



Substance Use and Social Influence as Predictors of Students Deviance in Public Higher Education

Odimegwu Faithman OKWUKWE

Department of Guidance and counseling, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt Rivers State, Nigeria.

*Corresponding author: faithmanodimegwu@gmail.com

Abstract

Student deviance in higher education remains a critical concern, often fueled by complex psychosocial factors. In the context of Rivers State, Nigeria, understanding the intersection of substance use and the social environment is critical to promoting institutional stability. This study investigated substance use and social influence as predictors of students' deviance in public higher education institutions within Rivers State. Utilizing a survey research design, the study targeted a population of 194,071 students across ten government-owned tertiary institutions, based on NUC and NBTE data. Yamane's formula was applied to determine a sample size of 400 respondents. Data were collected via questionnaires and analyzed using the Statistical Package for the Social Sciences (SPSS), employing a mean criterion of 3.0 to evaluate the contribution of drug abuse, peer pressure, and home/societal factors to deviant behavior. The findings demonstrated that peer group pressure substantially contributes to drug abuse via the influence of "bad companies," detrimental advice from peers, and the psychological desire to affiliate with particular social classes. The study found that these social influences, coupled with substance use, serve as primary drivers of deviance. The study concludes that students are products of their home and societal environments; consequently, families and society must intensify efforts to instill upright values and attitudes by providing positive role models. The research recommends a multi-stakeholder approach involving parents, academic institutions, and the government to implement value-based education and stricter drug abuse prevention policies to safeguard the future of Nigerian society.

Keywords: Deviant behaviour, Higher Education, Substance Use, Students

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Introduction

Education is a fundamental instrument for individual and societal transformation and plays a crucial role in the nation's development process. Through educational institutions, individuals are expected to develop the skills, abilities, and character necessary to contribute to the world of work and social stability (Chankseliani et al., 2021). However, education's role as an agent of positive change now faces serious challenges in the form of increasing deviant behavior among students. This deviant behavior, defined as actions that violate social norms and organizational expectations, often manifests itself in academic irregularities and criminal acts, hindering the achievement of the national education vision (Lovin & Savu, 2025). One of the main triggers of this deviant behavior is drug abuse, which has become a chronic problem globally, including in Nigeria. Data shows that substance abuse not only impacts physical health, such as lung disease, cancer, and HIV/AIDS, but also triggers psychological disorders such as neurosis and psychosis (Ji et al., 2024). In the United States, for example, prisons have recorded more than 1.53 million drug-related inmates, the majority of whom have a history of poor mental health. A similar phenomenon is observed in Nigeria, where marijuana use (31.6%) and alcohol use (19.6%) among young people continues to increase, threatening the economic and social well-being of the wider community (Herrera-Imbroda et al., 2023).

In addition to individual health factors, social interaction through peer pressure has been identified as a powerful determinant of deviant behavior (Musisi & Nakasujja, 2023). Adolescents tend to spend more time with their peers than with their families as part of their developmental phase of discovering their identity. However, this influence is often destructive; research shows that approximately 62% of drug users initiate the habit due to peer influence (Kalokyri, 2025). Popularity at school and the desire to be accepted within a particular social group often compel students to engage in risky behavior (Lan, 2023), such as smoking or consuming alcohol, to demonstrate maturity or expand their network of friends (Stahel et al., 2025). Disordered behavior in educational settings is also rooted in broader domestic and social factors. Parental failure to fulfill traditional obligations, as well as family breakdowns (divorce or polygamy), create a supervisory vacuum that encourages children to seek refuge in the wrong crowd (Slagter et al., 2023). In schools, administrative incompetence and a lack of teacher commitment exacerbate the situation. Consequently, the phenomenon of "half-baked graduates" emerges, as the academic process is disrupted by student indiscipline, including involvement in exam malpractice, sometimes funded by their own parents in pursuit of quick graduation (Main et al., 2025).

While numerous studies have explored the impact of drugs and peer influence at the secondary school level, a significant research gap remains at the tertiary level, particularly in Rivers State, Nigeria. The increasing number of students in both state and local institutions brings with it a diversity of cultures and behaviors that have the potential to negatively influence each other. Therefore, this study aims to investigate the extent to which drug abuse, peer pressure, and home and social factors contribute to student deviant behavior in public universities in Rivers State. This study is expected to provide an empirical basis for stakeholders to formulate effective intervention policies to maintain morality and academic standards.

Methodology

This study adopts a research study design to investigate drug abuse, peer group pressure and deviant behaviour of students in public tertiary institutions in Rivers State, Nigeria. The study utilized both primary and secondary sources. The scope of the study covered all students in Rivers State/Federal tertiary institutions (University of Port Harcourt, Ignatius Ajuru University of Education, Rivers State University, National Open University Port Harcourt Learning Centre, Federal Polytechnic of Oil and Gas, Ken SaroWiwa Polytechnic Bori, Captain Elechi Amadi Polytechnic, Federal College of Education Technical Omoku, College of Health Sciences). Rivers State has 10 state/federal tertiary institutions. The study was collected from Nigeria University Commission (NUC) and National Board of Technical Education (NBTE). The total population of the study according to NUC and NBTE statistics as of 2018 and 2023 is 426,627 persons respectively.

Taro Yamane formula was employed to arrive at the sample size of 400. 35 final year students and 5 senior lecturers from the departments of Psychology, Nursing and Engineering and Computer Science shall be selected from the 10 institutions in Rivers State that shall receive the questionnaire. This is because it allows researchers to access important information for the research. Purposive sampling was chosen for use in this study because it provides a nonprobability sample selected based on characteristics present in specific populations and across study practices. It will also help the researcher identify common misconceptions within each group. Data were presented using descriptive tools such as words, percentages and means. On the other hand, five research questions shall be analysed using 5 Likert means and standard deviation numbers in Social Science Statistical Software (SPSS). The research questions were analysed using an average score of 3.0; Total scores below 3.0 shall indicate that the participant does not agree with the research question, while total scores above 3.0 shall indicate that the participant agrees with the research question. To be clear, the research instrument used in this study is a self-administered questionnaire called peer group pressure and deviant behaviour of students in government tertiary institutions (D.A.P.G.P.D.B.S.G.T.I). It allows the researcher to access important information for the study. The questionnaire shall be designed to obtain information from the participants and to meet the needs and objectives of the study. The questionnaire shall be prepared in (6) sections. The first section looked at demographic data of the respondents such as; age, department, level and distribution of questionnaire.

The second section analysed research question one which is centered on the extent to which drug abuse contribute to deviant behaviour of students in tertiary institutions in Rivers State; the third section investigated the extent to which peer group pressure contribute to deviant behaviour of students in tertiary institutions in Rivers State, Nigeria; the fourth section ascertained the extent to which peer group pressure contribute to drug abuse of students in government tertiary institutions in Rivers State, Nigeria; the fifth examined the extent to which home base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria and finally, the sixth section investigated the extent to which society base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. The questionnaire adopted a 5-point Likert scale of Strongly agreed (SA), Agreed (A), Undecided (U), Strongly Disagreed (SD), and Disagreed (D). In order to establish the content validity of the instrument, drafts of the questionnaire were given to the researcher's supervisors and other lecturers in the Department of Guidance and Psychology to check and make necessary corrections before it was administered to the respondents. To establish the effectiveness of this exercise, the researcher provided the lecturers with clear information of his intention in a letter in addition to the instrument. The questionnaire items were restructured based on the corrections made by the supervisors and other lecturers. For the reliability coefficient of the instrument, the researcher

administered the instrument to 15 persons and afterwards Cronbach alpha method was used to determine the reliability coefficient of the instrument using Statistical Package for Social Sciences (SPSS) software.

Results

Data analysis is based on the research objectives. Primary and secondary data were reviewed. Participants were identified based on certain characteristics in the main analyses. Age, gender and all other demographic variables are calculated as percentages. The researcher used mean and standard deviation for descriptive statistics in secondary analysis.

Table 1. Demography and Distributions of the Questionnaires

Names of Selected Institutions	Names of Department Selected	Age/Level of Students	Academic Rank of Selected Lecturers	No. of Questionnaire Distributed/Returned
• University of Port Harcourt	Psychology	20-30/400L	Senior Lecturer	40/37
• Ignatius Ajuru University of Education	Psychology	20-30/400L	Senior Lecturer	40/35
• Rivers State University	Psychology	20-30/400L	Senior Lecturer	40/32
• National Open University Port Harcourt	Psychology	20-30/400L	Senior Lecturer	40/27
• Federal Polytechnic of Oil & Gas	Psychology	20-30/400L	Senior Lecturer	40/31
• Ken SaroWiwa Polytechnic	Psychology	20-30/400L	Senior Lecturer	40/37
• Captain Elechi Amadi Polytechnic	Psychology	20-30/400L	Senior Lecturer	40/30
• Federa College of Education Technical Omoku	Psychology	20-30/400L	Senior Lecturer	40/33
• College of Health Science	Nursing	20-30/300L	Senior Lecturer	40/32

Source: Author's compilation (2026)

From table 1 above shows the demography and distributions of questionnaires, it is seen that the questionnaire was distributed evenly among the various state/federal tertiary institution in Rivers State of which respondents from University of Port Harcourt and Ignatius Ajuru University of Education have the highest retrieved questionnaire (37) while Rivers State University have the lowest respondents of 27.

Research Question One

To what extent does drug abuse contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria?

From table 2 above, it could be visible that every one of the respondents anonymously agreed that truancy of students, violence, criminality, rape, internal and external injuries, examination malpractice, stealing and assault are the extent to which drug abuse had contributed

to deviant behaviour of students in government tertiary institutions in Rives State, Nigeria. The mean criterion is 4.18 that's above the mean criterion of 3.0 and the standard deviation is 1.00 that's above the mean deviation criterion of 3.0 indicating that every one of the respondents anonymously agreed to the items in table 2.

Table 2. Respondents' Perceptions on the extent drug abuse contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria

S/N	Factors	Mean	Standard Deviation	Decision
1	Drug abuse lead to truancy of students.	3.91	1.12	Agreed
2	Violence.	4.14	0.90	Agreed
3	Criminality.	4.11	1.04	Agreed
4	Drug abuse brings about rape.	4.31	0.90	Agreed
5	It cause internal and physical injuries to student.	4.55	1.08	Agreed
6	Drug abuse lead to examination malpractice.	4.10	1.11	Agreed
7	Stealing among students.	4.45	1.06	Agreed
8	Assault.	3.90	0.82	Agreed
	Aggregate Mean	4.18	1.00	Agreed

Source: Author's survey, 2026.

Research Question Two

To what extent does peer group pressure contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria?

Table 3. Respondents' Perceptions on the extent peer group pressure contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria

S/N	Factors	Mean	Standard Deviation	Decision
1	Bad company of friends lead to criminality.	3.71	0.82	Agreed
2	Alcoholism.	4.15	1.10	Agreed
3	Gangsterism.	4.15	0.83	Agreed
4	Company of bad friends lead to robbery.	3.14	1.11	Agreed
5	Violent secret court.	3.53	0.97	Agreed
6	It lead to dating in other to feel belong.	4.18	0.80	Agreed
7	Unwanted pregnancy as a result of dating.	4.12	1.06	Agreed
8	Rape.	4.12	1.08	Agreed
9	Truancy.	4.34	1.27	Agreed
10	Smoking.	3.37	1.13	Agreed
	Aggregate Mean	3.58	1.02	Agreed

Source: Author's survey, 2026.

From table 3 above, it could be seen that every one of the respondents anonymously agreed that bad company of friends lead to criminality, alcoholism, gangsterism, robbery, cultism, dating, unwanted pregnancy, rape, truancy and smoking are the extent to which peer group pressure had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. The mean criterion is 3.58 that's above the mean criterion of 3.0 and the standard deviation

is 1.02 that's above the mean deviation criterion of 0.80 indicating that every one of the respondents anonymously agreed to the items in table 3.

Research Question Three

To what extent does peer group pressure contribute to drug abuse of students in government tertiary institutions in Rivers State, Nigeria?

Table 4. Respondents' Perceptions on the extent to which peer group pressure contribute to drug abuse of students in government tertiary institutions in Rivers State, Nigeria

S/N	Factors	Mean	Standard Deviation	Decision
1	The company of drug addict contribute to drug abuse.	4.41	0.94	Agreed
2	Bad advice from peer group that illicit drugs brings about mental alertness contribute to drug abuse.	4.27	0.91	Agreed
3	Negative influence from peer group contribute to the intake of hard drugs so as to communicate boldly.	4.21	0.96	Agreed
4	Curiosity to belong to a particular class of friends contribute to drug abuse.	4.12	1.06	Agreed
5	Wrong information about certain drugs from peer group lead to drug abuse.	4.55	1.08	Agreed
6	Most peer group especially the bad ones lie the innocent ones/novices to take certain drugs for the purpose of relaxation thereby introducing them to drug abuse.	4.18	0.80	Agreed
7	Peer group pressure from senior colleague who are drug addict/cultist is one of the factors that contribute to drug abuse as they forcefully introduce newly admitted students to hard drugs.	3.53	1.37	Agreed
8	Sharing or living in same apartment with drug addict contribute to drug abuse.	4.55	0.80	Agreed
Aggregate Mean		4.23	0.99	Agreed

Source: Author's survey, 2026.

Looking at table 4 above, it could be visible that all the respondents anonymously agreed that bad company of friends and bad advice from friends lead to drug abuse, curiosity to belong to a particular class of friends, wrong information from peer group about certain drugs, deceit from friends about certain drugs intake for relaxation purpose, pressure from senior colleague, sharing or living in same apartment with peer group that are drug addict are the extent to which peer group pressure had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. The mean criterion is 4.23 that's above the mean criterion of 3.0 and the standard deviation is 0.99 that's above the mean deviation criterion of 0.80 indicating that every one of the respondents anonymously agreed to the items in table 4.

Research Question Four

To what extent does home base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria?

Table 5. Respondents' perceptions on the extent to which home base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria

S/N	Factors	Mean	Standard Deviation	Decision
1	Divorce.	4.17	0.81	Agreed
2	Polygamous family.	4.41	0.94	Agreed
3	Poverty.	4.51	1.04	Agreed
4	Poor parental upbringing.	4.11	1.15	Agreed
5	Separation.	4.27	1.91	Agreed
6	Marital conflict.	4.12	1.37	Agreed
7	Poor parent-child relationship.	4.21	0.81	Agreed
8	Rejection by parents.	4.12	0.86	Agreed
9	Harsh parental punishment.	3.13	1.03	Agreed
10	Jealousy of siblings which may lead to jealousy of colleague.	4.19	0.98	Agreed
11	Frustration of needs for independence.	4.12	0.86	Agreed
12	Prevention of self-expression by parent.	4.12	1.07	Agreed
13	Parental arrogance.	4.18	0.90	Agreed
14	Nonchalant attitude of parents to the needs of their children.	3.53	1.32	Agreed
15	Over pampering by parents.	4.51	1.04	Agreed
	Aggregate Mean	3.85	1.07	Agreed

Source: Author's survey, 2026.

In table 5 above, it could be visible that every one of the respondents anonymously agreed that divorce, polygamous family, poverty, poor parental upbringing, separation, marital conflict, poor parent-child relationship, rejection by parents, jealousy of siblings that lead to jealousy of colleague, frustration of needs for independent, parental arrogance, nonchalant attitude of parents to needs of their children and over pampering by parents are the extent to which home base factors had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. The mean criterion is 3.85 that's above the mean criterion of 3.0 and the standard deviation is 1.07 that's above the mean deviation criterion of 0.80 indicating that every one of the respondents anonymously agreed to the items in table 5.

Research Question Five

To what extent does society base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria?

Table 6. Respondents' perceptions on the extent to which society base factor contribute to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria

S/N	Factors	Mean	Standard Deviation	Decision
1	Corruption among political class, civil servant and those in position of trust.	4.55	1.08	Agreed
2	Political indiscipline.	4.45	1.11	Agreed
3	Morale decadence.	3.90	0.92	Agreed
4	Bad influence from political godfathers.	3.91	1.02	Agreed

5	Bribery.	4.14	1.07	Agreed
6	Looting and embezzlement of public fund.	4.12	0.86	Agreed
7	Sexual harassment.	4.11	1.42	Agreed
8	Drug abuse.	4.19	0.97	Agreed
9	Prostitution.	3.13	1.03	Agreed
Aggregate Mean		4.10	1.05	Agreed

Source: Author's survey, 2026.

From table 6 above, it could be seen that all the respondents anonymously agreed that corruption among political class, civil servant and those in position of trust, political indiscipline, moral decadence, bad influence from political godfathers, bribery, looting and embezzlement of public fund, sexual harassment, drug abuse and prostitution are the extent to which society base factors had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. The mean criterion is 4.10 that's above the mean criterion of 3.0 and the standard deviation is 1.05 that's above the mean deviation criterion of 0.80 indicating that every one of the respondents anonymously agreed to the items in table 6.

Thematic Analysis with Participant Quotes from the Field

Theme 1: Drug Abuse as a Cause of Deviant Behaviour

"Most students who take drugs don't behave normally again. They skip classes, fight, and even do things like stealing or exam malpractice just to survive." (Participant 12, Final Year Student) "Drug use makes some students very aggressive. I have seen cases where they become violent and disrespectful to both lecturers and fellow students." (Participant 4, Lecturer). The statements corroborate the quantitative data (Table 2; Mean = 4.18) where strong agreement that drug abuse is related to truancy, violence and criminal behavior. The advocates of the finding support Social Control Theory which states that a loss of social control results in an increase in deviant behavior. The finding is consistent with empirical studies (Nabofa, 2021; Amuda & Chika, 2023) that associate drug abuse with aggressive and deviant behaviour

Theme 2: Peer Group Influence as a Reinforcing Mechanism

"There are some people who don't do bad things, but if your friends are into bad things, you will definitely join them. Nobody wants to feel left out, so you just follow their bad things." (Participant 21, Student) "Many students start smoking or drinking because of their friends. They want to belong to a particular group, so they copy whatever others are doing." (Participant 7, Student). The above illustrations are in support of the quantitative data (Table 3; Mean = 3.58) which shows that peer pressure is a contributory factor to deviant behaviour like cultism, robbery, and smoking. This is in line with Bandura's Social Learning Theory, which states that people learn behaviour by observing and imitating others. This also resonates with the findings of Gbenemene & Adokiye (2019) and Esiri (2016).

Theme 3: Peer Influence in Initiating Drug Abuse

"I never took drugs before coming to school, but my roommates convinced me that it helps you relax and read better" (Participant 15, Student)

"Senior students sometimes introduce new students to drugs. If you refuse, they may isolate you or make life difficult" (Participant 2, Student)

The above statements are in support of the quantitative findings (Table 4; Mean= 4.23) that peer influence through curiosity, misinformation, and pressure, helps to escalate the drug problem. This case also exemplifies Social Learning Theory that concentrates on observational learning, and confirms existing literature that peer group facilitation of substance use is behind the problem.

Theme 4: Home Background as a Foundational Influence

"Students from broken homes or poor family backgrounds are more likely to misbehave because they lack proper guidance" (Participant 9, Lecturer)

"When parents don't care or are always fighting, students look for comfort outside, and that is where bad influence starts" (Participant 18, Student)

The above statements confirm the quantitative findings (Table 5; Mean= 3.85), highlighting Decay, Neglect, and Poverty. This corresponds to Vygotsky's Sociocultural Theory, which underscores the importance of the social environment in development, and Social Control Theory, where loosened family ties are associated with deviance. This is also in agreement with Uzoeshi & Wali (2005).

Theme 5: Societal Influence and Moral Decadence

"What students observe in the community influences their actions. In the case of an unethical leadership, students feel it is justifiable to practice delinquent behaviours." (Participant 5, Lecturer)

"Externally, the levels of destructive influences are overwhelming. Bribery, prostitution, and drug abuse are all seen as everyday activities, and students imitate them." (Participant 25, Student)

These sentiments confirm the mean = (4.10) of the Table 6, as it shows the societal elements of decay and corruption as the students disparage their influences. This is in agreement to the Social Learning Theory and other earlier studies (Uzoeshi & Wali, 2005), that emphasize the role of social modeling vis a vis societal corruption.

Theme 6: Interaction of Multiple Influences

"Students bad behaviour is not just one thing. It is a combination of family issues, bad company, and drug abuse." (Participant 30, Student)

"A less privileged student may meet bad company in school, start abusing drugs and may even turn to criminal activities." (Participant 11, Lecturer)

This theme summarizes all the quantitative findings, particularly the deviant behaviour of students, is multi-faceted. It is in support of the theoretical synthesis of Social Control Theory, Social Learning Theory and Socio-Cultural Theory to show that behaviour is a result of the interaction of personal and environmental constituents.

Summary insight

"Students behaviour is a product of their environment home, peers and society and when all these influences are negative, deviance is bound to happen." (Participant 1, Lecturer)

Discussion

Responses to the research questions revealed the extent to which drug abuse, peer group pressure, home base factor and society factor have contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria (Mary Melmar G. Teves et al., 2023). The study reviewed that truancy of students, violence, criminality, rape, internal and external injuries, examination malpractice, stealing and assault are the extent to which drug abuse had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria which is in line with the findings of (Cui et al., 2024) that criminality, rape, internal and external injuries, examination malpractice, stealing and assault lead to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria. Again the study find out that bad company of friends lead to criminality, alcoholism, gangsterism, robbery, cultism, dating, unwanted pregnancy, rape,

truancy and smoking are the extent to which peer group pressure had contributed to deviant behaviour of students government tertiary institutions in Rivers State, Nigeria which is in line with the findings of (Tomaz et al., 2023) that peer group pressure lead to criminality, alcoholism, gangsterism, robbery, cultism, dating, unwanted pregnancy, rape, truancy and smoking lead to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria (Scher et al., 2023).

The study also reviewed that bad company of friends and bad advice from friends lead to drug abuse, curiosity to belong to a particular class of friends, wrong information from peer group about certain drugs (Holland, 2020), deceit from friends about certain drugs intake for relaxation purpose, pressure from senior colleague, sharing or living in same apartment with peer group that are drug addict are the extent to which peer group pressure had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria which is in line with the findings of (Johnstad, 2023) that peer group pressure lead to drug abuse thereby causing various form of criminality. The study went further to show that divorce, polygamous family, poverty, poor parental upbringing, separation, marital conflict (Wardani, 2024), poor parent-child relationship, rejection by parents, jealousy of siblings that lead to jealousy of colleague, frustration of needs for independent, parental arrogance, nonchalant attitude of parents to needs of their children and over pampering by parents are the extent to which home base factors had contributed to deviant behaviour of students in government tertiary institutions in Rivers State, Nigeria which is in line with the findings of (Cheung & Ng, 1988) that home base factor contribute to deviant behaviour. Also findings from the study reviewed that corruption among political class, civil servant and those in position of trust, political indiscipline, moral decadence, bad influence from political godfathers, bribery, looting and embezzlement of public fund, sexual harassment, drug abuse and prostitution are the extent to which society base factors had contributed to deviant behaviour of students government tertiary institutions in Rivers State (Nkuba et al., 2019), Nigeria which is in line with the findings of (Rachel et al., 2022) that society base factor contribute to deviant behaviour.

Conclusion

The study investigates substance use and social influence as predictors of student deviance in public higher education in Rivers State, Nigeria. Deviant behavior has become a serious challenge not only to tertiary institutions nor the educational sector alone but to other sectors of the economy and country as a whole. From the findings of this study, it shows that drug abuse, bad peer group pressure, home and society factors are all contributors to students' deviant behavior. Although students are the product of the home seconded by the society, the home/family and society need to put in more effort in order to imbibe the right values and attitudes to their children/wards by being a good role model to them for the good of the home/family and society as a whole. The following recommendations are made to parents, institutions, government and the entire society of Nigeria to: serve as role models for their children to emulate; encourage students to connect with supportive and positive people.

Conflicts of Interest

There were no Conflicts of Interest

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Author Contributions

Conceptualization, methodology, validation; formal analysis, investigation; resources, data curation; original draft writing; review and editing, visualization. All authors have read and approved the final manuscript: Odimegwu Faithman Okwukwe

Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used Grammarly in order to improve the grammatical flow, refine the structural organization of the introduction, and assist in synthesizing policy review sections.

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