



## **THERAPEUTIC INTERVENTION: PANACEA TO SUBSTANCE ADDICTION AMONG STUDENTS OF PRINCE ABUBAKAR AUDU UNIVERSITY, ANYIGBA, KOGI STATE**

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### **Abstract**

*The study assessed therapeutic intervention as a Panacea to substance addiction among students of Prince Abubakar Audu University, Anyigba, Kogi State. Descriptive research design was employed, Stratified Sampling Technique was used to sample fifty (50) respondents from each of eight existing faculties making a total of 360 sample size. Simple random sampling technique was used to sample thirty (30) professional counsellors. Two sets of self-developed instruments were used to collect data from the respondents. Instrument one contained two sections of A and B. Section A of the instrument was structured on ten items titled “Types of Substances Students are Addicted to (TSSA)”. Section B titles “Impact of Substance Addiction on Students” (ISAS) and “Therapeutic Interventions on Substance Addiction (TISA)” The study revealed regular intake of non-prescribed drugs, alcohol, gambling, tramadol, cough syrups are commonly substance addiction among the students, and social disorderliness, less time spent on studying, hangover/*

*illness, mental health are among the effects on students, while, Motivation Interview Therapy, Contingency Management Therapy, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy and others could be used to intervene substance addiction. The study recommends among others that, the students need to be guided by their parents, the school authorities to intervene and act promptly whenever there is any trace of substance use, and the Universities counsellors should play professional roles in substance addiction.*

**Keywords:** Addiction, Intervention, Students, Substance, Therapeutic

## **Introduction**

Drug abuse is a major public health problem all over the world, the use and abuse of drugs by adolescents have become one of the most disturbing health related phenomena in Nigeria and other parts of the world particularly among the youth. World Health Organization (2010) defined drug abuse as persistent or excessive use of drug against acceptable medical practice. With this definition, it shows that any drug can be abused. Drug abuse itself is not an illness but it addiction may usually leads to an illness. While, Oluremi ( 2020) defined drug abuse as the dependence on a drug or other chemical substances leading to the effect that are detrimental to the individual's physical and mental health or the welfare of others.. Substance addiction causes a significant burden to the individuals and societies throughout the world. The World Health Report (2010) indicated that 8.9% of the total burden of disease comes from the use of psychoactive substances. The report showed that tobacco accounted for 4.1%, alcohol 4%, and illicit drugs 0.8% of the burden of disease in 2010. Much of the burden attributable to substance use and dependence is the result of a wide variety of health and social problems. Data from the (World Health Organization, 2010) shows large-scale seizures of cocaine, heroin, cannabis and amphetamine-type stimulants in different parts of the world.

According to Leah (2022) psychoactive drugs are chemical substances that affect the brain functioning, causing changes in behaviour, mood and consciousness. Psychoactive drugs are chemical substances that alter mood, behaviour, perception, or mental functioning. Psychoactive drugs act by altering neurotransmitter function. The drugs can be divided into six major pharmacological classes based on their desired behavioural or psychological effect: alcohol, sedative-hypnotics, narcotic analgesics, stimulant-euphorants, hallucinogens, and psychotropic agents.

It is therefore highly regrettable that our youths are exposed to the dangers inherent in addiction their formative years. Addiction is a matter of grave consideration or attention to educational stakeholders and other professionals in various disciplines. Addiction is a local, national and international sensitive challenge that needs urgent attention due to the alarming rate of involvement of youth. Plethora of Research in Nigeria have identified an increasing prevalence of addiction

among secondary school students and have reported its consequences on different areas of wellbeing including academic performance.

Alcohol has always been the most widely used psychoactive substance. In most countries it is the only psychoactive drug legally available without prescription. Pleasant relaxation is commonly the desired effect, but intoxication impairs judgment and motor performance. When used chronically, alcohol can be toxic to liver and brain cells and can be physiologically addicting, producing dangerous withdrawal syndromes (Oluremi, 2020).

Sedative-hypnotics, such as the barbiturates and diazepam (widely known under the brand name Vellum), include brain depressants, which are used medically to help people sleep (sleeping pills), and anti-anxiety agents, which are used to calm people without inducing sleep. Sedative-hypnotics are used illegally to produce relaxation, tranquillity, and euphoria. Overdoses of sedative-hypnotics can be fatal; all can be physiologically addicting, and some can cause a life-threatening withdrawal syndrome. Narcotic analgesics—opiate (Opium) such as morphine and heroin—are prescribed to produce analgesia. Because the relief of pain is one of the primary tasks of medical treatment, opiates have been among the most important and valuable drugs in medicine. Illegal use of narcotic analgesics involves injecting these substances, particularly heroin, into the veins to produce euphoria. Opiates are physiologically addicting and can produce a quite unpleasant withdrawal syndrome (Leah, (2022)).

The underlying causes of substance addiction are mostly genetic and has environmental influence. A person's genetic makeup can make him/her more prone to sensation-seeking behaviour, more compulsive and more vulnerable to addiction. Life events such as trauma, stress and early exposure to substance abuse can also affect a person's vulnerability (Miller, 2015). Addiction causes physical and mental side effects, physical side effects include increased stress and feeling of depression, anxiety or loneliness.

Kern, Grenna, Arnerik and Ravndol (2020) remarked that treatment should focus on the genetic and environmental causes of such addiction while for the treatment of physical and mental side effects, should focus on what can keep the patient physically safe and as comfortable as possible during withdrawal and that therapy for the treatment of mental aspect depends on the severity of the disease, some people require months or years. Leah, (2022) stated that substance addiction is not one-size-fits-all process because different people, depending on their age, type of addiction and the factors that contributed to their addiction.

For substance addiction therapy to be effective Skidmore, Kaufman and Crowell (2016) stressed that, a strong therapeutic alliance should be made by ensuring that the patient knows that the therapists are interested in their well-being, be attentive and let the patients know that the therapist can empathize with their problems, understand and communicate with them effectively. Lehne, Zeeb and Pischke. (2018) however, stressed that, the decision to seek treatment for addiction is not an easy one, it requires a great deal of trust between patients and their therapists. As such, the therapists should take great care to create a strong bond with their patients, known as therapeutic

alliance. A therapeutic alliance is the trust patient feel with their therapists, allowing them to feel vulnerable to sort out their problems and work together effectively.

During addiction therapy treatment, it is important that family should be well informed on how to handle their members' addiction moving forward. Therapists can help patients' families in a variety of ways, from mediating family therapy session to helping them locate a support group (Suleiman, 2019). The support of friends and family equally play an integral role in recovering from addiction. Since recovery is a lifelong journey, having supportive family member who understand the process is of profound importance (Suleiman and Ajao 2020)

Substance addiction is a complex disease that can affect many areas of person's life. In 2017, it was estimated that 2.7 million American needed treatment for substance use disorders and about 2.5 million received specialized substance use treatment Huff (2021). However, in Nigeria many students are highly involved in drugs addiction which need to be urgently treated. Hence, Suleiman and Idoko (2020) remarked that addiction effects each person differently, so it is important for treatment to be individualized as well. Just because, something works for one person, doesn't mean that it will work for everyone.

### **Statement of Problem**

The place of University Education in the National policy on Education is loud and clear for the development of the Nation building. No nation can develop more than the quality of education that is bigotry for it citizenry. Both the Government, parents and stalk holders in education have aspirations for sending these adolescents to school. In order to make life meaning for them, they were given tokens by the parents, while some organisations support them financially and few offered scholarship and bursary awards. Unfaithfully these Megre, financial attachment offered them were been used for either alcohol, recommended and illicit drugs, tobacco, cigarettes and gambling and host of substance addictions. These catalysts act as intervening variables to the realization of their goals and aspirations. Without prompt actions and attention, the addiction often lead to mental health problem such as short-term memory, psychosexual/emotional problems, heart disease, high blood pressure, sleep disorder, trauma, Suicide or suicide attempt; also lead to psychosocial dysfunction such as fighting, confrontations, having unintended or unwanted sexual contact, damaging properly and getting into trouble with police and University Security outfit. This addiction therefore require individualized treatment and modalities that address the symptoms and underlying causes, as well as the consequences that the substance use has on different areas of person's life. This study therefore seek to identify the types of substances that lead to addictions and the therapeutic interventions.

### **Objectives of the Study**

The study specifically examined:

1. Common substance addiction among the undergraduate students of Prince Abubakar Audu University, Anyigba.

2. Consequences of substance addiction on students.
3. Therapeutic interventions on substance addiction among the students.

### **Research Questions**

The study was guided by the following Research questions.

1. What are the common substance addictions among the undergraduate students of Prince Abubakar Audu University, Anyigba?
2. What are the consequences of substance addiction on students?
3. What are the therapies used for preventing substance addiction among undergraduate students?

### **Methods**

Descriptive survey is a study that involves a planned collection of data over a large area for the purpose of making description. In this regard, the study examined existing situations and therapies that could be implored to avert substance addiction among the undergraduate students. Presently the University has eight faculties – Faculties of Education, Law, Natural Science, Art and Humanity, Agricultural Science, Management Studies, Social Science and Medical Science. Since the target population are too large to effectively study, sampling technique was used to sample the respondents. Stratified Sampling Technique was used to sample fifty (50) respondents from each of eight existing faculties making a total of 360 sample size. Simple random sampling technique was used to sample thirty (30) professional counsellors from the members of Counselling Association of Nigeria (CASSON), Kogi state chapter.

Two sets of self-developed instruments were used for data collection. Instrument one contained two sections of A and B. Section A of the instrument was structured on ten items titled “Types of Substances Students are Addicted to (TSSA)” which was to elicit the various types of substance abused by the students. Section B titles “Impact of Substance Addiction on Students” (ISAS) was structured on 10 items also. The second self-developed instrument titled “Therapeutic Interventions on Substance Addiction (TISA)” was structured on 10 likely therapies the counsellors could use to avert substance addiction among the students.

The instruments were subjected to face and content validity by six (6) experts. Two each from Education Foundations and Science Education and two professional counsellors from Prince Abubakar Audu University, Anyigba. The corrections, observations and adjustments made were embedded in the instrument which the researchers used to build up the quality of the instrument. The reliability and internal consistencies of the instrument were established through Pilot testing of the instrument on two (2) professional counsellors and five (5) students who did not participate in the study. Test-retest method was employed, a Pearson Product Movement Correlation Coefficient was used. This yielded a value of 0.87 which indicated that the instrument was reliable to be used for the study.

The two sets of the instruments were structured on modified four point Likert Scale of Strongly Agree (SA = 4 points); Agree (A = 3 points); Disagree (D = 2 points) and Strongly Disagree (SD = 1 point). However, any item with mean score of 2.50 and above were regarded as agreed while a mean score of 2.50 and below indicated disagreement of the respondents with the statement.

### Research Question one

What are the common substance addictions among the undergraduate students of Prince Abubakar Audu University, Anyigba?

**Table 1: Types of Substance Addiction among Undergraduate Students**

S/N	Causes	S	A	D	S	Ex	X	Ranking	Decision
		D							
1	Frequent intake of Alcohol by student can lead to addiction	144	109	49	48	360	2.91	2 <sup>nd</sup>	Accepted
		576	327	98	48	1049			
2	Tobacco, cigarettes or smoking excessively can lead to substance addiction	133	96	51	80	360	2.78	6 <sup>th</sup>	Accepted
		532	288	102	80	1002			
3	Regular intake of non-prescribed drugs used as stimulant among students can lead to substance addiction	151	106	61	42	360	3.02	1 <sup>st</sup>	Accepted
		604	318	122	42	1086			
4	Amphetamines, non-prescribed sedatives and inhalants lead to substance addiction	127	92	52	89	360	2.76	8 <sup>th</sup>	Accepted
		508	276	104	89	977			
5	Addictive drugs either illicit or prescribed	90	103	106	61	360	2.62	9 <sup>th</sup>	Accepted
		360	309	212	61	942			
6	Marijuana use in excess by the student to substance addiction	130	93	52	85	360	2.74	7 <sup>th</sup>	Accepted
		520	279	104	85	988			
7	Tramadol, cough syrup and their mixed with assorted drinks leads substance addiction	137	100	48	75	360	2.83	4 <sup>th</sup>	Accepted
		548	300	96	75	1019			
8	Gambling addiction as a result of betting, snooker, 9jaBet, Ludo, draft are	137	110	46	67	360	2.88	3 <sup>rd</sup>	Accepted
		548	330	92	67	1037			

	common addiction among students								
9	Overdose of recommended drugs are often used as stimulants leads to addiction	133 532	99 297	48 96	80 80	360 1005	2.79	5 <sup>th</sup>	Accepted
10	The use of cocaine and opioid leads to substance addiction	74 296	98 294	108 216	80 80	360 886	2.46	10 <sup>th</sup>	Not Accepted
<b>Total Mean</b>							2.78		Accepted

Table 1 shows that item 3 (regular intake of non-prescribed drugs) with mean score of 3.02 ranks highest among the substance addiction among students, followed by item 3 (frequent intake of alcohol) with a mean score of 2.98; item 8 (gambling addiction) with 2.88 mean score ranks 3<sup>rd</sup> while item 7 (the use of tramadol and cough syrup mixed with assorted drinks) with 2.88 mean score also ranks 4<sup>th</sup>; and item 9 (overdose of recommended drugs) with mean score of 2.79 ranks 5<sup>th</sup>. The 6<sup>th</sup> in the ranking order is item 2 (tobacco and cigarette smoking excessively) with mean score of 2.78, while item 6 (Marijuana use in excess) with mean score of 2.74 ranks 7<sup>th</sup>. The 8<sup>th</sup> in the ranking order is item 4 (Amphetamine, non-prescribed sedatives and inhalant) with 2.71 mean score and item 5 (addictive drugs either illicit or prescribed) with 2.62 mean score ranks 9<sup>th</sup>. The least in ranking order is item 10 (the use of cocaine and opioid) with mean score of 2.46. This implies that item 10 with 2.46 mean score is less than 2.50 criteria mean, therefore, the statement is rejected. However, the total mean score of 2.78 is greater than the criteria mean score of 2.50. Hence, the general items are accepted as the types of substance addiction among the undergraduate students.

### Research Question two

What are the consequences of substance addiction on students?

**Table 2: Consequences of Substance Addiction on Students**

S/N	Consequences	S	A	D	S	Ex	X	Ranking	Decision
					D				
1	Excessive intake of substance lead to hangover/illness and missing of lectures	136 544	108 324	48 96	68 68	360 1032	2.87	3 <sup>rd</sup>	Accepted
2	Regular intake of substance lead to loss of memory and poor academic performance	132 528	97 291	48 98	82 82	360 999	2.78	5 <sup>th</sup>	Accepted
3	Intake of substance leads to social disorderliness such as fighting, with school	148 592	106 318	61 122	45 45	360 1077	2.99	1 <sup>st</sup>	Accepted

	authorities, police and campus security personnel								
4	Substance addiction makes students lose self-control and having unintended or unwanted sexual contact	128 512	93 279	53 106	86 86	360 983	2.73	7 <sup>th</sup>	Accepted
5	Substance addiction could lead to students' failure, dropout of school as a result of rustication or suspension	125 500	91 273	52 104	92 92	360 969	2.69	8 <sup>th</sup>	Accepted
6	Addiction by students could result to family crises which could jeopardize many aspects of family life resulting to family dysfunction and stigmatization	79 316	100 300	107 214	74 74	360 904	2.51	10 <sup>th</sup>	Accepted
7	Addiction leads to less time spent on studying and generally disengagement from one's studies	142 568	109 327	58 116	51 51	360 1062	2.95	2 <sup>nd</sup>	Accepted
8	Addiction among the students lead to poor peer relationships as a result of self-withdrawal from pal gathering	88 352	102 306	108 216	62 62	360 936	2.60	9 <sup>th</sup>	Accepted
9	Addiction leads to mental health problems like anxiety, sleeplessness and other frequent psychological dysfunctions	134 536	100 300	48 96	78 78	360 1010	2.81	4 <sup>th</sup>	Accepted
10	Social and economic consequences, because they are often use their meager family financial upkeep to buy drugs, alcohol, cigarettes and the likes	130 520	96 288	51 102	83 83	360 993	2.76	6 <sup>th</sup>	Accepted
Total Mean							2.77	Accepted	

Table 2 shows that the highest rated consequence of substance addiction is item 3 (societal disorderliness) with a mean score of 2.99 while item 7 (less time spent on studies and



disengagement with one's study) with a 2.95 mean score is rated second and item 1 (hangover/illness and missing of lectures) with mean score of 2.87. Item 9 (anxiety, sleeplessness and mental health) with 2.81 mean score is rated 4<sup>th</sup> and item 2 (loss of memory and poor academic performance) with 2.78 mean score is rated 5<sup>th</sup>, while item 10 (social and economic consequences) with 2.76 mean score is rated 6<sup>th</sup>. The 7<sup>th</sup> rated is item 4 (lose of self-control) with 2.73 mean score and item 5 (drop out of school, rustication and suspension) with 2.69 mean score is rated 8<sup>th</sup>. While item 8 (poor relationship and withdrawal) with 2.60 mean score is rated 9<sup>th</sup>. The least rated is item 6 (family crises and stigmatization) with 2.51 mean score. However, the total calculated means core of 2.77 is greater than the criteria score of 2.50, therefore, all the items were generally accepted as the consequences of substance addiction among the undergraduate students in Prince Abubakar Audu University, Anyigba.

### Research Question 3

What therapies could be used to prevent substance addiction among undergraduate students?

**Table 3: Therapeutic Intervention on Substance Addiction**

S/N	Therapies	S A	A	D	S D	Ex	X	Ranking	Decision
1	Rational Emotive Behavior Therapy (REBT) can help to change students thought towards addiction	11 44	10 30	7 14	2 2		3.00 90	3 <sup>rd</sup>	Accepted
2	Contingency Management Therapy (CMT) can be effective in treating substance addiction	10 40	14 42	4 8	2 1	30 91	3.03	2 <sup>nd</sup>	Accepted
3	Cognitive Behavior Therapy (CBT) can be used to encourage students to question and examine their thoughts towards substance use	11 44	10 30	7 14	2 2		3.00 90	3 <sup>rd</sup>	Accepted
4	Motivational Interviewing Therapy (MIT) is better for treatment method of substance addiction change	11 44	12 36	5 10	2 2	30 92	3.06	1 <sup>st</sup>	Accepted
5	Eye Movement Desensitization and Reprocessing (EMDR) can help students to recover from substance addiction experiences	9 36	10 30	9 18	2 2	30 86	2.87	6 <sup>th</sup>	Accepted
6	Dialectal Behavioral Therapy (DBT) can be used to teach students how to regulate their emotion towards substance addiction	8 32	9 27	6 12	7 7	30 78	2.60	9 <sup>th</sup>	Accepted

7	Trauma Focused Therapy (TFT) can help student to attain safely from trauma associated with substance addiction	10 40	10 30	8 16	2 2	30 88	2.90	5 <sup>th</sup>	Accepted
8	Matrix Model Therapy (MMT) when combined with various techniques can help students eliminate substance addiction	8 32	8 24	6 12	8 8	30 76	2.53	10 <sup>th</sup>	Accepted
9	Seeking Safety Therapy (SST) could be used for students to attain safely from trauma stigmatization	9 36	8 24	8 16	5 5	30 81	2.70	7 <sup>th</sup>	Accepted
10	Medication Administration Therapy (MAT) when combined with counselling could be a good treatment for substance addiction	9 36	8 24	6 12	7 7	79	2.63	8 <sup>th</sup>	Accepted
Total Mean							2.83		Accepted

Table 3 shows that item 4 (Motivational Interviewing Therapy, MIT) with 3.06 calculated mean score is rated best among the therapeutic intervention for substance addiction. This was followed by item 2 (Contingency Management Therapy, CMT) with 3.03 mean score and item 1 and 3 (Rational Emotive Behavior Therapy, REBT) and (Cognitive Behavior Therapy, CBT) with 3.0 mean score each and were rated 3<sup>rd</sup>. Item 7 (Trauma Focused Therapy, TFT) with 2.90 mean score is rated 5<sup>th</sup> in ranking order while item 5 (Eye Movement Desensitization and Reprocessing, EDMR) with 2.87 mean score is rated 6<sup>th</sup>, and item 9 (Seeking Safety Therapy, SST) is rated 7<sup>th</sup>. Item 10 (Medication Administration Therapy, MAT) with calculated 2.63 mean score ranks 8<sup>th</sup> and item 6 (Dialectal Behavioral Therapy, DBT) with 2.60 mean score ranks 9<sup>th</sup> and item 8 (Matrix Model Therapy, MMT) with 2.53 calculated mean score ranks 10<sup>th</sup>. However, the calculated mean score of 2.83 is greater than the criteria score of 2.50, therefore, all the items are considered as therapies that could be used for substance addiction among the undergraduate students.

## Discussion

The study revealed that regular intake of non-recommended drugs used as stimulant, frequent intake of alcoholic drinks are much common substance addiction among the students. This is in line with Chris (2015) who reported that frequency use of alcohol, tobacco, cannables, non-prescribed stimulant, synthetic and other amphetamines, non-prescribe sedative, hallucinogens and inhalant are ignorantly used by the students just an attempt to make them high. Also on his study on age-drug use among students Bennelt (2014) equally support his finding, he stressed that, Alcohol, Marijuana and tobacco are substances most commonly used by students and his study revealed that two-thirds of students have tried alcohol which half of them reported having tried cigarettes and close to 2 in 10 reported using medicines without prescription.

The study further revealed other substance students commonly abuse and they are addicted to such as tramadol, illicit or prescribed and other Sedatives as stimulants. This is in lines with Halm (2017); Park and Grant (2020) who on their separate findings revealed that students are addicted not only to Alcohol but Cannabis, Sedatives, and Cocaine which causes memory lest among them.

The study revealed non - consumable substance students addicted to, such as gambling, whot playing, Snooker, Betnaija, Ludo and draft. This is in line with McAlaney, Dempsey and Huff (2021) as well as Lehne, Zeeb and Piskke (2018) findings that, during the play of gambling, all sorts of students' memory are lest, no attention, concentration and lack of dedication to their studies.

The study revealed that students' addiction leads to hangover and missing of lectures. This in line with Skidmore, Kaufman and Crowell (2016) findings on substance use among college students and discovered frequent report of hangover/ill and missing of classes as consequences of substance addiction and Ayalu, Roseman, Winsemay and Muson (2020) findings on Prevalence, Perceptions and Consequences of substance addiction, that, the hangover of Alcoholic use and drugs do not allow the students to attend normal classes.

The study further revealed that substance addiction lead to loss of memory and poor academic performance among the students which Miller (2015); Leah (2022) and Huff 2021 supported the finding by attesting that substance addiction leads to declining students grades, absenteeism from school and other activities and increased potential for dropping out of school, and finally concluded that, cognitive and behavioural problems experienced by alcohol and drug-using interfered with students performance and also present obstacles to teaming for their classmates.

The study revealed that substance addiction negatively affect students mental health because, substance addicted youth are vulnerable to depression, misconduct, personality disorders, suicide and Suicide attempt (Suleiman 2019). This was supported by Miller (2015), that, substance abusing youth are not higher risk then nonusers for mental health problems, including depression and anxiety, which interfere with students' short-term memory, learning and psychomotor skills. All these will equally affect their motivation and psychosexual / emotional development as well.

The study further revealed that substance addiction among the students lead unintended pregnancy or unwanted sexual contact, drop out of school such as rustication, explosion and suspension, jeopardize family life resulting to family dysfunction and stigmatization; Social and economic consequences, plethora of research equally in line with these, such as, Arria, Caldeira, Bugbee, Vincent, and Grady, (2015), Napper, Kenny and Hummer (2021) and Suleiman and Idoko (2020 ) who on their separate findings revealed that, substance addiction negatively impact students such as short of money, memory loss, performing poorly on a test and having unprotected se, (Aria et al 2015); Causes physical injury, getting into fight or confrontations, having unintended or unwanted sexual contact, requiring emergency treatment, damaging property and getting into trouble with the police or university/campus security (Napper *et al* 2021). The abuse of alcohol and other drugs by youth result in family crises and Jeopardize many aspect of family life and

sometimes resulting in family dysfunction (Suleiman, 2019). It is also in line with Halm (2017) who found that addiction lead to draining a family's financial and emotional resources and Hingson, Zha and Smythn (2017) who found that, addiction lead to drug trafficking, prostitution and growing numbers of youth homicides, borne out of the desire to self-medication, depression, paranoia and anxiety.

The study revealed that Motivational Interview Therapy (MIT), Contingency Management Therapy (CMT), Rational Emotive Behaviour Therapy (REBT) and Cognitive Behaviour Therapy (CBT) are the best therapies for treatment of substance addiction among the students. This is in line with Bennett (2014) finding that, MIT is a drug addiction treatment therapy of resolving individual for best change in their problematic substance use behaviour and Leah (2022) who found that CMT is effective in treating several types of stimulants, while, McAlancy, Dempsey, and Helmer, (2021) study found that REBT helps the clients to identify, challenges, and replace their destructive thoughts and convictions with healthier, adaption thought. The study equally Support McAlaney, Dempsey and Helmer (2021) who found that CBT encourages clients to question and examine recurring thoughts in order to phase out those that are negative and unhealthy and to recognize and change their maladaptive behaviours.

The study further revealed other therapies like, Trauma Focussed Therapy (TFT), Eye Movement Desensitisation and Reprocessing (EMDR), Seeking Safety Therapy (SST) and Medication Administration Therapy (MAT) are equally effective therapies in substance addiction treatment. This is in line with Huff (2021) whose study found that (FTT) is best used in the treatment addiction while, Unubol (2019) finding revealed that, EMDR tries to utilizing "dual stimulation" exercises to discuss past trauma while simultaneously engaging other parts of the brain through bilateral eye movement, tones or taps will help to heal the brain's to promote emotional stability and addicted patient. Miller (2015) equally found that SST helps clients to attain safely from trauma and substance misuse by emphasizing coping skills, grounding techniques and education, while, Skidmore, Kaufman and Crowell (2016) found that MAT helps, when combined with counselling and other behavioural therapist to assist in a patient's recovery from substance addiction. However, the administrant must as a medical personnel.

Other therapies revealed adequate by the study include Dialectal Behaviour Therapy (DBT) and Matrix Model Therapy (MMT). This is in line with Ayaqlu *et al* (2020) who found that DBT teaches clients how to regulate their emotions to reduce the self-destructive behaviours that derive from extreme, intense emotion among addicted person such as distress, mindfulness and interpersonal effectiveness. Hingson *et al* 217 found that MMT is effective in the treatment of stimulant addiction.

## **Conclusion**

Students are generally involved in so many anti-social activities within and outside the school community because of frequent intake of substance which is possible because the y have asses to all forms of such substances used. All the above mentioned substance are easily gotten by the

students except cocaine, heroin and opiooid. When the students are addicted they needed to be treated urgently because, addiction affects each person differently, and so, it is paramount to adopt individualized treatment as well. The effectiveness of any therapies adopt depends largely on the therapist and other numbers of the treatment team as well as the type of therapy been provided, be it illegal, or legal all prescribed medicines. When used or over used they cause people to change the way they feel, think, act, talk and the live.

If any sign of substance addiction manifest or traced to students, it demands urgent attention to arrest such. Any of the therapies so identified in this study and others not mentioned could be used in treating substance addiction among students. Whichever therapist decides to be adopted, it is how ever better to understand how such substance addiction develops. The victims should try avoid temptation and pear group pressure influence, seek help from illness, examine the risk factors and keep well-balanced life. If all these are considered, any chosen therapy would effectively work for the treatment of substance addiction among the students.

### **Recommendations**

- The students need to be guided by their parents through preaching and invoking good moral upbringing. They must be well armed with skills and strategies to prevent substance use through family, friends and counsellors could be used as a support network
- It is imperative for the school authorities to intervene and act promptly whenever there is any trace of substance use among the students. The universities counsellor would play a great role. The management of substance addiction must be comprehensive and should include proper assessment and interventions for behavioral problems as well as mental disorders.
- There should be mutual understanding and co-operation between the parents, university authority and school community to ban or minimize drinking and use of drugs within the university area.by referring victim students to programs such as Alcoholics Anonymous and Narcotics Anonymous which could be added support programs.
- Chronic manifestation of addiction could be offered to substance treatment centers such as community health clinic hospital, affiliated clinic or other facility on regular basis
- Affordability and accessibility of students to the source of alcohol, dangerous drugs should be tightened and fully controlled by the university authority.

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