

Students' Perception on the Influence of Marijuana Smoking on Social Behaviour and Academic Performance in Federal University Lafia

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Abstract

Students' involvement in drug use and drug abuse has increased with very negative consequence. This study investigated the influence Marijuana has on students' social behaviour and academic performance in Federal University Lafia. Questionnaires were administered on a sample of 190 students. The study utilized both primary and secondary data. Probability method of sampling was employed applying simple random sampling as well as systematic random sampling technique. Survey research methods were adopted and instruments used for data collection were triangulation of questionnaire and in –depth interview. The statistical tool used was frequencies from descriptive statistics. The findings revealed that reasons accountable for marijuana intake include peer pressure, lack of parental guidance, emotional stress, and poor performance in exam, loss of memory and sleeping during lectures, late coming. The study recommends that sensitization of the students on the side effects of marijuana smoking by presenting evidence based on health effects, student education programmes and the resocialization of students by the significant others would go a long way in reducing the menace of marijuana smoking in Federal University Lafia (FULafia).

Keywords: Influence, Marijuana smoking, Social behaviour, Academic performance

Introduction

Marijuana smoking among students has been largely associated with various factors and has been attributed to different causes ranging from environmental changes, differing stress, parental background, school climate, pleasure seeking, joblessness and peer pressure (Egbung, 2009). Other researches indicate that marijuana smoking is a risk factor for academic problems such as lower grades, absenteeism, and high dropout rates (Dewey, 1999 in Egbung, 2009). Similarly, Elliot (1978) in Eghung (2009) noted that evidence is clear that poor school performance and leaving school at younger age are connected to marijuana smoking by students. Elliot (1978) further associated early aggressive behaviour with difficulties in the classroom. These studies however failed to explain the link between marijuana smoking and other social vices among students such as burglary, phone theft and rape which are very rampant in Nigerian Universities particularly in Federal University Lafia. That has created a gap which this study attempts to fill.

Furthermore, the environment in which one finds oneself largely contributes to or influences one's behaviour either negatively or positively. It is a known fact that marijuana is being displayed for sale in Mararaba –Akunza where the University is located. Students take advantage of the availability of marijuana by going to buy for themselves and their friends. This self-indulgence in marijuana smoking could influence students' social behaviour negatively and distort their performance academically.

Daramola (2004) conducted a study on social behaviour and academic performance of students in Ondo State of Nigeria. The study investigated and found out whether there is any relationship between social behaviour and academic performance of the student. To illicit data a likert type questionnaire was used. Survey design was used and a sample of 720 students was randomly selected from 18 schools using factor analysis to test the hypothesis. The finding of the study revealed that there is relationship between students' social behaviour and their academic performance.

Samuel (1979) did a research on effect of marijuana on social behaviour in public secondary schools of Lagos Nigeria. The study investigated the effect of marijuana smoking on social behaviour and the school achievement. The study involved a sample of 584. Questionnaire was used to collect data. Analysis of variance and regression were used in analyzing data. The findings of the study revealed that there is a relationship between marijuana smoking students' social behaviour and their academic performance. It also showed the extent to which marijuana smoking has a linkage between students inside school and those outside learning environments.

Mensch (2001) carried out a study on impact of marijuana smoking on subsequent education attainment. The study investigated the relationship between academic performance and marijuana smoking. The sample of young males from the National longitudinal survey of students was used for the study. The research design was survey and the instrument used was questionnaire. Data was analysed using analysis of variance and regression. The findings of the study showed that, the likelihood functions for the probability of using marijuana smoking by students is within 18 years old. The study also revealed that family structure, parental education, age, ethnicity, marital status, numbers of dependents, region, religiosity are indicators of living in a state where marijuana smoking has been decriminalized at age of 14.

Winokur (1970) conducted a study on hospitalized students' addicts. The study sample was 259 randomly selected from hospitals. This finding indicated that marijuana smokers tend to run in families. He found that slightly over forty percent had marijuana students usually from home. Godwin (1999) found out that students of marijuana parents who had been adopted by non-marijuana foster parents still had nearly twice the number of marijuana problem by their late twenties as did a control group of adopted students who real parents did not have history of marijuana smoking.

Hafisat (2011) maintained that harm caused by smoking marijuana were armed robbery, rape, burglary and exam malpractices, which affect individuals in the society. Bandura (1977) argued that people learn parts of their behaviour through learning such as observation, imitation and modeling. Among the common social behaviour exhibited by adolescents and youths are drug/alcohol use, truancy, armed robbery, cultism/gangsterism, examination malpractice and juvenile delinquency.

Theoretical framework

Social learning theory (Albert Bandura 1963)

Social learning theory is a theory that explains social behavior. The theory has its leading proponents such as Albert Bandura, Noam Chomsky and B.F. Skinner (1963). Social learning theory attempts to explain socialization and its effects on development of self. Theory considers the formation of one's identity to be a learned response to social context of socialization rather than the individual mind. Our behavior and attitude developed in response to reinforcement and encouragement of others. Social learning theory recognizes the fact that childhood experience is important and identity people acquire is formed more by the behavior and attitude of others.

According to the theory, both positive and negative behaviours are learned in the normal process of socialization as one models one's behavior after those of others one observes. Most youth who smoke marijuana do so because of their association with others who also smoke marijuana. As we all know, peer group play an important role in shaping one's behavior. An individual who associates with marijuana smokers will definitely learn how to smoke too. Learning criminal behavior is the same as learning to engage in conforming behavior; it is done through association with or exposure to others. In fact, association with delinquent friends is the best prediction of delinquent behavior other than prior delinquent.

The theory has the following key tenets: Attention: The degree to which we notice the behavior. A behavior must grab our attention before it can be imitated. Considering the number of behaviors we observe and do not imitate daily indicates attention is crucial in whether a behavior influences imitation. Retention: How well we remember the behavior. We cannot perform the behavior if we do not remember the behavior. So, while a behavior may be noticed, unless a memory is formed, the observer will not perform the behavior. And, because social learning is not immediate, retention is vital to behavior modeling. Reproduction: The ability to perform the behavior. This is the ability to reproduce a behavior we observe. It influences our decision about whether to try performing the behavior. Even when we wish to imitate an observed behavior, we are limited by our physical abilities. Motivation: The will to emulate the behavior. This mediational process is referred to as vicarious reinforcement. It involves learning through observing the consequences of actions for other people, rather than through direct experience.

In addition to the behavior, rewards and punishment that follow will be studied by the observer. If the observer perceives the rewards to be greater than the costs (punishment) then they will most likely imitate the behavior. If, however, the vicarious reinforcement is not valued enough by the observer, they will not model the behavior.

Assumptions of Social Learning Theory: Social learning theory is grounded by several key assumptions: People learn through observation. Learners can acquire new behavior and knowledge by merely observing a model. Reinforcement and punishment have indirect effects on behavior and learning. People form expectations about the potential consequences of future responses based on how current responses are reinforced or punished. Mediational processes influence our behavior. Cognitive factors that contribute to whether a behavior is acquired or not. Learning does not necessarily lead to change. Just because a person learns something does not mean they will have a change in behavior.

Strengths and Weaknesses of Social Learning Theory: One of the primary strengths of social learning theory is its flexibility in explaining the differences in a person's behavior or learning, i.e., when there is a change in a person's environment, the person's behavior may change. An additional strength of the social learning theory is that it allows for different ways of learning. A person can learn through observation or direct experiences. Where the theory falls short is where it neglects

the importance of accountability in one's actions. By placing greater weight on the environment, the theory assumes one's behavior and actions are determined by society, not by how a person handles or processes information. The social learning theory further ignores ordinary developmental milestones. Although children do not mature at identical rates, some normal milestones may still occur irrespective of the environmental setting. The theory further fails to account for all behavior, more specifically in the case when there is no apparent role model for the observer to emulate.

The purpose of the study was to investigate the influence of marijuana smoking on students' social behaviour and academic performance and to explore means through which it could be curtailed. The specific objectives are:

- i) To investigate the causes of marijuana intake among students of Federal University Lafia.
- ii) To examine the influence of marijuana smoking on students social behavior.
- iii) To determine the extent to which marijuana smoking influences students' academic performance.
- iv) To find out ways to curtail the use of marijuana smoking among students.

Methodology

The study employed a survey design with quantitative and qualitative tools. A quantitative research approach was chosen for this study because of its emphasis on objective and use of systematic procedures to measure human behaviour by using formal structured instruments to collect data from respondents (Brink, 2006). On the other hand qualitative approach is appropriate for the study since it is likely that, extensive description of the participants' knowledge and awareness with regards to influence of marijuana smoking on students' social behaviour and academic performance would be produced.

The study population was only the undergraduate students of Federal University of Lafia with population of 2,740 as March, 2017 (Academic Affairs, 2017). The study population consisted of all male and female undergraduate students of the University within the age range of 16 - 41 years and above from 100 to 400 level. Probability method of sampling was used in the study. Random sampling and systematic sampling were further used to systematically select respondents from the three faculties, their departments and levels each in order to ensure that all the faculties, departments and levels are adequately represented.

The sample size was determined using Taro Yamane formula (1967). 190 were considered as our sample size. This means that the representative sample for population is 190 respondents, randomly drawn from the three faculties (Arts, Science and Social Sciences).

In this study, questionnaire and interview were used in collecting data. Questionnaire were used in order to gain information and gather data on influence of marijuana smoking on students social behaviour and academic performance in Federal University of Lafia. The questionnaires were structured into five (5) sections. Section A covers socio-demographic characteristics of the respondents. B, C, D and E were purposively structured to cover the four objectives of the study. The questionnaires were administered to the respondents and collected at a spot by the researcher. Also in-depth interview was conducted with students that are well informed. Questionnaire and interview were triangulated in this paper so that researcher could gain a holistic and in-depth knowledge of the topic at hand.

Data in this study were coded using the five Likert scales of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D) and Undecided (U). The ordinal variables used were coded as SA was coded as 5; Agree as 4; SD as 3, Disagree as 2 and Undecided as 1.

Since each Faculty has different numbers of students, proportional sampling fraction was used to determine the number of respondents from each Faculty. Based on the proportional sample fraction, 34 respondents were drawn from the faculty of Arts, 84 from the Faculty of Science and 72 respondents from the Faculty of Social Science, thus making a total of 190 respondents. In order to draw representative respondents from the departments, simple random sampling method was used. Faculty of science has 7 departments. Therefore, each department was represented by 12 respondents. In the faculty of Arts, 8 respondents each was drawn from the Departments of History and International studies and English and Modern Languages, while 9 respondents each were drawn from the Departments of Visual and Creative Arts (VCA) and Theatre and Media Arts (TMA), thus making a total of 34 respondents. The Faculty of Social Science has three Departments. The 72 respondents that came from the Faculty were shared among the 3 Departments, 24 each. Strategic combination cluster and random sampling techniques were used to select the representative sample of 190 students. The three Faculties were taken as clusters and from each; equal sample of 190 was drawn. To select the samples, the

percentages of every Faculty were taken. This was done in all the three faculties until the required 190 respondents were obtained.

In this paper the data collected from the field were sorted out manually by the researcher and the completed instruments were coded and the responses scored and keyed into a computer software: Statistical Package for Social Sciences (SPSS). Simple frequency tables were generated as well as tabular statistical and textual modes of data presentation were used. Also qualitative data collected through in-depth interview was analysed through thematic and narrative form.

Results

Table 1: data of respondents Socio-demographic, faculty, level of study

Variables	Frequency	Percentage (%)
Socio-demographic data of respondents		
Male	116	59.8
Female	74	38.1
Total	190	100.0
Respondents according to faculty		
Arts	34	17.4
Science	84	43.3
Social Science	72	37.1
Total	190	100.0
Respondents according to level of study		
100 level	65	33.5
200 level	30	15.5
300 level	23	11.9
400 level	72	37.1
Total	190	100.0

Source: Field survey, 2017

The table shows the distribution of respondents according to their sex. The information revealed that majority of respondents 116 representing (59.8%) are male while 74 (38.1%) are female. This implies that the study is male dominated hence, the result of findings will be dominated by male. This could be due to the fact that more male are found engaging in marijuana intake as compare to their female counterpart. This position validates that of WHO (2010) that more men indulge in marijuana smoking as compared to women.

The table also shows the distribution of respondents according to their faculties. From the information one could infer that respondents from the Faculty of Science dominated with the population of 84 representing (43.3%), followed by the Faculty of Social Science 72 (37.1%), next by Faculty of Arts with 34 (17.9%). This implies that all the faculties in the university are adequately represented in order to enhance the generalisation of our findings.

The table above also shows the distribution of respondents according to their level of study and it could be seen that majority of respondents 72 (37.1%) are from 400 level followed by 100 level with 65 (33.5%); next by 200 level with 30 (15.5%) and lastly 300 level with 23 (11.9%). It therefore implies that though 400 and 200 level students dominated the study, other levels are adequately represented as well.

Four specific objectives are set for this study; these are the findings from field data.

Table 2.1: Respondents rating of causes of marijuana intake among students of Federal University of Lafia

Reasons Accountable for Marijuana intake U	Responses			Percentage (%)	
	SA	A	SD	D	
Peer Pressure	107 (55.2%)	69 (35.6%)	69 (35.6%)	7 (3.6%)	1 (.5%)
Emotional stress	45(23.2%)	91(46.9%)	14(7.2)	35 (18.0%)	5 (2.6%)
Lack of parental c	74 (38.1%)	78 (40.2%)	12 (6.2%)	23 (11.9%)	3 (1.5%)
Fear	19 (9.8%)	49 (25.3%)	42 (21.6%)	69 (35.6%)	11(5.7%)
Frustration	56 (28.9%)	83 (42.8%)	17 (8.8%)	28 (14.4%)	6 (3.1%)
To get high	78 (40.2%)	84 (43.3%)	8 (4.1%)	17 (8.8%)	3 (1.5%)
Imitation of models	51(26.3%)	93(47.9%)	19 (9.8%)	17 (8.8%)	10 (5.2%)
Lack of social control	46(23.7%)	83(42.8%)	20(10.3%)	30(15.5%)	10 (5.2%)
Environment	76(39.2%)	80(41.2%)	7(3.6%)	19 (9.8%)	7 (3.6%)

Source: Field survey, 2017

From the table above, strongly agree and agree are merged to form agreement categories while strongly disagree and disagree are merged to form disagreement categories in order to form a concise presentation. The response to the first question is interpreted thus:

Majority of respondents representing 176 (90.0%) agree that peer pressure is one of the causes of marijuana smoking as against 13 (6.7%) that denied the link between peer pressure and marijuana intake; however 1 (.5%) neither agree nor disagree. This implies that peer pressure has a close affinity with marijuana smoking among students of FULafia. This position was strongly held by one of the interviewee who maintained that the first time he found himself smoking was when he met a clique of friends in his secondary school day and as the only person among them who was not smoking then, he was pressurized until he had to join them and right from that day, smoking has become his hobby. Similarly, significant number of respondents 136 (70.1%) agree that emotional stress is closely related to marijuana smoking as against 49 (25.2%) that disagree over relationship between emotional stress and marijuana intake yet, 5 (2.6%) withheld their opinion. That means emotional stress is one of the causes of marijuana smoking among students of FULafia.

Respondents were tested on the influence of marijuana students' behaviour. A summary of finding is presented in table 4.2 below.

Table 2.2: Respondents rating of influence of marijuana smoking on students' social behaviour in Federal University of Lafia

Influence of marijuana on student behavior	Responses			Percentage (%)		
	SA	A	SD	D	U	
Aggressive	96(49.5%)	60 (30.9%)	8(4.1%)	19(9.8%)	7(3.6%)	
bold in class	21(10.8%)	69(35.6%)	44(22.7%)	48(24.7%)	7(3.6%)	
Forget worries	34(17.5%)	69(35.6%)	38(19.6%)	43(22.2%)	8(4.1%)	
Isolated from others	24(12.4%)	82(42.3%)	22(11.3%)	48(24.7%)	14(7.2%)	
Develop anxiety	32(16.5%)	72(37.1%)	25(12.9%)	44(22.7%)	17(8.8%)	
Always feel depressed	26(13.2%)	89(45.8%)	31(16.0%)	33(17.0%)	10(5.2%)	
Warm/alert	21(10.8%)	58(29.0%)	33(17.0%)	57(29.4%)	21(11.8%)	
Love clubbing more than lectures	80(41.2%)	67(34.5%)	14(7.1%)	19(9.8%)	10(5.2%)	

Source: Field survey, 2017

From the above table, strongly agree and agree are merged to form agreement categories while strongly disagree and disagree are merged to form disagreement categories in order to form a concise presentation. The response to the second

question is interpreted thus: significant number of respondents representing 156 (80.4%) favoured the agreement categories that marijuana intake could manipulate smokers to behave aggressively, on a contrary, 27 (11.9%) disfavoured the assertion nevertheless. 7 (3.6%) withheld their opinion. This implies that aggressive behavior is closely associated with marijuana intake among students of FULafia and this could manifest in unhealthy relationship with fellow students or even lectures. This view however, contradicted the one of an interview who said that whenever he is depressed or stressed up, he takes solace in marijuana intake as it helps ease his nerves and enhance relaxation.

Boldness in class is contested between agreement and disagreement categories as majority of respondents representing 92 (47.4%) disagreed while 90 (46.4%) agreed, yet 7 (3.6%) neither agreed nor disagreed. This denotes that marijuana intake does not make students bold in class as many students that smoke hardly make contributions at the course of lectures. Furthermore, majority of respondents representing 101 (52%) arrested to the fact that marijuana helps students forget their worries though, 81 (41.8%) respondents disagreed while 8 (4.1%) neither agreed nor disagreed. This implies that marijuana intake helps students forget their worries in FULafia. An interviewee confirmed this when he said at a point all the people he trusted and called his friends in school suddenly turned to betray him couple with his plans from hundred level that seems immaterialized made him frustrated and the only way he could find solace is to smoke marijuana in order to at least forget his worries.

Table 2.3: Respondents rating of extent to which marijuana smoking influences student's academic performance in Federal University of Lafia

Influence of marijuana Smoking on students	Responses	Percentage (%)
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Academic performance	SA	A	SD	D	U
Poor performance in exam	99(51.0%)	60(30.9%)	12(6.1%)	16(8.2%)	3(1.5%)
Loss of memory	61(31.4%)	86(44.3%)	15(7.7%)	18(9.3%)	10(5.2%)
Read longer	16(8.2%)	29(14.9%)	72(37.1%)	55(28.4%)	17(8.8%)
Sleep in class	54(27.8%)	74(38.1%)	23(11.9%)	29(14.4%)	10(5.2%)
Come late/miss lectures	92(47.4%)	60(30.9%)	16(8.2%)	14(7.2%)	8(4.1%)
Understand difficult c	13(6.7%)	23(11.9%)	94(48.5%)	47(24.2%)	13(6.7%)
Reason faster	13(6.7%)	39(21.1%)	68(35.1%)	56(28.9%)	14(7.3%)
Assimilate faster	9(4.6%)	32(16.5%)	72(37.1%)	63(32.5%)	14(7.2%)

Source: Field survey, 2017

From the table above, strongly agree and agree are merged to form agreement categories while strongly disagree and disagree are merged to form disagreement categories in order to form a concise presentation. The response to the third question is interpreted thus: significant number of respondents representing 159 (81.9%) agreed that marijuana smoking leads to poor performance in exams as against 28 (14.4%) that disagreed. 3 (1.5%) neither agreed nor disagreed. This connotes that students who smoke marijuana in FULafia perform poorly in exam. So, also, majority of respondents representing 147 (75.7%) attested to the fact that marijuana smoking makes students loss their memory, whereas 33 (17%) disagreed while 10 (5.2%) sat on the fence. This indicates that students who smoke marijuana in FULafia read after taking their marijuana and enter exams hall only discover that all that they read had escaped their memory leading to exams failures. An interviewee confirmed this when he said on one faithful money he took two wrap of marijuana before going for exams because he was afraid of the course but on reaching the hall, he forgot all he read and had to submit his script with the little he could remember and ended up getting E on that paper and henceforth he was vowed never to smoke before going for exams. Similarly, majority of respondents representing 127 (65.5%) rejected the view that marijuana helps students read for a long period of time while 45 (23.1%) agreed and 7 (8.8%) neither agreed nor disagreed. This means marijuana intake does not guarantee students' reading for a long period of time rather students who smoke marijuana in FULafia find it very difficult to spend quality time reading their books and the implication is they hardly do well in exams as compared to non-smokers. In the same vein, significant number of respondents representing 128 (65.9%) accepted that students who smoke marijuana sleep in class whereas, 52 (26.8%) rejected, and 10 (5.2%) kept mute over it. This implies that students of FULafia who are fond of sleeping in class during lectures must have smoke marijuana before coming to school.

Table 2.4: Respondents rating of means through which marijuana intake among students could be curtail in Federal University of Lafia

Means through which Smoking marijuana could be curtailed	Responses			Percentage (%)	
	SA	A	SD	D	U
Public awareness	135(69.0%)	50(25.8%)	2(1.0%)	3(1.0%)	0(0.5%)
Role of significant others	52(26.8%)	109(56.2%)	16(8.2%)	11(5.7%)	2(1.0%)
Models making marijuana less attractive	62(32.0%)	79(40.7%)	21(10.8%)	13(6.7%)	15(7.7%)
Intervention by NDLEA	110(56.7%)	48(24.7%)	10(5.2%)	11(5.7%)	11(5.7%)

Source: Field survey, 2017

From the above, strongly agreed and agreed are merged to form agreement categories while strongly disagreed and disagree are merged to form disagreement categories in order to form a concise presentation. The response to the fourth question is interpreted thus: majority of the respondents representing 183 (94.8%) attested to the fact that public awareness on the side effects of marijuana will help curtail marijuana intake while 5 (0.2%) disagreed meanwhile 0 (.0%) neither agreed nor disagreed. This implies that respondents are conscious of the fact that many people are not well informed about the side effects of marijuana smoking hence there is desire need for the public to be aware of the side effect of marijuana intake and public awareness should go a long way in deterring marijuana smoking and therefore ameliorating the negative influence of marijuana intake among students of FULafia.

Moreover, significant number of respondents representing 161 (83%) agreed that the significant others like the parents and close friends have an advisory role to play in controlling marijuana intake. On the other hand, 25 (13.9%) of respondents disagreed that significant others have a role to play in ameliorating marijuana intake, while 2 (1.0%) of the respondents neither agreed nor disagreed. This implies that significant others have a role to play in resocialising marijuana smokers (students) which will eventually reduce marijuana intake among students of FULafia.

Also, majority of respondents representing 141 (72.7%) agreed that deglamoring of marijuana by models (such as music stars, movie artists, wrestlers) will help reducing marijuana intake among students, while 34 (17.5%) of the respondents disagreed, however, 2 (1.0%) sat on the fence. This indicates that models are

affective through behavior portrayed by these models in curtailing marijuana intake among students of FULafia. Most musicians and entertainers do not show exemplary behavior, they rather influence the behavior of their fans negatively hence if they portray an excellent behavior, and it will go a long way in curtailing marijuana intake among students of FULafia.

Discussion of Findings

The finding in this study also revealed that peer pressure is one of the major reasons why students engaged in marijuana intake in FULafia; the reason being that they want to be like their friends, to be cool with their peers. According to self-control theory, it is as a result of inadequate self-control that makes an individual not to take a stand instead, to follow the opinion of peers and engage in marijuana intake. This is in consonance with Douglas (2006) who argued that to be socially accepted in the inner circle of informal youth groups, one must engage in associational activities such as the smoking of marijuana. Individuals have to be strong willed or have a strong ego to withstand the temptation of peers' pressure.

So also, emotional stress was found to be responsible for students' engagement in marijuana intake in FULafia. Some students take marijuana to ease emotional stress such as encounter with difficult courses, hunger, and difficulty in paying their school fees. This finding corroborated with Chinedu (2009) that individuals are emotionally stressed which could come in form of relationship difficulty, family problems, but instead of looking for medical attention they result to self-medication, like taking drugs such as marijuana that are not prescribed by a doctor.

In addition, the study found lack of parental control as a major reason accountable for marijuana intake among students of FULafia. The foundation that should have been set for individuals by parents was nonexistence. Parents are to care for the family and in some families; parents no longer have time to socialize with their children properly. Also from the interviewees' responses it was gathered that there was difficulty in cautioning the children and younger ones against marijuana intake.

Furthermore, frustration is one of the major reasons among students of FULafia. This is as a result of incongruence between the ideal self-concept and self-concept such as inability to meet up with a desired cumulative grade average point, or graduating with one's course mates due to one reason or the other. This finding supported that of Douglas (2006) and Chinedu (2009) position that, frustration can

set up due to number of factors such as inability to graduate from higher institution at the appropriate time, graduating from higher institution of learning without getting a job.

Moreover, the finding discovered that lack of social control is also a major reason for students' engagement in marijuana smoking in FULafia. This control according to functionalists comes from all segments of the society including but not limited to the family, the school, working environment, government, due to this, lack of social control serves as factor responsible for students' engagement in marijuana intake. Some interviewees confirmed this when the blame smoking on lag on the part of religious leaders and government security agents. It therefore means that, all the social institutions have role to play in minimizing intake of marijuana. Finally, environmental factors are found to major reason why students smoke marijuana in FULafia.

The study further found that marijuana smoking influences students' social behaviour in various ways, ranging from aggressive behaviour, forgetting their worries, isolation from other non-smokers, developing anxiety always, feeling depressed and preference of clubbing to their school activities. The finding revealed that students who smoke marijuana in FULafia exhibit aggressive behavior due to the fact that marijuana alters normal brain functioning. The finding concurred with Elliot (1978) who observed that early aggressive behavior exhibited by marijuana smokers may lead to difficulties in the classroom. Such aggressive behavior may result from students receiving unfavorable evaluation from peer or lecturers. The finding is as well in line with Kingery (1996) postulate that students who smoke marijuana are observed to be aggressive in behavior, that those who start smoking before age 13 used to perform poor in exams. The finding also supported that of Nigerian students' activist (1997) that most of the students exhibit a sense of illusion and sometime violence, perhaps suffer from what is called insomnia. During their stay in hospital they appeared calm; by the slightest provocation however evoke violence act and excitation.

Similarly, the finding asserted that marijuana intake among students of FULafia helps the smokers to forget their worries about fear of failure in exams. This finding is in consonance with that of Dishion(1999) in Egbung (2009) who succinctly stated that students who have poor academic planning may find themselves with so much problems to read few days to examination and may take marijuana to keep awake at night or to forget about the anxieties and fear of examinations. Furthermore, the

finding revealed that students that smoke marijuana in FULafia isolate themselves from others and to be reserved. This finding is in agreement with that of Dewey (1999) who argued that students who smoke marijuana tend to be more alienated from society and perform poorly in school and are also seen as unambiguous and unmotivated to achievement as compared to their nonsmokers. In addition, the finding established that students of FULafia who smoke marijuana tend to develop feeling of anxiety always. This position was clearly stated by Steinberg (1996) that internalizing social behaviour are those in which the person's problems are turned inward and manifest in form of emotional symptoms like anxiety and depression or even suicide as well as in psychosomatic disturbances like bulimia anorexia as a result of marijuana consumption. In the same vein, marijuana smokers among students of FULafia are found depressed always as evident in the finding.

The finding revealed that students of FULafia that smoke marijuana often perform lower in academic as compared to non-smokers. This finding is supported by Lynskey (2002) who asserted that social scientists agreed that marijuana use is detrimental to school performance. Moreover, the finding confirmed that students of FULafia that smoke marijuana frequently lost their memory and find it difficult to recall what they are been taught. This finding concurred with Field et al (2002) who carried out a study on effect of marijuana on IQ and found a link between short-term impairment and decrease in academic performance with marijuana smoking. In the same vein, the finding established that students that smoke marijuana in FULafia sleep in class during lectures. Sleeping in class during lectures is considered as a deviant behaviour as it denied the student the opportunity of listening to the lecture, understand, make notes and where confused ask question for clarification. Finally, the finding revealed that students of FULafia that smoke either come late to class or miss lectures. This finding is supported by Ezeh (2005) that that social behaviour exhibited as a result of smoking marijuana will definitely internalize behaviour such as truancy in school.

Then the study thus identified strategies such as public awareness on the side effects of marijuana smoking, proper monitoring from the significant others, models deglamorising marijuana smoking and finally intervention by NDLEA, all put together could go a long way in ameliorating this menace.

Summary of Findings

The result from field work revealed that the major reasons for students engagement in marijuana smoking in FULafia are peer pressure, lack of parental guidance,

emotional stress, frustration, imitation of models, euphoric sensation and lack of social control with peer pressure topping the list. The study further found that marijuana smoking influences students social behavior in various ways ranging from aggressive behavior, forgetting their worries, isolation from other non-smokers, developing anxiety always, feeling depressed and preference in clubbing to their school activities. The findings from field work also revealed that marijuana smoking influences students academic performance negatively to a larger extent in that it resulted to poor performance in exams, loss memory, sleeping during lectures, coming late to class and missing lectures. Then the study thus identified strategies such as public awareness on the side effects of marijuana intake, proper monitoring from the significant others, models deglamorising marijuana smoking and finally intervention by NDELA, all put together could go a long way in ameliorating this menace.

Conclusion

The major purpose of this paper was to find out the influence marijuana has on students' social behaviour and academic performance in Federal University of Lafia. To achieve that, four objectives were formulated to guide the study. Survey method was used to gather data and discoveries were made that students engage in marijuana smoking as a result of some factors such as peer pressure, lack of guidance parental, emotional stress, and frustration due to inability to meet up with set goals, imitation of models, euphoric sensation and lack of social control. And as students engage in marijuana intake, it manifests in their social behaviour in form of aggression, forgetting their worries, isolation from other non-smokers, developing anxiety always, feeling of depression and taking pleasure in attending parties rather than their school activities. It was therefore recommended that this habit to be curtailed so that for students could live a healthier life and bring out the best in them both in social life and academics, re-socialization by both the primary and the secondary agents will be expressively needed, working towards eradicating this menace therefore becomes sacrosanct.

Recommendations

- i. Health workers should present evidence based on the side effects of smoking marijuana in order to change the common belief of the smokers concerning marijuana. This will go a long way in reducing harm associated with marijuana smoking.

- ii. Parents need to establish a constructive relationship with their children and discuss the evil of smoking marijuana with their children and as well, monitor their children's peer their habits and activities.
- iii. NDLEA should play significant role in elimination of Marijuana from the streets of Nigeria particularly Mararaba-Akunza community.
- iv. Re-socialization by significant others like parents and teachers could also be of help. First, teachers and parents need to be educated by health professionals, social workers and public health workers on the negative influence of marijuana smoking on students' social behaviour and academic performance, and based on this awareness, teachers can monitor students' performance in school as well as working together with parents for the evaluation of students' poor performance.
- v. Seminars and campaign should be vigorously pursued by institutions of government, NGOs, Cooperate organization as well as religious bodies to discourage youth and students from public engagement in marijuana intake.
- vi. Drug-free club should be instituted in every school, college and tertiary institution to conscientise the students on the dangers of drug abuse.

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