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EFFECT OF DRUG ABUSE ON THE ACADEMIC PERFORMANCE OF UNIVERSITY OF ILORIN'S STUDENTS

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Abstract

The study examined the effect of drug abuse on the University of Ilorin's students' academic performance. A descriptive design was employed; the research covers all the faculties at the University of Ilorin. Forty-one (41) students were selected from each faculty, making a total of one hundred (660) respondents; stratified random sampling techniques were used for the selection. A structured questionnaire was adopted, and the data were analyzed using the Rank Correlation Statistical method. The results show that substance abuse does not affect students' educational results, students' moral standard, and reading assimilation. Therefore, the study recommends that the University of Ilorin's authority gear efforts towards enlightenment of students' health education. The university's security officers should be alerted by the lecturers and University's management, and drug-free clubs should be established in schools.

Keywords: Abuse, Academic Performance, Drugs, Substances, Youths

1.0 Introduction

For school stakeholders, medical practitioners, sociologists, religious groups, advisers, and caregivers, drug misuse is a topic of considerable concern. Due to the alarming rate of participation of youth, it is a national and international public problem. The past of the human race and the misuse of drugs is closely connected to Maithya (2009), explaining that drugs are not bad. A few medications are a medicinal gift. To alleviate pain and help control infections, Maithya (2009) notes that spices, roots, tree bark leaves have been used. History shows us that before the 18th century, the Chinese used opium to ease discomfort, help manage infections, and used it as a treatment for dysentery. It was understood that European nations such as Britain and Holland traded opium growth in their colonies for tea and silk with China (United Nations 1995). Unfortunately, certain medications that were originally used to create attractive results, such as feeling healthy, elation, and control, also turned into a dependency and abuse issue.

Nigeria is not left alone since the issue of substance addiction is a global problem. Drug misuse is a significant global public health issue (United Nations Organizations on Drug Council UNODC 2015). Abianwu (2005) revealed that alcohol intake is the most popular among students in many schools and colleges in Nigeria. Many drinking students get half their first drink in the family environment. It was observed that most affected students were introduced into the use of alcohol at the tender age of 16-20 years. In Nigeria and other areas of the globe, students' use and misuse of drugs have been one of the most alarming health-related phenomenon (2015). Numerous schools are going to witness juvenile mental illness either momentarily or for a long period. Some become insane, badly suited to school conditions, and inevitably drop out of school.

In 1989, when the then military government promulgated the National Drug Law Enforcement Agency (NDLEA) Degree No. 48 (now NDLEA Act Cap 253, LFN 2004 as amended), the Nigerian government's determination to solve this big issue of drug misuse and trafficking was evidenced by the law charging the agency with the duty of monitoring the illegal supply of narcotic drugs/psychotropic substances and (NDLEA 2015). Educators/employers are constantly encouraged to assist in the early identification.

counselling, recovery and follow-up of students/employees with opioid addiction issues (NDLEA 2015). By decree 48 of 1989, the National Drug Law Enforcement Agency (NDLEA) was set up where all drug (narcotic) prevention operations were shifted from the Ministry of Health to the agency. The drug enforcement practices connected to supply mitigation activities are a premium to pay for the laws against hallucinogen use such as marijuana and hemp tight twenty-one years imprisonment with hard labour. Despite this, we also notice young adults, students who are inclusive of taking risky drugs/drugs (NDLEA, 2012).

The creation by the federal government of the National Agency for Food and Drug Administration and Control (NAFDAC) by Decree 15 of 1992 is aimed at lowering demand and controlling drugs, including a regulation that made it a criminal crime for pharmacists or chemists to sell any ethical drugs to the public without paper from a medical practitioner (NAFDAC 2001). This is because many people in Nigeria prefer to use medications without the prescription and dispensation of physicians or other health professionals more frequently than not because many drugs that are banned or designed for the reverse purpose have been uncovered in an unregulated market. Drug misuse has become a global risk when a country's education is adversely influenced by the abuse (Acuda, 2009). In fields of leadership, creativity, and human resources, the outlook is not assured. Unless substance addiction in schools is tackled as a matter of urgency, Nigeria could face this issue. As a matter of grave concern today, the NDLEA study confirms the emerging opioid crisis. Cannabis and amphetamines have been potentially dangerous to society in the past; alcohol and codeine are widely abused by young people and adults today (Oluwi 2015).

Students' use and abuse have become one of the most disturbing health-related phenomena in Nigeria. Students claim to use the substance for better assimilation but reduce their capacity for learning, memory, and attention and later experience mental illness such as insane and maladjusted to school structure. Students who regularly use substances had poorer educational outcomes and were less likely to graduate. They use a substance to look big in society because of ignorance and abuse. They become addicted, affecting their moral standards such as discipline, respect for the elder, and social relationship among their age group. Egotism, they feel high among their age group and gradually become nuisance and drop-out.

Study' objectives

This study examined the effect of drugs and related substances abuse on students' academic performance at the University of Ilorin, Kwara State. With the following specific objectives:

- i) To examine the influence of a substance on the assimilation level of students in the University of Ilorin,
- ii) To investigate the impact of drug abuse on the egotism rate among University of Ilorin students,
- iii) To examine the influence of substance abuse on the moral standard of students in the University of Ilorin and
- iv) To examine the relationship between substance abuse and students' moral and absenteeism in school

2.0 Literature Review

Conceptual Clarification

Drug-any material, natural or synthetic, can alter one or more of its functions when taken into the living organism, is known as a drug (Kiran 2008). Medication is any material that changes the normal biological and psychological functioning of the body, especially the nervous system, when injected into the body (Escandon & Galvez, 2006). NDLEA (2015) states that a drug is any material that influences the operation of the organs of the body or a mechanism of illness, which means that drugs include medicines that are meant to avoid and cure diseases, detect diseases, stimulate sleep or stay awake, increase or decrease appetite, improve endurance, increase or decrease weight, alter mood or feeling. Both substances that modify brain activity and produce dependency may be included in the word 'drug' in general science.

World Health Organization (2003) defined drug abuse as self-administration of any substance in a manner that deviates from approved medical or social patterns within a given culture. According to Kiran (2008), drug abuse is the consumption of drugs other than for medical purposes and/or in excessive quantities. In the same vein, Okorodudu (1996) maintains that drug abuse refers to the positive or sporadic or excessive use of a drug, which is inconsistent with the accepted medical practice. Adegbite (2003) opined that drug abuse is referred to as intake of drugs by an individual as a way of medication, overdoses of the prescribed drug given by medical personnel or taking drugs on individual personal interest or influenced by some group of people. NDLEA (2015) sees drug abuse as excessive and persistent use of a drug for the purpose outside its normal or accepted medical use. It went further to analyze that drug are said to be abused when; its use is not recommended by a doctor or qualified health worker. The use is socially unacceptable, Used in excess even though it is medically or socially acceptable e.g. alcohol, cigarette, and medication. There is self-medication which could lead to drug misuse/abuse.

The above definition includes both legal and illegal drugs and substances. The legal or illicit drugs and substances are socially accepted. Their use does not constitute any criminal offence or breaking laws of the state, and some of the legal drugs and substances in Nigeria include alcohol, codeine, and cigarettes. Illegal drugs and substances are socially and legally unacceptable; their use, sale, or possession constitute a criminal offence. Among the illegal ones are cannabis, ecstasy, heroin (NDLEA, 2015). Prescription and over-the-counter drugs are also abused. They are abused when a person continues to use them without any given medical condition and proper prescription. Some of these prescribed drugs could be mood elevators, pain killers, or antidepressants. Since these types of drugs have addictive effects, users tend to abuse them after recovery. Prescription drugs include pain killers with codeine or cough syrups with codeine, phenobarbitone, valium, piriton, and sleep control drugs. Some students who would want to read throughout the night use sleep control drugs. The sleep-controlled drugs are supposed to be used by persons suffering from drowsing or who have a problem staying alert. Medical professionals are also known to abuse drugs because of their availability in their workplaces (Witters, 1992).

Causes of Drug Abuses

1. **Family background:** The family, especially the parent, is the child's basic socializing agent. Muthigan (1995) indicates that a child gains his or her first standard behaviour from the teaching of parents and other grown-up people around. She further argues that if a child observes a disjunction between parents' teaching and practice, it creates doubt, which is carried into adolescence, giving rise to deviant behaviour. Ndeti (2004) noted that the family setup of a child influences his or her habits. If a child is born of a drug addict, then there is a likelihood of the same habits being transferred. Anochie and Nkanqinieme (2000) explained that youths see their parents as role models and therefore emulate their behaviours.
2. **Peer Pressure:** According to the United Nations (1992), drug users, like other people, seek approval of their behaviour from whom they attempt to convince in their habits as a way of seeking acceptance. Muthiqani (1995) conducted studies on drug use and abuse and agreed that there is a significant relationship between the subject's drug-using behaviour and their friends' involvement in drugs. According to him, if an adolescent associate with other adolescents who use drugs, the risk of involvement with drugs is further increased. Another survey of youths in southern Nigeria also found out that the sources of drugs for drug-using students were friends in the same school or neighbouring schools. Students who are reported using drugs had more drugs using friends than abstinent friends.
3. **Availability and cost of drugs:** The Nigerian government believes that there will be no drug abuse if there is no availability. This was demonstrated in 1989 when the then military government promulgated NDLEA decree no 48. This law charged the agency with controlling the illicit supply of narcotic drugs/ psychotropic substances and reducing demand for this drugs'

- availability and cost of drugs associated with drug abuse. Kaguki (2004) noted that the availability of legal substances such as cigarettes and alcohol might lead to drug abuse. Most drugs' ready availability appears to be the essential cause of substance use and abuse amongst Nigerian youth. For instance, medicines are purchased from a chemist or even patent medicine stores even without prescriptions.
- iv. **School Environment and drug abuse:** The school environment also plays a part in deviant behaviour, including drug abuse. School activities are a focal point for adolescent's behaviour (Kandel 1980). The student in schools and colleges and other people are with their unique problems and critical issues that can be tackled meaningfully on an individual basis. Failure to address individual students' problem could result in feelings of hopelessness, hatred, failure, and physical weakness. To overcome the above-mentioned feelings, the individual seeks refuge in drugs (Gathumbi 2003).
- v. **Socio-Economic Background:** Poverty tends to be characteristic of social deviants, including drug abusers. This is what comes to be called an economic explanation of deviant behaviour. Poor economic conditions are worsened when the youth do not see any hope of employment, even with education. However, drug abuse is not confined to young people in some geographical regions or particular socio-economic backgrounds. It affects the nation as a whole with urban and rural areas. The problem cut across class, and it is not only in slums or low-income areas where people are poor and unhappy but also with families living under better conditions where children are better controlled. Some youth also come from well-to-do families who materially lack nothing, take drugs for pleasure or fun (NDLEA 2015).
- vi. **Drug abuse and category of school:** According to Maithya (2009), there is a significant relationship between drug abuse and the variety of school students attend. Mixed schools have more cases of drug abuse than girls' or boys' only schools. He also found that diverse schools have internal problems that are related to substance abuse among students. Girl's schools did not show alarming drug abuse problems, but boys' schools did. This implies that the peer influence among girls and boys were greater than they were in the same school

Academic Performance

In educational institutions, success is measured by academic performance, or how a student meets standards set-out by the institution itself. Performance is essential in human life, and every society has its own goals and aspiration. Student's success or failure in the school therefore presents a relatively defined criterion of performances. Educational institutions are the areas in which all students are compelled to compete. Performance refers to the student's attainment in the classroom activities and the extra-curricular activities in school. Campbell and Mujis (2004) defined performance as the knowledge obtained and skills developed in the school, often depicted by test scores, that is, the teacher's mark on each student.

On the other hand, academic performance is students' accomplishment in terms of grades obtained in a given examination. Individual scores often determine academic performance to a given standard or sometimes concerning the performance of other students in-class tests or examinations. Students' poor academic performance has become the trend in most examinations, especially in-session and final year examination in the university. Observers believe that students' poor performance is not always attributed to lack of knowledge and unqualified teachers but that some of the students find it very difficult to sit down and study their books. Rather, they prefer listening to music, abuse of drugs, and browsing the internet that will not benefit them.

According to Goldhaber (2000), the academic performance consists of: The ability to study and remember facts; being able to study effectively and see how fact fit together and form larger patterns of knowledge, and being able to think for yourself to facts and being able to communicate your knowledge verbally. Individual students' scores, classified as high, average, or low academic performance. Students who place a

higher premium on education are activated to enhance their intellect, which fosters academic performance. However, in a success-oriented society, academic performance is a significant measure of success in life. Goldhaber (2000) opined that academic performance serves as the only clear-cut measure of student success and adequacy for a life career. Similarly, Hardy and Smith (2006) emphasized that high and low performance is when a learner does well or poorly in a presented task. It may be said that obtaining scores in an examination best describes what performance is all about.

Theoretical Framework

The theoretical framework that is appropriate to explain the influence of drugs and their related substance abuse is the social learning theory by Bandura (1986). Observation learning (modelling) by Albert Bandura is a learning process independent of classical conditioning and reinforcement. These learning processes are encouraged by reward, but in observational learning, people learn by observing others without any direct reinforcement being administered to the learner. Observational learning is sometimes called modelling, in which learning occurs without the learner receiving direct external reinforcement. This type of learning is indirect as students learn by observing others and then form an idea of how behaviour is formed, and on a later occasion, coded information serves as a guide for action. This is how students get influenced to form new ideas and beliefs about drug and substance abuse; hence, indulgence follows. Bandura (1986) asserts that observational learning occurs rapidly within a social context. This is because people learn about the possible consequences of various behaviours from observing what happens to others when they engage in similar behaviour. This theory explains how drug and substance abuse is imitated by observing others. Students may imitate relatives or parents if they consume alcohol and drugs and peers both in school and out of school.

Empirical Review

Muoti (2014) examined the effects of drug and their related substance abuse on academic performance among secondary school students, Kathonzwani District, Makueni County, Kenya. The study concludes that all the school management had experienced drug abuse cases by students in their schools. The majority of the principals (87.5%) kept records of those students engaging in drug abuse. The study concluded that most of the schools offered guidance and counselling to the students and that most of the students had attended guidance and counselling against drugs in their schools. Alcohol was the frequently abused drug in the schools, as expressed with a mean of 2.632. The study concluded that drug abuse among the students caused dropping out of school, strained relationships with other students, lack of interest in studying, low concentration span, and declining grades. The study concluded that anxiety, headache, feeling sleepy, confusion, and vomiting were severe effects of drug abuse among students and that the students have friends who take drugs. The study recommends that all schools set up guidance and counselling offices facilitated by professionals to counsel students who indulge in drug abuse. Parents and teachers should discourage students and be firm in ensuring that they do not take alcohol, which is the most abused school. The parents should also ensure they do not give so much money to their children, and if they do so, they should ensure that the money is put into constructive use.

Akanbi (2015) carried out a study investigating the impact of substance abuse on adolescents on academic performance in colleges of education in Kwara State. A sample of 150 adolescent students was randomly selected. A validated instrument, Drug Habit Inventory (DHI) Fayombo (1998) was used to collect relevant data, and the findings show that there is a significant difference between the academic performance and students who abuse drugs and those who do not. There is a considerable gender difference among adolescent substance abusers based on academic performance. Based on the findings, recommendations were made on campaigns against Drug and its related substance use, should be incorporated in health education curricula of colleges of education with special focus on the adverse consequences of the substances used and establishment of counselling centres for drug control: Counselling centre should be established in schools by the government or private individuals.

3.0 Methodology

The study utilized a descriptive research design since the researcher intends to get precise information and make conclusive results regarding drug abuse's influence on participation in learning and school. The researcher targeted students and lecturers in the Faculty of Management Sciences, University of Ilorin are targeted because they have been in school long enough to be influenced by the school environment. The population of the study comprises six hundred and sixty (660) students at the University of Ilorin. Non-probability sampling techniques were used, of which the purposive sampling method was used in the selection. Questionnaires were used for data collection. The researcher aimed at establishing whether there are cases of drug abuse and its related substances in schools. The questionnaire was used to seek information on the lecturers' effort in curbing drug and its related substance abuse in schools. The researcher also sought to know if there is any influence of drug abuse on academic performance and strategies that could help to improve performance.

The researcher developed another questionnaire, Drug Abuse and Students' Academic performance Questionnaire for Students (DASAPQS), to collect data from the students selected for the study. This was to seek data on the student's age, gender, religious affiliation, class, parents' education level, and occupation. Other sessions include whether they have taken or see other students who take a drug in the school, the type of drugs taken, and whether the students who take drugs are affected in learning. Before administering the research instruments, The researcher adopts Taro Yamane's sampling formula to determine sample size; $n =$

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

Where $n =$ Sample size
 $N =$ Population
 $e =$ Tolerable error
 $660/1+660(0.05)^2$

$$= 206$$

The data was analysed using the ranking correlation to test the field's data using the SPSS v22. This is because of suitability in the notion of distance functions and the notion of compatibility to deal with incomplete data.

4.0 Results and Discussion of Findings

Collected data were coded and analyzed by computer using a statistical software SPSS (Statistical Package for Social Sciences). It was then arranged and grouped according to relevant questions. Data were summarizing using distribution tables and graphs for all items. Chapter deals with the presentation of results and discussion of findings. The results of five research questions were discussed as follows in this chapter. Descriptive statistics of percentage were used to answer five research questions.

Research Question1: What are the drugs and substances commonly abused by students in schools?

Table 1: Drugs and Substances commonly Abuse by Students in School

S/N	Drug and Substances	Not Frequently	Fairly Frequent	Frequently	Very Frequently
1	Alcohol	178 (89%)	11 (5.5%)	11 (5.5%)	-
2	Tobacco	180 (90%)	12 (6%)	8 (5.5%)	-
3	Codeine	184 (92%)	16 (8%)	-	-
4	Cannabis	196 (98%)	4 (2%)	-	-
5	Valium	189 (94.5%)	11 (5.5%)	-	-
6	Tramal	184 (92%)	16 (8%)	-	-
7	Cocaine	199 (99.5%)	1 (0.5%)	-	-
8	Heroin	199 (99.5%)	1 (0.5)	-	-
	Total Average	1509 (94.3%)	72 (4.5%)	19 (1.2%)	-

Sources: Fieldwork, 2020

Table 1: Present the drugs and substances commonly abused by students in schools. The result indicated that students (5.5% and 4%) frequently used alcohol and tobacco, respectively. Other drugs fairly frequently abused were trammel and cocaine (8% each), valium (5.5%), Cannabis (2%), and cocaine heroin (0.5%). On average, 5.7% agreed that drugs were by students.

Research Question 2: In what ways do drugs and substance abuse affect students' academic in various courses in schools?

Table 2: Influence of Drug Abuse on Participation in Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Positive	44	23.2	23.2	23.2
Negative	130	68.4	68.4	68.4
Both	16	8.4	8.4	8.4
Total	190	100	100	100

Source: Researcher output, 2020

Table 2 shows that 44(23.2%) of the respondents (students) said a positive influence of drug and their related substance on students' performance. In comparison, 130(68.4%) of the respondents said that there was a negative influence of drug and substance on students' performance, and 16(8.4%) of the respondents said there was both positive and negative influence on the performance of students. Therefore, the majority noted that there was a negative influence on the performance of students. Thus, the majority noted that there was a negative influence on the performance of students.

Table 3: Drugs and Substance abuse and Students' Academic Performance

S/N	Drug and Substances	Severely	Moderate	Not Affected
1	Decline Grades	7 (3.5%)	169 (85.4%)	22 (11.1%)
2	Truancy	7 (3.5%)	90 (45.2%)	101 (51%)
3	Low Concentration	7 (3.5%)	70 (35.4%)	121 (61.1%)
4	Lack of Interest	6 (3%)	76 (38.4%)	116 (58.6%)
5	Strained	7 (3.5%)	124 (62.6%)	67 (33.9%)
6	Malpractices	-	129 (65.2%)	69 (34.8%)
	Total Average	34 (2.9%)	658 (55.4%)	496 (41.7%)

Sources: Researcher, 2020

Table 3 indicated that drug and substance abuse affects students' academic in various school courses. Analysis of the table shows that a minority of the respondents 3.5% agreed that decline grades affect students severely, and 11.1% agreed that decline grades do not affect students, while the majority (85.4%) of the respondents agreed that decline grades affect students in various courses in schools. The table further shows that a minority of the respondents 3.5% agreed that truancy affects students severely, and 51% agreed that truancy does not affect students, while 45.5% of the respondents agreed that truancy affects students in various courses in schools moderately. Also, the analysis shows that a minority of the respondents, 3.5% agreed that low concentration span affects the students severely, and 34.5% agreed that low concentration span affects the students moderately. In comparison, the majority (61.1%) of the respondent agreed that a low concentration span does not affect students in various courses in schools. A sizeable number of respondents 3% of the respondents, agreed that lack of interest affects students severely, 38.4% agreed that lack of interest affects students moderately. In comparison, a majority (58.6%) of the respondent agreed that lack of interest does not affect students. Also, the analysis shows that a minority of the respondent 3.5% agreed that strained affect the students severely, and 62.6% agreed that strained affect the students moderately.

In comparison, a majority (33.9%) of the respondent agreed that strained does not affect students in various courses in schools. Finally, the table shows that the majority (65.2%) of the respondent agreed that Malpractices affect students in various school courses moderately. In comparison, the minority of the respondent (34.8%) does not affect students in multiple courses in schools.

Table 4: Effort is taken by the lecturers in curbing Drugs and Substances Abuse on the student's performance in courses

Drug and Substance Lecturers efforts in Curbing		X	SD	RANK
1	Punishment	1.96	.17	4 th
2	Guidance and Counseling	2.95	.21	2 nd
3	Parent and Guidance	1.62	.68	6 th
4	Suspension	2.93	1.60	3 rd
5	Expulsion	1.83	.24	5 th
6	Hospital	1.61	.21	7 th
7	Police	1.55	.20	8 th
8	NDLEA	1.54	.22	9 th
9.	Health Education	2.96	.19	1 st

Source: Researcher's, 2020

Table 4 shows the lecturers' efforts in curbing drug and substance abuse on the students' performance in courses. The results show that health education is the most effort taken by the lecturers in curbing drug and substances abuse on academic performance in courses. At the same time, guidance and counselling, suspension, punishment, expulsion, parent and guidance, hospital, police, and NDLEA were the various efforts taken by the lecturers and schools management in curbing drug and substances abuse on the students' performance in courses and were rated 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and 9th respectively. In conclusion, most of the respondents supported the view that health education is the most effort taken by the principals in curbing drugs and substances on the students' performance in courses.

Discussion of Findings

Based on the analyzed data, the following are the major finding of the study: (i) Drug and substances were abused among students in the University of Ilorin, Kwara State but not frequently (5.7%), (ii) Decline grades, truancy, low contribution span, lack of interest, strained relationship with other and malpractices

affected students in various moderately (14.9%), (iii) Health education is the most dominant effort taken by the lecturers and schools management in curbing drug and substances on the students' performance in courses and finally, Sensitization and awareness are the most dominant strategies of alleviating the effort of drug and its related substance on the student's performance in academic.

The findings confirmed Oshikoya and Alli (2006) findings in their studies on the perception of drug abuse amongst Nigerian undergraduates that identified dependence and addiction as some of the major consequences of drug abuse, characterized by compulsive drug craving seeking behaviours that persist even in the face of negative consequences. Research question two indicated that the majority of the respondents believe that drug abuse has a negative impact on students' academic performance. However, most of the respondent does not know whether the ways mentioned above (decline grades, truancy, low concentration span, lack of interest, a strained relationship with others and malpractices) affects students in various courses in schools. Similarly, this finding confirmed the findings of Coleman (2010) see the drug as when the drug is taken more than it is prescribed. It could also be seen as the use of illicit drugs or the abuse of prescription or over-the-counter drugs. Sensitization is one of the major strategies of alleviating drug substances among students. Drug 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).

5.0 Conclusion and Recommendations

It was concluded from the study that drug and its related substance abuse occur among the students at the University of Ilorin, Kwara State but not frequently. The drug mostly taken by the students are alcohol and tobacco. The study shows that drug abuse negatively influenced students' academic performance, resulting from declining grades, truancy, low concentration span, lack of interest in academic studies, strained relationships with others, and malpractices in various courses, though to a moderate degree. Health education was the most dominant effort taken by the lecturers and University's management in curbing drug and related substance abuse. At the same time, sanitization and awareness are the dominant strategies used at the University of Ilorin in elevating the menace of drug abuse. From the findings and conclusions of this study, the following recommendations are made:

- i) Campaigning against drugs and substance should be incorporated in General Studies (GNS) citizenship education curricula of tertiary and secondary education with a special focus on the adverse consequences of the substances used.
- ii) Establishing a counselling center for drug controls is vital in every community by the government or private individuals.
- iii) The government should prevent the cultivation/sales of deadly herbs and of codeine that encourage drugs through its various law enforcement agencies (NAFDAC, NDLEA etc)
- iv) The government should intensify the monitoring of drug abuse demand and supply through its various law enforcement agencies.
- v) The school security system should be strengthened, and checks should be carried out by all stakeholders, and security officers should patrol the school environment.
- vi) Counselling education should be introduced in schools to revive those who have already been engaging in the act.
- vii) The effort of the school authority should be geared towards intensive use of print and electronic medial from public enlightenment in order to create awareness of the adverse effect of drug and substance abuse on socio-economy development and especially on students' academic.

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