

## **Original Article**

# **The Effect of Drug Addiction on Education from University Students' Point of View**

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### **Abstract**

**Introduction:** Higher education system has been affected by social damages, which one of the most important of these damages is drug addiction. Therefore, this study aimed to investigate effect of drug addiction in education from University Students' view points.

**Materials and Methods:** The current descriptive analytic study has been conducted in Yazd University in academic year of 2010-2011. For this purpose, 406 students of this university were selected via stratified random sampling method who responded to a researcher-made questionnaire that its validity and reliability were confirmed utilizing psychometric standards. Regarding data description, frequency indexes, percentage, mean, and standard deviation were applied. Moreover, inferential tests of chi-square test and correlation coefficient of Pearson were utilized.

**Results:** Approximately 21.9% of students suggested the drug abuse by their friend whose the rate of drug use was 25.9%. In addition 34.1% of subjects were announced that the most suitable place is their friend house. According to our results the main reason for using drugs were to reduce spiritual stress and their inability to say no in response to friends' suggestion. Our result also indicated that there is a significant negative relationship between the use of drug and educational process. In contrast, no significant relationship between demographic variables and use of addiction drugs was found.

**Conclusion:** One of the most common social traumas associated with youth generation, specially college students, is addiction to narcotic drugs, that in addition to extensive economic loss, would jeopardize their physical and social health. One of the most important ways to prevent and control the drug use is recognizing its factors as well as the peripheral circumstances of this trauma. Moreover, investigating students' view point regarding this issue is of great significance that has been regarded in the present study.

**Keywords:** Education; Students; Substance-Related Disorders; Narcotics

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## Introduction

In each community, there exist so many different social factors which can affect the education system. Higher Education as the highest level of education has a special role in the development of community in different dimensions such as scientific, cultural, social and political <sup>[1]</sup>.

Higher Education, which is formed by social affairs in national and regional programs, is regarded as a source of supplying human specialist resources and has a special importance in all aspects of human life. Lack of this necessary attention can enter a fatal blow on the body of the community. So the arrangements should be met regarding planning of this section with other sections <sup>[2]</sup>. The development of higher education in recent years has made the number of the students increase in institutes of higher education. But has higher education achieved its main objectives including training of expert manpower's and promoting the scientific level of community? Although the development of university is one of the necessities of our education system, without major revisions in the education system and merely by quantities development of higher education, appropriate prospects cannot be reached <sup>[3]</sup>.

Recognizing higher education problems and inadequacies offer the benefit to the teachers, managers, designers and experts of training programs as well as governors and policy makers. Nowadays education experts state recognizing the education issues as an initial and crucial condition for each educational and

cultural policy. They concluded that this institution can achieve its development when they are not faced with such problems <sup>[4]</sup>.

It seems that if social factors play its positive role in the community, they cause an ease of access to objectives as well as higher education development and fortification. If negative factors like social damages and deviances govern the community and students, they not only eclipsed the process of education but also change the students to the problematic ones for themselves, their family and their community. One of the current social injuries in a community is drug addiction which involves both natural and industrial uses <sup>[5]</sup>.

One of the social problems is the increasing trend towards the drug abuse. Therefore, finding remedies is essential due to its consumers' young age and its popularity among teenagers and youth <sup>[6]</sup>. Drug addiction is the biggest problem in human societies that not only causes social and behavioral disorders but also, affects various aspects of health, and imposes huge financial losses on self, family and community <sup>[7]</sup>.

Statistical reports confirm high prevalence of drug abuse in our country and it seems that in the next decade it reveals an explosive manifestation <sup>[8]</sup>. Addiction is a familiar phenomenon for Iranian, too. Around 2000 kilos of the various kinds of addiction substances are used daily in Iran and about 120 tons of the various kinds of addiction are seized annually. Iran turns to be a ford transit for drugs. Thus, teenagers and youth are potentially exposed to drug; addiction to the

drug among the students is one of the important issues considered in our society. Many people and the youth also address the drug trade to earn their income and big drug cartels (merchants of death) obtain a huge income. According to a report, annually 600 billion US dollars profits is earned from the drug trade in all over the world <sup>[9]</sup>. The researches revealed that there is a relationship between injection and using drugs with endangering the physical and social health of each person. Addiction consequences may involve depression, suicide, imprisonment and crime committing, and also specific diseases like hepatitis and AIDS <sup>[10, 11]</sup>. Unfortunately the patterns of drug abuse in our country in recent years have been propelled to use of psychotropic and industrial drugs. On the other hand, the lack of detailed statistics about drug abuse outbreak in our country takes adequate opportunities away from the authorities not to plan appropriately specially regarding confronting remedies. These drugs attack most the teenager and youth. Therefore, students or university students in our country are extremely threatened by these drugs. If no plan does not get prepared to oppose addiction, there is the probability that part of our teenager and youth population resort to drug use when they are faced with family and society stress as well as individual problems such as education problems, the lack of education facilities, etc. <sup>[12]</sup>.

Many studies have been conducted regarding back grounds of drug addiction as well as factors underlying the young' tendency

towards drugs outside and inside the country but generally, a same result can be inferred from those studies which demonstrate the sensitivity of this period in their tendency or non-tendency towards the drug use. According to the world health organization, in each day between 80000-100000 youth start to use drug who mostly live in the developing countries <sup>[13]</sup>. Therefore, drug addiction is one of the social problems of the current century which is quite tied with special social and geographical position of Iran. Since an addict goes beyond the norms and social values, he is called a perverse <sup>[9]</sup>. So one of the most important ways to reduce drug use in adulthood is the control at the period of adolescence <sup>[14]</sup>. Therefore, regarding significance of teen and youth periods as well as role of higher education in their education, the importance of current subject ,aiming at investigating effect of drug addiction in education from Students' viewpoints is revealed .finally the study consequences can be utilized in development of this important affair.

## Materials and Methods

This study was performed as a descriptive study. The participants involved all the students in Yazd University, studying in the second semester of the academic year of 2010-2011. They were about 8724 (including 3325 males and 5399 females) <sup>[15]</sup>. To determine the sample size, we used Morgan and Krigisy's table according to which 384 were chosen as the initial volume; though, in order to prevent loss of subjects as well as to compensate for

the missed participants, the sample has been increased up to 406. Since the study aimed to compare male and female students, stratified random sampling were applied according to which scattering of males was 151 (37.2%) and that of girls was 255 (62.87).

To collect the research data, a researcher-made questionnaire was utilized which included three parts. The first part involved 7 items sought for demography profile of respondents. The second part included 8 question-phrase of a five-item likert scale which concerned effect of the drug use on education (very much, much, average, a little, very little). Finally, the last part involved six questions that asked for university students' viewpoints. The initial format of questions were prepared and then revised. In fact its validity was substantiated by six specialists of education, educational psychology and health education and its reliability was obtained by the Cronbach's alpha coefficient ( $r=0.8271$ ). In order to analyze the data, regarding descriptive statistics, frequency table along with percentage, average indices, standard

deviation, and variance were utilized to categorize and summarize the raw data. Moreover, SPSS software (version 16) was applied to analyze the data. We used the chi-square test and Pearson correlation coefficient for data analyzes ( $p<0.05$ ).

## Results

Almost 406 university students participated in this study who involved 151 males (37.2%) and 255 females (62.8%). The results showed 57.6% of the students were at the age of 21-25, 36% were at the age of 18-20, and 4% were at the age of 25 years and above. Furthermore, 80.5% were single and about 18.5% were married.

Mostly their fathers' jobs (52.6%) were non-state whereas 30% of the jobs were state clerks. Regarding their mothers' job, they were mostly housewives (83.1%) and 13% of their jobs were state clerks in an organization. 49.8% of students lived in the dormitory and 41% lived in their home with their family. Most students (48.8%) studied science, 32.8% studied humanities and the least (2.7%) studied art.

**Table 1.** Distribution of answers to questions  
 Related to drug use in the student community

| Variable                    |     | N   | %    |
|-----------------------------|-----|-----|------|
| Friends have suggested drug | Yes | 89  | 21.9 |
|                             | No  | 317 | 78   |
| Total                       |     | 406 | 100  |
| Prevalence of drug use      | Yes | 198 | 48.8 |
|                             | No  | 208 | 51.2 |
| Total                       |     | 406 | 100  |
| Drug use among students     | Yes | 105 | 26.6 |
|                             | No  | 298 | 73.4 |
| Total                       |     | 406 | 100  |

Table 1 shows that 21.9% of the students were recommended drug use by their friends. Also 48.8% of the students identified the high prevalence of drug in the community as the most important reason for the youth's tendency towards drug abuse. Also, 26.6% of respondents mentioned that drug use was

prevalent amongst the university students. Regarding the place of using drugs, they were categorized into five classifications including their house, their friend's houses, dormitory, park and other places (Table 2 represents a brief description about the distribution and the percentage of these places).

**Table 2.** frequency of drug use places according to the students' perspective

| Variable              |                | N   | %    |
|-----------------------|----------------|-----|------|
| Location of use drugs | Home           | 89  | 22.1 |
|                       | Friend at home | 137 | 34.1 |
|                       | Dormitory      | 36  | 9    |
|                       | Park           | 52  | 12.8 |
|                       | Other location | 87  | 21.7 |
| Total                 |                | 401 | 100  |

Nearly 34% students stated their friend's houses as the most important place for using drug. Afterwards, their house, other places, park and dormitory were ranked respectively. Table 3 represents the most important reasons in regard to using drug including seven classifications of curiosity, addicted family, the

inability to say No to the other's offers, having addicted friends, reduction of daily sentimental and mental pressures, and other reasons such as lack of recreational and sport facilities, unemployment, lack of awareness, family problems and contaminated place of residence.

**Table 3.** frequency of the students 'main reasons of drug use

| Variable                      |   | N   | %    |
|-------------------------------|---|-----|------|
| The main reasons for drug use | Curiosity                                 | 56  | 13.8 |
|                               | Addicted family                           | 13  | 3.2  |
|                               | The inability to say no to others' offers | 70  | 17.2 |
|                               | having addicted friends                   | 64  | 15.8 |
|                               | reduce everyday stress                    | 70  | 17.2 |
|                               | Pleasure                                  | 40  | 9.9  |
|                               | Others                                    | 93  | 22.9 |
| Total                         |   | 406 | 100  |

Moreover, the Table contains distribution and percentage as well. From the viewpoints of students, the most important reasons involved respectively other reasons (lack of recreational and sport facilities, unemployment, lack of

awareness, family problems and contaminated place of residence) with 29.9% and then the inability to say no to the others' offers and reduction of daily sentimental and mental pressures (each of them about 17.2%).

Moreover, only 13 students (3.2%) mentioned addicted family as the most important cause. In another research question, types of prevalent drugs within students were investigated and thus its distribution was presented in Table 4. Most drug use respectively devoted to glass (32.9%), opium (31.5%), hashish (12.9%), crack (11.86%) and acetomorphine (11.1%). The most important social problems underlying the tendency to addiction were asked from the viewpoint of students which respectively involved unemployment (42%1), unhealthy relationships between males and females (16.57%), diseconomy (11.5%), decline of values (7.3%), drug addiction (7.2%), social discrimination (5.4%1), social

distrust (4.4%), neglect of discipline (2.27), crime increase(1.7%) and addiction to social media (1.2%) in where drug addiction obtained the fifth rank.

This viewpoint of students about the effects of drug use on education process in university have demonstrated that 34.7% of students believed very much in drug effect on education process and 18.7% of them believed much in the role of this factor. According to the chi-square test, there was a significant difference between the different layers of responses ( $\chi^2=64.8$ ,  $df=4$ ,  $p<0.001$ ). It should be noted that in this part of paper, the destructive and inhibition effects of drug use on education were intended.

**Table 4.** frequency distribution of preferred drugs according to students' viewpoints

| perforation | Addiction substances | N   | %      |
|-------------|----------------------|-----|--------|
| 1           | Glass                | 56  | 32.9   |
| 2           | Opium                | 54  | 31.5   |
| 3           | Hashish              | 22  | 12.9   |
| 4           | Crack                | 20  | 11.86. |
| 5           | acetomorphine        | 19  | 11.1   |
| Total       |                      | 171 | 100    |

In another part of this study, distribution of students' viewpoints towards the role of drug addiction was investigated on education process on the basis of demographic variables. The entire percentages of the above students believed the role of drug addiction on education at the much and very much levels. Moreover, there was not any significant

relationship between the students 'age ( $p=0.16$ ), gender ( $p=0.62$ ) with their viewpoints regarding drug addiction effect. Also, there were not any relationships between variables such as marital status ( $p=0.31$ ), father' job ( $p=0.43$ ), mother's job ( $p=174$ ), type of accommodation ( $p=0.062$ ) and educational groups ( $p=0.051$ ) with the drug use (Table 5).

**Table 5.** distribution of students' viewpoints about the role of growth factors in drug education based on demographic variables

| demographic variables | value frequency Variables | Very lot |      | lot  |      | Medium |      | little |      | Very little |      | P-value |
|-----------------------|---------------------------|----------|------|------|------|--------|------|--------|------|-------------|------|---------|
|                       |                           | N        | %    | N    | %    | N      | %    | N      | %    | N           | %    |         |
| Age                   | 18-20                     | 49       | 33.5 | 24   | 16.1 | 23     | 15.7 | 29     | 19.9 | 21          | 14.3 | .16     |
|                       | 21-25                     | 83       | 35.4 | 45   | 19.2 | 32     | 13.6 | 49     | 20.9 | 25          | 10.7 |         |
|                       | >25                       | 9        | 34.6 | 7    | 27   | 4      | 15.4 | 5      | 19   | 1           | 3.84 |         |
| Sex                   | Female                    | 97       | 38   | 42   | 16.4 | 29     | 11.3 | 53     | 20.8 | 34          | 13.3 | .62     |
|                       | Male                      | 44       | 29   | 34   | 22.5 | 30     | 19.8 |        |      | 38          | 8.6  |         |
| Marriage              | single                    | 116      | 35.5 | 18   | 18   | 15.3   | 64   |        |      | 9           | 11.6 | .31     |
|                       | Married                   | 23       | 30.6 | 21.3 | 21.3 | 10.6   | 19   |        |      | 0           | 12   |         |
|                       | Divorced                  | 2        | 50   | 25   | 25   | 25     | 0    | 0      |      | 20          | 0    |         |
| Father's Job          | Free                      | 72       | 34.2 | 41   | 19.5 | 32     | 15.2 | 42     | 20   | 23          | 10.9 | .43     |
|                       | Staff                     | 41       | 34   | 23   | 19   | 16     | 13.3 | 24     | 20   | 16          | 13.3 |         |
|                       | Worker                    | 7        | 31.8 | 0    | 0    | 7      | 31.8 | 5      | 22.7 | 3           | 13.6 |         |
|                       | No job                    | 7        | 35   | 9    | 45   | 1      | 5    | 1      | 5    | 2           | 10   |         |
|                       | Others                    | 12       | 44.4 | 2    | 7.4  | 2      | 7.4  | 9      | 23.3 | 2           | 7.4  |         |
| Mother's Job          | In-home                   | 119      | 35.5 | 58   | 17.3 | 48     | 14.3 | 75     | 22.3 | 35          | 10.4 | .74     |
|                       | Free                      | 5        | 35.7 | 5    | 35.7 | 1      | 7.14 | 1      | 7.14 | 2           | 14.3 |         |
|                       | Staff                     | 15       | 28.8 | 13   | 25   | 10     | 19   | 6      | 11.5 | 9           | 17.3 |         |
|                       | Others                    | 2        | 66.3 | 0    | 0    | 0      | 0    | 0      | 0    | 1           | 33.3 |         |
| Home                  | With Family               | 62       | 37   | 30   | 18   | 15     | 9    | 40     | 23.9 | 20          | 11.9 | .062    |
|                       | In Pans ion               | 74       | 36.6 | 36   | 17.8 | 39     | 19.3 | 33     | 16.3 | 20          | 9.9  |         |
|                       | With pay Home             | 5        | 13.5 | 10   | 27   | 5      | 13.5 | 10     | 27   | 7           | 18.9 |         |
| Academic Group        | Humane Science            | 44       | 33   | 23   | 17   | 19     | 14   | 25     | 18.8 | 22          | 16.5 | .51     |
|                       | practical Science         | 74       | 37.3 | 35   | 17.7 | 25     | 12.6 | 44     | 22.2 | 20          | 10.1 |         |
|                       | Teqnickal & Engineer      | 17       | 33.3 | 13   | 25.5 | 11     | 21.5 | 8      | 15.7 | 2           | 3.9  |         |
|                       | Agriculture Sciences      | 5        | 38.5 | 2    | 15.4 | 2      | 15.4 | 3      | 23   | 1           | 7.6  |         |
|                       | Art                       | 1        | 9    | 3    | 27.2 | 2      | 18.2 | 3      | 27.2 | 2           | 18.2 |         |

### Conclusion

The present study demonstrated that according to the viewpoints of students there was a significant relationship between the factor of using drug and education development. According to Mozafar, addiction is a social crisis in Iran that it would cause some deviations, diseases and social problems in near future and affects education unless it is handled [16]. The most important reasons for using drug involved: reducing daily mental

pressure, failure to address the emotional demands, the inability to say no to the others' offers, having addicted friends, curiosity, pleasure, addicted family and other reasons (lack of recreational and sport facilities, lack of awareness, family problems and contaminated place of residence). Islam Doost articulated that approximately for 60% of cases; the first drug use is due to compliments of some friends. Friendship with addicted peers seems to be a predisposing factor for teenager

addiction. Drug users always attempt to make their friends accompany them to get the support for their behavior. Teenagers necessitate to belong to a group and often joining to an addicted group is quite easy for a person. The less connections, there are between an individual and the family, school and communities, the more probable an individual is to join such groups. Also lack of adequate facilities to satisfy teenagers' natural, mental and social needs such as curiosity, diversity seeking, excitement, adventure, to be confirmed and supported by others, get the success within peers, cause them to have the tendency to enjoy and entertain via drug use and membership in these unhealthy groups<sup>[17]</sup>. Orford regarding "causes of drug addiction among students in the U.S" demonstrated that most addicted students experienced structural and environmental frustration. Moreover, the community failure to address their emotional needs was one of the reasons of their addiction tendency<sup>[18]</sup>.

Mobarak revealed that about 75% of addicted persons implied their association with improper and addicted friends as the most important reason for their drug addiction. There was a positive significant relationship between association with addicted friends and addiction in their family with their addiction severity<sup>[19]</sup>.

Hajli et al proposed that regarding people's attitudes to drug abuse in Iran, the most important reasons for drug use involved: improper friends, addicted family, contaminated place of residence,

unemployment, divorce, lack of education, lack of awareness, cheapness or availability of drugs, mental problems, disbelief or lack of faith in religion, lack of recreational facilities, risk and adventure, high confidence and curiosity. In fact, within individual, family and social factors, the mentioned factors posited the most influence on the drug use<sup>[20]</sup>. Shohreh investigated prevalence of drug abuse and addiction among male university students in Rasht and stated that the reasons for individuals drug use involve: unemployment, lack of recreational facilities, family problems, and lack of academic success<sup>[21]</sup>.

Mozafar's study was conducted on addiction in the family and its effects on people switching to addiction which revealed that an older addicted brother is influential in propelling teenagers and the youth to use drugs<sup>[16]</sup>. Norco's study conducted among the addicted in Baltimore, U.S., showed that peer friends with an abnormal social behavior are influential in turning them to drugs<sup>[22]</sup>. Sussman et al demonstrated that in the community of both U.S and Russia among the social-intrapersonal factors, drug abuse within their friends as well as in their family has a positive correlation with the individual tendency towards addiction<sup>[23]</sup>. The findings of this study are in line with those of mentioned researches.

In this study, the most important problems consist of unemployment, un-healthy relationships between males and females, diseconomy, decline of values, drug addiction, social discrimination, social distrust, neglect of

discipline, crime increase and addiction to social media which support Rafiei's findings in which 15 priority social problems in Iran were stated such as addiction, unemployment, violence, social distrust, diseconomy, social corruption, social discrimination, injustice in possession of power, decline of values, crime increase, economic policies, traffic problem, education issues, disrespect of citizens' right and disparities in law enforcement.

Among these problems, addiction, unemployment, violence, social distrust, diseconomy and social corruption possess higher priority compared to other problems [24]. Motamedi considered social damage as the most important problems in a community which causes economic losses as well as the harm to physical and mental health. Finally, unemployment (81%) and addiction (56.6%) were considered as the most important problems in a community. These two studies confirm the findings of the present study. Moreover, Motamedi regarded the following items as the most important problems in a community including unemployment, addiction, divorce, spouse abuse and suicide [25].

In this research, priorities of drug use involve glass, opium, hashish, crack and acetomorphine which are in line with those of

Mozafar's study conducted among the youth between 13-28 in Tehran involving crack, glass, hashish, alcohol, pills and opium [17]. Furthermore, according to Dewar, drug use is being increased all over the world, so that it involves one of the most common psychiatric disorders at the youth period; In U.S. 76%, 72%, and 47% of teenagers have respectively used alcohol, cigarette and hashish [26].

In this research all demographic variables (like sex, age, marital status, parents' jobs, type of accommodation and the group of education) have considered drug use effective on the education process to the extent of 50%-100% much and very much. Mozafar's findings are in line with those of this study [16].

The limitations of this study were; student's intolerance to complete the questionnaires and on the other hand, closing of the universities clue to the final examination, lengthened the questionnaire completion. Finally, with identifying of social elements like drug addiction in education can develop the role this important process via presenting some solution.

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