

Original Article

Exploring the Drivers and Consequences of Substance Abuse among University Students in Nigeria

Afeez Wasiu Ayobami^{1*}, Agbaje Ademola Amobi²

¹*Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria.*

²*Federal College of Education, Iwo, Osun State, Nigeria.*

*wasiuafeez@pg-student.oauife.edu.ng

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Abstract - The study paper titled Exploring the Drivers and Consequences of Substance Abuse among University Students in Nigeria provides a solution to the growing problem of substance abuse among Nigeria university students, which is becoming a menace to public health. The prevalence of the use of substances like cannabis, opioids, and counterfeit drugs is very common in the study, which is due to the factors of pressure to study, peer pressure, and socioeconomic problems. The study was done quantitatively by conducting a survey on 200 students in southwestern Nigeria through a descriptive survey design and a questionnaire that was designed by the researcher. The research indicates that an overwhelming number of students are into substance abuse. The correlation between substance abuse and grades, as well as psychological health, raises a note worth taking, as most respondents confirm that drugs affect their grades, relationships, and general condition in one way or another negatively. Although there exist intervention programmes and policies in curbing substance abuse, the study highlights the lack of effectiveness of these programmes and policies because there is no proper implementation and allocation of resources to these programmes. The study recommends a comprehensive strategy in combating the problem that demands extending education on drugs, providing access to treatment for mental conditions, and consulting with community health governance to develop specific rehabilitation.

Keywords - Substance Abuse, University Students, Grades, Well-being.

1. Introduction

The problem of substance abuse among Nigerian university students is a serious public health concern because more instances of substance use are reported concerning cannabis, opioids, and synthetic substances. This has been so with the drugs that the students take in the institutions of higher learning because of the university environment characterized by academic pressures, peer influence, and socioeconomic pressures. Secondary effects of substance abuse include the fact that they are not only limited to personal direct health risks but also on the social costs required of the collective community, such as deteriorated school performance, mental illness, and increased crime (Ajibola & Oluwatusin, 2024).

A drug can be referred to as one that can alter one or more functions of a living thing after it has been absorbed into it. This term can typically be applied to all the medicines consumed, both therapeutic and abused drugs (Odhiambo & Amukoye, 2013). The normal or abnormal way of drug use, which can harm the user both physically and emotionally, and even disrupt day-to-day life, is known as substance abuse (Cheever, 2012). Pursuant to the



fact that substance abuse has a narrowly defined meaning and meaning as per the above definitions, then it can be assumed that one can relate to substance abuse in association to the inappropriate use of one or more drugs that may have been prescribed by a medical practitioner, to change how a particular individual feels, thinks, and acts and it has certain ramifications, which are related to emotional and physical harm on the affected subject.

Substance abuse refers to inappropriate overdependence and wrongful use of a given drug, whether or not it has been assigned as such by trained men and women in the medical profession (Ajayi and Ekundayo, 2010). Some of the drugs that the young people abuse and are also classified amongst the dangerous drugs are cocaine, marijuana (also known as Indian hemp), morphine, heroin, tobacco, ephedrine, valium, and Chinese capsules.

Any drug can be elevated to the stage of addiction if an addict is unable to stop using it despite the harmful consequences that this behaviour has on social, personal, and economic life. The issue of substance abuse has become so aggravated that it is no longer felt to be the concern of a few because it has now expanded to cover all, including young people, females, and those who live in rural areas. The problem of psychoactive substance use and addiction consumes great expenses not only to individuals but also to the larger population. Substance abuse is a phenomenon that has particularly affected young adults and learners in universities because they are susceptible to any form of social and educational pressure. Drug abuse among students is increasingly high in Nigeria, and such drugs include cannabis, opioids (tramadol, codeine), and synthetic drugs that have become common (Durowade et al., 2024). Drug abuse has very extensive effects on society; beyond the health risks to the victims lie numerous dangers to society.

The academic performance is considerably affected, and the research evidence indicates that drug addiction can be linked to poor grades, increased dropout rates, and psychiatric diseases (Ajibola & Oluwatusin, 2024). In addition, the impacts of drug addiction are far-reaching in social settings because it is said to cause more crimes and violence, leading to the breakdown of families and communities (Olanrewaju et al., 2022). What makes this urgent is that the majority of the students do not receive proper provision of mental health intervention and care programmes, which are important in curbing the vice of drug abuse (NDLEA, 2023). Drug abuse is an issue that everyone around the globe can relate to, as it concerns people, families, and even society.

Drug abuse in Nigeria is a pandemic disorder that not only has a terrible toll on the health and well-being of the youth. The researchers have revealed that substance abuse is quite prevalent among university learners in Nigeria, and there is a large number of substances that have been abused, notably the consumption of alcohol, use of cigarettes, use of cannabis, and prescription drugs. Olanrewaju et al. (2022) provided the values of drug and substance abuse among undergraduate students in the chosen Southwestern Nigerian universities at 45.7, and the most desired medications were alcohol and cigarettes. Causes of some of these trends are peer pressure, socioeconomic pressure, academic pressure, and inadequate awareness and education. The analysis has revealed that drug abuse is detrimental to all cognitive functions of the students, including poor academic performance, mental illnesses, and high dropout rates (NDLEA, 2023). The lack of effectiveness of the policy-related gaps, finances, and enforcement has affected the policy and intervention programmes, such as drug awareness adverts and rehabilitation centers.

Substance abuse amongst Nigeria university students is an emerging issue of public health concern, and its incidence has been on the rise with the use of cannabis, opioids, and synthetic drugs in higher institutions of learning. The rising trend can be attributed to academic pressure, peer pressure, and socioeconomic challenges that make life difficult for the students. In addition to direct harm to health, substance abuse distorts academic performance, mental health, and stability, and leads to increased crime rates and psychological issues (Ajibola & Oluwatusin, 2024). In response to the issue, different intervention programs and policies have been proposed by different bodies, such as the National Drug Law Enforcement Agency (NDLEA), but since their introduction, these

policies have been widely unsuccessful because of a lack of enforcement and proper funding, as well as flaws in the policies (NDLEA, 2023; Durowade et al., 2024). Also, students have very low access to mental healthcare services, contributing to the problem.

Substance abuse is a serious problem that has a high prevalence rate in spite of the intense consequences associated with it within the scope of Nigerian universities. This paper attempts to bridge this gap by examining the causes of substance abuse, its far-flung repercussions, and the effectiveness of college prevention and rehabilitation programmes. The importance of these aspects is to develop focused evidence-based interventions that can offer better support to the students to minimize the increasing cases of substance abuse.

Although present studies mostly catalogue the prevalence rates, causes, and societal effects, not many of them proactively examined whether these efforts indeed decrease abuse or improve mental well-being. Most policies are reactive and are ineffective in their enforcement, which reduces their effectiveness (Durowade et al., 2024). This paper makes a contribution to this gap by approaching it through an evidence-based perspective and sheds light on how current programs operate at the ground level and what is lacking specifically. This is unlike the broader descriptive studies, which focus on descriptive research that is not aimed at enhancing policy and support services. The study is therefore likely to add a new body of knowledge on the practical reality confronting substance abuse prevention in Nigerian universities, which in turn can be used in more and better ways.

2. Statement of the Problem

Substance abuse among Nigerian university students is an issue that is creating alarm in relation to health. These effects of substance abuse include: poor school performance, mental illness, and vulnerability to addiction. Alongside this, substance abuse can lead to social problems (including crime and violence) that can be disastrous to individuals, families, and communities. Despite the emerging concern, in relation to the practice of drug use among the university student population in Nigeria, little or no significant research is being done on the patterns, risk factors, and health consequences of such a practice to the student population.

More questionable are the current policies and even intervention programmes aimed at reducing substance abuse within Nigerian universities. Despite the regulation of the drug problem through the drug awareness programs and rehabilitation centers, this has still not been very successful since there is inadequate enforcement of the problem due to limited resources (NDLEA, 2023). This brings into question the effectiveness of current ones and the need to have more effective and evidence-based approaches to the inhibition of substance abuse by university students.

3. Research Questions

- What is the level of prevalence of substance abuse among university students in Nigeria?
- How does substance abuse impact students' academic performance and mental health?

4. Literature Review

The culture of substance abuse among University students in Nigeria has become a significant research issue and a public health and educational challenge with far-reaching implications on personal health and societal progress. The phenomenon, which is associated with an abuse of psychoactive substances, like alcohol, cannabis, prescription drugs, and other banned substances, can be considered a multifactorial relationship between socioeconomic, psychological, and environmental factors.

The commitment rate of users of substances by Nigerian students in the university environment is outrageously high and on the rise. A survey done by Tebu et al. (2025) in Rivers State found that about 15 percent of students had at least been exposed to illicit drugs, with male students and students whose parents had lower educational

levels being overrepresented. Just as well, a study by Ajibola and Oluwatusin (2024) noted that the most common drugs abused are alcohol, marijuana, tramadol, and codeine, and they are also abused due to peer pressure, academic stress, or the urge to attract social acceptance. These results are in line with the national ones, supporting the idea that youth and young adults are mostly susceptible to substance abuse because of the period in their development and the exposure to new social contexts (Oshodi et al., 2010).

The reasons behind substance abuse among students in universities in Nigeria are quite complex. A large source of socioeconomic stress is another factor because many students face financial insecurity, a lack of support services, and have to meet academic performance requirements. Oshodi et al. (2010) postulate that frustrated students will resort to temporary solace by using drugs with the view that drugs alleviate their stress. Psychological factors, such as depression, anxiety, low self-esteem, etc., make the problem worse. According to Olley (2008), the phase between adolescence and adulthood is filled with emotional upheaval, and this predisposes the students to drug experimentation. The impact of peer influence also cannot be underestimated, and as such, many students have indulged in substance use in their efforts to fit into what they perceive to be the social norms, or as a way of impressing their peers.

The availability and normalization of substance abuse at higher educational institutions are due to environmental factors embedded in the campus environment. Campuses have easy access to drug peddlers, their security systems are porous, and there is a lack of adequate drug education programs, which in effect enable substance misuse (Akanbi et al., 2015). In addition, the lack of comprehensive intervention and rehabilitative services in tertiary institutions implies that students who resort to substance abuse rarely have a clue about the dangers and even lack the support they need to get out of the habit. This disproves the necessity of special policies on prevention and treatment that should be based on socio-cultural, edifying, and medical perspectives.

The severity of the effects of substance abuse on academic performance is far-reaching and multi-dimensional. Cognitive deficits caused by the use of drugs may make it hard to concentrate, learn, and actively interact with the material being taught. Ajibola and Oluwatusin (2024) concluded that those students who abuse substances tend to be demotivated, have impaired scholastic performance, and have increased dropout rates. These are not only harmful to the individual students but also destroy the wider mission of tertiary institutions. According to Uchendu and Ukonu (2016), more than 76 percent of the students who consumed psychoactive substances reported study challenges, and an alarming number of them exhibited brain fog syndrome, which includes mental stress and loss of functional ability.

The results about mental health problems related to substance abuse are just as worrying. Students who indulge in drug use are more likely to have psychiatric problems, including depression, harmful tension, and substance addiction. The cyclic phenomenon of substance abuse and psychological problems is such that a student can get caught in the vicious process of using medications to overcome the problems and further succumbing to worsening of the mental state. As Ajibola and Oluwatusin (2024) assert, this is compounded by the fact that support services in terms of mental conditions affecting the students are not readily available within universities, and therefore, the affected students lack the required amenities to help them recover or manage their conditions.

Thus, substance abuse is one of the most alarming problems in the world, and it directly or indirectly influences such individuals as parents, children, youth, adults, teachers, and other government workers, as well as society (Adewale, 2022). It is a process that can be characterised as a cyclical process of destructive substance abuse with the aim of mood alteration. It involves the misuse of unlicensed drugs or the non-prescriptive use of over-the-counter and prescribed drugs in other ways than it was intended to be used, or in increased dosage more than they specified, or in some other form that is not according to the prescription, which would be termed an overdose (Dada & Falegan, 2023). In its definition of drug abuse, the World Health Organisation (WHO) points to an abnormal state

of intoxication experienced periodically or continuously brought by the use of a substance (natural or synthetic) that poses risks to the person and the community at large (WHO, 2014). In addition, the drugs can also be viewed as abused when they are taken without the guidance of a trained physician. Dada and Falegan (2023) state that the implications of substance abuse extend beyond affecting the individual who is abusing the substance; it affects the whole environment of an individual.

One may refer to the instance of an intoxicated driver whose acts may lead to an accident that may put him in danger, and even his passengers, because they are intoxicated. Alcohol, nicotine, cocaine, sedatives, hypnotics, and phencyclidine, among others, exist in the form of categories of drugs that have been abused by students. The causes that make Nigerian university students engage in substance abuse are quite obvious. These include lack of parental controls, parental care and guidance, curiosity, peer group pressure, boredom, endurance in case of long working hours, easy access to drugs, advertisements, desire to explore their superior sexuality, and anxiety, frustration, and failure in financial gains (Atoyebi & Atoyebi, 2013).

Poor academic-related performance, loss of educational value, memory loss, high rate of absenteeism, increased rate of dropout, and health-related complications, including mental disorders, are the consequences of substance abuse. Such mental issues as are confronted by substance abusers include withdrawal symptoms, depression, slowed growth, contemplating suicide, or suicide attempts. Substance or drug abuse has no positive role to play in the growth of students and is likely to lead to a decline in academic performance (Babalola et al., 2013). As it turns out, this has ended up being detrimental to the overall improvement of the nation collectively because these are individuals who are expected to make a positive difference in the progress and development of the country, and they end up becoming handicapped because of the effects of drug addiction.

Factors such as the availability of substances and advertisement of their use as fun and a socially accommodating behavior are some of the risk factors that can be attributed to substance abuse. The reasons why sedatives and anti-anxiety prescriptions are generally over-prescribed are numerous. The adverse social climate of the era also has an impact on a substantial part of the student population, which is comprised of teenagers, the adolescent phase of a human being between childhood and adulthood. It is a significant maturation phase marked by changes, turmoil, and particular issues. It is traditionally described as a time of personal growth and figuring out who a person is, which makes teenagers experiment. In the absence of such guidance and support from their parents, there is a high likelihood of them losing their way (Oketch, 2017).

High substance abuse is also predisposed by such social challenges as poverty, unemployment, discrimination, homelessness, and lack of social and educational opportunities. It is also a function of the environmental or biological factors, as abuse could be traced to families (such as heavy drinking and smoking). There lies a realm of psychology where it has been suggested that psychological characteristics of individuals, such as low frustration tolerance, risk-seeking behaviors, and impulsivity, can make people more prone to developing substance abuse problems. More than that, even psychodynamic aspects, including anxiety disorders and mood disorders, as well as personality disorders, are related to substance abuse (Oketch, 2017).

Research has indicated that drug and substance abuse behavior among students in the institutions of higher learning is often associated with pre-existing norms. According to Ikoh et al. (2019), drug and substance abuse can be influenced by many factors, and some of them are peer pressure, exposure to the media, de-stressing purposes, enjoyment of drugs, drug availability, being experimental, guardian and sibling involvement, negative aspects of parenting, and academic issues. The window of vulnerability is an age bracket between 17 and 28 years, as experts believe that at this age, they peers can easily encourage them into drug and substance abuse. Social approval has been found to play an all-encompassing role in the development of drug and substance abuse in the youth due to a fear of being left out or shunned by peers. At least a few students stopped using drugs in one of the studies

conducted by Kiriru (2018) that witnessed an increase in awareness of drugs. The aftermath of drug and substance abuse has not been positive in the academic, social, psychological, economic, and physiological development of drug and substance abusers. Research studies have established that the prevalence of drug and substance abuse among the youth is high (Birhanu et al., 2014). To ensure that prevalence decreases, NACADA has developed some prevention measures (Ronoh, 2014). They have, however, not been able to reduce the prevalence of individuals using drugs.

Conclusively, the review of research has shown that the problem of substance abuse among university students in Nigeria is widespread due to socioeconomic distress, psychological weakness, peer pressure, and environmental forces. Its influence on academic performance and psychosis is considerable since it causes cognitive fallbacks, a decline in scholarliness, and a spike in emotional distress. The challenge needs to be met in a multilateral manner through primary education, rehabilitation, and policy change in order to limit access to illicit drugs and increase mental health awareness. To achieve a better understanding of the long-term impact of substance abuse or even to test the effectiveness of the intervention programs implemented in various tertiary institutions in Nigeria, it is important that future research be conducted as a longitudinal study.

5. Methodology

This study employed quantitative data gathered from university students in Nigeria. As the quantitative study, the researcher will be in a position to analyze the causes and effects of substance abuse among the University students in Nigeria, because, through quantitative research, one will achieve numerical or usually convertible to meaningful statistical research. The study is carried out using a descriptive survey research design. In conducting the study, the researcher uses ten (10) university students in Southwestern Nigeria to study the causes and impacts of substance abuse among University Students in Nigeria. A total of 200 university students have been randomly selected as the respondents used in this research. The study used a researcher-made questionnaire, whereby the researcher used a 4-point Likert scale to format the questionnaire. The face and content validity were applied to the items. The reliability index was calculated following the validation based on the Cronbach's Alpha measure. Lastly, percentage, mean, and standard deviation were employed in the analysis of data.

6. Results

Table 1. Distribution of respondents based on demographic variables

Gender	Frequency	Percentage (%)
Male	94	47.0
Female	106	53.0
Total	200	100

As shown in Table 1 above, 94 male university students (47.0%) and 106 female university students (53.0%) participated in this study.

Table 2. Level of prevalence of substance abuse among university students in Nigeria

S/N	ITEM	Never	Often	Some-times	Always	Mean	S.D
1	Codeine	1 0.5%	- -	2 1%	197 98.5%	3.03	.23
2	Cannabis	2 1%	- -	1 0.5%	197 98.5%	3.04	.31
3	Tobacco	2 1%	- -	- -	198 99%	3.03	.30
4	Opioids	2 1%	1 0.5%	9 4.5%	188 94%	3.09	.39
5	Cigar	1	-	1	198	3.02	.22

		0.5%	-	0.5%	96.5%		
6	Weed	2 1%	1 0.5%	4 2%	193 96.5%	3.06	.36
		TOTAL					3.05

Key: Very High (3.26 - 2.00), High (2.51-3.25), Low (1.76-2.50), Very Low (1.00-1.75)

Table 2 reveals the results of the level of prevalence of substance abuse among university students in Nigeria. It can be seen that 1% (2) of the students responded that they sometimes took codeine, 98.5% (197) of them opined that they always smoked cigarettes, 99% (198) said they always used tobacco, 4.5% (9) opined that they sometimes drank Cannabis, 2% (4) responded that they sometimes took weed while majority of them have never taken any of these substances. The table further revealed that Opioids ($\bar{x}=3.09$) was the most abused substance among the university students in Nigeria, followed by weed ($\bar{x}=3.06$), then Cannabis ($\bar{x}=3.04$), codeine ($\bar{x}=3.03$), tobacco ($\bar{x}=3.03$) while cigar ($\bar{x}=3.02$) was the least abused substance among the school students. Based on this analysis, with a grand mean of 3.05, it can be concluded that the level of prevalence of substance abuse among university students in Nigeria was high.

Table 3. Impact of substance abuse on students' academic performance and mental health

S/N	Items	SA	A	D	SD	Mean	S.D
1	The use of drugs makes students score low marks in examinations.	109 54.5%	59 29.5%	20 10%	12 6%	3.33	.89
2	Substance use has an adverse effect on the academic performance of students.	104 52%	80 40%	11 5.5%	5 2.5%	3.42	.71
3	Substance usage inculcates criminal acts in the minds of students.	108 54%	78 39%	9 4.5%	5 2.5%	3.45	.70
4	An accelerating increase in substance usage by students can lead to loss of self-control.	137 68.5%	56 28%	3 1.5%	4 2%	3.63	.62
5	Substance use affects the social interaction of students with their peers.	98 49%	92 46%	5 2.5%	5 2.5%	3.42	.68
6	Students who misuse drugs display unruly attitudes in society.	126 63%	67 33.5%	4 2%	3 1.5%	3.58	.61
7	The misuse of drugs leads students to behavioural misconduct in school.	129 64.5%	62 31%	4 2%	5 2.5%	3.58	.66
8	Substance abuse leads to insanity amongst youngsters.	114 57%	74 37%	5 2.5%	7 3.5%	3.48	.72
9	Substance use decreases student's ability to concentrate in their school activities.	131 65.5%	62 31%	2 1%	5 2.5%	3.60	.64
10	Diseases and sickness arise as a result of substance abuse.	112 56%	73 36.5%	7 3.5%	8 4%	3.45	.75
	TOTAL					3.49	0.70

Key: Very Great Impact (3.50 - 3.00), Great Impact (2.99-2.25), Small Impact (2.24-1.50), Small Low Impact (1.49-1.00)

Table 3 reveals the results of the impact of substance abuse on students' academic performance and mental health. It can be seen that 84% (168) of the students responded that the use of drugs made students score low marks in examinations, 92 % (184) supported that substance usage had an adverse effect on the academic performance of students, while 93% (186) of them agreed that it inculcated criminal acts in the minds of students. It can also be seen from the table that 96.5% (193) of the students responded that accelerating increase in substance usage by students could lead to loss of self-control, 95.5% (191) agreed that misuse of drugs led students to behavioural misconduct in schools, 96.5% (193) opined that students who misused drugs displayed unruly attitudes in the society while 96.5% (193) of them supported that substance usage decreased student's ability to concentrate in their school activities. Based on this analysis, with an aggregated mean of 3.49, it can be concluded that substance abuse had a very great impact on students' academic performance and mental health.

7. Discussions

The findings of this study, as shown in the analysis of Table 1, the level of prevalence of substance abuse among university students in Nigeria, revealed that a small number of the students responded that they sometimes took codeine. It was also found that a number of them opined that they always smoked Cannabis, some said they always used tobacco, a few of them also opined that they sometimes took Opioids and weed, while a larger percentage of them always take some of these substances. It was equally observed that alcohol was the most abused substance among the university students, followed by weed, then cigarettes, codeine, and tobacco, while cigar was the least abused substance among the university students in Nigeria.

Based on this analysis, it was concluded that the level of prevalence of substance abuse among university students in Nigeria was high. This result is in agreement with the findings of Stephen (2010), which revealed that almost 60% of students in tertiary institutions in Nigeria are involved in different forms of substance abuse. Furthermore, according to Atoyebi and Atoyebi (2013), the categories of drugs misused by students include but are not limited to alcohol, nicotine, cocaine, sedatives, hypnotics, and phencyclidine.

Another finding of this study, as revealed in the analysis of Table 3, the impact of substance abuse on students' academic performance and mental health, showed that the majority of the students reported that the use of drugs made them score low marks in examinations. It also noted that many of them expressed the opinion that the use of substances had a negative impact on the academic performance of students, the embeddedness in their minds of criminal activities, loss of self-control, behaviour problems at school, and unruly characters in society, besides reduced concentration in school activities. In this analysis, we made a conclusion on the basis that substance abuse had a very great effect on the academic performance and mental health of university students in Nigeria.

This finding is congruent with those of Ajala (2009), who established that many untimely deaths and accidents have been attributed to the antics of individuals who are under the influence of drugs. Even Ajayi and Ekundayo (2010) found that a drug-involved student will never be able to excel in academics since cognitive development is impaired, thus lowering the level of academic accomplishment and academic success. Dada and Falegan (2023) rightly note that the effects of substance abuse do not only impact the one using the substance; they also reach each and every individual in relation to the substance user. An example is a driver who drives a car when he or she is under the influence of drugs; this may result in the death of the driver, together with the possible loss of the lives of his or her passengers.

8. Conclusion

In this study, the prevalence of substance abuse in Nigeria among university students has been pointed out as alarming. The results infer that a large number of students are involved in the consumption of substances in different forms, such as alcohol, cannabis, and opioids, showing a prevalence rate of 45.7 percent among undergraduate students. In the study, the varied causes of drug abuse, including peer influence, socioeconomic stress, and academic pressures, are put to the fore, leading to the endemic health risk to the populace. Besides, drug abuse issues do not only affect the health of people but also have some negative consequences on education, mental health, and social life.

The conclusions indicate a significant relationship between substance intake and poor performance in academics, high rates of dropping out of school, and high rates of misconduct in behavior. Although there are intervention policies and programs that are used to reduce the utilization of drugs, their success is questionable because of the inadequate enforcement and the use of resources. This study requires a more holistic way of dealing with the problem of substance abuse, especially the need to come up with evidence-based interventions that may efficiently tackle the demand and impacts of the problem among Nigerian college and university students.

8.1. Recommendations

Certain recommendations are presented to ensure the successful prevention of substance abuse among university students in Nigeria.

- The universities should embark more on effective drug sensitization campaigns when students are aware of the harmfulness of the consumption of illegal substances and how they can overcome mental stress and intellectual strains.
- Improved access to mental health care services needs to be brought to the agenda; universities can possess counseling bureaus, which would help students with drug problems.
- The interagency coordination between local health departments and community agencies can contribute to the development of rehabilitation programs that suit the needs of particular students.
- The policymakers must focus on the enforcement of current policies about drugs and fund the intervention programs.
- Creating a healthy academic support system that facilitates the sharing of experiences of substance use in an open manner can help de-stigmatize substance use, helping to promote healthier lifestyles in students.

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