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

(A CASE STUDY OF INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY)

BY

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ND/23/STA/PT/0016

BEING A RESEARCH WORK SUBMITTED TO THE

DEPARTMENT OF STATISTICS, INSTITUTE OF APPLIED SCIENCES, KWARA STATE POLYTECHNIC, ILORIN.

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 Adejare.

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. Kuranga L.J., for his invaluable guidance, patience, and support, may Allah continue to bless you.

I am grateful to the head of department (HOD) Mrs. Elepo. I am also grateful to my lecturers for their insightful advice and encouragement.

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, students, questionnaire, polytechnic.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Introduction 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.

Substance use refers to the harmful or hazardous use of psychoactive substances, including alcohol, tobacco, cannabis, and other illicit or prescription drugs. The increasing rate of substance use among students in tertiary institutions is alarming and has become a critical public health concern in Nigeria. Substance use among young people, especially undergraduates, can have serious consequences, including academic failure, mental health issues, accidents, criminal behavior, and addiction.

Nigeria, like many other developing nations, is currently facing a significant challenge with drug and substance abuse among youth. Tertiary institutions have become hotspots for such behaviors

due to the combination of academic pressure, social experimentation, peer influence, and a lack of effective control systems. While the government and non-governmental organizations have made efforts to combat the menace, the trend continues to grow, and new substances are constantly introduced.

In Ilorin metropolis, students in institutions like Kwara State Polytechnic are not exempt from these challenges. Given the growing concern, this study focuses on identifying attitudinal and demographic factors associated with substance use among students in IICT, Kwara State Polytechnic.

1.2 Statement of the Problem

Despite awareness campaigns, law enforcement interventions, and school-based prevention programs, substance use among students remains prevalent. Most studies focus on the prevalence and types of drugs used without a comprehensive look at psychosocial and attitudinal factors.

What motivates a student to indulge in substance use? Is it peer pressure, curiosity, emotional distress, or a combination of factors? Understanding the specific attitudes and beliefs associated with substance use is essential to develop effective interventions.

1.3 Aims and Objectives of the Study

The aim of this study is to examine the factors associated with substance use among undergraduate students at IICT, Kwara State Polytechnic, Ilorin. The specific objectives are to:

1. What are the factors influencing substance abuse among undergraduate students in tertiary institutions

2. Determine the relationship between students' attitudes and substance use.

3. Identify which psychosocial factors are predictors of substance use.

1.6 Significance of the Study

This research is significant in several ways. It provides insight into the attitudinal factors influencing substance use among students, enabling school authorities to design more effective interventions. The study also serves as a reference for future research and policy formulation.

1.7 Scope and the limitation of the Study

The study is restricted to students in the Institute of Information and Communication Technology (IICT) at Kwara State Polytechnic, Ilorin. It examines the relationship between their attitudes and reported substance use behaviors.

1.8 Definition of Terms

- **Substance Use**: The use of alcohol, drugs, or other psychoactive substances.
- **Attitudinal Variables**: Psychosocial beliefs and perceptions (b1 to b11) that may influence behavior.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing literature on substance use among undergraduate students, focusing on theoretical frameworks, empirical studies, and key concepts relevant to the research. It aims to provide a foundation for understanding the patterns, causes, and consequences of substance use in tertiary institutions. Substance use among university students is a growing public health concern, influenced by factors such as peer pressure, academic stress, and socioeconomic status. Understanding these trends at Niger Delta University is crucial for developing targeted interventions. Previous research has consistently classified university students as a high-risk group for substance use. A study by Aguocha and Nwefoh (2021) found that the lifetime prevalence of psychoactive substance use among undergraduates in Nigeria was 84.5%, with alcohol having the highest usage rate (82.7% lifetime and 61.1% in the past 12 months). Similarly, Okoro and Chikezie (2024) found that among medical students at Niger Delta University, the lifetime prevalence of alcohol use was 14.8%, while 9.9% had used psychoactive substances. Recent findings by Talaei et al. (2008) further highlight the prevalence of substance use among university students in Iran. Their study at Azad University of Torbat Jaam found that 30.7% of students reported a lifetime history of substance use, with significantly higher rates among male students (78.8%) compared to females (21.2%). Cigarettes were the most commonly used substance (19.2%), followed by opium (15.4%) and alcohol (10.8%). The study also reported that 14.9% of students had used substances in the past month and 15.1% in the past year. Peer influence remains a significant determinant of substance use among students. Cicognani and Zani (2011) emphasised

the role of peer networks in shaping substance use tendencies. 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, (Eaton et al., 2010) [16]. A study by Krill, Johnson, and Albert (2016) [26], examining substance use, physical activity and diet in a sample of 18-year-old male and female students found clustering of unhealthy behaviors; both males and females who smoked engaged in unsafe drinking and females had low levels of fiber whereas males had high fat intake. It has also been found that across cultures, among the European American, African American, and Chinese adolescents, drug use was highly associated with high sensation seeking and low authoritative parenting (Krill, Johnson, & Albert, 2016) [26]. Research shows that at-risk youth who use substances are more likely to be involved in violent behavior, drop out of school, truancy, and engage in multiple unhealthy behaviors (Atwoli et al, 2011) [4]. Previous research suggests that friends are an important source of cigarettes, alcohol, and illicit drugs. The grave consequences of substance use reported were that there was prevalence of substance use disorders (SUDs) among adolescents who received services in public sectors of care in San Diego (Oreskovich et al., 2015) [38]. Kenya has not been spared the pestilence of drugs by nature of its transit point for hard drugs from Columbia to European capitals. This drug trafficking has led to drug consumption and dependence among secondary and college students. While opening the Narcotics Drugs and Psychotropic Substances Control Seminar, it was noted that 60 percent of drug users are youth less than 18 years of age and recommended that drug users should be made to realize the dangers of drug use and abuse (Vallath, et al., 2017) [58]. A pilot survey carried out found that in most school compounds, there is a ready and wide variety of drugs. For instance, in Lugari District, it was confirmed from the school records that in the last five years, over 20 students were either suspended or expelled from

Lumakanda Secondary School for having taken drugs in the same year (King'ori, Kithuka, & Maina, 2014) [25]. Between 2001 and 2002, NACADA commissioned the first ever national baseline survey on the abuse of alcohol and drugs in Kenya which targeted Kenyan youth aged between 10 and 24 years. This revealed that substances of use, both illicit and licit were forming a sub-culture amongst Kenyan youth. Contrary to common assumptions, the survey demonstrated that substance use was widespread and that it affected the youth mostly and cut across all social groups. The report concluded that substance use often begins at a very young age: for example, for students and nonstudents, it starts when they are in primary or secondary school (Changalwa, Ndurumo, Barasa, & Poipoi, 2012) [8]. Another country wide survey conducted among students and school-leavers found that hard drugs like heroin, ecstasy, cocaine and mandrax were widely used in schools by children as young as ten years. The survey revealed that some legal substances such as alcohol, tobacco and khat were commonly abused leading to high incidence of violence in schools. Forty-three percent of students from Western Kenya confessed to alcohol abuse 41 percent in Nairobi, 27 percent in Nyanza, 26 percent in Central Province and 17 percent in Eastern province. Nairobi students led in cigarette smoking followed by Central, Coast, Eastern and Rift Valley provinces (Masese, Joseph, & Ngesu, 2012) [30]. Risk factors are those that make substance use more likely. Research asserts that for individuals who begin using illicit substances at an early age, several risk factors may increase the likelihood of continued and problematic use in later ages, when substance related crime becomes much more likely (Stone, Becker, Huber, & Catalano, 2012) [53]. A number of studies have suggested that there are risk factors which can lead the youth to use alcohol and other substances. They may turn to alcohol and illicit drugs to alleviate the stress associated with change, to fit in with peers, or they may be modeling the behavior of a family member. Whatever the cause of onset, it can lead to increased substance use and other delinquent

activities. Knowledge of the risk factors that lead to adolescent substance use can foster greater understanding of the total problem (Sloboda, Glantz, & Tarter, 2012) [51]. There are three basic categories of risk factors: demographic, social and behavioral. Analysis of demographic risk factors suggests that age and gender can predict the course of substance use. Social risk factors involve the influence of the family, peers, and the environment. Many studies suggest that in families where the use of alcohol and other drugs is high, the youth is also more likely to become involved. Youth whose peer group is involved with alcohol and other drugs is also more likely to become involved (Wills, Knight, Williams, Pagano, & Sargent, 2015) [63]. Several environmental factors also have been implicated. Lack of appropriate law enforcement has been found to contribute to the prevalence of teenage drinking (Merikangas & McClair, 2012) [32]. Behavioral risk factors also can lead to adolescent substance use. Research has shown that the use of certain substances, such as alcohol and marijuana, can lead to increased use and as well the use of "harder" drugs (Walther, Morgenstern, & Hanewinkel, 2012) [60]. Substance use involves the consumption of psychoactive substances that affect brain function, behavior, and health. Wellness, on the other hand, refers to a holistic state of physical, mental, and emotional balance, often maintained through healthy habits like proper nutrition, exercise, and stress management. Social Learning Theory (SLT), proposed by psychologist Albert Bandura, emphasizes that people learn behaviors through observation, imitation, and modelling within social contexts (Bandura, 1977). Bandura's famous Bobo Doll Experiment demonstrated how children who observed adults acting aggressively towards a doll were more likely to imitate that behavior. SLT introduced the idea that learning occurs not just through direct experience but also by observing others' actions and their consequences. Bandura's theory is built around four key components: attention, retention, reproduction, and motivation, which explain how individuals observe and adopt behaviors from

their surroundings. The core assumptions of SLT include the belief that behavior is learnt from the environment through observation, and individuals actively decide whether to imitate a behavior based on its perceived rewards or punishments (Bandura, 1986). Cognitive factors like attention and memory are considered vital to this process, suggesting that learning is not a passive activity but involves internal processing. Despite its strengths, SLT has faced criticism for focusing too much on external influences and neglecting biological and intrinsic motivational factors. Critics argue that Bandura's theory does not sufficiently account for internal drives or genetic predispositions that may also influence behavior (Grusec, 1992). Despite these criticisms, SLT is highly relevant to the study of patterns of substance use among students at Niger Delta University. The theory explains how students might learn substance use

Commonly Abused Substances Among Students: Studies have shown that the most commonly used substances among undergraduates include:

i. **Alcohol** – Frequently used in social gatherings; often considered socially acceptable.

ii. **Tobacco/Nicotine** – Used in the form of cigarettes or vaping products.

iii. **Cannabis (Marijuana)** – Increasingly popular due to peer influence and false perceptions of safety.

iv. **Prescription drugs** – Including tramadol, codeine, and benzodiazepines, often abused for their calming or euphoric effects.

v. **Stimulants** – Such as caffeine pills or methamphetamines used during exams to stay awake and alert.

Factors Influencing Substance Use

i. **Peer Pressure:** Peer influence is widely cited as the leading cause of drug experimentation among students. The desire to fit in or gain acceptance often pushes students to try substances they otherwise would avoid.

ii. **Academic Stress and Mental Health:** Many students turn to substances to cope with academic pressure, anxiety, and depression. Unfortunately, this coping mechanism can worsen their mental health and academic outcomes over time.

iii. **Family Background:** Family structure, parenting style, and home environment have been shown to significantly affect the likelihood of substance use. Students from homes with a history of substance abuse or weak parental supervision are at higher risk.

iv. **Influence of Place of Residence on Drug Use:** Place of residence significantly affects drug use among undergraduates. Students living off-campus often have more freedom and less supervision, which can increase their exposure to peer pressure and access to drugs. In contrast, those living on-campus or with family are generally under closer monitoring, reducing the likelihood of drug use. Thus, students in less structured living environments may be more vulnerable to substance abuse.

Consequences of Substance Use

i. **Academic Consequences:** Substance use negatively impacts academic performance by impairing concentration, reducing attendance, and increasing the likelihood of dropouts or suspensions.

ii. **Health Implications:** Substance use can lead to serious health problems, including liver damage (alcohol), respiratory issues (smoking), addiction, and mental health disorders such as anxiety, paranoia, and psychosis.

iii. **Social and Legal Consequences:** Students caught using or in possession of illegal substances face disciplinary actions from school authorities and may also be prosecuted under national drug laws. It may also lead to strained family relationships and social isolation.

2. 2Empirical Review

- **Adekeye et al. (2019)** found that over 35% of undergraduates in South-West Nigeria had used psychoactive substances at least once.

- **Eneh & Stanley (2004)** reported high tobacco and alcohol use among university students in Port Harcourt.

- **Duru et al. (2017)** showed that gender and peer pressure were strong predictors of drug use.

- **Aguocha et al. (2009)** linked socioeconomic status to the choice and frequency of substance use.

- A recent local study (**Fatima et al., 2016, adapted**) emphasized that physical inactivity and poor lifestyle habits significantly affect students' well-being, with over 60% needing improvement in physical fitness and nutrition.

2.3 Gaps in Literature

Few studies provide integrated data on both substance use and wellness factors in Nigerian tertiary institutions. This study aims to bridge that gap using a composite wellness model adapted from international studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, population, sampling method, instrument development, data collection procedure, and analysis techniques used in the study. Ethical considerations are also addressed. The study adopts a **descriptive analysis.** This design enables the researcher to capture a snapshot of substance use behavior and related factors among a defined population at a specific point in time.

3.3 Method of Data Collection and Analysis

Data was collected only by physical administration of the questionnaire. Instructions were provided, and consent was obtained from all participants, Anonymity was preserved. The collected data was entered into SPSS for statistical analysis. Descriptive statistics is used and Results were presented using charts.

3.2 Population of the Study

The population comprises **of fifty (50)** full-time undergraduate students of **Institute of information and communication technology, Kwara State Polytechnic**.

3.4 Instrument for Data Collection

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

i.   Demographic information (age, gender, level, faculty, marital status etc.)

ii.   Types of substance used

iii.   Factors affecting substance use and drug abuse

iv.   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.

DATA PRESENTATION, ANALYSIS AND RESULT

4.0 INTRODUCTION

This chapter presents the analysis of the data collected on the factors associated with substance use among undergraduate students in tertiary institutions in Ilorin Metropolis. The responses were analyzed using descriptive statistics).

4.1 DATA ANALYSIS

This chapter presents the analysis of the data collected on the factors associated with substance use among undergraduate students in tertiary institutions in Ilorin Metropolis. The data consist of responses from students on their engagement with substance use and their perceptions or beliefs measured through variables b1 to b11. Each of these variables captures a particular attitude or belief that might influence substance use.

PLACE OF RESIDENCE AFFECTS DRUG ABUSE

place of residence affects drug abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	2.6	4.0	4.0
	neutral	1	1.3	2.0	6.0
	agree	26	34.2	52.0	58.0
	strongly agree	21	27.6	42.0	100.0
	Total	50	65.8	100.0	

Table 1
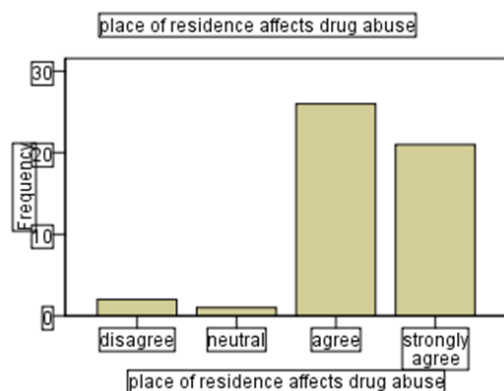
place of residence affects drug abuse

Figure 1

From Figure 1 Most respondents agrees that place of residents affects drug abuse

DRUG USE DUE TO PREVIOUS EXPERIENCE

drug use due to previous experience

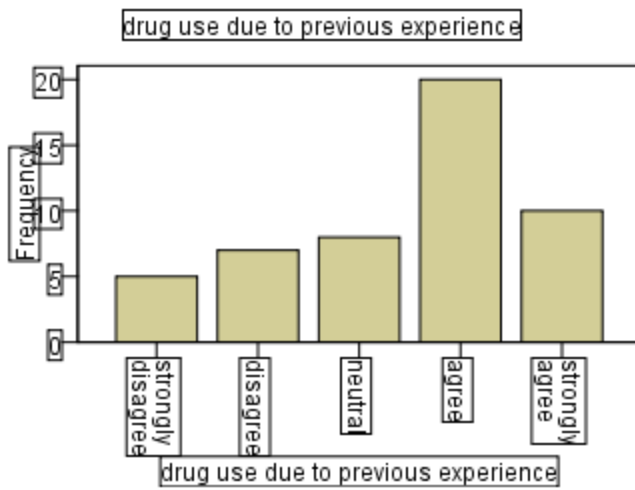|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	6.6	10.0	10.0
	disagree	7	9.2	14.0	24.0
	neutral	8	10.5	16.0	40.0
	agree	20	26.3	40.0	80.0
	strongly agree	10	13.2	20.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 2

drug use due to previous experience

Figure 2

From figure 2 Most respondents agrees that most substance users use drug due to previous experiences

PHYSIOLOGICAL INTOLERANCE LEADS TO SUBSTANCE AND DRUG ABUSE

physiological intolerance lead to substance and drug abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	5.3	8.0	8.0
	disagree	10	13.2	20.0	28.0
	neutral	7	9.2	14.0	42.0
	agree	21	27.6	42.0	84.0
	strongly agree	8	10.5	16.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 3

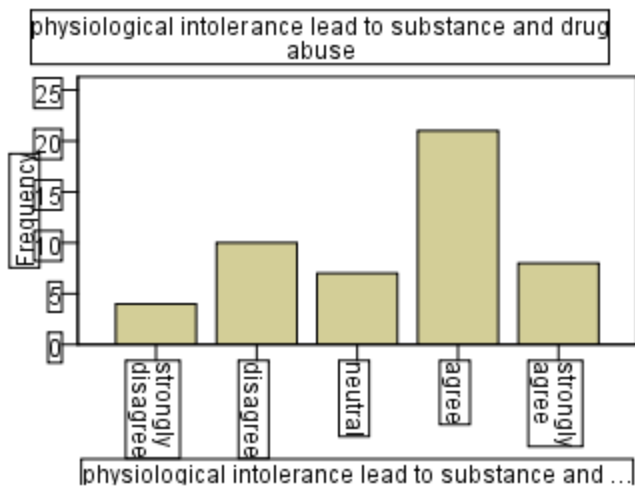physiological intolerance lead to substance and drug abuse

Figure 3

From figure 3: Higher percentage of respondents agrees that physiological intolerance leads to substance and drug abuse

FAMILY BACKGROUND AFFECTS SUBSTANCE USE

family background affect substance use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	7.9	12.0	12.0
	disagree	5	6.6	10.0	22.0
	neutral	3	3.9	6.0	28.0
	agree	23	30.3	46.0	74.0
	strongly agree	13	17.1	26.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

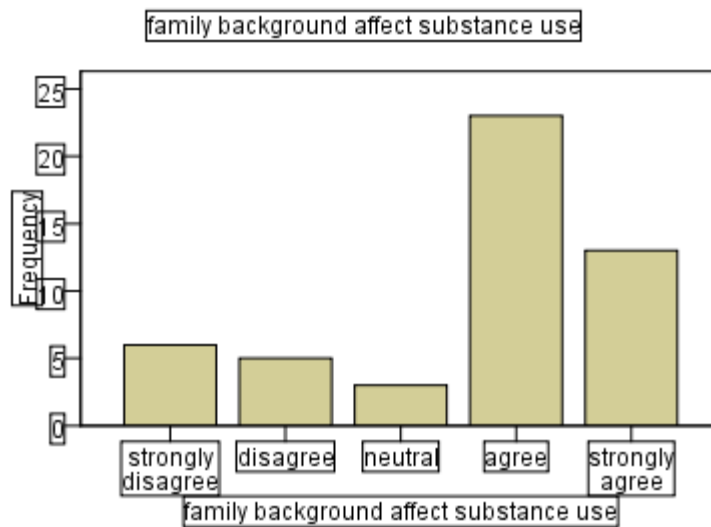family background affect substance use

Table 4

Figure 4

From figure 4: Most respondents agree that family background affects substance use

THE SETTINGS/AREA FOR USE INFLUENCE SUBSTANCE USE

the settings/area for use influence substance use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	6.6	10.0	10.0
	disagree	11	14.5	22.0	32.0
	neutral	5	6.6	10.0	42.0
	agree	21	27.6	42.0	84.0
	strongly agree	8	10.5	16.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 5

18

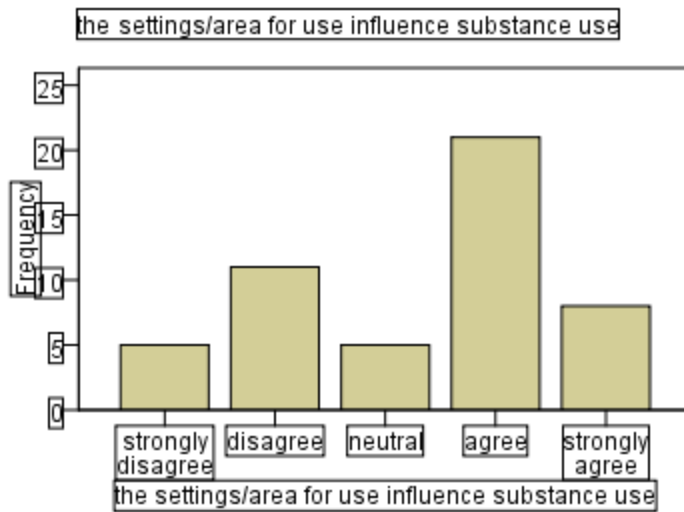the settings/area for use influence substance use

Figure 5

From figure 5: Higher percentage of respondents agree that the area of residents also affects the

use of drugs

SUBSTANCE ARE USED TO OBTAIN DESIRED EFFECTS

substance are used to obtain desired affects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	3.9	6.0	6.0
	disagree	9	11.8	18.0	24.0
	neutral	6	7.9	12.0	36.0
	agree	23	30.3	46.0	82.0
	strongly agree	9	11.8	18.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 6

19

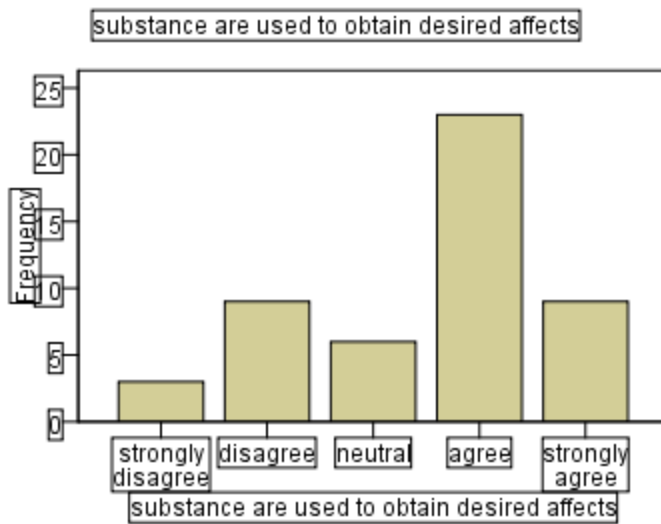**substance are used to obtain desired affects**

Figure 6

From figure 6: Most respondents agree on the term that substance use are used to obtain

desired effects.

SUBSTANCE USE INFLUENCED BY PEER PRESSURE/FRIENDS

substance use influenced by peer pressure/friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	5.3	8.0	8.0
	disagree	8	10.5	16.0	24.0
	neutral	8	10.5	16.0	40.0
	agree	20	26.3	40.0	80.0
	strongly agree	10	13.2	20.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 7

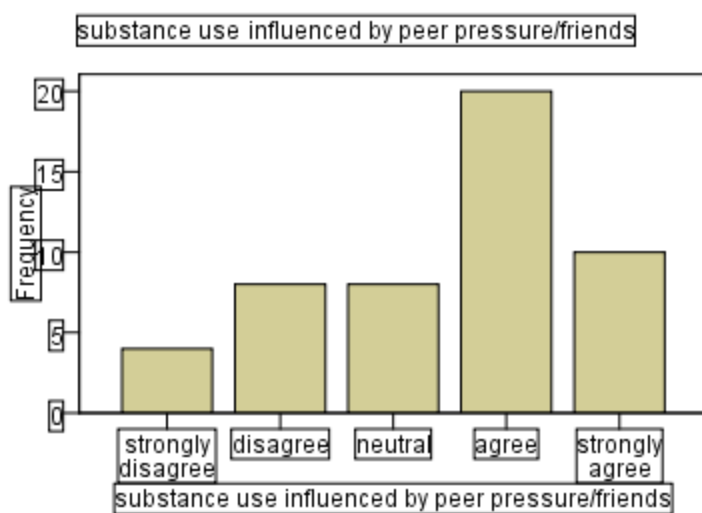substance use influenced by peer pressure/friends

Figure 7

From figure 7: Most respondents agree that substance use is mostly influenced by peer pressure/friends

MISPLACED PRIORITY AFFECTS SUBSTANCE USE

misplaced priority affects substance use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	3.9	6.0	6.0
	disagree	7	9.2	14.0	20.0
	neutral	10	13.2	20.0	40.0
	agree	20	26.3	40.0	80.0
	strongly agree	10	13.2	20.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 8
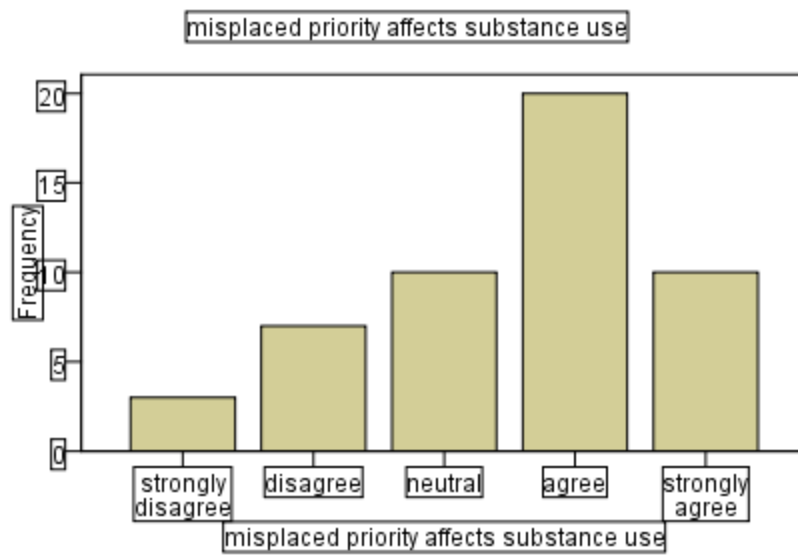
misplaced priority affects substance use

Figure 8

From figure 8: Most users agreed that misplaced priority affects substance use

AMOUNT OF MONEY AT STUDENT DISPOSAL AFFECTS SUBSTANCE USE

amount of money at student disposal affect substance use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	5.3	8.0	8.0
	disagree	6	7.9	12.0	20.0
	neutral	5	6.6	10.0	30.0
	agree	21	27.6	42.0	72.0
	strongly agree	14	18.4	28.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

Table 9

22

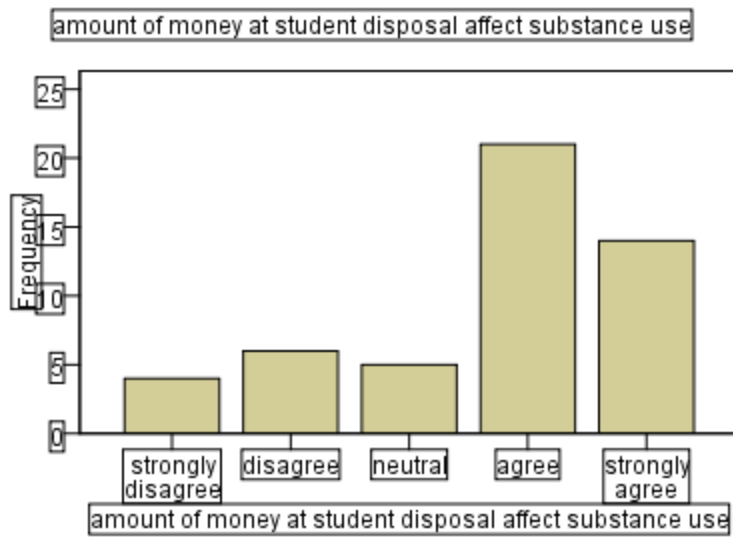amount of money at student disposal affect substance use

Figure 9

From figure 9: Most respondents agreed that amount of money at students disposal affects substance use

DRUGS ARE USED TO CHANGE EXPERIENCES

drugs are used to change experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	6	7.9	12.0	12.0
	disagree	5	6.6	10.0	22.0
	neutral	6	7.9	12.0	34.0
	agree	18	23.7	36.0	70.0
	strongly agree	15	19.7	30.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

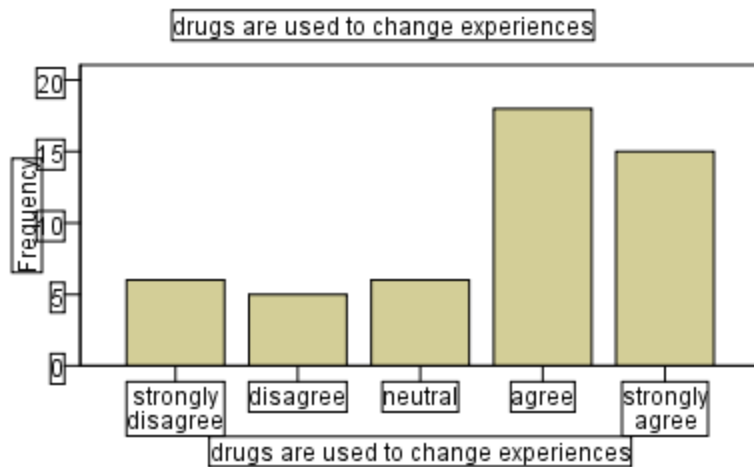Table 10

drugs are used to change experiences

Figure 10

From figure 10: Most respondents agreed that drugs are used to change experiences

MORAL UPBRINGING AFFECTS USE OF DRUGS

moral upbringing affect use of drugs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	6.6	10.0	10.0
	disagree	3	3.9	6.0	16.0
	neutral	3	3.9	6.0	22.0
	agree	22	28.9	44.0	66.0
	strongly agree	17	22.4	34.0	100.0
	Total	50	65.8	100.0	
Missing	System	26	34.2		
Total		76	100.0		

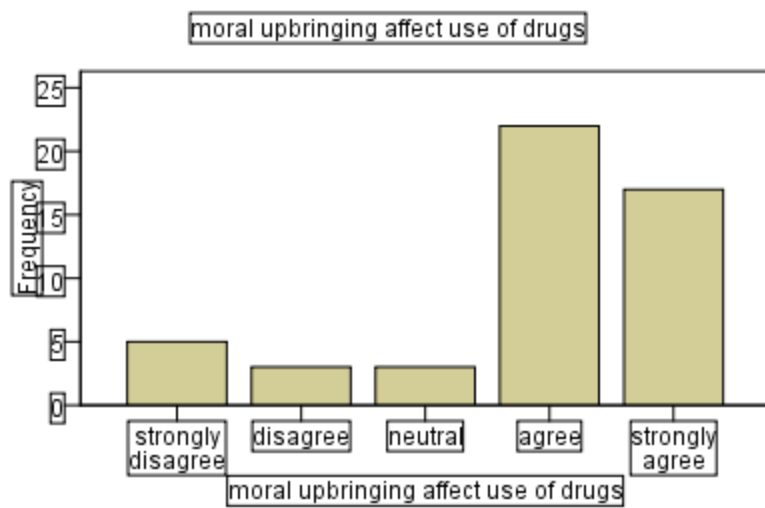Table 11

moral upbringing affect use of drugs

Fig 11

From fig 11: Higher percentage of all respondents agrees that moral upbringing affects drug abuse

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study sought to understand the attitudinal factors associated with substance use among students of IICT, Kwara State Polytechnic.

i. The study was successful in addressing its objectives. Given the foregoing, the study arrived at the following conclusions:

ii. Among the factors that contributed to drug use as revealed by the study were social reasons such as peer pressure, socialization, role models, family members and close friends.

iii. Easy of availability of the substance, weak government policies and stress were among other stated reasons for drug use. This shows that majority of the students used drugs in order to be accepted among their peers.

iv. In this study, substance use among these youth was associated with marital status; those who were married were less likely to use substances compared to the separated divorced or widowed.

v. Participants believe values where those who believed that it was wrong to use substances were actually less likely to use them. Emotional boost where participants who believed that substance use boosted their emotion were more likely to use substances. Emotional effect, participants who stated that the substance affected their emotions were more likely to use these substances.

5.2 Conclusion

   i. Those who reported that substance use had an emotional effect on them were also more likely to continue its use.

   ii. Social reasons such as peer pressure, socialization, presence of role models, family members, and close friends were significant contributors to drug use.

   iii. Those who believed it was wrong to use substances were less likely to use them.

   iv. Married students were less likely to use substances while Those who were separated, divorced, or widowed were more likely to engage in substance use.

5.3 Recommendations

   i. Strengthen student counseling and mentoring programs.

   ii. Conduct peer-led awareness campaigns about substance use risks.

   iii. Expand research to include variables like peer influence and mental health.

   iv. Incorporate substance abuse education into the curriculum.

5.4 Suggestions for Further Research

   i. Employ qualitative methods to gain deeper insights into students' motivations.

   ii. Extend the study to multiple tertiary institutions.

   iii. Investigate the impact of family background and socio-economic status on substance use.

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