
PERCEIVED CAUSES AND EFFECTS OF DRUG ABUSE AMONG STUDENTS OF KWARA STATE COLLEGE OF EDUCATION, ILORIN, NIGERIA: IMPLICATION FOR STAKEHOLDERS

¹Yusuf Suleiman, ²Adekola Kamil Lasisi, ³Famolu Florence Bosede, ⁴Mustapha Adam Ishola, ⁵Ayinla Habibat Tope

Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Kwara State, Nigeria¹, Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, Kwara State, Nigeria², Department of Guidance and Counselling, College of Education, Osun State University, Osogbo³, Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria⁴, Kwara State Universal Basic Education Board⁵
yusufsuleiman@alhikmah.edu.ng¹

ABSTRACT

Drug abuse has become one of the challenges in Nigeria in recent times with statistics showing prevalence of drug use at 14.4 percent (14.3 million). Based on the foregoing, this study assess the perceived causes and effects of drug abuse among students of Kwara State College of Education, Ilorin. The target population consists of final year students of the institution. The population of the study consists of 1352 final year students. Stratified and random sampling techniques were used to select 375 respondents. An instrument titled “Drug Abuse Questionnaire (DAQ)” was used to collect relevant data from the students. Statistical Packages for Social Sciences (SPSS) was used for data analysis. Findings revealed that causes of drug abuse include genetic factor, social environment, family factor, influence of peer pressure and socio-economic status of the society among others. Findings also indicate that the effects of drug abuse as perceived by the students include memory problem, liver cancer, muscle weakness, high blood pressure, heart palpitations, slow movement and thoughts. Additionally, it was found that open channels of communication, consistent and fair discipline and stable family atmosphere among others were the measures for curbing drug abuse. Based on the findings of the study, it was concluded that drug abuse is a complex phenomenon in tertiary institutions. Therefore, this calls for concerted efforts by all stakeholders (parents, college management and other government) to fight the vice. Specifically, all stakeholders should be involved in sensitizing students on the need to respect the school policies and local laws on drug.

Keywords: *Perception, drug abuse, causes, effects*

INTRODUCTION

Drug abuse is an excessive and persistent self-administration of a drug without regard to the medically or culturally accepted patterns. It could also be viewed as the use of a drug to the extent that it interferes with the health and social function of an individual (Rizvi, Naz & Zehra, 2019). Data obtained from United Nations Office on Drugs and Crime indicates that 35 million people around the world are estimated to be suffering from drug use disorders and require treatment services. The report also shows the number of opioid users at 53 million and that opioid is mainly responsible for two thirds of the 585,000 people who died globally as a result of drug use (European Union, 2019; UNDC, 2019).

According to 2019 global report on drug, it is estimated that 14.3 million people in Nigeria abused drugs such as codeine, tramadol etc. The age of the drug users in the country is between 15 and 64. This report is even more nauseating on the backdrop of the fact that the number of drug users in Nigeria is even higher than the entire population of some countries in Europe. Buttressing the foregoing report, the outcome of the research conducted by the National Bureau of Statistics (NBS), in conjunction with the Centre for Research and Information on

Substance Abuse on National Survey on Drug use indicates that 10.6million Nigerians abuse opioids with 2.4 million adults and youth usually abuse codeine based syrup. The study further revealed that more than 92,000 Nigerians used cocaine (Vanguard Newspaper, 2019).

The use of drug has enormous consequences. The use of drug can be catastrophic socially, emotionally and financially for the families of drug users or abusers as well as the society where they work or live. Also, the adverse effects drug abuse are universal in nature and not bound by culture, religion, geography, ethnic or gender. In fact, drug dependence has been a visible part of public debate in the past few years but due to covert nature of drug use, there is lack of credible information that could inform evidence based views on this scary issue has not been made available (UNDC, 2019). It was reported that the increase in the level of illicit drug users in Nigeria led to the arrest of over 119 suspects including nine females with 497 kilogrammes of hemp as well 46.9 kilogrammes of psychiatric things were recovered (Vanguard Newspaper, 2019).

Adeyemo-Florence, Beatrice, Okpala and Oghale (2016) opined that drug abuse is a rising social problem in Nigeria and has continued to be the major risk behavior among students in many parts of the country with consequent physical and mental health problems. In Nigerian private and public institutions, research has shown that there are some drug users among students. The nature of the abused drug includes tramadol, codeine, shisa, cocaine, to mention a few. As a result of their involvement in drug, it has led to rustication of students. Okafor (2020) is of the view that the use of drug is on the increase among youth in Kwara State. Osiogun and Mmahi (2020) assert drug use has negative impact on youth in the society. Similarly, Adeshina, Adebayo and Iken (2020) believe that the abuse of drug has propensity to destroy the lives of users. Based on the forgoing, this study examines perceived causes and effects of drug abuse among students of Kwara State College of Education, Ilorin, Nigeria.

LITERATURE REVIEW

An extensive literature review shows that several studies have attempted to examine why students involved in drug abuse. For instance, the study conducted by Rizvi, Naz and Zehra (2019) on students' perception of shisha smoking in Karachi, Pakistan. The outcome of the study found that students quite aware of the negative impact of shisha hazard and drug abuse. Some of the factors responsible for the drug abuse include peer pressure, lack of proper guidance, and society fashion trends. The study concluded that proper aware should be given to students so as to reduce the abuse. Ira, Elisa, Muthmainnahr and Riris (2019) investigated teachers' perception concerning the stakeholders' support for drug abuse prevention in Surabaya, Indonesia. The study adopted interview to elicit data from the selected teachers that participated in the study. The outcome of the study reveal that stakeholder's support like social networking support, reward support, and emotional support have been adequately done by the stakeholders. Ronald, Novatus and Muganga (2015) examined various factors that contribute to drug abuse among university students in Western Uganda. The outcome of the study found that demographic factors were largely responsible for students' involvement in drug abuse. Specifically, it was established that age, peer pressure, curiosity, stress and behavioral factors are key factors that influenced students. Similarly, Patel, Kaiser, Meade, Giusto, Ayuku and Puffer (2020) examined the cause of drug and substance abuse among students in selected secondary schools in Nairobi, Kenya. The study aimed to establish the extent to which parent's source of income influence the prevalence of drug and substance abuse; establish

the extent to which school administration in fluencies the prevalence of drug and substance abuse etc. It was established in the study that most are driven into taking drugs by drug pressure. Poor performance was also part of what they pointed as the effect of drug abuse among drug taking students.

Furthermore, research has been domesticated in Nigeria with specific focus on the causes and awareness of drug of abuse among youth. The study conducted by Oshikoya and Alli (2006) in their research work on the perception of drug abuse in Nigerian discovered that the awareness, knowledge, practices and attitudes of Nigerian undergraduates towards abuse is very poor. The study concluded that marijuana was the most common drug abuse seen by most of the students. They were unable to identify very well the predisposing factors to drug use and the attending risk. Obeichina and Isiguzo (2016) established that initiation to drug and alcohol abuse early in life has exposed adolescents to voluntary drug consumption, smoking, drinking and substance abuse which have become a threat to the Nation. They concluded that there should be more serious concern and worry that more students in the secondary schools are fast joining the drug train, drinking and smoking away their future for the pleasure of getting high which poses a threat to their health and safety and also that of their families, community and country at large. They recommended that the Ministry of Education and Culture in collaboration with the NDLEA should improve arrangements for sensitizing particularly students on the adverse effects of drugs and alcohol abuse. Also they added that teachers should be provided with skills on how to handle student with behavioral problems. Fareo (2012) in her research into drug abuse among Nigerian adolescents and strategies for counseling them, discovered that adolescents prefer an autonomous and independent life that is free from adult control, thereby engaging in various delinquents act such as drug abuse, rape, robbery, cultism and vandalism. The impact of all these vices has been a stigma on moral decadence, violence, assault, madness and murder. The study afterwards, suggest that with effective counseling programmes, the problems can be tackled through campaign against the drug abuse by the government and other relevant authorities. Drug awareness units are set up in all states by the federal, state and local government to help people solve their socio-psychological problem. Okafor (2020), Sanni and Aransi (2020) confirmed that drugs pose a very big problem in the world and Nigeria specifically. It is ruining the lives of many millions of people both in adolescent and general populations. The use of illegal drugs has spread at a high rate and has penetrated into every part of Nigeria. No state is spared from the devastating problem caused by drugs and substance abuse. Trafficking of hard drugs into Nigeria has not spared the tertiary institutions. The drug dependence and consumption among college students has led to several unrests and consequently wide raging, destruction of life and properties. On preventive strategies for curbing drug abuse, Adeyemo, Beatrice, Okpala and Oghale (2016) asserted that collaboration between school and parent in terms of information sharing will help in reducing drug abuse among students.

Theoretically, the study on drug abuse is anchored on social learning theory. Social learning theory can be credited to the efforts of Albert Bandura in 1963. Social learning theory is a theory of learning procedure and social behavior which suggests that new deeds or behaviors can be acquired via observing and imitating others. The theory states that learning is seen as a cognitive process that takes place in social environment and can occur purely through direct instruction or observation, even in the nonexistence of direct reinforcement or motor reproduction. Adding to the observation of behavior, learning can also take place through the observation of punishments and reward, which is known as vicarious reinforcement. The proponent of the theory assumes

that when a particular behavior is compensated regularly, it has the tendency to persist. Equally, if a particular behavior is regularly punished, it will most likely desist. The social learning theory has expanded the traditional behavioral theories, in which behavior is administered solely by reinforcements, by placing importance on the roles of many internal procedures in the learning of individual (Liu, Bamberger, Wang, Shi and Bacharah, 2020; Vito, Schaefer, Higgins, Marcum and Ricketts, 2019). Moreover, social learning theory has integrated behavioral and cognitive theories of learning in order to provide a complete model that could account for the wide range of learning familiarities or experiences that are usually occur in the real world. As originally sketched by Bandura and Walters in 1963 and further complete in 1977, there are several key tenets of social learning theory. First, learning is not purely behavioral; rather, it is a cognitive process that takes place in a social situation. Second, learning can occur by observing a behavior and by observing the consequences of the behavior. Third, learning process involves observation, extraction of information from those observations, and making conclusions about the performance of the behavior. Thus, learning can occur without an observable change in behavior. Last, reinforcement plays a role in learning but is not entirely responsible for learning (Akers & Jennings, 2016; Nabi & Prestin, 2017).

Research Questions

1. What are the causes of drug abuse among students?
2. What are the effects of drug abuse among students?
3. What are the measures that can be used to curb drug abuse among students?

METHODOLOGY

Research Design

The research design adopted for this study is quantitative type of survey method. Survey method was chosen because it has the capacity to elicit information that can be used to provide response to the research questions of the study (Creswell, 2015).

Population and Sampling Techniques

The population of the study consists of 1352 final year students that are doing NCE (Nigeria Certificate in Education) programme in Kwara State Collage of Education, Ilorin. In order to determine the sample size of the study, Krejcie and Morgan(1970) table was used to determine the appropriate sample that is needed for the study. Based on the total population of 1352 students using Krejcie and Morgan sampling table, thus the study requires 375 sample size is needed to investigate the study on drug abuse. A sample size is a smaller part of statistical population where properties are studied to gain information about the whole (Creswell, 2015). Furthermore, two sampling techniques were used to select 375 students. First stratified sampling techniques was employed to classify students based on schools, namely school of education, school of vocation and technical education, school of Art and social sciences, school of sciences and school of Language. Also, random sampling techniques were employed to select 375 students from the schools based on departments that are domicile there.

Instrumentation

In order to provide answer to research questions generated for the study, an instrument was adapted from previous studies titled “Drug Abuse Questionnaire (DAQ)”. Section A of the instrument consists of students’

profile which includes Gender, Age, Marital status, Course, Religion, and sex. Section B consists of variables of the study. They include causes of drug abuse, effects of drug abuse and solution to drug abuse. Validity is the degree to which the results obtained through the instruments actually represent the phenomenon under study. To ensure adequate validity of the instrument, draft questionnaire was given to the project supervisor and other experts to determine the suitability. The comments and observation was a guide in correcting errors and making modifications where necessary. According to Creswell (2015), reliability is a measure of the degree to which the instrument yields consistent data after repeated trials. Therefore, an instrument is reliable when it can measure a variable accurately and constantly which gives the same result under the same conditions of a period of trial. The reliability of the instrument was achieved with the pilot test conducted using 50 students that were not captured in the main study. The outcome of the pilot test conducted indicates high reliability of 0.857 for causes of drug abuse, 0.842 for effect of drug abuse and 0.895 for measures that can be used to curb drug abuse in tertiary institutions (Pallant, 2010; Peterson & Kim, 2013).

Procedure for Data Collection and Analysis

Data collection refers to gathering information aimed at producing or refuting some facts. The questionnaire was administered to Nigeria Certificate in Education (NCE) regular students in Kwara State College of Education, Ilorin. Before data collection, respondents were assured of confidentiality for the information they would provide. Questionnaires were administered with the use of cross-sectional method of data collection. The data collected was analyzed using Statistical Packages for Social Sciences (SPSS) Software. Descriptive analysis was performed based on the research questions of the study.

ANALYSIS

Response Rate

In this study, 390 questionnaires were administered to students in Kwara State College of Education, Ilorin, Kwara State. To ensure high response rate, several visits were made to the college to ensure high return questionnaires. Out of 390 questionnaires distributed, 358 questionnaires were returned, while 32 were not returned. Because a substantial part of the questionnaires were not properly filled by the participants, we have a total number of 12 unusable questionnaires and the remaining 346 usable questionnaires were used for analysis. Therefore, 90% response rate is considered appropriate for the analysis of this study which is in line with Sekaran and Bougie's (2016) suggestion that a response rate of 30% and above is good enough for survey research. The Table below shows the response rate of the questionnaires.

Table 1: Response Rate

Response	Rate
Questionnaires distribution	390
Questionnaires returned	358
Questionnaires not returned	32
Invalid questionnaires	12
Usable questionnaires	346
Response rate	90%

Respondents' Profile

Table 2: Profile of the Respondents

Variable	Category	Frequency	Percentage
Gender	Male	210	61%
	Female	136	39%
	Total	346	100%
Age	18-28	146	42%
	29-38	100	29%
	39-48	60	17%
	49 and above	40	12%
	Total	346	100%
Religion	Islam	196	57%
	Christianity	150	43%
	Total	346	100%
Marital Status	Single	242	70%
	Married	104	30%
	Total	346	100%

Table 2 above shows the profile of the respondents that participated in the study. The profile includes gender (male 210 (61%) and female 136 (39%); age (18-28 (42%), 29-38 (29%), 39-48 (17%), 49 and above (12%); religion (Islam 196 (57%), Christianity 150 (43%) and marital status (single 242 (70%), married 104 (30%).

Research Question One: What are the causes of drug abuse among students?

Table 3: Causes of Drug Abuse

S/N	Items	SA	A	SD	D	Remark
1	Genetic factor	206	70	45	25	Agreed
2	Social environment	298	30	12	6	Agreed
3	Influence of peer pressure	246	50	30	20	Agreed
4	Family factor	246	46	35	19	Agreed
5	Traumatic life events such as sexual and emotional abuse	190	106	40	10	Agreed
6	Socio-economic status of the country	56	150	80	60	Agreed
7	Mental health such as psychological distress	198	106	27	15	Agreed
8	Lack of knowledge on the risk of drug abuse	241	50	35	19	Agreed

9	Academic adjustment related factor	146	100	50	50	Agreed
10	Lack of government policy	70	196	50	30	Agreed

Results presented in Table 3 above shows that 206 of the respondents strongly agreed with the statement that genetic factors plays a significant role in the causes of drug abuse, 298 respondents also strongly agreed that the social environment of an individual can influence such individual to drug abuse. Likewise, 246 respondents strongly to the fact that family factors serve as the primary and single most influential factors in shaping the later adaptation of people to abusive of drugs. 190 respondents strongly agreed that traumatic life events such as sexual and emotional abuse are associated with the causes of drug abuse. Furthermore, 150 respondents agreed that socio-economic status contributes to the causes of drug abuse while 198 respondents strongly agreed that mental health such as psychological distress contributes to the causes of drug abuse. The result also revealed that 241 respondents strongly agreed that lack of knowledge on the risk of drug abuse is related to the causes of drug abuse. Similarly, 146 respondents strongly agreed that the academic adjustment related factors contribute to the cause of drug abuse. Finally, 196 respondents agreed that lack of government policy on the right usage of drug contributes to the causes of drug abuse.

Research Question Two: What are the Effects of drug abuse among students?

Table 4: Effects of Drug Abuse

S/N	Items	SA	A	SD	D	Remark
1	Memory problem	204	106	06	30	Agreed
2	Liver cancer	225	101	02	18	Agreed
3	Slow movement and thought	106	80	120	40	Agreed
4	High blood pressure	126	104	60	56	Agreed
5	Weakened immune system	106	100	120	20	Agreed
6	Muscle weakness	86	140	102	18	Agreed
7	Anxiety and depression	104	82	90	70	Agreed
8	Heart palpitations	156	90	55	45	Agreed

Results in Table 4 indicate that 204 respondents strongly agreed that drug abuse contributes to memory problem, 225 respondents strongly agreed that drug abuse is responsible for the cause of liver cancer. Also, 106 respondents strongly agreed that drug abuse give rise to slow movement and thought. Similarly, 126 respondents strongly agreed that drug abuse leads to high blood pressure while 106 respondents strongly agreed that drug abuse contributes to weakened immune system. Furthermore, 140 respondents agreed that muscle weakness can occur as a result of drug abuse while 104 respondents strongly agreed that drug abuse contributes to significant anxiety and depression and finally, 156 respondents strongly agreed that drug abuse contributes to heart palpitations.

Research Question Three: What are the measures that can be used to curb drug abuse among students?

Table 5: Measures that can be used to curb drug abuse

S/N	Items	SA	A	SD	D	Remark
1	Consistent and fair discipline	101	95	55	95	Agreed
2	Accurate information on the effects of drug abuse	158	88	35	65	Agreed
3	Open channels of communication for thoughts and feelings	196	90	25	38	Agreed
4	Provision of government agencies to combat drug abuse	206	100	25	15	Agreed
5	A stable family atmosphere	142	84	100	20	Agreed
6	A good and conducive social environment	136	95	70	50	Agreed

The results presented in table 5 shows six measures that can be used to reduce drug abuse among students of Kwara State College of Education, Ilorin as suggested by the majority of the respondents. The measures include consistent and fair discipline with 101 strongly agreed and 95 agreed respondents and accurate information on the effects of drug abuse with 158 strongly agreed and 88 agreed respondents. It also includes open channels of communication for thoughts and feelings with 196 strongly agreed and 90 agreed respondents. More so, provision of government agencies to combat drug abuse with 206 strongly agreed and 100 agreed respondents. In addition, a stable family atmosphere with 142 strongly agreed and 84 agreed respondents and a good and conducive social environment with 136 strongly agreed and 95 agreed respondents were suggested as measures of reducing drug abuse among students.

DISCUSSION

In line with the first research question of the study, it was found that several causes were responsible for drug abuse among students. According to students, the perceived causes of drug abuse include socio-economic status of the country, genetic factor, social environment, academic adjustment related factor, and lack of government policy among others. In fact, perceived social environment was highly perceived as the cause of drug abuse. The findings is in sync with the work of Rizvi, Naz and Zehra (2019) who found that students are quite aware of the negative impact of Shisa hazard and drug abuse. The study highlighted some factors responsible for the drug abuse, which include peer pressure, lack of proper guidance, and society fashion trends. The current finding is synonymous with the study conducted by Ronald, Novatus and Muganga (2015) who found that demographic factors were largely responsible for students' involvement in drug abuse. Some of the factors include age, peer pressure, curiosity, stress and behavioral factors are key factors that influenced students. Also, the current finding is similar to the study investigated by Oshikoya and Ali (2006) who found that marijuana was the most common drug abuse among students. Additionally, the finding of this study is in line with social learning theory. The theory postulates that learning is seen as a cognitive process that takes place in social context and can occur through direct instruction or observation. The theory also assumes that learning can take place through the observation of reward and punishments, which is usually known as vicarious reinforcement (Akers & Jennings, 2016; Nabi & Prestin, 2017).

The second research question was based on the effects of drug abuse. The outcome of the study indicates that the use of drug abuse resulted numerous effects, which include memory lane, liver cancer, slow movement and though, high blood pressure, weakened immune system, muscle weakness, anxiety depression, and health palpitations. Specifically, liver cancer was highly perceived as the effect of drug abuse. The finding is tandem with Obeichina et al. (2016) who concluded that alcohol abuse in early life has exposed adolescents to voluntary drug consumption, smoking, drinking, and substance abuse which have become a threat to the nation.

The study of Okafor (2020) established that the use of drug to the extent that interferes with the health and social function is common among students. Also, the study of Sanni and Arannsi (2020) pointed that drugs pose a serious threat to Nigeria. Similarly, Fareo (2012) concluded that stigma, violence, madness, assault, and murder as the effects of drug abuse in the society. Also, the study by Patel et al. (2020) confirmed that parents' use of drug has effect on their children.

The third research question was based on the measures that can be used curb drug abuse. Findings of the study show that several measures were suggested. They include consistent and fair discipline, accurate information on

the effects of drug abuse, open channel of communication, stable family atmosphere, and conducive family atmosphere. The finding is in support of the study conducted by Ira, Elisa and Riris (2019) who found that stakeholder's support like social networking support, reward support, and emotional support have been adequately done by the stakeholders curb drug abuse among youth. The work of Obeichina et al. (2016) suggested that teachers should be provided with various skills on how to handle students with various challenges; this will help to reduce drug abuse in education system. Likewise, the finding is in consonance with the work of Adeyemo, Beatrice, Okpala and Oghale (2016) who opined that collaboration between school and parent in terms of information sharing will help in reducing drug abuse among students.

IMPLICATIONS FOR STAKEHOLDERS

The outcome of the study has several implications for stakeholders (e.g. college management, parents and government) in education. They are as follows:

1. Management of the college should allow students to participate in community and school drug free activities.
2. Management should sensitize students on the need to respect the school policies and local laws on drug.
3. Management should endeavor to exploration of discovery activities like skills, dance, music, art and sports.
4. Management should enforce or make more effective the already existing laws on the use of stimulants.
5. Also punishing people for indiscriminate use of drug or for acts associated with their use.
6. Parents/guardian should monitor their wards closely and the company they keep
7. There should be synergy between the parent and college on information sharing about the students.
8. Government should ensure that precautionary drug education is infused into school curriculum so as to ensure that students are well informed of dangers inherent in substance abuse.

CONCLUSION

Based on the findings of the study, answers were provided to the research questions formulated for the study. Thus, it can be concluded that drug abuse is a complex phenomenon in tertiary institutions. Specifically, stakeholders in education need to ponder on this pertinent issue. Drug use can be reduced if stakeholders (including lecturers, parents, administrators and government) can collaborate to fight the vice and make higher institution of learning a better place for current generations and generations to come.

REFERENCES

1. Adesina, B. O., Adebayo, A. M., & Iken, O. F. (2020). Factors Associated with Psychoactive Substance Use among In-School Adolescents in Zaria Local Government Area, Kaduna State, Nigeria: a Cross-Sectional Study. *International Journal of School Health*, 7(1), 14-22.
2. Adeyemo Florence, O., Beatrice, O., Okpala, P. U., & Oghale, O. (2016). Prevalence of drug abuse amongst university students in Benin City, Nigeria. *Public Health Research*, 6(2), 31-37.
3. Akers, R. L., & Jennings, W. G. (2016). Social learning theory. *Wiley Handbooks in Criminology and Criminal Justice*, 230-240.

4. Creswell, J. W. (2015). *Essential skills for the qualitative researcher*. Sage Publications.
5. European Union (2019). *Report on drug abuse in Nigeria*. <https://www.blueprint.ng/eu-report-drug-abuse-nigeria/>. Accessed on 2nd June 2020.
6. Fareo, D.O. (2012). Drug abuse among Ngerian adolescent: Strategies for counselling. *Journal of International social research*, 5(2), 45-59.
7. Ira, N., Elisa, D.P. and Riris, D.R. (2019). *Indian Journal of Public Health Research & Development*, Volume 10(3), 515-518.
8. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement* 30, 607-610.
9. Liu, S., Bamberger, P., Wang, M., Shi, J., & Bacharach, S. B. (2020). When onboarding becomes risky: Extending social learning theory to explain newcomers' adoption of heavy drinking with clients. *Human Relations*, 73(5), 682-710.
10. Nabi, R. L., & Prestin, A. (2017). Social learning theory and social cognitive theory. *The International Encyclopedia of Media Effects*, 1-13.
11. Obiechina, G. O., & Isiguzo, B. C. (2016). Curbing the menace of drug use among secondary school students in Nigeria. *European Journal of Research and Reflection in Educational Sciences* Vol, 4(1).
12. Okafor, I. P. (2020). Causes and consequences of drug abuse among youth in Kwara State, Nigeria. *Canadian Journal of Family and Youth/Le Journal Canadien de Famille et de la Jeunesse*, 12(1), 147-162.
13. Osikoya, K.A. & Alli, A. (2006). Perception of drug abuse among Nigerian undergraduates. *World Journal of Medical Sciences*. 1(2), 133-139.
14. Osisiogu, U. C., & Mmahi, O. P. (2020). Alcohol consumption at selected bars in Keffi, Nigeria: Consumers' awareness of recommended limits and consumption motivations. *Journal of ethnicity in substance abuse*, 12(2), 1-20.
15. Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using Parks, C. D. (2004). Group norms*. In J. M. Burns, G. R. Goethals & G. J. Sorenson (Eds.), *Encyclopedia of Leadership* (pp. 627-630). Thousand Oaks, CA: Sage Publications.
16. Patel, P., Kaiser, B. N., Meade, C. S., Giusto, A., Ayuku, D., & Puffer, E. (2020). Problematic alcohol use among fathers in Kenya: Poverty, people, and practices as barriers and facilitators to help acceptance. *International Journal of Drug Policy*, 75, 102576.
17. Peterson, R. A., & Kim, Y. (2013). On the relationship between coefficient alpha and composite reliability. *Journal of Applied Psychology*, 98, 194-198. doi:10.1037/a0030767.
18. Rizvi, F, Naz, L. & Zehra, N. (2019). Perception of shisha smoking & drug abuse Among university students of Karachi. *Pakistan Journal of Neurological Sciences (PJNS)*: Vol. 14 : Iss. 2 , Article 10. Available at: <https://ecommons.aku.edu/pjns/vol14/iss2/10>.
19. Ronald, B., Novatus, N. and George, M. (2015). Perceived factors influencing drug abuse among university students in western Uganda. *International Journal of Science and Research (IJSR)*, Volume 11(6), 554-559.
20. Sanni, K. T., & Aransi, W. O. (2020). Percieved Psychosocial Factors as Determinants of Drug Use and Abuse among Public Secondary School Youths in Osun State, Nigeria. *Learning*, 5(1), 13-23.

21. Sekaran, U., & Bougie, R. J. (2016). Research methods for business: A skill building approach. John Wiley & Sons.
22. UNDC (2019). World drug report. https://www.unodc.org/unodc/en/frontpage/2019/June/world-drug-report-2019_35-million-people-worldwide-suffer-from-drug-use-disorders-while-only-1-in-7-people-receive-treatment.html. Accessed on 2nd June 2020.
23. Vanguard Newspaper (2019). Drug report in Nigeria. <https://www.vanguardngr.com/2019/10/1-in-7-nigerians-use-at-least-one-psychoactive-substance-%e2%80%95-buba-marwa/>. Accessed on 2nd June 2020.
24. Vito, A. G., Schaefer, B., Higgins, G. E., Marcum, C., & Ricketts, M. (2019). Self-control, social learning theory, social bonds and binge drinking: Results from a national sample. *Journal of Substance Use*, 24(6), 655-659.