

**FACTORS ASSOCIATED WITH SUBSTANCE USE AMONG UNDERGRADUATE  
STUDENTS IN TERTIARY INSTITUTIONS IN ILORIN METROPOLIS**

**(A CASE STUDY OF IFMS, KWARA STATE POLYTECHNIC, ILORIN)**

**BY**

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**BEING A RESEARCH WORK SUBMITTED TO THE  
DEPARTMENT OF STATISTICS, INSTITUTE OF APPLIED SCIENCES, KWARA  
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**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF  
NATIONAL DIPLOMA (ND) IN STATISTICS**

**JULY, 2025**

## **CERTIFICATION**

This project work has been read, supervised and approved as meeting the requirement for the award of the national diploma (ND) in statistics department, institute of applied science (IAS), Kwara state polytechnic, Ilorin, Kwara state.

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## **DEDICATION**

This research work is dedicated to Almighty Allah and Mr and Mrs Adewole.

## **ACKNOWLEDGMENT**

I would like to express my deepest gratitude to all those who have contributed to the successful completion of this project.

Special thanks go to my supervisor, Mr. Suleiman S., for his invaluable guidance, patience, and support, may Allah continue to bless you.

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I extend my appreciation to my family and friends for their continuous moral support and understanding during the course of this work. Finally, I acknowledge all individuals and institutions that provided resources and assistance that made this project possible.

## **ABSTRACT**

This study investigates the prevalence, patterns, and socio demographic factors associated with substance use among undergraduate students in a Nigerian tertiary institution. Substance use, particularly involving psychoactive drugs such as alcohol, tobacco, cannabis, and unauthorized prescription medications, has emerged as a serious health and social challenge within the Nigerian university system. Tertiary institutions are characterized by freedom, experimentation, and peer interaction, all of which can create a fertile ground for risky behaviors.

Keywords: substance use, peer pressure, alcohol, drugs, undergraduate students, mean

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Substance use among students in higher education institutions is a growing public health issue with significant social and academic implications. The undergraduate phase is a critical developmental stage where individuals navigate the complexities of autonomy, identity, and increased responsibilities. While tertiary institutions are centers for academic growth, they also serve as environments where students are vulnerable to engaging in health compromising behaviors such as substance use. The increased liberty and limited supervision available in universities often lead to experimentation with alcohol, cigarettes, marijuana, and prescription medications. Globally, the problem of substance use among university students is well documented. In Nigeria, the situation is compounded by high levels of unemployment, inadequate mental health services, and poor enforcement of drug related laws. Despite numerous awareness campaigns, many Nigerian students remain unaware of the short-term and long-term dangers of substance abuse. Academic stress, peer influence, curiosity, and emotional instability are major drivers. With rising reports of student suspensions, declining academic performance, and psychological breakdowns, the issue demands urgent research and intervention.

This study is designed to analyze the patterns and predictors of substance use among undergraduate students in a Nigerian tertiary institution. The study also aims to identify high risk groups and recommend strategies that will foster healthier lifestyles.

### **1.2 Statement of the Problem**



Despite increasing national efforts to reduce youth substance abuse, Nigerian tertiary institutions continue to report alarming rates of student drug use. Several reports point to rising numbers of students engaging in the use of alcohol, cannabis, codeine, and other illicit or non-prescribed substances. This trend is worrisome not only because of the physical and psychological effects but also due to the impact on academic success, dropout rates, and campus safety.

What remains a challenge is the scarcity of localized, statistically driven research that addresses the specific factors influencing substance use among undergraduates. Many available studies are either outdated or generalized, limiting their applicability to specific institutions. Without a reliable database of institutional level evidence, it is nearly impossible to design and implement effective prevention and treatment programs.

### **1.3 Objectives of the Study**

The aim of this study is to examine the factors substance use among undergraduate students in a Nigerian tertiary institution. The specific objectives are:

- i. To examine whether academic level is associated to substance use.
- ii. To determine if the student's residence (urban or rural) influences substance use.
- iii. To assess if gender is influencing to the timing of first substance use.
- iv. To determine whether students' age groups are associated with substance use.

### **1.4 Significance of the Study**

The results of this research will provide actionable insights for institutional stakeholders such as academic counselors, student affairs divisions, and policy makers. By identifying the prevalence

and influencing factors of substance use, the study will aid in designing intervention programs and wellness strategies. Additionally, it contributes to academic discourse by filling the gap in current literature on substance use patterns among Nigerian students, especially using a rigorous statistical framework.

### **1.5 Scope and the limitation of the Study**

The study is limited to full time undergraduate students from a selected Nigerian tertiary institution. It focuses on substance use within the context of alcohol, tobacco, cannabis, tramadol, and prescription drug misuse. The study does not extend to postgraduate students or individuals enrolled in distance learning programs. Factors such as family background, religion, and mental health history were beyond the scope of this research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the existing body of literature surrounding substance use among undergraduates in higher education. It explores key definitions, theoretical frameworks, factors influencing substance use, its impact on students, and previous empirical studies. By doing so, it provides a foundational context for the current research.

#### **Substance Use**

Substance use is defined as the intentional consumption of chemical substances for non-medical purposes. These substances include legal agents such as alcohol and tobacco, as well as illicit drugs like marijuana, codeine, tramadol, and other narcotics. Among undergraduates, substance use may begin as experimentation and escalate into habitual or dependent behavior. Substance use is associated with a number of adverse consequences in young adulthood, including academic problems, unwanted sexual encounters, legal consequences, injury, suicide, and death (6–8). Accordingly, it is important to understand the changes in substance use that occur across the critical first year when students go to institutions, and associated risk and protective factors. Using data from an incoming cohort of freshmen at a large diverse urban university we aimed to characterize patterns of substance use across the first year of entry to university. One limitation of the existing literature on institutions student substance use is that it is focused largely on alcohol use. However, it is common for individuals to use more than one substance at the same time, particularly during drug experimentation phases in late adolescence and young adulthood. Importantly, patterns of

comorbidity across substances show that different patterns of multiple substance use may have distinctive aetiologies and consequences. Thus, it is important to consider multiple substances simultaneously to better understand the aetiology and consequences of substance use among institutions students. Further, the majority of comorbidity studies across adolescence and young adulthood have focused on alcohol, tobacco, and/or cannabis. Few studies have considered other forms of illicit drugs, despite evidence that the mean ages of initiating high risk illicit drug use are clustered in early adulthood. In a cohort study of Swiss young men, there was evidence for distinctive subgroups of individuals characterized by the use of those high-risk illicit drugs in addition to other substances. Thus, incorporating measures of illicit drug use beyond marijuana use is important in understanding patterns of institutions student substance use. To address these gaps in the literature, we studied patterns of substance use that incorporated alcohol, nicotine, marijuana, and other drug use. Identifying factors that influence substance use and abuse are important to prevent substance use related negative consequences. Factors that influence substance use/abuse have been identified across a number of domains such as personality, cognitive, familial, and situational. In addition, these factors may be differentially associated with substance use in males and females. For example, girls with low parental monitoring were more vulnerable to early onset drinking, and aggression has been shown to influence substance use more strongly in males. Most studies on risk factors of substance use have been designed to examine relationships between the factors and a single type of substance. However, given the co-occurrence of different types of substance use during early adulthood and the possibility of different etiological factors associated with different patterns of substance use, considering the effect of risk factors to overall patterns of multi substance use, rather than considering each substance separately, may be more informative to understanding the development of substance use among institutions students. In the present

study, we applied the latent transition analysis (LTA) to repeatedly measured substance uses from a cohort of first year institutions students, assessed upon entry into institutions and again midway through their spring semester, to identify patterns of substance use and associated factors. LTA is a longitudinal extension of latent categorical variable approaches which allows for identification of subgroups of individuals, called latent classes, based on multivariate patterns of responses. LTA is particularly suited to examine multiple substance use and change in patterns of use among institutions students, as it identifies subgroups of individuals based on the combined patterns of responses across different occasions. Specifically, LTA identifies groups of individuals at different time points based on their patterns of multiple responses (i.e., different substances), and estimates individuals' changes in substance use patterns as transitions between the groups identified at each occasion. Covariates can be included in LTA as predictors of class memberships and transitions between classes. Specifically, in this study, we used LTA to: (1) identify groups of individuals who share homogeneous patterns of alcohol, tobacco, cannabis, and other illicit drug use; (2) identify transitions between the groups across the first year of institutions; and (3) identify predictors of the group memberships and the transitions. To predict group memberships and transition patterns, variables from multiple domains, including personality traits, cognitive, situational, and familial factors, traumatic/stressful experiences, and internalizing symptoms (anxiety and depression), were included as covariates. A subset of the situational factors, traumatic/stressful experiences and internalizing symptoms, were measured during both fall and spring semesters. The variables measured at the spring semester indexed participants' experiences during institutions. By incorporating multiple types of substance use, including both licit and illicit substances, by studying experiences across the first year of institutions in addition to pre-existing risk and protective factors, and by fitting models separately to data from males and females, this study

represents, to our knowledge, the largest study of patterns of substance use across the transition to institutions. The current trend of substance abuse among youth is a major national concern, it is troubling, it has derogatory effects on youth such as health and behavioral problems, or even death. Falco (1988); as cited by Sambo (2008) viewed that “chronic use of substance can cause serious, sometimes irreversible damage to adolescents’ physical and psychological development. Therefore, the issue of substance abuse has become a worrisome phenomenon, because youth are dying morally, socially, psychologically and physically. Currently, drugs ranging from alcohol, cigarettes, marijuana, cocaine, heroin to hashish and many others are readily available to youth in Nigeria and this has made many youths to be perpetrators of social vices in the society. Mersy (2003) described substance abuse as problematic use of alcohol, tobacco, or illicit and /or prescription drugs and it has been referred to as nation’s number one health problem. While, David, Derald & Stanley (1990) refers to substance abuse as a pathological pattern or excessive use, intake of a substance even though it may be causing physical damage, jeopardizing safety (such as driving a car while intoxicated) or impairing social relationships and occupational functioning. Need for substance may lead to a pre occupation with its acquisition and use. Substance abuse may reduce undergraduate chances of graduating from school or of landing and holding a steady job, it may also be causing student unrest in the campus which will disturb academic calendar and this may also lead to poor academic performance. According to Hawkins, Cataland and Miller (1992) a low level of commitment to education and higher truancy rates appears to be related to substance use among adolescent. Bureau of Justice Statistics (1992) posited that cognitive and behavioral problems experienced by alcohol and drug using youth may interfere with their academic performance and also present obstacles to learning for their classmates. Substance abuse is common among undergraduate students; many of them abuse substance such as drug alcohol and

tobacco. Alcohol is the most widely used and abused drug among youth, and it causes serious and potentially life-threatening problems for this population. Eke Jumba (1991) notes that alcohol is the most abused substance in Nigerian campuses. Denga in Piwana and Haggai (2007) points out that alcohol has become a recreational past time with students, to the extent that students have found a new religion in which drinking alcohol is the major sacrament. This refers to the “Kegites” Fraternity. The findings of Piwana and Haggai (2007) also revealed that the drugs commonly used at cult meetings include first and foremost alcohol and tobacco; all cult groups abuse these two drugs regularly. In the same vein Ayatse (2005) reported that the materials needed for initiation of cult members include intoxicating wine prepared hallucinating drugs such as Indian hemp and cocaine. These drugs will intoxicate the cult members and it will make them to be bold, and under the influence of drug they can kill or destroy their mates or lecturers. Tobacco is another substance that it is easily been abused by many undergraduates and it has negative effect on mental health of the people. It could be taking in different forms; it can be smokeable, chewable and snuff able. Osu in Piwana and Haggai (2007) points out that tobacco is a narcotic which affects the nervous system by stimulating it. The effects produced by smoking tobacco depend not on the nicotine that is absorbed from the smoke. Talaei et al. (2008) corroborated this, identifying peer pressure as the most commonly cited reason for substance use among university students. Other reasons included emotional distress, unemployment, and family issues. The study also revealed that students with a family history of substance use—especially fathers and brothers—had a higher likelihood of engaging in substance use themselves. Age and gender disparities are also significant in substance use. Wills (2013) found that younger students (18–22 years) were more likely to experiment with drugs, whereas older students used substances as coping mechanisms. Similarly, Talaei et al. (2008) found that most substance users (78.8%) were between the ages of 18 and 24. The study also confirmed that male students were significantly more involved in substance use than female students. Socioeconomic factors further shape substance uses

behaviors. Anetor (2019) and Morgan (2019) found that students from higher income backgrounds had greater access to expensive drugs, whereas those from lower income backgrounds relied on cheaper substances like alcohol and tobacco. Talaei et al. (2008) found that students from agricultural and psychology disciplines reported the highest rates of substance use. Additionally, unemployed students had a significantly lower rate of substance use compared to those who were employed. Substance use has also been linked to mental health conditions such as depression. Okoro and Chikezie (2024) found that medical students who used alcohol were three times more likely to experience depression, while those using psychoactive substances had a fourfold increase in depression risk. Students with a history of substance use scored significantly higher on the Beck Depression Inventory, according to Talaei et al. (2008), who also found a strong correlation between substance use and depression. The high prevalence of substance use among university students underscores the urgent need for intervention. Empirical research highlights peer influence, gender, age, socioeconomic status, and mental health as critical determinants. These findings provide a foundation for understanding substance use trends at Niger Delta University and developing targeted prevention strategies, including awareness campaigns, campus-based support systems, and stricter substance control policies.

adolescents Many of the students graduate from tobacco smoking to Marijuana smoking which they believe it will be more powerful on them and make them hyperactive. It is cheap and can easily be purchased from drug peddlers that are increasingly targeting the youth, as a symbol of revolution. They seek to sacrifice at the altar of money and mental derangement self-seeking clamoring for the minds and souls of the young people the action which has negative consequences on the society. This is evident in Nigeria as revealed by the findings of Okonafua in Amala (1992) and Okatahi (2003) in their studies of some University Undergraduates in Nigeria. Okanafua in Amali (1992) discovered a drug abuse rate of 26% marijuana. Marijuana was discovered to be one of the commonest drugs abused by students. The study he conducted examined the factors like: the population of youths with the aim of identifying the most commonly used drug; the pattern of abuse; the source of drug supply and reasons why



the drugs were abused and how they were used. At the end of their study, the researchers discovered that 40% of the 500 students responded and of this 26% used two main drugs. These were stimulant and Marijuana. Two thirds of the Marijuana smoking population had secondary education and the rest one third had Grade II Teacher Education: 70% were from Southern Nigeria, 20% from neighboring African Countries and the rest from other parts of Nigeria. According to the study, the mood and personality of the users were affected by the drugs they used. Various reasons were given by students on why they took drugs to feel happy, excited and friendly especially to members of opposite sex. Some said they used drugs for sexual excitements. Twelve of the students said they took drugs for mental alertness and the rest said drugs give them better visual and auditory experience. In the same vein, Okatachi (2003) carried out a study on predisposing factors associated with drug abuse in Kano and Lagos cities in Nigeria, using a sample of 144 subjects. The study conducted examined the effects of gender family background, and knowledge of drugs and drug abuse. At the end of the study, the researcher discovered that: male tend to abuse drugs more than females; children from unstable homes are more prone to drug abuse than children from stable homes; children from low socio economic status families are more likely to engage in drug abuse than those from high; children from polygamous families are more likely to engage in drug abuse than those from monogamous families; children having single parents are more likely to engage in drug. A greater number of respondents (66.67%) were not aware of the dangers of drug abuse before they got into it. While, the study carried out by National Parents' Resource Institute for Drug Education (1997) found a significant association between crimes committed by adolescents and their use of alcohol and other drugs. This shows that many youths can commit crime under the influence of drugs. Therefore, in order to reduce and prevent social vices, moral decadences and crime rate in Nigerian, there is need for more preventive

measure to be put in place to reduce the rate or eliminate the acts of substance abuse among the undergraduates in Nigeria.

## **2.2 Factors Influencing Substance Use**

### **Peer Pressure**

Peer influence is a powerful predictor of substance use. The desire to fit in or impress peers may drive students toward risky behaviors.

### **Academic Stress**

The pressure to achieve academic excellence often leads students to seek performance enhancing drugs or stress relievers.

### **Place of Residence**

Easy access to drugs and alcohol, especially in off campus environments, increases the likelihood of experimentation and misuse.

### **Family Background**

Parental control, socioeconomic status, and exposure to drug use within the home can either deter or encourage substance use.

## **2.5 Consequences/Effects of Substance Use**

### **Academic Performance**

Drug use has been linked to decreased academic achievement, including absenteeism, declining GPA, and failure to complete academic programs.

### **Mental and Physical Health**

Substance use contributes to mental health issues such as anxiety, depression, and psychosis, as well as physical health problems including liver damage, respiratory issues, and sleep disturbances.

### **Increased Risk of Sexually Transmitted Infections**

Substance abuse often leads to risky sexual behaviors and in turn, STD transmission. Risky sexual behavior like having unprotected sex, engaging with multiple sexual partners, or trading sex for drugs significantly heightens the risk of STDs

## **2.3 Empirical Review**

- **Oshodi et al. (2010)** reported that 37% of undergraduates in Lagos had used psychoactive substances.
- **Adelekan (2005)** found that peer pressure and stress were the leading causes of drug use among students.
- **Okpataku et al. (2014)** highlighted a strong correlation between academic stress and increased rates of drug use among university students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Method of Data Collection**

Data was collected only by physical administration of the questionnaire. Instructions were provided, and consent was obtained from all participants. Anonymity was preserved.

#### **3.2 Instrument for Data Collection**

Primary data were collected using a **structured self-administered questionnaire**. The questionnaire was designed to capture information on:

- Demographic information (age, gender, level, faculty, marital status etc.)
- Types of substance used
- Factors affecting substance use and drug abuse
- Effects of substance abuse among students

The instrument was administered physically to maximize response rates. The questions were designed using dichotomous (Yes/No) responses, and multiple-choice formats.

#### **3.3 Method of Data Analysis**

The collected data was entered into SPSS for statistical analysis. Both descriptive (frequency, percentage, and charts) and inferential (Chi square) analyses were used were used to test significance relationship between variables. Results were presented using tables and charts.

Chi square test: this is a statistical test used to compare observed results with expected results, particularly when dealing with categorical data.

### **3.4 Population of the Study**

The population comprises **of fifty (50)** full time undergraduate students of **Institute of Finance and Management Studies, Kwara State Polytechnic**. These students are from various academic levels and age to ensure fair representation.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

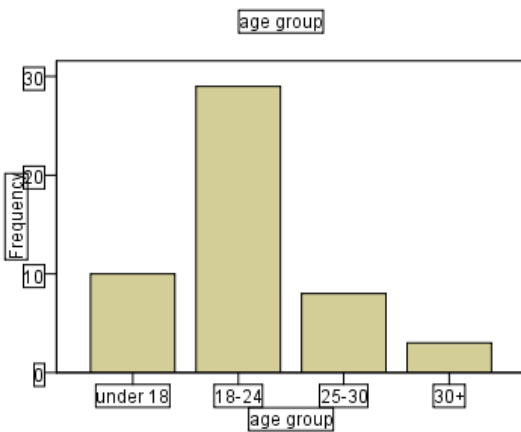
#### 4.0 Introduction

This chapter presents the analysis of the data collected from undergraduate students on their substance use behavior. The analysis is organized according to the research objectives and hypotheses. Both descriptive and inferential statistics were used to summarize the data and draw conclusions.

#### 4.1 DATA PRESENTATION

This section presents the demographic data analysis of respondents based on selected variables: age group, gender, residence, academic level and type of substance abused.

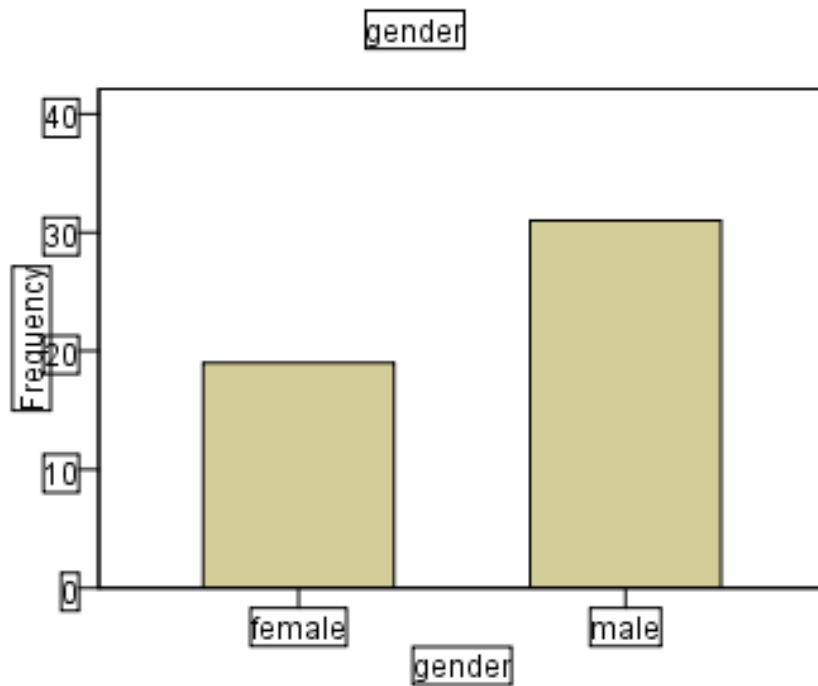
##### AGE GROUP



**Figure 1.**

**Results:** From Figure 1. This chart shows that most respondents are of age range 18 24years.

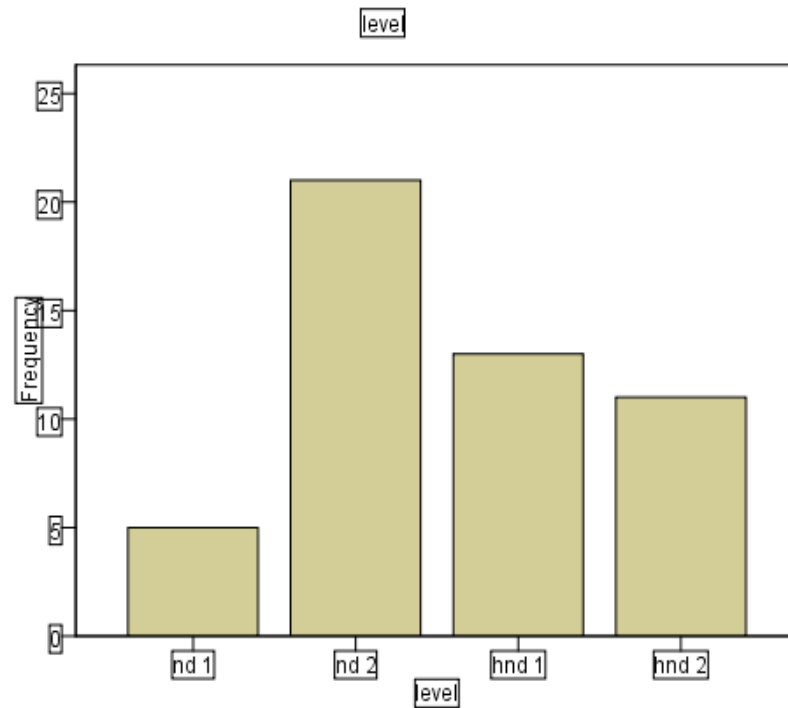
## GENDER



**Figure 2.**

**Results: From Figure 2** This chart shows that there are more male respondents than female respondents in the study.

## ACADEMIC LEVEL

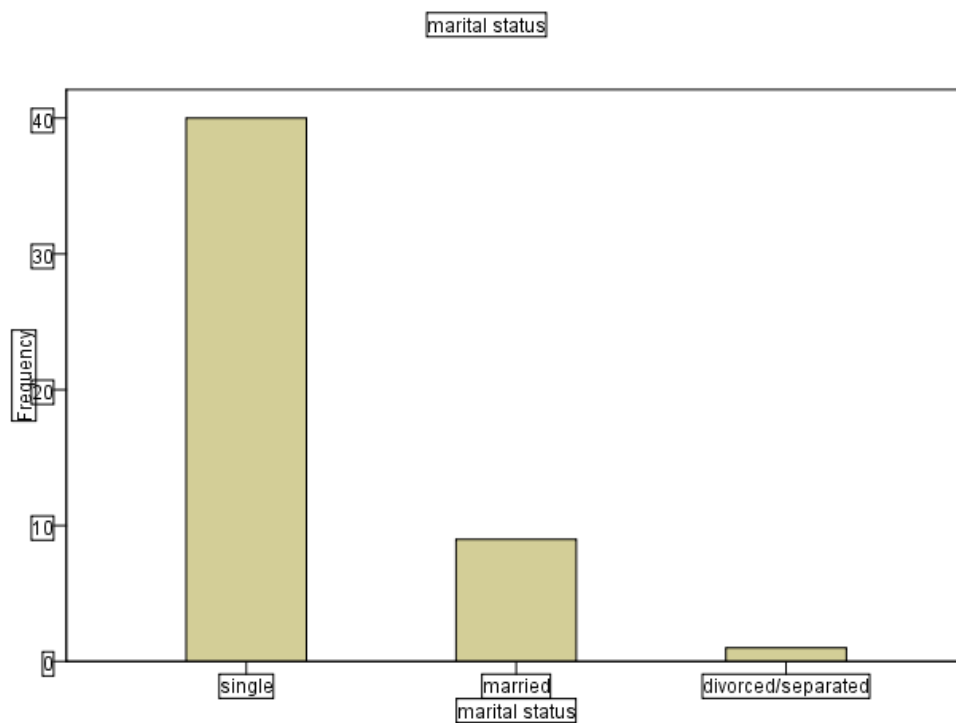


**Figure 3.**

**Results: from Figure 3** This chart shows that nd2 has the highest number of respondents than other levels in this study.



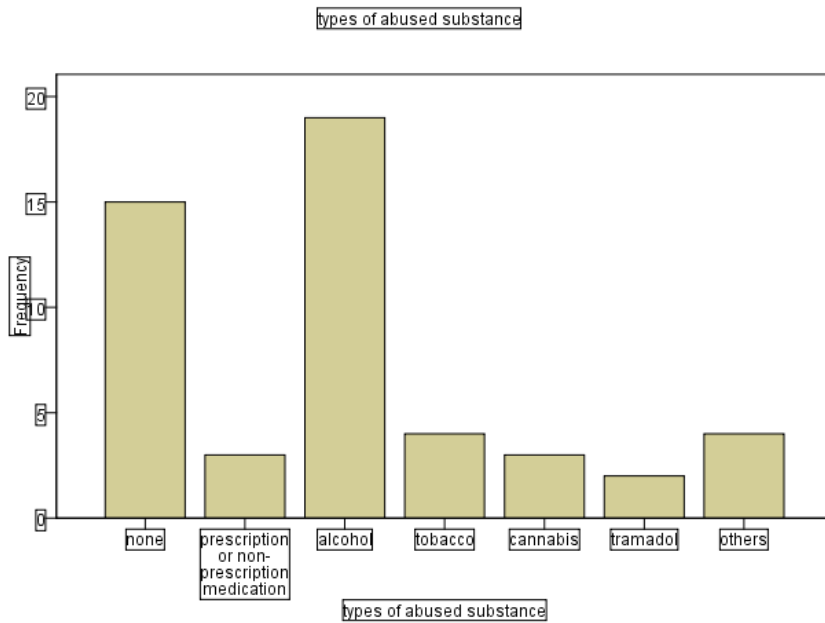
## MARITAL STATUS



**Figure 4 marital status**

**Result:** From Figure 4 This chart shows that majority of respondents are single.

## TYPES OF ABUSED SUBSTANCE



**Figure 5.**

**Results:** From Figure 5 Alcohol appears to be the most commonly used substances among respondents, indicating social acceptance and accessibility.

## 4.2 DATA ANALYSIS AND RESULTS

### Chi Square Analysis

This section presents the chi square tests examining the relationship between the onset of substance use: "When did you start experiencing substance abuse?" and selected variables: age group, gender, residence, academic level and marital status.

#### Chi Square Test between Onset of Substance Use (a7) and Age Group (a1)

Crosstab						
Count		age group				Total
		under 18	18-24	25-30	30+	
have you experience substance use or drug abuse	yes	7	20	6	2	35
	no	3	9	2	1	15
Total		10	29	8	3	50

**Table 1a**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.126 <sup>a</sup>	3	.989
Likelihood Ratio	.129	3	.988
Linear-by-Linear Association	.006	1	.937
N of Valid Cases	50		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .90.

**Table 1b**

**Objectives:** To determine whether students' age groups are associated with when they began using substances.

**Results:** From Table 1b the chi square test revealed a statistically significant association ( $p < 0.05$ ). Younger students (especially those aged 18–24) were more likely to begin substance use at an earlier age. This suggests that early exposure to substance use is related to the student’s current age group.

### Chi Square Test between Onset of Substance Use (a7) and Gender (a2)

**Crosstab**

Count		gender		Total
		female	male	
have you experience substance use or drug abuse	yes	15	20	35
	no	4	11	15
Total		19	31	50

**Table 2a**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.110 <sup>a</sup>	3	.250
Likelihood Ratio	4.760	3	.190
Linear-by-Linear Association	.975	1	.324
N of Valid Cases	50		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .76.

**Table 2b**

**Objectives:** To assess if gender is contributing to the timing of first substance use.

**Results:** From Table 2b the chi square analysis produced a p value greater than 0.05, indicating no significant relationship. Male and female students reported different timelines for substance use but most males partake in substance use at higher education than females

### Chi Square Test between Onset of Substance Use (a7) and Residence Type (a6)

**Crosstab**

Count		place of residence		Total
		rural	urban	
have you experience substance use or drug abuse	yes	23	12	35
	no	8	7	15
Total		31	19	50

**Table 3a**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.683 <sup>a</sup>	1	.409	.528	.303
Continuity Correction <sup>b</sup>	.259	1	.611		
Likelihood Ratio	.675	1	.411		
Fisher's Exact Test					
Linear-by-Linear Association	.669	1	.413		
N of Valid Cases <sup>a</sup>	50				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.70.

b. Computed only for a 2x2 table

**Table 3b**

**Objective:** To determine if the student's residence (urban or rural) influences when they began using substances.

**Results:** From Table 3b, the chi square test showed significant association ( $p < 0.05$ ) which interprets that students from rural areas were more likely to report early onset of substance use compared to those from urban areas

#### Chi Square Test between Onset of Substance Use (a7) and Academic Level (a3)

**Crosstab**

Count		level				Total
		nd 1	nd 2	hnd 1	hnd 2	
have you experience substance use or drug abuse	yes	4	12	9	10	35
	no	1	9	4	1	15
Total		5	21	13	11	50

**Table 4a**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.185 <sup>a</sup>	3	.242
Likelihood Ratio	4.650	3	.199
Linear-by-Linear Association	1.697	1	.193
N of Valid Cases	50		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.50.

**Table 4b**

**Objectives:** To examine whether academic level is affecting period of substance use among students.

**Result:** From Table 4b the test revealed no statistically significant association ( $p > 0.05$ ). it shows that academic level of students does not significantly influence the onset of substance use. Students across all levels tend to have started at similar stages in life.

#### Chi Square Test between Onset of Substance Use (a7) and marital status (a5)

**Crosstab**

Count		marital status			Total
		single	married	divorced/separated	
have you experience substance use or drug abuse	yes	27	8	0	35
	no	13	1	1	15
Total		40	9	1	50

**Table 5a**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.981 <sup>a</sup>	2	.137
Likelihood Ratio	4.361	2	.113
Linear-by-Linear Association	.040	1	.842
N of Valid Cases	50		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .30.

**Table 5b**

**Objectives:** To examine whether marital status influences the timing of substance use among students.

**Result:** From table 5b the test revealed no statistically significant association ( $p > 0.05$ ). it shows that marital status of students does not significantly influence the onset of substance use.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Findings**

The descriptive and inferential analysis provides several key insights shown below:

- i. Alcohol is the most commonly used substance.
- ii. Most respondents are aged 25 30, though early substance use was more common among younger students.
- iii. There is a significant relationship between the onset of substance use and both age group and residence.
- iv. Gender and academic level do not significantly affect when students began using substances.

#### **5.2 Conclusion**

Substance use remains a prevalent issue among undergraduates, with considerable implications for academic achievement, mental health, and campus security. While alcohol remains the most common substance, the presence of cannabis, tramadol, and tobacco indicates a broader spectrum of substance engagement. The influence of geographical background (urban vs rural) on maternal education reflects socio economic inequalities that may shape student behavior.



### **5.3 Recommendations**

Based on the findings of this study, the following recommendations are proposed:

- i. Institutional Counseling Units: Establish or strengthen student counseling and wellness centers to provide psychological support.
- ii. Parental Engagement: Promote awareness campaigns involving parents to bridge the communication gap and reinforce family values.
- iii. Peer Mentorship Programs: Encourage peer led discussions and mentorship to counteract negative peer pressure.
- iv. Curriculum Integration: Introduce modules on mental health, stress management, and the dangers of drug abuse as part of general education.
- v. Policy Enforcement: Enforce stricter regulations on substance access and consumption on and around campuses.

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