

## **Perceived Influence of Family Background on School-Based Social Problems Among Senior Secondary School Students in Epe Educational District, Lagos State**

**Zabur Olayiwola Soluade**

Department of Sociological Studies,  
College of Social and Management Sciences,  
Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria.  
*Soluadeola@gmail.com or Soluadezo@tasued.edu.ng*

**Adedayo Oyewole Sofadekan**

Department of Sociological Studies,  
College of Social and Management Sciences,  
Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria.  
*sofadekanao@tasued.edu.ng*

**Bola Tarech Sebiomo**

Department of Sociological Studies  
College of Social and Management Sciences  
Lagos State University of Education, Ijanikin, Lagos State.

**Rukayat Opeyemi Agboola**

Department of Sociological Studies,  
College of Social and Management Sciences  
Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria.

**Balogun Olukunle Olagunju**

Department of Adult and Development Education,  
College of Specialized and Professional Education,  
Tai Solarin University of Education, Ijagun, Ogun State, Nigeria.  
*balogunoo@tasued.edu.ng or Kunlegunju1961@gmail.com*

### ***Abstract***

*This study assessed the perceived influence of family background on school-based social problems among senior secondary school students in Epe Educational District, Lagos State. The study assessed the influence of family background on students' drug abuse and addiction and examined the influence of family background on the students' violent behaviour. The two research questions set to guide the study are does family background influence students' involvement in drug abuse and addiction and does family background influence students' violent behaviours? A survey research design was adopted for the study. The*

*study involved ten senior secondary schools and 149 senior secondary school students within Epe Educational District of Lagos State. Purposive sampling was used to select schools and convenience sampling enabled the selection of respondents. A questionnaire tagged “Family Background and School Based Social Problems Questionnaire” (FBSBSPQ) (R=0.82) was used for data collection. The collected data were coded and analysed using descriptive statistics. Findings show that parents social and employment status, family emotional support and parent housing patterns influence students towards abusing drugs and engaging in violent behaviours. Based on the findings, it is recommended that parents continue to be good role models for the students. This will help the students exhibit their best behaviour in society. Schools should continue to give reports of the students’ behaviour to their parents from time to time, as this will allow parents also to adjust their ways of life where necessary.*

**Keywords:** *Family background, social problem, school-based social problem, drug abuse, violence behaviour*

## **Introduction**

Nigerian society is plagued with various social problems, which include stealing, pickpocketing, bullying, thuggery, drug abuse, cultism, examination malpractice, etc. These problems are now prevalent in secondary schools, and they create many problems for school administration and the attainment of the goals of education and national objectives. Social problems are ills and vices that are contrary to societal values. These problems make society dysfunctional. School-based social problems are vices that are common in the school system, which include drug abuse, examination malpractices, cultism, juvenile delinquency, sexual harassment/assault, human rights abuse and so on (Oyetade, 2019). Adedipe (2018) opined that the family in the current situation in Nigeria is becoming increasingly obsolete, with some of its essential and traditional functions under attack, because it is characterised by the stability of unlimited extra-marital activities, an increase in single parenthood, the downgrading of parenting roles and economic pressure, which is making the family objurgate her role to the school, teachers and society.

One of the variables of interest in this study is the relationship between drug abuse and family background. Drug use is defined as the use of various substances such as alcohol and other substances such as cigarettes, illegal drugs, prescription drug inhalants and solvents (World

Health Organisation, 2014). Substance abuse among students has become one of the complex social problems blossoming across the world and a major health concern for scholars and researchers because of its health and social consequences (Denwigwe et al., 2018; Saanvi, 2024). In Nigeria, drug abuse and substance use are increasing on a daily basis (Igara, 2017). The tendency to abuse drugs among secondary schools' students is becoming a serious problem. Challenging the functionality of our society and the appropriate use of drugs or chemical substances capable of changing the functions of cells in the body is assumed to be one of the issues attracting global attention (Obafemi, 2017).

Several reasons have been highlighted in the literature as the major causes of drug abuse among secondary school students. Such causes include peer influence, family background and availability of drugs (Etyang & Wenga, 2021), as well as alcohol-drinking family member, poor school substance use controlling rules, availability of substances in retailing shops in residential areas (Seid et al., 2021). Saanvi (2024) identified poor self-image, low religiosity, poor school performance, parental rejection, family dysfunction, abuse, poor parental control, parental divorce, peer cross-pressure, and family rejection, curiosity, and amusement are causes of drug abuse among secondary school students. Researchers such as Igara (2017), Kyei-Gyamfi et al. (2024), Saanvi (2024) and Zemba (2022) highlighted depression, rate of unemployment, idleness, low self-esteem, availability of drugs, pressure from family, poor grades to ease pain, low morale, social media influence and lack of recreation activities as causes of drug abuse among the students. Previous studies have also established the relationship between drug abuse and family background, peer influence and the availability of drugs (Obafemi, 2017; Denwingwe et al., 2018; Etyang & Wenga, 2021). The extent to which family background is a factor that has led to school-based social problems in secondary school is one of the focuses of this study. Abuse of drugs leads to preventable death, illness and injury, and it impedes the peace of the world, causes poor academic performance, impaired concentration, truancy, increased expenses, increased risky sexual behaviour, violence, cultist activities and mental health problems (Dankano & Garba, 2017; Amadi & Akipelu, 2018).

Another variable of interest in this study is the relationship between violent behaviour and family background. Violence refers to any behaviour or situation that reflects the absence of peace and is intended to injure or kill someone or to destroy something (Opere et al., 2019). The

Educational Institute of Scotland (2024) defines violent behaviour as incidents in which a person is abused, threatened, or assaulted in circumstances relating to their work. School violent behaviour is one of the school-based social problems that require attention from policymakers, researchers and educators (Eisenbraun, 2007). Violence occurs between two or more individuals as interpersonal violence, or it involves identifiable groups in society and erupts as inter-group violence; this may be inter-ethnic or religious. Violent behaviour manifests itself in the form of rioting, sexual violence, fighting and bullying (destructive activities that contribute to physical disabilities, dropout and poor academic performance of students (Iyekolo et al., 2021). School violence incidents have been on the increase in recent times, mostly in urban areas of the country. School violence is a form of deviant, aggressive and externalising behaviour perpetrated by the students in the school (Jillian & Sonja, 2022). Young people are among the groups that are most vulnerable to violence (Burcu et al., 2018). School violence constitutes acts such as making serious threats, bringing weapons to school, committing aggravated assault, robbery, unwanted sexual contact, battery, physical aggression and non-contact aggression (Jillian & Sonja, 2022). Violent behaviours include physical fights, bullying, gun possession, kicking, punching, biting, and spitting, which can lead to physical injury and emotional distress and contribute to an unsafe school environment (Burcu et al., 2018; EIS, 2024). Violence in schools requires urgent attention as it can potentially affect the nation's future generations.

The issue of school violence in Nigeria is not a new phenomenon; it has become one of the school-based social problems. This happens mostly on Fridays after school hours or during the annual inters house sports competition (Opere et al., 2019; Isaac, 2022). School violence occurs during meals, social events and on the way home from school. School violence occurs in the form of verbal abuse, physical fights, bullying and arson attacks (Opere et al., 2019; Isaac, 2022). In recent times, public secondary schools in urban areas have been faced with numerous causes of school violence. Despite various interventions by the government to stop issues of school-based violence, the incidence of violence still exists in the form of inter and intra-school fighting, sexual violence, corporal punishment and verbal abuse. The Ogun State Ministry of Education, following cases of school violence reported in some secondary schools within the state, announced several measures towards reducing the rate of school violence in secondary schools in the state. Recently, there were various reports of school-based violent behaviours in secondary schools

in Lagos State. Within Lagos State, Ajumoni Secondary School, Iyana Isolo and Ansar-ud-deen High School, Falolu, Surulere, were attacked by neighbouring school students using stones and other dangerous items. Ego, peer pressure and fights over girls, overpopulation, the unpleasant nature of the school system, competition for resources, political differences, sexual discrimination and non-tolerance of cultural diversity have been ascribed to be among the major reasons for school violence, mostly within urban areas (Opere et al., 2019; Iyekolo, 2021). In most cases, it resulted in injuries and loss of lives and properties (Opere et al., 2019).

Several factors have been identified as the major causes of violent behaviour by young children in school. Burcu et al. (2018) highlight that sex, employment status, smoking, alcohol use and feeling unsafe are among the factors that lead to violent behaviour. Scholars such as Eisenbraun (2007), Iyekolo, et al., (2021), Tian & Zhang, (2022), Jullian and Sonja (2022), identifies escalate aggressive behaviours, exposure to violence and video game; gender, age , socio-economic factor, ethnicity, past victimization, drug or alcohol use; extreme annoyance display by parents towards their children, extreme harshness towards children by parent, inconsistent parents response to children, improper home training, abuse of children, bullying tendencies inherit from parents, frustrating children personal decision, too much freedom for children, exposing children to violent movies and neglect of the children, deviant peers, lack of self-control, anti-social attitudes, substance use, lack of bond with parent and school, aggressiveness, extraversion, moral disengagement, school avoidance, low academic achievement and peer rejection, family situation and parent style, domestic victimization, social media implication, psychological and physiological factors such as self-awareness, independence consciousness as causes of violent behaviour among school children. Violence has led to deaths, destruction of school property, disruption of the teaching and learning process and personal injury to their victims (Iyekolo et al., 2021). Violence can also lead to anxiety, depression, poor health, suicidal ideation, sadness, loneliness, substance abuse, violence, school dropout, bullying and poor adjustment in adulthood (Jillian et al., 2022).

Dankamo and Garba (2017) examined the effects of drug abuse on the academic performance of secondary school students in Bali local government area of Taraba State. The results showed that drug abuse leads to an increase in the poor performance of students in examinations,

resulting in a consequent dropout rate from school due to intellectually challenged memory. Denwigwe et al. (2018) assessed family influence on substance abuse tendencies among secondary school students in Cross Rivers state. The findings showed that family type and size were significant predictors of drug abuse tendencies among secondary school students. Etyang and Winga (2021) assessed the prevalence, causes and effects of drug use and abuse on performance indicators among secondary school students in Kenya. Findings show that students abuse tobacco, miraa, cocaine, tranquilliser, kuber and marijuana at various degree levels. Opere et al. (2019) examined school violence as a cause of non-peaceful coexistence in public secondary schools in Nairobi, Kenya. Findings revealed that school violence occurs in the form of verbal abuse, physical fights, bullying and arson attacks. Violence occurs during meals, social events and on the way home from school. The main perpetrators are classmates, prefects and even teachers. Causes of school-based violence are competition for resources, political differences, sexual discrimination and non-tolerance of cultural diversity. Iyekolo et al. (2021) assessed the factors responsible for violent behaviours among secondary school students as expressed by teachers in Ilorin metropolis, Kwara state. Findings revealed that factors responsible for violent behaviours are extreme annoyance displayed by parents towards their children, extreme harshness towards children by the parents and inconsistent parental responses to children's needs.

The theory supporting the study is situated in social problem theory and Robert Merton's anomia and strain theories (1957). The central proposition of this theory is that social problems are the definitional activities of people around conditions and conduct they find troublesome. Social problems are socially constructed in terms of particular acts and interactions that participants pursue and in-terms of the process of such activities through time (Schneider, 1985). Robert Merton's anomia and strain theories (1957) sought to explain why individuals or groups engage in some anti-social or illegal behaviour. However, Merton's central emphasis is on deviance and criminality and according to Merton "criminality is a function of an over-emphasis on the goals associated with the societal issues to which the deviants are prone. Anomies and strain theories posit that criminality is due to an array of social causes.

### **Objectives**

- i) Assess the influence of family background on students' drug abuse and addiction.

- ii) Examine the influence of family background on the students' violent behaviour.

### **Research Questions**

- i) Does family background influence students' involvement in drug abuse and addiction?
- ii) Does family background influence students' violent behaviours?

### **Methodology**

This study assessed the perceived influence of family background on school based social problems among senior secondary school students in Epe educational district, Lagos state. The study assessed the influence of family background on student's drug abuse and addiction on one hand and student's violent behaviour on the other hand. Two research questions guided the study. The study adopted survey research design.

The population in this study comprised 10,970 year 2 students in senior secondary schools in Epe Educational District of Lagos state. The sample comprised ten (10) senior secondary schools and 149 senior secondary school two students. The ten (10) schools were selected through purposive sampling. This selection is based on schools that have experienced school-based social problems. The students were also selected using purposive and convenience sample techniques for the study. The students selected were those that have been involved in drug abuse and violent behaviours within and outside the school environment. A questionnaire tagged "Family Background and School Based Social Problems Questionnaire" (FBSBSPQ) was used to collect data for the study. The content and face validity of the questionnaire were established by presenting two copies of the draft questionnaire to two experts in the field of test and measurement for further scrutiny and modification. This was to ascertain the suitability of the instrument in terms of language, presentation, clarity and applicability. Based on their comments, necessary modifications were made. The verified copy of the questionnaires was trial tested on the respondents that were not part of the actual study. Split half method was used to determine the reliability coefficient of the instrument, which was found to be 0.82. Data collected from the field was coded and processed using Statistical Package for Social Science (SPSS) and analysed using descriptive statistics of mean and standard deviation.

## Results

Research Question 1: Does family background influence students' involvement in drug abuse and addiction?

**Table 1: Influence of Family Background on Students' Involvement in Drug Abuse and Addiction**

S/N	Items	N	Mean	SD
1.	Children from polygamous families might likely involve in drug abuse than children from monogamous families	149	2.42	1.050
2.	Large family size often encourages children to be involved in drug abuse	149	2.44	.940
3.	Social status of the parents can affect students' involvement in drug abuse	149	2.63	.865
4.	Employment status of the family can be a causative factor for drug abuse	149	2.69	.999
5.	Emotional support and love from parents can discourage drug abuse.	149	3.28*	1.283
6.	Housing patterns that parents live can be a factor for drug abuse	149	2.86*	1.097
<b>Average Total</b>		<b>149</b>	<b>2.72</b>	<b>1.0285</b>

Results from table 1 show that item 5, which stated that emotional support and love from parents can discourage drug abuse, has the highest mean score of 3.28 (SD = 1.283). This is followed by item 6, which states that the housing patterns that parents leave in can be a factor in drug abuse (X = 2.86, SD = 1.097); followed by item 4, which states that the employment status of the family can be a causative factor in drug abuse (X = 2.86, SD = 1.097); followed by item 4, which states that the employment status of the family can be a causative factor for drug abuse (x = 2.69, SD = .999); followed by item 3, which states that the social status of the parents can affect students involvement in drug abuse (x = 2.63, SD = .865); followed by item 2, which states that large the parents can affect students involvement in drug abuse (x = 2.63, SD = .865); followed by item 2, which states that large family size often encourages children to be involved in drug abuse and addiction (x = 2.44, SD = .940). The least item in Table 1 above is Item 1, which states that children from polygamous families might be more likely to be involved in drug abuse and addiction than children from monogamous families (X = 2.42, SD = .987). The average mean of the distribution is 2.72 (SD = 1.0285). This shows that factors such as parent social and employment status, family emotional supports, and parent housing patterns are family background factors that contribute to drug abuse addiction among the students. In other words, parents' forms of marriage and family size have limited

influence on students' drug abuse and addiction. The standard deviation showed a high level of closeness across the distributions.

**Research Question 2:** Does family background influence students' violent behaviours?

**Table 2: Influence of family background on students' violent behaviours**

S/N	Items	N	Mean	SD
1.	Students from polygamous families often exhibit violent behaviour in society	149	2.60	1.019
2.	Large family size can be associated with students' involvement in violent behaviour	149	2.73	1.050
3.	Social status of the family can encourage students to exhibit violent behaviour	149	2.64	1.060
4.	Employment status of the family can encourage student to be involved in violent behaviour	149	2.51	1.000
5.	Emotional support from the family is a factor for student involvement in violent behaviours	149	2.99*	1.922
6.	The environment or the housing pattern that the students live influences them to exhibit violent behaviours	149	2.69*	1.071
<b>Average Total</b>		<b>149</b>	<b>2.69</b>	<b>1.363</b>

Results from Table 2 above on the influence of family background on students' involvement in violent behaviour show that item 5, which stated that emotional support from the family is a factor for students' involvement in violent behaviour, has the highest mean score of 2.99 (SD = 1.922). This is followed by item 2, which states that large family size could be associated with students' involvement in violent behaviour (X=2.73, SD = 1.050), followed by item 6, which states that the housing pattern in the student's living environment influences students to exhibit violent behaviour (X=2.69, SD=1.071), followed by item 6 which states that the environment or the housing pattern that the students leave influence them to exhibit violent behaviours (X =2.69, SD =1.071); followed by item 3 which stated that social status of the family can encourage students to exhibit violent behaviour (X =2.64, SD =1.060) followed by item 1 which stated that students from polygamous family often exhibit violent behaviour in the society (X = 2.60, SD = 1.019), the item with the least mean is item 4 which stated that employment status of family can encourage students to be involved in violent behaviour (X = 2.51, SD =1.000). The average mean of the distribution is (X= 2.69, SD =1.363). This shows that marriage types, family size, parent social status, employment and emotional status, housing pattern and environment contribute to students' involvement in violent behaviours. The standard deviation showed a high level of closeness across the distributions.

## **Discussion of Findings**

This study assessed the perceived influence of family background on school-based social problems among senior secondary school students in Epe Educational District of Lagos State. The results of research question 1 show that factors such as parent social status and employment status, family emotional support and parent housing patterns are family background factors that contribute to drug abuse addiction among students. Parents' forms of marriage and family size have limited influence on students' drug abuse and addiction. This supports the findings of Obafemi (2017), Denwingwe et al. (2018), Etyang and Winga (2021), and Seid et al. (2021), who found the relationship between family background factors and students engaging in school-based social problems in the forms of abuse of drugs and addiction. However, the finding shows an unexpected result in the fact that parental forms of marriage and family size had the least mean value, showing that some factors may not contribute fully to students' involvement in drug abuse and addiction all the time. While factors such as forms of marriage and family size are found to be significant as factors that influence students' involvement in drug abuse and addiction in some studies, a finding in this study does not show a greater influence of forms of marriage and family size on students' involvement in drug abuse and addiction. This finding might be due to the fact that most of the schools used are within the semi-urban area of Epe in Lagos state semi-urban area of Epe in Lagos state, and these students have had shared experiences of school-based problems. In addition, few of the students are from socio-economic backgrounds, and their parents' status has influenced the students' character in the school.

The results of research question 2 on the influence of family background on students' violent behaviour show that family emotional support, environmental and housing patterns, family size, social status of the family and parental forms of marriage greatly influence students' exhibition of violent behaviour. However, the result also showed that factors such as parental employment status have a moderate influence on students' involvement in violent behaviour. Marriage types, family size, parent social status, employment and emotional status, as well as housing pattern and environment, contribute to students involved in violent behaviours. This supports the findings of Opere et al. (2019), Isaac (2022), and Iyekolo et al. (2021), who found a relationship between family background and students engaging in violent behaviours. This

finding might be due to the fact that most of the respondents are polygamous and have low socio-economic status in society.

This study did not focus on all types of school-based social problems. It is limited to only drug abuse and violent behaviour. This is due to the fact that drug abuse and violent behaviour are the most common social problems in the study area. Another limitation of this study is that it is only limited to secondary school students. Further study may exploit other areas of school-based social problems such as thuggery, cultism, indiscipline and so on, as well as in other areas such as primary and tertiary institutions. In the most significant term, the study finding shows that family background influences students' involvement in drug abuse and violent behaviour. The implication of this is that the family, as the smallest unit of social organization, influences teenagers and young people's behaviour, and this has implications for societal well-being.

### **Conclusion**

The study assessed the perceived influence of family background on school-based social problems among senior secondary school students in Epe Educational District, Lagos State. The study concluded that parents' social and employment status, family emotional support and parents' housing patterns influence students towards abusing drugs. Furthermore, marriage types, family size, parent social status, employment and emotional status and housing patterns and environments contribute to students' involvement in violent behaviour.

### **Recommendations**

- i) Parents should continue to be good role models for their students. This will help the students exhibit the best behaviour in society.
- ii) The school should continue to give reports of the students' behaviour to their parents from time to time, as this will allow the parents to receive feedback and adjust their ways of life where necessary.
- iii) Students must receive necessary counselling from time to time to reduce the rates of school-based social problems.
- iv) The government should promote moral and character education and use it as a yardstick for graduation. The mode of assessment should be observation to provide adequate feedback that can transform society.

## References

- Adedipe, V.O. (2018). *Youths and their peculiar problems*. Sunday Tribune 19th April.
- Amadi, E.C. & Akpelu, G.O. (2018). Effects of drug abuse in the academic performance in secondary school students in Emohia, local government River's state. *International Journal of Innovative Healthcare Research*, 6(1), 5-11.
- Burcu, I. A., Egemen, U., Muhammed, F.O., Burhanettin, I., Cinar, Y., & Selma, M. (2018). *Violence and related factors among high school students in semirural areas of Eskisehir*. National Library of Medicine
- Dankamo, E., & Garba, M.J. (2017). Drug abuse and its effects on academic performance of secondary school students in Bali local government area of Taraba state. *Taraba State University Journal of Sociology*, 2(2), 117-126.
- Denwigwe, C.P., Okpechi., P.A., Asuquo, P.N., & Eze, A.E. (2018). Family influence on substance abuse tendency among secondary school students in Yakurr local government area of Cross Rivers state, Nigeria. *Nigeria Journal of Pharmaceutical Research International*, 23(2), 1-6.
- Educational Institute of Scotland (2024). *Violent and aggressive behaviour full report*. ThemEducational Institute of Scotland Aberdeen Local Association.
- Eisenbraun, K.D. (2007). Aggression and violent behaviour. *Science Direct*, 12(4), 459 –469.
- Etyang, M., & Winga, M.A. (2021). The prevalence, causes and effects of drug use and abuse on performance indicators among secondary school students in Teso south constituency, Kenya. *European Scientific Journal, Social Sciences*, 17(15), 111. <https://doi.org/10.19044/esj.2021.v17n15p111>
- Igara, F. (2017). Drug abuse among youth: Causes, effects and control. *Journal of Integrated Community Health*, 6(1), 1-15.
- Isaac T. (202). *Disturbing menace of violent clashes among secondary school students*. The Guardian, 2<sup>nd</sup> January, 2022
- Iyekolo, A.O., Okafor, I.P., & Abdul-Aziz, I. (2021). Factors responsible for violence behaviour among secondary school students as expressed by teachers in Ilorin metropolis, Kwara State. *Canadian Journal of Family and Youth*, 13(1), 56 – 70.
- Jillian, J.T., & Sonja, E.S. (2022). *The causes and consequences of school violence: A review*. National Institute of Justice.

- Kyei-Gyamfi, S., Kyei –Arthur, F., Alhassan, N., Agyekum, M.W.,  
Abrah, P.B., & Kugbey,  
N. (2024). Prevalence, correlates and reasons for substance use among  
adolescent aged 10 -17 in Ghana: A cross-sectional convergent  
parallel mixed method study. *Open –Access Journal*, 19(17), 1-9.
- Obafemi, F. (2017). *Drug abuse in Nigeria: Causes, effects and solution*.  
Nigeriafinder.com/drug abuse
- Opere, O.A., Kamere, I., & Wawire, V. (2019). School violence as a  
cause of non-peaceful co- existence in public secondary schools in  
Nairobi Kenya. *Open Journal of Social Sciences*, 7(7).  
<https://doi.org/10.4236/jss/2019/79010>.
- Oyetade. (2019). Relationship between home background and behaviour  
of school students in Osogbo local government area of Osun State  
in *Academic Review, Journal of Education*, 5(2), 23-32.
- Saanvi, G. (2024). Various types of addiction in children and adolescence  
an in-depth study. *International Journal of Social Science and  
Economic Research*, 9(4), 1262 – 1281.
- Schneider, J.W. (1985). Social Problem theory: The constructionist view.  
*Annual Review of Sociology*, 11, 209 – 229.  
<https://doi.org/10.1146/annurev.so.11.08185.001233>.
- Seid, H., Gintamo, B., Mekuria, Z.N., Hassen, H.S., & Gizaw, Z. (2021).  
Substance use and associated factors among preparatory school  
students in Koife-Keranyo sub-city of Addis-Ababa, Euthopia.  
*Environmental Health and Preventive Medicine*, 2(110).
- Tian, Y. & Zhang, Z. (2022). School violence: Causes, impacts and  
solution in J. Sun et al., (Eds) SSES. 545 -552.  
<https://doi.org/10.2991/978-2-494069-13-8-64>
- World Health Organization (WHO). (2014). *Global status report on  
alcohol and health*. Geneva. [https://www.int/iris/bitstream/  
10665/112736/1/9789240692763eng.pdf](https://www.int/iris/bitstream/10665/112736/1/9789240692763eng.pdf)
- Zemba, M. (2022). The causes, effects of drug abuse on pupils' academic  
performance: A case study of Mindolo secondary school in Kitwe,  
Zambia. *International Journal of Multi-disciplinary Research and  
Analysis*, 5(8), 2253 – 2260.