

**INFLUENCE OF DRUG ABUSE AND SOCIO-ECONOMIC STATUS ON
THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN
EGOR LOCAL GOVERNMENT AREA OF EDO STATE.**

Joshua OSATOHANMWEN

APRIL 2024

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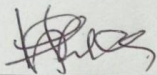
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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL
EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION
AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER DEGREE (M.Ed.) IN COUNSELLING PSYCHOLOGY, UNIVERSITY OF
BENIN, BENIN CITY.**

APRIL 2024

CERTIFICATION

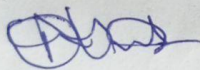
We, the undersigned, certify that this research work was written by Joshua OSATOHANMWEN, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.



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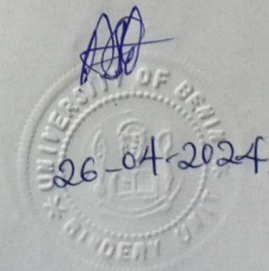
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CERTIFICATION

We, the undersigned, certify that this research work was written by Joshua OSATOHANMWEN, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This research work is dedicated to my late Mother: Late. Mrs. Gladys Osatohanmwun for her myriad sacrifice towards me.

ACKNOWLEDGEMENTS

Foremost, the researcher gratitude goes to God Almighty for His manifold grace and mercies in accomplishing this work in spite of all odds. The researcher thanks goes to his supervisor: Prof. (Mrs.) H.I Alike for his tutelage and thorough supervision of this research work.

The researcher's profound thanks also go to the Head of Department. Dr. (Mrs.) M. U. Orheruata, Many thanks to the academic staffs of the Department of Educational Evaluation and Counselling Psychology, namely; Prof. G.I. Osa-edo, Doctor; Mrs. H.J. Osarumwense, A.V. Uyigue, A.A. Aduble, F. Egberha and Dr. P.K Adeosun for their immense contribution during the researcher's seminar presentation to make his work of good quality and also for their tutelage during the course of his programme. The researcher's appreciation goes to the non-academic staffs of Department of Educational Evaluation and Counselling Psychology for always attending to my request, whenever I come to the department.

The researcher wish to appreciate his course mates; Omogiate Charles Osasogie, Ibenyeh Egiya Mabel, Enaruna Daniel, Obuseh Onyinye Gift, Idumwonyi Uyiosa Yinka, Olotu Oluwabukola Mercy, Ukanwa Gloria Imade, Okotie Gloria Nwanneamaka, Abraham Imole, Gbe Fortunate, Idahor Mojisola Folasade, Chikaodo Raymond Chidiebere, Obiasogu Afoma Theresa, Ogiemwonyi Eseosa Faith, Owie Itohan Mercy, Omasanjuwa Gilbertine, Sebastian Peace Akan, Eze Ejiro, Ifaluyi Ikuoyemwen Mercy and Amarachi Vivian Okoye for their advice and support during the course of this work. Finally, the researcher sincerely appreciates his siblings; Rev. Godwin Osatohanmwun, Dr. Patrick Osatohanmwun, Mr. Isaac Osatohanmwun, Mrs. Bridget, Jude Osatohanmwun, Beauty Idowu and the researcher's friend Precious Aguele for her constant prayers, advice, financial and emotional support during the process of this work.

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ABSTRACT

This research study examines the influence of drug abuse and socio-economic status on the Academic Performance of Secondary School Students in Egor Local Government area of Edo State. The objective of the study is to explore the relationship between drug abuse, socio-economic status, and academic performance. Three (3) research questions were raised to carry out the study and two (2) were hypothesized.

The population of this study consisted of 12 Public Secondary Senior School in Egor Local Government Area from which 175 students was randomly selected as samples for the study. It was made up of 878 male students and 856 females students making a total number of 1734 senior secondary school two (SSS2). The research design used was a descriptive survey research design; the instruments used for the study were Drug Abuse and Socio-Economic Status Questionnaire (DASESQ) and Students Academic Proforma Record (SAPR). Data were collected and analyzed using mean and standard deviation for research question one, Hypothesis one was tested using Pearson product moment analysis while hypotheses two was tested using ANOVA. All hypotheses were testing at .05 level of significant.

The finding of the study showed that Prevalence of Drug Abuse among Secondary School Students in Egor Local Government Area is low. The finding also showed that there is no significant relationship between Drug Abuse and Academic Performance among Secondary School Students. Furthermore the finding also revealed that there is no significant difference in Academic Performance of Secondary School Students. In line with the findings, it is therefore recommended, to Strengthen Drug Abuse Prevention Programs, Improve Learning Environment and Resources and Improve Learning Environment and Resources.

CHAPTER ONE

INTRODUCTION

Background to the Study

There is an international concern on academic performance of students. All over the world, especially in Nigeria, the development of quality Education and investment in education and human resources are seen as effective in promoting the overall development of the whole country. Improving student learning is also one of the goals of educational planning. Through effective learning, students can develop their skills and abilities to achieve their academic goals. It is worth noting that effective learning is recognized as an important aspect of good education.

Education, in its entirety, is a crucial element in the progress of a nation and plays an essential role in the construction of a society. Without significant investment in human capital, no society can achieve long-lasting economic growth. Education enhances individuals' productivity, fosters creativity, and encourages entrepreneurship and technological advancements. To attain economic growth, technological development, and cultural advancement, any society must prioritize the education, training, and utilization of its citizens' talents. Consequently, various stakeholders, including parents, teachers, and the government, eagerly anticipate the results of their efforts in terms of academic performance and excellence. The ultimate objective of education is to develop well-rounded individuals who can effectively integrate into society. Many individuals invest substantial amounts of money to secure quality education for their children, and some who have the means opt for education abroad. Despite this, opinions differ regarding why some students exposed to such high-quality education excel while others seem to underperform. The foundation of a nation is largely determined by the caliber of its educated populace, with academic performance serving as a main indicator of this educational quality. Hence, academic performance,

especially at the secondary school level, plays a significant role towards the continued growth and development of any society. It is often used as a gauge to understand the general effectiveness of educational policies and practices.

A person's level of education can be estimated based on how well they perform academically. As a result, academic performance is used as a way to gauge an individual's overall abilities and potential. When it comes to education and learning, how well someone does academically holds special importance. Narad and Abdullah (2016) defined academic performance as the knowledge gained which is assessed by a teacher and or educational goals set by students and teachers to be achieved over or specific period of time. Academic performance reveals how much a student has benefitted from instruction in a particular subject area. In other words, a student's academic performance reflects the degree to which their knowledge and skills have increased.

Academic performance is a significant concern among students, parents, teachers, and school administrators, and researchers have made efforts to understand the factors influencing student performance. Numerous external factors have been examined, including school type, teaching methods, school location, instructional materials, age, sex, and teacher experience. Historically, secondary school students have demonstrated low levels of academic achievement. According to statistics from the West African Examination Council (WAEC) between 2012 and 2017, an average of only 38.5% of students achieved five credits or more (West African Examination Council, 2017). To provide specific examples, let's examine the WAEC results for Nigeria during this period. In 2012, a total of 1,672,224 candidates registered for the examination, and only 649,156 (38.81% of the population) obtained five credits or more, including mathematics and English. In 2013, 1,689,188 candidates registered for the examination in Nigeria, and 889,636 candidates (36.57% of the population) achieved five credits or more, including mathematics and English. Similarly, in 2014, 1,692,435

candidates registered for the examination, and only 529,425 (31.28% of the population) obtained five credits or more, including mathematics and English. In 2015, a total of 1,605,248 candidates registered for the examination, and 616,370 candidates (38.68% of the population) achieved five credits or more, including mathematics and English. The trend continued in 2016, with 1,552,785 candidates registered and 878,040 candidates (52.97% of the population) obtaining a minimum of five credits or more, including mathematics and English. Finally, in 2017, 1,567,016 candidates registered for the examination, and 923,486 candidates (59.22% of the population) achieved a minimum of five credits or more, including mathematics and English (West African Examination Council, 2017).

Many researchers have consistently attempted to identify the major predictors of individual academic performance, factors such as intelligence, self-concept, sex, age, study habit, maturation, home background, peer influence child rearing patterns, socio – economic background, learning environment among others have been extensively explored as being responsible for academic performance. According to Ohanaka (2008) and Camillus (2011) the performance and attainment of better grades have never been ascribed to one singular factor or variable. This is because students' academic performance is a reflection of various factors which could range from intelligence, age, lack of basic facilities, shortage of qualified and good teaching staff, lack of motivation, time management, poor self-concept, emotional intelligence, readiness, personality traits, study habits, parents educational attainment, drug abuse, socio-economic status among others.

Drug abuse could be significant problem that affects many secondary school students in Nigeria. Drug abuse could have adverse effects on the academic performance of students. Students who engage in drug abuse are more likely to miss classes, fail exams, and drop out of school. The use of drugs could also lead to poor concentration, memory loss, and impaired cognitive function, all of which can negatively impact academic performance. According

Ekpenyong (2012) drug abuse has thus become a national concern in Nigeria, given its impacts on education. Secondary school students are particularly at risk given that they are in their formative years of education, career development, social skills and identity formation. Masiye and Ndhlovu (2016), show evidence of drug abuse among youths and pupils in schools. (Masiye et al 2015) further states that drugs are more likely to be used by learners in secondary schools, if they derive some form of subjective benefits. He states that in boarding secondary school learners may use drugs to provide them with entertainment when they are bored, to gather courage to do certain actions, or to reduce physical and emotional pain. According to Masiye, some learners may get involved in drug and alcohol abuse because they lack knowledge on the harmful effects of drugs, they lack resistance or refusal skills and the belief that drugs will make them think intelligently or they simply have low self- esteem

The drugs commonly abused by students are of seven categories classified according to their physiological effects. These include:

Stimulants: such as caffeine, cocaine, nicotine and amphetamine. These make the users feel uplifted and less fatigued; but also affects the central nervous system (CNS) by increasing its activities with increased heart bit and blood pressure among others.

Narcotics: Obtained extracts from such plants as opium, morphine, codeine and heroine, they are mostly used to relieve pain and induce steep.

Depressants, also known as sedatives: these drugs reduce the normal activities of body by slow down the function of the CNS. Examples are alcohol, barbiturate, tranquilizers and rohypnol.

Hallucinogens: these can cause cerebral excitement in the form of illusion, hallucination and vision and many more such situations.

Inhalants: these are breathable chemical vapours or gases that produce psychoactive effects when abused or misused. They include volatile organic solvents, petroleum products, nitrites, glue, type-writer correction fluids and anesthetics among others.

Aphrodisiacs: these, according to Greenberg et al (2000) are substances that arouse sexual desire or increase a person's capacity for sexual activities. They are also known as libido boosters or manpower in the streets.

Cannabis: these are drugs prepared from Indian hemp plant (*cannabis sativa*) also known as marijuana, pot, hashish and bhang. They have little therapeutic values and their medical use is illegal. Marijuana is one of the most commonly abused drugs in Nigeria, especially by adolescents.

Some researchers including Onyemaizu et al (2019), Zemba (2022), Amadi and Akpelu (2018) have indicated that drug abuse by Secondary School Student's play a vital role in their academic performance. Kavutha and Kariuki (2015), in their study established that drug abuse is common among secondary school students. This leads to poor academic performance and increase in indiscipline cases among students. According American Addiction center (2022) Drug abuse among teens and college students has a detrimental effect on academic performance. Young people are more susceptible to the short- and long-term cognitive effects of drug abuse while the social and emotional repercussions further increase risk factors for problems in school

Socio-economic status could also be a crucial determinant of academic performance. Socio-economic status (SES) refers to the social standing or position of an individual or group in society based on various factors such as income, education, and occupation. It is a multidimensional concept that helps to understand the social stratification and inequality within a society. While there are different ways to categorize Socio-economic Status, one

common approach is to consider three levels of socio-economic status: high, middle, and low. These levels are determined by the combination of income, education, and occupation.

High Socio-Economic Status: Individuals with a high socio-economic status typically have a high income, advanced education, and prestigious occupations.

Middle Socio-Economic Status: The middle socio-economic status represents the majority of the population and is characterized by moderate income, education, and occupation. Individuals in this category may have completed some college education or hold jobs in skilled or semi-skilled professions.

Low Socio-Economic Status: Individuals with a low socio-economic status typically have low income, limited education, and low-skilled or unskilled occupations. They often face financial hardships, lack access to quality education and healthcare, and may live in disadvantaged neighborhoods. People in this category may experience higher levels of poverty, unemployment, and social exclusion.

In Nigeria like in many other countries, parents are largely responsible for financing their children's formal education. The quality of education provided to children is, usually, in direct proportion to the financial status of the family, (Amoon et al, 2018). Students from disadvantaged backgrounds may struggle to achieve academic success due to factors such as poverty, inadequate educational resources, and limited parental involvement. Students from low-income families may not have access to the same educational opportunities as their more affluent peers, which can put them at a disadvantage.

Over the years, there has repeatedly been a gap between the academic performances of students despite being taught the same course content by the same teacher in the same class. While it is the educator or the teacher who can know the latent faculties of the child and take appropriate methods to develop those powers (Kumar and Ahmad, 2008), it is very likely that other external factors outside teachers' performance and quality of education

provided in schools may influence a student's academic performance. A very good example of these external factors is parental socio-economic status. Parents are the most immediate relation of a child. Their financial status and education do have an important influence on the personality of the child. It is therefore not out of place to imagine that socio-Economic status of parent can have possible effects on the academic performance of children in the school. Whatever affects the development environment of children would possibly affect their education or disposition to it. Parental status is one of such variables.

The primary emphasis in education is on gaining knowledge, which students showcase through their academic performance. This performance is typically evaluated through various standardized exams. However, it is crucial to also address the issue of Drug abuse and Socio-economic factors that could also contribute to students' success. Recognizing these factors may also significantly impact academic performance, it is essential to explore the interaction between these factors. Therefore, it is necessary to investigate how Drug Abuse and Socio-economic Status influence the Academic Performance of Secondary School Students in the Egor Local Government Area of Edo State.

Statement of the Problem

The issue of low academic performance among secondary school students has become a serious concern in Nigeria's educational system. It is getting harder to match people's competence with their supposed academic achievements as shown on their certificates. Many students cannot adequately explain the certificates they are believed to have earned with honor, leading to an inability to successfully compete in the job market. This has become a significant problem.

The performance of students on the West African Senior School Certificate Examination (WASSCE) between 2021 and 2022 has been a major concern in Nigeria. The statistics released by the West African Examination Council for 2022 show that students

scored over 5% lower than in 2021. The variation seen in academic results on this important exam demonstrates the standard of secondary education in the country. The May/June 2022 WASSCE results confirm that secondary education in Nigeria needs intervention to boost students' academic performance. The West African Examination Council reported that only 76.36% of candidates who sat for the 2022 senior school certificate exam received credit passes or above when compare to 81.7% of 2021.

In 2021, a total of 1,560,261 candidates registered and sat for the West African Senior School Certificate Examination (WASSCE) in Nigeria. Out of these candidates, 1,274,748 representing 81.7% obtained credit passes or higher in at least five subjects including Math and English. A total of 1,256,990 candidates had their full results processed and released. However, 303,271 candidates had some of their results still being processed or withheld due to errors attributable to their schools during registration or issues that arose while the students were taking the exam.

In 2022, a total of 1,601,047 candidates sat for the WASSCE in Nigeria. Out of these, 1,222,505 candidates representing 76.36% scored credit passes or higher in a minimum of five subjects including English and Math. The results of 1,437,629 candidates were fully processed and released. Meanwhile, 163,418 candidates had some of their results still being processed due to examination malpractice or mistakes related to school registration or issues that occurred when students were writing the exam. According to Mr. Patrick Areghan (Head of National office, WAEC), the 2022 exam performance of 76.36% indicated a decrease compared to the 2021 performance of 81.7%. This showed fluctuations in the academic results of students sitting for this important examination across the two years.

The statistics from WAEC highlight the need to look into factors that may cause variations in how students perform academically. When students do not do well in school, it restricts their potential for career growth and ability to succeed in the very competitive job

market. With this in mind, could aspects of Drug Abuse or Socio-economic Status impact how secondary school students in Egor Local Government Area of Edo State perform at school? This study aims to look at Drug Abuse and Socio-economics Status as key determinants that influence the academic achievement of secondary school students in Egor Local Government Area of Edo State.

Research Questions

The study was guided by the following research questions

1. What is the prevalence of drug abuse among secondary school students in Egor Local Government Area of Edo State?
2. What is the relationship between drug abuse and academic performance in Egor Local Government Area of Edo State?
3. What is the relationship between Socio-economic status and Academic Performance in Egor Local Government Area of Edo State?

Hypotheses

The following Null hypotheses were formulated and was tested at a 0.05 level of significance

1. There is no significant relationship between Drug Abuse and Academic Performance of secondary school students in Egor Local Government Area.
2. There is no significant difference in academic performance of secondary school Students in Egor local government area of Edo state based on Socio-Economic Status

Purpose of the Study

The purpose of this study was to investigate Influence Drug Abuse and Socio-Economic Status on Academic Performance of Secondary School Students in Egor Local Government Area of Edo State; this study determined:

- The Prevalence of Drug among Secondary School Students in Egor Local Government Area of Edo State.

- The relationship between Drug Abuse and Academic Performance in Egor Local Government Area of Edo State.
- The relationship between Socio-economic status and Academic Performance in Egor Local Government Area of Edo State.

Significance of the Study

The study Influence of drug abuse and socio-economic on academic performance of secondary school students in Egor Local Government Area of Edo State will have significant implications for various stakeholders, including policymakers, educators, parents, and students themselves. The findings of the study will inform the development of policies and interventions aimed at preventing drug abuse and improving academic outcomes among secondary school students in Egor Local Government Area. For example, the study can help identify the factors that contribute to drug abuse and poor academic performance, such as peer influence and family background, and suggest targeted interventions to address these factors.

The study provide insights into the relationship between drug abuse and academic performance among secondary school students in Egor Local Government Area, which can inform the development of educational programs and interventions to promote academic success and prevent drug abuse. This information can also be used to develop strategies to identify and support students who are struggling with drug abuse or academic performance issues.

The study helps parents to understand the relationship between drug abuse, socio-economic status, and academic performance and to identify ways to support their children's academic success and prevent drug abuse. This information can also be used to develop parent education programs to help parents become more involved in their children's education and prevent drug abuse. Finally, the study will help students to understand the negative consequences of drug abuse and the importance of academic success. This information can also be used to develop educational programs that promote positive behaviors and attitudes

among students and to identify and support students who may be at risk for drug abuse or poor academic performance.

Scope and Delimitation of the Study

This study covered the Influence of drug Abuse and Socio-economic Status in Egor Local government area in Edo State Nigeria. The dependent variable is Academic performance and the Drug Abuse and Socioeconomic status is independent variables. The study was delimited to all public senior secondary two (SSII) students in Egor Local Government Area of Edo state.

Definition of Terms

Academic Performance: Is the outcome of the students after assessments. This study measured academic performance of students.

Drug: In this study it refers to any chemical substance which when taken into the body can affect one or more of the body's function.

Drug Abuse: In this study it refers to a condition whereby drugs are taken for other motives other than the intended ones e.g. to produce unnatural feelings.

Socio-Economic Status: This refers to individual's/group's demographic, social and economic position in relation to others. In this study, socio-economic status was measured in terms of parents' level of income, level of education, and occupational status i.e high, middle and low.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature is presented under the following subheadings:

- Theoretical Framework of the Study
- The concept of Academic Performance
- The Concept of Drug Abuse
- The Concept of Socio-economic Status
- The Prevalence of Drug Abuse among Students
- Drug Abuse and Academic Performance
- Socio-economic Status and Academic performance
- Socio-economic status and Drug Abuse
- Summary of Literature Review.

Theoretical Framework of the Study

Theoretically, the study is hinged on Social Learning Theory (Albert Bandura, 1977): Social Learning Theory suggests that individuals learn behaviors through observation, imitation, and reinforcement. In the context of drug abuse and academic performance, this theory posits that students may be influenced by the drug use behaviors of their peers or role models in their environment and Strain Theory (Robert K. Merton, 1938): Strain Theory argues that individuals may engage in deviant behaviors, such as drug abuse, as a response to the strain caused by the discrepancy between societal goals and the means to achieve them. In the case of students, socio-economic factors such as poverty and limited opportunities may contribute to strain, leading to drug abuse and subsequently impacting academic performance.

Social Learning Theory

The Social Learning Theory is a psychological theory that explains how individuals learn behavior through observation, imitation, and modeling. It suggests that people learn by observing others and the consequences of their actions. In the context of the influence of drug abuse and socio-economic status on secondary school students' academic performance in Egor Local Government area of Edo State, the Social Learning Theory can provide insights into the factors that contribute to drug abuse and its impact on academic performance. The Social Learning Theory was developed by Albert Bandura in the 1960s as an extension of behaviorism. Bandura believed that behavior is learned through observation and imitation of others, rather than solely through reinforcement and punishment.

Tenets of Social Learning Theory

Observational Learning: Individuals learn by observing others and imitating their behavior.

Modeling: People are more likely to imitate behavior that they perceive as rewarding or successful.

Reinforcement: The consequences of behavior, whether positive or negative, influence the likelihood of that behavior being repeated.

Self-efficacy: Individuals' belief in their own ability to perform a behavior affects their motivation and likelihood of engaging in that behavior.

Strengths of Social Learning Theory:

Comprehensive: The theory takes into account both environmental and cognitive factors in explaining behavior.

Practical Application: The theory has been widely applied in various fields, including education, psychology, and criminology.

Individual Differences: The theory recognizes that individuals have different learning experiences and cognitive processes, which can influence their behavior.

Weaknesses of Social Learning Theory:

Limited Focus on Internal Processes: The theory does not fully explain the internal cognitive processes involved in learning and behavior change.

Lack of Determinism: The theory does not account for the influence of biological and genetic factors on behavior.

Overemphasis on Environmental Factors: The theory may overlook the role of individual characteristics and personal agency in behavior.

Relevance of the theory

The Social Learning Theory can help explain how drug abuse behavior is learned and reinforced through observation of peers, family members, and media influences.

Socio-economic status can influence the availability and accessibility of drugs, as well as the social norms and expectations surrounding drug use.

The theory suggests that interventions targeting drug abuse prevention should focus on providing positive role models, promoting healthy behaviors, and creating supportive environments.

Understanding the social and environmental factors that contribute to drug abuse can inform strategies to improve academic performance, such as implementing drug prevention programs, providing support services, and addressing socio-economic disparities.

Strain Theory

The Strain Theory, developed by sociologist Robert Merton, is a sociological theory that explains deviant behavior as a result of the strain or tension individuals experience when they are unable to achieve socially accepted goals through legitimate means. In the context of the influence of drug abuse and socio-economic status on secondary school students' academic performance in Egor Local Government area of Edo State, the Strain Theory can provide insights into the relationship between socio-economic factors, strain, and drug abuse.

Robert Merton introduced the Strain Theory in the 1930s as a response to the limitations of traditional functionalist theories in explaining deviance. Merton's theory was influenced by Emile Durkheim's concept of anomie, which refers to a state of normlessness and social disorganization.

Tenets of Strain Theory:

Cultural Goals: Society promotes certain goals, such as financial success and material wealth, which are considered socially desirable.

Institutionalized Means: Society provides legitimate means, such as education and employment, to achieve these goals.

Strain: When individuals are unable to achieve the desired goals through legitimate means, they experience strain or tension.

Modes of Adaptation: Individuals may adapt to strain in different ways, including conformity, innovation, ritualism, retreatism, or rebellion.

Strengths of Strain Theory:

Societal Factors: The theory highlights the role of societal factors, such as cultural goals and institutionalized means, in shaping behavior.

Macro-level Analysis: It provides a macro-level analysis of deviance, focusing on the structural factors that contribute to strain and deviant behavior.

Application in Criminology: Strain Theory has been widely applied in criminology to explain various forms of deviance, including drug abuse.

Weaknesses of Strain Theory:

Limited Individual Agency: The theory may overlook the role of individual agency and personal choices in deviant behavior.

Cultural Variation: The theory assumes that cultural goals and means are universally accepted, which may not be the case in all societies.

Lack of Empirical Support: Some critics argue that empirical evidence supporting the theory is limited and inconsistent.

Relevance of the theory to the study

Strain Theory can help explain how socio-economic factors, such as poverty and limited opportunities, contribute to strain and the likelihood of engaging in drug abuse.

Students from lower socio-economic backgrounds may experience strain due to the unavailability of legitimate means to achieve societal goals, leading to a higher risk of drug abuse.

The theory suggests that addressing socio-economic disparities, providing alternative means to achieve goals, and promoting positive coping mechanisms can help reduce strain and mitigate the influence of drug abuse on academic performance.

Interventions based on Strain Theory can include providing educational and vocational opportunities, mentoring programs, and support services to help students cope with strain and improve their academic performance.

The Concept of Academic Performance

The term academic performance is often described as the level of achievement students reach in exams. It represents the extent to which students, teachers, and educational institutions have accomplished their academic objectives. Academic performance reflects a student's standing in their studies at a specific point in time and indicates their ability to showcase their intellectual capabilities. By evaluating academic performance, one can make predictions about an individual's educational qualifications. Therefore, it is considered a criterion for assessing an individual's overall abilities and potential. Consequently, academic performance holds significant importance within the realm of education and the learning process. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks of a teacher and or educational goals set by students and

teachers to be achieved over or specific period of time. Academic performance determines how well a student has benefited from an instruction in a given area of learning. This means that a student's academic performance reflects the extent to which knowledge and skills have been impacted.

The concept of Academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of students in the moral sense (York et al 2015). The perspective oriented nature of "academic performance" further creates hindrance in giving an exhaustive definition of the term. For some entities, completing courses and gaining knowledge and skills may be the meaning of academic performance. Whereas for some others, having the abilities to secure a progressive career would be the version, on the whole, securing and inculcating a meaningful change (psychological, affective, and cognitive as well as behavioural) in the students, is the ultimate goal of the education system across the world. This fact finds its explanation in the Astin's Model of change, which holds that the outcome pertaining to students, i.e., learning is a function of the personal characteristics of students- the "INPUT" as well as the "ENVIRONMENT" which they confront while attending an institution for education.

Narad and Abdullah (2016) mentioned in their research, that at the basic level, the success or failure of any academic institution depends largely upon the academic performance of its students. They also reiterated the general belief that good academic performance signals better career prospects and thus a secure future. The Academic Performance of students is immensely significant as the economic as well as the social development of any country are both attributable to the academic performance of the students. The better the students perform academically, the better are the prospects of the development of a fine manpower, who will contribute to the economic and social development of the

nation (Ali et.al, 2009). Students performing better than the expectations and norms set by the society are mostly expected to contribute to the growth, development and sustainability of the society (Akinleke, 2017). Singh et al (2016) presented a straight and significant connect between academic performance of students and the socio-economic development of a country, because acquisition of relevant knowledge as well as skill development become evident through students' academic performance (Farooq, 2011). This accords a great reason to educators granting the highest priority to the academic performance of their students.

In education, there are three levels of performance which are high, average, low academic performance and this is due to individual differences and these differences influences academic performance (Stumm et al, 2011). Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested. For instance a study by Oluwadare et al ([2015](#)), as demonstrated in a study of students' academic performance in General English, performance was found to be "awfully poor". According to Bashir and Mattoon (2012) academic performance means how much knowledge an individual has acquired from school. In this highly competitive world academic performance is seen as an index for a Child's future as it is an important goal of the educational process.

The concept of academic performance of students is to gain more significance as it is the most sought after outcome of the education process. Further, with an ever-increasing demand for well-educated and professionally skilled labour in the industry, the prospects of educational institutions involved in producing the "as per demand" workforce is widely immense. As such, an extreme focus would always be there upon the academic performance of the students. Likewise, efforts to identify and utilize the factors responsible for an improved academic performance of students, has always been a major research area.

The Concept of Drug Abuse

A drug can be defined as a substance that may perhaps, bring about an adjustment in the organic or biological Function through its chemical measures. Drug according to Fareo (2012), alters the body functions either positively or otherwise depending on the body composition of the user, the type of drug used, the amount used and whether used singly or with other drugs at the same time. Drugs according to Alewu and Nosiri (2014) are broadly classified into two, namely: legal or licit and illegal or illicit. The legality of the use drugs for non-medical purpose is of two types: hard use drugs and soft use drugs. The hard use drugs are those that seriously disable the individual as function member of the society be severe emotional and physical dependence e.g. Hersin, morphine, colane, Indian hemp and their analogues. The drug use in the hard sense is central to the user's life that the user cannot do without. Soft-use drugs are less dependent, maybe emotional dependence but little or no physical dependence, except with health (alcohol, barbitrolate) e.g. sedative, tranquilizers amphetamines, hallucinogen and tobacco. Drug used in the soft sense is merely incidental. However, a soft-use drug can be continuous to achieve a hard use. A drug refers to a substance that could bring about a change in the biological function through its chemical actions. It is also considered as a substance that modifies perceptions, cognition, mood, behaviour and general body functions. They could thus, be considered as chemical modifiers of the living tissues that could bring about physiological and behavioural changes.

Drug Abuse is defined as any use of drugs for non-medical purposes almost always for altering consciousness. Drug abuse implies substances that change the mental or physical state of a person and that may be used repeatedly for that effect leading to abnormality. Drug abuse in the context of this study, can be defined as the chance to misuse a particular drug without a former medical directive from qualified health practitioners. It can also be viewed as the unlawful overdose in the use of drugs. Drug abuse is a patterned use of a substance (drug) in which the user consumes the substance in amounts or with methods neither approved nor

supervised by medical professionals. As research has found, drug abuse arises from many factors such as "mother-father relationships, the way parents raise their children, the financial situation of the family, and the community and found that lack of knowledge about drug effects can lead to abuse Manish et al (2020).

According to WHO (2016), Drug abuse can be defined as “harmful or hazardous use of psychoactive substances which include alcohol and illicit drugs”. WHO (2016) further reiterated that the use of psychoactive substances by adolescent have various health implication and using these drugs can also lead to dependence syndrome. Dependence syndrome of drugs abuse is so bad that it can lead to strong willingness to abuse drug, unable to control its consumption despites its health consequences (WHO, 2016).

The Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published by the American Psychiatric Association, provides diagnostic criteria for substance use disorders, which encompass drug abuse. Substance use disorders are characterized by the persistent use of a substance despite experiencing significant problems, such as impaired control over use, cravings, withdrawal symptoms, and negative effects on functioning.

The National Institute on Drug Abuse (NIDA) defines drug abuse as "the intentional, non-therapeutic use of a drug, even once, for its rewarding psychological and physiological effects" (NIDA, 2018). This definition specifically highlights the non-therapeutic nature of drug use and the pursuit of pleasurable experiences or altered states of consciousness.

The Concept of Socio-Economic Status

Socioeconomic status (SES) is a complex and multidimensional construct, encompassing both independent objective characteristics (e.g., income or education) and subjective people’s ratings of their placement in the socioeconomic spectrum. Within the growing literature on subjective SES belongingness and psychological well-being, subjective indices of SES have tended to center on the use of pictorial rank-related social ladders where individuals place themselves relative to others by simultaneously considering their income,

educational level, and occupation. Villalba defined socioeconomic status (SES) as a construct that represents social and economic background of an individual or group unit. According to American Psychological Association, socioeconomic status encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class.

Socio-Economic Status: (SES) encompasses a combination of economic and social factors that, when examined together, provide a comprehensive understanding of an individual's socio-economic standing. Key components often measured include income, occupation, education level, wealth, and social status. These indicators reflect various aspects of an individual's life, such as access to resources, social networks, and opportunities. Socio-Economic background refers to the social and economic condition of a person, family which influences the child physically, intellectually and emotionally.

According to Bhat, et al (2016), socioeconomic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socioeconomic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their own attributes are assessed. Socioeconomic status is by and large partitioned into three categories i.e. high socioeconomic status, middle socioeconomic status and low socioeconomic to clarify the three fields a family or an individual may fall into. At the point when putting a family or individual into one of these classifications, any or the majority of the three variables i.e., income, education, and occupation can be investigated and evaluated.

The education, employment, wealth, political influence, and social reputation of the parents establish their social economic standing. According to Ngele (2022), Socio-economic

Status is the word used to differentiate people's relative place in society in terms of family money, political influence, educational background, and occupational status. People are classified into social economic status classes or groups based on these variables. The upper class is defined as having a higher degree, a better job, a higher income, and some social standing, whereas the middle class has a lower income, less education, and less social status, and the lower class has none of these characteristics.

The Prevalence of Drug Abuse

In recent years, drug abuse has become a growing concern worldwide, particularly among young individuals. Drug abuse is a major public health concern that affects individuals and communities around the world, including secondary school students. The problem of drug abuse among secondary school students has been a growing concern in recent years, with many studies highlighting the prevalence and negative consequences of drug abuse in this population. According to reports from the National Drug Law Enforcement Agency (NDLEA) and the National Bureau of Statistics (NBS), drug abuse among students in Nigeria has been a growing concern. In a study conducted in 2018 by the Centre for Research and Information on Substance Abuse (CRISA), it was reported that approximately 14.4% of Nigerian students were involved in drug abuse. The study highlighted that cannabis (marijuana) was the most commonly abused drug among students, followed by non-medical use of prescription medications and other substances. The statistics are alarming and require immediate action from parents, teachers, and the government. Parents need to educate their children about the dangers of drug abuse while schools should implement drug education programs that teach students about the risks associated with drug use. According to a systematic review of drug use among school-aged children in Nigeria by Abiodun et al. (2018), the prevalence of drug abuse among secondary school students in Nigeria ranges from 20% to 60%, depending on the location and the type of drug. The most commonly

abused drugs among secondary school students in Nigeria include alcohol, cannabis, cocaine, heroin, and prescription drugs such as tramadol and codeine. A Review of Substance Use among Secondary School Students in Nigeria: Implications for Policies by Emeka (2015). The results reveal more current and lifetime alcohol use among males than females. Also Nabofa (2021) His study found that alcohol, cannabis, tobacco and cigarettes were the most abused drugs by secondary school students in Nigeria, while cocaine, caffeine, glue, heroine, energy drinks, miraa, rohypnol and tramadol were the least abused drugs

Ogunwale et al (2022) did a study on Prevalence and pattern of psychoactive substance use among government secondary school students in central Nigeria. The research study aimed to determine the prevalence and pattern of psychoactive substance use among students at a government secondary school in Ilorin, Kwara State, Nigeria. The study adopts a cross-sectional descriptive survey design. A simple random sampling technique was used to select 104 students for an invitation to fill a semi-structured questionnaire after consenting to the informed consent. Correlational analyses were performed between social characteristics and the knowledge of the effects and prevalence of substance use. Thirty-three point seven percent (33.7) of students reported to use psychoactive substances, with alcohol and tramadol being the most consumed. Those aged 15-19 years were found to have a higher prevalence of substances use than other ages. There was an important knowledge of the social perspective and health effects of using such substances, but they persisted in their consumption. Age and school level were observed to have a statistically significant correlation with the knowledge of the effects of drug use. The study shows that the prevalence and pattern of psychoactive substance use among the students are high considering their level and age. The majority of the students knew about psychoactive substance use and its social and health effects. We, therefore, recommend a multi-stakeholder effort within the community to curtail drug use among young people.

A study carried out by Onigbogi et al (2023) on the Prevalence of Substance Abuse among Secondary School Students in Lagos State of Nigeria. This study aimed at determining the prevalence of use of illicit drugs among senior secondary school students in Lagos State of Nigeria. It was a descriptive cross-sectional study among 422 senior secondary school students selected by multistage sampling technique. Data were collected using a pre-tested structured, self-administered questionnaire and was analysed using Statistical Package for Social Science (SPSS) version 21. The statistical analyses of frequency counts, percentages and chi square were set at a level of significance of $p \leq 0.05$. The Chi-square and Fisher's exact tests were used to determine the association between categorical variables. Results: A total of 422 students participated in this study with mean age of 16.30 ± 1.72 years. Out of which 205 (48.6%) were males and 217 (51.4%) were females. About 68% of respondents understood the meaning of illicit drugs. The overall knowledge of students on illicit drugs was good (66.9%), so also for positive attitude (61.6%). There was however a statistically significant association between the knowledge of the respondents and their attitude towards illicit drugs. The awareness of substance abuse was high 89.6% and sources of information were mostly from the television. The most commonly used drugs reported were opiates, codeine contained in cough syrups and tramadol (11.6%), followed by tranquillizers sedative hypnotic (9%), Hallucinogen (5.6%) and Amphetamines (5.3%) with the influencers mainly the parents and family friends. Conclusion: The study reveals that despite overall good knowledge and positive attitude towards substance abuse, some students were still engaged in the practice.

Adeyemo et al (2016) carried out a study on the Prevalence of Drug Abuse Amongst University Students in Benin City, Nigeria. The study sought to determine the prevalence of drug abuse among students in a tertiary institution in Benin City, Edo State, Nigeria. The study adopted a descriptive survey design. The sample size for this study was 800 students

(n=800). Structured questionnaire was used to collect data. Three research questions and one hypothesis was answered. Descriptive statistics and Pearson product moment correlation were used for data analysis using the statistical package for social sciences (SPSS). Results showed that majority of the respondents were young people within the age group of 20-25 years and a higher proportion of respondents were male students. The study revealed that 46.6% of the sample respondents have taken drugs for non-medical purposes at least once. Coffee and alcohol were the most commonly abused drugs. Majority of the respondents agreed that students take drugs as a result of poor teacher-student relationship, improper parental upbringing, as well as the influence of peer pressure. Results also revealed that the null hypothesis which states that there is no significant relationship between university environment and drug abuse among UNIBEN students is rejected while the alternate hypothesis is upheld.

Another study by Shahrzad et al (2021).The study aimed to assess the prevalence of drug abuse among adolescents in Kerman, Iran. Cross-sectional study was conducted on 2,000, 10th - 12th-grade students in the academic year of 2017 - 2018 selected by random cluster sampling. Data collection tools included demographic characteristics checklist and alcohol smoking and substance involvement screening test (ASSIST). Data were analyzed using chi-square test. The results showed that the highest prevalence of substance abuse among students was related to tobacco, alcohol, and sedatives. It was also demonstrated that the use of cigarettes, sedatives, cannabis, and amphetamine was significantly higher among male subjects compared to female participants ($P < 0.05$). Moreover, 16.4, 12.9, and 5.1% of the tobacco, alcohol, and sedative users required low interventions, respectively, whereas 1.5, 0.8, and 0.4% of them required high interventions, respectively. According to the results of the study, there was higher drug abuse prevalence in male students compared to female

students. As such, it seems that consumption of alcohol, tobacco, and narcotics in adolescents requires serious intervention.

Onofa et al (2016) carried out a study on Prevalence and Patterns of Drug Abuse among Students of Tertiary Institutions in Abeokuta, Ogun State, Nigeria. The study was carried out among students of 3 tertiary institutions (Moshood Abiola State Polytechnic - MAPOLY; Federal College of Education - FCE; and Federal University of Agriculture - UNAAB) in Abeokuta. Abeokuta is the largest city and capital of Ogun state, south Western Nigeria. The total population of students in these school were 14000 i.e. MAPOLY (7000), FCE (3000) and UNAAB (4000). In line with WHO recommendation on sample size for drug abuse survey among students, 10% of the total population i.e. a total of 1400 students constituted the sample size. Using a proportionate probability representation, the sample size selected from the schools was: MAPLOY (700), FCE (300) and UNAAB (400). Students in the penultimate and final years were randomly chosen for the study. The World Health Organization (WHO) student drug use questionnaire for data collection was adapted for the study. Data was analyzed using the Statistical Package for Social Sciences (SPSS) version eleven (11) and basic statistical analyses such as frequency distributions, cross-tabulations and tests of statistical significance were carried out. Chi-square was used as a test of significance for categorical variables. Analysis of Variance (ANOVA) was used for continuous variables. A P-value less than 0.05 were accepted as significant for each statistical test. The lifetime prevalence of use of one or more drugs of abuse was 69.2%. The highest lifetime prevalence rates were for alcohol (34.3%), tobacco (14.4%), hypnosedatives (8.8%) and cannabis (6.2%). The majority of respondents who abused psychoactive drugs initiated the habit in primary and secondary school. Alcohol use was more common among male students and Christians. It was also associated with parental drug use, parental educational level and marital status. This study showed a high prevalence of drug abuse among the

students. There is a need for more studies on drug use among college students with a view to mapping out appropriate preventive and intervention programmes in Nigeria.

Soremekun et al (2020) carried out a research on Prevalence and perception of drug use amongst secondary school students in two local government areas of Lagos State, Nigeria. The study aimed to measure the prevalence of drug use amongst students of junior and senior secondary schools (aged 10–15 years) and was conducted at two local government areas in Lagos State. The cross-sectional study was carried out in Ikotun or Igando local council development area (LCDA) and Ikoyi LCDA of Lagos State. Students were sampled using stratified random sampling with classes as strata and sampling performed by balloting. The modified WHO Model Drug Use Survey Questionnaire was distributed to the students for self-reporting. Ethical approval was received from district school boards. A total of 1048 students participated in the survey. In this study, alcohol had the highest lifetime drug prevalence rate (29.1%), followed by pharmaceutical opioids (9%). Gender, educational level, type of school management, and geographical economic distribution were found to be predictors of prevalence of drug use. This study demonstrated significant differences in the prevalence of tobacco and opioids use among students in private and public schools; and documented statistically significant differences in the prevalence of cocaine use between low income and high-income areas in two LCDAs in Lagos, Nigeria. Prevalence of lifetime, recent use, and current use of drugs among secondary school students in two LCDAs located in Lagos State, Nigeria were documented with alcohol as the drug with the highest prevalence.

Marygoretty and Adhiambo (2021) carried out a study on The Prevalence, Causes and Effects of Drug use and Abuse on Performance Indicators Among Secondary School Students In Teso South Constituency, Kenya. The purpose of the study was to establish the prevalence of drug use among students in Teso South Constituency, establish the causes of drug use and

identify the effects of drug use on academic performance indicators among secondary school students in Teso South Constituency. The constituency has a total of 25 public secondary schools with a total of 8023 students. Krejcie and Morgan's formula was used to select 192 students and data was collected from the field using questionnaires and later analyzed using percentages. Results indicate that 54.7%, 22.4%, 6.7%, 4.7% 4.2%, 3.1% of the students use Tobacco, Miraa, Cocaine, Tranquilizers, Kuber and Marijuana respectively. Also, the most influential causes of drug abuse among them were Peer influence at 90.1%, family background at 57.1% and availability of drugs at 30.8%. Lastly, 89.6% of the students had poor grades due to drug abuse alongside 78.6% of them affected by low concentration span and lack of interest in studies. The study, therefore, inferred that there is a high of drug ab prevalence use amongst secondary school students with family, peers as well as availability contributing to the onset of drug abuse.

Drug Abuse and Academic Performance

International Drug Trafficking is gaining strength, the international cooperation against drug trafficking is steadily losing strength and lacking organization (Adepeju & Abel, 2022). Drug abuse among teens and college students has a detrimental effect on academic performance. Young people are more susceptible to the short- and long-term cognitive effects of drug abuse while the social and emotional repercussions further increase risk factors for problems in school, As McLellan ([2017](#)) discussed substance misuse and substance use disorders are significant issues in healthcare. It is important for parents and students to learn the risks of drug use and take action as soon as concerns are raised to avoid serious problems in school. Drugs and substance abuse has been identified as a serious constraint to effective teaching; administration of schools and learning process in educational institutions globally (Ibrahim et al., 2019). As demonstrated by a scoping review of epidemiological studies on drug abuse in

Nigeria, the burden of drug abuse remains high despite existing drug laws and prevention strategies (Jatau et al., 2021).

Akanbi et al (2015) carried out a research work Impact of Substance Abuse on Academic Performance among Adolescent Students of Colleges of Education in Kwara State, Nigeria. The study investigated the impact of substance abuse on adolescent on academic performance in colleges of education in Kwara State. The design used for the study was the survey. A sample of 150 adolescent students was randomly selected from selected departments in three colleges of education in the State. A validated instrument, Drug Habit Inventory (DHI, Fayombo, 1998) was used to collect relevant data and objective tests on Educational and General Studies were also used to test academic performance of these students. The data collected was analyzed using a t-test to analyse the hypotheses of differences. The findings show that there is significant difference between the academic performance and students who abuse drugs and those who do not and there is significant gender difference among adolescent substance abusers on the basis of academic performance. Based on the findings, recommendations were made on campaigns against substance use should be incorporated in health education curricula of colleges of education with special focus on the adverse consequences of the substances used and establishment of Counselling Centres for Drug Control: Counselling centres should be established in every colleges of education by the government or private individuals.

Steve and Nike (2020) conducted a research on Contemporary Trend of Drug Abuse among In-School Adolescents in Kwara State, Nigeria. The study focuses on the contemporary trend of drug abuse among in-school adolescents in Kwara State, Nigeria. The study employed the use of a descriptive survey design. One hundred respondents were chosen for the study through the use of a simple random sampling technique from the three Senatorial districts of Kwara State. In total, three hundred adolescents participated in the

study. The respondents were stratified on the basis of age and gender. In order to ascertain the validity of the instrument of this study, copies of the questionnaire were given to experts and lecturers in related fields for vetting. A reliability index of 0.75 was obtained using a test-retest method. The instrument used for this study was tagged “Trends of Drug Abuse Questionnaire” (TDAQ). The outcome of this research revealed that a significant difference existed in in-school adolescent’s perception on the contemporary trend of drug abuse based on age. However, on the basis of gender, the respondent’s perceptions were similar.

Samuel et al (2021) carried out a study on Drugs Abuse, Civic Behaviour and Students' Academic Performance: Perspectives Of Senior Secondary Schools In Zaria Education Zone, Kaduna State, Nigeria. A Cross-sectional descriptive design was used. Five Senior Secondary Schools were selected. Using Research advisor (2006) Sampling table, 365 respondents were sampled using stratified random sampling technique out of 3812 students. Standardized questionnaire structured by Afuwai in 2016 was adapted. Data from the pilot study was analyzed using Cronbach’s alpha an reliability indexes of 804 and .813 were obtained. This is to determine the internal consistency of the responses to the items. Statistics were presented in mean and standard deviation and a three point-scale was used. Hypotheses were tested using independent sample t-test at .05 level of significance. The study revealed that students under the influence of drugs can: fight a teacher, sneak out of school and break school regulations, take part in fight where a group of their friends were against another group, damages school properties on purpose, got into problem with the police for something they did. The study showed that students who abuse drugs are often below average student in their respective classes. To buttress this, the null hypothesis which states that there is no significant influence of drug abuse on the academic performance of senior secondary schools student was rejected (p-value of 0.03 is less than 0.05 level of significance). It was conclude

that Drugs abuse has an influence on both students' civic behavior and academic performances.

A cross-sectional descriptive survey to find out the effect of substance/drug abuse on the academic achievement of secondary school students in Mkar metropolis, Mkar, Gboko, Benue State was carried out by Chukwu et al (2017). A sample size of 220 secondary school students was selected and administered questionnaires. Their findings revealed that 22.3% of the surveyed population abuse Amphetamines like Tramadol or Tradyl. The research also showed that poor academic performance was one of the effects of this substance/ drugs on the student.

A Study by Onwuamaeze (2018) the study investigated and found the influence of drug abuse on the academic performance of secondary school students. The purpose of the study was to find out how drug abuse has influenced the academic performance of secondary school students. The study adopted a descriptive survey design in which three research questions were posed. The population of the study was 1000 while the sample size of 200 was selected randomly out of the total population of Government secondary school in Enugu North local Government Area of Enugu state. Four point scale questionnaire was used as the instrument for data collection. The instrument was adequately validated with its reliability established using test retest. Data collected were analyzed using mean score. Base on the data collected and carefully analyzed, the researcher made the following findings that drug abuse has a negative influence on secondary school students and that drug abuse among students causes students to be depressed with their academic activities, decreases students focuses in class, reduces the cognitive ability of the students and increases forgetfulness.

Menchak (2020) did a research on Perceived Impact of Substance Abuse on Students' Academic Activities Among Senior Secondary School Students In Jalingo Education Zone, Taraba State, Nigeria: Implications For Counselling. The study investigated the Perceived

Impact of Substance Abuse on Students' Academic Activities among Senior Secondary School Students in Jalingo Education Zone of Taraba State, Nigeria. Descriptive survey research design was used for the study. One research question and one hypothesis were used to guide the study. A target population of four thousand, five hundred and ninety-four (4,594) Senior Secondary Students II from 47 secondary schools and a sample of three hundred and sixty eight (368) students were used for the study. Purposeful random sampling was used to select the respondents. Research instrument titled; Perceived Impact of Substance Abuse on Students' Academic Activities Questionnaire tagged [PISASAAQ] with reliability index of 0.705 was used to collect data. Descriptive statistics of mean and standard deviation and also inferential statistics of chi-square (X^2) were used. Result revealed that Substance Abuse has significant impact on Academic Activities among Senior Secondary School Students in Jalingo Education Zone of Taraba State, Nigeria. The study recommends for comprehensive educational and legislative policies along with guidance programmes in all secondary schools in Taraba state and qualified Counsellors be made available in all Schools.

Socio-economic Status and Academic Performance

The quality of education provided to children is, usually, in direct proportion to the financial status of the family. Over the years, there has repeatedly been a gap between the academic performances of students despite being taught the same course content by the same teacher in the same class. Parents are the most immediate relation of a child. As socioeconomic status plays an important role in educational achievement (Broer et al, 2019). Their financial status and education do have an important influence on the personality of the child. Previous study by Alike and Egbochuku (2012) found a relationship between factors like vocational interest, counselling, and socio-economic status on re-entry of girls into schools. It is therefore not out of place to imagine that socio-Economic status of parent can have possible effects on the academic performance of children in the school. Whatever

affects the development environment of children would possibly affect their education or disposition to it. Sean (2013) present in his comprehensive study how student from families with high income are having best performance than those from low income families. He posited that the impact of parents can be shown in the early timing of student learning. He maintained that parents of higher income take children to school earlier than their low income counterparts. They can afford to take their children through preschool learning and this have greater impact in their later educational outcome since it provides them with the required cognitive and social development. This is unlike their lower income counterparts who do not afford preschool learning for their children and prefer having their children commence learning from class one (grade one) onwards. However, the researcher is aware that low income parents are also as eager and desire to take their children earlier as their counterparts in high income families. However Abah et al (2022) concluded that "with intrinsic motivation, it is possible for a student to set a high academic standard in mathematics as an objective and achieve it irrespective of the good or poor background and environment in which he finds himself. A systematic literature review on SES and academic performance in higher education found that there is a significant association between SES and academic performance, with higher SES being associated with better academic performance (Rodríguez-Hernández et al, [2020](#)).

A study by Abidogun and Mumuni (2023) the study was carried out to investigate the impact of family background on academic performance of junior secondary school students in Mushin Local Government Area in Lagos State. Three hypotheses were formulated. The descriptive design was adopted and the population of the study was all junior secondary school students in Mushin Local Government in Lagos State while selected schools as the sample size for the study using stratified sampling techniques as well as simple random sampling technique was used. Questionnaire named Impact of Family Background on

Academic Performance Questionnaire (IFBAPQ) was used as data collection and analysis of data collected was done with the computation of chi-square statistical tool. The result of the findings showed that students who received encouragement and motivation from the family perform better in schools than their counterparts from non-encouraging families. The major reasons for the observed difference in performance are the motivation and positive attitude of the parents towards their children's academic progress. Rodríguez-Hernández et al ([2020](#)), also found relationship between socio-economic status (SES) and academic performance in higher education.

A study by Abdu-Raheem (2015) the paper investigated parents' socio-economic status on secondary school students' academic performance in Ekiti State. Descriptive research design of the survey type was adopted. The population for the study comprised all Junior Secondary School students in Ekiti State. The sample consisted of 960 students from 20 secondary schools randomly selected for the study. Purposive sampling was used to select 48 students from each school. The instruments used for the study is a self-designed questionnaire and inventory to collect students' results. Validity of the instrument was ascertained through face and content validity. Test-re-test and estimation of internal consistency methods of reliability were adopted for the questionnaire. Reliability coefficient of 0.69 and 0.71 was obtained. Four hypotheses were formulated and tested at 0.05 level of significance. The data were analysed using Regression statistical tools. It was confirmed in the study that there was relationship between parents' socio-economic status and academic performance of secondary school students.

A study by Mushtaq (2016) the study aimed to investigate the relationship between socio economic status and academic achievement of secondary school students belonging to different educational zones of Ganderbal district of Jammu and Kashmir State. The descriptive analytical study was done on 120 students of secondary Schools in 2012-13

through random sampling. Socio economic status scale constructed and standardized by Rajbir Singh et al., and Previous Academic Progress Record from schools were used to collect data. Data were analyzed by using Mean, Standard deviation and students t-test. Result proves it beyond any shadow of doubt that there is a significant difference in the academic achievement of high socioeconomic status of students in comparison to low socioeconomic status of students. Significant differences were found between the students with (high and low) and (high and middle) socioeconomic status. On the other hand insignificant difference was found between the students with middle and low socioeconomic status in respect to academic achievement.

Femi and Adewale (2012) carried out a study on The Effects of Parental Socio-Economic Status on Academic Performance of Students in Selected Schools in Edu Local Government Area of Kwara State Nigeria. The relationship between home-based environment factors and the academic performance of students in selected secondary schools within a local government area in Kwara State was investigated. Samples were obtained with one hundred and eighty (180) students randomly selected from three secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental education qualification and student's health statuses. Diverse statistical test was performed on the various data collected to establish statistical significance of the effects on students' academic performance. Parent socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students. However, the parental educational qualification and health statuses of the students were identified to have statistical significant effect on the academic performance of the students. The two variables that indicated significant influence do reflect nature of the student' home environment and played notable role in the academic

achievement of the respondents. Government could intervene to raise level of academic achievement among students in rural area.

Gobena (2018) carried out a research on Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. The main aim of this study was to investigate the effect of family socio-economic status on students' academic Achievement. Descriptive survey research design was employed. The target population was students from the College of Education and Behavioural Sciences. 172 students were taken from the target population through stratified random sampling. The results showed us that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% ($R^2 \times 100\%$) to students' academic achievement whereas 59.04% ($(1-R^2) \times 100\%$) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools.

A study by Alika and Wilsoro (2016) on Parents' Educational Background and Students' Self Concept as Determinants of Career Choice of Secondary School Students in Delta State, Nigeria. The study examined parents' educational background and students' self-concept as determinants of career choice of Secondary School Students in Delta State, Nigeria. Two hypotheses were formulated to guide the study. Descriptive survey was adopted for the study. A sample of two hundred and eighty-eight respondents was selected randomly from thirteen public secondary schools in Delta Central Senatorial District. The validity of the instrument was established by three experts. Using Cronbach alpha method, the reliability of the instrument was established with a value of 0.98. Data analysis was done using chi square. Findings from the study showed that parents' educational background and self-

concept of students are determinants of career choice of secondary school students in Delta State. Based on the findings, recommendations were made that parents should be encouraged by counsellors, the school authority, the government and mass media on the need to positively guide their children and wards, towards making realistic career choices, in order to enhance their potentials, reduce or eliminate frustrations that may arise as a result of wrong career choices and ultimately be in a position to contribute towards national development.

Socio-Economic status and Drug Abuse

Research has shown that there is a correlation between socioeconomic status and drug abuse. A study using the [2013](#) National Survey on Drug Use and Health (NSDUH) found that among people who reported ever using illicit drugs, those with a family income less than [\\$20,000](#) were 36% more likely to report having substance abuse problems compared to those with an income of [\\$75,000](#) or more. A study from Arizona State University found that by age 26, upper-middle-class young adults' chances of becoming addicted to drugs or alcohol are two to three times higher than the national norms for this age group. In another study by (Charitonidi et al., [2016](#)) found out, the relationship between socioeconomic status and substance use is complex. Omoruyi (2014) attributed single-parenting based on parental socioeconomic status to have great influence of substance abuse on students' academic activities. Similarly, Coleman (2010) settles that drug abuse and addiction is detrimental to the socio-economic and intellectual advancement of a nation. Drug use by students has hampered education and management of secondary schools in Nigeria. It further emphasized that adolescent drug abuse is closely associated with other problems of behaviours like delinquency, violence and early-unwanted pregnancies. Research has found that individuals from lower socioeconomic backgrounds are more likely to abuse both legal and illegal substances (Jones et al., 2020; Smith, 2015; Thompson & Zhang, 2018). Jones et al. (2020) analyzed national survey data and discovered strong associations between poverty, lower

educational attainment, and higher rates of substance use disorders. Their findings are consistent with prior work demonstrating how social and economic disadvantage can increase vulnerability to drug problems (Smith, 2015). Thompson and Zhang (2018) add that poor communities often have reduced access to healthcare, treatment services, and other resources that could help prevent or address substance use issues. According (Humensky, [2010](#)), adolescents with higher socioeconomic status are more likely to engage in substance use such as binge drinking, marijuana, and cocaine use in early adulthood. In another view by (Patrick, et al, [2012](#)) shown that young adults from families with higher socioeconomic status as measured by income, wealth, and parental education were more prone to alcohol and marijuana use. (Baptiste-Roberts & Hossain, [2018](#)) also found that individuals in the lowest income group were more likely to report having problems related to their substance abuse compared to individuals in the highest income group. Another study by Denwigwe et al (2018). Revealed that family type and family size were significant predictors of drug abuse tendency among secondary school students.

A study by Abdu-Raheem (2013) on Sociological Factors to Drug Abuse and The Effects on Secondary School Students' Academic Performance In Ekiti and Ondo States, Nigeria. The study examined the influence of drug abuse on secondary school students in relation to their family background, family cohesion, peer group influence, and students' academic performance. Descriptive research design of the survey type and an inventory were used for the study. The population comprised all secondary school students in Ekiti and Ondo States, while the sample consisted of 460 students that were found to be using drugs in Ekiti and Ondo states. Simple random sampling was used to select one school from each of the 16 local governments in Ekiti and one each from the 30 in Ondo state. Purposive sampling was used to select ten students from each school in the 16 local governments in Ekiti and ten each from the 30 local governments in Ondo states. The instruments used for collection of data

were a self-designed questionnaire called Drug Abuse Questionnaire (DAQ) and an inventory for collection of students' results. The data were analysed using Pearson Moment Correlation Analysis. The four hypotheses raised were tested at 0.5 level of significance. The study determined that there was significant relationship between family background, peer influence, family cohesion, and drug abuse. In the study, it was also discovered that drug abuse negatively affects students' academic performance in Ekiti and Ondo States. It is therefore recommended that parents should give their children moral, social, psychological, and financial support to guide them against negative peer and societal influences.

Ediomo-Ubong (2023) carried out a study on the socio-economic context of entry and exit from retail drug dealing: Exploring the narratives of Nigerian dealers. The study explores the socio-economic context of entry and exit from retail drug distribution in Nigeria. Data were gathered through in-depth interviews with 31 male retail drug dealers (aged [26-45](#) years) in Uyo, Nigeria. They were recruited via snowball sampling from diverse drug networks in the city. Recorded interviews were transcribed verbatim, and a framework approach was applied to code and analyse the data. Result reviewed that most participants took up retail drug trade as a means of income generation under difficult socio-economic conditions. Others entered the trade as part of a youthful search for social autonomy or to pursue entrepreneurial opportunities, although economic conditions formed the wider backdrop of their choices. Participants' social networks, including friends and relations, facilitated their entry into drug trade through linkages to suppliers. For many, the drug trade was seen as offering limited scope for social and economic mobility. This made them to aspire to quit the trade, with some seeing it as a pathway to legitimate livelihoods. Exit prospects were constrained by limited social support and entrenchment in the drug economy.

Asuquo and Bassey (2020) carried out a study on Social factors of Health and Drug Addiction in Calabar Metropolis of Cross River State, Nigeria. The study specifically

examine social factors such as social environment, educational level of people and social network as it influences drug addiction in Calabar Metropolis of Cross River State, Nigeria. Literature was reviewed on these variables while the social disorganization theory was employed as the study's theoretical framework. The research design employed was the Expost Facto with primary data from Federal Neuropsychiatric Hospital Calabar and University of Calabar Teaching Hospital. The study sampling techniques employed were purposive; convenience and simple sampling technique with a sample of 388 but after administration and collections, 381 instruments were retrieved and used for analysis. The two instruments- Questionnaire on Social Factors and Drug Addiction (QSFDA) and Interview Guide of Drug Addiction were used for the study. Data was analyzed using the Pearson Product Moment Correlation Coefficient, One Way Analysis of Variance (ANOVA) and Multiple Linear Regression analytical tools at 0.05 level of significance. From the analysis, findings revealed that the social environment an individual resides, level of education and social network have a significant influence on drug addiction in Calabar Metropolis of Cross River State, Nigeria. From the analysis, several recommendations were made and one of such is that, to deal with the dichotomy between social environment and drug addition, government through its agency, the National Drug Law Enforcement Agency should set up community task force in rural communities to check activities of addict in rural communities mostly in areas where they cultivate these hard substance, so that, such could be controlled. It was concluded that socio-economic factors at multiple levels have an association with the etiology of drug use and exacerbation of problems among drug users.

Marceline et al (2020) did a research on Household Socio-Cultural and Economic Predictors of Drug and Substance Abuse among High School Students in Kisumu East Sub County, Kisumu County –Kenya. The household socio-cultural and economic predictors of drugs and substance abuse among high school students were investigated in Kisumu East

Sub-County, Kisumu County. The study was carried out using a descriptive cross-sectional study. The study targeted high school students aged 15-25 years learning within the study area. Sample size of 434 was calculated using Yamane formula and the participants selected through Snow ball, random, cluster and stratified sampling. Demographic characteristics were summarized using tables while inferential statistic done using Chi square, binomial logistic regression and multiple regression. Data collection done through observation and questionnaires. P value < 0.05 was considered statistically significant. Results from the study reviewed Parental expectations, psychological disorders or mental problems, family background, leisure activities and festivities, number of siblings in the family, cultural beliefs and practices, birth position of the student, family shock and the need to treat certain ailments were found to be significantly associated with the abuse of drugs and substance ($p < 0.05$). It was concluded that Lack of parental/guardian's supervision and monitoring of the students movements, poor parent-child attachment due to inadequate family time, no communication on the dangers of drugs and substance abuse to students by the parents and high academic expectations by parents/guardians from students are the major contributors of drugs and substance abuse among students.

Were et al (2022) carried out a research work on Socioeconomic disparities in the uptake of substances abuse: results from a household cross-sectional survey in Murang'a County, Kenya. The study aimed to assess the socio-economic disparities among drugs and substances in Murang'a county of central Kenya. The study design was cross-sectional, and data collection was conducted between November and December 2017. A total of 449 households with at least one person who has experienced substance abuse were sampled from four purposively selected sub-locations of Murang'a County. Household heads answered questions on house characteristics and as an abuser or on behalf of abusers in their households. Structured questionnaires were used to collect data on types of drugs used,

economic burden, and gender roles at the household level. Household socio-economic status (SES) was established (low, middle, and high SES) using principal component analysis (PCA) from a set of household assets and characteristics. Bivariable logistic regression analysis was used to assess the association between SES, gender, and other factors on the uptake of drugs and substance abuse. Results reviewed that individuals in higher SES were more likely to use cigarettes or piped tobacco than those in low SES. The wealthier individuals were less likely to use legal alcohol than the poorest individuals. The use of prescription drugs did not vary with SES. A comparison of the median amount of money spent on acquiring drugs showed that richer individuals spent a significantly lower amount than the poorest individuals (USD 9.71 vs. Ksh 14.56, $p = 0.031$). Deaths related to drugs and substance abuse were more likely to occur in middle SES than amongst the poorest households. It was therefore concluded that socioeconomic disparities exist in the use of drugs and substance abuse. Low-income individuals are at a higher risk of abuse, expenditures and even death. Strategies to reduce drugs and substance abuse must address socioeconomic disparities through targeted approaches to individuals in low-income groups.

Kemjika and Ojiugo (2015) carried out a research on Influence of Family Dysfunction on Drug Abuse of Adolescent Students of Unity Schools in South - South Zone Nigeria. The study investigated the influence of family Dysfunctional on Drug Abuse of Adolescents Students of Unity Schools in South-South Zone Nigeria. Four research questions and four hypotheses guided the study. Expost facto and correlational designs were employed for the study. A sample of 640 SS 2 and SS 3 students was drawn from the population using stratified random sampling technique. The instruments used for data collection were Dysfunctional Family Assessment scale (DFAS) and Drug/Alcohol Abuse Scale (DAAS). The results were estimated through Linear Multiple Regression, Analysis of Variances (ANOVA), T-test associated with the regression and Mean and Standard deviation. The

finding revealed significant influence of family dysfunction on adolescent's drug abuse based on the findings it was recommended that drug education should form part of the curriculum for health education in both basic and secondary school suggestions' for further studies were made.

Megan et al (2012) carried out the research on Socioeconomic Status and Substance Use among Young Adults: A Comparison across Constructs and Drugs. The study examined the associations of three indicators of family SES during childhood—income, wealth, and parental education with smoking, alcohol use, and marijuana use during young adulthood. Data were obtained from the national Panel Study of Income Dynamics, a survey of U.S. families that incorporates data from parents and their children. In 2005 and 2007, the Panel Study of Income Dynamics was supplemented with two waves of Transition into Adulthood data drawn from a national sample of young adults, 18–23 years old. Data from the young adults (N = 1,203; 66.1% White; 51.5% female) on their current use of alcohol, cigarettes, and marijuana were used as outcome variables in logistic regressions. Socioeconomic background was calculated from parental reports of education, wealth, and income during the respondent's childhood (birth through age 17 years). Results reviewed that Smoking in young adulthood was associated with lower childhood family SES, although the association was explained by demographic and social role covariates. Alcohol use and marijuana use in young adulthood were associated with higher childhood family SES, even after controlling for covariates. Findings based on three indicators of family background SES—income, wealth, and parental education—converged in describing unique patterns for smoking and for alcohol and marijuana use among young adults, although functional relationships across SES measures varied. Young adults with the highest family background SES were most prone to alcohol and marijuana use.

Karl et al (2013) carried a study on Childhood socio-economic status, school failure and drug abuse: a Swedish national cohort study. The investigate whether socio-economic status (SES) in childhood and school failure at 15 years of age predict illicit drug abuse in youth and young adulthood. The populations of the study were hospital admissions, death and criminality associated with illicit drug abuse. Data on socio-demographics, school grades and parental psychosocial problems were collected from censuses (1985 and 1990) and national registers. School failure was defined as having mean school grades from the final year in primary school lower than -1 standard deviation and/or no grades in core subjects. The finding reviewed that School failure was a strong predictor of illicit drug abuse with an HR of 5.87 (95% CI: 5.76–5.99) after adjustment for age and sex. Childhood SES was associated with illicit drug abuse later in life in a stepwise manner. The lowest stratum had a HR of 2.28 (95% CI: 2.20–2.37) compared with the highest stratum as the reference, when adjusted for other socio-demographic variables. In the fully adjusted model, the effect of SES was greatly attenuated to an HR of 1.23 (95% CI: 1.19–1.28) in the lowest SES category, while the effect of school failure remained high with an HR of 4.22 (95% CI: 4.13–4.31). It was concluded that School failure and childhood socio-economic status predict illicit drug abuse independently in youth and young adults in Sweden.

Another study by Aram and Hilda (2021) on Substance use and associated factors among in-School Adolescents in South Africa. The study aimed to determine the educator's knowledge of the factors contributing to substance use among secondary school learners in the Greater Giyani municipality. The study employed a descriptive research design, and purposive sampling was applied to select the participants. Data was collected using a structured questionnaire, and data analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 25 programme. The findings show good financial background (69%), more pocket money (67%), high financial difficulties (67%), availability and

accessibility of substances (51%), and psychological factors (low self-esteem, depression, and post-traumatic stress disorder) as contributing to learners' involvement in substance use.

Gilberto et al (2020) carried out a study on Socioeconomic Status, Parental Education, School Connectedness and Individual Socio-Cultural Resources in Vulnerability for Drug Use among Students. The paper extends existing research on the relationship between socioeconomic status and illicit drug use among adolescents by focusing on three different patterns of use (experimental, episodic and frequent) and making use of two indicators to improve the measurement of individual socioeconomic characteristics in a big sample of European students. Data were drawn from the European school Survey Project on Alcohol and other Drugs (ESPAD), which, since 1995, collects comparable data among 15-to-16-year-old students to monitor trends in drug use and other risk behaviors across Europe. The sample comes from 28 countries that participated in the 2015 data collection. The consumption of cannabis, cocaine and heroin are considered, and the related patterns are identified based on the frequency of use. Family characteristics at student level are defined through two dimensions: parental educational level and perceived socioeconomic status. Multivariate multilevel mixed-effects logistic regression was performed in order to measure the association between individual characteristics and vulnerability for drug use. Results shown that some patterns of use, episodic and frequent in particular, were found strongly associated with a lower socioeconomic status and lower parental education.

Aschengrau et al (2021) carried out a study on Influence of Family and Community Socioeconomic Status on the Risk of Adolescent Drug Use. The study was analysed using data from a population-based retrospective cohort study to examine the influence of family and community SES in relation to adolescent drug use. It was hypothesized that lower levels of community and parental SES would increase the risk of use and that there would be stronger associations for the more proximate family-level factors. Self-administered questionnaires

(N=1,402) to obtain information on use of marijuana, inhalants, heroin, cocaine/crack, psychedelics/hallucinogens, Ritalin without a prescription, and club drugs during adolescence. Family SES was gathered from birth certificate data on maternal educational level and paternal occupation. Community SES characteristics at birth, age 10 and age 18 were obtained from the US Census Bureau. Results reviewed that an increased risk of adolescent drug use was associated with lower maternal education, non-white collar occupations among fathers, and lower community median income, and poverty and unemployment levels at age 18. The strongest associations were seen for the use of multiple drugs (Risk Ratio (RR): 1.7, 95% CI: 1.4-2.2), inhalants (RR: 2.5, 95% CI: 1.5-2.2), crack/cocaine (RR: 2.8, 95% CI: 1.7-4.5), psychedelics/hallucinogens (RR: 1.8, 95% CI: 1.4-2.4), and club/designer drugs (RR: 1.8, 95% CI: 1.2-2.7) among adolescents whose mothers had only a high school education. These results suggest that use of certain drugs during adolescence is associated with both family and community SES measures. However, maternal education appears to have the greatest influence on use, suggesting that a multi-level approach that engages mothers is needed to prevent adolescent drug use.

Summary of Reviewed Literature

Several studies have investigated the relationship between drug abuse and academic performance among secondary school students. Steve and Nike (2020) conducted a study on drug abuse trends among in-school adolescents in Kwara State, Nigeria and found a significant difference in perceptions based on age but not gender. Chukwu et al (2017) found that 22.3% of secondary school students in Mkar, Benue State abused amphetamines and that this led to poor academic performance. Samuel et al (2021) revealed that drug abusing students in Zaria, Kaduna State engaged in disruptive behaviors like fighting teachers and breaking school rules, and tended to perform below average academically. Onwuamaeze

(2018) also found that drug abuse had a negative influence on secondary school students' academic performance.

Moreover, studies have examined the relationship between socio-economic status and academic performance. Sean (2013) found that students from high-income families performed better than those from low-income families due to factors like earlier preschool access. Abidogun and Mumuni (2023) revealed that students receiving family encouragement and motivation performed better than those from non-encouraging families. Abdu-Raheem (2015) confirmed a relationship between parental socio-economic status and secondary students' academic performance in Ekiti State, Nigeria. Mushtaq (2016) also found significant differences in academic achievement between students of high, middle, and low socioeconomic statuses. Additionally, Gobena (2018) study showed that family education level contributed 40.96% to students' academic achievement.

Based on the preceding information from reviewed literature, it is clear that there is a lack of existing literature investigating the influence of drug abuse and socio-economic status on the academic performance of students. Therefore, the purpose of this study is to explore how the combined factors of drug abuse and socio-economic status influence the academic performance of secondary school students in Edo State, Nigeria. This study aims to address the gap in the existing body of literature on this topic.

CHAPTER THREE

METHODOLOGY

In this chapter the procedure that will be adopted is presented under the following sub-heading:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Methods of Data Analysis

Design of the Study

The study adopted a descriptive survey design in order to find out the relationship between Drug Abuse, Parents Socio economic status and the Students' Academic performance in senior secondary schools in Egor Local Government Area of Edo State. This will be done using questionnaire. The design was suitable for this research work since the study will seek information from the Students of selected Public Secondary Schools in Egor Local Government Area of Edo State.

Population of the Study

The target population for the study consist all the Senior Secondary two (SS2) students in Egor Local Government Area of Edo State. At the time of the study, there are 12 Public Secondary School in Egor Local Government Area. Made up of 878 male students and 856 females students making a total number of 1734 senior secondary school two (SSS2).

Table 1: Number of SS2 Students in Public Secondary Schools in Egor L.G.A of Edo State.

S/N	Name of Schools	Number of Males	Number of Females	Total
1	Asoro senior secondary school	174	166	340
2	Edo boys high school	183	0	183
3	Egor senior secondary school	93	81	174
4	Evbareke senior secondary School	114	76	190
5	Evbotubo senior secondary School	85	82	167
6	Eweka senior secondary school	30	21	51
7	Iyoba girls secondary school	0	181	181
8	Ohonre senior secondary school	19	35	54
9	Okhokhugbo senior secondary School	43	39	82
10	Use senior secondary school	46	51	97
11	Uselu senior secondary school	50	73	123
12	Uwelu senior secondary school	41	51	92
Total		878	856	1734

Source: Ministry of Education, Department of Planning, Research & Statistics, State Secretariat, Sapele Road, Benin City (2023).

Sample and Sampling Technique

The sample of this study consist of one hundred and seventy five (175) students drawn from five (5) public secondary schools in Egor Local Government Area; thirty five (35) senior secondary school two (SS2) students will be selected from each school. The sample size was selected using simple random sampling technique. The selection of the five schools was done using simple random sampling technique through balloting without replacement. This was done by writing out the names of the secondary schools in Egor Local Government Area on a sheet of paper; the papers will be folded and put into a blind bag from which the researcher will pick. The simple random technique was further employed to select thirty five

(35) students each from selected schools. This is to ensure that each school of the population has an equal opportunity of being selected

Research Instruments

The research instruments that were used to collect data for this study were Drug Abuse and Socio-Economic Status Questionnaire (DASESQ) and Students Academic Performance Record (SAPR). The DASESQ is a self-administered questionnaire developed by the researcher to obtain information on students' drug abuse patterns and perceptions, as well as their socio-economic background. It contains two sections: Section A collects demographic information on respondents such as age, sex, parents' educational and economic background, type of home and appliances. Section B contains 20 items measuring factors related to drug abuse in the school like prevalence, access, peer influence, personal use etc. Respondents indicated their level of agreement to each statement on a 4-point Likert scale ranging from Strongly Agree to Strongly Disagree. The SAPR is a table designed by the researcher to retrieve secondary data on students' academic performance based on their scores in Mathematics and English Language in the last term examinations. It contains columns for students' names, identification numbers, and scores in Mathematics, scores in English Language and average score. This helped in determining the relationship between Drug abuse, Socio-economic status and Academic Performance.

Validity of the Instrument

The instrument was validated by the researcher supervisor and two experts from the department of Educational Evaluation and Counselling Psychology in the Faculty of Education, University of Benin. Their observations, suggestions and corrections were incorporated into the final copy of the instrument and thereafter certified as adequate for the study.

Reliability of the Instrument

To determine the reliability of the instruments, the researcher by pilot testing administered twenty (20) of the copies of the instruments to 20 students who are outside the sample but within the population of the study. The data collected were analyzed using Cronbach Alpha statistics to determine the reliability coefficient of the instrument. The reliability coefficient value of .952 was obtained and the instrument was considered reliable for the study.

Method of Data Collection

The researcher obtained permission from the principals of each school that will be used for the study. The instruments were administered by the researcher and a research assistant to the students in the selected secondary schools in Egor Local Government Area of Edo State. The instruments were retrieved as soon as the students respond on the same day; this was to ensure that all questionnaires are retrieved.

Method of Data Analysis

The data collected with the instrument were analysed using both the descriptive and inferential statistics. Research question one was answered using mean and standard deviation statistics. Hypotheses 1 was tested using Pearson product moment correlation, Hypotheses 2 was tested using ANOVA and all hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected from the field and discussion of findings are presented.

RESULTS

Research Question One: What is the prevalence of Drug Abuse among Secondary School Students in Egor Local Government Area?

TABLE 1: Descriptive Statistics of Prevalence of Drug Abuse

	N	Mean	Standard deviation
Drug Abuse	175	43.56	14.41

Table one shows a mean value of 43.56 and a standard deviation of 14.41. Since the calculated mean is less than the norm value of 50.00, this implies that the level of Drug Abuse is low among Secondary school Students in Egor Local Government Area of Edo state.

Hypothesis One: There is no significant relationship between Drug Abuse and Academic Performance.

TABLE 2: Pearson Product Moment Correlation of Drug Abuse and Academic Performance

	N	Pearson 'r'	Sig (2-tailed)
Academic Performance Drug Abuse	175	-.140	.065

Table 2 shows an 'r' value of -.140 and P-value of .065, testing at an alpha level of .05. Since the P-value is greater than the alpha level, the null hypothesis which state that there is no significant relationship between drug abuse and academic performance is retain.

Hypothesis Two: There Is No Significant Difference in Academic Performance of Secondary School Students in Egor Local Government Area of Edo State Based on Socio-Economic Status

TABLE 3: Anova of Academic Performance Based On Socio-Economic Status

	Sum of Squares	Df	Mean Square	F.	Sig.
Between Group	1192.896	12	99.40	.715	.736
Within Group	22536.784	162	139.116		
Total	23729.680	174			

Table 3 shows an F-value of 715 and a P-value of .05. Since the P-value is greater than the alpha level, the null hypothesis which states that there is no Significant Difference In Academic Performance of Secondary School Students in Egor Local Government Area of Edo State Based on Socio-Economic Status is retained. Consequently, there is no significant difference in academic performance of secondary school students in Egor Local Government area of Edo State based on Socio-Economic Status.

Discussion of Findings

The result of research question one showed that only a small proportion of secondary school students in Egor Local Government Area reported engaging in drug abuse. This finding is in stark contrast to previous studies that have consistently reported high prevalence rates of drug abuse among students in Nigeria and other parts of the world. For instance, studies conducted by Ogunwale et al. (2022), Onigbogi et al. (2023), Adeyemo et al. (2016), Shahrzad et al. (2021), Onofa et al. (2016), and Soremekun et al. (2020) consistently reported high prevalence rates ranging from 33.7% to 89.6% among secondary school students.

The low prevalence of drug abuse found in the present study may be attributed to several factors. Firstly, it is possible that the sample size and selection process in this study may have influenced the results. The present study focused specifically on secondary school

students in Egor Local Government Area, which is a relatively small geographical area compared to the studies conducted in larger regions or multiple states. The smaller sample size and localized nature of the study may have led to a different representation of drug abuse prevalence compared to broader studies.

Secondly, cultural and social factors specific to Egor Local Government Area may have contributed to the low prevalence of drug abuse. It is important to consider that drug abuse rates can vary significantly across different regions and communities, influenced by factors such as socioeconomic status, cultural norms, availability of drugs, and enforcement of drug control measures. The specific characteristics of Egor Local Government Area, such as strong community engagement, effective drug prevention programs, or limited drug availability, may have contributed to the low prevalence observed in this study.

Moreover, it is also possible that there are underreporting biases in the self-report data collected in this study. Drug abuse is often stigmatized and illegal, and students may have been hesitant or unwilling to disclose their involvement in drug abuse due to fear of repercussions or social judgment. This could have led to an underestimation of the true prevalence of drug abuse among the students.

Despite the low prevalence of drug abuse found in this study, it is crucial to maintain vigilance and continue implementing preventive measures. The findings suggest that efforts to prevent drug abuse in Egor Local Government Area may have been effective, but continued monitoring and intervention programs are necessary to sustain these positive outcomes. It is recommended that future research explores the specific factors and strategies that have contributed to the low prevalence of drug abuse in this region, in order to inform and guide prevention efforts in other areas.

The result in hypothesis one found no significant relationship between drug abuse and academic performance among secondary school students Egor Local Government Area of Edo State. However, it is important to note that the findings of this study contradict previous research conducted by Akanbi et al. (2015), Steve and Nike (2020), Samuel et al. (2021), Chukwu et al. (2017), Onwuamaeze (2018), and Menchak (2020), which consistently demonstrated a negative impact of drug abuse on academic performance among adolescents.

Akanbi et al. (2015) investigated the impact of substance abuse on academic performance among adolescent students in colleges of education in Kwara State, Nigeria. Their findings indicated a significant difference in academic performance between students who abused drugs and those who did not. Similarly, Steve and Nike (2020) found a significant difference in in-school adolescents' perception of the contemporary trend of drug abuse based on age. Samuel et al. (2021) discovered that drug abuse influenced both students' civic behavior and academic performance. Chukwu et al. (2017) identified a correlation between substance abuse and poor academic performance among secondary school students in Mkar metropolis, Gboko, Benue State. Onwuamaeze (2018) found that drug abuse negatively influenced the academic performance of secondary school students in Enugu North Local Government Area of Enugu State. Menchak (2020) uncovered a significant impact of substance abuse on students' academic activities among senior secondary school students in Jalingo Education Zone, Taraba State.

These studies provide consistent evidence of the negative effects of drug abuse on academic performance. The discrepancy between the present study conducted in Egor Local Government Area and the previous research could be attributed to various factors, including regional differences, sample size, and selection process. While the present study found no significant relationship between drug abuse and academic performance in Egor Local Government Area, it is crucial to acknowledge that drug abuse can have detrimental effects

on various aspects of individuals' lives, including physical and mental health, relationships, and overall well-being. The negative impact of drug abuse on academic performance has been consistently demonstrated in previous research, highlighting the need for preventive measures, education, and support for students who may be at risk or struggling with drug abuse.

The result in hypothesis two did not find a significant difference in the academic performance of secondary school students based on socioeconomic status. This finding contradicts several previous studies that have highlighted the influence of socioeconomic status on academic performance. Broer et al. (2019) and Sean (2013) have emphasized the influence of socioeconomic status on educational achievement, suggesting that students from higher-income families tend to have better academic performance. They argue that factors such as access to quality education, early childhood education, and a supportive home environment contribute to the advantages enjoyed by students from higher socioeconomic backgrounds. However, the present study aligns with the findings of Abah et al. (2022), who concluded that intrinsic motivation can enable students to achieve high academic standards regardless of their socioeconomic background. This suggests that individual factors and personal drive may play a more significant role in academic performance than socioeconomic status alone. Moreover, Rodriguez-Hernandez et al. (2020) conducted a systematic literature review in higher education and found a significant association between socioeconomic status and academic performance. They reported that higher socioeconomic status was linked to better academic outcomes.

Contrary to the present study, Abidogun and Mumuni (2023) found that students who received encouragement and motivation from their families performed better academically. They attributed the observed difference in performance to the positive attitudes and support of parents towards their children's academic progress. Similarly, Abdu-Raheem (2015)

reported a relationship between parents' socioeconomic status and the academic performance of secondary school students in Ekiti State. Their findings supported the notion that socioeconomic factors can influence academic performance.

Mushtaq (2016) discovered a significant difference in academic achievement between students from high and low socioeconomic status backgrounds. This finding further supports the argument that socioeconomic status can impact academic performance. On the other hand, Femi and Adewale (2012) found that parental socioeconomic status did not significantly affect students' academic performance. However, they identified other factors, such as parental educational qualifications and students' health statuses, that did have a statistically significant influence on academic achievement. Gobena (2018) investigated the effect of family socioeconomic status on students' academic achievement and found that family income did not significantly contribute to academic outcomes. However, family education level was found to be a significant factor.

The present study in Egor Local Government Area of Edo State did not find a significant difference in the academic performance of secondary school students based on socioeconomic status, which contrasts with some previous research findings. While some studies have shown a relationship between socioeconomic status and academic performance, others have highlighted the importance of individual factors, parental support, and other contextual factors. The conflicting findings suggest that the relationship between socioeconomic status and academic performance may be complex and influenced by various factors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary, conclusion and recommendations are presented:

Summary

The study assessed Influence of Drug Abuse and Socio-Economic Status on the Academic Performance of Secondary School Students in Egor Local Government Area of Edo State. The purpose of this study was to investigate Influence of Drug Abuse and Socio-Economic Status on Academic Performance of Secondary School Students in Egor Local Government Area of Edo State. Three research questions were raised to carry out the study and two were hypothesized. The population of this study was all the Twelve Public Senior Secondary School Students (SSS2) in Egor Local Government Area of Edo State. The process for the sample was in Multistage

The sample size was selected using simple random sampling technique. The selection of the five schools was done using simple random sampling technique through balloting without replacement. The simple random technique was further employed to select thirty five (35) students each from selected schools. The theoretical framework of the study was the Social Learning Theory and Strain Theory. Related literature were reviewed under some headings such as, Theoretical Framework of the Study, the concept of academic performance, the concept of drug abuse, the concept of socio-economic status, the prevalence of drug abuse among students, drug abuse and academic performance, socio-economic status and academic performance, socio-economic status and drug abuse

A descriptive Survey research design was used for the study. The research instruments that were used to collect data for this study were Drug Abuse and Socio-Economic Status Questionnaire (DASESQ) and Students Academic Performance Record (SAPR). The questionnaire was validated by three experts in measurement and evaluation

and subjected to Cronbach alpha statistics and a reliability coefficient of .952 was obtained. From the analysis of data in chapter four was done using the descriptive statistics of mean and standard deviation for research question one. Hypothesis one was tested using Pearson Product Moment Correlation Statistics. Hypothesis two was tested using ANOVA Statistics. All hypotheses were tested at .05 level of significant.

Findings of the research work are presented on the basis of data gathered and result determined through the instrument used as follows:

1. The Prevalence of Drug Abuse among Secondary School Students in Egor Local Government Area is low.
2. There is no significant relationship between Drug Abuse and Academic Performance among Secondary School Students in Egor Local Government Area of Edo state.
3. There is no significant difference in Academic Performance of Secondary School Students in Egor Local Government area of Edo State based on socio-economic status

Conclusion

Based on the findings of this study, the following conclusions are made:

It can be concluded that the level of drug abuse among secondary school students in Egor Local Government area of Edo State is low. Contrary to initial expectations, no significant relationship was found between drug abuse and students' academic performance. Additionally, the study did not identify any significant differences in academic performance based on students' socio-economic status. The results suggest that drug abuse is not a major contributing factor affecting the educational outcomes of secondary school students in the study area. It is encouraging to note that efforts made by various stakeholders, including educators, policymakers, and community members, have been effective in maintaining low levels of drug abuse among students. This finding reflects positively on the overall well-being and academic environment within the Local Government Area.

However, it is essential to continue efforts in addressing any potential risk factors associated with drug abuse among students. Prevention programs, awareness campaigns, and counseling services should be sustained to maintain the current low levels of drug abuse. Moreover, it is crucial for educators and parents to remain vigilant and provide ongoing support to students to ensure a healthy and drug-free learning environment.

Recommendations

Based on the findings of this study, the following recommendations have been suggested:

1. **Strengthen Drug Abuse Prevention Programs:** Given the adverse effects of drug abuse on academic performance, it is crucial to implement comprehensive drug abuse prevention programs in secondary schools. These programs should focus on raising awareness about the harmful effects of drugs, providing information on the different categories of drugs commonly abused by students, and promoting healthy coping mechanisms and stress management skills. Additionally, students should be equipped with resistance and refusal skills to enable them to make informed decisions and resist peer pressure related to drug use. Collaborative efforts involving parents, teachers, school administrators, and relevant stakeholders should be undertaken to ensure the effectiveness of these prevention programs.
2. **Improve Learning Environment and Resources:** Enhancing the learning environment and providing adequate resources are vital for improving academic performance. Schools should prioritize the provision of basic facilities, such as well-equipped libraries, laboratories, and classrooms, to create a conducive learning environment. Additionally, instructional materials and teaching aids should be updated and made readily available to support effective teaching and learning. Furthermore, investment

in qualified and competent teaching staff is essential to ensure quality education. Training and professional development opportunities should be provided to teachers to enhance their teaching methods and strategies, thereby positively impacting students' academic performance.

3. **Address Socio-economic Disparities:** Socio-economic status has been identified as a significant determinant of academic performance. To address this issue, it is crucial to implement policies and interventions aimed at reducing socio-economic disparities in education. Measures such as providing scholarships, grants, or financial assistance to students from low socio-economic backgrounds can help alleviate financial burdens and improve access to quality education. Additionally, targeted support programs that address the specific needs of students from disadvantaged backgrounds, including mentoring programs, career guidance, and counseling services, can contribute to their academic success. Collaborating with community organizations and government agencies can facilitate the implementation of such initiatives and ensure a holistic approach to addressing socio-economic disparities in education.

Suggestions for Further Research

- Preventive Strategies for Adolescent Substance Abuse.
- The Impact of Drug Abuse on Adolescent Development.
- Substance Abuse Prevention Programs for Secondary School Students.
- Socio-economic Factors and Substance Abuse among Youth.
- Parental Involvement and Substance Abuse Prevention.
- Exploring the Non-Academic Consequences of Drug Abuse Among Secondary School Students.
- Family Socio-economic Status and Academic Performance: A Longitudinal Study of Secondary School Students.

- Drug Abuse, Health, and Educational Outcomes.
- Socio-economic Status and Academic Achievement.
- The Role of Risk and Protective Factors in Drug Abuse Among Secondary School Students

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APPENDICES

APPENDIX A

**DEPARTMENT OF EDUCATIONAL EVALUATION
AND COUNSELLING PSYCHOLOGY (EECP)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY, EDO STATE.**

DRUG ABUSE AND SOCIO-ECONOMIC STATUS QUESTIONNAIRE (DASESQ)

This instrument is on Influence of Drug Abuse and Socio-Economic Status on the Academic Performance of Secondary School Students in Egor Local Government Area of Edo State. The information obtained will be used for research purpose only and will be treated as strictly confidential.

Instruction: Please tick (\checkmark) in the box that best corresponds to the answer of your choice to each question or statement.

Joshua Osatohanmwun

Thank You

Instructions

- ❖ Do not write your name or that of your school on the questionnaire.
- ❖ Indicate the selected response by placing a tick (\checkmark) in the appropriate cell/box or provide the required information in the given spaces.
- ❖ Please give accurate and honest responses to all the items in the questionnaire

SECTION A: DEMOGRAPHIC DATA

Sex: Male () Female ()

Age: 12 – 14 years () 15 – 17 years () 18 and above ()

Educational level of your parent: Uneducated () Primary Level () Secondary Level ()
Tertiary Level ()

Economic activity of your parent: Non formal employment () Formal Employment ()

Income of parents: ₦20,000 – ₦50,000 () ₦60,000 – ₦90,000 () ₦100,000 – Above ()

Type of home: One-room () Flat () Bungalow () Duplex ()

Appliances at home: TV/Radio () Fan/AC () Laptop/Cellphone () Solar/Generator ()

SECTION B

Instruction: please read carefully and tick (✓) correctly to indicate your responses in the appropriate boxes as there are no right or wrong answer.

Note: SA = Strongly Agree (4), A = Agree (3), D = Disagree (2), SD = Strongly Disagree (1)

S/N	ITEMS	SA	A	D	SD
1	I believe that drug abuse is a common issue among students in my school.				
2	I am personally affected by the issue of drug abuse among my peers.				
3	I am aware of pressure to use drugs within my school environment.				
4	I am aware of the different types of drugs commonly abused by students in my school.				
5	Cigarettes and alcohol are commonly abuse in my school				
6	Some students sell drugs to other students in my school.				
7	I have been approached or pressured by peers to try drugs.				
8	The school rules prohibit drug use but it still happens.				
9	Drug abuse often starts with experimentation and recreational use.				
10	I am concerned about the rise in drug use among my peers.				
11	I have easy access to drugs if I wanted to try them				
12	I abuse drug like alcohol frequently				
13	It's easy for students to obtain drugs in my school.				
14	I feel confident I could resist peer pressure to try drugs.				
15	Drugs in readily available in the school				
16	I have been engaged in illegal activities to obtain drugs				
17	I have used drugs for non-medical purposes				
18	I use drug because my friends does				
19	I do feel normal/okay when some drugs are not at my reach				
20	The school environment have influenced me in the use of drugs				

APPENDIX B

STUDENTS ACADEMIC PROFORMA RECORD (SAPR)

S/N	STUDENTS NAME	STUDENTS ID	MATHEMATICS SCORE	ENGLISH SCORE	AVERAGE SCORE

APPENDIX C

Reliability Report

Scale: Drug Abuse and Socio-economic Status questionnaire

Case Processing Summary

	N	%
Valid	20	100.0
Cases Excluded ^a	0	.0
Total	20	100.0

- a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.952	20

