



Research Paper

## A Study of Some Selected Factors Associated With Failure In English Language Among Some Selected Secondary Schools In Ilishan - Remo, Ogun State

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### ABSTRACT:

The non-proficiency of Nigerian students in English Language has been a major concern of the research. Therefore, the researcher probed into the causes of mass failure in English Language in senior secondary schools in Ikenne local government in Ogun state. This researcher employed the descriptive survey research design to elicit information from a cross section of the target population, Simple random sampling was used to select two hundred and seventy seven students from the population. A structured questionnaire tagged "The Academic Procrastination, Drug Abuse, and Lack of Concentration Scale" (APDALCS) and English Language Achievement Test (ELAT) was used to elicit information from the respondent. The ELAT contains 10 multiple-choice questions with each question having four options lettered A to D and the test-retest method of reliability assessment was used for the Academic Procrastination, Drug Abuse, and Lack of Concentration Sub-Scales of the APDALCS. Consequently, a pilot study was conducted using a sample of 30 senior secondary Class Two (SS 2) students selected from Mayflower School, Ikenne. An analysis of the scores obtained revealed test-retest reliability coefficients of .81, .74, and .77 for the Academic Procrastination, Drug Abuse, and Lack of Concentration Sub-Scales respectively. The first, second and third hypotheses was analyzed using simple linear regression analysis while the fourth hypothesis was tested by means of multiple regression analysis.

Results revealed a significant results that that academic procrastination has a significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. (Beta = .221,  $t = 3.638$ ,  $p < .05$ ). Also, drug abuse had a significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. (Beta = .236,  $t = 3.900$ ,  $p < .05$ ).

Lack of concentration has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. (Beta = -.021,  $t = -.339$ ,  $p > .05$ ). Lastly, the three predictor variables (academic procrastination, drug abuse, and lack of concentration) revealed a significant results ( $F_{(3, 258)} = 7.872$ ,  $p < .05$ ).

Conclusively the Researcher made the following recommendations:

Pupils should make all necessary attempts to guide against both academic procrastination and drug abuse in order not to jeopardize their learning and academic performance in English Language.

Pupils should avoid associating with bad friends or peers who can easily influence them

Parents, teachers, counsellors and significant others should educate pupils about the danger of drug abuse. They should be taught that not only is drug abuse harmful to their physical health, it can harm their social and psychological or mental health as well. Therefore the dangers should be properly communicated and well-understood.

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### I. INTRODUCTION:

English Language is the instrument of communication in our post-primary institutions, higher institutions as well as the official language of the country. Therefore, secondary school students need effective English language to function properly or perform better. Fema (2003) was of the view that a person is

functionally literate when he acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture of group. English language normally has four basic skills, namely listening, speaking, reading and writing. It is the medium of instruction in our schools and compulsory school subject that must be passed at all levels of education in Nigeria (Danladi, 2008).

However, it is disheartening to note that the poor performance of students in English language at public examinations in recent times has been explained as a major cause of decline in the general academic performance and standard of education in Nigeria. Oluwole (2008) opines that having difficulty in grasping fully the contents and concepts of the various subjects of the curriculum taught in target language seems to be one of the most serious problems that English as a first language students face in their particular course of study. This might be due to their weaknesses in English language (the medium of instruction) which may have negative consequences on their overall performance.

Procrastination is a common behaviour in contemporary societies (Ferrari, 1995). It is often defined as a voluntary delay of an intended course of action, despite expecting to be worse off for the delay (Steel, 2007). It is considered as a pervasive problem associated with a range of negative outcomes and often occurs when people are faced with tasks that are seen as aversive, across a variety of life domains (Sirois & Pychyl, 2013). Academic procrastination usually refers to the voluntary delay of an intended course of study-related action despite expecting to be worse off for the delay (Steel & Klingsieck, 2016). Research findings indicate that approximately 30–60% of undergraduate students report regular postponement of academic tasks to the point at which optimal performance becomes highly unlikely (Rabin, Fogel & Nutter-Upham, 2011). Although academic procrastination can cause many difficulties to those who afflicted, research concerning prevention and interventions for procrastination in higher education communities is currently scarce (Pychyl & Flett, 2012). One explanation may stem from the complexity of this phenomenon and the wide range of personal and situational variables that underlie its presence and may be the target of intervention (Van Eerde, 2003). It may also reflect the inconsistency in findings regarding the relationship between academic procrastination and academic achievements and the notion that addressing academic procrastination will not necessarily improve students' academic performance and achievements (Kim & Seo, 2015).

In a recent meta-analysis conducted by Kim & Seo (2015) findings revealed that academic procrastination was negatively correlated with academic achievements, however, higher correlations were found for specific task grades measured, when grades were not self-reported, when procrastination was self-reported and when performance was externally observed. In addition, they found that academic procrastination was most strongly correlated with academic performance in younger students from westernized societies. Their findings strongly supported the argument that procrastination is a serious matter that affects the individual students, the academic community, and society in general (Pychyl & Flett, 2012) and therefore must be addressed as soon as possible. As an attempt to follow this lead several studies examined interventions for academic procrastination and found some evidence to support the idea that academic procrastination can be treated and prevented on campus (Ozer, Demir, & Ferrari, 2013; Perrin, 2011; Rozental, Forstrom, Tangen, & Carlbring, 2015; Scent & Boes, 2014; Strunk & Spencer, 2012). However, most of these studies examined small groups of students and utilized therapeutic methods.

The use of drugs and substances has been in existence for thousands of years and has been an integral part of societies. It has penetrated all segments of the society from the urban professional snorting cocaine in a down town night club; the glue-sniffing street children in the slums of the developing world; the farmer addicted to the opium, and the teenage ecstasy user in a comfortable home. However, some drugs and substances, when properly administered become a blessing to human beings. People have always used herbs, roots, barks, leaves and all kinds of plants to relieve pain and help control diseases. Unfortunately, such drugs and substances produce enticing side effects such as euphoria, a sense of feeling good, elation, serenity, and power such that what begins as means of relaxation evolves over time into a problem of dependence and abuse. United Nations Office and Crime (2009) said that between 149 and 272 million people used illicit substances at least once in the previous year and about half that number was estimated to be current drug users by the time of this study. Cannabis is by far the most widely used illicit drug, consumed by between 125 and 203 million people worldwide. Reports have shown a steady upward trend in drug and substance abuse and mostly among the youth. Consistent high rates of serious riots, fires and other violent disturbances in educational institutions have caused a great deal of public concern and the explanations for frequent occurrences of these problems have been associated with consumptions of drugs and other substances. Recent trends of drug use and abuse among young people in Kenya, particularly students is on the rise. Statistics provided by the Anti-Dangerous Drug Organizations (1995), revealed that 62% of the drug users countrywide are young people aged below 30 years. In addition, the use and abuse of drugs and substances in secondary schools in Kenya is rampant. A preliminary survey of drug and substance abuse conducted among secondary school students in Kenya confirmed that drug and substance abuse was quite prevalent, for instance up to 10% of students drink

alcohol more than three times a week, 16% smoke cigarettes more than three times a week, nearly 14% had smoked cannabis (bhang) and 16% admitted taking other drugs especially tranquillizers. This is due to the easy availability of these drugs and substances in the schools neighbourhoods. Various strategies have been introduced to control drug and substance use and abuse at both international and national level. At the international level, the United Nations (UN) Conventions on Narcotic drugs and psychotropic substances by all UN member states in control of illicit drugs and substances was implemented. Conventions that have been passed and ratified by the members include the Single Convention on Narcotic Drugs (1961) and the Convention against Illicit Traffic of Narcotic Drugs and Psychotropic Substances of 1988. United Nations Drug Control Program was also established in 1991 to provide leadership in international drug control with the mission to work with the nations and peoples of the world to tackle the global drug problems and its consequences. In 1997, Office of Drug Control and Crime Prevention was established to deal with international crime followed by the 1998 General Assembly which came up with a declaration on guiding principles of drug demand reduction to bring demand and supply to equilibrium.

At the local level, the Government of Kenya, in response to the rising trends of drug and substance abuse has introduced various measures involving drug control, legislation and legal framework under which treatment and rehabilitation of drug abusers take place. The Kenyan government has ratified the three major International Drug Control treaties namely; Single Convention on Narcotic Drugs of 1961 as amended by the 1972 Protocol, Convention on psychotropic substance 1971 and United Nations Convention against illicit traffic in narcotic drugs and psychotropic substances of 1988. It has also enacted the law on narcotic drugs and psychotropic substances (control) Act, 1994. There is also the office of National Coordinator for the Campaign against Drug Abuse (NACADA) with a mandate of coordinating and harmonizing drug abuse prevention education activities to create awareness aimed at achieving behaviour and attitude change and eventually reduction on demand and abuse of substances. The Ministry of education has integrated drug education components into the existing school curricular and has also emphasized the provision of training in drug education to heads of schools, teachers and quality assurance officers through in-service courses. These courses are aimed at creating awareness of the dangers of drug abuse and its consequences, mobilizing school children to participate and take a leading role in fighting drug and alcohol abuse and increasing teachers capacity to intervene through counselling and preparation of materials for drug education.

In Africa, the risk age of drug and substance abuse has dropped to fourteen years from previous seventeen years posing a serious challenge to anti-drug use crusaders and the government National Coordinator for the Campaign against Drug Abuse indicated that half of the students in secondary schools have taken drugs and up to 30 to 40% in class seven, eight and form one have taken drugs at one time or another. In particular, drug and substance abuse is rampant among students in secondary schools in slum settlements, a trend that is fuelled by proximity to drug peddlers, high levels of poverty, ease in availability and slum life which make many students vulnerable to the allure of drugs. Regarding the importance of concentration in learning and teaching, especially in the classroom, it can be noted that it is one of the most important needs of education and learning, which aimed at promoting education through decentralization and distraction in the classroom. Concentration can be lost at any time in which case it diverts back to attention which is then focused elsewhere on a new target. This target is often not the one intended by the teacher. The teacher therefore needs to continually focus the learner back on the required target. If the learner's attention is focused on the required learning material, and the learner maintains this focus of attention, over a period of time, this prolonged or sustained attention is concentration. Tsang, Kwan & Fox (2007) state that meaningful learning can be achieved as long as one of three forms of interaction (student-teacher; student-student; student-content) is at a high level.

Being that English Language is the official language in the school setting the student will find it difficult to communicate properly and because of the poor English foundation the students won't be bold enough to speak in public among other factors. Hence, the problem of this study is an investigation of some selected factors associated with failure in English Language among students of the selected secondary schools in Ilishan Remo, Ogun State.

Hence the following hypotheses were raised:

H<sub>01</sub>: Academic procrastination has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

H<sub>02</sub>: Drug abuse has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan Remo, Ogun State.

H<sub>03</sub>: Academic procrastination, drug abuse, lack of concentration have no significant joint impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

## II. METHODOLOGY:

### Research Design

This research employed the descriptive survey research design to elicit information from a cross section of the target population through asking questions relevant to the problem of this study. This design seeks to find a solution to the research problem in order to ensure that enough perspectives are gotten from a selected sample group. The design was used simply because the researcher has no control and does not intend to control or manipulate the independent variables (academic procrastination, drug abuse, and lack of concentration) but portrayed these variables as they already exist in order to determine the extent to which they influence the dependent variable (failure in English Language) among the students.

### Population of the Study

The population of this study comprised of all SS 2 students in the three selected secondary schools in Ilishan-Remo. The total number of students in these schools is 904 as obtained from the Principal in each of the selected schools. The distribution of the population is shown in Table 3.1.

**Table 3.1: Distribution of the Population**

S/N	Name of School	No of Students
1	Ilishan High School, Ilishan	420
2	Babcock University High School, Ilishan-Remo	104
3	Isanbi Comprehensive High School, Ilishan-Remo	380
	Total	904

### Sample and Sampling Techniques

A sample of 277 students, derived through the Taro Yamane' s formula, was chosen from the population through the proportional simple random sampling technique. This formula, which was introduced by the statistician Taro Yamane in 1967, is suitable for the calculation of a reliable sample size for a finite population (i.e., the population size is known), as in this case. The sampling technique involved the selection of students from each of the three secondary schools using simple random sampling technique which gives every student the same probability of being included in the sample. However, the total number of students chosen from a school will depend on the relative number of students in the school. This technique ensured that individuals in each selected school are represented in the sample in the same proportion in which they exist in the schools. This was done by choosing at random among the students who indicate desire to participate in the study.

**Table : Distribution of the Sample**

S/N	Name of School	Population Size	Sampling Fraction	Sample Size
1	Ilishan High School, Ilishan	420	0.4646	129
2	Babcock University High School, Ilishan-Remo	104	0.1150	32
3	Isanbi Comprehensive High School, Ilishan-Remo	380	0.4204	116
	Total	904		277

### Instrumentation

The following three research instruments was used for this study:

1. Demographic Data Inventory (DDI)
2. Academic Procrastination, Drug Abuse, and Lack of Concentration Scale (APDALCS)
3. English Language Achievement Test (ELAT)

These instruments are described below:

#### Demographic Data Inventory (DDI)

The Demographic Data Inventory (DDI) with four items was constructed by this researcher and was utilized to gather data on some demographic characteristics of the respondents such as name of school, gender, age, and subject area.

#### Academic Procrastination, Drug Abuse, and Lack of Concentration Scale (APDALCS)

The Academic Procrastination, Drug Abuse, and Lack of Concentration Scale (APDALCS) is a structured questionnaire which was specifically designed to achieve the objectives of this study. The questionnaire was used to elicit information from the respondents and will serve as the major source of data. The APDALCS contains 22 items in a 4-point Likert-type format with responses 1 = Strongly Disagree

(SD), 2 = Disagree (D), 3 = Agree (A), and 4 = Strongly Agree (SA). This instrument has three Sub-Scales (Academic Procrastination Sub-Scale with six items, Drug Abuse Sub-Scale with nine items, and Lack of Concentration Sub-Scale with seven items). Sample items on the scale are: 1. When given an assignment, I usually put it away and forget about it until it is almost due, for the Academic Procrastination Sub-Scale, 2. I love to have a taste of some drugs to satisfy my curiosity, for the Drug Abuse Sub-Scale, and 3. I usually get distracted in my studies, for the Lack of Concentration Sub-Scale.

### **English Language Achievement Test (ELAT)**

The English Language Achievement Test (ELAT) was developed by this researcher based on the English Language curriculum for SS 2 students. The ELAT contains 10 multiple-choice questions with each question having four options lettered A to D. The construction of the questions was guided by a table of specifications to ensure that the test has content validity.

### **Reliability of the Instrument**

In order to ensure that the instruments are consistent in measuring what they purport to measure, the test-retest method of reliability assessment was used for the Academic Procrastination, Drug Abuse, and Lack of Concentration Sub-Scales of the APDALCS. Consequently, a pilot study was conducted using a sample of 30 senior secondary Class Two (SS 2) students selected from Mayflower School, Ikenne. This sample size of 30 was considered adequate for the assessment of test-retest reliability coefficients and was recommended by the supervisor of this project. After an interval of two weeks, the instrument was again administered on the same set of students. An analysis of the scores obtained revealed test-retest reliability coefficients of .81, .74, and .77 for the Academic Procrastination, Drug Abuse, and Lack of Concentration Sub-Scales respectively. These coefficients indicate that the instrument yields stable scores over time and are therefore reliable.

### **Validity of the Instruments**

In order to ensure that instruments are valid in that they measure what they purport to measure, each of them was subjected to further scrutiny by the supervisor and two other experts in psychometrics for vetting and improvements prior to utilization. A table of specification was also prepared for the ELAT prior to item generation to ensure that it has good content validity.

### **Procedure for Data Collection**

The researcher was obtained a letter of introduction from the Department of Education, in the College of Education and Humanities, Babcock University, Ilishan-Remo. This was tendered by the researcher her visit to the principals of each of the schools included in the sample in order to obtain permission to have access to the students for the purpose of administering the instrument. At each of the schools, the principal was met and informed on the purpose of the research and associated benefits. The principal will, in turn, introduced the researcher to one of the teachers who facilitated an enlarged meeting with the students.

The researcher met the students in one of the classrooms, enlightened them with the purpose of the exercise, informed them of their freedom to decide to participate or not to participate in the exercise, and those who decided to take part was encouraged to give frank and sincere responses to the items with the assurance that information disclosed by them will be treated as confidential. To guarantee the integrity of data collected, the researcher was personally presented during administration to give explanations where necessary. The researcher waited to collect the completed questionnaires immediately and thanked the respondents and school authority for their cooperation and participation in the study.

### **Method of Data Analysis**

The demographic data of the respondents was analyzed by means of descriptive statistical techniques of frequency distribution, percentages, and charts. Each of the first, second and third hypotheses was analyzed using simple linear regression analysis while the fourth hypothesis was tested by means of multiple regression analysis. All tests was carried out at the .05 level of significance using the SPSS Version 26 software.

## **III. RESULTS**

### **Hypothesis One**

Ho1: Academic procrastination has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

**Table 4.2.1: Coefficients of the Simple Linear Regression Analysis for Impact of Academic Procrastination on Failure in English Language**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.210	.618		6.807	.000
academic procrastination	.142	.039	.221	3.638	.000

Dependent Variable: Failure in English Language

Table 4.2.1 revealed significant results (Beta = .221, t = 3.638, p < .05). The null hypothesis is therefore rejected in favour of the alternative hypothesis, leading to the conclusion that academic procrastination has a significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

### Hypothesis Two

Ho2: Drug abuse has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

**Table 2: Coefficients of the Simple Linear Regression Analysis for Impact of Drug Abuse on Failure in English Language**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.847	.670		5.741	.000
Drug Abuse	.101	.026	.236	3.900	.000

a. Dependent Variable: Failure in English Language

Table 2 revealed significant results (Beta = .236, t = 3.900, p < .05). The null hypothesis is therefore rejected in favour of the alternative hypothesis, leading to the conclusion that drug abuse has a significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

### Hypothesis Three

Ho3: Academic procrastination, drug abuse, and lack of concentration have no significant joint impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State.

**Table 3: Model Summary and Coefficients of the Multiple Regression Analysis for Joint Impact of Academic Procrastination, Drug Abuse, and Lack of Concentration on Failure in English Language**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.036	3	10.679	7.872	.000 <sup>a</sup>
	Residual	345.902	255	1.356		
	Total	377.938	258			

Model Summary: R = .291; R<sup>2</sup> = .085; R<sup>2</sup><sub>(adj)</sub> = .074; Std Error = 1.16468

Dependent Variable: Failure in English Language

Predictors: (Constant), lack of concentration, drug abuse, academic procrastination

Table 3 revealed that with the three predictor variables (academic procrastination, drug abuse, and lack of concentration) entered into the model at the same time, there were significant results (F<sub>(3, 258)</sub> = 7.872, p < .05). The null hypothesis is therefore rejected in favour of the alternative hypothesis, leading to the conclusion that academic procrastination, drug abuse, and lack of concentration have no significant joint impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. Table 4.2.4 also revealed that the predictor variables, namely, academic procrastination, drug abuse, and lack of concentration jointly accounted for 7.4% of the variance in failure in English Language (R<sup>2</sup><sub>(adj)</sub> = .074).

## IV. DISCUSSION:

This study investigated some selected factors associated with failure in English Language among some selected secondary school students in Ilishan - Remo, Ogun State. Four research questions and four null hypotheses were subsequently formulated to guide the search for evidence in this study. The study adopted the survey research design and a randomly selected sample from the study area was used. Valid and reliable instruments were employed for data collection and appropriate statistical tools were utilized for data analysis.

The first null hypothesis stated that academic procrastination has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. This hypothesis was subjected to appropriate test of significance and found to be unsupported by data collected. It was subsequently rejected, while the alternative hypothesis was upheld. The result therefore was that academic procrastination has no significant impact on failure in English Language among students of the selected

secondary schools in Ilishan – Remo, Ogun State. This finding strongly supported Pychyl & Flett' s (2012) finding that academic procrastination is a serious matter that affects the individual students, the academic community and society in general and can contribute substantially to poor academic performance. This finding also corroborated Silver (1974) who found that the the individual who procrastinates does not intend to not do the task, they just put the task off past the optimal time it should be initiated to increase the chances of successful completion. Hence, the aftermath of procrastination is poor task performance. Also in line with this finding was Sirois & Pychyl (2013) who found that academic procrastination is a pervasive problem associated with a range of negative outcomes and often occurs when people are faced with tasks that are seen as aversive, across a variety of life domains, including academic performance. Finally, this finding agreed with Rabin, Fogel & Nutter-Upham (2011) who found that regular postponement of academic tasks would lead to to the point at which optimal academic performance becomes highly unlikely and that academic procrastination was negatively correlated with academic achievement.

The second null hypothesis stated that drug abuse has no significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. This hypothesis was subjected to appropriate test of significance and found to be unsupported by data. It was subsequently rejected and the conclusion was made that drug abuse has a significant impact on failure in English Language among students of the selected secondary schools in Ilishan – Remo, Ogun State. This finding supported Johnston, O'Malley & Bachman (2003) who found that the health, interpersonal relationships, or school performance of a substantial proportion of the adolescent population who uses drugs or alcohol is adversely affected.

## V. CONCLUSION

Based on the findings of this study it is concluded that for pupils in selected primary schools in the study area, both of academic procrastination and drug abuse had significant relative contributions to failure in English Language. The following recommendation were made:

1. Pupils should make all necessary attempts to guide against both academic procrastination and drug abuse in order not to jeopardize their learning and academic performance in English Language.
2. Pupils should avoid associating with bad friends or peers who can easily influence them
3. Parents, teachers, counsellors and significant others should educate pupils about the danger of drug abuse. They should be taught that not only is drug abuse harmful to their physical health, it can harm their social and psychological or mental health as well. Therefore the dangers should be properly communicated and well-understood.

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