RESEARCH ARTICLE

ASSESSMENT OF TRAMADOL ABUSE PREDICTORS AMONG UNDERGRADUATES IN IGNATIUS AJURU UNIVERSITY OF EDUCATION, PORT HARCOURT, RIVERS STATE

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ABSTRACT

This study examined the predictors of tramadol abuse among undergraduatesin Ignatius Ajuru University of Education, Port Harcourt. Two objectives and two research questions were guided this study. Multi-stage sampling procedure was adopted for the study population for the study consisted5117 students from selected faculties in the university. The sample size was determined using Yaro Yamane's method for a finite population (n = 400). The instrument for data collection was the structured questionnaire which comprised of section A and B, A demographic characteristics and B research questions based items. The reliability of the instrument was determined using test-retest method and the Pearson Product moment Correlation Coefficient (PPMCC) with a reliability coefficient of 0.86. Data was analyzed using statistical package for social science (SPSS) were descriptive statistics comprising of mean, percentage, frequency and standard deviation were used for demographic and answering of research questions. The result showed that the mean age of the respondents was 24.5+ 4.5 years, 57.6% were male, 42.4% were female from the selected faculties, 35.3% were in year 1, 30.2% were in year 2, 19.3 were in year 3, and 15.2% were in year 4. The result also indicated that the grand mean value 2.98 was greater than the criterion referenced mean 2.50 depicting that tramadol abuse had serious consequences on the respondents. The predictors of tramadol abuse included; peer group influence, improve mood and mental alertness, to relief pains, depression and anxiety, parental factor and academic activities which reported that the grand mean (2.78) is significantly greater than the criterion reference mean (2.50) indicated that the factors listed were predictors of tramadol abuse among undergraduate students. The study concluded that tramadol abuse is more injurious to academic activities of students in tertiary institutions. This research recommends that the benefit of healthy lifestyle choices and developments of skills needed in making informed and responsible decision to resist tramadol abuse among undergraduates should be emphasized by health personnels in the facilities at the point of their admission into the institution.

INTRODUCTION

The effects of drug abuse has become endemic in our society to the extent that undergraduates bevil into drugs consequent upon of peer group influence imitation of parents who are themselves drug addicts or drug users. The abuse of tramadol results in poor academic performance among undergraduates and youth who have developed high level of dependence most times gradually drift into physio-mental deterioration. However, undergraduate students discourteously depend on tramadol and other illicit drugs for their various academic activities including social, educational, moral among others, resulting to personality problem leading to high level of school drop-out, and increase failure or below average performance. According to research study conducted by Oshikoya and Alli (2006) Nigerian undergraduates who are identified dependence and addiction characterized by compulsive use of drugs are at the risk of facing negative consequences. Therefore continuous use of tramadol will be more injurious to adolescent

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and undergraduates in their academic performance (Alabi, 2012). The predicting factors to the abuse of tramadol includes, curiosity, peer group influence, pleasure, academic pressure, enjoying social gathering, boldness etc which leads to lost personality inclination, delay gratification, poor academic performance, impulsiveness, poor coping ability, poor self-esteem, low tolerance for frustration and high emotional dependence on other people (Haladu, 2003). Tramadol abuse results in personality problem, psychological problem and social alienation due to social and economic condition. Most undergraduates especially those in tertiary institution tend to see the drug users as those who are tough, bold, strong, sensitive, and brilliant. The students under the influence of tramadol and other illicit drugs shed all inhibition and produce behaviours are inconsistent with the institutions rules and regulations. Undergraduates involve themselves in taking drugs like tramadol because they want to be awake and fasten their intellectual ability during examination. Maithya (2009) further buttress that the common reason for drug abuse (tramadol inclusive) amongst students are mostly out of curiosity and acceptance of friend (peer pressure). This result to physical, mental, emotional or social impairment altering the

individual mood, perception or consciousness and apparently detrimental to the society. According to National Survey on Drug use and Health (2013) reported that male age 12-20 were currently using illegal drug are 12 percent compared with female 7.3 percent. Considering the research of National Institute of Drug Abuse (NIDA, 2013) which suggests that male use drugs at an earlier age not because they are more susceptible but for opportunities. Studies conducted by Chukwu, Pius, Fiase, Haruna, Terkuma, and Achukwu (2017) on the effects of substance/drug abuse on the academic achievement of secondary school students in Mkar metropolis, Giboko, Benue State. This study is cross-sectional descriptive survey and the study population was one thousand, one hundred and eight. The sample size was 220, and simple random sampling technique was used to select the students and the schools were purposively selected for the study. The instrument for data collection was questionnaire, 200 questionnaires were distributed and retrieved back. The data was analyzed using descriptive statistical method to answer research question and chi-squares was used to test the null hypothesis. The result revealed that most students, 118(53.6%) are between the age of 15-19 years, 203(92.3%) of the respondents are TIV, 98(44.5%) were of the opinion that these abused substance/drugs are always available. The finding shows that 49(22.3%) abuse amphetamines like tramadol, tramadol or tradys 50(22.7%). The study shows that poor academic performance is one of the effects of this substance/abuse on the students. The chi-square (x^2) testing of null hypothesis which showed that x^2 calculated value (2508.9) is greater than the table critical value 21.026, degree freedom 12 at the 0.05 level of significance.

The hypothesis was rejected. This means that there is significant relationship between substance abuse and academic achievement of secondary schools students. The study concluded that lateness to school, absenteeism, peer influences, lack of concentration, to stay awake causes the abuse of tramadol that counseling education is needed to improve awareness for students, parent towards the risk of tramadol abuse. Another study carried by Akanbi, Godwin, Theophilus, Muhammad, and Ajiboye (2015) on the impact of substance abuse on academic performance among adolescent students of colleges of education in Kwara State, Nigeria. A survey study was adopted and the population of the study comprised of 150 students from 3 colleges of education in Kwara state was randomly selected, structured questionnaire was used to collect data for the study. The collected data was analyzed using t-test to test the null hypothesis. The result showed that for hypothesis one, there is no significant difference between academic performance and student who abuse substance and those who do not; is rejected, therefore t = 2.661, p = 0.009 at 0.05 level of significant. The hypothesis two; there is no significant gender difference among adolescent substance abusers on the basis of academic performance; t = 3.506, p = 001. The hypothesis rejected. The study concluded that substance abuse (tramadol inclusive) constitute one of the most deadly menaces faced by Nigerian society. Another study carried out by Kavutha (2015) on the influence of drug use on academic performance among secondary school students in Matinyain District, Kenya. The descriptive survey was used in the study. Fourteen public secondary schools were involved with the population of 1701 students. Purposive sampling was used in the sample selection to select 3 schools. A sample size of 269 was used. The data was collected by using a structured questionnaire.

The validity and reliability of the study instrument was established through a pilot study. A correlation coefficient alpha of 0.7408 was obtained. The data collected was analyzed using SPSS by descriptive statistics such as percentages, frequencies were all used. The finding showed that majority of students reported that drug use led to poor academic performance (95.9%), high rate of absenteeism (93.7) and school dropout (78.1%). Drug use also led to lack of concentration in classroom (77.7%), cheating in exam (74.4%) and loss of memory (71.4%). The result indicates that students were aware of the negative impacts of drug use towards academic performance despite some of them using them. A study conducted by Geramian, Akhavan, Gharaat, Tehrani, and Farajzadejan (2012) on determinants of drug abuse in high school students and their related knowledge and attitude. The aim of the current study is to evaluate the knowledge and attitude of high school students toward addicting drug. Cross-sectional survey was adopted and was carried out in 2009. The study population was high school students who were randomly selected by multi-stage clustering sampling. The questionnaire was used to collect data for the study. The data obtained was analyzed using SPSS software, version 16. The result revealed that among 6998 students who filled out the questionnaire, 50.1% were female. The mean knowledge score were 58.7 $\pm$ 10.3 and 57.9 $\pm$ 10.2 for girls and boys respectively which were significantly different (P = 0.002). Considering the scores students obtained in attitude towards inclination to drug abuse, that the factors such as parents divorce, familial conflict, pleasure seeking, curiosity, availability of the drug, peer pressure, low-self confidence, psychological disorder contributes to drug abuse among high school students. The study concludes that promoting the knowledge and modifying the attitude of students and increasing their self confidence will decrease the drug abuse.

Another study carried out by Mukhandia (2014) on determinant of drug abuse among secondary school students in Nairobi. The descriptive survey was adopted for the study. The population of the study was 1460 with the sample size of 146 of male and female students. However, the study employed questionnaires for data collection and piloting test was conducted to determine the reliability using 45 students to test re-test formular. The instruments were considered sufficiently reliable at x $\geq$ 0.7 using correlation coefficient. The data was analyzed using SPSS including frequency percentages. The result reported that 16-18 years (45.3%) are highly likely to be affected by drug abuse. It is also determined that drug abuse has a very big impact to the students. Also, peer pressure at home which influence students to engage in drug abuse at 24.1% and 36.5% of strongly agreed, and agreed. However, it conclude that peer pressure at home influence drug use among students due to poor parental care because many parent indulge in drug use in the presence of their student. In similar study conducted by Yusuf (2010), on factors influencing substance abuse among undergraduate students in Osun state, Nigeria. A descriptive survey design was adopted for the research. The target population for the study consists of all students in the seven tertiary institutions in Osun state, 1200 students were randomly selected from three tertiary institution. Multistage sampling technique was used for selecting sample, at stage one the purposive sampling techniques was adopted for selecting three tertiary institutions. Instrument used for data collection was questionnaire with 24 items with 4 point likert scale. The reliability of the instrument was determined by a pilot test which was administered on 50 undergraduates and split half

method was used to determine the internal consistency of the instrument and a correlation coefficient of 0.82 was obtained. Data collected for the study were analyzed using simple percentage, t-test and ANOVA. The result depicts that shyness, excitement, and pleasure, stress from academic work, frustration are clear determinant of substance abuse showing a very high mean 13.78 that individual factors influences the abuse of substances among undergraduates student. In testing the hypothesis one, there is no significant difference between male and female (gender) on factors influencing substance abuse, indicating that t-calculated value 10.73 greater than the t-critical value 1.96. Therefore, the null hypotheses are rejected and uphold that there are significant differences between genders among undergraduates student on factors influencing substance abuse. In testing another hypothesis that states there is no significant difference among undergraduate student from different family setting on factors influencing substance abuse, the result of the t-test analysis indicates t-cal value 2.87 is greater than the t-critical value 1.96. Therefore, hypothesis was rejected, depicting that there is significant difference among undergraduate students for different among setting on factors influencing substance abuse. This depicts that students is free to choose whom to befriend as peers and hence whoever chooses wrong company can lead him into problems. However, some of these risk factors are inappropriate classroom behavior such as aggression, impulsivity, academic failure and poor social copping skills which may lead to the problem of drug abuse among students (Dishon, Kavanagh, Schneiger, Nelson and Kaufman, 2002).

Statement of the problem

Drug abuse (tramadol inclusive) remains as a serious social problem affecting students' academic performance because it makes students to be amoral and very aggressive to other members of the society especially contemporaries which leads them to have poor relationship cum learning experience and learning situation thereby marring their comprehension ability in academics. Tramadol abuse affects undergraduates and alter the quality of their consciousness towards the learning system inhibiting academic performance because they no longer attend classes, lectures, read their books, solve their assignment, or home-works, which will in-turn lead to academic failure and personal withdrawal from the school. However, previous studies have been limited to drug abuse among secondary school students rather than tertiary institutions. With little or no concentration on drug abuse among undergraduates. This study examined the predictors of tramadol abuse among undergraduates students in Ignatius Ajuru University of Education, Port Harcourt.

Purpose of the study

The purpose of this study was to identify the predictors of tramadol abuse among undergraduates in Ignatius Ajuru University of Education.

Specifically, this study seeks to

- Assess the predicting factors to tramadol abuse among undergraduate students in Ignatius Ajuru University of Education.
- Assess the consequences of tramadol abuse among undergraduate students in Ignatius Ajuru University of Education.

Research Questions

The following research questions were formulated to guide this study

- What are the predicting factors to tramadol abuse among university students in Ignatius Ajuru University of Education?
- What are the consequences of tramadol abuse among undergraduate students in Ignatius Ajuru University of Education?.

MATERIALS AND METHODS

The design for this study was descriptive survey because the study described the status of undergraduate, tramadol abuse without manipulating any variables in the study.

Population of Study

The population for this study comprised students of the Ignatius Ajuru University of Education in 2014-2017 academic sessions in the university with as the time of the study was five thousand, one hundred and seventeen students (5117).

Sample Size

The sample size for this study was 400 undergraduates.

Sampling Techniques

Multi-stage sampling procedure was adopted for the study. Simple random sampling techniques was chosen to select the faculties in the school such as Natural and Applied Sciences, Education, Social Sciences, and Humanities. Simple random sampling techniques was used to select various departments from the faculties, and stratified proportionate sampling techniques was used to select student from each department that will participated in the study.

Instrument for Data Collection

Data was collected using structured questionnaire which was made of two section, A and B. Section A comprised of socio-demographic characteristics of the respondents such as age, gender, level, religion, whilst section B, contained responses to research question.

Validity of the Instrument

The instrument was validated by three experts from the department of Human Kinetics, Health and Safety Education. The copies of the instruments were given to the aforementioned experts for both face and content validity. Contribution from them was used for re-designing the instrument.

Reliability of the Instrument

The reliability of the instrument was tested by administering twenty (20) copies of questionnaire to students then after two weeks the same was given to them in the university St John's campus. Pearson Product Moment Correlation Coefficient (PPMCC) was used to determine the reliability of the

instrument. The Correlation Coefficient of r = 0.86 is high and was used for the study.

Administration of Instrument

The instrument was administered with the help of a trained assistant. The instrument was retrieved immediately from the participant after completion and 90% were successfully retrieved.

Method of Data Analysis

The data was analyzed using the statistical package for social science (SPSS). Descriptive statistical tool such as mean, standard deviation, frequency and percentage was used to answer research question.

RESULTS

Table1 shows the demographic data of the respondents. 34.9% of the respondents were in the faculty of humanities, 29.2% in natural and applied sciences, 27.1% in social sciences, 4.2% in education, 2.5% in business education and 1.1% were in the faculty of voltech. More than half (57.6%) were males while 42.4% were females. 42.0% were within the age range of 23-27 years, 38.7% were between the age of 18-22 years, 14.2%

were between the age of 28-32 years and 5.1% were aged 33 years and above with a mean age of 24.5±4.5years. The level of study showed that 35.3% were in 100 level, 30.2% in 200 level, 19.3% in 300 level and 15.2% in 400 level. The religious affiliation of the respondents shows that majority (97.5%) were Christians while 2.5% were traditional worshipers. Table 2

Shows the predicting factors of drug abuse (tramadol inclusive) among respondents. The highest proportion in each of the items shows that 151(42.1%) of the respondents strongly disagreed that they take drugs because they want to high their morals; 112(31.2%) disagreed that their friends always want them to take drugs; 123(34.6%) strongly disagreed that they take drug because they want to improve their mood and remain alert; close to half 178(49.6%) agreed that they take drugs in order to relief pains from their body; more than one quarter 110(30.6%) agreed that they take drug because it relief them from depression and anxiety; 178(49.6%) strongly disagreed that they take drugs because their parents do so and 153(42.6%) strongly disagreed that they take drugs because they want to stay awake and improve in their academic work. However, the grand mean = 2.78 is greater than the criterion mean = 2.5 which indicates that the factors listed above causedtramadolabuse among the respondents. Table 3 shows the consequences of drug abuse (tramadolinclusive) among respondents.

Table 1. Frequency showing the Demographic Characteristics of Respondents

Items	Frequency (F)	Percentage (%)
Faculty		
Business Education	9	2.5
Education	15	4.2
Humanities	125	34.9
Natural and Applied Sciences	104	29.2
Social sciences	97	27.1
Voltech	4	1.1
Total	359	100
Sex		
Male	204	57.6
Female	150	42.4
Total	354	100
Age		
18-22	128	38.7
23-27	139	42.0
28-32	47	14.2
≥33	17	5.1
Total	331	100
Mean age = 24.5±4.5years		
Level		
100	123	35.3
200	105	30.2
300	67	19.3
400	53	15.2
Total	348	100
Religion		
Christianity	350	97.5
Traditional worshiper	9	2.5
Total	359	100

*Non responses excluded.

Table 2. Showing the predicting factors of Tramadol Abuse among Respondents

Items*	SAF (%)	AF (%)	SDF (%)	DF(%)	Mean	S/Dev
Most students take drugs` because they want to high their morale	58(16.2)	44(12.3)	151(42.1)	106(29.5)	2.85	1.02
Most friends always want them to take drugs	89(24.8)	52(14.5)	106(29.5)	112(31.2)	2.67	1.16
Most students take drug because they want to improve their mood and remain alert	54(15.2)	62(17.4)	123(34.6)	117(32.9)	2.85	1.04
Most students take drugs in order to relief pains from their body	84(23.4)	178(49.6)	50(13.9)	47(13.1)	2.17	0.93
Most students take drug because it relief them from depression and anxiety	51(14.2)	110(30.6)	106(29.5)	92(25.6)	2.67	1.01
Most students take drugs because their parents do so	-	33(9.2)	178(49.6)	148(41.2)	3.32	0.63
Most students take drug because they want to stay awake and improve in my academic work	56(15.6)	31(8.6)	153(42.6)	119(33.1)	2.93	1.02
Grand mean/standard deviation					2.78	0.97

*Non responses excluded.

Table 3. Consequences of drug abuse (Tramadol Inclusive) among Respondents

Items*	SAF (%)	AF (%)	SDF (%)	DF (%)	Mean	S/Dev
Most students experience seizures since they started taking drugs like tramadol	38(10.7)	50(14.0)	146(41.0)	122(34.3)	2.99	0.96
Most students are always aggressive and violent towards others whenever they take drugs	31(8.7)	48(13.5)	162(45.5)	115(32.3)	3.01	0.90
Most students do not concentrate in their academic activities since they indulge in drug intake	46(12.8)	35(9.7)	162(45.1)	116(32.3)	2.97	0.97
Their gradesdrop since they started taking drugs	35(9.7)	26(7.2)	179(49.9)	119(33.1)	3.06	0.89
they stay out of classes whenever they take drugs	72(20.4)	30(8.5)	129(36.5)	122(34.6)	2.85	1.11
Grand mean/standard deviation					2.98	1.21

*Non responses excluded.

The highest proportion in each of the items shows that 146(41.0%) of the respondents strongly disagreed that they have been experiencing seizures since they started taking drugs; 162(45.5%) strongly disagreed that they were always aggressive and violent towards others whenever they take drugs; 162(45.1%) strongly disagreed that they lack concentration in their academic work since they indulge in drug intake; about half 179(49.9%) of the respondents strongly disagreed that their grade drop since they started taking drugs and 129(36.5%) also strongly disagreed that they stay out of classes whenever they take drugs. However, the grand mean = 2.98 is greater than the criterion mean = 2.5 which indicates that tramadolabuse had consequences on the respondents.

DISCUSSION OF FINDING

This study examined the predictors of drug abuse (tramadol inclusive) on amongst university students in Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt. The research sought out the predicting factors of drug abuse (tramadol inclusive) on among university students, consequences of tramadol abuse amongst university students in Ignatius Ajuru University of Education, Port Harcourt. Research Question one: What are the predicting factors of drug abuse (tramadol inclusive) among university students in Ignatius Ajuru University of Education, Port Harcourt?. This finding revealed that certain factors serve as a predisposing factor to drug abuse (Tramadol inclusive) is significant. The result of this finding showed that grand mean value 2.78 is greater than the criterion referenced mean value 2.50 which indicates that the factors listed in table 4.3 determined the abuse of tramadol drug among undergraduates in Ignatius Ajuru University of Education, Port Harcourt. This finding is in consonance with finding of studies by Maithya (2009) on drug abuse among secondary school in Kenya.

The result shows the cause of drug abuse such as increase intelligence, curiosity, peer influence, parent do so, unaware of danger, availability of the drug, low-cost which accounted for 8.7%, 19.4%, 9.3%, 11.7%, 8.0%, 17.1%, 16.0% and 9.8% respectively. It is also in line with finding by Attah et al (2016) depicting that fear of academic failure, lack of concentration, peer pressure, curiosity, show-up lead to drug abuse among youths. Furthermore, this finding is in agreement with Didaloo and Pourali (2016) reporting that emotional stress, anxiety, curiosity, and rapid irritability are individual factors causing drug abuse. To further buttress this finding, Edwin (2014) reported that peer pressure, pressure of school work, parent guidance, academic performance, leadership are factors that lead to drug abuse among students. These factors accounted for 36.5%, 32.1%, 30.7%, 37.2% and 42.3% respectively as a determinant of drug abuse among undergraduates. However, this finding is in line with study by Edwin (2014) that student environment, spiritualism, poor self-control, aggressiveness, poor communication skills which accounted for 8%, 29.2%, 35.0%, 23.4%, 23.4% and 4.4% respectively;

as individual factors that causes drug abuse. Poor self-control is the most influential factor among students. This finding depicts that students is free to choose whom to befriend as peers and hence whoever chooses wrong company can lead him into problems. However, some of these risk factors are; inappropriate classroom, behavior such as aggression, impulsivity, academic failure and poor social copping skills which may lead to the problem of drug abuse among students (Dishion, Kavanagh, Schnieger, Nelson and Kaufman, 2002). This finding is in consonance with the study by Yusuf (2010) depicting that shyness, excitement and pleasure, stress from academic work, frustration are clear determinants of substance abuse showing a very high mean score (13.78), that individual factors influences the use of substances among undergraduates students.

Moreover, the agreement of this finding indicate the 32.6% of the respondents take tramadol because they want to improve their mood and alert which is an upsurge as compared to the study conducted by Nabil et al (2015), which showed 20% participant started tramadol abuse for its pleasurable effect (improve mood). In contrast, Nabil et al (2015) relatively disagreed that peer pressure, depressure, anxiety have a low risk of determining tramadol abuse which accounted for 9%, 11% and 10% respectively which is very low as compared with this finding that 44.8%, and 32.6% of agreement that influence from friend (peers), depression and anxiety enable them to take tramadol drug (see table 4.3). There is no other studies that contradict with this finding or against the determinant factors of drug abuse (Tramadol inclusive). To this level, psychological conditions such as anxiety, depression, sociopathic, a moral create the tendency of abusing drug (Tramadol inclusive) with differentiation among gender which is due to the fact that most students do not have any moral, academic and social justification as it rather lead to demoralization, academic failure and social inadequacy or competence as a consequence of tramadol abuse. Research Question two: What are the consequences of tramadol abuse on academic performance amongst university students in Ignatius Ajuru University of Education, Port Harcourt?

This finding indicates that seizures, psychic-complication, aggressive and violence, lack of concentration in academic work, grade drop, stay out of classes (absenteeism) among others were the consequences of indulging into drug abuse especially tramadol abuse by students all which accounted for 24.7%, 23.2%, 22.5%, 16.9%, and 28.5% in total agreement. However, the result shows that grand mean 2.98 is greater than the criterion referenced mean value 2.50 which indicates that tramadol abuse had consequences on the respondents. This finding is in line with studies by Chukwu et al (2017) which reported that lateness to school/classes, absenteeism, poor concentration, academic failure among others were the effects of tramadol abuse (substance/drug abuse) on academic achievement among students. Jovanovic et al (2006) also noted that tramadol abuse accounted for 54.4% of clonic seizures

among undergraduates and patients. Furthermore, this finding is in consonance with studies by Akanbi et al (2015) that showed the negative impact of substance abuse (Tramadol inclusive) on students' academic performance. Also, Kavutha (2015) reported that the impact of drug use on academic performance among students accounts for 95.9%, poor performance of academic activities, 93.7%, high rate of absenteeism, 78.1% school dropout, 71.4% loss of memory, 77.7% lack of classroom concentration, and 74.4% cheating in exam hall. All were the negative impact of tramadol abuse towards academic performance. In the same vein, Medhat et al (2017) also reported that based patients are two (2) times more likely to have cognitive impairment than control subject accounted for 81% vs 28%. Depicting that difficulty in concentration on academic activities absence from lectures, can affect the cognitive domain. Moreover, there is no further studies that contradict with the finding of this study.

Conclusion

The predictors of tramadol abuse includes; to high morale, peer influence, improve mood and remaining alert, relief pain, depression and anxiety, parent do so, to stay awake and improve academic work among others which has in no small measure marred instead of improve the reason for intake.

Recommendations

- Leaflets, posters, and picturesdepicting the effects and consequences of drug abuse should be put at strategic positions at the point of entry to schools' gates, classrooms, hostels administration offices among others,which will constantly remind students of such consequences and the need to go very far from drugs.
- The drug law enforcement agency should collaborate with all university security outfits to identify, prosecute and rehabilitate cum educate undergraduate drug offenders.
- The healthy lifestyle choices and developments of skills needed in making informed and responsible decision to resist tramadol abuse among undergraduates should be emphasized by health personnels in the facilities at the point of their admission into the institution.
- Health education by the schools' clinic during the medical screening and health education programmes should be emphasized on those myths that tend to lure students into misuse of drug like; tramadol should be tackled.
- Campus security should police the eateries, bars and all nooks and crannies in campus to search and prosecute all forms of illicit drug use and abuse.

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