

Full Length Research

Information use and Drug abuse among Senior Secondary School Students in Ogun East Senatorial District, Ogun State, Nigeria.

¹Prof. Y. T. Babalola and ²Okafor, Divine-Favour

¹Department of Information Resource Management, Babcock University, Ilishan Remo, Ogun State, Nigeria.

²Department of Information Resource Management, Babcock University, Ilishan Remo, Ogun State, Nigeria

Accepted 30 March 2021

Drug abuse is one of the most prominent public health problems among adolescents world-wide. The study investigated information use and drug abuse among Senior Secondary School Students in Ogun East Senatorial District, Ogun State, Nigeria. The study adopted survey research design. The population was 49,823 students from 13 senior secondary school students in Ogun East Senatorial District. Multi-stage sampling technique was used to select the participants. Data was collected using a structured questionnaire. Finding reveals that consultation with their peers was the highest. Moreover, interpersonal sources were the most used by the respondents when compared with other sources ($M=2.59$). The study therefore recommended that Ogun State Ministry of Education should ensure adequate budgetary allocation to secondary school libraries as this will enable acquisition of information materials in different formats. School authorities should also ensure inclusive library collection development and use of same by the students.

Key words: Drug abuse, Information Sources, Information Use, Secondary school students.

Cite This Article As: Babalola, Y.T., Okafor, D-F (2021). Information Use and Drug Abuse Among Senior Secondary School Students in Ogun East Senatorial District, Ogun State, Nigeria. *Inter. J. Acad. Lib. Info. Sci.* 9(3): 108-113

INTRODUCTION

Drug abuse is the arbitrary use of drugs for non-medical reasons.

Drug abuse (also known as substance abuse, psychoactive substance abuse or substance misuse) and its associated problems are inimical to the survival and effective functioning of human societies unfortunately; more people continue to suffer from drug-related disorder. United Nations Office on Drugs and Crime (UNODC, 2020) in its analysis of the global dimensions of the illicit drug problem estimates that approximately 269 million people (one person in every 20 people) aged between 15 and 64 years used drugs on at least one

occasion in 2017. In Africa, drug abuse with its associated problems is becoming a significant social and public health concerns. World Drug Report (2018) notes that the use of tramadol for non-medical reasons is fast becoming a major drug threat for many parts in Africa. The countries of West, Central and North Africa have also come into focus as both countries accounted for 87% of global seizures of pharmaceutical opioids in 2016 (World Drug Report, 2018).

In Nigeria, the issue of drug abuse especially among adolescents is becoming worrisome. The global annual prevalence of drug use in Nigeria in 2016 is estimated at 14.4 per cent or 14.3 million people aged between 15 and 64 years (National Bureau of Statistics, 2018). This is higher when compared to the global annual prevalence of

5.6%. Though drug abuse is illegal in Nigeria, it is common to find people using cannabis in public places such as motor parks and street corners in towns and rural areas. Considerable reduction in drug abuse among Nigerian adolescents may not be achieved without effective campaign that is targeted at providing and deploying relevant, accurate and timely information that is targeted at adolescents. Adolescence is a period of life between the onset of sexual maturation and the attainment of adult roles and responsibilities. Adolescents may not be able to make effective decisions if they lack appropriate information. This may further impair their understanding of alternative choices which have the capacity to affect them both in the short and long term (Kolaric, Cool and Stricevic, 2018). Adolescence is characterized by experimentation, exploration, curiosity and identity search. This may include some risk-taking such as the use and abuse of psychoactive substances (Saidu, 2018). Provision and use of relevant information therefore may go a long way in helping adolescents to transit successfully to adulthood without abusing drugs. Mishra (2012) defined information as organized data that can be deployed for effective decision making. Information empowers people to deal with everyday challenges hence, adolescents need information to guide their decisions on different issues including health, career and risky behaviours such as drug abuse.

OBJECTIVES OF THE STUDY:

1. find out the various information sources used by Senior Secondary School Students in Ogun East Senatorial District;
2. ascertain frequency of use of information by Senior Secondary School Students in Ogun East Senatorial District;

LITERATURE REVIEW

Information sources are channels for information retrieval. They could be print or non-print materials. Adomi (2006) posits that print information materials can be text, documents or hard copies. Information sources could also be in different formats such as textbooks, journals, newspapers, magazines, posters, and handbills among others. It could also be electronic. Information could be accessed orally through health talk, lectures, seminars, and group discussions. Information sources can also be categorized as either formal or informal.

Informal sources may also be casual in nature. These sources are often difficult to verify because they are mostly oral in nature and there is a tendency to exaggerate or twist them. Formal sources may be in form of books, journals, magazines or newspapers. Informal information sources for drug abuse may include peers,

neighbours, relations, family, friends, and parents (Fauzi & Abd kadir, 2015). In agreement Gondim, Souto, Moreira, Cruz, Caetano and Montesuma (2015) noted that adolescents sought for information mostly from their friends followed by their family members. Baheiraei, Khoori, Foroushani, Ahmadi and Ybarra (2014) reported that adolescents prefer to seek information from their mothers and their same-sex friends while in the electronic category; they prefer the social media and the internet. Ilo, Nwimo, and Onwunaka (2015) observed that radio, television, print media, friends and peers constitute different sources of information for adolescents. Gotsang, Mashalla, and Selolwe (2017) agreed that most adolescents depend on the media for awareness and knowledge of substance abuse. Sourcing of information becomes valid only when they are actually put into use. Information use is therefore imperative to enable adolescents to make informed decisions.

Defining information use has been a subject of debate in the information science community (Sormunen, Heinström, Romu, & Turunen, 2012). So far, information use has been interpreted using different concepts such as information practice, information processing, information search, knowledge production, knowledge construction, effects of information and application of information among others (Kari, 2010). Information use has become necessary in helping to address the scourge of substance abuse among Nigerian adolescents though adolescents' personal use of information in relation to drug abuse is hardly documented (Kolaric, Cool and Stricevic, 2018). Rafiee, H. & Alipour, F. (2011) reported that students have very little information about problems that could arise from drug use and how the problems could be solved. Sabanci, A. (2014) also observed that students used social media mainly for socialisation and personal issues instead of using it as a means of finding facts and verifying information. Vannuci, Simpson and GaGagnon, (2020) empirically investigated the association between use of the social media and risky behaviour during adolescence. Results indicated that there was positive correlation between use of social media and adolescence drug abuse

Lenhart (2015), observed that adolescents are highly vulnerable to adverse effects from social media and digital communication. According to him, they are early adopters, ubiquitous users and very vulnerable to negative influence from peers. In recent times, social media platforms have been widely used by tobacco, electronic cigarette and alcoholic industries to market their products and these can easily be accessed by adolescents. Consequently, adolescents have more exposure to advertising of these unwholesome products through the social media. Barry, Bates and Olusanya, (2016) noted that exposure to substance imagery through advertising may initiate onset of drug use. They further observed that social network sites such as Facebook,

Whatsapp, Instagram and Snapchat are offering new opportunities for adolescents to be exposed to information on drugs. It also affords them the avenue to observe celebrities and other social media influencers who openly glamorise drugs. This kind of content presents misuse of prescription drugs and other illicit drugs as appropriate and normal (Hilliard, 2019). National Center on Addiction and Substance Abuse (2012) at the Columbia University conducted a study which showed that adolescents who make regular use of the internet were more likely to drink; use drug, tobacco or other drugs than their counterpart do not use the internet regularly.

METHODOLOGY

Survey design is adopted for this study. The study measured the influence of information use on drug abuse among Senior Secondary school Students in Ogun East Senatorial Districts in Ogun State, Nigeria. Multi-stage sampling was adopted for the study. This was applied across the three levels of selection such as local government, the schools and the class. The participants were selected using the proportionate sampling.

Data Analysis and Interpretation

The sample size for each school is shown in the table below. The table revealed that Ijebu-Ode Grammar School has the highest number of respondents (143) followed by Ansar-Udeen High School (83) and Community High School, Ibiade among others. The distribution is in line with the size of the sample from each school.

Table 1. Frequency of Use of Information Sources

S/N	Describe how often you use these information sources.	Very Often (4)	Often (3)	Rarely (2)	Never (1)	\bar{x}	Std.
I	Interpersonal sources					2.59	0.78
	Peers	238(60.1)	59(14.9)	40(10.1)	59(14.9)	3.20	1.12
	Family and friends	99(25)	59(14.9)	139(35.1)	99(25)	2.45	1.11
	Teachers		21(5.7)	198(54.1)	177(44.7)	2.11	0.10
II	Electronic Sources					2.45	0.85
	Social media	217(54.8)	99(25)	40(10.1)	40.(10.1)	3.24	1.0
	Telephone	158(39.9)		198(50)	40(10.1)	2.70	1.10
	Internet	198(50)	10(2.5)	89(22.5)	99(25)	2.36	1.59
	Television		139(35.1)	257(64.9)		2.35	0.48
	Radio		40(10.1)	158(39.9)	198(50)	2.30	0.64
	Film/cinema		99(25)	206(56.3)	91(24.9)	2.25	0.43
	e-resources	217(54.8)	99(25)	40(10.1)	40(10.1)	2.25	0.64
	Bill boards		59(14.9)	139(35.1)	198(50)	2.15	0.91
III	Institutional sources					2.34	1.20
	School libraries	79(19.9)	155(42.3)	24(6.1)	138(37.7)	2.55	1.24
	Cultural sources	97(24.5)	59(14.9)	101(25.5)	139(35.1)	2.40	1.32
	Church/Mosque	59(14.9)	99(25)	139(35.1)	99(25)	2.30	1.08
	Public libraries	58(14.6)		99(25)	180(45.5)	2.25	0.87
	Non-Governmental Organisations	99(25)	177(44.7)	40(10.1)	80(20.2)	2.20	1.47
IV	Print materials					2.29	1.08
	Text books		59(14.9)	219(55.3)	118(29.8)	2.44	0.89
	Newspapers	40(10.1)	40(10.1)	80(20.2)	2.36(59.6)	2.39	1.08
	Magazines	80(20.2)		217(54.9)	99(25)	2.35	0.79
	Novel	90(22.7)	68(17.2)	118(29.8)	120 (30.3)	2.31	1.25
	Posters		80(20.2)	257(64.7)	59(14.9)	2.15	1.20
	Handbills		59(14.9)	238(60.1)	99(25)	2.10	1.26
Average Weighted Mean = 2.42							

Decision Criteria: Never = 1.0-1.74; Rarely = 1.75-2.49; Often = 2.50-3.24; Very Often = 3.25-4.0.
Criterion Mean = 2.5. Source: Field Survey, 2021

Table 1 reveals respondents frequency of the use of information sources. There are four stated categories of information sources for this study viz; interpersonal sources, institutional sources, print materials and electronic sources. Resulted shows that interpersonal sources ($M=2.59$) was the most used, followed by electronic sources ($M=2.45$), while institutional materials ($M=2.34$) and print materials ($M=2.29$) were less used. This result also suggests that the respondents' consultation with their peers is the most preferred in this category. This could have negative implications because information from peers is mostly unverified. Nevertheless, the students should be carefully guided, counseled and supported and to utilize other aforementioned sources of information.

Table 2. Information Use by Senior Secondary School Students in Ogun East Senatorial Zone

S/N	I use Information to:	Very Often (4)	Often (3)	Rarely (2)	Never (1)	\bar{x}	Std.
1.	Improve my academics	39(9.8)	123(31.1)	184(46.5)	50(12.6)	2.51	1.03
2.	Improve health condition	32(8.1)	174(43.9)	137(34.6)	53(13.4)	2.46	0.98
3.	Make informed decisions	27(6.8)	133(33.6)	158(39.9)	78(19.7)	2.44	1.12
4.	Increase my knowledge base	27(6.9)	134(33.8)	155(39.1)	80(20.2)	2.43	1.12
5.	Solve personal problems	20(5.1)	184(46.5)	103(26)	89(22.5)	2.42	1.07
6.	To verify claims	29(7.3)	165(41.7)	110(27.8)	92(23.2)	2.42	1.10
	Weighted Mean					2.45	1.07

Decision Criteria: Never = 1.0-1.74; Rarely = 1.75-2.49; Often = 2.50-3.24; Very Often = 3.25-4.0.

Criterion Mean = 2.5.

Source: Field Survey, 2021

Table 2. presents summary of the respondents' frequency of use of information. Result shows that the overall information use by Senior Secondary School Students in the study area was considered to be 'rarely', as indicated by the weighted mean score (2.45), on a scale of 4. This is buttressed by low mean scores of information use in various areas such as verifying claims (mean =2.42), solving personal problems (mean =2.42), increasing knowledge base (mean =2.43), making informed decisions (mean =2.44) and improving health condition (mean =2.46). Hence, this result suggests that the educational board in Ogun East Senatorial District should put measures in place to enhance information utilization by Senior Secondary School Students in the identified areas.

DISCUSSION OF FINDINGS

The research focused on influence of information use on drug abuse among Senior Secondary School Students in Ogun East Senatorial District, Ogun State, Nigeria. Findings portrayed that the respondents sort information from divers sources such as interpersonal, institutional, print and electronic. Result revealed that most respondents made use of interpersonal sources more than any other source. Among the interpersonal sources, the respondents sort information mostly from their peers ($M=2.59$). This finding is in agreement with those of Baheiraei, Khoori, Foroushani, Ahmadi and Ybarra (2014) who in their study on preferred sources of

adolescents' health information in Iran found that adolescents preferred to seek for information from their same-sex friends. Gondim, Souto, Moreira, Cruz, Caetano and Montesuma (2015) also reported that adolescents sought for information mostly from their peers followed by their family members. This result is also supported by Pomykacz, Szalewski, McCabe, and Schepis (2020) on their study on friends and relatives as sources of prescription opioids misuse among young adolescents found that friend/relative sources were significantly associated with substance use disorders and other risk behaviors.

Findings on the frequency of use of information by secondary school students in Ogun East Senatorial District showed that the respondents use information for several reasons including to improve their academics, to improve their health, to increase their knowledge base and to verify claims and to solve personal problems. Result revealed that those who used information to verify claims and to solve personal problems had the least score ($M= 2.42$) respectively. The implication is that adolescents may not be matured enough to make meaningful decisions hence they hardly verify claims. It could also be that they may not have the needed skills to verify information hence they are prone to use unverified information which may have negative outcomes.

This result is validated by Rafiee, H. & Alipour, F. (2011) who found that students have very little information about problems that could arise from drug use and how the problems could be solved. In agreement Sabanci, A. (2014) also observed that socialisation and

personal issues were major reasons students used social media. This result is also affirmed by Vannuci, Simpson & GaGagnon, (2020) who noted that adolescents' social media use was positively correlated with drug abuse. Nesi, Rothenberg, Husoong, and Jackson (2017) also concurred that adolescents' alcohol consumption was positively correlated with social media use. Otoide (2015) also confirmed that health reasons, entertainment and friendship (not necessarily to verify claims and validate facts) were among the varied reasons for adolescents information use. Literature is however sparse on adolescents' use of information to mitigate/avoid drug abuse. From the foregoing, the researcher concludes that most of the respondents in senior secondary schools in Ogun East Senatorial District used information for socialization and entertainment which were in most cases negative. Therefore, adolescents use or non-use of information has capacity to influence their decision making vis-à-vis drug abuse.

CONCLUSIONS

Drug abuse is a global public challenge. But being a preventable behaviour, it can be avoided through early exposure of adolescents to accurate and related information. This study investigated the influence of information use on drug abuse among Senior Secondary school Students in Ogun East Senatorial District. Findings reveal that information use has a significant negative influence on drug abuse. The study therefore concludes that related and verifiable information is necessary to enable the respondents to make informed decision in relation to drug abuse.

RECOMMENDATIONS

Ogun State Government should ensure adequate budgetary allocation for secondary schools. This will enable school authorities to purchase materials on drug abuse. This collection should be conspicuously displayed in a mapped-out section in the library. Students should also be encouraged to use the information at designated periods.

School principals should also create a common platform with parents (using the PTA) and students for the purpose of sharing basic information on raising adolescents with emphasis on parenting style, effective communication, age-appropriate discipline and monitoring of adolescents

REFERENCES

- Choo, C. W. (2007). *The knowing organization: How organizations use information to construct meaning, create knowledge, and make decisions*. (2nd ed.). New York: Oxford, University Press.
- Chun, W. C., Pierrette, B., Brian, D., & Lorna, H. (2008). Information culture and information use: an exploratory study of three organisations. *Journal of American Society of Information Science and Technology*, 59 (5), 792-804.
- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5, 2013).
- Ford, J. A., Pomykacz, C., Szalewski, A., McCabe, S. & Schepis, T (2020). Friends and relatives as sources of prescription opioids for misuse among young adults: The significance of physician source and race/ethnic differences. *Substance Abuse*. 41(1), 93-100
- Gondim, P. S., Souto, N. F., Moreira, C. B., Cruz, M. E. C., Caetano, F. H. P. and Montesuma, F. G.(2015). Accessibility of adolescents to sources of information on sexual and reproductive health. *Journal of Human Growth and Development* 25 (1), 10-21
- Gotsang, G., Mashalla, Y. & Selolilwe, E. (2017). Perceptions of school going adolescents about substance abuse in Ramotswa, Botswana. *Journal of Public Health & Epidemiology* 9 (6), 151-160
- Ilo, C. J., Nwimo, I. O. & Onwunaka, C. (2015). Drug use and sources of drug information among secondary school students in Imo state, Nigeria. *Journal of Drug education*, 4(1), 12-21 *Indian Journal of Psychiatry* 60, 479-84.
- Kari, J. (2007). Conceptualising the personal outcomes of information. *Information Research*, 12(2), paper 292. Retrieved 22/05/20 from <http://informationr.net/ir/12-2/paper292.html>. (Archived by WebCite® at <http://www.webcitation.org/5sfaNjWxq>)
- Kellam, S.G.; Brown, C.H.; Poduska, J.; Ialongo, N.; Wang, W.; Toyinbo, P.; Petras, H.; Ford, C.; Windham, A.; and Wilcox, H.C.(2008). Effects of a universal classroom behavior management program in first and second grades on young adult behavioral, psychiatric, and social outcomes. *Drug Alcohol Depend* 95 (Suppl 1):S5-S28.
- Hilliard, J. (2019). The relationship between social media and teen drug use <http://www.addictioncenter.com/community/social-medi-a-teen-drug-use/Assessed 30/01/21>
- Kolaric, A., Cool, C. & Stricevic, I. (2018). Adolescent information behaviour in everyday life decision making: A literature review. *Vjesnik bibliotekara Hrvatske* 61, (1) 83-125
- Maybee, C. (2007). Understanding our student learners: a phenomenographic study revealing the ways that undergraduate women at Mills College understand using information. *Reference Services*

- Review*, 35, 352-362
- National Drug Control Strategy (2019). *A Report by the Office of National Drug Control Policy*. Executive Office of the Office of the President of the United States
- Nesi J., Rothenberg, W. A., Husoong, A.M. & Jackson K. M. (2017). Friends' alcohol-related social networking site activity predicts escalations in adolescent drinking: Mediation by peer norms. *Journal of Adolescent Health*, 60, 641-647
- Otoide, P. G. (2015). Information needs of secondary school students in selected schools in Abaraka community. *International Journal of Academic Library & Information Science* 3(3), 81-88.
- Sabancı, A. (2014). Profiles of secondary school students' use of social media and their views about its outcomes to learning. *International Journal of Academic Research in Progressive Education and Development* 3(1), 271-284
- Saidu, A. (2018). Dangers of substance abuse on the academic performance of secondary school students in kano municipality: Implication for counseling. *Nigerian Educational Research and Development Council (NERDC)*. Kano
- Savolainen, R. (2008). *Everyday information practices: a social phenomenological perspective*, Lanham, MD: Scarecrow Press
- Savolainen, R. (2009b). *Everyday information practices: A social phenomenological perspective*, Lanham, MD: Scarecrow Press
- Sormunen, E., Heinström, J., Romu, L. and Turunen, R (2012). A method of analysis of information use in source-based writing. *Information Research* 17(4), 20-33
- UNODC, (2020). *World Drug Report*. UN Office on Drugs and Crime
- Vannuci, A, Simpson, E. G. & GaGagnon, S (2020). Social media use and risky behaviors in adolescents: A meta-analysis. *Journal of Adolescents*. 79, 258-274
- Wilson, T. D. (2000). Human information behavior. *Informing Science*, 3(2), 49-55.