

Field study on drug use among students in Batna secondary schools (Algeria): factors and effects.

دراسة ميدانية حول انتشار المخدرات بين التلاميذ في بعض الثانويات بباتنة
(الجزائر): العوامل والتأثيرات

BOUHERAOUA Azze-eddine

* عزالدين بوهراوه

a.bouheraoua@univ-setif2.dz

demography

Department of Sociology and

Demography/ University of Sétif
2/Algeria

Baghezza Adel عادل بغزه

adel.baghezza@univ-batna.dz

demography

Department of Sociology and

Demography/ University of
Batna1/Algeria

Fafi Salaheddine فافي الدين فافي

fafisalaheddine2@gmail.com

Urban Sociology

Department of Sociology and

Demography/ University of
Batna1/Algeria

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Abstract: This study aims to identify the causes of drug addiction in the school environment. In the 2022-2023 academic year, a sample of 446 high school students, both rural and urban, in Batna Province was tested. This study used demographic and sociocultural variables to study the relationship between drug use and these factors. The main reason is the influence of co-workers. Unsupervised drug use Student habits, smoking, poor academic performance and repetition Research results show that male students are more likely to use drugs. Data were analyzed using SPSS and descriptive statistics methods to interpret the findings according to the study goals.

Keywords : Consumption; drugs; causes, school environment; results.

* Corresponding author: a.bouheraoua@univ-setif2.dz

ملخص:

يهدف هذا البحث إلى تحديد أسباب إدمان المخدرات في البيئة المدرسية. في العام الدراسي 2022-2023، تم اختبار عينة من 446 طالبًا في المدرسة الثانوية، في المناطق الريفية والحضرية، في ولاية باتنة. استخدمت هذه الدراسة المتغيرات الديموغرافية والاجتماعية لدراسة العلاقة بين تعاطي المخدرات وهذه العوامل. السبب الرئيسي هو تأثير زملاء العمل. تعاطي المخدرات دون رقابة عادات الطلاب، التدخين، ضعف التحصيل الدراسي والرسوب. تُظهر نتائج البحث أن الطلاب الذكور أكثر عرضة لتعاطي المخدرات. تم تحليل البيانات باستخدام SPSS وطرق الإحصاء الوصفي لتفسير النتائج وفقًا لأهداف الدراسة.

الكلمات المفتاحية: الاستهلاك؛ المخدرات؛ الأسباب، البيئة المدرسية؛ النتائج.

1. Introduction:

Drug issue in Algeria and all over the world is one of the main threats to community due to their impact on individuals from social, psychological and economical aspects. The reasons behind such pathology can be individual, familial and social. The figures are there, and the data reveal that drug abuse only holds back progress of the society leading to serious consequences. The risk is double when this epidemic is seen among the school adolescents as its a time of curiosity and adventurism which puts them into a high-risk group to try drugs. The academia is also one of the places that drugs have direct effect in terms worsening the performance of a student who would otherwise be much more brilliant were they not into drugs: Drugs ravage the energy and abilities of these students, tope them early before some drop out altogether and join some form criminality just to get by but also buy and use substances. Hence, it is also necessary to take field work for the control of drug abuse in schools and generation

2. The Problematic

The problem of drug use and addiction is a major problem that advanced and developing societies are facing today. It poses a significant threat to safety, security and stability, especially with the increasing prevalence of drug use among youth and students. which is important to the future of the country This concern pervades educational training institutions. especially in Algeria which the distribution of drugs increased during A "dark decade" when authorities prioritized security Studies providing accurate figures on the number of drug users and drug dealers are lacking. As available data often cannot reflect the true extent of the problem, a statistical table will be presented to understand the spread of drugs in Algeria over the years, showing the number of drugs seized. A troubling question

arises: **What conditions or factors lead to the proliferation of drugs in school environments?**

3. Hypotheses

A. Hypothesis 1: The Impact of Gender and Age

Drug use within school settings predominantly affects males more than females.

Furthermore, older students tend to show a higher inclination toward drug use.

B. Hypothesis 2: The Role of Social Environment

Substance use is closely tied to the environment in which students reside. The influence of their social circles, particularly friends, significantly contributes to this issue.

C. Hypothesis 3: The Effect of Family and Educational Challenges

The challenges students face at home and in their educational settings are evidently linked to their drug use.

D. Hypothesis 4: The Role of Religious Commitment and Educational Attainment

Low levels of religious commitment and education significantly influence drug consumption, as drug use is often correlated with underperformance in academics.

4. Definition of Terms:

4.1 Definition of Drugs

4.1.1 Language Definition: In a linguistic context, "drugs" are substances used for medical or recreational purposes that can have a significant effect on the body or mind. (Newton, 2010)

4.1.2 Terminological Definition "Drugs are substances that, when ingested or introduced into the body, can alter normal physiological functions, potentially leading to addiction or health issues." (Kuhn, 2015)

4.1.3 Legal Definition: According to specific legal provisions, drug means a combination of substances that affect the nervous system or mind. and consumption, cultivation, or production is prohibited except for purposes specified by law. Such activities are permitted only by authorized persons. (Surour, 1998)

4.2 Consumption

According to Ibn Mandur's *Lisān al-'Arab*, "enjoyment" is taking what is not permitted or legal. In the context of drug use, it refers to the use of drugs, especially those that society does

not permit to achieve physical, mental, or psychological outcomes. Therefore, the use of drugs on an experimental, intermittent, or regular basis. Consumption is therefore determined (Al-Mohannadi, 2013).

4.3 School: Emil Durkheim defined schools as an expression of community privilege. It emphasizes the role of schools in transmitting cultural, moral and social values to children. These values are seen as essential to shaping individuals and integrating them into their environment and community . (Mkahlia, 2020)

4.4 The School Environment: The school environment is a comprehensive system that includes the school administration staff, teachers, educational curriculum. Classroom and extracurricular activities Health and Recreation Programs All these elements work together in a coordinated and integrated manner to achieve educational goals. This can also be done by promoting positive behavior. (Massadia, 2020)

5. Methodological Framework for the Field Study:

- Areas of Study:

- **Time Frame of the Study:** Any research that the researcher undertakes must have a time frame in which the questionnaire can be properly prepared and adequate information collected related to the research topic can be collected. Followed by analysis and interpretation to answer the questions posed.

This study was conducted during the academic year 2022-2023, with the field study phase lasting approximately three months, divided into several stages:

1. **Phase 1:** A questionnaire is developed and sent to the advisor for final determination.
2. **Phase 2:** The researcher went into the field from March 6, 2023 to March 21, 2023 to apply the questionnaire.
3. **Phase 3:** The collected data is organized, tabulated, interpreted, and analyzed, leading to results. This is done using a variety of descriptive statistical methods consistent with the objectives and nature of the study.

- **Spatial Scope of the Study:**

Secondary education institutions are considered the final educational stage before secondary school examinations. It determines the fate of students in their transition to university education. The study focused on a sample of 446 school-age students, conducted at three high schools in the state. Taking into account the living environment (rural and urban) to

determine where drug use is most concentrated and widespread the questionnaire was distributed to students in the following three high schools:

- Bala Ahmed High School - **Ouad Taga**
- Mahmoud Al-Wayou High School – **Teniet el abed**
- Belkhiri Al-Wardi High School – **Chir**

- **Human Domain:** The nature of the topic we are studying helps define the target population for the study. Therefore, the study population was limited to high school students between the ages of 14 and 22. A random sample of 446 students was drawn by means of a random draw (lottery) after several visits to the educational institution. The study focused on just three high schools in the state.

- **Methodology Used in Addressing the Topic:** This method refers to the researcher's approach to studying the problem of revealing facts through various steps. (Al-Bastouni, 2013)

In this study We used a descriptive method. which involves collecting information
Organize into tables and finally, an analysis of the study results.

- **Study Tool:**

- **The Questionnaire:**

- "The questionnaire is a 'technical design of a set of questions that covers the main points of the research topic, to be presented to a random sample of the community for them to respond to." (Benar, 2022)

- The questionnaire consists of a set of questions. (closed/open-ended) aimed at respondents to obtain specific information. (Muslim, 1993)

- **Data Entry:** Data for this study were entered using the Statistical Package for the Social Sciences (SPSS) version 20.

6. Presentation and Analysis of Results:

- **Axis One: Personal Data**

Table 1: Personal Data

Gender	Number	Percentage
Male	164	36.8%
Female	282	63.2%
Total	446	100%

Source: SPSS based on the studied sample data

The table shows that women account for the highest percentage, accounting for 63.2% of the total sample. While men account for 36.8%.

Table 02: Distribution of Participants by Age

Age	Number	Percentage %
14	4	0.9
15	65	14.6
16	115	25.8
17	114	25.6
18	100	22.4
19	40	9.0
20	6	1.3
21	1	0.2
22	1	0.2
Total	446	100

Source: SPSS based on the studied sample data

The data in Table 02 shows that the highest percentage is recorded in 16 and 17 years of age, 25.8% and 25.6% respectively. The percentage is 22.4% in the next 18 years, 15 years of age follows with 14.6%, while the percentage The lowest was for 19-year-olds, 9.0%.

Table 03: Distribution of Participants by Residence Area

Residence Area	Number	Percentage
Rural	342	76.7%
Urban	104	23.3%
Total	446	100%

Source: SPSS based on the studied sample data

Analysis of Table 03: Distribution of Participants by Residence Area

1. **Rural Areas:** The data showed that 76.7% of participants lived in rural areas. This significant majority indicates that a significant proportion of the sample came from rural environments. Such a high percentage may indicate that rural areas have unique characteristics or conditions that may affect the prevalence of drug-related problems differently than urban areas.
2. **Urban Areas:** Only 23.3% of participants lived in urban areas. A smaller ratio indicates that fewer participants came from urban environments. It is possible that

the nature of drug use and associated behaviors may vary across urban areas. This may be due to differences in socio-economic and environmental factors.

04: Distribution of Participants by Educational Level Table

Educational Level	Number	Percentage %
First Year	166	37.2%
Second Year	139	31.2%
Third Year	141	31.6%
Total	446	100

Source: SPSS based on the studied sample data

From **Table 04**, it is evident that first-year students account for the largest percentage, accounting for 37.2% of the total. The percentages of second- and third-year students are quite comparable at 31.2% and 31.6%, respectively.

Table 05: Distribution of Participants by Field of Study

Field of Study	Number	Percentage
Experimental Sciences	260	85.3%
Literature	186	41.7%
Total	446	100%

Source: SPSS based on the studied sample data

Table 05: shows that experimental science had 260 (85.3%) participants, while literature had 186 (41.7%) participants. This indicates a strong preference for experimental science in the survey group, in total, included 446 participants, reflecting a wide range of interests. But it clearly ignores science.

Table 06: Distribution of Participants by Daily Expenses

Daily Expenses	Number	Percentage
From Father	299	67.0%
From Mother	40	9.0%
From Work	33	7.4%
From Father and Mother	66	14.8%
From Father and Work	8	1.8%
Total	446	100%

Source: SPSS based on the studied sample data

It can be seen from **Table 06** that the majority of students are 67 percent. Father's daily expenses, which is the highest percentage in the sample. The share of students who receive their daily expenses from their parents is 14.8%. Further, 9% of students receive their expenses from their mothers. Students who received their daily allowance from work accounted for 7.4%, while only 1.8% received their daily allowance from their father and work.

- **Axis Two: Social Status Data**

Table 07 shows that the majority of participants, 89.2%, had their father as the head of the household, followed by 8.5% who had their mother as the head. The percentage of participants with a sibling as the head of the household was 1.3%, while the smallest percentage was 0.9% with the grandfather as the head of the household. After entering data into tables, analyzing and interpreting it. The next step is to discuss the results of the study using the correlation coefficient. Before discussing the results.

Table 07: Distribution of Participants by Head of Household

Head of Household	Number	Percentage
Father	398	89.2%
Mother	38	8.5%
Grandfather	4	0.9%
Brother	6	1.3%
Total	446	100%

Source: SPSS based on the studied sample data

it is necessary to understand what the correlation coefficient is: The correlation coefficient, expressed as r , measures the degree of relationship between two variables X and Y . It

-1 to +1: $-1 \leq r \leq 1$ ranges from

The value of the correlation coefficient is limited between -1 and +1, indicating the strength of the relationship between the variables being studied. Whether strong, moderate or weak, the sign of the coefficient describes the type of relationship:

- A **positive sign** It indicates a direct relationship, that is, when one variable increases, another variable also increased.
- A **negative sign** Indicates an inverse relationship, that is, when one variable increases Another variable has decreased.

If the correlation coefficient is +1, then there is a perfect positive linear relationship between the variables. If it equals -1, then there is a perfect negative linear relationship. A correlation

coefficient of 0 indicates that there is no linear relationship between the variables. (D. Sanaa Ibrahim Abu Daqa, 2010)

The correlation coefficient can be categorized as follows:

- Weak Positive Correlation: $0 < r < 0.50$
- Moderate Positive Correlation: $0.5 \leq r < 0.75$
- Strong Positive Correlation: $0.75 \leq r < 1$
- Weak Negative Correlation: $-0.5 < r < 0$
- Moderate Negative Correlation: $-0.75 < r \leq -0.5$
- Strong Negative Correlation: $-1 \leq r \leq -0.75$

Table No. (08): Correlation Between Drug Use and Student Gender

Corrélations				
Have you had an experience with drug ?			gender	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de correlation	1,000	,167**
		Sig. (bilateral)	.	,000
		N	446	446
	gender	Coefficient de correlation	,167**	1,000
		Sig. (bilateral)	,000	.
		N	446	446

** . La corrélation est significative au niveau 0.01 (bilatéral).

Source: SPSS based on the studied sample data

The results from the statistical analysis table indicate a relationship between age variables and drug use variables at a statistical significance level of 0.01.

Table No. (09): Correlation Between Drug Consumption and Student Age

Corrélations				
Have you had an experience with drug ?			Age	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,167**
		Sig. (bilatéral)	.	,000
		N	446	446
	gender	Coefficient de corrélation	,167**	1,000
		Sig. (bilatéral)	,000	.
		N	446	446

**** . La corrélation est significative au niveau 0.01 (bilatéral).**

Source: SPSS based on the studied sample data

From the results of the statistical analysis table, it is found that the significance level is 0.813, greater than 0.05, meaning that there is no relationship between the variable "age" and the variable "quantity of medicine taken."

Table No. (10): "The correlation between drug use and the student's place of residence."

Corrélations				
Have you had an experience with drug ?			residential area	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	-,024
		Sig. (bilatéral)	.	,614
		N	446	446
	residential area	Coefficient de corrélation	-,024	1,000
		Sig. (bilatéral)	1,000	-,024
		N	.	,614

Source: SPSS based on the studied sample data

"According to the statistical analysis table, the significance level is 0.614, which is greater than 0.05, indicating no correlation between the variable 'place of residence' and the variable 'drug use.'"

Table No. (11): "The correlation between drug use and the student's educational level."

Corrélations				
Have you had an experience with drug ?			Educational level	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,026
		Sig. (bilatéral)	.	,590
		N	446	446
	Educational	Coefficient de corrélation	,026	1,000
		Sig. (bilatéral)	,590	.
		N	446	446

Source: SPSS based on the studied sample data

"The results of the statistical analysis table indicate that the significance level is 0.590, which is greater than 0.05, meaning there is no correlation between the variable 'educational level' and the variable 'drug use. "

Table No. (12): "The correlation between drug use and the field of study chosen by the student."

Corrélations				
Have you had an experience with drug ?			field	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,036
		Sig. (bilatéral)	.	,449
		N	446	446
	field	Coefficient de corrélation	,036	1,000
		Sig. (bilatéral)	,449	.
		N	446	446

Source: SPSS based on the studied sample data

"The results of the statistical analysis table show that there is no correlation between the variable 'field of study' and the variable 'drug use,' as the significance level is 0.449, which is greater than 0.05."

Table No. (13): "The correlation between drug use and the source of daily expenses."

Corrélations				
Have you had an experience with drug ?			"Where do you get your daily expenses from?"	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	-,075
		Sig. (bilatéral)	.	,115
		N	446	446
	"Where do you get your daily expenses from?"	Coefficient de corrélation	-,075	1,000
		Sig. (bilatéral)	,115	.
		N	446	446

Source: SPSS based on the studied sample data

"The results of the statistical analysis table indicate that the variable 'daily expenses' does not affect the variable 'drug use,' as the significance level is 0.115, which is greater than 0.05, meaning there is no correlation between the two variables."

Table No. (14): "The correlation between drug use and the number of family members of the student."

Corrélations				
Have you had an experience with drug ?			"Number of family members"	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,024
		Sig. (bilatéral)	.	,611
		N	446	446
	"Number of family members"	Coefficient de corrélation	,024	1,000
		Sig. (bilatéral)	,611	.
		N	446	446

Source: SPSS based on the studied sample data

"According to the results of the statistical analysis table, the significance level is 0.611, which

is greater than 0.05, indicating that there is no correlation between the variable 'number of family members' and the variable 'drug use.'

Table No. (15): The correlation between drug use and the head of the household.

Corrélations				
Have you had an experience with drug ?			head of the household	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	-,001
		Sig. (bilatéral)	.	,985
		N	446	446
	head of the household	Coefficient de corrélation	-,001	1,000
		Sig. (bilatéral)	,985	.
		N	446	446

The table No 15 Based on the statistical analysis table showing a significance level of 0.985, which is greater than 0.05, it indicates no significant correlation between the variables. This means that the "head of the household" does not have a substantial effect on "drug use."

Table No. (16): The correlation between drug use and family problems of the student.

Corrélations				
Have you had an experience with drug ?			Are you experiencing family problems?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,043
		Sig. (bilatéral)	.	,364
		N	446	446
	Are you experiencing family problems?	Coefficient de corrélation	,043	1,000
		Sig. (bilatéral)	,364	.
		N	446	446

Source: SPSS based on the studied sample data

The results from the statistical analysis table indicate that there is no correlation between the

variable "family problems" and the variable "drug use."

Table No. (17): "The correlation between drug use and repeating a school year for the student."

Corrélations				
Have you had an experience with drug ?			Did you repeat the school year?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,096 *
		Sig. (bilatéral)	.	,044
		N	446	446
	Did you repeat the school year?	Coefficient de corrélation	,096 *	1,000
		Sig. (bilatéral)	,044	.
		N	446	446

Source: SPSS based on the studied sample data

The results from the statistical analysis table indicate that **there is** a correlation between the variable "repeating a school year" and the variable "drug use," with a significance level of 0.04.

Table No. (18): "The correlation between drug use and academic problems of the student."

Corrélations				
Have you had an experience with drug ?			Are you experiencing problems with your studies?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,028
		Sig. (bilatéral)	.	,554
		N	446	446
	Are you experiencing problems with your studies?	Coefficient de corrélation	,028	1,000
		Sig. (bilatéral)	,554	.
		N	446	446

Source: SPSS based on the studied sample data

The results from the statistical analysis table show that the p-value is 0.554, which is greater than 0.05, indicating no correlation between the variables. This means that "academic problems" **do not have** an effect on "drug use."

Table No. (19): The correlation between drug use and school absenteeism

Corrélations				
Have you had an experience with drug ?			"Do you miss school?"	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,101 [*]
		Sig. (bilatéral)	.	,033
		N	446	446
	"Do you miss school?"	Coefficient de corrélation	,101 [*]	1,000
		Sig. (bilatéral)	,033	.
		N	446	446

*. La corrélation est significative au niveau 0.05 (bilatéral).

Source: SPSS based on the studied sample data

The results of the statistical analysis table show a correlation between the variable "school absenteeism" and the variable "drug use" at a significance level of 0.03.

Table No. (20): The correlation between drug use and taking pills without medical supervision.

Corrélations				
Have you had an experience with drug ?			Do you take pills without medical supervision?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,385 ^{**}
		Sig. (bilatéral)	.	,000
		N	446	446
	Do you take pills without medical supervision?	Coefficient de corrélation	,232 ^{**}	,450 ^{**}
		Sig. (bilatéral)	,000	,000
		N	446	446

** . La corrélation est significative au niveau 0.01 (bilatéral).

Source: SPSS based on the studied sample data

The results of the statistical analysis table **indicate a correlation** between the variable "taking pills without medical supervision" and the variable "drug use" at a significance level of 0.01.

Table No. (21): The correlation between drug use and a student's performance in prayer.

Corrélations				
Have you had an experience with drug ?			Do you perform your prayers?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,053
		Sig. (bilatéral)	.	,262
		N	446	446
	Do you perform your prayers?	Coefficient de corrélation	,053	1,000
		Sig. (bilatéral)	,262	.
		N	446	446

Source: SPSS based on the studied sample data

The results of the statistical analysis table show a significance level of 0.262, which is greater than 0.05, indicating no correlation between the variable "performing prayers" and the variable "drug use."

Table No. (22): The Correlation Between Drug Use and Student Academic Performance

Corrélations				
Have you had an experience with drug ?			What are the results of your study ?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	-,111 [*]
		Sig. (bilatéral)	.	,020
		N	446	446
	What are the results of your study ?	Coefficient de corrélation	-,111 [*]	1,000
		Sig. (bilatéral)	,020	.
		N	446	446

*. La corrélation est significative au niveau 0.05 (bilatéral).

Source: SPSS based on the studied sample data

The results from the statistical analysis table indicate a correlation between "academic performance" and "drug use," with a significance level of 0.02.

Table No. (23): The correlation between drug use and a student's tobacco consumption.

Corrélations				
Have you had an experience with drug ?			Do you use tobacco?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,413**
		Sig. (bilatéral)	.	,000
		N	446	446
	Do you use tobacco?	Coefficient de corrélation	,413**	1,000
		Sig. (bilatéral)	,000	.
		N	446	446

**.. La corrélation est significative au niveau 0.01 (bilatéral).

Source: SPSS based on the studied sample data

The results of the statistical analysis table indicate a correlation between the variable "tobacco use" and the variable "drug use" at a significance level of 0.00.

Table No. (24): The correlation between drug use and associating with friends who use drugs.

Corrélations				
Have you had an experience with drug ?			Do you have friends who use drugs?	
Rho de Spearman	Have you had an experience with drug ?	Coefficient de corrélation	1,000	,366**
		Sig. (bilatéral)	.	,000
		N	446	446
	Do you have friends who use	Coefficient de corrélation	,366**	1,000

	drugs?	Sig. (bilatéral)	,000	.
		N	446	446
**. La corrélation est significative au niveau 0.01 (bilatéral).				

Source: SPSS based on the studied sample data

The results of the statistical analysis table show a correlation between the variable "friends who use drugs" and the variable "drug use" at a significance level of 0.00.

7. Discussion of Hypotheses in Light of Obtained Results:

The first hypothesis: Examining the relationship between gender, age and drug use in a school environment. Results from Table 8 reveal a clear relationship between student gender and drug use. Data shows that consumption rates are higher among men than women. This reflects sociological influences. This includes cultural and social factors that may influence men's behavior towards drug use. Therefore, this hypothesis is considered correct. Regarding age, the results from Table 9 reveal that 30% of drug users are in the age group of 16 to 17 years, while this percentage decreases to 10% between the ages of 18 and increases to 20. % in the age group of 19 years, these numbers It indicates a relationship even though it is installed at a limited rate. Decreasing consumption rates among older age groups may be due to a number of reasons, such as increased awareness of the dangers of drugs. or developing social values.

The second hypothesis : The use of drugs is considered by a student to be related to the environment in which he lives. and social environment Including the influence of friends plays an important role in this matter. The results from Table 10 support this hypothesis. It shows that 70% of the drugs used by respondents come from rural areas. While this drops to 30% from urban areas, these findings confirm the idea that the social environment has a significant impact on drug use rates among students. Moreover, the results from Table 24 indicate that 80% of the respondents who took drugs had friends who also took drugs.

This reflects the influence of social relationships on consumption behavior. Therefore, we emphasize the importance of the social environment as an important factor in this respect. From these results We can conclude that the hypothesis about the influence of the social environment has been verified.

The third hypothesis: Exploring the relationship between academic problems experienced by students' families and drug use behaviors. Results extracted from the data indicate a relationship between these factors and drug use behavior.

Findings from Table 16 reveal that 10% of drug-using respondents reported experiencing family problems, while 90% had no such problems. Although the high percentage of respondents without family problems suggests that these factors may not be the main drivers of drug use. But the hypothesis is still being partially validated. Suggesting that family problems may play a role in some cases.

In terms of academic factors, the results in Tables 17 and 18 show that 40% of respondents who used drugs reported experiencing academic difficulties, while 60% denied experiencing such problems. These findings suggest that academic challenges play an important role. But it is extremely important in every aspect. In the case where the drug use factor does not occur It shows that the hypothesis has been partially verified

Therefore, it can be concluded that family and academic problems are factors that influence the drug use behavior of college students. Although the effects may vary from person to person.

The fourth hypothesis : Examining the relationship between religious motivation Education Level and Drug Use This hypothesis suggests that poor religious motivation and low academic performance may result in an increased risk of drug use. This can be seen from the impact on students' academic performance.

Results from Table 11 indicate that 40% of respondents were taking drugs in the first and second years of the study. While the consumption rate dropped to 20% in year 3, this indicates that the hypothesis was not validated, as in this case there does not appear to be a direct relationship between education level and drug consumption.

Moreover, the results from Table 19 show that 50% of the respondents who took drugs had poor grades, while 40% received average grades, only 10% received good grades. This information supports the hypothesis. By suggesting that poor academic performance is directly related to increased drug consumption, they deserve it. Religious motivation .

The results from Table 22 reveal that 100% of respondents who took drugs and prayed on time stated that religious motivation had no negative effect on consumption behavior. From this information, it can be concluded that the hypothesis was not validated because there were There is no clear relationship between religious motivation and drug use.

Therefore, it can be said that the relationship between education level and drug use may be more complex than initially expected. In this case, the influence of religious motivation appears to be limited.

8. The general results

1. **Peer influence**: The presence of violent friends is a key factor in drug use among students.
2. **Medical Abuse**: Many students take drugs without medical supervision.
3. **School Absenteeism**: There is a strong correlation between drug use and increased school absenteeism.
4. **Tobacco use**: Drug users often smoke. This indicates a pattern of drug use.
5. **Academic Struggles**: Drug use is associated with poor academic performance among students.
6. **Repeating a grade**: Students who use drugs are more likely to repeat a class in an academic year.
7. **Gender inequality**: Drug use is more common among male students than female students.
8. **Conflict and Aggression**: Drug users are more likely to argue with teachers and fight at school.
9. **Family Problems**: Substance abuse leads to family conflict and abuse. This affects relationships with parents and family members.
10. **Mental problems**: Users often suffer from mental health problems. including anxiety Depression and thoughts of suicide

9. Conclusion

The problem of drug abuse is one of the most important global challenges. This depletes all forms of resources, life, and human development. threatening its foundations This deviant phenomenon Or, more precisely, it is called a criminal phenomenon. It represents the different practices of customs, traditions, standards and morals upheld by Almighty God and Society However, drugs have a strong presence in every community. And today Algerian society is faced with this phenomenon in all its forms. Especially when it has a new format. which affects the youngest people in society That is, teenagers in the school environment. The best solution to dealing with addiction lies in the need to examine the reasons for entering that dark tunnel. This will allow creating good solutions based on reality. without

neglecting the role of every institution especially school to nurture the minds of our youth there is an urgent need for the future.

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