

1 Influence of Psychoactive Substance use on Students' Self-Esteem 2 among Nasarawa State University Undergraduate, Keffi

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6

7 **Abstract**

8 This study examine the Influence of psychoactive substance use on students? self-esteem
9 among Nasarawa State University Undergraduate, Keffi. 100 participants were randomly
10 selected from four different departments of Nasarawa state university, keffi they include:
11 Political Science Department, History Department, Christian Religious Studies Department
12 and Geography Department out of which 50 were males and 50 were females, their age ranged
13 from 8-40 years. The purpose of the study is to examine whether male indulge in psychoactive
14 substance use than female, and to also investigate the degree of self-esteem of students and
15 the possible cause of psychoactive substance use among students. Data were collected using
16 questionnaire and chi-square statistics was used for data analysis. The result shows that; there
17 will be a significant difference in self-esteem of male and female in the perception of substance
18 $X^2=0.25$; $df=1$; $p>0.05$, and Student with high self-esteem will have significantly more
19 negative perception of psychoactive substance use than students with low self-esteem at
20 $X^2=1.8$; $df=1$; $p>0.05$.

21

22 **Index terms**— psychoactive, substance use, self-esteem.

23 Background to the Study psychoactive substance is a substance that affects the body's central nervous system
24 (CNS) and changes how people behave or perceive what is happening around them. Psychoactive substances
25 include illicit/illegal drugs and some medications; medications have the potential to prevent or cure disease or
26 enhance a person's physical or mental well-being, but psychoactive medications (like those used to treat anxiety
27 or pain) also have the potential to create problems ??Colombo Plan, 2017).

28 The central nervous system (CNS) is that part of the nervous system that consists of the brain and spinal
29 cord; our brains are protected by a membrane called the "blood-brain barrier". This barrier is a series of tightly
30 pressed-together cells that allows for the passage of only certain chemicals, because the cells of the bloodbrain
31 barrier are so tightly pressed together, substance with a large molecular structure and that are water soluble
32 (meaning that they dissolve easily in fluid) can't get through the barrier. Most medications we take, like aspirin
33 or antibiotics, are in this category (Norman H.S., 2018).

34 However, psychotropic medications used to treat major mental disorders (like antipsychotics and antidepressants)
35 are psychoactive substances; they are not abused substances because they do not produce the same
36 immediate pleasurable effects ??Olatude, B., 2015).

37 In addition to their direct effects in the brain, psychoactive substances can alter the biochemical processes of
38 body tissues and organs (Okie, S., 2018). The primary characteristics of psychoactive substances is that they
39 alter mood, thoughts, judgment, sensory perception, and behaviour; examples of how a substance might alter
40 mood include:

41 -Feeling more alert -Feeling more relaxed -Feeling more or less depressed than usual; -Feeling irritable or angry
42 -Feeling more sociable -Feeling happy -Feeling more or less sexual and -Feeling fearful.

43 Examples of how a substance might alter thinking and judgment include: There are four main classes, or
44 types, of psychoactive substance:

3 C) OBJECTIVE OF STUDY

45 -Stimulants -Opioids (sometimes called narcotics) -Depressants and -Hallucinogens
46 These classes are based on the substance's primary effects on the CNS; stimulants increase the activity of the
47 CNS. They tend to increase heart rate and breathing and offer a sense of excited euphoria.
48 Opioids selectively depress the CNS; these analgesics reduce pain and tend to induce sleep.
49 Depressants decrease the activity of the CNS, they tend to decrease heart rate and breathing and offer a
50 relaxed, sometimes sleepy, sense of well-being or euphoria.
51 Hallucinogens produce a spectrum of vivid sensory distortions and markedly alter mood and thinking.
52 In a general overview, psychoactive substances produce a variety of effects, both positive and negative. These
53 effects depend in large part on the type of substance taken.

1 a) Statement of the Problem

54 Substance dependence falls into two broad categories. When a person compulsorily uses a substance to maintain
55 bodily comfort and physical dependence (or addiction). Exist physical dependence occurs most often with
56 substances that cause withdrawal symptoms. Withdrawal from substances such as alcohol, barbiturate, and
57 opiates can be extremely unpleasant. Quitting opiates for example, violent flu-like symptoms of nausea, vomiting,
58 diarrhea, chills, sweating and cramps (Feldman, 2017). Addiction is often accompanied by a substance tolerance
59 in which the user must take larger and larger dose to get the desired effect. Many people do not understand
60 why or how other people became addicted to substances. It is often mistakenly assumed that psychoactive
61 substance users lack moral principles or will power and that they could stop using substances simply by choosing
62 to change their behavior. In reality, substance addiction is a complex disease, and quitting takes more than good
63 intentions or strong will. In fact, because substance change the brain in ways that foster compulsive psychoactive
64 substance use, quitting is difficult even for those who are ready to do so. Through scientific advances, we know
65 more about how substances work in the brain than ever and we also know that substance addiction can be
66 successfully treated to help people stop abusing substances and lead productive lives when a person develops a
67 psychological dependence, he or she feels that a substance is necessary to maintain emotional or psychological
68 well-being (Oloyede, 2020).

70 Usually this is based on an intense craving for the substance and its rewarding qualities ??Feldman and
71 Querzer, 2017). However, psychological dependence affect a psychoactive substance user as powerful as physical
72 addiction dose. This is why some psychologists prefer to define addiction more broadly as any compulsive habit
73 pattern, by this definition, a person who has lost control over his or her psychoactive substance use for whatever
74 reason, is addicted to some substances of course, have a higher potential for abuse than others. Heroin is certainly
75 more dangerous than caffeine.

76 However, this is only one side of the picture often it is as useful to classify substance taken behavior as it is to
77 raid substance for example, some people remain social drinkers for life; whereas others become alcoholic within
78 weeks of taking their first drink. In this sense, psychoactive substance use can be classified as experimental (short
79 term use on curiosity), social recreational (occasional social use for pleasure or relaxation), situation (use to cope
80 with a specific problem such as boredom or staying awake for night work), intensive (daily use with element
81 of dependence, or compulsive (intense use and extreme dependence) (National Commission of Marihuana and
82 Psychoactive Substance Use, 2019).

83 Most students have low self-esteem and this has been affecting their performance negatively. Psychoactive
84 substance use among students is on the increase and this has constituted a threat to the peace, integrity, stability
85 and many societies as well as schools and families (Aduku, 2017). Academic performance of students varies
86 greatly at the end of their four year program. This study aimed at finding out how school factors such as
87 school environment, teachers, peers and home factors such as parents and parenting style, parent-adolescent
88 relationships and demographic factors such as age, peer influence, gender and peer statuses affect the students'
89 self-esteem in relation to their academic performance ??Berkey, 2018).

2 b) Research Questions

91 In order to have a comprehensive study of the phenomenon the researcher wishes to present the following
92 questions: i. Why do males have low self-esteem than females under the influence of psychoactive substance
93 use? ii. Why do people with high self-esteem indulge in psychoactive substance use?

3 c) Objective of Study

95 The main aim of this research paper is not merely an academic endeavor only but most importantly to add
96 to the existing information on the influence of psychoactive substance use on student's self-esteem policy and
97 intervention particularly, the study aim at: i. To examine the cause of psychoactive substance use among students
98 of Nasarawa State University, Keffi. ii. To examine the degree or level of self-esteem among male and female
99 students of Nasarawa State University, Keffi.

100 4 II.

101 5 Literature Review

102 This chapter introduces us to some of the theoretical review and empirical review which has to do with existing
103 theories and empirical study that help to shape this study.

104 6 a) Theoretical Frame Work i. Self-Theory

105 This theory was propounded by Carl roger (1959). The theory focused on the individual subjective perception of
106 self. The world and the self-redeemed the world, Carl roger theory ??1959, ??961) grew out of his client centered
107 approach to psychotherapy and behavior change. Like psychoanalysis the theory grew from effort to help trouble
108 people but Rogers theory does not involves conflict personality structure or stages of development instead, Roger
109 emphasized the whole of experience, the phenomenal field. This is the individual subjective frame of references.
110 It may not correspond the external reality.

111 The theory posited that the self is an important climate in the experience and in some odd sense his goal
112 was to become his real self. That is, self-person would like to be trouble occurs when there are mismatching or
113 incongruence, the perceived self may not match the idea of self, and this can be very disturbing. And because
114 we need esteem, we may distort perception of our experience in self-sinking ways.

115 In doing this, we may use condition of worth characteristic of our behavior that we may learn in childhood to
116 associate with acceptance or disapproval.

117 7 ii. Biological Theory

118 The theory posited that there is some structure in the nervous system that contains nuclei and fiber traits which
119 are related to biological sort, a desire for pleasure; hypothalamus is the organ responsible for such behavior,
120 family history, adoption and twins. Studies suggest that genetics play a substantial role in at least some form
121 of behaviors, which psychoactive substance use is not in absinthial ??Devor, 1994). The biological perspective
122 shares some important assumption and practice, one share assumption is that behavior of both people and animals
123 should be considered in terms of biological functioning.

124 How the individual nerve cell are joined together, how the inheritance characteristics from parents and other
125 ancestors influence behavior, how the functioning of the body affects hopes and fear, what behavior are due to
126 instincts. (Feldman R.S, 1997). Chromosomal inheritance and metabolic unbalance all result to behavior that
127 has this chemicals can have direct reinforcing effect on the brain that may be intimately involved in the effect
128 of psychoactive substances is the mesolimbic dopamine system. This system is activated by natural reward of
129 many kinds, such as the taste of good food and the physical pleasure. Chronic use of substance may produce
130 permanent changes in the mesolimbic dopamine system, causing craving for this substance. (Nolen its, 1998).

131 8 iii. Behavioural Theory

132 Behavioral oriented scholars subscribe to the view that all behaviors are learnt. Following from this theoretical
133 premise, substances and behaviors are learnt in the same manner that normal behaviors are learnt. There are
134 several theoretical explanations as to how this takes place particularly in the recognition of the role of the
135 reinforcement in the learning process.

136 Learning is a consequence of reward, incentive or reinforcement and punishment obtained by the organism
137 for responding to environmental demand or stimulations. Just as stated by this theory, human behavior and
138 personality are shaped by reinforcement, psychoactive substance use behaviors are not in an exception. The
139 tendency for one to use or abuse substances depend on reinforcement, him or she receives from the environment.
140 (Watson, 1910).

141 9 b) Empirical Review

142 Substance or substance abuse will be described according to psychodynamic (Freudian) theory from a develop-
143 mental perspective. Psychodynamic theories believe that people vulnerable to substance abuse have powerful
144 dependency need that can be traced to their early years (Johnson, R., 2015). They claimed that when parent
145 failed to satisfy a young child need for nurturance, the child is likely to grow up depending on the other for
146 help and comfort, trying to find to the nurturance that was lacking during their early years. If this search for
147 outside support includes experimentation with substance, the person may develop a dependent relationship with
148 the substance which they lead to substance abuse (Joane, J., 2014). Some psychodynamic theory also believes
149 that certain people respond to their early deprivation by developing a substance abuse personality that leave
150 them particularly prone to substance abuse. Personality inventory and patience interview have in fact indicate
151 that people who abuse substance or dependent on substances tend to be more dependent antisocial, impulsive,
152 nobility-seeking and depressive than other people. These findings are correlated, however, and do not clarify
153 whether such personality traits lead to substance abuse or whether substance use cause people to be dependent,
154 impulsive, and so on (Brown, 2011).

155 In summary, certain theories has provided a developmental view which may be helpful in understanding some
156 of the specify traits which have been found to correlate with the abuse of alcohol and other substance. However,

21 DISCUSSION

157 overall, this theoretical perspective has not provided much assistance in the everyday treatment as substance
158 abuse ??Freud, 1856 ??Freud, -1939)).

159 10 c) Hypotheses

160 i. There will be a significant difference in self-esteem of male and female in the perception of psychoactive
161 substance use. ii. Students with high self-esteem will have significantly more negative perception of psychoactive
162 substance use than students with low self-esteem.

163 11 III.

164 12 Method a) Design

165 A survey research method was adopted among Nasarawa State University Undergraduate, Keffi.

166 13 b) Participants

167 The participants of the study were sample of student of Nasarawa state university Keffi, the participants were
168 randomly selected; all the participants in the larger students population were given equal chances to be selected
169 for the study. The sampling techniques that was used took consideration of equal male and female participants,
170 by distributing 100 (one hundred) questionnaires that was designed by the researcher. In other to reflect the
171 equitable representation of the entire student's population, four department of the university were randomly
172 selected for the study. The participant age range from (18-40) years.

173 14 c) Instrument

174 Questionnaires are the major instrument that was used by the researcher for the study. The questionnaire was
175 designed by the researcher for data collected, it contain two section A and B, the section A is made up of personal
176 data and instruction to guide the participants on how they should full the questionnaires. Section B comprises of
177 19 items. The questionnaires was designed according to the liked question format, where each item have 5(five)
178 responses which consist of "strongly disagree", "disagree", "strongly agree" and "neutral".

179 15 d) Procedures

180 One hundred (100) questionnaires were administered to randomly sampled participants of the Nasarawa state
181 university keffi, the four departments that were randomly picked are geography department, Political science
182 department, history department and CRS department. The participants were approached in their lecture hall
183 immediately after their lectures through the assistance of their various class captains.

184 16 e) Statistics Used

185 Chi-square was used by the researcher for data presentation and analysis Ax2x2 factorial design.

186 17 IV.

187 18 Results

188 For the purpose of this study, the data collected were analyzed and the hypotheses stated were tested using SPSS
189 v20 (Statistical Program for Social Sciences) for more clarifications.

190 19 a) Test of Hypotheses

191 Hypothesis 1: There will with be a significant difference in self-esteem of male and female in the perception of
192 substance.

193 20 Field Survey, 2021

194 The table 1 above shows the level of selfesteem of male and female. The result does not indicated statistical
195 significant difference in the level of self-esteem of male and female: Hence the result is not significant from the
196 table above the calculated $X^2 = 0.25$; $df=1$; $p>0.05$.

197 Volume XXI Issue X Version I 22 () Hypothesis II: Student with high self-esteem will have significantly more
198 negative perception of psychoactive substance use than students with low self-esteem. The table 2 above revealed
199 that people with low self-esteem indulge more in psychoactive substance use towards academic performance.
200 Hence the result supported the hypothesis, by using chi-square analysis it was calculated thus; $X^2 = 1.8$; $df=1$;
201 $p>0.05$ V.

202 21 Discussion

203 The first hypothesis state that there will be a significant difference in the self-esteem of male and female in the
204 perception of psychoactive substance use. The result of hypothesis one on the first variable "self-esteem and sex"

205 is revealed in table 1 and the result of table one does not show support to the hypothesis. Hence, previously
206 documented findings that some individuals have a higher self-esteem than others do, this attribute can have a
207 profound influence on the way they think and feel about themselves was confirmed ??Adesina S., 2015).

208 The second hypothesis stated that students with high self-esteem will have significantly more negative
209 perception of psychoactive substance use than students with low self-esteem. The findings of hypothesis II is
210 presented in tables 2 and the result of table 2 shows support for the hypothesis that students with high self-
211 esteem have negative perception of psychoactive substance use towards academic performances. This is because
212 they have objective judgment of their actions and reactions to social demands than students with low self-esteem
213 which are very easy to be influenced by others to do certain things. Their moral reason is low when compared
214 with those with high self-esteem (Char, D., 2019).

215 **22 VI.**

216 **23 Conclusion**

217 From the foregoing analysis, one basic fact is that, its stands out, that there is a significant difference when
218 comparing the number of students with high self-esteem and those with low self-esteem under psychoactive
219 substance use. The two hypotheses that were tested in this study have presented the fundamental on the influence
220 of psychoactive substance use on students' self-esteem in respect of agreement and disagreement (Cohen, 2019).
221 The numbers of students with low self-esteem were greater than those with high self-esteem, but the result shows
222 statistically significant because students with high self-esteem were rated low in psychoactive substance use index.
223 Base on the difference in the self-esteem between the genders, female score low on high self-esteem while male
224 score high in high self-esteem, however, the difference were not statistically significant because female were rated
225 high in perception of psychoactive substance use than the male, it was concluded that female do not abuse
226 substance like their male counterparts because of environmental, cultural expectation and the physiological effect
227 of substance in their body system. They enjoy seeing people abusing substance, but they will not experiment
228 because of social sanction or punishment (Brockner, 2018).

229 **24 VII.**

230 **25 Recommendations**

231 The findings from this research paper have led to the following recommendations.

232 i. More research should be carried out in the aspect of self-esteem and psychoactive substance use so as to cover
233 other part. Since this study alone is not enough to make generalization about students in the whole country.
234 ii. It would be necessary to extend such investigation to finding relationship between self-esteem and other
235 variables such as parental socio-economic background, assertions e.t.c. in tracing the antecedents of psychoactive
236 substance use. iii. In the university that was tested, the number of students with low self-esteem was greater
237 than those with high self-esteem, the gap of the difference is too bad, it implies that the school should have room
238 for improvement in this area.

239 There should be a conscious effort to make this an essential part of schools. To operate and enhance students
self-esteem and telling them the danger associated to psychoactive substance use. ¹ ²

1

Gender	X 2	Df	P=0.05
Self-esteem/sex	0.25	1	Not Sig.
Psychoactive/sex	4.6	1	Sig.

Figure 1: Table 1 :

2

Academic Performance	X 2	df	P=0.05
Psychoactive/academic performance	1.8	1	Sig.
Field survey, 2021			

Figure 2: Table 2 :

25 RECOMMENDATIONS

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²Influence of Psychoactive Substance use on Students' Self-Esteem among Nasarawa State University Undergraduate, Keffi

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