

Analysis Of Menace Of Drug Abuse Among Nigerian Technical Vocational Education And Training [TVET] Students

Oguejiofor Victor Ikechukwu¹, Omega Godfrey Nwabueze^{1*}, Yuel Okey Kalu³, Ogbu Damian Kanayochukwu¹, Ojo Samson Abayomi¹, Mole Lilian Chinyere¹, Attah Blessing Ijeoma², Odimegwu Ann Amarachukwu¹ & Obe Pauline Ijeoma¹,

Abstract

This study focused on the analysis of menace of drug abuse among Nigerian Technical Vocational Education and Training students. It was a survey research design. The population was 150 respondents made up of 30 lecturers and 120 students from Technical Vocational Education and Training institutions selected from the six geopolitical zones of Nigeria. The population was manageable. There was no sampling. All the 150 respondents were used for the study. Four research questions and four null hypotheses guided the study. Data generated was analyzed using mean with standard deviation for the research questions and z-test statistical tools were used to test the null hypotheses at 0.05 significant level. The instrument for data collection was forty-four structured items questionnaire. Three experts validated the instruments. The pilot study showed that the Cronbach Alpha reliability indices of the instrument was 0.88 using SPSS version 22. All the 150 questionnaire administered to the respondents were returned. The study among other things found that drug abuse is dangerous and it causes psychiatrist ailments and permanent damage to vital human organs. Based on the findings, it was recommended that all hands must be on deck to work, check-mate and campaign against drug abuse in order to militate against it.

Keywords: drug abuse, Nigeria, technical vocational education and training [TVET]

1.0 Introduction

Drug abuse is the excessive, maladaptive use of drugs for non-medical purposes despite social, psychological, and physical problems that may arise from such use. Drug abuse is also known substance abuse. It is the use of certain chemicals for the purpose of creating pleasurable effects on the brain (Kunhiyop, 2008). It affects central-nervous-system, destroys lives and undermines sustainable human development and generates crime. Epidemiology of drug abuse is that Marijuana and hashish are the most widely abused drugs in the world. Dallas (2000) opined that the main causes of drug abuse are curiosity and peer pressure and the three common drug abuse administration are orally in the form of a pill, intravenously in the form of

an injection and by inhaling the substance in the form of smoke.

Drug abuse is a wide fire that does no one any good. There has been rapid increase in drug abuse (UN, 2015). It destroys lives, communities and undermines sustainable human development and generates crime. The vulnerability of humanity to drugs and crime remains a grave concern. According to Cook (2012) and Rick (2019), the greatest peril is the youths and some Nigerian technical vocational education and training students who are deliberately and tactically recruited into drug abuse culture through uncontrolled influences, curiosity and peer pressure. Koob (2010), Harris, (2010) and Kerby, (2018) opined that drug abuse cause psychiatrist ailments and cause changes in brain chemical systems and circuits. It causes lack of coordination, slurred speech, blurred vision, poor judgment and permanent damage to vital organs like the brain, the liver, chest, heart and lung and produce slow and shallow breathing.

Drugs abuse pose a threat to our youths and undergraduates, but we can protect them from much of this threat by working very hard on some drug abuse preventive measures. These measures include keeping them off drugs by building up their self-esteem. We

¹Department of Industrial Technical Education, University of Nigeria, Nsukka.

²Department of Home Economic & Hospitality Management Education, University of Nigeria, Nsukka.

³Department of Technology, Vocational & Entrepreneurship Education, Enugu State University Science & Technology

⁴Department of Business Education, University of Nigeria, Nsukka.

*Corresponding Author: Omega Godfrey Nwabueze
Email: victor.oguejiofor@unn.edu.ng

should promote alternatives to drugs. University authorities should develop "Just Say No to Drug" clubs and programs. According to (UNESCO, 2018) 14.4 % (14.4 million) people in Nigeria abuse drugs.

Nigeria a country known as Federal Republic of Nigeria is located on the west coast of Africa and is the most populous Black Country in the world, bordering the North Atlantic Ocean, between Benin and Cameroon. Nigeria covers 356,668 sq miles (923, 7770 sq kilometers). It is about the same size as California, Nevada and Utah combined. Nigeria is a country which is diverse in people and culture. The history of the country goes back to 500 BC when the Nok people were the inhabitants. It was the ending of the 15th century European explorers and traders began their lucrative slave trade with the Yoruba and Benin peoples. In 1861 Lagos was colonized by the British and 1914, the entire country became the Colony and Protectorate of Nigeria. Nigeria is made up of 36 states and 774 local government Areas. The official language of the country is English and the three main indigenous languages are Igbo, Hausa and Yoruba (Chukwu, 2013). In Nigeria technical vocational education and training [TVET] is seen as a silver bullet for sustainable development.

Technical and vocational education and training (TVET) is academic and vocational preparation of students for jobs involving applied science and technology. It is training designed to advance individuals general proficiency in relation to their occupation. It provides the skills, knowledge and attitude necessary for employment. Onoh (2013) opined that technical and vocational education and training (TVET) is education and training that prepares youth for world of work. It develops work related skills and mastery of knowledge and scientific principle. It provides broad based technical skills and knowledge on which different occupations can be based on. It provides continuous vocational training to the work force. It has the power to re-skilling individuals to enable them be employable. It facilitates sustainable economic growth and develops in an individual personal capabilities and broad-based knowledge to ensure critic-creative thinking. It provides strategies for lifelong learning.

According to UNESCO and the International Labor Organization (ILO), TVET refers to aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life (UNESCO and ILO, 2001). It is education and training which affords knowledge and skills for employment. The interest of Nigerian TVET students on drug abuse rather than technical and vocational skills is socially and economically injurious. Drug abuse among Nigerian TVET students is robbing the nation the contributions TVET graduates would have made on national

development. Technical and vocational education and training (TVET) engenders creative and innovative ideas and empowers the students with technical skills to enhance productivity and national economic development. It empowers students with 'life skills' to become productive and successful entrepreneurs if they can say no to drug abuse. It is the engine room for economic growth and national development. The nation could become an economic power-house, if Nigerian TVET students could give proper attention to technical and vocational education and training (TVET) skills rather than drug abuse (Dike, 2005). It is upon this that the study is set to analyse the dangers of drug abuse among Nigerian technical vocational education and training [TVET] students.

1.1 The Problem of the Study

The burden of drug abuse among Nigerian TVET students is on the increase and this is becoming a public health concern. According to United Nations on drug and crime office in Nigeria, 14.4 % (14.4 million) of the people between the age 15 and 64 years abuse drugs (UNESCO, 2018). This shows that there is a problem of high rise in drug abuse and addicts in our contemporary society. Therefore, there is need to militate against drug abuse in our society. Hence the problem of this study is to analyze the menace of drug abuse among Nigerian TVET students.

1.2 Purpose of the Study

The purpose of this study is to analyze the menace of drug abuse among Nigerian technical vocational education and training [TVET] students. Specifically, the study seeks to determine the:

1. main causes of drug abuse.
2. commonly abused drugs.
3. dangers of drug abuse.
4. ways to militate against drug abuse.

1.3 Research Questions

The following research questions were posed to guide the study.

1. What are the main causes of drug abuse among Nigerian TVET students?
2. What are the commonly abused drugs among Nigerian TVET students?
3. What are the dangers of drug abuse among Nigerian TVET students?
4. What are the ways to militate against drug abuse among Nigerian TVET students?

1.4 Null Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of TVET lecturers and students on the main causes of drug abuse among Nigerian TVET students.
2. A significant difference does not exist between the mean responses of TVET lecturers and students on the commonly abused drug abuse among Nigerian TVET students.

3. There is no significant difference between the mean responses of TVET lecturers and students on the dangers of drug abuse among Nigerian TVET students.
4. There is no significant difference between the mean responses of TVET lecturers and students on the ways to militate against drug abuse among Nigerian TVET students.

2.0 Methods

The design adopted in this study was survey research design. The area of the study was Nigeria. The population for the study was 150 people. The population comprised of 30 lecturers and 120 students in Nigerian TVET institutions. The population for the study was manageable. There was no sampling. The instrument for data collection was forty-four items questionnaire constructed by the researchers using a four point responses scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The instrument was face validated by three experts, from the faculty of vocational technical education, University of Nigeria. Their corrections and suggestions were used to produce the final instrument.

To determine the reliability of the instrument, a pilot study was conducted and Cranach Alpha reliability indices of the instrument yielded 0.88 using SPSS version 22. This showed that the instrument was reliable and appropriate for administration. The

instrument was administered by hand with the aid of six research assistants. All the 150 questionnaire administered to the respondents were returned. This represents a return rate of 100%.

Mean and standard deviation was used to answer the research questions while z-test statistical tool was used to test the null hypotheses at 0.05 level of significance and 148 degree of freedom (df). To take decision on the agreed items, true limit of numbers was assigned to response options as follows: Strongly Agree (SA) 4.00 -3.50, Agree (A): 3.49-2.50, Disagree (D):2.49-1.50 and Strongly Disagree (SA) 1.49 -1.00. Therefore, any item with mean value of 2.50 and above was agreed and disagreed if below 2.50. The z-test was considered suitable because according to Uzoagulu (2011) the z-test is more appropriate when the sample size (n) is more than 30. The t-critical (t-table) value for accepting or rejecting the null hypotheses was ± 1.96 at 0.05 significant difference and 148 degree of freedom (df).

3.0 Results

Data for the study were presented and analyzed based on the four research questions and four null hypotheses that guided the study. The details are contained in the tables 1-8.

Research Question One and Hypothesis One

Table 1: Mean, Standard Deviation and z-test of the Respondents on the Main Causes of Drug Abuse among Nigerian TVET Students

	Item statement	Lecturers		Students		Total		z-test	Rem.
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$	SD3		
1	Poor socioeconomic status	3.10	0.49	3.00	0.47	3.05	0.48	1.02	A & NS
2	Peer group pressure	3.69	0.62	3.50	0.71	3.60	0.67	1.45	A & NS
3	Genetic predisposition	3.10	0.49	3.00	0.47	3.05	0.48	1.02	A & NS
4	Family problems	3.69	0.62	3.50	0.71	3.60	0.67	1.46	A & NS
5	Demonic stress	3.77	0.43	3.65	0.62	3.71	0.53	0.92	A & NS
6	Target pain relief	3.76	0.62	3.70	0.60	3.73	0.61	0.50	A & NS
7	Bad religion & ritual practices	3.20	0.48	3.15	0.46	3.18	0.47	0.56	A & NS
	Cluster mean and SD	3.47	0.54	3.36	0.48	3.42	0.51		A & NS

Key: $\bar{x}_1$ = Mean of lecturers, $\bar{x}_2$ = Mean of students, SD1 = Standard deviation of lecturers, SD2 = Standard deviation of students, $\bar{x}_3$ = Average mean, SD3 = Average standard deviation, Rem. = Remark, A = Agreed, NS = Not Significant, z-cal = z-test calculated, z- table (z-critical) value = ± 1.96 .

The data presented in Table 1 shows the mean ratings, standard deviation and z-test of responses on the main causes of drug abuse among Nigerian TVET students. The data showed that the respondents agreed that all the items identified are the main causes of drug abuse among Nigerian TVET students. Therefore, poor socioeconomic status, peer group pressure, genetic

predisposition, family problems, demonic stress, target pain relief and bad religion and ritual practices are the main causes of drug abuse among Nigerian TVET students. The mean values that range from 3.10 to 3.77 for the two groups of the respondents were above the bench mark of 2.50 and the grand means of 3.47 and 3.36 respectively for lecturers and students were also above the benchmark of 2.50. The closeness of the standard deviation scores of the respondents indicates less variability that exists among the respondents.

The z-test analysis from table 1 shows that all the items had their z-calculated (z-cal) values are less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the

responses of the respondents on the main causes of drug abuse among Nigerian TVET students. Hence, we uphold the null hypothesis for the 7 items.

Research Question Two and Hypothesis Two

Table 2: Mean, Standard Deviation and z-test of the Respondents on the Most commonly Abused Drugs among Nigerian TVET Students

S/N	Item statement	Lecturers		Students		Total		z-test	Rem. A & NS
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$	SD3		
8	Marijuana	3.10	0.49	3.00	0.47	3.05	0.48	1.11	A & NS
9	Benzos	3.77	0.43	3.70	0.71	3.74	0.57	0.50	A & NS
10	Cocaine	3.10	0.88	3.00	0.62	3.05	0.75	0.59	A & NS
11	Heroin	3.69	0.62	3.60	0.71	3.49	0.67	0.69	A & NS
12	Methamphetamine	3.77	0.43	3.70	0.62	3.74	0.53	0.72	A & NS
13	Alcohol	3.76	0.62	3.61	0.71	3.69	0.67	1.00	A & NS
14	Tobacco	3.20	0.48	3.10	0.46	3.15	0.47	0.91	A & NS
15	Stimulants	3.77	0.43	3.70	0.47	3.74	0.48	0.79	A & NS
16	Prescription drugs	3.10	0.49	3.00	0.47	3.05	0.48	0.10	A & NS
17	Hallucinogen	3.69	0.62	3.60	0.70	3.65	0.66	0.72	A & NS
Cluster mean and SD		3.50	0.55	3.39	0.59	3.45	0.66		A & NS

The data presented in Table 2 shows the mean ratings, standard deviation and z-test of responses on the most commonly abused drugs among Nigerian TVET students. The data showed that the respondents agreed that all the items identified are the most commonly abused drugs among Nigerian TVET students. Therefore, marijuana, benzos, cocaine, heroin, methamphetamine, alcohol, tobacco, stimulants, prescription drugs and hallucinogen are most commonly abused drugs among Nigerian TVET students. The mean values that range from 3.10 to 3.77 for the two groups of the respondents were above the

bench mark of 2.50 and the grand means of 3.50 and 3.39 respectively for lecturers and students were also above the benchmark of 2.50. The closeness of the standard deviation scores of the respondents indicates less variability that exists among the respondents.

The z-test analysis from table 2 shows that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the responses of the respondents on the commonly abused drugs among Nigerian TVET students. Hence, we uphold the null hypothesis for the 10 items.

Research Question Three and Hypothesis Three

Table 3: Mean, Standard Deviation and z-test of the Respondents on the Dangers of Drug Abuse among Nigerian TVET Students

	Item statement	Lecturers		Students		Total		z-test	Rem. A & NS
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$	SD3		
18	Psychiatrist ailments	3.10	0.49	3.00	0.47	3.05	0.48	0.60	A & NS
19	Lack of coordination	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
20	Slurred speech	3.10	0.88	3.00	0.62	3.05	0.75	0.59	A & NS
21	Blurred vision	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
22	Poor judgment	3.10	0.49	3.00	0.47	3.05	0.48	0.60	A & NS
23	Arm robbery	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
24	Strife	3.20	0.48	3.10	0.46	3.15	0.47	1.07	A & NS
25	Hostility	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
26	Aggressive behavior	3.76	0.44	3.74	0.45	3.75	0.46	0.34	A & NS
27	Short attention span	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
28	Loss of memory	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
29	Less motivation	3.10	0.49	3.00	0.47	3.05	0.48	0.60	A & NS
30	Declining grades	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
31	Truancy	3.20	0.48	3.10	0.47	3.15	0.48	1.09	A & NS
32	Lack of self-discipline	3.10	0.49	3.00	0.47	3.05	0.48	0.60	A & NS
33	Injustice among the people	3.20	0.48	3.10	0.47	3.15	0.48	1.03	A & NS
34	Depress central nervous system	3.77	0.43	3.60	0.71	3.69	0.57	1.55	A & NS

35	Damage vital organ like brain, liver, heart & lung	3.69	0.62	3.51	0.71	3.60	0.67	0.50	A & NS
Cluster mean		3.45	0.56	3.32	0.57	3.39	0.57		A & NS

The data presented in Table 3 shows the mean ratings, standard deviation and z-test of responses on the dangers of drug abuse among Nigerian TVET students. The data showed that the respondents agreed that all the items identified are the dangers of drug abuse among Nigerian TVET students. Therefore, psychiatrist ailments, lack of coordination, slurred speech, blurred vision, poor judgment, arm robbery, strife, hostility, aggressive behavior, short attention span, loss of memory, less motivation, declining grades, truancy, lack of self-discipline, injustice among the people, depress central nervous system and damage of vital organ like brain, liver, heart and lung are the dangers of drug abuse among Nigerian TVET students. The

mean values that range from 3.10 to 3.77 for the two groups of the respondents were above the bench mark of 2.50 and the grand means of 3.45 and 3.32 respectively for lecturers and students were also above the benchmark of 2.50. The closeness of the standard deviation scores of the respondents indicates less variability that exists among the respondents.

The z-test analysis from table 3 shows that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the responses of the respondents on the dangers of drug abuse among Nigerian TVET students. Hence, we uphold the null hypothesis for the 18 items.

Research Question Four and Hypothesis Four

Table 4: Mean, Standard Deviation and z-test of the Respondents on the Ways to Militate against Drug Abuse among Nigerian TVET Students

	Item statement	Lecturers		Students		Total	z-test		Rem.
		$\bar{x}_1$	SD1	$\bar{x}_2$	SD2	$\bar{x}_3$			
36	Building meaningful lifestyle	3.10	0.49	3.00	0.47	3.05	0.48	0.11	A & NS
37	Supports for addiction recovery	3.77	0.43	3.70	0.71	3.75	0.57	0.67	A & NS
38	Funding drug free club in schools	3.10	0.88	3.00	0.62	3.05	0.75	0.59	A & NS
39	Guidance & counseling therapy	3.69	0.62	3.50	0.71	3.60	0.67	1.36	A & NS
40	Teach that drug abuse is devilish	3.77	0.43	3.70	0.62	3.75	0.53	0.72	A & NS
41	Organizing seminars & workshop on woes of drug addicts	3.76	0.62	3.71	0.71	3.74	0.67	0.38	A & NS
42	integrate drug abuse dangers in the curriculum	3.20	0.48	3.10	0.46	3.15	0.47	1.02	A & NS
43	Campaign against drug abuse	3.77	0.45	3.71	0.77	3.74	0.61	0.56	A & NS
44	Drug law enforcement agents should be posted to schools	3.10	0.88	3.00	0.47	3.05	0.68	0.60	
Cluster Mean		3.47	0.59	3.38	0.62	3.43	0.61		A & NS

The data presented in Table 4 shows the mean ratings, standard deviation and z-test of responses on the ways to militate against drug abuse among Nigerian TVET Students. The data showed that the respondents agreed that all the items identified are the ways to militate against drug abuse among Nigerian TVET students. The mean values that range from 3.10 to 3.77 for the two groups of the respondents were above the bench mark of 2.50 and the grand means of 3.47 and 3.38 respectively for the lecturers and students. The closeness of the standard deviation scores of the respondents indicates less variability that exists among the respondents.

The z-test analysis from table 4 shows that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the responses of the respondents on the ways to militate

against drug abuse among Nigerian TVET students. Hence, we uphold the null hypothesis for the 9 items.

4.0 Discussion of Findings

Analysis of respondents to research question one revealed that poor socioeconomic status, peer-group pressure, genetic predisposition, family problems, demonic stress and early expose to drugs are the main causes of drug abuse among Nigerian TVET students. The respondents agreed to all the identified items. This was observed from the overall mean ($\bar{x}$) values which ranges between 3.10 to 3.77 indicating agreed because the mean values were above the bench mark of 2.50. These findings were in agreement with the statement made by Ndanyu (2017) that many people became drug addicts because of poor socioeconomic status and peer-group pressure.

The finding also revealed in research question two that marijuana, benzos, cocaine, heroin,

methamphetamine, alcohol, tobacco, stimulants, prescription drugs and hallucinogen are the commonly abused drugs among Nigerian TVET students. The respondents agreed to all the identified items. This was observed from the overall mean ($\bar{x}$) values indicated agreed because the mean values were above the bench mark.

The finding in research question three showed that psychiatrist ailments, lack of coordination, slurred speech, blurred vision, poor judgement, arm robbery, strife, hostility, aggressive behavior, sport attention span, loss of memory, less motivation, declining grades, truancy, lack of self-discipline, injustice among the people, depress central nervous system, damage of vital organ are the dangers of drug abuse among Nigerian TVET students. The respondents agreed to all the identified items. These findings were in agreement with the statement of Cook (2012) that drug abuse is very dangerous to humanity.

Also, research question four showed that building meaningful lifestyle, supports for addiction recovery, funding drug free club in schools, guidance and counseling therapy, teaching that drug abuse is devilish, organizing seminars and workshop on woes of drug addicts, integrate drug abuse dangers in the curriculum, campaign against drug abuse and posting law enforcement agents to schools are the ways to militate against drug abuse among Nigerian TVET students.

The closeness of the responses as shown by the entire standard deviation (SD) indicates homogeneity in their responses. Testing of the hypotheses revealed that there was no significance difference between the mean responses of lecturers and students on the main causes of drug abuse, commonly abused drugs, dangers of drug abuse and ways to militate against drug abuse among Nigerian TVET students.

The z-test analysis from the four tables shows that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of ± 1.96 . This implies that there was no significant difference in the mean ratings of the responses of the respondents on the main causes of drug abuse, commonly abused drugs, dangers of drug abuse and ways to militate against drug abuse among Nigerian TVET students. Hence, we uphold the null hypothesis for the 44 items.

5.0 Conclusion

The study set out to analyze the menace of drug abuse among Nigerian TVET students. In conclusion the study showed that Nigerian TVET students abuse drugs and poor socioeconomic status, peer-group pressure, genetic predisposition, family problems, demonic stress and early expose to drugs are the main causes of drug abuse among Nigerian TVET students. It also showed that drug abuse is dangerous, but we can militate against drug abuse among TVET students. The

study also revealed that there was no significance difference between the mean responses of the lecturers and students on the main causes of drug abuse, commonly abused drugs, dangers of drug abuse and the ways to militate against drug abuse.

6.0 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The TVET institutions and good gifted philanthropies should organize workshop and seminars against drug abuse on a regular basis.
2. There should be a counseling and recreational center for drug addicts.
3. All hands must be on deck to work, check-mate and campaign against drug abuse in other to militate against this wild fire among the people.

Author contributions

Conceptualization: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Obe Pauline Ijeoma, Odimegwu Ann Amarachukwu, Yuel Okey Kalu

Data curation: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze.

Formal analysis: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Obe Pauline Ijeoma,

Funding acquisition: Oguejiofor Victor Ikechukwu, Ojo Samson Abayomi, Ogbu Damian Kanayochukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Odimegwu Ann Amarachukwu, Obe Pauline Ijeoma, Yuel Okey Kalu,

Investigation: Oguejiofor Victor Ikechukwu, Ojo Samson Abayomi, Ogbu Damian Kanayochukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Odimegwu Ann Amarachukwu, Obe Pauline Ijeoma

Methodology: Oguejiofor Victor Ikechukwu, Ogbu Damian Kanayochukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Odimegwu Ann Amarachukwu, Yuel Okey Kalu,

Project administration: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Obe Pauline Ijeoma.

Resources: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omega Godfrey Nwabueze, Odimegwu Ann Amarachukwu, Obe Pauline Ijeoma

Software: Oguejiofor Victor Ikechukwu Ojo Samson Abayomi, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze.

Supervision: Oguejiofor Victor Ikechukwu, Ogbu Damian Kanayochukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze, Yuel Okey Kalu

Validation: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze

Visualization: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze

Writing – original draft: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze, Odimegwu Ann Amarachukwu.

Writing – review & editing: Oguejiofor Victor Ikechukwu, Mole Lilian Chinyere, Attah Blessing Ijeoma, Omego Godfrey Nwabueze, Odimegwu Ann Amarachukwu

Conflicts of Interest

The authors have no funding and conflicts of interest to disclose. The datasets generated during and/or analyzed during the current study are not publicly available, but are available from the corresponding author on reasonable request.

Institutional Review Board Statement

This study was conducted with the Deceleration UNN and approved by the Research Ethics Committee of the Faculty of Vocational Technical Education, University of Nigeria.

References

1. Asch, F. (2018). *Pillars of Substability*. New York: Acad Press.
2. Bordens, K., & Abbot, B. (2008). *Research Design and Methods*. New York: McGraw
3. Chittaranjan, A., & Rajiv, R. (2009). Prayer and Healing. *Indian Journal of Psychiatry*, 51(4), 247-253.
4. Chittaranjan, A., & Rajiv, R. (2009). Prayer and Healing: A Medical and Scientific Perspective Clinebel, H. (1998). *Understanding Persons with Drug Abuse*. Nashville: Abingdon Press.
5. Chukwu, C.M. (2013). *The Archaeology and Language*. New York. Routledge Press.
6. Clinebel, H. (2009). *Counselling Persons with Alcohol & Drug Addictions*. Nashville: Abingdon Press.
7. Conceicse, P. (2019). *Human Development*. New York: United Press.
8. Cook, C. (2008). *Spirituality, Theology & Mental Health*. London: SCM Press.
9. Cook, C. (2012). *Spirituality, Theology & Mental health*. London: SCM Press.
10. Dallas, M.I. (2000). *Biblical view of Drugs*. New Jessy: Prime Time Press.
11. Davis, M. T. (2014). Religious and Non-Religious Components. *Journal of Social Work*, 14(3), 243-259.
12. Foucault, M. (1982). The Subject and Power. *Critical Inquiry*, 8(4), 777-795.
13. Githiora, S. (2017). *Dangers of Drug Abuse*. Nairobi: New-age Press.
14. Harris, M. (2010). *Evaluating Public and Community Health Programs*. Alaska: Josseys. Harris, M. (2010). *Public Health*. Colorado: Jossey Hills.
15. Kerby, A. (2018). *Nothing New Under the Sun*. New York: Adquest Creative Press.
16. Kerby, A.S. (2011). *Christian Ethics*. Colorado: Harvest House Publishers
17. Koob, G.F (2010). Drug abuse and its effects. *New York Academy of Science*, 909, 170- 185.
18. Kunhiyop, S. (2008). *African Christian Ethics*. Nairobi: Hippo Books Publishers.
19. Mandal, A. (2019). *What is Drug Abuse?* Retrieved on 26 July 2019 from <https://www.news-medical.net>.
20. Ndanyu, C. (2017). *Drug Abuse*. Nairobi: Jitegemea Press.
21. Okaro, S.C, Ofoegbu, G.N. & Okafor, G.O.. (2018). Corporate Governance and Sustainable Development in Nigeria-Perceives and Challenges. *Academic Research in Business & Social Sciences*. 8(2), 90-104.
22. Onoh, B.C.E.C. (2013). *Fundamentals of entrepreneurship studies*. Enugu: Cheston Agency Press Ltd.
23. Patrick Z.N. (2017). *Effects of Drug Abuse*. New York: McGraw Press.
24. Rick, W.E. (2019). *Ethical thinking*. California: The Elvis Press.
25. San, J.E. (2015). *Making the most of Time*. Arizona: Houston Publishers.
26. Teresa, D. (2018). *The youth and drugs*. New Jessy: Abingdon Press.
27. The Holy Bible (1976). *United Bible Society*. Colorado: Collins World Press.
28. UNESCO (2018). *2030 Indicators*. Paris: Scientific & Cultural Organization.
29. United Nations (2015). *United Nations world drug report 2015*.
30. United Nations Office on Drugs and Crime (2018). Retrieve on 8th Agust, 2018 from <https://www.unodc.org>

32. Uzoagulu, A.E. (2011). *Practical guide to writing research project reports in tertiary institution*. Nigeria; Cheston Agency Press Ltd.