

## RELATIONSHIP BETWEEN CLASSROOM ENVIRONMENT AND DRUG ABUSE IN SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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### Abstract

*The study investigated the relationship between classroom environment and drug abuse. Three research questions and three hypotheses were posed to guide the study. A correlation design was adopted. The population was 7,142 teachers in the 274 public secondary schools in Rivers State. The sample size of the study was 714 teachers drawn through proportionate random sampling technique representing 10% of the population of teachers. Two self-designed instruments, School Environment Scale (SES-15 items) and Drug Abuse Scale (DAS-15 items) were used for data collection. Face validity was determined by one specialist. The internal consistency reliability through Cronbach alpha was used to compute the reliability of the 0.88 and 0.79 for SES and DAS. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance. It was found that poor emotional, physical and social classroom environments significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria. It was recommended that the teachers should employ the services of the counselor/psychologists in the management of emotional problems of the students as well as their drug abuse behavior. Also, the school administrators and teachers should procure and install fascinating and intriguing basic needed classroom facilities and equipment that can make the classroom conducive for behavioural development and effective learning. Conclusively, the classroom environments play significant roles in the drug behavior and attitude of the students.*

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**Keywords:** School environment, Social emotional, Physical emotional, Drug abuse

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### Introduction

The classroom environment is a learning milieu that supports teaching, learning and co-curricular activities in the classroom and by extension in school. Classroom environment is subdivided into three facets namely: the

physical environment, social environment and emotional environment (Amaeze, 2017). Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological manifestation of behavior, and social contexts (Abiogu, 2011). Supportably, classroom environment is the social climate, the emotional and the physical aspects of the classroom (Iboje, 2018). The physical environment comprises the energy of the classroom, the rules, or the sounds within the room each of which impact student's focus and achievement in the class as well as their antisocial behaviours (Bello, 2018). The physical environment also encompasses the furniture in the classroom as well as the teaching and learning facilities. Apart from this, the physical classroom environments could be the physical composition of the classroom, students' number in the class, class size, and classroom management. On the light, the physical environment has continued to appear as a potential threat and determinant of negative behavioural and academic outcomes. It was reported that the poor management of physical classroom settings, leads to series of negative consequences on the students mostly in their behaviours, academics and social lifestyles (Ohundah, 2018). Empirically, it was reported that the physical classroom environment affects students' composition when there is poor physical arrangement of facilities (Anyanugo, 2019). More so, poor classroom's physical layout, desks arrangement, working and walking spaces, the attractiveness and appealing nature of the bulletin boards and coloration of strategic objects have been experientially shown to dampen emotionality required for arduous academic and behavioural pursuits (Amaeze, 2017). Poor physical environment are causative factors of noticeable undesirable and unprecedented behavioural and attitudinal make-up of the students (William, 2019). The classroom environment cannot be totally dissociated from the emotionality of the classroom and that of the school classroom.

Emotional classroom environment is the emotional climate of the learning environment the measure of emotional stability and accommodation recorded by the students. Emotional classroom environment is necessary for improved concentration, attention, reasoning, critical examination of issues and acceptable psychological disposition (Amaeze, 2017). It is the onus of the teachers to assist the students through safe environmental management (Amaeze, 2017). In doing this, the teacher has to find the right and acceptable balance between by being open and reliable in all their dealing with the students (Nwokoma, 2019). To this end, when the classroom environment is not supportive and responsive to the emotional developmental stage and expectation of the students in the areas of care and love, it makes them malfunction in diverse areas (Abalanne, 2019), also, as a result to dwindled

self-esteem, self-efficacy, willingness, motivation, interest and academic performance (Nworgu, 2018).

Lack of encouragement and support from the teachers affect the behavior of the students in the school (Udoagu, 2017). Denial of cognate serial interactions with students makes them moody and solitary and endangered to undue influence from peers and other potential influencers (Mushood, 2016). It was found that depression can lead to behavioural disorders among students (Balogun, 2014). Emotional stability is required for effective social interaction in the classroom and beyond.

Social classroom environment is the aggregate socialization that is practiced in the classroom that encourages teamwork, relationship, synergy, sharing of intellectual properties and social groups. Lack of socialization among students affects their study habits and as such expose them to habitual problems (Amaeze, 2017). It is consequential to note, that lack of extracurricular activities and social gathering make the students socially incompetent and more of aggressive beings (Udemba, 2016). Improper socialization in the school leads to defunct lifestyle (Bala, 2018). Denied social life leads to denied character enhancement (Igbo, 2011). Students who are drug addicts are reported to be victims of faulty social life with socialization problem. Drug is a chemical substance that contains nicotine and is capable of intoxication when it is taken in a large quantity. Drugs are variously classified as hallucinogen, performance enhancer, painkiller and stimulants. Each classification of drug has an adverse effect in the normal functioning of the body. Watershed (n.d) maintained that a drug is any substance (with the exception of food and water) which when taken into the body, alters the body's function either physically and/or psychologically. Drugs may on the other way round be classified as legal such as alcohol, caffeine and tobacco or illegal drugs such as cannabis, ecstasy, cocaine and heroin (Watershed, n.d). Drugs used are often in the form of depressants, stimulants and/or hallucinogens. Whichever way drugs are used, there abound adverse consequences to the body and sometimes to the immediate environment of habitation or to relatives. Watershed (n.d) identified some reasons why people use drugs to include: to have fun, to relax and forget problems, to gain confidence, to socialize, out of curiosity, as a form of escapism, to lessen inhibitions, to remove personal responsibility for decisions, to celebrate or commiserate, to relieve boredom and stress, self-medication to cope with problem.

Drug addiction is inimical to societal acceptable behaviours. It is worthy to note therefore, that drug abuse and addiction do not support the achievement of the school goals and achievement if allowed unchecked in our

school systems. Drug abuse could lead to social, emotional and physical decompositions (Watershed, n.d). Students in secondary schools in Rivers State have high tendency of drug abuse and addiction (Amadi, 2017). The level of drug consumption ranging from Indian hemp, heroine, codine, tramadole, among others are entrenching in the school and its environs (Ogoloma, 2017). This singular attitude of drug abuse makes them beat up their teachers, fight openly and disrupt the peace of the neighbouring environment (Okenna, 2019). In the area of this study, it was observed that the students' display non-compliant behavior related to drug use and abuse, the researcher therefore seeks to ascertain the relationship between the drug use and the physical, social and emotional classroom environment. Could there be a relationship between the physical, social and emotional classroom environment and drug abuse among students? This is therefore the interest of this study.

### **Statement of the Problem**

Researches and personal experience have shown that there is a sharp decline in the academic achievement of students in Mock and junior WAEC examinations in Rivers State. Students are supposed to associate with each other in order to achieve the common purpose of academic excellence, behaviour modification and morality. Where the classroom is not friendly and encouraging, the students tend to be hostile and aggressive in behaviour. Schools where the physical facilities are not in place have high potential to dissuade students to attend school when it rains, causes entropy when there is large sound and wind. Above all, there appears to be lack of classroom control and management where there are rickety facilities, poor sitting arrangement, inhumane relationship and poor communication in the classroom environment which may have accruable consequences on the level of productivity of the teacher and of the school in general. The researcher is therefore bothered about the unsatisfactory state of affairs in the classroom environment and wants to explore the relationship between classroom environment and students' health management in junior secondary schools in Rivers State Nigeria. In this circumstance therefore, it is pertinent to ask: What is the relationship between classroom (physical, social and emotional) environment and drug abuse in public senior secondary schools in Rivers State, Nigeria.

### **Purpose of the Study**

The aim of the study was to establish the relationship between classroom environment and drug abuse in public senior secondary schools in Rivers State, Nigeria. Specifically put, sought to:

1. Investigate the relationship between poor emotional classroom environment and drug abuse in senior secondary schools in Rivers State, Nigeria.
2. Find out the relationship between poor physical classroom environment and drug abuse in senior secondary schools in Rivers State, Nigeria.
3. Ascertain the relationship between poor social classroom environment and drug abuse in senior secondary schools in Rivers State, Nigeria.

### **Research Questions**

The following research questions guided the study.

1. What is the relationship between poor emotional classroom environment on and drug abuse in senior secondary schools in Rivers State, Nigeria?
2. What is the relationship between poor physical classroom environment on drug abuse in senior secondary schools in Rivers State, Nigeria?
3. What is the prediction of poor social classroom environment on drug abuse in senior secondary schools in Rivers State, Nigeria?

### **Hypotheses**

The following null hypotheses were tested at 0.05 significant alpha level.

1. Classroom emotional environment does not significantly relate with drug abuse in senior secondary schools in Rivers State, Nigeria.
2. Classroom physical environment has no significant relationship with drug abuse in senior secondary schools in Rivers State, Nigeria.
3. There is no significant relationship between classroom social environment and drug abuse in senior secondary schools in Rivers State, Nigeria.

### **Methodology**

The study adopted a correlation survey research design with a population of 7,142 teachers in the 274 public secondary schools in Rivers State. The sample size of the study was 714 teachers drawn through proportionate random sampling technique representing 10% of the population of teachers. Two self-designed and self-report instruments titled School Environment Scale (SES) and Drug Abuse Scale (DAS) were used for data collection.

The instruments SES and DAS adopted the Likert-type four-point response scales of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (SD). The instrument has two clusters, the first one of 15 items has

three sub-clusters addressing Physical, Emotional and Social Environments. The second cluster was DAS of 15 items on drug abuse. The SES has a total of 15 items while DAS also has a total of 15 items. The minimum and maximum scores for SES and DAS are 15 (1\*15items) and 60 (4\*15items) respectively. Face validity was determined by one expert in the area of Measurement and Evaluation and two in the Department of Educational Psychology Guidance and Counselling, University of Nigeria, Nsukka. The internal consistency reliability through Cronbach alpha was used to compute the reliability of the 0.88 and 0.79 for SES and DAS.

The essence for the use of Cronbach Alpha was because the instrument was sectioned and has more than two response options. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.

## Results

**Research question 1:** What is the relationship between poor classroom emotional environment on drug abuse in senior secondary schools in Rivers State, Nigeria?

**Table 1: linear regression on the relationship between poor classroom emotional environment on drug abuse**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 <sup>a</sup>	.702	.701	2.33773

Table 1 revealed that the relationship between poor emotional classroom environment and drug abuse is high and positive as shown by  $R=.838$ . The extent of the relationship is ascertained using the regression squared value which is  $R^2=.702$ . This showed that poor classroom emotional environment can predict drug abuse among the students to a high extent as shown by  $R^2=.702$  which represents 70.2% ( $.702*100$ ). This showed that poor emotional classroom can independently predict 70.2% of drug abuse among the students while the remaining 29.8% is accounted by other variables apart from the poor emotional classroom environment in Rivers State.

**Research question 2:** What is the relationship between poor physical classroom environment on drug abuse in senior secondary schools in Rivers State, Nigeria?

**Table 2: linear regression on the relationship between classroom physical environment on drug abuse**

Model	R	R Square	Adjusted R Square
1	.780 <sup>a</sup>	.608	.607

Table 2 revealed that the relationship between poor physical classroom environment and drug abuse is positive and high as shown by  $R=.780$ . The extent of the relationship is ascertained using the regression squared value which is  $R^2=.608$ . This showed that poor physical classroom environment can predict drug abuse among the students to a high extent as shown by  $R^2=.608$  which represents 60.8% ( $.608*100$ ). This showed that poor physical classroom independently can predict 60.8% of drug abuse among the students while the remaining 39.2% is accounted by other variables apart from the poor physical classroom environment in Rivers State.

**Research question 3:** What is the relationship between poor social classroom environment and drug abuse in senior secondary schools in Rivers State, Nigeria?

**Table 3: Linear Regression on the relationship between classroom social environment on drug abuse.**

Model	R	R Square	Adjusted R Square
1	.819 <sup>a</sup>	.671	.670

Table 3 revealed that the relationship between poor social classroom environment and drug abuse is high and positive as shown by  $R=.819$ . The extent of prediction is ascertained using the regression squared value which is  $R^2=.671$ . This showed that poor social classroom environment can predict drug abuse among the students to a high extent as shown by  $R^2=.671$  which represents 67.0% ( $.670*100$ ). This showed that poor social classroom independently can predict 67.0% of drug abuse among the students while the remaining 32.9% is accounted by other variables apart from the poor social classroom environment in Rivers State.

**Hypothesis 1:** poor emotional classroom environment does not significantly predict drug abuse in senior secondary schools in Rivers State, Nigeria.

**Table 4: t-test associated with linear regression on the prediction of classroom emotional environment on drug abuse**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	7.468	.865	8.635	.000
	poor emotional classroom environment	.800	.024	.838 32.851	.000

Table 4 revealed that the t-test associated with linear regression is  $t=32.851$  with a significant value of 0.00. The hypothesis is significant because the significant value of .000 is less than the alpha value of .05. Therefore, poor emotional classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria.

**Hypothesis 2:** poor physical classroom environment does not significantly predict drug abuse in senior secondary schools in Rivers State, Nigeria.

**Table 5: t-test associated with linear regression on the prediction of classroom physical environment on drug abuse**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	10.763	.942	11.429	.000
	poor physical classroom environment	.749	.028	.780 26.668	.000

Table 5 revealed that the t-test associated with linear regression is  $t=26.668$  with a significant value of 0.00. The hypothesis is significant because the significant value of .000 is less than the alpha value of .05. Therefore, poor physical classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria.

**Hypothesis 3:** poor social classroom environment does not significantly predict drug abuse in senior secondary schools in Rivers State, Nigeria.



**Table 6: t-test associated with linear regression on the prediction of classroom social environment on drug abuse**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	8.509		9.514	.000
	poor social classroom environment	.771	.025	.819	30.603 .000

Table 6 revealed that the t-test associated with linear regression is  $t=30.603$  with a significant value of 0.00. The hypothesis is significant because the significant value of .000 is less than the alpha value of .05. Therefore, poor social classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria.

### **Discussion of Findings**

#### **Emotional Classroom Environment and Drug Abuse**

It was found that poor emotional classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria. The possible reason while the study revealed that poor emotional environment influences drug abuse could be stemming from the fact that emotional classroom environment is the measure of emotional stability and accommodation recorded by the students. This goes on to depict that emotional classroom environment is necessary for improved concentration, attention, reasoning, critical examination of issues and acceptable psychological disposition (Amaeze, 2017). Corroboratively, it was reported that when the classroom environment is not supportive and responsive to the emotional developmental stage and expectation of the students in the areas of care and love, it makes them malfunction in diverse areas (Abalanne, 2019). Drug abuse increases as a result of emotional classroom mismanagement because it affects self-esteem, self-efficacy, willingness, motivation, interest and academic performance (Nwogu, 2018). Furthermore, it submitted that lack of encouragement and emotional support from the teachers adversely affect the behavior of the students in the school (Udoagu, 2017). However, denial of cognate serial of interactions with students makes them moody and solitary thereby being endangered to undue influence from peers and other potential influencers (Balogun, 2014; Mushood, 2016).

### **Emotional Classroom Environment and Drug Abuse**

The result showed that poor physical classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria. This study is in line with the finding that poor management of physical classroom setting, leads to series of negative consequences on the students mostly in their behaviours, academics and social lifestyles (Ohundah, 2018). Empirical evidence showed that physical classroom environment affects students' composition when there is poor physical arrangement of facilities (Anyanugo, 2019). More so, poor classroom's physical layout, desks arrangement, working and walking spaces, the attractiveness and appealing nature of the bulletin boards and colouration of strategic objects have been experientially shown to dampen emotionality required for arduous academic and behavioural pursuits (Amaeze, 2017). Poor physical environment are causative factors of noticeable undesirable and unprecedented behavioural and attitudinal make-up of the students (William, 2019). The classroom environment cannot be totally dissociated from the emotionality of the classroom and that of the school classroom.

### **Emotional Classroom Environment and Drug Abuse**

The study revealed that poor social classroom environment significantly predicted drug abuse in senior secondary schools in Rivers State, Nigeria. This is supported by the fact that poor socialization among students affects their study habits and as such expose them to habitual problems (Amaeze, 2017). It is consequential to note, that lack of extracurricular activities and social gathering make the students socially incompetent and more of aggressive beings (Udemba, 2016). Improper socialization in the school leads to defunct lifestyle (Bala, 2018). Denied social life leads denied character enhancement (Igbo, 2011). Students who are drug addicts are reported to be victims of wrong social life and socialization.

### **Conclusion**

Based on the findings of this study, it was concluded that the classroom environment plays a prominent role in the drug behavior and attitude of the students. Specifically, it is prominent to note that poor management of physical, emotional and social classroom environments can significantly predict high level of drug abuse among public secondary school students in Rivers State, Nigeria.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. The teachers should engage and employ the services of the counselor-psychologists in the management of emotional problems of the students as well as their drug abuse behavior.
2. The school administrators and teachers should procure and install fascinating and intriguing basic needed classroom facilities and equipment that can make the classroom conducive for positive development of behaviour and effective learning.
3. The principal and the teachers should organize routine orientation in conjunction with social workers and sociologists to sensitize and model the students on the best practically acceptable behavioural dispositions for effective inter and intra relationships.

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