INFLUENCE OF DRUG ABUSE ON ATTITUDE TO LEARNING AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

BY

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INFLUENCE OF DRUG ABUSE ON ATTITUDE TO LEARNING AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

BY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL PSYCHOLOGY

AUGUST, 2011

DECLARATION

I declare that this thesis entitled: Influence of drug abuse on attitude to learning and academic achievement among secondary school students in Zaria metropolis has been written by me in the Department of Educational Psychology and Counseling under the supervision of Dr. (Mrs) Khadija Mahmoud and Dr. (Mrs.) Aisha I. Mohammed. No part of this thesis was previously presented for another degree at any university. The information derived from the literature has been dully acknowledged in the text and a list of references provided.

_____	_____	_____
SARKI, Iliya Kumbuli	**Signature**	**Date**

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Dr. (Mrs.) Khadija Mahmoud **Date**
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Member, Supervisory Committee

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Prof. Musa Balarabe **Date**
Head of Department, Educational Psychology
And Counselling

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Prof. Abayomi A. Joshua **Date** **Dean,**
Post graduate school

DEDICATION

This research work is dedicated to my late Parents, Mr and Mrs Sarki Kumbuli for their support in my educational pursuit.

ACKNOWLEDGEMENT

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ABSTRACT

Drug abuse, attitude to learning and academic achievement serve as bridge to successful life from school age to adulthood .The study, investigated how drug abuse, attitude of students to learning impact on academic achievement among secondary school students in Zaria metropolis. A total of 19,544 students were used for the study. Out of that number, 364 students were sample from SS 2 classes. 10 schools were selected for the study. There is a significant difference between academic performance of those who abuse drug and those who do not. There is also significant difference between students who take drugs and those who do not in their attitude to learning. Significant relationship exists between student's academic achievement and their attitude to learning. The researcher therefore recommended that, a more effective training and retraining of school's psychologist, Counsellors and Teachers for management strategies and prevention through intervention programmes of those who abuse drugs and for effective monitoring of drug abusers in schools is necessary for desired outcome.

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ABBREVIATIONS

NDLEA:	National Drug Law enforcement Agency
WHO:	World Health Organization
UCH:	University College Hospital
LSD:	D-lysergic and Diethylamide
QIDA:	Questionnaire on incidence of drug abuse
QAL:	Questionnaire on attitude to learning.
AAT:	Academic Achievement Test.
NGO:	Non Governmental Organization.
GSS:	Government Secondary School
GGSS:	Government Girls Secondary School.
FGGC:	Federal Girls Government College
GCC:	Government Commercial College
ACZ:	Alhudahuda College Zaria
BCZ:	Barewa College Zaria
ACN:	African Council of Narcotics
SPSS:	Statistical Package for the Social Science
FIFA:	Federation of International Football Association
NPH:	Neuro- Psychiatric Hospital
NYRBS	National Youth Risk Behavior Survey

OPERATIONAL DEFINITION OF TERMS

Academic achievement: A measure of scores obtain from English Language, Mathematics and Geography.

Attitude to learning: The respondents feelings about their learning.

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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

The rampant use of drugs like marijuana, alcohol, cocaine and many more among youths is a serious issue that has become a tragedy, drawing the attention and concern of the entire nation. This problem made the then Military Government of Nigeria to promulgate a Decree No 48 of the 1989, which established the National Drug Law Enforcement Agency (NDLEA).

Some Nigerian Dailies in the 1970s carried the news of Nigerian Secondary School Students' involvement in drug abuse. For instance, (August 5, 1973:7) and (October 10, 1974) both carried the reports. Since then, pages of newspapers, the television, the radio, magazines and journals have been "littered" with the reports of one form of drug abuse or the other.

The abuse of drugs, which was originally conceived as the problems of a few individuals, is today becoming a disease of a sizeable proportion of our citizens, (Folawiyo, 1988). He also added that, the problem is so grave that it has extended beyond the usual characteristic profile of abusers being male, adult and urban-based to now include females, youngsters and those who live in towns and rural areas.

Essen (1990) observed that the increasing incidence of drug abuse among Secondary School Students is a contributory factor in the ugly confrontation between school administrators and students. The chronic use of these drug substances can cause serious, sometimes irreversible damage to adolescent's physical and psychological development (Falco, 1988). In another development, he further emphasized that

adolescent drug abuse is closely correlated with other problems behaviors like delinquency, violence and early-unwanted pregnancies. Drug abuse constitutes a major threat to the survival and effective learning process of human societies. Lives are daily lost through addiction and activities of addicts. A significant number of deaths from accidents and violent crimes have been traced to the activities of persons under the influence of drugs (Folawiyo, 1988). Treatment facilities nation-wide are now gradually being over-burdened with drug related problems.

Orubu (1983) warned that young people are ruining their lives through drug use as Nigeria took the third position among the developing countries in its use of dangerous drugs. On this note, Adesina (1984) made a clarion call on the Nigerian Government to embark on a vigorous campaign to enlighten its youth and general populace on the dangers of drug abuse. It is therefore not surprising to hear outcries in the media by parents, educators over issues of moral decadence and indiscipline among most youths in Primary, Post Primary, Polytechnic and Universities in Nigeria. In fact, the strong public demands in Nigeria for effective action to combat drugs may provide the means to develop a more concerted, comprehensive and truly nation-wide effort to reduce the plague of not only drug abuse but also the related problem behavior of many adolescents.

The effect of drug abuse on the economy of the nation, is so devastating that annual retail cost of psychotropic substances by prescription is over two billion Naira while the alcoholic beverages annually generate more than, four billion Naira from sales to a consumer population of about 30 to 35 million people (Folawiyo, 1988). Even in Canada in 1987, $150.0 million was devoted on advertising alcohol but only $13.5 was spent on advertising for coffee, a beverage though with high caffeine content.

Bungudu (1988) observed that all categories of people take drugs in order to feel better in the course of discharging their day to day activities and due to the situation they might have found themselves. In a similar way, (Ahmed, 1984:2,6) pointed out that there are some groups of people who are likely to abuse drugs apart from students. These are prostitutes, homosexuals, farmers, laborers, manual workers, assorted group of beggars, professional lorry drivers, night watchmen. However, he concluded that more than 60%cases of drug abuse are within the age of (15 – 30) years, and that the problem cut across all social classes though young people constitutes the significant majority of the victims.

The social implications of drug abuse on the Nigerian youthful population are catastrophic for the future. Notably, environment is known to contribute a great deal to the cause of drug abuse especially in homes where parents drink alcohol freely. In such homes' there is a likely incidence of alcoholism among the off springs of such parents. There are other reasons that influence people to take drugs, they include peer group, physical illness, psychiatric problems, etc. In response to this distress, quite a number of Nigerians faced firing squad during Buhari/Idiagbon's regime under Degree 20 (News watch), May 13, 1985). Thanks to Decree 48 of 1989, which makes for jail term of (5) years for offenders. These problems have been of great concern not only to parents and teachers but also to all those who are concern with the proper upbringing of our children, hence the need to investigate into the problem arose.

1.2 Statement of the Problem

The attitude of students towards learning and the academic achievement in the Secondary School has attracted the attention of many people who are concern with the educational standard of our students and their achievement, Time without number both teachers and parents are complaining bitterly about students involvement in drug abuse and their attitude to learning. Inspite of all the efforts made by the National Drug Law Enforcement Agency (NDLEA) to reduce the problem of drug abuse that may affect so many aspects of adolescent life the problem still persist particularly among adolescent in Zaria Metropolis. As a teacher of secondary school students who deal with adolescents who are vulnerable to these problems, I become interested in carrying out the research on the influence of drug abuse on attitude to learning and academic achievement among secondary school students with the hope of finding solutions to the problem at hand.

1.3 Objectives of the Study

The objectives of this study are as follows;

1. To find out whether there is relationship between drug abuse and Academic Performance of Students.
2. To find out whether differences exist in the attitude to learning of Students who are drug abusers and those that are not.
3. To find out whether attitude to learning influence student's academic achievement

.1.4 Research Questions

The following research questions serve as guide to the study;

1. Does drug abuse influence academic performance of students?
2. Is there any difference in the attitude to learning between those who take drugs and those who do not?

3. Does attitude to learning influence student's academic achievement?

1.5 Hypotheses

Listed below are the hypotheses that are raised and tested in the study, these are;

Hypothesis I:

. There is no significant difference between the academic performance of those who abuse drugs and those who do not.

Hypothesis II:

. There is no significant difference in the attitude to learning of those who abuse drugs and those who do not.

Hypothesis III:

. There is no significant relationship between student's attitude to learning and their academic achievement.

1.6 Basic Assumption

This study assumes that;

1. Attitudes to learning by students may influence their academic performance in schools.
2. Drug abuse may have connections with attitudes to learning and academic achievement of students.
3. There may be differences in the attitude to learning between those who abuse drugs and those that do not.

1.7 Significance of the Study

The study is significant in the following ways;

1. This study will be relevant to teachers, school psychologists and school counselors in handling the adjustment problems of students for instance in the area of drug abuse involvement of their student, This can be achieved by selling the information to the appropriate Ministry of Education so as to include the subject of drug abuse and its influence on the attitude to learning and academic achievement in their plan to train and re-train school teachers, Counsellors and Psychologists for effective services in schools.
2. Policy makers, parents and NGOs will benefit from this study by way of exposing the findings of this study through publication in educational journals.
3. The researcher also intends to seek for the audience for the media to be able to campaign against drug abuse. .

1.8 Scope and Delimitation of the Study

This research covers all schools in Zaria Metropolis which include Zaria and Sabon Gari Local Government Areas. Secondary school students of SS II were used for the study,. Both boys and girls among the students were involved in the study. The study is also delimited to the variables on drug abuse, attitude to learning and academic achievements of students.

CHAPTER TWO
REVIEW OF LITERATURE

2.1 Introduction

This chapter comprises of the Conceptual framework, theoretical framework and review of related studies on drug abuse, attitude to learning and academic achievements among students in secondary schools.

2.2 Conceptual Framework

2.2.1 Concept of Learning

Learning is often reported as a change in response or behavior which involve a degree of permanence (such as innovation, elimination or modification of response). It further involves the need for the learner to demonstrate a change in performance ability and ability to carry out new tasks. Learning can be said to be any change in behavior which is a result of experience and which causes people to face later situations differently. Learning occurs as a result of reinforced practice. In addition, learning is acquiring knowledge or developing the ability to perform new behaviours. It is common to think of learning as something that takes place in school, but much of human learning occurs outside the classroom and people to learn throughout their lives.

Various schools of thought for example .Psychologist, Philosophers have propounded theories explaining how learning takes place. Aristotle talked of learning as an association of ideas. The following laws came up; similarity, contrast and contiguity, (things which are alike,, striking, because of their differences, and occur together in space and time respectively)

E.L.Thorndike, an American and I.P. Pavlov a Russian, have established bases for analytical studies of the process of learning from which the theory of connectionism emerged. There are also the theories of Behaviorism by John B. Watson, He studied animal behavior under experimental setting and extrapolated the finding out of human behavior. Psychoanalytic theory of Sigmund Eric Frikson 1885-1938, Wundt theory in Eric Erickson, John Dewey ,E.L.Thorndike as fundamentalist, Gestalt theory e t c

2.2.2 Concept of Academic Achievement

The academic achievement of an individual can be measured by the amount of achievement recorded in academic endeavors. This is directly related to the state of mind of the individual both physically and psychologically. Drug induced mind tend to retard both the physical and psychological well- being of the individual which have been proved to be directly related to the recorded achievement level. Therefore, academic achievement has direct link to the use or disuse of drugs. According to National Youth Risk Behaviour Survey YRBS show a negative association between alcohol and other drug use and academic achievement after controlling sex, race/ ethnicity, and grade level. This means that, students with higher grades are less likely to engage in alcohol and other drug use behaviors than their classmates with lower grade, and students who do not engage in alcohol and other drug use behaviors receive higher grades than their classmates who do engage in alcohol and other drug use behavior

Students with higher grades are significantly less likely to have engage in behaviors such as

-Alcohol uses

-Binge drinking/high consumption in a day

-Marijuana use

-Drinking alcohol for the first time before age 13 years. Etc

Percentage of high school students who engage in alcohol and other drug use, by type of grades earned [mostly A's, B's, C's, D's/F's -- United States, Youth Risk Behavior Survey, 2009.

2.2.3 Concept of Drug Abuse

Drugs have been variously defined. For instance World Health Organization (WHO) (1979) define drugs 'as any substance of biological or chemical organ which when taken into the living organism may modify one or more of it functions'. Drug abuse refers to a maladaptive pattern of use of a substance that is not considered dependant. The term ''drug abuse 'does not exclude dependency, but otherwise used in a similar manner in non medical contexts. The terms have a huge range of definitions related to taking a psychoactive drug or performance enhancing drug for a non-therapeutic or non-medical effect.

Drugs simply put, are substance other than food which when taken affect body functions. Drugs are mainly used in medical setting for the prevention and treatment of diseases. The drugs in question can be grouped as Narcotics, Alcohol, Hallucinogens, depressants, cannabis, stimulants (amphetamines) and inhalants. The drugs could be inserted, injected, inhaled or taken orally.

The medical definition of drug abuse is when a substance is consumed to a point where there is an adverse effect on an individual's health or inability to function as a responsible person. Legally, the criminal use or possession of substance that interferes with a person's health or ability to do well in school or to earn an appropriate living or when there is the disruption of a person's individual or social adjustment or both.

Drug abuse is a violation of a drug norm of a given society. From the above definitions, one can deduce that drug abuse consists of using drugs solely to change feeling, or in such a way as to endanger health. The excessive use of any chemical substance not prescribed by the medical practitioner that alter mood, perception or consciousness and which impairs health, social or job functioning is drug abuse. Similarly, the drug norm of a society could be legal, social, religious, political, economic, medical and otherwise.

2.2.4 Concept of Attitude

Attitude refers to one's feelings, thought and predisposition to behave in some particular manner toward some aspects of ones environment.(Mukherjee 1988).

Attitude is likely to alter every aspect or a person's life including their education. Students attitude to learning determine their ability and willingness to learn. Attitude to learning can be viewed from two different prospective i.e Positive and Negative. A positive learning attitude requires motivation and gratification. The timing of those variables depend on the age of the student. Secondary school age level seems to desire a positive attitude and motivation to learn while Negative attitude toward learning can create problems in a child's education. Negative learning requires encouragement otherwise, learning will not take place.

Attitude is a learned behavior and as such is highly susceptible to change. Attitudes are best expressed when individuals make statements about their feelings or opinions about certain objects, issues or things. For example, consider the following statements, viz ‘‘I enjoy mathematics lesson’’, ‘‘I hate to go to school’’, ‘‘school is boring’’ e.t.c. In each of the above statements, one discovers elements of feelings or opinions of the speakers. Therefore these are statement of individuals concerned. Without cognition or learning, there can not be any feeling or opinion of an individual. For example, if you are asked, what is your attitude towards something, you don’t know, you will be at a loss to give any straight forward answer since you may not know what that thing stand for. In other words, you have no cognition of any sort on the subject.

During the growth period of every child, his home, his neighborhood, his culture and the mass media confronting him continually inculcate into him certain values, beliefs, and opinions. Some of these values he accepts and some he rejects. He may also acquire certain values completely alien to his culture or his people’s expectations. These acquired values in his social context shape his attitudes to various things, issues and objects. Once these feelings, thoughts and cherished opinions are firmly rooted in his personality, he remains ‘predisposed act’ in ways corresponding to his attitudes. It would only be under those circumstances when the individual will act or behave then and only one can infer about his attitude from his actions.

2.2.5 Drug Abuse and Learning

Drug abuse refers to a maladaptive pattern of use of a substance that is not considering dependant. The ‘’ drug abuse’’ does not exclude dependency, but is otherwise used in a similar manner in non-medical context. The terms have a huge range of definitions related to taking a psychoactive drug or performance enhancing drug for a non- therapeutic or non- medical effect.

The following drugs cause serious effects as far as learning is concerned;

Cannabis compound- The most common drug in this category is marijuana, which produces a high for the user, Students who drink or use it frequently are up to five times more likely than their peers to drop out of high school, it can cause problems for young users when their bodies and brains are still developing, which decreases their likelihood of success, still, they may be vulnerable to neuropsychological deficits, especially verbal abilities.

Depressants. Alcohol is the most common depressant which students abused. The time taken is so much valuable for learning activities but such time is use in drinking pallor to the extend that many students over slept for an examination the next day. There is a high rate of suicide in alcoholics and drug abusers. The reason believed to cause the increased risk of suicide include the long-time abuse of alcohol and drug causing physiological distortion of brain chemistry as well as the social isolation. Another factor is the acute intoxicating effects of the drugs may make suicide more to occur. Suicide is very common in adolescent’s alcohol abusers, with 1 in 4 suicides in adolescents being related to alcohol abuse. In USA approximately 30 percent suicides are related to alcohol

abuse. Alcohol abuse is also associated with increased risks of committing criminal offences including child abuse, domestic violence, rapes, burglaries and assaults.

Stimulants - Amphetamines comes to mind quickly, but a more common stimulant is nicotine.

Hallucinogens, Opiate, Inhalants are other drugs abused by students which in one way or the other affect their academic achievement and learning activities.

2.2.6 Drug Abuse and Attitude to Learning

Attitude refers to ones feelings, though and predisposition to behave in some particular manner toward some aspect of ones environment.

Drug abuse played a significant role in the development of student's attitude to learning. The risks factors for Adolescence substance abuse are similar to the behavioral effects of learning disabilities; reduced self-esteem, academic difficulty, loneliness, depression and the desire for social acceptance. These behavioral effects of learning disabilities as listed above are clearly explained how students view things. As a result of drug abuse, students due to reduced self- esteem, might preferred to stay out taking drugs rather than to be in school to learn. Survey on drug use and health 2004 SAMHSA, 2005 as an example Marijuana has a number of evidences where it serve as a factor ie Marijuana can hinder a teens ability to learn. Heavy Marijuana use impairs young people ability to concentrate and retain information. This can be problematic during peak learning years. Marijuana use is linked to power grades. A teen with a'' D'' average is four times more likely to have used Marijuana than a teen with ''A'' average.

Marijuana and under-age drinking are linked to higher dropout rates. Students who drink or use drugs frequently are up to five times more likely than their peer to drop

out of high school. Marijuana is addictive. It can cause problems for young users when their bodies and brains are still developing, which decreases their likelihood of success. Teens that begin marijuana use at an early age when the brain is still developing may be more vulnerable to neuropsychological deficit, especially verbal abilities.

2.3 Theoretical Framework

There are two theories which are relevant to this study i.e. law of imitation theory and social learning theory.

2.3.1 Laws of Imitation Theory

Tarde (1969:30) directed attention to the social processes whereby forms of behavior and ways of thinking and feeling are passed on from group to group and person to person. The origin of deviance were pictured as very similar to origin of facts and fashions, each was a socially learned acquisition, governed by what Tarde referred to as the three "laws of imitation" i.e.

(i) The law of close contact

(ii) The law of imitation of superiors by inferiors

(iii) The law of insertion

These three laws of imitation describe why people engaged in various vices such as crime, drug abuse, violence etc. Individuals in close contact with one another imitate each other's behavior by the law of close contact; it simply means that people have a greater tendency to imitate the fashions and customs of those with whom they have the most contact. If some one was regularly surrounded by people involved in a world of deviant behavior or lifestyles, they would be more likely to imitate these people than they

would others with whom they had little association. Direct contact with deviance was believed to foster more deviance; Tarde theorized that there was short term behavior (fashion) and long term behavior (custom].

The functions of the higher senses are more transmissible through imitation than those of the lower. We are much more likely to copy someone who is learning at or listening to something than some one who is smelling a flower or testing a dish.

Tarde's second law of imitation spreads from the top to down. Consequently, youngsters imitate older individuals. The poor imitate the rich, peasants imitate royalty, etc. This law suggests that perhaps people follow the model of high-status in hopes their imitative behavior will procure some of the rewards associated with being of a "superior" class in any event. Tarde's ideas have particular relevance in our own age or visibly "high class" deviance.

Tarde's third law is the law of insertion – new acts and behaviors are superimposed on old ones and subsequently either reinforce or discourage previous customs. This law refers to the power inherent in newness or novelty. New fashions were said to replace old customs. For instance, drug taking may be a popular fad among college students who previously used alcohol. However, students may find that a combination of both substances provide even greater stimulation causing the use of both drugs and alcohol to increase. Another example would be a new criminal custom developing that eliminates an older one – truck hijacking replacing train robbing when two mutually exclusive ways of doing something come into conflict. Tarde believed the newer one would ordinarily show out than the former. The replacement of the knife by

the gun as a weapon of deviant destruction was also cited an example of this process (Profhl, 1994 b:299).

From Tarde's three laws of imitation, the perspectives have exerted an enormous impact on the present study drug abuse, attitude to learning and academic achievement of students.

2.3.2 Social Learning Theory

The second theory reviewed is the social learning theory which is the branch of behavior that is relevant to criminology. Social learning theories view violence as something learned through a process called behavior modeling. In modern society, aggressive acts are usually molded after three principle sources. The most prominent model is family members. Albert Bandura, a social learning theorist, report that studies of family life shows that children who manifest aggressive tactics have parents who use similar behavior when dealing with others.

A second influence on the social learning of violence is provided by environmental experiences. People who reside in areas in which violence is a daily occurrence are more likely to act violently than those who dwell in low-crime areas where norms of the society are observed properly.

A third source of behavior modeling is provided by the mass media – films and television programmed commonly depict violence graphically. Moreover, violence is often portrayed as accepted behavior, especially for heroes who never have to face legal consequences for their actions. For example, Batman and the power Rangers (Siegal 1993a: 145).

Bandura first presented the principles of social learning theory in 1963. The study demonstrated that modeling is one of the most effective ways to teach children ways of behaviors and their consequences. This theory is about the study that has shown a link between movie portrayals of behavior generally caution that variables such as disposition toward aggressive media characters and how the consequences of aggressive behavior portrayed may all affect the relationship between media and violence.

According to social learning theories, people are not actually born with the tendency to act violently but they learn to be aggressive through their life experiences. These experiences include observing others acting aggressively to achieve some goal or watching people being rewarded for violent act on television or in movies people learn to act aggressively when as children, they model their behavior after the violent acts of adult. Later in life, their violent behavior pattern persists in social relationships. The one who sees his fathers repeatedly strike his mother with immunity is the one most likely to grow up to behave like bothering parent and husband (Siegal 1998 b: 145)

In conclusion, Bandura's observational learning research shows that adolescents practice what is common within the group they found themselves.

This means that people have a greater tendency to imitate the fashions and customs of those with whom they have the most contact. They are much likely to copy some and lastly people follow the mold of high – status in hope, their imitation, behaviors will procure some of the rewards associated with being of a "superior" class.

2.4 Review of Related Studies

In Nigeria not much has been written on drug abuse due to the absence of any national epidemiological studies, but Ahmed (1994) noted that the rear astronomical rise

in the use of drugs in the part of this country (Northern Nigeria) almost to epidemic proportion might be said to have started back as the late (60s). At that time, abuse of drugs was limited mainly to the hospital workers i.e doctors, nurses, pharmacists who were able to lay their hand easily on the drugs. He further pointed out that during his secondary school days in the late fifties (50s), one could almost get expelled if one was found smoking. He now noted with dismay that this is hardly the picture of today in the secondary schools.

Akindele (1974) identified dropouts as one of the social consequences of drug abuse among University undergraduates in Nigeria. Closely associated with the above are the common drug used by students Viz Librium, valium, Maddox prop us and sleeping tablets and sleepless tablets. There is no doubt that addiction to these has adverse effects and especially goes into modifying the behavior of the students in an adverse way. It is incomprehensible the degree of suffering such students go into. There are cases of abuse of the union drugs admitted at the Neuropsychiatry Hospital Plc. Over a ten-year period (1964 – 1973) found that alcohol related problems were evidenced among middle-aged adults. Odejide (1978) reviewed cases of admission at University College Hospital (U.C.H} Ibadan and identified (42) middle age individuals as alcohol abusers.

Drug abuse is not confined to a particular sex and age, Odejide (1979, 1982) confined in his studies that it is now a past time in all strata of the society. It is found among the affluent, the top professionals, high executives, musicians, long distance truck drivers as well as sportsmen and women.

In another related study, Yakasai (1989:2) found out that that with the outbreak of civil war, the number of people who abused drugs rose considerably. According to him,

Indian hemp and amphetamine becomes popular especially among members of the armed forces. Yakasai further emphasized that after the war, the problem of drug abuse become escalated amongst the youth.

Nigerian dailies in the 1970s carried the news of Nigerian Secondary School student's involvement in drug abuse, for instance, "Sunday Times (August 5, 1973) and Daily Times 10, 1974)", both carried the report confidently. Since then, pages of newspapers, the television, the radio, magazine and journals have been "littered" with the report of one form of substance abuse or the other. Again Ogunremi and Rotimi (1979) discovered that Maddox and Proplus were even more abused than hemp by students.

Quite a number of Nigerians faced firing squad during Buhari/Idiagbon's regime under Degree 20 (Newswatch, May 13, 1985). The Decree 48 of 1989 which makes for jail term of five (5) years for offenders. Adesina (1976) in his survey carried out in Lagos showed that 75.5% of those who took these drugs considered them harmful, yet they went ahead taking them regardless of the consequences.

Some of the effects of drug abuse on the abusers can be traceable to the society i.e absenteeism to school learning program, neglect, self and relation, develops a faulty life in a world of his own while economic effects and inability to meet family responsibilities due to financial impoverishment as the abuser spends all the money on buying drugs and lastly the psychological effects include euphoria, irritable and aggressive nature etc.

2.5 Summary

This chapter opens with the Introduction of the chapter, followed by Defining the Concepts of Learning, Academic Achievement, Drug Abuse, and Attitude to Learning.

Relationships between Drug Abuse and Learning, Drug Abuse and Attitude to Learning were also highlighted. Furthermore, the chapter discusses two theories:

The Imitation Theory, where the Laws of Close Contact, the Laws of Imitation of Superior by Inferior and the Law of Insertion were looked upon. The Social Learning Theory where the family, Environmental Influences and Media were regarded as behaviour modeling factors.

Finally, the reviews of related studies were highlighted. Odejide (1979) Abuse of Drugs is not confirmed to a particular sex or age, it is found among the affluent, the Top Professionals, High Executives, Musicians, Long Distance Drivers as well as Sports men and women.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the design of the research, population of the study, sample and sampling technique, instrumentation and the method used for collecting and analyzing the data were discussed.

3.2 Research Design

The design for this study is the survey design. This is a form of descriptive survey design used when dealing with a very systematic collection of data or information from population or a sample of the population through the use of personal interview, opinion scale, questionnaires or observation. In other words survey design can be seen as a way of describing, attitude, behaviors, situations, opinions or characteristics of people which is quite relevant to the study at hand. This descriptive survey design will help the researcher to get relevant data to discuss extensively on the attitude, opinions and feelings about the target population.

3.3 Population of the Study

The target population for this study is all the SSII Students in Zaria and Sabon Gari Areas Kaduna State. There are total of 19,544 students. This is indicated in the table below:-

Table 3.1.1: Distribution of schools and their SSII population in Zaria Metropolis

S/No	Schools	Population	Male	Female	Total
1	ACZ	1,111	1,111	-	1,111
2	BCZ	940	940	-	940
3	GSS Zaria Junior	294	294	-	294
4	GSS Zaria Senior	481	481	-	481
5	GSS Kugu	315	230	85	315
6	GSS Tudun Wada	79	56	23	79
7	GGSS Pada Junior	143	-	143	143
8	GGSS Pada Senior	123	-	123	123
9	GGSS Kofar Gayan	671	-	671	671
10	GGSS D/Bauchi Junior	381	-	381	381
11	GGSS D/Bauchi Senior	505	-	505	505
12	GGSS Kongo	759	-	759	759
13	GSS Magajiya Junior	171	128	43	171
14	GSS Magajiya Senior	202	135	67	202
15	GSS Mangi	193	148	45	193
16	GSS Matari	173	120	53	173
17	GSS Muchia Junior	280	214	66	280
18	GSS Muchia Senior	315	224	91	315
19	GSS Likoro	83	56	27	83
20	GSS K/Jatau	161	99	62	161
21	GSS Dakace	97	69	28	97
22	GSS Chikaji	263	161	102	263
23	GSS T/Saibu Junior	153	120	33	153
24	GSS T/Saibu Senior	301	240	61	301
25	GGSS Chindit Junior	331	222	109	331
26	GGSS Chindit Senior	217	329	212	217
27	GSS Chindit Junior	318	178	140	318
28	GSS Chindit Senior	857	640	217	857
29	GSS Aminu Junior	115	86	29	115

30	GSS Aminu Senior	152	106	46	152
31	GSS Awai	63	43	20	63
32	GSS Gyallesu	148	89	59	148
33	GSS Bagari	98	68	30	98
34	GSS T/Jukun	179	84	95	179
35	GSS K/Kuyanbana	89	49	40	89
36	GCC Zaria	556	-	556	556
37	SSS Kufena	739	739	-	739
38	GSS R/Doko	111	68	43	111
39	GSS Kaura	123	39	84	123
40	GSS K/Doka	84	51	33	84
41	GSS Dinya	53	40	13	53
42	GSS Karau – Karau	63	43	20	63
43	FGGC Basawa	473	-	473	473
44	GGSS Samaru	390	-	390	390
45	GSS Bomo	300	170	130	300
46	Demonstration Sec. Sch.	523	321	202	523
47	St. Joseph Seminary	255	163	92	255
48	BUKS Int. College	600	300	300	600
49	GSS Kwangila	207	125	82	207
50	God's Time Sec. School	573	361	212	573
51	Demonstration Sec Sch. Kongo	270	180	90	270
52	St. Barth's Wusasa	417	216	201	417
53	Therbow School GRA	621	424	197	621
54	Great Hallmark Int. College GRA	509	299	210	509
55	Royal College S/Gari	450	260	190	450
56	Lawal Aliyu Academy	580	350	230	580
57	Williams School Railway	562	382	180	562
	TOTAL	**19,544**	**11,351**	**8,293**	**19,544**

Source: Zaria Inspectorate Divisions, and Individual's Academic Offices of Schools, 2009.

3.4 Sample and Sampling Techniques

A purposive sampling technique was used to select 10 schools from 57 total school populations. Similarly a total of 364 SS II Students were also selected from the given population using the same deliberate sampling techniques. This is indicated in the table below:

Table 3.1.2 Distribution of Sample from Schools in Zaria and Sabon Gari Local Government Areas by gender.

S/No	Name Of School	Males	Females	Total
1	Barewa College Zaria	38	-	38
2	Alhudahuda College Zaria	38	-	38
3	GGSS Congo	-	30	30
4	SS Kufena	38	-	38
5	GGSS Zaria	-	30	30
6	GSS Chindit Barracks	38	-	38
7	Royal College	30	11	41
8	Williams School	30	11	41
9	Commercial College	30	10	40
10	GGSS Dogon Bauchi	-	30	30
	Total	**242**	**122**	**364**

3.5 Instrument for Data Collection

The main instrument of this study is the questionnaire. Two sets of questionnaires were used in the study. The first set is Drug Abuse and Attitude to Learning Questionnaire [DAALQ]. The second is Academic Test Questionnaire in English Language, Mathematics and Geography. [ATQ] Drug abuse questionnaire focused on the incident of drug abuse with 20 items. The academic test questionnaires with 50 items were tested on the three subjects. These subjects are English Language, Mathematics and Geography. The construction of the questionnaire was done by the researcher considering the research questions and hypotheses raised for the study. Each column is provided with question items to give the best feeling of the respondent on the 5 likert point scale i.e. strongly agreed, agreed, strongly disagreed, disagreed and undecided. The academic test comprise of the multiple choice questions from A– D.

By way of scoring, the questionnaire on drug abused and attitude to learning were coded, and the academic test questionnaire was marked and awarded (1) one mark for each question since there are 20 marks for Geography,15 for English Language 15 for Mathematics which gives a total of 50 marks in all. The coded sheets were submitted to the Statistician for further analysis.

3.6 Pilot Study

To ensure the reliability of the instrument, pilot study was conducted. The Pilot study was conducted at Government Day Secondary School Tukur-Tukur Zaria which is not part of the ten schools selected for the main study. The questionnaires were distributed to 30 Students. The researcher waited for an hour for the respondents to finish filling the questionnaires. The data collected were coded and analyzed using croanbah alpha to

measure the internal consistency of the items. The reliability value was found to be .855 for drug abuse sub-scale .837 for attitude to learning scale and .685 for academic test of English Language, Mathematics and Geography.

3.7 Validity and Reliability of the Instruments

3.7.1 Validity of the Instrument

The following steps were taken to ensure the validity of the instrument used for the study. The questionnaires were given to experts in educational psychology and some specialists in research studies to validate them. Content validation was used to check the relevance of the items for the study. Their advice and suggestions were incorporated into the final instruments.

3.7.2 Reliability of the Instruments

Having analyzed the data collected from the Pilot study, the reliability value was found to be .855 for drug abuse sub-scale, .837 for attitude to learning scale and .685 for academic test of English Language, Mathematics and Geography as also indicated above. This indicate that the instruments are satisfactorily for use.

3.8 Procedure for Data Collection

A total of 400 copies of the questionnaires were produced by the researcher for distribution to the target population SSII of 10 selected schools. The researcher visited all the schools selected to explain the purpose of the research work to the students and their teachers who served as Research Assistants. Guidelines were given to students on how to fill the questionnaire. A total of 364 questionnaires were retrieved from the students that were duly filled.

3.9. Procedures for Statistical Analysis

The data collected from the samples respondents were subjected to coding and analysis using the statistical package for the Social Science (SPSS). Hypothesis I and II of the study were tested using independent t-test, while Hypothesis III was tested using the Pearson Product Moment Correlation Co-efficient.

CHAPTER FOUR

RESULT AND DISCUSSION

4.0 Introduction

This project titled "drug abuse, attitude to learning and academic achievement of students in selected secondary schools in Zaria metropolis" was targeted at 364 students. Their responses form the basis of the analysis in this work which involved descriptive inferential statistical technique to describe the demographic variables as well as the hypothesis set for the study. In all the analysis, the statistical package of the social sciences (SPSS) 13th edition was used. Details of all the analysis are as follows.

Table 4.1:1 Distribution of Respondents by Drug Status:

Do you take drugs	**Frequency**	**Percentage**
Yes	36	9.8
No	328	90.2
Total	364	100

4.1 Answering of Research Questions.

Research question 1: what are the incidents of drug abuse?

The analysis is shown below in table 4.1.2

Table 4.1.2. Distribution of respondents views on incidents of drug abuse

S/No.	Incidence of Drug Abuse	Reponses				Total X	Total S.D
		Agreed		Disagree			
		Freq	%	Freq	%		
1.	I take drug because it is available during festivals and ceremonies.	163	44.7	201	65.3	2.30	.9108
2.	I take drugs because I want to feel high.	157	43.1	207	56.9	2.27	.8983
3.	I take drugs so as to read till day break.	105	28.8	259	71.1	2.14	.8397
4.	I take drugs because my father sells different kinds of drugs like alcohol.	127	34.9	237	75.1	2.11	.9115
5.	I take drugs because my friends take it.	104	28.6	260	71.1	2.10	.9018
6.	I take drugs because I have access to it.	95	26.1	269	73.9	2.09	.8963
7.	I take drugs only because of my illness.	103	28.3	261	71.7	2.02	.9632
8.	I take drugs because of my custom and tradition.	94	25.8	270	74.1	2.01	.8346
9	I take drugs to forget my problems	82	22.5	282	77.5	1.95	.8924
10	I take drugs because it is available in our streets.	71	19.5	293	80.5	1.94	.9803

According to the above table 4.1.2. on the main incidence of drug abuse, the highest mean response of 2.30 is that drugs are readily available during festivals and ceremonies as details of

response showed that 163 of the respondents representing 44.7 agreed on this while 201 representing 65.3 disagreed.

The second highest mean response of 2.27 is that students take drugs because they want to feel high as detail reveal that 157 of the respondents representing 43.1% were in agreement with this cause while 207 representing 56.9% were in disagreement.

The incidence of drug abuse taken so as to read till day break, has a mean response of 2.4 in which 105 (28.8%) students take drugs agreed with the statement while 259 representing (71.1%) disagreed with the statement.

The response mean of 2.11 take drugs because their parents sells different kind of drugs like alcohol. 127 (34.9%) agreed while 237 (75.1%) disagreed.

The mean response of 2.10 guaranteed 104 (28.6%) students to take drugs because of peer group influence while 260 (71.1%) disagreed.

The mean response of 2.09 has the total of 95 students representing (26.1%) agreed that access to drugs easily contributed a lot in making them to take drugs while 269 (73.9%) disagreed with other views.

Another incidence of drug abuse with a mean response of 2.02 has 103 students (28.3%) agreed to take drugs because of illness while a total of 261 students (71.7%) disagreed.

The mean response of 2.01 for the Custom and Tradition of some students 94 of them (25.8%) agreed while 270 students representing (74.1%) disagreed with the view.

Then, mean response of (1.9%) for some students 82 (22.5%) agreed that they take drugs to forget their problems while 282 representing (77.5%) disagreed.

Lastly, mean response of 1.94 drugs being available in some areas of students street 71 (19.5%) agreed to take drugs while 293 (80.5%) disagreed.

Research Question 2: What are the effects of drugs on attitude to learning
The analysis is done below in table 4.1.3
Table 4.1.3 Opinion of Students on attitude to learning.

S/n	Attitude to Learning	Response Categories		Mean	S.D
		Agreed Freq	Disagreed Freq		
1	Smoking of marijuana could make students to be filled with anxiety to break every law and order in the school	220 60.4%	144 39.6%	1.841 3.422	1.0849 .9501
2	Students under the influence of drugs find out hard to stay awake throughout the night to read	189 51.9%	139 33.1%	3.6501 3.0001	.8652 .721
3	Keeping the peer groups company who take drugs negatively affect concentration in academic activities.	232 63.7%	132 36.3%	3.851 2.951	.521 1.0981
4	Clubs and societies in schools promote learning and equally become breeding places for drug abusers	165 45.3%	199 54.7%	3.434 1.9561	1.0851 .659
5	Students who smoke breaks school rules often that lead to being punished most times, which affect attitude to learning.	300 82.4%	64 17.6%	3.345 3.491	1.0601 .9321
6	A student under the influence of drug may not be afraid of his parents and teachers	212 58.2%	152 41.8%	3.465 2.942	.8546 .8910
7	Friends who take drugs do not encourage one another to study well.	235 64.6%	129 34.4%	3.6551 3.401	.4930 .8521
8	De- boarding method in schools affect learning because students have the liberty to eat and drink what they want when they close from school	186 51.0%	177 49.0%	3.451 2.150	.7674 .6549
9	Taking drugs like LSD could make students less fearful of teachers	254 69.8%	110 30.2%	3.4321 3.011	.7231 .6432
10	Too much freedom of associations in some schools leads students to drugs and other vices which has negative impact on their attitude to learning.	250	114	2.561	.4992

		68.7%	31.3%	3.325	.3210

Table 4.1.3 gave opinion of respondents on the effect of drugs on attitude to learning.

Smoking of marijuana could make students to be filled with anxiety to break every law and order in the school which was agreed by 220 (60.4%) of the respondents while the rest 144 (39.6%) disagree with.

According to 189 (51.9%) of the respondents students under influence of drugs find it hard to stay awake throughout the night while 139 (38.1%) others disagree with this view. Keeping peers groups company who take drugs negatively affect concentration in academic activities according to 232 (63.7%) of the respondents while 132 (36.3%) others disagree.

On clubs and societies in schools promoting planning and equally becoming breeding places for drug abusers 165 (45.3%) agreed, while 199 (54.7%) disagreed..

It was agreed by 300 (82.4%) respondents that students who smoke breaks school's rules often that lead to being punished most times, which affect attitude to learning while only 64 (17.2%) disagreed with this view

A student under the influence of drugs may not be afraid of his parents and teachers according 212 (58.2%) of the respondents while the rest 152 (41.8%) however, disagreed with the view.

According to 235 (46.6%) of the respondents friends who take drugs do not encourage one another to study well while 129 (34.5%) disagreed.

Deboarding method in schools affect learning because, students have the liberty to eat and drink what they want when they closed from school, according to 186 (51.0%) of the respondents while 177 (49.0%) disagreed.

According 254 (69.8%) of the respondents taking drugs like LSD could make students less fearful of teachers while 110 (30.2%) however, disagreed.

Lastly according to 250 (68.7%) of the respondents too much freedom and associations in some schools leads students to drugs and other vices which has negative impact on their attitude to learning while 114 (31.3%) others disagreed.

Research question 3: What are the academic achievement of students who take drugs and those who do not?

This is analyzed in table 4.1.4 below

Table 4.1.4. Distribution of respondent views on the effect of drug abuse on academic achievement

S/N	Effect of Drug Abuse on Academic Achievement	Agree		Disagree		Mean	SD
		|F	%	F	%		
1	Taking drugs enables me to stay awake and study	70	19.2	294	80.8	1.93	.9802
2	Taking drugs enable me feel comfortable among classmates.	60	16.5	304	83.5	1.94	.8924
3	Home and school problems affect learning in school.	300	82.4	64	17.6	2.813	.6522
4	Taking drugs support me in reading till day break.	82	22.5	282	77.5	1.95	.8924
5	Boarding house in schools promotes learning in student fast.	250	68.6	114	31.4	2.773	.8181
6	Winning prizes by students promote learning in schools.	310	85.2	54	14.8	2.959	.5958
7	Sporting activities promote learning in schools.	280	76.9	84	23.1	2.721	.6161
8	Drug abuse affects academic performance	320	87.9	44	12.1	3.321	.5056
9	Advertising of Tobacco on T.V and Newspapers influence learning among the youths.	95	26.1	269	73.9	2.091	.8964
10	Influence of Peer group has affected many students in class during learning process.	200	54.9	164	45.1	2.651	.4919
11	Taking drug by students enhance negative behaviors in school.	321	88.2	43	11.8	3.277	.6169
12	A student under high influence of drugs might disobey his parents and	322	88.5	42	11.5	3.301	.6168

	teachers in school.						
13	Taking drug like LSD could make the student less fearful of his teachers.	287	78.8	77	21.2	2.761	.7808
14	Taking alcohol in large quantity by students could lead to abnormal behavior in school environment.	290	79.6	74	20.4	2.771	.7804
15	Smoking marijuana could make students to act differently from the expected law and order of the school.	299	82.0	65	18.0	2.801	.6592
16	Clubs and societies in school promote learning among students.	304	83.5	60	16.5	3.021	.9201
17	Extra coaching of students promote learning activities in school	305	83.7	59	16.3	3.120	.8507
18	De-boarding method in schools affect learning process in students.	204	56.0	160	44.0	2.542	.6050
19	Corporal punishment in schools affects learning.	184	50.5	180	49.5	2.030	.7213
20	Expelling students on drugs reduce drug abuse in school.	288	79.0	76	21.0	2.763	.7888

According to Table 4.1.4 presented opinion of respondents on effect of drugs on academic achievement.

70 of the respondents representing 19.2% agreed that taking drugs able them to stay awake and study while the rest 294 (80.8%) disagreed with this opinion.

According to 60 (16.5%) of the respondents taking drugs enable one feel comfortable among classmates while 304 (83.5%) disagreed.

On homes and school problems affecting learning 300 (82.4%) of the respondents agreed, while 64 (17.2%) disagreed.

Also 82 (22.5%) of the respondents agreed that taking drugs support them reading till day break while 282 (77.5%) disagreed.

According to 250 (68.2%) of the respondents boarding house in schools promote learning in students while 114 (31.4%) disagreed.

Winning prices by students promotes learning in school as agreed by 110 (85.2%) of the students while 54 (14.8%) disagreed.

Sporting activities promotes learning in schools according to 280 (76.9%) of respondents while the rest 84 (23.12%) however, disagreed with the opinion.

According to 320 (87.9%) of the respondents drug abuse affect academic performance while 44 (12.1%) disagreed with the view.

Advertising of the tobacco on TV and newspapers influenced learning among the youths, according to 95 (26.1%) of the respondents while 269 (73.9%) disagreed.

The total of 200 (54.9%) of the respondents agreed that influence of pear groups have affected many students in class during learning process while 164 (45.1%) disagreed.

Taking drugs by students enhance negative behaviours in school as agreed by 321 (88.2%) of the respondents while 43 (11.8%) disagreed.

According to 322 (88.5%) of the respondents a student under the high influence of drugs might disobey his parents at home and teachers in school while 42 (11.5%) disagreed.

Taking drugs like LSD will make a student less fearful to his teachers as agreed by 287 (78.8%) of the respondents while 77 (21.2%) disagreed.

According to 290 (79.6%) of the respondents taking alcohol in large quantity by students could lead to abnormal behaviour in school environment while 74 (20.4%) disagreed.

A total of 299 (82.0%) of the respondents agreed that smoking marijuana could make students to act differently from the expected law/order of school while 65 (18.0%) disagreed.

Clubs/Societies in school promotes learning activities as agreed by 304 (83.5%) of the respondents while 60 (16.5%) disagreed.

Extra coaching of students promotes learning activities as agreed by 305 (83.7%) of the respondents while the rest 59 (16.3%) disagreed with the view.

According to 204 (56.0%) of the respondents de-boarding method in schools affect learning process in students while the rest 160 (44.0%) however, disagreed.

Corporal punishment in schools affect learning as agreed by 184 (50.5%) of the respondents while 180 (49.5%) disagreed.

Lastly according to 288 (79.0%) of the respondents expelling students on drugs reduced drug abuse cases in schools while the rest 76 (21.0%) disagreed with the view.

4:2. Testing of Research Hypotheses.

Null hypothesis 1: The null hypothesis states that there is no significant difference between students who take drugs and those who do not in their academic performance.

This is tested in table 4.2.1 below

Table 4.2.1 Independent t - test statistics for difference between those who take drugs and those who do not, in their academic performance.

		Variable	**N**	**Mean**	**S.D**	**df**	**t calculated**	**P**
P valu e = 0.05	**Academic performance**	Those that take drugs	36	17.5	5.44	362	8.669	.000
		Those that do not take drugs.	328	25.7	5.38			

The results of the independent t – test statistics showed significant difference between students who take drugs and those who do in their academic performance. This is because the calculated significant (P) value of 0.000 is less than the 0.05 level of tolerance. This table shows that the mean academic performance of 17.5 and 25.7 by students who take drugs and those do not respectively, further confirmed that significant difference exist between the two groups, consequently, the null hypothesis which state that there is no significant difference between students who takes drugs and those who do not in their academic performance, is thereby rejected.

Null hypothesis 2. This null hypothesis states that there is no significant difference between those who take drugs and those students who do not in their attitude to learning.

Result of the analysis is shown in table 4;2 2

Table 4.2.2. Independent t-test statistics difference between those who take drugs and those who do not in their attitude to learning

P value = 0.05

Category (N)	N	Mean	S.D	Df	t calculated	P
Those that take drugs	36	35.31	4.22793	362	2.424	.016
Those that do not take drugs	328	37.66	5.64976			

Results of the above independent t-test statistics in the above table showed that there is significant difference between those who take drugs and those who do not in their attitude to learning. This position was confirmed as the calculated significant (P) value of 0.016 is higher than the 0.05 level of tolerance at df 362 while details showed that the mean attitude to learning were 35.3056 and 37.6585 for students who take drugs and those who do not respectively. Consequently, the null hypotheses which state that there is no significant difference between students who take drugs and those students who do not take drugs in their attitude to learning is therefore rejected.

Null Hypothesis 3: the null hypothesis states that there is no significant relationship between student's academic performance and their attitude to learning.

The hypothesis is tested and the analyzed result is shown in table 4.2.3

Table 4:2:3 Pearson Product Moment Correlation between students' academic achievement and attitude to learning.

Variables	N	Mean	S.D	r calculated	Df	p
Academic performance	364	23.6126	6.61545	496**	362	.014
Attitude to learning	364	37.4258	5.5529			

**Correlation is significant at the 0.05 level (2-tailed)

Outcome of the Pearson Product Moment Correlation (PPMC) statistics in table 4.2.3 revealed significant relationship between academic achievement and attitude to learning. Reason being that the calculated significant (P) value of 0.014 is less than the 0.05 level of tolerance. This implies that academic achievements of students are significantly affected by the attitude to learning by students. Therefore, the null hypothesis which states that there is no significant relationship between student's academic achievement and their attitude to learning is hereby rejected.

4.3 Summary of Findings.

In the course of the analysis, the following results were observed as the major findings of the study:

1. Significant difference exists between students who take drugs and those who do not take drugs in their academic performance.

2. Significant differences also exist between students who take drugs and those who do not take drugs in their attitude to learning.

3. Significant relationship was also found to exist between student's academic performance and their attitude to learning.

4.4. Discussion on Findings.

The analysis found answers to three research questions and research hypothesis and statistically described the demographic variables.

The issues of students were categorized into those who take drugs and those who do not take drugs as well as their attitude to learning and their academic performance in three subjects of English language, mathematics and geography.

Students from boarding, day, boys only, girls only and mixed schools were sampled for this study.

Result of the research hypotheses is very revealing and interesting. For instance it was confirmed that significant difference exist between students who take drugs and those who do not take drugs in their academic performance. It was seen that the students who do not take drugs had better mean academic performance of 25.7012 as compared with their counterparts who take drugs with mean academic performance of 17.5000.several reasons abound for this significant difference between the two groups in their academic performance. The most obvious is that the students who do not take drugs are more serious and up to date with their academic activities. They settle to read while their counterparts who take drugs are less serious and have no adequate concentration in

their academic activities. Consequently, they are always in conflict with the school laid down rules and regulations hence differ significantly in their academic performance. Drug abuse has been overwhelmingly agreed that it has significant effect on student's academic performance in the selected three subjects. Drug abuse encourages the user to be delinquent, truant in school activities including the fact that drug abusers are in continuous conflict with the school authority and hence have little or no time left for proper academic work which further explains why they have low academic performance as compared to their counterparts who do not engage in drug abuse.

Also significant difference exists between those who take drugs and those who do not in their attitude to learning. The results showed that those who do not take drugs have higher, better and more positive attitude to learning than their counterparts who take drugs and thus have drugs have very low, negative attitude to learning. The main reason for this significant difference could be that the students who do not take drugs are more composed, relaxed in their attitude to learning, while on the other hand those who take drugs are always tensed as they are under the influence of these drugs.

The outcome of the hypotheses 3 revealed the existence of significant relationship between students' academic performance and their attitude to learning. In other words the level of attitude to learning affects the level of students' academic performance. That is, the higher the attitude to learning of a student, the higher his performance and vice versa. Of course, this has been proved exhaustively in this regard.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

This chapter consists of summarized previous chapters, conclusions and recommendations suggested for the study based on the findings of this study.

5.1 Summary of the study

This research study focused on the influence of drug abuse on attitude to learning and academic achievement of secondary school students in Zaria metropolis. The population of the study consists of 364 students, of SS II in (10) selected secondary schools in the (2) local government areas.

The study was divided into five chapters. The first chapter started with a general introduction, stating the problems, objectives, research questions and hypothesis. Justification of the study, basic assumptions, scope and delimitations of the study were also provided.

The second chapter dealt with Literature review, which took into cognizance a imitation theory and social learning theory. .Conceptual frame work of the study, the review of empirical studies related to the study at hand. This chapter ended up with a summary.

The third chapter talks about Methodology of the study ,the research design, population of the study, the sample and sampling technique, instrumentation, validity pilot study, reliability of the instrument, , procedure for data collection, and data analysis of the study.

The fourth chapter dealt with the result and discussions of the data collected, analyzed research questions and hypotheses were tested and discussed in line with the null hypotheses raised. The chapter closed up with a summary of the findings.

In chapter five, the introduction, summary of the study as well as the conclusion were discussed. Finally, recommendations were suggested, and suggestions for further researches on this area were indicated.

5.2 Conclusion

Having carried out the study on the influence of drug abuse on attitude to learning and academic achievement of students in secondary school and the conclusion arrived at for the study is as follows;

1. There are differences between students who take drugs and those who do not in their performance academically.
2. Students who take drugs and those who do not differ in their attitude to learning.
3. Attitude to learning and academic achievement have a strong relationship.

5.3 Recommendations.

The following are recommendations in form of suggestions for this study.

1. Based on the research findings, differences exist between students who take drugs and those who do not in their academic performance; therefore, there is need for school management to engage in special counseling for students who take drugs. Teachers should pay attention to their students to prevent peer group influence. Again, measures should be taken on those who take drugs to stop it and also to prevent other students from going into the habit of drug abuse

2. Looking at it critically from the findings, the attitude to learning of students differ in terms of those who take drugs and those who do not. This is of paramount importance for both teachers and students in teaching and learning in schools. Therefore, a psychological intervention to help students change their attitude from negative to positive to learning in school is desirable

3. Positive attitude to learning can influence better academic achievements among students. Attention should be paid to students peer group influence especially in their adolescent ages to curb with the influence of drug abuse among them.

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APPENDIX I

QUESTIONAIRE

QUESTIONAIRE ON DR UG ABUSE AND LEARNING.

QDAL

Educational Psychology & Counseling
Section,
Ahmadu Bello University, Zaria.
February, 2011

Dear Respondent,

This is a questionnaire, which is part of a research study on the effects of drug abuse, attitude to learning and academic achievement of students in selected Secondary Schools in Zaria Metropolis.

It would be highly appreciated if you could respond to the questions honestly, freely and objectively.

Please, be assured that any information obtained from you would be treated as confidential.

Yours faithfully,

Sarki Iliya Kumbuli.
M.Ed/Educ/41396/04-05

QUESTIONNAIRE ON DRUG ABUSE, ATTITUDE LEARNING AND ACADEMIC TEST (QDAALAT)

SECTION A – BIODATA

Please, indicate with a tick (√) of the correct answer

1. Do you take drug Yes ( ) No ( )

SECTION B –QUESTIONNAIRE ON INCIDENCE OF DRUG ABUSE (QIDA)

Please, indicate with a tick (√) of the correct answer in the column as appropriate.

S/No	Questions	Columns				
	Incidence of Drug Abuse	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
1	I take drug because it is available during festivals and ceremonies.					
2	I take drugs because I want to feel high.					
3	I take drugs so as to read till day break.					
4	I take drugs because my father sells different kinds of drugs like alcohol.					
5	I take drugs so as to feel bold and fear no one					
6	I take drugs because I have access to it.					
7	I take drugs only because of my illness.					
8	I take drugs because of my custom and tradition.					
9	I take drugs to forget my problems					
10	I take drugs because it is available in our streets.					

SECTION C: QUESTIONNAIRE ON THE ATTITUDE OF THE LEARNING (QAL)

Please, indicate with a tick (√) of the correct answer in the column as appropriate

S/N	Questions	Columns				
	Attitude to Learning	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
1	Smoking of marijuana could make students to be filled with anxiety to break every law and order in the school					
2	Students under the influence of drugs find out hard to stay awake throughout the night to read					
3	Keeping the peer groups company who take drugs negatively affect concentration in academic activities.					
4	Clubs and societies in schools promote learning and equally become breeding places for drug abusers					
5	Students who smoke breaks school rules often that lead to being punished most times, which affect attitude to learning.					
6	A student under the influence of drug may not be afraid of his parents and teachers					
7	Friends who take drugs do not encourage one another to study well.					
8	De- boarding method in schools affect learning because students have the liberty to eat and drink what they want when they close from school					
9	Taking drugs like LSD could make students less fearful of teachers					
10	Too much freedom of associations in some schools leads students to drugs and other vices which has negative impact on their attitude to learning.					

SECTION D – QUESTIONNAIRE ON EFFECT OF DRUG ABUSE ON ACADEMIC ACHIEVEMENT (QEDAAA)

Please, indicate with a tick (√) of the correct answer in the column as appropriate.

S/N	Questions	Columns				
	Effect of Drug Abuse on Academic Achievement	Strongly Agree	Agree	Disagree	Strongly disagree	Undecided
1	Taking drugs enables me to stay awake and study					
2	Taking drugs enable me feel comfortable among classmates.					
3	Home and school problems affect learning in school.					
4	Taking drugs support me in reading till day break.					
5	Boarding house in schools promotes learning in student fast.					
6	Winning prizes by students promote learning in schools.					
7	Sporting activities promote learning in schools.					
8	Drug abuse affects academic performance					
9	Advertising of Tobacco on T.V and Newspapers influence learning among the youths.					
10	Influence of Peer group has affected many students in class during learning process.					
11	Taking drugs by students enhance negative behaviors in school.					
12	A student under high influence of drugs might disobey his parents and teachers in school.					
13	Taking drugs like LSD could make the student less fearful of his teachers.					
14	Taking alcohol in large quantity by students could lead to abnormal behavior in school environment.					
15	Smoking marijuana could make students to act differently from the expected law and order of the school.					

16	Clubs and societies in school promote learning among students.					
17	Extra coaching of students promote learning activities in school					
18	De-boarding method in schools affect learning process in students.					
19	Corporal punishment in schools affects learning.					
20	Expelling students on drugs reduce drug abuse in school.					

APPENDIX II

ACADEMIC ACHIEVEMENT TEST OF ENGLISH LANGUAGE MATHEMATICS AND GEOGRAPHY

APPENDIX II

ACADEMIC ACHIEVEMENT TEST OF ENGLISH LANAGUAGE

Choose the correct and most appropriate word that can fills the gap.

1. There was not even one of the students that could win the _____
   (a) Rise
   (b) Rest
   (c) Raze
   (d) Race
   (e) Raise

2. The boy _____his hand in the soup to remove some pieces of meat.
   (a) Deep
   (b) Dip
   (c) Dep
   (d) Touch
   (e) Depth

3. The hole I dug was ____than yours.
   (a) Wide
   (b) Wider
   (c) Larger
   (d) Large
   (e) Big

4. Either John _____Peter is dead.
   (a) Nor ‘
   (b) Or
   (c) And
   (d) Not
   (e) With

5. All the _____in our house look healthy.
   (a) Sheeps
   (b) Ship
   (c) Ship
   (d) Sheep
   (e) Shieps

6. I _____to meet my father before I traveled
   (a) Have
   (b) Has
   (c) Had
   (d) Will have
   (e) Have been

7. Two and two _____never five.
   (a) Are
   (b) Were
   (c) Is
   (d) Equal
   (e) Could

8. She saw the parents didn't _____?
   (a) Her
   (b) He
   (c) They
   (d) She
   (e) We

9. Jessica said she couldn't ____well last night.
   (a) Sleep
   (b) Slept
   (c) Sheep
   (d) Sleeping
   (e) Slept very

10. Every new born _____after birth.
   (a) Cry
   (b) Cried
   (c) Crying
   (d) Cries
   (e) Could cry

11. The CD player was playing so……that the whole neighborhood could hear the music clearly.
   (a). Aloud
   (b). Loud
   (c). Loudly
   (d). Noisily
   (e). Well

12. The linguist is of the view that the constitution should be……..
   Into many local languages.
   (a). Interpreted
   (b). Transformed
   (c) Translated
   (d) Transmitted
   (e) Transposed

13. The new boss said he would _____ no act of indiscipline from his staff.
    (a) Commune
    (b) Condole
    (c) Condone
    (d) Consider
    (e) Console

14. Ever since I was betrayed by my own sibling, I stopped trusting anyone as a _____
    (a) Colleague
    (b) Confidant
    (c) Friend
    (d) Pal
    (c) Peer

15. The president demanded that all the public office holders should be _____ and accountable.
    (a) Transferable
    (b) Translucent
    (c) Transparent
    (d) Transitional
    (e) Transitory

ACADEMIC ACHIEVEMENT TEST OF MATHEMATICS

Please, tick (√) the correct answer where appropriate

1. Find the value of K such that x2 + S x + K is a perfect squire
   (a) $2^{1}/_{2}$
   (b) 4 ¼
   (c) 6 ¼
   (d) 25
   (e) 100

2. If $0^{o} \leq O \leq 180^{o}$ and Cos O = - 0.5— then O —
   (a) 30^{o}
   (b) 60^{o}
   (c) 120^{o}
   (d) 135^{o}
   (e) de

3. Simplify $3^{3} \times 6^{-3} \times 2^{5}$
   (a) 0
   (b) 1
   (c) 2
   (d) 4
   (e) 12

4. Which of the following is the logarithm of 8.2?
   (a) 0.3010
   (b) 0.9138
   (c) 8.3010
   (d) 8.9138
   (e) 9.138

5. Calculate the value of (25/125) – 1/3 x (4/9) 1/2
   (a) $\frac{12}{125}$
   (b) $\frac{2}{5}$
   (c) $\frac{3}{5}$
   (d) $\frac{9}{10}$
   (e) $\frac{16}{9}$

6. Find the root of the equation $X^2 + 12X - 28 = 0$
The greater of the two roots is
(a) - 14
(b) –7
(c) 2
(d) 7
(e) 14

7. $(2x + 3)$ is a factor of $6X^2 + X - 12$. The other factor is
(a) $(X + 6)$
(b) $(2x - 3)$
(c) $3x + 1)$
(d) $3x - 4)$
(e) $4x - 9)$

8. The following addition is done in base 8, find the missing number
(a) 447
(b) 435
(c) 335
(d) 255
(e) 235

9. (a = (1, 2,3 . . . . 89), X = (1, 2, 3,4)
Y = (Even number from 2 to 8)
X 1 U Y =
(a) (6, 8)
(b) (5, 7, 9)
(c) (5, 6, 7, 8, 9)
(d) (2, 3, 4 ..8)
(e) (2, 4, 5 …9)

10. In a class of 40 students 15 offer Physics, 20 offer History and 3 offer both Physics and History. How many students offer neither Physics nor History?

(a) 2
(b) 3
(c) 5
(d) 8
(e) 10

11. Rationalize $\frac{6}{\sqrt{3}}$

(a) $2\sqrt{3}$

(b) $\sqrt{3}$

(c) $\frac{2\sqrt{3}}{3}$

(d) $4\sqrt{3}$

(e) $\frac{2\sqrt{3}}{5}$

12. Express the following in standard form 0.000193

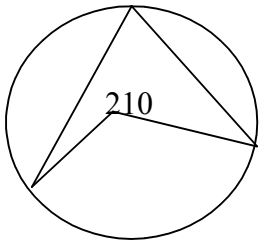
(a) 193.00×10^{-4}
(b) 193×10^{-4}
(c) 1.93×10^{4}
(d) 1.93×10^{-4}
(e) 19.3×10^{4}

13. Evaluate $3\sqrt{0.3612}$

(a) 0.7221
(b) 0.2271
(c) 0.7122
(d) 1.7122
(e) 0.1722

14. In the figure below 0 is the center of the circular, find x?

(a) 70^0
(b) 75^0
(c) 105^0
(d) 150^0
(e) 190^0



15. If $x^2 - 10x = 24$, then $x = 12$ or

(a) -3
(b) -2
(c) -1
(d) 1
(e) 2

ACADEMIC ACHIEVEMENT TEST OF GEOGRAPHY

1. Temperature decreases by 6.4^0c with every 1000 meters increase in altitude. This phenomenon is referred to as the
   (a) Environmental al lapses rate
   (b) Hydrosphere
   (c) Zoe of discontinuity
   (d) Atmosphere
   (e) Thermosphere

2. The Atmosphere can conveniently be divided into four distinctive layers. Which of the following layers is not among.
   (a) Thermosphere
   (b) Mesosphere
   (c) Stratosphere
   (d) Hydrosphere
   (e) Troposphere

3 All the following are type of mountain EXCEPT one.
   (a) Fold mountain
   (b) Plateau mountain
   (c) Volcanic mountain
   (d) Residual mountain
   (e) Black mountain

4. All the following factors affect soil formation EXCEPT one.
   (a) Parent material
   (b) Climate
   (c) Relief and Topography
   (d) Organisms
   (e) Roads construction

5. Farmer prevents soil erosion by some means of soil conservation except
   (a) Terracing
   (b) Bridge cultivation
   (c) Cover crops
   (d) A forestation
   (e) Application of fertilizer

6. All of the following are problems of manufacturing industry in Nigeria EXECEPT.
   (a) Lack of capital
   (b) Low purchasing power
   (c) Poor infrastructural facilities
   (d) Administrative and Political problems
   (e) Interest of the people

7. Which of these is the best example of a large scale map.
   (a) 1:100,000
   (b) 1:750,000
   (c) 1:25,000
   (d) 1:250,000
   (e) 1:1,000,000

8. Arrange these scales in an order ranging from the smallest scale map to the largest scale map.
   (a) 1:100,000
   (b) 1:750,000
   (c) 1:25,000
   (d) 1:250,000
   (e) 1:1,000,000

9. The sudden movements or vibrations in the earth crust is known as
   (a) Volcanic eruption
   (b) Earth quake
   (c) Mass movement
   (d) Vulcan city
   (e) Weathering

10. Which of the following is used in measuring Atmospheric pressure
   (a) Rain gauge
   (b) Barometer
   (c) Hygrometer
   (d) Thermometer
   (e) Wind vane

11. Below are the list of countries found in West African community of West Africa EXCEPT
   (a) Benin
   (b) Burkina-Faso
   (c) Cape Verde
   (d) Nigeria
   (e) Egypt

12. Which of the following crops is NOT grown in East- Africa.
   (a) Coffee
   (b) Cotton
   (c) Oil palm
   (d) Sisal
   (e) Tea

13. The following towns are located within the tse-tse fly free zone in Nigeria EXCEPT
    (a) Jos
    (b) Kano
    (c) Maiduguri
    (d) Minna
    (e) Sokoto

14. The relief of the North Central Plateau in Nigeria promotes
    (a) Agriculture
    (b) Hunting
    (c) Mining
    (d) Tourism
    (e) Trade

15. Which of this Greek Towns is NOT found in Nigeria?
    (a) Akassa
    (b) Burutu
    (c) Forcados
    (d) Opodo
    (e) Tema

16. Acacia and Baotab trees are found in the Savannah while Orange and Olive belong to the
    (a) Desert
    (b) Equatorial Forest
    (c) Mediterranean
    (d) Motane
    (e) Temperate Grassland

17. Which of this African Mountains is of volcanic origin?
    (a) Atlas
    (b) Cameroon
    (c) Kilimanjaro
    (d) Mandara
    (e) Shebshi

18. A town which is designed and built to decongest an overcrowded city is known as a/an_____ town
    (a) Administrative
    (b) Banking
    (c) Cultural
    (d) Industrial
    (e) Satellite

19. Which of the following settlement types is the largest?
    (a) Agglomeration
    (b) Conurbation
    (c) City
    (d) Megalopolis
    (e) Town

20. Which of the following types of rainfall mostly occurs in West and Central Africa
    (a) Conventional
    (b) Cyclonic
    (c) Frontal
    (d) Or graphic
    (e) Relief