



## INFLUENCE OF DRUG ABUSE ON THE PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN MOPA, KOGI STATE

BY

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### **Abstract**

*The study examined the influence of drug abuse on the performance of Junior Secondary school students in Mopa, Kogi State. The study was guided by three objectives, three research questions and one hypothesis. The study adopted survey research design. The population comprised all Junior Secondary School students in Mopa, with a total population of 6789 students. A sample of 100 students were randomly selected and used for the study. The instruments used for data collection were structured questionnaires. The instrument was duly validated, and the reliability coefficient was found to be 0.82. The data collected were analyzed using frequency and percentage. The findings of the study revealed that drug abuse is perceived to have a significant negative impact on the academic performance of students, affecting their cognitive abilities, seriousness in academic work, attendance, and overall academic outcomes. Findings also revealed a positive significant relationship between drug abuse and students' academic performance. It was also revealed that peer influence, lack of parental care, mental health issues, academic pressure, and socioeconomic factors are perceived as significant contributors to drug abuse among junior secondary school students. The study recommended among others that schools should organize regular parent-teacher meetings and workshops to educate parents on the signs of drug abuse, its effects on their children's academic performance, and how they can provide better supervision.*

**Keyword:** Influence, drug, abuse, performance

### **Introduction**

Drugs are effective substances used to cure illnesses and promote good health. However, it is important to note that drugs are intended for therapeutic purposes but are often abused, particularly by young people, including students. They may use drugs illegally, leading to harmful consequences for their bodies (Adeniyi,



2020). Drug abuse refers to the use of drugs for non-medical purposes, which negatively impacts individuals socially, cognitively, and physically (Kuria, 2011). According to Adewale (2022), drug abuse is the improper use of substances that causes harm to an individual in these areas. Social effects may include an increased tendency to engage in conflicts with peers, teachers, and school authorities. Cognitive effects, on the other hand, can involve a lack of concentration on academic tasks and memory loss (Johnson, 2015). Drug abuse patterns encompass various aspects of drug use, such as frequency, quantity, types of drugs used, and the circumstances under which they are consumed. The analysis of contemporary social problems, including drug abuse, remains controversial due to the many variables involved. The issue is of particular concern to the abuser, their family, the government, and society (Abdullahi, 2019). This issue has also caused significant embarrassment for the Nigerian government, especially in relation to its international image. For instance, customs officials in countries such as the United States, European nations, and Asian countries subject Nigerians traveling abroad to more thorough and sometimes humiliating checks. This scrutiny is largely due to the negative reputation some Nigerians have earned as smugglers of hard drugs. The rising prevalence of drug abuse among students has led to an urgent need for effective intervention and prevention strategies. Schools, parents, and government bodies must collaborate to address the root causes of drug abuse and provide the necessary support systems for students at risk. Studies show that drug abuse is often linked to peer pressure, family instability, and poor mental health. These factors contribute to students seeking out drugs to cope with stress, social challenges, or emotional problems. In addition, there is a need for greater awareness and education about the dangers of drug abuse. Students must be informed about the long-term consequences, not only for their health but also for their academic performance, social relationships, and prospects. Comprehensive drug education programs that focus on prevention, early intervention, and rehabilitation should be incorporated into school curricula to equip students with the knowledge and skills to make healthier choices.

The growing global concern over drug use and abuse is one of the major issues affecting schools, as it negatively influences students' discipline and interest in learning (Kajuru & Ado, 2016). Kajuru and Ado (2016) reported that some students believe drug abuse helps them study harder and achieve better grades, while others contend that drug misuse severely hampers academic performance. Nwakwo, Abanobi, and Amadi (2015) found that drug and substance abuse among secondary school students is linked to intolerance, violence, insecurity, and antisocial behavior, which make school management more difficult. Additionally, drug abuse has been associated with poor academic performance, defiance of school rules, and a general decline in student discipline and achievement in Nigerian secondary schools (Nwakwo & Nwoke, 2016). Drug abuse is a serious issue that affects not



only the individuals involved but also the broader community. It is crucial to address the root causes, provide education and support, and implement effective policies to reduce the prevalence of drug abuse, particularly among students. Only through a collective effort can society mitigate the harmful effects of drug misuse and promote a healthier, more disciplined future generation. Therefore, it is against this background that this study examined the influence of drug abuse on the performance of students in Junior Secondary school Mopa.

### **Statement of Problem**

Drug abuse among students, particularly in junior secondary schools, has become a growing concern that negatively impacts their overall performance and well-being. Despite the numerous efforts aimed at curbing drug abuse in schools, a significant number of students continue to engage in the illicit use of substances, leading to detrimental effects on their academic achievements, social behaviors, and cognitive functions. The influence of drug abuse on the performance of students in junior secondary schools is evident in areas such as poor concentration, memory loss, lack of motivation, and impaired decision-making, all of which hinder the ability of students to succeed academically (Kuria, 2011 & Adewale, 2022).

This issue is further compounded by the increasing prevalence of drug abuse in school environments, where peer pressure, family dynamics, and external stress factors often contribute to the initiation of drug use (Nwakwo, Abanobi & Amadi, 2015). As a result, students may exhibit behavioral problems, including defiance of school rules, truancy, and involvement in violent activities, which create a disruptive learning environment (Nwakwo & Nwoke, 2016). The academic consequences of drug abuse, such as poor grades and a lack of interest in learning, not only affect individual students but also reflect the broader challenges faced by the educational system in managing student behavior and ensuring quality learning outcomes (Kajuru & Ado, 2016). There is a need to investigate the extent to which drug abuse affects the academic performance of junior secondary school students, particularly their engagement in classroom activities, homework completion, and examination performance. Additionally, it is important to explore the factors that contribute to drug abuse among students and the specific impacts it has on their academic growth. Addressing this issue is crucial to developing effective strategies and interventions aimed at preventing drug abuse and improving the academic performance of students in junior secondary schools (Abdullahi, 2019).

### **Research Question**

The study was guided by the following research questions

- i. What is the prevalence of drug abuse among Junior Secondary school students in Mopa?
- ii. Is there a relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa?



- iii. What are the factors that contribute to drug abuse among Junior Secondary school students in Mopa

### Research Hypothesis

The research hypothesis was formulated and tested at a  $p \leq 0.05$  significance level.

**HO<sub>1</sub>:** There is no significant relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa.

### Methodology

This study adopted descriptive research design. The reason for choosing this design is because it allows for the collection of data from a sample of a specific population, as stated by Van-Wyk (2015). The population of this study comprised all the public junior secondary schools in Mopa-Moro, Local Government area of Kogi State. There are twenty-one (20) junior Secondary Schools with a total number of five thousand, nine hundred and thirty-one (6789) Students. The population involves 3291 male and 3498 female JSSII students with an average age of 13 years. A simple random sampling technique was used to select five (5) Junior Senior Secondary Schools in Mopa, Kogi State. This involved writing the names of the Junior Senior Secondary schools on pieces of paper, placing them in a container, and randomly selecting five (5) pieces of paper one by one without replacement. The same technique was also adopted to select 20 students each from the five sampled schools making a total sample of 100 students. The process involved writing Yes or No on pieces of paper, with those who chose 'Yes' being used as the sample for the study. The instrument used for data collection was structured questionnaire. The instrument was duly validated, and the reliability coefficient was found to be 0.82. The data collected from the questionnaire administered were analyzed using frequency and percentage.

### Results

#### Gender of the Respondents

The data obtained from male and female respondents were analyzed using descriptive statistics of frequencies and percentages. The summary of the analysis is presented in Table 1

**Table 1:**

*Summary of Frequency and Percentage of Male and Female Respondents*

Gender	Frequency	Percentage (%)
Male	55	55.0
Female	45	45.0
Total	100	100

Table 1 shows the summary of frequency and percentage analysis of male and female respondents in this study. Findings showed that, there were more male respondents 55.0% than male in the study. Among the study respondents, fewer



female respondents 45.0% than male. This implies that female participation is relatively low.

### **The Age of the Respondents**

The data obtained from various age groups were analyzed using descriptive statistics such as frequencies and percentages. The summary of the analysis is shown in Table 2

**Table 2:**

*Summary of the Frequency and Percentage of various Age of the Respondents*

Age	Frequency	Percentage (%)
14-15	30	30.0
16-17	46	46.0
18-19	24	24.0
Total	100	100

Table 2 shows the summary of the frequency and percentage analysis for the various age groups of the respondents. The finding indicated that there were three categories of respondent age. These are (14-15, 16-17, & 18-19). As a result, 30.0% of the respondents were found in the age range of 14-15 years, 46.0% were found in the age range of 16-17 years, 24.0% were found in the age range of 18-19 years. This indicates that the majority were found at the old age of 16-17 years.

**Research Question One:** What is the prevalence of drug abuse among Junior Secondary school students in Mopa?

To answer research question one, data collected from the questionnaire administered was subjected to descriptive statistics of frequency and percentage. The summary of the analysis is presented in Table 3

**Table 3:**

*Summary of Frequency and Percentage Analysis on the Prevalence of Drug Abuse among Junior Secondary School Students*

S/N	Items	SA %	A %	N %	D %	SD %	Decision
1	Drug abuse is a common problem among junior secondary school students	40.0	30.0	20.0	5.0	5.0	Strongly Agree
2	Most junior secondary school students in Nigeria have been exposed to drugs	35.0	30.0	25.0	5.0	5.0	Strongly Agree



3	The prevalence of drug abuse among junior secondary school students is increasing	32.0	28.0	25.0	10.0	5.0	Strongly Agree
4	Drug abuse affects both urban and rural junior secondary school students equally	20.0	20.0	40.0	15.0	5.0	Neutral
5	Junior secondary school students are more likely to abuse prescription drugs than illicit drugs	15.0	35.0	22.0	18.0	10	Agree

Table 3 presents a summary of the frequency and percentage analysis on the prevalence of drug abuse among Junior Secondary school students in Mopa. It revealed that 40% of the respondents strongly agreed that drug abuse is a common problem among junior secondary school students, 30% agreed, 20% were neutral, and 5% disagreed or strongly disagreed. The table also shows that 35% of the respondents strongly agreed that most junior secondary school students in Nigeria have been exposed to drugs, 30% agreed, 25% were neutral, and 5% disagreed or strongly disagreed. Furthermore, 32% of the respondents strongly agreed that the prevalence of drug abuse among junior secondary school students is increasing, 28% agreed, 25% were neutral, 10% disagreed, and 5% strongly disagreed. Additionally, 20% of the respondents strongly agreed and agreed that drug abuse affects both urban and rural junior secondary school students equally, while 40% were neutral, 15% disagreed, and 5% strongly disagreed. The results also revealed that 15% of the respondents strongly agreed that junior secondary school students are more likely to abuse prescription drugs than illicit drugs, 35% agreed, 22% were neutral, 18% disagreed, and 10% strongly disagreed. This implies that drug abuse is perceived as a significant issue among junior secondary school students, with varying levels of exposure and agreement on the factors influencing it, including the types of drugs abused and the equality of its impact across urban and rural areas.

**Research Question Two:** Is there a relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa?

To answer research question two, data collected from the questionnaire administered was subjected to descriptive statistics of frequency and percentage. The summary of the analysis is presented in Table 4

**Table 4:**

*Summary of Frequency and Percentage Analysis on the Relationship between Drug Abuse and Students' Academic Performance*

S/N	Items	SA %	A %	N %	D %	SD %	Decision
6	Drug abuse significantly affects the academic performance of junior secondary school students	30.0	53.0	5.0	10.0	2.0	Agree
7	Drug abuse has a negative impact on the memory and cognitive capacity of students	25.0	55.0	5.0	8.0	7.0	Agree
8	Drug abuse makes students less serious in their academic work.	32.0	58.0	0	7.0	3.0	Agree
9	Drug abuse gives room for poor scores and results	20.0	50.0	10.0	15.0	5.0	Agree
10	Students stay away from lessons and classes due to drug abuse	40.0	30.0	20.0	6.0	4.0	Strongly Agree

Table 4 shows a summary of the frequency and percentage analysis on the relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa. It reveals that 30% of the respondents strongly agreed that drug abuse significantly affects the academic performance of junior secondary school students, 53% agreed, 5% were neutral, 10% disagreed, and 2% strongly disagreed. Additionally, 25% of the respondents strongly agreed that drug abuse has a negative impact on the memory and cognitive capacity of students, 55% agreed, 5% were neutral, 8% disagreed, and 7% strongly disagreed. Furthermore, 32% strongly agreed that drug abuse makes students less serious about their academic work, 58% agreed, 7% disagreed, and 3% strongly disagreed. Moreover, 20% strongly agreed that drug abuse leads to poor scores and results, 50% agreed, 10% were neutral, 15% disagreed, and 5% strongly disagreed. It was also revealed





that 40% strongly agreed that students stay away from lessons and classes due to drug abuse, 30% agreed, 20% were neutral, 6% disagreed, and 4% strongly disagreed. This shows that drug abuse is perceived to have a significant negative impact on the academic performance of students, affecting their cognitive abilities, seriousness in academic work, attendance, and overall academic outcomes.

**Research Hypothesis One:** There is no significant relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa. Hypothesis one was tested using Pearson Product Moment Correlation coefficient (PPMC). Summary of the analysis is shown in Table 5

**Table 5:**

Summary of Pearson Product Moment Correlation between Drug Abuse and Students' Academic Performance

Variables	Number	Mean	S.D.	p-value	R
Drug Abuse	100	42.07	8.17	0.001	0.84
Academic Performance	100	42.36	7.56		

\*\* Correlation is significant at the 0.01 level (2-tailed)

Table 5. shows the results of the Pearson Product Moment Correlation Coefficient (PPMC) analysis, which examined the relationship between drug abuse and the academic performance of Junior Secondary school students in Mopa. The analysis revealed a strong positive correlation between the two variables, with a correlation coefficient ( $r$ ) of 0.84. This correlation is statistically significant, as indicated by a p-value of 0.001, which is below the alpha level of significance 0.05. The finding suggests a positive significant relationship between drug abuse and students' academic performance. Therefore, the hypothesis which states that there is no relationship between drug abuse and students' academic performance is hereby rejected.

**Research Question Three:** What are the factors that contribute to drug abuse among Junior Secondary school students in Mopa

To answer research question three, data collected from the questionnaire administered was subjected to descriptive statistics of frequency and percentage. The summary of the analysis is presented in Table 6



**Table 6:**

*Summary of Frequency and Percentage Analysis on the Factors that Contribute to Drug Abuse and among Junior Secondary School Students*

S/N	Items	SA %	A %	N %	D %	SD %	Decision
11	Peer influence is a major factor contributing to drug abuse among junior secondary school students	45.0	30.0	20.0	3.0	2.0	Strongly Agree
12	Lack of parental care and supervision contributes significantly to drug abuse among junior secondary school students	40.0	37.0	18.0	3.0	2.0	Strongly Agree
13	Mental health issues, such as anxiety and depression, contribute to drug abuse among junior secondary school students	35.0	30.0	25.0	5.0	5.0	Agree
14	Academic pressure and stress contribute to drug abuse among junior secondary school students	30.0	30.0	30.0	5.0	5.0	SA/A/N
15	Poverty and socioeconomic factors are major contributors to drug abuse among junior secondary school students	25.0	30.0	30.0	1.0	5.0	A/N

Table 5. shows a summary of the frequency and percentage analysis on the factors that contribute to drug abuse among Junior Secondary school students in Mopa. The analysis revealed that 45% of the respondents strongly agreed that peer



influence is a major factor contributing to drug abuse among junior secondary school students, 30% agreed, 20% were neutral, 3% disagreed, and 2% strongly disagreed. Additionally, 40% of the respondents strongly agreed that lack of parental care and supervision contributes significantly to drug abuse among junior secondary school students, 35% agreed, 20% were neutral, 3% disagreed, and 2% strongly disagreed. Furthermore, 35% strongly agreed that mental health issues, such as anxiety and depression, contribute to drug abuse among junior secondary school students, 30% agreed, 25% were neutral, and 5% disagreed or strongly disagreed. The analysis also revealed that 30% of the respondents strongly agreed, agreed, or were neutral in believing that academic pressure and stress contribute to drug abuse among junior secondary school students, with only 5% disagreeing or strongly disagreeing. Additionally, 25% strongly agreed that poverty and socioeconomic factors are major contributors to drug abuse among junior secondary school students, 30% agreed or were neutral, 10% disagreed, and 5% strongly disagreed. This implies that peer influence, lack of parental care, mental health issues, academic pressure, and socioeconomic factors are perceived as significant contributors to drug abuse among junior secondary school students.

### **Discussion of Results**

The results of the data analysis on the research questions are hereby discussed.

Findings from research question one, as presented in Table 3, revealed that drug abuse is perceived to have a significant negative impact on the academic performance of students, affecting their cognitive abilities, seriousness in academic work, attendance, and overall academic outcomes. This finding conforms with the findings of Abubakar (2024), who found that drug abuse significantly impairs students' academic achievement by reducing their focus, motivation, and classroom engagement. These effects contribute to decreased cognitive functioning, making it harder for students to retain information and complete assignments effectively. Consequently, students who abuse drugs tend to exhibit lower academic performance, poor attendance, and a lack of commitment to their studies, which leads to a decline in overall academic success.

Findings of question two, as presented in Table 4, revealed a positive significant relationship between drug abuse and students' academic performance. This suggests that as the prevalence of drug abuse among students increases, their academic performance is significantly affected, often leading to a decline in cognitive functioning, concentration, and overall academic achievement. This finding agrees with the findings of Babalola and Tolulope (2024), who reported that there is no statistically significant relationship between drug abuse and students' level of success. However, while Babalola and Tolulope (2024) observed no direct correlation in their study, the contrasting result from this research indicates that the effects of drug abuse on students' academic outcomes may be more pronounced in different contexts or populations. This discrepancy may be due



to variations in sample size, methodology, or the specific academic environments of the students involved.

Findings from research question three, as presented in Table 5, revealed that peer influence, lack of parental care, mental health issues, academic pressure, and socioeconomic factors are perceived as significant contributors to drug abuse among junior secondary school students. This finding agrees with the findings of Ibrahim, Bakori, Abdul-Kadir, Abubakar and Jabo (2019) and Adewale (2022), who observed that peer pressure, inadequate parental supervision, mental health challenges, and financial struggles are key factors that drive students to engage in drug abuse. These studies highlight the complex interplay of social, psychological, and economic factors that contribute to substance use among adolescents.

Peer influence was found to be particularly powerful, with students often succumbing to pressure from their friends or social groups to experiment with drugs. Additionally, the lack of parental involvement or care further exacerbates the vulnerability of students, leaving them without the guidance needed to make healthy choices. Mental health challenges, such as anxiety and depression, along with the overwhelming pressure to succeed academically and the challenges of socio-economic hardships, were also found to significantly increase the likelihood of students turning to drugs as a coping mechanism. These findings underscore the need for comprehensive interventions that address both the individual and environmental factors contributing to drug abuse.

### **Conclusion**

Based on the findings of the study, it was concluded that drug abuse is a prevalent issue among junior secondary school students, with a notable impact on their academic performance. Peer influence, lack of parental supervision, mental health issues, academic pressure, and socioeconomic factors are identified as key contributors to drug abuse. These factors interact in complex ways, influencing students' vulnerability to drug abuse. Additionally, the strong positive correlation between drug abuse and academic performance further emphasizes the detrimental effects of drug abuse on students' educational outcomes.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Schools should organize regular parent-teacher meetings and workshops to educate parents on the signs of drug abuse, its effects on their children's academic performance, and how they can provide better supervision.
2. Parenting programs should be implemented, focusing on fostering open communication between parents and children, and encouraging parental involvement in students' extracurricular and academic activities.
3. Schools should establish peer education programs where selected students are trained to educate their peers on the dangers of drug abuse, healthy



- coping mechanisms, and refusal skills. These students should serve as role models to discourage drug use.
4. Peer support groups should be created, allowing students to share their experiences and challenges regarding drug abuse in a safe and confidential environment.
  5. Schools should implement comprehensive mental health programs that include professional counseling services. Trained counselors should be available for students to discuss any mental health issues, including anxiety and depression, which may lead to drug abuse.

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