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## PREVALENCE AND PASSIVE HEALTH EFFECTS OF DRUGS ABUSE AMONG UNDERGRADUATE STUDENTS IN UNIVERSITY OF MAIDUGURI

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### Abstract

*This study explores the prevalence of drug abuse and its subtle, often-overlooked passive health effects on non-using undergraduates at the University of Maiduguri. Anchored in the insight that drug-related challenges extend beyond active users, it reveals that 31.9% of surveyed students admitted to drug use, with alcohol, cannabis, and tramadol being the most frequently consumed substances. Employing a mixed-methods approach structured questionnaires paired with focused group discussions the research unmask how peer pressure, academic stress, curiosity, and easy access drive substance use. Beyond active user impact, nearly half of non-users reported adverse consequences, including secondhand smoke exposure, emotional distress, academic disruptions, and social discomfort. The study surfaces a critical gap: many students remain unaware of university anti-drug policies, even though they strongly support preventive measures such as awareness campaigns, counseling services, and peer support initiatives. By weaving empirical data with narratives from the campus community, this study illuminates both the tangible and psychological fallout of student substance abuse. Its findings lay a foundation for tailored, student-centered interventions including strengthened policy enforcement, mental health services, and off-campus engagement that aim to protect both users and those silently affected by their choices.*

**Keywords:** Prevalence, Passive Health Effects, Drug Abuse, Undergraduate

### 1. Introduction

Drug abuse is a global public health challenge, disproportionately affecting young people, including university students. The transition to university life often exposes students to increased peer pressure, academic stress, and opportunities for experimentation, making them vulnerable to substance abuse. According to the United Nations Office on Drugs and Crime (UNODC), over 35 million people globally suffer from drug use disorders, with a significant proportion being young adults (UNODC, 2021).

In Nigeria, drug abuse among undergraduates has been a growing concern. Substances commonly abused include cannabis, codeine, tramadol, alcohol, and other illicit drugs (National Drug Law Enforcement Agency

[NDLEA], 2020). The University of Maiduguri is not exempt from this issue, as reports indicate that several students engage in substance abuse due to peer influence, curiosity, and easy access to drugs (Shehu et al., 2018).

Passive health effects, such as exposure to secondhand marijuana smoke, emotional distress from cohabiting with drug-abusing peers, and academic disruptions caused by drug-related behaviors, are less studied but equally significant. These indirect effects can undermine the well-being and academic performance of non-users. Despite the magnitude of these challenges, there is limited research addressing the prevalence of drug abuse and its passive effects in the University of Maiduguri. This study seeks to fill this gap by providing

evidence-based insights into the prevalence and consequences of drug abuse among undergraduates.

Drug abuse is a significant public health problem among undergraduates, with far-reaching consequences on their health, academic performance, and social relationships. While the focus has largely been on active users, non-users who interact with abusers also face serious challenges, including secondhand exposure, emotional stress, and disruptions in their academic environments.

In the University of Maiduguri, anecdotal evidence and reports suggest a growing trend in drug abuse among students. Commonly abused substances, such as cannabis and tramadol, are readily available and accessible. However, empirical data on the prevalence of drug abuse and its passive health effects are sparse. This lack of data hinders the development of targeted interventions to address the issue comprehensively. This study is therefore necessary to understand the scope of the problem and propose effective strategies to mitigate both direct and indirect effects.

The objectives of the study are:

- i. Determine the prevalence of drug abuse among undergraduates in the University of Maiduguri.
- ii. Identify the most commonly abused substances among undergraduates.
- iii. Analyze the factors contributing to drug abuse among undergraduates.
- iv. Assess the passive health effects of drug abuse on non-using students.
- v. Recommend strategies to reduce drug abuse and its associated effects.

## 2. Literature Review

Drug abuse is defined as the excessive or improper use of substances that alter an individual's physical or mental state. Common substances abused by young people include cannabis, alcohol, tobacco, and prescription medications such as codeine and tramadol (National Institute on Drug Abuse [NIDA], 2020).

These substances are frequently abused due to their availability, affordability, and peer influence. Passive health effects refer to indirect impacts on non-users caused by interactions with drug abusers, such as secondhand exposure to substances, emotional distress, and disruptions in the learning environment (UNODC, 2021).

The theory of reference for this study is the Social Learning Theory (Bandura, 1977). This theory explains that behaviors, including drug use, are learned through observation, imitation, and reinforcement from peers, family, or media. Undergraduates often emulate behaviors they observe in their social circles, contributing to the prevalence of drug abuse.

### Prevalence of Drug Abuse among Undergraduates

Drug abuse among university students is a well-documented phenomenon globally, with significant variation in prevalence rates across regions. According to the United Nations Office on Drugs and Crime (UNODC, 2021), over 12% of young adults worldwide engage in drug abuse, with cannabis, alcohol, and tobacco being the most commonly abused substances. These figures are higher in developing countries, where regulatory frameworks and prevention strategies are often less effective.

In Nigeria, the prevalence of drug abuse among university students is alarmingly high. The National Drug Law Enforcement Agency (NDLEA, 2020) reports that approximately 20% of undergraduates have used drugs at some point, with a significant number engaging in regular use. Cannabis is the most abused illicit substance, followed by alcohol, tramadol, and codeine. The rise in tramadol abuse is particularly concerning due to its easy accessibility and the misconception that it enhances academic performance or physical endurance (Shehu et al., 2018).

Studies conducted in Northern Nigeria indicate that male students are more likely to engage in drug abuse than their female counterparts. However, the gender gap is narrowing as societal norms evolve and drug availability increases (Oladeji & Yusuf, 2019). Peer

influence and curiosity remain significant drivers of drug use, with students often introduced to substances by friends or older peers. The prevalence is also linked to stress and the challenges of academic life, which lead some students to seek escape or coping mechanisms through substance use.

At the University of Maiduguri, anecdotal evidence suggests a growing trend of drug abuse among undergraduates. Reports indicate that off-campus environments, such as student hostels and recreational centers, are hotspots for drug use. This trend underscores the urgent need for targeted interventions and more robust monitoring systems within and around the university community.

### **Factors Contributing to Drug Abuse**

Understanding the factors contributing to drug abuse among undergraduates is crucial for designing effective interventions. Various social, psychological, and environmental factors influence students' decisions to experiment with or regularly use drugs. These factors include peer pressure, stress, curiosity, accessibility, family influence, and cultural norms.

#### **Peer Pressure:**

Peer influence is one of the most significant factors leading to drug abuse among undergraduates. Students are often pressured by friends or social groups to conform to behaviors perceived as "trendy" or as a means of gaining acceptance. Social Learning Theory (Bandura, 1977) explains this phenomenon, where individuals adopt behaviors they observe in their social environment. Students who associate with drug-abusing peers are more likely to emulate such behaviors.

In many cases, group activities involve recreational drug use, and non-participation may lead to exclusion. For instance, a study by Shehu et al. (2018) found that over 60% of Nigerian undergraduates who abused drugs were introduced to them by friends. Peer pressure not only facilitates initial experimentation but also sustains regular use as individuals continue seeking validation within their social circles.

#### **Stress and Academic Pressure:**

The demands of university life, including heavy workloads, financial challenges, and the need to meet high expectations, often result in stress among students. Many turn to drugs as a coping mechanism, believing that substances such as tramadol and cannabis can enhance focus or reduce anxiety.

According to NIDA (2020), stress is one of the leading causes of substance abuse among young adults. For undergraduates, the combination of academic pressure and personal challenges, such as homesickness or relationship difficulties, increases the likelihood of drug use. Unfortunately, while some substances may provide temporary relief, they often exacerbate stress and lead to dependency.

#### **Curiosity and Experimentation:**

Adolescence and young adulthood are characterized by a strong desire for exploration and experimentation. Many students use drugs out of curiosity, seeking to experience their effects or because of misinformation about their benefits.

Curiosity is often fueled by media portrayal of drug use as glamorous or as a means of achieving social or professional success. In Nigeria, Oladeji and Yusuf (2019) observed that curiosity was a significant driver of first-time drug use among university students, particularly those with limited awareness of the risks involved.

#### **Accessibility of Drugs:**

The easy availability of drugs, both on and off-campus, plays a major role in their widespread use among students. Common substances, such as alcohol, cannabis, and prescription drugs like tramadol, are often accessible through local vendors, pharmacies, and even fellow students.

Despite regulatory measures by agencies like the National Drug Law Enforcement Agency (NDLEA), enforcement remains weak in many areas. Shehu et al. (2018) highlighted that in northern Nigeria, substances like tramadol and codeine are widely sold without

prescription, making them easily accessible to young people. The affordability of these drugs further compounds the issue, as many students can purchase them with limited financial resources.

### **Family Influence:**

Family environments significantly shape students' attitudes toward drug use. Students raised in households where drug abuse is normalized or where parents or siblings use drugs are more likely to experiment with substances. This influence is particularly strong in families where drug use is seen as a means of coping with stress or escaping challenges.

Conversely, a lack of parental supervision or involvement in a student's life can also contribute to drug abuse. In such cases, the absence of guidance leaves students vulnerable to external influences, including peer pressure and curiosity. According to UNODC (2021), family dynamics are a critical factor in preventing or encouraging drug abuse.

### **Cultural Norms and Misconceptions:**

Cultural beliefs and societal attitudes toward certain substances can influence drug use among students. For instance, alcohol consumption may be culturally acceptable in some communities, reducing the stigma associated with its use. Similarly, the belief that certain drugs enhance physical or mental performance perpetuates their misuse among students.

In northern Nigeria, Oladeji and Yusuf (2019) found that tramadol is often used by students participating in physical activities, such as sports, due to the misconception that it boosts stamina. Such cultural perceptions make it challenging to address drug abuse comprehensively.

### **Psychological Factors:**

Mental health issues, such as depression, anxiety, and low self-esteem, are significant contributors to drug abuse among students. Many individuals turn to substances as a form of self-medication, seeking temporary relief from psychological distress. However,

this often leads to a vicious cycle of dependency, worsened mental health, and academic decline.

### **Media and Technology:**

The rise of social media and other digital platforms has increased students' exposure to drug-related content, including advertisements, peer activities, and entertainment. Platforms often glamorize drug use, portraying it as a lifestyle choice for achieving success or popularity. This exposure influences students' attitudes and increases their likelihood of experimenting with drugs.

### **Passive Health Effects of Drug Abuse**

Non-users in university settings often suffer significant indirect consequences due to the behaviors and habits of drug-abusing peers. These passive health effects create a broader public health concern that extends beyond individual users.

### **Secondhand Exposure to Substances:**

Non-users frequently experience secondhand exposure to substances like marijuana or tobacco smoke. Prolonged exposure can lead to respiratory issues, headaches, and increased risks of cardiovascular diseases (UNODC, 2021). Students living in shared accommodations or hostels are particularly at risk, as ventilation in these environments is often inadequate.

### **Psychological Distress:**

Living or studying with drug-abusing peers can lead to significant psychological impacts, including anxiety, fear, and insecurity. Erratic or aggressive behaviors by drug users may create an environment of hostility and discomfort for non-users (Shehu et al., 2018). This can hinder the emotional stability of affected students, impacting their academic focus and overall well-being.

### **Academic Disruptions:**

Drug-related behaviors often interfere with academic activities. Non-users may experience noise disturbances, reduced group productivity in collaborative tasks, or delays in completing projects due to the absenteeism of drug-abusing peers. These

disruptions compromise the academic progress of non-users (Oladeji & Yusuf, 2019).

**Social Isolation and Stigma:** Non-users may face stigma or alienation for associating with drug-abusing individuals. Conversely, avoiding drug-abusing peers may isolate them from social groups, leading to feelings of loneliness and decreased social support.

**Indirect Influence:** Frequent interactions with drug abusers increase the risk of indirect normalization of substance use, as non-users may begin to view such behaviors as acceptable or unavoidable.

**Strategies for Prevention and Intervention**  
Addressing drug abuse among undergraduates requires a multifaceted approach involving education, support, enforcement, and collaboration. Effective strategies include:

**Awareness Campaigns:** Universities should conduct regular awareness programs to educate students on the risks of drug abuse and its passive effects. Campaigns should be inclusive, leveraging social media, workshops, and peer educators to reach a broader audience (NIDA, 2020).

**Counseling and Support Services:** Accessible counseling centers within universities can provide students with professional help to manage stress, overcome substance abuse, and address the psychological impacts of exposure to drug abuse (Oladeji & Yusuf, 2019).

**Strengthening Campus Policies:** Universities must implement strict anti-drug policies, including penalties for possession or use of illegal substances on campus. Policies should also promote positive alternatives, such as recreational and academic support programs.

**Peer Support Programs:** Peer-led initiatives can play a crucial role in discouraging drug use. Empowering students to serve as role models and mentors can help mitigate peer pressure and promote healthy behaviors.

**Partnerships with Stakeholders:** Collaboration with law enforcement, healthcare providers, and non-governmental organizations (NGOs) is essential to

enforce drug regulations and provide comprehensive support systems.

**Surveillance and Monitoring:** Universities should invest in monitoring mechanisms to identify and address drug abuse hotspots, both on and off-campus. This includes the deployment of trained personnel to observe and report incidents of substance use.

**Rehabilitation Programs:** Establish on-campus rehabilitation programs for students struggling with addiction. These programs should include therapy, skill-building, and reintegration support.

The literature highlights the prevalence of drug abuse among university students and its significant health, academic, and social consequences. Factors such as peer influence, stress, and accessibility of drugs are major contributors, while non-users face passive effects like psychological distress and secondhand exposure. Strategies to address these challenges include awareness campaigns, counseling services, strengthened policies, and stakeholder collaboration. These findings provide a solid foundation for investigating drug abuse at the University of Maiduguri and proposing tailored interventions.

### 3. Methodology

#### Research Design

The study adopted a design to explore the prevalence of drug abuse and its passive health effects among undergraduates at the University of Maiduguri. This design is well-suited for assessing the current state of a phenomenon within a specific population at a single point in time.

A combination of quantitative and qualitative approaches was utilized to enhance the reliability and depth of findings. The quantitative approach involved structured questionnaires to collect measurable data, such as the proportion of students engaged in drug abuse and their reasons for doing so. The qualitative approach, through focus group discussions (FGDs), provided deeper insights into students' experiences and

perceptions regarding drug abuse and its indirect effects.

This mixed-method approach ensures a robust understanding of the study topic, balancing numerical data with the personal experiences and narratives of the participants.

### **Study Area**

The study was conducted at the University of Maiduguri, a prominent tertiary institution located in Maiduguri, Borno State, Nigeria. The university is known for its diverse student population, with attendees from various ethnic, religious, and socioeconomic backgrounds. It serves as a key hub for higher education in northeastern Nigeria, making it a relevant setting for this study.

The campus comprises multiple faculties, departments, hostels, and recreational centers, each contributing to the university's vibrant academic and social environment. However, these spaces also present challenges, such as the availability of drugs and peer influence, making them critical areas for understanding the dynamics of drug abuse. The study specifically focused on undergraduates residing both on-campus and off-campus to capture a comprehensive perspective of their experiences.

### **Population of the study**

The study targeted undergraduate students enrolled at the University of Maiduguri. These students were selected because they represent a critical demographic often associated with drug abuse due to their exposure to peer pressure, academic stress, and the transitional nature of university life.

The population included students from diverse faculties and academic levels (100 to 500 levels), ensuring that the sample reflected a wide range of experiences and behaviors. Both male and female students were included to analyze potential gender-related differences in the prevalence and effects of drug abuse. By focusing on this group, the study aimed to provide actionable

insights into the challenges faced by undergraduates and their indirect experiences with drug-abusing peers.

## **Sample Size and Sampling Technique**

### **Sample Size:**

A total of 285 students were selected for the study. This sample size was determined based on previous research findings and the need to ensure statistical significance. The inclusion of a 10% margin for non-responses ensured the reliability of the findings.

### **Sampling Technique:**

A multistage sampling technique was employed to ensure adequate representation:

Stage 1: Faculties were stratified into clusters based on academic disciplines (e.g., sciences, social sciences, humanities).

Stage 2: Departments within each faculty were randomly selected.

Stage 3: Students were systematically selected from the chosen departments.

This approach ensured that the sample captured the diversity of the student population at the university.

### **Data Collection Methods**

Data were collected using two primary tools: structured questionnaires and focus group discussions (FGDs):

**Structured Questionnaires:** The questionnaire was divided into sections addressing demographic information, prevalence of drug abuse, contributing factors, and passive health effects. Closed-ended questions ensured consistency, while some open-ended questions allowed for elaboration.

### **Data Analysis**

Data from the questionnaires were entered into Statistical Package for Social Sciences (SPSS) for analysis. Descriptive statistics, including frequencies and percentages, were used to summarize demographic

data and prevalence rates. Inferential statistics, such as chi-square tests, were employed to examine relationships between variables like gender and drug abuse.

Thematic analysis was used to interpret data from FGDs. Responses were transcribed, coded, and grouped into themes, such as “factors contributing to drug abuse” and “passive health effects on non-users.” This analysis provided deeper insights into the social and psychological aspects of drug abuse among undergraduates.

### Ethical Considerations

Ethical approval was obtained from the University of Maiduguri Research Ethics Committee to ensure the

study adhered to ethical research principles. The following measures were implemented: All participants were provided with detailed information about the study's purpose and procedures. Consent forms were signed to confirm their voluntary participation. Participants' personal information was anonymized, and data were stored securely to protect privacy. Participation was entirely voluntary, with no coercion or incentives that could unduly influence decisions to participate. Sensitive questions were handled with care to minimize discomfort or distress. The researcher ensured a supportive environment during data collection, particularly during FGDs.

## 4. Result and Discussion

### 4.1 Demographic Characteristics of Respondents

**Table 1. Gender Distribution of Respondents**

Gender	Frequency	Percentage (%)
Male	170	59.6
Female	115	40.4
<b>Total</b>	<b>285</b>	<b>100</b>

Source: Field Survey, 2025

**Table 2. Age Distribution of Respondents**

Age Group	Frequency	Percentage (%)
16–20	88	30.9
21–25	142	49.8
26–30	41	14.4
31+	14	4.9
Total	285	100

Source: Field Survey, 2025

**Table 3. Prevalence of Drug Abuse**

Response	Frequency	Percentage (%)
Yes	91	31.9
No	194	68.1
<b>Total</b>	<b>285</b>	<b>100</b>

**Table 4. Commonly Abused Substances**

(n = 91; multiple responses allowed)

Substance	Frequency	Percentage (%)
Cannabis	55	60.4
Tramadol	39	42.9
Codeine	28	30.8
Alcohol	62	68.1
Cigarettes	33	36.3

Others 10 11.0

**Table 5: Factors Contributing to Drug Abuse** ( $n = 91$ ; multiple responses allowed)

Contributing Factor	Frequency	Percentage (%)
Peer Pressure	60	65.9
Stress/Academic Pressure	48	52.7
Curiosity	35	38.5
Depression/Emotional Issues	24	26.4
Accessibility of Drugs	32	35.2

**Table: .6 Passive Health Effects on Non-Users** ( $n = 194$  non-users)

Passive Health Effect	Frequency	Percentage (%)
Secondhand smoke exposure	87	44.8
Sleep disruption due to noise/behavior	72	37.1
Anxiety or emotional distress	59	30.4
Academic disruptions (e.g., group work)	46	23.7
Isolation or social discomfort	35	18.0

**Table: 7 Perceptions of Suggested Intervention Strategies** ( $n = 285$ ; multiple responses allowed)

Suggested Strategy	Frequency	Percentage (%)
Awareness Campaigns	201	70.5
Counseling/Support Services	174	61.1
Peer Support Groups	149	52.3
Enforcement of Campus Policies	163	57.2
Drug Testing and Surveillance	122	42.8
Rehabilitation for Addicted Students	97	34.0

**Table 8: Knowledge of Drug-Related Health Risks** ( $n = 285$ )

Response	Frequency	Percentage (%)
Yes, fully aware	148	51.9
Somewhat aware	103	36.1
Not aware	34	11.9
<b>Total</b>	<b>285</b>	<b>100</b>

**Table 9: Living Arrangements and Exposure to Drug Use** ( $n = 285$ )

Living Arrangement	Frequency	Percentage (%)	Exposed to Drug Use (%)
On-campus hostel	112	39.3	34.8
Off-campus shared housing	98	34.4	55.1
With family/guardians	75	26.3	12.0
<b>Total</b>	<b>285</b>	<b>100</b>	—

**Table: 10 Awareness of University Anti-Drug Policies** (*n* = 285)

Response	Frequency	Percentage (%)
Yes	123	43.2
No	115	40.4
Not sure	47	16.5
<b>Total</b>	<b>285</b>	<b>100</b>

#### 4.2 Discussion of Findings

The findings of this study reveal a significant prevalence of drug abuse among undergraduates at the University of Maiduguri, with 31.9% of respondents admitting to using drugs. The most commonly abused substances were alcohol, cannabis, and tramadol. Peer pressure, stress, curiosity, and easy access to drugs emerged as key contributing factors, aligning with the Social Learning Theory. These findings are consistent with national trends reported by the NDLEA and highlight a worrying pattern of normalization of drug use within academic environments.

Moreover, the study exposed the often-overlooked passive health effects of drug abuse. Nearly half of the non-using students reported exposure to secondhand smoke, while others experienced emotional distress, academic disruptions, and social isolation due to living or interacting with drug-abusing peers. The findings also indicate that students residing off-campus were more exposed to drug use than those in on-campus hostels or family homes, likely due to weaker supervision and monitoring. This exposure not only affects physical health but also contributes to psychological and academic strain among non-users.

The data further revealed gaps in institutional awareness and intervention. Less than half of the students were aware of the university's anti-drug policies, and many reported only partial understanding of drug-related health risks. However, a majority of respondents supported strategies like awareness campaigns, counseling services, and peer support groups as effective ways to combat the issue. These findings underscore the need for targeted, student-

centered interventions that prioritize education, campus policy enforcement, and off-campus engagement to effectively address both the direct and passive effects of drug abuse.

#### Summary of Findings

This study investigated the prevalence and passive health effects of drug abuse among undergraduates at the University of Maiduguri. The findings revealed that **31.9%** of the respondents had used drugs, with alcohol, cannabis, and tramadol being the most commonly abused substances. The major factors contributing to drug use were peer pressure (65.9%), academic stress (52.7%), and curiosity (38.5%), while off-campus environments were identified as high-risk areas due to less supervision and greater access to drugs.

In terms of passive effects, a significant proportion of non-using students reported negative experiences from interacting with drug users. These included secondhand smoke exposure (44.8%), emotional distress (30.4%), and academic disruptions (**23.7%**), especially in shared living or group study arrangements. Students living off-campus faced greater exposure to drug-related activities compared to those in hostels or with family.

The study also highlighted gaps in knowledge and institutional response. While a slight majority of students were aware of the health risks of drug abuse (51.9%), only **43.2%** were aware of any anti-drug policies within the university. Nonetheless, students showed strong support for intervention strategies such as awareness campaigns, counseling services, and peer-led programs, indicating a clear desire for preventive

and supportive measures to address drug abuse and its indirect consequences.

### 5. Conclusion and Recommendation

Drug abuse among undergraduates at the University of Maiduguri is a pressing issue with both direct and indirect consequences. While a considerable percentage of students are active users, the impact extends to non-users who suffer from passive exposure, psychological strain, and academic setbacks. The study confirms that social and environmental factors particularly peer influence, stress, and accessibility play a central role in driving drug use.

The limited awareness of university policies and health risks further exacerbates the problem. However, the willingness of students to support intervention programs suggests a window of opportunity for meaningful engagement. Addressing drug abuse in this context requires a comprehensive, student-centered approach that goes beyond punitive measures to include education, support systems, and policy enforcement. Based on the findings, the following recommendations are proposed:

- i. **Strengthen Awareness Campaigns:** The university should regularly organize sensitization programs to educate students on the dangers of drug abuse and its passive effects. These should involve workshops, seminars, and media outreach targeting both users and non-users.
- ii. **Enhance Counseling and Support Services:** Establish and promote accessible mental health and addiction counseling centers on campus. Trained

professionals should be available to help students cope with stress and personal challenges without resorting to drugs.

- iii. **Promote Peer Support and Mentorship Programs:** Engage students in peer-led initiatives to counteract peer pressure and normalize healthy behavior. Peer mentors can play a powerful role in guiding others away from substance use.
- iv. **Implement and Enforce Drug-Free Policies:** The university administration should improve communication of existing anti-drug policies and ensure their consistent enforcement. Drug-free campus zones, clear disciplinary procedures, and routine checks may help reduce abuse.
- v. **Address Off-Campus Vulnerabilities:** Collaborate with community stakeholders and landlords to monitor drug activities in off-campus accommodations. Establish community surveillance and encourage safe housing policies for students.
- vi. **Integrate Drug Education into the Curriculum:** Drug awareness and health education should be embedded in general studies or orientation courses to ensure all students are informed from the onset of their academic journey.
- vii. **Establish a Rehabilitation and Reintegration Program:** Students struggling with substance addiction should be provided with non-punitive, confidential rehabilitation options, including therapy and reintegration support.

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