

INFORMATION BEHAVIOUR AND SUBSTANCE USE AMONG UNDERGRADUATES IN BABCOCK UNIVERSITY, OGUN STATE, NIGERIA

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ABSTRACT

This study investigated the information behaviour and substance use/abuse among undergraduates in Babcock University, Ogun state, Nigeria. This study adopted a survey research design. The design was considered appropriate because it helped the researcher to assess the opinion and behavior of the respondents. The participants were 50 undergraduates registered for the “RIGHT CHOICE” program who have been identified to be involved with substance use/abuse. These undergraduates, undergoing therapeutic interventions were purposefully selected from the psychosocial Unit of the Student Support Services Department of Babcock University Ilishan-Remo, Ogun State. A total of 50 questionnaires were distributed to the respondent who as at the time still had therapeutic sessions with the counsellors to complete for the 1st Semester of 2017/2018 Academic Session. A purposive sampling technique was used in selecting 50 out of the undergraduates who are registered with the Psychosocial Unit for the study sample. Out of the 50-questionnaire distributed only 30 was retrieved and found usable for this study. Analysis of data is presented in simple percentage using bar chart to represent the graphical description of the frequency count and simple percentage of the respondents. The study revealed that majority of the respondents are male undergraduates who are involved with substance use and abuse. It also revealed that undergraduates have diverse information needs and satisfy these information needs by seeking from other undergraduates. The study also revealed that the major sources of information for undergraduates with substance use are the social media as well as friends and peer groups. Recommendations are made to stakeholders, university administrators, parents and the government on the importance to devising new strategies for disseminating vital information. The need to organize programs that will sensitize undergraduates who are already involved with substance use and abuse on the dangers and adverse effect of this substance on their health as well as their academic pursuit. Finally, government are to reformulate policies that will prohibit the advertisement of alcoholic beverages and tobacco on Mass media and bill boards in the society at large.

Keywords: Information, Information Behaviour, Undergraduates, Substance Use, Substance Abuse.

BACKGROUND TO THE STUDY

The period of higher studies of an individual are emotionally and intellectually more demanding than almost any other phase of the educational life. An individual, at this phase of his/her life faces a great deal of pressures and challenges that may pose a variety of physical, social, mental and emotional difficulties and changes. Consequently, these difficulties and changes (physical, social, mental and emotional), makes many

undergraduates become more prone and vulnerable to substance use which may lead to addiction also termed as “disorder” by so doing, it might eventually advance into what is currently known as mental health related issues. Thus, mental health related issues is one of the most prominent among undergraduates which can also impact their educational advancements and accomplishments (Hersi, Tesfay, Gesesew, Krahl, Ereg, and Tesfaye, 2017). McIntosh and Goodman, (2016); Orpinas, Raczynski, Peters, Colman, and Bandalos, (2015) also discovered that undergraduates (undergraduates) who present challenging behaviors are most often susceptible to social and academic failure in school.

The above seem to emphasize the impact of the dynamic force of information, where the extension or altering of people’s stores of knowledge positively affects their psychological and social well-being. Although, information is an intangible entity, it has the ability to bring about change for the better, which is the ultimate goal of the information society. According to Ajiboye and Tella (2007), information is data that has been processed to be well understood to satisfy the user’s query. They go further in their definition to say that ‘information is data value in planning, decision making and evaluation of any programme. KOC University Library Glossary (2014) see information as data presented in readily comprehensible form, to which meaning has been attributed within a context for its use. In a more dynamic sense, the message is conveyed using a medium of communication or expression. Bruce (2005) states that, "information plays a significant role in our daily professional and personal lives and we are constantly challenged to take charge of the information that we need for work, study, fun, everyday decisions and tasks.

However, it is very important to note at this point that information is needed by everybody to achieve success in his or her goals and aspirations. Unfortunately, most undergraduates who present themselves for counseling and therapeutic interventions do not provide accurate and relevant information about the havoc the use of illicit substances, consumption of alcohol and smoking of tobacco and other forms of cigarette may have on their health and academic pursuit.

Availability of information with regards to the needs and the subsequent use of these information is of paramount importance to any group of people (especially undergraduates who are the principal targeted groups for this study). People increasingly live in information-rich societies; the creation, manipulation, and distribution of information have become one of the most important activities in today’s world. Although, in the domain of educational systems, efforts towards making information freely available and accessible and attaining this goals depend highly on effective communication of information, thus information is an important resource for undergraduates’ growth and survival. Information is very vital to every individual or group to be able to resolve personal, economic, social and even educational challenges. Although, in the bid to make information freely available and accessible, some notable factors that affect the information behavior of undergraduates who are seen as consumers are: frequency of use of information sources, the purpose of usage, outcome expectations, perceptions of the information quality, belief in the information sources, confidence in evaluating information quality, and further exploration of information sources. Information should be regarded as a basic human need.

According to the World Summit on the Information Society, (2003) as cited by Mnubi-Mchombu, (2013, p. 1) reaffirmed the important role of information in human development. While the Civil Society Declaration, recognizes the critical role that information plays in the development of humankind. Furthermore, the Civil Society Forum also noted that there are numerous barriers to undergraduates and substance use/abuse disorders (vulnerable groups)

access to information in the society based on economic, educational, technical, political and social grounds, such as ethnicity, age, and gender relations. Specific areas of the information needs identified include, health information, education and basic literacy, sustainable development, and conflict management (Mnubi-Mchombu, 2013, p. 1)

Information behavior entails information need, seeking and use. It also encompasses the totality of other passive behaviors and purposive behaviors that do not involve only need, seeking and use but other factors such as avoidance of disclosing information and unexpected information seeking behavior. Information behavior of undergraduates (undergraduates) is vital in supporting access to and use of information resources in satisfying their required information needs. Information behavior focuses on people's information needs, how humans seek, manage, give and use information both purposively and passively in various ways that influences their everyday lives. Information behavior of people depending on the reasons for which they intend to exploit information is fundamental for consideration. Information is an essential data of value in planning, decision-making and the execution of plans. Thus, access should be given to accurate, timely and relevant information which helps people meet their socio-economic; political needs and enable them meaningfully play a part in the national developmental process. In this instance, information is fundamental to undergraduates in the achievement of their educational pursuits and career. It also helps to build the intellectual capacity of the society. Information is said to be a valuable resource that can help one to be at a competitive advantageous position whether for academic pursuit or intellectual development.

Therefore, it is pertinent for undergraduates to get the right information that will enhance their information behavior which will further influence their choices in regards to substance use/abuse which has become a menace in most campuses today. It is on this premise that the study seeks to investigate the information behavior of undergraduates and substance use/abuse disorder using Babcock University as a case study.

Problem Statement

The issue of substances use/abuse among undergraduates has become a major public health and academic concern for the administrators and health professionals. Undergraduates information need are numerous ranging from information relating to admission processes, registration processes, accommodation processes, tuition payment processes, courses selection processes, departments, lecturers profile, guiding rules and regulations of the universities. Undergraduates as they go about their academic activities sometimes feel that these processes are stressful and difficult find it hard to cope with campus life. As much as the administrators and stakeholders provide information for ease of going through this processes, some undergraduates still prefer to meet their information need by seeking for this vital information from the wrong sources. Sometimes, in the process of new entrants satisfying their information needs through seeking this important information by shortcut processes, they will prefer to associate with older undergraduates who are expected to be informed of the university's processes, rules and regulations; and thus, these new entrants are coaxed into substance use behavior. Before too long such undergraduates become addicts of substance use/abuse. Therefore, the aim of this study is to investigate and understand the information behavior of undergraduates and substance use disorder in Babcock University, Ilisan-Remo, Ogun State, Nigeria.

The drive for this study started when the researcher closely worked with the Psychosocial Unit of the Student Support Services Department, Babcock University. In the process, the

researcher discovered that they have a pattern of acquiring important information which is often from their fellow undergraduates.

Objectives of the Study

The main objective of this study is to investigate the information behavior of undergraduates and substance use/abuse in Babcock University, Ilisan-Remo, Ogun State, Nigeria. The specific objectives are to:

- 1) Ascertain the information behavior of undergraduates and substance use/abuse disorders
- 2) Discover the knowledge of student on prevalence of substance use/abuse
- 3) Identify the sources of information for undergraduates and substance use/abuse disorders
- 4) Discover extent are these substance use by student can lead to abuse and addiction
- 5) Examine the effect of substance use/abuse on undergraduates

Research Questions

The following research questions are raised for this study

- 1) What are the information behavior of undergraduates and substance use/abuse disorders?
- 2) What knowledge do student have on the prevalence of substance use/abuse?
- 3) What are the sources of information substance use/abuse disorders for undergraduates?
- 4) What extent are these substances use by student can lead to abuse and addiction?
- 5) What extent are the effects of substance use/abuse on undergraduates?

REVIEW OF LITERATURE

The concept of information is very complex and difficult than ordinarily meeting the eyes. This is evident in the various definitions and attributes of the concept. Notwithstanding, the fact that information is as old as man, that it affects and is affected by all aspects of human activities explains why no consensual definition of the word exists in the literature. Available definitions reflect the emphasis and perhaps prejudice of their proponents. Information is a multi-disciplinary concept. It is against this background that Fagbe (2015) cited Cliss (1986) observing that information is conceived by processing manager as mere data, the records manager as records and reports, the librarian or information scientists as document or materials, while the rural women conceives information as message.

However, Fagbe, Ogbuiyi, Ogbuiyi, Oriogu, (2015) citing Yuexiao (1988) opined that when it comes to defining information, it is an elusive and controversial concept. According to the foregoing controversies, the concept of information has led scholars to the categorization of information definition into three (3) strands as opined by Fagbe, Ogbuiyi, Ogbuiyi, Oriogu, 2015 and Ajewole (2001) which are:

1. **Scientific and Technical Information (STI):** This is within the domain of scientific and technological communities.
2. **Socio-Cultural:** In this context, information is viewed as knowledge, which is transferable in the conduct of various activities.
3. **Basic Resource:** In the final strand, information is perceived as a basic resource that is indispensable and irreplaceable link between a variety of activities, intellectual and material, in service delivery to the society, institutions and individuals.

However, within each of these strands, there is no consensual definition of the concept. Thus, Gilchrist (1982) lamented that one of the difficulties information professionals have always grappled within their profession and with which scholars are still trying to cope with, is that of the definition of information. Notwithstanding these difficulty of defining information, there seems to be an agreement on the capabilities of information and these are well documented in the literature (Fagbe, Ogbuiyi, Ogbuiyi, & Oriogu, 2015).

Information is capable of provoking actions and inaction in the recipient. This may have informed Gordon's (1994) description of information as referring primarily to the human understanding that steers human action and consequently control signals in any living organism. Furthermore, information increases or changes people's perception, it reduces uncertainty and gives a clearer picture on a situation while leaving some impression on people about their environment. The interaction with information may provide satisfying impact. Information empowers people towards actions that can transform lives and allows for a greater sense of independence and undergraduates and substance use disorder are not left out of these categories (Fagbe, Ogbuiyi, Ogbuiyi, & Oriogu, 2015).

Fagbe, Ogbuiyi, Ogbuiyi, and Oriogu. (2015) citing Shera, (1972) similarly, defined information as that which is transmitted by the act or process of communication. According to him, it may be a message, signal or stimulus. It assumes a response in the receiving organism and therefore, possessed a response potential. However, Davies (1976) gave a broader definition. He defined information as data that has been processed into a form that is meaningful to the recipient and is of real or perceived value in current or future decisions. Hamrefors (1996) opines that information serves as a base for competent development. A frequent complaint is that information often derives its role as a resource (Boon, 1992), yet, when looking at the effect of information on development situations, there seems to be an underlying awareness of information as the hidden component that improves health, reduces risk, informs better standard of living, overall academic pursuit and career growth (Fagbe, Ogbuiyi, Ogbuiyi, & Oriogu, 2015).

Information Behaviour of Undergraduates

Mahajan,(2009); Kakai, Ikoja-Odongo, & Kigongo-Bukenya, (2004) in their study on information seeking behavior defined information-seeking behavior as an individual's way and manner of gathering and searching for information for personal use, knowledge updating and development. Krikelas (1983) made it apparent that information-seeking behavior can be affected by personal variables such as age and educational level as well as contextual variables such as user' organization and circumstances, positional variables such as type of work performed. Kahlthau (1990) proposes a six-stage model of information seeking process. As the problem state changes from task initiation through pre-focus exploration to search disclosure, the action changes from seeking relevant information to seeking pertinent information and do the search strategies change.

Ginzberg (1980) opined that information reduces uncertainty while Gilad and Okeh (1996) posited that information reduces risks in decision making. Okeh (1999) opined that information is needed to solve day-to-day problems such as undergraduates' admission, registration, tuition processes. Other forms of importance that can assist undergraduates in the way they transit into university life. Information on picking of courses, lecturers' profile, grading systems and examination processes is fundamental to the success and achievement of undergraduates in the university. Machlup & Masfields (1983) also defined it as all published and unpublished knowledge about any given subject. Information is the resource, which

allows us to change and improve the society we live in. It is a resource for the acquisition of power. It can be used in making rational decisions by individuals, or group of individuals (specifically undergraduates), as well as getting the undergraduates informed by mobilizing them into making the right academic choices and healthful living (Fagbe, Ogbuiyi, Ogbuiyi, & Oriogu, 2015).

Theories of Information Behaviour

Pettigrew, Fidel, and Bruce, (2001), Pettigrew, and McKechnie, (2001) explained the concept of information behavior as the study of how people need, seek, give and use information in different contexts, including the workplace and everyday living. In the context of this study, we use information behavior as it applies to graduate undergraduates as they seek, search for, and use information to support their scholarly endeavors, focusing primarily on their research process.

The idea about the theory of information behavior to mean “*small worlds*” that are characterized by routine, narrow supply of information and a preference for human sources was advanced by Chatman (1991). While Savolainen (1995) and Savolainen (2016) cast everyday life information seeking within Bourdieu's theory of *habitus*; as such, that information behavior is a part of the activities undertaken to maintain a particular way of life. However, in recent times, these works, among a few others, have shifted attention from academic and workplace scenarios of information behavior and opened up research frontier about information behavior in everyday life. Savolainen, (2007) went further to state that information behavior is an art in the library and information science (LIS) that seeks to understand the relationship between humans and information which also include information seeking and gathering as well as information needs and use.

Mnubi-Mchombu and Ocholla (2011, p. 4) observed that several models have been identified on information needs and information seeking behavior. Among them are Dervin (1986), Ellis (1989), Wilson (1981, 1997), Krikelas (1983 and 1999) and Kulthau (1991) which provide a strong foundation for studying and understanding information needs and seeking behavior and have relevance in the information seeking behavior such as that of undergraduates and substance use/abuse disorders. Urhibo (2017, p. 44) citing Bates (2010) referred to information behavior as a terminology used in many ways in which humans interact with information. These include patterns for which information is sought and utilized. While Case (2007), and Mai, (2016) and Case (2006) on the other hand reported that information behavior clearly describes how humans seek, manage, need, give and use information at their disposal at the different contextual basis.

In addition, Jarvelin and Wilson (2003:3) pointed out that models help researchers formulate hypotheses and theories by identifying the research problems at hand. Wilson's model of information seeking behavior is found suitable for most study on information behavior of different groups such as women, undergraduates, vulnerable, aging, administrator, and information professionals. According to Wilson (1999, 2000), information-seeking behavior includes those activities a person may engage in when identifying their own needs for information, searching for such information in any way, and using or transferring that information. Courtright (2007) citing Julien and Duggan (2000) opined that studies on information needs, seeking, and use (INSU) makes up approximately 8% of researches found in literature from the field of Library and Information Sciences (LIS). The act of seeking for information should be purposive in nature when it comes to the acquisition of necessary and relevant facts about certain issues especially in regards to health information.

In talking about information behavior of diverse population the explanations from Belkin, Oddy and Brooks (1982), Ikoja-Odongo and Mostert (2006), Ingwersen and Järvelin (2005), Krikelas (1983), Kuhlthau (2004) and Wilson (2000) as cited by Bitso, and Fourie, (2012), contemplate information need as an absence or lack of information that creates deficiency in the knowledge of the identified group of persons such as undergraduates and substance use disorders. Wilson (1999: 250-251) asserts that models can be presented theoretically or conceptually, aiming to provide a thinking framework about a problem; in this case, using a model enables specific research questions to be tested and researched. Various scholars mentioned above have recognized through previous studies that information needs both expressed and unexpressed, may be derived from the environment within which users operate, this further makes it clear that only the information needs expressed by the identified groups (undergraduates and substance abuse disorders) maybe catered for by the information specialist.

For this study Hector's information model was considered since the model elaborates on the nature of everyday life of a person and information behavior stating that everyday life entails a sequence of many diverse activities that are organized. He went further to assert that, 'each activity in the unbroken sequence of activities in everyday life relates to the circumstances of some project' (Hektor, 2001, p. 313). As one engages in a task, whether studying as undergraduates for examination purposes, or engaging in recreational activities such as socializing, problematic situations may develop that will deter further progress. It is in the context of these tasks and their problematic situations that information behavior and information activities reside and play a functional role. Hector in this vain, developed an information model that depicts four information activities of the human everyday life as seen below:

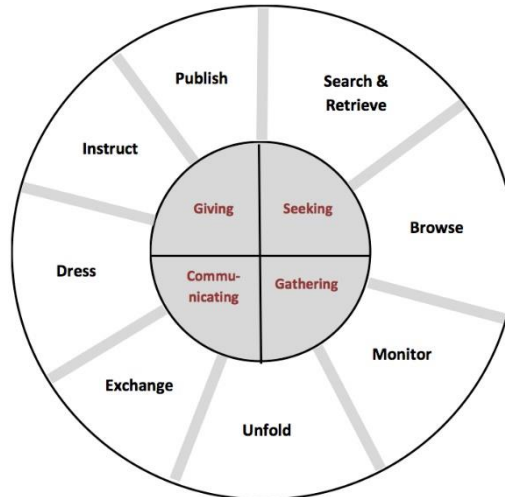


Diagram Hektor's information model, redrawn from Hektor (2001).

As displayed at the center of the model, Hektor casts information behavior as a matter of seeking, gathering, communicating and giving information. Hector went ahead to explain that information behavior manifests in eight specific information activities, which is displayed on the outer ring of the model, that include: search & retrieve, browse, monitor, unfold, exchange, dress, instruct and publish (Hektor, 2001, pp. 309 – 315).

Search and retrieve: Hektor pictures an individual in this phase of information activity as being active with a directed effort of recovering information or making it newly available, involving some searchable information system.

Browse: This is an act of moving in a limited environment, with some level of perceived probability to encounter a resource of some value.

Monitor: This entails the recurrent meetings with familiar sources and services, where the searcher turns to are intentional and the information gathered is incidental.

Unfold: This is continually directed attention towards information in order to take part in content. **Exchange:** This represents the bi-directional act of dressing and unfolding in an ongoing reciprocal process.

Dress: This is the putting of thoughts, emotions and images in words, texts, pictures, images and music, to be exchanged or imparted.

Instruct: is an activity of imparting information and making one's wishes known to others or making statements.

Publish: is to announce or post formally or in public.

While Hektor's conceptions of search and retrieve, browse, monitor and exchange (information sharing) are not new notions; some of the other information activities in the model are novel, valuable characterizations. Unfold, a succinct term for the engagement with information (e.g., reading), has long been overlooked in information behavior research even though it may occupy a significant amount of time during any information experience. Dressing, instructing, and publishing are all forms of information use and creation, and establish unequivocally that people can be capable, productive, prolific creators and distributors of information, too.

Hektor widened the lens of information behavior to include how information is needed, created, used and shared. Hektor was able anticipate the trend towards information seeking in context by establishing the fact that major categories of everyday life activity as the immediate circumstances for information behavior in daily living, namely: caring for oneself, caring for others, household care, reflection and recreation, transportation, procuring and preparing food, and even academic pursuit.

Hektor's research design had deductive and inductive building upon the submission of scholars like Taylor (1968), Wilson (1981), Ellis (1989) and Kuhlthau (1991), Hektor established four elements that are likely to shape information behavior in everyday life: environment; information and communications technology setting; information activity; as well as outcome and change (Hektor, 2001).

Knowledge and Prevalence of Substance Use/Abuse Among Undergraduates

Substance use is becoming increasingly widespread in many Institutions especially on campuses in Nigeria without the exclusion of private universities. In Nigeria, a substantial percentage of the national budgetary health allocation is utilized for treatment and rehabilitation of people and substance use problems (Onyencho, Ibrahim, Pindar, Makput, Mshelia, Isa, ... Baba, (2016). It is a known fact that the advancement of industrialization, urbanization and increased exposure to Western life style have contributed to the spreading of substance use, with alcohol and tobacco acting as "gateway drugs" to the use of other substances like cocaine, heroin, amphetamine, inhalants and hallucinogens. Factors like unhealthy family background, high social class, peer-group influence, and desire to remain awake at night, pressure to succeed in academic work, self-reported poor mental health, and easy accessibility of drugs have also been implicated.

Studies have reported that psychoactive substance use is prevalent in Nigeria. Alcohol was reported to be the commonly use drug, both in terms of lifetime and recent use history, then

tobacco, sedatives, stimulants and cannabis respectively meanwhile cocaine or other drugs was very rare (Gureje et al., 2007). Furthermore, Makanjuola, Abiodun, & Sajo, (2014) in a study on determining the prevalence and predictive factors associated with alcohol and other psychoactive substance use among medical undergraduates of the University of Ilorin, discovered that parents' alcohol use, respondents perceived harm of alcohol use, level of religiosity, peers' influence were found to have significant association with current alcohol use.

Effect of Substance Use/Abuse on Undergraduates

According to Padhy, Sahu, Das, and Parida, (2014) opined that the stage of adolescence is the period when initiation of harmful habits usually takes place. During this stage adolescence undergraduates are more vulnerable due to increased academic pressure, peer group influence and increased popularity and availability of substances. Understanding the pattern and circumstances leading to substance abuse will help in providing for appropriate interventions to protect the young adults from substance abuse. Furthermore, they observed that curiosity about the substance, academic and peer pressure, family problems were the major initiating factors and that the continuing use of these substances despite knowledge of hazards associated with them reflected lack of health consciousness and need of proper health education. So, proper counselling with well-planned policies should be implemented to root out the evil of substance abuse among undergraduates.

More studies have reported a high rise in the issues of substance use/abuse among student populations in private, and public universities. To support this a study was carried out by Deressa and Azazh (2011:) on *Substance use and its predictors among undergraduate medical undergraduates of Addis Ababa University in Ethiopia* confirmed that substance use remains high among youth and young adolescents particularly in high schools and colleges. They established the fact that the use of alcohol, khat and tobacco by college and university undergraduates can be harmful; leading to decreased academic performance, increased risk of contracting HIV and other sexually transmitted diseases. However, the magnitude of substance use and the factors associated with it has not been investigated among medical undergraduates in the country. The university experience is unique as it provides undergraduates with the first opportunity to be part of a larger group of peers without parental supervision. It also represents the perceived last period of freedom (by undergraduates) before taking on the responsibilities of adulthood. This makes them more vulnerable to try prohibited and sometimes illicit experiences.

The study showed that consistent use of these substances is because of exposure to friends who use such substances, and that the trend is higher among undergraduates from Year I to Internship program. The university must be vigilant in monitoring and educating the undergraduates about the consequences of substance use. Furthermore, it has been suspected that the use of substances like cannabis, heroin, and cocaine as well as alcohol may have to do with the spread of secret cults among university undergraduates. In the light of this, Abayomi, Onifade, Adelufosi, and Akinhanmi, (2013) in a study on the psychosocial correlates of hazardous alcohol use among undergraduates in southwestern Nigeria, observed that the prevalence of alcohol use was 40.6% while alcohol-related problems were found to be present in 14.9% of the undergraduates using the AUDIT questionnaire with a cutoff score of 5. Heavy episodic alcohol use was reported by 31.1% while alcohol-related injury had occurred in 8.9% of the undergraduates. Male gender ($\chi^2= 4.54$; $P < .05$), older age ($\chi^2= 3.92$; $P < .05$) and higher paternal education ($\chi^2= 4.40$; $P < .05$) were associated with problem

drinking. In addition, psychological distress was significantly associated with heavy episodic drinking ($\chi^2= 9.58$; $P< .05$) and history of alcohol-related injury ($\chi^2= 3.96$; $P< .05$).

Methodology

Research Design

This study adopted a survey research design. The design was considered appropriate because it helped assess the opinion and behavior of people.

Population of the Study

The participants were 50 undergraduates registered for the “RIGHT CHOICE” program who have been identified to be involved and substance use/abuse. These undergraduates, undergoing therapeutic interventions were purposefully selected from the psychosocial Unit of the Student Support Services Department of Babcock University Ilishan-Remo, Ogun State. Reasons for using the small population for the study was that the period for this study coincided with the period of the first semester examination, thus, few undergraduates in this category were available as at the time of the study. A total of 50 questionnaires were distributed to the respondent who as at the time still had therapeutic sessions with the counsellors to complete for the 1st Semester of 2017/2018 Academic Session.

Sample Size and Sampling Procedure

A purposive sampling technique was used in selecting 50 out of the undergraduates who are registered with the Psychosocial Unit for the study sample. The researcher first visited the Psychosocial Unit to discuss with the counsellor on the research intentions and solicit for their assistance in reaching the undergraduates. Subsequently, with the aid of the counsellors, the questionnaires were administered to participants who were briefed about the purpose of the questionnaire, anonymity and confidentiality of their responses. Those who were willing to take part were given questionnaires to fill. The counsellors in charge of the program organized the respondent at their meeting center in the Psychosocial Unit and they were instructed on how to complete the questionnaire. Out of the 50-questionnaire distributed only 30 was retrieved and found usable for this study.

Research Instrument

The instrument used for this study was a self-developed questionnaire, comprising of 47 items which are divided into five sections. Analysis of data is presented in simple percentage using chart to represent the questions.

Section A measures the demographic information of the participants in terms of sex, age, highest educational qualification, level of study.

Section B measures information needs and seeking. It measures the type of information undergraduates and substance use/abuse need and seek. This scale consists of ten items in 5-Likert scale type each for information needs and seeking respectively. The response format ranges from strongly disagree (scored 1) to strongly agree (scored 5).

Section C this section is divided into two parts to measure the knowledge of undergraduates on the prevalence of substance abuse and the sources of information consulted. The scale was developed by the researcher It consists of two question with the first is a “Yes” or “No” question while the second one has items “A – E” to be ticked.

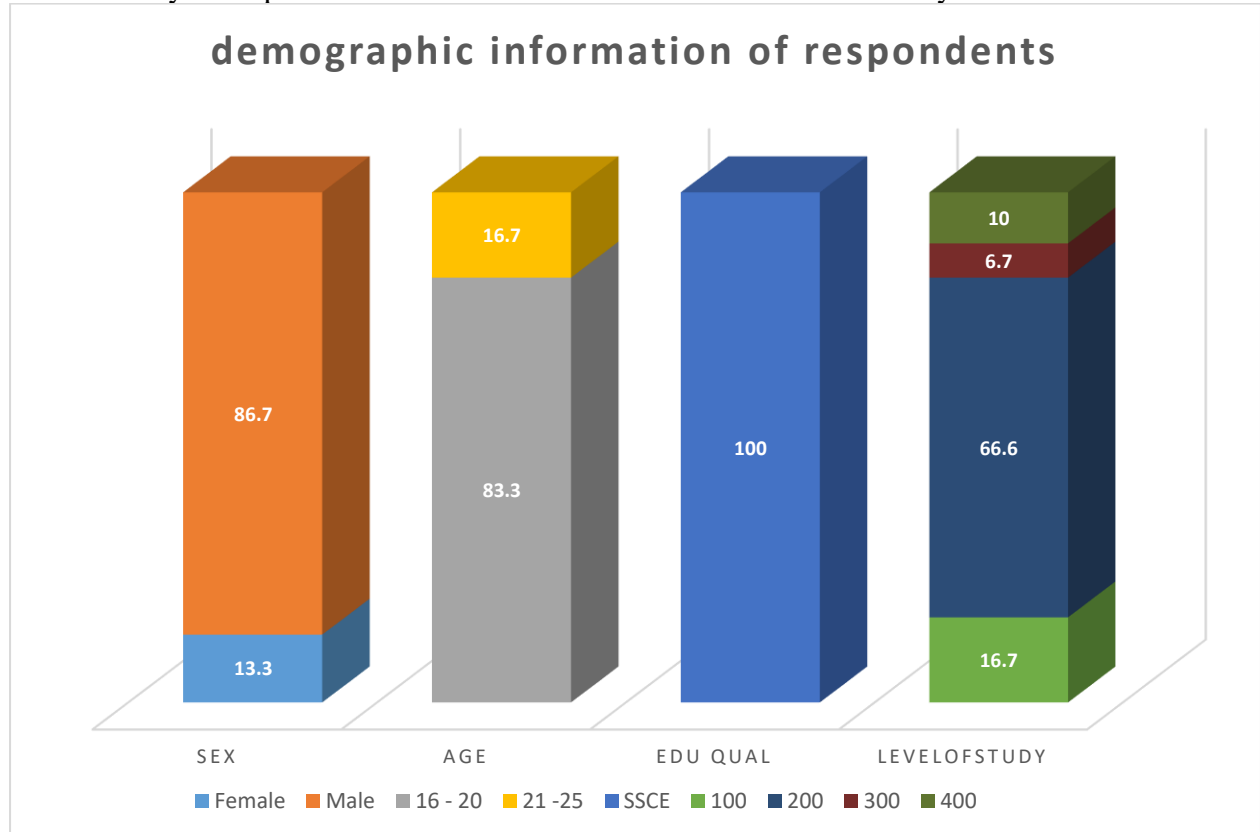
Section D measures knowledge of student on substance use/abuse. It is measured with a 10-item scale developed by the researcher. The modified response format ranges from strongly disagree (scored 1) to strongly agree (scored 5).

Section E measures effect of substance use/abuse on undergraduates. This is measured with a 10-item scale developed by the researcher. The modified response format ranges from strongly disagree (scored 1) to strongly agree (scored 5).

Result of Findings

Demographic information

This section describes the data collected on the sex, age, highest educational qualification, level of study of respondents across the different schools in the university.



From the demographic information on this chart, it was discovered that majority of the respondents were male undergraduates 26 (86.7%) and a mere 4 (16.3%) were female undergraduates. The two prominent age ranges are between 16 – 25 years. Majority of the respondents 25 (83.3%) are specifically in the age range of 16 – 20 years while 5 (16.7%) are within 21 - 25 years respectively. The respondents are at different levels of their educational pursuit which showed that majority of the respondents 20 (66.6%) are 200 level, 5 (16.7%) are 100 level, 3 (10%) are 400 level and a mere 2 (6.7%) are 300 level undergraduates from different departments in the University. From the demography information on this chart, it is obvious that male undergraduates within the ages of 16 – 20 in 200 level are prone to be involved with psychosocial behaviors especially in relation to substance use and abuse.

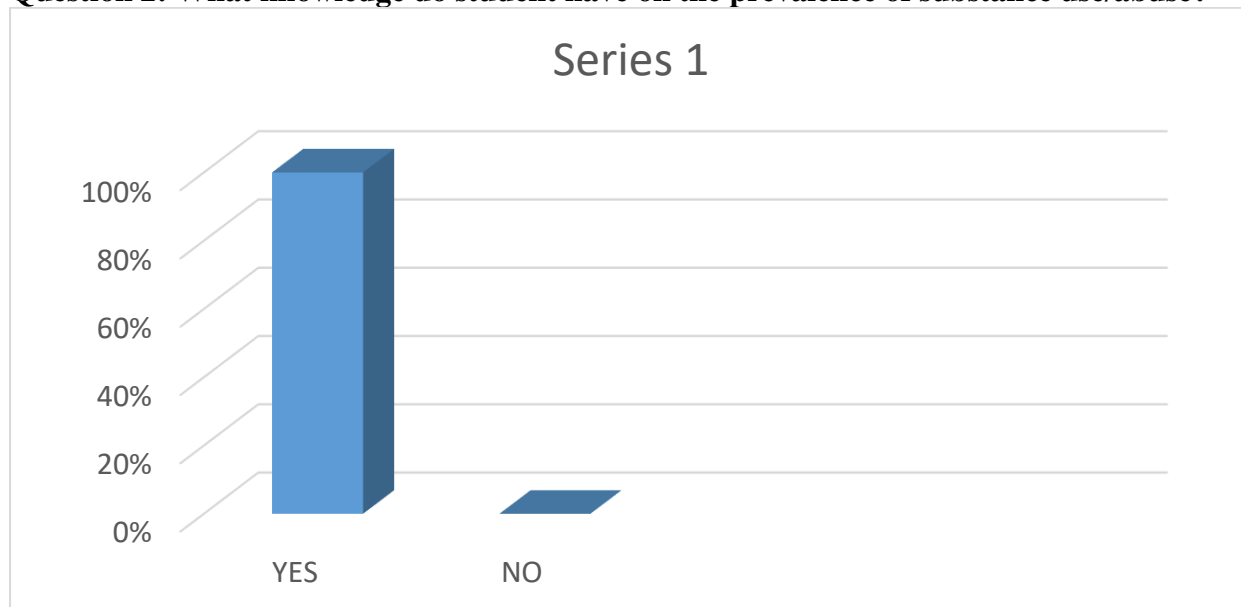
Research Question 1: what are the information behavior of undergraduates and substance use/abuse?



The chart above shows respondents' information behavior which has to do with needs and seeking. From the chart majority of the respondents 28 (93.3%) and 29 (96.7%) strongly agree that they need and seek information on admission, registration, tuition, and

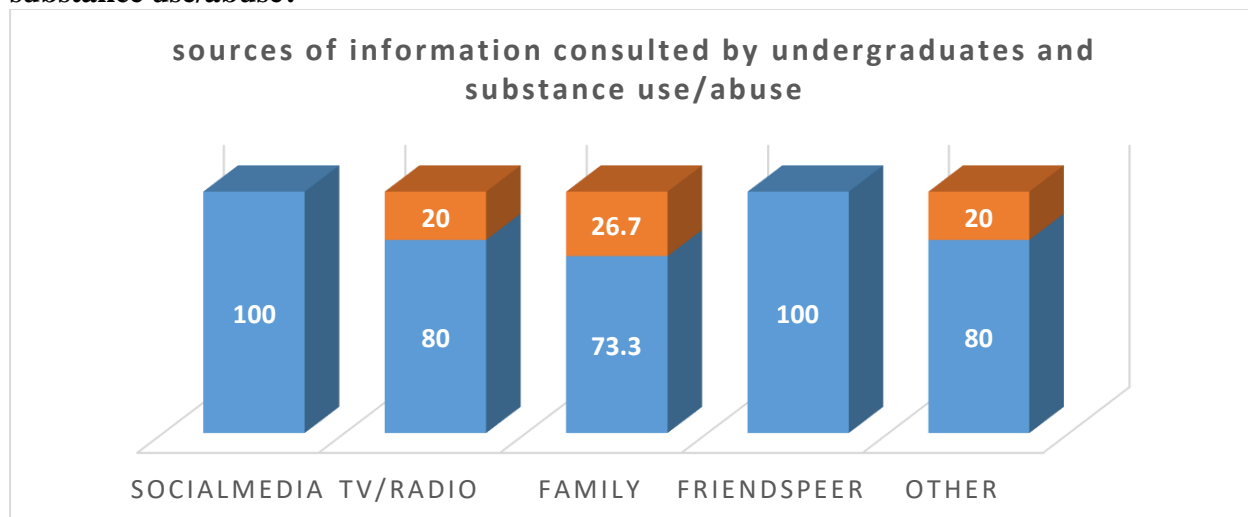
accommodation processes respectively. They also indicated that information ranging from achieving high academic performance, academic empowerment, psychological, social supports, and medical care as well as their understanding of the implications for personal health, recreation, personal health care, security and safety on campus as well as information on building self-esteem and empowerment programs are strongly needed and sought after.

Question 2: What knowledge do student have on the prevalence of substance use/abuse?



This charts shows that all 30(100%) the respondent affirmed to having knowledge about the prevalence of substance use and abuse among undergraduates. This result corroborate with various literatures reviewed on the prevalence of substance use and abuse among undergraduates in most universities both nationally and internationally.

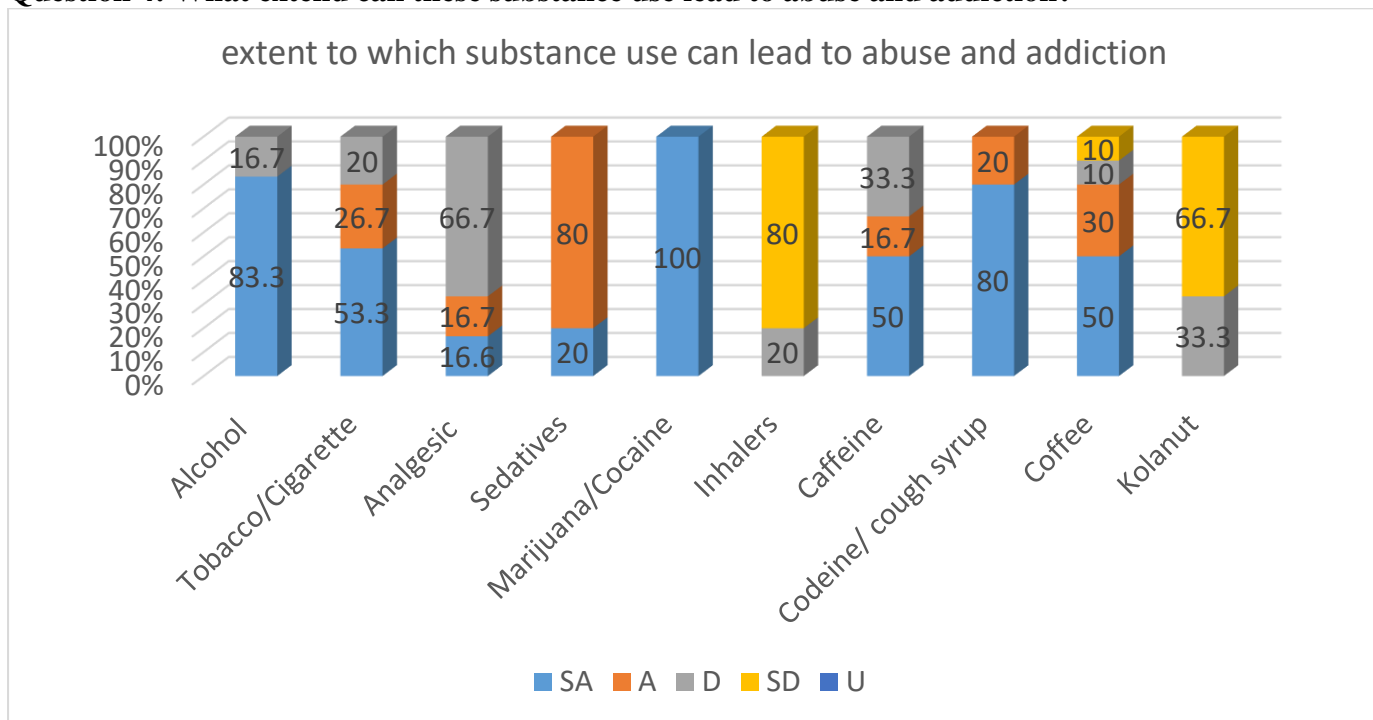
Question 3: What are the sources of information consulted by undergraduates and substance use/abuse?



The chart above revealed that 30(100%) of the respondents disclosed that social media as well as friend/peer groups are their major source of information on substance use and abuse, 24(80%) indicated that TV/Radio and other sources like posters, advertisement, clubbing, served as their sources of information while 22(73.3%) stated that family members were their

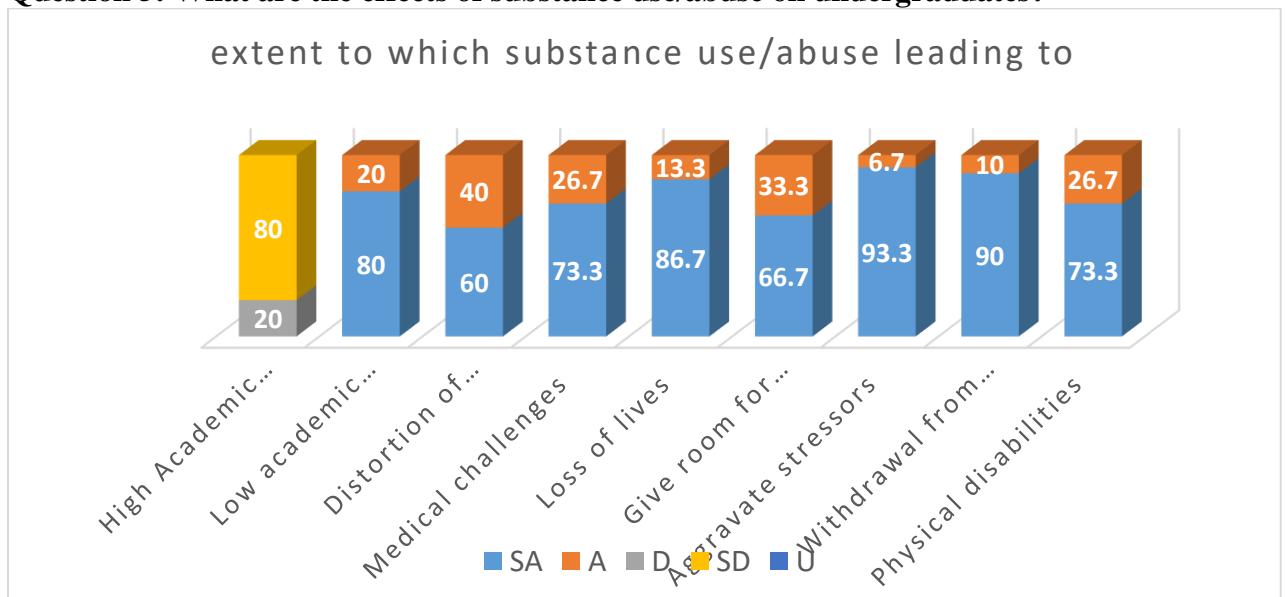
sources of information on substance use and abuse. This is an indication that majority of undergraduates and substance use and abuse often begin this behaviour while on their own.

Question 4: What extend can these substance use lead to abuse and addiction?



The chart above show the extent to which the respondent agree to different substances that can lead to abuse and addiction. Marijuana/cocaine 30(100%), alcohol (83.3%), codeine/cough syrup (80%), tobacco/cigarette (53.3%) followed by caffeine and coffee (50%) respectively. Sedatives (20%) and analgesic (16.6%) are all substance that the respondent strongly agreed that can lead to abuse and addiction while (80%) and (66.7%) strongly disagreed that inhalers and kolanuts can lead to abuse and addictions respectively

Question 5: What are the effects of substance use/abuse on undergraduates?



This chart revealed that more than 90% of the respondents strongly agree that substance use and abuse can lead to aggravated stressors, withdrawal from school while over 80% indicated

that substance use and abuse can lead to loss of lives, low academic performance. More 70% identified substance use and abuse leading to medical care, physical disabilities and over 60% says that it can give room for abusive relationships and distortion of academic pursuit. However, 80% strongly disagreed that substance use and abuse can lead to high academic performance

SUMMARY AND CONCLUSION

This study helped to provide a representative view of the different categories of undergraduates and their information needs and seeking behaviour as well as their knowledge on the prevalence of substance use and abuse. It also gives a view of the sources that they consult, the extent to which they agree that some substances can lead to abuse and addiction as well as the effect that such substances can have on the undergraduates that are involved and substance use/abuse.

From this study it was discovered that majority of the respondents are male undergraduates in the Universities who have various information needs that ranges from admission, registration, tuition and accommodation processes. The study reveals that majority of the undergraduates with information strongly agreed to seeking for information to satisfy their information needs by asking from fellow undergraduates. The study also reveals that undergraduates are aware of the prevalence of substance use and abuse and their major sources of this information is the social media, friend/peer group, TV/Radio as well as other available sources such as advertisement and posters. The went further to reveal that marijuana/cocaine, alcohol, codeine/cough syrup, tobacco/cigarette, caffeine, coffee, sedatives, and analgesic are all substance that can lead to abuse and addiction.

The study revealed that substance use and abuse can lead to aggravated stressors, withdrawal from school, lead to loss of lives, low academic performance, medical care, physical disabilities, and give room for abusive relationships as well as distortion of academic pursuit. In conclusion, information is needed in everyday activities and the availability of this information can enable individuals or groups to make reasonable decision and reduce their level of uncertainty. Thus, student are not exempted when it comes to having the right information at their disposal.

RECOMMENDATIONS

Based upon these findings, it is of paramount necessities for stakeholder and administrators to

1. Device new strategies of disseminating vital information such as admission, registration, tuition and accommodation processes across to new entrants in order to forestall future conniving of innocent undergraduates into substance use and abuse by older undergraduates
2. Organize programs that will sensitize undergraduates who are already involved and substance use and abuse on the dangers and adverse effect of this substance on their health as well as their academic pursuit.
3. Parents are also to serve as advisory agents to their wards on the dangers of substance abuse by giving them adequate information on these substances that are available everywhere
4. Government are to create more information on the dangers of substance abuse via Mass Media as well as social media rather than promoting it as beneficial to the society

5. Government are to re-formulate policies that will prohibit the advertisement of alcoholic beverages and tobacco on Mass media and bill boards.

SUGGESTIONS FOR FURTHER STUDY

Based on the findings of this study, future research is necessary which could attempt a holistic approach by conducting a comparative and longitudinal research in order to be able to check other factor in order to establishing that the population is a true representation of the whole on information behaviour and substance use/abuse among undergraduates in higher institutions of learning.

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