

*Self-Efficacy and Drug Abuse as Predictors of Achievement Motivation Among Students of
Peaceland College of Education, Enugu*

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SELF-EFFICACY AND DRUG ABUSE AS PREDICTORS OF ACHIEVEMENT MOTIVATION AMONG STUDENTS OF PEACELAND COLLEGE OF EDUCATION, ENUGU

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ABSTRACT

This study investigated the predictive influence of self-efficacy and drug abuse on achievement motivation among students. Two hundred and twenty-one (221) students were purposively enrolled in a cross-sectional survey research design that employed three (3) standardized instruments. These instruments are New General Self-efficacy Scale; Drugs Abuse Screening Test. DAST-10 and Herman's Questionnaire inventory of Achievement Motivation (Nigerian Adaptation). The gathered data were analysed using descriptive statistics and multiple regressions. The results showed that self-efficacy did not significantly contribute to achievement motivation of students; and the results also showed that students' drug abuse level significantly predicted their achievement motivation. In view of the findings, discussions and conclusions were made, while policy implications highlighted the need for a more robust approach in ensuring that student's level of achievement motivation is improved by targeting their self-efficacy traits and preventive strategies that will dissuade them from indulging in psychoactive drugs.

Keywords: Achievement motivation, self-efficacy, drug abuse, students, education

INTRODUCTION

Behavioural scientists believe that motivation is a necessary ingredient for learning and that both teachers and students will need a lot of it for them to succeed (Muliati et al., 2022). Motivation occurs as a result of complex interactions that are not understood (Bauer et al., 2015). Student motivation and their drive to succeed, if not well handled becomes an educational concern (Erentaite et al.,

2022). Motivation is the driving force responsible for all actions of an individual, which incorporates the dynamics of our behavior including one's desires and ambitions in life. According to Hattie *et al.* (2020) motivation refers to "the reasons underlying behavior. Basically, motivation can be either intrinsic or extrinsic; in the same way the construct of achievement motivation was



analyzed (Atkinson et al., 2011; Atkinson, 1964).

Achievement motivation is associated with aspirations and persistence in which people expects that their performance to be evaluated based on some standard of excellence. Achievement motivation can be seen in the context of the result of a conflict of emotional nature that develops between the hope for success and the fear of failure (Klauda & Guthrie, 2015). These researchers are in consensus that there exists a positive relationship between high achievement motivation and the propensity for risk and ability to engage in setting precise goals (Klauda & Guthrie, 2015). People's achievement motives can also range from biological needs to the satisfaction of creative desires; and given the significant role achievement motivation play among undergraduates, this study target to investigate how two factors (self-efficacy and drug abuse) could affect one's level of achievement motivation.

A construct to juxtapose achievement motivation is self-efficacy. Self-efficacy connotes people's beliefs about their capabilities to produce designated levels of performance that can affect their lives positively or negatively. Self-efficacy can also imply the beliefs about one's abilities to learn or perform behaviours at different levels, thereby determining how people utilize their cognitive abilities and affective processes (Bandura, 1979). An individual having high level of self-efficacy will most likely attribute failure to outside forces, where as someone with

low levels of self-efficacy may attribute disappointments to low personal ability (Bong & Skaalvik, 2003). All these are capable of producing personal accomplishments, reducing stress and lowering depression vulnerability. The reverse may be the case on the other hand. Furthermore, self-efficacy may be implicated in self-regulation of motivation. Then people motivate themselves by forming beliefs about what they can do and planning courses of action to realize valued future. For instance, people who regard themselves as efficient, attribute their failures to insufficient effort and vice versa. While in this state of failure or success, people sometimes indulge in drug use and abuse.

From time immemorial, humans have searched for substances that would sustain, protect and act on their nervous system in order to produce pleasurable sensations for optimal enjoyment of existence. More so, drugs are meant to provide pleasure because as supposedly believed to give peace and satisfaction amongst others (Obot, 2004). Essentially, some Nigerian university students are known to experiment with drugs without even knowing which drug is really good for them, when to take it, the dosage and how to take it; it is becoming a serious public health issue in Nigeria (Anderson, 2010; Nelson & Nnam, 2020). According to Psychology Dictionary (2002) psychoactive drugs are chemical substances that are capable of affecting the brain functioning, mood and consciousness.

According to WHO (2010), two billion people use alcohol around the world, while an estimated 172 and 250 million persons are believed to have used illegal drugs once in the year (UNODC 2010). Further reports indicates that about 2.5 million deaths are linked to drug use and about 200,000 use illegal drugs (UNODU, 2015). Worldwide, an estimated 25 million people depend on drugs and cannabis happens to be the most used illegal substance, accounting for 80% of illicit drug use (UNODC, 2015; UNODC, 2019). This is quickly followed by stimulants (amphetamines) of which 29.6 million people indulge in; cocaine accounts for 13.3 million people; and ecstasy accounts for 8.3 million (Deitch et al., 2015; The World Health Report, 2010; UNODC, 2015). If urgent steps are not taken for intervention, it may signal another heinous dawn of drug use and drug dependence. In view of the foregone, the study investigated self-efficacy and drug abuse on achievement motivation of college students in Enugu state.

Statement of the Problem

One major factor critical in the use of drugs by young people is concerned with sensation seeking and risk-taking tendencies and these tendencies are part of the normal developmental process for young people (Deitch et al., 2015). Youths, being in the stage of their lives are capable of experimenting a lot and looking for new experiences, will want to and look forward to try out new things for themselves rather than relying on information others may provided for

them. They will want to be accepted by their peers, achieve lofty goals and be popular if possible. This may set them up to be vulnerable to the temptation to explore life and in so doing, experiment with substances especially psychoactive drugs. Serious drug use among youth has significant neurological consequences such as brain damage linked to learning and memory, verbal skills etc. (Gadd et al., 2019); while one third of students in a study admitted to have missed a class and failing a test as a result of drug abuse (Mamman et al., 2014).

Regardless of how success is defined, having an impressive academic performance will serve as a boost in achieving it when compared to one who is not educated. Drug abuse by students in the higher institutions has become unbearable. Not only has it posed danger to health but its negative effect, but students instead of engaging in academic activity spend their precious time in social activity where drugs are sometimes abused – which may endanger their achievement motivation. They do this probably in a bid to massage their self-esteem which is closely associated to self-efficacy. This may make them to miss classes, fail tests, be exposed to sexual harassment, unwanted pregnancies, vandalism, drunk driving and other harm-linked behavioural dispositions. This study therefore, seeks to understand the predictive role of self efficacy and drug abuse on achievement motivation among college students in Enugu state.



Objectives of the Study

The general objective is to investigate self efficacy and drug abuse on student's achievement motivation in Peaceland College of Education, Enugu. Hence, the specific objectives are:

1. To determine the role of self efficacy in achievement motivation among students of Peaceland College of Education, Enugu.
2. To assess the role of drug abuse in achievement motivation among students of Peaceland College of Education, Enugu.

Literature Review

Goal theory focuses on the role that purpose play in motivation, attitudes and behavior (Koenka, 2020). Goal theory postulates that there are two main types of motivation for achieving lofty heights in any endeavour, particularly in the school environment. Students with an ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students. On the other hand, students with a task goal orientation are motivated by a desire to increase their knowledge on a subject or by enjoyment from learning the material (Klauda & Guthrie, 2015). Academic goal orientation is therefore based on contemporary "goal-as-motives" theory where it is posited that "all actions are given meaning, direction, and purpose by the goals that individuals seeks for; and that the quality and intensity of behaviour will change as these goals change (Klauda & Guthrie, 2015).

Considering some extant studies, Gilchrist *et al.* (2019) investigated the influence of multiple drugs and achievement motivation among college students and found that drug use can lead to poor decision making, like breaking the law, sexual abuse, getting in fights and so on. Cambron *et al.* (2018) on their part, explored alcohol consumption, sleep and academic achievement and concluded that students who use more drugs experience poor sleep patterns, which negatively affects their academic performance. Li *et al.* (2023) sampled 1,076 college students in China and found that achievement motivation directly influenced self-efficacy while perceived social support mediated between achievement motivation and general self-efficacy. Waluyohadi (2019) conducted a meta-analyst and the results showed that achievement motivation and academic achievement have a fairly high effect size correlation. Bukhori *et al.* (2019) investigated the effect of smart phone addiction and achievement motivation among 720 students and found that smart phone addiction and achievement motivation directly affect the intensity of reading academic textbooks, and smart phones addiction, achievement motivation, and the intensity of reading academic textbooks directly affect the academic achievement.

Parhiala *et al.* (2018) after interviewing 60 high achieving college students, found that, contrary to the predictions of other scholars, students did not all hold an intrinsic goal orientation; but rather the students integrated a combination of

intrinsic, extrinsic, future and social goals. Roeser and Galloway (2002) found a significant interaction effect, where individuals high in self-efficacy impacts achievement motivation more than individuals low in self-efficacy following poor performance. Zammitti *et al.* (2021) sampled 1484 students and showed a positive and significant correlation between the students' level of self efficacy and academic achievement as well as low correlation being observed between student's academic achievement and achievement motivation. Singh *et al.* (2018) in their investigative study found that parents' self efficacy significantly influenced academic achievement. Eccles, *et al.* (1993) showed empirical relationship between happiness and achievement motivation. Huang (2011) showed that learners had various levels of parent child interactions which reflected in the observed differences on their achievement motivation.

Hypotheses

1. Students' self-efficacy will significantly predict achievement motivation such that high self-efficacy will report more achievement motivation than students having low self-efficacy.
2. Students' drug abuse level will significantly predict achievement motivation such that those with little or no drug abuse will report more achievement motivation than those with high drug abuse.

Methodology

Research Design

In the present study, cross-sectional design was utilized in investigating the influence of self-efficacy and drug abuse on achievement motivation among college students.

Study Area

The study area in which this study was carried out was in Peaceland College of Education, Enugu situated in South-East geo-political zone of Nigeria.

Study Population

The target population for this study was all bona fide students of Peaceland College of Education in Enugu state.

Sample and Sampling Techniques

Purposive sampling technique was used in recruiting participants across various departments in the College. After establishing rapport, students were enrolled in the study by administering the questionnaires to them individually and waiting to retrieve each one.

Instruments for Data Collection

Three instruments were employed to measure the key variables of this study. They include New General Self-efficacy Scale [NGSE] (Chen *et al.*, 2001); Drugs Abuse Screening Test. DAST-10 (Skinner, 1986) and Herman's (1970) inventory of Achievement Motivation (Nigerian Adaptation) as developed by Eyo (1986).



Self-efficacy

Self-efficacy was assessed with the 8-item NGSE scale as developed by Chen *et al.* (2001) measuring perceived self-efficacy. The scale categories ranges from '1= strongly disagree to 5 = strongly agree. The items were directly scored such that higher scores indicate higher self-efficacy while lower scores indicate lower self-efficacy with the mean score of 23.83 being the norm. After administering and gathering the questionnaires, the properly filled questionnaire were later scored and analyzed with Statistical Package of Social Sciences (SPSS) v. 23 and the pilot study result yielded Cronbach's alpha of 0.80.

Achievement Motivation

This construct was measured with Nigerian Adaptation of Herman Questionnaire measure of Achievement Motivation developed by Eyo (1986). The instrument contains twenty nine items which is made up of components such as Aspiration Level (AL), Upward Mobility (UM), Persistence (P), Task Tension (TT), Time Perception (TP), Time Perspective (TS), Partner Choice (PC), Recognition Behaviour (RB), and Achievement Behaviour (AB) that are separately scored with a three point response pattern (1,2,3). Items 1, 4, 9, 14, 15, 16, 20, 27, 28 were inversely scored while items 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 17, 18, 19, 21, 22, 23, 24, 25, 26, 29 were directly scored. Split-half reliability coefficients were 0.93, $p < .001$, $df = 91$ for males and 0.40, $p < .01$, $df = 54$ for females which shows that the

adapted measure is reliable, and a norm of 40.5. However, the pilot study in the present study revealed a Cronbach's alpha of 0.91.

Drugs Abuse

Drug abuse was measured with the Drugs Abuse Screening Test DAST-10 by Skinner (1982). The DAST-10 is a 10-item, yes/no, self-report instrument that has been shortened from the 28-item DAST and takes less than 8 minutes to complete. The DAST-10 was designed to provide a brief instrument for clinical screening and evaluation of drugs use and can be used with adults and youths. The response options for each item are "YES" or "NO". The DAST-10 is a self-administered screening instrument. Convergent validity of $r = 0.76$ when correlated with the Drug Use Disorders Identification Test (DUDIT), while the pilot study result indicated a Cronbach's alpha value of 0.51 and a norm value of 15.68.

Method of Data Analysis

Gathered data was statistically analysed using descriptive statistics multiple regressions to test the mean differences and predictive roles of the independent variables on the dependent variable (i.e., achievement motivation).

Ethical Considerations

Institutional consent and ethical approval was obtained from the Ethical Board of Peaceland College of Education, Enugu, while individual informed consent was obtained from the participants before administering the questionnaires.

Results and inferential statistics were utilized in the analysis.
Results of collected data were analyzed and presented in this section. Descriptive

Table 1: Summary of frequencies and percentages showing demographic factors (N = 221)

Variables	N	%
Age		
16 – 25 years	165	74.7
26 – 35 years	48	21.7
36 & above years	8	3.6
Gender		
Male	130	58.8
Female	91	41.2
Marital Status		
Single	148	67.0
Married	62	28.1
Divorced	5	2.3
Separated	6	2.7

Descriptive statistics revealed statistics of participant's age, gender and marital status. For age, those between 16 to 25 years were 74.7% (165), those from 26 to 35 years were 21.7% (48) and those who were 36 years and above were 3.6% (8). Participants' gender revealed that male

were relatively more (N=130; 58.8%) compared to female (N= 91; 41.2%). Lastly, marital status indicates that singles were 67% (148), married ones were 28.1% (62), those who were divorced were 2.3% (5) and those in the separated category were 2.7% (6).

Table 2: Multiple regression showing prediction of self-efficacy and drug abuse on achievement motivation among students

Independent Variables	Beta β	T	Sig	R	R ²	F	P
Self-efficacy	-.09	-1.30	>0.05	0.325	0.106	12.86	<0.05
Drug abuse	.34	5.07	<0.05				

Note - Dependent variable: Achievement motivation: $AR^2 = 0.097$; N = 221



Hypothesis One: Students' self efficacy will significantly predict achievement motivation such that high self efficacy will report more achievement motivation than students having low self-efficacy.

The results presented in Table 2 indicates that self-efficacy and drug abuse had a multiple correlation coefficient (R) of 0.325 and correlation square (R^2) of 0.106; which implies that 10.6% of the variance in achievement motivation was explained by the two independent variables. Table 2 also revealed that self-efficacy was not an independent predictor of achievement motivation ($\beta = -.09$; $t = 1.30$; $p > 0.05$). Therefore, the primo hypothesis which stated that students' self efficacy will significantly predict achievement motivation such that high self efficacy will report more achievement motivation than students having low self-efficacy was not confirmed.

Hypothesis Two: Students' drug abuse level will significantly predict achievement motivation such that those with little or no drug abuse will report more achievement motivation than those with high drug abuse.

From the regression analysis in Table 2 also, drug abuse predicted achievement motivation ($\beta = .34$; $t = 5.07$; $p < 0.05$). This implies that drug abuse have an independent, predictive influence on achievement motivation. Therefore, the second hypothesis which stated that students' drug abuse level will significantly predict achievement

motivation such that those with little or no drug abuse will report more achievement motivation than those with high drug abuse was accepted. More so, Table 2 showed significant joint prediction of self-efficacy and drug abuse on achievement motivation $F(2, 218) = 12.86$, $p < 0.05$. This means that self-efficacy and drug abuse interacted to significantly predicted achievement motivation.

Discussion

The focus of this study was to explore self-efficacy and drug abuse as predictors of achievement motivation among students in Enugu state. The first hypothesis which held that students' self efficacy will significantly predict achievement motivation such that high self efficacy will report more achievement motivation than students having low self-efficacy was not confirmed. This finding was at variance with that of Li *et al.* (2023) who found that achievement motivation directly influenced self-efficacy while perceived social support mediated between achievement motivation and general self-efficacy.

The second hypothesis which stated that students' drug abuse level will significantly predict achievement motivation such that those with little or no drug abuse will report more achievement motivation than those with high drug abuse was confirmed. This finding is in consonance with the work of Bukhori *et al.* (2019) who investigated

smartphone addiction, a type of addiction similar to drug abuse and found smartphone addiction and achievement motivation as contributors of academic textbooks reading intensity. The finding was also consistent with Gilchrist *et al.* (2019) who discovered that drug use can cause poor decision making. An explanation of this finding is that addiction of any type can negatively affect one's ability to actualize dreams in life.

Policy Implications

Based on the present finding, implication of this study is that self-efficacy and drug abuse are important constructs to consider when handling issues related to achievement motivation among students. Hence, these constructs especially self-efficacy should be inculcated in students why government institutions should facilitate the process of eliminating drug abuse in our tertiary institutions. A student with high self-efficacy will exhibit high levels of achievement motivation, but students who tend to abuse drugs are not likely going to report high level of achievement motivation.

Limitations of the Study

In the process of carrying out this study, the following issues were observed, thereby serving as limitations of the study:

1. Recruiting only students of one college in South East may not adequately represent the population of students in the region, which may not be

sufficient for the study's generalization.

2. The study was also limited by its cross-sectional design because causality cannot be ascertained whether students were in the right frame of mind as at the time of filling the questionnaires.
3. There were no qualitative or structured interviews that can help the researchers probe deeper into the dynamics of achievement motivation among students in the region.

Suggestions for Further Study

In view of the limitations, the following suggestions were made:

1. Further researchers should recruit students from other colleges which will in turn increase the number of participants and improve generalization of findings.
2. Also, future studies should consider employing longitudinal studies or other form of designs that can look at the research problem in another dimension.
3. Additionally, future studies should consider some form of incentives to motivate participants to participate fully in responding to the questionnaires so as to avoid research attrition.
4. Lastly, efforts should be made to try interviews or experimental studies that will better unravel the underlying factors responsible for inadequate achievement motivation among students.



Recommendations

In view of study findings and policy conclusion, the following recommendations were proffered:

- i. Implementing incentive programs for staff so as to motivate them to positively utilize their motivational traits for achieving their life goals.
- ii. Program interventions tailored towards improving achievement motivation, improving self-efficacy and reducing drug use among students should be the priority or primary goal of College of Education managements in Nigeria.

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