
Influence of Social Media on the Information Behaviour of Undergraduate Students in Kwara State, Nigeria

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Abstract

Information has been seen as a heavily stressed factor that shapes society, particularly the introduction of social media technology. This study, therefore, examined the influence of social media usage on the information behaviour of undergraduate students in selected universities in Kwara State, Nigeria. The study adopted a descriptive survey research design. The population for this study comprised 60,533 undergraduate students. Israel's (2003) sample size model was used to select the sample size with precision levels of 5% and a confidence level of 95%. The selected sample size was three hundred and eighty-five (385). A total of 385 copies of the questionnaire were distributed to the respondents in the university libraries for the data collection. The data collected were analysed using tables and frequency counts. The findings of the study show Facebook as the most preferred social media tool by undergraduate students. The findings further revealed that there is a high usage of social media among undergraduate students. The findings also showed that the major purposes of using social media by undergraduate students are to connect with friends and for academic activities. However, the findings generally show that there is a significant relationship between the purpose of using social media and the information behaviour of undergraduate students. Since the benefits attached to using social media cannot be overemphasized. The study, therefore, recommended that university management should ensure that they integrate social media applications into their learning and teaching system.

Keywords: Information Behaviour, Social Media, Social Media Tools, Undergraduate Students.

Introduction

The 21st Century has been characterised by an unprecedented increase in technological advancement around the world. Among these are advances in Internet facilities, the establishment of libraries, the development of information technology, improvements in communications multimedia, and sophistication. Social media being a product of technological advancement is often lauded as a potentially transformative information resource. Information is the powerhouse of the present emerging technological driven society. Today, information has been seen as a heavily stressed factor that shapes society. Information may be regarded as the life of our present society; it is accepted as a key issue in today's viable world (Prabhavathi, 2011). Over the years, information increased significantly in a large variety of formats. This increment in information gives rise to the idea of studying information searching or seeking behaviour of users or human information behaviour (Fasola & Olabode, 2013). Information behaviour has been drastically transformed by the arrival of the internet and social media.

Social media has become pervasive, playing a dominant role in the social structure of society and changing the nature of social relationships (Al-Sharqi, Hashim & Kutbi, 2015). It has revolutionized the way we communicate, interact, and socialize. This new approach to consuming and creating information is in particular attractive to students, particularly, the undergraduates as a platform and space for activities not possible in the face-to-face context (Leea, Chena, Lia & Lin, 2015). Social media plays a vital role in the sharing of information and is used to convey different types of information (i.e. sensitive, sensational, political, and casual information) (Osatuyi, 2013).

Social media has increasingly influenced the information behavior of students in higher education over the past decades. Social media is a broad concept covering a wide range of the Internet applications that support social communication between individuals (whether direct or indirect, synchronous or asynchronous), with an emphasis on the interaction between users (i.e. conversation or dialogue), user-generated content, and building of online relationships and communities (Turban, King & Lang, 2011). Social media is centered on enhancing the progress of communication in society i.e. sharing of ideas, thoughts, and opinions among people.

In this modern society, information behaviour is a day-to-day activity that is essential to people in all vocations and skilled occupations across various disciplines and professional groups (Yemisi, 2014). Nowadays, the proliferation of online social media has undoubtedly affected how students learn through quick access to information and easy interaction. Twenty-first century learners, often considered critically engaged learners, are the technologically savvy students in today's classrooms (Moore & McElroy, 2012).

Statement of the Problem

There is no doubt that social media has gained wider acceptability and usability and is also becoming probably the most important communication tool among students especially at the higher level of educational pursuit. However, Christopher (2010) posits that the rate at which social media is being used by students is critically affecting their information behaviour either positively or negatively. Additionally, several studies have been carried out by some researchers like Lenhart and Madden (2007); Boyd (2009); Madge, Meek, Wellens, and Hooley (2009); Christopher (2010); Wang, Chen, and Liang (2011); Kumar (2012); Kumar and Kumar (2013); Eke, Omekwu, and Odoh (2014) on the use of social media among undergraduate students. However, their studies were mainly on adoption, utilization, and challenges in using

social media. Therefore, this study seeks to investigate the influence of social media on the information behaviour of undergraduate students in Kwara State., Nigeria.

Objectives of the Study

The main objective of this study is to investigate the influence of social media on the information behaviour of undergraduate students in Kwara State, Nigeria. The specific objectives of this study are to:

- i. identify social media tools preferred by undergraduate students in universities in Kwara State, Nigeria;
- ii. examine the purpose of social media usage among undergraduate students in universities in Kwara State, Nigeria;
- iii. assess the information behaviour of undergraduate students on social media in universities in Kwara State, Nigeria;
- iv. investigate the influence of social media usage on the information behaviour of undergraduate students in universities in Kwara State, Nigeria;

Research Questions

This study seeks to answer the following research questions:

- i. What are the social media tools preferred by undergraduate students in universities in Kwara State, Nigeria?
- ii. For what purpose do undergraduate students make use of social media in universities in Kwara State, Nigeria?
- iii. What is the information behaviour of undergraduate students on social media in universities in Kwara State, Nigeria?

Research Hypothesis

H01: There is no significant relationship between the purpose of using social media and the information behaviour of undergraduate students in universities in Kwara State, Nigeria.

Significance of the Study

This study would be useful in understanding the influence of social media usage on information behaviour by undergraduate students in the universities. It is hoped that the results of this study would assist the management of the university and library; to take note of social media usage pattern by undergraduate students and how they can capitalize on it to achieve the institutional objectives. Findings from this study would also help tertiary schools' administrators to understand the information behaviour of students and the use of social media; to help them in their policy making.

Literature Review

Concept of Social Media

Over the years, many scholars have been able to distinctively define and clarify the concept of social media. In their definition and clarification, the concept of social media has been used interchangeably with the social networking site. Likewise, in this section, the word will be used interchangeably. In defining social media, Kaplan and Haenlein (2010) give a general definition of social media in consideration of Web 2.0 and User-Generated Content. According to Kaplan and Haenlein (2010), social media is a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allows the creation and exchange of User Generated Content.

Furthermore, Parr (2010) defines social media as the use of electronic and Internet tools to share and discuss information and experiences with other human beings in more efficient ways. According to Merriam-Webster dictionary (2017), social media is a form of electronic communication (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos).

The term, according to Kaplan and Haenlein (2010) refers to a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. According to Junco (2012), social media are collections of internet websites, services, and practices that support collaboration, community building, participation, and sharing. Nwangwa and Omotere (2014) simply regard social media as comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference presentation sharing tools, audio, and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction.

Kaplan and Haenlein (2010) classify social media into six distinct categories:

- i. Collaborative projects (for example Wikipedia)
- ii. Blogs and Microblogs (for example Twitter)
- iii. Content communities (for example YouTube)
- iv. Social networking sites (for example Facebook)
- v. Virtual game worlds (for example World of Warcraft)
- vi. Virtual social worlds (for example Second Life)

Academic Use of Social Media

Many scientists have addressed different regions of using social media networking at various academic and social levels (Lange-Ros, 2011). The accessible literature on social media submits helpful suggestions for applying in greater education. This indicates that the usage of social media by students university is an interesting area of research for educationists and social scientists (Al-Rahmi & Othman, 2013). Also, the advantages of social media designed for academic gains seem to become a market for a lot of scientists in education and social sciences.

Mazman and Usluel (2010) describe educational usage as an important benefit of social-networking sites. Mazman and Usluel (2010) portray Facebook, a popular social-networking site, as a useful educational tool due to its structure and various utilities, such as providing

users with intentional or spontaneous learning opportunities by bringing people together around shared interests, exchanging information, sharing ideas, discussion topics and collaborating. Social networks are pedagogical tools because people can use them for connectivity and social support, collaborative information discovery and sharing, content creation, and knowledge and information aggregation and modification (Mazman & Usluel, 2010).

Social Media Tools Preferred by Students

In recent years, social networks have experienced massive growth in membership. For instance, Kumar and Kumar (2013) found that Facebook was the most popular social media among postgraduate and research students in an Indian university. Twitter was the second most popular among those students. Barnabas and Nduka (20013) studied online social networking and undergraduate mathematical achievement in Rivers state, and found out that the undergraduate students prefer Facebook, favour Twitter, prefer Blackberry, and 1(1.6%) prefer others. However, 4(6.3%) prefer none. This indicates that Facebook was the most preferred online social network among others.

Similarly, Idubor (2015) investigated social media usage and addiction levels among undergraduates in the University of Ibadan, Nigeria. The study revealed that the majority of the respondents affirmed Facebook and Twitter as the only social media networks which they have access to with response rates of 751 (90.2%) and 646 (77.6%) respectively. Also, about half (388 or 46.6%) and close to four-fifth (307 or 36.9%) of the respondents attested to their accessibility of You-tube and Blogger respectively.

Purposes of Using Social Media by Students

The popularity of social media among people of the world grows rapidly daily. These social media have become valuable means of sharing ideas and feelings among their users. In a study conducted by Camilia, Ibrahim, and Dalhatu (2013) on the effect of social networking sites usage on the studies of Nigerian students, it was revealed that 51% of respondents use the SNS to keep in touch with friends and family members, 28% use it to while away time, 5% of the respondents say they use the SNS just to belong while 16% use it to solve their social problems.

Eke, Omekwu, and Odoh (2014) studied on the use of social networking sites among the undergraduate students of the University of Nigeria, Nsukka. The study adopted the descriptive survey research design which was employed to derive responses from a sample size of 150 undergraduate students of the University of Nigeria Nsukka who were selected via random sampling techniques. Data were collected from this population using a questionnaire. The 150 respondents completed and returned the questionnaire correctly representing 100% response rate. Means (\bar{x}) was used to analyze the six research questions that guided the study. Findings from the study showed that mostly all the students used social networking sites in interaction with friends, connecting to their classmates for online study and for discussing serious national issues and watching movies, etc.

Also, Tukru and Abdukadir (2013) conducted a study titled "Facebook Addiction among University Students in Turkey: "Selcuk University Example". Using a survey design, 903 poll sheets which consist of 58 questions were used as data collection. The study revealed that university students in Turkey use Facebook more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging. Choi

and Kang (2014) examined the students' motives for using social media in their learning process. A total of 1,010 students participated in the study and data were collected using an online survey. The findings indicated that the majority of the undergraduate students used social media to solve assignments with friends, search information, ask questions, and publish content.

Idubor (2015) investigated social media usage and addiction levels among undergraduates at the University of Ibadan, Nigeria. The study revealed that the majority of the respondents attested to making friends 651 (78.2%), getting news 566 (67.9%), communication 554 (66.5%), and online learning 450 (54.0%) as the major purposes for which they make use of social media networks. This implies that undergraduate students at the University of Ibadan make use of social media networks mainly to make friends, getting news, communication, and online learning.

Concept of Information Behaviour

Information behaviour is a broad term encircling the ways individuals systematically articulate their information needs, seek, evaluate, select, and use information. Information behaviour is a product of a need in executing a defined mission and it is purposive. By definition, Ingwersen and Järvelin (2005) information behaviour is the human behaviour dealing with generation, communication, use, and other activities concerned with information, such as information-seeking behaviour and interactive information retrieval. Again, Bates (2010) defines information behaviour as the preferred term to describe the many ways in which humans interact with information, in particular, how people seek and utilize information. Information behaviour encompasses information-seeking as well as the totality of other unintentional or passive behaviour (e.g., glimpses, encounters) and avoidance of information (Wilson, 2000).

Owolabi, Jimoh, and Okpeh (2010) in their study of the information-seeking behaviour of polytechnic students discovered that the majority of the students need information concerning their academics. It shows that students use the information primarily for academic purposes. The study concluded that students at the polytechnic seek information to improve their academic performance.

Nwobasi, Uwa, and Ossai-Onah (2013) also carried out a comparative study of two universities students' information needs and information-seeking behaviour. They discovered that students had a high awareness of the information resources in the library, both print and electronic, several challenges such as poor internet facilities, the inadequacy of the materials, lack of current and relevant materials, and unfriendly attitude of library staff. These factors posed great challenges to the information-seeking behaviour of the students of the two universities.

In a study carried out by Bagget and Williams (2012) on student behaviors and opinions regarding the use of social media, mobile technologies, and library research, the students agreed that social media is a means to connect between individuals and is used as means to share common interests. Social media represents useful tools for communication and education and provides an opportunity for networking in any profession. With time constraints and demanding class schedules, social media helps students to multitask because they do not want to spend time creating multiple individual messages. They commonly use Facebook, watch television or a video, talk, email friends and family, and write papers or conduct research all at the same time.

Information Behaviour of Students on Social Media

Obi, Aknbi, and Kehinde (2018) investigated the information needs and seeking behavior of students of the Nigerian Army School of Education, Ilorin, Nigeria. The study adopted a descriptive survey research design. A self-designed questionnaire was used to collect data from 212 students at the Nigerian Army School of Education, Ilorin, Nigeria. Findings from the study showed that the majority of the students firstly acknowledged the need for information, they also acknowledged that they usually compare different sources of information materials before they finally use the resource however, the majority of the students of the Nigerian Army School of Education, Sobi gets anxious and frustrated but not overwhelmed whenever they need information. In the long run, whenever, they seem not comfortable with the information they need in particular information material, they will continue searching for information until they are satisfied.

Moreover, another empirical study that is related to this work is research conducted by Folorunso, Vincent, Adekoyo, and Ogunde (2010), at the University of Agriculture Abeokuta, Ogun State, Nigeria. The authors studied 'Diffusion of Innovation in Social Networking sites among university students.' One of the major findings of the study shows that the respondents had attempted to try social networking sites before adopting its uses. Thus, the users of the sites often examine it and probably know the gratifications they could derive from the media before accepting to use any of them.

Conceptual Framework

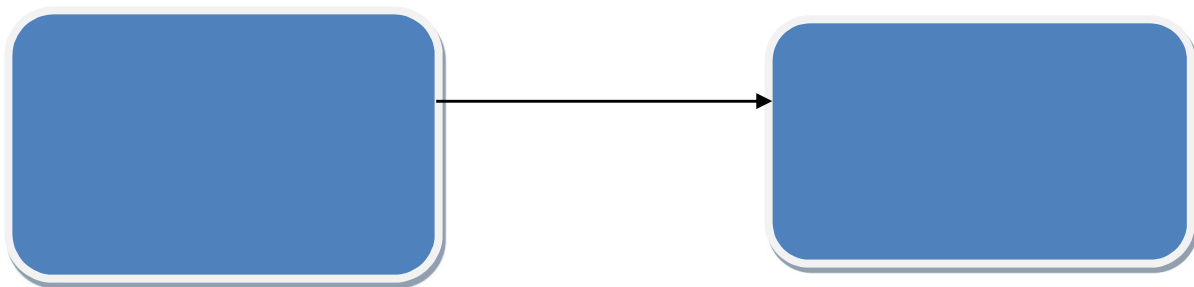


Figure 2.1: Self-Constructed Conceptual Model

The above self-constructed model in figure 1 seeks to examine the relationship between the independent variable, social media applications, and the dependent variable, the information behaviour of students.

The reviewed studies show that several studies have been conducted with regards to the use of social media and on the information behavior of undergraduate students. However, based on the reviewed studies, there is evidence of dearth of empirical studies on the relationship between social media on the information behaviour of undergraduate students. There is a dearth of concise literature on the information behavior of undergraduate students. Thus, it is on this note that this study would be providing empirical evidence on the influence of social media on the information behaviour of undergraduate students in Kwara State, Nigeria.

Methodology

The research design adopted for the study is the descriptive survey method. This study was undertaken to examine the impact of social media usage on the information behaviour of students of tertiary institutions in Kwara State. Therefore, the population for this study comprises 60,533 undergraduate students in three of the selected universities in Kwara State, namely; Al-Hikmah University, Kwara State University, and University of Ilorin. The study used Israel's (2003) sample size model to determine the sample size. The model states that, in a given total population of N, if $\pm 5\%$ is taken for precision levels, the confidence level of 95% and $Pp = 0.5$. Based on Israel's (2003) sample size model, the total population is 60,533; by taken $\pm 5\%$, the expected sample size is 385.

For this study, a questionnaire titled “Influence of Social Media Usage on the Information Behavior of Undergraduate Students in Selected Universities in Kwara State Questionnaire” was used as the data collection instrument. The data collected for the study were analyzed using descriptive statistics such as simple percentage and frequency counts

Data Presentation and Analysis

Demographic Distributions of the Respondents

Table 1: Name of Institutions of the Respondents

Institution	Frequency	Percent
Al-Hikmah University	42	12.4
Kwara State University	47	13.9
University of Ilorin	249	73.7
Total	338	100.0

Table 1 shows that the majority of the respondents were University of Ilorin Undergraduate students with 249 (73.6%) followed by Kwara State University with 47 (13.9%) and Al-Hikmah with 42 (12.4%).

Table 2: Academic Level of the Respondents

Level	Frequency	Percent
100 Level	62	18.3
200 Level	118	34.9
300 Level	95	28.1
400 Level	36	10.7
500 Level	27	8.0
Total	338	100.0

Table 2 reveals that the highest number 118 (34.9%) of the respondents were at 200 level, this is followed by the 300 level students' constituting 28.1%. The least percentage (8.0%) of the respondents was in 500 level. This implies that 200 level students constituted the highest number of respondents.

Table 3: Age of the Respondents

Age	Frequency	Percent
15-19 Years	88	26.0
20-24 Years	139	41.1

25-29 Years	111	32.8
Total	338	100.0

Table 3 shows that the highest number of the respondents i.e. 139 (41.1%) were within the age range of 20-24 years, followed by 25-29 years with 111 (32.8%) while the least was respondents within the age range of 15-19 years with 88 (26.0%).

Table 4: Gender of the Respondents

Gender	Frequency	Percent
Female	160	47.3
Male	178	52.7
Total	338	100.0

Table 4 indicates that 160 (47.3%) of the respondent were female while 178 (52.7%) were male. Thus, the majority of the respondents were male.

Research Question One: What are the social media tools preferred by undergraduate students?

Table 5: Social Media Tools Used by Undergraduate Students

Social Media Application	Yes		No	
	F	%	F	%
Facebook	324	95.9	14	4.1
Twitter	260	76.9	75	23.1
Instagram	302	89.3	36	10.7
LinkedIn	158	46.7	180	53.3
2go	168	49.7	170	50.3
Eskimi	190	56.2	148	43.8
Youtube	257	76.0	81	24.0
Skype	193	57.1	145	42.9
Google +	236	69.8	102	30.2

Table 5 reveals that majority of the respondents use Facebook (95.9%), Instagram (89.3%), Twitter (76.9%), Youtube (76.0%), Google+ (69.8%), and Eskimi (56.2%). While the least used social media tools among the respondents are LinkedIn and 2go, only 46.7% and 49.7% indicated yes respectively. This implies that Facebook is the most used social media tool among the undergraduates.

Research Question Two: For what purposes do undergraduate students make use of social media?

Table 6: Purposes of Social Media Usage by Undergraduate Students

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
I uses social media to:								
facilitate my learning	191	56.5	72	21.3	41	12.1	34	10.1
get relevant information pertaining to my studies	134	39.6	115	34.0	40	11.8	49	14.5
make new friends	153	45.3	151	44.7	18	5.3	16	4.7
connect with friends	189	55.9	137	40.5	12	3.6		
solve social issues	50	14.8	27	8.0	162	47.9	99	29.3
connect with my course-mate	158	46.7	131	38.8	25	7.4	24	7.1
update my knowledge with my course of study	165	48.8	161	47.6	9	2.7	3	0.9
update my knowledge outside my course of study	147	43.5	128	37.9	38	11.2	25	7.4
while away time	132	39.1	168	49.7	26	7.7	12	3.6
transact business	66	19.5	59	17.5	107	31.7	106	31.4

Table 6 shows the purposes of social media usage by undergraduate students in universities in Kwara State, Nigeria. The result of the study shows that the majority, 326 (96.4%) of the respondents used social media to connect with friends and update knowledge with their course of study. However, the distribution further shows that 304 (90.0%) used social media to make new friends, 300 (88.8%) used it to while away time, 289 (85.5%) use it to connect with course-mate, 275 (81.4%) use it to update their knowledge outside their course of study, 263 (77.8%) use it to facilitate their learning while 249 (73.6%) use it to get relevant information about their studies. However, the table revealed that 261 (77.2%) and 213 (63.1%) of the respondents disagreed with the statement that they use social media to solve social issues and transact business respectively.

Research Question Three: What are the information behaviour of undergraduate students on social media?

Table 7: Information Behaviour of Undergraduate Students on the Usage of Social Media

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
I joined social media because of my friends	212	62.7	94	27.8	19	5.6	13	3.8
The way I source for information on social media is different from the way I source for information in the library	154	45.6	168	49.7	6	1.8	10	3.0
Whenever I see any course-related information on social media, I usually confirm its authenticity	152	45.0	146	43.2	22	6.5	18	5.3
I see social media as a place where I can get my information needs either academic or non-academic	146	43.2	164	48.5	14	4.1	14	4.1
In sourcing for my information on social media, I usually make use of comment interface to ask question	118	34.9	167	49.4	16	4.7	37	10.9
I get bored sourcing for information using social media	105	31.1	145	42.9	54	16.0	34	11.1
My information needs determine the kind of social media website I visit	183	54.1	145	42.9	3	0.9	7	2.1
Sometimes my decisions are made based on the information I get on social media	159	47.0	152	45.0	22	6.5	5	1.5
If I did not get the information I need in a particular social media, I usually make use of another social media site	150	44.4	159	47.0	15	4.4	14	4.1
I am always curious to verify any posted information on social media	103	30.5	159	47.0	24	7.1	52	15.4
I follow up any information I see on social media	150	44.4	88	26.0	59	17.5	41	12.1

Table 7 reveals the information behavior of undergraduate students on the usage of social media at universities in Kwara State, Nigeria; the table shows that (90.5%) of the respondents joined social media because of their friends, (95.3%) agreed that the way they source for information on social media is different from the way they source for information in the library, (88.2%) agreed that whenever they see any course-related information on the social media, they usually confirm its authenticity, (91.7%) agreed that they see social media as a place where they can get their information needs either academic or non-academic, (74.3%) agreed that when sourcing for their information on social media, they usually make use of comment interface to ask a question and (74.0%) agreed that they get bored when sourcing for information using social media.

Result of the Hypothesis

The hypothesis formulated for this study states that there is no significant relationship between the purpose of using social media and the information behaviour of undergraduate students at universities in Kwara State, Nigeria.

Table 8: Correlation Analysis on Purpose of Social Media Usage and Information Behaviour

		Correlations		
		Social Media Purpose	Information Behaviour	
Spearman's rho	Purpose of Using Social Media	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.331**	
		N	.000	
	Information Behaviour	Correlation Coefficient	.331**	1.000
		Sig. (2-tailed)	.000	.
		N	338	338

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 8, Spearman Rank-Order Correlation was run to determine the relationship between the purpose of social media usage and the information behavior of undergraduate students in selected universities in Kwara State, Nigeria. The correlation value of rho=0.331 indicates a weak correlation between the purpose of social media usage and the information behavior of undergraduate students. Also since p-value .0000 is less than 0.05 (significant level), the null hypothesis is rejected and concluded that there is a significant relationship between the purpose of social media usage and the information behavior of undergraduate students in selected universities in Kwara State, Nigeria. This implies that there is a significant correlation between the purpose of social media usage and information behaviour.

Discussion of the Findings

Social Media Tools Preferred by Undergraduate Students

Findings from this study revealed that Facebook is the most preferred social media tool among undergraduate students. This finding corroborates with the findings of Idubor (2015) who reported that Facebook is the most used social media application. Aside from Facebook, Instagram is the second most used social media application among undergraduate students. Instagram's popularity can be attributed to its wider usage among the socialites in Nigeria. However, there is low usage of LinkedIn and 2go among undergraduate students.

Purposes of Social Media Utilization by Undergraduate Students

Among many purposes of using social media, findings from this study revealed that the majority of the undergraduate students use social media to connect with friends. This finding corroborates with previous studies (Tukru & Abdukadir, 2013; Idubor, 2015). These studies reported that the majority of undergraduate students use social media to connect with friends.

The students also attested that they make use of social media for educational purposes like updating knowledge in their field of study, getting relevant information about their studies, facilitating e-learning, and connecting with course-mate. This finding is similar to previous studies (Tukru & Abdukadir, 2013. (2013; Eke, Omekwu & Odoh, 2014) where it was reported that students use social media for a variety of purposes such as communicating with friends, online learning, finding friends online, academic purpose, etc.

Tukru and Abdukadir (2013) conducted a study titled “Facebook Addiction among University Students in Turkey: “Selcuk University Example”. Using a survey design, 903 poll sheets which consist of 58 questions were used as data collection. The study revealed that university students in Turkey use Facebook more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging

Information Behaviour of Undergraduate Students on Social Media

The undergraduate students joined social media because of their friends. There is a difference in the way the undergraduate students’ source for information on social media and library. In using social media for academic work, undergraduate students always find the authenticity of any information they sourced online. This finding is similar to the findings of Thompson (2003); Van-Scoyoc and Cason (2006) who reported that undergraduate students prefer to start research with search engines and students prefer to seek help from peers or faculty.

Influence of Social Media on Information Behaviour of Undergraduate Students

Finding from this study shows that there is a significant relationship between the purpose of using social media and information behavior of undergraduate students in selected universities in Kwara state, Nigeria. This implies that the purpose of using social media by undergraduate students determine their information behavior.

Conclusion

In addition to the available empirical shreds of evidence, this study has been able to establish empirical evidence on the influence of social media usage on the information behavior of undergraduate students in Kwara State. Specifically, the type of social media application used by undergraduate students, the extent of use, the purpose of use, information behaviour and the influence of social media on the information behaviour of undergraduate students were established. Therefore, it is believed that establishing this evidence would result in understanding the information behaviour of undergraduate students on social media thereby contributing to the initiation of policies that have to do with their socio-educational activities.

Recommendations

Based on the findings of this study and the conclusion drawn, the following recommendations directed at the management of universities, government agencies, students and the library staff are that:

1. University management should ensure that they integrate the social media applications in library service delivery and learning system.
2. Students should embrace the use of social media for academic purpose such as sharing ideas, communication, and searching for academic information.
3. The library management should embrace the use of social media for current awareness services, selective dissemination of information, and other services in the library.
4. If possible, the library should create a unit of social media librarian that will be receiving and answering queries via library social media handles.

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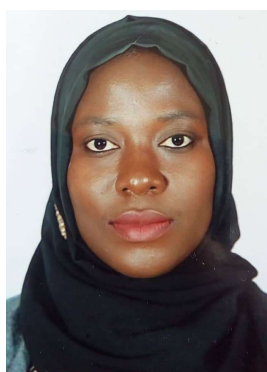
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