachers etc have become so

worried about the prevalence and dominance of substance abuse among in-school adolescents. Substance abuse as observed by Martins (2014) is the reason for the increase in crime rate in our society because criminals rely on the use of these hard substances to execute their devilish activities. Some of the substances commonly abused include prescription drugs and psychotropic substances such as tramadol, Rohypnol, and diazepam. Others include labrum, cough syrups with codeine, sukudia, glue, solutions, petrol, gutter dirt, zakeml, lizard drug, cannabis sativa (Indian hemp) etc.

Substance abuse has become a societal problem that must be tackled by all stakeholders because the rate at which in-school adolescents indulge in it is alarming. Students who are supposed to be in the school or acquiring basic skills and knowledge that will enable them to be good citizens to the benefits of their families, friends and the society at large end up getting involved in substance abuse. Academic performance of students can be significantly affected by the abuse of substance as well as their ability to make good decisions and focus fully in class.

According to Martins (2014), substance abuse among in-school adolescents is the cause of most behaviours like dropping out of school, getting involved in crimes which most times leads them to be incarcerated. In-school adolescents who get involved in substance abuse are in the habit of not going to school regularly and even when they do not stay in their classes for lessons, this is too because they prefer to stay in their hideouts where they carry out their activities of substance abuse. Most violent behaviours exhibited by students are mostly done under the influence of drugs or other substances (Mamman, 2016). Substance abuse can significantly affect academic performance and stop students from making good decisions as well as preventing students from being able to focus and concentrate fully in class. Most students who are involved in substance abuse get withdrawn from other people, have financial problems because every money that they get is usually put into drugs. This very dangerous habit affects their relationship with family and friends. The issue of substance abuse, psycho-social behaviour, and other related issues have been of particular interest to scholars like Mohasoa (2010), Ndashiru and Ahmad (2012), Adamu and Lawal (2013) among others. The conception has been that the prevalence of substance abuse is the reason for the many out-social behaviours that in-school adolescents exhibit like academic failure, distortion of senses, false confidence, illusions, hallucinations and delusions which most often leads to their eventual drop out from schools to become petty criminals or hardened criminals. Studies have reported varied smoking prevalence rates of between 3.4% and 61.5%, some of which were studies conducted in similar peri-urban communities like those in this study (Omokhodion & Faseru, 2008 ; Yisa, 2009).

Purpose of the Study

The purpose of this study was to investigate the influence of substance abuse on psycho-social behaviour and academic performance of senior secondary school students in Ilorin Metropolis, with a view of providing plausible suggestions that would help curb and control the students against this menace because they are the leaders of tomorrow. Two research questions were raised based on the research problem;

1. What are the substances commonly abused by in-school adolescents in Ilorin Metropolis?
2. What is the prevalence level of substance abuse among in-school adolescents in Ilorin Metropolis?

Two research hypotheses were tested;

1. There is no significant relationship between substance abuse and academic performance of in-school adolescents in Ilorin Metropolis.
2. There is no significant relationship between substance abuse and psycho-social behaviour of in-school adolescents in Ilorin Metropolis.

Methodology

Descriptive survey design was adopted for this study. The population for this study consisted of 220 senior secondary school students in Ilorin Metropolis. Simple random sampling technique was used to select 30 students from each school. The instrument that was used for this study was researcher designed questionnaire. The questionnaire was divided into five sections (A - E). The statements were responded to with Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response format. Experts in the field of Educational Psychology, Measurement and Evaluation and Counselor Education subjected the instrument to both face and content validity. To establish the reliability of the instrument, an equivalent sample was tested using a test-re-test method with a time interval of two weeks. A reliability coefficient of 0.69 was obtained. The instrument was therefore adjudged to be suitable enough for the study. A letter of introduction was taken to the selected schools for the principals' approvals and also, the respondents gave their consent in participating in this study. The researchers personally administered the questionnaire with the help of three research assistants. The questionnaires were collected by the researchers after they had been filled. Data collected for the study were analyzed using descriptive and inferential statistics. Research questions one and two were answered with the use of mean and

percentage while research hypotheses one and two were tested using Pearson Product Moment Correlation (PPMC) at 0.05 level of significance.

Results

Analysis of Demographic Information

Table 1: Gender Distribution of the Respondents

Gender	Frequency	Percent
Male	100	45.4
Female	120	54.6
Total	220	100.0

From table 1, result shows that the male respondents were 45.4% (100) while the female respondents were 54.6% (120) which makes the total number of respondents to be 220. The result implies that female respondents were more than male respondents.

Table 2: School Type of the Respondents

School Type	Frequency	Percent
Private	25	11.4
Public	195	88.6
Total	220	100.0

From table 2, result shows that the respondents from private school were 11.4% (25) while the respondents from public school were 88.6% (195). The result implies that there were more respondents from public school than from private school.

Table 3: Class of the Respondents

Class	Frequency	Percent
SS1	75	34.1
SS2	65	29.5
SS3	80	36.4
Total	220	100.0

From table 3, result shows that 34.1% (75) of the respondents were SS1 students, 29.5% (65) of the respondents were SS2 students and 36.4% (80) were SS3 students which indicates that majority of the respondents were SS3 students.

Research Question One: *What are the substances commonly abused by in-school adolescents in Ilorin Metropolis?*

Table 4: Mean response on the Substances commonly abused by In-school Adolescents in Ilorin Metropolis

S/N	Items	Mean	Percent %
1	Using excessive Aspirin, Daga, Paracetamol and other drug without consulting medical personnel	2.51	34.0
2	Using hard drugs like India hemp (we-we), Cocaine, Heroin etc	2.47	33.3
3	Using substances like cough syrup, valium 5, coffee etc	2.42	32.7

Table 4 shows the mean of the response on the substances commonly abused by in school adolescents in Ilorin Metropolis. It can be seen that item one, using excessive Aspirin, Daga, Paracetamol and others without consulting medical personnel was noted by majority of the respondents to be the substances commonly abused by in school adolescents in Ilorin Metropolis.

Research Question Two: *What is the prevalence level of substance abuse among in-school adolescents in Ilorin Metropolis?*

Table 5: Percentage of the Prevalence Level of Substance Abuse among In-school Adolescents in Ilorin Metropolis

Level	Frequency	Percent
High	48	21.8
Average	104	47.3
Low	68	30.9
Total	220	100.0

From table 5, result shows the prevalence level of substance abuse among in-school adolescents in Ilorin Metropolis. It was revealed that 21.8% (48) of the respondents noted to a high extent, 47.3% (104) noted to an average extent and 30.9% (68) noted to a low extent. The result implies that majority of the respondents noted that there is an average prevalence level of substance abuse among in-school adolescents in Ilorin Metropolis.

Hypothesis Testing

Research Hypothesis One: *There is no significant relationship between substance abuse and academic performance of in-school adolescents*

Table 6: Pearson Correlation analysis on the Relationship between Substance abuse and Academic Performance of In-school adolescents

Variables	N	Mean	SD	r	Df	Sig (2 tailed)	Decision
Substance Abuse	220	26.9	4.22	0.644	218	.028	Reject
Performance	220	28.2	5.84				

P<0.05

Result from table 6 shows the Pearson correlation analysis value yielded .644 which is significant with P value .028 < 0.05. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant relationship between substance abuse and academic performance of in-school adolescents.

Research Hypothesis Two: *There is no significant relationship between substance abuse and psycho-social behaviour of in-school adolescents*

Table 7: Pearson Correlation analysis on the Relationship between Substance Abuse and Psycho-social Behaviour of In-school Adolescents

Variables	N	Mean	SD	r	Df	Sig (2 tailed)	Decision
Substance Abuse	220	26.9	4.22	0.652	218	.024	Reject
Behaviour	220	27.8	5.26				

P<0.05

Result from table 7 shows the Pearson correlation analysis value yielded .652 which is significant with P value .024 < 0.05. This shows a significant result. Hence, the null hypothesis is rejected. This means that there is a significant relationship between substance abuse and psycho-social behaviour of in-school adolescents in Ilorin Metropolis.

Discussion of Findings

It was found that using excessive Aspirin, Daga, Paracetamol and other drugs without consulting medical personnel was noted by majority of the respondents to

be the substances commonly abused by in-school adolescents in Ilorin Metropolis. However, the finding of Lennox and Cecchini (2008) estimated 13 million youths aged 12 to 17 become involved with alcohol, tobacco and other substances. They concluded that, in general, tobacco, cannabis and alcohol are the most frequently used substances by adolescents.

One of the findings of this study showed that majority of the respondents noted that there was an average prevalence level of substance abuse among in-school adolescents in Ilorin Metropolis. On the contrary, the finding of Arute, Oyita & Eniojukan (2015) indicated that the prevalence of tobacco smoking was low (7%) among Senior Secondary School students in Abraka and it support the study of Raji, Abubakar, Oche and Kaoje (2013). The difference in the findings could be as a result of the environment.

It was discovered that there is a significant influence of substance abuse and academic performance of in-school adolescents. This finding is in line with the finding of Muritala, Godwin, Anyio, Muhammad and Ajiboye (2015) which states that there is no significant difference between academic performance and students who abuse substance and those who do not was rejected. The finding is similar to that of Obiamaka (2004), Okorodudu and Okorodudu (2004) and Odejide (2000) in their study indicated that the problem of drug abuse knows no boundaries or social class. It impedes the development of any society as it is a threat to life, health, academic performance and dignity of the adolescent. This result is in line with Cook and Moore, (1993), that it could be the case that alcohol or drug consumption only has a negative causal effect on schooling achievements when consumed frequently and in large quantities, as suggested by other previous empirical studies. The finding also supports the claim made by the National Drug Law Enforcement Agency (1997). According to the report, there are significant changes manifested in the behaviour of drugs abusers, and such behaviour include distinct downward performance in school, increased absenteeism, chronic dishonesty, hostility and reduced self-esteem

It was also found that there is a significant relationship between substance abuse and psycho-social behaviour of in-school adolescents in Ilorin Metropolis. This finding is in consonance with the finding of Anju, Chandrakala, Sital and Amrit (2016) that, substance use poses significant impact on individual's psychological and social wellbeing. Individuals using injecting drugs, initiating substances early in life, using substances many times in a day and using both licit and illicit substances had more psychosocial problems. The similarity in the two studies despite the differences in the environment shows that, substance use and abuse influences psychosocial behaviour.

Conclusion

Substance abuse is posing a serious threat to the individual, family and the larger society all over the world. The problem is mostly common among adolescents who are ignorant about the dangers inherent in the abuse of the substance.

Recommendations

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

Kwara State ministry of health should make it more compulsory that drugs must be bought with doctor's prescription either from the pharmacy shops or patent medicine stores. A task force should also be put in place to arrest and prosecute all mobile drug sellers on the road sides, market places etc. These actions will greatly reduce the accessibility of drugs and its eventual use and prevalence among in-school adolescents. The school authorities together with the ministry of health should organize periodically workshop for students to educate them on the dangers of health, implication and psycho-social problems of substance abuse. Teachers, parents and all stakeholders need to pay more attention to their students and wards and address the issue of substance abuse in order to save the future of these young ones.

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