The Impact of Drugs on Academic Performance of Students in Tertiary Institutions in Zaria, Kaduna State

Luper V. Viashima, Abimbola K. Adeta, Festus F. Martindales

Abstract

The aim of this study is to investigate the impact of drugs on academic performance of students in tertiary institutions in Zaria, Kaduna State. The study adopted a survey design and was guided by the following research questions: what are the types of drugs abused by students in tertiary institutions in Zaria? What is the impact of drug abuse on the academic performance of students and finally, how can the problem of drug abuse be curtailed in tertiary institutions in Zaria. Quantitative method of data was used to obtain data through the distribution of questionnaires. A sample size of 400 respondents was used to elicit data for the research. The data obtained were presented using frequencies and tables. Findings on the type of drugs abused by students indicated that nicotine, tramadol and codeine are the most common. The findings identified impaired cognitive development, difficulty in keeping up with academic responsibility and failing tests as the impact of drug abuse on students. The study suggested better/adequate home training, arrest and immediate prosecution of students who abuse drugs.

Key words: Drugs, Academic Performance, Students, Tertiary Institutions, Zaria.

Introduction

Historically, the use of psychoactive substances or drugs is said to be a universal phenomenon found among such diverse people as the Fangs of North Western Equatorial Africa, the Aryans of Northern India, the Jivaro of the Amazonian rain forest, the Aborigenes of Australia, the Reindeer Herders of Siberia, among other individuals in the continent (Hollister, 1972). Drug abuse problem encompasses medical, social, cultural and other variables and is not a merely medical or moral problem. Emmanuel, (2017), defined drugs, as any substance that when taken into a living body produces reactions or modifies its psychological and physiological functioning. WHO (1952), defined drug dependence as a state arising from repeated administration of a drug on a periodic or continuous basis in order to experience its psychic effect and sometimes to avoid the discomfort of its absence.

Drug abuse is classified into medical and non-medical drug. For the medical drugs, using them without prescription of the medical personnel or using them contrary to the prescriptions of the medical personnel is considered as abusing the medical drugs. For example some people
use symptoms of diseases as a means of buying and using drugs or for quicker recovery as some think, they use drugs not as prescribed by the doctors. For the non-medical or illicit drugs, they include heroin, cocaine, cannabis, opium among others. When these are used it is said that drugs are abused because their uses are not for the purposes of treating, preventing and diagnosing diseases. Cigarette smoking is one of licit drugs, commonly abused by people. This is because of its advertisement, cheapness and availability. The main effect of using cigarette is nicotine which causes cancer of the lungs, gangrene chest pain and death.

The abuse of hard drugs by students in Nigerian colleges has become an embarrassing occurrence to parents, schools authorities, government and the society at large (Muritala, Godwin, Anyio, Muhammad, and Ajiboye, 2015). Similarly, the Nigerian National Drug Law Enforcement Agency (NDLEA) stated that substance abuse is a major problem in schools, colleges and universities in Nigeria (NDLEA, 2013). Muritala et al. stated further that the constant abuse of drugs among this group of students can cause psycho-social problems in society. In recent times, substance use and abuse has become a major issue in the workplace and has been seen among secondary school students and undergraduates (Adelekan and Ndom, 1996). Students who are under the influence of alcohol or other drugs or battling emotional problems are not going to be able to learn as well as students who devote their full attention to their education (Adelman and Taylor, 2003). It has been observed from studies that substance abuse may impair cognitive development which in turn reduces academic achievement and disrupts academic progression. In a study conducted by Monti (2005), poor academic performance, students missing classes, difficulty in keeping up with academic responsibility, failing tests, dropping out of school due to poor grades with Alcohol and drug abuse.

Nonetheless, Attah, Baba and Audu (2016), stated that drug abuse/addiction has gone a long way to create several health problems and dangers globally. Such health problems include mental illness, cancer of the lungs, school drop-outs and juvenile delinquency. Tertiary institutions in Kaduna State are not an exception as previous studies have identified high consumption of drugs on campus; In view of the well-documented cases on the prevalence and causes of drug abuse in secondary schools and tertiary institutions, it is necessary to investigate the impact that drug abuse has on the academic performance of students in some selected tertiary institutions in Zaria.

Statement of the Problem

Over the past two decades, the abuse of drugs in Nigeria has rapidly increased and risen to an unprecedented level and no part of the country is safe from the scourge (Uchendu and Ukonu, 2016). Drug abuse affects the general population; however, the youth are most affected. Studies indicate that the youth who constitute and future of Nigeria are mostly the victims (Okegbenin, 2008). Similarly, the Federal Ministry of Youth and Sports 2010 observed that, Nigerian youths aged between 10-30 years are about 49% of the country's population. NDLEA (2010), also observed that, over 38% of Nigerian Youths abuse drugs. According to Abang (2006), in Nigeria,
many categories of youths (male and female) are into substance/drug abuse. This include an unbelievable large number of primary and secondary school pupils, undergraduate students, servicemen, cattle rearers, unemployed, nurses, pharmacists and even medical doctors. For instance, Uchendu and Ukonu (2016) stated that, it is evident that drug and substance abuse is still a problem in our tertiary institutions despite various measures taken to stop it. The abuse of drugs in turn has created numerous social vices in the society which formed the backdrop of this study conceived to assess the impact of drug abuse on the academic performance of students in tertiary institutions and suggest measures to curtail the menace. This study seeks to provide answers to the following specific questions:

1. What are the types of drugs abused based on classification and functions by students in some selected tertiary institution in Zaria?
2. What is the impact of drug abuse on the academic performance of students in some selected tertiary institutions in Zaria?
3. What are the probable measures that can be engaged in controlling and preventing drug abuse among students in some selected tertiary institution in Zaria?

Types of Drugs Commonly Abused in Nigeria

Psychoactive substances can be referred to as chemical substances which when ingested, inhaled or injected into the body have the potential to alter mood, behaviour, perception or mental functioning of an individual. These substances could bring about changes in a person’s emotional state, body functioning or behaviour. These psychoactive substances also exert their effects by modifying chemical or physiological processes in the brain (Berger, 2008 and Okogbenin, 2008). These substances are categorized as either illicit (illegal) for example cannabis, cocaine and heroin or licit (legal) substances like alcohol, kola nuts, or coffee. The most commonly abused drugs and substances include alcohol, tobacco, cannabis (bhang) khat (miraaa) opiod, sedative-hyponotics, inhalants/solvents, petrol, glue and paint thinners. According to Enose (2014), the following are type of drugs abuse by all age groups in Kenya; alcohol, tobacco, miraa (Khat), glue, bhang (Marijuana), and even hard substances such as heroin and cocaine. Nonetheless, Attah, Baba and Audu (2016), presented the following types of drugs abused in Nigeria in Table 1 as updated by the researcher.
Table 1: Commonly Abused Drugs in Nigeria

<table>
<thead>
<tr>
<th>Serial</th>
<th>Category and Names</th>
<th>Effect/health Risk</th>
<th>Examples of the Drug</th>
<th>Method of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stimulants</td>
<td>Drugs that accelerate the activity of the central nervous system. Stimulants can make one feel energetic, focused and alert. The drugs can also make one feel edgy, angry or paranoid.</td>
<td>Cocaine, crack, amphetamine and methamphetamine</td>
<td>Snorted, smoked, injected.</td>
</tr>
<tr>
<td>2</td>
<td>Depressants</td>
<td>Drugs that suppress or slow the activity of the brain and nerves, acting directly on the central nervous system to create a calming or sedating effect.</td>
<td>Benzodiazepines (alprazolam, diazepam and lorazepam), alcohol, barbiturates (thiopental and phenobarbital), gamma hydroxybutyrate.</td>
<td>Swallowed.</td>
</tr>
<tr>
<td>3</td>
<td>Hallucinogens</td>
<td>Also known as psychedelics. These drugs act on the central nervous system to alter the individual perception or reality, time and space. Hallucinogens may cause the person to hear or see things that do not exist or imagine situation that are not real.</td>
<td>Psilocybin (found in magic mushrooms), lysergic acid, diethylamide (LSD), peyote and dimethyltryptamine (DMT)</td>
<td>Swallowed.</td>
</tr>
<tr>
<td>4</td>
<td>Inhalants</td>
<td>These are a broad class of drugs with the shared trait of being primarily consumed through inhalation. Most of the substances in this class can exist in vapor form at room temperature. They are commonly found in household.</td>
<td>Paint, glue, paint thinners, gasoline, marker or pen ink, aerosol propellants, laughing gas, poppers, snappers and whippets.</td>
<td>Inhaled through nose or mouth, sniffing, huffing and bagging.</td>
</tr>
<tr>
<td>5</td>
<td>Opioids</td>
<td>These are drugs that act though the opioid receptors. Opioids are one of the most commonly prescribed medicines worldwide and are commonly used to treat pain and cough.</td>
<td>Heroin, codeine, morphine, fentanyl, hydrocodone, oxycodone, buprenorphine and methadon.</td>
<td>Injected and swallowed.</td>
</tr>
<tr>
<td>6</td>
<td>Cannabis</td>
<td>Cannabis is a plant derived drug that is the most commonly used illicit drug worldwide. It acts through the cannabinoid receptors in the brain. Euphoria, distorted sensory perception; increased heart rate and appetite; impaired learning, memory; panic attacks; psychosis cough, frequent respiratory infections; possible mental health decline are the effect.</td>
<td>Bhang, ganja, charas hashish oil, ganja, grass, green trees, weed and hemp</td>
<td>Smoked and swallowed</td>
</tr>
<tr>
<td>7</td>
<td>New Psychoactive Substances (NPS)</td>
<td>These are drugs designed to evade the existing drug laws.</td>
<td>Synthetic cannabinoids, synthetic cathinones, ketamine, piperazines and some plants based drugs such as khat and kratom.</td>
<td>Smoked and swallowed</td>
</tr>
</tbody>
</table>


According to Kalunta (2000), the most common substances/drug abuse in Nigeria are marijuana, amphetamines, mandrax, proplus, barbiturates and codeine that have negative effects to the youths, immediate society and Nigeria at large. Notably, the amphetamines are illegally imported into Africa (Ebie, 2000) and their uses are commonly found among adolescents, especially students. According to Adelekan, Abiodun, Oni and Ogunremi (2004), students use stimulants to keep awake during intense reading, labourers use them to fight fatigue, while farmers mostly in Northern Nigeria use them both to fight fatigue and to suppress appetite during farming. Similarly, Uchendu and Ukonu, (2016), observed that the substances used are tobacco, alcohol, cannabis, cocaine, stimulants, hallucinogens, volatile solvents, tranquilizers, sedatives, opium, heroin and other opiates.

Perspectives on the Effects of Drug Abuse on the Academic Performance of Students

Over the past two decades, the use of illegal drugs and misuse of therapeutic drugs have spread at an unprecedented rate and have penetrated every part of the globe. No nation has been spared from the devastating problem caused by drug abuse. (Njeru & Lewis, 2014). Drug abuse affects the general population with the youth being most affected. Drugs may be swallowed, eaten, drunk, chewed through the mouth, inhaled through the lungs or injected beneath the skin into the muscles or into a vein. Studies have shown that the age of indulgence has dropped to as low as 4 years, with many reasons given for this (Oketch, 2008). It has been observed from studies that substance abuse may impair cognitive development which in turn reduces academic achievement and disrupts academic progression. Studies have associated poor
academic performance, students missing classes, difficulty in keeping up with academic responsibility, failing tests, dropping out of school due to poor grades with Alcohol. According to the study alcohol can have a secondary effect on academic performance of students whose peers drink by: taking care of a drunken friend and colleague who ordinarily may not be in a right frame at that state of being drunk and these caretakers possibly may become victim of assault by the drunken friend or colleague. (Uchendu and Ukonu, 2016). Studies also have shown that heavy adolescent substance use can lead to problems working with memory and attention due to brain activities (Meehan et.al 2006)

Furthermore, Afolayan and Afolayan (2010) observed that, drugs may affect young people more quickly than others, especially if they weigh less than 50 kilograms. The growth of children may be retarded when interfered with intake of alcohol, drugs and tobacco. When children become addicted to drugs they forget attending classes, doing exercises and some suffer from hand tremors, and drop of hormones which affects their heights and weight as well as late secondary growth such as menstrual period in girls and less sperm count in boys. Children who abuse drugs get mental illness, hepatitis, HIV and AIDS, etc. Moreover, they get involved in accidents, injuries, and premature death. Also they engage in different crimes like petty thefts to get money to buy the drugs, raping, public nuisance etc. Drug and substance abuse is linked to the rising crime rate, HIV/AIDS prevalence, school unrest, family dysfunction, poverty and other malaise in the country. At the greatest peril are the youth who are deliberately and tactically recruited into the drug culture through personal factor, uncontrolled media influences and social exposure (Njeru and Lewis, 2014)

A study conducted by Blandford (2005), indicated that 62% of students believed that drug abuse causes poor performance as 58% agreed that their colleagues who abuse drugs develop aggressive behaviour and become a stumbling block to the students learning behavior which is essential element in educational practice. The result implies that drug abuse among students is tantamount to poor performance as the objectives of education to students are over run by aggressive behaviour, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers. Other impact of drug abuse was noted by Abdullahi (2005), he stated that substance/drug abuse leads to high rate of crime, fuel conflict, political thuggery, religious intolerance, raping, domestic violence, suicide, etc in the society. It also affects the psychological and physical conditions of abusers. Nonetheless, substance abuse has been linked to students’ discipline problems and other social problems throughout the world (Lumiti, 2005). According to Siringi (2003), although student disturbances have been reported in all countries, Nigeria experienced a big number of students’ disciplinary problems in the year 2003 and 2004. Nyaga (2001), agreed that some of the behaviours commonly exhibited by students who abuse substances are watery eyes and nose, noise making or unusual quietness, unpredictable temper, lack of concentration rudeness and general lack of interest in education. Nene (2006),
concluded that characteristics exhibited by substance abusers include constant change of friends, keeping away from relatives and known associates, stealing from home and school in order to get money to satisfy the thirst for substances.

Drug Abuse and Academic Performance

Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts. The academic performance of students is greatly affected by drug abuse and addiction. Drug use by students has hampered education and management in Nigerian secondary schools (Attah et al., 2016). For instance, in Nigeria, statistics suggest that one in every three secondary school students consumes alcohol. Furthermore, Perkinson (2002), stated that alcohol is a central nervous system depressant and dulls the brain making learning a difficult task. When students abuse alcohol their reasoning becomes impaired and education becomes of less priority in their life. Drugs affect a student’s concentration and thus interest in school and extracurricular activities, which results in increased absenteeism and drop outs (Emmanuel et al., 2017).

In addition, Akanbi et al. (2014), stated that student who abuse drugs spends more money on the purchase of illegal drugs at the detriment of purchasing their academic books. Similarly, a study conducted by Uchendu and Ukonu (2016), revealed that drug abuse among students is tantamount to poor performance as the objectives of education to students are over run by aggressive behaviour, violence and withdrawal. It becomes impossible for such students to concentrate on studies or even interact with fellow students or teachers. This is also in line with a study conducted by Odejide (1997), which shows that adolescents who abuse substances typically do poorly in academic.

Mitigating the Problem of Drug Abuse

Oshiokoya and Alli (2006) mentioned that, social work profession should capture the current problem so as to handle it and other related drug problems. It is necessary to have required skills and proper education so as to be in better position of assisting the individual (casework method), group (group work method) and community (community organization method) in response to the local needs. They added that we must start from within, determine what our problems and requirements are, what resources and skills available to us and what processes and procedures we can borrow from others. The work of Attah et al. (2016), found that, a significant number of abusers would offer to play games, read novels and join clubs. According to the findings, 48% of respondents were of the view that students who abuse drug should be expelled. 33% recommended that the school administration should administer corporal punishment as 19% believed guiding and counseling should be used to facilitate proper understanding of drugs, their effects and integrated approach to curbing drug related problems.
Similarly, Emmanuel et al. (2017), identified the following as solutions to curb drug abuse in the society; government should prevent the cultivation/sales of Indian Hemp and other deadly herbs, strict enforcement of existing laws on drug abuse by regulatory agencies, parents and guardians should endeavour to monitor their children and wards, school security should be heightened and regular checks should be carried out and substance/drug free clubs should be established in all schools of learning.

**Theoretical Framework: Behaviorism Theory**

Behaviorism theory is a school of thought that emphasizes environmental control of behavior through learning. It occurs when children observe the behavior of models. Through observation, children learn that by using drugs they can get pleasure out of it, just like an adult who uses the drugs. That means through apprenticeship system that is watching and learning from the master. Observation learning can be highly adaptive by others, by learning through a model that uses drugs. Language whether verbal or non-verbal plays a great role in modeling. It plays the role of teaching how to perform various activities. Verbal directions enable drug abuse children to learn common language used by drug abusers, so as to avoid being arrested by policemen. For example cannabis is known as ‘stick or leaves’, cocaine is known ‘brown sugar’, and ecstasy is known as ‘beautiful lady’. Behaviorism theory helps to explain how children learn different behaviors from the environment including the use of drugs. This notion assumes that if family members as well as the other makers of children’s behaviour like peers, teachers and guardians are well mannered, morally responsible and accountable, there will be a very slim chance for children who abuse drugs. The core of interaction’s theory is the family socializations and relationships among family members, whereas the fundamentals of behaviourism theory deal on the combination of the children’s random collection of family model behaviours and the external inspirations from the social surroundings. This study bases its explanations on behaviorism theory.

**Methodology**

The methodology for this study is essentially quantitative.

**Population and Sampling**

There are various tertiary institutions within Zaria namely; Ahmadu Bello Univerisity, Nigerian College of Aviation Technology, National Research Institute for Chemical Technology, Federal College of Education, Nuhu Bamalli Polytechnic, National Institute of Transport Technology, and Institute of Agricultural Research, National Institute of Leather Research. 3 tertiary institutions were purposively selected. These tertiary institutions are; Ahmadu Bello University, Nuhu Bamalli Polytechnic and Federal College of Education. In order to get the sampling size of the respondents, the student’s population was obtained from the Management Information Services (MIS) of each of the selected institutions. The population of the students was based on 2017 – 2018 academic session. Thereafter, the Yamane’s formula was used to get the sample size.

\[
    n = N/1 + Ne^2
\]
Where: 

\[ n = \text{Sample size} \]
\[ N = \text{Total population} \]
\[ e = \text{Level of significance (0.05)^2} \]

ABU has a total population of about 40065 students

Nuhu Bamalli Poly has a total population of about 12940 students

FCE has a total population of about 13812 students

\[ n = \frac{66817}{1} + 66817 \times (0.05)^2 = 397.62 \]

Approximate 397.62 to the nearest hundred = 400

The questionnaires were then administered to the 3 tertiary institutions selected in the following order based on the student’s population:

**ABU**

\[ \frac{40065 \times 400}{66817} = 239.8 \] to the nearest whole number 240 questionnaires

**Nuhu Bamalli Poly**

\[ \frac{12940 \times 400}{66817} = 77.4 \] to the nearest whole number 77 questionnaires

**FCE**

\[ \frac{13812 \times 400}{66817} = 82.6 \] to the nearest whole number 83 questionnaires

**Setting of the Study**

From the above calculation, ABU who has a population of about 40065 students’ accounts for 240 questionnaires (60%), Nuhu Bamalli Poly with about 12940 students accounts for 77 questionnaires (19.25%) and FCE with about 13812 students’ accounts for 83 questionnaires (20.75%). The distributions of the questionnaires to respondents are as follows:

a. **Ahamdu Bello University.** ABU Zaria has 12 faculties namely; Faculty of Administration, Agriculture, Arts, Education, Engineering, Environmental Design, Medicine, Law, Pharmaceutical Sciences, Science, Social Sciences and Veterinary Medicine. Out of the 12 faculties in ABU Zaria, 2 faculties were selected for the study using simple random sampling. The selection was done by giving each faculty a serial number 1 to 12 and thereafter, 2 faculties were picked through simple balloting without replacement. This was done by writing ‘Yes’ on 2 slips of paper and ‘No’ on 10 slips of paper making a total of 12 slips of paper, folded and then shuffling them into a container. The slips are then drawn and whichever faculty picks yes was selected for the study. By so doing, it gives all faculties an equal opportunity of being selected for the study with avoidance of bias. After the shuffling and selection, the following faculties were selected; Faculty of Education and Faculty of Science. Thereafter, 240 questionnaires were administered equally between the 2 faculties; that is 120 questionnaires for Faculty of Education and 120 questionnaires for Faculty of Science. Faculty of Science has 9 departments namely Biochemistry, Biological Science, Chemistry, Geology, Geography, Mathematics, Microbiology, Physics and Textile Science and Technology. 2 departments were selected using simple balloting without replacement and the departments selected were Geography and Mathematics department. Faculty of Education has the following Departments; Science Education, Guidance and Counseling, vocational and Technical Education, Physical Health Education, Curriculum and Instructional Education and Psychology Education. 2
departments were also selected using same method and the departments selected were Psychology Education and Guidance and Counseling Departments. Students from 100 level to 400 level were given the questionnaires to fill.

b. Nuhu Bamalli Polytechnic:
Nuhu Bamalli Polytechnic consists of 6 Schools namely; School of Management Studies, Applied Sciences, Liberal Studies, Engineering Technology, Environmental Studies and Agricultural Technology. All Schools were given a serial number from 1 to 6 and thereafter, 2 Schools were picked using the same method indicated above. The selected Schools are School of Management Studies and School of Liberal Studies. 77 questionnaires were divided among the Schools selected in the following orders; 38 questionnaires for respondents in the School of Management while 39 questionnaires for respondents in the School of Library Studies. School of Management has the following departments; Accounting, Banking and Finance, Business Administration and Public Administration. 2 departments namely; Business Administration and Accounting departments were selected using same method as above and the questionnaires were divided equally (19 questionnaires each). School of Library Studies is on its own.

c. FCE Zaria: The College consists of the 7 Schools namely; School of Arts and Social Sciences, Education, Languages, Sciences, Vocations and Technology, Special Adult and Non-Formal Education and Early Child and Primary Education. All the Schools were given a serial number from 1 to 7 and thereafter, 2 Schools were picked using the same process indicated above. The Schools selected after a reshuffle were School of Languages and School of Sciences. The questionnaires were divided among the 2 Schools selected in the following order; 41 questionnaires for the School of Languages while 42 questionnaires for the School of Sciences. The School of Sciences has the following departments; Biology, Chemistry, Computer, Integrated Science, Mathematics, Physical Health Education and Physics Department. 2 departments namely Mathematics and Biology were selected using same method and the questionnaire was divided equally among them (21 questionnaires each). The School of Languages has the following departments; Arabic, English, French, Hausa, Igbo and Yoruba. 2 departments namely English and Hausa were selected using same method shown above and the questionnaires was divided among the 2 department in the following order (21 questionnaires for English department and 20 questionnaires for Hausa department).

Methods of Data Collection:
Quantitative techniques of data collection were employed in this research work. Questionnaires were distributed to respondents personally and through research assistants to gather quantitative data for this study.

Data Analyses
Research Question 1: What are the type of drugs abused, based on classification and functions by students in some selected tertiary institutions in Zaria?
Table 2: Does Students in Tertiary Institutions abuse all types of drugs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>392</td>
<td>98</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>I don't Know</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 2 is on respondents’ views on whether students of tertiary institutions abuse all type of drugs. From the findings, 98% of respondents stated that the students in tertiary institution abuse all types of drug while 2% of the respondents stated otherwise. From the table, it implies that student in tertiary institutions abuse all type of drugs.

Research Question 2: Impact of Drugs Abuse on Academic Performance of Students

Table 3: Is there any increase in the frequent intake of Drug Abuse among Students in tertiary Institutions in Zaria?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>272</td>
<td>68</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>I don't Know</td>
<td>96</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 3, Shows the respondents views as to whether drug abuse among students is on the increase. The findings show that 68% of the respondents are of the view that the abuse of drug is on the increase in tertiary institutions in Zaria. 8% were adamant that the scourge had witnessed a downward trend while 24% said they knew nothing about the problem at hand.

Table 4: Does Drug Abuse have Impact on Academic Performance of Students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>380</td>
<td>95</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>I don't Know</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 4, reflected the respondents’ views on whether drug abuse has any impact on the academic performance of student. The findings show that 95% which is an overwhelming number of the respondents are of the views that drug abuse impacts negatively on academic performance of students of tertiary institutions in Zaria. While 2% say that drug abused does not impact negatively on students’ performance, 3% were however, indifferent.
Research Question 3: Solutions to Curtail the Abuse of Drugs

Table 5: Respondents’ View on whether Drug Abuse among Students of Tertiary Institutions in Zaria can be controlled

<table>
<thead>
<tr>
<th>Views</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>364</td>
<td>91</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 6: Solutions to Drug Abuse

<table>
<thead>
<tr>
<th>Solutions to Drug Abuse</th>
<th>Agreed N</th>
<th>Agreed %</th>
<th>Undecided N</th>
<th>Undecided %</th>
<th>Disagreed N</th>
<th>Disagreed %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better/adequate home training.</td>
<td>380</td>
<td>95</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>5</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Arrest and immediate prosecution of students who abuse drugs.</td>
<td>372</td>
<td>93</td>
<td>4</td>
<td>1</td>
<td>24</td>
<td>6</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Parent should serves as good role model.</td>
<td>364</td>
<td>91</td>
<td>8</td>
<td>2</td>
<td>28</td>
<td>7</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Enlighten young ones about the impacts/consequences of abusing drug.</td>
<td>332</td>
<td>83</td>
<td>20</td>
<td>5</td>
<td>48</td>
<td>12</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Report to the police or other concerned authorities any individual/place we might suspect the use and sales of illegal drugs.</td>
<td>320</td>
<td>80</td>
<td>16</td>
<td>4</td>
<td>64</td>
<td>16</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Reduce the availability of hard/illegal drugs.</td>
<td>316</td>
<td>79</td>
<td>24</td>
<td>6</td>
<td>60</td>
<td>15</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Introduce drug abuse as a course in the curriculum of tertiary institutions.</td>
<td>284</td>
<td>71</td>
<td>32</td>
<td>8</td>
<td>84</td>
<td>21</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Preaching and the use of posters/other mass media devices to educate the masses.</td>
<td>264</td>
<td>66</td>
<td>36</td>
<td>9</td>
<td>100</td>
<td>24</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>


Table 5, shows the respondents views on whether drug abuse among students of tertiary institutions can be controlled or minimized. The findings show that 91% of the respondents were of the views that drug abuse can be controlled or minimized in tertiary institutions in Zaria. While 9% indicated that drug abuse cannot be done away with.

Table 6 shows the respondents views on the possible solution to curtail the menace. The finding shows that 95% of respondents were of the view that the better home training, 93% opined for arrest and immediate prosecution of students who abuse drugs, 91% opted that parents’ should be be good role models to their children. 83% of the respondents’ indicated that young ones should be enlightened on the impact and consequences of drug abuse, 80% of the respondents’ would rather prefer a report be made to the police or other concerned authorities any individual/place we might suspect the use and sales of illegal drugs. 76% indicated a reduction in the availability of hard/illegal drugs.
The findings also reveal that, 71% of the respondents advocated for the introduction of drug abuse as a course in the curriculum of tertiary institutions. And lastly, 66% of the respondents indicated that preaching in mosques and churches as well as the use of posters and other mass media devices to educate the students on the dangers of drug abuse in tertiary institutions in Zaria.

Discussion of Findings

This section discusses key findings of the study in relation to other findings. On the type of drug abused by students of tertiary institutions, Attah et al., (2016), conducted a research on the effects of drug abuse and addiction on academic performance of students in Federal Polytechnic Idah, Kogi State. They identified the following types of drugs abuse by students as; brewed alcohol 30(16%), cocaine accounted for 6(3%), heroin 4(2%), cigarette 49(26%), kola nut as a stimulant 30(16%), aspirin 20(10%), codeine 12(6%), local brewed alcohol 18(9%) and 14(7%) accounted for other stimulants. Also Enose et al., (2014), in their study on Strategies and Challenges for Public Secondary School Managers in Kenya Substance Abuse among Public Secondary School Students: Prevalence stated that youths abused the following types of drugs alcohol, cigarettes, khat, marijuana, glue and kuber. Similarly, this study also revealed that students in tertiary institutions in Zaria abused marijuana, nicotine, tramadol, heroin and codeine.

In regards to the impact of drug abuse on academic performance, findings from the study identified difficulty in keeping up with academic responsibility, impaired cognitive development, missing classes, failing test, lack of retention, poor study habit and poor concentration as the major impact of drug abuse on academic performance of students in tertiary institutions. The result of the finding agrees with past studies on the impact of drug abuse on academic performance. For instance Afolayan and Afolayan (2010), in their study titled 'Drug addiction and its academic implications among secondary school students in Ilorin South Local Government of Kwara state, observed that drugs may affect young people more quickly than others, retard growth of children, forget attending classes and some suffer from hand tremors. Similarly, Omage (2005), in his study titled 'The incidence of drug abuse among young adults in Oredo Local Government Area of Edo State, observed that mental problem or psychiatric illness can occur due to the abuse of drugs which is characterized by behavioral responses that make the abusers to have compulsion to take the drugs on a continuous or periodic basis, in order to experience effects and sometimes to avoid the discomforts of its absence. Nonetheless, Abdullahi (2005), stated that substance/drug abuse leads to high rate of crime, fuel conflict, political thuggery, religious intolerance, raping, domestic violence, suicide, etc in the society.

Conclusion

Substance abuse among students constitutes one of the major problems faced by Nigeria today. It has been identified as a social vice that must be eradicated as it affects significant number of students and therefore intervention is required. It is within this context that the research was conceived to study the impact of drug abuse on the academic performance of students in some selected tertiary institutions in Zaria. Quantitative method of data collection was used in
collecting data through the distribution of questionnaires to respondents (students in some selected tertiary institutions in Zaria). Data collected were analysed using the statistical package for social science (SPSS) version 20.0. According to empirical findings, marijuana, nicotine, tramadol, heroin and codeine are the common type of drug abused by students. Though a new drug called flakka which is yet to be widely used in Nigeria has been identified to be in use by a smaller percentage of students in tertiary institutions. In addition, the empirical findings revealed the impact of drug abuse on the academic performance of students in tertiary institutions which includes; impaired cognitive development, difficulty in keeping up with academic responsibility, failing test, missing class, mental illness and truancy. Finally, remedial measures to combat the menace were identified which are; better/adequate home training, arrest and immediate prosecution of students who abuse drugs, parent should live lives worthy of emulation. Other control measures advanced by respondents are social rehabilitation, medical rehabilitation and public awareness on the impact of drug abuse.

**Recommendations**

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

1. Better and adequate home training as the home has been recognized as the first and one of the most influential agents of child socialization. With this, it will be difficult for students to be influenced by peer group or the media.

2. Since the study identified some common drugs abused by students, the study recommends the arrest and immediate prosecution of students who abuse drugs. Similarly, reports should be made to the police or other concerned authorities about any individual/place one suspect the use and sale of illegal drugs.

3. Parent should be good role models to their children.

4. Adequate public awareness should be intensified to educate students on the impact of drugs and the disadvantages to poses’ to academic performance. These recommendations will go a long way to address the prevalent rate of drug abuse by students in tertiary institutions in Zaria and beyond.

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