Perceived Effect Of Drugs Abuse On Adherence To Rules And Regulation Among Undergraduate Students In University Of Calabar, Calabar- Implication For Counselling

Ekpang, P. U. & Anyin, N. N.

Department of Guidance and Counselling  Faculty of Education  University of Calabar , Calabar

Abstract

The study was to determine the perceived effects of drugs abuse on adherence to rules and regulations among undergraduate students in university of calabar, calabar. Such practices that are against the rules and regulation of the university are cultic activities, disrespect to constituted authorities indolent in examination malpractice, sexual harassment, destruction of school properties, rape, theft drunkenness etc. The population of 2946 undergraduate students were understudy. The stratified random sampling techniques was employed using a purposive sampling techniques to select a total of 295 students, making 10% of the population used. The instrument used was the “Perceived Effects of Drug Abuse and Adherence to Rule and Regulations Scale” (PEDAARRS), it was validated and the reliability was carried out using Cronbach Alpha reliability. The data collected was analysed using regression statistics. Based on the research findings, it was recommended school authorities should enforce punitive measures on students who break the rules as well as those involved in examination malpractice to serve as deterrent to other students; also professional counsellors should occasionally counsel students on the effects of drugs on them and their future life.

Keywords: perceived effect, Drug Abuse, Undergraduate Students, Counselling Implication

Introduction

The school is a social organization made up of individuals with different family orientation, status and occupation. These people tend to bring what they do at home and setting in to the school that if not properly guided will bring chaos and anarchy in the school environment. It is on this note that school develops rules and regulations that will govern the conduct of the students and other members of the school environment. These rules are not meant to break the confidence of the learner but rather to provide a safe and convenient place for the learner. Schools around the world are scrambling to ensure that learners are moulded to be disciplined, competent, innovative and responsible citizens (Hakielimu, 2007). In Nigeria similar efforts
are being done at all levels of education i.e. pre-primary schools, primary schools, secondary schools, colleges as well as in universities. Different strategies to achieve the aforementioned goal have been employed both at the national and school level (Ngulumbe, 2011). Among others, the adoption and deployment of school rules and regulations in secondary schools remain responsible in monitoring and curbing of students’ behaviors.

According to Hulary (2005) school rules are principles or orders which monitor and guide behavior in a particular school institution. School regulations are official orders that a particular school adopts to ensure proper students’ behavior. Mosha, (2006) established that school rules and regulations in Nigeria have specific functions including: to prepare pupils as good citizens who become better people in adult life; to make students realize that offenders are punished which will encourage them to obey the laws of the country and to conform to accepted norms and rules of conduct; and to encourage co-operation and harmony in the society.

Some of the school regulations are part and parcel of school rules. School rules are principles or orders which guide behaviour in schools. Some of the rules include being punctual, maintaining neatness and cleanliness, living in peace and order, being obedient to teachers, parents and the community, taking care of school materials, equipment and buildings. In principle school rules and regulations function together to ensure that school rules are maintained for the smooth running of the education institution. Teachers believe that when students are properly disciplined and controlled, there is order, peace and harmony in the school (MANTEP, 1995).

According to Schimmel (2003), school rules and rule making can be related to citizenship education. A vital part of education for school rules is an enlightened process for teaching students the norms of citizenship. As Schimmel, (2003) observes, “School rules are, after all, a form of law that applies to student” (p. 70). Schimmel (2003) however, argues that instead of encouraging active and democratic citizenship, school rules as hidden curriculum of citizenship education in many or most schools undermines the goals of citizenship education when students have no voice in developing or revising them” (Schimmel, 2003). According to Render (2009), the goals of school rules are to create good citizen who (1) do good to others and do not harm others, (2) function well in the society and live by its laws and norms, and (3) take responsibility and do their very best.

However, observation have shown that most of these students don’t keep to rules and regulation. They get themselves involved in all sort of practices that are against the rules and regulations of the university. Some of them get involved in cultic activities, disrespect to constituted authority, indolent in examination malpractice, sexual harassment, destruction of government properties, rape, theft, drunkenness among others. In fact, it is rare to see students who respects the rules and regulations of the institutions. Most of the students even feel like been above the institution that they do what they like. In most cases, students who know that attendance constitute 10% of their score do not come to classes nor even write exams but want to pass.

The effect of this is that so many students have been withdrawn from school because of lack of adherence to school rules and regulations. Manu have been on probation and some have graduate prematurely. In other instances, there are students who have spent more than
necessary time in school because of their inability to follow the rules and regulations governing their respective departments. Most students have lost their lives and others grossly wounded because of foolishness and attempt to murder the rules of the university which has bounce back negatively to them. This state of affairs has triggered a lot of concern among administrators, counsellors and teachers on what would have been the causes of the problem. According to Hilary (2017); Uyime (2011); Dorz (2010); Ekpong & Abuo (2015) and Okpechi & Ekpong (2018) these factors include lack of teacher’s commitment, government policy, home training and background, teachers’ factors, student’s perception among others. However, the researcher is presuming that perceived effect of drugs abuse could be responsible to students non adherence to rule and regulation and it is on this backdrop that this study is carried out.

**Purpose of the study**

The purpose of study is to examine perceived drugs abuse on adherence to rules and regulation among undergraduate students in University of Calabar, Calabar. Specifically, the study is aimed at finding out whether

i. Perceived drugs abuse influence attendance to class among undergraduate students in University of Calabar, Calabar

ii. Perceived drugs abuse influence involvement in examination malpractice among undergraduate students in University of Calabar, Calabar

iii. Perceived drugs abuse influence involvement in disrespect to constituted authority among undergraduate students in University of Calabar, Calabar

**Research questions**

The following research questions were raised to guide the study

i. What is the perceived effect of drugs abuse on attendance to class among undergraduate students in University of Calabar, Calabar?

iv. What is the perceived effect of drugs abuse on involvement in examination malpractice among undergraduate students in University of Calabar, Calabar?

v. What is the perceived effect of drugs abuse on disrespect to constituted authority among undergraduate students in University of Calabar, Calabar?

**Statement of hypothesis**

The hypothesis was stated in the null form as followed

i. There is no significant influence of perceived effect of drugs abuse on attendance to class among students

ii. There is no significant influence of perceived effect of drugs abuse on involvement in examination malpractice among students

iii. There is no significant influence of perceived effect of drugs abuse on disrespected to constituted authority among students

Tuwei (2014) in his study on influence of drug abuse on students ‘academic performance in public universities showed that alcohol abuse influences on academic
performance such as heavy drinking which has got a negative effect. Marijuana abuse was said also to directly impair academic abilities that limit academic performance and the minority of students who were daily marijuana dealt with highly segregated ways of behaviour were noted to involve in criminal behaviors such as breaking laws or when individuals involved in criminal acted to fund their drug abusers. Furthermore, findings showed that tobacco uses lead to lack of studies’ concentration, sleepless, lack of appetite, dodging classes, physical weakness, and rejection from the friends. At the same time school administrators who we reinter viewed also provide the effects of drug abuse such as; Irresponsible citizens, theft, school dropout high rate, poor in academic performance, indiscipline, poor health, and individual negligence. These aspects are slowly said to lead to drop out, expulsion from school and poor academic performance. On top of that, barbiturate users were adversely affected in terms of mental health (Tuwei, 2014). In his results, abuse of barbiturates stood at 24% in colleges. These drugs tended to make the user moody, anxious and impulsive according to his findings. Also the researcher discovered that low academic performance was caused mostly by anxiety and restlessness. But also the use of these drugs wasted academic time since students had to visit hospitals frequently and for longer time therefore leading in a drop in academic performance (Tuwei, 2014).

Moreover, Bryant (2000) Ellison (2001) studies on drugs abuse on class activities showed that the best students did well academically, the less were likely to smoke. In addition that a poor grade early in life is believed to predict strong increased tobacco consumption at later date and sometimes can be difficulties in quitting smoking. Meanwhile Bryant (2000) did a test on the relationship between school achievements and smoking whereby they came up with arguments that smoking might lead indirectly to poor school performance. Paulo (2016) carried out a study on the impact of drug abuse on academic performance of students in public secondary schools in Kishapu District. The study aimed specifically to identify common types of drugs abused by the students, to explore causes of drug abuse among students in the study area, to assess rate of school attendance among children involved in drug abuse, finally to assess terminal and annual examination performance among students involved in drug abuse. The Social Developmental Theory guided this study whereas descriptive survey design was also employed in collecting data through questionnaires and guided interview. Targeted population of the respondents was 142 of which 100 students were selected from public secondary schools through random sampling whereby thematic data analysis approach was used and data was presented descriptively with quotations, tables and figures. Finally, quantitative information was analyzed using Statistical Package for Social Science (SPSS) computer program. Furthermore the findings showed that majority of students accepted that drug abuse is a negative sign towards their academic performance and one of the major reasons for drug abuse among the students was to be appreciated by friends and marijuana was said to be the most frequently abused drug followed by alcohol and cigarette. Addition to that, the rate of school or class attendance for students who involved in consumption of drugs was observed to be poor hence lead to low in academic performance. Anderson (2016) carried out a study on perceived causes and methods of examination malpractice in the Malawian education system. The target population of the study comprised teachers, including head teachers, and students at secondary school level in South East Education Division (SEED) in Malawi from ten secondary schools in the division. This
stratified random sample study included 200 respondents. As self-developed questionnaire, which adapted and combined items from four instruments previously used to investigate causes and forms of cheating in examinations by students (Achio, Ameko, Kutsanedzie, Alhassan, & Ganaa, 2012; Adeyemi, 2010; Akaranga & Ongong, 2013; Petters & Okon, 2014), was used to collect data for this study. In addition, qualitative data was collected through focus groups to help with the triangulation of all of the data sources in order to improve the validity and credibility of the research findings (Denzin, 1978; Patton, 1990). The qualitative data was analyzed by themes using open coding, axial, and selective coding processes.

The findings of the study indicated various causes and methods of examination malpractice. For example, perceived student-related causes include laziness to work hard, and the desire among students to pass examinations at all costs. Examples of perceived teacher/examination official-related causes include insufficient teacher preparation for examinations, and inadequate coverage of the syllabus. Furthermore, examples of student-related methods of cheating include bringing prepared answers to examination halls, and writing on body parts. Examples of teacher/examination official-related methods of cheating include school authorities colluding with examination officials to assist students, and leakage examination papers.

Yusuf, Olofunke, and Bamgbose (2015) investigated undergraduates’ perceptions of factors responsible for examination malpractice in Osun State University in Nigeria. Their findings revealed poor study habits, poor concentration during lectures, drugs abuse and peer influence. The descriptive study had a sample population of 200 undergraduates. Data collected were analyzed using frequency counts, mean scores, t-test and ANOVAs. The study recommended that functioning counselling units should be established in tertiary institutions to provide guidance to students on educational issues and other related problems. The study also recommended that the school management should enforce strong punitive measures to any students that engage in examination malpractice.

Nnam (2012) carried out a study on examination malpractice in Nigerian institutions of higher learning using Ebonyi State University, Abakaliki as a study area. A cross-sectional research design was adopted in this study. Cluster sampling technique was used to cover a population of 250 final year students, who responded to a 30-item structured questionnaire. The data extracted from the questionnaires were analyzed using Likert Scale formula. Three objectives were formulated to guide the study. The study revealed, among others, that lack of modern learning-teaching resources, undue emphasis on paper qualifications, overcrowded examination halls, loose invigilation, and ill-preparation of students induce examination malpractice in Ebonyi State University. This criminal act manifests in various forms such as smuggling of illicit materials relating to the course to be taken into the examination hall, widespread copying from one another during examination, plagiarism as regards Project work, the use of mobile phones and other electronic devices during examination. Examination malpractice has numerous adverse effects on cheats, school system and the larger society. The study recommended that both the public and private organisations in Nigeria should not depend solely on excellent paper qualifications in assessing potential employees in the labour market; the education sector should be properly equipped, motivated and duly considered in the
national development plans to avoid incessant strikes witness in the system; and the school premises in every University in Nigeria should be made conducive and to reflect human dignity in all aspects: comfortable accommodation, sports and recreational facilities, ideal libraries, and other state-of-the-art accoutrements as recommended by the National Universities Commission (NUC).

Okpechi & Ekpang (2018) carried out a study on anxieties disorder and deviant behaviours among secondary school students in obubra local government area of cross river state. Their findings revealed that, dishonesty, drug abuse, truancy were mild but phobia anxiety had a significant relationship with student’s deviant behaviours. The study had a sampling population of 3,871 in which 247 Senior Secondary II student were selected for the study making up 14.5% distributed among five schools in Obura Local Government Area. Data collected were analysed using pearson product correlation coefficient. The study recommended that students should be counselled both at home and school by professional counsellors, parents, guardians and teachers to reduce the high rate of different types of anxiety disorders in order to enhance disciplined behaviours among secondary school students. The study also recommended that teachers should use expertise to identify different types of high anxiety behaviour and direct them to the appropriate authorities for assistance.

Charles (2019) carried out a study on Students’ Perception on the Influence of Drug and Substance Abuse on Discipline in Public Secondary Schools in Mombasa Island, Kenya. The objectives were; assessing the levels of students’ discipline, the influence of drug intoxication, addiction and drug-related depression on students’ discipline in public secondary schools. The study was guided by the Comprehensive Theory of Substance Abuse Prevention and the Assertive Discipline Theory. Quantitative data were collected from students in Forms III & IV using questionnaires while qualitative data were collected from key informants who included six principals and six teacher-counsellors using interviews. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively with the help of Statistical Packages for Social Science (SPSS Version 23) and presented using tables and charts. The study established that levels of indiscipline are high amongst students who manifest incidences of violence against colleagues; strikes and school riots, theft, teenage pregnancies, truancy, poor performance and breaking of school rules and regulations. Students who abuse drugs end up suffering from intoxication and thus suffer memory loss, anger and emotions, loss of consciousness, impaired coordination and dizziness. Intoxicated students end up engaging in disciplined acts at school. Students who are addicted to drugs and substances manifest lack of focus, loss of interest in their studies, truancy and absenteeism and lack of concentration. Drug and substance abuse lead to depression amongst students who exhibit mood swings, feelings of isolation, sadness, withdrawal, lack of energy and hostility. This situation leads students to flip into indiscipline acts and undesirable behavior patterns.

Ekpang & Abuo (2015) carried out a study on the relationship between drug abuse and psychosocial behaviours among adolescents in senior secondary schools in cross river state, Nigeria. The study revealed that cocaine sniffing, heroin intake and alcohol consumption significantly relates with students psychosocial behaviour. The sample had a population of 150 students randomly selected from five secondary schools in cross river state. Data collected were
analysed using stratified and simple random techniques. The study recommended that professional counsellors, government, other professionals like psychologist, medical doctors, advocates should organise effective regular trainings, support relationship modelling of human behaviours, provide funds, design an effective intervention programmes in order to tackle adolescents with anti-social behaviours. It was also recommended that parents-child relationships be strengthened to avoid tension that can lead adolescent to anti-social behaviours in cross river state.

Madrine (2015) carried out a study on behavior disorders displayed by secondary school students as a result of substance abuse. This would assist to train teachers on specialized intervention methods so that they can have knowledge on how to curb drug menace in learning institutions. The students were interrogated about substance abuse practices, use and the factors that lead them to abuse substances. Questionnaires were used to collect data from students and teachers involved in guiding and counselling programs. The findings indicate that students abused drugs and substances and reacted differently, developing different behavior disorders. Their responses revealed that there was no drug abuse program in schools and student addicted to drugs were not attended to. What the teachers revealed indicated that they did not have any training on drug abuse problems and lacked skills and knowledge to deal with drug related behavior disorders among students. Future research and implications for teacher training are discussed.

**Methodology**

The design adopted for this study was the ex-post facto research design. According to Idaka & Anagbogu (2012), it is a design where the researcher cannot manipulate the variables because their effects have already occurred. This research design was found suitable since variables in the study are already observed and cannot be changed. The population of this study consists of 2946 students in university of Calabar, Calabar. The stratified random sampling technique was employed for sample selection with purposive sampling technique to select a total of 295 students which constitute 10% of the population. A questionnaire titled “Perceived Effect of drugs abuse and adherence to rules and regulations Scale (PEDAARRS)” The questionnaire was validated and the reliability was carried out using the Cronbach Alpha reliability. Data was collected by the researcher and analyzed using simple regression statistical technique and the result is presented below.

**Presentation of result**

Hypothesis one

There is no significant influence of perceived effect of drugs abuse on class attendance among students. The independent variable in this hypothesis is perceived effect of drugs abuse while the dependent variable is class attendance. To test this hypothesis, simple regression analysis was used and the result as presented in Table 4 showed that R= - 0.542 which implies that there is a negative relationship between perceived effect of drugs abuse and class attendance. That is the higher the drugs abuse , the lower attendance in class by the students. A further analysis showed that the Adj R² = 0.29 which implies that 29.0% variations in the class attendance variable can be using the contribution of perceived effect of drug abuse. A cursory look at the
analysis of variance (ANOVA) table showed that \( F=14.84, \ p<.05 \). Since \( p(.000) \) is less than \( p(.05) \). This implies that there is a significant influence of perceived effect of drug abuse and class attendance. Hence, the null hypothesis is rejected

Table 1 Simple regression analysis of the influence of perceived effect of drug abuse and class attendance

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>f-ratio</th>
<th>p-val</th>
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<tr>
<td>Within</td>
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<td>293</td>
<td>111.26</td>
<td>14.84</td>
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<tr>
<td>Total</td>
<td>34251.90</td>
<td>294</td>
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</table>

\( R= -0.542; \ Adj \ R^2 = 0.29 \)

Hypothesis two

There is no significant influence of perceived effect of drugs abuse on involvement in examination malpractices among students. The independent variable in this hypothesis is perceived effect of drugs abuse while the dependent variable is involvement in examination malpractices. To test this hypothesis, simple regression analysis was used and the result as presented in Table 5 showed that \( R= 0.876 \) which implies that there is a relationship between perceived effect of drugs abuse and involvement in examination malpractices. That is the higher the drugs abuse, the higher the involvement in examination malpractices by the students. A further analysis showed that the \( Adj \ R^2 = 0.767 \) which implies that 76.7 % variations in the involvement in examination malpractices variable can be using the contribution of perceived effect of drug abuse. A cursory look at the analysis of variance (ANOVA) table showed that \( F=12.98, \ p<.05 \). Since \( p(.000) \) is less than \( p(.05) \). This implies that there is a significant influence of perceived effect of drug abuse and involvement in examination malpractices. Hence, the null hypothesis is rejected

Table 5 Simple regression analysis of the influence of perceived effect of drug abuse and involvement in examination malpractices

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<td>Within</td>
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<td>Total</td>
<td>34251.90</td>
<td>294</td>
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\( R= 0.876; \ Adj \ R^2 = 0.767 \)
Hypothesis three

There is no significant influence of perceived effect of drugs abuse on disrespect to constituted authority among students. The independent variable in this hypothesis is perceived effect of drugs abuse while the dependent variable is disrespect to constituted authority. To test this hypothesis, simple regression analysis was used and the result as presented in Table 6 showed that \( R = 0.652 \) which implies that there is a relationship between perceived effect of drugs abuse and disrespect to constituted authority. That is the higher the drugs abuse, the higher the disrespect to constituted authority by the students. A further analysis showed that the \( \text{Adj } R^2 = 0.425 \) which implies that 42.5% variations in the involvement in disrespect to constituted authority can be explained using the contribution of perceived effect of drug abuse. A cursory look at the analysis of variance (ANOVA) table showed that \( F = 15.50, p < .05 \). Since \( p < .000 \) is less than \( p < .05 \). This implies that there is a significant influence of perceived effect of drug abuse and disrespect to constituted authority. Hence, the null hypothesis is rejected.

Table 6 Simple regression analysis of the influence of perceived effect of drug abuse and disrespect to constituted authority

<table>
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<tr>
<th>Source of variation</th>
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<td>294</td>
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\( R = 0.876; \text{ Adj } R^2 = 0.767 \)

Discussion of findings

Hypothesis one that stated that there is no significant influence of perceived effect of drugs abuse on class attendance among students was rejected. This implies that there is a significant influence of perceived effect of drugs abuse on class attendance. This could be due to the fact that where students inhale all those drugs’ substances, they sometimes sleep off and forget to remember their classes. In other settings, they even forget that they have classes and stay at home. The findings of the study were in line with that of Kojl (2018) that carried out a study on effect of drugs abuse on adherence to school ethics among secondary school students Inhraich. The findings of the study showed that drugs abuse have a negative relationship with students’ adherence to school ethics and ethos.

Hypothesis two that stated that there is no significant influence of perceived effect of drugs abuse on involvement in examination malpractices among students was rejected. This implies that there is a significant influence of perceived effect of drugs abuse on involvement in examination malpractices. This could be due to the fact that students that are prone to substance abuse do not even have time to read. They are so intoxicated by drugs that they find it very difficult to read and resort to using microchip in the examination hall. Most times, they even smoke before coming to examination in a tendency to get high. The findings of the study are in line with that of Hily (2011) that carried out a study on social factors influencing student’s involvement in examination malpractices in tertiary institutions. The findings of the study showed that academic environment, drugs abuse, social factors and official corruption influences students’ involvement in examination malpractices in tertiary institutions.
Hypothesis three that stated that there is no significant influence of perceived effect of drugs abuse on disrespect to constituted authority among students was rejected. This implies that there is a significant influence of perceived effect of drugs abuse on disrespect to constituted authority. This could be due to the fact that drugs abuse influences the behaviour of the students to the point that they see people as nothing and can talk down on people anyhow. They sometime see people even their lecturers as equal and can talk to them any how in most cases, we see students who are under the influence of the drugs fight in school, steal and even get to the point of disrupting lectures. They rape and even attempt to commit murder which are all against the rule and regulations of the university. The findings of the study is in line with that of Gregory (2011) that noted that most of the un-restiveness in campuses is caused by students who inhale and consume all forms of substances in school. They tend to break down law and order and get themselves involved in all harmful practices that ate inimical to the well being of the school

**Conclusion and recommendation**

Based on the findings of the study, it was concluded that drugs abuse influences adherence to rules and regulations in terms of class attendance, involvement in examination malpractices and disrespect for constituted authorities among students. Thus, it was recommended that school leadership should enforce punitive measures on students that breaks the rules of the university, that students should be periodically counselled by professional counsellors on the effect of drugs on them and their future and that management should ensure that those involved in examination malpractices are exposed to the full weight of the law in order to serve as a deterrent to others.

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Nnam, V. (2012) Examination malpractice in Nigerian institutions of higher learning using Ebonyi State University, Abakaliki as a study area. Psychological bulletin, 112(1), 64


