

A Critical Evaluation of the Notions of plugs and their Sustainability in psychoactive drugs among undergraduate Students at the University of Abuja, Nigeria.

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Abstract

This paper examines the notions of plugs and sustainability in psychoactive drugs among students. Psychoactive drugs are accessible in Nigeria through different sources and spaces among University Students. Supplies are sometimes handled by their peers, known as “plugs”. The term “Plugs” has become widely and easily applied to be a supplier of different kinds of drugs, services, or goods in demand. Plugs are widely adopted fluidly between suppliers of psychoactive drugs and those in need of their supplies. The objectives of the paper investigate the measures used by plugs to maintain their roles and enhance supply chain and consumption, the factors influencing undergraduate students on psychoactive drug and substance use, the social effects of psychoactive drugs, as well as the coping strategies adopted in reducing the menace of psychoactive drug. The research was guided by the Social Learning theory, and a mixed method was employed, which consisted of face-to-face interviews and structured questionnaires that guided the study. A total number of 250 undergraduates participated in the survey, while 10 interviews were held. The findings from the paper revealed that undergraduates are familiar with & aware of their friend’s consumption of psychoactive substances for different purposes. The paper concluded that Anxiety issues, academic & Nonacademic pressures, and the flexibility of accessing Plugs all play a key role in students’ addiction to psychoactive drugs. Recommendations have been made that there should be public enlightenment, seminars, and symposiums to be organised periodically.

Keywords; Evaluation, Notions, psychoactive, plugs, sustainability, undergraduate

Introduction

Psychoactive drugs are substances that affects the brain, they range from heroin to caffeine, these substances often time affect awareness, thoughts, mood and behavior, some of these psychoactive drugs causes euphoria, increased energy, sleepiness, hallucinations and more (Olashore & Ogunwobi, 2018). Psychoactive drugs intake often enhances Mental health

disorder among abusers, which is one of the leading global health burden affecting 25% of the population of the world (Global Emotions Report,2022). Psychoactive substance misuse is recognized as a stronger predictor of mental disorder, with increasing prevalence and its negative consequence along the changing global situations including the COVID-19 outbreak (Santomauro, Herrera & Adolph, 2021). Youths attending colleges and university are among subgroup of the people with a special form of risk factor for psychoactive substance misuse. The term “Plugs” has become widely and easily applied to being a supplier of any in demand substance, drugs or goods. During the transition to university/ college, young students face new sources of stress, but not limited to Intense academic pressure separation from parental supervision, sharing close living quarters with new people, formation of new social groups, social Isolation, peer pressure and balancing academic and other responsibilities (Sommet 2012, Taher, 2015& Olashore 2018). This coincides with opportunities to experiment with psychoactive substances including alcohol, khat and increasing level in smoking cigarettes (Olashore 2018, Locke 2015). According to Tsvetkova 2013& Duru 2017), The prevalence of psychoactive substance misuse including khat, alcohol, cigarette and other illicit drugs is high among university students around the globe. Drug and substance abuse is one of the most vexing and pervasive problems that most universities are grappling with, in as much as the administration and management of university is concerned (Olashore & Ogunwobi, 2018). The consequences on students are disastrous and devastating, this has been aggravated by the rapid social and technological changes which have had a corrupting influence on the students in the universities. psychoactive drugs abuse is a real threat to the students, parents, universities and the economics. Globally, the rate of psychoactive substance abuse amongst students in various countries of the world differs, for example in United States (28%), in Ukraine (34%), in Russia (26%), in Japan (23%), in Norway (29%), in Spain (33%), in Germany (21%), in Denmark (25%), among others (United Nations Office on Drug and crime [UNODC], (2021) & World Health Organization [WHO], 2018). Most Countries of the World rely on the valuable youth potential that is being robbed by drug. Drug and substance abuse is a global problem, whose prevalence has remained unabated amongst youths (Hurst, 2019). These pychoactive Substances include pain relievers, stimulants, tranquilizers, sedative and all four drug classes combined (Oluwoye & Merianos, 2017). Drugs are substances that is used to prevent, diagnoses, treat or relieve symptoms of a diseases or abnormal condition. Ikoh & Okwanya (2019) in their studies found that drug and substance abuse behaviors among student in higher learning Institution is commonly linked to already

perceived norm and practices amongst age mate, they identified certain factors such as peer group influence, need to release stress, desire to experiment, influence for guardians and siblings, poor parenting, having troubles in school are key factors Influencing psychoactive drugs and substance abuse. Furthermore, having a problem with the police and unemployment have been reported in most studies to be another factors contributing to drug and substance abuse among youths age between 17-28 years old with peers and social media influence being reported as the most influence factors. The desire of social acceptance and the phobia of being sidelined and rejected by fellow peers, has been proved to be a contributing factor to drug and substance abuse among youths (Somani, 2016). Psychoactive drug has impacted negatively on the academic, social, psychological, economical, and psychological development among the abusers (World Health Organization, 2018). In Nigeria, the prevalence of psychoactive drug abuse account for about 14.4% or 14.3 million people age between 15 and 64 years, which is comparatively high in comparison to the global annual prevalence to 5.6% (United Nations office on Drugs and crime [UNODC], 2021). One of the reason why this paper is important is to investigate the prevalence of psychoactive drug among student which are predominantly youths. However, poverty, unemployment, violence, family confluent and illness represent a few potential Vulnerabilities influencing the youths to indulged in psychoactive drugs and substance abuse (Kikiru, 2018). The youths of today suffered from negative consequences of psychoactive drug and substance abuse such as absconding from school, poor academic performance mental difficult and negative sexual outcomes amongst others. According to Diagnostic and Statistical Manual of Mental Disorders (DSMIV)(2020), psychoactive drugs are substance which is characterized by a pattern of substance use leading to neglection of social roles or commitments, physical hazards, legal issues, or interpersonal duties. There are certain social factors influencing drug use which include: childhood maltreatment (abuse and neglect), family substance abuse, and parent-child relationships. Social risk factors include association with deviant peers, popularity, bullying, and gang affiliation, while some Individual risk factors include: ADHD and depression. These categories of risk factors (familial, social, and individual) are related to the environment of the individual (UNODC, 2021).

Objectives of the Study

The main objective of the paper is a critical evaluation on the notions of plugs and sustainability of psychoactive drugs among undergraduate students in university of Abuja, Nigeria, the specific objectives were:

1. To examine the factors influencing psychoactive drug Use among Undergraduate students in University of Abuja.
2. To evaluate the Social effect of psychoactive drug Use among undergraduate students in University of Abuja.
3. To find out the coping strategies of students on psychoactive drug Use in university of Abuja.

Theoretical Anchorage

The paper is anchored on the Social Learning Theory. The Social Learning Theory was Propounded by Albert Bandura in 1977. Social Learning theory is often described as the 'bridge' between traditional learning theory (behaviorism) and the cognitive approach. This is because it focuses on how mental (cognitive) factors are involved in learning. Unlike Skinner, Bandura (1977) believes humans beings are active information processors ,they always think about the relationship between their behavior and its consequences. Social learning theory proposed by Albert Bandura emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. Social learning theory considers how both environmental and cognitive factors interact to influence human learning and behavior. In social learning theory, Albert Bandura (1977) agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, he adds two important ideas: He argued that Mediating processes occur between stimuli & responses, behavior is learned from the environment through the process of observational learning. Observational learning could not occur unless cognitive processes were at work. These mental factors mediate (i.e., intervene) in the learning process to determine whether a new response is acquired. Therefore, individuals do not automatically observe the behavior of a model and imitate it. There is some thought prior to imitation, and this consideration is called the mediational process. This occurs between observing the behavior (stimulus) and imitating it or not (response).. There are four mediational processes proposed by Bandura (1969, 1971, 1977). Each of these components is crucial in determining whether or not imitation occurs upon exposure to a model:

1. Attention

Attentional processes are crucial because mere exposure to a model doesn't ensure that observers will pay attention (Bandura, 1972). The model must capture the observer's interest, and the observer must deem the model's behavior worth imitating. This decides if the behavior will be modeled. The individual needs to pay attention to the behavior and its consequences and form a mental representation of the behavior. For a behavior to be imitated, it has to grab our attention. We observe many behaviors on a daily basis, and many of these are not noteworthy. Attention is, therefore, extremely important in whether a behavior influences others to imitate it.

2. Retention

Bandura highlighted the retention process in imitation, where individuals symbolically store a model's behavior in their minds. For successful imitation, observers must save these behaviors in symbolic forms, actively organizing them into easily recalled templates (Bandura, 1972). How well the behavior is remembered. The behavior may be noticed, but it is not always remembered, which obviously prevents imitation. It is important, therefore, that a memory of the behavior is formed to be performed later by the observer. Much of social learning is not immediate, so this process is especially vital in those cases. Even if the behavior is reproduced shortly after seeing it, there needs to be a memory to refer to.

3. Motor Reproduction

This is the ability to perform the behavior that the model has just demonstrated. We see much behavior daily that we would like to be able to imitate, but this is not always possible. Our physical ability limits us, so even if we wish to reproduce the behavior, we sometimes cannot. This influences our decisions whether to try and imitate it or not. Imagine the scenario of a 90-year-old lady who struggles to walk while watching Dancing on Ice. She may appreciate that the skill is desirable, but she will not attempt to imitate it because she physically cannot do it. Motor reproduction processes use internal symbolic images of observed behaviors to guide actions (Bandura, 1972). An observer internally replicates a behavior using these symbols as a reference, even if it's not externally shown (Manz & Sims, 1981).

4. Motivation

Lastly, motivational and reinforcement processes refer to the perceived favorable or unfavorable consequences of mimicking the model's actions that are likely to increase or decrease the likelihood of imitation. The will to perform the behavior. The observer will consider the rewards and punishments that follow a behavior. If the perceived rewards outweigh the perceived costs (if any), the observer will more likely imitate the behavior. If the vicarious reinforcement is unimportant to the observer, they will not imitate the behavior. Observational learning is a key aspect of social learning theory, where individuals learn and adopt behaviors by observing others. This process often involves modeling after those who are similar, high-status, knowledgeable, rewarded, or nurturing figures in our lives. Children observe the people around them behaving in various ways. This is illustrated during the famous Bobo doll experiment (Bandura, 1961). Addictions to psychoactive drugs involve a loss of control when engaging in addictive behaviour and a feeling of being unable to stop. Over time people build tolerance and the thing they are addicted to stops being as rewarding as it used to, leading to an increase in the addictive behaviour. With time, addiction can start to consume more and more of one's life, leading the person to neglect their responsibilities or any other activities they used to engage in. Addiction can also be strengthened because they use it to avoid their problems and cope with physical pain or negative emotions. In these situations, the absence of pain is a negative reinforcer. With time, people addicted to substances often stop being driven by the reward and use to avoid the withdrawal syndrome, which involves a set of painful psychological and physical symptoms. Withdrawal syndrome is an example of positive punishment, making a person less likely to try and quit again in the future (Bandura, 1969).

However, Social learning theory is applied to the paper to examine how Classical and operant conditioning appear to play the most part in maintaining addiction, but why do people start to engage in addictive behaviours in the first place? According to the social learning theory, we learn new behaviours by observing and imitating other people in our environment. The social learning theory proposes that human behaviour follows from other people we observe. We imitate the behaviour of models we have in our life, whether it's our family, peers, or environment. Therefore, if we are exposed to people that drink or smoke, we are likely to imitate them and start engaging in these behaviours too. This theory highlights the impact that our peer group or behaviour we see in our family can have on us. Our motivation to imitate is additionally strengthened by vicarious reinforcement and

identification. Vicarious reinforcement occurs when the person who models the behaviour is rewarded for it. If our friend suddenly becomes popular when she starts drinking alcohol, others may be more motivated to imitate her behaviour. Identification can motivate us, too. This occurs when we desire to become more like the model.

Literature Review

Factors influencing psychoactive drug use among students

Peer pressure is one of the key factors influencing psychoactive drug use and abuse. World Drug Report (2017) indicated that drug users seek approval from their peers to join their habit as a way of seeking acceptance (World Drug Report, 2017). Majority of the students in university, colleges are surrounded by their peers who are experiencing psychoactive drug use and abuse. This factor is further fueled by the desire to experience something unique. Student in universities are in the process of exploring different aspects of their lives in a new environment, it is common for them to die deep into drug and substance experimentation. Being away from their friends and families creates a need to fit in with majority of them, feeling the best way to fit in is to be like the rest of the student, attend parties Organized in schools, get drunk and high. The lack of guardianship, monitoring and supervision provides unlimited freedom to most university students to act or behaves as they pleases, making them vulnerable to try out drugs (Nkoge, 2017). Nkoge (2017) found that drugs and substances abuse was most prevalent among students in third year and fourth years as compared to those in first & second year. This was because majority of the first year students lacks exposure to freedom, psychoactive drugs and substance abuse and they are aware of been in a Christian university environment, this means that Upbringing plays a major role in drug and substances abuse. Odonell (2015) found that the more members of a household engages in psychoactive drugs and substance abuse/ the greater the younger members of that family/ students will engage in drugs and substance abuse, parents are not only role models for their children behavior, but also role models to Older siblings which have an impact to their younger ones, by negatively involving them in psychoactive drugs and substance activities such as getting them alcohol, bear or a pack of cigarette (Hurst, 2019). In a study conducted by Hurst (2019) found that in a Christian university, majority of the respondents involved in psychoactive drugs & substance abuse had witnessed their fathers using alcohol and abusing other drugs,

implying that parents indulgence in psychoactive drug and substance was also a major influential factors to drugs and substance abuse in their children, especially as they are experiencing their youthful age, it also indicated that, parent are neglecting their responsibilities in raising the youth leaving them to influence their characters and behaviors through the media. Oluwoye (2017) found that university student's follow musicians and rappers who are addicted to psychoactive drugs and substance abuse, which has negative influence on the behaviour of students. Modeling plays an important role in learning a new behavior, hence, they tend to copy their attitude, beliefs, habits, and behavior including psychoactive drugs use and substance abuse. However, Anxiety and uncertainties of becoming adults among student in higher learning was found to be a leading cause of the youth engaging in psychoactive drugs and substance abuse. The residence of the university students was also an influential factor in psychoactive drug and serve as an influential factor in psychoactive drug and substance (Kasundu, 2012). in the study by Kasundu (2012), argued that psychoactive drug and substance abuse is rampant in many student who resided in private hostels outside campus, thus group of student confessed to alcohol and substance abuse as compared to those who resided with their parent, these students who reside with their parents came in as the second majority, while the student that resided in university hostels reported the lowest level of engaging in psychoactive drug and substance abuse, this was as a result of private hostels regulation on psychoactive drug & substance abuse within their premise as compared to the university hostels.

Social Effects Of Psychoactive drug use among students

The use of psychoactive substance among university students is a major global public health problem today. The prevalence of substance abuse in countries throughout the world is on increase, which has a negative detrimental effects on the attitude, behavior and academic performance of students in some countries such as Iran, Brazil, as well as some African countries such as Nigeria, Ghana & Ethiopia (Brihamu & Bisetegun, 2014). Although, the substance of choice used by learners may not be similar in all areas, these are some substance that are common at a global scale, and these include: Alcohol, Cigarette, Dagga, or Marijuana or cannabis, cocaine e.t.c (Morojele, 2009). Drug abuse is a growing social phenomenon which endangers abuser's health and productivity, every abused drugs influence the abusers health and productivity, every abused psychoactive drug influence the abusers in the short term or long term capacity. Psychoactive drugs and substance abuse can alter a person

thinking and judgment, leading to health risks, including addiction, drugged driving and infectious disease. The high prevalence of psychoactive drug and substance abuse is a major concern for public health, because it carries significant health risk, it also contributes to social problems such as crime & violence, with students who use substances are more likely to experience violent acts and involved in criminal activities (Birhanu & Bisetegn, 2014) students who use psychoactive drug and substance experience injuries in road accidents and fighting, which are sometimes fatal, there is also risky sexual behaviors, scholastic problems like dropping out of school, physical & mental health problems which include having depressive symptoms. Psychoactive drug abuse, alcohol abuse & addiction can also lead to destructive behaviors such as driving under the influence of alcohol and domestic violence. The side effect of alcohol abuse includes hangover, in which headaches, nausea & vomiting continue after a drinker is no longer actually intoxicated or experiencing the high alcohol intake. Cocaine is a powerfully addictive stimulant drug made from the leaves of a coca plant native to South America. Its short-term effects include narrowed blood vessels, enlarged pupils, increased body temperature, heart rate, and blood pressure, headache, abdominal pain, nausea, euphoria, increased energy alertness, insomnia restlessness, anxiety erratic and violent behaviors panic attack paranoia, psychosis, heart rhythm problem, heart attack, stroke. (Oluwoye, 2017). . Psychoactive drug and substance abuse has a negative impact on student's learning activities, other effects were rape cases, physical assault were among other social effects from psychoactive drug abuse.

Coping Strategies Of Students On Psychoactive drug use

According to health experts, drugs are psychotropic compounds commonly used to anesthetize patients at the time of surgery or those used to treat certain diseases. However, drugs are not intended for general consumption by the public because drug abuse can cause acute physical & psychological effects (Anggeria & Sutriana, 2020). Currently, psychoactive drug abuse refers to as Substance Use Disorder (SUD) based on the American Psychiatric Association's classification of DSM-V (Diagnostic Statistical Manual Of Mental Disorder, 2013). Substance use disorder is one group of chronic relapsing disorders of the brain and has significant health and social impact (Butelman & Kreek, 2017). Hartatik (2018) argued that drug abuse increases among adolescents, causing the younger generation to fall into substance use disorder, physical & mental damage in several countries of the world. As cited by the National Anti Narcotic Agency of the Nations, the number of psychoactive drug abuse in

2018 have increased drastically. In a study by Olafsdottir (2018) shows that 36% or more of drug addict have average serious or very serious depression, anxiety and stress disorders. Banchin (2019) explains that substance use disorder suppress the central nerves and lead to various cognitive, behaviors & Maladaptive problems. According to Frydenbery & Lewis (2013), they divide coping strategies into three (3) aspect

- (a) Problem focus (solving the problem as a way to focus on solving the problem such as seeking relaxing diversion, physic recreation
- (b) Referring to other people with knowledge and skills about their problems such as seeking social support, seek professional help, seek spiritual support and social action.
- (c) Cognitive behaviour coping namely individuals taking unproductive action in relation to life problem such as wishful intention, tension reduction, self-blame etc.

Markova & Nikitskaya (2017) state that coping is an important construct in adolescent response to the extensive stressors and adjustment they experience, and explain that deviant adolescents are more likely to use disengagement coping strategies. In addition, Semaparaputri (2020) showed that cognitive behavior coping skills training influenced the coping strategies of narcotics prisoners participating in rehabilitation program from the preceding.

However, the above literature review shows concern on students engagement in psychoactive drugs abuse which posed a greater challenge to their academic performance and affect vis-à-vis the university system as well as student in federal institution of learning, there is little or no study conducted on the subject matter by various scholars in the university system. This is the knowledge gap that the study seek to address.

Study Area And Methodology

Study Area

This study was carried out in university of Abuja, Abuja Nigeria. The University of Abuja is a tertiary institution in the Nigeria capital Abuja. It was established in January 1988 (under Decree No. 110 of 1992 as amended) as a dual mode university with the mandate to run conventional and distance learning program academic work began in the university in 1990 with the matriculation of its pioneer students. The university took off from a temporary site,

made up of three blocks of building meant for a primary school in Gwagwalada, tagged the “Mini-campus.” Academic activities started on the Mini campus in 1990 after which the university was allocated an expanse of land covering over 11,800 hectares (29,000 acres) along the Abuja city Airport road for the development of its main campus. The University of Abuja has finally relocated most of all its activities to the permanent site to date. There is female and Male hostels housing thousands of students. However, the distance learning offices of the university are located within the Abuja municipality (Area 3, Garki) where contact sessions of the programmes are held. The University of Abuja offers diploma, undergraduate and postgraduate degree programmes as well as a center for distance learning school, which provide University education to those who cannot acquire such education through the regular University system and those interested in acquiring new knowledge and specialization skills. However, below is a list of faculties and colleges currently at the University of Abuja.

- Faculty of Agriculture
- Faculty of Art
- Faculty of Education
- Faculty of Engineering
- Faculty of Law
- Faculty of Management Sciences
- Faculty of Social Science
- College of Health
- College of Medicine

the University has further plans to commence Geology and mining program in the 2023/2024 academic session as slated by the vice chancellor of the University of Abuja, Professor Abdul Rasheed Na’Allah.

Methodology

The mixed method design was adopted using the qualitative (interview) and quantitative (Questionnaire) in the elicitation of data for this study. The sample size for the study was 250 respondents. These 250 respondents were carefully selected using the purposive and snowball sampling techniques, while 10 interviews were also conducted to ascertain the factors influencing psychoactive drugs among university undergraduates. These included the direct

victims of psychoactive drugs, indirect victims (friends/relations) schools management, spread in six (6) of the 13 programme that make up university of Abuja (I C T 2023; management 2023).

The purposive and snowball sampling techniques guided this research in the selection of participants, this methods were employed to ascertain the increase rate of psychoactive drug intake among undergraduate students. Therefore, selected undergraduate students from different programmes underlisted below were reached through questionnaire and indepth interviews (IDI).

However,a total number of two hundred and forty questionnaires (240) were administered to students from different faculty in the university environment, the questionnaires were self administered and other administered. The researcher employed research assistants in the adminstration of the research instruments.Similarly, a total of ten (10) interviews were conducted on students who engages in psychoactive drug abuse use. The respondents were carefully selected using the purposive and snowball sampling techniques, this is because not all the respondents were willing to disclose information on psychoactive drug abuse. The research instruments were distributed by the researcher and the research assistants between the hours of 9am -12noon daily. The completed questionnaires were analyzed using the statistical package for Social Sciences (SPSS) version 21,while while the qualitative data retrieved were analyzed thematically using content analysis based on the objectives of the study.

The faculties were selected below:

S/N	FACULTIES	POPULATION	SAMPLE SIZE
(a)	College of health sciences	620	48
(b)	Faculties of social science	580	45
(c)	Faculties of education	415	32
(d)	Faculties of law	720	55
(e)	Faculties of environmental sciences	460	36
(f)	Faculties of Art	430	34
	Total	3225	250

Source: (I C T 2023; management 2023)

Result and discussion on findings

This section examined data presentation, analysis and interpretation. It is divided into section based on the objectives of the study to find out Notion on plugs and sustainability of psychoactive abuse among university undergraduate in university of Abuja, Nigeria.

In the paper, two hundred and fifty (250) questionnaires were administered and only 240 questionnaires were retrieved, because some of the respondents failed to return the questionnaire administered to them.

TABLE 1: Sex of the Respondents

SEX	FREQUENCY	PERCENTAGE %
Male	140	58.3
Female	100	41.7
Total	240	100

Source: Social survey, 2023

Table 1 above shows that 140 (58.3 %) of the respondents were males, while 100 (41.7 %) of the respondents were female. Majority of the respondents were males more than their female counterparts.

Table 2: Age bracket of the respondents

Age	Frequency	percentage
15 – 25 years	176	73.3
26- 35 years	61	25.4
36 – 45 years	3	1.3
4 - years & above	0	0
Total	240	100

Source: Social survey, 2023

Table 2: above shows that majority 176 (73.3%) of the respondent were in within the age bracket of 15 -25 years in the study area.

Table 3: Marital status of respondents

Marital Status	Frequency	Percentages %
Single	207	86.3
Married	20	8.3
Widows	10	4.1
Separated	3	1.3
Total	240	100

Source: Social survey, 2023

Table 3: Above shows that majority 207 (86.3%) of the respondents were singles in the study area. This shows that we have more single undergraduates than married ones

Table 4: Faculty/Department of the Respondents.

Faculty department	Frequency	Percentage %
College of health sciences	22	9.2
Faculty of social sciences	33	13.8
Faculty of education	39	16.2
Faculty of law	31	12.9
Faculty of environmental sciences	96	40
Faculty of Art	19	7.9
Total	240	100

Sources: Social survey, 2023

Table 4: Above shows that majority 96 (40%) of the respondents were undergraduate students from faculty of environmental sciences in the study area.

Table 5: Religion of the respondents

Religion	Frequency	Percentage%
Islam	96	40
Christianity	140	58.3
African traditional religion	3	1.3
others	1	0.4
Total	240	100

Source: Social survey, 2023

Table 5 shows that majority 140 (58.3%) of the respondents were Christian, the shows that the Christian were more than the Muslims counterparts in the study area.

(4.2) Respondents knowledge on factors influencing psychoactive drugs and substance abuse.

this section examined opinions whether there are factors influencing psychoactive drug & substance abuse, as well as the extent of the factors are discussed.

Table 6: Opinion whether there are factors influencing psychoactive drugs and substance abuse

Opinion	Frequency	Percentage%
Yes	210	87.5
No	20	8.3
Can't say	10	4.2
Total	240	100

Source: Social survey, 2023

Table 6 above shows that majority 210 (87.5%) of the respondents agree that there are factors influencing psychoactive drugs and substance abuse among undergraduate students

Table 7: Opinions on the factors influencing psychoactive drugs and substance abuse among the undergraduate students.

Opinions	Frequency	Percentage %
Peer pressure	138	57.5
Lack of guardian monitoring and supervision	24	10
Ways of upbringing	36	15
Social media & cultural identity.	33	13.8
Other specify	9	3.7
Total	240	100

Source : Social survey,2023.

Table 7 above shows that majority 138 (57.5%) of the respondent believed that the factor influencing psychoactive drug and substance abuse among undergraduate students is:Peer pressure:

This seems to be in agreement with World Drug Report (2017) found that drug users seek approval from their peers to join their habit as a way of seeking acceptance.

Table 8: opinion on the extent of factors influencing psychoactive drug substance abuse among undergraduate student

Opinions	Frequency	Percentage%
High extent	205	85.4
Average	25	10.4
Low extent	10	4.2
Total	240	100

Source: Social survey, 2023

Table 8 above shows that majority 205 (85.4%) of the respondent believed that the extent of factors influencing psychoactive drugs and substance abuse among undergraduate students is to a very high extent.

(4.3) Respondent knowledge on the social effect of psychoactive drugs and substance abuse,

This section examine opinions whether there are social effects of psychoactive drugs as well as the rating of the social effects are discussed.

Table 9: Opinion on whether there are social effects of psychoactive drugs and substance abuse.

Opinions	Frequency	Percentage%
Yes	210	87.5
No	22	9.2
Can't say	8	3.3
Total	240	100

Source: social survey, 2023

Table 9: above shows that majority 210 (87.5%) of the respondents believed that there are the social effect of psychoactive drugs and substance abuse among undergraduate students.

Table 10: Opinion on the social effects of psychoactive drugs and substances abuse among undergraduate students.

Opinions	Frequency	Percentage%
It lead to health risk	96	40
Infection disease	38	15.8
Risky sexual behavior	32	13.3
Others	74	30.9
Total	240	100

Source: social survey, 2023

Table 10: above shows the majority 96 (40%) of the respondents believed that the social effect of the psychoactive drugs and substance abuse among undergraduate students often lead to health risk challenges.

This corroborated with the study by Oluwoye (2017) found that the health risk challenges of indulgence in psychoactive drug and substance abuse such as: narrow blood vessels, enlarges pupils, increase body temperature, heart rate, blood pressure, headache, abdominal pain, nausea, euphoria, alertness, insomnia, restlessness, anxiety erratic, violent behaviors, panic attack, paranoia, psychosis etc.

Similarly, in an in-depth interview conducted, one participant stated that “ in a situation where Lack of money and stress are on the increase, they often take tramadol, cannabis and drink alcohol in a small group. In contrast, they tend to smoke alone if they have limited amount of money and when they are suffering from distress they indulge in taking psychoactive drugs to make them feel high. Students actively hide out in certain places around campus to use substances, either in groups or alone. Smokers want to be alone while they smoke, I don’t know how they do feel then, and they prefer to be alone when they smoke.....”

(IDI, Participant, 23years, Christian, single, faculty of Art).

Table 11: opinion on how these factors influences undergraduate students in psychoactive drug and substance abuse

S/N	Factors (items)	Very frequent (p)	Frequent (p)	Sometime (p)	Rarely (p)	Near (p)
	Addiction	96 (40%)	21 (8.1%)	53 (22.1)	38 (15.8)	32(13.3)
	Drugged driving	36(15)	138(57.5)	24(10)	33 (13.8)	9(3.8)
	Risky sexual behavior	200(83.3)	10 (4.2)	15 (6.3)	5 (2.1)	10 (4.2)
	Physical and mental problems	20 (8.3)	207(86.3)	5(2.1)	3(1.3)	5 (2.1)
	Depressive symptoms	53 (22.1)	96 (40)	32(13.3)	38 (15.8)	21(8.8)

Source: social survey 2023

Table 11 above shows that majority 207 (86.3%) of the respondent believed that the factor influencing undergraduates students in psychoactive drug and substance abuse is physical and mental problems.

However, in an in depth interview conducted, one participant noted that “

“ student drink alcohol mainly in the evenings, with other peers of the same sub cultural groups, the student mentioned that “over” means drinking the whole night, which is common among students on Saturdays, most student drink excessive alcohol whilst they start smoking

later. Alcohol is common among students on Saturday. If you visit the night clubs on these days (Saturday), you would doubt that there is a student left in the campus, most spend their night in the bar and this often result into physical and mental problems.

(IDI participant, 27 years, single, christianity social science faculty.

Table 12: opinion on the rating on the social effect of psychoactive drug and substance abuse among students.

Rating	Frequency	Percentage%
Positively	20	8.3
Negative	205	85.4
Other	15	6.3
Total	240	100

Source: social survey, 2023

Table 12 above shows that majority 205 (85.4%) of the respondent believed that the ratings on the social effects of psychoactive drug and substances abuse among undergraduate students is Negative on their mental wellbeing.

4.4 Respondents Knowledge on the coping strategies of students on psychoactive drug and substances abuse.

This section examine opinions whether there are coping strategies of students on psychoactive drugs, as well as the coping strategies adopted by students on psychoactive drugs are discussed.

Table 13: opinion whether these are coping strategies put In place to reduce psychoactive drugs and substances abuse

Opinion	Frequency	Percentage%
Yes	210	87.5
No	20	8.3
Can't say	10	4.2
Total	240	100

Source: social survey, 2023

Table 13 above shows that majority 210 (87.5%) of the respondent believed that there are copings strategic put in place to reduce psychoactive dug and substances abuse among undergraduate student

Table 14: opinions on the copings strategies of students on psychoactive drugs and substances abuse.

Coping strategies	Frequency	Percentage%
Students who have been given knowledge about the effects of hazard and effects of drugs are expected to control their behavior	200	83.3
Individuals can deal with it physical, psychologically In different situations.	10	4.2
There is a form of rehabilitation for drug addicts	27	11.2
Others, specify	3	1.3
Total	240	100

Source: social survey, 2023

Tale 14 above shows that majority 200 (83.3%) of the respondent believed that student who have been given adequate knowledge about the hazard and effect of drugs are expected to control their behavior in a given context .

Similarly, in an in depth interview conducted on the coping strategies in reducing the menace of psychoactive drug use,one discussant noted that there should be adequate awareness for students on the social, cultural and psychological effects of psychoactive drug,this should clearly shown that students with adequate knowledge on the effects of psychoactive drug should be engaged in follow ups,seminars and symposium for better understanding on the negative effects of psychoactive drug.The discussant also noted that the existence of social

workers in schools guidance and counseling unit should help in providing undergraduate students with better understanding on the negative effects of psychoactive drug use and abuse.

Discussion of findings

From the first objectives of the paper, it clearly shows that majority of the respondent were males, singles, students in the faculty of environmental sciences, with tertiary institution qualification, Christians and they were within the age bracket of 15_25years.

Furthermore, the factors influencing psychoactive drug and substances abuse among undergraduate students revealed that peer pressure is the factor leading to the increase rate of psychoactive drug and substances abuse

The study further give credence to earlier submission in the Social Learning theory by Albert Bandura (1977) found that cognitive learning,observational learning,modeling and imitating behaviors are learned by Students from different peer groups . Similarly, the Social effect of psychoactive drug and substances abuse among undergraduate students revealed that the effect of psychoactive drug and substances often lead to health risk challenges. This corroborates with the Social Learning Theory by Albert Bandura (1969) found that human behaviors involves learning from other people we observe, imitate, peer groups or model which oftentimes have severe health risk challenges resulting from psychoactive drugs such as narrow blood vessel, enlarge pupils, headache, panic attack, insomnia, restlessness anxiety erratic, nausea amongst others.

In addition, the coping strategies revealed that students who have been given adequate knowledge about the hazard and effect of drugs are expected to control their behaviors

Conclusion

The outcome of this research has generated important and Unique insight into the Notions of plugs and sustainability of psychoactive drug among undergraduate students. Previous studies on this phenomenon among undergraduate students have mostly X-rayed the issue based on why students engage in psychoactive drugs, the cultural and social effects of psychoactive drugs and substances abuse on students, but the paucity of the research among undergraduate students account for a redirection of study to contribute to the literature and pointing out the

negative detrimental effect on undergraduate students, their behaviors, as well as the effects on their academic performances.

The absence of capable guardianship, mentorship, guidance and counseling unit and counselor account for the increase rate of psychoactive drug and substances abuse among undergraduate Students. Therefore, there is need to provide orientation for students, youths and adolescent on the negative effect of psychoactive drug and substances abuse.

The findings and conclusions obtained from the study will be great contribution to the literature and understanding on the Notions of plugs and it's sustainability in psychoactive drugs among undergraduate students in the University. The study will also have implications for further studies and from the findings of the study, researchers can inquire further into topics the effects of of psychoactive drugs on students academic performance, as well as findings ways of reducing the menace of psychoactive drugs intake amongst undergraduate students in the university.

The paper recommended that there should be public enlightenment programs, seminars and symposium to be provided by N D L E A, NACA and Non governmental on how to reduce the menace of psychoactive drug among undergraduate students.

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