

Comparative Assessment Between Substance Abuse on Academic Performance and Deviant Behavior among Secondary School Students in Akure South Local Government Area of Ondo State, Nigeria

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Abstract

The determinant of every action that's been exhibit by every individual can be predetermine through personal behavior which is manifested to any cause of respond may be reacted to through emotional that's acquired or adapted to within the family or in the environment. This study is descriptive design on Comparative Assessment between substance Abuse on Academic Performance and Deviant Behaviour among secondary school students in Akure South Local Government Area of Ondo State, Nigeria", the population consisted of all public Senior Secondary School class two students during the 2024/2025 academic session a sample size of 100 SSS Two (SSS II) students across two co-educational schools in Akure South Local Government. A structure questionnaire was used for data collection on the effects of drug and substance abuse on students' deviant behavior and performance (EDSASDBAP). A pilot test was conducted to 20 non participants with reliability coefficient ($r = 0.85$) using Cronbach Alpha. Statistical tools like Pearson chi-square test was used to analyze the result, result shows a significant difference between substance abuse and deviant behavior and also show a significant positive relationship between substance abuse and academic performance. Based on these findings, it was recommended that the Ministry of Education should integrate drug education into the national curriculum, utilization of well establish and rhombus school-based counseling units and partner with NDLEA for awareness campaigns.

Keywords: Academic performance, Deviant behavior, Drug abuse, Secondary education, Substance abuse

Introduction

Education serves as a social tool for every human development that help to train and direct minds towards positive cause of actions within the society to which we belong this teaches the type of behaviour student need to exhibit within the school settings. Adarmaja and Adedo (2025) state that education objectives is spelt out what is needed to be acquired at specific time, outline what to be learned, dictate the type and nature of behaviours that learners should develop, that encompassing cognitive, affective, and psychomotor aspects in school settings be it primary, secondary or in an institution of learning. Secondary education is a crucial tier in the hierarchy of education in Nigeria, it is a midway between primary and tertiary schools where student mostly adapt or exhibit deviant behaviours if not monitor or manage well this can cause a lot of damages in developmental stages (Ego) period. It is intended for pupils between the ages of eleven and seventeen, which is expected to be a building ground for future professionals as well as the foundation for discovering and classifying the specific fields of professions Federal Republic of Nigeria FRN, 2014; Nanbak, (2020). The government, society, and parents' expectation is that secondary education should not only prepare children for their academic pursuits but also for the future because the general perception is that teaching guides positively for a better tomorrow by providing learners with opportunities for quality education, irrespective of sex, social, religious, and ethnic background National Policy on Education (NPE, 2004). The illicit drug abuse by the student nowadays had become a canker warm spreading among our youth of today by hiding under the pretend of having night read this must not continue but to be stop or reduce it to barest minimum. The prevalence of drug and substance abuse among secondary school students in Nigeria has been disheartening and a major factor combating the untiring efforts of the government towards achieving the broad aims and objectives of secondary education. National Drug Law Enforcement Agency (NDLEA) shows that 14.3 million Nigerians aged 15-64



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years are abusing drugs such as cocaine, heroin, ephedrine, methamphetamine, cannabis, Rohypnol, tramadol, diazepam, and khat, to mention a few. Additionally, 10.6 million of our compatriots abuse cannabis, which makes Nigeria one of the countries with the highest number of people addicted to the psychotropic plant (NDLEA, 2023) while UNDOC (2023) sees it that this could have serious effects, both long-term and short-term leading to a skyrocketing number of accidental overdose deaths. Abuses of drugs have direct impact on intelligent coefficient it retard the memory that can led to loose of knowledge. Research affirmed an association between a drop in Intelligence Quotient (IQ) up to 8 points of teenagers who are into heavy drug and substance abuse (Power, Sabherwal, Healy, O'Neill, Cotter & Cannon, 2021). These drugs affects the brain's executive function and a user's level of attention and memory. Exposure of secondary school students to drug and substance abuse have been linked to result to poor academic performance. Specifically, lower grades, higher rates of absence from school, dropping out of school completely, inability to concentrate or retain information, decreased performance on tasks that require executive functioning, skipping school or other related activities and consistent rise in exhibition of deviant behaviour that is departure from officially established generally accepted social norms (Babatunde, 2016). Responses to action by individuals is emotional which can be express through positive of negative if negative behavioural response is dominant its show a deviant different from what is expected to manifest within a particular situation. Deviant behaviour among secondary school students could ranges from theft, bullying, anti-social delinquent, wrongful, aggressive, self-destructing, sexual harassment, rebellious acts and suicidal acts (Hanimoglu, 2018). The school on their part do not seem to be able to cope with the problem because no significant attempt has been made to reach its root. There is a proving tendency for school children to be involved in bad habits because many parents are so pre-occupied with duties outsides the homes that they have little or no time to keep watch over the action and behaviour of their children who are unfortunate to fall into bad peer groups.

Globally deviant behaviour is posing a serious threat to learning in most schools, some antisocial behaviour in school are charged by bullying extortion, insubordination and physical fighting others include adolescents aggression or act of violent behaviour against other students and staff, sexual assaults, harassment. Deviant behaviour is a common feature of secondary schools across the universe. In Britain, Neill (2005) reported that deviant behaviour was high among students as some brought dangerous weapons to school while Hayden (2011) expressed that the number of physical assaults on teachers have escalated and that some students have been bullied by fellow student's thereby causing misery on those students bullied and disrupting learning. Some students resort to deviant behaviour when they are unable to withstand academic rigours (Babatunde, 2016). Therefore, principals and teachers have major roles to play in ensuring that a trouble-free school environment is created for improved connectedness, security and safety of student and better learning outcomes. The principal ensures proper maintenance of discipline for the smooth functioning of the school and attainment of quality delivery of teaching and learning. A healthy school environment is imperative for students' meaningful learning and quality assurance. As rightly noted by Akomolafe (2012), highly performing schools are committed to desirable student behaviour as well as clear behavioural expectations for all students. Considering the evidence reviewed above, it has been noted that deviant behaviour increases globally yearly Damron-Bell, 2011; Hanimoglu, (2019). Deviant behaviour short chains the purpose of education by impacting negatively on teaching and learning in school Torrente & Vazsonyi, 2012; Nabiswa, Misigo, Makhanu (2016). Without good discipline in school teachers will find it difficult to teach and students cannot learn effectively (Hayden, 2011). It is apparent clear that good order is essential in school, if the aims and objectives of secondary education are to be attained and for learners to fulfill their learning potential. It is on this background that this study investigates the influence of drug and substance abuse on Ondo State secondary school students' deviant behaviour and performance.

Statement of the Problem

Exhibition of unofficially accepted anti-social acts such as bullying, absenteeism, prostitution, cultism, violent behaviour to students and staff, fighting, aggression, violation of school rules and regulation, stealing, rebellious acts, rudeness, sexual harassment have been observed among secondary school students. The consequence may not be for student alone which need to be corrected. The drastic reduction in the ability of the student in knowledge acquisition had become worrisome to the academia this had led low and poor performance notice. Hence the need to examine the effects of drug and substance abuse on school students' behaviour and towards their academic performance need to be check.



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Objectives to the Study

1. Investigate the type of drug and substances abuse mostly abused among secondary school students in Akure South local government Area of Ondo State.
2. Determine the effect of drug and substance abuse on academic performance among senior secondary school students in Akure South local government Area of Ondo State.
3. Examine the main deviant behaviour exhibited among secondary school students in Akure South local government Area of Ondo State.
4. Ascertain the relationship between substance abuse and deviant Behaviour behaviour Among secondary school students in Akure South local government Area of

Research Questions

The following questions were raised to guide the study:

1. What are the types of drugs and substance mostly abused among secondary school students in Akure South local government Area of Ondo State?
2. What are the main deviant behaviour exhibited among secondary school students in Akure South local government Area of Ondo State?

Research Hypotheses

The following hypotheses are formulated and tested for the study:

1. There is no significant relationship between substance abuse and academic performance among senior secondary school students in Akure South local government Area of Ondo State.
2. There is no significant relationship between secondary school students substance abuse and deviant behaviour in Akure South local government Area of Ondo State.

Research Method

This study adopted a non-experimental descriptive survey design. the population consisted of all public Senior Secondary School class two students during the 2024/2025 academic session a sample size of 100 SSS Two (SSS II) students across two co-educational schools in Akure South Local Government. A self-developed questionnaire titled "Effects of Drug and Substance Abuse on Students' Deviant Behaviour and Performance" (EDSASDBAP) measured the impact of drug abuse on deviant behaviour and academic performance. It was validated by experts in the Department of Science Education, Adekunle Ajasin University, Akungba-Akoko. A pilot study with 20 non-participating secondary school students yielded a Cronbach alpha reliability coefficient of 0.85, The data collected were analyzed using frequency counts, percentages, and Pearson chi-square test of independence at a 0.05 significance level.

Presentation of Results

Research questions 1: What are the types of drugs and substance mostly abused among secondary school students in Akure South local government Area of Ondo State?

Table 1: Show the Drugs and Substance Mostly Abused by Secondary School Students

S/N	Items	Yes (%)	No (%)	Mean	SD	Decision
1	Alcohol	77	23	1.77	0.42	Agreed
2	Marijuana	30	70	1.30	0.46	Disagreed
3	Cigarette	70	30	1.70	0.46	Agreed
4	Tramadol	66	34	1.66	0.48	Agreed
5	Cocaine	35	65	1.39	0.53	Disagreed
6	Glue	59	41	1.59	0.49	Agreed
Grand Mean					1.57	



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Table 1 revealed that all the items were mostly abused which is more than the grand mean of 1.57 only marijuana was less abuse with mean value 1.30 (23.0%) below the ground mean it was concluded that alcohol was the most mostly been abused by the students with mean value of 1.77 (77.0%) with .20 higher than the grand mean. These findings align with NDLEA (2023), which reported that 14.3 million Nigerians aged 15–64 years abuse drugs including cocaine, heroin, ephedrine, methamphetamine, cannabis, Rohypnol, tramadol, diazepam, and khat (with 10.6 million abusing cannabis) while Ondigo et al. (2019), who identified marijuana, miraa, alcohol, and cigarettes as the most abused by secondary students. However, they diverge from Barasa et al. (2023), who found bhang and chang'aa most prevalent.

Research questions 2: What are the main deviant behaviour exhibited among secondary school students in Akure South local government Area of Ondo State?

Table 2: Show the Main Deviant Behaviour Exhibited Among Secondary School Students

S/N	Items	Yes	No	Mean	SD	Decision
6	Attack on teachers or other adults in school	82	18	1.82	0.39	Agreed
7	Sneaking out of school	90	10	1.90	0.30	Agreed
8	Theft of other students property	89	11	1.89	0.31	Agreed
9	Drug and Substance abuse	85	15	1.85	0.36	Agreed
10	Bullying other students	95	5	1.95	0.22	Agreed
11	Absenteeism	70	30	1.70	0.46	Agreed
12	sexual harassment and Pre-marital sex	79	21	1.79	0.41	Agreed
13	Fighting	93	7	1.93	0.26	Agreed
14	Lateness to school	87	13	1.87	0.34	Agreed
15	Cultism	76	24	1.76	0.43	Agreed
Grand Mean				1.85		

Table 2 revealed that all the items listed were main deviant behaviour exhibited among secondary school students in respect the grand mean of 1.85 which is greater than 1.5 judgement value. This revealed that the respondents were positive to the itemized statements on the table. These results align with Hayden (2011), who identified physical assaults on teachers and peer bullying that causes misery and disrupts learning. Similarly, Hanimoglu (2018) highlighted deviant behaviors such as theft, bullying, antisocial delinquency, aggression, self-destructive acts, sexual harassment, rebelliousness, and suicidal behavior. Ellickson (1996), who identified uni-dimensional inter-correlations among three correlated higher-order behavioral dimensions: alcohol use and sociability, rebelliousness, and drug use, highlighting the need to counteract alcohol's social acceptability

Research Hypotheses

Hypothesis 1: There is no significant relationship between substance abuse and academic performance among senior secondary school students in Akure South local government Area of Ondo State.

Table 3 shows the statistical relationship between students' substance abuse and academic performance

	value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	1.916E2a	77	0.000
likelihood ratio	171.169	77	0.000
linear-by-linear Association	33.866	1	0.000
Cramer's V	.16		
N of Valid Cases	100		

Table 3 revealed that there is strong relationship between variables with the mean value, $X^2 (77, N = 100) = 1.916E$, $p = 0.000$. Hence the null hypothesis is hereby not accepted and show the effect size as measure by Cramer V was high, $V = 0.6$, $p = 0.000$ suggesting a strong relationship between variables in line with Akomolafe (2012), highly performing schools



Comparative Assessment between Substance Abuse on Academic Performance and ... Ominowa, O. T. & Akanbi, G. A. (2026) are committed to desirable student behaviour as well as clear behavioural expectations for all students while Power et al. (2021), who reported an intelligence quotient (IQ) drop of up to 8 points among heavy drug-using teenagers,

Hypothesis 2: There is no significant relationship between secondary school students substance abuse and deviant behaviour in Akure South local government Area of Ondo State.

Table 4; Show the statistically relationship of secondary school students substance abuse and deviant behaviour,

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	1.085E2a	56	0.000
likelihood ratio	91.230	56	0.002
linear-by-linear Association	0.975	1	0.325
N of Valid Cases	100		

Table 4 Revealed that there is a statistically relationship of secondary school students substance abuse and deviant behavior with the mean value $X^2 (55, N = 100) = 1.085E, p = 0.000$. Hence the null hypothesis is hereby not accepted and show the effect size as measure by Cramer V was high, $V = 0.6, p = 0.000$ suggesting a strong relationship between secondary school students substance abuse and deviant behavior in line with Babatunde, (2016) Some students resort to deviant behaviour when they are unable to withstand academic rigours while Adamu et al. (2020) attributed deviant academic behaviors among secondary students primarily to drug and substance abuse. Barasa et al. (2023) found that students abusing bhang, chang'aa, and busaa often engage in riots, property destruction, and theft of classmates' textbooks to fund their habits. This is the main reason while most of the secondary school student developed negative behavior towards a peculiar situation.

Conclusion

This study concludes that substance abuse among secondary school students in Ondo State negatively impacts their academic performance and fosters socially unacceptable deviant behaviors with a strong positive associations between substance abuse and both diminished academic performance and causes deviant behaviors.

Recommendations

- 1 The government, in collaboration with the Ministry of Education, revise the national school curriculum to integrate drug abuse education.
- 2 Establish school-based counseling units that will sensitize student who exhibit deviant behavior.
- 3 Enforce regular drug screening for student entry into secondary school for enrolment.
- 4 Partner with NDLEA for awareness campaigns.
- 5 Provide teacher with training, seminars and workshop on early substance abuse identification.

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