

**EFFECTS OF SOCIAL MEDIA ON INFORMATION DISSEMINATION  
AMONG LIBRARY AND INFORMATION SCIENCE STUDENTS IN  
UNIVERSITY OF BENIN**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT  
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FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
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SCIENCE.**

**DECEMBER 2021**

## CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by **John Elohi OJEALERO** with the **Matriculation Number EDU1603118** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of Bachelor Degree of Library and Information Science (BLIS) Honours.

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**Prof. W. Iguodala**  
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**Date**

## **DEDICATION**

This study is dedicated to my parents Mr. Deacon Aigbodion Ojealero Odiawa and Mrs Comfort Ojealero Odiawa

## **ACKNOWLEDGEMENTS**

The researcher's inherent gratitude goes to God Almighty who has been the source of his strength in this great institution, for his unfailing love, grace and mercy which sustained him irrespective of the uncertainties he encountered throughout the duration of this course.

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## **ABSTRACT**

This study was designed to examine the effects of social media on information dissemination among Library and Information Science Students in University of Benin. To achieve the purpose intended for the study, four research questions were raised to guide the study. Descriptive research was used for this study.

The population of the study comprised of 412 final students of Library and Information Science Student in Faculty of Education, University of Benin, of Edo State. The sample for the study consists of 100 Library and Information Science Students. The Simple Random Sampling was used to select the students from the population. The research instrument used for data collection was a structured questionnaire and was designed by the researcher titled Effects of social media on Information Dissemination Among Library and Information Science Students in University of Benin. The test-retest method reliability was used to determine the consistency of the opinion of the respondents. The instrument was administered to students in University of Benin and the students which were not part of the study were used for the reliability of the study. The reliability value of 0.76 was obtained using Cronbach Alpha. The data collected were analysed using frequency count, simple percentage, and mean score standard.

Findings from the study revealed that the respondents claim they frequently use WhatsApp to share academic information with my classmates. Also, it reveals that the students use social media to share lecture notes and course materials, it was discovered that respondent made use of social media to enhances quick access to academic information. It was recommended that Department should be encouraged to include dedicated modules on social media literacy.

There should be established group that promote use of academic and verified channels for information sharing.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Social media refers to digital platforms that enable users to create, share, and exchange information, ideas, and content through online networks and communities. Over the past two decades, social media has transformed communication patterns globally, influencing education, business, politics, and information dissemination. Platforms such as Facebook, X (formerly Twitter), Instagram, WhatsApp, LinkedIn, and YouTube have become central to daily life, allowing real-time interaction and global connectivity. The rapid growth of social media has significantly reshaped how information is produced, accessed, and consumed. Social media evolved from early internet forums and blogs to highly interactive platforms supporting multimedia content and user engagement. Kaplan and Haenlein (2010) describe social media as internet-based applications that build on Web 2.0 technology, enabling user-generated content.

Social media has become a powerful tool for communication at individual, organizational, and societal levels. It allows individuals to maintain social relationships, express opinions, and

engage in public discourse. Organizations and institutions use social media for marketing, public relations, customer engagement, and information dissemination. In education, social media supports collaborative learning, peer interaction, and access to up-to-date information (Tess, 2013). One of the most significant impacts of social media is its role in information dissemination. Information can be shared instantly with large audiences, transcending geographical boundaries. Researchers, journalists, and institutions increasingly rely on social media to disseminate knowledge and research findings beyond traditional publication channels (Veletsianos & Kimmons, 2016). However, the speed and openness of dissemination also raise concerns about misinformation and the credibility of online content. Social media offers numerous benefits, including increased access to information, enhanced connectivity, and opportunities for participation. It empowers marginalized voices, supports civic engagement, and facilitates professional networking. For students and academics, social media provides access to scholarly communities and learning resources, fostering knowledge sharing and collaboration.

Information dissemination refers to the systematic process of distributing information to intended users through appropriate channels to ensure awareness, understanding, and use. In contemporary society, effective information dissemination is crucial for education, governance, research, healthcare, and development. With the advancement of digital technologies, the methods and speed of disseminating information have changed significantly, shifting from traditional print and broadcast media to digital and online platforms. Information dissemination involves making information available, accessible, and usable to specific audiences. According to Aina (2008), dissemination ensures that information reaches users in a timely and understandable manner, enabling informed decision-making. In academic and professional environments,

dissemination supports knowledge sharing, innovation, and societal development. Without proper dissemination, valuable information may remain unused, regardless of its quality. Traditionally, information dissemination relied on books, journals, newspapers, radio, and television. Libraries played a central role in organizing and distributing information resources. However, the digital age has introduced new dissemination channels such as websites, institutional repositories, email lists, open-access journals, and social media platforms. These modern methods enable faster and wider dissemination, reaching global audiences instantly (Ezeani and Igwesi, 2012).

Digital technologies have revolutionized information dissemination by removing geographical and time barriers. Online platforms allow real-time sharing of information, multimedia presentation, and interactive engagement. Social media, in particular, has become a powerful dissemination tool for news, research findings, and public information. Studies show that digital dissemination increases visibility and usage of information resources, especially in academic and research contexts (Veletsianos & Kimmons, 2016).

Social media has become one of the most influential tools for information dissemination in the digital age. Platforms such as Facebook, X (formerly Twitter), WhatsApp, Instagram, YouTube, and LinkedIn enable the rapid creation, sharing, and exchange of information across diverse audiences. Unlike traditional media, social media allows real-time, interactive, and user-driven dissemination of information. While these platforms have enhanced the speed and reach of information dissemination, they have also introduced challenges related to credibility, misinformation, and information overload.

One of the most significant effects of social media is the speed at which information can be disseminated. Information shared on social media can reach millions of users within seconds,

transcending geographical boundaries. According to Okoroma and Okafor (2018), digital platforms, including social media, have drastically increased the visibility and accessibility of information, especially scholarly and public information. This rapid dissemination is particularly useful during emergencies, public health campaigns, and breaking news situations.

Social media has democratized information dissemination by allowing individuals and organizations to share information without relying on traditional gatekeepers such as publishers or broadcasters. Users can access information anytime and anywhere, provided they have internet connectivity. Stoeckel, S., & Sinkinson, C. (2013) noted that social media encourages participation and engagement, enabling users to comment, share, and contribute to information flows. This participatory nature enhances knowledge sharing and collective learning.

Unlike traditional media, social media supports interactive dissemination. Users can respond to information, ask questions, and engage in discussions. This interaction improves understanding and allows information providers to receive immediate feedback. For educators, researchers, and information professionals, social media serves as a platform to engage audiences and promote awareness of information resources.

Library and Information Science (LIS) is an interdisciplinary field concerned with the acquisition, organization, storage, retrieval, and dissemination of information. Traditionally centered on libraries and print resources, LIS has evolved significantly in response to rapid technological advancements and the growth of digital information environments. In the contemporary knowledge society, LIS plays a crucial role in ensuring equitable access to reliable information, promoting information literacy, and supporting education, research, and lifelong learning.

Library and Information Science integrates principles from librarianship, information technology, management, and social sciences. According to Encyclopedia of Library and Information Science, LIS focuses on understanding how information is created, organized, communicated, and used by individuals and communities. The scope of LIS extends beyond conventional libraries to include digital libraries, archives, data centers, knowledge management systems, and information services in both public and private organizations.

The evolution of LIS has been driven largely by technological developments. The shift from print to digital resources has transformed library services, leading to the emergence of online catalogs, electronic databases, institutional repositories, and digital preservation systems. Recent studies highlight that LIS has increasingly embraced data science, artificial intelligence, and digital curation as part of its evolving curriculum and professional practice ( Das & Islam 2021). These developments reflect the need for information professionals to adapt to complex digital environments.

Libraries and information professionals play a central role in facilitating access to information and supporting users' information needs. Librarians are responsible for organizing information resources, managing digital collections, and providing reference and information services. In addition, LIS professionals promote information literacy by teaching users how to locate, evaluate, and use information effectively and ethically. According to Adewojo and Oladipo (2021), information professionals are essential in combating misinformation and supporting informed societies.

In the digital age, LIS has expanded to address issues such as open access publishing, digital scholarship, research data management, and online information ethics. Social media and

online platforms are increasingly used by libraries for outreach, user engagement, and information dissemination. The integration of technology has enhanced service delivery but also introduced challenges related to privacy, digital divide, and sustainability of digital resources , misinformation and information overload .

Library and Information Science is a dynamic and evolving discipline that supports information access, literacy, and knowledge creation in society. As information environments become more complex, the role of LIS professionals becomes increasingly significant. Through effective information organization, ethical practices, and user education, LIS contributes to informed decision-making and societal development.

Library and Information Science (LIS) students are future information professionals trained to manage, organize, retrieve, and disseminate information in diverse environments. As the information landscape continues to evolve due to digital technologies, LIS students must acquire both theoretical knowledge and practical skills to meet contemporary information needs. Their education prepares them for careers in libraries, archives, information centers, digital repositories, and other knowledge-based institutions. Understanding the roles, competencies, and challenges of LIS students is essential for strengthening the profession and ensuring effective information services.

LIS students undergo academic training that combines traditional librarianship with modern information science concepts. Core courses typically include information organization, cataloguing and classification, reference services, information literacy, research methods, and information and communication technology (ICT). LIS education emphasizes understanding how people seek, use, and evaluate information in different contexts. Recent curricula also incorporate

emerging areas such as digital libraries, data management, and information ethics to reflect current professional demands.

In the digital age, LIS students are expected to develop strong technological competencies. These include the use of library management systems, online databases, institutional repositories, and digital preservation tools. Studies show that digital literacy and ICT skills are essential for LIS students to function effectively in modern information environments (Hobbs 2016). Additionally, familiarity with social media platforms and online communication tools enhances their ability to support information dissemination and user engagement.

Social media has become an important academic and professional tool for LIS students. Platforms such as WhatsApp, Facebook, LinkedIn, ResearchGate, and X are used for academic discussions, collaboration, professional networking, and access to current information. Research indicates that LIS students increasingly rely on social media to support learning and research activities, although effective academic use requires proper guidance and digital literacy skills (Ekwebelem & Effeh 2021).

LIS students have diverse career opportunities in libraries, archives, museums, information centers, publishing, and data management. Continuous professional development through workshops, internships, and online learning platforms is essential for building relevant skills. According to Cox and Corral, (2015), adaptability and lifelong learning are key attributes for LIS students preparing for professional roles in dynamic information environments.

## **Statement of the Problem**

The rapid growth of social media platforms has significantly transformed the way information is created, shared, and accessed, particularly among students in higher institution. Library and Information Science (LIS) students, as future information professionals, increasingly rely on social media for academic communication, information seeking, collaboration, and dissemination of knowledge. While social media offers opportunities for rapid and wide dissemination of information, concerns have been raised regarding the quality, credibility, and effective use of information shared through these platforms.

Despite the widespread adoption of social media among LIS students, there is growing evidence that information disseminated through social media is often unverified, fragmented, or misleading. The ease of sharing information without proper evaluation may contribute to the spread of misinformation, information overload, and reduced critical assessment of sources. This situation is particularly problematic for LIS students, who are expected to possess strong information literacy and ethical information practices.

Furthermore, excessive reliance on social media for information dissemination may negatively affect academic performance, research quality, and professional development if not properly managed. While several studies have examined social media use among students generally, from the researcher's observation, there is limited empirical research specifically focusing on the effects of social media on information dissemination among Library and Information Science Students in University of Benin. This gap makes it difficult for educators and institutions to design appropriate instructional strategies and policies that promote responsible and effective use of social media for academic purposes. Therefore, the problem this

study seeks to address is the lack of adequate understanding of how social media affects information dissemination practices among Library and Information Science students in University of Benin, particularly in terms of credibility, effectiveness, and academic relevance. Addressing this problem is essential for improving LIS education, enhancing information literacy skills, and preparing students to function effectively as information professionals in a digital society.

### **Purpose of the Study**

The purpose of this study is to examine the effects of social media on information dissemination among Library and Information Science Students in University of Benin

Specifically, the study will

1. find out the social media platforms that are most frequently used by Library and Information Science students in the University of Benin for information dissemination
2. examine the academic purpose of Library and Information Science students in the University of Benin use social media in disseminating information.
3. determine the effective use of social of social media in information dissemination among Library and Information Science students in the University of Benin.
4. find the challenges Library and Information Science students in the University of Benin encounter when using social media for information dissemination.

### **Research Questions**

The following research questions are raised to guide the study

1. What social media platforms are most frequently used by Library and Information Science students in the University of Benin for information dissemination?
2. what academic purposes do Library and Information Science students in the University of Benin use social media in disseminating information?
3. What are the effect of the use of social media in information dissemination among Library and Information Science students in the University of Benin?
4. What challenges do Library and Information Science students in the University of Benin encounter when using social media for information dissemination?

### **Significance of the Study**

The following people will benefit from the study **Library** and information science students, lecturers and educators in library and information science, university of Benin library management engagement, library and information science professionals and researchers and future scholars

This study will benefit Library and Information Science students of the University of Benin by increasing their awareness of how social media affects information dissemination. The findings will help students understand the advantages and challenges of using social media for academic purposes, such as sharing research materials and communicating scholarly information. It will also guide them on how to use social media responsibly and critically to enhance their academic performance and professional development.

Lecturers and educators will benefit from this study by gaining insights into students' social media usage patterns for information dissemination. The results will assist them in integrating appropriate social media tools into teaching and learning processes, as well as

developing instructional strategies that promote effective information literacy and ethical use of social media among LIS students.

The University of Benin library management will benefit from this study by understanding how LIS students disseminate and access information through social media. The findings can inform the development of library outreach programs, digital information services, and social media policies that support academic information sharing and improve library-user engagement.

Practicing librarians and information professionals will benefit from this study by gaining empirical evidence on the impact of social media on information dissemination among future professionals. The study will contribute to professional knowledge and help practitioners develop best practices for using social media as an effective tool for information dissemination in libraries and information centers.

Researchers and future scholars in Library and Information Science and related disciplines will benefit from this study as it will serve as a reference material for further research. The findings will provide baseline data and contribute to existing literature on social media and information dissemination, particularly within Nigerian universities.

### **Scope / Delimitation of the Study**

The study focused on the effects of social media on information dissemination among library and information science students in university of Benin. This study is limited to library and information science students in university of Benin

### **Operational Definitions**

## **Social Media**

Social media refers to internet-based platforms and applications that enable users to create, share, and exchange information, ideas, and content through online interactions. Examples include Facebook, WhatsApp, X (Twitter), Instagram, YouTube, and LinkedIn.

## **Information Dissemination**

Information dissemination is the process of distributing information to intended users through various channels to ensure awareness, understanding, and effective use of the information.

## **Effects**

Effects refer to the positive or negative influences or impacts that social media has on the way information is shared, accessed, and used by Library and Information Science students.

## **Library and Information Science (LIS)**

Library and Information Science is an academic discipline concerned with the acquisition, organization, storage, retrieval, and dissemination of information in both traditional and digital environments.

## **Library and Information Science Students**

Library and Information Science students are individuals enrolled in the LIS programme at the University of Benin who are undergoing training to become information

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The chapter dealt with the review of literature on designed Effects of social media on Information Dissemination Among Library and Information Science Students in University of Benin carried out under the following headings;

- Concept of Social Media
- Meaning of Information Dissemination
- Social Media Platforms Most Frequently Used by Library and Information
- Social Media Usage and Information Dissemination Among Library and Information Science Students
- Effect of the use of social media in information dissemination among Library and Information Science Students
- Challenges Faced by Library and Information Science Students
- Summary of Reviewed Literature

#### **Concept of Social Media**

The proliferation of Information and Communication Technologies (ICTs) has brought about a historic change in the realm of information communication and it forms an increasing significant component in the exchange of ideas, experience and new knowledge among colleagues in the global world. Chiou and Lee (2013) observed that in the present information era, the use of communication networks around the internet has brought about changes in human communication. Howard (2017) posited that social media is a key component of how people communicate with one another; and that libraries are places of connection, where people connect with information, technologies, ideas and each other.

Gupta and Brooks (2013) defined social media as the devices and platforms that allow users worldwide to practically create and share information with each other. It is also referred to as platforms that provide the virtual spaces which allow users to come together, create and share information. According to Wikipedia (2016), social media are computer-mediated tools that allow people, companies and other organizations to create, share, or exchange information, career interests, ideas, and pictures / videos in virtual communities and networks.

Young Adult Library Services Association (2021) opined that social media refer to a variety of webbased tools used to connect, collaborate, and create web content and experiences. Websites that allow visitors to send email, post comments, build web content or take part in live audio or video chats are all considered to be social media sites". Social media is a new type of media that is shared and participatory in nature, involving others in the information of creation, organization, sharing, finding, discussion, interacting, and use. Since the first appearance of social media, it has grown rapidly and become part of an important application for people today because it consists of thousands of social media platforms that exist today (Shawarudin & Baba, 2018).

Islam and Habiba (2015) averred that social media tools such as Facebook, Twitter, LinkedIn, Blog and Instagram among others are used to establish relationships, connections and knowledge sharing among user groups in order to provide information services. However, the use of social media tools by Library and Information students is a function of the extent to which they are aware of the relevance of these tools and skills to their professional activities and growth. Koukaras, Tjortjis and Rousidis (2020) identified the following social media types; social networking, blogging, micro-blogging, Wikis, social news, social book-marking, media sharing and answers platforms. Social Networking are web-based services that allow individuals and communities to connect with real world friends and acquaintances online. Users interact with each other through status updates, comments, media sharing and messages. Examples are Facebook, Myspace, LinkedIn. Blogging are journal-like websites for users to contribute textual and multimedia content, arranged in a reverse chronological order. Blogs are generally maintained by an individual or by a community. Examples Huffington Post, Business Insider, Engadget, WordPress.com, Medium.

### **Meaning of Information Dissemination**

Information dissemination is a core concept in information science and librarianship. In an increasingly digital and knowledge-driven society, the ability to effectively distribute information to target audiences has become essential for education, research, governance, and development. Libraries, information centres, and information professionals play a crucial role in ensuring that relevant, accurate, and timely information reaches users in appropriate formats. Understanding the meaning of information dissemination is therefore fundamental to the study and practice of Library and Information Science (LIS). Information dissemination refers to the

systematic process of transmitting information from a source to intended users through appropriate channels in order to meet their information needs. It involves not only making information available but also ensuring that it is accessible, understandable, and usable by the target audience.

Aina (2014) defines information dissemination as *the process by which information is communicated or spread to people who need it*. This definition emphasizes purposeful communication and user-centred delivery. Similarly, Popoola (2018) explains that information dissemination involves *the packaging and delivery of information in formats that enhance comprehension and utilization*. These perspectives highlight that dissemination goes beyond storage or preservation; it focuses on effective communication. According to UNESCO (2019), information dissemination is a critical mechanism for empowering individuals and communities, as access to information enables informed decision-making, participation in society, and socio-economic development. In this context, dissemination is viewed as both a technical and social process.

In LIS, information dissemination is a **central professional responsibility**. Libraries disseminate information through reference services, circulation, selective dissemination of information (SDI), current awareness services (CAS), digital repositories, and online platforms. The goal is to ensure equitable access to knowledge resources.

Rubin (2021) notes that librarians act as intermediaries who organize, interpret, and disseminate information to users in ways that reduce information overload and enhance usability. With the growth of digital technologies, dissemination methods have expanded to include electronic journals, institutional repositories, social media platforms, and mobile information

services. For LIS students and professionals, understanding information dissemination also includes ethical considerations such as accuracy, copyright, privacy, and inclusiveness. Dissemination must respect intellectual property rights while promoting access to information.

### **Social Media Platforms Most Frequently Used by Library and Information**

Social media platforms play an increasing role in how students communicate, access resources, collaborate, and build professional identities. For Library and Information Science (LIS) students who study information behaviour, organization, access and dissemination understanding preferred social platforms is especially relevant. These platforms are not only channels of social interaction but are also tools for informal learning, library outreach, and professional networking. Recent empirical studies and national surveys (2019–2021) show a consistent pattern: messaging apps (especially WhatsApp), video platforms (YouTube), and visually oriented social networks (Instagram and TikTok) dominate LIS students' online activity, with Facebook still used for groups and events in many institutional contexts.

Orubebe and coauthors (2021) multiple recent studies of LIS students (many from Nigerian universities) identify WhatsApp, Facebook, Instagram, YouTube and Telegram as the most frequently used platforms for academic and social purposes; TikTok is rising rapidly as a microlearning and outreach channel. For example, a 2019–2021 set of studies surveying LIS undergraduates in Nigerian library schools reported WhatsApp and Facebook as primary tools for group coordination and resource sharing, while Instagram and YouTube were commonly used for visual and video-based learning resources. Several published case studies document intensive use of WhatsApp group chats for class announcements, sharing lecture notes, and peer discussion.

The Pew Research Center’s 2020–2021 reports on teens and adults show YouTube, TikTok and Instagram among the most used platforms by younger cohorts, and growing adoption of WhatsApp and Instagram among adults’ trends that align with LIS students’ preferences for multimedia, mobile-first, and messaging tools. These large-scale trends help explain why LIS students who are often active in seeking tutorials, demonstrations and quick group discussions gravitate toward video and messaging platforms.

***Why these platforms dominate among LIS students***

Four characteristic reasons explain the dominance of the platforms above:

***Functionality mapped to student needs.*** WhatsApp’s simple group chat, low data usage, and ubiquity on smartphones make it ideal for class coordination, distributing notes and rapid Q&A among peers. Several case studies of LIS cohorts note that WhatsApp groups are the default medium for administrative messages, peer-to-peer tutoring and file exchange.

***Multimedia learning affordances.*** YouTube’s long-form tutorials and Instagram/TikTok’s short-form videos meet different pedagogical needs: YouTube for in-depth demonstrations (e.g., using catalogues, metadata tools, reference management software) and Reels/TikTok for short tips, quick how-tos, and promotional clips for library events. LIS students use these video formats to supplement lectures and to learn software and search strategies asynchronously.

***Professional and outreach value.*** Platforms such as Instagram and Facebook (pages/groups) let library services experiment with outreach and branding; LinkedIn and ResearchGate (less frequently used for day-to-day communication) remain important for professional networking and CV-building as students approach internships and employment. Studies indicate that LIS students

use different platforms for different roles: WhatsApp for coordination, YouTube for learning, Instagram/Facebook for promotion and community building.

*Accessibility and cost considerations.* In regions where data costs and intermittent connectivity matter, low-bandwidth, contact-integrated apps like WhatsApp become especially important. Researchers working in Nigerian universities repeatedly cite affordability and device penetration as determinants of which platforms students use most.

### *Patterns of use: how LIS students actually use platforms*

LIS students' platform choice is closely tied to function. The dominant usage patterns reported in recent studies are:

- **Course coordination and peer support:** Class and departmental WhatsApp groups are used for announcements, sharing lecture slides, and quick clarifications. Several studies show near-universal use of WhatsApp groups among sampled LIS cohorts.
- **Learning and microlearning:** YouTube serves as a repository for recorded lectures and tutorials while TikTok and Instagram Reels supply concise study tips, citation tricks, and short demonstrations (e.g., how to use an OPAC, reference managers). Students report using video content to clarify practical tasks outside scheduled classes.
- **Resource discovery and promotion:** Libraries and student clubs use Instagram and Facebook to advertise events, share digital resources, and create engaging infographics. These platforms help reach students who primarily consume visual content.
- **Professional development:** Some students use LinkedIn and ResearchGate selectively to connect with professionals, follow scholarly conversations, and display research outputs

especially at the final-year and postgraduate stages. However, these are less prevalent than messaging and video platforms for **Social Media Usage and Information Dissemination Among Library and Information Science Students:**

In the digital era, social media has become an integral part of communication, collaboration, and knowledge exchange, especially within educational and professional fields. Library and Information Science (LIS) students, as emerging information professionals, navigate a world where information creation and dissemination are increasingly mediated through networks like Facebook, LinkedIn, YouTube, WhatsApp, Twitter, and academic platforms. As future librarians and information specialists, these students are expected not only to *understand* information dissemination but also to actively engage in it through modern digital tools (Ekwebelem & Effeh, 2021).

Social media comprises web-based platforms that enable users to create, share, and exchange information in real time. In education, these platforms have been recognized as tools for *knowledge sharing, social learning, and academic collaboration*. Research indicates that social media can facilitate information dissemination across diverse contexts, from formal learning environments to informal peer networks (IFLA 2013).

Social media transforms traditional information dissemination by allowing LIS students to:

- Share academic content rapidly.
- Collaborate on research and group projects.
- Access scholarly resources outside institutional repositories.
- Build professional networks prior to entering the labor market.

The pervasiveness of social media among millennials and Generation Z scholars makes it a salient channel for academic communication. Studies hypothesize that LIS students, therefore, may use social media not only for personal networking but also for academic information sharing.

*Atikuzzaman* , (2021). study on LIS undergraduate students shows that social media use is widespread among students, especially for academic purposes beyond mere socialization. Okoroma and Okafor (2018) found that Facebook, WhatsApp, Instagram, YouTube, and Telegram are among the most frequently used platforms by final-year LIS students. Students reported using these tools to *obtain information for project writing, access lecture materials, interact with classmates*, and supplement learning resources. The same study documented that while Instagram and YouTube are primarily associated with informal and multimedia content, students also leverage them for academic purposes such as explanations of complex topics, tutorials, and sharing research relevant to coursework.

Another descriptive study by Atikuzzaman (2021) found high levels of awareness and frequent use of social media among postgraduate LIS students. Most respondents regularly used platforms like Wikipedia, Instagram, Facebook, LinkedIn, Zoom, YouTube, and Twitter not just for personal engagement but also for professional and research activities.

Social media platforms function diversely in academic information dissemination. For example:

**Facebook groups** and pages serve as a space for sharing lecture notes, research articles, and departmental announcements. According to Kasa et al. (2021), a majority of LIS undergraduates not only used Facebook daily but also shared **academic information and general news** on the platform.

**Research platforms like ResearchGate and Academia.edu** were favorably cited by postgraduate students for research sharing and accessing discipline-specific scholarly resources. In a 2020 survey of postgraduate students, Google+, Facebook, YouTube, Wikis, ResearchGate, Academia, LinkedIn, and blogging were all identified as contributors to convenient research sharing.

**WhatsApp groups** and messaging play an important role in facilitating academic coordination, peer support, and sharing study materials among LIS students.

These patterns demonstrate that students are often motivated to use social media for information sharing that directly supports their academic goals, particularly research dissemination and collaborative learning.

Social media platforms provide significant opportunities for LIS students to engage in academic discourse and research collaboration. The ability to share resources and engage in subject-specific online communities promotes broader scholarly engagement.

For postgraduate students, platforms such as ResearchGate and Academia are especially important for *exchanging research outputs*. This form of dissemination allows students to:

- Gain feedback from peers and scholars.
- Increase visibility of research beyond institutional boundaries.
- Build academic credibility even before completing formal studies.

Bokoh and Bello, (2020) found that one of the principal reasons postgraduate LIS students preferred social media tools was *the convenience in sharing research information* and accessing links to additional scholarly resources.

Social media encourages active participation, meaning students are not just passive consumers of information but co-creators. Platforms like Facebook and LinkedIn facilitate networking and expose students to professional communities. This engagement contributes to developing competencies crucial for future information professionals for example, how to manage digital identities and disseminate information ethically and effectively.

Ogbomo and Ivwighreghweta, (2019) noted that many LIS undergraduates demonstrate **Facebook literacy**, meaning they can search for, evaluate, and disseminate academic content via social media. These skills directly contribute to knowledge dissemination competencies central to LIS professional practice. The evidence from recent studies indicates that Library and Information Science students actively use social media for academic information dissemination, research collaboration, and learning support. Platforms like Facebook, WhatsApp, YouTube, LinkedIn, and academic networks such as ResearchGate and Academia serve as channels through which students share lecture materials, research findings, and scholarly resources.

Despite inherent challenges such as issues with content quality, distraction, and the need for formal curricular support social media remains a pivotal tool for information dissemination among LIS students. The activities these students engage in not only reflect current academic trends but also prepare them for future professional roles in information management.

To fully harness the academic potentials of social media, it is crucial for LIS programs to embed structured digital media literacy into curricula, promote ethical online engagement, and support students' development as digitally competent information professionals.

Through social media, students are able to network, share thoughts about their assignments and many other things. It is a platform that is not boundary bound, that is, it is not limited by space. One can connect with a friend who is a long distance away and engage in a real time conversation. Social media has been found to be very useful in exchanging or disseminating information particularly among students. Students can also use social media for writing of project among others. Other uses of social media are: social media can be used for survey purpose for feedback from other users, social media can be used orientation programme of the database, E-Books, Journals etc., users can create book discussions group using social media, social can be used for search of new arrival of Books, E-resources and other materials and instructional videos for new database and its use through social media. The important advantages of the social media usage by student cannot be overstated. According to Kemp (2015), the following are the advantage of social media usage; It facilitates online interactions and also has the potential to expand such discourses; most of the social media are freely available on internet, library can easily share, connect with other libraries and its members free of cost; social media is easy to find the information and sharing purpose; it is accessible 24X7 on internet because there is no time limit to aces the information; social media are very user friendly and simple to use and it needs no extra training; it facilitates the user to connect with other people worldwide over the internet; create the network globally and built professional link; accessing news in real time; promotion of library services using social media is very easy; it increase the uses of library services &

resources and interaction with library patrons; it facilitates to collect feedback suggestion from user and t increased the communication between library and other section Social media have changed the people's way of living in various aspects such as communication, knowledge exchange, commerce, and education. With the increasing popularity of various social media sites and other related platforms, scholars and researchers from different fields keep finding them to be an area of study that needs to be explored further. Social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phone, computer, tablets, and so many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness around the world (Kaplan, Andreas & Michael, 2010). Social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, and administration and fellow students in real-time.

### **Effect of the use of social media in information dissemination among Library and Information Science Students**

Effects of Social Media Usage of social networking in academic settings are compelling. It facilitates peerto-peer contact and knowledge exchange, which promotes collaborative learning (Stoeckel and sinkinson, 2013). Platforms like Twitter and discussion forums allow students to engage in asynchronous dialogues, clarifying doubts and collectively improving their comprehension. This active engagement corresponds to constructivist learning theories, which promote deeper knowledge (Al-Rahmi et al., 2021). Furthermore, social media allows students to communicate with educators outside of the classroom. Students can seek quick explanations and engage in significant academic exchanges by participating in interactive sessions, Q&A sessions,

and live discussions using platforms such as Instagram Live or Facebook Live. Such connections make learning easier and foster a sense of community (Chugh et al., 2020). Social media usage offers several significant benefits. Firstly, it promotes engagement and collaboration through online discussion boards, group chats, and collaborative projects, which enable students to communicate outside the classroom, encouraging active participation and information sharing. Secondly, it facilitates resource sharing, making it easier to distribute educational materials, research findings, and timely publications. Platforms like Twitter and LinkedIn allow students to follow industry experts, enhancing access to current information and diverse perspectives (Al-Adwan et al., 2020). Thirdly, social media supports personalized learning by adapting learning experiences to individual interests. Algorithms and user data analysis help distribute information that aligns with students' interests and learning styles, fostering personalized learning pathways. Finally, it enables global connections, allowing students to connect across geographic boundaries and access information quickly.

In the contemporary digital landscape, social media has transformed how people access, share, and disseminate information. For students in academic disciplines, especially those in Library and Information Science (LIS), social media is more than a tool for social interaction it has become a platform for learning, collaboration, and knowledge exchange. Social media refers to internet-based platforms that enable users to create, share, and interact with content in real time. These tools include Facebook, WhatsApp, Instagram, YouTube, Twitter, LinkedIn, and other networking sites that facilitate user engagement and participation. In academic contexts, social media has been increasingly recognized as a medium for information dissemination, supplementing traditional channels such as institutional libraries, classroom instruction, and

academic publications. Social media's participatory nature allows users to disseminate information instantly across diverse networks and contexts. For LIS students, whose future professional roles involve managing information services and facilitating access to knowledge, social media functions as a channel to practice information dissemination skills, engage with learning communities, and access up-to-date research and resources. Literature on information behaviour emphasizes that digital environments reshape how students seek and share information; social media plays a critical role in these transformations. Several recent studies reveal that LIS students use social media frequently and across multiple platforms for both academic and social purposes. For example, Ogbomo and Ivwighreghweta (2019) found that final year LIS students in Nigerian universities most commonly use Facebook, WhatsApp, Instagram, Telegram, and YouTube. These platforms support information access for project writing, assignments, lecture supplements, and peer interaction. The study shows that LIS students engage with social media daily and use it for diverse academic tasks, highlighting the pervasive role of social media in students' lives. (Ogbomo and Ivwighreghweta, 2019).

Similarly, research by Atikuzzama, M. (2021) involving postgraduate LIS students showed high levels of awareness and frequent use of social media tools such as Wikipedia, Instagram, Facebook, LinkedIn, Zoom, YouTube, and Twitter. Students reported using these platforms for personal, professional, and research activities, indicating that social media is embedded in their information behaviours and academic work. (Atikuzzama, M. 2021)

The use of social media for disseminating academic information includes sharing research, collaborating with peers, and accessing pedagogical content beyond the classroom.

Although much existing research focuses on general student behaviours, studies indicate important effects that can be extrapolated to LIS student contexts.

A study on social media use among university students established that these platforms serve as vital tools for learning and information dissemination, enabling students to access and share educational content efficiently. (Social media platforms like WhatsApp and Facebook allow students to create academic groups where they can post lecture notes, research links, discussion threads, and academic alerts activities central to academic information dissemination.

### **Positive Effects of Social Media on Information Dissemination**

#### ***Enhanced Access and Sharing of Academic Information***

Social media enhances **access to academic information** by enabling students to find and share scholarly resources quickly. LIS students use platforms like YouTube and LinkedIn to follow academic channels, access webinars, and participate in professional networks that provide up-to-date discussions about information science trends. The availability of multimedia content on YouTube, for example, supports visual and auditory learning styles and helps reinforce theoretical concepts discussed in class. Platforms such as Facebook and WhatsApp also allow students to disseminate information beyond physical settings. Students can form class groups where they post research ideas, updates on assignments, share links to academic articles, and build collaborative studies. Research indicates that such group dynamics on social media promote peer learning and co-sharing of information, which is particularly beneficial when formal academic resources are limited.

#### ***Facilitation of Collaborative Learning and Engagement***

Social media supports collaborative learning, an essential component of academic success for LIS students. LinkedIn, Twitter, and academic blogging sites provide spaces where students connect with educators, professionals, and peers to exchange insights and academic news. These interactions function as informal dissemination channels that extend the reach of academic dialogue beyond classroom boundaries. For postgraduate LIS students in Nigeria, social media has been found to be a convenient platform for sharing research information and accessing links to additional scholarly resources. The convenience and immediacy associated with these platforms encourage students to engage more deeply with emerging information and research practices.

## **Negative and Challenging Effects on Information Dissemination**

### ***Distractions and Information Overload***

Despite these benefits, social media use also presents challenges that can affect students' focus and information processing. Social media platforms are designed to hold attention through engaging features, which can lead students away from academic tasks toward entertainment content. Research on social media's general effects has shown that excessive usage can result in distractions that reduce academic effectiveness and contribute to information overload where students encounter more information than they can meaningfully process. (students, like other student groups, may struggle to manage the high volume of content they receive on social media. This overload can make it difficult to discern high-quality academic information from informal or low-quality posts, which may undermine the effectiveness of information dissemination for educational purposes.

### ***Quality of Shared Information and Misinformation***

Another concern is the quality and reliability of information shared on social media. Studies indicate that while social media offers rapid dissemination, it lacks the rigorous peer review mechanisms associated with scholarly publishing, which raises concerns about accuracy. This is particularly problematic in academic contexts where students must rely on credible, verified sources for research. Research on broader information behaviour highlights that students often have limited ability to evaluate the credibility of online sources and may share misinformation inadvertently (Giesenbauer, and Müller-Christ, 2020). For LIS students, whose future professional responsibilities include assessing information quality, using social media without critical literacy skills may risk propagating unreliable content among peers.

### ***Technical and Environmental Barriers***

In many contexts, LIS students encounter technical barriers that affect effective use of social media for academic dissemination. Challenges such as poor internet connectivity, lack of institutional support, and high data costs reduce the potential of social media as a reliable information dissemination tool. These issues were highlighted in studies where students reported that logistical constraints limited their ability to use social media optimally for academic purposes. (Okoroma and Okafor, 2018). Moreover, students may lack formal training on how to use social media professionally, leading to underutilization of its academic benefits and overuse for entertainment or non-academic interactions.

## **Challenges Faced by Library and Information Science Students**

Library and Information Science (LIS) education prepares students to become information professionals who organize, manage, and disseminate information both in physical and digital environments. LIS students are expected to acquire a wide range of competencies, including information retrieval, digital literacy, research skills, and technological proficiency. However, despite the importance of this training, many students encounter a variety of challenges that affect their academic progress and professional readiness.

One of the significant challenges faced by LIS students relates to curriculum design and relevance. Research on LIS education in Nigeria found that the absence of a *harmonized curriculum* across institutions undermines the quality and consistency of training. Respondents in this study highlighted issues such as poorly structured programmes, variations in courses offered between universities, and insufficient alignment with *current professional demands*, contributing to students' confusion and insufficient preparation for real-world information challenges (Disco and Njoku 2007; Eze and Uzoigwe, 2013).

Curriculum issues extend to how technologies and emerging information tools are integrated. As information environments rapidly evolve, LIS programmes often lag leaving students with outdated theoretical frameworks and insufficient practical exposure to new digital practices. This gap can hinder students' capacity to meet employer expectations in an increasingly tech-driven library and information landscape.

Digital literacy the ability to locate, evaluate, use, and communicate information via digital technologies is essential for LIS students. Yet evidence suggests many students lack sufficient digital skills. A study of LIS students at Nnamdi Azikiwe University found significant gaps in competencies related to digital libraries, system software, and communication

technologies. These limitations affect students' performance in research, electronic resource usage, and digital information management (Udem and Anaehobi, 2020). Inadequate digital literacy skills can also influence how students use technology for academic purposes, such as retrieving electronic resources or engaging with online research platforms. Such challenges may be exacerbated by insufficient formal instruction on technology integration within their programmes.

Access to reliable technology infrastructure is another key challenge. Many LIS students struggle with limited access to *computers, up-to-date software, and stable internet*. In many developing country contexts, challenges such as inconsistent power supply and poor internet connectivity impede students' ability to engage fully with online learning, digital research tools, and remote academic platforms.

These infrastructural challenges not only slow academic work but also disadvantage students who may already have limited financial resources for acquiring personal devices or mobile data. Without adequate institutional support and infrastructure, students find it difficult to complete assignments, access digital libraries, or participate in collaborative online learning. Economic issues, such as the cost of internet access and personal computing devices, affect many LIS students. Research on social media usage by LIS students revealed that *high data costs and poor connectivity* were significant obstacles to engaging with digital platforms for academic purposes. These constraints hinder students' ability to complete online research, attend virtual seminars, or disseminate scholarly work digitally. (Eze and Uzoigwe 2013). Such financial barriers are particularly acute in contexts where institutional support is insufficient or absent, forcing students to rely on their own limited resources to meet academic requirements.

The digital information environment presents challenges that extend to how students evaluate and engage with information. While social media and online resources are integral to contemporary learning, their *quality and credibility vary widely*. Inadequate critical evaluation skills can lead students to rely on unreliable sources, which undermines academic integrity. Contemporary research on student information-seeking behaviour notes that students may struggle with discerning credible sources in a highly saturated

Studies exploring the effects of social media on student performance indicate that while these platforms can support academic engagement, they can also distract from academic responsibilities if not used judiciously. For example, research on higher education students (beyond strictly LIS) found that prolonged social media use was associated with reduced academic focus and assignment completion challenges, underscoring the difficulty students face in managing attention in the digital age (Okoroma and Okafor, 2021).

Although not LIS-specific, such findings are relevant to LIS students because they reflect broader trends affecting all students who encounter distractions when navigating digital platforms. The digital ecosystem's openness means that students are exposed to vast amounts of user-generated content, some of which may be inaccurate, poorly verified, or misleading. LIS students, expected to act as information intermediaries, may internalize poor practices or encounter challenges in discerning credible content especially when institutional guidance on evaluating digital information is limited.

### **Summary of Literature Review**

In summary, information dissemination is the purposeful process of communicating information to intended users through suitable channels to meet their information needs. It is a

foundational concept in Library and Information Science, encompassing both traditional and digital practices. Effective information dissemination requires careful consideration of content, users, channels, and ethical responsibilities. As information environments continue to evolve, the principles underlying dissemination remain essential for ensuring access to knowledge and promoting informed societies.

### **CHAPTER THREE**

#### **METHODOLOGY**

This chapter describes the methods and procedures used to carry out the study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

#### **Research Design**

This study was designed on effects of social media on Information Dissemination Among Library and Information Science Students in University of Benin. Descriptive survey research design was used for this study.

### **Population of the Study**

The population of the study comprised of 412 final students of Library and Information Science Student in Faculty of Education, University of Benin, of Edo State (exam and Record 2020/2021 academic session

### **Sample and Sampling Technique**

The sample for the study consists of 100 Library and information science Students. The Simple Random Sampling was used to select the students from the population.

### **Research Instrument**

The research instrument used for data collection was a structured questionnaire and was designed by the researcher titled Effects of Social Media on Information Dissemination Among Library and Information Science Students in University of Benin. The questions were set to match the research questions in chapter one. The questionnaire is divided into two sections, section A and section B. Section A, deals with personal data and section B is made up of 20 items which deals with Effects of Social Media on Information Dissemination Among Library and Information Science Students in University of Benin

### **Validity of the Instrument**

The content validity of the instrument was established after an intensive screening by the supervisor and two other lecturers in Library and Information Science. Their inputs and correction in terms of clarity and appropriateness of language was used to develop the final draft.

### **Reliability of the Instrument**

The test-retest method of reliability was used to determine the consistency of the opinion of the respondents. The instrument was administered to students in University of Benin and the students which was not part of the study and a reliability value of 0.76 was obtained using Cronbach Alpha.

### **Method of Data Collection**

The questionnaire is administered by the researcher to ensure high rate of return and also to ensure that all respondents were given the opportunity to receive and complete the questionnaire.

### **Method of Data Analysis**

The data collected for this study was analysed with the use of simple percentage and frequency counts, mean and the data would be presented in tables.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed.

**Question 1:** What social media platforms are most frequently used by Library and Information Science students in the University of Benin for information dissemination?

**Table 1:** Distribution of responses on Social Media Platforms are Most Frequently Used by Library and Information Science Students in the University of Benin

	ITEMS	N	Mean Score	Remark
1.	I frequently use WhatsApp to share academic information with my classmates.	100	2.57	Agreed
2.	I use Facebook to disseminate academic announcements, materials, or links.	100	3.15	Agreed
3.	I use Instagram to share educational or academic-related content.	100	2.79	Agreed
4.	I use X (formerly Twitter) to disseminate information related to academics and research.	100	3.28	Agreed
5.	I use YouTube or Telegram to share or access academic videos, tutorials, or documents.	100	3.22	Agreed

**Criterion Mean: 2.50**

The data in Table 1 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed. It was therefore revealed that the respondents claim they frequently use WhatsApp to share academic information with my classmates., It was revealed that the students use Facebook to disseminate academic announcements, materials, or links.

It was shown that the students use Instagram to share educational or academic-related content, It was discovered that the respondents use X (formerly Twitter) to disseminate information related to academics and research, It was seen that the students use YouTube or Telegram to share or access academic videos, tutorials, or documents.

**Question 2:** What academic purposes do Library and Information Science students in the University of Benin use social media in disseminating information?

**Table 2:** Distribution of Responses on academic purposes do Library and Information Science students in the University of Benin use social media in disseminating information

	ITEMS	N	Mean Score	Remark
1.	I use social media to share lecture notes and course materials.	100	1.54	<b>Disagreed</b>
2.	I disseminate academic announcements (e.g., class schedules, test dates) through social media.	100	3.62	<b>Agreed</b>
3.	I use social media to share research information and scholarly articles.	100	3.59	<b>Agreed</b>
4.	I disseminate information for group discussions and collaborative academic work.	100	3.25	<b>Agreed</b>
5.	I use social media to share information about seminars, conferences, and academic events.	100	3.24	<b>Agreed</b>

**Criterion Mean: 2.50**

The data in Table 2 above shows that items 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed.

This, therefore, reveals that the students use social media to share lecture notes and course materials, it was discovered that the students disseminate academic announcements (e.g., class schedules, test dates) through social media. It was shown that the students use social media to

share research information and scholarly articles, it was seen that the respondents use disseminate information for group discussions and collaborative academic work, it was revealed that the students use social media to share information about seminars, conferences, and academic events.

**Question 3** What are the effect of the use of social media in information dissemination among Library and Information Science students in the University of Benin?

**Table 3: Distribution of Responses on Effects of the Use of social media in Information Dissemination among Library and Information Science students**

	<b>ITEMS</b>	<b>N</b>	<b>Mean Score</b>	<b>Remark</b>
1.	The use of social media enhances quick access to academic information.	100	3.64	<b>Agreed</b>
2.	Social media improves communication and collaboration among LIS students.	100	2.88	<b>Agreed</b>
3.	Information disseminated through social media improves my academic performance.	100	3.51	<b>Agreed</b>
4.	Social media encourages active participation and engagement in academic activities.	100	3.55	<b>Agreed</b>
5.	The use of social media has made information sharing easier and more effective among students.	100	3.43	<b>Agreed</b>

***Criterion Mean: 2.50    Grand Mean: 2.93***

The data in Table 3 shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all considered high.

Since the criterion mean of 2.50 is lower. It was discovered that respondent made use of social media to enhances quick access to academic information., it was discovered that social media improves communication and collaboration among LIS students, It was seen that information disseminated through social media improves the students' academic performance, It was shown that social media encourages active participation and engagement in academic activities., It was

discovered that the use of social media has made information sharing easier and more effective among students.

**Question 4: What challenges do Library and Information Science students in the University of Benin encounter when using social media for information dissemination**  
**Table 4: Distribution Respondents on challenges Library and Information Science students in the encounter when using social media for information dissemination**

	ITEMS	N	Mean Score	Remark
1	Poor internet connectivity affects my use of social media for academic information dissemination.	100	2.64	Agreed
2	Distractions from non-academic content on social media reduce its effectiveness.	100	3.32	Agreed
2	High cost of internet data limits my academic use of social media platforms.	100	3.28	Agreed
4	The credibility and accuracy of information shared on social media are often questionable.	100	2.78	Agreed
5	Lack of digital literacy skills affects effective use of social media for academic purposes.	100	2.71	Agreed

The data in Table 4 shows that items 1,2,3,4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed. It was discovered that poor internet connectivity affects the of social media for academic information dissemination, It was shown that distractions from non-academic content on social media reduce its effectiveness., It was revealed that high cost of internet data limits the students academic use of social media platforms. It was shown that the credibility and accuracy of information shared on social media are often questionable, It was seen that lack of digital literacy skills affects effective use of social media for academic purposes.

**Discussion of Findings**

From research question one, it was therefore revealed that the respondents claim they frequently use WhatsApp to share academic information with my classmates., It was revealed that the students use Facebook to disseminate academic announcements, materials, or links. It was

shown that the students use Instagram to share educational or academic-related content, It was discovered that the respondents use X (formerly Twitter) to disseminate information related to academics and research, It was seen that the students use YouTube or Telegram to share or access academic videos, tutorials, or documents. This was in accordance with with Recent empirical studies and national surveys (2019–2021) show a consistent pattern: messaging apps (especially WhatsApp), video platforms (YouTube), and visually oriented social networks (Instagram and TikTok) dominate LIS students’ online activity, with Facebook still used for groups and events in many institutional contexts.

From research question two it was reveals that the students use social media to share lecture notes and course materials, it was discovered that the students disseminate academic announcements (e.g., class schedules, test dates) through social media. It was shown that the students use social media to share research information and scholarly articles, it was seen that the respondents use disseminate information for group discussions and collaborative academic work, it was revealed that the students use social media to share information about seminars, conferences, and academic events. This was in accordance with Ogbomo & Ivwighreghweta (2019) study on LIS undergraduate students shows that social media use is widespread among students, especially for academic purposes beyond mere socialization.

From research question three it was discovered that respondent made use of social media to enhances quick access to academic information., it was discovered that social media improves communication and collaboration among LIS students, It was seen that information disseminated through social media improves the students’ academic performance, It was shown that social media encourages active participation and engagement in academic activities., It was discovered that the use of social media has made information sharing easier and more effective among

students. This was supported by Atikuzzaman, (2021) who claimed that effects of Social Media Usage of social networking in academic settings are compelling. It facilitates peerto-peer contact and knowledge exchange, which promotes collaborative learning.

From research question four, it was discovered that poor internet connectivity affects the of social media for academic information dissemination, It was shown that distractions from non-academic content on social media reduce its effectiveness., It was revealed that high cost of internet data limits the students' academic use of social media platforms. It was shown that the credibility and accuracy of information shared on social media are often questionable, it was seen that lack of digital literacy skills affects effective use of social media for academic purposes. This was supported by ( Eze & Uzoigwe, 2013) who stated that one of the significant challenges faced by LIS students relates to curriculum design and relevance. Research on LIS education in Nigeria found that the absence of a harmonized curriculum across institutions undermines the quality and consistency of training. Respondents in this study highlighted issues such as poorly structured programmes, variations in courses offered between universities, and insufficient alignment with current professional demands, contributing to students' confusion and insufficient preparation for real-world information challenges.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **Summary**

This study was designed to examine the effects of social media on information dissemination among Library and Information Science Students in University of Benin. To achieve the purpose intended for the study, four research questions were raised to guide the study.

The questions raised and examined include:

The following research questions are raised to guide the study

What social media platforms are most frequently used by Library and Information Science students in the University of Benin for information dissemination? What academic purposes do Library and Information Science students in the University of Benin use social media in disseminating information? What are the effect of the use of social media in information dissemination among Library and Information Science students in the University of Benin? What

challenges do Library and Information Science students in the University of Benin encounter when using social media for information dissemination?

The population of the study comprised of 412 final students of Library and Information Science Student in Faculty of Education, University of Benin, of Edo State (exam and Record 2020/2021 academic session

The sample for the study consists of one hundred LIS students (100). The Simple Random Sampling was used to select the students from the population.

#### Research Instrument

The research instrument used for data collection was a structured questionnaire and was designed by the researcher titled Effects of social media on Information Dissemination Among Library and Information Science Students in University of Benin. The test-retest method of reliability was used to determine the consistency of the opinion of the respondents. The instrument was administered to students in University of Benin and the students which was not part of the study and a reliability value of 0.76 was obtained using Cronbach Alpha. The data collected were analysed using frequency count, simple percentage, and mean score standard.

### **Findings**

The findings from the study include:

- It was therefore revealed that the respondents claim they frequently use WhatsApp to share academic information with my classmates., It was revealed that the students use Facebook to disseminate academic announcements, materials, or links. It was shown that the students use Instagram to share educational or academic-related content, It was discovered that the respondents use X (formerly Twitter) to disseminate information related to academics and

research, It was seen that the students use YouTube or Telegram to share or access academic videos, tutorials, or documents.

- It was revealed that the students use social media to share lecture notes and course materials, it was discovered that the students disseminate academic announcements (e.g., class schedules, test dates) through social media. It was shown that the students use social media to share research information and scholarly articles, it was seen that the respondents use disseminate information for group discussions and collaborative academic work, it was revealed that the students use social media to share information about seminars, conferences, and academic events.
- It was discovered that respondent made use of social media to enhance quick access to academic information., it was discovered that social media improves communication and collaboration among LIS students, It was seen that information disseminated through social media improves the students' academic performance, It was shown that social media encourages active participation and engagement in academic activities., It was discovered that the use of social media has made information sharing easier and more effective among students.
- It was discovered that poor internet connectivity affects the use of social media for academic information dissemination, it was shown that distractions from non-academic content on social media reduce its effectiveness., It was revealed that high cost of internet data limits the students' academic use of social media platforms. It was shown that the credibility and accuracy of information shared on social media are often questionable, It was seen that lack of digital literacy skills affects effective use of social media for academic purposes.

## **Conclusion**

It can be concluded that that the students use Facebook to disseminate academic announcements, materials, or links. It was shown that the students use Instagram to share educational or academic-related content, It was discovered that the respondents use X (formerly Twitter) to disseminate information related to academics and research. Also, it was reveals that the students use social media to share lecture notes and course materials, it was discovered that the students disseminate academic announcements (e.g., class schedules, test dates) through social media. It was shown that the students use social media to share research information and scholarly articles. It was discovered that respondent made use of social media to enhances quick access to academic information., it was discovered that social media improves communication and collaboration among LIS students, It was seen that information disseminated through social media improves the students' academic performance. It was discovered that poor internet connectivity affects the of social media for academic information dissemination, It was shown that distractions from non-academic content on social media reduce its effectiveness.

## **Recommendations for the Study**

1. Department should be encouraged to include dedicated modules on social media literacy.
2. There should be establish list group that promote use of academic and verified channels for information sharing.
3. Workshops and seminars should be Organize on ethical considerations of social media use.
4. Student should encourage for collaborative content creation and peer learning

## **Suggestion for Further Research**

1. Study should be carried on impart of social media on information dissemination among Library and Information Science Students in other University in Nigeria

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**Appendix**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN, BENIN CITY**

**EFFECTS OF SOCIAL MEDIA ON INFORMATION DISSEMINATION AMONG  
LIBRARY AND INFORMATION SCIENCE STUDENTS IN UNIVERSITY OF  
BENIN**

**Dear Respondents,**

The purpose of this questionnaire is purely designed effects of social media on Information Dissemination Among Library and Information Science Students in University of Benin". I humbly appeal for your maximum co-operation in responding honestly to the questions where necessary. All information given will be treated with utmost confidentiality.

*Yours faithfully,*

.....

***John***

**SECTION A Demographic Data**

**SEX: Male ( ) Female ( )**

SEX: Male [ ] Female [ ]

## SECTION B

**Instruction:** To each statement, indicate your choice by (√) in the given column

**Key:** SA –Strongly Agree, A- Agree, D- Disagree, SD –Strongly Disagree

S/NO	ITEMS	SA	A	D	SD
<b>1</b>	<b>Social Media Platforms are Most Frequently Used by Library and Information Science Students in the University of Benin</b>				
i	I frequently use <b>WhatsApp</b> to share academic information with my classmates.				
ii	I use <b>Facebook</b> to disseminate academic announcements, materials, or links.				
ii	I use <b>Instagram</b> to share educational or academic-related content.				
iv	I use <b>X (formerly Twitter)</b> to disseminate information related to academics and research.				
v	I use <b>YouTube or Telegram</b> to share or access academic videos, tutorials, or documents.				
<b>2</b>	<b>Academic purposes Library and Information Science students use social media in disseminating information</b>				
i	I use social media to share lecture notes and course materials.				
ii	I disseminate academic announcements (e.g., class schedules, test dates) through social media.				
ii	I use social media to share research information and scholarly articles.				
iv	I disseminate information for group discussions and collaborative academic work.				
v	I use social media to share information about seminars, conferences, and academic events.				
<b>3</b>	<b>Effects of the Use of social media in Information Dissemination among Library and Information Science students</b>				
i	The use of social media enhances quick access to academic information.				
ii	Social media improves communication and collaboration among LIS students.				
ii	Information disseminated through social media improves my academic performance.				
iv	Social media encourages active participation and engagement in academic activities.				
v	The use of social media has made information sharing easier and more effective among students.				
<b>4</b>	<b>challenges Library and Information Science students in the encounter when</b>				

	<b>using social media for information dissemination</b>				
i	Poor internet connectivity affects my use of social media for academic information dissemination.				
ii	Distractions from non-academic content on social media reduce its effectiveness.				
ii	High cost of internet data limits my academic use of social media platforms.				
iv	The credibility and accuracy of information shared on social media are often questionable.				
v	Lack of digital literacy skills affects effective use of social media for academic purposes.				