

Exploring Peer Group Role in Drug Abuse & Academic Performance: A Cross Sectional Analysis of Universities of District Mardan

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Abstract:

This study attempts to examine peer group role in drug abuse and academic performance of students. The study sole purpose was to document the role of peer group in Drug Abuse and Academic Performance between student of Abdul Wali Khan University and Engineering and Technology University Mardan. A sample of 375 students was selected from both universities with the help of Ume Sekaran Magic Table. The distribution of the sample among the selected categories of respondents was made through a famous technique of sampling called Sample random sampling (SRS) technique. Close ended structured questionnaire was employed for primary data collection after pretesting. The analysis on collected data was made both at uni-variate and bi-variate levels by applying Chi-Square test to ascertain the association among the independent and dependent variables. The Analysis reveals a significant association between the dependent and independent variables. The study concluded that Drug abusing peers, imitation from peers group, peers group pressure, peer influence on one's decisions and the peers motivation to abuse drugs were the major reasons behind drug abusing among students and has a major impact on their academic performance. In addition the monitoring of children's routine activities by parents is seen helpful and important in prevention of such practices among students. The study recommended that inter-communication and connectedness between children's and parents is required for identifying and resolving issues related to daily life as a result children's inclination towards drug abuse will be minimal. Additionally association with deviant peer groups shall be avoided to refrain from misdemeanors such as drug abuse.

Keywords: *Drug Abuse, Adolescent's, Drug paddlers, Academic Performance, Social wellbeing.*

The abuse of drug in quantity or in a way by the abuser that contains negative consequences for both the abuser and people around is known as drug abuse (Chan,etal., 2016). Indeed, another researcher reveals that “the abuse of drug for altering one’s mood is not a new phenomenon because traditional people were also inclined towards the abuse of several drugs (Keller, 1976). Moreover, drug is abused in almost every society from jungle to plain, though there exist differences among societies in the type of drugs and its rate of abuse but has no exceptions (Ibid). Consequently, drug abuse such as alcohol, marijuana and tobacco is considered as a threat and challenge worldwide to people health, social wellbeing and economic status with varying circumstances (Owoaje & Bello, 2010; Odejide, 2006).

Illicit drug abuse primarily occurs between young student’s age 13 to 25 years (Kandel & Yamaguchi, 1993). The United Nation Office report on Drugs and Crime (UNODC, 2007) reveals a global increase of student’s involvement in drug abuse. Likewise, American National Institute for drug abuse (NIDA, 2003) confirmed that a large number of student’s age 14 to 24 years abusing tobacco, alcohol, marijuana and inhalants.

Subsequently, in contrast a large number of studies found that alongside Cigarette, marijuana, cocaine and tobacco, various medicinal drugs such as ephedrine, morphine and sleeping pills are also abuse by students (Ajayi & Ekundayo, 2010; Hingson, et al., 2005).

Drug abuse has been recognized as a major problem to the welfare of society due to its adverse effect on the health, social wellbeing, economic and academic performance of students (Njuho & Davids, 2010). Research shows constant utilization of funds and resources by almost every country of the world for the prevention of drug abuse (Johnston et al., 2005). However, despite of spending huge resources for prevention of drug abuse, the abuse of drugs and its rate is still on the rise among large number of people irrespective of their age, race, ethnicity, location, economic status and educational background but its abuse is more prevalent in young students (Ibid).

The situation of drug abuse among students in a South Asian developing Muslim country Pakistan having approximately 197 million populations (Pakistan Census, 2017) is not different from the rest of the world. The medical practitioner, educational leaders, religious clerics, law enforcing agencies, sociologists and general public in Pakistan also considered the abuse of drug an important concern, a national confront of intricate nature that needs adequate attention due to the increasing rate of involvement of young students and adverse effects on students health, social wellbeing and education endeavors (Javaid, 2017). The last survey on national level on drug abuse in Pakistan carried out in 1993 by Anti Narcotics Department documented extensive drug abusers in Pakistan approximately three million in numbers (NSDA Pakistan, 1993). However, recent studies and facts regarding drug abuse in Pakistan also reveals increasing rate of student involvement. Recently, a medical student from a renowned university in Karachi and a young engineering student from a university in Lahore lost the race of life to illegal drugs (Javaid, 2017).

As Islam is a complete code of life and has clear directions about the treatment of addiction. The teachings of Islam are explicit and precise. Addiction is named by Holly Quran as Khamar, which means fermented juice or other things that enable a person intoxicated after using and the use of such things is considered a major sin. The Muslims are directed to avoid the use of khamar or any other thing which comes in this category and considered the mother of all evils. The one of the reasons of this alarming situation is due to lack of understanding of teachings of Islam (Al-Krenawi, Graham & Sehwal, 2002).

Drugs deprive a person from decision-making ability which leads to foolish actions. The third Caliph (Khalifa) `UthmanIbnAffan (ra) said: *"Intoxicants are the key to all evils. A man was once asked either to tear up a copy of the Quran, or kill a child, or bow in worship to an idol, or drink a cup of alcohol, or sleep with a woman. He thought the lesser wrong action would be to drink the cup of alcohol, so he drank. Then he slept with the woman, killed the child, tore up the copy of the Quran and bowed in worship to an idol."* So the use of drug is the cause of every evil (Ali, 2014).

Scientifically, this study aimed to identify detailed information about peer group role in drug abuse among student's and it's affects on their academic performance in the selected universities. The upcoming section compiles the relevant literature on the issue focusing role of peer group in drug abuse and poor academic performance in district Mardan.

Aims and objectives of the study

The study aims to examine the role of peer group in drug abuse among students and its effects on their academic performance in District Mardan of Khyber Pakhtunkhwa, Pakistan.

Literature Review

Previous research studies reveal an important connection between peer group and drug abuse (Fergusson et al., 1995; Jenkins, 1996). Research studies found that drug abusing by peer group, pressure of peer group for drug abuse, peer group support for the abuse of drugs, the preference of peers and the available motivation of peers to abuse drugs has been associated with drug abuse among students (White et al., 1986). Furthermore, the influence of peer group on the decisions of their friends has been seen as additional reason for drug abuse among students (Ajayi & Ekundayo, 2010). According to Kalema, Vander plasschen, Vindevoege land Derluyn, (2016) negligible use of alcohol in Muslim countries is noted which further indicates the significant role of Islam in prevention of addiction.

Peer group Influence

The influence of Peer group on the decision of student's to consume substances is globally recognized (Hawkins et al., 1992). This influence in inclination towards drug abuse is central to many previous research studies carried out in this area (Mednick, et al., 2010). Similarly, study carried out by (Nwakwo Abanobi & Amadi, 2008) also establishes connection between the influence of peer group and drug abuse between students. The decrease of influence of family over children's, increases the peer group influence which

may act as medium for drug abuse among students (Dishion, et al., 1991). In vice versa students own perception regarding drug abusing behaviour of their peers influence and paved a way towards their decision to abuse drug themselves (Perkins, 2002).

Moreover, peer influence towards drug abuse is complex in nature because students do not suddenly in his life come across with drug abusing peers nor abuse drugs directly (Coggans & Mckellar, 1994). This decision to abuse a particular type of drugs is based on multiple factors i-e the abuser personal motivations for drugs, the good and bad experiences of the abuser, the associated amount of risks and pleasure with drugs (Bailey et al., 1992). In addition, the seeking of sensation, utilization of free time (gathering in clubs & parties) are among additional reasons responsible for drug abuse among students (Danseco et al., 1999; Svensson, 2003). Research studies pertaining to student's drug abuse reveal that peer role cannot be denied because students usually tend to drug abusing peers upon facing any untoward social situation (Kandel, 1978; Dembo et al., 1994).

According to Ausubel's Learning Theory, the student's minds are not blank; they have some ideas, concepts and background knowledge and the theses ideas developed with interactions with peers. So if a child inherited or adopted about addiction from social or domestic background then these ideas may be grown by peers having tendencies towards addictions (Vallori, 2014). Learning from peers is more effective and long lasting, because they easily discuss and interact with each other, so if there is a habit of addiction among peers then definitely other colleague may adopt the same addiction easily (Vygotsky, 1997).

Peer group motivation

The motivation of Peer group to abuse drug is another important factor behind drug abusing of student's. A research study reveals that twenty two percent of student's from age 13 to 25 years confess that the reason behind their drug abusing behavior is the motivation of their peer group (Luengo, et al., 1997). This decision towards drug abuse is not solely dependent on the motivation of peers but depends largely on the personal motivation of the abuser themselves (Kaplan, et al., 1986; Bailey, et al, 1992). Students who receive the motivation of their peer towards drugs tend to abuse towards it (Hawkins, et al., 1992; Bryant, et al., 2000). Moreover, In vice versa students who do not receive peer motivation towards drugs less likely inclined towards drugs. Additionally, such students hold a more positive attitude towards their degrees and less likely tend to abuse drugs (Hawkins, et al., 1992).

Peer Group Pressure

An individual personality is a combination of his or her collaboration with his social atmosphere and shaped accordingly. Peer pressure has also been recognized an important factor inclining young students towards drug abuse (Birhanu, et al., 2014). Students who are connected with drug abusing peer are under tremendous pressure to abuse drugs themselves (Sanz, et al., 2006). Contrary to this, students having association with positive peer group less likely experience pressure for abusing drugs. According to Social influence theory

deviant peers directly and indirectly put pressure on their peers to abuse a variety of drugs through behavior modeling and reinforcement (Richmond, et al., 2012).

Peer Group Norms Acceptance

There exist a variety of groups of different people made for different purpose (Hawkins, et al, 1992). Joining a particular group often demands acceptance of the group norms and values. Oetting peers cluster theory shows that certain peers group establishes various group norms and beliefs for acceptance and rejections in to the group (Oetting and Beauvais, 1987). Deviant peers usually allow entering of friends into the group who is ready to adopt group norms such as drug abusing behavior (Ibid). Students joining these groups often shape their behavior according to the norms of the group (Call, et al., 2002). Joining these groups leads students to begin abusing drugs (Hawkins, et al, 1992). Students who want to practice the norms of such group often welcomed and accepted by these groups (Ibid).

Effects of Drug Abuse on Students Academic Performance

The abuse of the drug directly affects the cognitive abilities of the person and then on second phase it destroys his/her social status in the society. The use of khamar were allowed in the initial period of Islam but the addicted were not permitted for pray in addicted form but as the consequences were practically exposed to the Muslims, then it was completely prohibited by the revelation from Allah (Al-Tabari, 2000).

“You who believe, intoxicants (khamr) and gambling, idolatrous practices, and (divining with) arrows are repugnant acts—Satan’s doing—shun them so that you may prosper. With intoxicants and gambling, Satan seeks only to incite enmity and hatred among you, and to stop you remembering God and prayer. Will you not give them up?”, al-Ma’ida 5: 90–91 (Abdel Halim, 2005).

The effect of drug abuse on the academic performance of students is well documented (Hawkins, et al., 1992). In modern days drug abuse has been considered an important component of student’s daily routine (Mccrystal, et al., 2007). Studies observed a strong relationship among misuse of drug and the educational activities of young student’s (Bryant, et al, 2000; Schulenberg, et al., 1994). This relationship among the two variables is reciprocal in nature (Ibid). On one side poor educational record leads to misuse of drug similarly bad use of drug results in low academic successes among students (Bryant, et al, 2000). Students receiving lower grades tend to abuse cigarettes, alcohol and other drugs while students with good grades less likely inclined towards abusing drugs (SMASHA, 2006).

In educational system drug abuse is considered a threat to student’s academic performance (Ajayi & Ekundayo, 2010). This risk often involves lack of interest in studies to dropping out (Ibid). Similarly, the complexity in choosing a career and achievement of low grades are additional risks associated with drug abuse (Brill & Christie, 1974; Kandel et al., 1976).

Likewise, pupils abusing drugs mainly remains out from educational institutions for most of the time, often largely miss their classes, do not pay ample time to their classwork, regard course contents irrelevant and face drop

out from institutions (Crundall, 1993; Kleinman, et al.,1988; Swadi, 1992). Moreover, they less frequently visit library, getting behind in course, often get failed and taking long time in graduation (Tavares, et al, 2001; Bray, et al., 2000; Wechsler, et al, 2000; Dee & Evans, 2003).

Likewise, pupils with drug abusing behaviors perform poorly on test, project and exams, (Presley, et al., 1996; Presley & Pimentel, 2006; Wechsler, 2002). Similarly, students who abuse medicinal drugs such as amphetamines, morphine and frequently use coffee also show poor academic performance (Boroffka, 1996; Ojikutu, 2010). Numerous theories and models such as the “*problem behavior theory*” and the “*social development model*” also falls in the support of current study (Petraitis, et al., 1995). Furthermore, expectation placed by family to achieve excellent result also inclined students towards drug abuse (Majid et al., 2006). Likewise, research studies also highlighted that students having positive attitude towards academics and having religious background do not abuse drugs while on the other side students with low grades and less positive academic attitude more likely involve in drug abuse (Evans & Skager, 1992).

Material and Methods

The study was conducted in two universities of District Mardan, KPK. This study aimed to uncover the role of peer group in drug abusing behavior and the likely effects of drugs on the academic performance of students. The secondary data obtained from the administration of these universities for drawing sample size consist of twelve thousands enrolled students in different programs. A sample size of 375 respondents was selected from the study population using Ume Sekaran Magic table (Sekaran, Uma, 2003). A detailed questionnaire was developed using three dimensional Likert Scale with the help of previous literature and observation of the researcher. The developed draft of the questionnaire was thoroughly discussed with experts for content validity and was improved according to expert’s opinions. Primary data was collected through an approved structured closed ended questionnaire by experts. For coding and analysis on data it was put in data analysis software called Statistical Package for Social Sciences (SPSS). Chi Square test was used for establishing association among independent (Role of Peer Group) and dependent variable (effects of drugs on student academic performance). Detail regarding sample distribution is given in Table 1 below.

Table 1: Sample of the Study

Category	Number of Students	Sample Size
Students from Bachelor level	7240	375
Students from Master level	4420	
Students form M.Phil.	280	
Students form Ph.D.	60	
Grand Total	12000	

Results and Discussions

1. Data from Socio-Demographic status of respondents

Table 2 below demonstrate socio-demographic distribution of the sampling population such as gender, oldness, matrimonial status, the profession, income, family's type, number of family members, residential structure and status of residents.

	Frequency	Percentage
Age in years		
18.5-20.5 years	154	41
20.5-22.5 years	139	36
22.5-24.5 years	82	22
Total	375	100
Gender		
Male	273	73
Female	102	27
Total	375	100
Marital Status		
Single	281	74
Married	94	25
Total	375	100
Family Occupation		
Government Employee	97	25
Personal Business	135	35
Landlord	31	8
Labor/Private Employee	112	28
Total	375	100
Family Monthly Income		
Rs 10,000-25,000	39	10
Rs26,000-40,000	91	24
Rs41,000-55,000	92	24
Rs56,000 or above	153	39
Total	375	100
Family type		
Nuclear Family	130	34
Joint Family	186	49
Single Parent Family	59	15
Total	375	100
Status of House		
Rented	90	24
Own	272	72
Others	13	3
Total	375	100
Residence type		
Day Scholar	309	82
Hosteller	66	17
Total	375	100

Source: Field Survey, 2019

2. Bi Variate Analysis of role of peer group in drug abuse & its effects on the academic performance of students

The current study restricted the role of peer group to certain statements like peer influence, peer's motivation, peers pressure, peer group rationalization for drugs, drug related attitude of peers and peer group norm acceptance. All these factors were cross-tabbed with student's academic performance in order to know its association.

The result of the study shows a significant ($P = .001$) association between student drug abuse and its effects on their academic performance. It is observed that students who have association with drug abusing groups more likely abuse drugs themselves due to his/her association because an individual practice what has been practiced by their peer groups. Furthermore, it was observed from the findings that association with positive peer group who discourage drug abusing behaviors can prevent drug abuse among students. Therefore, the findings of this study is in consonance with the findings of (Fergusson, et al., 1995; Jenkins, JE, 1996) who reveals that association with drug abusing peers is an important factor in drug abusing behavior of students. Similarly, the finding is also congruent with the finding of (Evans & Skager, 1992) who reveals students associated with positive peer group holds positive attitude towards academics and are less likely to abuse drugs on the other side students with less positive academic attitude are more likely to join deviant peers and are more actively involved in drug abuse.

The result further shows that peer group rationalization & support towards drug abusing behaviors were significantly ($P= .003$) associated with students' academic performance. It can be assumed from the findings that peer groups support plays a pivotal role in shaping behaviors in both negative and positive ways. If a student receives support and reward for anything deviant in his group tend to continue such behavior in future as well which results in academic under achievement of such students. Moreover, this support and rationalization by peer group to abuse drugs also increases the propensity towards poly drug abuse and more chronic deviant behaviors in later stage of life. The findings of this study is consistent with the findings of (White, H, et al., 1986) who discovered that students abuse drugs due to available peer group support and rationalization for abusing drugs.

Moreover, a significant association ($P= .004$) contended between imitation from peers results in drug abuse and has an effect on academic performance of students. It is a common observation that an individual follows the norms and values of the group to which he associate himself or to which he belong. If a student has association with peers who abuse drugs more likely to abuse drugs because of environmental impact. In vice verse students who have affiliation with peer group whom practice socially approved behaviors less likely to abuse drugs. Additionally, it is also universally accepted that peer group is the second group immediately after family that plays an important role in socialization of an individual. The personality of an individual is shaped according to the type of peer group he belongs to because an individual after

family spends more time with their peers and considered them as primary members, as a result they imitate their peer group. The conclusion of this study is similar to the results of (Hawkins, et al., 1992) which shows that students abuse alcohol, cigarettes and marijuana by imitating their drug abusing friends.

Contrary to above the result further depicts that peer group pressure towards abusing drugs and its consequences on students' educational carrier were highly non-significant ($P = .027$) each other. This non-existence of significant relationship may be due to the fact that neither the targeted populations were aware of this relationship nor they had any such prior experiences. Similarly, it may also be possible that there may be strict parental and institutional vigilance as a result of which students do not associate with deviant peer group and less molded towards peer group pressure to abuse drugs. Moreover, university students are considered more mature than students of schools and colleges as a result of which they do not receive or expose themselves to peers pressure for drug abuse. The finding of the current study is incongruent with the findings of (Birhanet, al., 2014; Farrell & White, 1998; Webb, et al., 2002) who observed that the pressure of peer group is important in shaping students behavior towards drug abuse. Similarly, the findings is also incongruent with that of (Richmond, et al., 2012) who reveal that deviant peers directly and indirectly influence illegal drug abuse and risk behavior during the period of adolescence through peer pressure and behavioral reinforcement.

Moreover, the findings of the study also exhibit that peers influence on the decision of their friend's to abuse drugs and its consequences on school life, were meaningfully ($P = .000$) related with each other. It is founded in the light of this study that peer influence is an important factor towards drug abuse among students. In addition, the study also finds that the main reason behind peer influence on student's decision is the decrease of family influence/interest in children activities. Students with less familial influence are more prone to receive peer influence on their decisions. The findings of this study is compatible with that of (Mednick, et al, 2010; Brook, et al, 2006) who finds that peer influence over the decision of their friends is an important factor associated with students drug which increases and guided a student towards the misuse of drugs behaviour. Similarly, the finding of this study is analogous with the findings of (Nwakwo, Abanobi & Ahmadi, 2008) who reported that university student's abuse drug due to peers influence over their decisions.

Similarly, findings of the study exhibit that peers motivation to abuse drugs and its effects on the academic performance of students, were significantly associated ($P = .002$) with one another. It is observed that motivation is a powerful tool for undertaking any adventure. Henceforth, an individual having drug abusing peer is more likely to receive frequent motivation for abusing drugs and vice versa, an individual associated with positive peers learn and practice positive behaviors. This study finding is congruent with that of (Luengo, et al., 1997) who revealed that student's age 13 to 25 years who receives peer group motivation for drugs more likely abuse drugs themselves. Furthermore, the findings of (Hawkins, et al., 1992; Pilgrim, et al., 2003) is also congruent with

the findings of the current study who found that students who receives peer group motivation abusing drugs are inclined towards the abuse of a variety of drugs.

Table 3 depicts that negligence by peer group results in drug abuse and its effects on the academic performance of students, were observed to have highly significant ($P= .004$). It is true and well documented phenomenon that an individual who lack connections with positive peer group like to mingle with deviant peers. The reason behind this is non-compliance with societal, norms and personal behavior of the individuals. This connection with deviant peers raises the propensity of drug abuse and other deviant behaviors among such individuals (Kandel, 1978 & Dumbo, et al, 1994). The findings is congruent with that of (Snyder & Huntley, 1990) who observed that students with bad temper are neglected and disapproved by positive peer group. This prevents them from learning social and cognitive skills, and end up mixing with deviant peer group. The finding of the study is also similar to the findings of Brown, et al., 1997 who reveal that negligence by peer group leads students towards drug abuse and other deviant behaviors while on the other hand acceptance by the network of positive peer group who practice good deeds help in prevention of drug abuse and other deviant behavior.

The tabulated data further suggests that the association between adherence to peer group values causes drug abuse and effects on students' academic performance were observed to have highly non-significant ($P= .519$).The reason behind this non-significant relationship may be that the targeted students do not adhere to peers values. Either they perceive that these peers values are harming them both socially and academically or they have a more improved vigilance system at their institutions or homes.

The findings is incongruent with that of (Oetting & Beauvais, 1987) who observed that certain peer group establish group norms and beliefs for entering to these groups. If any individual want to join these groups they may adhere to the norms and values of the group (Ibid). Student joining group of drug abusing peer is bound to begin abusing drug himself. Furthermore the the finding of (Call, et al., 2002) is also incongruent with that of this study which reveals that students adopt the norms of a particular group upon joining and try to be according to the expectations of the group.

Table 3: Peers role in drug abuse and effects on academic performance

Factors	Attitude	Academic Performance			Total	Statistics
		Agree	Neutral	Disagree		
Students abuse drugs due to associati	Agree	129(53.08%)	38(15.08%)	73 (30.4%)	240(100%)	($X^2=18.073$) ($P=.001$)

on with drug abusing Peers	Neutral	31 (37.08%)	20(24.04%)	31 (37.08%)	82 (100%)	
	Disagree	23 (43.04%)	05 (9.04%)	25 (47.02%)	53 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Student abuse drugs due to peer group rationalization & support	Agree	108(52.04%)	34 (16.05%)	64 (31.1%)	206(100%)	X ² =3.425 (P=.003)
	Neutral	50 (46.07%)	18 (16.08%)	39(36.04%)	107(100%)	
	Disagree	25 (40.03%)	11 (17.07%)	26(41.09%)	62 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129(34.4%)	375(100%)	
Student abuse drugs by imitating their peer group	Agree	120 (50.06%)	38 (16.0%)	79 (33.3%)	237(100%)	(X ² =15.539) (P=.004)
	Neutral	43 (51.02%)	14 (16.07%)	27 (32.01%)	84 (100%)	
	Disagree	20 (37.0%)	11 (20.04%)	23 (42.06%)	54 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Student abuse drugs due to peer pressure	Agree	99 (55.0%)	27 (15.0%)	54 (30.0%)	180(100%)	(X ² =10.956) (P=.027)
	Neutral	52 (49.05%)	14 (13.03%)	39 (37.01%)	105(100%)	
	Disagree	32 (35.06%)	22 (24.04%)	36 (40.0%)	90 (100%)	

	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Student abuse drugs due to peer group influence over their decisions	Agree	91 (47.06%)	30 (15.07%)	70 (36.6%)	191(100%)	$(X^2=20.849)$ $(P=.000)$
	Neutral	60 (51.07%)	19 (16.04%)	37 (31.09%)	116(100%)	
	Disagree	32 (47.01%)	14 (20.06%)	22 (32.04%)	68 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Student abuse drugs due to peer group motivations	Agree	81 (48.05%)	28 (16.08%)	58 (34.7%)	167(100%)	$X^2=17.639)$ $(P=.002)$
	Neutral	58 (48.03%)	24 (20.0%)	38 (31.07%)	120(100%)	
	Disagree	44 (50.0%)	11 (12.05%)	33 (37.05%)	88 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Negligence by positive peer group cause drug abuse	Agree	79 (55.02%)	16 (11.02%)	48 (33.6%)	143(100%)	$(X^2=17.221)$ $(P=.004)$
	Neutral	71 (47.0%)	29 (19.02%)	51 (33.08%)	151(100%)	
	Disagree	33 (40.07%)	18 (22.02%)	30 (37.0%)	81 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	
Adherence and	Agree	86 (51.02%)	31 (18.05%)	51 (30.4%)	168(100%)	$(X^2=3.236)$

preference towards peer group values cause drug abuse	Neutral	61 (49.02%)	17 (13.07%)	46 (37.01%)	124(100%)	(P=.519)
	Disagree	36 (43.04%)	15 (18.01%)	32 (38.06%)	83 (100%)	
	Total	183 (48.8%)	63 (16.8%)	129 (34.4%)	375(100%)	

Conclusions and Recommendations

This study on the plea of available data concludes that association with deviant peer group is an important factor in drug abusing behavior among students, followed by imitation from peers group which largely affect the academic performance of the students negatively. Peer group pressure, peers group influences on the decisions of their friends also causes drug abuse among students that has threatened student's academic performance. Similarly, peer group motivation, support and rationalization for drugs also results in student's drug abuse that affect their academic performance negatively. In the light of the findings of this study, the researcher concluded that variety of drugs are abused by a large number of students is in District Mardan due to lack of association with positive peer group, adherence and preference towards peer group values, imitation from peer group, drugs related attitude by peers. Moreover, peer group motivation towards drugs, peer group pressure and peer group influences on the decisions of their cohorts are among the responsible reasons in student's drug abusing behavior that results in poor academic performance of students.

It was further concluded that students who abuse drugs give less time to studies, often see home work wastage of time and less interested in attending classes. Moreover, shows poor performance in a quiz and exam, experience early detentions and dropouts from institutions. Additionally, suffer hardships in deciding about career and often required extra time for completion of their studies. Furthermore, lack of association with positive peer group causes drug abuse among students that leads to academic underachievement. Although parents, educational administration and law enforcement agencies is trying their level best to prevent drug abuse but special focus is still needed.

In light of the study results, coordinated efforts are needed by various stakeholder's i-e peer groups, parents, Institutional administrations and law enforcing agencies to prevent the curse of drug abuse among students in Pakistan. Regular Parental monitoring shall be required to keep children's intact with the norms and values of the society. Establishment of an effective relationship shall be required among parents and children's as a result children's will share everything faced by them in daily routine because a large number of

students start abusing drugs due to different situational traumas and incidents faced. Government together with Institutional leaders shall devise an effective policy for elimination of drug abusing behaviors among students.

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