



Drug Abuse/Addiction Activities and Teacher's Job Commitment in Senior Secondary Schools in Rivers State

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Abstract: *The study examined the relationship between drug abuse/addiction activities and teacher's job commitment in senior secondary schools in Rivers State. One research question was answered in the study with corresponding null hypothesis that was formulated and tested at 0.05 level of significant. The study adopted the correlational research survey design. The population of the study comprised all the 6893 teachers from all the 286 public senior secondary schools in Rivers State. The sample size for the study consisted of 398 teachers selected through simple random sampling technique. The instruments for data collection were tagged "Drug Abuse/Addiction Activities and Teacher's Job Commitment Questionnaire (CCATJCQ)" which was designed in the patterned of a modified four-point rating scale. The instrument was subjected to face and content validity. The reliability of the instrument was established through Cronbach Alpha method for a measure of stability of the instrument. Reliability coefficient of the instrument was established as 0.84. The data collected for the study were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) statistics. The study found that there exists a relationship between drug abuse/addiction activities and teacher's job commitment in senior secondary schools in Rivers State. It was found that there is a significant high and positive relationship between drug abuse/addiction activities and teacher's job commitment in senior secondary schools in Rivers State. Based on the findings of the study, it was recommended among others that vigilante groups should be provided by different communities and made available within the neighbourhood of the school locality to check activities of communal conflict within and outside the school premises. This will help to reduce the rate of communal conflict activities in the school.*

Keywords: *Conflict, Communal Conflict, Teachers, Job and Job Commitment*

Introduction

Drug abuse has become a global phenomenon affecting almost every country; though the extent, causes, effects and characteristics vary from one country to another. A drug refers to a substance that could bring about a change in the biological function of a human being through its chemical actions (Okoye, 2011). It is also considered as a substance that modifies perceptions, cognition,

mood, behavior and general body functions (Balogun, 2016). The most commonly used and abused substances globally are cigarettes, cannabis and alcohol. Alcohol and other related problems are becoming more and more a public health concern globally; due to over use and indiscriminate use of drugs (Acolagbe, 2020). Hence, the misuse of drugs is considered one of the leading causes of preventable death; illness and injury as it impedes the peace of the world. Commonly used substances are inhalants, heroine and cocaine (Acolagbe, 2020).

Drug abuse is considered as taking overdose of a specific drug or substance; or indiscriminate consumption of such substances capable of upsetting the biological functioning and physiological behaviour of individuals consuming them (Eden, 2013). The substance abuse problem in Nigeria is not different from other countries though there may be variations in the magnitude of the problem. Similarly, lecturers, students and youth found in the acts of drugs abuse are often times academically and socially less developed as they are not respected and recognized to make reasonable contribution to any development. This is because drug abuse does not only downgrade the job and academic performance of lecturers and students, but also affects the moral, physical and general buildup of such individual (Kandel & Chen, 2015). Morally, drug abuse makes victims disobedient to constituted authorities even to their teachers, parents both at school and at home as a result of drug influence. Consequently, drug or substance abuse causes disorder characterized by the use of behaviour-altering substance in a maladaptive pattern resulting in significant impairment or distress. These consequences result to failure to fulfill social or occupational obligations or recurrent use in situations in which it is physically dangerous to do so; or which end in legal problems or behaviour modification (Kandel & Chen, 2015; Acolagbe, 2020).

Drug abuse most often begins in early adolescence stage because of socio- economic problems and cultural practices of this age group (Kandel & Chen, 2015). The sequence of usage ranges from tobacco, alcohol, marijuana and other substances. Individuals including lecturers and students are increasingly engaging in prescribed drugs, particularly narcotics which are prescribed to relieve severe pain and stimulant medications, which treat conditions like attention deficit disorder and narcolepsy (Turner, 2018). Therefore, lecturers the trainers of youths who are seen as the leaders of tomorrow and being placed to be trained in tertiary institutions have swerved to the use of drugs. This act in no way contributes to the development of the lecturers and the expected output of these lecturers can greatly diminish their job performances because of their tenacity to drug addiction (Turner, 2018). The National Drug Law Enforcement Agency (NDLEA) has stated that drug abuse is a major problem in schools (NDLEA, 2014). For instance, about 20% of the school population including teachers, lecturers and students in Edo State, Nigeria has taken a psychoactive drug once in their lives (Alemika, 2019). Many of these behaviours are heavily tied to the peer culture, as children learn from and imitate the peers they like and admire (Kithi, 2017). Thus, in a bid to be attractive to others becomes very important in adolescence, and this factor is significant in the development of eating disorders, alcohol consumption, tobacco and drug use, tanning, not practicing safe sex, and vulnerability to injury, among other behaviours (Alemika, 2019). Also, Staff (2012) avers that individuals who

abused substances typically do more poorly in the office, school, and family problems, deviance, and low self-esteem appears to explain this relationship. Parents and peers influence adolescent drinking by influencing attitude about alcohol and by acting as role models (Taylor, 2003). University lecturers and students of today ignorantly depend on one form of drug or the other for their various daily activities such as social, educational, political, and moral among others and such drug include, Indian hemp, cocaine, morphine, Heroin, Alcohol, Ephedrine, Madras, caffeine, glue, Barbiturates and Amphetamines, World Health Organization (2003). Today, more Nigerian youths are becoming drug dependants, while Nigeria gradually transits from the status of a drug-consuming nation to that of a drug-producing one and Young ones who are mainly from 'well-to-do homes' are increasingly identifying with the 'big boys' that practice the use of substance like heroin and cocaine. Others substances like Indian hemp, which is frequently produced in Nigeria and other substances like Methamphetamine and tablet with codeine capable of intoxicating are mostly found in schools (Staff, 2012). To attest to the global problem of drug abuse,

Carol (1983) said "in recent years, the American people have annually consumed nearly 2.5 million gallons of vitamins, nearly 3 million pounds of tranquilizers barbiturates and the medicine cabinets in American homes have never been as full". All formal instituted organization exists to achieve specific objectives, and the task of educational administration, therefore, is to plan strategies for their effective attainment. These strategies include working out details of what needs to be done and the method of doing them. The details so worked out should include the setting up of a formal structure which permits the hierarchical allocation of responsibilities and a communication flow, for accomplishing the purposes of an enterprise (Edem, 2018). Therefore, the current study examined the relationship between drug abuse/addiction activities and teacher's job commitment in senior secondary schools in Rivers State.

Statement of Problem

According to Awake (2003) drug abuse cost the United States of America an estimated 100 million dollars a year in health care, reduces job productivity, reduces job commitment among teachers, lost earning and instigates crime, but perhaps, it is the young ones that pay the highest price. The effects of drugs on students are not farfetched. Drugs are chemical substances that destroy the body cell, depending on how the drugs are used. This is why Orija (2008) stated that drug dependent person unknowingly damages his/herself and the society. The effect is a deteriorating health, which may cause mental ill health, deformed babies and untimely death of the individual involved. He goes further to say that people who have become dependent on drug becomes more irritable, moody, absent minded, drop in academic performance and change in mode of dressing. They become more demanding with regard to funds, increased appetite and they complain often of aches and pains in the body. Rebury (2006) enumerates the effects of some drugs abuse as follows:

- i. Amphetamine takes away the desire to eat; hence, some persons grow thin and become easy target for diseases.

- ii. Methedrine makes one feel powerful but aggressive, nervous, talkative and easily excited. The mind becomes deranged due to sleeplessness.
- iii. Indeed Indian hemp causes mental disorder, hallucination and cocaine damages the heart and cause heart attack in human beings.

However, no study has been carried out to examine how drug abuse/addiction activities related with teacher's job commitment in senior secondary schools in Rivers State. This has been a gap in scholarly literature over the years, hence, the need for the current study.

Purpose of the Study

The purpose of this study is to:

Find out how drug abuse/addiction relates to teacher's job commitment in senior secondary schools in Rivers State.

Research Questions

The following questions were answered to guide the study.

1. How does drug abuse/addiction relate to teacher's job commitment in senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 level of confidence to guide the study.

1. There is no significant relationship between drug abuse/addiction and teacher's job commitment in senior secondary schools in Rivers State.

METHODOLOGY

The study adopted the correlational research survey design. Correlational research survey design compares relationship between two or more variables that are independent or dependent (Nwankwo, 2016). This study was carried out in Rivers State. The population of the study was 6,893 teachers from 286 public senior secondary schools in Rivers State. The sample size of the study was 398 teachers selected through simple random technique. The instrument for data collection was self-structured questionnaire titled "Kidnapping Activities and Teachers' Job Commitment Questionnaire (KATJQC)" which was used for the study to gather data. The instrument was subjected to face and content validity. The reliability of the instrument was established through Cronbach Alpha method for a measure of stability of the instrument. Reliability coefficient of the instrument was established as 0.81. The data collected for the study were analyzed using Pearson's Product Moment Correlation Coefficient (PPMCC) statistics.

RESULTS

The result of the study is presented as follows.

Research Question 5: How does drug abuse/addiction as a component of social vices relates to teacher's job commitment in senior secondary schools in Rivers State?

Data gathered provide answer to this research question are analyzed and presented in Table 4.5.

Table 4.5: Relationship between Drug Abuse/Addiction and Teacher’s Job Commitment

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	r _{cal}	df	Remarks
Drug Abuse/ Addiction Activities (X)	398	920.40	1807.43				
				2622.04	0.85	396	High Positive
Teacher’s Commitment (Y)	398	1169.27	2346.53				

** . Correlation is significant at the 0.05 level (2-tailed)

The analyses from Table 4.5 reveals a correlation value of $r = 0.85$. This value is high and positive, thus indicating that there is high and positive relationship between drug abuse/addiction activities as a component of social vices and teacher’s job commitment. The relationship here being positive indicates a proportional increase of both drug abuse/addiction activities as a component of social vices and job commitment of teachers in public senior secondary schools in Rivers State.

Hypothesis : There is no significant relationship between drug abuse/addiction as a component of social vices and teacher’s job commitment in senior secondary schools in Rivers State.

Table 2: Pearson Correlation Summary Analysis between Drug Abuse/Addiction and Teacher’s Job Commitment in Secondary Schools in Rivers State

Variable	N	$\sum X \sum Y$	$\sum X^2 \sum Y^2$	$\sum X \sum Y$	df	α	r _{cal}	t _{cal}	t _{crit}	Remarks
Drug Abuse/ Addiction (X)	398	920.40	1807.43							
				2622.04	396	0.05	0.85	30.10	1.96	Sig. Reject Ho
Teacher’s commitment (Y)	398	1169.27	2346.53							

Source: *Researcher’s Field Result, 2023*

Table 2 shows Pearson Correlation Summary between drug abuse/addiction as a component of social vices and teachers' job commitment in senior secondary schools in Rivers State. Result from Table 4.12 revealed that the sum and sum of squares for drug abuse/addiction are 920.40 and 1807.43 while that of teacher's job commitment is 1169.27 and 2346.53 respectively. The sum of product of scores on the two variables (Drug Abuse/Addiction and Teachers' Job Commitment) is 2622.04. The correlation coefficient is 0.85 which is greater than the critical value of r (0.195) at 146 degrees of freedom under 0.05 level of significance. Therefore, the null hypothesis of no significant relationship between drug abuse/addiction as a component of social vices and teacher's job commitment in senior secondary schools in Rivers State is rejected. This implies that there is a significant relationship between drug abuse/addiction as a component of social vices and teacher's job commitment in senior secondary schools in Rivers State.

Discussion of Finding

Result from Table 2 revealed that there is significant relationship between drug abuse/addiction activities as a component of social vices and job commitment of teachers in public senior schools in Rivers State. The study also revealed that there is a significant high and positive relationship between drug abuse/addiction activities as a component of social vices and job commitment of teachers in public senior schools in Rivers State. The study also revealed that some of the drug abuse/addiction activities that affects teacher's job commitment ineffective include drug addiction causes ill-health situation thereby affected teacher could not be effective to duty drug abuse causes mental disorder to teachers thereby reducing attention and commitment to duty, addicted teacher could not manage students in the classroom thereby affecting performance and commitment and drug addicted teacher are always moody and unfriendly to students and others which influences level of commitment.

Conclusion and Recommendation

Based on the results obtained in the study, it was concluded that there is relationship between militancy and teacher's job commitment in senior secondary schools in Rivers State. Therefore, it was recommended that Government should provide adequate security services within and outside the school to checkmate raping activities and implement a jail term for those involved in militia activities and possession of illegal arms, thereby making the people including principals, teachers, and students free from been raped.

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