



IJSRM

INTERNATIONAL JOURNAL OF SCIENCE AND RESEARCH METHODOLOGY

An Official Publication of Human Journals



Human Journals

Research Article

April 2017 Vol.:6, Issue:2

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Effect of Alcohol Consumption on Students' Academic Performance in Tertiary Institution (A Case Study of College of Education, Oju)



IJSRM

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Submission: 5 April 2017

Accepted: 10 April 2017

Published: 25 April 2017



HUMAN JOURNALS

www.ijsrm.humanjournals.com

Keywords: Alcohol consumption, Academic, Exam malpractice, Performance, Students

ABSTRACT

This study investigated the effect of alcohol consumption on students' academic performance in college of education, Oju in Benue state. Survey design was adopted for the study. Simple random sampling method was used in selecting faculty of science from which 100 respondents were purposively sampled. Data were collected with the aid of questionnaire and were analyzed using simple percentage (%). The result shows that majority of the respondents (66.6%) strongly agreed that they were introduced into alcoholism by friends as few of the respondents (13.3%) admitted that they get sick after taken alcohol. The result further revealed that majority of the respondents admitted to the fact that they cannot read their books, concentrate during lectures, communicate effectively after taken alcohol and that alcohol consumption do not enhance their academic performance as their grades get worse with its consumption. The result also revealed that majority of the participants (66%) disagreed with the fact that they do indulge in exam malpractice after taken alcohol. It is obvious from the result that students were well aware of the implication of alcohol consumption and its effect on their academic achievement. It is in this regard that the researcher draws the attention of the teachers, proprietors, parents, principals as well as government to take priority in guiding the students against alcohol consumption minding its attendant consequences.

INTRODUCTION

In educational institutions, success is measured by academic performance. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, and employers. Education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe that good academic results will provide more career choices and job security (Idoko *et al*, 2015).

Academic achievement or (academic) performance is the outcome of education. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, what they consume, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hosteliaries or day scholar (Idoko *et al*, 2015).

Past research has shown the prevalence of alcohol use among college students. It has been found that a majority of students partake in drinking alcohol (Aertgeerts *et al*, 2002). It has also been found that some students are able to successfully manage their academic work in spite of drinking alcohol. Despite this finding, not all students are successfully able to partake in both activities. This topic is socially important because alcohol use is very common among students on college campuses. Alcohol use is negatively affecting some students and families by causing potential dropouts and failing classes. On the other hand, some students know how to balance their academic work with their social life and not let it affect their academic performance (Butler *et al*, 2011). Many researchers conducted detailed studies about the factors contributing to student's performance at different study levels. Ali, *et al* (2013) suggested that a student's educational success is contingent heavily on social status of student's parents/ guardians in the society. Brown *et al* (2000) noticed the same that parent's income or social status positively affects the student test score in examination. According to Greenblatt (2000), "the higher education performance is depending upon the academic performance of graduate students. Adeleka (1993) observed that "the measurement of students previous educational outcomes are the most important indicators of students future

achievement, this refers that as the higher previous performance is, better and will predict the student's academic performance in future. Lot of studies have been conducted in the area of student's achievement and these studies identified and analyzed the number of factors that affect the academic performance of the student at school, college and even at university level (Brown *et al.*, 2000). Their findings identified student's effort, previous schooling, parent's educational background, family income, self motivation of students, age of student, learning preferences and entry qualification of students as important factors that have effect on student's academic performance in different setting. The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of undergraduate students. It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades, it has been noticed significantly that there is great addition to research literature and review material relating to indicators of academic achievement with much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future academic gain at university or higher level or innovative measures. However, it is also observed that many of the researchers do not agree with this viewpoint or statement. Perkins (2002) disagrees with these assumptions that future academic gains are resolute by preceding performance. In their research on the relationship between previous academic performance and subsequent achievement at university level, they found that students learning or studying at graduate level and the score secured did not predict any academic achievement at university level. They also cited Pearson and Johnson (1978) who observed that on the whole grade association of only 0.28 graduate level marks and university degree achievement was recorded. Parent's socioeconomic condition, which includes parent's academic and professional qualification, revenue and occupational affiliation, is also associated with academic gain of students. The results of many studies confirmed that academic achievement of students is contingent upon parent's socio-economic condition. So the students belonging to higher socioeconomic backgrounds will perform better than other students associated with low socioeconomic backgrounds. "Social and economical status of student is generally determined by combining parent's qualification, occupation and income standard" (Oshodi, 1972). Among many research studies conducted on academic achievement, Singleton and Wolfston (2009) examined alcohol consumption, amount of sleep, and academic

performance. The authors show the relationship between alcohol use and sleep, alcohol use and academic performance, and sleep and academic performance. The participants from Northeastern were 89% white, 98% ranged between the ages of 18-22 years, and 82% lived on campus. In short, they hypothesized and concluded that students who drink more alcohol maintain poor sleep patterns, which negatively affects academic performance. Gillespie *et al.* (2007) examined alcohol, marijuana, and cocaine use among college students. The authors found that two out of five college students in the United States are binge drinkers. According to the Federal Bureau of Investigation, there were more than 1.25 million arrests for drug abuse violations in 2004 (Gillespie *et al.*, 2007). Alcohol and drug use can lead to poor decision making, like breaking the law, sexual abuse, getting in fights, etc. Of the respondents, 92.4% were white and the average age was 22.3 years. This study found that a little more than 68% reported using alcohol and/or drugs during the past year. Gillespie *et al.* (2007) looked at how many times a student drank alcohol in a week which then determined how many alcoholic drinks they consume on average.

Butler *et al.* (2011) examined the relationship between drinking and academic demands. “National surveys indicate that 40% of college students binge drink regularly, and the rate of binge drinking appears to be increasing” (2011: 359-360). The results of this study suggest that students drank 38% less when they had an exam or paper due the next day. Results also indicated that a student’s current day academic demands are related to a 30% decrease in their current day alcohol consumption. This research demonstrates that some students are not reducing their alcohol intake even when they have academic demands to meet the next day. Aertgeerts and Buntinx (2002) examined the relationship of alcohol abuse among first-year students and their academic performance. Irresponsible drinking patterns among college students in the United States range between 7% and 17%. This study was conducted using a questionnaire given to 3518 first-year students who attended this specific college. Aertgeerts and Buntinx (2002) found that 14.2% of the students were identified as having alcohol abuse or dependence, and nearly one-third of the students passed their exams on the first attempt. Results suggest that 49.7% of male students and 48.9% of female students went on to continue their second year of school. It is potentially concerning that only about half of the freshman class succeeded and moved on to their sophomore year. This may indicate that alcohol consumption is a major social issue among college students. The research cited above suggests some unique relationships between college student alcohol use and subsequent academic performance, but they also have many limitations. Gillespie *et al.* (2007) only

researched one University in the South, which had a lower participant rate than expected. Therefore, the study is less generalizable to the entire college population, which makes it more difficult to compare to our results from UNH students. Another limitation was that the study conducted by Aertgeerts and Buntinx (2002) occurred in the United Kingdom, so this study is also less generalizable to the US college student population, although results may be similar. Most of the research articles found a negative relationship between alcohol use and academic performance.

Alcohol is a colorless, volatile, flammable liquid which is the intoxicating constituent of wine, beer, spirits and other drinks (Idoko *et al*, 2015). Alcohol is no ordinary commodity but a drug that can be depended upon (Adelaka, 1993). Production and consumption of alcohol in the modern Nigeria is on the increase and the volume is highly unrecorded due to illegal and local productions and the paucity of data on the legality of production (Ali, 20003). World health organization in 2004 ranked Nigeria among the thirty nations with the highest per capita consumption of alcohol worldwide. The new drinking norms that have evolved are drinking competitions among youths. Bar owners, brewery's representatives set out prizes for the fastest drinkers and the winner is judged based on the quantity consumed (Odejide *et al*, 1994). There can be lingering cognitive deficits up to 48 hours after a night of drinking. Heavy drinking by students can lead to positive blood alcohol levels the next day, affecting whether or not they even get up for class and, if they do, the quality of how information is processed and ultimately stored. Sleeping off after a buzz is a common practice, it can interfere with the sleep cycle, resulting in an increase in anxiety, jumpiness, and irritability the next day, and fatigue the day after that. Although most people take for granted that alcohol impairs memory of events that occur during intoxication, alcohol consumption has further reaching effects on memory and learning ability. In some cases the linkage between problem drinking and academic performance is profound. Drinking can affect the biological development of young people as well as their school-related achievement and behavior. Serious alcohol use among youth has significant neurological consequences. Alcohol damages areas of the brain responsible for learning and memory, verbal skills and visual-spatial cognition. According to Perkins (2002) youths (undergraduates) engage in alcohol use to help them cope with academic stress, negative emotions and make them look mature. Students that use alcohol as a coping mechanism tend to indulge more always in the use of alcohol and most of the time applies defense mechanism by engaging in denial and

rationalization. Almost one third of college students admit to having missed a class and failing a test/project because of alcohol (Idoko *et al*, 2015).

Statement of Problem

Success on its own comes with lots of meanings and these meanings varies across individuals, however one's definition of success determines how one dreams and works towards achieving it, nevertheless academic success is the primary and the major step one will likely take in this race, because it is when one is educated and have a degree that he/she will work in a company that gives some level of happiness and financial stability which in some definition is already a success (Idoko *et al*, 2015). Regardless of how one defines success, having a good academic performance will be a boost in achieving it rather than not been educated. Alcohol consumption by students in the tertiary institutions has become unbearable. Not only has it posed danger to health but its negative effect on academic performance. Students instead of engaging in academic activity spend their precious time in social activity (alcohol). This leads to class misses, failing of tests, rape, unwanted pregnancies, vandalism, drunk driving and other types of crimes. This work, therefore, seeks to know the effect of alcohol consumption on student's academic performance in tertiary institutions.

Aim and objectives of the study

This work aimed at investigating the effect of alcohol consumption on student's academic performance at NCE level. The specific objectives were to:

- To find out if alcohol consumption has any negative effect on students academic performance
- To find out if alcohol consumption has any health effect on human being
- To find out the associated characteristics of those indulge in alcoholism
- Explore the academic achievement measures that were mostly associated with alcohol consumption.

Significance of the study

The findings from this work will be useful to families, students, researchers, cooperate bodies and the government in the following ways;

1. Unfold the effect of alcohol consumption on academic performance of students
2. Form bases for further research involving alcohol consumption and other variables other than academic performance.
3. Enlighten the students on the health implications of alcohol consumption.
4. Enable the parents to guide their children on the effect of alcohol consumption and its adverse effect.
5. Enable government enact laws against alcohol consumption while in school.

RESEARCH METHODOLOGY

Research design

This study which examined the effect of alcohol consumption on academic performance of students in tertiary institutions adopted a survey research design. The descriptive survey research design was adopted for the study.

Area of the study

The study took place in College of Education, Oju, Benue State Nigeria. This is a conventional college where students have their independence (freedom). Some live in the hostel while others reside off campus.

Population of the study

The population of the study comprised of 100 students from faculty of sciences, college of education, Oju Benue State.

Sample and Sampling Procedure

Simple random sampling was used in selecting faculty of sciences and purposeful sampling method was used to select the participants because of the nature of the study which entails

administering questionnaires to students that indulges in alcohol and those that don't. Table 1 below shows the distribution of respondents in the faculty.

Table.1: Distribution of sample Elements

Department	Respondents
Chemistry	25
Biology	25
Physics	25
Integrated science	25

Research Instrument

The instrument used for collection of data in this study was designed by the researcher. The instrument consisted of three sections questionnaire. Section A was designed to get basic information on the respondents, section B contained structured questions designed to obtain information on why, how and when they do take alcohol while section C is a Likert scale consisting of ten question on the effect of alcohol on academic performance with responses as SA, A, U, D and SD.

Method of Data Collection

The researcher randomly selected hundred students from four departments in faculty of sciences, college of education, Oju, Benue State, Nigeria using simple random selection. The criteria for inclusion were; must be an NCE student of College of Education, Oju. The respondents were approached, having acquainted them of the researcher's intention. The respondent's consent was duly sought by asking them whether they will participate in the study and signing the consent form. Those who responded in the affirmative participated in the study, while also at the same time requesting them to pick one ballot paper from the basket presented to them. Those who picked 'Yes' written on the card were drawn into the study while those that picked 'No' were excluded from the study. This procedure ensured that every participant was given equal opportunity of participating in the study. Prior to given the questionnaires to them to fill, the researcher instructed them on how they were expected to

respond to the statements in the questionnaire (i.e., they should tick on a line in each statement and that the questionnaire should be filled completely as half filled questionnaire would be rendered invalid). Additionally, the participants in the main study were informed that their confidentiality was guaranteed and therefore, they should not write their names on the questionnaires. They were also told albeit individually to mention any areas in the questionnaire they did not comprehend. They admitted that the questionnaire was written in unambiguous language and therefore, they could respond to the statements in the questionnaire almost effortlessly on their own.

Method of Data Analysis

Data generated in this study were analyzed using percentages and cross tabulations.

RESULTS AND DISCUSSION

This section deals with presentation of data and discussion of the findings compiled from the respondents.

Table 2: Biodata of respondents

Sex		Religion		Ethnic group		Marital status	
Male	80	Christian	100	Igede	35	single	100
				Idoma	40		
female	20	Muslim	0	Tiv	24	married	0
				Etulo	1		
Total	100	Total	100	Total	100	Total	100

Table 2 summarizes the bio data of the respondents. From the analysis, 80 respondents were male while 20 respondents were female who participated in the survey. The table equally revealed that 35, 40, 24, and 1 respondent who participated were Igede, Idoma, Tiv and Etulo respectively. Finally, the table shows that all the respondents were Christians and were all single.

Table 3: Ever taken alcohol

Response	Yes	No
Respondent	95	5

Table 3 above shows that 95 respondents who participated in the survey have taken alcohol while 5 of the respondents have never taken alcohol.

Table 4: Friend takes alcohol

Response	Yes	No
Respondent	84	16

Table 4 above shows that friends of 84 respondents who participated in the survey have taken alcohol while friends of 16 of the respondents have never taken alcohol.

Table 5: Period of taken alcohol

Response	Less than 5 yrs	Above 5 yrs
Respondent	81	19

Table 5 above shows that 81 respondents who participated in the survey started taken alcohol less than five years ago while 19 of the respondents have been taken alcohol more than five years ago.

Table 6: Attributes of respondents after taken alcohol

Sr. No.	Attitude	SA(%)	A(%)	U(%)	D(%)	SD(%)
1	I was introduced to alcohol by my friends	66.6	26.6	-	6.6	-
2	I get sick after taken alcohol	6.6	13.3	6.6	39.6	33
3	I read my books after taken alcohol	19.8	19.8	-	39.6	19.8
4	I concentrate during lectures after taken alcohol	26.4	6.6	-	46.2	19.8
5	I communicate effectively with peers	59.4	19.8	-	13.3	6.6
6	I stand educational challenges	39.6	19.8	-	19.8	19.8
7	Develop low self esteem over drinking alcohol	39.6	6.6	-	19.8	33
8	I indulge in exam malpractice	19.8	6.6	-	55	19.8
9	My grades gets better with alcohol consumption	19.8	13.3	-	26.4	39.6
10	Its enhances my academic performance	33	13.3	-	33	19.8

The result from table 6 shows that majority of the respondents (66.6%) strongly agreed that they were introduced into taken alcohol by friends while 13.3% agreed that they get sick after taken alcohol, 39.6% denied ever gotten sick after taken alcohol. Majority of the respondents (59.4%) disagreed that they cannot read their books after taken alcohol and 66% disagreed with the fact that they can concentrate during lectures after taken alcohol. Majority of the respondents (79.2%) agreed that they communicate effectively after taken alcohol as majority (74.8) disagreed that they do not indulge in exam malpractice after taken alcohol, 66% disagreed with the fact that their grades gets better with alcohol consumption and majority (52.8) equally disagreed to the fact that alcohol consumption enhances their academic performance.

CONCLUSION

It is generally agreed that alcohol consumption among the youth can lead to serious health issues and even influence their academic performance. The research however set to find out the effect of alcohol consumption on students academic performance in college of education, Oju in Oju local government area of Benue state. From the result of the analysis, it is therefore concluded that alcohol consumption among students can cause health issues temporary memory loss, liver diseases, kidney failure, high blood pressure and other diseases and even low academic achievement. It is in this regard that the researcher draws the attention of the teachers, proprietors, parents, principals as well as government to take priority in guiding the students against alcohol consumption minding its attendant consequences.

Recommendation

Based on the finding of the study, the following recommendations have been made;

- Government should enact laws prohibiting sales of alcohol to youths and students.
- There should be a continuous awareness program on the dangers of alcohol consumption on the academic performance for students starting from freshmen to those in their final year.
- Promotional sales by alcohol companies will be prohibited in the higher institutions.
- Drinking joints and bars will not be allowed to operate within or around higher institutions.
- Self-esteem training will be carried out periodically, to let the students understand that alcohol is not a self-esteem booster.
- There will be a periodic alcohol level screening in the students and a stiff penalty for those found wanting so as to deter others.

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