



Predictability of Substance Abuse and School Types on Attitude towards Learning among In-School Adolescents

Enyelunekpo R. Roberts¹, Olubunmi O. James², Emmanuella Ikuku³, Emmanuel E. Uye^{4*}

^{1,3} Rivers State University, Nkpolu-Oroworukwo, Rivers State, Nigeria

^{2,4} University of Ibadan, Nigeria

 emmanuel.e.uye@gmail.com

Abstract

The study investigates substance abuse and school types as predictors of attitude towards learning among in-school adolescents in Port Harcourt metropolis. Cross-sectional survey design was adopted while purposive sampling technique was used to select both public and private secondary schools in the metropolis. Data were conveniently collected from 289 participants using validated questionnaires and analyzed using linear regression analysis and independent samples t-test to test three hypotheses which were accepted at $p = .001$ level of significance. The result revealed that substance abuse predicted attitudes toward learning among study participants [$R^2 = 0.047$, $F (1, 288) = 14.22$, $p = 0.001$]. Also, the result showed that school types predicted attitude towards learning among study participants [$R^2 = 0.050$, $F (1, 288) = 7.430$, $p = 0.001$]. Finally, the result showed that school types significantly influenced attitude towards learning [$t(282) = 2.021$, $p = .025$] such that students in private school reported higher attitudes toward learning ($M = 53.71$, $SD = 19.98$) than students in public schools ($M = 38.22$, $SD = 13.44$). The study concluded that substance abuse and school types tend to be strong predictors of attitude towards learning among study participants. It is recommended that both government and non-governmental organizations should work together to create awareness on substance abuse and provide a conducive school environment to achieve a positive attitude toward learning among students.

Article Information:

Received July 18, 2025

Revised August 18, 2025

Accepted September 25, 2025

Keywords: Substance Abuse, School Types, Attitude Toward Learning, In-School Adolescents

INTRODUCTION

Learning has been described as a relatively permanent change in behavior as a result of practice, insight, experience or stimuli in the environment (Adzemba, 2006; Akoja, 2006). Learning is a life-long activity whether in a formal or informal environment. Attitude, on the other hand, is how an individual evaluates anything including objects, ideas, whether positively or negatively (Ntibi & Edoho, 2017). Attitude makes an individual human! Attitude leads to change in behaviour. Contextualizing the two constructs, attitude towards learning connotes an individual positive (liking) or negative (disliking) of a subject, training, a tendency to engage in or avoid learning activities; a belief that an individual is good or bad at learning; and a belief that learning is useful or useless (Ikuku, 2022; Hacieminoğlu, 2015). Therefore, attitude towards learning has both belief and emotional components where learners (students) are evaluated at cognitive, affective and psychomotor domains (Wan et al. 2017).

How to cite:

Roberts, E.R., James, O.O., Ikuku, E., Uye, E.E (2025). Predictability of Substance Abuse and School Types on Attitude towards Learning among In-School Adolescents. *Journal of Multidisciplinary Research of Education*, 1(2), 100-109.

E-ISSN:

3109-0303

DOI:

<https://doi.org/10.34125/jomre.v1i2.23>

Published by:

Journal of Multidisciplinary Research of Education

Studies have contextualized different predictors of attitude towards learning among different populations and across different samples. One factor considered in this study is substance abuse which is described as a patterned use of psychoactive substances (drugs) in which the user consumes the substance in amounts or with methods which are harmful to themselves or others causing substance-related disorders (American Psychiatric Association, 2013). Also, the World Health Organization (2017) defines substance abuse as a maladaptive pattern of substance use that affects the social, occupational, psychological and physical well-being of an individual. Substance abuse has been reported as a major contributor to suicide, homicide, poisoning, sexual assault and the spread of infectious disease among youth around the world (Salas-Wright et al., 2017). Specifically, adolescents have been reported to use and abuse different psychoactive substances such as alcohol, tobacco, hallucinogens (alpha-methyltryptamine, ketamine, phencyclidine, D-lysergic acid) and illicit drugs (cocaine, heroin, marijuana, rohypnol) [Ezech et al., 2018; Idowu et al., 2018]. Substance abuse directly affects individuals' attitudes toward learning. Ikuku (2022) found substance abuse as a significant predictor of poor attitude toward learning among in-school adolescents in Rivers State. Earlier results by Amadi and Akpelu (2015) found in-school adolescents who engaged in substance abuse such as alcohol and hot drinks, tobacco, Indian hemp, marijuana significantly reported poor attitudes to learning and low academic performance. Other studies have equally confirmed that in-school adolescents who engaged in substance abuse affected their mental functioning and capacity (Akanbi et al., 2015).

In Nigeria, in-school adolescents and even their counterparts outside the formal learning environment constitute a high population of vulnerable individuals easily lure to substance abuse. However, very little attention has been given to the effects of substance abuse affecting attitude towards learning among in-school adolescents (Ogbonna, 2015). Therefore, the first objective of this study was to examine how substance abuse affects attitude towards learning among in-school adolescents in the Port Harcourt metropolis.

Beside substance abuse, the second factor considered in this study is school type which is the categorization of schools into public and private. School types are characterized by the types of human and material resources put in place for effective teaching and learning outcomes. Studies have found marked differences between public secondary schools and private secondary schools in terms of human and material resources available for teaching and learning activities. For example, Ikuku (2022) reported that private schools tend to have more facilities and resources for teaching and learning compared to what are available in many public secondary schools.

Also, Ereh and Amadi (2020) found school types (i.e., nature of school environment) and the attitude of students toward learning environment community development to be of significant influence in attitude towards learning among their study participants. Further support was from a study by Umar and Samuel (2019) who found school types and facilities as a significant influence on attitudes toward learning measured in terms of academic performance among in-school adolescents in Nasarawa State, Nigeria. The result showed a significant influence of school types and facilities on attitude towards learning among study participants. Another study by Ohakamike-Obeka (2016) on the school learning environment, attitude and achievement among students found poor infrastructure and learning resources in public schools compared to those in private schools to affect attitude towards learning and academic performance among study participants.

Extant study has also confirmed that school types and facilities influence attitude towards learning and academic performance among in-school adolescents in Ondo State (Alimi et al., 2012). However, the study did not find significant differences in academic performance between students in public and private schools. Since school types have different hidden meanings that differentiate one school from another which in turns influence learning outcomes (Ezech, 2008), the second aim of this study was to assess

whether school types would influence attitude toward learning among in-school adolescents in Port Harcourt metropolis.

Taken together, since attitudes tend to predict behavior such as engagement in substance abuse and the decision to select schools tend to affect teaching and learning outcomes, therefore, there is a need to re-examine the predictability of these constructs on attitude toward learning behavior. Therefore, the purpose of this study was to examine the predictability of substance abuse and school types on attitude towards learning among in-school adolescents in a heterogeneous city of Port Harcourt, Rivers State, Nigeria. The study provided answers to the following questions: Would substance abuse predict attitude towards learning among in-school adolescents in Port Harcourt metropolis? Would school types significantly influence attitude towards learning among in-school adolescents in Port Harcourt metropolis? Would substance abuse and school types jointly and independently predict attitude towards learning among in-school adolescents in Port Harcourt metropolis?

The study would elucidate how substance abuse and school types influence attitude towards learning among in-school adolescents in Rivers State. Also, parents, teachers, school owners, curriculum planners and other stakeholders would appraise the importance of providing conducive environment to create a positive attitude towards learning and better academic performance.

The study was anchored using Kolb (2008) Experiential Learning Theory (ELT) which contextualizes learning as a function of cognitive, emotional and environmental factors which interact together to affect learning experiences. ELT is decomposed into a four-stage learning process. In the first stage, learning begins with the sensory motor ability as the basis of intelligence, then the ability to perceive situations accurately, then to see relations, remember, and use good judgment and to persist in solving problems. The theory emphasizes the learner's immediate environment and learning condition as vital in the acquisition and attitude of learning behavior of the individual. The theory has wide application. For example, Ereh and Amadi (2020) used the theory to identify school type as one important immediate environment that affects learning. In addition, Evue (2013) noted that school types encompass the physical school environment to include the overall condition that influences the attitude of learners in their respective schools. Finally, Akanbi (2010) applied the theory to explain everything the learners need to explore during learning such as "the exploration of the visual field, fixing the eyes successively on different parts, rating these parts and anticipating phenomena that are not yet clearly perceived".

The following hypotheses were tested:

H1: Students in private secondary schools would have a higher attitude towards learning than students in public schools.

H2: Substance abuse would predict attitude towards learning among in-school adolescents in Port Harcourt metropolis.

H3: School types and substance abuse would jointly predict attitudes toward learning among in-school adolescents in Port Harcourt metropolis.

METHODS

The study adopted cross-sectional survey design using validated questionnaires to gather data from in-school adolescents. The independent variables were school types and substance abuse while the dependent variable was attitudes toward learning.

The study was conducted among senior secondary schools (SSS) in Port Harcourt metropolis using purposive sampling technique was used to select three public secondary schools: Community Boys' Secondary School, Igbo Etche, Rumuokwuta Girls' Secondary School, Community Boys' Secondary School, Elelenwo and three private secondary schools: Methodist Girls' High School Harbourroad, Stella Maris College, Harbor Road, and Global Success Gate Academy, Chokocho Etche for the study. The schools were selected because they were located in the metropolis and all have SSS1-3 students. However, convenience sampling technique was used to administer the questionnaires to

the potential participants. The Taro Yamane formula was used to calculate sample size, which arrived at 300.

Data were collected in this study using three validated questionnaires.

The first was *School Facilities and Types Questionnaire* (SFTQ, Umar & Samuel, 2019) was used to assess school types among study participants. SFTQ is a 15-item scale presented on 3-point Likert's of "Yes", "No", or "Cannot Say" designed for information on school facilities, gender and type was adopted for this study. Sample items include: "Public owned schools are comfortable for learning", "Is the classes well roofed and has windows", and "Learning in boys or girls alone school is comfortable and better than gender-mixed school". Authors obtained Cronbach's alpha of 0.84 while in the current study, Cronbach's alpha of 0.81 was obtained.

This was followed by *The Reasons for Taking and Factors influencing Substance Use* (Ojezele, 2019) was used to measure substance abuse. The questionnaire has two subscales: Bi contains 12-item scale and identifies the commonly used substances/drugs and frequency of use, while the second subscale, Bii, contains 8-item scale and identifies the reasons for taking and factors influencing the use of drugs/substances. Items in Bi, are responded to in a "Yes", "Often", "Occasional" or "No" format. While items in Bii, are responded to in a "Yes" or "No" format. Sample items include: "Poor teaching/parental example and upbringing influenced taking drugs" and "Peer group/peer pressure influenced taking drugs". The author reported Cronbach's alpha of 0.89 while in the present study, Cronbach's alpha of 0.84 was reported.

Finally, *Scale of Attitudes towards Learning* (SATL, Kara, 2010) was used to determine students' attitudes towards learning. The scale consisted of 4 factors which are Nature of Learning, Expectation, Openness, and Anxiety. Sample items include: "Forgetting what I learn in a short time makes me anxious", "I experience difficulties while learning a new subject", and "I am always ready to learn new things". The author obtained Cronbach's alpha of 0.81 while in the present study, Cronbach's alpha of 0.79 was obtained.

Formal request to conduct the study was from the letter of introduction obtained from the Department of Psychology, Rivers State University, Nkpolu-Oroworukwo, and Port Harcourt which was presented to each school authority. Based on the screening of the research questionnaires and approval, researchers were assigned to the School Counselors or Vice –Principals who helped to assemble the potential participants for the administration of the research questionnaires. The potential participants were briefed of the purpose of the study and their consent was sought for. Those who agreed to participate in the study were assured of confidentiality of their responses given and they were equally told that participation was voluntary. A total of 300 questionnaires were administered and collected on the spot across the six selected secondary schools. During screening and coding, 11 questionnaires were poorly filled and were removed thus leaving 289 used for the analysis.

The researchers followed due diligent in carrying out the study with human subjects by obtaining informed consent from the potential participants. The principle of voluntary participation was duly followed and participants were assured of confidentiality of responses given. Also, there was no financial inducement during data collection.

In terms of data analysis, IBM SPSS version 23 was used for data analysis. Both descriptive and inferential statistics were computed. Hypothesis 1 was tested using independent samples t-test, hypothesis 2 was tested using linear regression while hypothesis 3 was tested using multiple regressions analysis. All hypotheses were accepted at $p = 0.001$ level of significance.

RESULT AND DISCUSSION

The descriptive statistics revealed that 133 (46%) of the participants were males while 156 (54%) were females. The participants' age bracket showed that 92 (32%) were less than

13 years of age, 121 (42%) were between 13 and 18 years of age, while 76 (26%) were above 18 years of age. In terms of the participants' religious faiths, 174 (60%) were Christians while 115(40%) were Muslims. In addition, 163(56%) of the participants were from public schools while 126 (44%) were from private schools. Finally, 153 (53%) were from mixed schools while 136 (47%) were from single-gender schools.

The study first executed zero-order correlation statistics of the study variables and the result is presented in Table 1

Table 1. Zero-order correlation of study variables

Variables	1	2	3
1. School-type	1		
2. Substance abuse	-.474*	1	
3. Attitude towards learning	-.582*	-.471*	1

*. Correlation is critical at the 0.001

Table 1 presents zero-order correlation statistics of the study variables. The results showed that school type negatively correlated with substance abuse ($r = .474$, $p = .001$) and attitude towards learning ($r = -.582$, $p = .001$). Also, substance abuse negatively correlated with attitudes toward learning among study participants ($r = -.471$, $p = .001$). Based on the psychometric properties obtained, the variables were used for multiple regressions analysis.

H1: Students in private secondary schools would have a higher attitude towards learning than students in public schools. The hypothesis was tested using independent samples t-test and the result is presented in Table 2.

Table 2. Independent samples t-test of the influence of school-type on attitude towards learning among study participants

School-type	N	X	SD	t	df	p
Private school	126	53.71	19.98	2.021	282	.025*
Public school	163	38.22	13.44			

*Significant at $p = .05$

Table 2 shows independent samples t-test of the influence of school types on attitude towards learning among study participants. The result showed that school types significantly influenced student' attitude toward learning [$t(282) = 2.021$, $p = .025$] such that students in private school reported higher attitudes toward learning ($M = 53.71$, $SD = 19.98$) compared to students in public schools ($M = 38.22$, $SD = 13.44$). The hypothesis was accepted.

H2: Substance abuse would predict attitude towards learning among students in Port Harcourt metropolis. The hypothesis was tested using linear regression and the result is presented in Table 3.

Table 3: Linear regression analysis of substance abuse as predictor of attitude towards learning

Model	R	R ²	Adjusted R ²	F	p
1	0.217	0.047	0.44	14.22	.000

Table 3 presents linear regression of substance abuse as a predictor of attitudes toward learning among in-school adolescents in Port Harcourt metropolis. The result showed that substance abuse predicted attitudes toward learning among study participants

[$R^2=0.047$, $F(1, 288) = 14.22$, $p = 0.001$]. This means that substance abuse accounted for 4.7% of variance in attitudes toward learning among study participants. This means that decrease in substance abuse would lead to an increase in attitude towards learning.

H3: School types would independently predict attitude towards learning among in-school adolescents in Port Harcourt metropolis The hypothesis was tested using linear regressions analysis and the result is presented in Table 4.

Table 4. Linear regression analysis of school types as predictor of attitude towards learning among in-school adolescents in Port Harcourt metropolis

Model	R	R^2	Adjusted R^2	F	p
1	0.224	0.050	0.44	7.430	.000

*Significant at the 0.001 level (2-tailed), Dependent variable: Attitude toward Learning

Table 4 depicts linear regression of school types as predictor of attitude towards learning among in-school adolescents in Port Harcourt metropolis The result depicted that school types predicted attitude towards learning among study participants [$R^2= 0.050$, $F(1, 288) = 7.430$, $p = 0.001$]. This means that school types accounted for 5% of variance in attitude towards learning among study participants. This means that availability of a better and improved school environment would lead to a positive attitude towards learning.

The hypothesis that students in private school would have a more positive attitude towards learning than students in public schools was confirmed. The motivation to learn comes from various sources such as the serene environment in the private schools, the availability of instructional materials, and the willingness of the teachers to give personal attention to the learners. These attributes tend to be reported more in the private schools selected for the study than in public schools. This finding supported previous results where many public schools were found to lack the necessary learning facilities and resources which were found in many private schools (Ereh & Amadi, 2020; Umar & Samuel, 2019). Also, the present study is in line with the finding of Okon and Archibong (2015) that school types influence attitudes toward learning among in-school adolescents. However, the finding contradicted the result obtained by Sabitu et al. (2012) who found that school types, whether public or private have no significant effects on attitudes toward learning among their study participants.

The hypothesis that substance abuse would independently predict attitude towards learning among in-school adolescents in Port Harcourt metropolis/ Rivers State was supported. In-school adolescents who engaged in substance abuse were reported to have poor attitudes toward learning compared to their counterparts who were not into substance abuse. Students in a learning environment free of wrong models compared to schools where high prevalence of wrong models are found possibly engaging in substance abuse which affect their attitude towards learning and academic performance. This finding lent credence to previous study by Akanbi et al. (2015) who found substance abuse to have significant effects on students' attitude towards learning thus affecting their academic performance.

Finally, the hypothesis that school types would independently predict attitude towards learning was supported. The interaction between school types, availability of better instructional materials and human resources tend to create conducive learning environments that affect attitudes toward learning among study participants. This finding supported Amadi and Akpelu's (2015) result that school type significantly influenced students' attitude towards learning. The present finding also corroborated Alimi and Olayiwola (2015) result that school types predict attitude toward learning among their study participants.

CONCLUSIONS

The study investigated school types and substance abuse as predictors of attitudes

toward learning among in-school adolescents in the Port Harcourt metropolis. Three hypotheses were tested and accepted at $p = .001$ level of significance. The results supported the stated hypotheses. Students in private schools have a more positive attitude towards learning than their counterparts in public schools. Also, substance abuse significantly influences attitudes toward learning among study participants.

It is recommended that awareness on substance abuse should be incorporated into health education curricula of secondary schools with special focus on the adverse effects on the abusers. In addition, counseling centers should be established by the governments and non-governmental organizations in schools and communities to help individuals who have been affected by substance abuse. Finally, the government should provide necessary resources and infrastructure in schools to make them conducive for learning.

Some limitations of this study need to be identified and addressed in further studies. To begin with, data for this study were collected using self-reported questionnaires which were free of response bias. Further studies would benefit from group discussion and documentary evidence from the school counselors. In addition, only a few secondary schools were selected for the study with the sample size of 289 which hindered generalization of the study findings. Further studies increase the number of schools and sample size to enhance generalization of study findings beyond the population. Finally, the independent variables investigated were not exhaustive, further studies should include personality traits, self-esteem and learned helplessness.

REFERENCES

Alwaan, A. Z., & T, N. A. (2024). Dakwah Strategy in The Modern Era. *INJIES: Journal of Islamic Education Studies*, 1(1), 28–34. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/4>

Aziz, M., 'Arif, M., Alwi, M. F., & Nugraha, M. N. (2024). Improving The Quality of Education Through Optimizing the Educational Administration System at The An-Nur Islamic Education Foundation. *INJIES: Journal of Islamic Education Studies*, 1(1), 5–15. Retrieved from <https://injies.unimika.ac.id/index.php/injies/article/view/2>

Abiyusuf, I., Hafizi, M., Pakhrurrozi, P., Saputra, W., & Hermanto, E. (2024). Critical Analysis of The Rejection of Richard Bell's Thoughts on The Translation of The Qur'an in The Context of Orientalism. *INJIES: Journal of Islamic Education Studies*, 1(2), 48–60. <https://doi.org/10.34125/injies.v1i2.6>

Amir, A., Afrita, A., Zuve, F. O., & Erlanti, G. (2024). Education and Application of Digital Media in Creation and Documentation Artery Based Service Letter. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 36–42. Retrieved from <https://jerit.unimika.ac.id/index.php/jerit/article/view/5>

Anwar, C., Septiani, D., & Riva'i, F. A. (2024). Implementation Of Curriculum Management Of Tahfidz Al-Qur'an at Al-Qur'an Islamiyah Bandung Elementary School. *INJIES: Journal of Islamic Education Studies*, 1(2), 91–96. <https://doi.org/10.34125/injies.v1i2.11>

Amrulloh, N. M. A. G. (2024). Educator Recruitment Management in Improving Student Quality at Dwiwarna Parung High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 80–90. <https://doi.org/10.34125/jerit.v1i2.9>

Adeoye, M. A., & Otemuyiwa, B. I. (2024). Navigating the Future: Strategies of EdTech Companies in Driving Educational Transformation. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 43–50. Retrieved from <https://jerit.unimika.ac.id/index.php/jerit/article/view/10>

Adzembba, P.S. (2006). *Introduction to school management, administration and supervision*. Makurdi. Chicago Press.

Akanbi, M. I., Augustina, G., Theophilus, A. B., Muritala, M., & Ajiboye, A. S. (2015). Impact of Substance Abuse on Academic Performance among Adolescent Students of Colleges of Education in Kwara State, Nigeria. *Journal of Education & Practice*, 6(28),

108-112.

Akoja, E.I. (2006). *Psychology of learning: Basic concepts and application*. Peach Global

Alimi, K. M., & Olayiwola, I. O. (2015). Personal variables as correlate of drug use behaviour among secondary school students in Osun State, Nigeria. *Journal of Educational & Social Research*, 5(2), 205.

Alimi, O. S., Ehinola, G. B., & Alabi, F. O. (2012). School types, facilities and academic performance of students in Senior Secondary Schools in Ondo State, Nigeria. *International Education Studies*, 5(3), 44-48.

Amadi E. C. & Akpelu G. O., 2018. Drugs abuse and academic performance of secondary school students in Emohua Local Government Area of Rivers State. *International Journal of Innovative Psychology & Social Development*. 6(1): 21-26,

Ereh, C. E., & Amadi, K. (2020). The nature of school environment and attitude of neighbourhood communities towards secondary school development in Rivers State.

Evue, A. (2013). Challenges facing the teaching of English language in secondary schools in Aniocha south local government area of Delta state Nigeria. *African Education Indices*, 5(1), 1-11.

Ezeh, A. C. (2008). Pupil school mobility in Urban Kenya. Nairobi: APHRC Working Paper.

Ezeh, L. N., Umeoji, C. I., & Ozioko, F. B. (2018). Hostile behaviour among Nigerian prison inmates: differential effects of psychoactive substance use and interpersonal sensitivity. *European Journal of Social Sciences Studies*, 3(9), 14-29.

Hacieminoğlu, E. (2015). Elementary school students' attitude toward science and related variables. *International Journal of Environmental & Science Education*, 11 (2), 35-52.

Hideyatullah, R. R., Kamali, M. F., & T. N. A. (2024). Innovative Dakwah Strategies Through Social Media: Case Study of Islamic Communication Approaches in Indonesia. *INJIES: Journal of Islamic Education Studies*, 1(1), 16–27. <https://doi.org/10.34125/injies.v1i1.3>

Hidayati, E., & Hutagaol, B. A.-R. (2025). An Analysis of Hasan Hanafi's Tafsir Method: Hermeneutics as An Interpretative Approach. *INJIES: Journal of Islamic Education Studies*, 2(1), 39–48. <https://doi.org/10.34125/injies.v2i1.22>

Iskandar, M. Y., Nugraha, R. A., Halimahturrafiyah, N., Amarullah, T. A. H., & Putra, D. A. (2024). Development of Android-Based Digital Pocketbook Learning Media in Pancasila and Citizenship Education Subjects For Class VIII SMP. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 51–60. <https://doi.org/10.34125/jerit.v1i2.13>

Islam, I., & Ishaq, M. (2024). Development of Journalism Development Strategies in The Digital Era at Darul Mukhlasin High School. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 71–79. <https://doi.org/10.34125/jerit.v1i2.11>

Iswandi, I., Syarnubi, S., Rahmawati, U., Lutfiyani, L., & Hamrah, D. (2024). The Role of Professional Ethics Courses in Producing Prospective Islamic Religious Education Teachers with Character. *INJIES: Journal of Islamic Education Studies*, 1(2), 71–82. <https://doi.org/10.34125/injies.v1i2.9>

Idowu, A., Aremu, A. O., Olumide, A., & Ogunlaja, A. O. (2018). Substance abuse among students in selected secondary schools of an urban community of Oyo-state, South West Nigeria: implication for policy action. *African Health Sciences*, 18(3), 776-785.

Ikuku, E. (2022). *Influence of substance abuse and school type on attitude towards learning in secondary schools in Rivers State*. BSc project submitted to the Department of Psychology, Faculty of Social Science, Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Pp i + viii, 1-76.

Khofif, M. B., & Santoso, S. (2024). Optimize the Role of The State Islamic High School (MAN) Bondowoso Principal in Promoting Digital-Based Learning. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 91–102. <https://doi.org/10.34125/jerit.v1i2.7>

Khubab, A. I., & Jaya, A. I. A. (2024). Implementation of Quality Education at the Darul Falah Amtsiliat Islamic Boarding School. *INJIES: Journal of Islamic Education Studies*, 1(1), 1–4. <https://doi.org/10.34125/injies.v1i1.1>

Kara A (2010). The development of the scale of attitudes towards learning. *Elektronic Journal of Social Sciences*. 9(32),049-062. Kolb, B. (2008). Marketing research: A practical approach. Sage.

Ma'sum, A. H., & Purnomo, M. S. (2024). Effective Communication Strategies for Private Schools to Address the Controversy of High-Paying Education. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 103–111. <https://doi.org/10.34125/jerit.v1i2.15>

Mudijono, M., Halimahturrafiyah, N., Muslikah, M., & Mutathahirin, M. (2025). Harmonization of Javanese Customs and Islamic Traditions in Clean Village. *INJIES: Journal of Islamic Education Studies*, 2(1), 10–18. <https://doi.org/10.34125/injies.v2i1.15>

Mahbubi, M., & Ahmad, A. B. (2025). Redefining Education in The Millennial Age: The Role of Junior High Schools Khadijah Surabaya as A Center for Aswaja Smart Schools. *INJIES: Journal of Islamic Education Studies*, 2(1), 19–28. <https://doi.org/10.34125/injies.v2i1.14>

Mahfudloh, R. I., Mardiyah, N., Mulyani, C. R., & Masuwd, M. A. (2024). Management Of Character Education in Madrasah (A Concept and Application). *INJIES: Journal of Islamic Education Studies*, 1(1), 35–47. <https://doi.org/10.34125/injies.v1i1.5>

Nugraha, R. A., & Iskandar, M. Y. (2024). Development of Video Tutorials as A Media for Learning Graphic Design in Vocational High Schools. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 1–11. <https://doi.org/10.34125/jerit.v1i1.1>

Ntibi, J. E. & Edoho, E. A. (2017). Influence of school location on students attitude towards mathematics and basic science. *British Journal of Education*. 5(10), 76-85.

Ogbonna, O. I. (2015). Role of households in rabbit production in Enugu-North Agricultural Zone of Enugu State. *Journal of Agricultural Extension*, 19(1), 49-56.

Ohakamike-Obeka, N. (2016). The school learning environment and students' attitude and achievement in English language. *Research on Humanities & Social Sciences*, 6(2), 31-37.

Okon, C. E., & Archibong, U. I. (2015). School type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE). *Academic Journal of Interdisciplinary Studies*, 4(2), 421.

Salas-Wright, C. P., Vaughn, M. G., Cummings-Vaughn, L. A., Holzer, K. J., Nelson, E. J., AbiNader, M., & Oh, S. (2017). Trends and correlates of marijuana use among late middle-aged and older adults in the United States, 2002–2014. *Drug & Alcohol Dependence*, 171, 97-106.

Sholeh, M. I., Habibulloh, M., Sokip, S., Syafi'i, A., 'Azah, N., Munif, M., & Sahri, S. (2025). Effectiveness of Blended Learning Strategy to Improving Students' Academic Performance. *JERIT: Journal of Educational Research and Innovation Technology*, 2(1), 1–13. <https://doi.org/10.34125/jerit.v2i1.17>

Saputra, W., Akbar, A., & Burhanuddin, B. (2024). Modernization of Da'wah Methods in Fostering Interest Among Young Generation (Case Study QS. Al-Ahzab Verse 46). *INJIES: Journal of Islamic Education Studies*, 1(2), 61–70. <https://doi.org/10.34125/injies.v1i2.7>

Septiani, D., Nugraha, M. S., Efendi, E., & Ramadhani, R. (2024). Strengthening Tuition Governance Towards Transparency and Accountability at Ummul Quro Al-Islami Modern Boarding School Bogor. *INJIES: Journal of Islamic Education Studies*, 1(2), 83–90. <https://doi.org/10.34125/injies.v1i2.10>

Syafii, M. H., Rahmatullah, A. . S., Purnomo, H., & Aladaya, R. (2025). The Correlation Between Islamic Learning Environment and Children's Multiple Intelligence Development. *INJIES: Journal of Islamic Education Studies*, 2(1), 29–38. <https://doi.org/10.34125/injies.v2i1.17>

Umar, U. N., & Samuel, R. I. (2019). Influence of school facilities and school types on

senior secondary school science students' academic performance in Nasarawa State, Nigeria. *Case Studies Journal*, 8(1), 84-88.

Wan. Z. H. & Lee, J. C. K. (2017). Hong Kong secondary school students' attitudes towards science: a study of structural models and gender differences. *International Journal of Science Education*. 39(5):507-527,

Wulandari, V. D., Putri, C. T., Ramadhan, N. F., & Iskandar, M. Y. (2022). Teachers' Efforts in Improving Students' Reading the Qur'an. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 5(2), 67-75.

Yelliza, M., Yahya, M., Iskandar, M. Y., & Helmi, W. M. (2023). FIVE METHODS MENTORING ISLAMIC RELIGION IN DEVELOPING STUDENTS'DIVERSITY ATTITUDES IN HIGH SCHOOLS. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 8(3), 220-229.

Yulinda, AWT, Ubaidillah, A., & Anang, Y. (2022). Analysis of Information System Success Using the Delone & Mclean Information System Success Model Approach. *National Official Statistics Seminar*, 2022 (1), 1283–1294.

Yanti, Y., Cahyono, Y. N., & Hayani, A. (2023). *Study of religious moderation in the digital era*. Overview.

Yamin, M., and Syahri. 2020. *Development of independent learning education (review of learning methods)*. *Mandala Education Scientific Journal*. 6(1), h. 126-136

Zafari, K. A., & Iskandar, M. Y. (2024). Interactive Multimedia Development With The Autorun Pro Enterprise II Application Version 6.0 In Ict Guidance In Secondary Schools. *JERIT: Journal of Educational Research and Innovation Technology*, 1(1), 20-26. <https://doi.org/10.34125/jerit.v1i1.3>

Copyright holder:

© Roberts, E.R., James, O.O., Ikuku, E., Uye, E.E

First publication right:

Journal of Multidisciplinary Research of Education

This article is licensed under:

CC-BY