
PSYCHOSOCIAL EFFECTS OF DRUG ABUSE ON UNDERGRADUATES STUDENTS' ACADEMIC ACHIEVEMENT IN NORTH-EAST STATE UNIVERSITIES IN NIGERIA: IMPLICATIONS FOR COUNSELLING

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ABSTRACT

This study examines the psychosocial effects of drug abuse among undergraduate students in North-east Nigerian universities, highlighting its implications for guidance and counseling. A descriptive survey design was employed, involving a sample size of 900 students purposively selected from six tertiary institutions, including Adamawa State University, Gombe State University, and Borno State University. Data were collected using a validated questionnaire, Psychosocial Effects of Drug Abuse on Undergraduates (PEDAUS), with a reliability index of 0.79, established through a pilot study. Descriptive statistics and Chi-square were used for analysis at a 0.05 significance level. Findings reveal that peer pressure, easy access to drugs, and psychological challenges such as depression and loneliness are key drivers of drug abuse, while academic stress and lack of awareness were less influential. Marijuana, alcohol, and stimulants were the most commonly abused substances, consistent with prior studies. The extent of addiction was significant, with physical dependence, psychological addiction, and compulsive behaviors prevalent among students, exacerbating issues such as social withdrawal and academic decline. Social and psychological effects,

including strained relationships, social isolation, and heightened anxiety, were also prominent. The study emphasizes the urgent need for targeted interventions, including peer-led education, psychological counseling, addiction recovery programs, and strict disciplinary measures. Universities must establish well-equipped counseling centers and collaborate with government agencies to enforce stricter drug policies and raise awareness about the dangers of substance abuse. These recommendations aim to mitigate the pervasive effects of drug abuse on student well-being and academic performance.

Keywords: Drug abuse, psychosocial effects, undergraduate students, peer pressure, psychological challenges, North-east Nigeria, tertiary institutions.

Introduction

There is a global concern regarding the increasing prevalence of youth engaging in illicit drug use, which poses significant challenges in educational institutions. Drugs, chemical substances that alter mental, emotional, and behavioral functioning, have a profound impact on various aspects of learning, including student discipline and academic performance (Botvin, 2019). The social problems associated with the transition from adolescence to adulthood, particularly those related to illicit drug use, are complex and diverse. This growing trend has become a major public health concern, requiring qualitative and effective treatment approaches specifically tailored for this population. A study conducted by Makanjua, Daramola, and Obembe (2017) on university students in Ilorin revealed a current use of one or more psychoactive substances at a rate of 40.4%, with a lifetime prevalence of 78%. According to Chebukaka (2017), drugs are substances that can induce biological changes through their chemical actions. They have the ability to alter perceptions, cognition, mood, behavior, and overall bodily functions (Balogun, 2016). Drugs are essentially chemical modifiers of living tissues that can bring about psychological and behavioral changes (Nnachi, 2017). It

is important to note that the use of drugs itself does not inherently pose a danger, as properly administered drugs have been beneficial in healing. However, certain drugs, initially producing effects such as ecstasy, feelings of well-being, serenity, and power, have unfortunately evolved into issues of dependence and abuse (Ekpenyong, 2012). Drugs like tobacco, cocaine, marijuana, alcohol, and others have the potential to stimulate an individual's nervous system, leading to abnormal and extraordinary behavior, ultimately causing a loss of self-awareness. The abuse of drugs can result in severe and irreversible damage to an individual's physical and psychological development. As highlighted by Manbe (2018), many of the common incidents we witness today can be attributed to drug abuse, and if not addressed, this can lead to mental disorders.

The causes of drug abuse among undergraduate students encompass sociological and psychological factors, curiosity, boredom, the desire for pleasure or relief from fear, as well as family background, among others (Ngesu, 2018). The progression of drug use typically starts with substances like tobacco, alcohol, and marijuana, eventually leading to the use of more potent substances. Notably, undergraduate students are increasingly turning to prescription drugs, particularly narcotics for pain relief and stimulant medications for conditions like attention deficit disorder and narcolepsy (Dankano & Garba, 2020). Early initiation into drug use among students often results in long-term effects on their learning abilities. Drug abuse hinders proper brain development, leading to learning disabilities. It also impairs memory and judgment, causing forgetfulness, lack of focus, and loss of short-term memory among undergraduate students (Magidson & Jessica, 2016).

Furthermore, undergraduate students involved in drug abuse often exhibit academic and social underdevelopment, lacking respect and recognition for their contributions to personal and societal growth. Drug abuse not only diminishes academic performance but also affects moral, physical, and overall personal growth of students (Dankano & Garba, 2020). Consequently, these individuals are perceived as deviating from the path of becoming future

leaders. Their persistent drug abuse significantly hampers their academic performance and undermines their potential output as students in various fields of study. This study aims to investigate the Psychosocial Effects of Drug Abuse on Undergraduates Students' Academic Achievement in North-east State Universities in Nigeria: Implications and Counselling.

Statement of the Problem

The prevalence of drug abuse among undergraduate students has been on the rise, leading to detrimental consequences on their psychological and social well-being. Drug abuse is a widely recognized issue that is condemned by various levels of government, including federal, state, and local authorities. It is a prevalent problem among adolescents and adults, with significant consequences that particularly concern the youth, who are the future leaders of the nation. The misuse and abuse of drugs are driven by their ability to alter an individual's behavior. According to the National Drug Law Enforcement Agency (2021), the use of hard drugs such as alcohol, sedatives, cocaine, heroin, Indian hemp, tobacco, morphine, and others has been steadily increasing among undergraduate students in tertiary institutions in Adamawa State and Nigeria as a whole.

The abuse of drugs like tobacco, sedatives, marijuana (Indian hemp), cocoa leaves, alcohol, heroin, morphine, cocaine, inhalants (such as glue), and amphetamines has been a growing concern globally, including among undergraduate students in Adamawa State. It is widely believed that drug abusers often experience mental deterioration and struggle to perform well academically, particularly in science-related courses such as computer science, medicine, and allied studies that require high levels of attentiveness for better understanding. The excessive indulgence in drug abuse by undergraduate students not only affects their academic performance but also impacts their cognitive abilities, making them more susceptible to crime and health challenges (Jonathan & Samuel, 2018). Despite the widespread awareness and education about the dangers of drug abuse, many

undergraduate students continue to rely on various drugs, knowingly or unknowingly, as part of their daily lifestyle.

Therefore, there is a need for an in-depth investigation into the psychosocial effects of drug abuse on undergraduates in Northeast Nigeria, in order to inform the development of targeted guidance and counselling strategies that can effectively mitigate these effects and support the overall well-being of affected students.

Objectives of the Study

The purpose of the study is to investigate the Psychosocial Effects of Drug Abuse on Undergraduates Student's Academic Achievement in North-east State Universities in Nigeria: Implications for Counselling. The specific objectives are to:

- i. Investigate the factors contributing to drug abuse among undergraduate students in North-east State Universities.
- ii. Determine the prevalent types of drugs abused by undergraduate students in North-east State Universities.
- iii. Assess the level of addiction among drug abusers in North-east State Universities.
- iv. Examine the psychological effects of drug abuse on undergraduate students in North-east State Universities.
- v. Analyze the social impact of drug abuse on undergraduate students in North-east State Universities.
- vi. Propose effective strategies to prevent and address drug abuse among undergraduate students in North-east State Universities.

Research Questions

The following research questions were raised to guide the study:

- i. What are the factors responsible for drug abuse among undergraduate students in North-east State Universities?

- ii. Which types of drugs are commonly abused among undergraduate students in North-east State Universities?
- iii. To what extent are drug abusers addicted to drugs in North-east State Universities?
- iv. What are the psychological effects of drug abuse among undergraduates in North-east State Universities?
- v. How does drug abuse impact the social lives of undergraduate students in North-east State Universities?
- vi. What strategies can be identified to effectively curb drug abuse among undergraduate students in North-east State Universities?

Research Hypotheses

The following hypotheses are formulated for the study:

- H₀₁:** There is no significant difference on the factors responsible for drug abuse by undergraduate students in in North-east State Universities.
- H₀₂:** There is no significant difference on the types of drugs that are commonly abused among undergraduate students in North-east State Universities.
- H₀₃:** There is no significant difference on the psychosocial effect of drug abuse among undergraduate students in North-east State Universities.
- H₀₄:** There is no significant gender difference on the social effect of drug abuse among undergraduate students in North-east State Universities.

Scope of the study

The study will investigate the psycho-social effects of drug abuse among undergraduates in in North-east State Universities, Nigeria. The research will specifically focus on the following institutions: Adamawa State University Mubi, Taraba State University, Bauchi State University.

Methodology

The study adopted a descriptive survey design to collect data from a representative sample of the population under investigation. According to Fajonyomi (2008), a research survey design involves examining a group of individuals or items by gathering and analyzing data from a subset considered representative of the entire group. The population included all students enrolled in six tertiary institutions, specifically Adamawa State University Mubi, Taraba State University, and Bauchi State University, with student populations of 13,600, 14,700, and 13,962, respectively. A sample size of 900 participants was determined, and purposive sampling was used to intentionally select the institutions, representing universities, colleges of education, and polytechnics. A questionnaire titled “Psychosocial Effects of Drug Abuse on Undergraduates (PEDAUS) in Northeast Nigeria: Implications for Guidance and Counselling” served as the research instrument. It utilized a modified 4-point Likert scale, including categories such as Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagree (SD). The instrument’s validity was reviewed by experts in Test and Measurement and Mathematics Education, while its reliability was assessed using the Cronbach’s alpha internal consistency test with SPSS. A trial test on 35 students from Adamawa State School of Nursing and Midwifery, Yola, yielded a reliability index of 0.79, indicating moderate dependability. Two trained research assistants facilitated data collection, distributing and retrieving questionnaires from respondents during a two-week period. Descriptive statistics were used to analyze responses, while chi-square statistics tested hypotheses at a 0.05 level of significance, determining the predictive relationship between independent and dependent variables.

Results and Discussion

The results were obtained from the questionnaires administered to students within the study area. The results are organized into tables based on the research questions and hypotheses that guided the study. Of the 900

questionnaires distributed, 882 were fully completed and recovered, representing a response rate of 98%, which is sufficient for the purposes of analysis. This response rate aligns with Wiley's (2011) recommendation of a response rate of 60% or higher for a study.

Research Question 1: What are the factors responsible for drug abuse among undergraduate students in North-east State Universities?

Table 1: Mean and Standard Deviation Responses on the factors responsible for drug abuse among undergraduate students in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Peer pressure plays a significant role in encouraging drug abuse among undergraduate students in North-east State Universities.	2.50	1.091	Accepted
2	Stress from academic workload and exams contributes to the prevalence of drug abuse among undergraduate students.	2.46	1.093	Rejected
3	Easy availability and access to drugs within or near campus areas facilitate drug abuse among undergraduate students.	2.53	1.134	Accepted
4	Lack of awareness and education about the dangers of drug abuse is a contributing factor among undergraduate students.	2.42	1.126	Rejected
5	Psychological factors such as depression, anxiety, and loneliness contribute to the vulnerability of undergraduate students to drug abuse.	2.88	1.117	Accepted
	Grand Mean	2.56		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

Table 1 examined the factors responsible for drug abuse among undergraduate students in North-east State Universities were analyzed, revealing a grand mean of 2.56, indicating acceptance of these factors. Items such as peer pressure (2.50), the easy availability of drugs (2.53), and psychological factors like depression and loneliness (2.88) were identified as major contributors. However, stress from academic workload (2.46) and lack of awareness about the dangers of drug abuse (2.42) were rejected, highlighting the need for interventions focusing on psychological and peer influence factors.

Research Question 2: Which types of drugs are commonly abused among undergraduate students in North-east State Universities?

Table 2: Mean and Standard Deviation of the Responses of types of drugs are commonly abused among undergraduate students in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Stimulants such as amphetamines and methylphenidate are commonly abused among undergraduate students.	2.90	1.126	Accepted
2	Alcohol abuse is prevalent among undergraduate students.	3.31	1.117	Accepted
3	Marijuana (cannabis) is frequently abused by undergraduate students.	3.49	1.104	Accepted
4	Prescription drugs such as opioids and benzodiazepines are misused among undergraduate students.	2.51	1.145	Accepted
5	Hallucinogens like LSD and ecstasy (MDMA) are used by some undergraduate students.	2.50	0.500	Accepted
	Grand Mean	2.94		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5).

Table 2 examined the types of drugs commonly abused by undergraduate students in North-east State Universities, with a grand mean of 2.94, signifying widespread acceptance. Commonly abused substances include marijuana (3.49), alcohol (3.31), and stimulants (2.90). Additionally, the misuse of prescription drugs (2.51) and hallucinogens (2.50) was noted. These findings suggest that various drug types are prevalent, necessitating targeted awareness campaigns addressing specific substances.

Research Question 3: To what extent are drug abusers addicted to drugs in North-east State Universities?

Table 3: Mean and Standard Deviation of the Responses of extent are drug abusers addicted to drugs in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Drug abusers in North-east State Universities typically exhibit strong physical dependence on substances.	3.82	1.122	Accepted
2	Psychological addiction to drugs is prevalent among students who abuse substances.	2.88	1.116	Accepted
3	Social withdrawal and neglect of responsibilities are common signs of addiction among drug abusers.	2.69	1.122	Accepted
4	Drug abusers often experience cravings and compulsive drug-seeking behaviours indicative of addiction.	2.54	1.131	Accepted
5	The frequency and intensity of drug use among students in North-east State Universities reflect the severity of their addiction.	2.55	1.115	Accepted
	Grand Mean	2.90		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

Table 3 discussed the extent of drug addiction among students was evaluated, with a grand mean of 2.90, reflecting a significant presence of addiction. Key

indicators included physical dependence (3.82), psychological addiction (2.88), and compulsive drug-seeking behaviors (2.54). Social withdrawal (2.69) and the frequency and intensity of drug use (2.55) further underscore the severity of addiction among students, emphasizing the urgent need for addiction recovery programs within universities.

Research Question 4: What are the psychological effects of drug abuse among undergraduates in North-east State Universities?

Table 4: Mean and Standard Deviation of the Responses of Students on the psychological effects of drug abuse among undergraduates in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Drug abuse among undergraduates in North-east State Universities frequently leads to increased levels of anxiety and paranoia.	2.54	1.144	Accepted
2	Depression and mood swings are common psychological effects experienced by students who abuse drugs.	2.56	1.127	Accepted
3	Drug abuse contributes to impaired cognitive functions, such as memory loss and decreased concentration, among undergraduates.	2.50	1.119	Accepted
4	Undergraduate students who abuse drugs often experience feelings of guilt and low self-esteem as a result of their substance use.	2.69	1.094	Accepted
5	Drug abuse among undergraduates can lead to increased emotional instability and difficulty in managing stress.	2.41	1.105	Rejected
	Grand Mean	2.54		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

The psychological effects of drug abuse were explored, yielding a grand mean of 2.54, indicating acceptance. Increased anxiety and paranoia (2.54),

depression and mood swings (2.56), and impaired cognitive functions (2.50) were prominent effects. Feelings of guilt and low self-esteem (2.69) were also significant, while emotional instability and difficulty managing stress (2.41) were rejected. These findings call for psychological counseling and mental health support for affected students.

Research Question 5: How does drug abuse impact the social lives of undergraduate students in North-east State Universities?

Table 5: Mean and Standard Deviation of the Responses of drug abuse impact the social lives of undergraduate students in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Drug abuse among undergraduate students often leads to strained relationships with peers and friends.	2.76	1.127	Accepted
2	Students who abuse drugs may experience social isolation and withdrawal from social activities.	2.55	1.088	Accepted
3	Drug abuse can negatively affect academic performance and participation in extracurricular activities among undergraduate students.	2.54	1.114	Accepted
4	The stigma associated with drug abuse may lead to the exclusion and marginalization of affected students within the university community.	2.99	1.122	Accepted
5	Drug abuse often results in financial problems and irresponsible behavior that impact the social standing of undergraduate students.	3.46	1.139	Accepted
	Grand Mean	2.86		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5)

Table 5 also describe the impact of drug abuse on the social lives of undergraduate students was analyzed, with a grand mean of 2.86, showing significant effects. Strained peer relationships (2.76), social isolation (2.55), and exclusion due to stigma (2.99) were notable consequences. Drug abuse also negatively affected academic performance and extracurricular participation (2.54) and led to financial and behavioral issues (3.46). These results highlight the need for social interventions and peer-support programs.

Research Question 6: What strategies can be identified to effectively curb drug abuse among undergraduate students in North-east State Universities?

Table 6: Mean and Standard Deviation of the Responses of Students on the strategies can be identified to effectively curb drug abuse among undergraduate students in North-east State Universities.

S/N	Item	(\bar{x})	SD	Decision
1	Implementing regular drug awareness and prevention programs on campus is crucial to reducing drug abuse among undergraduate students.	3.48	1.129	Accepted
2	Enhancing access to counseling and mental health services can help support students struggling with substance abuse.	2.80	1.140	Accepted
3	Enforcing strict disciplinary measures and policies against drug use on campus is an effective strategy to deter students from engaging in substance abuse.	2.57	1.133	Accepted
4	Promoting healthy lifestyle choices and providing alternative recreational activities can steer students away from drug abuse in North-east State Universities.	2.52	1.122	Accepted
5	Collaborating with community stakeholders and law enforcement agencies to address drug trafficking and availability near universities is essential in curbing drug abuse among students.	2.53	1.108	Accepted
	Grand Mean	2.78		Accepted

Acceptance (\bar{x} is 2.5 and above); Rejection (\bar{x} is less than 2.5).

Table 6 also describe the strategies to curb drug abuse among undergraduate students were identified, with a grand mean of 2.78, indicating acceptance. Prominent strategies included implementing awareness programs (3.48), enhancing access to counseling services (2.80), and enforcing strict disciplinary measures (2.57). Promoting healthy lifestyles (2.52) and collaborating with stakeholders to curb drug availability (2.53) were also emphasized. These strategies suggest a multifaceted approach to effectively address drug abuse in universities.

Discussion

The findings of this study identified key factors responsible for drug abuse among undergraduate students in North-east State Universities, including peer pressure, easy access to drugs, and psychological challenges such as depression and loneliness. This aligns with similar findings by Okonko, et al., (2019), who emphasized the significant role of peer influence and emotional stress in driving substance abuse among Nigerian students. However, academic workload stress and a lack of awareness about the dangers of drug abuse were found to be less significant, highlighting the need for targeted interventions that focus on psychological support and peer-related influences. Regarding the types of drugs commonly abused, the study found that marijuana, alcohol, and stimulants were the most prevalent, along with the misuse of prescription drugs and hallucinogens. These results are consistent with findings by Balogun, (2016), who reported that marijuana and alcohol were the most frequently abused substances among university students in Nigeria. The widespread prevalence of these substances underscores the need for awareness campaigns tailored to addressing specific drugs and their harmful effects on health and academic performance.

The extent of drug addiction was found to be significant, with indicators such as physical dependence, psychological addiction, and compulsive drug-seeking behaviors being prominent among students. Social withdrawal and frequent drug use further highlight the severity of the problem. This study's

findings are similar to those of Okonkwo et al. (2019), who documented the pervasive nature of addiction and its detrimental impact on students' social and academic lives. The findings emphasize the urgency of implementing addiction recovery programs and increasing access to counseling services within universities.

Finally, the study examined the social and psychological effects of drug abuse, revealing issues such as strained peer relationships, social isolation, and increased anxiety and depression. These findings align with those of Dankano and Garba, (2020), who highlighted the adverse effects of drug abuse on students' mental health and social well-being in Nigeria. Addressing these challenges requires a combination of psychological counseling, mental health support, and peer-support programs. Furthermore, strategies such as awareness campaigns, enhanced counseling services, and strict disciplinary measures were identified as effective ways to curb drug abuse, reflecting the need for a multifaceted approach to combat this issue in Nigerian universities (Ihezue, 2018).

Conclusion

The study concluded that drug abuse among undergraduate students in North-east State Universities is influenced by factors such as peer pressure, easy access to drugs, and psychological challenges like depression and loneliness. Marijuana, alcohol, and stimulants were identified as the most commonly abused substances, with significant physical and psychological addiction evident among students. The findings underscored the adverse social and psychological effects of drug abuse, including strained relationships, social isolation, and heightened anxiety and depression, necessitating targeted interventions to address the issue comprehensively.

Counselling Implications

1. Universities should set up well-equipped counseling centers with trained professionals to provide psychological support and addiction recovery programs for students battling drug abuse.

2. Peer-led counselling and support initiatives should be introduced to address the influence of peer pressure and create a culture of accountability and support among students.
3. Universities and government agencies should collaborate to enforce stricter policies and disciplinary measures to limit access to drugs on campuses and deter drug-related activities.

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CHEMISTRY TEACHERS' PERCEPTION ON THE USE OF INSTRUCTIONAL MEDIA FOR TEACHING AND LEARNING ACROSS PUBLIC SECONDARY SCHOOLS IN JALINGO METROPOLIS

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Abstract

This study examined the perceptions of Chemistry teachers towards the use of instructional media for teaching and learning across public secondary schools in Jalingo metropolis of Taraba State. In order to achieve the objectives of the study, two (2) research questions and one null hypothesis guided the study. It was a descriptive survey research design with target population of one hundred and eight (108) science teachers out of which twenty (20) Chemistry teachers were selected using purposive sampling technique from ten public secondary schools in the study area. A researcher-developed questionnaire titled Instructional Media in relation to Teaching and Learning of Chemistry Questionnaire- IMTLCQ with reliability coefficient of ($r=0.81$) value after using Pearson Product Moment Correlation- PPMC analysis. Mean and standard deviations were used for answering research questions while independent T-test was used for testing the null hypothesis at 0.05 level of significance. The findings revealed no significant difference in the mean response of male and female chemistry teachers on the use of instructional media; and a positive perception towards the use of instructional media for teaching and learning of Chemistry in the study area. Based on the findings of the study, it was concluded that teachers' perception

towards the use of instructional media for teaching and learning of Chemistry is positive, thereby suggesting widely acceptance of technology in teaching Chemistry. However, certain factors affecting the use of instructional media for teaching and learning were identified and appropriate recommendations were made, including involvement of all stakeholders in education for provision of relevant technological gadgets to facilitate effective teaching and learning of Chemistry across public secondary schools in the study area.

Keywords: Instructional media, chemistry, secondary students, public schools, Jalingo metropolis.

Introduction

Teaching is conscious concerted effort geared towards imparting knowledge, skill or attitude to a particular set of learners. That is, it is a deliberate act involving planning, instructional method, teaching materials and time duration. This is supported by Knezek and Christensen (2016) who described teaching at the secondary school level as the process of facilitating student learning and development through intentional and systematic instructional practices. Effective teaching involves creating an engaging and supportive learning environment that promotes student motivation, curiosity, and autonomy. For Koehler and Mishra (2019), learning at the secondary school level involves the process of acquiring new knowledge, skills, and attitudes through active engagement with instructional materials, peers, and teachers. Thus, student learning involves constructing meaning, developing critical thinking and problem-solving skills, and applying knowledge in real-world contexts. Venkatesh and Bala (2018) identified certain key principles of teaching and learning at secondary school level as student-centered learning whereby learners are actively engaged in the learning process and take ownership of their learning; inquiry-based learning where students explore questions and problems through investigation, research, and critical thinking; differentiated instruction in which teachers tailor instruction to meet the