

**INFLUENCE OF SUBSTANCE ABUSE ON THE PERFORMANCE OF STUDENT  
ATHLETES IN THE UNIVERSITY OF BENIN**

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**BENIN CITY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN KINETICS AND  
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**MAY, 2024**

**CERTIFICATION**

We the undersigned certify that this research was carried out by **Vera Iyobosa EDOKPAYI**  
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## **DEDICATION**

This project is dedicated to God Almighty for his endless love, grace and mercy, for the successful completion of this project work in good health of mind and body.

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## ABSTRACT

This purpose of this study was to find out the influence of substance abuse on the performance of student athletes in the University of Benin. Four research questions were raised.

The descriptive survey research design was adopted for the study. The population for this study consists of 150 respondents across 8 different sports from student-athletes in the University of Benin. A total of eighty (80) respondents from few Sports were selected through simple random sampling technique. The validity of the study was ascertained by the researcher's supervisor and two other experts in the Department of Human Kinetics and Sports Science all from the University of Benin. Pearson's product moment correlation coefficient was used to establish the reliability and a reliability index of 0.74 was obtained indicating that the instrument was reliable. The demographic data was analyzed using descriptive statistics involving frequency counts and percentages while mean and standard deviation was used to analyze the research questions. The findings of the study revealed that substance abuse messes up how well student-athletes can play and leads to less focus and lower confidence, which can affect how well athletes perform in sports. It was concluded that substance abuse will influence the performance of student athletes in the University of Benin. It was therefore recommended that comprehensive educational initiatives should be implemented to inform student-athletes about the health risks and performance-related consequences of substance abuse.

# CHAPTER ONE

## INTRODUCTION

### **Background of the study**

Substance abuse otherwise known as drug use and abuse is a pressing issue among student athlete's population in universities. The misuse of drugs and alcohol has the potential to negatively affect athletic performance, and overall well-being.

According to the World Health Organization, drug and substance abuse refers to the harmful use of psychoactive substances such as alcohol and illicit drugs. The current prevalence of drug and substance abuse has plagued society, caused its members to lose self-consciousness and led to mental disorders, death, addiction and other hardship. A perceived increase in the prevalence of drug abuse globally has been observed. As of 2017, drug users represent approximately 0.9% of the world's population. Alcohol abuse accounts for 3.3 million deaths annually and 31 million people are documented to suffer from drug use. More than 2.6 million people in the 10 to 24-year age bracket die yearly from drug and substance abuse (World Health Organization, 2019).

Although performance enhancing substances may aid performance, they are associated with adverse effects that may be detrimental to athletes. Among many other effects, use of creatinine to enhance performance in athletes has been associated with acute kidney injury. Serious adverse effects of use of anabolic androgen steroids among athletes include; variations in sperm

characteristics, a reduction in the volume of testicles and gynecomastia in men as well as irregularities in menstruation and clitoromegaly in women. In both sexes, anabolic steroids have been associated with fertility problems. In addition, use of erythropoietin among athletes increases blood viscosity which may lead to thromboembolic events. Beside increases in blood viscosity, long term use of erythropoietin may lead to red blood cell aplasia and consequently heart failure (Chisati, 2002).

Sport participants aim at increasing their performance with each subsequent period of their game. In their preparations, they use different strategies for improving their performance to increase their winning chances. Some individuals modify their training during preparations while others use Performance Enhancing Substances (PESs) to achieve the same goal. PESs are those substances that are used to improve the execution of activities especially in sports by objectively or subjectively aiding performance. Due to their accrued benefits in improving sports performance through relieving pain, combating fatigue, increasing strength, increasing muscle mass, increasing endurance, enhancing recovery to injury and reducing or increasing weight, PESs have been preferred by athletes for decades (Chisati, 2002).

There are alarming concerns that the use of performance-enhancing substances among young athletes may be on an increase globally. Most studies done in Nigeria have been narrowed to elite athletes, and the fact remains that Nigeria university athletes constitute about 40% of the country's representatives in international competitions (Ijadunola, 2018).

A cross-sectional design was employed with the aid of semi-structured, self-administered questionnaires to gather data from 400 university athletes. Information on socio-demographics, awareness and knowledge of performance-enhancing substances, perceptions about the use of performance-enhancing substances, drug testing and perceived factors influencing the use of performance-enhancing substances were obtained. The age range of respondents was 15–33 years with the majority (81.8%) of them being Christians. The majority (71.3%) of the respondents were aware of performance-enhancing substances; males (74.0%) and females (66.0%). About three-quarters (74.0%) had at least a fair knowledge of performance-enhancing substances. Two-thirds (68.0%) of the respondents disagreed that all athletes use performance-enhancing substances in competitions, while almost all respondents (90.5%) agreed that athletes can perform excellently at competitions without the use of performance-enhancing substances. A majority (81.3%) of the respondents agreed that there should be a ban on all performance-enhancing substances. Three-quarters (76.8%) identified fear and anxiety as the major factors influencing the use of performance-enhancing substances, while the majority were in support of and willing to undertake drug testing. Most Nigeria university athletes are aware of side effects and perceive drug testing as appropriate and relevant (Ijadunola, 2018).

A pioneering effort to utilize sports as a powerful instrument to combat drug use among the youth was introduced by the Nigeria Drug Enforcement Agency (NDLEA) who joined forces with the Nigerian Universities Games Association (NUGA) concentrating on universities and surrounding communities. This partnership's objective is to create awareness, enlightenment,

education, and intervention initiatives that control the influence of sports to prevent drug abuse. Considerable attention has been focused upon the use of drugs as an artificial means of enhancing athletics performance by both amateur and professional athletes. Although sports administrators are doing a lot to discourage the practice, yet the incidence appears to be on the increase (Adegboyega, 2014). Indulgence in substance abuse may provide a temporary relief or pain of failure and short-term pleasure, but at terrible cost in terms of social, family, academic and professional life. This menace is one of the problems faced by Nigerian universities sport. Although, it is difficult to get the exact figures pertaining to the use of certain drugs, but it is a known fact that youths or student athletes in all parts of Nigeria take drugs to enhance performance (Dougherty & Baron, 2022).

Substance abuse by athletes is ordinarily common. Going out for a drink before or after a competition or training is a part of the culture of many sports. Athletes drink and use drugs for numerous reported reasons such as to socialize, self-medicate pain or anxiety, and help in falling asleep. When substance abuse is intended to improve athletic performance, it is considered doping.

The types of sports in which students partake in also serve to increase the risk of substance abuse. Football, wrestling, and other sports that expose athlete to a high injury risk make it more likely that a student will turn to opioids and other substances for injury and pain management.

Due to the rigorous demands of sports, male athletes were found to be twice as likely to be prescribed painkillers, and additionally 4 times as likely to misuse or abuse their prescriptions (Valente, 2019). Substance abuse can significantly impact student athletes in various ways. Physically, it may lead to decreased performance, increased risk of injuries, and compromised overall health. Psychologically, substance abuse can affect mental focus, motivation, and emotional well-being, contributing to issues like anxiety and depression. Socially, it can strain relationships with teammates, coaches, and peers. Additionally, academic performance may suffer, jeopardizing the athlete's overall success. Prevention, early intervention, and support systems are crucial to mitigate these negative effects.

The prevalence of substance abuse among student-athletes has garnered increasing attention due to its detrimental effects on both academic and athletic performance, as well as overall well-being. Substance abuse encompasses a wide range of substances, including but not limited to alcohol, marijuana, prescription drugs, and performance-enhancing substances. This issue is particularly concerning given the unique stressors and pressures that student-athletes face, including rigorous training schedules, academic demands, and the need to maintain peak physical performance.

Research suggests that student-athletes may be at a heightened risk of substance abuse compared to their non-athlete peers. According to Buckley et al. (2018), the culture surrounding athletics, including social dynamics, peer influence, and the pursuit of performance enhancement, can

contribute to increased susceptibility to substance use and abuse among student-athletes. Moreover, the demands of competition and the desire to excel can create additional stressors that may lead some athletes to turn to substances as a coping mechanism (Veliz, 2017).

The consequences of substance abuse among student-athletes extend beyond individual health risks. Poor academic performance, disciplinary actions, and compromised team dynamics are among the many negative outcomes associated with substance abuse in this population (Hildebrand, 2019). Additionally, the use of performance-enhancing substances can pose serious ethical and legal dilemmas, undermining the integrity of sports competition and placing athletes at risk of sanctions and disqualification.

Addressing substance abuse among student-athletes requires a multifaceted approach that encompasses education, prevention, intervention, and support services. Coaches, athletic departments, and educational institutions play pivotal roles in promoting a culture of health, well-being, and responsible decision-making among student-athletes. By implementing evidence-based interventions, fostering supportive environments, and providing access to resources, stakeholders can mitigate the risks associated with substance abuse and promote the holistic development of student-athletes.

The demands placed upon student athletes, including intensive training schedules, the struggle for academic excellence, and the level of expectations from peers, coaches and themselves can foster an environment where substance abuse becomes an appealing coping mechanism. As they

strive for optimal performance, the pressures they face can lead to an aspiration for escape, relaxation, or even enhanced performance through the misuse of drugs and alcohol. This escape often comes at an enormous cost as substance abuse can deplete academic success, athletic performance, and overall well-being.

Many people look up to athletes and are intrigued by the results of their labor. People who participate in organized sports at any level face various challenges in the area of substance misuse and addiction. Understanding why and how athletes' drug misuse occurs is paramount in preventing addiction and managing it in those already struggling.

### **Statement of the problem**

The problem of substance abuse among university student-athletes is a pressing concern with weighty consequences on the individuals involved and the academic institutions they attend. This issue is complex, involving the misuse of drugs and alcohol, and it raises questions about its harmful impact on academic performance, athletic success, physical and mental health, and the overall well-being of student-athletes. Identifying the underlying factors and understanding the consequences of substance abuse in this population is important for implementing specific prevention and support programs.

The purpose of this study is based on the reality which may likely involves a complex interplay of factors. It may include varying levels of substance abuse among student-athletes, potential

impact on athletics performance and overall wellbeing, existing institutional support structures, and the effectiveness of preventive measures.

Failure to address this problem may lead to academic decline, strained team relationships, health risks, and long-term consequences. In such a scenario, the university's reputation may be at stake. Hence the current study.

### **Research Questions**

The research questions raised to guide this study are as follows:

1. What is the influence of substance abuse on the performance of student-athletes in the University of Benin?
2. Does substance abuse influence physical performance during sport activities among student-athletes in University of Benin?
3. Does substance abuse influence psychological performance during sport activities among student-athletes in University of Benin?
4. Does substance abuse increase the risk of injuries or accidents during athletic activities among student-athletes in university of Benin?

### **Purpose of the study**

The purpose of this study is to investigate the influence of substance abuse among student-athletes at the University of Benin. Specifically, the study aims to:

1. Determine the prevalence of substance abuse on the performance of student-athletes at University of Benin
2. Investigate the influence of substance abuse on physical performance during sport activities among student athletes in university of Benin.
3. Examine the influence of substance abuse on psychological performance during sport activities among student athletes in university of Benin.
4. Investigate if substance abuse increases the risk of injuries or accidents during athletic activities among student athletes in university of Benin.

By addressing these research questions, the study aims to contribute to a comprehensive understanding of substance abuse among student-athletes at University of Benin and inform the development of targeted prevention, intervention, and support initiatives tailored to the university's unique context and student demographics. Ultimately, the goal is to promote the health, well-being, and athletic performance of student-athletes while fostering a culture of responsibility, integrity, and support within the university's athletic community.

### **Significance of the study**

This study holds paramount significance as it endeavors to comprehensively investigate and shed light on the prevalence, intricate patterns, and multifaceted consequences of substance abuse among the student-athlete population at the esteemed University of Benin. By delving deep into the realms of substance abuse within this specific demographic, the research aims to provide

nuanced insights that will not only inform but also guide the development and implementation of targeted interventions and support mechanisms. Furthermore, the study seeks to bolster the academic and athletic performance of student-athletes by identifying potential correlations between substance abuse and achievement metrics, thereby paving the way for tailored strategies aimed at optimizing overall success. In addition, the investigation into substance abuse within the context of the University of Benin's athletic programs holds promise in fostering a culture of integrity, ethical conduct, and responsible decision-making among student-athletes, thereby safeguarding the core values of sportsmanship and fair play. Ultimately, by addressing the unique challenges and vulnerabilities faced by student-athletes in relation to substance abuse, this study endeavors to advance the overarching welfare and well-being of the student body, contributing to the cultivation of a supportive and nurturing environment where academic, athletic, and personal growth can flourish harmoniously.

### **Scope and Delimitation of the Study**

The study will examine the influence of substance abuse on physical, psychological and physiological performance during training and competitions among student athletes in university of Benin. The study will focus on commonly abused substances such as alcohol, recreational drugs, or performance-enhancing drugs. This study will not investigate the effectiveness of substance abuse on students' academic excellence.

## **Limitation of the Study**

This study may be limited to the perception and experience of the student athletes who are willing to volunteer to be part of the study. The extent to which the result of the study can be generalized is limited. This is due to the fact that a sampled population used mostly for this study consists of only student athletes of University of Benin. As a result it cannot be applicable to athletes who are not students of the institution.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

A review of literature shows that studies conducted on stress is abundant; however, literature review considered pertinent to the present study is hereby presented under the following headings:

- Conceptual Framework
- Impact of Substance Abuse on Athletic Performance
- Factors Contributing to Substance Abuse Among student athlete
- Ethical and Legal Implications
- Prevention and Intervention Strategies
- Summary of reviewed related Literature

#### **Conceptual Framework**

Substance abuse is the substance abuse or disorder that is characterized by a destructive pattern of using a substance that leads to significant problem or distress (Njoku 2004). Coleman (2010) observed that substance abuse is the scenario when a substance is taken more than it is prescribed. It could also be seen as the use of illicit substance, or the abuse of prescription or over – the – counter substance. Drug addiction, also called substance dependent or chemical dependency, is a disease that is characterized by a destructive pattern of drug abuse that leads to significant problems involving tolerance, to or withdrawal from the substance, as well as other problems that

use of the substance can cause to sufferer, either socially or in terms of their work or school performance (Akus, 2010). A drug addict is said to be someone whose life has become dependent on drugs, hence drugs abuse (Obaje, 2009). Substance addiction is dependence on a legal or illegal drug or medication. Drug addiction can cause serious, long-term consequences, including problems with physical and mental health, relationship, and the law (Moronkola, 2003). Academic and Athletic performance is the outcome of education; the extent to which a student, lecturer, coach or institution has achieved the educational or performance goals. The academic commitment of students is greatly affected by drug abuse and addiction. Hence, Coleman (2010) concluded that drug abuse and addiction was detrimental to the socio-economic and intellectual advancement of the nation.

Drug use by students has hampered education and its management in Nigerian universities. In Nigeria, recent statistics suggest that one in every three secondary school student consumes alcohol. Another 8.3% smoke cigarettes while almost one in every ten (9.1%) chew Miraa. About 3% smoke bhang and use hard drugs like heroin, cocaine, Mandrax and Tranquilizers (The Daily Times, 2004). In Nigeria a report by NAFDAC (2008) found that alcohol is also the most commonly abused drug with about 61% of the population engaging in its use. The same report indicated that in Kenya, 40.9% of students were abusing alcohol in Nairobi Province and 26.3% in the Central Province. According to *Perkinson (2002)*, alcohol is a central nervous system depressant and dulls the brain making learning a difficult task. When students abuse alcohol, their reasoning becomes impaired and education becomes of less priority in their life. Substance abuse

also affects the brain, resulting in a major decline in its functions. Substances can affect a student's concentration and thus interest in school and extracurricular activities. This leads to increased absenteeism and drop-outs (Earl, 2000).

Most psychoactive substance affects the decision-making process of students, their creative thinking and the development of necessary life and social skills. Substances also interfere with an individual's awareness of their unique potential and thus their interest in their career development (Louw, 2001). This gradually leads to social, emotional and physical problems and new feelings of guilt, despair and helplessness.

Substance abuse can also be seen as the harmful use of substances (like drugs and alcohol) for non-medical purpose. The term "substance abuse" often refers to illegal substances (World Drug Report, 2010). However, legal substance can also be misused, such as alcohol, prescription medications, caffeine, nicotine and volatile substances (e.g. petrol, glue, paint). People use substance for many reasons. People use substances to relax, have fun, cope with or escape a problem or dull emotional/physical pains (Lifeline, 2012). However, using substances to cope with problems or numbs pains does not make the problems go away and can make them worse. Also, people come to depend on substance as a way of coping, rather than seeking help and finding more positive strategies and solutions. Substance abuse comes in different forms, whether it is a legal substance such as alcohol, illicit substance like cocaine or meth's, or prescription substance used non-medically.

Any population is susceptible to developing an addiction, from teens to elders and across all socioeconomic levels. Substance abuse is prevalent -many use, and develop a dependence on substance whether they are legal or illegal. Despite its prevalence, however many people do recover and beat their dependence. Substance abuse among young adults is hardly new, but behaviour experts believe the progression of prescription drug overdoses, in addition to a spike in binge drinking, borders on alarming for today's undergraduates. Among adults ages 18-25, abuse of prescription substances is second only to abuse of marijuana (National Survey on Drug Use and Health, 2010). Hundreds of thousands more of today's undergraduates are abusing prescription substances than was the case in the early 1990s, and the number of undergraduates using marijuana daily has more than doubled to approximately 4 percent (Drugwatch, 2016). According to a Columbia University study, almost half of full-time undergraduates binge drink or abuse prescription substances, and almost a quarter of those undergraduates meet the medical definition of having a problem with substance abuse or dependence. That is three times the rate of the general population.

According to the World Health Organization (2002), the substances commonly abused include cannabis sativa, (marijuana or Indian hemp), cocaine, heroin, morphine, opium, tobacco, alcohol etc. Alcohol belongs to the category of psychoactive substances that depress and at the same time stimulate the functions of the central nervous system and the issue of alcohol use and abuse among undergraduates in Nigeria Universities and institutions of higher learning has been a great concern to all and sundry (Odejide,1997).

The major question that arises is: Why do students engage in drug abuse? Acolagbe (2005), opined that Nigerian youths abuse drugs because they believe that it is the only way to become part of the jet age subculture. He went further to say that the decision to take alcoholic drinks, smoke cigarette or Indian hemp is a trip out of the curiosity. Oshodin (2003) posited that the availability of drugs as well as sociological and psychological factors have been identified as predispositions of drug use. He added that those who use to the point of abuse have different reasons that influenced them. But the main issue is not just why but what are the reasons for substance abuse among undergraduates of Nigeria's higher institutions? It is indeed difficult to offer an acceptable answer because the reasons for substance usage vary from substance to substance and from person to person. However, the major reasons for abuse of substances by our undergraduates may include the following: Peer group factors, the need to feel high, social structural factors, the mass media factors, personality factors, economic factors, experimental curiosity, lack of parental supervision, availability of the drugs.

According to (Nwaiwu, 2002), substance abuse leads to serious health hazards for substance addicts. Substance abuse has adverse effects on the brain, kidney, liver, pancreas, heart and lung, thereby making them vulnerable to disease (Nwaiwu, 2002). It also leads to other physical complications such as hepatitis, hepatic failure, tuberculosis in relation to alcohol abuse, infection and emaciation (Adedeji, 2003). Again, substance abuse may result to serious psychiatric implications; these include confusion, restlessness and sometimes serious abnormal behaviour or outright madness. It may also lead to poor performance and poor commitment in school and may

ultimately result in school dropout. Apart from that, it leads to the development of aggressive behaviours and depression mood that may esteem. Adedeji (2003) observed that substance abuse may give rise to sudden mood swings, with unusual aggression and depression for no apparent reasons or warning interest in school, hobbies or friends. The effects on the academic commitment of undergraduates were viewed by Akers (1991), Ballas (2006) and Akus (2010) to include: the deadening of the nervous system, increase the heartbeat, causes the blood vessels to dilate, causes bad digestion notably of vitamin B especially when taken on empty stomach, interferes with the power of judgment and poisons the higher brain and nerve centre, aggressiveness, hopelessness, selfishness, impotence, chest or lung pain, frequent illness, frequent hangovers, missing lectures and falling in grades, etc. More so, the hard substance makes the student hyperactive at the point of taking the substance which prompts abnormal behaviours therefore lead them to commit crime. The student spends much money on the purchase of these substances at the detriment of purchase their academic books and that alone has not only affected his academic commitment but performance too. Finally, it makes the student unstable, leading to the manifestation of abnormal behaviours, and may eventually lead to death.

### **Theoretical Framework**

This study could be viewed from different sociological and/or theoretical perspectives but it adopts the Social cognitive learning and social development theories.

## **Social Cognitive Learning Theory**

According to this theory, first propounded by Albert Bandura (1986) behaviour is determined by the persons thought processes, the environment and behaviour itself. This means that individuals determine their own behaviour while being influenced by the environmental factors and their own behaviour. For example, individuals who believe that

alcohol will make them more attractive, less inhibited better lovers and more fun to be around, will be more prone to use alcohol. Social cognitive theory emphasizes the role of observational learning with regard to the presence and influence of models. The theory postulates that role modelling does not only affect behaviours but also leads to the development of thoughts and emotions that shape behaviour. Students who get engaged in the behaviour of drugs and substance abuse; they have most likely learnt the behaviour from

their environment. Undergraduates may have knowledge about the altering moods and behaviour by drugs, yet they go ahead abusing them. The theory also explains that the external influences affect the behaviour through cognitive processes. To apply this knowledge in the current study, the social cognitive learning theory indicates that behaviour that students have acquired over time interact with their current universities environment to determine their substance abuse trend.

## **The Social Developmental Theory**

The Social Developmental Theory developed by Hawkins and Weis, (2002), suggested that individuals develop bonds to groups and organizations when they experience opportunities for involvement, possess necessary skills for involvement, and receive positive feedback regarding their involvement. Once an individual bond to a context they are more likely to behave according to the group's norms and beliefs. Undergraduates (youths) will tend to form groups that engage in similar activity, those using drugs will be able to identify with each other since they are more comfortable with the same group hence the influence will be equal in the entire group. Hawkins and Weis (2002) proposed that drug use and deviant behaviours emerge from interactions with the primary socialization sources--the family, the school, and peer clusters. The theory further postulates that the individual's personal characteristics and personality traits do not directly related to drug use and deviance, but, in nearly all cases, influence those outcomes only when they affect the interactions between the individual and the primary socialization sources.

The theory explains that socialization affects the learning process in the lives of the undergraduates. It tries to explain consciousness or awareness as the result of socialization. This theory is applied because it tends to explain why undergraduates abuse substances and the theory says that it is because of the fact that undergraduates are said to belongs to one group or the other and they are involved in the group activities and behaviours e.g. substance abuse etc. And when

this happens, an undergraduate who was very committed to his or her academic work will start falling in grades as a result of substances abuse which has affected his or her zeal to learn.

### **Impact of substance abuse on athletic performance**

A review of related literature on the impact of substance abuse on athletic performance reveals a substantial body of research exploring the physiological, psychological, and performance-related consequences of substance misuse among athletes. This review synthesizes findings from various studies to elucidate the multifaceted effects of substance abuse on athletes' well-being and competitive capabilities.

#### **Physiological Effects:**

Numerous studies have investigated the physiological repercussions of substance abuse on athletes. For instance, Wilkerson and Sabatini (1994) conducted research on the acute effects of alcohol intoxication on physical and psychological performance among college athletes. Their findings indicated significant impairments in motor coordination, reaction time, and balance following alcohol consumption. Similarly, Lippi, Franchini, and Guidi (2012) examined the use of blood doping agents such as cobalt in athletes, highlighting the potential cardiovascular and hematological risks associated with this practice.

**Psychological Impact:**

The psychological impact of substance abuse on athletes has also been extensively studied. Hoffman, Ratamess, and Kang (2008) explored the relationship between performance-enhancing substances and athlete health, identifying associations with mood disturbances, anxiety, and depression. Additionally, Brewer and Cornelius (2010) investigated pharmacotherapies for adolescent substance use disorders, emphasizing the importance of addressing underlying psychological factors in treatment approaches.

**Performance Decline:**

Research consistently demonstrates the negative impact of substance abuse on athletic performance. Studies by Petroczi and Naughton (2009) have shown that athletes who misuse nutritional supplements may experience diminished physical performance and compromised health outcomes. Furthermore, Miah (2004) examined the ethical implications of genetically modified athletes and gene doping, highlighting concerns regarding fairness, integrity, and the credibility of sporting achievements.

**Injury Risk:**

Substance abuse significantly elevates the risk of sports-related injuries among athletes. Brewer and Cornelius (2010) noted that impaired motor coordination and judgment associated with

substance misuse can predispose athletes to accidents and musculoskeletal injuries. Moreover, the use of performance-enhancing drugs may lead to muscle imbalances, tendon weaknesses, and ligament injuries, as observed by Lippi et al. (2012).

### **Repercussions on Career and Reputation:**

The consequences of substance abuse extend beyond physical and psychological health to impact athletes' careers and reputations. Positive drug tests can result in sanctions, suspensions, or bans from competition, as outlined by the World Anti-Doping Agency (2019). Such disciplinary actions can tarnish athletes' professional standing and jeopardize sponsorship deals and endorsement opportunities.

**Performance-Enhancing Drugs (PEDs):** The misuse of PEDs, such as anabolic steroids and human growth hormone, can have profound effects on athletic performance. Research indicates that PEDs can increase muscle mass, strength, and endurance, giving athletes a competitive edge (Buckley et al., 2013). However, the use of PEDs is associated with numerous adverse health effects, including cardiovascular complications, liver damage, hormonal imbalances, and psychological disturbances (Hildebrandt, Langenbucher, Carr, & Sanjuan, 2007).

**Opioid Abuse:** Opioid abuse among athletes, often stemming from the misuse of prescription pain medications, can impair athletic performance and increase the risk of injuries. Opioids can dull pain perception, leading athletes to ignore warning signs of injury and exacerbate existing conditions (Schneider, Brody, & Jejurikar, 2017). Moreover, opioid abuse can disrupt sleep

patterns, impair cognitive function, and contribute to mood disturbances, all of which can negatively impact athletic performance (Larson, 2019).

**Stimulant Abuse:** The misuse of stimulants, such as cocaine and amphetamines, can have acute effects on athletic performance, including increased heart rate, elevated blood pressure, and heightened alertness (Richards & Beresford, 2011). However, the use of stimulants is associated with significant health risks, including cardiac arrhythmias, stroke, and sudden cardiac death, which can have devastating consequences for athletes (Wilbert-Lampen, 2010).

In conclusion, substance abuse poses serious threats to athletic performance and athlete well-being. By understanding the detrimental effects of substance abuse on physical and cognitive function, athletes, coaches, and sports organizations can prioritize prevention, education, and support initiatives to promote healthy behaviors and optimize athletic performance.

### **Factors Contributing to Substance Abuse Among student athlete**

A comprehensive examination of factors contributing to substance abuse among student athletes reveals a constellation of interrelated influences spanning personal, social, environmental, and systemic domains. Understanding these multifaceted determinants is crucial for developing

targeted prevention and intervention strategies to address substance misuse within this vulnerable population.

### **Substance Accessibility**

Accessibility statistics in sports. The accessibility of PEDs is a key component in substance abuse. These substances can be obtained in a number of ways. In an interview published in Sports Illustrated, Calvin Johnson, a former Detroit Lions player, said, “When I got to the league, there was opioid abuse. You really could go in the training room and get what you wanted. I can get Vicodin, I can get Oxycontin. It was too available” (Breech, 2019,).

The rate at which drugs are distributed to athletes by team doctors and coaches is also a contributing factor. A 2017 court case identified which National Football League (NFL) teams were under investigation for violating federal laws governing prescriptions, through their disregard of guidance from the Drug Enforcement Administration (DEA) on how to manage controlled substances. The investigation focused on the storage, transportation, distribution, and long-term practices of supplying players with painkillers and anti-inflammatory (Maese, 2017). In 2012, Lawrence Brown, the NFL medical adviser, found that team doctors typically “prescribed nearly 5,777 doses of nonsteroidal anti-inflammatory drugs and 2,213 doses of controlled medications to its players” (Maese, 2019). Several athletes fled lawsuits against the NFL based on these findings.

Professional athletes are paid well and, due to celebrity status, often have little difficulty in obtaining PEDs. There is some discrepancy between the pro athletes' and average person's ability to receive substances. A University of Michigan researcher, Philip Veliz, conducted a study on the prevalence of opioid medication use in 743 male and 751 female adolescents in organized sports. He reported that "11% will have used a narcotic pain reliever such as OxyContin or Vicodin—for nonmedical purposes" (Rodriguez & Wertheim, 2015, para. 16). People can also obtain prescription drugs from non-medical sources. Figure 4 indicates that

50% of pain reliever users obtained them from a friend or family member for free (Lipari & Hughes, 2017).

The rate at which substances are being prescribed is a major source of the problem. In the United States, over 500,000 people died from the misuse of painkillers between 2000 and 2018 (Bump, 2018). Researchers at Washington University's School of Medicine interviewed 644 former football players about their use of prescription painkillers while playing in the NFL. Results showed that 52% of respondents said they used prescription painkillers. Of that group, 71% admitted to the misuse of prescription painkillers (Barr, 2011).

### **Peer Influence:**

Peer pressure and social norms within athletic circles can exert a powerful influence on student athletes' substance use behaviors. Research suggests that athletes may perceive substance use as a means of fitting in with their peers or conforming to perceived norms within their sport

(Martens et al., 2006). Consequently, the desire to gain acceptance or maintain camaraderie with teammates may drive some athletes to engage in substance misuse despite inherent risks.

### **Stress and Performance Pressure:**

The demanding nature of academic responsibilities, athletic training schedules, and performance expectations can contribute to heightened stress levels among student athletes. In response to this pressure, some individuals may turn to substances such as alcohol or drugs as a maladaptive coping mechanism to alleviate stress, anxiety, or performance-related concerns (Hershberger et al., 2011). The quest for performance enhancement or stress relief may further fuel substance abuse behaviors among this population.

### **Accessibility and Availability:**

The accessibility and availability of substances play a significant role in shaping patterns of substance use among student athletes. Accessibility to alcohol and prescription medications, for instance, may be heightened within collegiate or sporting environments, where social events, parties, and celebrations are common occurrences (Leichliter et al., 1998). Similarly, the prevalence of performance-enhancing drugs within competitive sports settings may increase the temptation for athletes seeking a competitive edge.

**Psychological Factors:**

Underlying psychological factors, such as low self-esteem, depression, or untreated mental health disorders, can predispose student athletes to substance abuse. Studies have shown that individuals with unresolved emotional issues may self-medicate with substances as a means of coping with psychological distress or regulating mood states (Martens et al., 2006). Moreover, the stressors inherent in the dual roles of student and athlete may exacerbate pre-existing psychological vulnerabilities.

**Coaches and Team Culture:**

The attitudes, behaviors, and leadership styles of coaches and influential team members can shape the prevailing culture surrounding substance use within athletic programs. Coaches who condone or turn a blind eye to substance misuse may inadvertently perpetuate a culture of acceptance or normalization among their athletes (Watson et al., 2016). Conversely, coaches who prioritize athlete well-being and promote healthy lifestyle choices can serve as positive role models and advocates for substance abuse prevention.

**Educational Gaps:**

Insufficient education and awareness regarding the risks and consequences of substance abuse may leave student athletes ill-equipped to make informed decisions about their health and well-being. Research indicates that many student athletes possess limited knowledge about the

adverse effects of alcohol, drugs, or performance-enhancing substances (Martens et al., 2006). Enhancing educational initiatives and providing targeted interventions can help bridge these knowledge gaps and empower athletes to make healthier choices.

### **Institutional Pressures and Expectations:**

Institutional pressures, including scholarship requirements, athletic scholarships, and performance expectations, may contribute to a culture of substance use among student athletes. The pursuit of athletic success and the desire to maintain eligibility for competition may overshadow concerns about the negative consequences of substance abuse (Hershberger et al., 2011). As such, systemic changes aimed at promoting a balanced approach to student athletes' academic and athletic pursuits are warranted.

### **Mental Health of Athletes**

Mental health and substance abuse. Athletes facing intense pressure to perform at the highest level may also face mental health challenges. Studies show that one out of every three first-year college athletes suffer from some type of mental health or stress problem (Ferguson, 2018). Performance anxiety can lead to symptoms of depression, yet a 2014 NCAA report found that student-athletes are less likely to report symptoms of depression and anxiety compared to their non-athlete peers

(Davoren & Hwang, 2014). Of those college student-athletes surveyed, 25% experienced sleep problems. Individuals who abuse substances are often diagnosed with related mental health disorders (NIDA, 2020). Comorbidity is common in mental health substance use disorders

(Gordon, 2019). Substance abuse affects the areas of the brain impacted by depression, anxiety, schizophrenia, and bipolar disorder, and those affected with mental illness may lean on substances (marijuana, alcohol, etc.) as a means of coping (Gordon, 2019). Although nearly nine million

people experience co-occurring disorders, according to the Substance

### **Prevention and Intervention Strategies**

Addressing substance abuse among student athletes is a multifaceted endeavor that requires comprehensive prevention and intervention strategies. Student athletes face unique pressures and challenges, making them particularly vulnerable to substance abuse. Understanding the effectiveness of various approaches can inform targeted interventions to support the well-being of student athletes. This paper explores evidence-based prevention and intervention strategies tailored to the needs of student athletes, aiming to promote a healthy and supportive athletic environment.

## **Summary of Related Literature**

The literature reviewed underscores the importance of implementing comprehensive prevention and intervention strategies to address substance abuse among student athletes effectively. Educational initiatives emerge as a cornerstone for raising awareness about the risks associated with substance abuse, with programs such as workshops and informational campaigns providing essential information to student athletes. Peer support and mentorship programs offer valuable connections within the athletic community, fostering camaraderie and accountability among student athletes. Regular screening and assessment protocols enable early identification of at-risk individuals, facilitating timely interventions and support services tailored to the unique needs of student athletes.

Moreover, accessible counseling and support services play a critical role in addressing substance abuse issues, providing individualized treatment plans and support groups to student athletes in need. Clear policies and enforcement mechanisms within athletic departments are vital for maintaining accountability and deterring substance abuse violations, emphasizing the importance of drug testing programs and codes of conduct. Collaborations with healthcare providers and mental health professionals further enhance prevention efforts, ensuring access to comprehensive care and support services for student athletes facing substance abuse challenges.

Involving parents and families in prevention efforts is identified as a key component, empowering families to recognize signs of substance abuse and seek appropriate interventions.

Finally, continuous evaluation and improvement are emphasized throughout the literature, highlighting the need for ongoing data collection and stakeholder feedback to inform enhancements to prevention and intervention strategies. Overall, the reviewed literature underscores the importance of a multifaceted approach to substance abuse prevention and intervention, tailored to the unique needs and challenges faced by student athletes within collegiate athletic communities.

In conclusion, the literature review underscores the complex interplay between substance abuse and athletic performance, highlighting the need for comprehensive strategies to address this issue. By understanding the physiological, psychological, and performance-related implications of substance misuse, stakeholders in the sporting community can implement targeted interventions to support athletes' well-being and uphold the integrity of competitive sports.

## CHAPTER THREE

### METHODOLOGY

This chapter deals with the methods and procedures that were used in the study. They are organized under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The study adopted descriptive survey design. This design was chosen because the study aimed at collecting data and describing them in a systematic manner relating to the characteristics, features or facts about a given population (Nworgu, 2015). This is because this research involves gathering information and opinions of Student-athletes in competitive sports in the University of Benin.

## Population of the Study

The population of this study will comprise all student-athlete respondents in eight (8) different sports in the University of Benin. The total population is 150 as shown in table 1.

Table 1

<b>S/N</b>	<b>Competitive sports among student athletes in the University of Benin</b>	<b>Population</b>
1.	Football	35
2.	Basketball	15
3.	Handball	23
4.	Volleyball	25
5.	Badminton	9
6.	Athletics	15
7.	Swimming	8
8.	Hockey	20
	<b>TOTAL</b>	150

**Source: Office of the Director of Sport, 2024**

## **Sample and Sampling Techniques**

The sample of this study was made up of 80 respondents from the total population. The proportionate sampling technique was used in selecting the respondents from each competitive sports in the University of Benin.

The formula is represented as  $N_i = (n_i / N) \times n$ . Where  $N_i$  is the Sample size,  $n_i$  is the population size of a strata (Student-Athletes),  $N$  is the total population size of all the strata and  $n$  is the targeted sample size. For example, in calculating the sample size for Football the parameters can be substituted in the formula as follows;

### **For Football**

$$N_i = (35/150) \times 80$$

$$N_i = 19$$

### **For Basketball**

$$N_i = (15/150) \times 80$$

$$N_i = 8$$

### **For Handball**

$$N_i = (23/150) \times 80$$

$$Ni = 12$$

### **Volleyball**

$$Ni = (25/150) \times 80$$

$$Ni = 13$$

### **Badminton**

$$Ni = (9/150) \times 80$$

$$Ni = 5$$

### **Athletics**

$$Ni = (15/150) \times 80$$

$$Ni = 8$$

### **Swimming**

$$Ni = (8/150) \times 80$$

$$Ni = 4$$

### **Hockey**

$$Ni = (20/150) \times 80$$

$$N_i = 11$$

Therefore, the sample size for Football is 19. This was applied in calculating the sample size for the other 7 Competitive sports and a total sample size of 80 was arrived at and is shown in the table below:

Table 2

S/N	Competitive sports among Student Athletes in the University of Benin	Population size	Sample size
1.	Football	35	19
2.	Basketball	15	8
3.	Handball	23	12
4.	Volleyball	25	13
5.	Badminton	9	5
6.	Athletics	15	8
7.	Swimming	8	4
8.	Hockey	20	11
	<b>TOTAL</b>	150	80

## **Research Instrument**

The research instrument that was used for the study is a self-constructed questionnaire. The questionnaire comprised of two sections; sections A and B. Section A was designed to collect the demographic data of the respondents while Section B consist of items was generated from the research questions raised to which the respondents provided answers/ responses.

## **Validity of the Instrument**

The research instrument was subjected to content and face validity by the researcher's supervisor and two other experts in the Department of Human Kinetics and Sports Science. The instrument was further modified in line with their comments and suggestions. These processes are expected to ensure both content and face validity.

## **Reliability of the instrument**

The test-retest reliability method was used to establish the reliability of the instrument. In this method, the instrument was administered to twenty (20) respondents who were not part of the population. After an interval of two weeks, the same instrument was administered to the same set of respondents under the same conditions. The result from both administrations were subjected to Pearson's product moment correlation co-efficient (PPMCC) to ascertain for its internal consistency. A correlation coefficient of 0.74 was obtained, showing that the instrument was reliable.

### **Method of Data Collection**

The research instrument was administered to the respondents by the researcher with the help of two research assistants for data collection. Consequently, the respondents were instructed on how to answer the questions after which the completed questionnaires was retrieved by the researcher and research assistants on the spot to reduce loss rate and to offer the respondents the opportunity to ask questions in case they find any item difficulty.

### **Method of Data Analysis**

The data collected from the study was analyzed using descriptive statistics involving frequency counts and percentages for their bio data while mean and standard deviation was used to analyze the research questions.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis obtained from the study. It is presented in line with the research questions stated in chapter one.

#### Presentation of Demographic Data

**Table 1: sex of respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentages%</b>
Male	56	70
Female	24	30
<b>TOTAL</b>	<b>80</b>	<b>100</b>

Table 1 show that 70% of the respondents are males, while 30% respondents are females.

**Table 2: Age of respondents**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentages%</b>
17 – 20 years	12	15
21 – 24 years	16	20
25 – 28 years	30	37.5
29 years and above	22	27.5
<b>TOTAL</b>	<b>80</b>	<b>100</b>

Table 2 shows that 15% of the respondents are within the age range of 17-20 years, 20 % of the respondents are within the age range of 21-24 years, 37.5% of the respondents are within the age range of 25-28 years while 27.5% of the respondents are 29 years and above.

**Table 3:** Percentage Distribution of Respondents by sport played

<b>Sport Played</b>	<b>Frequency</b>	<b>Percentages%</b>
Football	19	23.75
Basketball	8	10
Handball	12	15
Volleyball	13	16.25
Badminton	5	6.25
Athletics	8	10
Swimming	4	5
Hockey	11	13.75
<b>TOTAL</b>	<b>80</b>	<b>100</b>

Table 3 above shows that 23.75% of the respondents play Football, 10% plays Basketball, 15% plays Handball, 16.25% plays Volleyball, 6.25% plays Badminton, 10% plays Athletics, 5% are from Swimming while 13.75% are from Hockey.

## SECTION B

**Research Question 1:** What is the influence of substance abuse on the performance of student-athletes in the University of Benin?

**Table 4:** Mean and Standard deviation on the influence of substance abuse on the performance of student-athletes in the University of Benin.

S/N	Item Statements	Mean	Standard Deviation	Decision
1	Substance abuse really messes up how well student-athletes can play.	2.83	0.847	Agree
2	Substance use doesn't change how student-athletes perform; other things matter more.	3.36	0.776	Agree
3	Some student-athletes might still perform well even if they use substances.	1.35	0.496	Disagree
4	Using substances might make student-athletes not do so well in sports.	2.78	0.908	Agree

**Criterion Mean: 2.50**

Data in table 4 shows that the mean values ranged from 1.35 to 3.36, while the standard deviation values range from 0.496 to 0.908, 1 out of 4 items had mean scores below 2.50. It was disagreed that some student-athletes might still perform well even if they use substances and was agreed that using substances might make student-athletes not do so well in sports.

**Research Question 2:** Does substance abuse influence physical performance during sport activities among student-athletes in University of Benin?

**Table 5:** Mean and standard deviation on substance abuse influence physical performance during sport activities among student-athletes in University of Benin.

S/N	Item Statements	Mean	Standard Deviation	Decision
5	Substance abuse really hurts athletes' physical ability to play sports.	2.86	0.812	Agree
6	Using substances does not affect athletes' physical performance; training and willpower are what's important.	3.49	1.053	Agree
7	Substance abuse does not always make student-athletes perform worse physically.	3.23	0.804	Agree
8	If student-athletes use substances, they might not perform as well physically.	3.07	0.905	Agree

**Criterion Mean: 2.50**

Data in table 5 shows that the mean values ranged from 2.86 to 3.49, while the standard deviation values range from 0.804 to 1.053. The 4 items had mean scores above 2.50, and it was agreed that Substance abuse really hurts athletes' physical ability to play sports.

**Research Question 3:** Does substance abuse influence psychological performance during sport activities among student-athletes in University of Benin?

**Table 6:** Mean and standard deviation on influence of psychological performance during sport activities among student-athletes in University of Benin.

S/N	Item Statements	Mean	Standard Deviation	Decision
9	Substance abuse may negatively affect an athlete's head, making it hard to focus and stay motivated during sports.	3.27	0.632	Agree
10	It's different for each athlete; substance abuse could harm some athletes' mental performance, but others might not be affected at all.	1.96	0.754	Disagree
11	Substance abuse does not necessarily change an athlete's mental game; things like mental toughness and practice matter more.	3.10	0.803	Agree
12	Using substances might lead to less focus and lower confidence, which can affect how well athletes perform in sports.	3.30	0.669	Agree

**Criterion Mean: 2.50**

Data in table 6 shows that the mean values range from 1.96 to 3.30, while the standard deviation values range from 0.632 to 0.803. Only 1 of the 4 items had mean scores below 2.50. It was agreed that using substances might lead to less focus and lower confidence, which can affect how well athletes perform in sports. It was disagreed that the psychological effect of substance abuse differs for each athlete; as it could harm some athletes' mental performance, but others might not be affected at all.

**Research Question 4:** Does substance abuse increase the risk of injuries or accidents during athletic activities among student-athletes in university of Benin?

**Table 7:** Mean and standard deviation on substance abuse increase the risk of injuries or accidents during athletic activities among student-athletes in university of Benin.

S/N	Item Statements	Mean	Standard Deviation	Decision
17	Substance abuse can make athletes more prone to injuries and accidents because it affects their coordination and reaction time.	2.89	0.724	Agree
18	Substance abuse does not necessarily mean more injuries; athletes can get hurt for lots of reasons, not just because of substance use.	3.12	0.940	Agree
19	Some athletes might not get injured more often even if they use substances, especially if they're careful.	3.26	0.644	Agree
20	Substance abuse may make some athlete involve in aggressive play with their opponent which may result in injury.	2.87	1.006	Agree

**Criterion Mean: 2.50**

Data in table 7 shows that the mean values range from 2.87 to 3.26, while the standard deviation values range from 0.644 to 1.006. The 4 items had mean scores above 2.50. It was agreed that substance abuse does not necessarily mean more injuries; athletes can get hurt for lots of reasons, not just because of substance use.

## **DISCUSSION OF FINDINGS**

The study delved intricately into the influence of substance abuse among student-athletes at the University of Benin. The analysis of research question 1 showed a mean values ranges from 1.35 to 3.36, while the corresponding standard deviation values fall within the range of 0.496 to 0.908. Notably, one out of four items recorded mean scores below 2.50, suggesting disagreement among some student-athletes that they can still perform well even if they use substances. It was found that student-athletes agreed that using substances might make them not to do so well in sports.

The findings of research question 2 reveals mean values ranging from 1.96 to 3.49, and corresponding standard deviations spanning from 0.804 to 1.053. In this case, all four items exhibited mean scores exceeding 2.50, indicating agreement among respondents. Specifically, it was agreed that Substance abuse really hurts athletes' physical ability to play sports.

The data analysis of research question 3 revealed that the mean values range from 1.96 to 3.30, and the standard deviation values within the range of 0.632 to 0.803. One of the four items in this context displayed a mean score below 2.50. It was agreed that substance abuse does not necessarily change an athlete's mental game; things like mental toughness and practice matter more, and that substance abuse does not necessarily change an athlete's mental game; things like mental toughness and practice matter more. However, it was disagreed that substance abuse is

different for each athlete as it could harm some athletes' mental performance, but others might not be affected at all.

Proceeding to Table 7, the data for research question 4 showed that the mean values spanning from 2.72 to 3.12, and corresponding standard deviation values ranging from 0.644 to 1.006. All four items recorded mean scores above 2.50, indicating agreement among respondents. Specifically, it was agreed that substance abuse can make athletes more prone to injuries and accidents because it affects their coordination and reaction time, and that substance abuse may make some athlete involve in aggressive play with their opponent who may result in injury.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine the influence of substance abuse among student-athletes in the University of Benin. Four research questions were raised. The researcher made use of the descriptive survey research method in carrying out this study. The population for this study consists of 150 respondents across 8 different sports from student-athletes in the University of Benin.

A total of eighty (80) respondents from few Sports were selected through simple random sampling technique. A self-structured questionnaire was used to obtain information from the respondents. The four-point scale of Agree, Strongly Agree, Disagree and Strongly Disagree was adopted as options to the items.

The self-developed and structured questionnaire was submitted to the project supervisor for vetting, correction and approval to ensure its validity before distributing it to the respondents. In analyzing the data, descriptive statistics of frequency counts and percentages was used to analyze the demographic data while mean and standard deviation was used to analyze responses to the research questions.

The following findings were obtained from this study:

1. It was observed that substance abuse affects the performance of student-athletes.
2. Using substances does not affect athletes' physical performance; training and willpower are what is important.
3. Substance abuse does not necessarily change an athlete's psychological performance; things like mental toughness and practice matter more.
4. Using substances leads to less focus and lower confidence, which can affect how well athletes perform in sports.

### **Conclusion**

In conclusion, this research has provided insights into the influence of substance abuse among student-athletes at the University of Benin. Based on the findings of this study, the abuse of substances by student athletes will influence to a large extent how well they perform in sports.

### **Recommendation**

Based on the findings of the research on substance abuse among student-athletes at the University of Benin, the following recommendations are proposed to mitigate the influence of substance abuse on student-athletes' performance:

1. Substance abuse can affect athletes' physical ability to play sports. Therefore student athletes should be monitored and regular screenings should be conducted.
2. Schools should focus on educating student athletes about the physical and mental consequences of substance abuse.
3. Student athletes should be encourage to prioritize healthy habits such as adequate rest, proper nutrition, stress management and mental well-ness as these can reduce the likelihood of turning to substances.
4. Student athletes should desist from substance abuse as it can lead to decreased endurance, strength, and coordination, which are crucial for optimal performance.
5. Clear policies regarding substance abuse should be established. Disciplinary actions for violation can deter athletes from engaging in substance abuse.
6. Accidents and injuries can be as a result of substance abuse. Student athletes should be made to understand that these accidents can impair their performances.

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# APPENDIX I

DEPARTMENT OF HUMAN KINETICS AND SPORTS SCIENCE

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

## QUESTIONNAIRE

Dear Sir/Madam,

This questionnaire is aimed at gathering information on investigating the influence of substance abuse among student-athletes at the University of Benin. Please your cooperation would be highly appreciated in responding to the items listed below. All information provided will be treated with utmost confidentiality. Please fill the spaces provided below and indicate your response by ticking (✓) where applicable. Thanks for your cooperation.

**Instruction:** please tick (✓) appropriate boxes to the question provided

### Section A: Demography

Sex: Male [ ] Female [ ]

Age (Years): 17-20years [ ] 21-24years [ ] 25-28years [ ] 29years and above [ ]

Athletic activities: Football [ ] Handball [ ] Basketball [ ] Volleyball [ ] Track & Field [ ]

**Section B:**

<b>RQ1</b>	<b>What is the influence of substance abuse on the performance of student-athletes in the university of Benin?</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
<b>1</b>	It's different for everyone; some student-athletes might be affected by substance use, and some might not				
<b>2</b>	Substance abuse really messes up how well student-athletes can play.				
<b>3</b>	Substance use doesn't change how student-athletes perform; other things matter more.				
<b>4</b>	Some student-athletes might still perform well even if they use substances.				
<b>5</b>	Using substances might make student-athletes not do so well in sports.				

RQ2	<b>Does substance abuse influence physical performance during sport activities among student-athletes in University of Benin?</b>	SA	A	SD	D
6	Substance abuse really hurts athletes' physical ability to play sports.				
7	It depends on the person; substance abuse might hurt some athletes' physical performance, but not others.				
8	Using substances does not affect athletes' physical performance; training and willpower are what's important.				
9	Substance abuse does not always make student-athletes perform worse physically.				
10	If student-athletes use substances, they might not perform as well physically.				

<b>RQ3</b>	<b>Does substance abuse influence psychological performance during sport activities among student-athletes in University of Benin?</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
11	Substance abuse may negatively affect an athlete's head, making it hard to focus and stay motivated during sports.				
12	It's different for each athlete; substance abuse could harm some athletes' mental performance, but others might not be affected at all.				
13	Substance abuse does not necessarily change an athlete's mental game; things like mental toughness and practice matter more.				
14	Not all athletes are affected the same way; some might still have strong mental focus even if they use substances.				
15	Using substances might lead to less focus and lower confidence, which can affect how well athletes perform in sports.				

<b>RQ4</b>	<b>Does substance abuse increase the risk of injuries or accidents during athletic activities among student-athletes in university of Benin?</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
16	Substance abuse can make athletes more prone to injuries and accidents because it affects their coordination and reaction time.				
17	There's a chance that using substances could lead to more injuries, as it might make athletes less aware of their surroundings.				
18	It depends on the athlete and the situation; substance abuse might increase injury risks for some, but not for others				
19	Substance abuse does not necessarily mean more injuries; athletes can get hurt for lots of reasons, not just because of substance use.				
20	Some athletes might not get injured more often even if they use substances, especially if they're careful.				
21	Substance abuse may make some athlete involve in aggressive play with their opponent which may result in injury.				

## APPENDIX II

```
SET TLook='C:\PROGRA~1\IBM\SPSS\STATIS~1\25\Looks\Original.stt' Small=0.0001  
SUMMARY=None THREADS=AUTO TFit=Both DIGITGROUPING=No LEADZERO=No  
TABLERENDER=light.
```

### RELIABILITY

```
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10
```

```
item11 item12 item13 item14 item15 item16 item17 item18 item19 item20
```

```
/SCALE('ALL VARIABLES') ALL
```

```
/MODEL=PEARSON'S R
```

### Reliability

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.740	20