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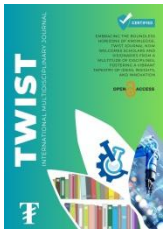

Impact of Teachers' Teaching Skills on Addicted Psychoactive Substance Students' Learning Outcomes among Junior Secondary Schools in Ekiti State, Nigeria

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Abstract
This study investigated the impact of teachers' teaching skills on psychoactive substances addicted Basic Science students' learning outcomes in junior secondary schools in Ekiti State, Nigeria. The research procedure involves descriptive research of survey type. Participants were 120 Basic Science students and 40 teachers who were randomly selected across four Local Government areas in Ekiti State. Two instruments were used for data collection. The first was a 25-item questionnaire titled" Impact of Basic Science teachers' teaching skills (BSTSQ) and the second instrument was also a 25 structured questionnaire titled Students' Attitudinal Questionnaire (SAQ). The reliability of the instruments was determined through test and re-test method, which yielded a correlation co-efficient of 0.88 and 0.87, respectively, at 0.05 level of significance. Mean and Ranking Order and Multiple Regression analysis were used to analyze the data. Descriptive statistics, such as frequency count, percentages, means, graphs and standard deviation were used to analyze the data. The results revealed that the impact of psychoactive substances on Basic Science students among junior secondary school students was negative.

Keywords
Teacher, Teaching skills, Psychoactive substances, Junior secondary, Students, Learning outcomes

INTRODUCTION

Teaching is an occupation which is responsible for the training and formation of the minds and hearts of learners. It is a discipline that provides knowledge and helps individuals to make a better life. It provides a sense of fulfillment in life. Inner satisfaction is attainable through proper teaching. Thorough teaching seems to help someone to feel proud of themselves and contributes to societal growth. Therefore, teaching is supposed to create in the heart of every teacher the kind of skill to engage that could make every student future-oriented. Teaching skills enable a teacher to help students develop the ability to apply knowledge, which can increase their learning for positive achievement Uya in (Adegbola 2019). It also enables teachers to effectively convey and explain academic subject matter to students. Teachers are effectively able to communicate, teach higher-order analytical skills, are good at problem-solving and evaluate. This helps the teachers to keep their class engaged and interesting. Teaching skills help teachers to command the attention and respect of their students. Developing teaching skills is a major part of becoming a good teacher.

There are various types of teaching skills, such as communication, which is an important way of transferring information to meet the needs of a student. Adegbola and Adeleke (2023) affirmed that communication includes body language, such as facial expressions and other non-verbal movements, which usually express the meaning of any phenomenon. Teachers often use both verbal and non-verbal communication skills to teach their students to understand the topics taught in the classroom. This, in turn, also helps teachers to read students' body language in order to understand who among them is struggling with learning. Thereby, teachers are able to help such a student.

Another important teaching skill of a teacher is problem–solving or conflict resolution, which allows teachers to come up with unique solutions to classroom problems. It helps teachers to identify students' problems and proffer ways that could meet the needs of the students involved in the teaching. Moore (2025) remarked that problem-solving is the strategy used to solve a task posing a problem in the classroom. This seems to be helpful in the educational environment.

Creativity is another skill which teachers can engage due to the challenge of individual differences in the classroom. Different students learn differently. Making creativity is an important teaching skill adopted by the teacher in the classroom that could make lessons which is more difficult for an unstable student to understand. Creativity can help such a student maintain interest in the lesson taught. Creative teachers tend to hold the interest of their students longer, allowing them to learn from difficult topics and subjects (Wieman and Gilbert, 2015).

Another teaching skill is project management. This is often required by the teachers to meet certain goals for students. It is used to grab and understand a lesson. It also helps the classroom to stay organized. This guides the teachers to work towards the time and meet classroom goals. Teachers are able to play a leadership role, which helps them in guiding the students to learn. Project management skills offer a framework for teachers managing difficult concepts taught easily (Dishno, 2025). This leads and keeps students engaged, thereby improving their attitude towards learning.

Patience is also crucial while working as a teacher. A teacher as a role model needs to teach with patience to identify each student's problem in the classroom. Teachers are supposed to improve their skills through patience, which could help them recognize and develop more strength in relation to their teaching skills. Patience helps teachers to identify the levels of their students academically and thereby meet their needs. Richard (2025) noted that a mediocre student is able to achieve unremarkable grades in his final examination through the teacher's guidance with patience. Students gather information at different paces; therefore, skilled teachers usually maintain patience to create an environment for all students to promote learning.

Teachers also need technological skills. Many lessons are taught technically, especially by the use of computers or videos. Therefore, teachers may choose to assign work or tests online and students may develop an interest towards it and learn. Due to this, good teachers intensify efforts to improve students' learning skills technically. Skilled teachers are teaching through their pool of knowledge and also exercise their abilities and science to educate students. This enables them to use these strengths to help and develop their students in areas they like to improve (Glassdor, 2021). Teaching skills involve understanding each student's unique needs and thereby creating opportunities for active learning through securing innovative ways to engage them. Post et al. in Kahveci (2023) noted that teachers' inadequate knowledge and skills could have a significant negative impact on students' academic performance.

In line with this, Glassdor (2021) noted that teaching skills are crucial when teaching in the classroom. Teaching skill is acquired to apply knowledge to increase student learning achievement. It enables teachers to effectively convey and explain academic subject matter effectively to students. It also helps the teacher to teach higher-order analytical, evaluation, problem-solving and communication effectively. It is the ability to impact knowledge to students and tailor instruction accordingly to meet their needs (Deepali Shah 2023). Moreover, skilled teachers are capable of creating a suitable environment for students to thrive and fulfill their potential while using the right teaching skills. Hence, teachers need to be equipped with the necessary skills to assess their teaching-learning methods and strategies that make learners become experts, especially in the most challenging topics (Deepali Shah 2023). Pedagogy is the mastery ingredient which could only transform an ordinary teacher into a remarkable teacher and also guarantee learners to get an opportunity and participate effectively (Glasdor-Team, 2021). This researcher stressed further that skilled teachers are capable of impacting students who are facing challenges in their academics as well as making outstanding learners. Teachers with incredible pedagogical skills know the significance of cooperation and provide a personalized learning experience by utilizing their pedagogical skills. Skilled teachers observe the precise needs of every student to reflect their teaching methods and strategies accordingly. Teachers with strong pedagogical skills help students reach their full potential and achieve academic success through learning.

Learning is a process of permanent change in behaviour, either positively or negatively, through practice or experience. It is an individual action which helps learners to face risk, which can lead them to an unknown place at the end (Giordon) in Halime 2013. Learning is a lifelong process which is obtained either consciously or unconsciously. It helps transform information and experience into knowledge, skills, behaviours and attitudes in students. It is the application of daily processes which is enhanced by past experiences, cognitively, environmentally and emotionally (Montelli, Goodfriend and levitas 2023). According to these researchers, learning serves various purposes in the life of learners such as conformity, discovery, making differences and self-awareness. It is also the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences. The most outstanding students are those who are eager to learn and have positive attitudes towards learning. Burke and Williams (2008) found that the students who are more motivated for learning are more successful and tend towards the thinking skills. For learning to occur, the learning processes such as memory, attention, language, organization, processing, writing and thinking at a higher order must interact with each other (Cetin, 2006).

However, attitudes towards learning are very important on the learners' levels of problem-solving abilities. In line with this, Momani (2009) examined attitudes of secondary school students and he discovered that some of the participants held a generally neutral attitude while some exhibited a favourable attitude towards their learning. Attitudes make individuals behave in different ways toward people, objects, events and foundations (Oncul 2000). Attitude is a tendency which is attributed to individuals and creates ideas, feelings and behaviours about a psychological object in an orderly

manner. On this premise, Rani (2000) noted that students' attitude towards learning usually fosters by giving activities on problem- solving to them which can pose challenges that required collecting evidence which will make them to make conclusion. Kara (2010) also noted that attitudes are constant and unchangeable beliefs, feeling and tendencies that help learners to learn. A positive attitude to learning is a better attribute for the learners to be more open to learning and raises their expectations from the learning process. Teacher is supposed to foster students' interest and positive attitudes towards the subject they learn. Bringing in lifelong learning desire and skills should be the main hub of the teacher. The report of Adegbola (2019) showed that basic Science Pedagogical Skills will influence students' attitudes in Basic Science. Perception, consciousness, among others, seem to affect mental processes. Although the efforts made by student to learn in order to acquire knowledge are basically from their desire, openness, expectation and curiosity towards meeting the needs of learning (Simsek 2007). Information is acquired through any learner who is ready to receive and structure it in the mind in a defined way (Saban, 2000). Therefore, students may develop a way of accepting learning positively or negatively, high or low. One of those factors contributing to the non-challenging attitude of students towards learning are taking psychoactive substances while in the classroom. Today, the ability for learners to learn by making an effort for learning with a high desire towards it is the main focal point (Halime, 2013). In this context, it is one of the important roles of skilled teachers to support the psychoactive substances consumption for developing positive attitudes towards learning. Adibelli and Olgun (2016) noted that taking psychoactive substances affects students' attitude and eventually in their school performance. Students need to be reinforced about learning to learn. (Brasford, Brown & Cocking, 2000) stated that teachers should take cognizance of students' favourable and adverse attitude to their learning and motivate them towards teaching strategy that can guide them perform better in their subjects. Teachers, through various methods of teaching, need to maintain and develop children's positive disposition to learning (OECD, 2004). It seems that most students who come to school are not ready and willing to learn. Teachers are supposed to manage much of students' learning; however, learning is enhanced if students can manage it themselves.

Students' level of motivation in the process of learning determines the academic performance of the students (Halime and Senay Sen 2013). Having learning expectations at a low level will reduce the motivation and consequently the performance (Acikgoz, 2007). Over the years, a significant shift has occurred in the way subjects are taught and learned in schools to perform. Oludipe and Oludipe (2021) noted that the quality of teachers will influence students' performance.

It is widely acknowledged that the learning process is significantly influenced by various emotional factors such as students' absenteeism from the classroom, taking psychoactive substances, among others. A psychoactive substance is a proactive drug which consists of a chemical substance that changes the function of the nervous system. Taking psychoactive substances results in alterations of perception, mood, reasoning, awareness, feelings and behaviour of human beings. examples are caffeine, heroin, Indian hemp, tramadol, among others. (Abubakar-Abubakar, Sufiyan, Balogun, Awosan, Raji et al, 2021) noted that psychoactive substances such as alcohol, tobacco, and marijuana are the most commonly used, constituting a major public health and social problem worldwide. These drugs take a huge toll not just financially, but in lost potential in academic achievement, poor health and untimely death. Although Kelvin (2010) in his report said that psychoactive substance consumption increases the ability of students to withstand sleep, especially during examinations, which can make them confront challenges. It was discovered that over 29 million people globally suffer from drug use disorders, while about 12 million people inject drugs which accounting for 14% of those living with HIV. In developing countries, recent trends indicate that the use of psychoactive substances has dramatically increased among male and female students. Studies have shown a rise in consumption, as well as early initiation into it. (Abubakar, Abubakar, Sufiyan, Balogun, Awosan, Raji et al., 2021) confirmed the Police reports, which revealed that cannabis, codeine and shisha are available on the Nigerian streets of urban and rural areas now. Epidemiological data from a school survey in Nigeria have also shown that substance abuse is common in secondary schools. However, the reason for many secondary school students consuming alcoholic drinks could be due to their curiosity as adolescents, an irresistible urge, emotional disturbances such as anxiety, the subculture, and the influence of advertisements. Toth (2010) noted that variables such as anxiety could be linked to adverse outcomes of students' behaviour and performance, such as low levels of accomplishment, average and high drops rates. Adibelli & Olgun (2016) and Kanwal et al 2021) noted that students who are addicted to psychoactive substances (whether male or female) will perform poorly in secondary schools. Hence, Handrianto et al., 2020, Handrianto et al. (2021) noted that the role of teachers is important in preventing the use of psychoactive substances in secondary schools through their teaching skills.

PURPOSE OF THE STUDY

The purpose of this study was to examine the impact of psychoactive substances on Basic Science addicted students' learning outcomes in Ekiti State, Nigeria. The study also examines the teacher's teaching skills on addicted psychoactive substances on Basic Science students' attitudes and performance in the classroom.

RESEARCH QUESTIONS

The following research questions were raised for the study.

1. To what extent will the teacher's teaching skills impact addicted psychoactive substances consumption students in Basic Science?
2. Will psychoactive substance consumption influence Basic Science students' academic performance?
3. Will the Consumption of psychoactive substances influence students' positive attitude towards learning Basic Science?

4. Will the teachers' teaching skills impact addicted psychoactive substances consumption students to develop a positive attitude towards learning Basic Science?
5. Will teacher's teaching skills impact addicted psychoactive substances consumption students' performance in Basic Science?

RESEARCH HYPOTHESES

The following research hypotheses were tested at0.05 level of significance.

1. Teacher teaching skills will not significantly impact addicted psychoactive substances consumption students in Basic Science.
2. The consumption of psychoactive substances will not significantly influence students' positive attitude towards learning Basic Science.
3. The consumption of psychoactive substances will not significantly influence the performance of addicted Basic Science students.
4. Teacher teaching skills will not significantly impact addicted psychoactive substances consumption positive attitude towards learning Basic Science.
5. Teacher teaching skills will not significantly influence the academic performance of Basic science addicted psychoactive substances consumption positively.

METHODOLOGY

The study adopted a descriptive of survey type to examine the impact of teachers' teaching skills on Basic Science addicted psychoactive substance students' learning outcomes among junior secondary schools. This design seems suitable for this study because it involves the collection of extensive and cross-sectional data from Basic Science Students and Basic Science teachers using Qualitative measure of survey to describe and interpret an existing situation under study. The sample of this study was made up of 120 Junior Secondary School Basic Science students and 8 Basic Science teachers using a multistage sampling procedure. The first stage involved the use of a random sampling technique for the selection of four local government areas in Ekiti State. The second stage involved the purposive selection of one school in each of the local government areas (making a total of four junior secondary schools). The third stage involved the random sampling sample selection of 30 students from each school (making a total of 120 students). The fourth stage was the selection of two Basic Science teachers from each school (making a total of 8 teachers). In all, a total of 120 Basic Science students and 8 Basic Science teachers were selected for the study.

RESULTS

Research Question One: Will Basic Science Teachers' Skills impact their Students' Addiction to Psychoactive Substances in Secondary Schools.

Table 1 Inferential Statistics Showing Basic Science Teachers' Skills impact on Students' Addiction to Psychoactive Substances in Secondary Schools

		Basic Science Teachers Skills	Students' Addiction to Psychoactive Substances
Basic Science Teachers Skills	Pearson Correlation	1	.798**
	Sig. (*p - value*)		.000
Students' Addiction to Psychoactive Substances	Pearson Correlation	.798**	1
	Sig. (*p - value*)	.000	

**. Correlation is significant at the 0.05 level.

Table 1 above shows the correlation between Basic Science teachers' skills and students' addiction to psychoactive substances in secondary schools. There is a significant impact between Basic science teachers' skills and students' addiction to psychoactive substances. This is because the *p* value, which is 0.000 is lower than 0.05 (i.e. P<0.05), affirming the significance of the finding. Therefore, the hypothesis is not accepted; hence, Basic Science Teachers' Skills will positively impact Students' Addiction to Psychoactive Substances in Secondary Schools.

***Research Hypothesis One*:** Students' Consumption of Psychoactive Substances will not influence their Attitude towards Basic Science in Secondary Schools

Table 2 Inferential Statistics showing the Influence of Students' Consumption of Psychoactive Substances on their Attitude towards Basic Science in Secondary Schools

		Students' Consumption of Psychoactive Substances	Students Attitude
Students' Consumption of Psychoactive Substances	Pearson Correlation	1	-.993**
	Sig. (*p* value)		.000
Students Attitude	Pearson Correlation	-.993**	1
	Sig. (*p* value)	.000	

**. Correlation is significant at the 0.05 level.

Table 2 above shows how students' consumption of psychoactive substances would influence their attitude towards Basic Science in secondary schools. There is a significant negative influence between Basic Science students' consumption of psychoactive substances and their attitude towards Basic Science. This is because the *p* value, which is 0.000, is lower than 0.05 (i.e. P<0.05), affirming the significance of the finding. Hence, the hypothesis is rejected; Basic Science students' consumption of psychoactive substances will negatively influence their attitude towards Basic Science in Secondary Schools.

Hypothesis Two: Basic Science Students' Consumption of Psychoactive Substances will not influence their Performance in Secondary Schools.

Table 3 Inferential Statistics showing the influence of Basic Science Students' Consumption of Psychoactive Substances on their Performance in Secondary Schools

		Students' Consumption of Psychoactive Substances	**Performance**
Students' Consumption of Psychoactive Substances	Pearson Correlation	1	-.334*
	Sig. (*p-value*)		.013
Performance	Pearson Correlation	-.334*	1
	Sig. (*p-value*)	.013	

*. Correlation is significant at the 0.05 level.

The Table 3 above shows how students' consumption of psychoactive substances would influence their performance in Basic Science in secondary schools. There is a significant negative influence between Basic Science students' consumption of psychoactive substances and their performance in Basic Science. This is because the *p* value, which is 0.013, is lower than 0.05 (i.e. P<0.05), affirming the significance of the finding. Hence, the hypothesis is rejected: Basic Science students' consumption of psychoactive substances will negatively influence their performance in Basic Science.

Hypothesis Three: Basic Science Teachers' Skills will not influence Students' Attitude towards Basic Science in Secondary Schools.

Table 4 Inferential Statistics showing the Influence of Basic Science Teachers' Skills on Students' Attitude towards Basic Science in Secondary Schools

		Teachers' Skills	**Students' Attitude**
Teachers' Skills	Pearson Correlation	1	.864**
	Sig. (2-tailed)		.000
Students' Attitude	Pearson Correlation	.864**	1
	Sig. (2-tailed)	.000	

**. Correlation is significant at the 0.05 level.

Table 4 above shows the correlation between Basic Science teachers' skills and students' attitude towards Basic Science in secondary schools. There is a significant influence between Basic science teachers' skills and students' attitude towards Basic Science. This is because the *p* value, which is 0.000 is lower than 0.05 (i.e. P<0.05), affirms the significance of the finding. Therefore, the hypothesis is not accepted, hence Basic Science Teachers' Skills will positively influence Students' Attitude towards Basic Science.

Hypothesis Four: Basic Science Teachers' Skills will not influence Students' Performance in Basic Science in Secondary Schools.

Table 5 Inferential Statistics showing the influence of Basic Science Teachers' Skills on Students' Performance in Secondary Schools

		Teachers' Skills	**Students' Performance**
Teachers' Skills	Pearson Correlation	1	-.145
	Sig. (2-tailed)		.290
Students' Performance	Pearson Correlation	-.145	1
	Sig. (2-tailed)	.290	

Table 5 above shows the correlation between Basic Science teachers' skills and students' performance in secondary schools. There is no significant influence between Basic science teachers' skills and students' performance in Basic Science. This is because the *p* value, which is 0.290 is higher than 0.05 (i.e. P>0.05), affirms there is no significance in the finding. Therefore, the hypothesis is not rejected; hence, Basic Science Teachers' Skills will not influence Students' Performance in Basic Science.

DISCUSSION

The result showed that Basic Science Teachers' skills will positively impact student addiction to psychoactive substances in Secondary Schools. This assertion supports the study of Wieman and Gilbert (2015) that creative Teachers tend to hold the interest of their students longer, allowing them to learn from difficult topics and subjects. The result showed that Basic Science Teachers' skills will positively impact student Addiction to Psychoactive Substances in Secondary Schools. This assertion supports (Handrianto et al., 2020; Handrianto et al, 2021) that the role of teachers is important in preventing drug abuse in secondary schools. On the contrary, the study of Post et al in Kahveci (2023) found that teachers with inadequate knowledge and skills will have a significant negative impact on students' performance.

- Basic Science students' consumption of psychoactive substances will negatively influence their attitude towards Basic Science in Secondary Schools. Adibelli & Olgun (2016) also supports this finding that taking psychoactive substances affects students' attitude and eventually their performance in secondary schools. The findings of Kelvin in Kastina (nd) contradicted that the consumption of psychoactive substances will increase the ability of students to withstand sleep, especially during examinations to withstand challenges.
- Basic Science students' consumption of psychoactive substances will negatively influence their performance in Basic Science in Secondary Schools. The finding supports (Adibelli & Olgun, 2016 and Kanwal et al., 2021) that students who are addicted to drugs (whether male or female) will perform poorly in secondary schools. The findings of Oludipe & Oludipe (2021), contradicted that Basic Science teachers' quality will influence students' performance, although Oludipe did not carry out the research on teachers' skills.
- Basic Science Teachers' Skills will positively influence students' attitudes towards Basic Science in Secondary Schools. This is supported by Adegbola (2019) that Basic Science teachers' pedagogical skills will influence students' attitudes. This finding contradicts the findings of Havis 2023 who found that Teachers' Skills may lead to insufficient knowledge, leading to misinformation and misconceptions by students.

CONCLUSION

Based on the findings of this study, it could be concluded that teachers' pedagogical skills could positively influence the attitude and performance of students addicted to psychoactive substances in Basic Science and also give room for professional growth and better student management.

RECOMMENDATION

Based on the findings above, it is recommended that:

1. There is a need for teachers to intensify efforts in engaging students with various types of pedagogical skills, which can influence the attitude and performance of students addicted to psychoactive substances.
2. Teachers should be encouraged to design interesting lesson plans that could encourage the overall performance of students.
3. Students should be encouraged not to be addicted to psychoactive substances, which can affect their performance negatively.

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