

Research Article

Influence of Electronic Media Exposure on Substance/Drug Use Among Undergraduates in University of Ibadan, Ibadan, Nigeria

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Abstract

The increasing accessibility and exposure to electronic media, such as television, the internet, social networking platforms and streaming services, has raised serious concerns about their potential influence on risky health behaviours, including substance and drug use among young people. This study investigated influence of electronic media use on substance and drug use among undergraduates in the University of Ibadan, Ibadan, Nigeria. The study employed a descriptive survey research design to select 475 students from a population of 7,984 in the 10 halls of residence in the University of Ibadan, Nigeria, through stratified and simple random sampling techniques. A validated questionnaire was used for data collection and analysis was conducted using frequency counts, percentages and Pearson's Product Moment Correlation (PPMC) at a 0.05 significance level. Results revealed that 99.6% of students agreed that mobile phones, including Android, Apple and smartphones, were available to and frequently used by them. Also, the study shows that 32.0% agreed that they used substances such as cigarettes/nicotine. Also, there exists a significant positive relationship between electronic media use and substance and drug intake among students ($r = 0.233^{**}$, $P < 0.01$). The study concluded that unrestricted exposure to inappropriate media content may contribute to indiscriminate use of drugs and substances. The study recommends targeted media literacy programmes, stricter regulation of harmful content and the development of media-based health campaigns to discourage substance abuse among university students.

Keywords

Electronic Media Exposure, Substance Use, Drug Use, University Undergraduates, Nigeria

1. Introduction

The growing prevalence of substance and drug use among young people has become a significant public health discourse, particularly in sub-Saharan Africa, including Nigeria [37]. University undergraduates, owing to their transitional stage between adolescence and adulthood, are especially vulnerable

to engaging in risky behaviours, including debut with drugs and other psychoactive substances. The university environment, often characterised by increased autonomy, peer influence, academic pressure and social experimentation, further exposes students to conditions that can encourage substance use.

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In recent years, the advent and proliferation of electronic media have added a new dimension to this concern. Electronic media and platforms such as television, smartphone, social media, online streaming services, music videos and digital peer networks have become integral parts of students' lives, shaping their perceptions, behaviours and decision-making processes. As students spend more time online, they are increasingly exposed to content that portray substance use acceptance. This exposure either directly through promotional content or indirectly through peer-shared experiences can influence attitudes or potentially lead to the initiation of drug use among undergraduates.

Existing studies have showed a strong link between a repeated exposure to electronic media contents and unhealthy behaviours among adolescents and young adults [26, 34]. Digital platforms often serve as conduits for both overt and covert messages that portray drug and substance consumption as socially acceptable, fashionable or even desirable. These portrayals, often lacking in warnings or counter-narratives, can diminish perceived risks and reinforce positive expectations surrounding substance use. This study therefore, seeks to investigate influence of electronic media exposure on substance and drug use among undergraduates in the University of Ibadan, Ibadan, Nigeria.

1.1. Statement of the Problem

The widespread use of electronic media such as social media, streaming platforms, online videos, digital advertisements, television and mobile phones has raised growing concerns about its influence on risky health behaviours among young adults, particularly about substance and drug use. In Nigeria, where youths constitute a significant proportion of the population and internet penetration continues to increase, exposure to media content that promotes drug use and illicit substances may contribute to behavioural shifts among university students. Previous studies suggest that frequent exposure to drug-related media content correlates with higher rates of substance experimentation. For instance, a study conducted at the University of Abuja revealed that increased electronic media exposure was associated with altered perceptions of drug use risks, indicating a potential gateway to experimentation and abuse [13, 31].

Exposure to electronic media increasingly encourages young people to explore and express themselves, often drawing knowledge and behavioural cues from the content they consume. Unfortunately, this growing reliance on electronic media such as television, mobile phones, social media platforms and online games has positioned it as a replacement to parents and teachers. The repeated exposure to substance and drug use through various media platforms can adversely influence young people's perceptions and raise the likelihood of substance and drug abuse. This shift highlights the impact of media content in shaping health behaviours, especially regarding the use of harmful substances among adolescents.

Given young adults' strong familiarity with and affinity for electronic media, this study was therefore carried out to investigate influence of electronic media exposure on substance and drug use among undergraduates of the University of Ibadan, Nigeria.

1.2. Objectives of the Study

This research was carried out to *investigate influence of electronic media exposure on substance and drug use among undergraduates of the University of Ibadan, Nigeria.*

The specific objectives are to:

- 1) find out the types of *electronic media* available to undergraduates of the University of Ibadan, Nigeria,
- 2) ascertain the frequency of use of *electronic media* by undergraduates of the University of Ibadan, Nigeria,
- 3) determine the rate of substance and drug use among undergraduates of the University of Ibadan, Nigeria and
- 4) explore the relationship that exist between electronic media exposure and substance/drug use among undergraduates of the University of Ibadan, Nigeria

1.3. Research Questions

The following research questions were answered in the study:

- 1) What are the types of electronic media available to undergraduates of the University of Ibadan, Nigeria?
- 2) What is the frequency of use of electronic media by undergraduates of the University of Ibadan, Nigeria?
- 3) What is the rate of substance and drug use among undergraduates of the the University of Ibadan, Nigeria?

1.4. Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

H_0 : There will be no significant relationship between electronic media exposure and substance/drug use among undergraduates of the University of Ibadan, Nigeria.

2. Literature Review

The review of literature for this study was carried out under subheadings such as availability of electronic media among university undergraduates, use of electronic media among university undergraduates, substance and drug use among undergraduate students and electronic media exposure and substance and drug use among undergraduate students.

2.1. Availability of Electronic Media Among University Undergraduates

The availability of electronic media such as computers, smartphones, internet access, tablets, digital libraries and

educational platforms has become a defining feature of the social ecology of young people especially undergraduates. These media have transitioned from being sources of entertainment and information to becoming essential tools in the academic, social and cultural lives of university undergraduates. It was observed in a study the influence of electronic media has become more visible and volatile in recent years, reflecting broader changes in how youth engage with their environment [17]. They noted a shift from the dominance of television to the rise of interactive and portable media such as smartphones, iPods, social media platforms and virtual reality spaces.

The explosion in electronic media outlets has influenced virtually every aspect of human existence, from communication and education to entertainment and professional work [18]. Historically, the media environment for youth was limited to print and analog broadcasting, but following World War II, the penetration of television and later, personal computers significantly transformed access to information. In a study, it was explained that, what began as a steady media stream has become a torrent, driven by the proliferation of digital media technologies and increased internet penetration and that by 2023, nearly 75% of homes with children had personal computers and 63% of children aged 3-17 were already using the internet at home [39].

In recent years, the scope and scale of electronic media availability among undergraduates have further intensified due to the global spread of smartphones, tablets and other portable digital tools. Young adults aged 18-24 are among the most connected groups globally, with almost universal smartphone ownership and high internet usage. These trends are mirrored in sub-Saharan Africa, where despite infrastructural limitations, smartphone ownership among university students has surged due to affordability and necessity [15]. In Nigeria, for instance, a study found out that over 85% of undergraduates surveyed in three public universities had regular access to smartphones and 72% used them primarily for academic and social purposes [39].

Moreover, the availability of electronic media has extended beyond ownership of devices to include access to digital content and platforms. Learning Management Systems (LMS), academic databases, Open Educational Resources (OERs) and collaborative tools like Google Workspace and Microsoft Teams have become commonplace in university learning environments. It was noted in a study that this access has been accelerated by institutional responses to the COVID-19 pandemic, which required universities to invest in ICT infrastructure and promote digital learning among students [24].

Meanwhile, socio-economic status, regional infrastructure and university support systems continue to affect the degree of availability and access students have to these electronic media. There was emphases that, while many students own smartphones, not all have consistent access to reliable internet, especially in rural or underserved campuses [5]. Additionally, digital literacy levels also affect how effectively students can

leverage available electronic media for educational purposes.

Undergraduates of the recent times are no longer just consumers of electronic content but are also creators, distributors and actively engaging on social media such as YouTube, TikTok and academic content platforms. The portability of digital devices have empowered students to stay connected almost anywhere they go; turning cafes, libraries and even public transport into learning and communication hubs. According to the study by Pew Research Center, more than 90% of university students in developed countries carry at least one internet-enabled device with them daily and similar trends are emerging in developing nations [32].

The availability of electronic media among university undergraduates has evolved dramatically from static, home-bound technologies to portable, interactive and immersive tools. While access has improved globally, equitable availability and meaningful use depend on infrastructural support, affordability and institutional commitment to bridging digital divides.

2.2. Use of Electronic Media Among University Undergraduates

The use of electronic media among university undergraduates has grown significantly, becoming an integral part of their academic and social lives. A recent study by the Pew Research Center, found out that 95% of young adults aged 18 to 24 own a smartphone, 88% have access to a laptop or desktop and 83% use a gaming console [33]. These statistics reflect the widespread accessibility and use of electronic media devices, making them a constant feature in the daily routines of university students. Electronic media platforms are not just tools for entertainment; they are increasingly used for educational purposes. A 2023 survey by the EDUCAUSE Center for Analysis and Research (ECAR) reported that 79% of undergraduate students use smartphones to access learning management systems, download course materials and communicate with peers and instructors [14]. Similarly, 65% of students reported using electronic media such as YouTube and educational podcasts as additional learning tools.

Social media platforms are another major component of electronic media use among undergraduates. According to Pew Research Center, 90% of young adults frequently use YouTube, followed by Instagram (78%), Snapchat (70%) and TikTok (68%). These platforms serve as not only social interaction spaces but also sources of academic collaboration, current affairs updates, peer support networks and socialization [33]. A study conducted on Jordanian university students found that students use electronic media for various academic and personal purposes, including communication with classmates (78%), accessing academic information (66%) and managing academic stress through digital entertainment (61%) [9]. This highlights the multifunctional role electronic media play in the lives of undergraduates.

However, despite the advantages, excessive use of elec-

tronic media has raised concerns about its implications on students' academic performance and health. A recent research revealed that prolonged daily use of electronic media (exceeding 6 hours) was linked to reduced academic engagement and increased mental fatigue among African undergraduate students [27]. This suggests that although electronic media can enhance learning but excessive use may have detrimental effects on students' academic attainment.

Furthermore, students often multitask with electronic media, switching between academic work and social applications. A study on Nigerian university students found out that 72% of respondents admitted to using WhatsApp and Instagram during lectures, while only 38% used their devices for accessing academic content [1]. This illustrates the complex balance between productive and unproductive use of electronic media among students in academic institutions. The use of electronic media among university undergraduates is extensive and multifaceted. While it supports learning, communication and access to academic resources, it also poses challenges such as distraction and overdependence as a result of addicted and uncontrolled level of use.

2.3. Substance and Drug Use Among Undergraduate Students

Substance and drug use among undergraduate students is a growing public health concern globally, with significant implications for academic performance, mental health and long-term well-being. Research indicates that university students are particularly vulnerable to initiating substance use due to increased autonomy, peer influence, stress and exposure to new social environments [22]. The transition from adolescence to young adulthood during university years is often accompanied by risky behaviours, including experimentation with drugs and alcohol.

A recent study by the World Health Organisation (WHO) found that approximately 36% of tertiary institution students globally reported having used at least one psychoactive substance in the past year [38]. Among these, alcohol was the most commonly used substance, followed by cannabis, tobacco, prescription stimulants and opioids. In the African context, a cross-national survey revealed that alcohol consumption among university students ranged from 25% to 70%, while the use of cannabis and tramadol has been steadily increasing, especially in West African countries [3].

In Nigeria, the prevalence of substance use among undergraduates is particularly alarming. A study report shows that over 45% of Nigerian university students had used at least one psychoactive substance, with marijuana, codeine and tramadol being the most commonly abused substances [29]. The study further noted that peer pressure, academic stress, desire for social acceptance and easy accessibility were major drivers of substance use among students. Furthermore, the use of prescription drugs such as tramadol and codeine without medical supervision is becoming increasingly prevalent. Ac-

cording to NAFDAC, the misuse of pharmaceutical opioids among Nigerian youths, especially students, has increased by 40% over the past five years. This has been attributed to the widespread availability of these drugs on the black market and poor regulation of over-the-counter medications [23].

The impact of substance and drug use on academic performance and student health cannot be overemphasised. A recent meta-analysis concluded that substance use among university students is strongly associated with decreased academic performance, poor concentration, absenteeism and increased dropout rates [8]. Additionally, substance users are at a higher risk of developing mental health disorders, including depression, anxiety and suicidal ideation [19].

2.4. Electronic Media Exposure and Substance Use Among Undergraduate Students

Globally, substance and drug use among university undergraduates has become a major public health concern even as the influence of electronic media is increasingly being recognised as a contributing factor. With the rise in the use of electronic media and digital platforms such as smartphones and social media, students are more frequently exposed to content that promotes substance use. This exposure may influence their perceptions and behaviours, often lowering the perceived risks associated with drug and substance use.

Research has shown that electronic media, particularly Television, Facebook and Instagram, often contain posts and images associated to drug use, which are watched, shared and liked by peers, further reinforcing such behaviour as socially acceptable. A study found out that the presence of substance-related content on Facebook was significantly associated with the problem of substrate intake among college students [21]. In a similar study, it was observed that young adults engaged in "social drug networking" on Facebook, finding validation and encouragement through interactions such as likes and comments [36].

Additionally, excessive screen time itself is a risk factor for substance use. A 2024 study reported by The New York Post revealed that adolescents who spent more than seven hours daily on social media were significantly more likely to smoke cigarettes and use e-cigarettes than those with lower screen time [16]. This finding suggests that the sheer volume of exposure to online content, regardless of its nature, may increase vulnerability to risk-taking behaviours, including substance use.

Picture representations in the media, particularly in movies, music videos and YouTube content, often depict substance use in a positive depiction. These representations may desensitise undergraduates and promote a distorted perception that substance use is not only common but also fashionable and rewarding. According to a study, it was highlighted that such description in media can significantly contribute to substance use disorders among youth by shaping their attitudes and expectations [35]. The influence which electronic media has

on substance and drug use is particularly significant. As students transition into greater independence, face academic and social pressures and seek acceptance among peers, the acceptance of substance use exposure through electronic media can promote harmful behaviours.

3. Methodology

This study adopted a descriptive survey research design to investigate the relationship between electronic media exposure and substance use among undergraduates at the University of Ibadan, Nigeria. Using a stratified sampling technique, 6% (475) of the total population of 7,984 who are residents across the 10 halls of residence at the University of Ibadan, Nigeria, was selected to form the study sample. Data were collected using a self-developed questionnaire which was validated through expert review and pilot testing, yielding a Cronbach alpha reliability score of 0.89. The analysis employed both descriptive statistics of frequency counts and percentages to answer the research questions and inferential statistics of Pearson's Product Moment Correlation (PPMC) to test the hypothesis at a 0.05 significance level.

4. Results and Discussion

4.1. Demographic Characteristics of the Study Respondents

The results of the study revealed that the halls with the highest number of respondents were Obafemi Awolowo Hall, a mixed-sex hall, with 22.7% (108) of respondents; Queen Idia Hall, a female-only hall, with 14.9% (71) of respondents and Nnamdi Azikwe Hall, a male-only hall, with 12.6% (60) of the total respondents. The study also found that male undergraduates were more represented than their female counterparts, comprising 51.8% of the respondents. Further analysis showed that the age group of 15-20 years, accounting for 43.8% of the respondents, had the highest representation in the study. Additionally, 400-level students (28.8%) had the highest representation and there was a significant majority of Muslim respondents, making up 85.9% of the study participants (Table 1).

4.2. Answers to Research Questions

Research Question One: What are the types of electronic media available to undergraduates of University of Ibadan, Nigeria?

The findings from the study showed that electronic media are widely available among undergraduate students at the University of Ibadan, Nigeria. The most available type of electronic media was mobile phones, including Android, Apple and other smartphone types, with 473 undergraduate students (99.6%) indicating their availability, while only 2 stu-

dents (0.4%) indicated that mobile phones were not available to them. Social media platforms, such as Facebook, Instagram, TikTok and others, ranked as the second most available electronic media, with 459 students (96.6%) indicating their availability and only 14 students (2.9%) reporting their unavailability. This was followed by internet platforms, which include websites, blogs and other online platforms. A total of 454 students (95.6%) reported that these platforms were available to them, compared to 21 students (4.4%) who did not. The least available electronic media was video game (digital and virtual platforms), with more than half of the total respondents 57.5% (273) agreeing to their availability (Table 2).

These findings corroborate a study that investigated internet access and use among undergraduate students in three Nigerian universities: the University of Calabar, the University of Uyo and the Rivers State University of Science and Technology [10]. The findings revealed a high level of internet usage among students in these institutions, indicating widespread availability and accessibility of electronic media resources. In a similar study, it was concluded that various digital media, including the internet and computers, were available to university students [25]. Furthermore, a qualitative study among students of Yaba College of Technology, Lagos State found out that students had access to electronic devices such as smartphones, smart TVs and smartwatches [2]. The study emphasised that electronic media content particularly videos and images plays a significant role in students' academic and leisure activities. Additionally, data from a study indicated that Nigeria's internet penetration rate stood at 55.4% of the total population at the start of 2023 [11]. This substantial level of internet access suggests that a significant portion of the Nigerian population, including university students, has access to a wide range of electronic media platforms. These studies collectively affirm that electronic media, such as mobile devices, internet platforms and social media, are extensively available to Nigerian undergraduates.

Research Question Two: What is the frequency of use of electronic media by undergraduates of University of Ibadan, Nigeria?

The findings of this research revealed that mobile phones, social media platforms and computers/laptops are the most frequently used electronic media among undergraduate students at the University of Ibadan, Nigeria. 473 students (99.6%) reported always using mobile phones, while only 2 students (0.4%) agreed to have sometimes used them. Also, social media platforms such as Facebook, Instagram and TikTok were always used by 464 students (97.7%), with only 5 students (1.1%) indicating occasional use. Computers and laptops followed with 457 students (96.2%) always using them and 13 (2.7%) using them sometimes. On the other hand, radio was the least frequently used electronic medium, with only 215 students (45.3%) reported their regular usage (Table 3). This shows a strong preference for interactive, internet-enabled digital tools over traditional electronic media like

radio.

The above result is in line with a findings that reported that mobile phones are almost universally used among Nigerian higher institution students who are respondents in their study [4]. According to the study, these devices are vital tools for academic engagement, accessing educational content and staying connected via social platforms such as WhatsApp and Facebook. This widespread adoption emphasise the importance of mobile phones in students' academic and social lives, which aligns with the present study's finding that University of Ibadan undergraduates reported always using mobile phones. Also, a study that investigated social media usage among students in Nigerian tertiary institutions discovered that platforms like Facebook, Instagram and TikTok are integral to students' daily routines [7]. Their study revealed that 87% of respondents used social media very often, primarily for communication, information sharing and peer interaction. This mirrors the current research, where 97.7% of students reported always using social media platforms. On the other hand, *the findings* on a study titled investigating the radio listening habits of students of higher institutions in Nigeria: a study of Madonna University revealed a significant decline in radio usage among university students [12]. Only 20% of his respondents agreed to use radio frequently as their primary source of information, while over 60% preferred internet-based platforms. This decline is consistent with the current study, where radio was the least frequently used among all forms of electronic media studied, with less than half of respondents indicating its regular usage.

Research Question Three: What is the rate of substance use among undergraduates of the University of Ibadan, Nigeria?

Findings from the study shows that the commonly used substances/drugs by undergraduate students of the University of Ibadan are cigarettes/nicotine with 152 (32.0%) students indicating either very frequently or frequently used. This was followed by codeine (cough syrups) with 144 (30.3%) students frequently using it and Shisha with 124 (26.1%) students using it. Rohypnol (*Rephnol*) was the least used substances/drugs by undergraduate students of the University of Ibadan, with 15 (3.2%) students indicating its frequent use (Table 4). These findings shows a significant and common practice of substance and drug use among university undergraduates. This findings is in line with a similar study on Knowledge and socio-demographic predictors of shisha smoking among students in a Nigerian university, it was found out that that Shisha smoking which is often perceived as less harmful than cigarettes among university students, is gaining popularity. This research which was conducted at the University of Port Harcourt found out that 24.7% of undergraduates had smoked shisha, with many unaware of its harmful contents and associated health risks [30]. The social appeal and flavored variants of shisha make it especially attractive to young adults, contributing to its increasing use in different

university campuses. In a Similar study, it was revealed that 28.1% of medical and pharmacy students had used codeine, with 11% admitting to using them for recreational and social purposes [6]. This high prevalence is attributed to easy access, peer influence and the euphoric effects of these opioids. Also, it was reported in a study that 9.4% of final-year medical students had used marijuana in their lifetime, with 5.7% using it in the past year and 3.8% being current users [20]. Although it is less prevalent than opioids and shisha, marijuana use among students remains a significant concern due to its association with cognitive impairment, poor academic performance and mental health issues.

4.3. Test of Hypothesis

Hypothesis One: There will be no significant relationship between electronic media exposure and substance and drug use among undergraduates of the University of Ibadan, Nigeria.

To show the relationship that exists in hypothesis one, a correlation was done on the frequency of electronic media use with the scores of their substance use and the result is as shown in the Table 4 below. The result shows that there is a positive and significant relationship between electronic media exposure/substance and drug use among undergraduate students of the University of Ibadan, Nigeria ($r = 0.233^*$, $N = 411$, $p < 0.01$). The correlation coefficient is statistically significant, hence the null hypothesis is rejected. This implies that there is a meaningful relationship between electronic media exposure and substance and drug use among undergraduate students. Specifically, as electronic media use increases, substance and drug use among students also increases. Furthermore, the analysis reveals that electronic media exposure accounted for approximately 5.4% of the variance in substance and drug use among the undergraduates, while the remaining 94.6% could be attributed to other factors not accounted for in this study.

These findings are in line with other similar studies, which found out that increased exposure to electronic media contents such as advertisement of substance use on the internet and other media platforms to undergraduates at the University of Abuja influenced and was associated with altered perceptions of the risks of drug use, indicating a higher likelihood of experimentation and potential misuse of drugs and substance [13]. Furthermore, study on youths in Port Harcourt, reported that the use of video platforms significantly influenced drug-related behaviours, highlighting electronic media as a strong factors of drugs and substance use [31]. A similarly study noted that the advertisement and promotion of drug use by celebrities and influencers on different social media platforms had a negatively impact on youths' attitudes toward drug and substance consumption, reinforcing the media's influence on health-risk behaviours among Nigerian youth [28].

Table 1. Frequency Table showing Demographic Variables of Respondents.

Demographic Variables		No.	%
Halls of Residence	Mellamby	25	5.3
	Tedder	22	4.6
	Kuti	30	6.3
	Sultan Bello	24	5.1
	Queen Elizabeth II	32	6.7
	Independence	58	12.2
	Nnamdi Azikwe	60	12.6
	Queen Idia	71	14.9
	Obafemi Awolowo	108	22.7
	Alexander Brown	45	9.5
Gender	Male	246	51.8
	Female	229	48.2
Age (years)	15 - 20	208	43.8
	21 - 25	191	40.2
	26 - 30	71	14.9
	31 - 35	5	1.1
Level	100	118	24.8
	200	92	19.4
	300	97	20.4
	400	137	28.8
	500	9	1.9
	600	22	4.6
Religion	Christianity	65	13.7
	Islam	408	85.9
	Others	2	0.4

Table 2. Types of Electronic Media available to undergraduates of University of Ibadan.

Electronic Media	Yes No%	No No%
Mobile Phones (Android, Apple and others)	473 99.6	2 0.4
Computer/Laptop	427 89.9	45 9.5
Multimedia Camera	346 72.8	122 25.7

Electronic Media	Yes	No
	No%	No%
Internet Platforms (Websites, blogs and others)	454 95.6	21 4.4
Video Game (Digital and Virtual platforms)	273 57.5	193 40.6
Television	416 87.6	57 12.0
Radio	441 92.8	32 6.7
Cable Television (e.g. DSTV, Star Times and others)	365 76.8	100 21.1
Social Media Platforms (Facebook, Instagram, TikTok and others)	459 96.6	14 2.9
Streaming Platforms (YouTube, Netflix and others)	336 70.7	134 28.2

Table 3. Frequency of use of electronic media by undergraduates of University of Ibadan, Nigeria.

Electronic Media	Always	Sometimes	Never
	No%	No%	No%
Mobile Phones (Android, Apple and others)	473 99.6	2 0.4	0 0.0
Computer/Laptop	457 96.2	13 2.7	0 0.0
Multimedia Camera	241 50.7	220 46.3	4 0.8
Internet Platforms (Websites, blogs and others)	400 84.2	57 12.0	0 0.0
Video Game (Digital and Virtual platforms)	217 45.7	222 46.7	28 5.9
Television	291 61.3	173 36.4	5 1.1
Radio	215 45.3	164 34.5	76 16.0
Cable Television (e.g. DSTV, Star Times and others)	277 58.3	180 37.9	13 2.7
Social Media Platforms (Facebook, Instagram, TikTok and others)	464 97.7	5 1.1	0 0.0
Streaming Platforms (YouTube, Netflix and others)	238 50.1	140 29.5	81 17.1

Table 4. Rate of substance use among undergraduates of the University of Ibadan, Nigeria.

Substance and drug	Very Frequently	Frequently	Occasionally	Rarely	Never
Cigarettes/Nicotine	20(4.2%)	132(27.8%)	48(10.1%)	169(35.6%)	106(22.3%)
Marijuana (Indian Hemp)	5(1.1%)	100(21.1%)	71(14.9%)	108(22.7%)	191(40.2%)
Tramadol	0(0.0%)	32(6.7%)	101(21.3%)	55(11.6%)	287(60.4%)
Codeine (Cough Syrup)	0(0.0%)	144(30.3%)	106(22.3%)	24(5.1%)	201(42.3%)
Shisha	22(4.6%)	102(21.5%)	91(19.2%)	98(20.6%)	162(34.1%)
Cocaine/Crack	10(2.1%)	21(4.4%)	37(7.8%)	102(21.5%)	305(64.2%)
Rohypnol (Rephnol)	0(0.0%)	15(3.2%)	51(10.7%)	78(16.4%)	331(69.7%)

Table 5. Pearson Product Moment Correlation table of Electronic media use and substance/drug use of undergraduates.

Variable	Mean	Std. Dev.	N	R	P	Remark
Electronic media use	28.1484	5.98033	411	0.233**	0.000	Sig.
Substance and drug use	29.3323	1.87539				

5. Conclusion and Recommendations

This study concluded that electronic media were widely available to undergraduates of University of Ibadan, Nigeria. Mobile phones were the most commonly used electronic media, followed by social media platforms and computers/laptops. The study further concluded that students of university of Ibadan, Nigeria used substance, with cigarettes/nicotine, codeine (cough syrups) and Shisha being the most commonly used substances. Also, there is positive significant relationship between electronic media exposure and substance use among the students of university of Ibadan, Nigeria. Based on the findings of this study, the following recommendations are hereby suggested;

Universities authorities should encourage academic staff to use a well-designed, educational content to promote positive learning experiences and shape students' behaviours. This approach could encourage digital literacy and promote responsible media use.

Governments and stakeholders at all levels should invest in development, funding and evaluation of positive electronic media initiatives. These efforts should include public awareness and campaigns aimed at reducing risky health behaviours among young and university undergraduates.

Parents should also take an active role in monitoring and regulating their children's media exposure and consumption. This may involve collaborating with government bodies and non-governmental organisations to advocate for appropriate media content and stricter controls on harmful product advertising. Parents should be educated on healthy electronic media practices to guide their children towards positive media choices.

Abbreviations

COVID	Coronavirus Diseases
DSTV	Digital Satellite Television
ICT	Information and Communication Technology
LMS	Learning Management Systems
NAFDAC	National Agency for Food and Drug Administration and Control
OERs	Open Educational Resources
PPMC	Pearson's Product Moment Correlation
UNODC	United Nations Office on Drugs and Crime

WHO World Health Organisation

Consent for Publication

All authors approved it for publication.

Conflicts of Interest

The authors declare no conflicts of interest.

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