

**DRUG ADDICTION AMONG UNDERGRADUATE STUDENTS IN THE
UNIVERSITY OF BENIN, EDO STATE**

BY

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DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

OCTOBER, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY AND
ANTHROPOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE BACHELOR OF SCIENCE (B.SC.) HONOURS DEGREE IN
SOCIOLOGY AND ANTHROPOLOGY.**

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

OCTOBER, 2025

CERTIFICATION

This is to certify that this project was carried out by **IHEANACHO PRINCESS UCHECHUKWU** of the Department of Sociology and Anthropology in partial fulfilment of the requirements for the award of Bachelor of Science Degree (B.SC.) in Sociology and Anthropology, University of Benin, Benin City.

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Date _____

Date: _____

DEDICATION

I wholeheartedly dedicate this work to God Almighty, the Beginning and the End. This work is also dedicated to my wonderful parents, Mr. And Mrs. Iheanacho.

ACKNOWLEDGEMENTS

I am truly thankful to GOD Almighty, the guardian of life for granting me good health throughout this endeavor. I am profoundly indebted to my project supervisor, Barr E.I. Obarisiagbon. His time, patience, counsel, invaluable insights, corrections and constructive criticism has contributed greatly and aided the success of this project work.

I want to specifically thank my lovely family, my parents, my amazing brothers, Mr. Chinedu and Mr. Kennedy for their love, support, encouragement and financial assistance throughout my university days.

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I wish to express my sincere appreciation to the entire Sociology and Anthropology course mates of mine. I appreciate them for being part of the wonderful experience I had during my stay in the University of Benin.

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ABSTRACT

The study investigated drug addiction among undergraduate students in the University of Benin, Edo State. To achieve the purpose of the study, four (4) research questions were raised and answered. The sample size for the study was made up of 150 undergraduate students. The data collected was analyzed using frequency count and simple percentage.

The study revealed that there is widespread prevalence of drug addiction among undergraduate students in the University of Benin. It was concluded that some of the factors responsible for drug addiction among undergraduate students in University of Benin include peer pressure, academic stress, lack of parental guidance, easy drug access, curiosity and the desire to experiment drugs.

The study recommended among others that the university administration should implement and rigorously enforce clear anti-drug policies that include regular monitoring, penalties for violators, and the establishment of a campus-wide code of conduct regarding drug use.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Drug addiction has become a major health and social problem worldwide, affecting individuals, families, and communities alike. Among undergraduates in higher institutions, the rate of substance dependence has reached a worrisome level, raising fears about its effects on academic success, emotional stability, and social development. Many young people in tertiary institutions experiment with drugs while transitioning from adolescence to adulthood, often due to pressure from peers, stress, academic demands, or the desire to fit into social circles. Other contributing factors include the availability of drugs, absence of proper parental guidance, family influence, and the strong impact of social media.

The university environment exposes students to new levels of independence and responsibility, often without close supervision. While this freedom can encourage personal growth and academic focus, it also creates opportunities for negative habits such as drug misuse. Easy access to substances like marijuana, cocaine, tramadol, and codeine, both on and off campus, makes experimentation common among students. Some believe these drugs can improve alertness, help them study longer, or relieve emotional tension, which can gradually lead to addiction. Students struggling academically or socially may use drugs as an escape from their challenges, thereby worsening the issue and increasing the need for urgent educational and policy interventions.

Drug addiction among students significantly affects their academic performance. Addicted individuals often experience a decline in grades, poor concentration, frequent absenteeism, and difficulty meeting deadlines. Substance misuse interferes with the brain's ability to retain information and make sound decisions, resulting in reduced academic productivity. Beyond academics, drug addiction can lead to changes in behavior, including aggression, isolation, and involvement in criminal acts such as theft or violence. These behaviors disrupt the learning environment and hinder the academic ambitions of both

the affected students and their peers. In the long run, many addicted students struggle to complete their studies, face expulsion, or suffer from long-term emotional and health problems.

1.1 Statement of the Problem

Substance abuse among students in tertiary institutions has become a critical issue requiring urgent attention, as it poses a threat to the health, well-being, and future of young people. The growing accessibility of various drugs has contributed to an alarming rise in addiction rates. This situation affects not only the users but also their families and society at large. Addiction often leads to a downward spiral of hopelessness, causing loss of income, destruction of school property, increased healthcare costs, and family instability.

Despite numerous interventions by authorities and organizations such as the National Drug Law Enforcement Agency (NDLEA), the problem persists in Nigerian institutions. Observations show that many students turn to drugs to cope with stress, peer influence, or personal difficulties. This behavior results in disciplinary issues, poor academic performance, and in some cases, criminal activities. These challenges call for a detailed investigation into the extent of drug addiction among undergraduates at the University of Benin, Edo State.

Although several studies have explored drug addiction among university students, there is still no unified conclusion on its exact prevalence. While some researchers report low rates, others indicate high and rising levels of drug use among undergraduates. Furthermore, many of these studies have not been conducted within the University of Benin. This research, therefore, seeks to bridge this gap by providing empirical evidence on the current state of drug addiction among undergraduate students in the University of Benin, Edo State.

1.2 Research Questions

The study is guided by the following questions:

1. What is the prevalence rate of drug addiction among undergraduate students at the University of Benin?
2. Which drugs are most commonly abused by undergraduate students at the University of Benin?

3. What factors contribute to drug addiction among undergraduate students at the University of Benin?
4. What measures can be taken to reduce drug addiction among undergraduate students at the University of Benin?

1.3 Objectives of the Study

The main objective of this research is to examine the prevalence of drug addiction among undergraduate students at the University of Benin, Edo State. The specific objectives are to:

1. Determine the rate at which drug addiction occurs among undergraduate students at the University of Benin.
2. Identify the types of drugs most frequently abused by students.
3. Examine the major causes of drug addiction among undergraduates.
4. Recommend practical strategies that can help control or reduce drug addiction among students at the University of Benin.

1.4 Significance of the Study

This research holds great importance for various stakeholders, including students, guidance counselors, policymakers, and education authorities. For students, the findings will enhance awareness of the dangers associated with drug misuse and the potential consequences for their academic and personal lives. It will encourage them to make healthier decisions and seek positive coping methods when dealing with academic or social pressures.

School counselors will gain a clearer understanding of the root causes of drug abuse among students, enabling them to design effective counseling sessions and rehabilitation programmes tailored to students' specific needs. The study will also provide valuable insights for policymakers and the Ministry of Education in developing and implementing policies aimed at controlling drug addiction in higher institutions. By relying on the findings of this study, authorities can strengthen prevention, treatment, and rehabilitation efforts.

In addition, the research will serve as a useful reference for future scholars interested in exploring drug

addiction among students. It will provide a solid foundation for further studies, open new research areas, and contribute to ongoing discussions on substance abuse in tertiary institutions.

1.5 Scope of the Study

This study focuses on the prevalence of drug addiction among undergraduate students at the University of Benin, Edo State. It covers the rate of addiction, the common types of drugs abused, the factors that encourage substance use, and possible strategies for controlling drug addiction within the university.

The study will be conducted among undergraduate students in the University of Benin, Benin City.

1.6 Definition of Terms

Drug addiction: A persistent condition marked by compulsive drug use and dependence, even when it leads to harmful outcomes.

Prevalence: The extent to which drug addiction occurs among undergraduate students within the study population.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature on the issue of drug addiction among undergraduate students. It examines the meaning of drug addiction, its prevalence, and the commonly abused substances among undergraduates. The discussion also covers the major factors contributing to drug addiction among students and concludes with possible measures to reduce the problem within tertiary institutions.

2.0 Review of Conceptual Literature

2.0.1 Concept of Drug Addiction

Drug addiction, also referred to as substance dependence, is a persistent health condition that compels individuals to engage in continuous drug use despite the harmful effects on their lives. It is a chronic disorder that affects the brain and behavior, leading to an uncontrollable urge to use certain substances. Addiction alters the brain's reward system, creating intense cravings and making it difficult for users to stop even when they are fully aware of the consequences. Over time, tolerance develops, requiring increased quantities of the drug to achieve the desired effect, thereby increasing the risk of overdose. Drug addiction progresses gradually and, if left untreated, worsens with time, emphasizing the need for early prevention and intervention.

Drug addiction goes beyond the occasional use of substances for recreation; it is a compulsive and uncontrollable reliance on drugs that affects both the body and mind. It is characterized by strong cravings, withdrawal symptoms, and an inability to quit despite adverse financial, health, or social outcomes. Substances such as heroin, cocaine, and prescription opioids can significantly alter brain chemistry, resulting in long-term psychological and neurological disturbances. Individuals struggling with addiction often prioritize drug use over important responsibilities, leading to severe disruptions in daily life. This condition is a complex disease that requires both medical and psychological attention

for recovery.

Addiction affects not only physical health but also mental and emotional stability. It disrupts normal brain functions such as decision-making, memory, and emotional control. Many individuals begin using drugs as a form of recreation or stress relief, but frequent use leads to dependence, making quitting extremely difficult. The continuous use of drugs often creates a vicious cycle where temporary relief from emotional pain is replaced by worsening anxiety, depression, and other mental disorders. Withdrawal symptoms such as nausea, seizures, and paranoia make quitting without medical help challenging. Since addiction affects brain areas linked to self-control, recovery typically requires structured support, therapy, and long-term rehabilitation.

One distinguishing feature of addiction is that it involves a loss of control over drug use. People with addiction may experience repeated relapses despite numerous attempts to quit. Unlike casual users who can abstain at will, addicted individuals feel compelled to continue using drugs due to both physical and psychological dependence. The continuous use of drugs affects dopamine production, causing users to associate pleasure primarily with substance use. As dependency deepens, they may resort to unethical or risky behaviors to sustain their habits. The inability to control usage, even in the face of adverse effects, differentiates addiction from casual drug use.

Drug addiction is a chronic illness that requires consistent management and a multifaceted approach to treatment. Recovery goes beyond personal willpower and often includes behavioral therapy, medication-assisted treatments, and support groups. Relapses are common due to lingering cravings even after detoxification. Without proper care, addiction can lead to permanent physical damage, emotional breakdown, and even death. Recognizing addiction as a medical condition rather than a moral weakness is crucial in promoting rehabilitation and prevention strategies. With adequate support, education, and professional intervention, affected individuals can regain stability and lead productive lives.

2.0.2 Drugs Commonly Abused by Undergraduate Students

Marijuana, also known as cannabis, is one of the most frequently abused drugs among undergraduates

in higher institutions. Its accessibility and the widespread misconception that it is harmless contribute to its popularity. Many students use marijuana to relieve academic tension, boost creativity, or simply out of curiosity. However, regular use has been linked to reduced concentration, memory loss, poor academic performance, and psychological disorders. Peer influence and social media trends also promote the normalization of marijuana use. Despite being illegal in Nigeria, its abuse continues to challenge the discipline and health of students. Effective solutions require comprehensive strategies involving awareness campaigns, guidance services, and counseling programs within schools.

Molly (MDMA) is another substance widely used among students, especially during social events. It induces excitement, sociability, and heightened sensory experiences, making it appealing in party environments. Students often consume it believing it enhances confidence and enjoyment. However, regular use can cause serious health issues such as dehydration, heart failure, and long-term brain damage. The influence of popular culture and social media often glamorizes Molly use, misleading students about its dangers. Despite its perceived “fun” effects, Molly has led to several cases of overdose and sudden death among young users. Preventive measures and student counseling programs are essential to control its spread in tertiary institutions.

Cocaine is another potent stimulant that is becoming increasingly common among university students, particularly those from affluent families. It is often used to boost energy, alertness, and confidence, especially during examinations or stressful academic periods. Although it provides a temporary feeling of euphoria, cocaine is highly addictive and can cause severe health problems including heart disease, paranoia, and aggression. Its long-term use often results in financial instability and psychological decline. The growing availability of cocaine on campuses underscores the need for stricter monitoring and anti-drug enforcement by school authorities and security agencies.

Codeine, a prescription painkiller used in cough syrups, is also one of the most abused substances among students. Many undergraduates misuse codeine-laced syrups for relaxation and euphoric effects, often mixing them with soft drinks in a practice known as “lean.” The misconception that codeine is safe due to its legal medical use has worsened the problem. Prolonged misuse can result in liver failure,

respiratory problems, and addiction. Despite government restrictions, many students still access codeine through illegal sources. Stronger regulatory measures, drug education, and awareness campaigns are needed to curb its abuse.

Tramadol, another prescription drug, has also gained popularity among students seeking to enhance performance in academics, sports, and sexual activities. When misused, it produces sensations similar to opioids, leading to dependency and addiction. Extended use can cause mental health problems, seizures, and respiratory depression. Its availability through unauthorized vendors contributes significantly to its abuse. Combating this issue requires a joint effort by universities, healthcare institutions, and government agencies to educate and rehabilitate affected students.

Methamphetamine, or meth, is a highly addictive stimulant that has become more prevalent in Nigerian tertiary institutions. It produces an intense burst of energy and alertness, prompting students to use it during exam preparations. However, meth use leads to devastating effects such as weight loss, hallucinations, and brain damage. Its consumption is often driven by peer pressure, curiosity, and the desire for improved academic performance. The increasing local production of meth in Nigeria calls for urgent interventions to dismantle drug networks and enhance public education on its dangers.

Heroin, a powerful opioid, is also abused by some undergraduates seeking relaxation or relief from emotional distress. It can be smoked, injected, or inhaled and creates an immediate sense of pleasure that quickly leads to dependency. Continuous use causes severe withdrawal symptoms, health deterioration, and in many cases, overdose deaths. Addiction to heroin often results in poor academic performance, social isolation, and criminal behavior. Universities need to implement anti-drug programs, establish rehabilitation units, and collaborate with security agencies to address this rising problem.

2.0.3 Factors Responsible for Drug Addiction among Undergraduate Students

The major factors contributing to drug addiction among students include peer pressure, family background, influence of the media, academic stress, and socioeconomic conditions.

2.0.3.1 Peer Pressure

Peer pressure remains one of the most significant causes of drug use among undergraduates. Students are often influenced by their friends or social circles to experiment with drugs, either to fit in or to appear socially confident. The university environment, where acceptance and popularity are highly valued, makes young people vulnerable to such pressures. Once they begin using substances, it becomes difficult to stop due to the desire to remain part of the group. Peer influence often normalizes drug use and turns it into a symbol of belonging or modernity. This continuous exposure and social reinforcement make quitting challenging, leading many students into long-term addiction.

2.0.3.2 Family Environment

Family background plays a vital role in shaping students' attitudes toward drugs. Those from unstable or neglectful families are more likely to develop addictive behaviors due to a lack of emotional support and supervision. Children exposed to family conflicts, poor communication, or parental substance abuse are often more susceptible to using drugs as a coping mechanism. Inadequate parental involvement or overly harsh discipline may also push students toward drug use as a means of escape. Conversely, healthy family relationships and open communication act as protective factors, helping students resist peer and social influences. Encouraging trust, understanding, and consistent guidance within the family structure can significantly reduce the risk of drug abuse among young people.

2.0.3.3 Mass Media

The media plays a major role in shaping students' perceptions of drug use. Movies, music, and social media frequently portray substance use as fashionable or desirable, influencing young people to experiment with drugs. Many celebrities and influencers openly display drug use, creating a false impression that it is linked to success or creativity. Such portrayals desensitize students to the real dangers of drug abuse and make it seem acceptable. The continuous exposure to these messages encourages imitation, especially among impressionable youths. A lack of media literacy among students further compounds this issue, as they often fail to critically assess the content they consume. Promoting media awareness and responsible content consumption is therefore crucial in combating drug abuse.

2.0.3.4 Academic Stress

Academic pressure is another major factor leading students to substance abuse. The intense workload, tight deadlines, and competition in higher education can create significant stress. To cope, some students turn to stimulants or narcotics to stay awake and improve concentration, while others use depressants to relax. Over time, this behavior can lead to addiction. The absence of adequate mental health services in many institutions worsens the problem, leaving students with limited options for stress management. Providing academic counseling, peer support, and stress-relief programs can help reduce reliance on drugs as a coping mechanism.

2.0.3.5 Socioeconomic Factors

Economic conditions also influence drug addiction among students. Those from low-income backgrounds may use drugs as an escape from financial struggles and emotional distress, while those from wealthy families may experiment with drugs due to excess resources and lack of control. Both poverty and affluence can therefore contribute to substance abuse, though in different ways. Limited access to healthcare and counseling makes it harder for students from poor backgrounds to get help, while denial and social stigma often prevent wealthy students from seeking assistance. These socioeconomic disparities also affect peer associations and exposure to risky environments. Addressing the issue of drug addiction thus requires a comprehensive understanding of how economic inequalities influence vulnerability and recovery opportunities.

2.0.1.1 Availability and Accessibility of Drugs

The easy availability of drugs within university communities has become a major factor driving the growing issue of substance abuse among students. Many higher institutions in Nigeria are located in areas where illicit drug trade flourishes, making it convenient for students to purchase and consume such substances. In some instances, drug peddlers deliberately target students, offering them drugs at low prices to foster dependency. Weak enforcement of drug-related laws in and around campuses has further worsened the situation, allowing these illegal activities to thrive unchecked. Some students also

lack awareness of the legal and social consequences of possessing or using drugs, which makes them more likely to engage in such behavior without understanding the risks. Therefore, it is essential for universities to partner with law enforcement agencies to limit drug access and introduce preventive programs aimed at protecting students from falling into addiction.

Furthermore, the absence of effective monitoring and intervention systems on campuses enables drug-related behaviors to go unnoticed. Many universities do not have dedicated security teams or trained task forces that can identify and handle substance abuse among students. This lack of proper oversight creates an atmosphere where drug use can thrive, especially in student hostels, off-campus residences, and secluded areas around the university. Weak surveillance and limited cooperation between university management and local communities aggravate the situation. When students realize that there is minimal risk of detection or disciplinary action, they are more inclined to experiment with or continue using drugs. Strengthening internal security systems and establishing confidential reporting mechanisms can greatly help in minimizing drug use within universities.

2.0.1 Measures to Mitigate Drug Addiction among Undergraduate Students

Efforts to reduce drug addiction among undergraduates should involve a comprehensive approach that includes strict enforcement of campus policies, provision of counseling and rehabilitation services, integration of drug education into the curriculum, active parental and community participation, increased student engagement in extracurricular activities, and enhanced collaboration between government bodies and university authorities.

2.0.1.1 Strict Campus Policies against Drug Use

Tackling drug addiction among undergraduates requires decisive institutional policies supported by consistent enforcement. One effective strategy is the implementation of comprehensive anti-drug regulations that emphasize awareness creation, regular screening, counseling, and rehabilitation opportunities. Disciplinary measures should be combined with preventive education to ensure students

are well informed about the dangers of substance abuse. By establishing firm rules alongside supportive intervention programs, universities can significantly reduce cases of drug dependency among students.

The success of these policies largely depends on consistent monitoring and collaboration with law enforcement agencies. Universities that conduct unannounced inspections, drug awareness campaigns, and safety seminars often record lower instances of drug-related misconduct. Incorporating student leadership bodies into policy implementation helps to build accountability among peers and fosters a collective commitment to maintaining a drug-free campus. When students recognize that enforcement efforts are both strict and supported by their peers, they are more likely to comply with regulations and seek help when needed.

2.0.1.2 Robust Counselling and Rehabilitation Services

Another essential measure in addressing student drug addiction is the establishment of accessible and well-equipped counseling and rehabilitation centers. Many students turn to drugs as a way of coping with stress, depression, or peer influence, which makes psychological support vital for both prevention and recovery. Universities should employ trained mental health professionals to offer confidential therapy sessions to students struggling with substance use. Peer-led support groups can also provide safe environments for sharing personal experiences and finding mutual encouragement. Anonymous helplines and support networks should be made available to help students seek assistance without fear of judgment. Integrating addiction recovery into university health services ensures that affected students receive comprehensive care and guidance.

The effectiveness of counseling programs depends on their accessibility, inclusiveness, and adaptability to students' unique needs. Universities that embed substance abuse assessments into regular health checkups tend to detect and address problems earlier. Regular workshops, sensitization campaigns, and testimonials from recovered addicts can help to reduce stigma and promote open discussions about mental well-being. These interventions should be culturally sensitive and designed

to accommodate the diverse backgrounds of the student population. Post-rehabilitation follow-up systems should also be established to monitor progress and prevent relapses. When such services are sustained and properly structured, they act as both curative and preventive tools against drug addiction.

2.0.1.3 Incorporating Substance Abuse Education into the Curriculum

Educational institutions can also reduce drug-related issues by embedding substance abuse education within their academic framework. Lack of proper knowledge about the long-term consequences of drug use is a major factor behind addiction among students. Therefore, universities should introduce compulsory general courses on drug education to raise awareness about its physical, psychological, and social implications. Using interactive learning techniques such as role-playing, group discussions, and case studies makes the subject more relatable and engaging for students. Inviting experts, recovered addicts, and law enforcement officials to speak at seminars and workshops can provide real-world insights that reinforce classroom learning. Through consistent exposure to these topics, students can develop the knowledge and skills needed to resist peer pressure and make informed decisions.

Incorporating drug education across multiple disciplines encourages a more comprehensive understanding of the issue. For example, biology courses can discuss the effects of drugs on the brain, law courses can explore the legal implications of possession and trafficking, while sociology classes can examine the social impact of addiction. This multidisciplinary approach ensures that drug education is viewed as an integral part of students' academic and personal growth. Universities should also evaluate students' knowledge of substance abuse through tests, projects, and community-based assignments. By integrating education, awareness, and evaluation into the academic process, institutions can cultivate responsible and well-informed graduates who are less likely to indulge in drug use.

CHAPTER THREE

METHODOLOGY

3.0 METHODOLOGY

This chapter explains the various procedures adopted in carrying out the research. It outlines the research design, the population from which participants were drawn, and the methods used in selecting the sample. It also presents the instrument employed for data collection and discusses how its validity was established. Furthermore, it identifies the sources of data and concludes with the method used in analyzing the collected data to draw meaningful conclusions.

3.1 Research Design

The study employed a descriptive survey research design. This design involves collecting information from a defined population to describe characteristics, opinions, behaviors, or conditions as they exist. It enables researchers to examine existing situations without manipulating any variables. The approach was considered appropriate because it provided an accurate representation of the extent of drug addiction among undergraduate students of the University of Benin, Edo State.

3.2 Population of the Study

The population of this study comprised all 63,161 students enrolled across the 15 faculties of the University of Benin, Benin City. This population represents the entire body of undergraduates from which the study sample was selected.

3.3 Sample Size

A total of 150 undergraduate students were chosen from the 15 faculties of the

University of Benin to serve as the sample for the study. The sample size was determined using Taro Yamane's formula:

$$n = \frac{N}{1+N(e)^2} =$$

Where:

- N = Population size (63,161)
- e = Margin of error (0.0816 for a 92% confidence level)
- 1 = Constant.

Substituting the values into the formula:

$$n = \frac{63,161}{1+63,161(0.0816)^2}$$

$$n = \frac{63,161}{1+63,161(0.00665)}$$

$$n = \frac{63,161}{1+ 420.02}$$

$$n = \frac{63,161}{421.02}$$

$$n = 150$$

Thus, the calculated sample size is 150 respondents, which were proportionally selected from the 15 faculties of the University of Benin.

3.1 Sampling Technique

The simple random sampling technique was used in selecting participants. This method ensures that every student within the population had an equal chance of being included in the study. Through this technique, ten students were randomly selected from each of the 15 faculties, giving a total of 150 respondents. The distribution is presented in the table below:

FACULTY	POPULATION	SAMPLE
Agriculture	4,089	10
Arts	9,073	10
Basic Medical Sciences	2,418	10
Dentistry	311	10
Education	10,075	10
Engineering	5,016	10
Environmental Sciences	1,003	10
Law	1,423	10
Life Sciences	8,093	10
Management Sciences	6,014	10
Medicine	8,11	10
Pharmacy	1,012	10
Physical Sciences	6,008	10
Social Sciences	6,821	10
Veterinary Medicine	994	10
Total	63,161	150

3.5 Research Instrument

The main instrument for data collection was a structured questionnaire. It was distributed to participants who were assured of confidentiality and anonymity. The questionnaire was carefully designed to collect relevant and sufficient information from respondents. It was divided into four sections: Section A focused on the prevalence of drug addiction among undergraduates; Section B examined the types of drugs commonly abused; Section C identified the factors contributing to drug addiction; and Section D explored possible strategies for addressing the problem among students of the University of Benin.

3.6 Validity of the Instrument

To ensure the instrument's validity, the questionnaire was subjected to expert review. The draft was presented to the project supervisor for evaluation of its clarity, relevance, and suitability to the study objectives. Suggestions and corrections made during the review process were incorporated into the final version before administration.

3.7 Sources of Data

The study relied primarily on firsthand data obtained through the administration of questionnaires. The instrument was specifically designed to elicit responses on issues relating to the prevalence, causes, and possible control measures of drug addiction among undergraduates in the University of Benin, Edo State.

3.8 Method of Data Analysis

Data gathered from the field were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistical tools such as frequency tables and percentages were employed to summarize and present the data in a clear and understandable form. This approach facilitated the interpretation and discussion of the research findings in line with the study objectives.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter focuses on the presentation and analysis of data obtained from the respondents through the administered questionnaires. The responses are presented using frequency distribution tables, simple percentages, and detailed explanations were provided accordingly. The data used for this analysis were primarily sourced from the administered questionnaires. A total of one hundred and sixty (160) questionnaires were distributed to 160 respondents. 150 questionnaires were duly completed and returned while 10 were invalidated. Therefore, the data analysis in this chapter is based on the one hundred and fifty (150) valid questionnaires retrieved.

4.2 Analysis of Respondents Demographic Data

This section dealt with the demographic data of the respondents which include gender, age, level and religion which are all aimed to give a concise understanding on the prevalence of drug addiction among undergraduate students in the University of Benin, Edo State.

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	61	40.7%
Female	89	59.3%
Total	150	100%

Source: Field Work (2025)

Table 1 presents the distribution of respondents by gender. According to the table, 61 respondents (40.7%) are male, while 89 respondents (59.3%) are female. This implies that the majority of the respondents are females.

Table 2: Distribution of Respondents by Age

Age Range	Respondents	Percentages
15-20	41	27.3%
21-25	72	48%
26-30	26	17.4%
30 years and above	11	7.3%
Total	150	100%

Source: Field Work (2025)

Table 2 shows the distribution of respondents by age, with 27.3% of respondents in the 16-20 age range. The largest group is in the 21-25 range, accounting for 48%. A smaller proportion of respondents fall into the 26-30 (17.4%) and 30 years and above (7.3%) categories. This indicates that majority of the respondents are those within the age range of 21-25 years.

Table 3: Distribution of Respondents by Level

Level	Respondents	Percentages
100	47	31.3%
200	52	34.7%
300	29	19.3%
400	22	14.7%
Total	150	100%

Source: Field Work (2025)

Table 3 shows the distribution of respondents by level, with 31.3% of respondents in the 100 level. The largest group is in the 200 level, accounting for 34.7%, followed by 19.3% in the 300 level. The smallest group is in the 400 level, comprising 14.7% of the respondents. This indicates that majority of the respondents are those in 200 level.

Table 4: Distribution of Respondents by Religious Affiliations

Religion	Respondents	Percentages
Christian	96	64%
Islam	45	30%
African Traditional Religion	6	4%
Others	3	2%
Total	150	100%

Source: Field Work (2025)

Table 4 presents the distribution of respondents based on religious affiliation. Christians constitute the largest proportion with 64%, followed by Muslims who account for 30%. Respondents practicing African Traditional Religion represent 4%, while 2% fall under the "Others" category, which includes various unspecified religious beliefs. This distribution indicates that Christianity is the predominant religion among the respondents.

4.3 Presentation and Analysis of the Items in the Research Questions

This section examines and analyzes the items related to the research questions, offering a comprehensive review of the collected data to achieve the study's objectives.

Research Question 1: What is the prevalent rate of drug addiction among undergraduate students in the University of Benin?

Table 5: Distribution of Responses on Prevalent Rate of Drug Addiction among Students

S/N	Items	SA	A	N	D	SD
1.	Drug addiction is common among undergraduate students	73 (48.7%)	49 (32.7%)	4 (2.7%)	11 (7.3%)	13 (8.7%)
2.	Many students on campus use drugs frequently	68 (45.3%)	56 (37.3%)	6 (4%)	12 (8%)	8 (5.3%)
3.	Most students find it difficult to concentrate in class without the use of hard drugs	76 (50.7%)	61 (40.7%)	2 (1.3%)	6 (4%)	5 (3.3%)
4.	There is an increasing trend in drug addiction cases among undergraduates	71 (47.3%)	59 (39.3%)	5 (3.3%)	9 (6%)	6 (4%)
5.	Many students in engage in drug abuse without being aware of its addictive nature	78 (52%)	51 (34%)	3 (2%)	11 (7.3%)	7 (4.7%)

Source: Field Work (2025)

The data in Table 5 presents respondents' perceptions regarding the prevalent rate of drug addiction among undergraduate students in the University of Benin. In item 1, 48.7% strongly agree and 32.7% agree that drug addiction is common among undergraduates, resulting in a total agreement rate of 81.4%. Meanwhile, 2.7% are neutral, 7.3% disagree, and 8.7% strongly disagree, reflecting a combined 16% disagreement. For item 2, 45.3% strongly agree and 37.3% agree that many students use drugs frequently on campus, totaling 82.6% in

agreement; 4% remain neutral, while 8% disagree and 5.3% strongly disagree, accounting for 13.3% disagreement. In item 3, a substantial majority—50.7% strongly agree and 40.7% agree—assert that most students find it difficult to concentrate in class without using hard drugs, amounting to 91.4% total agreement; 1.3% are neutral, 4% disagree, and 3.3% strongly disagree, totaling 7.3% disagreement. Item 4 shows that 47.3% strongly agree and 39.3% agree that there is an increasing trend in drug addiction among undergraduates, with a total of 86.6% agreement; 3.3% are neutral, while 6% disagree and 4% strongly disagree, giving a 10% disagreement rate. Lastly, item 5 indicates that 52% strongly agree and 34% agree that many students abuse drugs without realizing their addictive nature, culminating in 86% agreement; 2% are neutral, while 7.3% disagree and 4.7% strongly disagree, resulting in 12% disagreement. These findings collectively reveal a dominant perception that drug addiction is not only widespread among undergraduates but also escalating, with serious implications for students' academic focus and awareness of drug-related risks.

Research Question 2: What are the predominant drugs commonly abused by undergraduate students in University of Benin?

Table 6: Distribution of Responses on Predominant Drugs Commonly Abused by Students

S/N	Items	SA	A	N	D	SD
1.	Marijuana constitute a predominant drugs mostly abused by students	82 (54.7%)	53 (35.3%)	2 (1.3%)	8 (5.3%)	5 (3.3%)
2.	Cocaine constitute a predominant drugs mostly abused by students	75 (50%)	57 (38%)	4 (2.7%)	6 (4%)	8 (5.3%)
3.	Tramadol constitute a predominant drugs mostly abused by students	79 (52.7%)	56 (37.3%)	3 (2%)	5 (3.3%)	7 (4.7%)
4.	Codeine constitute a predominant drugs mostly abused by students	64 (42.7%)	59 (39.3%)	5 (3.3%)	12 (8%)	10 (6.7%)
5.	Molly constitute a predominant drugs mostly abused by students	81 (54%)	52 (34.7%)	4 (2.7%)	7 (4.7%)	6 (4%)

Source: Field Work (2025)

The data in Table 6 presents respondents' perceptions regarding the predominant drugs commonly abused by undergraduate students in the University of Benin. For item 1, 54.7% of respondents strongly agree and 35.3% agree that marijuana is a major drug commonly abused by students, accounting for a total of 90% agreement. Only 1.3% remain neutral, while 5.3% disagree and 3.3% strongly disagree, summing up to 8.6% disagreement. In item 2, 50% strongly agree and 38% agree that cocaine is a commonly abused drug among undergraduates, resulting in 88% total agreement; 2.7% are neutral, while 4% disagree and

5.3% strongly disagree, leading to a combined 9.3% disagreement. For item 3, tramadol is reported as a predominant drug by 52.7% who strongly agree and 37.3% who agree, totaling 90% agreement; 2% are neutral, 3.3% disagree, and 4.7% strongly disagree, amounting to 8% disagreement. Item 4 shows that 42.7% strongly agree and 39.3% agree that codeine is commonly abused, making up 82% agreement, while 3.3% are neutral and a total of 14.7% (8% disagree, 6.7% strongly disagree) disagree. In item 5, 54% strongly agree and 34.7% agree that Molly is among the commonly abused substances, giving an 88.7% agreement rate; 2.7% are neutral, while 4.7% disagree and 4% strongly disagree, totaling 8.7% disagreement. Overall, the findings indicate that marijuana, tramadol, Molly, cocaine, and codeine are perceived to be the most predominantly abused drugs among undergraduate students, with marijuana and tramadol receiving the highest levels of agreement, reflecting widespread concern about substance abuse on campus.

Research Question 3: What are some of the factors responsible for drug addiction among undergraduate students in University of Benin?

Table 7: Distribution of Responses on Factors Responsible for Drug Addiction among Students

S/N	Items	SA	A	N	D	SD
1.	Peer pressure is a major factor contributing to drug abuse among students	89 (59.3%)	46 (30.7%)	3 (2%)	5 (3.3%)	7 (4.7%)
2.	Stress from academic workload leads some students to use drugs as a coping mechanism	84 (56%)	51 (34%)	2 (1.3%)	6 (4%)	7 (4.7%)
3.	Lack of proper parental guidance contributes to drug addiction among students	77 (51.3%)	56 (37.3%)	4 (2.7%)	5 (3.3%)	8 (5.3%)
4.	Easy access to drugs around campus influences students' drug use	82 (54.7%)	53 (35.3%)	2 (1.3%)	8 (5.3%)	5 (3.3%)
5.	Curiosity and the desire to experiment drive some students into drug addiction	86 (57.3%)	44 (29.3%)	5 (3.3%)	7 (4.7%)	8 (5.3%)

Source: Field Work (2025)

The data in Table 7 outlines respondents' views on the factors responsible for drug addiction among undergraduate students at the University of Benin. For item 1, a substantial 59.3% strongly agree and 30.7% agree that peer pressure is a major contributing factor to drug abuse, totaling 90% agreement. Only 2% remain neutral, while 3.3% disagree and 4.7% strongly disagree, making 8% disagreement. Item 2 reveals that 56% strongly agree and 34% agree that stress from academic workload leads students to drug use as a coping strategy, resulting in 90% total agreement; 1.3% are neutral, and a combined 8.7% (4% disagree, 4.7%

strongly disagree) express disagreement. In item 3, 51.3% strongly agree and 37.3% agree that lack of proper parental guidance contributes to drug addiction, adding up to 88.6% agreement; 2.7% are neutral, while 3.3% disagree and 5.3% strongly disagree, amounting to 8.6% disagreement. Item 4 shows 54.7% strongly agree and 35.3% agree that easy access to drugs around campus influences drug use among students, making 90% in total agreement; 1.3% are neutral, while 5.3% disagree and 3.3% strongly disagree, totaling 8.6% disagreement. Lastly, item 5 indicates that 57.3% strongly agree and 29.3% agree that curiosity and the desire to experiment drive students into drug addiction, summing up to 86.6% agreement; 3.3% are neutral, and a total of 10% (4.7% disagree, 5.3% strongly disagree) do not agree. These results collectively highlight peer pressure, academic stress, lack of parental guidance, easy drug access, and curiosity as the key perceived drivers of drug addiction, with very high agreement levels across all items, indicating strong respondent consensus on the multifaceted causes of student drug abuse.

Research Question 4: What measures can help mitigate drug addiction among undergraduate students in the University of Benin?

Table 8: Distribution of Responses on Measures to Mitigate Drug Addiction among Students

S/N	Items	SA	A	N	D	SD
1.	Strict enforcement of anti-drug policies on campus can reduce drug addiction rates	76 (50.7%)	56 (37.3%)	4 (2.7%)	6 (4%)	8 (5.3%)
2.	Awareness campaigns on the dangers of drug abuse should be intensified	81 (54%)	53 (35.3%)	2 (1.3%)	5 (3.3%)	9 (6%)
3.	Counseling and rehabilitation programmes should be made available for addicted students	79 (52.7%)	53 (35.3%)	4 (2.7%)	6 (4%)	8 (5.3%)
4.	Religious and moral education can play a role in discouraging drug use	84 (56%)	49 (32.7%)	5 (3.3%)	7 (4.7%)	5 (3.3%)
5.	The university should collaborate with NDLEA and other agencies to curb drug trafficking	85 (56.7%)	51 (34%)	4 (2.7%)	6 (4%)	4 (2.7%)

Source: Field Work (2025)

The data in Table 8 presents respondents' opinions on effective measures that can help mitigate drug addiction among undergraduate students at the University of Benin. In item 1, 50.7% strongly agree and 37.3% agree that the strict enforcement of anti-drug policies on campus can reduce drug addiction, resulting in 88% agreement; 2.7% are neutral, while 4% disagree and 5.3% strongly disagree, totaling 9.3% disagreement. Item 2 reveals that 54% strongly agree and 35.3% agree on the need to intensify awareness campaigns on the dangers of drug abuse, giving 89.3% total agreement; 1.3% remain neutral, while 3.3% disagree and 6% strongly disagree, resulting in 9.3% disagreement. For item 3, 52.7% strongly agree and 35.3% agree that counseling and rehabilitation programs should be made available for

addicted students, yielding 88% agreement; 2.7% are neutral, and a combined 9.3% (4% disagree, 5.3% strongly disagree) express opposition. In item 4, 56% strongly agree and 32.7% agree that religious and moral education can play a role in discouraging drug use, adding up to 88.7% agreement; 3.3% are neutral, 4.7% disagree, and 3.3% strongly disagree, making 8% disagreement. Lastly, item 5 shows the highest level of agreement, with 56.7% strongly agreeing and 34% agreeing that the university should collaborate with NDLEA and other agencies to curb drug trafficking, totaling 90.7% agreement; 2.7% are neutral, and 6.7% (4% disagree, 2.7% strongly disagree) oppose the idea. Overall, these results highlight strong support for a multi-pronged strategy to tackle drug addiction, including enforcement, education, counseling, institutional partnerships, and moral guidance, reflecting the respondents' consensus on the need for both preventive and corrective measures.

4.4 Discussion of Findings

The results of the study showed that drug addiction is highly prevalent among undergraduate students at the University of Benin. This widespread occurrence reveals a disturbing situation that has far-reaching implications for both the students and the university environment. The growing rate of substance dependence poses serious challenges, not only to students' academic performance but also to their emotional well-being, interpersonal relationships, and long-term development. The findings suggest that drug addiction has become a common experience among many undergraduates, reflecting its deep-rooted presence within campus life. It also implies that the act of taking drugs may have become socially acceptable among certain groups of students, thereby influencing the general discipline, safety, and learning atmosphere within the institution. This situation calls for immediate intervention from relevant authorities and stakeholders to address the issue in a coordinated and effective manner.

The study further showed that substances such as marijuana, tramadol, Molly, cocaine, and codeine are the most commonly abused drugs among students in the institution. This finding points to the growing

popularity and accessibility of these particular substances within the university setting. It indicates that these drugs are perceived by many students as useful for different purposes—ranging from boosting energy and relieving stress to escaping emotional distress. The prominence of these drugs also reflects changing patterns of substance use among youths, which may be linked to evolving social trends, peer influence, and lifestyle choices. The abuse of these substances poses grave risks to physical and mental health and can lead to addiction, poor academic outcomes, and behavioral issues. These findings highlight the urgent need for intensified sensitization programs, health education campaigns, and preventive measures that specifically target these high-risk substances.

The research also discovered that several factors contribute to drug use among undergraduate students in the University of Benin. These include peer pressure, academic stress, limited parental guidance, easy access to drugs, curiosity, and the urge to experiment. Such factors are deeply intertwined with the social and emotional realities of university life. Many students face heavy academic workloads and psychological pressure, prompting them to seek temporary relief through substance use. The need for social acceptance within peer groups also drives many to indulge in drugs. In addition, inadequate parental monitoring gives students more freedom to make risky choices, while the easy availability of drugs around campus increases the likelihood of experimentation. Youthful curiosity and the desire to experience new sensations further make students susceptible to addiction.

Finally, the study identified several strategies that can help reduce the problem of drug addiction among students. These include enforcing strict anti-drug regulations within the university, organizing awareness programs on the dangers of drug abuse, establishing counseling and rehabilitation centers, promoting moral and religious instruction, and partnering with relevant government agencies to curb the circulation of illicit drugs. These measures emphasize a holistic and preventive approach to tackling the problem. Firm enforcement of policies serves as a deterrent, while awareness programs and counseling help students make informed choices and recover from addiction. Encouraging moral education strengthens discipline and positive values. Collaborating with anti-drug agencies enhances monitoring efforts and limits the supply of drugs within the school environment. Collectively, these

initiatives can help create a safer, healthier, and more productive learning atmosphere for students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study examined the issue of drug addiction among undergraduate students of the University of Benin, Edo State. To achieve its aim, four research questions guided the investigation. The study sampled 150 undergraduate students drawn from 15 faculties within the university. A descriptive survey design was adopted, and data were analyzed using the Statistical Package for the Social Sciences (SPSS). The results were presented using frequency counts and simple percentages.

Findings from the study revealed that drug addiction is highly prevalent among students of the University of Benin. This widespread use of drugs poses a serious concern for the university community, as it affects students' academic achievements, emotional health, interpersonal relationships, and general outlook on life. It suggests that drug involvement has become common among many undergraduates and may have been normalized within their social environment. Consequently, this trend has implications for campus discipline, safety, and productivity, calling for immediate and coordinated intervention from relevant authorities.

The research also showed that marijuana, tramadol, molly, cocaine, and codeine are the most commonly abused substances among the students. These drugs appear to be easily obtainable and have become popular for reasons ranging from recreation and relaxation to stress relief and escape from personal challenges. Their frequent use indicates changing attitudes toward drug consumption among young people, possibly influenced by peer pressure and social trends. Abuse of these substances presents serious health and psychological risks and can result in poor academic performance, thus emphasizing the need for targeted prevention and awareness efforts.

Further findings identified several major factors driving drug addiction among students, including peer

pressure, academic stress, inadequate parental supervision, easy access to drugs, curiosity, and the urge to experiment. These influences reflect the social and emotional realities of university life, where many young people struggle with academic and personal challenges without adequate support. Peer influence and unsupervised freedom often increase susceptibility to drug use, while the availability of drugs both on and off campus intensifies the problem.

Additionally, the study revealed that certain preventive measures could help address the issue of drug abuse. These include strict enforcement of anti-drug laws on campus, regular awareness programmes, counseling and rehabilitation services, moral and religious education, and partnerships with agencies such as the NDLEA to control drug circulation. These measures highlight the need for a comprehensive strategy combining education, enforcement, and emotional support to create a safe and drug-free learning environment.

5.2 Conclusion

In summary, this study has exposed the troubling rate of drug abuse among undergraduate students in the University of Benin. The high consumption of substances such as marijuana, tramadol, molly, cocaine, and codeine demonstrates how deeply rooted the problem has become. The normalization of drug use within the student community threatens academic excellence, mental stability, and social order. It also undermines campus security and moral standards. The findings indicate that the university setting, to some extent, allows these behaviors to persist due to insufficient monitoring and preventive frameworks.

Moreover, the study established that multiple interrelated factors — such as social pressure, academic workload, lack of parental involvement, and youthful curiosity — contribute significantly to drug addiction. The issue is reinforced by emotional struggles, institutional gaps, and inadequate awareness campaigns. However, the presence of actionable solutions, including stronger policy enforcement, counseling services, enlightenment campaigns, and collaboration with agencies like the NDLEA, shows that this challenge can be effectively addressed. A long-

term and all-inclusive approach is therefore essential to safeguard students' health, academic progress, and overall welfare within the University of Benin.

5.3 Recommendations

Based on the study's conclusions, the following steps are recommended:

1. The university management should adopt and strictly enforce anti-drug regulations that include regular monitoring, sanctions for offenders, and a clear code of conduct regarding drug use.
2. Frequent sensitization programmes, seminars, and workshops should be organized to educate students about the dangers of drug abuse, using relatable examples and testimonies to enhance understanding.
3. Accessible and confidential counseling services should be made available to students dealing with substance-related challenges, with partnerships established with certified rehabilitation centres for proper treatment and recovery.
4. Student associations, departments, and religious bodies should be encouraged to promote moral values, discipline, and healthy living through mentorship and moral instruction.
5. The university should collaborate with the National Drug Law Enforcement Agency (NDLEA) and similar organizations to conduct periodic surveillance, intelligence operations, and raids around campus to restrict the circulation of illegal substances.

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DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

FACULTY OF SOCIAL SCIENCES

UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE

Dear Respondent,

The questionnaire is for the purpose of investigating “**Drug Addiction among Undergraduate Students in the University of Benin, Edo State**”. Kindly fill it as appropriate. Your information will be treated confidentially. Thank you for your time.

DEMOGRAPHIC DATA OF RESPONDENTS

Please tick the option you consider appropriate and fill it in the spaces provided

1. Gender: Male () Female ()
2. Age: 15-20yrs () 21-25yrs () 26-30yrs () 30 years and above ()
3. Level: 100 () 200 () 300 () 400 ()
4. Religion: Christian () Islam () African Traditional Religion () Others ()

Please indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	N	D	SD
	Prevalent Rate of Drug Addiction Among Undergraduate Students					
1.	Drug addiction is common among undergraduate students					
2.	Many students on campus use drugs frequently					
3.	Most students find it difficult to concentrate in class without the use of hard drugs					
4.	There is an increasing trend in drug addiction cases among undergraduates					
5.	Many students in engage in drug abuse without being aware of its addictive nature					

Predominant Drugs Commonly Abused by Students						
6.	Marijuana constitute a predominant drugs mostly abused by students					
7.	Cocaine constitute a predominant drugs mostly abused by students					
8.	Tramadol constitute a predominant drugs mostly abused by students					
9.	Codeine constitute a predominant drugs mostly abused by students					
10.	Molly constitute a predominant drugs mostly abused by students					
Factors Responsible for Drug Addiction						
11.	Peer pressure is a major factor contributing to drug abuse among students					
12.	Stress from academic workload leads some students to use drugs as a coping mechanism					
13.	Lack of proper parental guidance contributes to drug addiction among students					
14.	Easy access to drugs around campus influences students' drug use					
15.	Curiosity and the desire to experiment drive some students into drug addiction					
Measures to Mitigate Drug Addiction						
16.	Strict enforcement of anti-drug policies on campus can reduce drug addiction rates					
17.	Awareness campaigns on the dangers of drug abuse should be intensified					
18.	Counseling and rehabilitation programmes should be made available for addicted students					
19.	Religious and moral education can play a role in discouraging drug use					
20.	The university should collaborate with NDLEA and other agencies to curb drug trafficking					