

**PERCEIVED IMPACT OF DRUG ABUSE ON STUDENTS' SOCIAL INTERACTION
AND ATTITUDE TOWARDS SCHOOLING AMONG SECONDARY SCHOOL
STUDENTS IN ODEDA LOCAL GOVERNMENT OGUN STATE**

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Abstract

This study investigated the perceived impacts of drug abuse on students' social interaction and attitude towards schooling among secondary school students in Ogun state. The study adopted descriptive survey research. A questionnaire titled "PIDASIA" was used for the study and its reliability test was done using Cronbach Alpha and a value 0.765 was gotten. A total of four hundred and ninety-eight secondary school students were drawn from three private and three public secondary schools in Odeda Local Government Areas of Ogun state using a simple random sampling technique. Six research questions were raised and data were analyzed using descriptive statistics of mean, percentage and standard deviation. The findings of the study showed that the students have a strong awareness of drug abuse in the society. The study however revealed that students engage in drug abuse due to peer pressure, bad parental care and some life challenges. It is however established that drug abuse can make a student to develop brain damage, perform poorly in school and drop out eventually. Based on the findings of the study, it was recommended that the school should do more of sensitization for the students on drug abuse; Parents should exhibit good characters for their children and that there should be public awareness by the government in collaboration with relevant stakeholders to curb the menace of drug abuse in schools.

Introduction

A drug is any substance which when introduced in to the body alters the normal biological and psychological functioning of the body especially the central nervous system (Myers, 2006). Drug abuse is the over indulgence in and dependence on a drug or other chemicals that are detrimental to the individual's physical and mental health or the welfare of others (Harrison, 2008). Drug abuse crosses all social boundaries, affects all ethnic groups and genders. In which it has been considered a global menace (McCabe, Boyd & Teter, 2009). Globally drug abuse has always been a major problem among the young people (Dansel, 2019). Indeed, the use of drugs continues to emerge as a strategy for most youths to cope with their prevailing problems such as unemployment, neglect, sexual abuse and poor academic performance (NACADA, 2012).

Maithya (2009) states that drugs when properly administered have been a blessing to human wellness. There is evidence that intentionally fermented alcohol existed from as early 10,000 BC when it was used in religion and worship, for recreation, medicinal use and quenching thirst by long distance travelers. Marijuana was used as medicine from 2,737BC in china then later in the 19th century, active substances used in production of drugs like cocaine and morphine were extracted and freely prescribed by physicians for various ailments and even sold over the counter until problems of addiction gradually started being recognized (Fort, 2007). Globally, it is estimated that in 2030, some 450 million people of the world population aged 15-64 would be used to illicit drug, mainly a substance belonging to the cannabis, opiates, cocaine or amphetamine-type stimulant (ATS) groups, at least once in the previous year (World Drug,

2020). According to the American National Survey on Drug Use and Health (ANSDUH, 2007), an estimated 20 million Americans aged 12 or older has used an illegal drug in the past one month. This estimate represents 8% of the population aged 12 years or older. Additionally, the nonmedical use or abuse of prescription drugs including painkillers, sedatives and stimulants, is growing with an estimate of 48 million people aged 12 and older using prescription drugs for non-medical reasons (ANSDUH, 2007). This represents approximately 20% of the US population. According to a report by the International Narcotics Control Board (2014), over 1,000 tons of marijuana is seized by US customs represent 94% of all marijuana seized around the world in 2013. Back in 2010, law enforcement officials estimated that the US black market was worth \$41 billion. The European Drug Report (2014) has reported that Europeans are very fond of drugs. For better or worse, Europe has arguable been the world's most prolific drug-consuming landmass for a very long time. The 2014 report add that, over 80 million people living in Europe are estimated to have used an illegal drug at some point in their lives (EDR, 2014). The numbers of people who have tried an illegal drug represent about a quarter of the adult population in the European Union (EDR, 2014). The most used illicit drug in Europe is marijuana, with 73.6 million people stating that they have tried it at some point in their lives (EDR, 2014).

In the most recent years measured (2012) the report stated that 18.1 million used marijuana. A total of 2,000 tons of marijuana and hashish were consumed in the European Union each year. The second most used drug in Europe was cocaine with 14.1 million people using it in their lifetimes. 3.1 million People used it in their life time and 1.5 million problems users. Heroin caused 6,100 overdose deaths in 2012, while cocaine overdose caused about 500 deaths (EDR, 2014). The International Drug Policy Consortium (IDPC) estimates that 45 tones of heroin were trafficked to Africa in 2010, out of which 34 tones were consumed on the continent. Drug Trafficking Organization exploits the low capacity of law enforcement at seaports and airports to use African countries as transit for illegal drugs from Pakistan and Gulf countries to Europe, North America and other parts of the world. However, Africa is no longer just a transit territory for illegal drugs but also a major production area with countries like South Africa, Lesotho, morocco, and Uganda producing 25% of the marijuana produced globally (Nafula, 2008).

According to Kasirye (2010), east Africa is faced with the problem of cannabis, which is only second to alcohol as the most abused drug in this region of Africa. He further states that East Africa is the biggest producer of the cannabis plant, commonly known as marijuana. In Rwanda for instance, it was reported that in 2009 alone 2,890.179 kilograms of cannabis had been seized and 999 people arrested (RHSP, 2009). In Kenya, the commonly abused drugs are alcohol, bhang, glue, Mira and psychotropic drugs. Nairobi and Coast provinces are most affected with an estimated 10,000 heroin users in Nairobi and 8,000 in Coast provinces (Kambili, 2015). Cocaine is also reported to have high acceptability rating in Nairobi. In 2005, Tanzania police intercept 375 metric tons of cannabis, 101.5kg of heroin and 35kg of morphine, among other prohibited substances, over the past two years 11,500 people have been arrested on drug-related charges, according to Tanzania's antinarcotics unit (NACADA, 2012).

Kasirye (2010) also adds that drug abuse in Uganda in most common among marginalized groups and the unemployed although other categories of people also abuse drugs. Kasirye also goes on to say that marijuana is mainly abused by street children and students as well as by soldiers while heroin tends to be consumed by urban and street youths. He also notes that there were 2,542 in 2008. Kasule (2011) further states that 5 to 10% of Ugandans are regular drug abusers and marijuana abusers in particular ranging from 7% to 38% between 2008-2009, 54

Ugandans were arrested on drug related offences in china of which 38 were convicted to death (Kasirye, 2010).

It is apparent that substance abuse is a cross-disciplinary topic of research and concern, which involves the need to employ most importantly various theoretical explications and empirical evidence in collaborative efforts to strive for more optimal solutions to limit its contagiousness, and to curb any direct and indirect harm (Nafula, 2008). Substance abuse has been described as a “chronic relapsing disease, with extremely high relapse rates that range from 56.8% to 81.8%. Recently, the United Nations reported that in 2017, an estimated 271 million people, or 5.5 per cent of the global population aged 15–64, had used substances in the previous year (UNR, 2017). This is 11.5% higher than the estimated number of substance-using people in 2012. Due to the nature of recurrence and the rising number of substance users globally, a continuing upsurge in human, social, health and economic costs in the form of substance-related violence, criminal acts, health care needs, legal orders, rehabilitative services, reduced labor productivity and judicial expenditure is evident (UNR, 2017).

Undoubtedly, prevention and treatment are two main intervention approaches that have been commonly adopted to tackle substance abuse, in which the former focuses primarily on enhancing public awareness of the dangers of substance misuse and addiction, and the latter mainly emphasizes helping substance abusers to attain complete abstinence and avoid relapse. Both prevention and treatment of substance abuse are pertinent to public health, as the two approaches need to employ a multilevel perspective to conceptualize and solve fallout generated from drug trafficking, misuse and harm (UNR, 2019). This point to the need to investigate human hereditary, biological, and psychological needs, cognitive and mental conditions, social development and cultural structures simultaneously and interactively (Connor, 2018).

Academic performance, which is measured by attendance and grades, is one of the major goals of a school as put forward by Galiher (2006) and Darling (2005) who used GPA to measure students’ performances because their main focus was on the student performance for a particular semester. Furthermore, it is academic performance that is central to the effort of the No Child Left Behind Act of 2001 to make schools and school districts accountable for assessing and improving student performances annually (Linn, Baker & Beterbenner, 2002).

Further limitations on academic achievement represents the primary implication of most students receiving special education services and those limitations if left unaddressed, constrain their ability to pursue postsecondary education and well-paid employment after high school (Johnson, 2000).

State tests are designed primarily to measure progress at schools. In particular graduation, tests are used to determine whether the student has mastered the minimum content and competencies required to a high school diploma. Each of these kinds of assessments endangers significant and accommodative academic performance of the students (Minnema, Thurlow, Bielinski & Scott, 2001). Although this is a time of change in the educational area, within which accountability environment is crucial to understand the progress of all students including those who use drugs and abuse them as it’s a critical factor that contribute to their positive or negative academic performance. The purpose of this study is therefore to explore the effect of drug abuse on academic performance of students with a focus on the selected schools in order to provide intervening measures on how to curb and reduce the spread of the menace and suggest on how to deal with it.

Attitudes have a very important position in our daily lives. From this aspect, attitudes help individuals to interpret their environment and guide their behaviour in the social life (Erwin, 2001). Having also an important influence on the decisions, attitudes have a strong effect on what one will do, what kind of profession one will perform, which school one will go to, where one will live, and whether one will accept new ideas (Schafer and Tait, 2016). Attitudes are influenced by personal opinions, life experiences, and they are shaped by means of education and acquire a different dimension (Hacieminoglu, 2015).

Therefore, it is important to stress that there is an opportunity for students to gain important attitudes in their social and school lives. In this framework, Ataunal (2003) states that in schools the communication that the teacher has established with the students through positive or negative attitudes have an important influence on shaping the lives of the students. Teachers' behaviours can be imitated by the students as well as being directly accepted. This points out the importance of schools thus the teachers' responsibilities in terms of the attitudes (Uluğ, Özden, Eryılmaz, 2011).

Schools are important institutions for the academic, psychological and social developments of the students (Sarı and Cenkseven, 2008). The teachers and others in the school environment have an influential position for the attitudes along with the school age (Özbay and Uyar, 2008). This situation is important for indicating the importance of schools in terms of attitude. Similarly, Alici (2013) also expresses that considering the individuals spend a significant part of their lives in school environment, the effects of their emotions and thoughts towards the school on the personality traits and achievements could be understood more easily. Studies have shown that the classrooms where the students are educated, students' socio-economic levels, ethnicities and mother tongues are influential in the formation of their attitudes as well as the schools and teachers (Stagner, 2014).

Illicit drug use is injurious to adolescent students in their academic performance. Today, there are estimated 1.5 million adolescent student drug users in Nigerian higher institution. No academic institution in Nigeria is immune and no student really is (Alabi, 2012). Some adolescents are involved in use of illicit drugs because they want to reduce regular pressures around them. It symbolizes a protest against set rules, and to explore basic to self (Omage, 2005). The arrest by police, NDLEA and the news reports revealed that illicit drug use is on the increase. It is in this connection that this study examines the impact of substance abuse on adolescent on academic performance in colleges of education in Kwara State.

Statement of the Problem

Despite the overwhelming intervention strategies by the Government, religious organizations, non-state actors and many other keen stakeholders to curb the problem of drug and substance abuse especially among the youth, the number of school going youth being suck into drug abuse seems to be escalating, day by day, The government for instance has placed education at the centre of the social pillar of vision 2030 that intents to make Nigeria a middle level income country. To show its commitment it has highly subsidized secondary school education thus boosting access and retention rates in the system, all these intervention strategies have had huge cost implications on the tax payer including the opportunity cost. Drug and substance abuse threatens and tends to derail these noble strides by demotivating the students in learning and subsequently ruining these school going children that the government intends to rely on in driving the economy to the next level. Drugs and substance abuse menace should therefore be given the attention it deserves if the intentions of this hefty investment in education are to bare

fruits. Therefore, the researcher aims at identifying the perceived impact of drug abuse on student's social interaction and attitude towards schooling among secondary school students in Odeda Local Government, Ogun State.

Objective of the Study

1. To determine the perceived impacts of drug abuse on social interactions among students in the selected Senior Secondary Schools.
2. To determine the impacts of drug abuse on students academic performance in the selected senior secondary schools.
3. To determine the impacts of drug abuse on the students attitude towards schooling in the selected senior secondary schools.

Research Questions

1. What are the perceived impacts of drug abuse on social interactions among students in the selected senior secondary schools?
2. What are the impacts of drug abuse on student's academic performance in the selected senior secondary schools?
3. What are the impacts of drug abuse on the students' attitude towards schooling in the selected senior secondary schools?

Method

The research design employed for the study was descriptive survey. The study population comprised all senior secondary school class 2 and 3 students in Odeda Local Government of Ogun State. A sample size of 498 students randomly selected from the six senior secondary schools in Odeda Local Government of Ogun State was considered for the study. A self-developed questionnaire titled "perceived impacts of drug abuse on student's social interaction and attitude towards schooling among secondary school students in Odeda Local Government" was the instrument employed for the study. The questionnaire consist of questions that elicit responses from the respondents with response options on a likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to content and face validity by science education. A reliability test was conducted from a sample school different from those under study. After which it was subjected to a reliability test using Cronbach Alpha and a value 0.765 was gotten. The study employed descriptive statistical to analysis the data by use of means, standard deviation, percentage, and frequencies count.

Presentation of Results

Research Question 1: what is the perceived impact of drug abuse on social interaction?

Table 1: Table showing the perceived impact of drug abuse on social interaction.

ITEM	STRONGLY AGREE		AGREE		STRONGLY DISAGREE		DISAGREE		NOT SPECIFIED		MEAN	SD
	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%	(\bar{x})	SD
19.	STUDENTS THAT ABUSE DRUGS FORM THEIR OWN GROUP OF FRIENDS AND THIS COULD BRING ABOUT SEGREGATIONS AMIDST THE STUDENTS IN SCHOOL.											
	167	33.5	231	46.4	30	6.0	61	12.2	9	1.8	3.03	0.950
20.	STUDENTS WHO ABUSE DRUG DISLIKE THE HARDWORKING STUDENTS IN CLASS/SCHOOL.											
	173	34.7	184	36.9	47	9.4	84	16.9	10	2.0	2.91	1.065
21.	STUDENTS WHO ARE REBELLIOUS TO TEACHERS AND ALSO BREAKS SCHOOL RULES MAY BE A DRUG ABUSER OR STUDENTS WHO IMITATE THE BEHAVIOURS OF THOSE WHO ABUSES DRUGS.											
	184	36.9	201	40.4	46	9.2	64	12.9	3	0.6	3.02	0.992
22.	MAJORITY OF THE HOOLIGANS IN THE MARKETS ARE DROPOUTS OF PRIMARY OR SECONDARY SCHOOLS DUE TO THE EFFECT OF DRUG ABUSE.											
	176	35.3	209	42.0	40	8.0	71	14.3	2	0.4	3.05	1.717
23.	BAD AND ABNORMAL BEHAVIOURS AMONG SECONDARY SCHOOL STUDENTS COULD BE AS A RESULT OF DRUG ABUSE.											
	166	33.3	194	39.0	56	11.2	73	14.7	9	1.8	2.93	1.024
	Weighted Mean (\bar{x}) = 2.98 and STD = 1.14											

***criterion mean value = $\bar{x} \geq 2.5$**

Item 19 shows that 79.9% of the respondents agreed with the statement in the item, 18.2% disagreed, 1.8% did not specify their opinion. Item 20 show that 71.6% agreed with the item's statement while 26.3% disagree while 2.0% did not specify their opinion. Item 21 shows that 77.3% agreed with the item's statement, 22.1% disagreed, 0.6% did not specify. Item 22 shows that 77.3% agreed with the statement in it, 22.3% disagreed with it and 0.4% of the respondents did not specify their opinion. Item 23 shows that 72.3% of the respondents agreed with the statement, 25.9% disagreed, 1.8% did not specify their opinion. Conclusively, research question four has a weighted mean of 2.98 which is above the criterion mean value of 2.5. This means that the respondents agreed strongly with the impacts of drug abuse on social interaction as stated in research question 4 items.

Research Question 2: What are the impacts of drug abuse on students’ academic performance?

Table 2: Table showing the impacts of drug abuse on students’ academic performance

ITEM	STRONGLY AGREE		AGREE		STRONGLY DISAGREE		DISAGREE		NOT SPECIFIED		MEAN (x)	SD
	FRQ (N)	%	FRQ(N)	%	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%		
24.	DRUG AND OTHER SUBSTANCES ABUSE CAN MAKE STUDENTS PERFORM POORLY IN THEIR ACADEMICS.											
	226	45.4	176	35.3	34	6.8	57	11.4	5	1.0	3.16	0.983
25.	STUDENTS WHO TAKE DRUGS CAN INJURE THEIR BRAIN FUNCTIONS AND THIS COULD SLOW DOWN THEIR RATE OF ASSIMILATION.											
	236	47.4	175	35.1	27	5.4	53	10.6	7	1.4	3.29	1.997
26.	DRUG ADDICTED STUDENTS PERFORMS EXCELLENTLY IN THEIR ACADEMICS.											
	91	18.3	129	25.9	124	24.9	136	27.3	18	3.6	2.36	1.086
	Weighted Mean (x) =2.93 and STD =1.35											

***criterion mean value = $x \geq 2.5$**

Item 24 shows that 80.7% agreed with the statement agreed in it, 18.2% disagreed while 1.0% did not specify their opinion.

Item 25 shows that 82.5% of the respondents agreed, 16% disagreed, 1.4% did not show their opinion.

Item 26 show that 44.2% of the respondents agreed while 52.2% disagree, 3.6% did not show their opinion.

Conclusively, the weighted mean of research question 5 is 2.93 which are above the criterion mean value. This means that the students recognizes and also agree with most of the impacts of drug abuse as stated in the items

Research Question 3: what are the impacts of drug abuse on students’ attitude towards schooling?

Table 3: Table showing the impacts of drug abuse on students’ attitude towards schooling.

ITEM	STRONGLY AGREE		AGREE		STRONGLY DISAGREE		DISAGREE		NOT SPECIFIED		MEAN (x)	SD
	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%	FRQ (N)	%		
27.	DRUG ABUSE ENHANCES STUDENTS TO PERFORM EXTRAORDINARILY IN EXTRA-CURRICULAR ACTIVITIES LIKE SPORTS.											
	156	31.3	180	36.1	63	12.7	63	12.7	5	1.0	2.81	1.083
28.	THE USE OF DRUGS IS COMMON AMONG STUDENTS WHO ATTEND DAY SCHOOLS THAN BOARDING SCHOOLS.											
	132	26.5	186	37.3	67	13.5	103	20.7	10	2.0	2.71	1.082
29.	DRUG ABUSE MAY MAKE A STUDENT TO LOSE INTEREST IN SCHOOLING.											
	183	36.7	210	42.2	31	6.2	65	13.1	9	1.8	3.04	0.985
30.	DRUG ABUSE LEADS TO FREQUENT ABSENTEEISM IN SCHOOL, WHICH CAN LATER RESULT TO DROP OUTS.											
	240	48.2	160	32.1	38	7.6	45	9.0	15	3.0	3.24	0.961
	Weighted Mean (x) =2.95 and STD =1.02											

***criterion mean value = $x \geq 2.5$**

Item 27 shows that 67.4% of the respondents agreed, 25.4% disagree, 1.0% did not specify their opinion. Item 28 shows that 63.8% of the respondents agreed, 34.2% disagreed, 2.0% did not

show their opinion. Item 29 indicated that 78.9% agreed, 19.3% disagreed, and 1.8% did not show their opinion. Item 30 revealed that 80.32% agreed, 16.6% disagree, 3.0% did not specify their opinion. The weighted mean for research question 6 is 2.95 which is above the criterion mean value of 2.5. This shows that students have a strong opinion about the impacts of drug abuse on students' attitude towards schooling.

Discussion

From the findings of the study, students that abuse drugs form their own group of friends and this could bring about segregations amidst students in school. It was also gathered from the study that students who abuse drug dislike the hardworking students in class/school. Also the study revealed that students who abuse drug dislike the hardworking students in class/school. These findings are in line with United Nations (2013), where it was reported that peer pressure makes each student wants to associate self with the colleagues who use drugs. The author further explained that according to the drug users like other people seek approval for their behavior from the peers, whom they attempt to convince to join them in their habit as a way of seeking acceptance.

The study also show that students who are rebellious to teachers and also breaks school rules may be among those who abuse drug or students who imitate the behaviors of those who abuses drugs. The findings also revealed that majority of the hooligans in the markets are dropouts of primary or secondary schools due to the effect of drug abuse. Bad and abnormal behaviours among secondary school students could be as a result of drug abuse. The study conclusively reported that there are negative impacts of abuse on social interaction. These findings are in line with Kyalo *et al.*, (2011). The author noted that students who abuse drugs could beat their teachers, rape them or kill their own colleagues.

The study revealed that drug and other substances abuse can make students perform poorly in their academics. This finding is in line with Agbonghalel *et.al.* (2014), as the author reported that drug abuse has a negative impact on the academic performance of students. It was also learned from the findings of the study that students who take drugs can injure their brain functions and this could slow down their rate of assimilation. More importantly, it was revealed from the study that drug addicted students do not perform excellently in their academics. These findings are in line with Mers (2017) who posited that alcoholic disorderliness can impair brain functions. Buddy (2019) also noted that sustained alcohol abuse leads to brain damage. The findings of Horwood *et. al.* (2010) also justifies poor academic performance with drug abuse. Conclusively, the study revealed that drug abuse may make a student to lose interest in schooling and that drug abuse leads to frequent absenteeism in school which can later result to drop outs. This finding is in line with Feffer (2012). The author reported that drug abuse leads to declining grades, absenteeism from school and an increased potential for dropping out from school. These findings are in line with Abdu-Raheem (2013) who asserted that substance abuse is a leading cause of school dropout by Nigerian students who are within the age range of 18 to 23 years.

Conclusion

The study concludes that students have a sufficient understanding of the problems associated with drug usage. Students are aware of the majority of substances that are frequently abused. Drug addiction among students is a result of peer pressure, inadequate parental supervision, urbanisation, and social media. Drug misuse can have an impact on a student's brain, which may ultimately result in their dropping out of school.

Recommendations

The following recommendations were made based on the findings.

1. The school should employ a guidance and counseling personnel to monitor students behavior and provide relevant services when they are troubled with various academic and social challenges.
2. The school management should enforce discipline in the school.

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