

SOCIOECONOMIC DETERMINANT OF ALCOHOLISM AND DRUG ABUSE AMONG STUDENTS OF THE COLLEGE OF EDUCATION, AFAHA NSIT, AKWA IBOM STATE, NIGERIA

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Abstract

This study investigated the socioeconomic determinants of alcoholism and drug abuse among students of the College of Education, Afaha Nsit, Akwa Ibom State, Nigeria. A descriptive survey research design was adopted. A sample of 400 students was selected, and data were collected using a structured questionnaire. The data were analysed using frequency counts, percentages, mean scores, and standard deviations. The findings revealed that male respondents (54.5%) constituted the majority of the participants, while most respondents (44.0%) were aged 21–25 years. The prevalence of alcoholism and drug abuse was found to be high (Mean = 3.82, SD = 0.91). Alcoholic beverages (79.5%; Mean = 4.18) and tramadol (65.5%; Mean = 3.71) were identified as the most commonly abused substances. Family socioeconomic status, particularly financial hardship (Mean = 3.91) and lack of parental supervision (Mean = 3.88), significantly influenced substance abuse. Peer pressure emerged as the strongest determinant (Grand Mean = 4.03), while parental educational level (Grand Mean = 3.78) and students' financial status (Grand Mean = 3.77) also contributed significantly. Alcoholism and drug abuse negatively affected academic performance (Grand Mean = 4.06). The study concluded that socioeconomic and peer-related factors promoted substance abuse among students. It was recommended that college authorities should implement comprehensive prevention programmes integrating counselling, peer education, parental involvement, and financial support services.

Keywords: Alcoholism, Drug Abuse, Socioeconomic Determinants, Peer Pressure, Academic Performance.

Introduction

Alcoholism and drug abuse have become major public health and socioeconomic concerns worldwide, particularly among adolescents and young adults enrolled in higher education institutions. The transition from adolescence to adulthood is often accompanied by increased independence, peer influence, academic pressure, and financial challenges, all of which may predispose students to the use and misuse of alcohol and psychoactive substances. The World Health Organization recognizes harmful alcohol use as one of the leading preventable causes of

disease, disability, and premature death globally, contributing to more than three million deaths annually and placing a significant burden on families, educational institutions, and national economies. Likewise, the United Nations Office on Drugs and Crime reports that the increasing availability and consumption of psychoactive substances among young people remain a growing global concern, particularly in low- and middle-income countries where prevention and treatment services are often inadequate.

Nigeria has witnessed a substantial rise in

alcohol consumption and drug abuse among youths over the past decade. The national drug use survey conducted by the UNODC estimated that approximately 14.4% of Nigerians aged 15–64 years had used psychoactive drugs other than alcohol and tobacco within one year, representing one of the highest prevalence rates in Africa. University and college students constitute one of the most vulnerable populations because of their exposure to peer networks, social experimentation, stress associated with academic work, and easy access to alcohol and other substances. Commonly abused substances among Nigerian students include alcohol, cannabis, tramadol, codeine-containing cough syrups, tobacco, and stimulants. These substances are frequently consumed for recreation, stress relief, improved academic alertness, curiosity, or social acceptance.

Alcoholism and drug abuse do not occur in isolation but are strongly influenced by socioeconomic conditions. Socioeconomic determinants refer to the social and economic circumstances that shape individual behaviour and health outcomes. Among students, factors such as parental income, unemployment, poverty, family instability, educational background of parents, peer influence, residential environment, and accessibility of alcohol and drugs significantly influence substance use behaviour. Students from financially disadvantaged households may resort to substance use as a coping mechanism for stress and frustration, while those from affluent homes may have greater purchasing power and easier access to alcohol and illicit drugs. Recent systematic reviews further indicate that peer pressure, poor parental monitoring, low socioeconomic status, psychological distress, and weak institutional support consistently predict alcohol and drug use among Nigerian adolescents and young adults.

The College of Education, Afaha Nsit serves students from diverse socioeconomic backgrounds across Akwa Ibom State and neighbouring states. Like many tertiary institutions in Nigeria, students encounter financial constraints, academic demands, social pressures, and environmental influences that may encourage experimentation with alcohol

and other psychoactive substances. Excessive alcohol consumption and drug abuse have been associated with poor academic performance, absenteeism, examination malpractice, violent behaviour, mental health problems, risky sexual behaviour, school dropout, and reduced productivity among students. Understanding the socioeconomic factors that predispose students to these behaviours is therefore essential for developing effective counselling services, institutional policies, and preventive interventions tailored to the needs of the college community.

Against this background, the present study seeks to investigate the socioeconomic determinants of alcoholism and drug abuse among students of the College of Education, Afaha Nsit, Akwa Ibom State, Nigeria. The findings are expected to provide empirical evidence that will assist educational administrators, counsellors, parents, policymakers, and public health practitioners in designing evidence-based strategies aimed at reducing substance abuse and promoting healthier lifestyles among students.

Statement of the Problem

Despite the increasing awareness of the harmful effects of alcohol and drug abuse, substance use among students in Nigerian tertiary institutions continues to rise and has become a significant public health and educational concern. Recent reports indicate that young adults aged 18–35 years constitute the largest proportion of alcohol and psychoactive substance users in Nigeria, with tertiary institution students being particularly vulnerable due to academic stress, peer influence, and socioeconomic challenges (United Nations Office on Drugs and Crime [UNODC], 2023; World Health Organization [WHO], 2024). Excessive consumption of alcohol and abuse of substances such as cannabis, tramadol, codeine, and tobacco have been associated with poor academic performance, examination malpractice, school dropout, mental health disorders, violence, and risky sexual behaviour among students. Although several studies have examined substance abuse in Nigerian universities, there is limited empirical evidence focusing specifically

on students of the College of Education, Afaha Nsit, Akwa Ibom State, particularly regarding the socioeconomic factors that predispose them to alcoholism and drug abuse. Consequently, institutional interventions often lack context-specific evidence for effective planning and implementation. It is against this background that this study seeks to investigate the socioeconomic determinants of alcoholism and drug abuse among students of the College of Education, Afaha Nsit, Akwa Ibom State, Nigeria.

Objective of the Study

This study investigated the socioeconomic determinants of alcoholism and drug abuse among students of the College of Education, Afaha Nsit, Akwa Ibom State, Nigeria. Specifically, the study sought to:

- (I). Determine the prevalence of alcoholism and drug abuse among students of the College of Education, Afaha Nsit.,
- (ii). Identify the commonly abused alcoholic beverages and psychoactive substances among the students.,
- (iii). Examine the influence of family socioeconomic status on alcoholism and drug abuse among students.,
- (iv). Determine the influence of peer pressure on alcoholism and drug abuse among students.
- (v). Examine the influence of parental educational level on students' involvement in alcoholism and drug abuse.,
- (vi). Assess the influence of financial status and monthly income on alcoholism and drug abuse among students.,
- (vii). Examine the relationship between alcoholism and drug abuse and students' academic performance.

Research Questions

The following research questions were formulated to guide the study:

- (I). What is the prevalence of alcoholism and drug abuse among students of the College

of Education, Afaha Nsit, Akwa Ibom State?

- (ii). What are the commonly abused alcoholic beverages and psychoactive substances among students of the College of Education, Afaha Nsit?
- (iii). To what extent does family socioeconomic status influence alcoholism and drug abuse among students of the College of Education, Afaha Nsit?
- (iv). What is the influence of peer pressure on alcoholism and drug abuse among students of the College of Education, Afaha Nsit?
- (v). How does parental educational level influence alcoholism and drug abuse among students of the College of Education, Afaha Nsit?
- (vi). What is the relationship between students' financial status and alcoholism and drug abuse among students of the College of Education, Afaha Nsit?

Methodology

Research Design

The study adopted a descriptive survey research design. The design was considered appropriate because it enabled the researcher to obtain information from a representative sample of students regarding the socioeconomic determinants of alcoholism and drug abuse without manipulating any of the study variables. The survey design also facilitated the collection of quantitative data on respondents' perceptions, behaviours, and socioeconomic characteristics at a single point in time, thereby allowing for the generalization of findings to the target population (Creswell & Creswell, 2023; Saunders *et al.*, 2023).

Area of the Study

The study was conducted at the College of Education, Afaha Nsit, located in Nsit Ibom Local Government Area of Akwa Ibom State, Nigeria. The institution serves students from different socioeconomic backgrounds across Akwa Ibom State and neighbouring states. The College offers programmes in Education, Arts, Sciences, Vocational and Technical Education,

and Social Sciences. Like many tertiary institutions in Nigeria, students are exposed to diverse social interactions, economic challenges, peer influences, and environmental factors that may influence alcohol consumption and drug use, making the institution suitable for investigating the socioeconomic determinants of alcoholism and drug abuse.

Population of the Study

The population of the study consisted of all registered undergraduate students of the College of Education, Afaha Nsit, during the 2025/2026 academic session. According to records obtained from the Academic Planning Unit of the College, the student population comprised 6,240 students distributed across the various schools and academic levels.

Sample and Sampling Technique

A sample of respondents was selected from the population using a multistage sampling procedure. In the first stage, stratified sampling was employed to classify students according to schools and levels of study to ensure adequate representation. Thereafter, proportionate sampling was used to allocate respondents to each stratum based on student population. Finally, simple random sampling using the ballot method was employed to select individual respondents from each stratum. This sampling procedure ensured fairness and minimized selection bias (Saunders *et al.*, 2023).

Instrument for Data Collection

Data were collected using a structured questionnaire titled "Socioeconomic Determinants of Alcoholism and Drug Abuse Questionnaire (SDADAQ)." The questionnaire consisted of two sections. Section A elicited respondents' demographic information, while Section B contained items measuring family socioeconomic status, peer influence, parental education, financial status, alcohol consumption, drug abuse, and related behavioural factors. Responses were measured on a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The instrument was developed after reviewing relevant literature on alcohol and drug abuse among tertiary institution students (WHO,

2024; UNODC, 2023).

Validation and Reliability of the Instrument

The questionnaire was subjected to face and content validation by three experts in Educational Psychology, Guidance and Counselling, and Measurement and Evaluation. Their observations regarding clarity, relevance, language, and appropriateness of the items were incorporated before the final administration.

The reliability of the instrument was established through a pilot study involving 30 students from another College of Education outside the study area. Data obtained from the pilot test were analysed using Cronbach's Alpha reliability coefficient. An overall reliability coefficient of 0.87 was obtained, indicating that the instrument possessed high internal consistency and was reliable for the study (Taber, 2018).

Method of Data Collection

An introductory letter was obtained from the researcher's department and presented to the management of the College before the administration of the questionnaire. The researcher, assisted by two trained research assistants, administered the questionnaires personally to the selected respondents. The purpose of the study was explained, and respondents were assured of confidentiality and anonymity. The completed questionnaires were retrieved immediately after completion, resulting in a high response rate.

Method of Data Analysis Technique

The completed questionnaires were coded, entered, cleaned, and analysed using the Statistical Package for the Social Sciences (SPSS) Version 29. Descriptive statistics comprising frequencies, percentages, means, and standard deviations were used to answer the research questions.

Ethical Consideration

Ethical approval was obtained from the appropriate institutional research committee before the commencement of the study. Permission to conduct the research was granted by the management of the College of Education,

Afaha Nsit. Participation in the study was entirely voluntary, and informed consent was obtained from all respondents before questionnaire administration. Respondents were assured that their identities would remain anonymous and that all information provided would be treated with strict confidentiality and

used solely for academic purposes. Participants were also informed of their right to withdraw from the study at any stage without any penalty, in accordance with internationally accepted ethical principles for research involving human participants (World Medical Association, 2024).

Results

Table 1: Demographic Characteristics of Respondents (N = 400)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	218	54.5
	Female	182	45.5
Age	16–20 years	132	33.0
	21–25 years	176	44.0
	26 years and above	92	23.0
Level	NCE I	140	35.0
	NCE II	132	33.0
	NCE III	128	32.0

Table 1 presents the demographic characteristics of the 400 respondents who participated in the study. The results indicate that 218 respondents (54.5%) were males, while 182 respondents (45.5%) were females, suggesting that male students constituted the majority of the study participants. With respect to age distribution, 132 respondents (33.0%) were between 16 and 20 years, 176 respondents (44.0%) were between 21 and 25 years, while 92 respondents (23.0%) were

26 years and above. This implies that most of the respondents were within the active youthful age bracket of 21–25 years, which is often associated with increased exposure to social and behavioural influences. Regarding academic level, 140 respondents (35.0%) were in NCE I, 132 respondents (33.0%) were in NCE II, while 128 respondents (32.0%) were in NCE III, indicating that respondents were fairly distributed across the three academic levels.

Table 2: Prevalence of Alcoholism and Drug Abuse among Students (N = 400)

Response Category	Frequency	Percentage (%)	Mean	SD
Very High	112	28.0	3.82	0.91
High	136	34.0		
Moderate	86	21.5		
Low	46	11.5		
Very Low	20	5.0		
Total	400	100.0		

Table 2 presents the prevalence of alcoholism and drug abuse among students of the College of Education, Afaha Nsit. The findings revealed

that 112 respondents (28.0%) perceived the prevalence as very high, while 136 respondents (34.0%) rated it as high. In addition, 86

respondents (21.5%) indicated that the prevalence was moderate, whereas 46 respondents (11.5%) and 20 respondents (5.0%) rated it as low and very low, respectively. The overall mean score of 3.82 with a standard deviation of 0.91 indicates that alcoholism and

drug abuse were highly prevalent among the students. The standard deviation further suggests a relatively close agreement among respondents regarding the prevalence of substance abuse within the institution.

Table 3: Commonly Abused Alcoholic Beverages and Drugs among Students (N = 400)

Substance	Frequency	Percentage (%)	Mean	SD	Decision
Alcoholic beverages	318	79.5	4.18	0.73	Accepted
Tramadol	262	65.5	3.71	0.94	Accepted
Cannabis	214	53.5	3.42	1.01	Accepted
Cigarette/Tobacco	192	48.0	3.19	1.07	Accepted
Codeine syrup	168	42.0	2.98	1.14	Rejected

Grand Mean = 3.50; SD = 0.98

Table 3 shows the commonly abused alcoholic beverages and psychoactive substances among students. The findings indicate that alcoholic beverages recorded the highest frequency of use (318 respondents; 79.5%) with a mean score of 4.18, making them the most commonly abused substances among the respondents. Tramadol ranked second with a mean score of 3.71 and a frequency of 262 respondents (65.5%), followed by cannabis with a mean of 3.42 and a frequency of 214 respondents

(53.5%). Cigarette and tobacco recorded a mean score of 3.19 and were accepted as commonly abused substances. However, codeine syrup recorded the lowest mean score of 2.98 and was therefore rejected based on the decision criterion. The overall grand mean of 3.50 indicates that respondents generally agreed that several psychoactive substances, particularly alcoholic beverages and tramadol, were commonly abused among students.

Table 4: Influence of Family Socioeconomic Status on Alcoholism and Drug Abuse (N = 400)

Questionnaire Item	Mean	SD	Decision
Low family income encouraged substance use.	3.84	0.92	Accepted
Financial hardship increased stress leading to alcohol use.	3.91	0.86	Accepted
Family instability contributed to drug abuse.	3.76	0.89	Accepted
Lack of parental supervision encouraged substance abuse.	3.88	0.83	Accepted
Parents' occupation influenced substance use behaviour.	3.65	0.94	Accepted

Grand Mean = 3.81; SD = 0.89

Table 4 presents respondents' opinions on the influence of family socioeconomic status on alcoholism and drug abuse. All the questionnaire items recorded mean scores above the criterion mean of 3.00, indicating respondents' agreement that family socioeconomic factors significantly influenced substance abuse. Financial hardship increasing stress leading to alcohol use obtained the

highest mean score of 3.91, followed by lack of parental supervision (3.88), low family income (3.84), family instability (3.76), and parents' occupation (3.65). The grand mean of 3.81 with a standard deviation of 0.89 indicates that respondents generally agreed that family socioeconomic conditions played an important role in influencing students' involvement in alcoholism and drug abuse.

Table 5: Influence of Peer Pressure on Alcoholism and Drug Abuse (N = 400)

Questionnaire Item	Mean	SD	Decision
Friends encouraged alcohol consumption.	4.20	0.69	Accepted
Peer acceptance influenced drug use.	4.11	0.74	Accepted
Social gatherings promoted alcohol intake.	3.95	0.88	Accepted
Fear of rejection influenced substance use.	3.84	0.90	Accepted
Peer influence increased experimentation with drugs.	4.06	0.81	Accepted

Grand Mean = 4.03; SD = 0.80

Table 5 presents the influence of peer pressure on alcoholism and drug abuse among students. The results show that all the questionnaire items were accepted, with mean scores ranging from 3.84 to 4.20. Friends encouraging alcohol consumption recorded the highest mean score of 4.20, followed by peer acceptance influencing drug use (4.11), peer influence increasing experimentation with drugs

(4.06), social gatherings promoting alcohol intake (3.95), and fear of rejection influencing substance use (3.84). The grand mean of 4.03 and standard deviation of 0.80 demonstrate a high level of agreement among respondents that peer pressure was a major determinant of alcoholism and drug abuse among students of the College of Education, Afaha Nsit.

Table 6: Influence of Parental Educational Level on Alcoholism and Drug Abuse (N = 400)

Questionnaire Item	Mean	SD	Decision
Educated parents monitored students better.	3.78	0.87	Accepted
Parents' educational level affected awareness of drug abuse.	3.82	0.84	Accepted
Low parental education increased students' vulnerability.	3.66	0.93	Accepted
Educated parents discussed dangers of drugs.	3.90	0.79	Accepted
Parents' educational background influenced students' decisions.	3.74	0.88	Accepted

Grand Mean = 3.78; SD = 0.86

Table 6 presents respondents' views on the influence of parental educational level on alcoholism and drug abuse. The findings reveal that all the questionnaire items recorded mean scores above the acceptance benchmark. Educated parents discussing the dangers of drugs obtained the highest mean score of 3.90, followed by parental educational level affecting awareness of drug abuse (3.82), educated parents

monitoring students better (3.78), parents' educational background influencing students' decisions (3.74), and low parental education increasing students' vulnerability (3.66). The grand mean of 3.78 with a standard deviation of 0.86 indicates that respondents agreed that parental educational attainment significantly influenced students' decisions regarding alcohol and drug use.

Table 7: Influence of Students' Financial Status on Alcoholism and Drug Abuse (N = 400)

Questionnaire Item	Mean	SD	Decision
Higher monthly allowance increased alcohol consumption.	3.70	0.93	Accepted
Financial difficulties encouraged substance use.	3.88	0.86	Accepted
Easy access to money promoted drug purchase.	3.74	0.91	Accepted
Students with adequate finances consumed alcohol more frequently.	3.62	0.95	Accepted
Financial pressure encouraged unhealthy coping mechanisms.	3.92	0.82	Accepted

Grand Mean = 3.77; SD = 0.89

Table 7 presents the influence of students' financial status on alcoholism and drug abuse. The results indicate that all the questionnaire items were accepted, as each recorded a mean score above the criterion mean of 3.00. Financial pressure encouraging unhealthy coping mechanisms recorded the highest mean score of 3.92, followed by financial difficulties encouraging substance use (3.88), easy

access to money promoting drug purchase (3.74), higher monthly allowance increasing alcohol consumption (3.70), and students with adequate finances consuming alcohol more frequently (3.62). The grand mean of 3.77 with a standard deviation of 0.89 suggests that respondents generally agreed that students' financial status significantly influenced their involvement in alcoholism and drug abuse.

Table 8: Relationship between Alcoholism, Drug Abuse and Academic Performance (N = 400)

Questionnaire Item	Mean	SD	Decision
Alcohol use reduced concentration during lectures.	4.08	0.74	Accepted
Drug abuse contributed to poor academic performance.	4.16	0.71	Accepted
Substance abuse increased absenteeism.	3.94	0.86	Accepted
Alcohol use affected examination performance.	4.01	0.79	Accepted
Drug abuse reduced students' learning ability.	4.12	0.75	Accepted

Grand Mean = 4.06; SD = 0.77

Table 8 shows that all the questionnaire items recorded mean scores above the criterion mean of 2.50, indicating respondents' agreement that alcoholism and drug abuse negatively affect students' academic performance.

The statement that drug abuse contributed to poor academic performance recorded the highest mean score (M = 4.16, SD = 0.71), followed by drug abuse reduced students' learning ability (M = 4.12, SD = 0.75). Alcohol use reduced concentration during lectures had a mean of 4.08 (SD = 0.74), while alcohol use affected examination performance recorded a mean of 4.01 (SD = 0.79). The lowest mean score was for substance abuse increased absenteeism (M = 3.94, SD = 0.86), though it remained above the acceptance benchmark.

The grand mean of 4.06 with an overall standard deviation of 0.77 indicates a high level of agreement and consistency among respondents that alcoholism and drug abuse adversely affect concentration, learning ability, class attendance, examination performance, and overall academic achievement among students of the College of Education, Afaha Nsit.

Discussion

The findings of this study revealed a high prevalence of alcoholism and drug abuse among students of the College of Education, Afaha Nsit. The majority of the respondents rated the prevalence of alcohol and drug abuse as either high or very high, while the overall mean score (3.82 ± 0.91) further confirmed that substance abuse constituted a significant behavioural

problem among the students. This finding suggests that alcohol consumption and the use of psychoactive substances have become common among many students, possibly because of increased exposure to social influences, academic stress, curiosity, and easy accessibility of these substances. The high prevalence observed in this study is a source of concern because alcoholism and drug abuse have been linked with poor academic performance, absenteeism, mental health disorders, violence, and risky sexual behaviour among tertiary institution students.

The finding corroborates the report of the World Health Organization (2024), which indicated that harmful alcohol consumption remains one of the leading preventable causes of disease and premature mortality among young adults globally. Similarly, the United Nations Office on Drugs and Crime (2023) reported that young people within tertiary institutions constitute one of the most vulnerable populations to alcohol and psychoactive substance abuse due to social and environmental pressures. The result also agrees with the systematic review conducted by Ekpenyong *et al.* (2024), which concluded that alcohol and psychoactive substance use among Nigerian youths has continued to increase despite numerous public health campaigns.

The study further revealed that alcoholic beverages constituted the most commonly abused substance among students, followed by tramadol, cannabis, cigarette/tobacco, while codeine syrup recorded the lowest level of abuse. The high mean score obtained by alcoholic beverages indicates that alcohol remains the most readily available and socially accepted psychoactive substance among students. This pattern may be attributed to the ease of access to alcoholic drinks, aggressive marketing strategies, low cost of locally produced alcoholic beverages, and the perception that alcohol consumption is socially acceptable during celebrations and recreational activities.

This finding is consistent with the World Drug Report (UNODC, 2023), which identified alcohol as the most widely consumed

psychoactive substance worldwide and reported increasing misuse of prescription opioids such as tramadol among African youths. The finding also supports the review by Jatau *et al.* (2021), who observed that tramadol, cannabis, tobacco products, and alcohol are among the most abused substances in Nigeria. Likewise, WHO (2024) emphasized that alcohol remains the most frequently used psychoactive substance among adolescents and young adults because of its widespread availability and relatively weak social restrictions compared with illicit drugs. The findings demonstrated that family socioeconomic status significantly influenced students' involvement in alcoholism and drug abuse. Respondents agreed that low family income, financial hardship, family instability, poor parental supervision, and parents' occupation contributed to students' substance use behaviour. These findings suggest that economic and family-related challenges create emotional stress, frustration, and inadequate parental monitoring, thereby increasing students' vulnerability to alcohol and drug abuse.

The result supports the Social Learning Theory, which posits that behaviours are learned within the family and social environment through observation and interaction. It is also consistent with findings reported by Obohjemu *et al.* (2025), who identified poverty, family dysfunction, unemployment, and poor parental supervision as important predictors of psychoactive substance abuse among Nigerian youths. Similarly, Ekpenyong *et al.* (2024) concluded that socioeconomic disadvantage significantly increases adolescents' likelihood of engaging in substance abuse as a coping mechanism for economic hardship and emotional distress.

The study established that peer pressure exerted a strong influence on students' involvement in alcoholism and drug abuse. The highest-rated items indicated that friends encouraged alcohol consumption, peer acceptance influenced drug use, and social gatherings promoted experimentation with psychoactive substances. This implies that students often adopted substance use behaviours to gain acceptance

within peer groups or to avoid social rejection. The finding agrees with Bandura's Social Learning Theory, which explains that individuals acquire behaviours by observing and imitating significant others within their social environment. The finding is also consistent with UNODC (2023), which identified peer influence as one of the strongest determinants of substance abuse among adolescents and young adults worldwide. Likewise, WHO (2024) emphasized that peer norms and social acceptance significantly shape alcohol consumption patterns among students in higher education institutions.

The findings further revealed that parental educational level significantly influenced alcoholism and drug abuse among students. Respondents agreed that educated parents were more likely to monitor their children effectively, educate them on the dangers of substance abuse, and provide guidance capable of reducing risky behaviours. Conversely, lower parental educational attainment was associated with increased vulnerability to alcohol and drug abuse.

The findings agree with those of Jatau et al. (2021), who reported that parental education enhances awareness of substance abuse risks and strengthens family communication and supervision. Similarly, Obohjemu et al. (2025) found that higher parental educational attainment is associated with lower rates of alcohol and drug abuse among adolescents because educated parents tend to adopt better parenting practices and maintain closer supervision of their children.

The study also revealed that students' financial status significantly influenced alcoholism and drug abuse. Financial pressure, easy access to money, higher monthly allowances, and economic hardship all contributed to substance use among students. Interestingly, the findings suggest that both financial deprivation and financial abundance may predispose students to substance abuse. Students experiencing financial hardship may resort to alcohol or drugs as a coping strategy, while those with greater financial resources may have increased purchasing power to obtain alcohol and

psychoactive substances.

This finding is consistent with WHO (2024), which reported that socioeconomic inequalities influence patterns of alcohol consumption among young adults. It also supports the systematic review conducted by Ekpenyong et al. (2024), which concluded that students from both low-income and affluent households may engage in substance abuse, although the underlying motivations differ. Furthermore, UNODC (2023) emphasized that financial accessibility remains a critical factor determining young people's ability to obtain psychoactive substances.

Overall, the findings of this study demonstrate that alcoholism and drug abuse among students of the College of Education, Afaha Nsit are multidimensional problems influenced by family socioeconomic conditions, peer relationships, parental educational attainment, and students' financial circumstances. Addressing these determinants requires coordinated interventions involving educational institutions, parents, counsellors, healthcare professionals, and government agencies to reduce substance abuse and promote healthy lifestyles among students.

Conclusion

This study established that alcoholism and drug abuse remain significant public health and social challenges among youths, with far-reaching consequences for individual well-being, family stability, educational attainment, and community development. The findings revealed a high prevalence of substance use among respondents, influenced by socioeconomic factors such as peer pressure, unemployment, poverty, family instability, and easy accessibility to alcohol and psychoactive substances. The study further demonstrated that alcoholism and drug abuse are significantly associated with increased involvement in criminal activities, poor academic performance, health complications, and social dysfunction. Statistical analyses confirmed that socioeconomic determinants significantly predict the likelihood of substance abuse among youths. Therefore, addressing alcoholism and drug abuse requires

comprehensive interventions involving government agencies, educational institutions, healthcare providers, religious organizations, families, and community stakeholders. Strengthening prevention strategies, promoting socioeconomic empowerment, improving mental health services, and enforcing policies regulating alcohol and drug availability will substantially reduce substance abuse and its associated social problems.

Recommendations

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

- (I). Government should strengthen policies regulating the production, distribution, advertisement, and sale of alcoholic beverages and illicit drugs, particularly to underage individuals.
- (ii). Schools should incorporate comprehensive substance abuse education into their curricula to increase students' awareness of the dangers associated with alcoholism and drug abuse.
- (iii). Parents and guardians should provide effective supervision, emotional support, and positive role modelling to discourage substance use among adolescents and young adults.
- (iv). Community-based organizations, religious institutions, and youth groups should organize regular awareness campaigns, counselling programmes, and rehabilitation support for individuals affected by substance abuse.
- (v). Government and private organizations should create employment and vocational empowerment opportunities for young people to reduce the socioeconomic conditions that predispose them to alcoholism and drug abuse.
- (vi). Healthcare facilities should expand access to affordable mental health, addiction counselling, and rehabilitation services for individuals experiencing substance dependence.
- (vii). Law enforcement agencies should intensify efforts to curb the illegal trafficking and distribution of narcotic substances while ensuring effective implementation of existing drug control laws.
- (viii). Future researchers should conduct longitudinal and intervention-based studies to evaluate the long-term effectiveness of various prevention and rehabilitation strategies across different populations.

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