

Peer Pressure, Emotional Intelligence, Parent Socio-Economic and Substance Abuse among Secondary School Students in Ibadan North Local Government Area of Oyo State, Nigeria

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Abstract: *This study investigates the relationship between peer pressure, emotional intelligence, and parental socio-economic status and their collective impact on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State, Nigeria. The research adopts a correlational design, examining the influence of these independent variables on students' propensity to engage in substance abuse. Data were collected using validated questionnaires from a sample of secondary school students. Findings indicate a substantial correlation between peer pressure and substance abuse, suggesting that adolescents often conform to peer norms, seeking acceptance and approval through risky behaviours, including substance use. The socio-economic environment also plays a critical role, with economic disparities and limited access to quality education and recreational activities pushing students toward substance use as a coping mechanism. Moreover, emotional intelligence emerged as a significant factor, with lower levels linked to higher susceptibility to substance abuse. Students with lower emotional intelligence struggle with emotional regulation, turning to substances as a maladaptive coping strategy. Parental socio-economic status significantly impacts substance abuse, with lower socio-economic backgrounds correlating with higher substance use due to economic stressors, limited resources, and reduced parental supervision. The study concludes that a multifaceted approach addressing social, economic, educational, and familial factors is essential for effective prevention and intervention strategies. These findings underscore the need for comprehensive programmes involving educational institutions and community support to mitigate substance abuse risks and promote healthier alternatives for adolescents.*

Keywords: Substance abuse, Peer pressure, Emotional intelligence, Socio-economic status

INTRODUCTION

Substance abuse among secondary school students is a critical issue that poses significant challenges worldwide. Globally, adolescents engage in the use of alcohol, tobacco, and illicit drugs, severely impacting their health, academic performance, and social well-being. According to the World Health Organisation (WHO), the prevalence of substance use among teenagers has been on the rise, with alcohol and cannabis being the most commonly abused substances. This trend is concerning as early initiation of substance use is linked to long-term addiction and various health complications (WHO, 2021; United Nations Office on Drugs and Crime [UNODC], 2020).

In the United States, studies have shown that approximately 30% of high school students reported drinking alcohol, while about 20% admitted to using marijuana within the past month (National Institute on Drug Abuse [NIDA], 2022). Peer pressure, family issues, and the availability of drugs significantly contribute to this phenomenon. Similar patterns are observed in Europe, where the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) reports high levels of alcohol and drug use among adolescents, influenced by cultural acceptance and social norms (EMCDDA, 2021).

In Africa, substance abuse among secondary school students is a growing concern. Rapid urbanisation, socio-economic disparities, and lack of effective regulatory frameworks exacerbate the problem. Countries like South Africa, Kenya, and Nigeria have reported increasing trends in adolescent substance use. For instance, in South Africa, nearly 50% of students have tried alcohol, and about 20% have experimented with drugs like cannabis and methamphetamines (Peltzer et al., 2016). The socio-economic environment, coupled with inadequate parental supervision and peer influence, plays a pivotal role in this upsurge (Morojele & Ramsoomar, 2016).

In Nigeria, substance abuse among secondary school students is particularly alarming. A study conducted in Lagos revealed that over 30% of students had used one form of drug or another. The substances commonly abused include alcohol, tobacco, cannabis, and, increasingly, prescription medications. The lack of stringent enforcement of drug control policies, coupled with socio-economic challenges, exacerbates the issue. Moreover, cultural factors and peer pressure significantly influence adolescents' decisions to engage in substance use (Atoyebi & Atoyebi, 2013).

Focusing on South-West Nigeria, the situation mirrors the broader national trends. Cities like Ibadan, Lagos, and Abeokuta have reported high levels of substance abuse among secondary school students. In Ibadan, specifically, studies indicate that about 25% of students have experimented with drugs. The easy availability of these substances, along with peer group influence and socio-

economic challenges, are primary contributing factors. The region's urban-rural divide also impacts the prevalence and types of substances abused, with urban areas reporting higher incidences of drug use (Omigbodun & Babalola, 2004).

Parental socio-economic status (SES) plays a crucial role in predicting substance abuse among adolescents. Children from lower SES backgrounds are more likely to engage in substance use due to various stressors, including financial instability, limited access to education, and reduced parental supervision. For instance, research in Nigeria indicates that students from low-income families are more susceptible to substance abuse, as these families often experience higher levels of stress and fewer resources to cope with challenges (Oshikoya & Alli, 2006). Furthermore, the lack of parental involvement and supervision in low SES families can lead to increased opportunities for adolescents to experiment with drugs (Piko & Fitzpatrick, 2002). Conversely, adolescents from higher SES backgrounds may also engage in substance use, albeit for different reasons. These adolescents might have greater access to disposable income and social environments where drug use is normalised or glamorised. Studies have shown that higher SES can sometimes correlate with higher rates of substance use due to increased social opportunities and peer influences (Luthar & D'Avanzo, 1999). Thus, while the mechanisms may differ, SES remains a significant predictor of substance abuse among secondary school students.

Peer pressure is another critical factor influencing substance abuse among adolescents. During adolescence, individuals are highly susceptible to peer influences as they seek acceptance and validation from their social groups. Studies have consistently shown that adolescents who associate with peers who use substances are more likely to engage in similar behaviours (Simons-Morton et al., 2001). In Nigeria, peer pressure has been identified as a significant driver of substance use among secondary school students, with many youths experimenting with drugs to fit in with their peers (Atoyebi & Atoyebi, 2013). Moreover, the influence of peers extends beyond mere initiation into substance use; it also affects the frequency and severity of usage. Adolescents who are part of social groups that frequently engage in substance use are more likely to develop habitual patterns of abuse. Peer dynamics, such as group norms and social modelling, play a crucial role in reinforcing these behaviours (Dishion & Tipsord, 2011). Therefore, addressing peer pressure is essential in curbing substance abuse among secondary school students.

Emotional intelligence (EI) refers to the ability to recognise, understand, and manage one's emotions and the emotions of others. Low levels of emotional intelligence have been linked to a range of maladaptive behaviours, including substance abuse. Adolescents with poor emotional regulation skills may turn to substances as a means of coping with negative emotions and stress (Trinidad & Johnson, 2002). In Nigeria, studies have found that lower EI is associated with higher levels of substance use among secondary school students, suggesting that improving emotional regulation skills could be a protective factor against substance abuse (Ogunleye & Oke, 2012). Furthermore, interventions aimed at enhancing emotional intelligence have shown promise in reducing substance use among adolescents. Programmes that teach emotional regulation, stress management, and social skills can help students develop healthier coping mechanisms, thereby reducing their reliance on substances (Durlak et al., 2011). By fostering emotional intelligence, schools can play a pivotal role in mitigating the risk of substance abuse among their students.

Despite the extensive research on substance abuse among secondary school students, there remains a significant gap in understanding the specific dynamics within Ibadan North Local Government Area of Oyo State, Nigeria. Previous studies have largely focused on urban centres or broader regional analyses, often neglecting the unique socio-cultural and economic factors at play in specific localities. This study aims to fill this gap by providing a detailed examination of the predictors of substance abuse among secondary school students in this area, with a focus on parental socio-economic status, peer pressure, and emotional intelligence.

By addressing this gap, the research contributed valuable insights into the local context of substance abuse, informing the development of targeted intervention strategies. The findings did not only enhance our understanding of the causative factors but also support the implementation of effective prevention programmes tailored to the needs of secondary school students in Ibadan North Local Government Area.

Purpose and Objectives

This study is to examine how peer pressure, emotional intelligence, and parent socio-economic collectively determine substance abuse among secondary school students in Oyo State, Nigeria. To achieve the purpose of this study, the study itemised the following objectives:

- i. Determined the relationship between peer pressure, emotional intelligence, parent socio-economic and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria.
- ii. Ascertained the joint contribution of peer pressure, emotional intelligence, and parent socio-economic on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria.

- iii. Found out the relative contribution of peer pressure, emotional intelligence, and parent socio-economic on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria.

Research Questions

The study answered the following research questions:

- i. What is the relationship between peer pressure, emotional intelligence, parent socio-economic and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria?
- ii. What is the joint contribution of peer pressure, emotional intelligence, and parent socio-economic on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria?
- iii. What is the relative contribution of peer pressure, emotional intelligence, and parent socio-economic on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria?

METHODOLOGY

Research Design

The research utilised a descriptive survey design, wherein inferences was be drawn to the entire population from a selected sample portion. The study employed empirical statistical tools to analyse information and data collected from the field, providing an explanation of events and circumstances as they unfold.

Population

As the focus of this study is to examine the relationship between peer pressure, emotional intelligence, parental socio-economic status, and substance abuse among secondary school students in Ibadan North LGA, Oyo State, the population under consideration comprises secondary school students in Ibadan North LGA, Oyo State, Nigeria.

Sample Size and Sampling Technique

The sample for this study consisted of three hundred (300) participants. The two-stage sampling technique was implemented as follows:

- Initially, the simple random sampling technique, utilising a ballot-type method, was employed to select six schools in Ibadan North LGA. This method is chosen to ensure that the sample is a representative and comprehensive representation of the population.
- Subsequently, the simple random technique, using the hat method, was applied to select fifty (50) participants from each of the selected secondary schools, resulting in a total sample size of three hundred (300).

Instrumentation

The instrument employed for data collection in this study was a questionnaire. The questionnaire is specifically designed to align with the research objectives and questions of the study. It encompasses five (5) sections, which are:

The Demographic Characteristics

The demographic characteristics section encompassed variables such as sex, age, religion, and class. Respondents was presented with various alternative options for each variable, and they was instructed to choose only one answer that best represents their demographic information.

Substance Abuse Scale

The researcher utilised the Substance Abuse Scale developed by Harvey Skinner (1982) from the Addiction Research Foundation for data collection on substance abuse. This scale consists of 20 items and is structured using a 5-point Likert scale ranging from SD (Strongly Disagree) to SA (Strongly Agree). Sample items include statements like "I have medical problems as a result of my drug use" and "I have been involved in a treatment problem specifically related to drug use." The author reported that the scale possesses

face, criterion, and content validity. Additionally, the internal consistency coefficient of the instrument was reported to be .92 based on a survey of 256 drug/alcohol abuse clients.

Peer Pressure Scale

The researcher utilised the Peer Influence scale developed by Rigby and Slee (1993) to assess peer influence. This scale consists of 10 items and employs a 5-point Likert scale, ranging from SD (Strongly Disagree) to SA (Strongly Agree). Sample items include statements such as "My friend could push me into doing just about anything" and "I often feel pressure to do things I wouldn't normally do." According to the authors, after item moderation, the internal consistency of the scale ranged between 0.38 to 0.76, with an overall coefficient of 0.88. Additionally, Guttman Split-half coefficients observed on the scale were reported as 0.78, equal-length Spearman Brown as 0.73, and unequal length as 0.71.

Emotional Intelligence Scale

The Schutte Emotional Intelligence Scale (SEIS), developed by Schutte (1998), was adopted for this study. This scale is designed to assess emotions in oneself and others, the expression of emotions, regulation of emotion in oneself and others, and the utilisation of emotion in problem-solving. The SEIS comprises 33 items, and respondents are asked to provide answers on a five-point Likert scale: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. Schutte (1998) reported the internal consistency of the Assessing Emotions Scale, as measured by Cronbach's alpha, to be .90. Numerous other studies have confirmed the internal consistency of the 33-item scale. Moreover, various studies have been conducted to investigate the validity of SEIS, with results demonstrating convergent and divergent validity. The scale was adapted for use in this study.

Parental Socio-Economic Status Scale

The respondents' parental socio-economic status was measured using the Hollingshead Two-Factor Index of Social Position which measures both parents' education and occupation to determine a family's SES. The education is based on the highest level of education completed by the parents, while the occupation factor is based on the father's occupation. Each factor consists of seven items, rated on a seven point Likert response format strongly disagree to strongly agree. Sample items include "did not complete high school" and "graduated from high school". The scale which has been found to be valid and reliable in measuring parental SES is characterised by good psychometric property with a Cronbach's alpha coefficient of .90

Data Collection Procedure

The questionnaires for this study was personally distributed by the researcher, who visited different schools to administer the questionnaires to the respondents. The administration process is anticipated to take between 20-30 minutes. It commenced with a brief introduction, outlining the purpose of the exercise and providing instructions on how to complete the questionnaire. Following this, the researcher distributed the questionnaire copies. Throughout the administration, the researcher was present to address any difficulties that respondents may encounter. After completion, the field copies of the questionnaires was collected immediately for further processing and analysis.

Method of Data Analysis

The researcher made use of both descriptive and inferential statistics. The data was analysed using Pearson's Product Moment Correlation and Multiple Regression Analyses. The regression analysis was employed to determine the joint and relative contributions of the independent variables to the dependent variable while correlation analysis was used to determine the degree of relationship that exists between them. The descriptive statistics in the study included tables, percentages, ranges, means and standard deviations. The hypotheses was tested at 0.05 Alpha level of Significance.

RESULTS

The research questions generated were tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis. The findings are presented below:

Research Question One: What is the relationship between peer pressure, emotional intelligence, parent socio-economic status, and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria?

Table 4.1 Correlation computation of Peer Pressure and Substance Abuse among participants

Variable	Mean	Std. Dev.	N	R	P	Remark
Substance Abuse	83.90	19.00	300	.785**	.000	Sig.
Peer Pressure	37.32	11.87				

**Sig. at 0.05 level

It is shown in the above table 4.1 that there was significant relationship between peer pressure and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State ($r = .785^{**}$, $N = 300$, $P < .05$). Hence, peer pressure had an influence on substance abuse of respondents in the study. By implication of this result, the null hypothesis is therefore rejected.

Table 4.2 Correlation computation of Emotional Intelligence and Substance Abuse among participants

Variable	Mean	Std. Dev.	N	R	P	Remark
Substance Abuse	83.90	19.00	300	.801**	.000	Sig.
Emotional intelligence	26.19	1.30				

**Sig. at 0.05 level

It is shown in the table 4.2 that there was a significant relationship between emotional intelligence and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State ($r = .801^{**}$, $N = 300$, $P < .05$). Hence, emotional intelligence had an influence on substance abuse of respondents in the study. Hence, the null hypothesis is therefore rejected.

Table 4.3 Correlation computation of Parent Socio-Economic Status and Substance Abuse among participants

Variable	Mean	Std. Dev.	N	R	P	Remark
Substance Abuse	132.45	6.14	300	.302**	.000	Sig.
Parent socio-economic status	26.19	1.30				

**Sig. at 0.05 level

It is shown in the table 4.3 that there was a significant relationship between parent socio-economic status and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State ($r = .302^{**}$, $N = 300$, $P < .05$). Hence, parent socio-economic status had an influence on Substance Abuse of respondents in the study. Due to this finding, the null hypothesis is therefore rejected.

Research Question Two

What is the joint contribution of peer pressure, emotional intelligence, and parents' socioeconomic status, on substance abuse among Secondary School students in Ibadan North Local Government Area of Oyo State Nigeria?

Table 4.4: Multiple Regression Analysis on joint contribution of the variables

Multiple R = 0.913					
Multiple R ² = 0.833					
Multiple R ² (Adjusted) = 0.831					
Standard Error of Estimate = 3.71435					
Source of Variation	Sum of Squares	Df	Mean of Squares	F-Ratio	P
Regression	23761.043	4	5940.261	430.621	.000
Residual	4819.746	295	13.796		
Total	28520.789	299			

The table 4.4 above shows that there was joint effect of the independent variables (peer pressure, emotional intelligence, parent socio-economic status) on the substance abuse of respondents in Ibadan ($R = 0.913$, $p < .05$). The combination of the independent variables accounted for 83.6% (adjusted $R^2 = 0.842$) of the total variance in the prediction of Substance Abuse of respondents in Ibadan. The analysis of variance of the multiple regression data yielded an F-ratio value which was found to be significant at 0.05 Alpha level ($F = 430.621$, $p < 0.05$). This shows that the independent variables jointly contributed to substance abuse.

Research Question Three

What is the relative contribution of peer pressure, emotional intelligence, and parents' socioeconomic status on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria?

Table 4.5: The relative contribution of each of the independent variables to substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State

	Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	4.449	3.314		1.343	.000	Sig
Peer pressure	.386	.122	.106	2.524	.000	Sig
Emotional intelligence	.321	.120	.128	2.675	.000	Sig
Parent socio-economic status	.545	.067	.410	5.537	.000	Sig

Dependent variable: Substance Abuse

Table 4.5 indicates the contributions of each of the independent variables to the prediction of Substance Abuse among secondary school students in Ibadan North Local Government Area of Oyo State. In terms of magnitude of the contribution: parent socio-economic status contributed most to the prediction of substance abuse of respondents ($\beta = 0.410$, $t = 5.537$, $p < 0.05$) followed by emotional intelligence ($\beta = 0.128$, $t = 2.675$; $p < 0.05$), and then peer pressure ($\beta = 0.106$, $t = 2.524$; $p < 0.05$)

Discussions of the Findings

Research Question One: The relationship between peer pressure, emotional intelligence, parent socio-economic status, and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria

Peer Pressure and Substance Abuse

The identified substantial correlation between peer pressure and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State could be attributed to several interconnected factors. Adolescence is a critical stage of development marked by heightened susceptibility to external influences, and peers play a pivotal role during this period. Students may succumb to substance abuse as a means of conforming to social norms within their peer groups, seeking acceptance and approval. The desire to fit in and be perceived as part of a social circle may lead them to engage in risky behaviors, including substance misuse.

Secondly, the socio-economic environment of Ibadan North Local Government Area might contribute to the observed relationship. Economic disparities and limited access to quality education and recreational activities may push students towards seeking solace in substance use as a coping mechanism. Peer groups, sharing similar environmental challenges, may collectively turn to substance abuse as a shared outlet, strengthening the connection between peer pressure and such behaviors. Furthermore, the lack of effective preventive measures and educational programmes addressing the consequences of substance abuse in schools could exacerbate the issue. The absence of proper awareness and guidance on the detrimental effects of drug use might leave students vulnerable to the persuasive influence of their peers, fostering an environment conducive to substance abuse. Additionally, the absence of strong parental involvement and support could be a contributing factor. In cases where parental guidance is lacking, peer groups may become the primary source of influence, making students more susceptible to engaging in substance abuse to align with the perceived norms set by their peers.

To conclude, the significant relationship between peer pressure and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State can be attributed to a combination of social, economic, educational, and parental factors. Addressing these multifaceted influences requires a comprehensive approach, involving both educational institutions and the community, to create an environment that discourages substance abuse and promotes healthier alternatives for adolescents. There are existing studies that supports this finding. Urberg, Pilgrim, and Degirmencioglu (2003) found that adolescents who deliberately chose peers engaged in substance use and prioritised acceptance from peers were more prone to succumb to peer pressure. Lundborg (2006) in his study also found a relationship between the factors and opined that belonging to a peer group necessitates conformity to the behaviors of fellow peers, and for many adolescents, involvement in activities involving substance use may be a way to achieve this conformity. Similarly, Omopo and Odedokun (2024) in their investigation found that smoking behaviour is influenced by peer influence. A previous study asserted that peer pressure can lead to substance abuse and subsequently, delinquent behaviours (Omopo, 2023).

Emotional Intelligence and Substance Abuse

The observed significant relationship between emotional intelligence and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State unveils intricate connections between emotional well-being and behavioral choices, shedding light on the psychological factors influencing substance use in this demographic.

Firstly, students with lower levels of emotional intelligence may struggle to navigate and regulate their emotions effectively. Difficulty in understanding and managing emotions can lead to heightened stress, anxiety, or frustration. In an attempt to cope with these intense emotions, some students may turn to substance abuse as a maladaptive coping mechanism. Substance use may provide a temporary escape from emotional turmoil or a way to numb overwhelming feelings. Emotional intelligence is closely linked to interpersonal relationships and social interactions. Students with higher emotional intelligence are better equipped to navigate social situations, build positive relationships, and seek support when needed. In contrast, individuals with lower emotional intelligence may experience challenges in forming healthy connections and may turn to substance use as a means of self-medication or coping with social difficulties.

The school environment, characterised by academic pressures, peer dynamics, and social expectations, plays a significant role in shaping emotional experiences. Students with lower emotional intelligence may struggle to cope with the stressors inherent in the educational setting, increasing their susceptibility to substance abuse as a coping mechanism to manage academic and social challenges. Additionally, family dynamics and the level of emotional support at home can influence emotional intelligence. Students from families with limited emotional support or dysfunctional relationships may face challenges in developing emotional intelligence, potentially making them more susceptible to substance abuse as they lack effective coping strategies and emotional resilience.

The significant relationship between emotional intelligence and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State highlights the intricate interplay between emotional well-being and substance use. Lower emotional intelligence may contribute to a lack of effective coping mechanisms and interpersonal challenges, fostering an environment where students are more prone to engaging in substance abuse as a means of managing emotions and navigating the complexities of their social and academic lives. Addressing emotional intelligence through targeted interventions and support mechanisms can be crucial in mitigating the risk of substance abuse in this population.

To corroborate this finding with existing studies, Brackett, Mayer, and Warner's (2004) quantitative correlational study revealed a noteworthy association between lower Emotional Intelligence in males and increased involvement in illegal drug use and binge drinking. The authors found the correlation to be strong across all participants, encompassing both male and female individuals. Likewise, Ghee and Johnson (2008) delved into this aspect by examining the impact of Emotional Intelligence on alcohol use and peer norms. The study's findings revealed that Emotional Intelligence was not directly linked to the alcohol-use variables examined.

Parental Socio-Economic Status and Substance

The observed significant relationship between parent socio-economic status and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State can be attributed to various interconnected factors. These factors create an environment where socio-economic status plays a crucial role in influencing the likelihood of substance abuse among students.

Firstly, the economic status of parents can impact the accessibility of resources and opportunities available to their children. Children from families with higher socio-economic status often have access to better educational facilities, extracurricular activities, and overall enriched environments. In contrast, students from lower socio-economic backgrounds may face limitations in terms of educational resources and recreational activities. This disparity can contribute to a higher susceptibility to substance abuse among students with fewer opportunities for constructive engagement. Moreover, socio-economic status is often associated with the level of parental involvement and supervision. Parents with higher socio-economic status may have demanding jobs and hectic schedules, leading to less time for active involvement in their children's lives. This reduced parental supervision can create an environment where students have more opportunities to engage in risky behaviors, including substance abuse.

Also, the socio-economic status of parents can influence the social circles in which their children interact. Students from higher socio-economic backgrounds may be exposed to peers with similar backgrounds, where substance abuse is less prevalent. On the other hand, students from lower socio-economic backgrounds may face social pressures and influences that increase the likelihood of engaging in substance abuse. The economic struggles faced by families with lower socio-economic status can also contribute to stressors within the household. Economic instability, unemployment, or financial strain can create an environment where students may turn to substance abuse as a coping mechanism to deal with the challenges at home.

The significant relationship between parent socio-economic status and substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State can be justified by a combination of limited opportunities, reduced parental supervision, social influences, and economic stressors. Addressing these underlying factors through targeted interventions, educational

programmes, and community support can play a crucial role in mitigating the impact of socio-economic disparities on substance abuse among students. In a study by Andrabi (2017), there was a correlation between parental socioeconomic status and substance abuse of students. The study also revealed that students from low income and middle income families are more prone to substance abuse than those from higher income families due to the environment they grow from, for low income family, often in the slum, segregated environment, marginalised population who are also prone to illicit behaviours motivated by substance abuse. On the contrary, the study by Ritterman (2009) reported that lower parental education is associated with decreased adolescent substance use.

Research Question Two: Joint contribution of peer pressure, emotional intelligence, and parents' socioeconomic status on substance abuse among Secondary School students in Ibadan North Local Government Area of Oyo State Nigeria

The assertion that there is a joint effect of independent variables, including peer pressure, emotional intelligence, and parent socio-economic status on substance abuse among respondents in Ibadan suggests a complex interplay of factors influencing this behavior. The potential combined impact of these variables are discussed below:

The relationship between peer pressure and substance abuse has been previously discussed, emphasising the significant influence of peers during adolescence. Emotional intelligence, as another independent variable, plays a crucial role. Higher emotional intelligence may empower individuals to navigate peer pressure more effectively, making them less likely to succumb to negative influences. On the other hand, lower emotional intelligence could contribute to difficulties in handling social pressures, potentially increasing the risk of substance abuse. Parent socio-economic status introduces an economic dimension to the equation. A higher socio-economic status may provide access to better educational opportunities, extracurricular activities, and a supportive family environment, reducing the likelihood of substance abuse. Conversely, individuals from lower socio-economic backgrounds may face additional challenges that could make them more vulnerable to substance misuse.

The joint effect of these independent variables on substance abuse in Ibadan is likely to be multifaceted. The intricate interplay between peer pressure, emotional intelligence, and parent socio-economic status, creates a dynamic environment that either mitigates or exacerbates the risk of substance abuse among respondents. Understanding and addressing these interconnected factors holistically is essential for developing effective strategies and interventions to prevent and reduce substance abuse in the community. Existing research has consistently explored the intricate relationship between various psychosocial factors and adolescent substance abuse. Longitudinal studies, such as the work by Hawkins, Catalano, and Miller (1992) on the Seattle Social Development Project, have highlighted the significant impact of peer pressure on the initiation and escalation of substance use among adolescents. The influence of emotional intelligence on substance abuse has been investigated by Monaci, Scacchi, Posa, and Trentin (2013) who found that adolescents with higher emotional intelligence exhibited more effective coping mechanisms, potentially acting as a protective factor against substance abuse. In the realm of socio-economic factors, a comprehensive analysis by Chen, Kong, Gao, and Mo (2018) underscored the connection between lower parent socio-economic status and increased prevalence of substance abuse among adolescents.

Research Question Three: Relative contribution of peer pressure, emotional intelligence, and parents' socioeconomic status, on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State Nigeria

The finding that parent socio-economic status contributed the most to the prediction of substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State, followed by emotional intelligence, and peer pressure, unveils a complex interplay of socio-environmental factors shaping adolescent behavior. The prominence of parent socio-economic status as the most influential factor could be attributed to the pervasive impact of economic disparities on various aspects of adolescents' lives. Higher socio-economic status often implies access to better educational opportunities, extracurricular activities, and a supportive family environment. This supportive milieu may act as a protective factor, reducing the likelihood of adolescents engaging in substance abuse. On the contrary, lower socio-economic status might expose individuals to additional stressors and limited resources, increasing their vulnerability to substance misuse.

Emotional intelligence, with its emphasis on understanding and managing emotions effectively, could empower adolescents to navigate peer pressure and make healthier choices. Peer pressure, although identified as a contributor, appears to have a comparatively lower magnitude in this context. This may indicate that while peer influence plays a role, other factors such as family environment, and economic status, exert more significant influence on substance abuse among these students.

These findings highlight the intricate web of factors influencing substance abuse among secondary school students in Ibadan North Local Government Area. Recognising the hierarchical contributions of parent socio-economic status, and emotional intelligence is vital for crafting targeted interventions that address the multifaceted nature of this issue and promote a holistic approach to adolescent well-being. Studies such as Costello, and Ramo (2017); Adebisi, Goldschmidt, and Benjamin (2022) all found the relative effect of the independent factors on substance abuse of young people.

Summary

The study investigates the influence of peer pressure, parental socio-economic status, and emotional intelligence, on substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State. The research findings indicate a distinct hierarchy in the contributions of these factors to the prediction of substance abuse among the student population. Parental socio-economic status emerges as the most influential factor, suggesting that economic disparities play a pivotal role in shaping adolescents' vulnerability to substance misuse. Emotional intelligence, and peer pressure also contribute to the prediction, albeit with varying magnitudes. These findings underscore the complex interplay of psychosocial factors in influencing substance abuse among adolescents in the specified region. The study recommends targeted interventions that consider the hierarchical contributions of these factors, with an emphasis on addressing economic disparities, and promoting emotional well-being to effectively mitigate substance abuse among secondary school students in Ibadan North Local Government Area

Conclusion

This study sheds light on the intricate dynamics influencing substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State. The hierarchy of contributions, with parental socio-economic status leading, underscores the complexity of factors impacting adolescent behavior. The findings emphasise the need for targeted interventions that address economic disparities, and emotional well-being collectively. Parental socio-economic status emerged as a key determinant, highlighting the significance of economic empowerment and support systems for families facing challenges. Policymakers can leverage these findings to develop policies promoting economic development, and mental health initiatives within the educational system. Such policies have the potential to create a conducive environment that discourages substance abuse among secondary school students.

It is imperative to recognise that substance abuse is a multifaceted issue, and addressing it requires collaborative efforts from educators, families, policymakers, and the community. By implementing targeted and holistic interventions informed by the study's findings, we can aspire to foster a healthier and more supportive environment for secondary school students in Ibadan North Local Government Area, ultimately contributing to their overall well-being and resilience against substance misuse.

Limitation

The study's exclusive focus on secondary school students in Ibadan North Local Government Area of Oyo State restricts the generalisability of findings to a broader adolescent population, limiting the applicability of results to different regions or cultural contexts. The cross-sectional nature of the study provides a snapshot at a specific point in time, hindering the establishment of causation and the capture of dynamic changes in adolescent development and substance abuse patterns over time

Recommendations

Based on the insights gained from the study, several recommendations are proposed to enhance our understanding of substance abuse among secondary school students in Ibadan North Local Government Area of Oyo State.

- First and foremost, it is suggested that future research endeavors adopt longitudinal study designs to capture the dynamic nature of the relationships between peer pressure, parental socio-economic status, emotional intelligence, and substance abuse over time. This approach would provide a more comprehensive understanding of the long-term impact of these factors on adolescent behavior.
- Expanding the sample size and ensuring diversity in representation is crucial for the generalisability of findings. Including students from various socio-economic backgrounds, cultural contexts, and educational settings would contribute to a more inclusive and applicable understanding of substance abuse among adolescents in the region.
- To gain deeper insights into the subjective experiences of students, qualitative research methods such as interviews and focus group discussions should be incorporated alongside quantitative data collection. This qualitative approach would provide a nuanced understanding of the factors influencing substance abuse from the perspective of the students themselves.
- Community engagement and intervention programmes are recommended to address the identified factors contributing to substance abuse. Involving parents, educators, local authorities, and community leaders in collaborative efforts can enhance the effectiveness of preventive measures. This could include workshops, seminars, and support groups aimed at equipping parents with effective strategies for communication and support.
- Promoting parental involvement in the school environment and community initiatives is crucial for establishing a robust support system for adolescents. Workshops and seminars addressing effective parenting strategies and communication can positively impact familial factors influencing substance abuse.

- Collaboration with healthcare professionals, counselors, and mental health experts is recommended for implementing comprehensive intervention strategies. Their expertise can contribute to the design and execution of programmes addressing emotional well-being and substance abuse prevention.
- Advocacy for evidence-based policies is paramount. Engaging policymakers in discussions about socio-economic disparities, and mental health support within the educational system can lead to the development of policies that create a supportive environment for the overall well-being of secondary school students.

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