

# Perceive Influence of the Use of Social Media on Information Seeking Behaviour of Undergraduates in Nigeria Universities

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## Abstract

Social media has become prominent major source of information in our world today. Although the unique popularity of social media has infiltrated into undergraduates' daily trajectories and become a vital part of their communication, yet surprisingly many undergraduates do not use social media for information relating to their academics little did they know that virtually all the information they need about their academics and practical can be gotten on social media. In order to address such research gap, the main objective of this research is to examine the perceive influence of the use of social media on information seeking behaviour of undergraduates in Nigeria universities. The study implored descriptive survey design, using Slovin's formula and simple random sampling technique; three hundred ninety-eight (398) participants were conveniently sampled out of a population of 64,447 students. Findings revealed that undergraduates in make use of social media for information search often and it has been a reliable source of information for them. It is recommended that undergraduates should sharpen and improve their information literacy skills so as to overcome the challenges of unregulated nature of social media content. Social media has greatly impacted the information seeking behaviour of undergraduates in Nigeria universities.

*Keywords:* Information seeking behaviour; perceived influence; social media; undergraduate.

## 1. Introduction

Social media has become prominent major source of information in our world today Social media platforms are more spreading all over the world. Today the social media has taken an important place in the lives of people. It has also change the way people interact with each other. The trendy reality requires that an individual keep along with of the latest news and trends. Social networks are rapidly becoming very popular means of both interpersonal and public communication in Nigeria. Masrom et al. (2021) contended that Social media have attracted millions of users and have become included into our everyday routines. Social media allows a people to make connections with other people and to use them to get source of information (Xiong et al., 2018). Social media is regularly glorified as a potential transformative educational information source.

Social networking sites are modern interactive communication medium through which people connect to one another, share ideas, experiences, pictures, messages and information of interest. Social networking sites such as Facebook are used almost every day by millions of users (Brailovskaia et al., 2018). Since online social networks such as Facebook were introduced last decade, they have attracted millions of users and have become integrated into our daily routines (Masrom et al., 2020). Social networking websites enable people to communicate and share information. With social media popularity rise, our social communication is affected in several ways as we adapt to our more and more technological world.

LinkedIn was one more website that was one of the earliest social media websites. A large number of social networking sites we have now are stimulated from and are alike to LinkedIn. LinkedIn was founded 2002, it was intended towards professionals who want to connect with each other. In 2004, Mark Zuckerberg launched Facebook. As of 2016, the average user was spending 50 minutes per day on Facebook and its sister platforms Instagram and

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Messenger (Facebook, 2020). Facebook, which remains by far the largest social media company, has 1.73 billion daily active users worldwide, reached in the first quarter of 2020 (Facebook 2020).

In 2005 YouTube was founded, is the world's most accepted online video society, where millions of users can find out, watch and share videos (YouTube, 2005). YouTube provides an environment for users to connect, inform, and motivate other users across the globe and acts as a main distribution platform for original content creators, large. YouTube uses Adobe Flash Video technology to show a diverse user-generated video content, music, including movie clips, and videos, TV clips, with proletarian content such as video blogging and short original videos. In November 2006, in a year of its start, Google Inc purchased YouTube. The site grew swiftly, and in July 2006, the company announced that over 65,000 new videos were being uploaded each day, and that the site was getting 100 million video views per day (YouTube, 2005).

In 2006 Twitter was created and it has a record of 316 million active users monthly. It is considered as multiplatform of the web 2.0 micro blog tool that is totally accessibly on the web (Dunlap, Dobrovolny & Young, 2008). Twitter has 4.17 million users profile of which 1.47 billion are social related site (Kwak, Lee, Park & Moon, 2019). Jack Dorsey, Biz Stone, Noah Glass, and Evan Williams created Twitter. Today, Twitter has an incredible 500 million active users, a number that is growing. (Kimmons et al., 2019). Twitter is in general is a public platform that people use to broadcast information to their communities. In a short time, numerous other websites came into existence. In 2010 Instagram was launched for iPhone Operating System (IOS) users and in 2012 for Android users. At the moment, it is one of the top social media sites for photo sharing.

At the end the 2000s, social media was not only commonly used; however, it also became common among undergraduates. There are many social media platforms. Some platforms are more acknowledged than others but each platform has a consistent user, no matter however small. For instance, users that like to communicate through pictures use Instagram while Twitter is users who like to maintain their communication direct. WhatsApp instant messaging is a cross-platform Smartphone messenger that employs users' existing Internet data plan to help them network socially in real time (WhatsApp, 2010). WhatsApp provides users with the facility to share and receive videos, images and voice notes.

However, the development in technology has changed the trend of seeking information especially in academics (Cerretani *et al.*, 2016) and health context (Sezer, 2016). Therefore, in this day and age, social media makes life simple for undergraduate. Humans allocate a substantial part of their time to seeking and consuming information (Lieshout *et al.*, 2020). More so, in order to understand Information-seeking behaviour on social media, it is necessary to understand the general meaning of information-seeking behaviour. First, it will help to correlate the social media context as an information-seeking source during research. With regard to information-seeking behaviour on social media, Chen *et al.* (2014) argued that active information-seeking behaviour on social media involves affective commitment, continuance commitment and normative commitment. However, information-seeking behaviour that is attributed to the search for information from traditional sources such as reading materials like newspapers, books, magazines and journals, is slightly different from information seeking. Tess (2013), the role of social media in supporting information seeking behaviour understudied and not well understood (Khan, 2021).

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). Information is shared in social media in real time. Hence, the information sought in social media generally consists of the most recent and up-to-date information. Information is seen as a great factor that forms the society. Information is means of support of present society; it is accepted as an important issue in today's possible world (prabhavathi, 2011).

Information-seeking behaviour that is recognized to the search for information from traditional sources such as reading resources like magazines newspapers, journals and, books has a little different from information-seeking behaviour with online resources, as well as social media (Balakrishnan & Gan, 2016). Information seeking behaviour is a progression where people seek information and use the same to complete their assigned task. Information is basically structured or processed data. People need information in all walks of life.

According to Sultana (2016), the term Information seeking behaviour involves a set of actions like information needs, seek information, evaluate and select information and finally use this information. Yusup and Saepudin (2017), human beings cannot play much in the society with no information. As a result, people are eager to let go their time, effort and money to acquire the information they need. Information seeking is the course of action engaged in by people to change their state of knowledge (Tekeli-Yesil, *et al.*, 2020). It is a high level cognitive process that is part of gaining knowledge or problem solving. To seek information refers to the need to change the state of one's knowledge.

Because the latest information formats of information sources and new information tools, users are likely to obtain new knowledge and skills in information searching (Kaushik, 2011). Information-seeking behaviour focuses on understanding how the Internet and social media have changed how students seek information (Bukhari *et al.*, 2018)

### 1.1. Objectives of the Study

The main purpose of this study is to investigate the perceived influence of the use of social media on information seeking behaviour of undergraduates in Nigeria universities. The specific objectives of the study are to:

- a. ascertain the frequency of use of social media for research and academic information by undergraduate students;
- b. assess if social media network serves as a reliable source of information to undergraduate students;
- c. determine the influence of social media on information-seeking behaviour of undergraduate students; and
- d. identify social media tools preferred and used by undergraduate students;
- e. examine the purpose of social media usage by undergraduate students; and
- f. inquire the challenges of social media on information seeking behaviours of undergraduates students in Nigeria universities.

## 2. Literature Review

### 2.1. Social media

Kaplan and Haenlein (2010) define social media as 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. Social media offer the opportunity to create or disseminate facts, opinions, arguments etc. in many forms (video, audio, image, text), i.e. social media are the platform and provide the tools for self-expression in various forms. Groups of people with common interests are associated together on social media (Al-Ghafir & Al-Badi, 2016). The expanding growth of social media or Social Networking Sites (SNSs) has meant that they have become a daily activity for millions of people and especially for teenagers (Bigot & Croutte, 2014; Lenhart, 2015). While the term 'social media' encompasses a wider range of services, such as blogs, collaborative projects and collaborative social worlds (Kaplan and Haenlein, 2010), in everyday discussions the two terms are often used interchangeably. Although Facebook is still the most widely used social media site, teenagers now tend to embrace newer social networks such as Instagram, WhatsApp or Snapchat (Lenhart, 2015).

Apart from individuals, many brands, companies, organizations, public institutions (local national as well as international level), and both traditional and citizen-based media make use of social media, having a public Facebook page, a Twitter handle, YouTube channel among others. Social media thereby provide a huge amount of information, as well as different types of information compared to those available from many other sources, and covering a wide range of topics. Social media can, therefore, be considered as effective hubs through which information flows, as it is demonstrated in the recent agreement, called Instant Articles, between Facebook and nine press publishers to submit articles directly to its members. As information providers, social media platforms have been shown to play an important role in participation and political engagement. Recent history has demonstrated that these communication platforms allow people to challenge the establishment by publishing and sharing anti-establishment views or opposing debates, and facilitate people gathering to demonstrate commitment, or even for strikes or riots (Shirazi, 2013). Furthermore, recent works point out that SNSs could be used as direct information sources explicitly by students (Brandtzag & Heim, 2009).

### 2.2 Social Media and Information Seeking Behaviour and Undergraduate

Over time, studies about the needs that social media satisfy for people do include information seeking (Whiting & Williams, 2013). Indeed, from a research point of view, the different reasons to refer to a social media need to be better understood because, to date, the social motivations have chiefly been emphasized. Some researchers have investigated Social Networking Sites specifically as information sources. Petter *et al.* (2009) demonstrated that information needs were listed by participants, and this includes information about fashion, music, literature, cultural events, current happenings in their neighborhood and access to new and shared knowledge regarding people's opinions related to everything from politics and to more tedious matters.

Kim (2011) carried out an online questionnaire that aimed to investigate what kinds of SNSs are used as information sources and why they are used by undergraduate students from a public university. The study found that Wikipedia

was the most widely used source (98%) while SNSs such as Facebook, MySpace and LinkedIn were also used as information sources (97%), followed by online user reviews (72%), YouTube (53%) and Q&A sites (e.g. Yahoo! Answers) (53%), blogs (32%) and microblogs such as Twitter (24%). The authors concluded that a range of social media are used for everyday life information seeking while some are used for both everyday life information and academic purposes. Williamson and colleagues (2012) suggested that print media such as books and newspapers still played an important role for young people while social media sites were perceived as important for interaction with friends rather than for news gathering. Although Facebook, could be used to get some types of news e.g. about friends or sport, it was still mostly used for communication. To explain this reluctance to use social media as an information source, participants described their skeptical feelings about privacy issues and quality of information provided on line and especially via social media.

Hamid et al. (2016) opined that the information-seeking behaviour of international students was highlighted with respect to social media as a source of information. Additionally, the study identified the information needs of the international students and categorizes them by the roles played by the social media in fulfilling the information need. The information seeking needs discovered from social media use are categorized as: academic related information-seeking needs, financial-related information-seeking needs, sociocultural-related information-seeking needs and health-related information seeking needs. Also, Hasan (2017) study was borne out of the fact that social Networking sites have become an essential part of how people communicate today. Twitter is considered among the social networking applications that contribute greatly to the academic circle. The study found out that Twitter is one of the used social media platforms by undergraduates to satisfy.

Chen, Hou and Zhao (2016) revealed in their study that gratification of health information and its platform had a positive effect on attitudes toward health information seeking behaviour. Health information literacy was proved to have a significant influence on attitudes toward health information seeking behaviour, subject norms and perceived behavioural control, respectively. Attitudes toward the health information seeking behaviour and subject norms were proved to positively associate with health information seeking behaviour intention. In addition, some demographic factors were found to associate with health information seeking behaviour via social media such as age, gender, and profession.

Inyang and Offem (2014) asserted that the inhibiting factors against information seeking behaviour are inadequate teaching of library skills which leave students confused, high level mutilation of library resources rendering materials useless for consultation, dusty catalogue cabinets creating health hazards and lack of follow-up on orientation tours. The researchers further revealed that there must be increase of information awareness campaigns to enable students know available services and resources in the for information seeking. Also, Shehu et al. (2015) highlighted several challenges faced by users are power outage, information overloaded, irrelevant information amongst others.

### **3. Methodology**

#### *3.1. Research Design*

A research design is a technique used for collecting data for the research. Research Design is a logical and systematic plan for collecting data, measurement and analysis of data and prepared for a research study. This study adopted the survey research design. According to Abdulsalam (2016), descriptive survey method describes, investigates and interprets events and ideas the way they are without any external manipulation. This design is adopted because the researcher depends on responses of people and their opinion for the proposed findings. This type of design is appropriate for gathering information, summarizing, presenting and interpreting it for purpose of clarification. The method is appropriate for the study since it enable the researcher to produce statistical information on the topic of study.

#### *3.2. Population of the Study*

Population is the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from the sample are generalized. Population is the entire group of people that the researcher desires to learn about. In this regard, the population of this study consist of undergraduates from three selected universities in Kwara state. These universities include; University of Ilorin, Al-Hikmah University, Ilorin and Kwara State University, Malet. Therefore, the total population for this study is 64,447.

### 3.3. Sample and Sampling Techniques

Sampling and sample size are crucial issues in pieces of quantitative research, which seek to make statistically based generalizations from the study results to the wider world. To generalize in this way, it is essential that the sampling method used and the sample size is appropriate, such that the results are representative, and that the statistics can discern associations or differences within the results of a study. In order to determine the required sample for the population, Slovin's formula is used to compute the sample size. The formula is given below:  $n = \frac{N}{1 + Ne^2}$  Where  $n$  is the sample size,  $N$  is the total population, and  $e$  is the confidence level using above formula to calculate the sample size ( $n$ ) for the study where:  $N$  (population) = 64,447;  $e$  (confidence level of 95%) = 0.05; Sample size ( $n$ ) =  $\frac{64447}{1 + 64447(0.05)^2}$ ;  $n = 397.5$ ,  $n = 398$  (approximate). Therefore, the sample size for this study is 398. Simple random sampling technique was used for this study. The simple random sampling was used to give equal chance to all respondent across the three selected universities in Kwara state.

### 3.4. Instruments for Data Collection

The instrument adopted in the course of this study is questionnaire. Questionnaire is one of the best ways to ascertain the opinion and perception of people in research areas like this. The questionnaire was divided into seven sections each consist of items that featured items on each factors focused in this study. A four Likert scales ranging from strongly agree to strongly disagree was adopted for the instrument.

### 3.5. Validity of the Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results. In other words, validity can be described as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To enhance content and face validity of the questionnaire were ensured. The questionnaire was given to three (3) experts in Library and Information Science. Their suggestions, corrections, observation and recommendations were duly effected before administering process of research instrument commences.

### 3.6. Procedure for Data Collection

The data was collected within a period of three weeks. Data was first collected from University of Ilorin because of proximity, followed by Al-Hikmah, while that of Kwasu was collected last. 398 copies of questionnaire were administered to the respondents out of which 388 copies were returned. This implies that the total number of valid returned questionnaire is 388 resulting to approximated value of 98% return rate.

### 3.7. Method of data analysis

Descriptive method of data analysis was the main method to be adopted. The data to be gathered in the course of this study was analyzed using sequences, simple percentage, as represented in tables. Specifically, Statistical Product and service solution version 23 was used to analyze the data collected from the field.

## 4. Data Analysis and Results

The demographic characteristics of respondents show in table 1 that out the 388 undergraduate scrutinized, 263(67.8) were male while 125(32.2%) were female. out the 388 undergraduate, 116 (30.4%) were in 100level, 86(22.2%) were in 200level, 102(26.3) were in 300level, while 82(21.1) were in 400level. The age distribution of the respondents show that 319(82.2) were within the age range 15 and 20 years, 64(16.5%) were within age 21-25years, and 5(1.3%) were within age 26-30s. None of the respondents are above 30 years. The distribution of the respondents by institution shows that 274(70.6%) of the respondents are from university of Ilorin, 99(25.5%) are from Kwara state University while the remaining 15(3.9%) are from Al-Hikmah University.

### 4.1. Objective one: ascertain the frequency of use of social media for research and academic information by undergraduate students.

Table 2 sought to investigate the frequency at which undergraduates use of social media for research and academic information. The mean value of each response reveal the frequency level Compliment class work ( $\bar{x}$ 3.18); Complete class assignment ( $\bar{x}$ 2.98); Information on course of study ( $\bar{x}$ 3.20); informational videos that aid class work ( $\bar{x}$ 2.85 and for factual information that aid class work ( $\bar{x}$ 3.03)

**Table1.** Demographic Characteristics of Respondents

Demographic Variables		Frequency	Percentage
Institutions	University of Ilorin	274	70.6
	Kwara State University	98	25.3
	Al-Hikmah	16	4.1
	<b>Total</b>	<b>388</b>	<b>100</b>
Gender	Male	263	67.8
	Female	125	32.2
	<b>Total</b>	<b>388</b>	<b>100</b>
Academic level	100L	116	30.4
	200L	86	22.2
	300L	102	26.3
	400L	82	21.1
	<b>Total</b>	<b>388</b>	<b>100</b>
Age bracket	15-20 Years	319	82.2
	21-25 Years	64	16.5
	26-30 Years	5	1.3
	>30 Years	0	0.0
	<b>Total</b>	<b>388</b>	<b>100</b>

**Table 2.** Frequency of use of Social media for research and academic information

Frequency of use of social media	Monthly	Occasionally	Weekly	Daily	Mean	SD
To Compliment class work	2(0.5%)	45(11.6%)	223(57.5%)	118(30.4%)	3.18	.640
To complete class assignments	11(2.8%)	31(8.0%)	299(77.1%)	47(12.1%)	2.98	.561
Information on course of study	14(3.6%)	22(5.7%)	226(58.2%)	126(32.5%)	3.20	.699
For informational videos that aid class work	29(7.5%)	56(14.4%)	246(63.4%)	57(14.7%)	2.85	.755
For factual information that aid my research	24(6.2%)	28(7.2%)	247(63.7%)	89(22.9%)	3.03	.741

4.2. *Objective two: assess if social media network serves as a reliable source of information to undergraduate students.*

Table 3 went further to investigate the reliability of social media as source of information. Majority of the respondents ( $\bar{x}$ =2.74) indicated that they always find the required information on social media; quite a number of them ( $\bar{x}$ =2.37) noted that most information obtained on social media are usable; Almost all of them agreed that information on social media are factual and well filtered; Most of them ( $\bar{x}$ =2.61) agreed that social media provides support that aid their search for information; furthermore; quite a number of them ( $\bar{x}$ =2.65) indicated that they are satisfied with social media information; almost half of them ( $\bar{x}$ =2.07) noted that overall they are satisfied with social media content/information, and lastly, almost all of them ( $\bar{x}$  3.39) indicated that information on social media are presented in a useful format.

4.3. *Objective Three: determine the influence of social media on information-seeking behaviour of undergraduate students.*

Table 4 seeks to know the influence of social media on information seeking behaviour of the respondents. Quite a number of the respondent ( $\bar{x}$ =2.57) indicated that social media keep them updated on latest information about their course of study; Many of them ( $\bar{x}$ =2.58) noted that social media is the first point of call when they need information; a considerable number of the respondents ( $\bar{x}$ =2.59) affirmed that social media serves as a platform to get various

views on sensitive topics; also, slightly above half of them ( $\bar{x}=2.26$ ) noted that social media provides them access to wide variety of material on any topic; similarly, many of them ( $\bar{x}=2.23$ ) indicated that they obtain information from friends through the social media, lastly most of them ( $\bar{x}=2.38$ ) agreed that they trust information gotten on social media than other sources.

**Table 3.** Reliability of Social Media as sources of information

Reliability of social media as information source	SD	D	A	SA	Mean	SD
I always find the required information on Social Media	19(4.9%)	87(22.4%)	258(66.5%)	24(6.2%)	2.74	.644
Most information obtained on social media are Usable	45(11.6%)	155(39.9%)	188(48.5%)	0(0.0%)	2.37	.683
Information on social media are factual and well filtered	29(7.5%)	34(8.8%)	0(0.0%)	325(83.8%)	3.60	.931
Social media provides support that aid my search for information	55(14.2%)	41(10.6%)	292(75.3%)	0(0.0%)	2.61	.723
I am satisfied with accuracy of Social Media information	53(13.7%)	34(8.8%)	297(76.5%)	4(1.0%)	2.65	.723
Overall, I am satisfied with Social Media Content/Information	165(42.5%)	53(13.7%)	147(37.9%)	23(5.9%)	2.07	1.019
Information on social media are presented in a useful format	186(47.9%)	174(44.8%)	21(5.4%)	7(1.8%)	3.39	0.675

**Table 4.** Influence of social media usage on information seeking behaviour of undergraduates

Influence of Social Media on information seeking behaviour	SA	A	D	SD	Mean	SD
Social media keeps me updated on latest information about my course of study	142(36.6%)	51(13.1%)	25(6.4%)	170(43.8%)	2.57	1.363
Social media is the first point of call when I need information	140(36.1%)	52(13.4%)	27(7.0%)	169(43.6%)	2.58	1.357
Social media serves as a platform to get various my views on sensitive topics	137(35.6%)	54(14.0%)	24(6.2%)	170(44.2%)	2.59	1.357
Social media provide me access to wide variety of material on any topic	144(37.2%)	95(24.5%)	50(12.9%)	98(25.3%)	2.26	1.204
I obtain information from friends through the social media	132(34.6%)	119(31.2%)	39(10.2%)	91(23.9%)	2.23	1.163
I trust information gotten on social media that other sources	95(24.7%)	143(37.1%)	51(13.2%)	96(24.9%)	2.38	1.123

4.4. Objective Four: identify social media tools prefer and used by undergraduate students

**Table 5.** Social Media tools preferred by undergraduates

Preferred Social media use	SA	A	D	SD	Mean	SD
Facebook	181(46.6%)	172(44.3%)	7(1.8%)	28(7.2%)	3.30	0.829
Whatsapp	178(45.9%)	165(42.5%)	38(9.8%)	7(1.8%)	3.32	0.734
Twitter	170(43.8%)	175(45.1%)	37(9.5%)	6(1.5%)	3.31	0.707
Instagram	197(50.8%)	164(42.3%)	17(4.4%)	10(2.6%)	3.41	0.697
Wechat	137(35.6%)	54(14.0%)	24(6.2%)	170(44.2%)	2.59	1.357
YouTube	186(47.9%)	174(44.8%)	21(5.4%)	7(1.8%)	3.39	0.675
Badoo	45(11.6%)	155(39.9%)	188(48.5%)	0(0.0%)	2.37	.683
Linkedin	133(34.3%)	233(60.1%)	19(4.9%)	3(0.8%)	3.28	0.588
Telegram	11(2.8%)	31(8.0%)	299(77.1%)	47(12.1%)	2.98	.561
Pinterest	14(3.6%)	22(5.7%)	226(58.2%)	126(32.5%)	3.20	.699
Eskimi	29(7.5%)	56(14.4%)	246(63.4%)	57(14.7%)	2.85	.755
MySpace	19(4.9%)	87(22.4%)	258(66.5%)	24(6.2%)	2.74	.644

Table 5 provides answers to the preferred social media used by the respondents. These include: Facebook ( $\bar{x}$ =3.30); WhatsApp ( $\bar{x}$ =3.32); Twitter ( $\bar{x}$ =3.31); Instagram ( $\bar{x}$ =3.41); WeChat ( $\bar{x}$ =2.59); Youtube ( $\bar{x}$ =3.39); Badoo ( $\bar{x}$ =2.37); LinkedIn ( $\bar{x}$ =3.28); Telegram ( $\bar{x}$ =2.98); Pinterest ( $\bar{x}$ =3.20); Eskimi ( $\bar{x}$ =2.85); and MySpace ( $\bar{x}$ =2.74).

4.5. Objective Five: examine the purpose of social media usage by undergraduate students

**Table 6.** Purpose of Social media use

Purpose of Social Media Use	SD	D	A	SA	Mean	SD
To get my information on course of study	33 (8.5%)	45 (11.6%)	192 (49.5%)	118 (30.4%)	3.02	.873
To compliment class work	15 (3.9%)	77 (19.8%)	249 (64.2%)	47 (12.1%)	2.85	.672
For information on assignment and research	15 (3.9%)	58 (14.9%)	188 (48.5%)	127 (32.7%)	3.10	.789
For news and updates	37 (9.5%)	73 (18.8%)	214 (55.2%)	64 (16.5%)	2.79	.831
To get general information	30 (7.7%)	57 (14.7%)	205 (52.8%)	96 (24.7%)	2.95	.838
For personal career development	18 (4.6%)	77 (19.8%)	202 (52.1%)	91 (23.5%)	2.94	.785
For Social Interaction	18 (4.6%)	77 (19.8%)	202 (52.1%)	91 (23.5%)	2.94	.785
To get information on current undergraduate scholarship	11 (2.8%)	31 (8.0%)	299 (77.1%)	47 (12.1%)	2.98	.561

Table 6 seeks to know the purpose of social media usage by respondents in Nigeria universities. Majority of the respondents ( $\bar{x}$ 3.02) use social media to get information on course of study; Quite a number of the respondents ( $\bar{x}$ 2.85) us social media to compliment class work; a considerable number of the respondents ( $\bar{x}$ 3.10) use it for information on assignment and research; others include for news and updates ( $\bar{x}$ 2.79); to get general information ( $\bar{x}$ 2.95); for personal career development ( $\bar{x}$ 2.94); for social interaction ( $\bar{x}$ 2.94) and to get information on current undergraduate scholarship.

## 4.6. Objective six: examine the challenges of social media on information seeking behaviours of undergraduates

**Table 7.** Challenges of Social Media use on information seeking behaviour of undergraduates

Challenges of Social Media Use	SA	A	D	SD	Mean	SD
Poor internet facility	189 (48.7%)	171 (44.1%)	10 (2.6%)	18 (4.6%)	3.37	0.751
Information overload	176 (45.4%)	184 (47.4%)	10 (2.6%)	18 (4.6%)	3.34	0.744
Network server failure	99 (25.5%)	259 (66.8%)	22 (5.7%)	8 (2.1%)	3.16	0.609
Prevalence of unregulated contents on social media platforms	127 (32.7%)	214 (55.2%)	41 (10.6%)	6 (1.5%)	3.28	0.632
Epileptic power supply	142 (36.6%)	218 (56.2%)	23 (5.9%)	5 (1.3%)	3.35	0.667
Unreliability of online information	171 (44.1%)	189 (48.7%)	21 (5.4%)	7 (1.8%)	3.37	0.751
Spams and false news	181 (46.6%)	172 (44.3%)	7 (1.8%)	28 (7.2%)	3.30	0.829

Table 7 investigated the challenges of social media on information seeking behaviour of undergraduates. Almost all the items in this category were agreed to by the respondents to be a challenge. Challenges faced by the respondents include: Poor internet facility ( $\bar{x}$ 3.37); Information overload ( $\bar{x}$ 3.34); Prevalence of unregulated contents on social media platforms ( $\bar{x}$ 3.28); Epileptic power supply ( $\bar{x}$ 3.35); unreliability of online information ( $\bar{x}$ 3.37) and lastly Spams and false news ( $\bar{x}$ 3.30).

## 5. Discussion of Findings

The result gathered on the frequency of use of social media for research and academic information shows that undergraduates observe a frequent use of social media to compliment class work, complete class assignment, get information on course of study and obtain factual information that aid class work. This is similar to the findings of Udende and Azeez (2010) who reported that 311 (80.8%) of Students of the University of Ilorin, admitted that they mostly use the internet especially social media frequently 100 (26%) of the respondents agreed that they used the internet daily, 178(46.2%) used the internet on weekly basis.

The results gathered on the reliability of social media as source of information for undergraduates reveals those undergraduates in Nigeria universities to a very great extent find information retrieved on social media are very reliable. This is because many of them agreed that they always find the required information on social media and are often satisfied with the accuracy of information obtained on social media because the information have always been usable.

Findings from this study show that the social media has fairly influenced the information seeking behaviour of students. This is because about half of the respondents agreed to the items in this category. It was found that to some extent, social media is the first point of call when they need information. Some of them also indicated that social media serves as a platform to get various views on sensitive topics. Quite a number of them also indicated that social media provide them access to wide variety of materials on any topic.

More so, many of the respondents revealed that they trust information gotten on social media. The study went further to investigate the various social media tools preferred by undergraduates. Results from this study shows that are social media inclined to a great extent. It was also found that most preferred tools among the respondents include Facebook, Whatsapp, Twitter, Instagram, YouTube and LinkedIn. Other preference of the respondents includes: WeChat, Badoo, Telegram, Eskimi and MySpace. This is consistent with the findings of Kim (2011) who carried out a first online questionnaire that aimed to investigate what kinds of SNSs are used as information sources and why they are used by undergraduate students from a public university.

Findings of this study show that undergraduates in Nigeria universities make use of social media for several purposes of which academic purpose is more prominent, this is because mean value for responses to those who get information

on course of study and assignment and research. This corroborates the findings of Udende and Azeez (2010) who reported that most students of University of Ilorin admitted that they mostly use the internet for academic purposes. Other purposes of using social media as indicated by the respondents include; for news and updates; to get general information; for personal career development; for social interaction and to get information on current undergraduate scholarship.

Undergraduates in Nigeria universities are faced with diverse challenges in attempt to meet their information need via social media. The challenges faced by the students include; Poor internet facility, information overload, network server failure, prevalence of unregulated contents on social media platforms. Other challenges impeding the effectiveness of social media use on information seeking behaviour of undergraduates include: epileptic power supply, unreliability of online information and prevalence of spams and false news. Their finding is similar to that of Shehu et al. (2015) Were they highlighted several challenges faced by users are power outage, information overloaded, irrelevant information amongst others.

## 6. Conclusion

Information seeking behaviour is a process where people search information and utilize the same to complete their assigned task. Social media has become prominent major source of information in our world today. In this study it was found that undergraduates in Nigeria Universities make use of social for information search often and it has been a reliable source of information for them. Despite the challenges that were identified we can still conclude that social media has influence on information seeking behaviour of undergraduates in Nigeria Universities.

## 7. Recommendations

Based on the findings and identified gaps, the following recommendations were proffered:

- a. Undergraduates should sharpen and improve their information literacy skills so as to overcome the challenges of unregulated nature of social media content.
- b. They should further improve their information retrieval skills to deal with the problem of information over load.
- c. Lecturers should ensure that they engage the students in tasks that can be done by searching for information on the social media.

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