

**NEXUS BETWEEN PERSONAL FACTORS AND PRACTICE
OF SELF-MEDICATION AMONG PRIMARY SCHOOL TEACHERS
IN OYO STATE, NIGERIA**

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Abstract

The purpose of this study was to examine the nexus between personal factors and the practice of self-medication among primary school teachers in Oyo State. Five hundred participants constituted the study's sample out of which only 476 were used after data administration. Both the independent and dependent variables were measured with validated instruments with 0.85 reliability co-efficient and the data obtained was analyzed using the Pearson Product Moment Correlation (PPMC) Statistical method. Two research hypotheses were formulated and tested at a 0.05 level of significance. The result showed that there was a significant relationship between poverty and the practice of self-medication among primary school teachers ($r = .823$; $p < 0.05$) as well as between illiteracy and the practice of self-medication among primary school teachers ($r = .643$; $p < 0.05$). The implication of this showed that poverty and illiteracy level had significant impacts on the practice of self-medication among primary school teachers. In view of these findings, it was recommended that educational stakeholders should frequently organize seminars and workshops for primary school teachers, especially in rural areas on the dangers of self-medication.

Keywords: Poverty, Illiteracy, Practice of self-medication and Primary school teachers

Discipline: pedagogy, social science

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Absztrakt**A SZEMÉLYES TÉNYEZŐK ÉS AZ ÖNGYÓGYÍTÁS GYAKORLATA KÖZÖTTI KAPCSOLAT A NIGÉRIAI OYO ÁLLAM ÁLTALÁNOS ISKOLAI TANÁRAI KÖRÉBEN**

A tanulmány a személyes tényezők és az öngyógyítás gyakorlata közötti kapcsolatot vizsgálja a nigériai Oyo államban élő általános iskolai tanárok körében. Módszer: a mintát ötszáz résztvevő alkotta, amelyből az adatfelvétel után csak 476-ot használtak fel. Mind a független, mind a függő változókat validált eszközökkel mérték 0,85 megbízhatósági együtthatóval, és a kapott adatokat a Pearson Product Moment Correlation (PPMC) statisztikai módszerrel elemezték. Két kutatási hipotézist fogalmaztak meg és teszteltek 0,05-ös szignifikanciaszinten. Eredmények: szignifikáns kapcsolat van a szegénység és az öngyógyítás gyakorlata ($r = .823$; $p < 0,05$), valamint az analfabetizmus és az öngyógyítás gyakorlata ($r = .643$; $p < 0,05$) között az általános iskolai tanárok körében. Konklúziók: a szegénység és az írástudatlanság jelentős hatással van az öngyógyítás gyakorlatára az általános iskolai tanárok körében. Ajánlasként megfogalmazták, hogy az oktatásban érdekelt felek rendszeresen szervezzenek szemináriumokat és workshopokat az öngyógyítás veszélyeiről, különösen a vidéki területeken élő általános iskolai tanárok számára.

Kulcsszavak: szegénység, írástudatlanság, öngyógyítás gyakorlata és általános iskolai tanárok

Diszciplínák: neveléstudomány, társadalomtudomány

Introduction

According to the World Health Organization (WHO) (2010) defined self-medication as the selection and use of medicines to treat self-recognized illnesses or symptoms. Inappropriate self-medication practice results in wastage of resources increase the chance of drug resistance, and causes serious health problems such as adverse drug reactions, treatment failure, misuse of medications, and drug dependence (Bekele et al., 2016). Despite this, self-medication may reduce health costs and save the time spent waiting to see doctors for minor health problems (WHO, 2010; Muraina and Kamaldeen, 2022). Currently, self-medication is becoming a worldwide public health problem. The study report showed that up to 80% of drugs in developing countries were purchased without a prescription (Shokrzadeh et al., 2019). There are many determinants associated with self-medication practice, but this study shall look at low income (poverty) and lack of exposure (stinginess or illiteracy).

Similarly, the study conducted in Iran showed that more than two-thirds of individuals had a history of self-medication practice (Muraina and Kamaldeen, 2022; Shokrzadeh et al., 2019). Studies showed that most of the male and female teachers in primary schools were practicing self-medication, for example, in Nigeria (Adeyemi and Muraina, 2015), Nagara (Johnson et al., 2016), 79.9%, 92.4%, and 78.6% of the teachers, respectively practiced self-medication as a result of poverty, low income (Muraina and Hassan, 2022), urban residence, greater availability of the medical product, unavailability of means of transport, ability to self-manage the symptoms, and increase of pharmaceuticals advertisements (Shokrzadeh et al., 2019).

However, one of the main reasons is the easy availability of over-the-counter drugs without a medical prescription. In such a scenario, self-medication provides a cheaper substitute for those who cannot afford the cost of clinical service. A study from Nepal reported that poor socioeconomic

status, the high cost of medicines, the lack of availability of physicians in rural areas, and difficulties in accessing modern healthcare were the major reasons for self-medication (Johnson et al., 2016).

A number of studies done in the past reported that the rise in self-medication was attributed to a number of important and controllable factors. The main contributors could be related to lifestyle, socioeconomic factors, easy access to drugs, the increased potential and predilection to treat or manage certain illnesses through self-care, and greater availability of medicinal products were some of the causes of self-medication among people (Johnson et al., 2016).

Thus, the factors leading to self-treatment include age and gender, patient satisfaction with the healthcare provider, the price of the drugs, educational level, and socio-economic factors. Decreased healthcare budget may be an alarming reason in developing countries like Nigeria. Interactions between prescribed drugs and the drugs taken for self-medication is an important risk factor of which health care providers must be aware. However, this is difficult to reconcile with the fact that economic reasons (poverty) were commonly cited for self-medication (Johnson et al., 2016).

Illiteracy, on the other hand, earlier reports from a study from Nigeria showed that the commonest groups of medication prone to self-medication include anti-malarial and antibiotics. The indiscriminate use of drugs as self-medication has various harmful effects. The increased intake of analgesics may lead to adverse hepatic, renal, and gastrointestinal effects (Garofalo et al., 2015). The lack of compulsory information about medicines and the side effects due to its abuse shakes the basics of medication safety guidelines.

The greater prevalence of self-medication among primary schoolteachers could well be due to the better educational level or accessibility to the Internet. Thus, the perception of illness and in-

cessant advertising, among others, has increased the spread of self-medication accounting for about 2.9 - 3.7 % of causes of death in hospitals due to drug-drug interactions (Garofalo et al., 2015).

Despite the increased practice of self-medication among primary school teachers all over Nigeria, the majority are unaware of the harmfulness of self-medication, media exposure, the urgency of the problem, and trivial health problems (Johnson et al., 2016; Muraina and Kamaldeen, 2022).

Accordingly, individuals practiced self-medication for different purposes. Studies reported that headache, fever, cough (Parakh et al., 2013), gastrointestinal diseases, respiratory tract infections, maternal/menstrual, eye diseases, skin diseases, injury, and sexually transmitted diseases were common indications of self-medication practice (Garofalo et al., 2015, Johnson et al., 2016; Kassie et al., 2018).

Statement of the Problem

It has been observed that both male and female teachers in primary schools are commonly involved in the practice of self-medication, without complete knowledge about the therapy they are taking. Although there are many studies estimating the causes of self-medication worldwide, very few studies have been conducted in Nigeria to study the practice of self-medication among primary school teachers. Since further knowledge acquisition is allowed as teachers advance in various courses, researchers attempted to evaluate the change in the practice of self-medication lead to this research work 'Nexus between personal factors and practice of self-medication among primary school teacher in Oyo State'.

Purpose of the Study

The study examines the nexus between personal factors and the practice of self-medication among

primary school teachers in Oyo State. Other objectives of the study include:

1. Examine the relationship between poverty level and practice of self-medication among primary school teachers in Oyo State.
2. Examine the relationship between illiteracy level and practice of self-medication among primary school teachers in Oyo State.

Research Hypotheses

The following two null hypotheses were formulated and tested at a 0.05 level of significant.

1. There is no significant relationship between the poverty level and the practice of self-medication among primary school teachers in Oyo State.
2. There is no significant relationship between illiteracy level and the practice of self-medication among primary school teachers in Oyo State.

Methodology

The design is descriptive of the survey type. It was considered appropriate because the study does not require manipulation of variables, but seeks primary school teachers' responses to the questionnaire on the nexus between personal factors and

the practice of self-medication among primary school teachers in Oyo State. The population for this was 2, 946 public primary school teachers in 148 schools in Oyo State. The sample of this study consisted of 500 primary school teachers who crossed the area and were chosen through a multi-stage sampling procedure. The first stage involved the use of simple random sampling techniques to select 10 local government areas (LGAs) in the State. The second stage involved the use of simple random sampling techniques to select 10 public primary schools in each LGA. The third stage involved the use of a simple random sampling technique to select 5 teachers from each school selected. Out of 500 questionnaires distributed only 476 were retrieved and used for data analysis. The instrument used for the study was a structured research questionnaire. The instrument was validated and a Cronbach Alpha value of 0.85 was obtained. Two research hypotheses were generated and tested at a 0.05 level of significance. Data were analyzed using Pearson Product Moment Correlation (PPMC) statistics.

Results

Research Hypothesis One: There is no significant relationship between the poverty level and the practice of self-medication among primary school teachers in Oyo State.

Table 1: Significance relationship between poverty level and practice of self-medication among primary school teachers in Oyo State

Variable	Mean	SD	DF	N	r	p	Remark
Poverty	38.03	11.62					
Self-Medication	40.12	15.33	476	478	.823	.000	Significant

The table 1 above showed that there was a significant relationship between the poverty level and the practice of self-medication among primary school teachers in Oyo State ($r = .823$; $p < 0.05$). The implication of this showed that poverty had significant influence on the practice of self-medication among primary school teachers in Oyo State.

Research Hypothesis Two: There is no significant relationship between illiteracy level and the practice of self-medication among primary school teachers in Oyo State.

The table 2 above showed that there was a significant relationship between illiteracy level and the practice of self-medication among primary school teachers in Oyo State ($r = .643$; $p < 0.05$). The implication of this showed that teacher illiteracy level had a significant influence on the practice of self-medication among primary school teachers in Oyo State.

Discussion

The first hypothesis revealed that there was a significant relationship between the poverty level and the practice of self-medication among primary school teachers in Oyo State ($r = .7774$; $p < 0.05$). The implication of this showed that poverty level had a significant influence on the practice of self-medication among primary school teachers in Oyo

State. This is in line with (Muraina and Kamaldeen, 2022; Shokrzadeh et al., 2019) who opined that most of the male and female teachers in primary schools were practicing self-medication, for example, in Nigeria (Adeyemi and Muraina, 2015; Johnson et al., 2016), 79.9%, 92.4%, and 78.6% of the teachers, respectively, practiced self-medication as a result of poverty, low income (Muraina and Hassan, 2022), urban residence, greater availability of the medical product, unavailability of means of transport, ability to self-manage the symptoms, and increase of pharmaceuticals advertisements (Shokrzadeh et al., 2019).

Johnson et al. (2016) argue that one of the main reasons is the easy availability of over-the-counter drugs without medical prescription. In such a scenario, self-medication provides a cheaper substitute for those who cannot afford the cost of clinical service, high cost of medicines, lack of availability of physicians in rural areas, and difficulties in accessing modern healthcare were the major reasons for self-medication.

A number of studies done in the past reported that the rise in self-medication was attributed to a number of important and controllable factors. The main contributors could be related to lifestyle, socioeconomic factors, easy access to drugs, the increased potential and predilection to treat or manage certain illnesses through self-care, and greater availability of medicinal products were some of the causes of self-medication among people (Johnson et al., 2016).

Table 2: Significant relationship between illiteracy level and practice of self-medication among primary school teachers in Oyo State

Variable	Mean	SD	DF	N	r	p	Remark
Illiteracy	35.98	10.74					
Self-Medication	41.47	15.98	476	478	.643	.002	Significant

The second research hypothesis showed that there was a significant relationship between illiteracy and the practice of self-medication among primary school teachers in Oyo State. The implication of this showed that illiteracy level had a significant influence on the practice of self-medication among primary school teachers in Oyo State.

This is consistent with the previous research of Garofalo et al. (2015) who were of the opinion that the lack of compulsory information about medicines and the side effects due to its abuse shakes the basics of medication safety guidelines. The greater prevalence of self-medication among primary school teachers could well be due to the better educational level or accessibility to the Internet. Thus, the perception of illness and incessant advertising, among others, has increased the spread of self-medication accounting for about 2.9 - 3.7 % of causes of death in hospitals due to drug-drug interactions (Garofalo et al., 2015).

Muraina and Kamaldeen (2022) despite the increased practice of self-medication among primary school teachers all over Nigeria, the majority are unaware of the harmfulness of self-medication, media exposure, the urgency of the problem, trivial health problems). Accordingly, individuals practiced self-medication for different purposes. Studies reported that headache, fever, cough, gastrointestinal diseases, respiratory tract infections, maternal/menstrual, eye diseases, skin diseases, injury, and sexually transmitted diseases were common indications of self-medication practice (Kassie et al., 2018; Muraina and Kamaldeen, 2022).

Conclusion

Although it is recommended to improve the self-care orientation, but the lack of knowledge about rational drug usage and the uncontrolled availability of drugs has led to numerous healthcare issues.

There is an urgent requirement to control the drugs available in the market. Strict laws, control over misguiding advertisements, and healthcare education for all are imperative. The use of drugs as self-medication is mostly due to the poverty and illiteracy that are very common among primary school teachers.

Recommendations

1. Educational stakeholders should frequently organize seminars and workshops for primary school teachers, especially in rural areas on the dangers of self-medication.
2. Non-governmental organizations should also support Government efforts to sensitize and create awareness for the teachers.
3. Proper knowledge about drugs and the associated adverse effects is essential for the communities and the healthcare providers. This will also prevent the mortality and morbidity due to irrational self-medication of drugs.

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