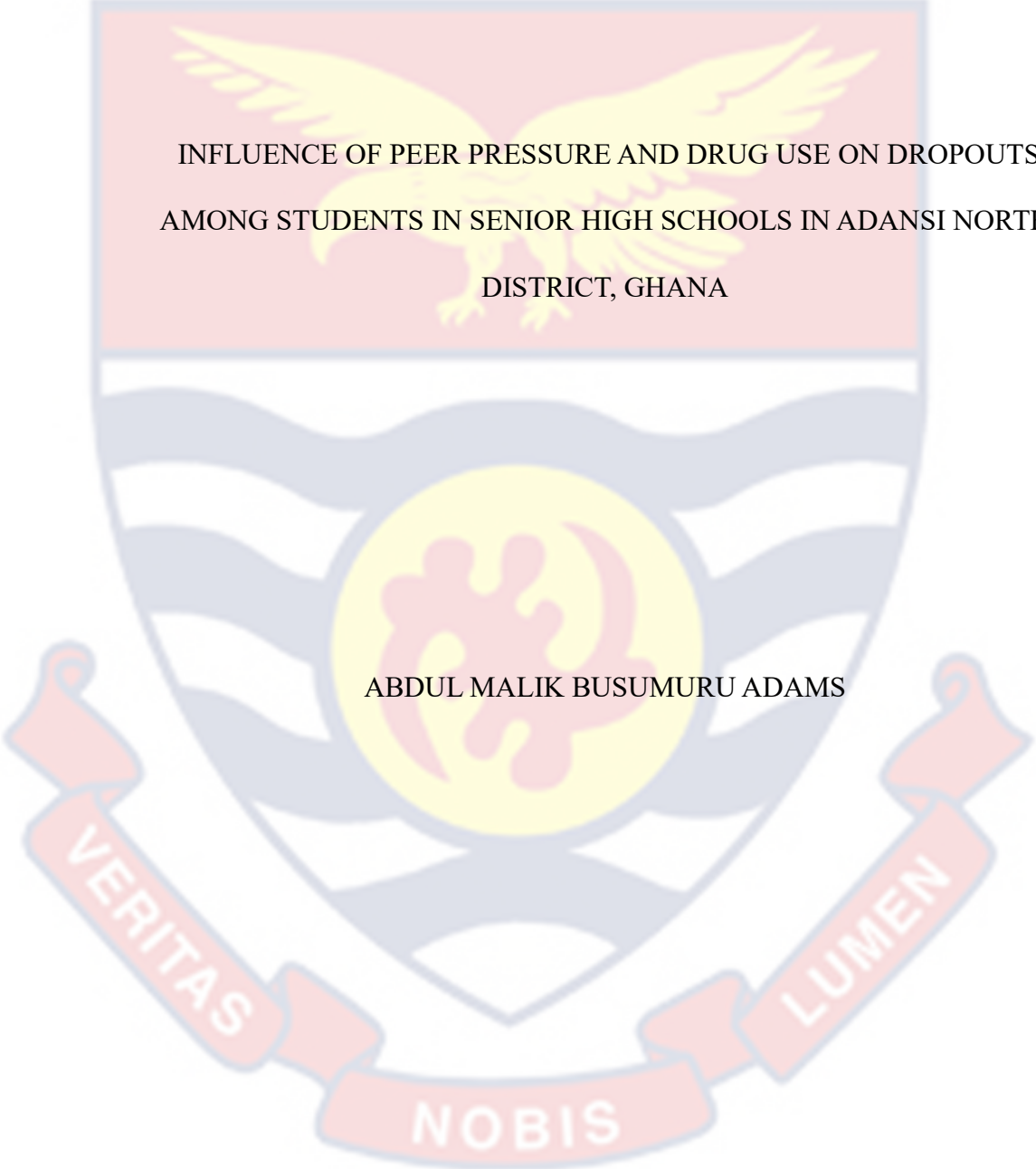UNIVERSITY OF CAPE COAST

INFLUENCE OF PEER PRESSURE AND DRUG USE ON DROPOUTS

AMONG STUDENTS IN SENIOR HIGH SCHOOLS IN ADANSI NORTH

DISTRICT, GHANA

ABDUL MALIK BUSUMURU ADAMS

2023

UNIVERSITY OF CAPE COAST

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AMONG STUDENTS IN SENIOR HIGH SCHOOLS IN ADANSI NORTH

DISTRICT, GHANA

BY

ABDUL MALIK BUSUMURU ADAMS

Thesis submitted to the Department of Guidance and Counselling of the

Faculty of Educational Foundations, College of Education Studies, University

of Cape Coast, in partial fulfilment of the requirements for the award of

Master of Philosophy degree in Guidance and Counselling.

AUGUST 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………………. Date …………………………….

Name: ……………………………………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature ……………………….. Date ……………………

Name: …………………………………………………………………………..

ABSTRACT

This study investigated the extent to which influence of peer pressure and drug use impacted students' dropouts. The study employed quantitative research design. The study targeted three senior high schools with a population of 5,812 students in Adansi North District Assembly of Ashanti Region Ghana, West Africa. Multiple sampling techniques such as census, proportional, and systematic sampling techniques were used to select the sample. The accessible population was 3,350 and 357 (193 males and 164 females) sample size comprising students in forms two and three between the ages 12 and 23 years were selected. The main instrument for data collection was questionnaire. Data were analysed using Statistical Package for Social Sciences (SPSS) Version 22. The mean and standard deviation were used to measure the extent to which peer pressure influenced students' dropout, the relationship between drug use and students' dropouts, and the risk factors that contribute to students' dropout. Multiple regression was used to test the hypotheses. The study established that there is a significant relationship between influence of peer, drug use and students' dropouts. The study recommended that parents and guardians should monitor the activities of their children and the kind of friends these children make. The Guidance and Counselling Coordinators and teachers from various senior high schools should provide students who seem to experience influence of peer and drug use more preventive services to keep them in school.

KEYWORDS

Adolescents/youth

Drug use

Peer Influence

Students' dropout
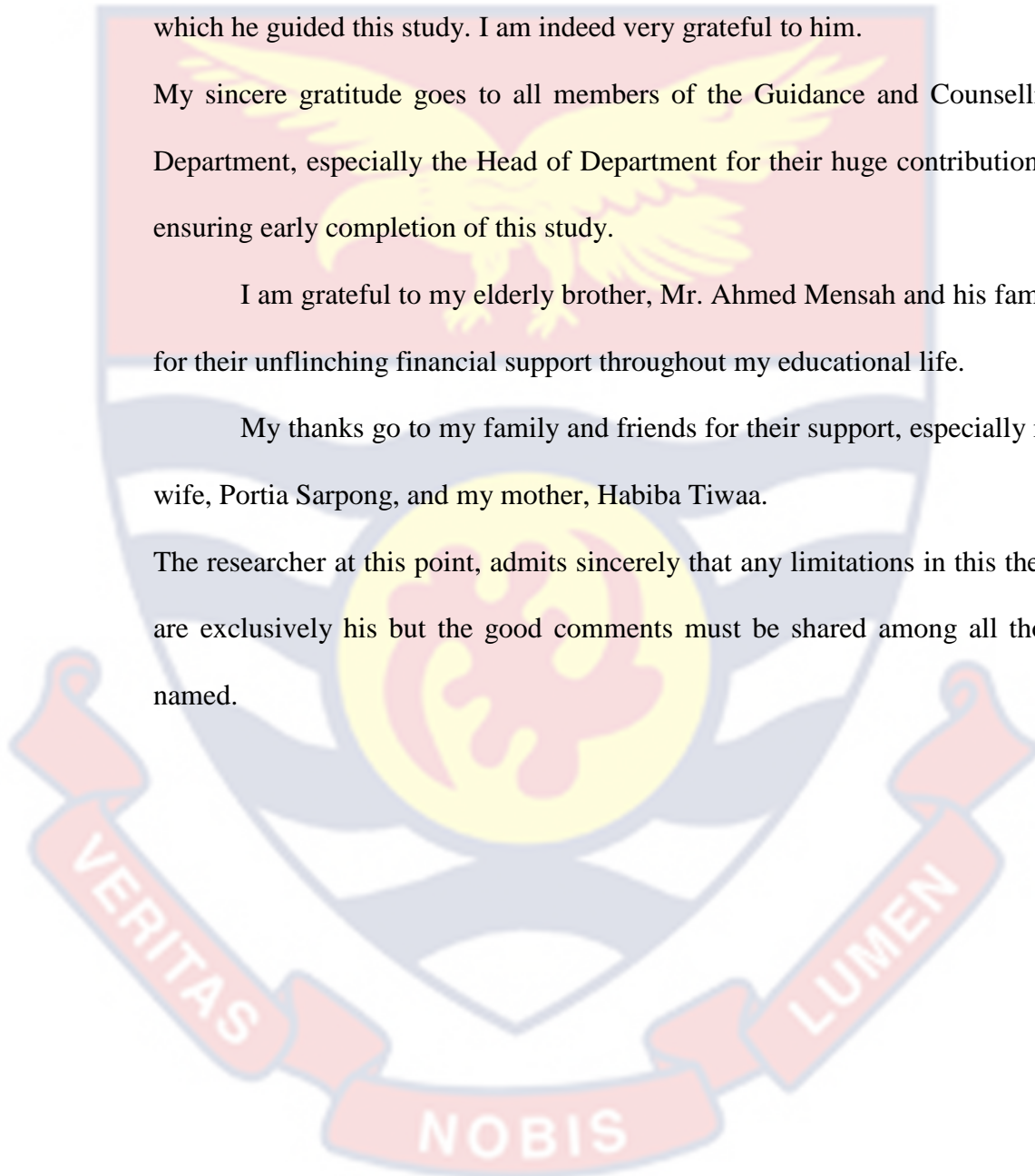
ACKNOWLEDGEMENTS

I would like to express my sincerest gratitude to my supervisor, Rev. Fr. Prof. Anthony Kwabena Nkyi of the Department of Guidance and Counselling, for his professional guidance, advice, encouragement, and the willingness with which he guided this study. I am indeed very grateful to him.

My sincere gratitude goes to all members of the Guidance and Counselling Department, especially the Head of Department for their huge contribution in ensuring early completion of this study.

I am grateful to my elderly brother, Mr. Ahmed Mensah and his family for their unflinching financial support throughout my educational life.

My thanks go to my family and friends for their support, especially my wife, Portia Sarpong, and my mother, Habiba Tiwaa.

The researcher at this point, admits sincerely that any limitations in this thesis are exclusively his but the good comments must be shared among all those named.

DEDICATION

To my wife, Portia Sarpong and our wonderful children, Kwaku, Adwoa, Papa

Yaw and Akua, my elderly brother, Ahmed Mensah and my mother Habiba
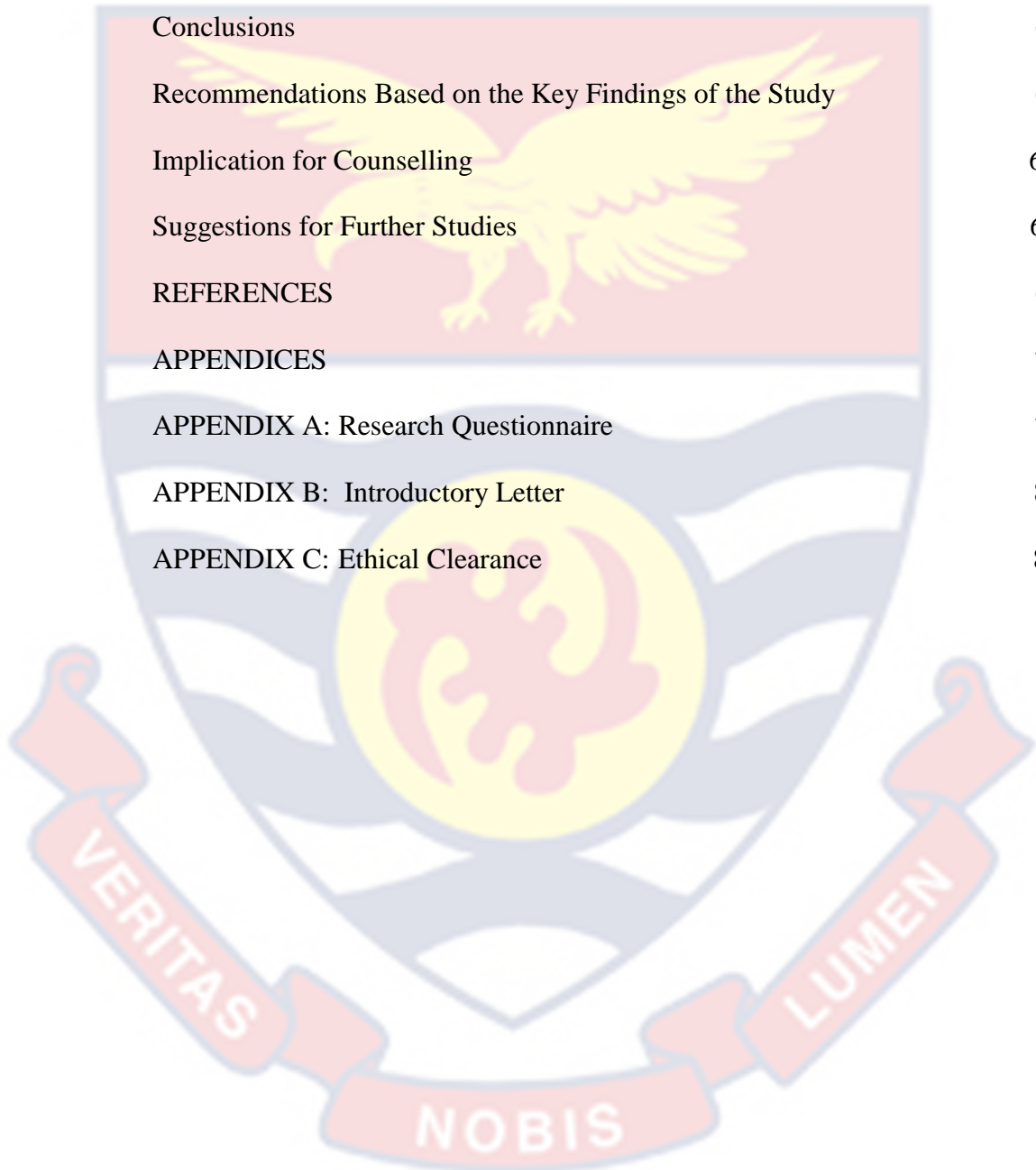
Tiwaa.

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CHAPTER ONE

INTRODUCTION

Every country's future is in the hands of its youth, particularly senior high school students who are expected to acquire the necessary knowledge and skills, the proper attitude and behaviour, excellent health and positive behaviour. Many senior high school students in the Adansi North District appear to endanger their lives and future by participating in negative peer influence and harmful health habits, particularly alcoholism and smoking. A significant portion of these students suffer from poor health and academic performance, are at risk of dropping out of school or have previously experienced drop-out (Asiedu, Opoku, Abankro, & Entsie, 2019).

The use of alcohol, tobacco, and illicit drugs are among the key worldwide public health problems. The abuse of these and other drugs is common among student adolescents and young adults (Swandi, 2000). The Chapter One of the study report centred on the background to the study, statement of the problem, purpose of the study, research questions, research hypotheses, significance of the study, delimitations, limitations, definition of terms and organisation of the study.

Background to the Study

Peer pressure and drug use's implications on students' dropout rates among senior high school students are perceived to be major concerns to citizens globally and, in turn, to educational, political, economic, family and

religious institutions. The expressions of concerns are raised not only among parents or guardians and teachers, but also among educators, opinion leaders, and even the students themselves (Adams, 2012).

Due to the fact that risk-taking behaviour by adolescents typically occurs in the presence of peers, peer influence is frequently linked to such behaviour. (Steinberg & Monahan, 2007). It has been demonstrated that an adolescent's risky behaviour is strongly predicted by association with friends who engage in dangerous behaviours (Spear & Kulbok, 2001).

Teenagers are strongly impacted by their peers, according to Dewey (2008), to the point where their views, ideas and actions are influenced by what peers deem to be acceptable. These actions put teenagers at risk of dropping out of school and are likely to have a detrimental impact on their academic achievement (Chauhan, 2007; Korir & Kipkemboi, 2014).

According to data, the issues of drug misuse and school dropout are getting worse in Africa. In the sub-Saharan region, many thirteen to sixteen-year-old students left senior high school (Moyi, 2013; Wegner, Flisher, Chikobvu, Lombard, & King, 2008). According to an Africa-wide survey, alcohol and tobacco use are the gateway drugs to substance dependence since they are socially acceptable. Cigarette and alcohol are examples of poly-drugs.

Accordingly, the United Nations Educational, Scientific, and Cultural Organisation has discovered that drug addiction is to blame for the rising number of high school dropouts in Uganda, which has the highest dropout rates in East Africa (Kiwanuka, 2018).

The nature and extent of the effects of peer pressure and drug usage on

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student dropout differ among civilizations. Numerous eminent researchers have conducted studies in Ghana on peer pressure, substance addiction, and youth patronage. The Ministry of Health and the World Health Organisation conducted the most thorough research study on drug usage among young people (MOH/WHO, 2003).

Their research shows that the range for the average age of substance usage is fourteen to nineteen years, with extremes of sixteen and twenty-three years (Nkyi, 2014). Additionally, it was discovered that the places where young people take drugs the most frequently are either their homes or their schools. These include alcohol, cigarettes, cannabis, cocaine, tranquilizers, and heroin (MOH/WHO, 2003).

More than 35, 000 youth in Ghana take drugs, according to a 2015 report from the Narcotics Control Board. Many of these youth are in senior high schools. This suggests that these young people, particularly those in senior high school, are at danger of being negatively impacted by drug use while in school and ultimately dropping out.

For instance, Nkyi's (2014) research focused on drug use among senior high school students in Ghana's Central and Ashanti regions. In a similar vein, Cudjoe, Acheampong and Gyedu (2016), investigated Ghanaian students' perceptions of the impact of drug usage on academic achievement in Greater Kumasi. However, to the best of the knowledge of the researcher, there seems to have been no study on perceived influence of peer pressure and drug use on students' dropouts among public senior high schools in Adansi North District.

Again, Kumasi metropolis, Cape Coast and Accra metropolises differ from Adansi North District in terms of geographical location, infrastructural

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development, economic well-being, and other developmental challenges. Studying the extent to which influence of peer pressure and drug usage affected dropout rates among senior high school students in general and learners in Adansi North District in particular was helpful. Therefore, the aim of the present study, "Perceived influence of peer pressure and drug use on students' dropouts among senior high school students in Adansi North District," was to determine the extent to which peer influence and drug use contribute to students' dropouts.

Statement of the Problem

The issues associated with influence of peer pressure and drug use on students' dropouts had been expressed in various ways by different researchers. Cudjoe, Acheampong & Gyedu (2016), for instance, did a study on Ghanaian students in Kumasi metropolis and found that most students in Kumasi used marijuana and Indian hemp. This finding was supported by Brown-Acquaye (2001) who had also indicated that marijuana was the major drug abused by the youth in Ghana, those between 10 to 12 years.

This is an unfortunate situation in Ghana since Diego, Field & Sanders (2003), have revealed that marijuana had a weightier effect on academics than the other drugs. This meant that Ghanaian students who used drugs were at risk of the damaging effects of marijuana. Dropout, on the other hand, was a serious challenge confronting learners, particularly girls, in senior high schools. Anecdotal evidence revealed that the major causes of students' dropout included poverty, repetition, unfriendly school environment and distance to school (Ghana Education Service, 2018).

Despite all these dazzling revelations about substance use and its attendant consequences on students' dropouts, there seemed to be no single

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empirical data to support their claims relative to the people of Adansi North District, especially the students in senior high schools. Although similar studies have been conducted in Ghana's senior high schools, particularly Ashanti, Greater Accra, and Central regions, these results could not be generalized due to geographical, social-economic, and infrastructural development gaps in the area of study.

The senior high school learners in Adansi North District were thought to engage in drug use and peer influenced behaviour virtually daily. Anecdotal cases reported in the communities within Adansi North District indicated that a sizable number of students in the senior high schools abused drugs and led to students dropping out of school. This study thus sought to fill the gap that has not been addressed on youth drug use in the senior high schools such as peer influence. The study thus focused on the influence of peer pressure and drug use on students' dropouts of senior high schools in Adansi North District.

Purpose of the Study

Determining the influence of peer pressure and drug usage on students' dropouts among senior high school students in Adansi North area was the general purpose of this study. The study specifically sought to:

1. Establish the extent to which influence of peer pressure affected students' dropouts in public senior high school in Adansi North area.

2. Find out the relationship between drug use and students' dropouts in public senior high schools in Adansi North District.

3. Identify the risk factors that contribute to students' dropout in public senior high schools in Adansi North District.

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4. Determine how age, gender, class and residence contribute to students' risk of dropping out among senior high schools in Adansi North District.

5. Establish the relationship between peer influence, drug use on students' dropouts among public senior high schools in Adansi North District.

Research Questions

The following research questions were set to guide this study:

1. To what extent does influence of peer pressure affect students' dropouts in public senior high schools in Adansi North District?

2. What relationship exists between drug use and students' dropouts in public senior high schools in Adansi North District?

3. What are the risk factors that contribute to students' dropout in public senior high schools in Adansi North District?

Research Hypotheses

The following hypotheses were formulated to guide the study.

$H_0 1$: There is no statistically significant relationship between age, gender, class, residence and students' dropouts in senior high schools.

$H_A 1$: There is statistically significant relationship between age, gender, class, residence and students' dropouts in senior high schools.

$H_0 2$: There is no statistically significant relationship between peer influence and drug use, and students' dropouts in senior high schools.

$H_A 2$: There is statistically significant relationship between peer influence and drug use, and dropouts in senior high schools.

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Significance of the Study

This study is significant because the result would aid the country's educational stakeholders, including the Ministry of Education and Ghana Education Service, in developing and executing educational policies. The findings would also give guidance and counselling coordinators, instructors and management of different senior high schools the opportunity to know, comprehend and put into practice some of the recommendations for the successful management of identifiable maladaptive behaviours, particularly in the areas of peer influence, drug abuse and risk of dropping out of school.

This study would provide an impetus for other researchers to use the findings as a basis for future studies. Influence of peer and drug use among students dropping out of senior high school was related to other previous studies by other scholars. Theories of peer influence, drug use and dropouts were thoroughly discussed in this study

Delimitations

The study was only conducted in the public senior schools in the Adansi North neighbourhood of the Ashanti Region. The study's scope was restricted to influence of peer pressure, drug use and students dropping out of school.

Limitations

The nature of the study was likely to come with some limitations. Investigating an issue about drug use was sensitive and as a result gathering information could be problematic. Respondents might feel uncomfortable responding to some of the questions about drug use. They could not have responded well to some of the questions due to the drug terminology involved. This could have affected their true assessment of their involvement in drug use

as students. However, efforts were made by the researcher to create a conducive environment in order to ensure that respondents were comfortable answering the test items. They drug terminologies were also explained to them to enhance their understanding.

Also, the study was limited to adolescents/students who were in school. Students who were not in school or had dropped out as at the time of data collection did not participate in the study. Therefore, generalising the findings of the study to all students/adolescents in senior high schools in Ghana could be erroneous. Caution should be taken in generalising the findings of the study.

Third, this study adapted foreign-based instruments which was different from local research instruments. The researcher could not do the pilot study as intended. However, adapting foreign-based instruments still served a useful purpose due to my supervisor and other professionals at the Department of the Guidance and Counselling, University of Cape Coast's strict scrutiny of the instruments adapted.

Definition of Terms

The following key terms were operationally defined to suit the context of this study.

Peer group: for the purpose of the study, peer group is a group of people who are appropriately of the same age, status and interests. It is a group of people who are usually similar in terms of background and social status, with whom a person associates, and who are likely to influence the person's beliefs and behaviour.

Adolescent/Student: It refers a person between the ages of 12 and 23 years old and is learner at the senior high school.

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Drug use: Persistent observable action of a student that depicts that he/she is under the influence of substance abuse. The student's consumption of drug alters neurochemical process in the brain to cause changes in behaviour.

Student dropout: Student dropout is defined as student being at risk of leaving education without obtaining a minimal credential, most often a higher secondary/senior high school education.

Organisation of the Study

The introduction, background to the study, statement of the problem, purpose of the study, research questions and hypotheses, significance of the study, delimitation, limitations, and definition of key concepts and organisation of the study were all included in Chapter One of this study. The Chapter Two of the study focused on the literature review. This included theoretical review, conceptual review, empirical review and conceptual framework.

In Chapter Three, the study centred on research methods. This included research design, study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis. Chapter Four of the study sought to dilate into results and discussion. This researcher described the actual sample the researcher used in the study and its characteristics, presented and interpreted key findings of the study.

The Chapter Five of the centred on the summary, conclusions, and recommendations of the study. The overview of the purpose of the study, the research questions/hypotheses, and suggestions for further research were presented in the chapter five of the study.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

The review of related literature in this research provided the framework for establishing the importance of the study, provided the foundation for problem definition and redefinition. Literature review enabled the researcher to share with the reader the results of other studies that were related to the study being reported (Manala, 2015). It also enabled the researcher to relate a current study on a topic to the larger ongoing dialogue in the literature, extends prior studies, as well as served as a benchmark for comparing the results of a study with other findings (Djankpa, 2020).

The review of other scholars' works in the context of this research work was divided into three main parts. Part one focused on theoretical review of the study. Part two provided an overview of the conceptual base relative to influence of peer, drug use and students' dropouts. Part three centred on empirical review and conceptual framework of the study.

Theoretical Review

A theory is a set of articulated propositions whose purpose is to explain observable behaviour or how something works (Adams, 2012). Although there are numerous theories about peer influence, drug use and its' effects on students' dropouts, I considered dominant ones in the areas of peer influence, drug use and school or students' dropouts. In spite of the fact that no single theory can fully account for peer influence or students' dropout rates, several of them stressed the importance of social contact in learning.

An extensive application of a theory within the scope of the present study was, therefore, not exhaustive enough, and so espousing a number of selected theoretical works relating to this study will be of interest.

The main theoretical underpinnings of this study were theories of peer influence, theories of drug use and theories of students' dropouts.

On theories of peer influence, the review focused on self-determination, normative social influence theories, while theories of drug use centred on disease theory of alcoholism. Theories of students' dropouts focused on academic mediation, general deviance, structural strains and poor family socialisation. Other useful theories underpinning this study included social learning, and adolescent risk-taking theories.

The Peer Influence Theories

Theory of Self-Determination

The Self-Determination model served as the study's guiding theory of peer influence. This paradigm based its explanation of motivation on three core factors: "Psychological needs: autonomy, relatedness and competence" (Deci & Ryan, 2008). The model posited that psychological wellness or quality of life progress was hinged on the satisfaction of these three needs. People are motivated to work toward satiating their desires as a result. The three elements of SDT have been helpful in variety of academic fields, particularly education (Guay, Ratelle, & Chanal, 2008), parenting (Joussemet, Landry, & Koestner, 2008) and cultural practices (Chirkov, Ryan, Kim, & Kaplan, 2003).

Relatedness explained the necessity of a person's desire to associate with other people. According to SDT, "humans are motivated to satisfy this need" (Veronneau, Koestner, & Abela, 2005). In that humans want to feel

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connected to others, this provides a workable interpretation of the motivational strength of peer influence and pushes us to act in ways that are consistent with others around us. In doing so, we can encourage peer relationships and satiate our fundamental desire for relatedness.

The need for autonomy emphasises aspect of SDT that is mostly significant to ignite peer influence. Even though this was initially thought of as erratic, it constituted the impetus towards attaining autonomy from parental influence. Hence, the individual being predisposed to peer influence. "... the motivational power of peer influence emanated from the adolescents need for autonomy from parental influence" (Chirkov et al., 2003).

Competence explains a person's skill or ability in a specific field or subject or being able to do something well (https://www.yourdictionary.com). It's odd that there hasn't been much research connecting the psychological need for competence to peer pressure, but as researchers discover later in the discussion about joining a team sport, the driving force behind this desire could provide useful insight into conformity.

Normative Social Influence

Another theory of peer influence supporting this research work is the theory of normative social influence. This theory posits that people are susceptible to influence based on their craving for liking and acceptance (Deutsch & Gerard, 1955). In other words, "…the influence of descriptive norms on behavior is modified by injunctive norms, perceived benefits and group identity" (Rimal & Real, 2005).

It is frequently argued in relation to "informational influence which is described as conformity due to the desire to be factually correct" (Miyajima &

Naito, 2008). It is worthy of note that normative social influence provides dependably observed relevance of informational influence in adolescents. Other renowned scholars have largely argued conformity to normative influence merely produces extrinsic motivation, in other words, the beliefs are not internalized and are hence short-lived. However, a recent study from Japan suggests the opposite.

The impact of social influence to compliance was assessed in this study's adolescent participants at two points in time, with and without the presence of normative influence. The findings showed that teenagers exhibit significant compliance, which persists even in the absence of direct societal normative influence. It has been inferred from this that attitudes may be privately accepted and that behaviour then results from intrinsic incentives rather than extrinsic pressure to conform. Although this research undoubtedly sheds light on the potential evolution of conformity motive, the lack of subsequent replication weakens these results.

Theories of school dropouts

The academic mediation theory

This is equally an important theory upon which this study hinges. According to the theory, low academic achievement has a mediating effect on other school dropout-related characteristics such as deviant affiliation, personal deviance, familial socialization, and structural pressures (Battin-Pearson et al., 2000). In other words, the theory seeks to examine how weak educational attainment relates with and affects the association between high school dropout and other variables. Indeed, research has shown that weak academic attainment is one of the strongest predictors of high school dropout. It is, therefore, not

surprising why students in Adansi north district senior high school still drop out despite being provided with free education.

General deviance theory

This is another useful theory underpinning this study. The theory posits that there is strong relationship between dropout and deviant behaviour. Such deviant behaviours include delinquency, drug use, and early pregnancy (Battin et al., 2000). I associate myself with this conclusion because peer influence, drug use and its effects on students' dropouts largely fit into the finding.

Structural strains theory

The structural strains model argues that there is relationship between school dropout and demographic factors such as socioeconomic status and gender. Again, boys are potentially susceptible to dropout than girls from family with poor socioeconomic status (Battin-Pearson et al., 2000).

Theories of drug use

Disease theory of alcoholism

A very useful theory reinforcing this study is the disease theory of alcoholism by Thomas Trotter. Trotter (1988) posits that immoderate consumption of alcohol is a mental disorder, or health deficiency. Other renowned scholars like Rush, Huss and Segal had corroborated Trotter's exposition that alcoholic intake was a health problem. According to Rush (1978: pp.143-174), excessive drinking was observed as "loss of control" and, therefore, constituted "addiction." He opined that the individuals who were addicted to alcohol intake should refrain from it quickly and completely. In other words, one should "Taste not, handle not, touch not."

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It is worthy of note that the inscription above was further expected to be embossed on vessels, as Rush indicated, "… be inscribed upon every vessel that contains spirits in the house of a man who wishes to be cured of habits of intemperance."

Huss (1849) had espoused and systematically described the physical features of habitual drinking as 'a mental disease' even though he regarded heavy drinking as an act of immorality.

Segal (2013: pp.297-315), observed alcoholism and substance addiction, commonly, as a disease. He, however, considered alcoholism as a 'psychological disease than a neurological one'.

Consequently, while all the renowned scholars agreed that alcohol consumption was a sickness, they provided different accounts as what constitute ill health. Trotter, for instance, viewed immoderate alcoholic consumption as a mental disorder, Magnus described it as a vice, but Segal considered drinking as a psychological disease rather than a neurological health problem.

It is worth noting that several researchers have rejected the disease theory of alcoholism on rational, empirical, and other grounds (Vailant, 1990). Stanton Peele and Nick Heather, for example, argued that "by removing some of the stigma and personal responsibility, the disease concept actually increases alcoholism and drug abuse … thus the need for further treatment" (Heather & Robertson, 1997).

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Conceptual Review

The Concept of Peer Influence

A peer group is a collection of individuals who share a similar age, status, and interests. In other words, it describes a group of people a person associates with and who are likely to have an impact on their thought and behaviour. These individuals are typically of a similar age, background, and social standing (O'Neill, Summers & Collins, 2019). Peer influence is when a person (here, student) does something he or she would otherwise not do because they want to feel accepted and valued by their friends. It can be beneficial or negative and is also referred to as peer pressure or social influence.

Students refer to learners who are undergoing training at the senior high education level. When a youngster is transitioning from childhood to adulthood, that time span is known as adolescence (Adeniyi & Kolawole, 2015). People grow more susceptible to temptations as they approach adolescence; for instance, mingling with others frequently encourages engaging in activities like napping and drinking during class or at work (Bonein & Denont-Boemont, 2013).

The seniors high school students fall into the category of adolescents and young adults; that is the ages between ten and nineteen for adolescence and between ten and twenty-four for young adults, according to *young people's* definitions by the World Health Organisation (WHO), (Augustin, 2010). Teenagers' adolescence is a time when peer influence is frequently seen since they frequently seek solace from their peers and plan to follow their lead without considering if it is right or wrong for them.

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It is essential to mention that peer groups might include pyramids and different types of behaviour. For example, in a senior high school setting, nineteen-year-olds and fourteen-year-olds constitute a peer group because they have similar and analogous life experiences outside of school. In contrast, since teachers and students have different responsibilities and experiences, they do not interact as a peer group (Steinberg, 2010).

Adolescence is a time when peer groups frequently see significant behavioral changes. Adolescents typically have less adult control and spend more time with their peers. Teenagers' communication styles also change around this period. They like discussing sex, drugs, and other interpersonal interactions with their peers but prefer to discuss education and professions with their parents (Steinberg, 2010). "Children look to join peer groups who accept them, even if the group is involved in negative activities. Children are less likely to accept those who are different from them".

The Concept of Drug use and its effect on students

Drug use explains a persistent observable action of a student that depicts that he or she is under the influence of a substance use or abuse. The student's consumption of drug or substance alters neurochemical processes in the brain to cause changes in behaviour (Levinthal, 2017; Hanson, Jenturelli, & Fleckenstein, 2018).

In a nutshell, some renowned researchers have found that social factors are among the most frequent and important factors associated with teen and student smoking (Kobus, 2003). Similarly, Peer pressure has a significant role in a variety of health-related behaviours, such as the use of drugs (Berkman,

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2000), sexual activity (Henry, Schoeny, Deptula, & Slavick, 2007), and substance abuse (Kobus, 2003).

Given their stage of development and the significance of school and peer groups in adolescent life, adolescents may be more vulnerable to social pressures (Steinberg & Monahan, 2007). Furthermore, teenagers' use of tobacco and other drugs may have particularly social components since they have access to, opportunities to use, and reinforcement from other teenagers (Kirke, 2004; O'Loughlin, Paradis, Renaud, & Gomez, 1998). It is therefore not surprising that drug usage among students and peer pressure are closely associated. Despite extensive research on the influences of peer groups on teenage substance use, there is still much to learn, particularly on the processes of peer impact (Kobus 2003).

Seligman (2001) found that learning and experience affect both normal and abnormal behaviour. It depends upon perception and memory. Other studies have shown that by recoding the activity of neurons in living animals, the processing of sensory information involves the simultaneous activity of "ensembles," or groups of neurons (Ahadzie, 1999). In other words, memories are represented in the nervous system by relatively permanent changes in the firing patterns of the ensembles, which, in turn, are controlled by the expression of genes in the neurons involved.

The concept of student' dropout

Student's dropout explains a situation where a student leaves school, college, or university before completing a qualification, or a student who lives in an unusual way (https:// dictionary.cambridge.org). Academic performance

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of the student is one of the elements that contributes to dropout, in addition to, delinquent behaviour, drug use, early pregnancy and so forth (Battin et al, 2000).

Peer Selection, Peer Socialisation and Peer Internalisation on drinking alcohol

Some eminent experts contend that when a person wants to connect with a friends or group that shares their beliefs, behaviour, or other features, selection takes place. De-selection is a step in the selection process. Others in a peer group may react by leaving the group (de-selection), thereby adhering to the new group norm, when some of their peers start smoking or experimenting with other drugs (Andrews, Tildesley, Hops, & Li, 2002).

When a person attaches with others through identifying with or what they symbolise, as opposed to affiliating based on visible behaviours, selection may be abstract and internal (ter Bogt, Engels, & Dubas, 2006). Adolescents' allegiance with these groups often changes drastically. Within the confines of their social network, people are drawn to others or groups that reflect their interests and beliefs and provide a context that is supportive of their own opinions and behaviour. Selection also involves real attachment (Urberg, Degirmencioglu, & Tolson, 1998).

Adolescents who are interested in smoking, for instance, may opt to hang out with other adolescents who share their interest in smoking, even though drinking alcohol may only be one manifestation of a pattern of cultural norms driving social selection (Ennett & Bauman, 1994).

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Conceptual Framework
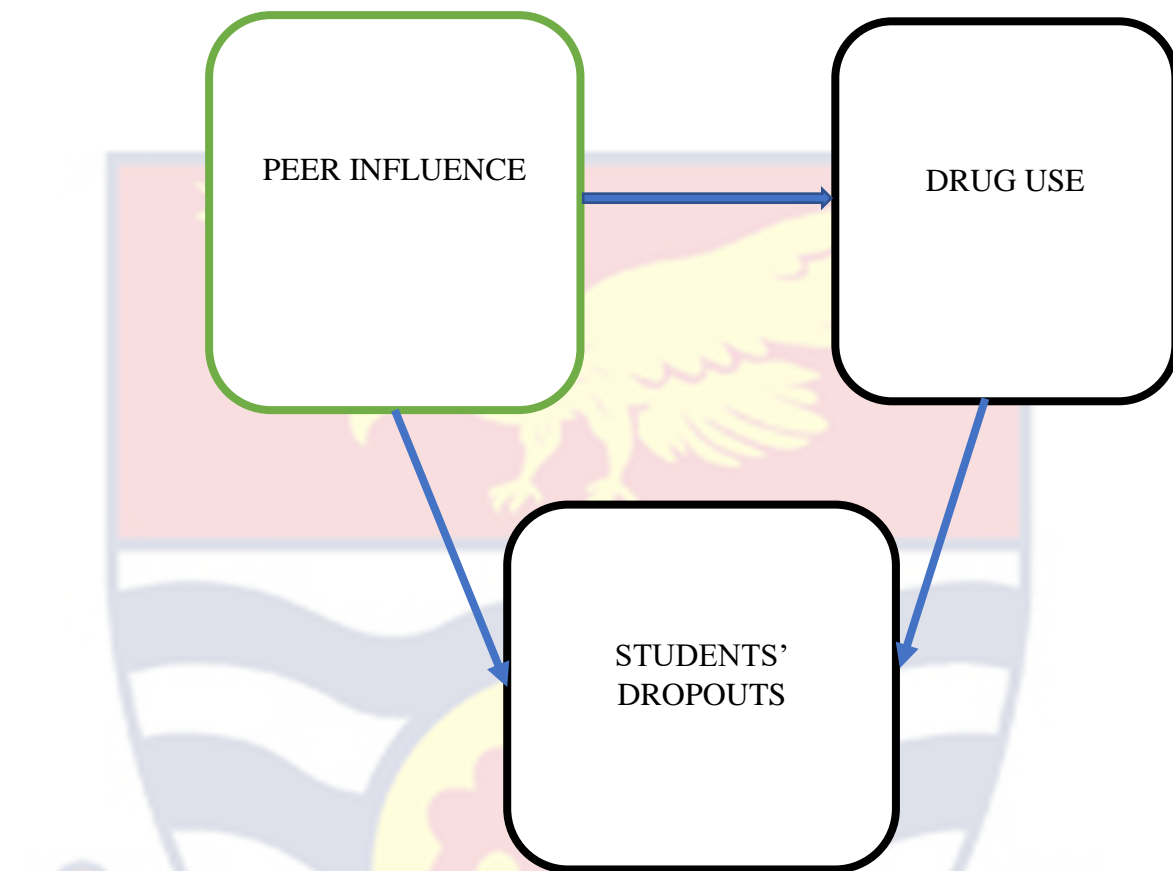
Figure 1: Conceptual framework showing the relationship between peer influence, drug use and students' dropouts.

      The figure 1 above depicted the kind of relationship that exists between influence of peer pressure and students' drug use. Students who are negatively influenced by their peer seemed to likely abuse drug and drug users perceived to risk dropping out of school. Both peer pressure and drug users might be at risk to dropout out of school.

Empirical Review

The empirical research connected to the current study are presented in this section. This study's empirical review was concentrated on peer influence, drug usage, abuse, and behaviour among students, as well as students' dropouts.

Peer influence and students' drug abuse

Drug misuse and peer influence have grown to be major issues. Young people in Ghana, especially senior high school learners at the Ankaful Psychiatric Hospital, are experiencing an alarming pace of growth. Over 1, 525 drug users were hospitalized between January 2001 and December 2005, with 25% of them being students (Boachie,Mustapha, Ayifa & Kofi, 2005). Anti-social behaviors, such as theft, assault, cheating, destroying school property, truancy, violence, unrest, and disdain for authority are said to be problems that arise from drug use. Additionally, it is thought that drug-using students exploit their juniors by tormenting them and occasionally committing serious sexual offenses like rape.

Once more, the study by Moneva & Legaspino (2020) looked at the connection between peer pressure and students' performance on tasks. Despite citing numerous researchers who have looked into these connections, the authors noted that the majority of these studies concentrated on unidirectional correlations during a brief time.

Furthermore, Maxwell's (2002) study, which involved 1,969 teenagers, investigated a cross-sectional study over a year to see if a friend's risky behaviours, such as smoking, drinking alcohol, and using drugs, significantly predict an adolescent's risky behaviours, as well as the strength or direction of

these associations over time. They projected that measurements of students' substance use, quality of friendships, and academic achievement would correlate with information on family structure, the family process, and parenting style. They further predicted that this correlation would be unidirectional.

Drug Use and Students' Dropouts of School

Parents, educators, and the general public are becoming increasingly concerned about the prevalence and consequences of substance use in senior high schools. This incident has an unfavourable effect on student engagement, self-control, and retention in the classroom. Substance abuse so seriously jeopardizes students' ability to enroll in senior high schools (Muganda, 2003).

According to research, just one in six problem drug users worldwide gets access to management, as many countries suffer from severe treatment delivery shortages (World Drug Report, 2014). However, there are significant geographical disparities, with one in three problem drug users in North America, one in four in Oceania, and one in five in Western and Central Europe having access to treatment, compared to one in eighteen problem drug users globally. The UNODC (2014) regrets that drug overdoses were blamed for about 187,100 avoidable fatalities in 2012. Anecdotal evidence from the Ghana Narcotics Control Board highlights the urgent need to look at current trends and patterns of drug usage in Sub-Saharan African nations, including Ghana (World Drug Report, 2018).

In Ghana, studies about substance use trends based on empirical data (laboratory confirmed results) are sparse. Studies such as this could form firm basis for policies and advocacy programmes concerning peer influence, drug or substance use, and students' dropouts in senior high schools in the country.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This study was about perceived influence of peer pressure and drug use on students' dropouts among senior high school students in Adansi North District. The Chapter Three of the study report focused on the instrumentation, sample size and sampling techniques, study location, and research strategy. The Ethical considerations, data gathering procedure, data processing, and analysis were also presented.

Research Design

This study adopted descriptive cross-sectional research design. This was done to see whether there was any relationship between quantifiable factors. This was also to identify the extent to which influence of peer, drug use effected students' dropout and vice versa. Hackett (1981) observes that descriptive survey design is appropriate in gathering data on large numbers of participants within a short time. The study adopted a quantitative approach that enabled the researcher to obtain numeric data of observable individual behaviours among samples, then subjected the data to statistical analysis.

One advantage of the descriptive design is that it often employs the method of randomization so that errors may be estimated when population characteristics are inferred from observations of samples (Eyiah-Bediako, 2020). Another advantage is that it helps researchers to understand phenomena more completely and identify the relationships between variables to enable the researcher make predictions. However, descriptive design is susceptible to distortions through the introduction of biases of the measuring instruments.

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Despite, this disadvantage, it was used for the study as its advantages outweigh the disadvantages.

Moreover, quantitative understanding arose from the fact that a larger number of people were reachable to offer responses to a few variables. This method was used to test hypotheses in the study. The method allowed the researcher to measure, assign numbers and analyse data. It provided data to give more general understanding of the problem under study.

In his view, Amedahe (2002) indicates that questionnaires are less expensive and promise wider coverage as compared to other techniques. Despite the above advantages, self-reports are known to contain social desirability or response bias. Participants were likely to give responses that were subjective rather than objective. Thus, participants in the study were likely to act in an unnatural fashion or provide fake responses. Leedy & Omron (2005) points out that participants may intentionally misrepresent facts to present favourable impression to the researcher. When this happens, the trustworthiness and generalizability of the results may be affected. That notwithstanding, this design was most appropriate for the study and, therefore, justifiable.

Study Area

The study area was Adansi North District in the Ashanti Region of Ghana. The area included the three senior high schools in the Adansi North District. The district is one of the 275 Metropolitan, Municipal, District Assemblies (MMDAs) in Ghana. The District, which has Fomena as its administrative centre, is situated at longitude 1.50 West and latitude 6.30 North. Consequently, the area lies in the usual tropical zone of Africa, where it typically gets high temperatures and heavy rainfall all year round.

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As a result, the Adansi North District is located in a semi-arid climate zone. The District was created by Legislative Instrument (LI) 1758 and has a total area of roughly 1,140 square kilometers, or 4.7% of the Ashanti Region's total area.

The district is bordered by the Obuasi Municipality to the south-west, the Adansi South District to the south, the Bosome Freho District to the south-east, the Bekwai Municipality to the north-east, and the Amansie Central District to the west.

The population of the district, according to the 2020 projection by Ghana Population and Housing Census (GPHC), stands at 49, 522, with 24, 392 males and 25, 130 females. The age groups include 19, 882 (0-14 years); 27,120 (15-64 years); and 2,520 (65 + years).

Currently, Adansi Asokwa District has also been created out of Adansi North District. There were three senior high schools in the Adansi North District. These were Fomena T. I. Ahmadiyya Senior High School, Dompoase Senior High and Asare Bediako Senior High schools.

Generally, the district was faced with perceived pervasive influence of peer, drug use and students' dropouts, with the smoking of marijuana being most prevalent among the senior high school students. This had, therefore, provided an impetus for scientific study, such as this, to be carried out in the district. The selected school had similar characteristics as the other schools in the country. Students in these schools had friends they interacted, played and learned with.

Target Population

Typically articulated in theoretical terms, the term "population" refers to a wider and more inclusive collection of numerous examples from which a researcher selects a sample (Neuman & Dickinson, 2003). Majid (2018) also indicates that population of a study is the target group of people that a researcher expects to engage or gather information for the study. Mostly, the target group has some definite common characteristics that may interest the researcher.

All senior high school students in the public senior schools in the Adansi North District of the Ashanti Region made up the study's target population. Students from the senior high schools Fomena T .I. Ahmadiyya, Dompoase, and Asare Bediako gave an estimated target population of 5,812. The study's accessible population comprised all first-, second-, and third-year students at the schools. However, due to the long break for form one students, the accessible population centred only on form two and three students.

A report from the schools estimated that the total accessible population of the students stood at 3, 550. Out of this, the second-year population was 1,855 while third year was 1, 695 in the senior high schools (Ghana senior high schools annual digest, 2020, pp. 44-69).

Table 1: Population

Schools	Males	Females	Total
Fomena T.I. Ahmadiyya SHS	822	813	1635
Dompoase SHS	575	563	1138
Asare Bediako SHS	399	378	777
Total	**1796**	**1754**	**3550**

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Out of the accessible population there were 1,635 comprising 822 males and 813 females from Fomena T. I. Ahmadiyya Senior High School, 1,138 comprising 575 males and 563 females from Dompoase Senior High School and 777 comprising 399 males and 378 females from Asare Bediako Senior High School.

Inclusion Criteria

The participants for this study were all second- and third-year (both Day and Boarding) students who were between the ages of 12 and 23years old.

Exclusion Criteria

Both Teaching and Non-teaching staff members, including the top Management members of the schools, were excluded because time and resources did not permit their inclusion in the study. Also, the District Education Directorate were excluded since they did not have direct contact with the population under study, as well as due to resource constraints. The form one students were equally excluded due to their long vacation.

Sampling Procedure

A study's sample is a chosen representative of the overall population. A sample, in the words of Brink (1996: 33), Polit & Hungler (1999: 222), is a subset of a population selected to participate in the study. It is fraction of the whole selected to participate in the research work. A sample size of 357 was determined given a population size of 3,550. This represented 10% of the accessible population. This was based on Krejcie & Morgan (1970) sample size determination table. This is found in Tables 2.0 and 3.0 respectively.

The accessible population were students from the three public senior high schools (i.e. SHS 2 and SHS 3).

Table 2: Sampling Procedure

SCHOOLS STUDENTS	NO. OF STUDENTS	NO. OF SHS 2 & 3
Fomena T.I. Ahmadiyya SHS	2,835	1,635
Dompoase SHS	1, 748	1,138
Asare Bediako SHS	1,229	777
Total	**5,812**	**3,550**

Multiple sampling techniques were used. That is census, proportional and simple random sampling techniques were used in various process of selections. Census sampling technique was used to select the three senior high schools and forms of students perceived to be at risk of dropping out school, the six forms (with two forms each in the senior high schools) in Adansi North District. There census from method was suitable since the schools of investigation were small. That is form two and three students making six forms in all the three schools in the district under study.

Table 3.0 Sampling Procedure and Rationale

Sampling Procedure	Rationale
Census Sampling	This was to enable the investigator select all the three senior high schools and forms in the district.
Proportional Sampling	This was to ensure that sampling was based on equitable distribution by gender.
Systematic Random Sampling	Used to roll-in participants from each school. Participants were given equal chance of being part of the study.

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Members were selected based on their availability and interest in taking part in the study. Census sampling technique was used to facilitate the selection of schools and forms of respondents since there were three senior high schools and two forms (form two and three). The proportional sampling technique was adopted to ensure equitable selection according gender of the accessible population. The systematic random selection technique was utilized to choose research participants from the respondents in order to further verify the accuracy of the sample size in each school. In each school, a list of the Forms 2–3 students was compiled. To guarantee that each student had an equal opportunity to be chosen, the names of the students were ordered alphabetically.

The study's participants were enrolled using the attendance registers from the chosen schools, which had separate lists of the genders present in each class. Based on each school's enrollment, the number of students was determined for each. However, before this was done the total sample size had been derived using Krejie and Morgan sample size determination table as in Table 4.

Table 4: Sample size determination table by Krejcie & Morgan (1970).

Schools			Students who were perceived to experience negative influence of peer and drug use and at risk of dropping out of school.			
	Popu-lation	Proportion of Computation Sample		Mal es	Fe-males	Sam-ple Size
Fomena T.I Ahmadiyya SHS	1,635	(1,635/3,550) x 357= 164		89	75	164
Dompoase SHS	1,138	(1138/3,550) x 357 = 115		62	53	115
Asare Bediako SHS	777	(777/3, 550) x 3550 = 78		42	36	78
Total	**3,550**		**357**	**193**	**164**	**357**

Out of the total sample size of 164 from Fomena T. I. Ahmadiyya Senior High School, eighty-nine were male and seventy-five female students. The was a sample size of 115 with sixty-two males and fifty-three females at Dompoase Senior High School. Seventy-eight sample size from Asare Bediako Senior High School with forty-two males and thirty-six females were also selected.

Table 5 : Sampling Distribution (n=357)

Schools	Sample to be selected	Interval (n^{th})	Where to start
Fomena T. I. Ahmadiyya SHS	164	4	2
Dompoase SHS	115	4	2
Asare Bediako SHS	78	4	1
Total	**357**	**-**	**-**

The minimal population size required for the gathering of quantitative data was determined to be 357 using the population size of 3,550, confidence level of 95%, and a margin of error of 5% on a sample size calculator. This was based on the sample size calculation table by Krejcie & Morgan from 1970.

Data Collection Instruments

A questionnaire was used to collect data. Demographic data on the participants was included in Section A of the questionnaire. The questionnaire for research objective 1 was adapted and adjusted to suit this study. Peer Pressure Inventory (PPI) by Clasen and Brown (1985) and Kiwanuka (2018), with 22 items, was used in Section B. A Cronbach Alpha coefficient of 0.82 was obtained. To ascertain the extent to which influence of peer pressure affected student dropouts, this instrument was adjusted.

Section C: The questionnaire for research objective 2 measured the relationship between Drug Use and Students' Dropouts using the adapted National Institute of Drug Abuse quick screen (NIDA, Q.S), 2012 with 8 items. It had a Cronbach Alpha coefficient of 0 .79.

Section D: The questionnaire for research objective 3 measured some of the risk factors that contributed to students' dropouts in public senior high school using the adapted School Dropout Risk Assessment Questionnaire by the European Commission (SDRAQ), (2011). It had a Cronbach Alpha value 0.76 to identify and understand students at risk of dropping out of school.

Data Collection Procedures

I applied for and duly received an introductory letter from the Head of Department of Guidance and Counselling, University of Cape Coast. The proposal was then submitted to the Institutional Review Board (IRB) for

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approval before data was collected. Copies of the letter, together with my application letter, were presented to the Headmasters or Headmistresses in the selected senior high schools for their permission to collect data from the respondents. With assistance from the school authorities, dates were fixed to administer the questionnaire to the sampled students. The administration and collections of the questionnaire were done same date in each of the selected schools. A period of one month was devoted for this exercise.

Again, due to the location of the schools, and taking the size of the sample into consideration, I sought the assistance of some colleague teachers to help in the data collection. These individuals were given guidelines as to how to go about the collection of the data. Support from the assistant heads of the schools, particularly Assistant Heads Administration were also sought. Similarly, the Assistant Heads were given orientation on the data collection of the data. Participants from Dompoase Senior High School were on second break at the time of the data collection and this delayed the process. Some respondents seemed to be unfamiliar with some of the drug terminologies until the researcher clarified those terms.

Ethical Considerations

The basic ethical issues were considered in this study. Ethical issues refer to conforming to the standards of conduct of a given profession or group. Creswell and Clark (2007) espoused that a researcher should abide by some code of ethics in research that involves human participation. The research should be designed and conducted in a way that ensures quality, contribution to societal development, knowledge advancement and integrity.

The researcher sought the consent of every participant and informed them on their rights to free and voluntary participation. Neuman (2007) argues that researcher must not compel anyone into taking part of the study. Participants must take part of the research voluntarily. In considering Neuman's assertion, the researcher met with the heads, the assistant heads, and three teachers who volunteered to offer assistance and used the opportunity to discuss the importance of the study. The students were also met and taken through similar education. After the meetings, consent forms were given to the student participants to sign to show their voluntary readiness to participate in the study.

In addition, participants were notified about their right to withdraw from the process at any time of the process. This related to the information given and specific personal identification; for example, names and activities they engaged in. Furthermore, participants were not judged for their responses or experiences. All inputs were regarded as valuable and useful.

Data Analysis

Quantitative data obtained on research questions 1, 2, and 3 were analysed with the aid of SPSS version 23, using mean and standard deviation. The first hypothesis was analysed using multiple regression to determine the relationship between the criterion (dependant) variables, dropouts, and predictors (independent) variables, age, gender, class, residence.

The second hypothesis was on the significant relationship between peer influence, student's drug use and students' dropouts. The statistical tool used to test this hypothesis was multiple regression analysis. This statistical tool enabled the researcher to test for the relationship among variables and the extent

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to which the independent variable (peer influence and drug use) predicted or influenced dependent variable (students' dropouts).

Validity of Instrument

The content-related evidence of the validity of the questionnaire was established by submitting the questionnaire to my supervisor in the Department of Guidance and Counselling, University of Cape Coast, for scrutiny and critique. Suggestions made and weaknesses identified were all addressed for improvement. The instruments were on a 4-point likert scale ranging from no pressure to a lot of pressure in the case of section B and a 5-point Likert scale ranging from never, once or twice, monthly, weekly, daily or almost, in the case section C.

Reliability

Data for the pilot testing could not be done by the researcher due to my inability to meet with students from the selected school. The internal consistency using SPSS version 22 for analysis and establishing for peer influence (pressure) scale, for National Institute of Drug Abuse Quick Scale (NIDA Q.S) and for School Dropout Risk Assessment Scale Questionnaires (SDRASQ) were therefore not obtained. In Cronbach Alpha's model, when a tested scale yields consistent results, the scale or inventory is said to be reliable. Cook and Beckman (2006) revealed that a reliability coefficient equal to or above 0.7 is considered appropriate for a study. This, notwithstanding, the scales were still reliable since it had been used by several researchers across the globe.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The general purpose of the study was to determine the extent to which influence peer and drug use contributed to students' dropouts among senior high school students in Adansi North District. This chapter presented the results and the discussions of the study. Out of 357 questionnaires administered, 356 were retrieved as correctly and completely filled. This resulted in a response rate of 99%. Hence, the analysis presented here was based on the 356 questionnaire forms retrieved. This section A presented the demographic characteristics of the respondents. These were followed by the analysis of the main data presented in line with the objectives of the study.

Demographic Characteristics of Respondents

The demographic characteristics of the respondents included age, gender, school, class, and residence. The majority of the respondent were in age group 16 – 19 years accounting for 64.3 %. This is because the majority of the respondents were in form three and basing on the Ghana Education system, the appropriate age of a form three student should be either 17 or 18. There was 32.3% of respondents who were within the ages of 20 and 23 years while 3.4% of the respondents were 12-15 years old (Table **6**).

Results in Table 6 showed that majority of the respondents were male (54%). This trend could be attributed to the fact that male students more easily related to the study than the female (46%) students. The table also indicates that of the respondents' classes, form three recorded higher respondents (71.6%) as compared to the form two (28.4%). Since data was collected close to

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examination period, most students from two classes were less willing to take part in the study.

The majority of the respondents were boarding students accounting for 56.5% and a significant 43.5 % of the respondents were day students. These results could be attributed to the fact that the distances from homes to the sampled schools could be trekked, and thus a sizable number of respondents were day students. However, the boarding house still hosts majority of the students.

Concerning the school of respondents, 46.1% were from Fomena T. I. Ahmadiyya Senior High School, 32.1% were attending school at Dompoase Senior High School while 22% were from Asare Bediako Senior High School. These could be attributed to a higher enrolment with corresponding high sample size of the first school as compared with Dompoase and Asare Bediako.
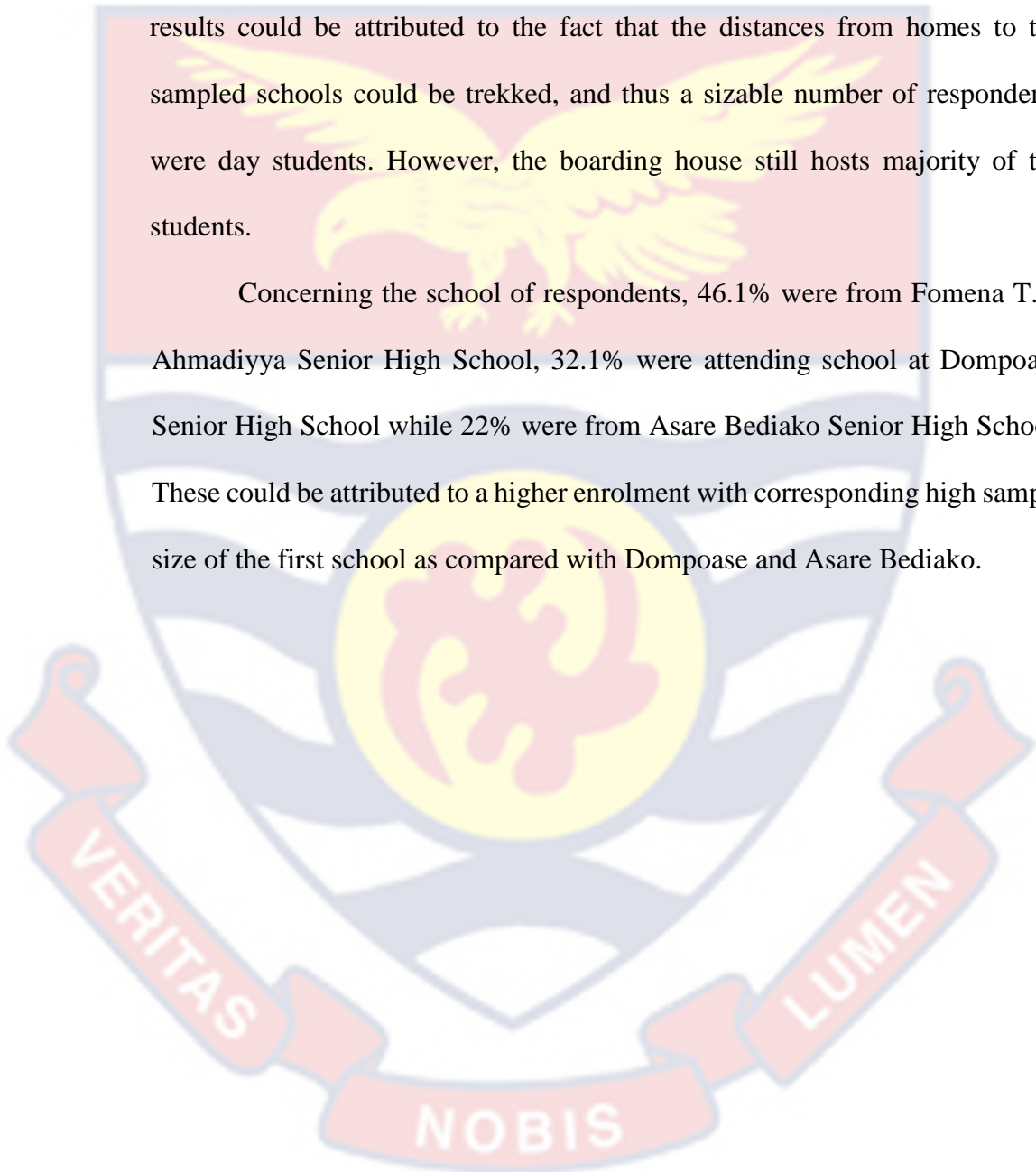
Table 6: Demographic Characteristics of Respondents (n=356)

Demographic Data	Frequency	Percentage
Age		
12-15 Years Old	12	3.4
16-19 Years Old	229	64.3
20-23 Years Old	115	32.3
Total	356	100.0
Gender		
Male	192	54.0
Female	164	46.0
Total	356	100.0
School of Respondent		
Fomena T. I. Ahmadiyya SHS	164	46.1
Dompoase SHS	115	32.1
Asare Bediako SHS	78	22
Total	356	100.0
Class of Respondent		
Form Two	101	28.4
Form Three	255	71.6
Total	356	100.0
Residence of Respondent		
Day	155	43.5
Boarding	201	56.5
Total	356	100.0
Total	**356**	**100.0**

Source: Field Survey, 2022

Analysis of Main Data

This section of the report dwells on the analysis of the data to address the objectives of the study. The analysis of the main data section comprised two parts. The first part presented results and findings on the research questions, whereas the other section focused on the testing of the hypotheses. Below are the percentage distributions of the participants' responses per each item in the three scales.

SECTION B: The Extent to which Influence of Peer Pressure Affected Students' Dropouts.

Research Question One: To what extent does influence of peer pressure impact on students' dropout?

The study sought to establish the extent to which influence of peer pressure impact on students' dropouts in the senior high schools. The results in this section provided findings on the description of the level of influence of peer pressure on students' dropouts. The respondents were requested to answer items rated on a scale of 1-4 (A lot of pressure-4, somewhat pressure -3, little pressure-2, and no pressure-1).

A benchmark of 2.50 [(4+3+2+1)/4] was set based on the scale employed to compare the mean obtained with. The mean scores higher than 2.50 suggested that the effect of influence of peer pressure on students' dropouts in the senior high schools was high. The mean scores below 2.50 showed low levels of influence of peer pressure on students' dropout. Before the analysis, all the negatively worded items were reverse coded.

Table 7: Depicts details of the analysis.

Statements (Items)	Mean	SD	Level
1. NOT study or do homework	3.34	1.20	High
2. Take the SAME classes that your friends take	3.23	1.05	High
3. Smoke marijuana hoping to pass or perform wonders	3.16	1.12	High
4. Be out social with peers and avoid study groups	3.00	.99	High
5. Go against my parents' wishes to be in school	3.11	1.18	High
6. Drink beer or liquor and forget about school	2.62	.61	High
7. Be part of one (or more) of the "crowds" at school	3.04	.91	High
8. Drop out of school	3.82	1.24	High
9. Depend on illegal drugs for class achievement	2.88	.81	High
10. Go to parties and sacrifice studies	2.58	.78	High
11. Cut classes or skip school	2.71	.72	High
12. Give teachers a hard time in school	2.72	.93	High
Mean of Means	**3.28**	**1.00**	**High**

Source: Field Survey (2022)

Table 7 presents the extent to which influence of peer pressure affects students' dropouts in Adansi North District of Ghana. In all, peer pressure to drop out of school was reported to be high among students (M=3.82, SD=1.24). It was found from respondents that students suffer from the pressure Not study or do homework (M=3.34, SD=1.20).

The respondents also claimed that they felt pressured to smoke marijuana with the hope to pass or perform wonders in the academic work (M=3.16, SD= 1.12); go against their parents' wishes to be in school (M=3.11, SD= 1.18). They felt pressured to be out social and avoid study groups (M=3.00, SD= .99); give teachers a hard time in school (M= 2.72, SD= .93); cut classes

or skip school (M=2.71, SD=.78); go to parties and sacrifice studies (M= 2.58, SD= .78); depend on illegal drugs for class achievement (M= 2.88, SD= .81). All the above findings indicated either a lot of pressure, somewhat pressure, or little or no pressure by participants. Thus, there seems to be high level of influence of peer pressure particularly on student dropping out of school with an average mean (M=3.28) and standard deviation (D=1.00).

Discussion of Results on Research Question One

The results from this research work pointed to the fact that influence of peer pressure on students' dropouts was high. Respondents seemed to pay less or no attention to their study or assignments due to high pressure to not study or do homework. They smoke marijuana hoping to pass or perform wonders in their studies. They have dropped out of school before or at risk of dropping out of school, give teachers hard time in school among others. This suggests that students in senior high schools in Ghana experience a lot of pressure from their age mates to do things they would otherwise not do.

However, these results may not pertain to senior high school students in Ghana alone. Several research findings in high schools across the globe equally report similar occurrences. Peers in groups share common and paralleled life experiences in schools together, contrary to what teachers do share with students. This is because students and teachers fall into two dissimilar roles and experiences (Steinberg, 2010.). Students choose to share about schools and their careers with their parents but enjoy talking about sex, drugs and other interpersonal relationships with their peers (Steinberg). Peer influences are important with respect to a wide range of health behaviours, including medication taking (Berkman, 2000), diet (Larson, Neumark, Hannan,

& Story, 2007), sexual intercourse (Henry, Deptula & Slavick, 2007), and substance use (Kobus, 2003).

The results in this study support a similar study in Ghana by Asiedu Christian et al., (2019), whose findings revealed that a good number of children who are influenced by their peers are either at risk of dropping out or have dropped out school before. In other words, the extent to which influence of peer pressure on students' dropouts are affirmed to be prevalent and observable. The results of this study are also in line with a two-year longitudinal study jointly conducted by the International Institute of Population Science, Mumbai and the Population Council, New Delhi, which involved 55,000 youngsters between ages of 15 and 29 (Eyiah-Bediako, 2020).

SECTION C: Relationship between Drug Use and Students' Dropouts.

Research Question Two

What relationship exists between drug use and students' dropouts in the public senior high schools in Adansi North District?

Table 9: Descriptive Statistics for relationship between drug use and students' dropouts

The section of the study sought to find out the relationship between drug use and students' dropouts in the senior high schools. The results in the section provided findings on the description of the connection between drug use and students' dropout.   The respondents were requested to answer items rated on a Likert Scale of 1-5 [Never (N)-1, Once or Twice (OT) -2, Monthly (M) -3, Weekly (W)-4, Daily or Almost (DA)-5].

A benchmark of [(1+2+3+4+5)/5] was set based on the scale employed to compare the mean obtained with. The mean scores higher than 3.0 suggested

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drug use and its association with students' dropout in the senior high schools.

The mean scores below 3.0 showed least or no drug use and its association with

students' dropout.

Table 9: **Shows details of analysis**

Statements (Items)	Mean(M)	Standard Deviation (SD)	Level
1. In my lifetime, I have ever used marijuana, cigarette, alcohol and other drugs.	3.25	1.15	High
2. In the past three months, I have often used the marijuana, cigarette, alcohol and other drugs.	3.15	1.27	High
3. During the past three months, I often have a strong desire or urge to use drugs.	3.88	1.90	High
4. During the past three months, my use of drug led to health, social, legal or financial problems.	3.20	1.52	High
5. During the last three months, I failed to do what was normally expected of me because of drug use.	3.10	.99	High
6. I have tried and failed to control, cut down or stopped using drugs.	3.01	1.10	High
7. A friend or relative or anyone else has ever expressed concern about my drug behaviour.	3.32	1.74	High
8. My use of drugs such as marijuana, cigarette, alcohol and other drugs can cause me to drop out or has caused my dropout of school before.	3.81	1.94	High
Mean of Means	**3.34**	**1.45**	**High**

Statistics above reveal that there is a significant relationship between drug use and students' dropout with an average mean (M= 3.34, SD= 1.45 above the bench mark mean (M= 3.0). Respondents, in their life time, have ever used marijuana, cigarette, alcohol and other drugs (M= 3.25, SD= 1.15). In the past three months, they have often used marijuana, cigarette, alcohol and other drugs (M= 3.15, SD= 1.27). During the past three months, she/he has often had a strong desire or urge to use drugs (M=3.88, SD= 1.90).

From the table 9 above, during the last three months, the respondents' use of drugs led to health, social, legal or financial problems (M=3.20, SD= 1.52). This constitutes weekly, daily or almost daily frequently used drug among senior high school students. Students who have used drugs in the past three months have often failed to do what was normally expected of them (M= 3.10, SD= .99). They have ever tried and failed to control, cut down or stop using drugs (M= 3.01, SD= 1.10).

Moreover, respondents have friends or relatives or anyone else ever expressed concern about their drug behaviour (M=3.32, SD= 1.74). They indicate that their use of drugs such as marijuana, cigarette, alcohol and other drugs can cause them to drop out and has caused them to drop out of school before.

Discussion of Results on Research Question Two

The findings of the study revealed that a significant relationship exists between drug use and students' dropouts. A high percent of respondents uses marijuana, cigarette, alcohol and other drugs. Those who engage in the use of these substances developed strong desires for more intakes, were unable to do the things they normally did, including regular attendance to school, and have

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had problems relating to social, health, legal or financial issues. It could, therefore, be inferred that the students who engage in illicit drug could experience school dropout. In other words, students who engage in drug use are susceptible to dropout since such behaviour adversely affects their normal routine activities like going to school, doing homework, and so forth.

The results of this study are supported by a number of previous studies. Drug use manifests itself in the period of adolescence. This is because the transition period is characterized by reduced dependency on parents' or guardians' control. The students begin to dissociate themselves and work towards reducing parental dominance as against their preference for guidance from colleague student adolescents. The students in adolescence, often times experience "a time of experimentation in risky behaviours" (Feldstein & Miller, 2009).

Another study's finding by Best, Gross, Manning, Gossop, Witton, & Strang (2007) among 2000 British adolescents aged between 14 and 16 years equally supports the finding of this work. Their work revealed that prolonged cannabis abusers spent less time to be with both parents but a more regular and free time with friends who smoked, drank alcohol and used illicit drugs.

Moreover, neurobiology shows the positive correlation between drug use and dropouts among adolescents. According to Kiwanuka (2018), "Among adolescents, the prefrontal cortex of the brain structure is still maturing until the age of 24. This structure is responsible for making decisions and judgements. This renders adolescents vulnerable. Inclusive of immature decisions among the senior high school peers is involvement in deviant behaviours, for instance, drug use (National Institute of Drug Abuse, 2010).

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National Institute on drug abuse (2014) further emphasises in past results "…that 70 percent of high school students have tried alcohol, half have tried illegal drugs, nearly 40% have smoked cigarette and more than 20 percent have used prescriptive drugs for nonmedical purpose."

The findings resonate with the disease theory of alcoholism. The theory posits that immoderate consumption of alcohol is a mental disorder, or health deficiency (Trotter, 1988). The individuals who are addicted to alcohol, marijuana and drug intake continue to develop strong desires for more drugs. Peers who engage in drug use may be suffering more from "psychological disease than a neurological one". (Segal, 2013).

The results further associate with those of the social learning theory. Social learning theory argues that "initiation into substance abuse does not originate in an adolescent's own substance specific cognition; rather, it originates in substance specific attitudes and behaviours of people who serve as adolescent's role model." (Kiwanuka, 2018). It posits that a student's participation in drug use is likely to experience three sequential outcomes, that is observation, imitation and social enforcement (Lee, Akers & Borg, 2004). In a nutshell, drug use seemed to contribute to students' risk to drop out as users have ever experienced that before.

Section D: **Descriptive Statistics of the risk factors that contribute to students' dropout in public senior high schools.**

Question three: What are the risk factors that contribute to students' dropouts in public senior high schools in Adansi north district?

The study sought to identify some risk factors that contribute to students' dropouts in the senior high schools. The results in this section provided findings on the description of the various risk factors accounting to students' dropout. The respondents were requested to answer items rated on a Likert scale of 1-4 [Strongly Agree (SD)-4, Agree (A) -3, Disagree (D) -2, Strongly Disagree (SD)-1].

A benchmark of 2.50 [(4+3+2+1)/4] was set based on the scale employed to compare the mean obtained with. The mean scores lower than 2.50 suggested a high risk of students' dropout in the senior high schools. The mean scores above 2.50 showed low risk of students' dropout.
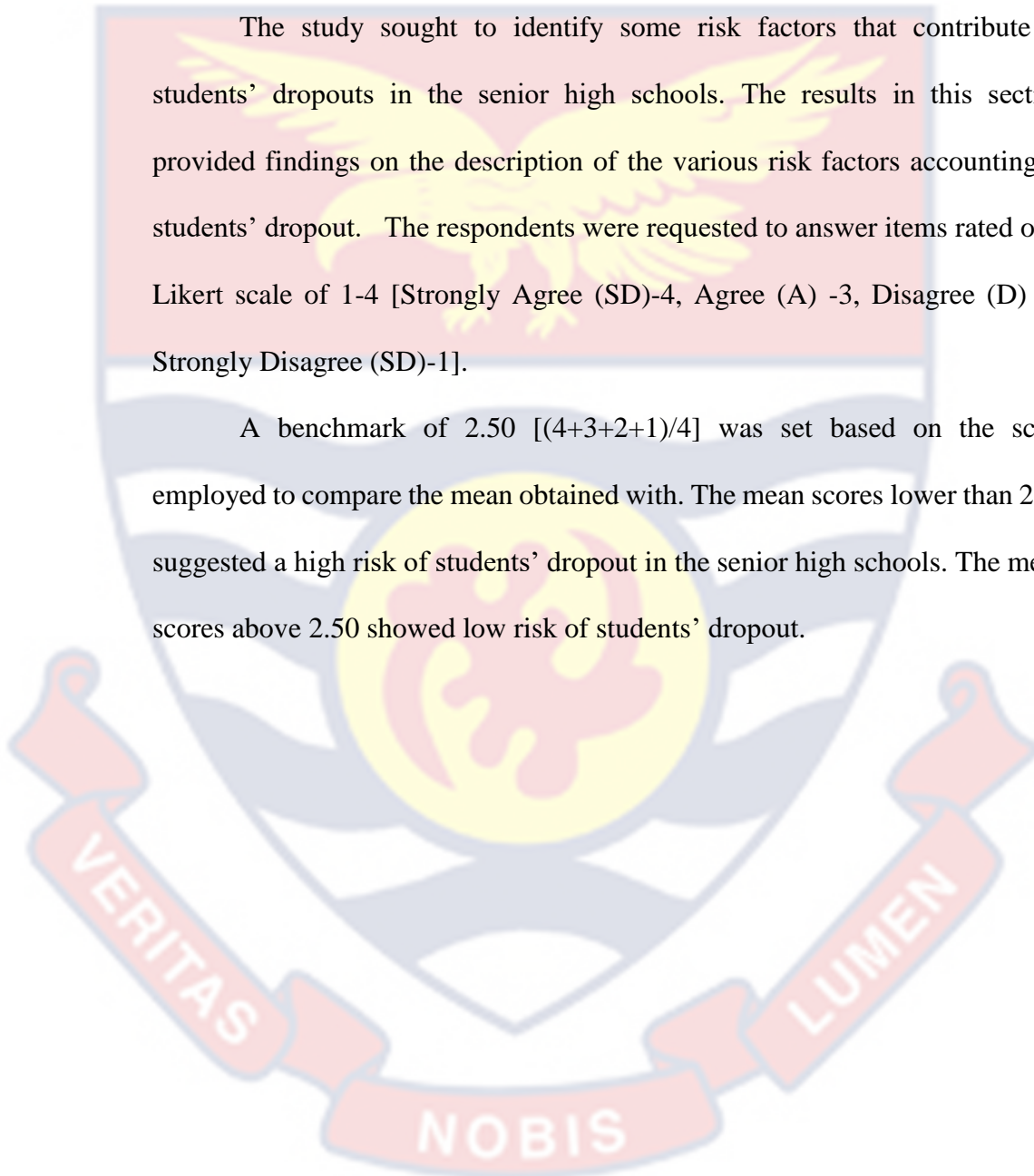
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Table 10: Depicts details of the analysis.

Statements (Items)	Mean	SD	Level
1. I think that in my school, the teachers have a good relationship with the students.	1.40	.94	High
2. I think that in my school, the administration has a good relationship with the students	2.16	.87	High
3. I think that in my school, I feel good when I'm at school.	2.21	1.00	High
4. I think that in my school, I am treated fairly	2.00	.99	High
5. In the last semester, it happened that a peer didn't want be friends with me.	2.51	1.18	Low
6. In the last semester, it happened that I felt rejected at school.	1.32	.61	High
7. In the last semester, it happened that I didn't like being at school.	2.14	.80	High
8. In the last semester, I had problems related to skipping classes.	2.42	1.30	High
9. I have problems at school, for example fights with peers or other students.	2.28	.81	High
10. I have problems at school for being caught smoking or drinking at school.	1.58	.93	High
11. I have problems at school for being warned by the Headmaster/Headmistress or teachers because of my misbehaviour	1.42	.98	High
12. I see myself finishing senior high school.	2.60	.78	Low
13. I have friends that have not finished senior high school.	2.10	1.50	High
14. I am happy with my school performance	1.92	1.00	High
15. There are people around me that think school is a waste of time	2.10	.79	High
16. I am happy with my friends	2.80	1.23	Low
Mean of Means	**2.06**	**1.05**	**High**

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Descriptive statistics from table 10 depict that the respondents are at high risk of dropping out of school with an average mean (M= 2.03) and Standard Deviation (SD= 1.05) below the bench mark mean (M= 2.50). Respondents have problems at school for being warned by their Headmaster/Headmistress or teachers because of their misbehaviour (M= 1.42, SD= .98); problems for being caught smoking or drinking at school (M= 1.58, SD= .93).

Respondents think that teachers have good relationship with students (M= 1.40, SD= .94); the Administration has a good relationship with students (M= 2.16, SD= .87) and they feel good when they are at school (M= 2.21, SD= 1.00). In the last semester, it happened that a peer didn't want to be friends with respondent (M= 2.51, SD= 1.18); they felt rejected at school (M=1.32, SD= .61) and didn't like being at school (M= 2.14, SD= .80).

Consequently, respondents have problems fighting with peers or other students at school (M= 2.28, SD= .81) and unhappy with their school performance (M= 1.92, SD= 1.00). They have friends that have not finished senior high school (M= 2.10, SD= 1.50); have people around them that think that school is a waste of time (M= 2.10, SD= .79) but see themselves finishing senior high school (M= 2.60, SD= .78).

Discussion of Results on Research Question Three

What are the risk factors that contribute to students' dropouts among senior high schools in Adansi North District?

The findings of this study generally depicted high risk levels of students' dropouts in senior high schools. Respondents were not happy with their school performance but happy with their friends and the schools in general. The results are in line with a study by Lynch, Lerner, & Leventhal (2013) that indicated that

friends played influential role in peers' interest in school and in their academic achievement. In other words, the worldview of students' relations in the learning setting affects peer interactions in such a learning environment (Ripiski & Gregory, 2009). This risk may account for discomfort among students who are equally unhappy with performance and how teachers relate with them.

The respondents had problems at school by receiving a warning from their Headmaster/mistress or teachers because of their misbehaviour. This finding was in support of other studies which indicated that in spite of the challenges involved in distinguishing causes from consequences, "students who drop out from school are at increased risk for displaying socioemotional problems and engaging in delinquent and criminal behaviour" (Prevatt & Kelly, 2003; Lochner & Moretti, 2004; Bradshaw et al., 2008; Asuncion et al., 2016).

Another study also found school dropout to be the final level "of a dynamic, cumulative, and multidimensional process of school disengagement" (Andrei et al., 2012; Bjerk, 2012; Fortin et al., 2013; Korhonen et al., 2014) from which several factors illustrated this problem (Bronfenbrenner & Morris, 1998; Jimerson et al., 2000; De Witte et al., 2013).

Furthermore, students' unaccepted attitude affects parental commitment and support (Dishion et al, 2004), just as does teachers' interactions with learners (Hughes et al., 2001; Lewis et al., 2005; Settanni et al., 2015; Asuncion et al., 2016). People around some respondents even thought that going to school was a waste of time. Others had problems relating to smoking, skipping classes, and having friends who have not finished senior high school. In a similar finding by the Ghana Education Service, drop is a serious challenge confronting learner, especially boys in schools. Anecdotal evidence

reveals that the major risk factors of dropout of school children include poverty, repletion, unfriendly school environment, and distance to and from school (Ghana Education Service, 2018).

Inferential Statistics

The hypothesis one sought to examine the combined effects of age, gender, class and residence on students' dropouts among senior high schools in Adansi North District. It was hypothesized that there is no significant relationship between age, gender, class, residence and students' dropouts among senior high school students. A multiple regression analysis was used to test the hypothesis and the results are presented in table 10.

Hypothesis One

There is no statistically significant relationship between age, gender, class and residence and students' dropouts.

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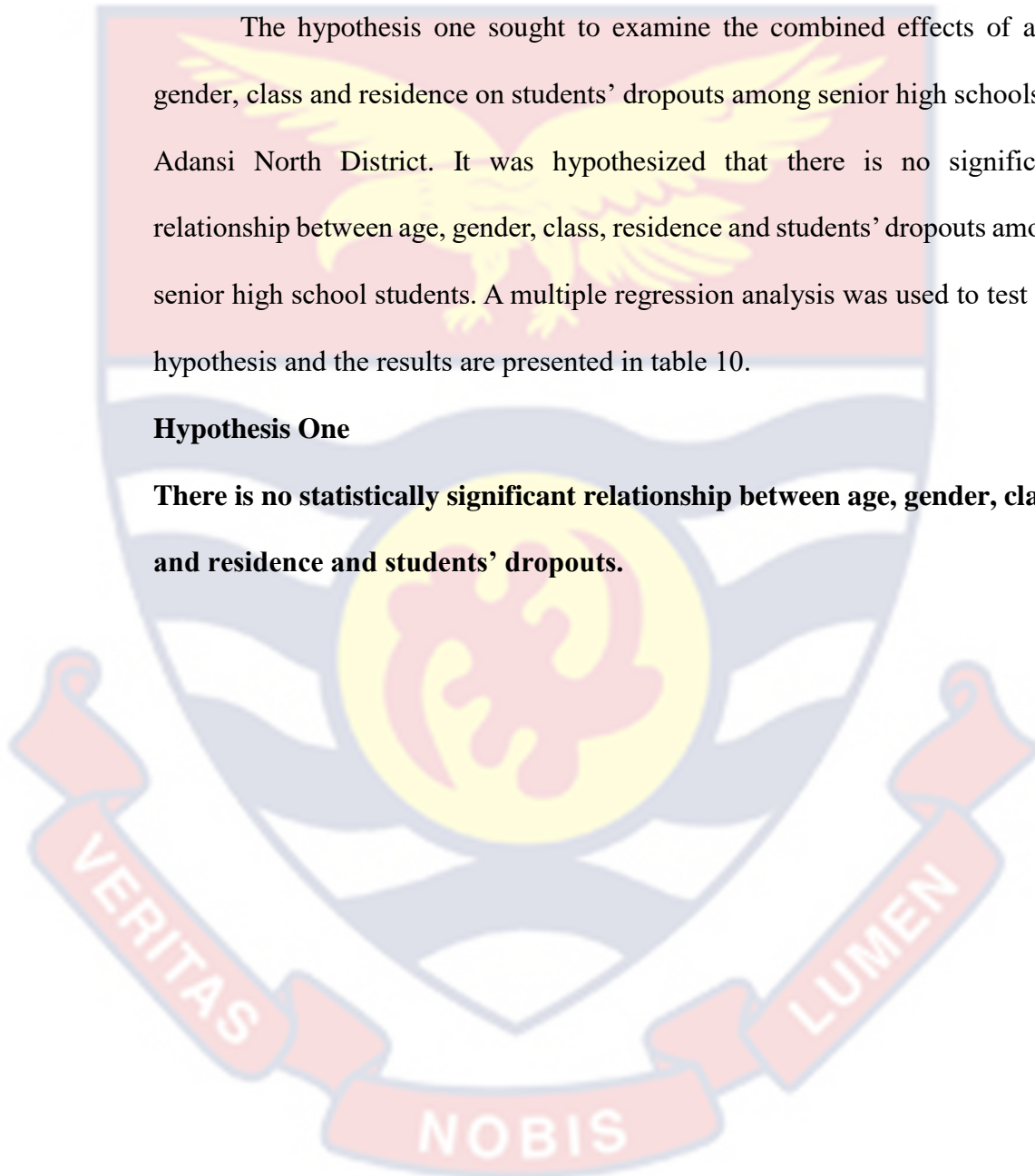
Table 10: Multiple Regression results of age, gender, class, and residence predicting students' dropouts.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R^2	Df	F	Significa-nce
	B	Std. Error	Beta						
(Constant)	4.222	.470		8.978	.000	.032	4	2.917	.021
Age	-.167	.122	-.077	-1.375	.170				
Gender	-.311	.123	-.137	-2.524	.012				
Class	-.231	.137	-.092	-1.687	.092				
Residence	-.174	.121	-.077	-1.438	.151				

a. Predictors: (Constant), Age, Gender, Class, Residence

b. Dependent Variable: Students' Dropout

Source: Field survey (2022), Significant, $p < 0.05$

The multiple regression analysis was run to test if age, gender, class and residence significantly predicted students' dropouts of school. The results from table 13 show that age, gender, class and residence explain 32% of the variance to students' dropouts. (R^2 = .32, F (1,203) = 2.917, p<.05). However, apart from gender which significantly predicted dropout (β= -.137, p<.05), age, class did not significantly predict students' dropouts (β = - .077, p > .05); (β= -092, p >.05) as neither did residence (β= -.077, p >.05).

Discussion of Results on Hypothesis One

The results revealed that only gender could significantly predict students' dropouts. Age, class, and residence did not significantly predict students' dropouts. The implication is that students' dropouts seem to be associated with gender rather than age, class and residence of respondents. This finding is in line with other research results. The demographic factors such as gender, status, and ethnicity were found to be strongly associated with students' dropouts.

Furthermore, from family with poor demographic status, boys had been identified to be more susceptible to dropout than girls (Battin-Pearson et al, 2000). The results of this study also agreed with the finding by Boeren et al., (2010), who espoused that age was not significantly associated with dropout. Respondents who were found to be young seemed to be highly at risk to drop out of school, and not the other way round. Similarly, both class and residence did not predict dropout, and the implication was that the class of the respondent, such as forms two or three, seemed to have little or no effect on the students' dropouts. Again, whether the student was a day or boarding residence did not also seem to have any effect of his/her chances of dropping out of school.

Hypothesis Two

There is no statistically significant relationship between peer influence and drug use, and students' dropouts in senior high schools.

The hypothesis two also sought to establish the combined effects of peer influence and drug use on students' dropouts among public senior high schools in Adansi North District. It was hypothesized that peer influence and drug use significantly predict students' dropouts. A multiple regression analysis was used to test the hypothesis and the results are presented table 11.

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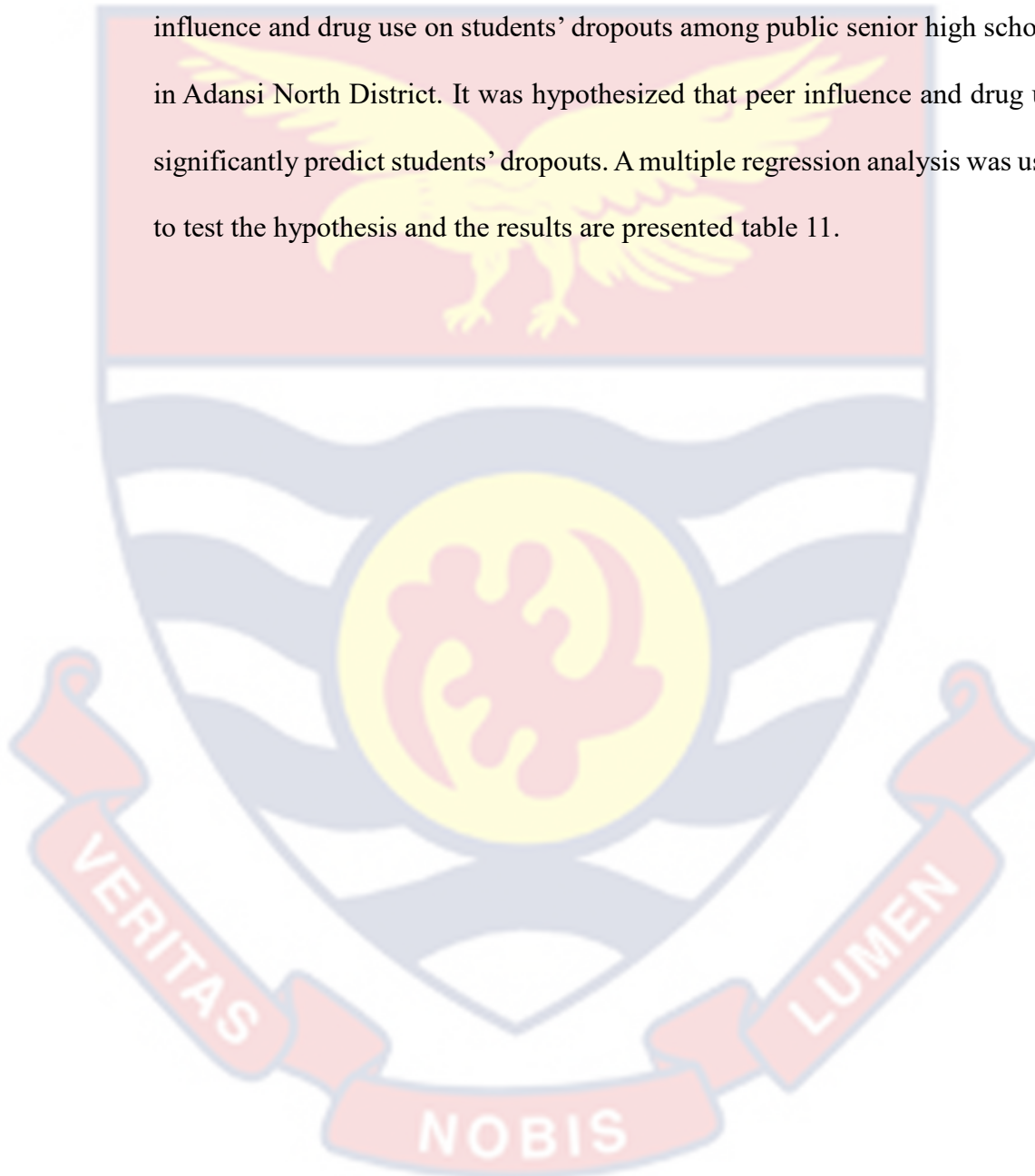
Table 11: Multiple regression Result of Peer Influence and Drug Use Predicting Students' Dropout

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R^2	Df	F	Significance
	B	Std. Error	Beta						
(Constant)	1.419	.213		6.648	.000	.113	2	22.462	.000
Peer Influence	.158	.052	.152	3.020	.003				
Drug Use	.307	.050	.306	6.103	.000				

a. Predictors: (Constant), Drug Use, Peer Influence

b. Dependent Variable: Students' Dropout

Source: Field Survey (2022), Significant, p<0.05

The multiple regression analysis was run to test if peer influence and drug use significantly predicted students' dropouts of school. The results from table 14 show that peer influence and drug use explain 11.3% of the variance to students' dropouts (R^2 = .113, F (2,531) = 22.46, p<.05). It also indicated peer influence significantly predicted students' dropouts (β =152, p < .05) as did drug use (β= .306, p< .05).

Discussion of Results on Hypothesis Two

The data analysis of this study had shown that peer influence and drug use significantly predicted students' dropouts. The result is in support of several other previous research findings as follows. First of all, students become susceptible to influence on the basis of their craving for liking and acceptance (Deutsch & Gerard, 1955). In other words, "…the influence of descriptive norms on behaviour is modified by injunctive norms, perceived benefits and group identity" (Rimal & Real, 2005).

It is frequently argued in relation to "informational influence which is described as conformity due to the desire to be factually correct" (Miyajima & Naito, 2008). It is worthy of note that normative social influence provides dependably observed relevance of informational influence in adolescents.

Again, immoderate consumption of alcohol is found to cause mental disorder, or health deficiency (Trotter, 1988). Moreover, Rush, Huss and Segal had corroborated Trotter's exposition that alcoholic intake was a health problem. According to Rush (1978: pp.143-174), excessive drinking was observed as "loss of control" and, therefore, constituted "addiction." He opined that the individuals who were addicted to alcohol intake should refrain from it quickly and completely.

It is worth of note, however, that several researchers rejected the disease theory of alcoholism on rational, empirical, and other grounds (Vailant, 1990). Stanton Peele and Nick Heather, for example, argued that "by removing some of the stigma and personal responsibility, the disease concept actually increases alcoholism and drug abuse … thus the need for further treatment" (Heather & Robertson, 1997). This notwithstanding, those findings were relevant in the context of this study.

Previous studies had established the mediating effect of poor academic achievement on other factors, such as deviant affiliation, personal deviance, family socialisation and structural strains, associated with school dropout (Battin-Pearson et al., 2000). In other words, weak educational attainment relates with and affects the association between high school dropout and other variables. Indeed, research has shown that weak academic attainment is one of the strongest predictors of high school dropout. This implies that students who suffered from peer influence and drug use might inadvertently have performed poorly academically and behaviourally, thus subsequently dropping out of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This section of the study report presents the summary, conclusions and recommendations. The conclusions and recommendations are based on the findings of the study.

Summary

Overview of the Study

This study sought to determine influence of peer pressure and drug use on students' dropout, how peer influence affects dropout, how drug use affects dropouts, and how age, gender, class, and residence account for students' dropouts in senior high schools in Adansi North District of Ghana. To achieve this purpose, the study was guided by the following specific objectives.

1. Establish the extent to which influence of peer pressure affected students' dropouts in public senior high school in Adansi North area.

2. Find out the relationship between drug use and students' dropouts in public senior high schools in Adansi North District.

3. Identify the risk factors that contribute to students' dropout in public senior high schools in Adansi North District.

4. Determine how age, gender, class and residence contribute to students' risk of dropping out among senior high schools in Adansi North District.

5. Establish the relationship between peer influence, drug use on students' dropout in public senior high schools in Adansi North District.

The quantitative research design was used for the study because it provided opportunity to gather information from a larger population. The

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researcher imperatively provided descriptive and inferential information on the main variable of the study. The nature of this study limited it to students in senior high schools in Ghana who were between the ages of 12-23 years old. This study was also limited to the three public senior high schools in Adansi North District of Ashanti Region.

The multiple sampling approach was used to select the respondents from the schools for the study. The techniques were as follows: census sampling, proportionate and systematic random sampling. A total of 357 students were selected to participate in the study. The main instruments for the data collection were standardised scales questionnaires. The questionnaires were adapted and modified to suit the phenomenon under study. The researcher observed all the protocols, including ethical considerations, before data collection commenced.

It is worthy of note, however that the researcher could not have respondents in senior high school form one due to their long vacation and time constraint. This situation was never anticipated by the researcher; however, it did not affect the outcome of the study. Data collected were analysed using means and standard deviation, and multiple regressions.

Key findings

The findings of the study, in this section, have been organised according each objective. This was to ensure a clear distinction of the results.

The extent to which influence of peer pressure affected students' dropouts.

In all, influence of peer pressure on students' dropouts was high. It was constructed to find out students' out social life with peers and avoiding study groups, smoking marijuana hoping to pass or perform wonders, cut classes or skip school, not study or do homework, go against parents' wishes to be in

school and so forth. Respondents also have dropped out of school before or at risk of dropping out of school, give teachers hard time in school among others. This suggests that students in senior high schools in Ghana experience a lot of pressure from their age mates to do things they would otherwise not do.

Relationship between drug use and students' dropouts

On a whole, there was high possibility of connection between drug use and students' dropouts. Respondents claimed they have ever used marijuana, cigarette, alcohol and other drugs in their lives. Students who engaged in the use of these substances developed strong desires for more intakes, were unable to do the things they normally did, including regular attendance to school, and have had problems relating to social, health, legal or financial issues. It could, therefore, be inferred that the students who engage in illicit drug could experience school dropout. In other words, students who engage in drug use are susceptible to dropout since such behaviour adversely affects their normal routine activities like going to school, doing homework, and so forth.

Risk factors that contribute to students' dropouts

The overall outcome of this section of study depicted high risk levels of students' dropouts in senior high schools. Students claimed that they were not happy with their school performance but were happy with their friends and the schools in general. They claimed they had problems at school by receiving a warning from their Headmaster/mistress or teachers because of their misbehaviour. People around respondents even thought that going to school was a waste of time. Others had problems relating to smoking, skipping classes, and having friends who have not finished senior high school. Apart from respondents expressing some delight in school generally and being with friends

specifically, the seemed suggest think the administration and teachers were not in good relationship them. These were found, among others, to be high risk factors likely to contribute to students' dropout.

How age, gender, class and residence predicted students' dropouts.

It was found from this section of the study that only gender could significantly predict students' dropouts. Students claimed that their age (how old or young), class (form two or three), and residence (day or boarding) did not substantially account for students' dropouts. The implication is that students' dropouts seem to be associated with gender rather than age, class and residence of respondents. On gender, the boys claimed they were more susceptible to dropout than girls. Whether old or young, form two or three and day or boarding did not seem to suggest the likelihood of student leaving school before the expected terminal point.

How peer influence and drug use predicted students' dropouts

The outcome of this section of the study was that influence of peer and drug use significantly predicted students' dropouts. Students that claimed to be susceptible to negative influence by their peers craved for liking and acceptance, engaged in drug behaviour and are risk of dropping out of school and this relationship was not mutually exclusive. Some renowned findings in line with this study contend that when a person wants to connect with a friends or group that shares their beliefs, behaviour, or other features, selection takes place. De-selection is a step in the selection process. Others in a peer group may react by leaving the group (de-selection), thereby adhering to the new group norm, when some of their peers start smoking or experimenting with other drugs (Andrews, Tildesley, Hops, & Li, 2002).

Conclusions

The conclusions that were drawn based on the findings of the study are as follows. One, the level at which influence of peer pressure affected students' dropouts was reported to be high. Students' tendency to be with friends at the expense of their studies was reported to be high. They highly depended on marijuana, cigarette, alcohol and other drugs believing that would enhance their school performance. This suggests that students in senior high schools in Ghana experience a lot of pressure from their age mates to do things they would otherwise not do. Again, students who engaged in drug use developed strong desires or taste for more drugs. Students in senior high schools who engage in drug use are also susceptible to dropout since such behaviour adversely affects their normal routine activities like going to school, doing homework, and so forth.

Moreover, there are several risk factors that contribute to students' dropout of senior high school. Students reported being unhappy with the kind of relationship that existed between students and teachers and students and school administration. These and other factors like warning from school heads, poor performance and drug use seemed to put learners at risk to drop out of school. This notwithstanding, students still felt happy with their school in general and hoped to see themselves finishing school.

Students reported gender as a strong predictor of students' dropout. However, the age, class, and residence of students did not significantly predict students' dropouts. In a nutshell, peer influence and drug use were strongly combined predictors of students' dropouts. The combined effects of peer

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influence and drug use on students' dropouts were ultimately significantly established.

Recommendations based on the Key Findings of the Study

With the finding that influence of peer pressure and drug use highly contribute to students' dropouts, the following recommendations were made for policy development and practice. One, it was recommended to parents and guardians to monitor the activities of their children in senior high schools and the kind of friends these children make. This would provide the parents enough grounds to identify early stages of negative peer influence and proffer useful guidance. It would also provide parents the opportunity to keep their children away from drug use before they reach addiction. The combined effects of peer influence and drug use on students' dropouts will be brought to the barest minimum, if not eradicated, due to early detection.

Two, the results of the study revealed that drug use relates to students' dropouts. It is recommended that both parents and teachers should sensitise students adequately to enable senior school students differentiate negative peer influence from positive influence. The heads of various institutions should create congenial learning atmosphere for students to ease some fear in them.

Three, the study identified some risk factors such as poor administration and students' relationship, unfriendly teacher-students' relationship, intimidation of students by both heads and teachers etcetera that could put students at risk of dropping out of school. They are not happy with their school performance and teachers. It is recommended to the Guidance and Counselling Coordinators to develop strategies which would enable students to re-channel their urge for drugs as early as possible It was recommended to the Ghana

Education Service to resource the Guidance and Counselling Coordinators to enable them to provide more preventative services for students before they drop out of school.

Implications for Counselling

1. Influence of peer pressure was found to be contributing to students' dropouts. Therefore, Guidance and Counselling Coordinators must offer assistance to the vulnerable students to mitigate negative its effects by providing more education on peer pressure and students' dropout.

2. Students also ignore parents' advice to stay in school and rather become out social with friends. The Guidance and Counselling Coordinators should make frantic efforts to educate parents/guardians at Parents-Teacher Association meetings on how to incorporate appropriate disciplinary measures in the upbringing of their children.

3. Guidance and Counselling Coordinators should design programmes that highlight on the need to ensure safe school environment by promoting good student-administration and student-teacher relationship.

4. The finding that peer influence and drug use significantly put learners at risk of dropping out school requires more developmental, facilitative and preventive counselling services. This will offer the students an opportunity to make informed choice and decision in dealing influence of peer pressure, drug use and dropouts.

Suggestions for further studies

This study focused on some risk factors that contributed to students' dropout as poor relationships between school authority, teachers and students; threat from some heads of institution through warnings; smoking; ignoring

parents' advice in stay in school etcetera. It is recommended that further research studies could be done on eliciting information from school authority and teachers concerning their challenges in handling students' misbehaviour.

It is also recommended for future researchers to investigate about the life style of students who have actually dropped out of school due to drug use.

Researchers could equally look at how effective the application of Positive Disciplinary Tool kits (PDTs), Rational Emotive Behavioural Therapy (REBT) could help Guidance and Counselling Coordinators deal with students' misbehaviour in senior high schools.

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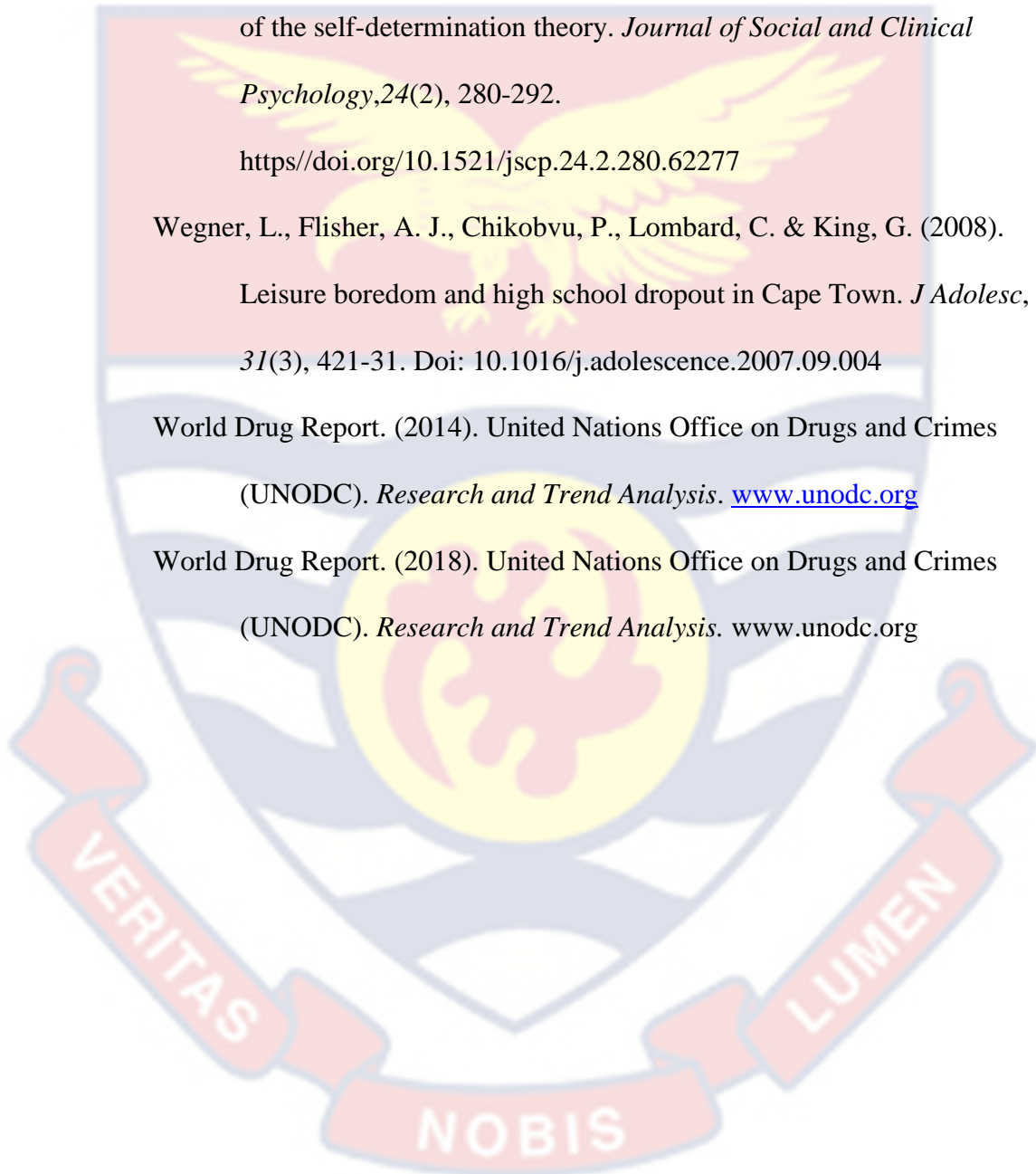
APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING
RESEARCH QUESTIONNAIRE

My name is Abdul Malik Busumuru Adams, an MPhil. Guidance and Counselling student. I am conducting a study on **Influence of Peer Pressure and Drug Use on Senior High School Students' Dropouts in Adansi North District of Ashanti Region, Ghana**. You are kindly requested to complete this questionnaire by ticking (√) only one of the options for each item.

This study is carried out solely for academic purposes. The study also carries minimum risks. The information obtained will be kept confidential. Your participation in this study is voluntary and you are free to withdraw from this study at any time without penalty. You are also free to ask any questions about the study. Your name will not be required when responding to the statements in the questionnaire.

Section A: Demographic Data

Please tick (√) below the responses that best correspond with your demographic information.

1. Age : 12-15 [   ]   16-19 [   ]   20-23 [   ]

2. Gender : Male [   ]   Female [   ]

3. School : Fomena T. I. Ahmadiyya SHS [   ]   Dompoase SHS [   ]

     Asare Bediako SHS [   ]

4. Class (Form): 1 [   ]   2 [   ]   3 [   ]

5. Residence : Day [   ]   Boarding [   ]

6. Track : Single [   ]   Double   [   ]

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Section B: Peer Pressure Inventory to measure the extent to which influence of peer affected students dropouts.

The following statements describe the extent to which influence from friends impacts on students' dropouts. Please rate yourself by **circling** the answer which best describes the extent to which you have these conditions. Select one of the four responses for each of the questions to indicate your level of pressure, where 1= NO PRESSURE, 2= LITTLE, 3= SOMEWHAT, and 4= A LOT.
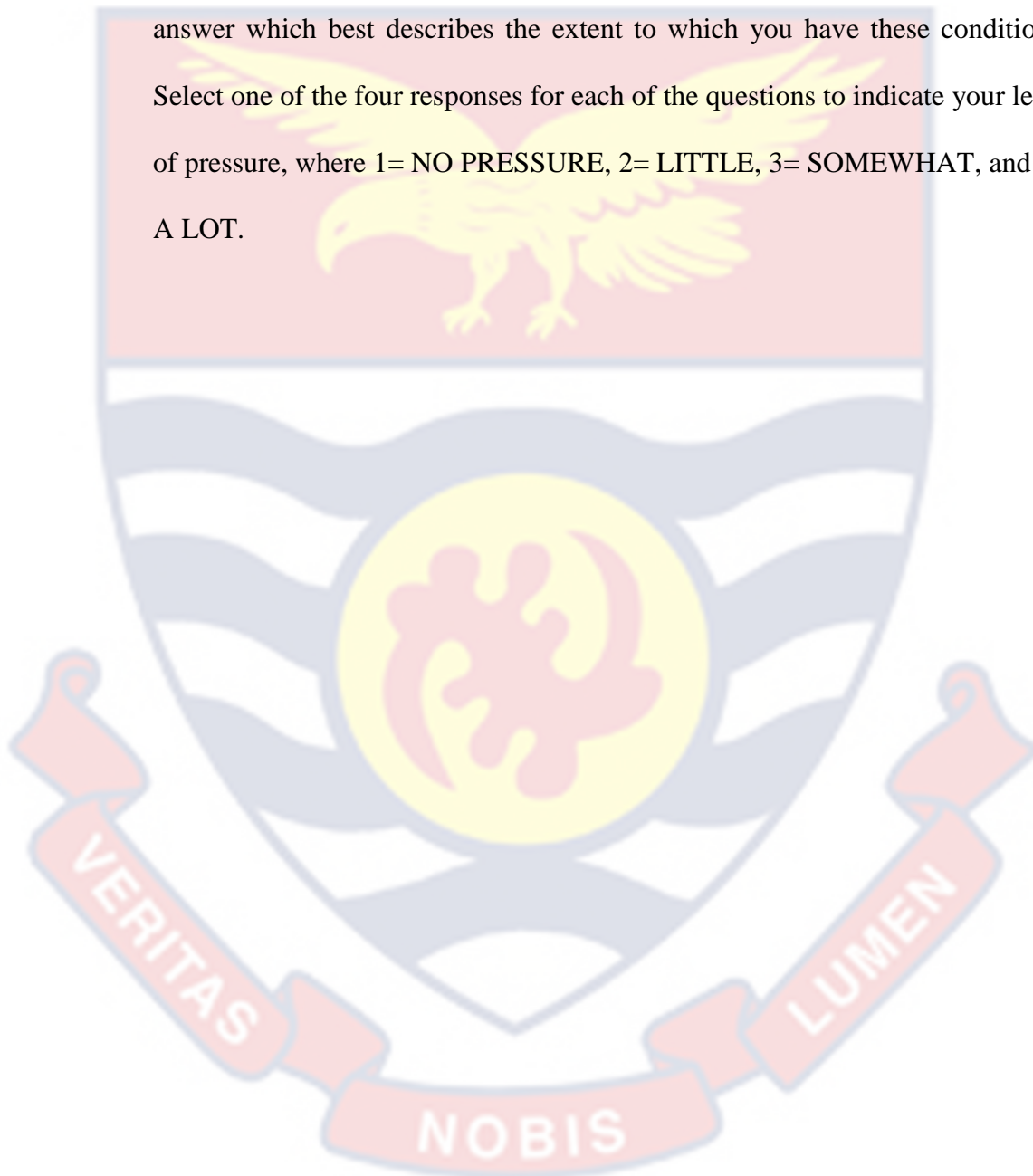
NO.	ITEMS	1	2	3	4
1.	NOT study or do homework?	1	2	3	4
2.	Take the SAME classes that your friends take?	1	2	3	4
3.	Smoke marijuana?	1	2	3	4
4.	Be social, do things with other people?	1	2	3	4
5.	Try to be "tough," pick fights? etc.	1	2	3	4
6.	Go against your parents' wishes?	1	2	3	4
7.	Have a steady boyfriend or girlfriend (opposite sex)?	1	2	3	4
8.	Drink beer or liquor?	1	2	3	4
9.	Be part of one (or more) of the "crowds" at school?	1	2	3	4
10.	Drop out of school?	1	2	3	4
11.	Be in religious activities (church, Young Life, etc.)?	1	2	3	4
12.	Try illegal drugs?	1	2	3	4
13.	Go to parties?	1	2	3	4
14.	Wear the same types of clothes your friends wear?	1	2	3	4
15.	Talk or act the same way your friends do?	1	2	3	4
16.	Go out for sports?	1	2	3	4
17.	Cut classes or skip school?	1	2	3	4
18.	Ignore what your parents tell you?	1	2	3	4
19.	Do things to impress members of the opposite sex?	1	2	3	4
20.	Give teachers a hard time?	1	2	3	4
21.	Try to get into certain ''crowds" or "groups'' and not others?	1	2	3	4
22.	Have sexual intercourse?	1	2	3	4

Section C: Relationship between Drug Use and Students' Dropouts

Part I

Instructions: NIDA Q.S measures how drug use or behaviour (substance abuse) contributes to dropout and dropout affects drug use. With honesty, answer all questions starting from part item I. Circle or tick in the boxes towards the option you choose.

Items	Never (N)	Once or Twice (OT)	Monthly (M)	Weekly (W)	Daily or Almost (DA)
1. In my lifetime, I have ever used marijuana, cigarette, alcohol and other drugs.	1	2	3	4	5
2. In the past three months, I have often used the marijuana, cigarette, alcohol and other drugs.	1	2	3	4	5
3. During the past three months, I often have a strong desire or urge to use drugs.	1	2	3	4	5
4. During the past three months, my use of drug led to health, social, legal or financial problems.	1	2	3	4	5
5. During the last three months, I failed to do what was normally expected of me because of drug use.	1	2	3	4	5
6. I have tried and failed to control, cut down or stopped using drugs.	1	2	3	4	5
7. A friend or relative or anyone else has ever expressed concern about my drug behaviour.	1	2	3	4	5

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8. My use of drugs such as marijuana, cigarette, alcohol and other drugs can cause me to drop out or has caused my dropout of school before.	1	2	3	4	5

Section D: **The risk factors that contribute to students' dropout in public senior high schools using school dropout risk assessment questionnaire (SDRAQ).**

Tick the most appropriate option that applies to you. Option: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D).

Statements (Items)	SA)	(A)	(SD)	(D)
1. I think that in my school, the teachers have a good relationship with the students.	4	3	2	1
2. I think that in my school, the administration has a good relationship with the students.	4	3	2	1
3. I think that in my school, I feel good when I'm at school.	4	3	2	1
4. I think that in my school, I am treated fairly.	4	3	2	1
5. In the last semester, it happened that a peer didn't want to be friends with me	4	3	2	1
6. In the last semester, it happened that I felt rejected at school	4	3	2	1
7. In the last semester, it happened that I didn't like being at school.	4	3	2	1
8. In the last semester, I had problems related to skipping classes.	4	3	2	1
9. I have problems at school, for example fights with peers or other students.	4	3	2	1
10. I have problems at school for being caught smoking or drinking at school.	4	3	2	1
11. I have problems at school for being warned by the Headmaster/Headmistress or teachers because of my misbehaviour.	4	3	2	1
12. I see myself finishing senior high school.	4	3	2	1

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13. I have friends who have not finished senior high school.	4	3	2	1
14. I am happy with my school performance, friends, teachers and the school in general.	4	3	2	1

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APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

Telephone: 0332091854		**UNIVERSITY POST OFFICE**
E-mail: dgc@ucc.edu.gh		**CAPE COAST, GHANA**
Our Ref: DGC/L.2/VOL.1/199		26th August, 2022
Your Ref:		

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION

We introduce to you, Abdul Malik Busumuru Adams a student pursuing an M.Phil programme in Guidance and Counselling at the Department of Guidance and Counselling of the University of Cape Coast. As a requirement, he is to submit a thesis on the topic: *"Impact of peer Influence and Drug Use on Senior High School Student Dropouts in Adansi North District of the Ashanti Region".* We are by this letter affirming that, the information she will obtain from your Institution will be solely used for academic purposes.

We would be most grateful if you could provide her the necessary assistance.

Thank you.

Dr. Stephen Doh Fia
HEAD OF DEPARTMENT

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APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES/ERB/UCC/edu/v6/22-73

Date: 26th August, 2022

Your Ref: ....

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
jomotosho@ucc.edu.gh
0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
0244742357

Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, Abdul M.B.Adams, Reg. No. EF/GCT/21/0.0.4. is M.Phil. / Ph.D. student in the Department of ....Guidance.... ...And Counselling................ in the College of Education Studies University of Cape Coast, Cape Coast, Ghana. He / She wishes to undertake a research study on the topic:

Impact of peer influence and drug use on Senior High School Student dropouts in Adansi North District of the Ashanti Region.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/her proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/her study. The ERB would be grateful if you would give him/her the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

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