

**AN EXPLORATION OF THE INCIDENCE OF SUBSTANCE ABUSE  
AMONG FEMALE STUSENTS IN FEDERAL UNIVERSITY OYE-EKITI**

**BY**

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## CERTIFICATION

I hereby certify that **ONISEMO ADEWUMI TUNDE** with the Matric Number: **SOC/14/2091** carried out this project in the Department of Sociology, Faculty of the Social Sciences. Federal University, Oye - Ekiti. In partial fulfilment of the requirements for the award of Bachelor of Science in Sociology (B.sc Sociology).

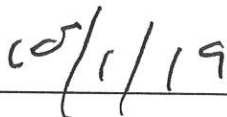


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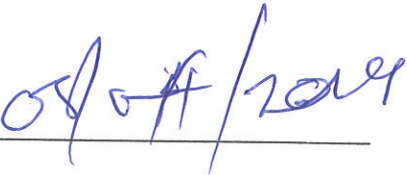
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Date

## **DEDICATION**

This project work is dedicated to Almighty God for His grace over this project and to my family for laying a good foundation on which I stood to attain to this level.

## ACKNOWLEDGEMENT

I am indeed indebted to God Almighty, the owner and giver of all strength, knowledge, wisdom and understanding. I also thank my project supervisor, Professor Fazoranti O. O., for his liberal attitude towards me.

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## ABSTRACT

According to the World Substance Report (2005), the use of illicit substance abuse has increased throughout the world in recent years. The overall objective of this study is to find out the impact of substance abuse on the academic performance of female student of Federal University of Oye - Ekiti. Only four (4) faculties were examine, with the total numbers 120 female students were sampled for this study. Data Collection Methods Primary source of data are those data collected through observation, administering of questionnaire, and explanation for the process of conducting a study. These data was collected from the school health centre, federal medical centre for cases of substance abuse by female student in the university. Publications, reports from the concerned Government ministries and relevant books and journals have made it cleared that alcoholic drinks were common substance female student in Oye - Ekiti are really addicted to with 78(66) percent of the female student attesting to this fact .More so, some of the female student do abuse substance with large intake of Tobacco with 29(25%) agree to the result to the interview and lastly few female student in Oye - Ekiti do take Marijuana. The study deduced that peer pressure was the major reason for female students in Federal University of Oye - Ekiti who take substance. This policy would be an important component of a comprehensive substance preventive strategy for youth in the universities. Since some parents may lack exposure on issues related to substance abuse, the MOE and NACADA should take the lead in organizing parenting programmes, and continuously making information available on how to address substance among their children. In addition, the higher the level of student the higher the tendency to engage in abuse of substance due to peer pressure, ego study sought to find out the extent to which drug are being abused in schools and the level of confidence that is among young student in school when engaging in drug abuse.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND TO THE STUDY

Substance use is widespread and a major public health issue in the society (Stevens & Smith, 2017). According to the 2015 National Household Survey on Substance Abuse (NHSSA), 66.8million reported current use of a tobacco product, 105 million Americans reported current use of alcohol, and 14.8 million Americans reported current use of illicit drugs (e.g., marijuana, cocaine, heroin) (Department of Health and Human Services [DHHS], 2014).

Alcohol and other substances use are not discriminatory of age, gender, socioeconomic level, ethnic and racial identity, religion, profession or geographic location. National studies on alcohol and other substance use have been conducted to assess the prevalence of this problem and inform policy makers at the Federal, State and local levels about prevention and treatment needs throughout our nation (DHHS, 2012).

According to the relevant literature, men especially college males consistently drink and engage in drug use far more frequently than females. However, recent reports suggest that substance abuse is increasing among women, especially among young women in the 18-24-age range. The Center for Substance Abuse Prevention (2014), reports that women comprise one of the fastest growing substance-abusing populations in the U.S., with nearly 3 million American females abusing alcohol and other substance (25% of all abusers). Ford, Bales and Califano (2016) estimated that 2.5 million females smoke, 4.5 million inappropriately engage in the use of alcohol, and 3.1 million use illicit drugs on a regular basis.

Caetano and Clark (2016) reported trends in alcohol-related problems among Caucasian, Hispanic and African American male and female between 1984-1995. Their results indicated that

when drinking increased, female experienced far more alcohol related risks compared to their male counterparts. Thomasson (2015) noted similar findings in a previous study and attributed the gender differences to body volume, hormones and metabolic rates. Moreover, alcohol consumption among male and females also seems to be perceived differently by society.

For instance, Wilsnack and Wilsnack (2015) suggested that society views female's drinking more negatively than males, and that drinking among men has always been more socially accepted. With respect to undergraduate college students, all the evidence indicates that males use substance more frequently than females (Robinson, Gloria, Roth & Schuetter, 2014). Perkins (2016), however, suggested that college females who abuse alcohol are not the rarity that they once were, and in fact, are catching up to men in terms of negative alcohol related consequences. College administrators have responded to the growing use of alcohol and other drugs on their campuses by developing prevention programs and implementing substance abuse policies.

Despite their efforts, substance use and abuse continues to plague college campuses across the country. As a result of alcohol and other substance use, nearly 25% of undergraduate college students reported having experienced academic difficulties such as poor test performance, excessive absences from class, poor concentration, and lower grade point averages. According to the U. S. Department of Education Safe and Drug-Free School Program (2015), people who drink and use substances are more likely to engage in risky Substance Use behaviors such as unprotected sexual encounters, driving under the influence, and in violent behaviors. Even more alarming, individuals who regularly engage in substance abuse are more likely to die at an earlier age. In fact, each year 14,000 university students perish from alcohol-related injuries (U. S. Department of Education Safe and substance -Free School Program, 2012).

When considering the many complex reasons for substance use, it is necessary to examine the biological tendencies and social behaviors and influences that cause students to use habit-forming substances. For example, recent studies have focused primarily on the genetic predisposition to alcohol use/abuse (Walter-Moss & Ravetti, 2017), while others have stressed the importance of the age of initiation (Madison-Colmore, in press).

Walter-Moss and Ravetti (2016) noted that women who began drinking during their teen years were more likely to experience higher rates of alcoholism than women who delayed consumption. With regard to important social pressures, studies have proven that entering college can be a challenging transitional period for many (Sax, 2017).

Understanding and accepting one's personal identity especially when confronted by the pressure associated with trying to fit in with a new group of peers can be stressful, tense, and require functional coping skills that many young people simply do not have. Unfortunately, many college women are ill prepared for this pressure. Robinson, et al. (2013) noted that peer pressure and perceptions of peer behavior were routinely cited as factors that influenced a college student's decisions to use alcohol and other drugs.

Contemporary theories about the psychology of females emphasize the importance of relational competence in their healthy development, as well as the ensuing anguish produced by unsuccessful relationships (Gleason, 2014). Additionally, social inequalities experienced by women, minorities, and individuals from lower socioeconomic status pose other challenges for these specific populations within an organized social system (Schultz, Israel, Williams, Parker, Becker & James, 2014). Under such pressure, some college females choose alcohol to help reduce tension, enhance social desirability (Lewis & O'Neill, 2017) and self-perception, augment courage and sexuality (Werner, Walker & Greene, 2015) minimize adversarial encounters, and

self-medicate. Although reasons for alcohol and drug use among college females are varied, historical, cultural, psychological distress and genetic predisposition (Madison-Colmore, in press) are all essential factors to be considered when examining this timely issue.

The relationship between a student's attitudes and values and the college environment affects ethical choices for many students, including whether or not to engage in substance use. For instance, Madison-Colmore (in press) attributed marijuana use among African American college females to the belief that marijuana, in some African American communities, is acceptable. In an important international study, Madison-Colmore (in press) reported that a relatively low prevalence rate of substance use among Taiwanese college women was tied to cultural values and expectations stressed by college administrators. Specifically, in order to maintain financial assistance students were expected to act in accordance with established ethical codes of behavior both inside and outside of the classroom. However, if the college females were found to have violated those directives, their financial assistance would be revoked, impacting their college career.

## **1.2 Statement of the problem**

Alcohol consumption and alcohol-related problems have generated great interest on many female college students (Gfroerer, Greenblatt & Wright, 2017). Heavy episodic drinking and drug use among college female students have been associated with unplanned sexual activity, physical and sexual assaults, criminal violations, poor academic performance, and cognitive impairment and relational issues (Presley, Meilman & Lysterla, 2015; Hanson & Engs, 2016). Despite the many innovative and ongoing programmatic interventions targeted at reducing substance use and the negative consequences associated with alcohol and drugs, national statistics support the fact that female student in Federal University of Oye - Ekiti continue to

engage in alcohol use, heavy drinking and binge drinking. Wechsler, Davenport, Dowdall, Moeykens, and Castillo (2014) surveyed 17,096.

Globetti, Globetti, Brown and Stem (2016) conducted a study on substance abuse with 967 undergraduate students and found alcohol to be the most commonly used substance, followed by stay-awake pills and marijuana. Nearly all (91.8%) of the participants reported lifetime use of alcohol, of those 91.8% lifetime user, 84.8% reported yearly use, and 69.2% reported monthly use.

### **1.3 Research Questions**

The specific research questions for this study are:

1. What are the commonly abuse substance use by female students in Federal University of Oye - Ekiti?
2. Where are the sources of commonly use abused substance by the female students?
3. What is the rate or extents are female students abusing substance?
4. How to analyze the level of self-efficacy among these female students?

By answering the questions, the research will be able to gather information on commonly abused drugs, the impact of substance abuse on performance and assess strategies that the Ministry of Education (M.O.E.), Nigeria University commission (N.U.C) is using to eradicate the problem of substance among University schools.

### **1.4 Objectives of the study**

The specific objectives of the study therefore include;

1. To identify the commonly used drugs among female students Federal University of Oye - Ekiti.
2. To find out the sources of the commonly abused substances
3. To establish the extent of substance abuse among female student.
4. To analyze the reasons and factors that enhances substance consumption among female students.

### **1.5 Scope and Limitation of the Study**

The focuses of the study was to first establish the commonly abused substance among female student in Federal University of Oye - Ekiti. The study will limit itself to available records in school, medical report in the period of four years (2014-2018). As for sources of the abused substance by female student in the study information will be from the female students who have been on the record, also specific focus on the extent of substance abuse by female student in the study relied heavily on secondary data in the schools with focus on the frequency of substance abused as captured by the records which these schools have. The study also analyzed the level of self-efficacy among these female students by the aid of the interview schedule questions by the use of self-efficacy scale and an opinion scale which was used to capture the students' general opinion on substance.

### **1.6 Significance of the Study**

The proposed study could help the Ministry of Education (M.O.E.), Nigeria University commission (N.U.C) to better understand the current situation and accordingly make changes to address the factors that contribute to substance abuse among female student in Federal

University of Oye - Ekiti, like many other developing countries, is faced with the social problem of high rates of substance abuse among female student. To make matters worse, the percentage of substance abusers in female student increases yearly despite the efforts to eradicate the problem. Failure to solve this problem not only threatens the life of individuals, but also the economic and social development of the country as a whole. The current study is useful in contributing to the general body of knowledge in this area. Beyond that, however, it also explores the potential of schools to curb the drug problem. The study should help to make policy makers, administrators and teachers aware of the factors hindering the effectiveness of the approaches which attempt to curb drug abuse and, where possible, create opportunities to eradicate the problem. The study would also help in promoting a drug-free among female student in school environment and better academic performance, thus improving the standards of education in the country. In the absence of specific policies on substance abuse among female student in Federal University of Oye - Ekiti this study makes important recommendations on the way forward.

### **1.7 Definition of Key Words**

**Substance:** Any product other than food or water that affects the way people feel, think, see, and behave. It is a material that due to its chemical nature affects physical, mental and emotional functioning. It can enter the body through chewing, inhaling, smoking, drinking, rubbing on the skin or injection.

**Drug abuse:** Use of substance for purposes other than medical reasons. It refers to misuse of any psychotropic substances resulting in changes in bodily functions, thus affecting the individual in a negative way socially, cognitively or physically. Social effects may be reflected in an individual's enhanced tendency to engage in conflicts with friends, teachers, and school



authorities. Cognitive effects relate to the individual's lack of concentration on academic work and memory loss such as "blackouts.

**Drug addiction:** Addiction to drugs or alcohol means that a person's body can no longer function without these substances. The addictive substances usually have negative effects, for example, they can alter mental state and behaviour to a point where the individual becomes a threat to himself and others. Once a person becomes addicted, it is hard to stop using drugs.

According to Bawkin and Bawkin (2017), an addicted person may show a decline in academic performance, frequently fails to attend classes, loses interest in school work and displays weakened motor coordination, poor health, and lack of interest in old friendships. Addiction by its nature distorts thinking processes giving prominence to thoughts which justify continuing addictive behaviour, and minimizing or excluding consideration of reasons for ceasing it.

**Drug related problems:** This term is used to describe all negative effects associated with drug abuse such as violence, conflicts with friends or school authorities, destruction of school property and academic underperformance.

**Drug policy:** A brief statement outlining a school stand or position on procedures for dealing with drug-related issues

**Illegal/legal Substance:** In this study illegal substance refer to the things or materials that the government regards as harmful to the mental and physical well-being of the individual, hence controlling or discouraging their consumption by law. Legal drugs refer to those such as alcohol and tobacco that are potentially dangerous but whose consumption the government allows.

**Strategies:** This term refers to the methods or approaches that schools have put in place to address drug related problems in the institutions.

**Substance abuse:** Refers to the use of all chemicals, drugs and industrial solvents that produce dependence (psychological and physical) in a percentage of individuals who take them. It can also be used to refer to repeated non-medical use of potentially addictive chemical and organic substances. According to WHO (2016), substance abuse includes the use of chemicals in excess of normally prescribed treatment dosage and frequency, even with knowledge that they may cause serious problems and eventually lead to addiction.

### **1.8 BRIEF HISTORY OF FEDERAL UNIVERSITY OYE - EKITI (FUOYE)**

Federal University Oye - Ekiti is a government-owned and operated Nigerian University. The university is in the ancient city of Oye - Ekiti, The University was founded in 2011 as the Federal University Oye - Ekiti by the federal government of Nigeria, led by President Good luck Jonathan. Federal University Oye - Ekiti offers undergraduate programs in fields of specialization spanning Agriculture, Arts, Management sciences, the Social sciences, Engineering, Education and sciences. The university has 7 faculties and a school of postgraduate studies.

The Federal University Oye - Ekiti is a Federal University of Nigeria, poised to take education to the next level not only in sub-Saharan Africa but indeed to the rest of the world. Established in 2011, offers students from all backgrounds degrees in Agriculture, Engineering, Social Sciences and Sciences as well as Arts, Management sciences and Education. The school had their first graduating set in 2015, with maiden convocation in April, 2017.

Federal University Oye - Ekiti (FUOYE) was one of the nine Federal Universities established by the Federal Government of Nigeria, pursuant to an executive order made by the former President of the Federal Republic of Nigeria, His Excellency, Dr. Goodluck Ebele Jonathan,

GCFR. Federal University Oye - Ekiti, whose pioneer Vice Chancellor, was Professor Chinedu Ostadinma Nebo, and the present Vice Chancellor Professor Kayode Soremekun who was appointed by the current President in 2016, has two campuses at Oye - Ekiti and Ikole-Ekiti and 7 Faculties with 53 Departments, namely:

- ❖ The Faculty of Agriculture (Agricultural Economics and Extension, Fisheries and Aquaculture, Soil Science, Animal Science, Crop Production and Horticulture, Food Science Technology, Water Resources and Agrometerology)
- ❖ The Faculty of Engineering (Agricultural and Bio-Resources Engineering, Civil Engineering, Computer Engineering, Electrical and Electronics Engineering, Mechanical and Mechatronics Engineering, Material and Metallurgical Engineering)
- ❖ The Faculty of Social Sciences (Demography and Social Statistics, Economics and Development Studies, Psychology, Sociology, Peace and Conflict Resolution, Political Science, Mass Communication)
- ❖ The Faculty of Arts/Humanities (English and Literary Studies, Theatre and Media Arts, History and International Relations, Linguistics )
- ❖ The Faculty of Science (Animal and Environmental Biology, Biochemistry, Geology, Computer Science, Geophysics, Industrial Chemistry, Mathematics, Microbiology, Physics, Plant Science and Biotechnology)
- ❖ The Faculty of Education (Mathematics Education, English Education, Biology Education, Library and Information Science, Chemistry Education, Business Education, Agricultural Education and Educational Management)

The university is looking forward to the start of three more faculties in the next academic session, namely; Basic Medical Science, Pharmacy and Law with physical structures being put in

place. FUYOYE started her postgraduate school in February 2018, with Professor Bakare Ojo Rasaki as pioneer Dean.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Defining Substance Abuse

Substance abuse is defined as the use of a drug by an individual when there is no legitimate medical need to use it (Doweiko, 2002, p. 13). Minkoff (1997) noted that although individuals who abuse drugs certainly exhibit poor choices regarding their substance abuse, they might not necessarily be addicted. Portenoy and Payne (2014) characterized addiction as a psychological and behavioral syndrome, in which there is a drug craving, compulsive use, and a strong tendency to relapse after withdrawal

Addiction causes the addict to intensely ruminate about the drug and attempt to satisfy their cravings by any means necessary (Portenoy, & Payne, 2014). Moreover, this compulsiveness exists despite psychological, physical and socially harmful risks. Doweiko (2002) described five levels on the continuum of substance use. Level 0 is the first point on the continuum, representing total abstinence. Level 1, rare/social use, includes the experimental use of any mind-altering drug. According to Doweiko, a Level 1 individual does not yet experience any financial, interpersonal, social, legal, or medical Substance problems because of recreational use. Level 2, heavy social use/early problem use of drugs, is characterized by the more regular use of substances, exceeding the usage frequency of the social user. A Level 2 individual is also beginning to experience financial, interpersonal, and other difficulties associated with his or her substance use/abuse. Level 3, heavy problem use/early addiction, is indicative of substance addiction. At Level 4, severe addiction to drugs, the user demonstrates classic addiction syndrome, which includes some combination of incapacitating social, legal, occupational,

medical, financial, and personal problems. Even at this stage, Doweiko (2002) noted that the individual might still try to rationalize his or her addiction or deny that the problem exists. At whatever level of usage, drugs and alcohol can potentially alter an individual's mood, behaviors, thoughts and perceptions. Whether the user is attempting to create euphoria or arousal, these psychoactive agents can have many negative effects on the body. If used frequently, alcohol and other drugs (AOD) can become lethal.

## **2.2 Drug Classification**

Depressants are substances that dampen the central nervous system (CNS)(Erickson, 2016). Depressants include alcohol, barbiturates, methaqualone, and benzodiazepines. Depressants are used to treat various disorders, which include but are not limited to panic attacks, insomnia and epilepsy.

### **2.2.1 Stimulants**

Stimulants are drugs that arouse the central nervous system (CNS), enhancing brain activity. Stimulants include drugs such as cocaine, amphetamines, prescription weight-reducing products, nicotine, caffeine, some over-the counter (OTC) weight reducing products, minor stimulants, and amphetamine-like drugs such as Ritalin (Erickson, 2016). Amphetamines increase energy and decrease appetite. Individuals who abuse amphetamines show signs of irregular heartbeat, rapid breathing, high energy, increased mental alertness, reduced appetite and hallucinations (Publishers Group, 2000, p. 16). According to Erickson, frequent use of these drugs can lead to overdoses, obsessions, and anxious episodes including panic attacks, physical addiction, severe depression and psychoses.

### **2.2.2 Cannabis (marijuana)**

Cannabis is a psychoactive agent, primarily used to produce euphoria (Erickson, 2015). This drug can be smoked or orally consumed. On the streets, marijuana may be referred to as pot, grass, reefer, weed, herb, or Mary Jane (National Institute on Drug Abuse [NIDA], 2014). According to NIDA (2014), most individuals smoke marijuana in hand-rolled cigarettes called joints while others may use pipes or water pipes called bong. Blunts are marijuana filled cigars. Marijuana is also used in brewed tea and is often mixed into foods (NIDA, 2012). The effect of the plant depends on the quality and potency. Erickson stated that the effect of the drug might produce relaxation after euphoria, loss of coordination, impaired memory, concentration, and knowledge retention, and loss of appetite. More potent doses can cause disoriented behavior, psychosis, fragmented thoughts and mood swings.

### **2.2.3 College Students and Substance Use**

According to the 1999 National Household Survey on Drug Abuse (NHSDA), approximately 63% of full-time college students and 52.1% of part-time college students reported alcohol use within the previous month. An additional 18% of full-time college students and 12% of part-time college students reported heavy alcohol use. Nearly 43% of full-time college students and 36% of part-time college students reported binge drinking (Department of Health and Human Services [DHHS], 2018). College students enrolled full-time were more likely than part-time students to report drinking on all three levels: 1) current use of alcohol (a drink consumed at least 30 days prior to the interview), 2) binge use (consumed five or more drinks on one occasion at least 5 of the past 30 days), and 3) heavy alcohol use (consume five or more drinks on one occasion during the past 30-day period (DHHS, 2015).

Wechsler, Davenport, Dowdall, Moeykens, and Castillo (2014) surveyed 17,096 undergraduate students to examine the extent of binge drinking among college students. The authors found that nearly 41% of college students consumed alcohol and 44% were binge drinkers. Among those students who binged, 19% could be classified as frequent binge drinkers. Globetti, Globetti, Brown and Stem (2013) conducted a study on substance abuse with 967 undergraduate students and found alcohol to be the most commonly used substance, followed by stay-awake pills and marijuana. Nearly all (91.8%) of the participants were reported lifetime use of alcohol. Of those 91.8% lifetime users, 84.8% reported yearly use, and 69.2% reported monthly use. With regards to stay-awake pills, slightly more than half (53.4%) reported lifetime use, 35.4% reported yearly use, and 8.5% reported monthly use.

Robinson, et al. (2014) sampled 472 undergraduate students about their knowledge, attitudes, personal and peer use behaviors of alcohol and other drugs. Alcohol was the most commonly used substance (68.6%), followed by cigarettes (17.6%), and marijuana (13.8%). Nearly 80% of the students were aware of the confirmed hazards associated with alcohol and drug use, but despite that knowledge a substantial amount of substance use existed among undergraduate students. College of the Canyons in Santa Clarita, CA, examined alcohol and drug uses among college students on their campus in 1996 (Office of Institutional Development, 2016). At that time, 15% reported drinking 3 or more times a week, 80% consumed alcohol within the past year, and nearly 29% reported binge drinking within the two weeks prior to completing the college's survey. Nearly 34% reported marijuana use and 10.9% used amphetamines. The findings also indicated that 1 out of every 7 students admitted that drinking was not confined to the weekends.



Bennett, Miller, and Woodall (2017) examined alcohol and drug use patterns among 2710 college students over a three-year period and found that more than 80% report some drinking. Weekly drinkers increased from 39.4% in 1994 to 45.9% in 1996, while frequent drinkers remained constant, and binge drinkers increased. Bennett et al. found marijuana to be the most frequently used illicit drug among college students at that time. Many of the students who used alcohol and participated in binge drinking reported using both marijuana and alcohol during the same period. Gledhill-Hoyt, Lee, Strote, and Wechsler (2017) randomly sampled 15,403 college students from 119 schools and found an increase in marijuana and other illicit drug use. A majority of the students who reported any substance use during the 30 days prior to the survey reported using more than one substance. Fifty-seven percent of bingers reported using another substance, while four out of five (79%) students who smoked cigarettes used another substance or binge drank (Gledhill-Hoyt, et al., p. 1662),

Moreover, 91% (9 out of 10) who reported marijuana use in the past 30-days also binge drank, smoked cigarettes or used other illicit drugs (p. 1665). Of those students who used illicit drugs, 70% reported smoking cigarettes in the past 30-days, 77% reported binge drinking, and 91% reported at least one of these behaviors (Gledhill-Hoyt, et al., p 1665). Overall, patterns of poly substance use among college students indicated marijuana and other illicit drug use was highly associated with the use of tobacco and alcohol (GledhillHoyt, et al., 2016). Lanier, Nicholson, and Duncan (2001) examined drug use and mental well being among 456 undergraduate and graduate students attending a small, private, elite college.

The results indicated 84% of the students reported lifetime use of alcohol, 82% reported alcohol use in the past year and 68% reported past 30-day usage. In general, students reported consuming an average of 2.8 drinks per week (p. 243). Of the total sample, 17% of the students

reported past year marijuana use, 8.3% reported 30-day prevalence, 6.6% of the students used an illegal drug other than marijuana in the past year, and 3.5% of students reported current use of illegal drugs other than marijuana within the past 30- days.

Shillington and Clapp (2015) surveyed 409 undergraduate college students and examined alcohol-only use and alcohol and marijuana use. Within the 30 days prior to the survey, 82.8% (227) of the students surveyed only used alcohol, while slightly more than 41% of all respondents surveyed reported two week heavy episodic drinking. Moreover, nearly 17% (47) of the students reported using marijuana only; however, all students who reported using marijuana also used alcohol during the same 30-day period.

Amphetamines, a derivative of methamphetamines, are stimulants that can produce euphoria lasting anywhere between 12-24 hours (King & Ellinwood, 2017). Since the 1930s, amphetamines have been part of psychiatry's prescription armamentarium (Low & Gendaszek, 2012) to treat numerous medical illnesses such as asthma, depression, narcolepsy, obesity, Attention Deficit Disorder (ADD), and more (Doweiko, 2012). Nicholi (2013), however, indicated that nearly 20% of college students use amphetamines for non-medical purposes.

Low and Gendaszek (2014) surveyed 150 Caucasian middle class undergraduates concerning their illicit use of psychostimulants, which are drugs that speed up activity in the brain and the central nervous system (Doweiko, 2016). The Low and Gendaszek study focused on the following levels of usage: 1) Non-abusers (students who were prescribed psychostimulants, regardless of pattern use); 2) Illicit-amphetamine use (taking adderall, methylphenidate or dextroamphetamine without a prescription); and 3) Illegal amphetamine use (defined as cocaine and MDMA [Ecstasy, 3,4 methylene dioxy N-methylamphetamine]). The

results indicated 10% of the sample were prescribed amphetamines and were categorized as non-abusers. Over one third (35.3%) reported using legal amphetamines without a prescription, which the authors referred to as illicit use or abuse. Of this group of illicit users, nearly 10% abused amphetamines monthly, 8% weekly, and 19.3% used amphetamines in combination with alcohol. Nearly 24% reported using the drug to improve intelligence performance, and 22% stated that they wanted to be more proficient on academic assignments. About illegal amphetamine use, 34% used cocaine, MDMA (ecstasy), or both in the previous year.

However, the majority of the sample preferred MDMA to cocaine. Students reported that “Ecstasy is pretty easy to find and sometimes it is more convenient to use than alcohol,” due to strict alcohol policies on campus (Low & Gendaszek, 2012, p. 285). Additionally, Low and Gendaszek (2017) attributed the increase in MDMA usage to its lower cost as compared to cocaine and alcohol. Moreover, students noted that MDMA was difficult to detect and easier to hide than both marijuana and alcohol. Thus, based on these findings, it would appear that the abuse of stimulants whether prescribed or purchased illegally might be a serious problem on college campuses.

Presley, Meilman, and Lyeria (2018) noted tailgating, bar hopping, “doing shots,” and Animal House-style frat parties are more common among Caucasian students. The National Pan-Hellenic Council of Organization, which governs all African American fraternities and sororities, officially bans alcohol and other drug use at Greek events. Moreover, many of the HBCUs are religiously affiliated and impose campus bans on alcoholic beverages. Another possible reason for the reduced alcohol consumption among African American college students is that many are less adequately prepared for a rigorous college curriculum; therefore, they must study harder than their Caucasian counterparts, allowing less time for partying.

Since 1989, nearly 1,000 colleges and universities have administered the Core Alcohol and Drug Survey to their students (Meilman, Presley, & Cashin, 2015). Among institutions randomly sampled for their results, only 14 were HBCUs. The authors became interested in examining similarities and differences between HBCUs and PWIs. However, in order to make useful comparisons concerning alcohol and other drugs, the authors needed to obtain samples from HBCUs and PWIs according to institutional size, region of the country and other criteria (Meilman, et al, 2015). Their sample consisted of 6,222 students attending HBCUs and 6,129 students attending PWIs. In general, students of all ethnicities attending HBCUs demonstrated significantly lower usage rates for tobacco, alcohol, marijuana, amphetamines, cocaine, sedatives, hallucinogens, opiates, inhalants, designer drugs, steroids and other drugs (Meilman, Presley, & Cashin, 2015). HBCU students reported drinking an average of 1.8 drinks per week while students attending PWIs averaged 4.6 drinks. Approximately 22% of students attending HBCUs reported binge drinking, compared to 37.5% of students attending PWIs (Meilman, et al., 2015).

The authors also found racial differences in alcohol consumption between African American and Caucasian students attending the same type of institution. For example, with respect to students attending HBCUs, African American students reported consuming 1.4 drinks per week compared to Caucasians who consumed 2.6 drinks per week (Meilman, Presley & Cashin, 2015). However, that number increased for Caucasians (4.6%) attending PWIs, while it remained constant for African American students regardless of the type of institution. Bingeing rates, on the other hand, were similar for Caucasians (22.3%) and African American (22.5%) students attending HBCUs. Among students attending PWIs, 19.6% of African Americans

reported binge drinking, compared to 39.6% of Caucasians. Meilman, et al. argued that the social climate of HBCUs appeared to reduce the desire of the Caucasian students to drink (p.99).

When examining other substances used at HBCUs and PWIs, PWI rates of usage were significantly higher in all drug categories (tobacco, marijuana, cocaine, sedatives, amphetamines, hallucinogens, designer drugs and other illegal drugs), except for opiates and steroids. Among all students attending HBCUs, 22.6% reported tobacco use within the previous year, 12.8% reported marijuana use, and 2.9% reported amphetamine use (Meilman, Presley & Cashin, 2015). Among those students attending PWIs, 40.1% reported past year tobacco use, 22.9% reported using marijuana during the reporting period, and 5.1% reported using amphetamines.

Fennell (1997) examined the health behaviors of 996 students attending eight HBCUs in seven states. The results indicated that 75% of all students reported consuming alcohol during their lifetime (with first-time alcohol intake occurring prior to the legal drinking age of 21), and over the 30 days prior to completing the survey, 45.6% had had at least one alcoholic beverage (current use). Nearly 16% reported binge drinking in the past 30 days, with 14.3% reporting current cigarette use. Nearly half of those students reported their first-time cigarette use was when they were 14 years or older (p. 112), and among those who indicated they had smoked a whole cigarette (35.9%), 32.6% reported smoking for the first time before the age of 13. Approximately 10% of all students were regular smokers. Nearly 38% reported marijuana use during their lifetime, and 18.2% reported marijuana use within the past 30 days. Nearly 2.2% used cocaine once during the past 30 days, 3.3% had tried cocaine during their lifetime, and 2.6% of the respondents used crack or freebased.

### 2.3 Women and Substance Use

Historical Perspective of Women and Substance Use to grasp the complexity of the growing predicament of women and alcohol/drug use, counselors and those working in related fields must understand the historical context of this area and its influences on women and substance use today. Belenko (2015), for example, reported that many psychoactive drugs—now known to be both dangerous and addictive—were completely legal in this country until the end of the 19th century. In fact, physicians often prescribed medicines containing opium, morphine, or cocaine to women for any number of ailments. Over-the-counter (OTC) drugs were originally used for self-medication (Lisansky-Gomberg, 1999), and women were routinely given these “soothing syrups” as home remedies for “women’s troubles,” which included menstrual and menopausal discomforts, ovarian neuralgia, vaginismus, vomiting due to pregnancy, and more (Kandall, 1998). To deliver that calming effect, most OTCs contained alcohol or opiates. It wasn’t until the Pure Food and Drug Act of 1906, the Opium Smoking Act in 1909, and the Harrison Act of 1914 that policy makers were forced to implement change (Belenko, 2017; Doweiko, 2012).

Women have long enjoyed social interactions accompanied by alcohol – although historically much less visibly than men. Despite women’s temperance movements beginning in the late 1800s, women drank secretly in order to prevent the grim social stigmatization associated with drinking (Murdock, 2018). Between the Prohibition period and World War II approximately 38% of women drank alcohol. By the late ‘40s and early ‘50s, this percentage increased to 56% (Kandall, 1998) and significantly rose during the 1960s and 1970s.

Today, the use of alcohol and other drugs among women continues to increase despite a growing awareness of the many physical and psychological risks associated with these substances. Although this is especially valid for women between 18 and 24 years of age (DHHS, 2014), experts suspect that as many as 3 million women abuse alcohol and that 25% of those who abuse alcohol also abuse other drugs (Center for

## **2.4 Substance Abuse Prevention**

- **Psychosocial Factors**

While no single factor thoroughly explains why women engage in the use and abuse of alcohol and other drugs, most contemporary theories attribute substance abuse to racial and gender inequalities. For example, Schultz, et al. (2017) noted that some women's subjective experiences in an institutionalized society unjustly characterized by racial and gender inequalities can negatively impact their health. Other factors such as separation fears, over dependence, escapism, and low self-esteem may also contribute to substance use and abuse (Wingo, 2001). Any number of life stressors such as divorce, single parenting, caring for elderly parents, etc. (Boyd, Hill, Holmes, & Purnell, 2016), as well as poor socioeconomic and socio-environmental conditions (Wingo, 20018) probably also contribute to substance use and abuse. The research literature indicates the lack of well-defined social roles among women to be highly associated with substance use and alcohol-related problems.

Lozina, Russell and Mudar (2015) found that single women drank and experienced alcohol related problems in greater numbers than did married women. Corroborating those findings, Newcomb (2017) noted that young adult women who have prepared themselves since adolescence for marriage and childbearing but then who are unable to fulfill those roles have an

increased likelihood of using drugs or alcohol to overcome resulting feelings of failure. Hanna, Faden & Harford (2017) noted that women who married or remarried decreased drinking, whereas women who separated or divorced increased their alcohol consumption. Walton-Moss and Ravetti (2000) also examined the relationship between marital status and substance use among women and confirmed that a positive relationship does exist. Specifically, they pointed out that single women tend to drink more and experience more alcohol-related problems than widowed or married women.

A number of researchers have examined whether a genetic predisposition contributes to substance use among women. Gomberg (2014) found women with a family history of alcoholism were at a greater risk for becoming alcoholics than those without that family history. Van der Walde, Urgenson, Weltz, and Hanna (2012) noted that routine life stresses, which most women handle in constructive ways, are sometimes overwhelmingly complex for female children of alcoholics . Thus, adult female children of alcoholics have an increased tendency to self-medicate as a coping mechanism (Gomberg, 2014). Unfortunately, these women often partner with men who are alcoholics or addicted to other drugs (Miller & Downs, 2017). Moreover, these partnerships are frequently verbally and physically abusive, reinforcing her lack of self worth, hopelessness, and powerlessness (Van der Walde, et al., 2015).

According to Van der Walde, et al., women are at an extremely high risk for becoming alcoholic when these feelings are combined with poor coping-skills. Physical, emotional and sexual abuse can have a profound effect on a woman's ability to function as an adult. For example, Eliason and Skinstad (2015) observed a discernible history of childhood sexual abuse among many women addicts, which damagingly impacted their sense of self worth and ability to totally self-actualize. Socio-demographics Associated with Women and Substance Use Age,



race, education, religion and employment are all factors associated with alcohol-related problems (Lozina, Russell, & Mudar 2015, ).

Caetano and Clark (2017) found drinking and alcohol-related problems to be associated with marital conflict, education, household income, employment status, and religion. Lozina, et al found that a lack of education, unemployment and childlessness (each role facilitates a sense of responsibility), a family history of alcoholism, and regular psychoactive drug use to be associated with alcohol-related problems among women. Lastly, Herd's (2017) research indicated that Caucasian women who were younger, divorced, unemployed, not affiliated with a conservative Protestant religious group, and who lived in larger cities drank more frequently.

## **2.5 Consequences Associated with Substance Use**

- **Biological**

The research literature has addressed numerous health risks associated with women and AOD. For instance, as a result of psychoactive drug use, women can experience amenorrhea and anovulation, and are also more susceptible to sexually transmitted diseases and abuse (Jones, Velez, McCaul, & Svikis, 2016). Jones et al. indicated that women who inject specific psychoactive drugs increase their rates of risky medical consequences including endocarditic, skin abscesses, and liver disease. Exposure to nicotine increased cardiovascular risk and mortality (Rigotti & Polivogianis, 2017). Among women as noted by Walton-Moss, & Ravetti, (2016) smoking continues to be a primary contributor to cardio and cerebrovascular problems, cancer, and osteoporosis. Women who smoke may also increase their risks of cervical cancer, early menopause (Ward, 2013), vaginal bleeding, and a 30% decrease in fertility (American College of Obstetricians and Gynecologists (AOG), 2013). Women metabolize alcohol

differently from their male counterparts, which has been attributed to a higher percentage of fatty tissue in women and lower percentage of water (Madison-Colmore, Ford, Cooke, & Ellis, 2018). The possible health consequences of alcohol use include circulatory disorders, organ damage, fetal alcohol syndrome, alcohol-related accidents, and more (National Institute on Alcohol Abuse and Alcoholism (NIAAA), 1998).

- **Psychosocial**

Women substance users significantly increase their risk for negative psychosocial consequences. Newcomb (2017), for example, examined three important developmental consequences of engaging in substance as an adult (p.77). Newcomb's initial concern was the negative effect of alcohol and drug use on maintaining a fulfilled, intimate relationship. Alcohol and other drug use (AOD) during a marriage can create marital distress and impose undeniable strains on a relationship. Newcomb's second concern was intoxication on the job, which has serious economic and security consequences not just for the substance user, but also for any family members that may be relying on that individual's income to survive. A third concern of Newcomb is that drug and alcohol use could inhibit an individual's ability to maintain sex-role expectations. In other words, substance use could hinder a woman from marrying, or delay or even prevent her from bearing healthy children, thereby causing feelings of failure and inadequacy.

## **2.6 Gender Differences**

It is important to address the relationship between sexism and health care. McDonough, Williams, House and Duncan (2016), for example, described the generally accepted relationship between lower social class and reduced health indices, but pointed out that this relationship

becomes even more pronounced among the female population. Gender differences are apparent in AOD research. Normally, women tend to have lower prevalence rates of substance use disorders than their male counterparts, and men are more likely than women to report past-year and lifetime use of substances (Department of Health and Human Services, 2017). However, women experience substance use disorders differently and nearly one in five women will be seriously affected (Walton-Moss & Ravetti, 2010).

The literature addressing alcohol use consistently shows that men drink more often than women; however, the literature also indicates that the use of alcohol and other drugs is steadily increasing among women (Engs & Hansen, 2015). While men's drinking has slightly increased over the past decade, women's rates have dramatically increased (Engs & Hansen, 2017). In 1999, alcohol was the most widely used mood altering psychoactive substance among women (Department of Health and Human Services, 2000). Forty one percent of women reported past month alcohol use, 49.3% currently used alcohol and 19.4% binged. Among pregnant women, 13.8% used alcohol and 3.4% were binge drinkers. Until recently, men and women were held to the same operational definition for binge drinking. Initially, binge drinking was defined as consuming five or more drinks in one sitting for both genders (Johnston, O'Malley, & Bachman, 2015; Presley, Meilman, & Lyeria, 2014). However, this designation has been amended so that binge drinking among women is now defined by the consumption of four or more drinks in one sitting (Wechsler, Davenport, et al., 2015) while for men it continues to be five.

This change was linked to the information contained in the blood alcohol tables that determine the legal definition of driving while intoxicated (O'Brien & Chafetz, 2016), which is based on gender and weight (Wechsler, Dowdall, Davenport, & Rimm, 2017, ). Moreover, because women metabolize alcohol differently than men (Frezza, diPadova, Pozzato, Terpin,

Baraona, & Lieber, 2018), women are not biologically capable of functioning with the same amount of alcohol as their male counterparts. On average, women can become intoxicated with less alcohol due to lower body weight and a higher fat-to-water ratio (Perkins, 2012, ). Nicotine is the second most commonly used drug among women, although males were more likely than females to report past month use of a tobacco product (Department Health and Human Services, 2017). Department of Health and Human Services indicated 36.5% of males were current users of any tobacco product compared to 24.3% of women. Moreover, males were ten times more likely than females to report current use of smokeless tobacco, and males were more likely than females to report past month cigar use (Department of Health and Human Services, 2000).

These rates, however, should be considered somewhat situational, since Hourani, Yuan, Bray and Vincus (2016) observed no gender differences in past-year of smoking rates among the nearly 10,000 military personnel that they surveyed for nicotine usage. Despite the growing cross-gender evidence correlating mental health problems and substance abuse, morbidity data have shown that alcoholic women remain more likely than alcoholic men to experience a dual diagnosis, i.e., another mental diagnosis combined with a substance abuse diagnosis (Walton-Moss, & Ravetti, 2015). Blume (2017) foreshadowed those later results by reporting that 19% of women met the diagnostic criteria for alcohol abuse/dependence and major depression at some period during their lifetime, as compared to only 5% of men. Blume (2018) also reported that among alcoholic women, major depression was four times more common among alcoholic women than among their alcoholic male counterparts (Blume, 1998).

Overall, women are far more likely than men to be treated for mood disorders (Schwartz & Schwartz, 2014). Accordingly, women are prescribed psychotropic drugs (prescription medication) earlier than men (Bigby & Cyr, 2015), and at nearly twice the rate of men (Schnoll

& Weaver, 1998), and thus are at greater risk for prescription drug abuse (Abbott, 2014). In fact, specific classes of drugs, such as anxiolytics and sedative hypnotics, are more likely to be prescribed and abused by women (Bigby & Cyr, 2015; Schnoll & Weaver, 2016). Despite their higher rates of depression, women are more often treated inappropriately (Walton-Moss, & Ravetti, 2016) or misdiagnosed.

### **2.6.1 Gender Differences in Attitude towards AOD**

Spigner, Hawkins, and Loren's (2013) research indicated that women viewed substance abuse more negatively and were less tolerant of it than men. This has been attributed to the historical social stigma associated with women and substance use, and thus has had a marked impact on shaping women's attitudes toward AOD use and abuse (Kauffman, Silver, Poulin, 2017). Kauffman et al. interviewed 1,019 adult men and women to examine gender differences in attitudes toward alcohol, tobacco, and other drugs, which revealed a number of gender-related differences. As an example, women were more likely than men to believe that substance abuse was influenced by biological and environmental factors, genetic predisposition or family history, and stressful interpersonal relationships. With respect to perceived severity, women were also more likely than men to view AOD as having severe and powerful effects and significantly more harmfully prevalent consequences. Regarding gender differences and perceived benefits of intervention, women were more likely to be optimistic about the efficacy of treatment. No gender differences were found in views toward prevention (Kauffman, et al., 2017).

Thombs, Beck, and Mahoney (2013) examined the effects of social context and gender on drinking patterns of young adults. Women who reported heavy use of alcohol were strongly motivated by emotional suffering, whereas men appeared to be highly motivated by social

facilitation. Capraro (2016) noticed similar gender differences within the college population. College men were more likely than college women to associate alcohol with gender-identity and viewed drinking as a male domain. Alcohol use, according to college men, demonstrated social power and feelings of adventure (Capraro, 2018). In addition, alcohol was used to generate feelings of euphoria and enhanced camaraderie among college men (Thombs, 2013). Conversely, women tended to use alcohol to feel better and manage emotional distress.

In addition, women's attitudes towards AOD differed from men's. Women tended to view substance use more negatively and appeared to be less tolerant of the behavior than their male counterparts. Research has generally attributed women's attitudes regarding AOD to long-standing social stigmas. Moreover, the literature has indicated that women's drinking tends to be motivated by emotional distress, which has not been shown to be true of men. Women used alcohol to self-medicate, whereas men drank to be social and for camaraderie.

### **2.6.2 Racial Comparisons among Women Substance Users**

Previous research examining racial differences and the prediction of alcohol related problems among women of different ethnic backgrounds remains inconsistent. On the one hand, Bailey, Haberman, and Alksne (2015) suggested that there appeared to be greater tolerance of drinking among African American women than among Caucasian females, which they attributed to the increased responsibilities of African American women within the typical household. On the other hand, Lozina, Russell and Mudar (2015) suggested that African Americans are more community-oriented and as a result are more likely to exhibit a lower tolerance for women who drink. In keeping with that earlier finding, Herd (1997) reported conservative drinking norms among African American women (p. 146) as compared to Caucasians, which he attributed to the

African American culture and lifestyle. In an older study, Caetano (1984) found that African American women were more likely to report spousal and/or family dissatisfaction when they drank than did Caucasian women.

There were also several reporting disparities with regard to alcohol-related problems among the African American and White female communities. While some studies insisted that African American women experienced alcohol-related problems at higher frequencies (Williams & Debakey, 2012; Barr, Farrell, Barnes & Welte, 2013), others (Caetano, 2014; Herd, 2013; and Russell, Mudar, Cooper and Frone, 2012) suggested that African American women experienced fewer alcohol-related problems than Caucasian females, despite similar levels of alcohol consumption. Barnes and Welt (1988) reported the same level of alcohol-related problems for both races. It should also be noted that Herd (1988) indicated that African American women were more likely than Caucasian women to abstain from alcohol use; nonetheless, when African American women did drink, they had higher rates of “heavy drinking” along with alcohol-related problems.

Caetano and Kaskutas (2015) conducted a longitudinal study and examined changes in drinking patterns among Caucasians, African Americans and Hispanics between 1984 and 1992. Their results indicated the following trends:

- Abstention among both Caucasians and African American women increased;
- Infrequent drinking remained stable among Caucasian women, but increased among African Americans;
- Less frequent drinking increased among Caucasian women and decreased among African American women.

Within this cohort of women, however, Caetano and Kaskutas reported that Caucasians increased their average number of drinks consistently throughout the study. Caetano and Clark (2018), through a study conducted by the Institute for Survey Research of Temple University, reported national trends of alcohol consumption patterns among Caucasians, African Americans and Hispanics from 1984 and 1995. Among women, while all three ethnic groups increased their abstinence levels, the level reported for African Americans increased by 10 percentage points, indicating that African American women abstain from drinking more frequently than Caucasian and Hispanic women. Trends for infrequent, less frequent and frequent drinking were mixed, showing decreases, increases, and stability, respectively, in patterns of consumption (p. 662).

Young and Harrison (2018) focused on ethnic and racial differences in the sequential patterns of alcohol and drug use. When examining the proportion of Caucasian and African American who used alcohol during their lives, Young and Harrison found that Caucasians were more likely (83%) to have used alcohol than African Americans, (68%). Young and Harrison also found that Caucasian women were more likely (73%) Substance Use American (55%) to have smoked cigarettes. Moreover, nearly 1/3 of 34 African compared to 1/4 of African Americans. In conclusion, a higher proportion of Caucasian women used alcohol, cigarettes, marijuana, and cocaine than African American women.

Humara and Sherman (2017) examined gender, race, binge status and situational differences in alcohol consumption among Caucasian and African American college students. The authors found no statistical differences between Caucasians and African Americans in alcohol consumption. The data did yield evidence that binge-drinking Caucasians were more likely to report higher rates of interpersonal problems than binge drinking African Americans; however, binge-drinking African Americans were more likely to report higher rates of



intrapersonal problems. Caucasians were more likely to report higher rates of interpersonal problems than binge drinking African Americans; however, binge-drinking African Americans were more factors have been proven to influence substance use among women.

## **2.7 Undergraduate College Females Substance Use**

Studies on substance use and college students consistently demonstrate that college men drink and use drugs more frequently, in larger quantities, and at earlier ages than college women (Sax, 2017; Perkins, 2016; Wechsler, Davenport, et al., 2014; Robinson, Gloria, Roth, & Schuetter, 2013; Helm, Boward, McBride & Del Rio, 2012). Nonetheless, Madison-Colmore, Ford, Cooke, & Ellis (2003) noted that substance abuse is increasing among women, particularly among 18-25 years-olds. Among college women enrolled full-time, nearly 34% engaged in binge drinking and 10.7% reported heavy alcohol use (Department of Health and Human Services [DHHS], 2015). Among college women not enrolled full-time, 26.3% binge drank and 6% reported heavy alcohol use. Moreover, Wechsler (2002) reported a 125% increase in frequent binge drinking, which he defined as three or more times in the two weeks prior to the survey.

Madison-Colmore, et al. (2003) surveyed 445 college women, 317 African Americans and 138 Caucasians, attending 10 colleges and universities located in the Eastern region of the United States regarding their prevalence of tobacco, alcohol, marijuana, and cocaine use. The results showed that alcohol was the most frequently used substance, followed by tobacco, marijuana, and cocaine. At the time of the study, more than 73% of female college students used alcohol, 25% used tobacco, 23% used marijuana, and less than 2% used cocaine. Within the 30-day period prior to being surveyed, 53% of college women reported alcohol use, 17% reported tobacco use, 13% reported marijuana use and less than 1% used cocaine. Disaggregated analysis

of the frequency usage patterns within that period revealed that Caucasian female college students reported drinking alcohol and using tobacco more frequently than did their African American counterparts.

These findings were consistent with previous studies (Caetano, & Kautkas, 2015; Caetano, 2014; Herd, 2013; Russell, et al., 2012; Darrow, Russell, Cooper, Mudar, & Frone, 2012), which also found alcohol use and alcohol related problems to be more frequent among Caucasian women compared to African American women. Conversely, the Madison-Colmore, et al. (2003) study reported more frequent usage of marijuana among African American college women than among Caucasian women. Madison-Colmore et al. attributed the increased marijuana use among African American female college students to cultural differences. In other words, despite its illegal drug status marijuana is more frequently viewed among African Americans as a socially acceptable behavior (Madison-Colmore et al., 2013).

## **2.8 Reasons for Substance Use among College Women**

During her college years, a student encounters a variety of hurdles and stresses that challenge her coping skills (Gleason, 1994). Gleason (2014) noted that developmental transitions such as leaving home, going to college, and getting married are among the most difficult challenges that a woman can encounter. It is often during the transitional period of attending college that a woman first begins to define her unique sense of self. This internal process requires analytical thinking, which may contradict previous values and thereby create conflicts between desire for relationships and academic success and career expectations (Gleason, 2014). Gleason noted that the biggest challenge for the college female is to be internally, socially, and academically balanced. College women often report anguish over failed romantic relationships.

The shame associated with such poignant experiences can sometimes be overwhelming for young women with inadequate coping skills. For these women, shame increases one's feelings of inadequacy and self-esteem, which is exacerbated by her inability to successfully cope sometimes resulting in the mollifying use of alcohol (Gleason, 2014, p. 285). In this scenario, these college women will use alcohol and other drugs to self-medicate, paralleling many of the same reasons that women generally use and abuse

## **2.9 Consequences**

Heavy episodic drinking among college students has been consistently associated with higher rates of unplanned sexual activity, academic difficulties, trouble with local and campus police, strained intrapersonal relationships, and many other negative outcomes. Some college females reported skipping class (Wechsler, et al., 2014) as a result of drinking, while others reported poor scores on tests and projects (Shillington & Clapp, 2017). Moreover, unsafe/unplanned sex has also been associated with alcohol consumption on college campuses (Wechsler, et al., 2014). In fact, according to Pierce (2016), the majority of date rape cases typically involved alcohol. Shillington and Clapp (2017) reported that many college women admitted to having damaged property, being physically injured, getting into physical altercations and being involved in serious verbal disputes all as a result of disproportionate alcohol consumption. Despite many intervention attempts by college administrators and others, the magnitude of binge drinking among college students has not decreased within the past decade (Schuckit, Klein, Twitchell, & Springer, 2014). Wechsler, et al. (1994) examined the extent of binge drinking among college students and behavioral problems associated with AOD. Their results indicated a positive relationship between drinking (particularly bingeing) and driving. For non-bingeing college women (n=4393), 13% reported driving after drinking alcohol, 1%

reported driving after having five or more drinks, and 7% reported riding with a driver who was either high or drunk. For infrequent bingeing college women (n=2132), 33% reported driving after drinking, 7% reported driving after five or more drinks, and 22% rode with someone who was high or drunk. With regard to those female college students who were categorized as frequent binge drinkers (n=1684), 49% drove after drinking, 21% drove after five or more drinks and 48% rode with a driver who was high or drunk. Buelow & Koeppel (2015) noted that after binge drinking, some college females even experienced blackouts, which they defined as loss of memory or amnesia.

Moreover, while in a blackout state, the college females they surveyed drove, engaged in sexual activity and experienced physical altercations, only to regret these actions later. Lanier, Nicholson, and Duncan's (2011) findings indicated that nearly 26% (n=196) of the students surveyed reported memory loss or blackout due to alcohol abuse. Feelings of nausea, being criticized for drinking, hangover and passing out are additional consequences associated with alcohol and drug use (Shillington & Clapp 2017). These and other negative consequences of AOD use can be devastating (Wingo, 2018). Despite this fact, college women continue to use and abuse AOD. As reported by Wechsler, et al. (2014), heavy episodic or binge drinking poses serious health threats for both the drinker and for others in the immediate environment. In short, excessive use of alcohol and drugs could impact every aspect of a student's life (Welchsler et al., 2014; Robinson et al., 2016; Buelow, & Koeppel, 2015).

## **2.10 THEORETICAL FRAMEWORK**

### **2.10.1 Differential Association Theory (DAT)**

Social learning theorists maintain that crime is the result of learning the behaviors, values, and norms that are associated with criminal behavior (Siegel, 2010). Criminal behavior is essentially the result of the socialization process. The pioneering social learning theory in criminology was Sutherland's (1947) theory of differential association. He made a number of observations about the process by which a person turns to criminal behavior. According to Sutherland, criminal behavior, like any other form of human behavior, is learned. The learning of criminal conduct involves the same type of learning mechanisms as any other behavior.

### **2.10.2 Differential Theory and Marijuana**

Groups such as friends and family. This involves the direct association with individuals who engage in certain forms of conduct, as well as the exposure to different sets of values and norms as a consequence of such an association. This learning includes both the specific techniques for committing the criminal offense, as well as the "mind set" for engaging in crime (e.g., attitudes and values). The attitudes and meanings that a person attaches to behavior are called definitions. An individual learns two types of definitions, pro-social and pro-criminal. Sutherland's principle of differential association holds that deviant behavior should be expected when definitions conducive to law violation outweigh definitions conducive to obeying the law.

Some definitions are pro-criminal because they neutralize guilt or conventional morality, while others rationalize the illegal behavior (Akers, Krohn, Lanza-Kaduce, & Radosevich, 1979). Exposure to delinquent peers also can alter the opportunity structure for criminal behavior (Pratt

et al., 2010). Groups to which an individual differentially associates with provide models to imitate as well as reinforcement for either criminal or non-criminal behavior (Akers & Sellers, 2004).

Sutherland's (1947) theory was a groundbreaking moment in the field of criminology, since it brought both sociological analysis and learning to a primary place in the discipline. It was later refined by Akers to be part of a general social learning theory (Akers et al., 1979). However, research indicates that differential association has stronger predictive power than other components of social learning theory (Pratt et al., 2010). Sutherland's ideas have been subjected to a number of empirical tests and have received tremendous support. This framework has been successfully applied to a vast array of deviant behaviors including academic cheating by university students (Michaels & Miethe, 1989); adolescent substance abuse (Akers et al., 1979; Sellers & Winfree, 1990; White, Johnson, & Horwitz, 1986; Winfree & Griffiths, 1983; Winfree, Sellers, & Clason, 1993); anabolic steroid use by male bodybuilders (Durkin, 2012).

### **2.10.3 Prediction Theory**

Several hypotheses were derived from the theory of differential association regarding marijuana use. First, the greater the number of people a subject shared drugs with, the greater the frequency of their marijuana use. Second, using drugs in a "party" setting will be positively related to the frequency of marijuana use. Third, using drugs with a sexual partner will be positively related to the frequency of marijuana use. Finally, having social peers who use substance will be positively related to the frequency of marijuana use

### **2.10.4 Anomie Theory or Strain Theory**

Strain theory has changed and evolved significantly since its early beginnings in 1938 with Robert Merton and the classical tradition. According to Merton the motivation for criminal behaviour comes from a disjunction between “socially prescribed aspirations and socially structured avenues for realizing these aspirations” (Merton 1968:188). Achieving monetary success and the American Dream are goals that are particularly important to the perspective. Failure to achieve these goals results in frustration and produces a sense of anomie or normlessness, whereby individuals who do not have the conventional means to achieve their goals reinvent their goals or innovate new criminal means to achieve them (Merton 1968).

Merton specifies a typology of adaptations to strain that includes conformity, innovation, ritualism, retreatism and rebellion (Merton 1968). Each adaptation is defined by an actor having different combinations of means and goals. For example, the innovator aspires to the goals prescribed by conventional society but does not have the means to achieve them through conventional channels of activity. In contrast, others adapt to strain through retreatism. The retreatist aspires neither to the conventional means nor the goals and retreats from goal attainment through the use of drugs and alcohol. While holding a permanent place in sociological criminological theory, Merton’s theory failed to receive empirical support leading to calls for revision. One such perspective to take on the challenge, Agnew’s general strain theory (1992, 2001, 2006), builds on this classical tradition by defining new types of strain, distinguishing between objective and subjective strains, emphasizing the role of emotions in the genesis of crime and deviant coping, and by predicting what factors may increase the probability that an actor will react to strain with deviance. While Agnew (1992) adopts goal blockage as a source of strain from the classical tradition, he adds two new major types of strain: strain as the

presentation of negative stimuli and strain as the removal of positive stimuli. Strain is redefined as any event, issue or relationship in one's life that is perceived negatively. Subjective perceptions of strain are as important if not more so than objective indicators in predicting deviant or criminal behaviour. Strain is argued to generate negative affective states which produce the motivation for corrective action (Agnew 1992).

Another important aspect of general strain theory is how individuals cope with stressful life experiences: not everyone reacts to strain by engaging in criminal activity. Agnew (1992) identifies several cognitive, behavioural and emotional coping strategies, which all emphasize that many actors may be able to cope with strain through legitimate channels of activity.

On the other hand, an actor who has internalized deviant values and who spends lots of time with deviant peers will be more likely to react to strain with deviant behaviour. The current research draws on classical and general strain theories to explain drug and alcohol use in Canada, using a general population sample. While the relationship between strain and drug use has been explored, few studies have examined how it may be related to alcohol use and most have analyzed school aged and university samples. Agnew (1992, 2006) argues that using substance and alcohol can be interpreted as a method of coping with the negative emotions produced by strain, particularly feelings of depression, hopelessness, despair and anguish. I examine how objective indicators of strain and subjective perceptions of strain are associated with drug and alcohol use.



### 2.10.5 CLASSICAL ANOMIE OR STRAIN THEORY

Robert Merton's work on strain theory was very influential in the development of the strain perspective. Merton (1968) emphasized the disjunction between means and goals as a source of strain. Strain is now understood as a negative emotional state characterized by frustration; its alleviation provides the motivation for corrective action (Agnew 1992, 2001, 2006). Corrective action may take the form of deviant behavior. Cultural goals are argued to be equally distributed amongst the population while the means to achieve these goals are not (Merton 1968). These goals are passed down and maintained by three major institutions: the family, the school, and the workplace. Merton argues that contemporary American culture places a strong emphasis on culturally defined goals but lacks the corresponding emphasis on the means to achieve those goals (Merton 1968).

It is, indeed, my central hypothesis that aberrant behaviour may be regarded sociologically as a symptom of dissociation between culturally prescribed aspirations and socially structured avenues for realizing these aspirations (Merton 1968:188). The goal of monetary success or the 'American Dream' is particularly important in classical strain theory. An inability to achieve the goal of monetary success is considered a major source of strain. The ability to cope with this type of strain is differentially distributed throughout the population, with the means to achieve monetary success more readily available to the more affluent members of society. Lower class populations are less likely to have the means, like education, a well paying job, or family monies, to achieve monetary success.

When faced with strain and the pressure for corrective action produced by goal blockage, people will tend to choose from a set of available procedures, the most efficient at achieving

their goals (Merton 1968). Lacking conventional means and beset by greater strain and pressure, lower class populations will be more likely to use crime as a means to achieve their goals. Central to the purposes of this thesis, is how individuals cope with strain. While classical strain theory predicts crime as a possible response to the negative affective state produced by strain, it is evident that many individuals do not engage in crime as a result of strain. Merton (1968) proposed a typology of adaptations to strain. He identified five possible adaptations: conformity, innovation, ritualism, retreatism and rebellion. A conformist is an individual who is socialized to accept prescribed cultural goals and also has the institutional means to achieve them. An innovator on the other hand, aspires to the same goals of monetary success and the American Dream but does not have the means to achieve them.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

The research design for this study is a descriptive survey. In view of this, the study will adopt the field survey method to collect both quantitative and qualitative data. The field survey implies the process of gaining insight into the general picture of a situation, without utilizing the entire population (Gall, Borg and Gall, 2012).

#### 3.2 Target Population

Research was carried out impact of substance abuse on the academic performance of female student of Federal University of Oye - Ekiti. The target population was female students from (1) from Faculty of the Social Sciences (2) Faculty of Agriculture (3) Faculty of Art (4) Faculty of Education. Two female Hostel were also taking into cognizance, the school security are also been interviewed to know some cases that are related to impact of substance abuse by female student of Oye - Ekiti, guidance and counselor and prominent personnel in administrative block/senate who are in charge of student result would be visited.

Finally the health centre will be visited for data of female student of Oye - Ekiti that engaged in substance abuse.

#### 3.3 Sample Size

Only four (4) faculties, with the total numbers 120 female students were sampled for this study. Which mean in the sample size will 30female students from the selected faculties.

### **3.4 Study Location**

The study location or area for this study was Federal University Oye Ekiti. This is simply because the location is one of the best areas where quality data can be collected on the subject matter.

### **3.5 Source of Data**

**Data Collection Methods** Primary source of data are those data collected through observation, administering of questionnaire, and explanation for the process of conducting a study. Data will be collected from the field, through a well-designed questionnaire, personal interview for personal observation, interview of personnel. In the process of data collecting data for this project, systematic sampling techniques will be used to distribute the questionnaires in the area to seek information from the school security are also been interviewed to know some cases that are related to impact of substance abuse by female student of Oye - Ekiti, guidance and counselor and prominent personnel in administrative block/senate who are in charge of student result would be visited. The health centre will be visited for data of female student of Oye - Ekiti that engaged in substance abuse.

These data was collected from the school health centre, federal medical centre for cases of substance abuse by female student in the university. Publications reports from concerned Government ministries and relevant books and journals.

### **3.6 Data Analysis and Presentation**

The study used Statistical Package for Social Sciences (SPSS 21.0) to analyze quantitative data. Orodho (2015) explains that SPSS is a comprehensive, integrated collection of computer programme for managing, analyzing and displaying data. The qualitative data was coded thematically and then analyzed statistically.

The presentation was in form of statistical techniques such as frequency tables and it made use of graphical presentations such as tables of frequency, percentage, mean, and standard deviation.

### **3.7 Description of the Questionnaire**

The questionnaire was made up of five (5) sections, the first part deals with the personal information of the respondents which include sex, age, marital status, educational qualification, faculties of respondent, and year of service. The second part comprises of the knowledge of substance abuse while the third part comprises of the extend of the psychological effects of alcohol and substance on the students. The fourth section comprises of the effects and interventions put by the administration to eradicate the menace and the last part comprises of the method used of address substance abuse.

### **3.8 Ethical Consideration**

The respondents were made to participate in this study voluntarily. The privacy of the respondents was protected and anonymity of respondents in the research was ensured. The respondents were ensured of confidentiality of the information they give. The research was done with honesty and transparency as respondents were briefed about the objective(s) of the research in a clear and straight forward manner devoid of misleading information. The questions in the questionnaire were designed in a clear and straight forward simple language. The use of offensive, discriminatory, or other unacceptable language was avoided in the questionnaire.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

This chapter covers data analysis, presentation, and interpretation of the findings. The Broad objective of the study was to find out the impact of substance abuse by female student in University of Oye - Ekiti on the academic performance. The reliability of the data collected for the study was determined through ascertaining the reliability of the questionnaires and interview schedules.

#### 4.1 Demographic Information of Students

This section is sub-divided into age, and Level studied.

**Table 4.1: Age Distribution**

	<b>Frequency</b>	<b>Percentage</b>
16-23 years	45	38
24-31 years	55	46
32 and above	20	16
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Author's fieldwork, 2018**

The researcher requested the respondents to indicate their age brackets of the female student. The analysis of the findings revealed that (45) 38 percent of the female students fall between the age group 16-23 years and the second age group of student is between the age group 24-31 years, with (55) 46 percent, also the group that indicate the group age of 32 and above with (20)16 percent .

**Table 4:2 Some Substance listed in the schools' records that students have used**

	<b>Frequency</b>	<b>Percentage</b>
Alcohol (incensed)	78	66
Marijuana	13	9
Tobacco	29	25
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Author's fieldwork, 2018**

According to the findings above, it was clear that alcoholic drinks were common substance female student in Oye - Ekiti are really addicted to with 78(66) percent of the female student attesting to this fact .More so, some of the female student do abuse substance with large intake of Tobacco with 29(25%) agree to the result to the interview and lastly few female student in Oye - Ekiti do take Marijuana.

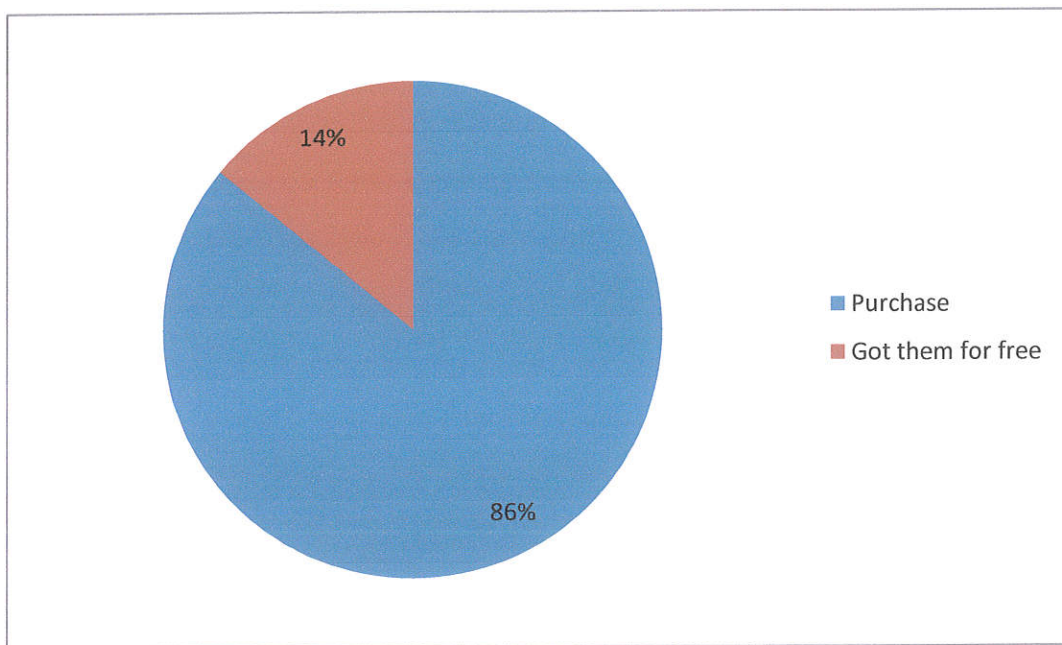
**Table 4.3: Main Sources of Some Substance**

	<b>Frequency</b>	<b>Percentage</b>
Slum Area	53	44
Small shops (Kiosks near& Hostles schools)	10	8
School workers	12	10
Touts.	45	38
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Author's fieldwork, 2018**

The study further sought to establish main sources of Substance from the female respondents. According to the analysis of the findings 53(44) percent indicated from slums area ,while 10 percent says small shops around schools and hostel with, 10 (8) .In addition 12 (10) percent of the female student says they get substance come from school workers and the remaining 45 (38) percent revealed touts as also the sources of Substance. The analysis of the finding is in pie chart

**Figure: 4.1 whether the students purchase the substance or get them for free**



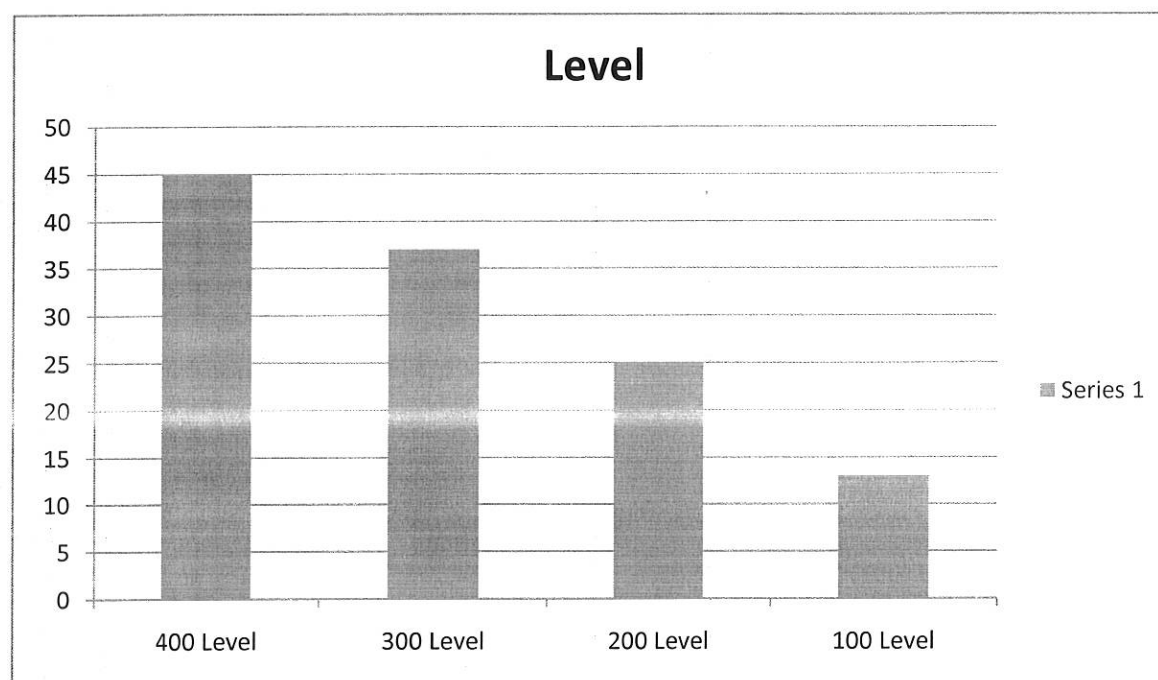
**Source: Author's fieldwork, 2018**

The study sought to establish whether the female students purchase the drugs or get them for free. The study findings revealed that overwhelm majority of the female student with (86. percent) raise funds as group to purchase Substance and mostly raise funds from excessive pocket money, others they cheat to their parents on the grounds of required a certain book read, lost personal books, and also from asking more money than required for school retreats



and go to that extent of stealing their fellow colleagues books to sell them for money. While 14% of the female student in FUYOYE are of the opine that they get substance free of charge from their friend. The findings related to the extent of drug abuse among female students showed that Substance abuse is widespread. Regarding the frequency of usage, Alcohol and local is consumed daily.

**Figure: 4.2 Level of Study of Female Student**

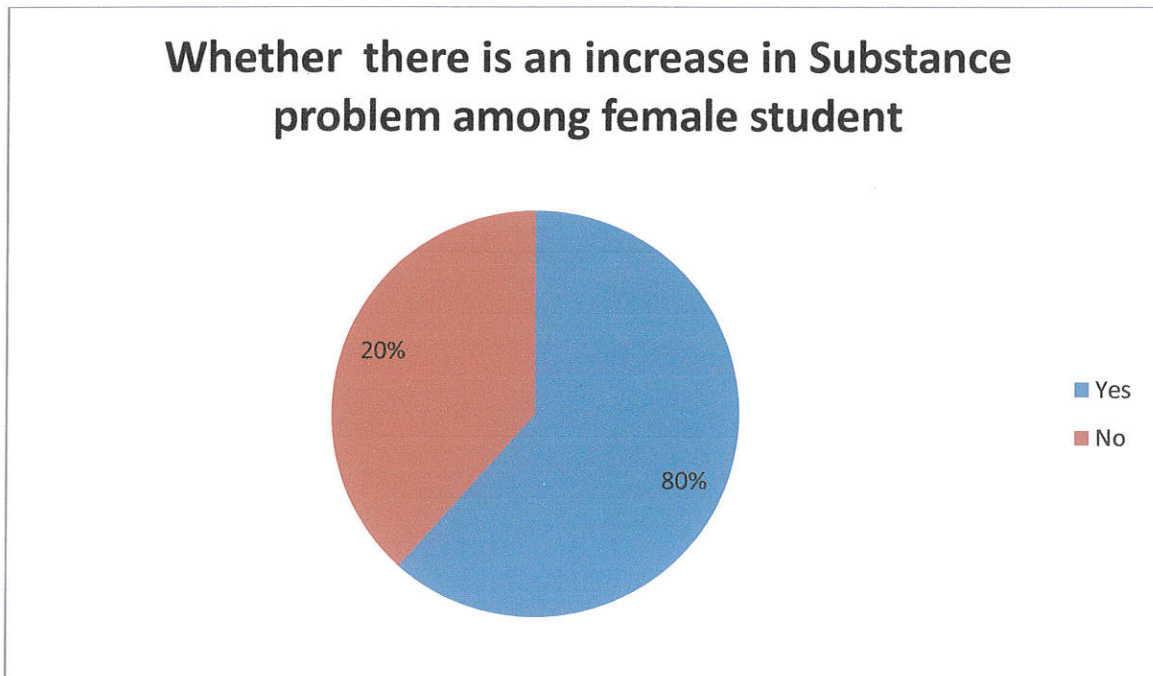


**Source: Author's fieldwork, 2018**

More investigations were needed on the levels mostly involved with Substance abuse. According to the analysis of the findings, the more the female student move from one level to another the more they are affected by peer group into abuse of substance. 45 of the female student in 400 level through informant says they engage in substance also, 37 of the female respondent in 300 level believed that they engage in substance in take. While 25 of the female student in 200 level interviews say they do engage in abuse of substance and lastly 13 of the

female student in number of 13 say they take substance. In addition the higher the level of student the higher the tendency to engage in abuse of substance due to peer pressure, ego etc.

**If whether there is an increment of substance problem in Federal University of among female student**



**Source: Author's fieldwork, 2018**

The researcher asked the respondents if whether there is drug increment in female student majority of the security personnel and guardian and counseling department noted that there is an increase in Substance problem recently with 80% staff and security personal reaction to this fact, while 20% of the staff and security personnel attest to the interview.

**Table 4.4: Students' reasons of taking substance**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of role models home	18	15
Conflict With parents	20	17
Peer pressure	30	25
A lot of work in school(stress)	10	8
To enhance intellectual a ability	10	8
Breakdown of family units	12	10
Excess of pocket money	20	17
<b>Total</b>	<b>120</b>	<b>100</b>

**Source: Author's Fieldwork, 2018**

Various reasons were given out on why some female students take Substance. Some students take due to peer pressure who accounted for 25 percent and 17 percent revealed that they take substance due to excess of pocket money and a lot of work in school leading to excessive stress 15 percent of the respondents indicated female students take substance due to lack of role models at home, 17 percent of respondents indicated that female students take substance due to conflicts with parents while 8 percent of the respondents indicated that the students take substances to enhance intellectual abilities and 10 percent of the respondent indicated that breakdown of family units is the cause of abuse of substance among female student respectively. The study deduced that peer pressure was the major reason why female students in Federal University of Oye - Ekiti do take substance.

## 4.2 Extent of the Psycho-social effects of alcohol and Substance on the female student

The study also explored if whether Substance use had negative effects. Overwhelming majority said yes accounting for 88 percent and only 12 percent said no. Substance abuse has negative effects to students both mentally, physically and academic wise.

### 4.2.1 Negative effects of abuse substance

**Table 4.5: Rating the various categories of substance usage in Oye - Ekiti University**

Rating drugs	Frequency	Percentage
High Alcohol	25	20
High Tobacco	20	17
Average Narcotic Drug	30	25
Average Cannabis	15	13
Average Stimulants	30	25
<b>Total</b>	<b>36</b>	<b>100</b>

**Source: Author's fieldwork, 2018**

The respondents were asked to rate the usage of the various categories of drugs in female student. According to the analysis of findings Alcohol, and stimulants are among high ranked by, 17 25, 25 percent each respectively. The results further revealed that, cannabis, and tobacco come fourth and fifth with 13, 17 respectively. The awareness and the rating of the substance contradict the efficacy in the same students. This can be explained by the fact that human beings have a tendency to engage in a behavior even if they are aware the dangers it poses.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The main objective of this study is to find out the impact of substance abuse on the academic performance of female student of Federal University of Oye - Ekiti. The study sought to answer the following questions; What are the commonly abuse substance use by female students in Federal University of Oye - Ekiti, Where are the sources of commonly use abused substance by the female students, What is the rate or extent are female students abusing substance, How to analyze the level of self-efficacy among these female students.

The research design for this study is a descriptive survey. In view of this, the study will adopt the field survey method to collect both quantitative and qualitative data. Only four (4) faculties, with the total numbers 120 female students were sampled for this study. Two female Hostel were also taking into cognizance, the school security are also been interviewed to know some cases that are related to impact of substance abuse by female student of Oye - Ekiti, guidance and counselor and prominent personnel in administrative block/senate who are in charge of student result would be visited.

Finally, the health centre will be visited for data of female student of Oye - Ekiti that engaged in substance abuse. Data Collection Methods Primary source of data are those data collected through observation, administering of questionnaire, and explanation for the process of conducting a study. .Data will be collected from the field, through a well-designed questionnaire, personal interview for personal observation, interview of personnel.

Data was collected using a semi-structured interview with predetermined questions. The data collected was analyzed both quantitatively and qualitatively. This section therefore presents a summary of the findings, conclusion, and recommendations based on the research questions.

## **5.2 Conclusion**

From the findings of the study, substance abuse among female students is widespread and spells danger not only for the female youth who abuse substance, but also for the wellbeing of the nation. Female Students abuse substance regardless of the faculty and hostel.

A variety of substances are abused by female students with the most common being alcohol, tobacco, and cannabis, all of which are easily available around the school and hostel inclusive slum areas. The main sources of substances are low socio-economic areas (slum areas), small shops, school workers and public transport.. Strategies used by security of the school to address substance abuse as ineffective and thus they need modification to ensure effectiveness. The findings indicate that the perceived effects of substance abuse among female students were; lack of concentration on studies, missing classes, conflict with lecturers, poor health, failure to do assignments, and even rejection by friends.

The study also determined the measures put in place to curb the menace substance abuse. Some of measures include guidance and counseling, summoning parents/guardians to school, suspension, and expulsion. Lecturers, guardian, and counseling, security perception of the biggest challenge faced in addressing substance abuse is a lack of adequate knowledge on how to deal with substance abuse hence a substance that lecturers, security, guardian and counseling feel inadequate to address the vice in Oye - Ekiti. Majority of school counselors and lecturer and security guardian and counseling and other student inclusive are not trained in approaches to

addressing substance abuse by female student in Oye - Ekiti. Lecturers, security, guardian, and counseling cited the two main reasons for substance abuse as the breakdown of family units and excessive pocket money.

### **5.3 Recommendations**

Most lecturers and school counselors feel ill-equipped to address substance abuse in schools. The Ministry of Education (MOE) should mount intensive training for all University counselors, security to give them relevant skills.

Ministry of education should formulate uniform policy to guard against disparities in addressing substances abuse in the universities. This policy would be an important component of a comprehensive substance preventive strategy for youth in the universities. Since some parents may lack exposure on issues related to substance abuse, the MOE and NACADA should take the lead in organizing parenting programmes, and continuously making information available on how to address substance abuse among their children.

The issue of substance among the youth should remain on the agendas of policy makers in the country, especially elected leaders, to maintain long-term commitment to solving the substance problem. This could include advocacy, creating awareness, and meet-the-people campaigns.

### **5.4 Recommendations for further study**

It is suggested that research be carried out to address the following:

- a. More investigations are needed on the methods used to address substance abuse in university in various parts of Nigeria because the methods used to address the problem may differ according to different circumstances.

b. Given guidance and counseling is emphasized as a method of addressing substance in schools, its effectiveness in addressing the problem should be investigated. Such studies would contribute towards strengthening guidance and counseling in schools.

c. Research is needed to ascertain the relationship between school policy and substance abuse among.



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APPENDIX 1:

FEDERAL UNIVERSITY OF OYE, EKITI STATE,

FACULTY OF THE SOCIAL SCIENCES,

DEPARTMENT OF SOCIOLOGY.

QUESTIONNAIRE ON IMPACT OF SUBSTANCE ABUSE ON THE ACADEMIC  
PERFORMANCE OF FEMALE STUDENT OF FEDERAL UNIVERSITY OF OYE.

This questionnaire is strictly for academic research purpose and it is intended to collect information on Assessing impact of substance abuse on the academic performance of female student of Federal University of Oye

INTERVIEW SCHEDULE FOR STUDENTS

Introduction

**Instructions:** *(Please read the instructions given and answer the questions as appropriately as possible).* It is advisable that you read carefully and correctly fill in each section as provided.

**Section A: Demographic Information**

1. What is your gender? Male [ ] Female [ ]

2. Which is your age? .....

(a) 16-23 years (b) 24-31 years (c)

**Section B: Substance Abuse and above**

4. You are down in the school record for having used/abused substance, where did you get the substance?

(e.g. fellow students, parents, substance peddling, kiosk). Please specify

.....

5. Did you purchase them or did you get them for free?

.....

6. If you purchased, where did you get the money from?

.....

7. What use the frequency of use/abuse substance?

<b>FREQUENCY</b>				
<b>Substance</b>	<b>Daily</b>	<b>Once a week</b>	<b>Once a month</b>	<b>When available</b>
1				
2				
3				
4				
5				

**Section C: Level of self-efficacy among these students**

**APPENDIX II: QUESTIONNAIRE TO KEY INFORMANTS**

**A. Personal Characteristics of Informants**

1. Indicate whether you are one of the following:

(a) Class teacher [ ] (b) Counselor [ ] (c) both class teacher and counselor [ ]

2. Gender

(a) Male [ ] (b) Female [ ]

3. For how many years have you lecturing since you qualified as a lecturer? *Tick appropriately.*

(a) 0 – 5 years [ ] (b) 6 – 10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ]

Over 20 years [ ]

### **SECTION B: SUBSTANCE ABUSE**

4. Would you say there is substance use among the students at your school?

a) Yes [ ] b) No [ ]

5. Have you had any experience in dealing with substance problems in Federal University of OYE - EKITI?

(a) Yes [ ] (b) No [ ]

6. Since Federal University of OYE is mixed, what is the general distribution of known substance abusers in terms of gender? *Tick one only*

(a) Boys are the main abusers [ ] (b) Both males and females equally abuse Substance [ ]

(c) females are the main abusers [ ]

7. If there is a substance problem in your school, is it increasing?

(a) No [ ] (b) Yes [ ]

8. What is your overall assessment of substance abuse in Federal University of OYE? *Tick one only.*

Nearly 100% of female students take substance [ ] About 80% of female students take substance

[ ]

About 60% of female students take substance [ ] About 40% of female students take substance [ ]

About 20% of female students take substance [ ] Less than 20% of female students take substance [ ]

**Section C: Extent of the psychosocial effects of alcohol and substance on the student**

9. Do you agree that substance use has negative effects?

(a) Yes [ ] b) No [ ]

(b) If yes, please list down some of the negative effects?

.....  
.....

10. Would you say that the effects of substance abuse on female students affect their academic performance?

a) Yes [ ] b) No [ ] c) Partly so [ ]

11. The following statements relate to the extent of the psycho-social effects of alcohol and drug on female student. To what extent do you agree with each of the statement? Use a scale where 1- To a very low extent, 2- To a low extent, 3- To a moderate extent, 4- To a great extent and 5-To a very great extent.

1	2	3	4	5
Substances are the major contributors of absenteeism from schools.				
Substances are the major contributors of school dropout.				
Substances are the major contributors of immoral behaviours.				

Drugs are the major contributors of poor academic performance.				
Substances are the major contributors of violence, rampages and riots.				
Substances are the major contributors of mismanagement of financial resources.				

12. How would you rate the use of the following substance in Federal University of OYE school?

a) High [4] b) Average [3] c) Low [2] d) Not at all [1]

High	Average	Low	Not at all
(a) <b>Depressants</b> Alcohol			
(b) <b>Tobacco</b> including cigarettes			
(c) <b>Narcotic drug</b> 1. Opium 2. Heroin			
(d) <b>Cannabis sativa</b>			
(e) <b>Stimulants</b> 1. Cocaine			

**Section D: Efforts and interventions put by the administration to eradicate the menace**

13. Has the administration put in place any mechanism to curb female substance abuse in the institution?

a) Yes [ ] b) No [ ]

Rate its success	NA	NO	O	VO	Measure	Expulsion	Suspension	Guidance & counseling	Ask parents to come to school to negotiate ways to resolve
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Indicate the appropriate number in the box.

1. VO – very often 2. O - Often 3. NO - Not often 4. NA - Not at all

Ranking key:

Use the ranking key below.

abuse and rate them in terms of success. On a scale of 1 to 5, 5 being very successful.

15. Kindly indicate the frequency (in terms of usage) of the measure to curb female substance

**SECTION E: METHODS USED TO ADDRESS SUBSTANCE ABUSE**

14. Highlight any other measures.

Heavy punishment (specify)					
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16. Suggest ways of eradicating substance abuse in our schools.

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