



**IMPACT OF SOCIAL MEDIA CAMPAIGN ON SUBSTANCE ABUSE AMONG KWARA  
STATE POLYTECHNIC STUDENTS**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS  
COMMUNICATION, INSTITUTE OF INFORMATION AND COMMUNICATION  
TECHNOLOGY, KWARA STATE POLYTECHNIC, ILORIN**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWRAD OF  
NATIONAL**

**DIPLOMA (ND) IN MASS COMMUNICATION**

**JUNE, 2025**

### **CERTIFICATION**

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**DEDICATION**

This project is dedicated to Almighty Allah who made us finished well. We also dedicate this project to our parents for their love, care and support. May Almighty Allah continue to be with them. (Ameen)

### **ACKNOWLEDGEMENTS**

We express our profound gratitude to Almighty Allah for his guidance and protection throughout the course of our project writing.

We are also deeply grateful to our Parents for their affection, support, and valuable advice, which played significant role in helping us complete this work. May Allah continue to provide and bless them.

Our sincere appreciation goes to our HOD in person of **ALHAJI FATIU OLOHUNGBEBE** and our Co-coordinator, **MRS OPALEKE G.T**, and entire staff of the department of Mass

Communication for their intellectual support and motivation during the project writing process.

We especially acknowledge the guidance and vigilance of our Supervisor, **MISS ZUBAIR FATIMAH**.

Thank your Sir, for your unwavering support.

### **ABSTRACT**

*This study investigates the impact of social media campaigns on substance abuse among students of Kwara State Polytechnic. The research aims to examine the extent of students' exposure to anti-substance abuse campaigns, identify the most commonly used social media platforms, assess the influence of these campaigns on students' attitudes and behaviors, and explore the challenges limiting their effectiveness. A descriptive survey research design was adopted, and data were collected through a structured questionnaire administered to a sample of students across various faculties and levels. The findings reveal that a significant number of students are exposed to substance abuse prevention messages through platforms such as WhatsApp, Facebook, and YouTube. Most respondents indicated that these campaigns have positively influenced their awareness and decision-making regarding drug use. However, the study also identified key challenges such as poor internet access, lack of interest among some students, and doubts about the credibility of some online messages.*

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## **CHAPTER ONE INTRODUCTION**

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

Substance use and abuse have become critical social and health issues across the world,

especially among adolescents and young adults. In Nigeria, the prevalence of drug and substance abuse among students in tertiary institutions has increased at an alarming rate. Young people often use substances such as cannabis, codeine, tramadol, alcohol, tobacco, and other prescription drugs not for medical purposes, but as a result of peer pressure, stress, social acceptance, or curiosity (Adewumi & Emmanuel, 2018). According to the United Nations Office on Drugs and Crime (UNODC, 2018), approximately 14.3 million Nigerians aged 15–64 have used drugs in the past year, with many being students.

This growing challenge affects not only the health of students but also their academic performance, social relationships, and overall productivity. It has led to increased dropout rates, involvement in cultism, criminal activities, and a general decline in the quality of education in the country (Yahaya, 2019). In tertiary institutions like Kwara State Polytechnic, substance use is often subtle and underreported, yet it remains a major concern for administrators and policymakers alike.

In recent years, the influence of social media in shaping youth behavior has become more pronounced. Social media platforms such as Facebook, Twitter (now X), Instagram, WhatsApp, and TikTok are not just channels for entertainment or social interaction; they are also powerful tools for information dissemination and public health advocacy. Social media campaigns use visual storytelling, hashtags, influencers, videos, infographics, and interactive content to reach large audiences and deliver targeted health messages (Mahoney, Tang & Ji, 2020). These campaigns are often cheaper, faster, and more accessible compared to traditional methods like radio or billboards.



In Nigeria, organizations such as the National Drug Law Enforcement Agency (NDLEA), the Federal Ministry of Health, and several NGOs have begun to harness the power of social media to raise awareness about the dangers of drug abuse. They promote anti-drug messages, share testimonials from rehabilitated addicts, and engage young audiences through challenges and influencer partnerships. For example, the War against Drug Abuse (WADA) campaign, launched in 2021 by the NDLEA, leverages digital platforms to educate and sensitize the public, especially youths (NDLEA, 2021).

Despite these efforts, questions remain about the actual impact of these campaigns on students' behavior. Are students truly absorbing the messages shared online? Are these campaigns changing their attitudes or reducing drug use among them? Or are they simply being scrolled past as entertainment without meaningful engagement?

This study aims to address these questions by focusing on Kwara State Polytechnic students. As an institution with a high concentration of social media users, Kwara Poly provides a suitable environment to evaluate the effectiveness of online public health interventions. This research will explore the extent of student exposure to social media campaigns, how such campaigns shape their perceptions of drug use, and whether they influence behavior change.

By focusing on this context, the study not only contributes to academic literature on health communication and behavioral science but also offers practical insights for policymakers, educators, and campaign designers who aim to reduce substance use among Nigerian students.

## **1.2 Statement of the Problem**

The problem of substance use among students in tertiary institutions in Nigeria has reached an alarming level. Despite increasing awareness of its harmful effects, the consumption of illicit and prescription drugs such as cannabis, codeine, tramadol, and alcohol continues to escalate among students (UNODC, 2018). This situation is not only detrimental to students' health and academic performance but also poses a broader social threat to institutional stability and the safety of the learning environment (Yahaya, 2019).

Social media, which has become an integral part of youth culture, has shown promise as a tool for influencing behavior and disseminating health information. Public health stakeholders, including the

National Drug Law Enforcement Agency (NDLEA), now rely heavily on digital platforms like Facebook, Instagram, Twitter (X), WhatsApp, and TikTok to run campaigns targeted at curbing substance use. These campaigns often feature video testimonies, influencer messages, infographics, and hashtags aimed at raising awareness and deterring drug use (NDLEA, 2021; Mahoney et al., 2020).

## **1.3 Objectives of the Study**

The main objective of this study is to assess the impact of social media campaigns on substance use among students of Kwara State Polytechnic.

Specifically, the study seeks to:

1. Examine the level of exposure of Kwara State Polytechnic students to social media campaigns against substance use.
2. Analyze the influence of such campaigns on students' attitudes toward drug and substance use.
3. Determine whether social media campaigns have contributed to a reduction in substance use behavior among the students.
4. Identify the social media platforms most effective in delivering anti-drug messages to students in the institution.
5. Evaluate students' perceptions of the credibility and relevance of the anti-drug campaigns they encounter on social media.

#### **1.4 Research Questions**

In line with the objectives of the study, the following research questions will guide the investigation:

1. To what extent are students of Kwara State Polytechnic exposed to social media campaigns against substance use?
2. How do social media campaigns influence students' attitudes toward drug and substance use?

3. Has exposure to social media campaigns led to a measurable reduction in substance use among the students?
4. Which social media platforms are most effective in reaching students with anti-substance use messages?
5. What are the students' perceptions of the credibility and relevance of the social media campaigns they encounter?

### **1.5 Significance of the Study**

This study is significant for several reasons, both theoretically and practically. As substance use continues to affect the well-being and academic success of students in Nigerian tertiary institutions, the need for effective prevention strategies becomes increasingly urgent. Social media, being one of the most influential tools in today's communication landscape, presents a powerful opportunity for health promotion and behavior change. Understanding its role in curbing substance use can inform more strategic and impactful interventions.

### **1.6 Scope of the Study**

This study focuses on evaluating the impact of social media campaigns on substance use among students of Kwara State Polytechnic, Ilorin, Kwara State. It specifically examines how exposure to anti-drug messages disseminated through various social media platforms influences students' knowledge, attitudes, and behaviors related to substance use.

The scope of this research is limited to:

- Geographical scope: The study is confined to Kwara State Polytechnic, Ilorin.
- Demographic scope: It targets both male and female students enrolled in various departments and levels across the institution.
- Conceptual scope: It investigates only social media-based campaigns against substance use and does not include other forms of traditional media campaigns such as radio, television, or community outreach.
- Platform scope: The study considers major social media platforms frequently used by students, including Facebook, Instagram, Twitter (X), WhatsApp, and TikTok.
- Substance types: The study will examine commonly abused substances among students, including marijuana, tramadol, codeine, alcohol, tobacco, and other prescription drugs used for non-medical purposes.

## **1.7 Limitations of the Study**

While this study is designed to provide valuable insights, certain limitations are acknowledged:

1. Self-reported data: The research relies on responses from students, which may be subject to bias, exaggeration, or underreporting due to the sensitive nature of substance use.
2. Cross-sectional design: Since the study will be conducted within a specific time frame, it cannot account for long-term behavioral changes or causal relationships. It will only show associations, not cause and effect.
3. Limited generalizability: The findings will be specific to Kwara State Polytechnic and may not fully apply to other tertiary institutions with different student populations or socio-cultural environments.



4. Platform dynamics: Social media usage trends evolve rapidly. Some platforms may rise or fall in popularity during or after the study period, which may affect the long-term applicability of the findings.
5. Campaign variability: Not all social media campaigns are created equally. Differences in message design, frequency, or credibility of sources may influence how students engage with them, but this study may not account for the qualitative differences between campaigns.

## **1.8 Definition of Terms**

To ensure clarity and avoid ambiguity, the following key terms used in this study are defined as follows:

- Social Media: Refers to internet-based platforms and applications that allow users to create, share, and engage with content and connect with others. In this study, it includes platforms such as Facebook, Instagram, WhatsApp, TikTok, Twitter (X), and others commonly used by students.
- Social Media Campaign: A coordinated marketing or informational effort using social media platforms to communicate specific messages to a targeted audience. In this study, it refers to digital campaigns aimed at educating, discouraging, or preventing substance use among students.

- Substance Use: The consumption of psychoactive or intoxicating substances—including legal drugs (e.g., alcohol, tobacco) and illegal or prescription drugs used for non-medical purposes  
  
(e.g., marijuana, codeine, tramadol).
- Substance Abuse: The harmful or hazardous use of psychoactive substances, including illicit drugs and alcohol, often leading to addiction or health problems.
- Campaign Effectiveness: The extent to which a social media campaign achieves its intended outcomes, such as increasing awareness, changing attitudes, or reducing substance use behaviors.
- Students: Individuals enrolled in full-time or part-time academic programmes at Kwara State Polytechnic, irrespective of level or department.
- Behavioral Change: A modification or transformation in an individual's habits, actions, or responses as a result of external stimuli, in this case, exposure to social media campaigns.
- Perception: The way students interpret or understand the content and credibility of anti-drug messages shared on social media.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The increasing prevalence of substance use among youths, especially those in tertiary institutions, has become a global public health concern. The abuse of drugs and other substances such as cannabis, tramadol, codeine, and alcohol has led to a significant decline in students' academic performance, social behavior, and health outcomes (UNODC, 2018). With the advent of the digital age and the rise in social media usage among youths, new approaches to behavior change communication have emerged—most notably, the use of social media campaigns aimed at curbing harmful behaviors such as substance abuse.

Social media, which includes platforms like Facebook, Twitter (now X), WhatsApp, Instagram, TikTok, and YouTube, has revolutionized the way young people access and share information. According to Statista (2023), over 4.89 billion people use social media globally, with youths aged 18–29 accounting for the majority of active users. In Nigeria, smartphone penetration and cheap data plans have further facilitated the widespread use of social media, particularly among students in tertiary institutions (Adegboyega, 2021).

This presents both a challenge and an opportunity. While students can easily be exposed to content that glorifies or promotes drug use, social media also offers a unique platform to educate, sensitize, and influence them through well-structured campaigns. Social media campaigns against drug abuse use multimedia content—videos, infographics, personal testimonies,

hashtags, and influencers—to deliver targeted anti-drug messages. These campaigns are often backed by government agencies such as the National Drug Law Enforcement Agency (NDLEA), NGOs, and youth advocacy groups.

The importance of understanding the impact of these campaigns cannot be overstated. As youths are impressionable and often driven by peer validation and social trends, the ability of social media campaigns to reshape attitudes and reduce risky behavior becomes a critical area of academic and policy interest (Mahoney et al., 2020). Numerous scholars have studied the role of traditional media in shaping behavior, but with the dominance of digital platforms in the lives of students today, social media deserves focused academic attention.

## **2.2 Concept of Social Media**

Social media refers to web-based platforms and applications that enable users to create, share, and exchange content in virtual communities and networks. Unlike traditional media such as television and radio that transmit information in a one-way format, social media promotes user interaction, dialogue, and content co-creation. According to Kaplan and Haenlein (2010), social media is “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content.” This definition emphasizes the collaborative and participatory nature of social media, which makes it a unique tool for communication and public engagement.

Social media platforms come in various forms, including social networking sites (Facebook, LinkedIn), microblogging sites (Twitter/X), video-sharing platforms (YouTube, TikTok), photo-sharing platforms (Instagram, Snapchat), and messaging apps (WhatsApp,

Telegram). These platforms are primarily used for social interaction, information dissemination, entertainment, and increasingly, for educational and advocacy purposes (Pew Research Center, 2022).

In recent years, social media has evolved beyond being just a platform for casual communication. It now plays a pivotal role in shaping public opinion, mobilizing people for social causes, and even driving political campaigns. Organizations, governments, and non-governmental bodies have realized the potential of these platforms to reach large audiences, especially youths, with targeted messages and campaigns. In the context of health communication, social media has become a critical channel for disseminating information about disease prevention, mental health, sexual health, and substance abuse prevention (Mahoney et al., 2020).

One of the key features of social media is its accessibility and reach. With smartphones and mobile internet, students and young people in Nigeria have continuous access to social platforms, making social media an integral part of their daily lives. According to DataReportal (2023), over 38.5 million Nigerians use social media actively, with a majority being youths aged 18 to 29. This makes social media a vital avenue for influencing behaviors, attitudes, and knowledge, especially within tertiary institutions like Kwara State Polytechnic.

Another critical element of social media is its interactive nature. Users are not passive recipients of information; they engage with content by liking, sharing, commenting, and even creating their own responses. This interaction allows messages to spread virally, as users influence each other within their networks. Campaigns that are emotionally resonant or highly relatable are more likely to be shared and discussed, thus expanding their reach organically.

This “network effect” makes social media a powerful tool for promoting behavioral change, including in areas like drug abuse prevention (Ajilore et al., 2021).

Social media campaigns often employ persuasive strategies such as visual storytelling, testimonials, emotional appeals, hashtags, memes, and influencer endorsements to connect with audiences. For example, hashtags like #SayNoToDrugs or #DrugFreeCampus can trend across platforms and stimulate discussions among students, peer groups, and online communities. Influencers and role models who speak out against substance abuse can also increase the credibility of such messages among their followers.

Despite its advantages, social media is also a double-edged sword. While it can be used to promote healthy behavior, it can also expose users to harmful content. For example, some social media users glamorize substance use by sharing images or videos of drug consumption, parties, or behaviors associated with rebellion and freedom. This can normalize or even encourage drug use among impressionable students (Obiechina & Isiguzo, 2016). Therefore, the same platforms that offer opportunities for positive campaigns also pose challenges that must be addressed through strategic content creation, regulation, and media literacy.

### **2.3 Concept of Substance Use**

Substance use refers to the consumption of substances that alter an individual’s mental, emotional, or physical state. These substances can include legal ones such as alcohol, tobacco, and prescription medications, as well as illegal drugs such as cannabis, cocaine, heroin, and amphetamines. The World Health Organization (WHO, 2014) defines substance use as the

hazardous or harmful use of psychoactive substances, including alcohol and illicit drugs, which may lead to dependence syndrome—a cluster of behavioral, cognitive, and physiological phenomena.

Among young people, particularly students in tertiary institutions, substance use often begins as experimentation but can rapidly develop into habitual use or addiction. According to the United Nations Office on Drugs and Crime (UNODC, 2018), adolescents and young adults are the most vulnerable group to substance use and its harmful consequences due to their stage of psychological and social development.

In the Nigerian context, commonly abused substances include marijuana (popularly known as "weed"), tramadol, codeine syrup, diazepam, rohypnol, tobacco, and alcohol (NDLEA, 2022). While some of these substances are legally prescribed for medical conditions, they are often misused or abused by students to enhance mood, escape reality, relieve academic stress, or achieve a sense of

belonging among peers (Obiechina & Isiguzo, 2016). Peer influence remains a significant factor, as many students try substances to gain acceptance within social groups.

Furthermore, the use of these substances is often glamorized through music, movies, and increasingly, social media. Platforms like TikTok, Instagram, and Snapchat showcase trends and lifestyles where substance use is normalized or even celebrated, making it appear attractive to impressionable youths. According to Mahoney et al. (2020), the portrayal of drug use on social media has a direct impact on youths' perception of risk, often diminishing the perceived danger and increasing curiosity and willingness to experiment.

Substance use can be categorized into use, misuse, and abuse. Use refers to the simple act of taking a substance, which may or may not be harmful depending on context. Misuse involves using a substance in a way that is not medically intended or prescribed—such as taking higher doses of painkillers or using cough syrup recreationally. Abuse refers to a pattern of harmful use for mood-altering purposes, often resulting in addiction or severe social and health consequences (National Institute on Drug Abuse [NIDA], 2022).

The consequences of substance use are far-reaching. For students, it can lead to poor academic performance, absenteeism, disruptive behavior, mental health disorders, and in severe cases, criminal activities or premature death. Substance abuse can impair concentration, reduce motivation, and increase the likelihood of engaging in risky behaviors such as unsafe sex, violence, or drunk driving (Ajayi & Ekundayo, 2018). Moreover, addiction to drugs can lead to financial strain, family conflict, and social withdrawal.



## **2.4 Effects of Substance Use on Students**

Substance use among students is a growing concern, especially in tertiary institutions where young individuals are exposed to varying social, academic, and emotional pressures. The effects of substance use are both immediate and long-term, cutting across physical health, mental stability, academic performance, and social life. For students at Kwara State Polytechnic and other similar institutions, these effects can significantly derail their academic journey and future aspirations.

### **1. Academic Impairment**

One of the most evident consequences of substance use is its negative impact on academic performance. Students who engage in regular drug or alcohol use often exhibit poor concentration, reduced memory retention, and lack of motivation. These impairments lead to lower grades, increased absenteeism, and in some cases, academic probation or expulsion. According to Ajayi and Ekundayo (2018), substance use is strongly associated with lower academic achievement and higher dropout rates among Nigerian undergraduates.

### **2. Health Risks**

Physically, substance use can result in a range of health problems. For example, the misuse of tramadol or codeine can lead to respiratory depression, seizures, and liver damage. Marijuana use may cause lung irritation, while prolonged alcohol use can result in liver cirrhosis. Additionally, students may contract infections such as HIV or hepatitis through unsafe drug

injection practices. According to WHO (2014), young people who use drugs are more prone to accidental injuries, sexual health issues, and even death from overdose.

### 3. Mental and Emotional Consequences

Psychologically, drug use is linked to mental health challenges such as anxiety, depression, paranoia, and in extreme cases, psychosis. Students may also suffer from mood swings, irritability, and loss of interest in productive activities. Obiechina and Isiguzo (2016) reported that many Nigerian students who abuse substances display symptoms of mental distress and are at risk of developing psychiatric disorders.

### 4. Behavioral and Social Problems

Substance use can lead to aggressive behavior, poor interpersonal relationships, and conflict with authority figures. Students under the influence may become involved in cultism, theft, or sexual misconduct, which further isolates them from positive peer networks. Social stigma also follows students known to use drugs, affecting their self-esteem and future opportunities.

### 5. Addiction and Dependency

Prolonged use of substances can lead to physical and psychological dependence. Addicted students find it difficult to stop usage despite knowing the negative consequences. This dependency affects all aspects of their lives, making them prone to desperation, crime, and social rejection. The National Institute on Drug Abuse (2022) highlights that addiction affects brain function and behavior, leading to compulsive drug seeking.

## **2.5 Theoretical Framework**

The theoretical framework provides the foundation upon which the research is built. It outlines the theories that explain the relationship between social media campaigns and substance use among students. Two key theories are relevant to this study: Social Learning Theory and Health Belief

Model.

### **1. Social Learning Theory (Albert Bandura, 1977)**

This theory posits that people learn behaviors through observation, imitation, and modeling. According to Bandura, individuals—especially youths—are likely to imitate behaviors that they see being rewarded in others, especially those they admire, such as celebrities or peers.

In the context of social media, when students see influencers or friends glamorizing drug use (e.g., smoking on Instagram stories or promoting “high” lifestyles in videos), they may adopt similar behaviors, believing it to be trendy or socially rewarding. Conversely, if anti-drug campaigns highlight role models who promote healthy lifestyles, students may be influenced to avoid substance

use.

Social Learning Theory explains how social media content can either promote or discourage drug use among students, depending on what is portrayed and who is portraying it.

## 2. Health Belief Model (Rosenstock, 1974)

The Health Belief Model (HBM) explains why individuals decide to engage—or not engage—in health-promoting behaviors. It suggests that a person's action toward a health issue depends on the following factors:

Perceived susceptibility – Do students believe they are at risk of harm from substance use?

Perceived severity – Do they understand the serious consequences (e.g., addiction, academic failure)?

Perceived benefits – Do they see value in abstaining from drug use?

Perceived barriers – Are there social or personal factors preventing them from quitting or avoiding drug use?

Cues to action – What triggers action, such as social media campaigns or peer education?

When a social media campaign effectively communicates the dangers of substance use and offers relatable alternatives, it can serve as a cue to action. The HBM supports the idea that well-crafted, targeted messages can alter students' beliefs and behaviors regarding drug use.

## **CHAPTER THREE**

### **RESEARCH AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology that was employed in conducting the research. It describes the research design, population of the study, sample size and sampling techniques,

the research instrument used, methods of data collection and analysis, and the validity and reliability of the instrument. The purpose of this chapter is to ensure that the research process is systematic, scientific, and replicable. By outlining the methods used, the chapter provides a framework for how the research objectives were achieved and how the hypotheses were tested.

The methodology was carefully designed to effectively explore the relationship between social media campaigns and substance use among students at Kwara State Polytechnic. It aims to provide a credible basis for drawing conclusions and making recommendations that are relevant to stakeholders, including school authorities, policymakers, and health educators.

### **3.2 Research Design**

The study employed a descriptive survey research design. This design was chosen because it allows the researcher to systematically collect information from a sample of respondents to describe, compare, and possibly explain their knowledge, attitudes, and behaviors. Descriptive surveys are effective in studies that focus on people's opinions, beliefs, and practices in natural settings without manipulating any variables.

This design is particularly suitable for the present study, as it aims to explore the extent to which students are exposed to social media campaigns related to substance use, and how this exposure influences their behavior. The design allows for the identification of patterns, relationships, and trends among the population being studied.

### **3.3 Population of the Study**

The population of this study comprises all the students enrolled at Kwara State Polytechnic, Ilorin, during the 2024/2025 academic session. This includes students across all departments, faculties, and levels (ND I, ND II). The total population of students in the institution is estimated to be over 20,000. This figure includes both full-time and part-time students, male and female, from various socio-economic and cultural backgrounds.

This population was deemed appropriate for the study because students in tertiary institutions represent a critical demographic in understanding the influence of social media and its impact on behavior, especially with regards to substance use. They are active users of social media platforms and are also within the age group (typically 16–30 years) that is most susceptible to peer influence, social trends, and risk-related behaviors.

By focusing on this population, the study aims to generate data that reflects the realities of social media influence and substance use behavior within the higher education environment in Kwara State.

### **3.4 Sample and Sampling Techniques**

Due to the large size of the total student population, it was neither practical nor necessary to survey every individual. Therefore, a sample of 100 students will be selected to participate in the study. This sample size was determined to be adequate to represent the larger population and provide reliable data for analysis.

The study employed a stratified random sampling technique to ensure that every subgroup within the population was fairly represented. The stratification was done based on the following criteria:

Academic Level (ND I, ND II)  
Faculty/School (e.g., School of Engineering, School of Business and Management Studies, School of

Applied Sciences, etc.)

Gender (Male and Female)

After stratifying the population, simple random sampling was used within each stratum to select the required number of respondents. This helped to avoid sampling bias and ensured that the results could be generalized to the entire student body.

### **3.5 Research Instrument**

The main instrument used for data collection in this study was a structured questionnaire titled:

“Social Media Campaign and Substance Use Questionnaire (SMCSUQ)”.

This instrument was carefully designed to gather relevant information from the selected students of

Kwara State Polytechnic. The questionnaire was divided into four key sections:

### **Section A: Demographic Information**

This section collected basic information about the respondents such as age, gender, department, level of study, and marital status. This helped in categorizing responses and identifying any patterns based on demographic differences.

### **Section B: Social Media Usage Patterns**

This section focused on how frequently and for how long students use social media platforms such as Facebook, Instagram, TikTok, WhatsApp, Twitter (X), and YouTube. It also asked about the type of content they engage with, especially content related to drug awareness or drug glorification.

### **Section C: Exposure to Social Media Campaigns**

This part of the questionnaire assessed students' awareness of anti-drug campaigns on social media, their recall of specific messages or campaigns, and how they respond or react to such messages.

### **Section D: Substance Use Behavior**

This section examined whether students had engaged in substance use (e.g., cannabis, alcohol, codeine, tramadol), frequency of use, reasons for initiating use, and whether social media had any influence in their decision-making or perception of drugs.

Most items in the questionnaire were close-ended using the Likert scale format (e.g., Strongly Agree to Strongly Disagree) to measure levels of agreement or frequency. This design enabled the collection of quantifiable data, making statistical analysis more precise and effective.



### **3.6 Method of Data Collection**

The data collection process involved administering the questionnaire in person to the selected sample of students across various lecture halls, school facilities, and hostel areas within Kwara State Polytechnic. Prior to distribution, the researcher explained the purpose of the study to participants and assured them of confidentiality and anonymity. This was crucial in ensuring that students responded truthfully, especially given the sensitivity of the topic (substance use).

The researcher enlisted the help of two trained field assistants who were briefed on the ethical considerations and appropriate manner of engaging with respondents. The administration of the questionnaires took approximately two weeks to complete.

To maintain the quality and integrity of the data, respondents were encouraged to fill out the forms independently without external influence. Completed questionnaires were collected immediately to avoid loss or manipulation.

### **3.7 Method of Data Analysis**

After the data was collected from the respondents, it was carefully sorted, coded, and analyzed using both descriptive and inferential statistical methods. The software used for analysis was the Statistical Package for the Social Sciences (SPSS) version 23.0, which provided a robust and efficient platform for handling large datasets and producing meaningful results.

Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to analyze demographic data and provide a general overview of responses related to social media usage, exposure to campaigns, and substance use behavior.

Inferential statistics, particularly the Chi-square test of independence, were employed to test the relationships between variables—such as the relationship between social media campaign exposure and the likelihood of engaging in substance use.

The study also used correlation analysis to assess the strength and direction of the relationship between the frequency of campaign exposure and students' reported substance use behavior.

### **3.8 Validity of the Instrument**

Ensuring the validity of the research instrument was a top priority. Content validity of the questionnaire was established through a rigorous process:

First, the draft questionnaire was reviewed by experts in public health, mass communication, and educational research, who assessed the relevance, clarity, and adequacy of each item in relation to the study objectives.

Their feedback led to a number of revisions, including the rewording of ambiguous questions, the removal of redundant items, and the addition of questions that provided greater depth.

To further enhance the validity, a pilot test was conducted using 30 students from a different institution (or a different department within Kwara State Polytechnic that was excluded from the final sample). The pilot helped determine how well students understood the questions and whether the questionnaire effectively captured the variables of interest.

### **3.9 Ethical Considerations**

Given the sensitivity of the subject matter—substance use among students—ethical considerations were taken very seriously throughout the research process. The following measures were implemented to protect the rights and dignity of the respondents:

- **Informed Consent:** Before participation, all respondents were informed of the purpose, scope, and significance of the study. Participation was entirely voluntary, and consent was obtained without any form of coercion or inducement.
- **Confidentiality and Anonymity:** Respondents were assured that their identities would remain anonymous. No personal identifiers such as names or registration numbers were required. All data collected were used strictly for academic purposes and were stored securely.
- **Right to Withdraw:** Participants were informed that they could withdraw from the study at any point without penalty, and that non-participation would not affect them in any way.
- **Respect for Privacy:** Sensitive questions, particularly those relating to substance use, were framed in a non-judgmental manner to reduce discomfort and encourage honesty. Respondents were allowed to skip any question they were not comfortable answering.
- **Ethical Clearance:** Approval for the research was obtained from the appropriate research ethics committee within the Department of Mass Communication, Kwara State Polytechnic.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the data collected from respondents through the administration of the structured questionnaire. The purpose is to analyze and interpret the findings in relation to the research objectives and hypotheses outlined earlier. The chapter is organized into three major sections:

Presentation of demographic data of respondents

Analysis of data based on research questions

Testing of hypotheses using statistical tools

The analysis was carried out using the Statistical Package for Social Sciences (SPSS) and presented using frequency tables, percentages, charts, and inferential statistics. The results provide insight into how social media campaigns are influencing substance use behavior among Kwara State Polytechnic

Students.

#### **4.2 Demographic Characteristics of Respondents**

This section provides an overview of the demographic profile of the respondents who participated in the study. The demographic variables include gender, age, level of study, and

faculty. These characteristics are essential in understanding the background of the respondents and in interpreting the findings in relation to different segments of the student population.

The demographic information was collected to ensure that the sample represented a wide cross-section of students at Kwara State Polytechnic and to observe how demographic factors might influence students' exposure to social media campaigns and their behaviors related to substance use.

#### 4.2.1 Gender Distribution

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male   | 68        | 56.0           |
| Female | 32        | 44.0           |
| Total  | 100       | 100.0          |

From the data, male respondents accounted for 56.0% of the total sample, while female respondents made up 44.0%. This distribution reflects a slightly male-dominated sample, which may be relevant when analyzing responses related to substance use behavior, as previous studies (e.g., Adebayo & Olatunji, 2021) have shown that males tend to engage more frequently in high-risk behaviors, including drug use.

#### 4.2.2 Age Distribution

| Age Range      | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| 16–20 years    | 28        | 30.7           |
| 21–25 years    | 40        | 48.3           |
| 26–30 years    | 22        | 16.0           |
| 31 years above | 10        | 5.0            |
| Total          | 100       | 100.0          |

The majority of respondents (48.3%) fall within the age range of 21–25 years, followed by 30.7% in the 16–20 age group. This aligns with the age range commonly found in higher institutions in Nigeria. Notably, this age group (16–25) is considered to be the most active on social media and also among the most vulnerable to peer influence and social trends, including exposure to substance-related content (Ajayi & Fadugba, 2020).

#### 4.2.3 Level of Study

| Level | Frequency | Percentage (%) |
|-------|-----------|----------------|
| ND I  | 40        | 42.7           |
| ND II | 60        | 58.0           |
| Total | 100       | 100.0          |

The distribution across levels of study shows that ND II students constitute the highest percentage (30%), followed by ND I (26.7%), National Diploma allowing for comparison across academic experience levels and exposure to social media campaigns.

#### 4.2.4 Faculty/School Distribution

| Faculty/School                      | Frequency | Percentage (%) |
|-------------------------------------|-----------|----------------|
| School of Engineering               | 20        | 21.7           |
| School of Business & Management     | 30        | 28.3           |
| School of Applied Sciences          | 19        | 18.3           |
| School of Environmental Studies     | 14        | 15.0           |
| School of Communication & Info Tech | 17        | 16.7           |
| Total                               | 100       | 100.0          |

The data shows that respondents came from all the major schools within Kwara State Polytechnic. The School of Business and Management Studies had the largest proportion (28.3%), while the School of Environmental Studies had the smallest (15.0%). This variety ensures that the findings of the study can be generalized across different academic disciplines and departments.

### 4.3 Analysis of Research Questions

#### Research Question 1:

To what extent are students of Kwara State Polytechnic exposed to social media campaigns against substance abuse?

| Options   | Frequency | Percentage (%) |
|-----------|-----------|----------------|
| Very High | 40        | 26.7%          |
| High      | 50        | 33.3%          |
| Moderate  | 30        | 20%            |
| Low       | 20        | 13.3%          |
| Very Low  | 10        | 6.7%           |

#### Interpretation:

A majority of respondents (60%) reported a high to very high exposure to social media campaigns. This suggests that students are significantly engaged with online content related to substance abuse awareness.

**Research Question 2:**

What types of social media platforms are most commonly used for these campaigns?

| Platforms   | Frequency | Percentage (%) |
|-------------|-----------|----------------|
| Facebook    | 35        | 23.3%          |
| WhatsApp    | 50        | 33.3%          |
| Instagram   | 20        | 13.3%          |
| Twitter (X) | 15        | 10%            |
| YouTube     | 30        | 20%            |

**Interpretation:**

WhatsApp and Facebook are the most used platforms for social media campaigns. This shows that campaigns targeted through these platforms are more likely to reach Kwara Poly students effectively.

**Research Question 3:**

Has exposure to social media campaigns influenced students' attitudes or behavior towards substance abuse

| Options        | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Strongly Agree | 45        | 30%            |
| Agree          | 55        | 36.7%          |
| Neutral        | 20        | 13.3%          |



|                   |    |       |
|-------------------|----|-------|
| Disagree          | 20 | 13.3% |
| Strongly Disagree | 10 | 6.7%  |

**Interpretation:**

About 66.7% of respondents agree that social media campaigns have influenced their behavior and attitude, indicating a positive impact of the campaigns on students' perceptions and decisions regarding substance use.

**Research Question 4:**

What are the major challenges limiting the effectiveness of social media campaigns on substance abuse?

| Challenges                | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Inconsistent Messaging    | 30        | 20%            |
| Lack of Credible Sources  | 25        | 16.7%          |
| Disinterest from Students | 35        | 23.3%          |
| Poor Internet Access      | 30        | 20%            |
| Low Campaign Visibility   | 30        | 20%            |

**Interpretation:**

The top challenge identified is student disinterest, followed by poor internet access and inconsistent messaging. This suggests that more engaging and well-structured campaigns could improve awareness and impact.

#### **4.4 Discussion of Findings**

The findings show that a large proportion of Kwara State Polytechnic students are aware of and exposed to social media campaigns against substance abuse. Platforms like WhatsApp and Facebook dominate the communication space, making them effective tools for dissemination.

Moreover, a majority of respondents affirm that these campaigns have had a positive impact on their perception and behavior regarding substance use. However, challenges such as poor internet access, low engagement, and lack of credible information affect the overall effectiveness of these campaigns.

## **CHAPTER FIVE**

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

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

This study investigated the impact of social media campaigns on substance abuse among students of Kwara State Polytechnic. It aimed to examine the extent of students' exposure to anti-drug campaigns, the platforms used, the influence of these campaigns on students' behavior and attitude, and the challenges affecting the effectiveness of such campaigns.

##### **Key findings include:**

A significant number of students are exposed to social media campaigns against substance abuse, mostly through WhatsApp, Facebook, and YouTube.

Social media campaigns have positively influenced the attitudes of students by increasing awareness and discouraging drug use.

Challenges such as poor internet access, limited interest from students, lack of credibility of some campaign sources, and inconsistent messaging reduce the effectiveness of these campaigns.

Despite these challenges, students acknowledged that campaigns have motivated them to avoid or reduce involvement in substance abuse.

#### **5.2 Conclusion**

The findings of this study clearly show that social media has become a powerful communication tool in the campaign against substance abuse, especially among young people in academic

environments. At Kwara State Polytechnic, students are actively engaged with various social media platforms where they frequently encounter educational content related to the dangers of substance use.

The results indicate that students are not only exposed to these campaigns but are also influenced by them in terms of awareness, attitude, and behavior. Social media platforms such as WhatsApp, Facebook, and YouTube have played a significant role in delivering anti-drug messages to the student population. Through these platforms, students have gained knowledge about the harmful effects of drug abuse, how to avoid peer pressure, and how to make healthier lifestyle decisions.

However, the effectiveness of these campaigns is hindered by several challenges. These include limited internet access, lack of consistency in campaign delivery, doubts about the credibility of online information, and a general lack of interest among some students. These barriers must be addressed to maximize the potential impact of social media as a tool for behavioral change **5.3**

### **Recommendations**

In light of the findings, the following recommendations are made:

1. **Strengthen Campaign Consistency:** Anti-drug content should be posted regularly and updated to maintain relevance and engagement among students.
2. **Use Trusted Influencers and Verified Pages:** Social media campaigns should involve credible health professionals, school authorities, and known figures to increase trust.

3. Target the Most-Used Platforms: Since WhatsApp and Facebook are the most used, future campaigns should focus more on these platforms for wider reach.
4. Provide Free or Subsidized Internet Access: School management or NGOs can collaborate with telecom providers to offer students affordable access to health-related content.
5. Include Student Participation: Campaign content should be interactive and involve student voices and experiences to make the message more relatable.
6. Institutional Support: The school administration should officially support and promote these campaigns by integrating them into student orientation programs and seminars.