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## Use of Mobile Social Media for Academic Activities by Undergraduate Students at the Federal University of Lafia, Nigeria

Alice Olije Odu  
juditholije@gmail.com

Madely Du Preez  
UNISA, madely@dupre.co.za

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## **Introduction**

Web 2.0 brought about a number of innovations in information and communication technologies. These include the creation of wikis, blogs and podcasts and the ability to socially network online (Rohilla, 2017, p. 630). These new Web 2.0 developments also known as social media not only enable users to become content creators, but also enable them to share their content with others (Chan-Olmsted, Cho & Lee, 2013, p. 152). This is because social media are “computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities” (Dollahide & Drury, 2020). This is possible owing to a collection of internet-based applications built on Web 2.0 ideologies which were developed to support the creation and exchange of user-generated content (Kaplan & Haenlein, 2010).

The introduction of social media therefore not only popularised electronic information communication but also made online communication more dynamic. The combination of mobile technologies and social media makes interaction very attractive to users, thereby improving and enhancing learning among students (Sharma & Madhudsudan, 2017, p. 287). In addition, social media tend to expose users to opportunities to reach out to others. Owing to their exposition and the available networking opportunities, users have become heavily reliant on social media for their daily information needs (Ranar, Kapoor, Tamilmani, Patil, Dwivedi & Nerur, 2017, p. 532). As a result, users’ reliance on social media has also influenced the manner in which they seek information, learn, and even acquire knowledge.

The research findings pertaining to users’ reliance on social media endorse Meyer’s (2016) view that technology enables information behaviour. Furthermore, the available technologies (ie the device, software applications and Wi-Fi infrastructure) also determines the information activity. For example, Perrin and Jiang (2018) observed that young adults use social media to interact with their peers, to receive news updates, and to seek and share information. In recognition of the uses of social media made by this user group, many libraries’ web pages include links to social media. Such links

then not only support student users' information-gathering activities (Al-Daihani, 2018, p. 196), but also enable them to get access to the educational material lecturers had uploaded to certain social media platforms (Oberiri, 2017, p. 143; Tayo, Adebola & Yahya, 2019, p. 53).

In addition to being a technology that facilitates information seeking and sharing, social media also seems to provide for users' social and emotional needs. This is because social media seems to create a sense of belonging, especially to students. As Owusu-Acheaw and Larson (2015, p. 95) observe, some students spend 47 minutes on average per day on social media.

The purpose of this article is to report on one of the authors' doctoral study focusing on the uses of social media by students at the Federal University Lafia (FULafia). We attempted to acquire an understanding of the ways in which the use of social media influences the FULafia students' academic-related information-seeking activities. In the article, we also sought to understand why the students seemed to prefer using social media for academic purposes. The literature review focuses on social media and what social media entails.

## **Social Media**

Social media is flexible and allows users to communicate and interact with others (Al-Sharqi, Hashim & Kutbi, 2015, p. 122). In this regard, this two-way communication involves a sender(s) and a receiver(s) (Schroeder, 2016, p. 5627). When communicating, both sender and receiver need to connect with each other or an online group to access the information that is shared in the group (Quinn, 2016, p. 593). Since most users devote time to explore topics of their interest on social media, interest groups are formed and the information that could be of interest to the group members is shared with the group (Mkhize & Nxumalo, 2017).

A variety of social media platforms exist which in some way or other allow users to communicate, create content, share information, collaborate, and provide access to information. Cohen (2019) identified three types of platform, namely, social network sites (for example, Facebook, ResearchGate and LinkedIn), media sharing sites (for example, YouTube and Instagram) and

social bookmarking sites (for example, Twitter and Pinterest). Instant messaging applications such as WhatsApp, Messenger and Telegram can also be included in the list.

A combination of users' inner persons, their individual needs and the type of social media platform could not only determine which platform is utilised but could also determine the information activities users engage in on the specific platform. To this end, we will discuss the following: the context in which social media is used, the inner person of the information user, information needs, the different information activities users engage in while using social media, distraction and the credibility of information on social media.

### *Context*

Many definitions for context exist. According to Agarwal (2018, p. 132), context "consists of elements such as environment, task, actor, source, time, etc. that are relevant to the behaviour at the point of interaction". Context can therefore be understood as the situation at a particular time and space, the environment and the information user's personal and social characteristics (Lee, 2011). In this regard, some of the situations that can affect the use social media include poor infrastructures such as physical and organisational structures (power supplies, internet services). When both the physical and organisational structures are not properly put in place, there is always laxity in supply and maintenance of power and services, and poor network connectivity; barriers are therefore created in using social media. This is because users will be unable to power their devices or have access to the internet. Other barriers include a lack of skills and time (Mabweazara & Zinn, 2016, p. 3) and financial constraints (Vincent, 2016, p. 3). All of these affect the context in which the users find themselves, thereby influencing the ways in which they use mobile social media.

### *User*

In an information environment, a user is a person who looks for information and uses the information for a task (IGI-Global, 2022)). According to Meyer

(2016) and Nahl (2001, p. 2), users' ability to search for and use information is dependent on three mental structures that influence their information behaviour, namely, their cognitive (thoughts), affective (feelings which act as motivators), and sensorimotor (perceptual actions of users) domains. Whereas users' knowledge and skills (ie their cognition) identify an information need and evaluate the information that is retrieved, elements in their affective domains act as motivators to seek information that would satisfy their information needs (Nahl, 2001, p. 3; Savolainen, 2016).

### *Information Needs*

An information need is a "hypothesised state brought about when an individual realises that they are not comfortable with their current state of knowledge" (Case & Given, 2016, p. 1054). According to Wilson (1981, p. 7), information needs can be physiological needs (for example, a need for information on where to find food and water), cognitive needs (for example, a need for information to complete a task) or affective needs (for example, a need for reassurance). Furthermore, information needs can be of an exploratory or confirmative nature (Cole, 2011, p. vii)

An information need is a "subjective experience that occurs in the mind of the person in need" (Wilson, 1997, p. 552). In line with Wilson (1981; 1997), Howlader and Islam (2019, p. 1) view an information need as a cognitive process which begins with a problem and a demand to solve it. It is only once users have recognised their information needs that they are able to act upon their needs in order to satisfy them.

### *Information Activities*

Information activities are synonymous with information behaviour (Wilson, 1999, p. 249). These activities are the occurrences that follow the identification of an information need and could be seeking, searching, use and transfer (Wilson, 1999, p. 249). Other information activities include information sharing (Kundu, 2017, p. 395; Niedzwiedzka, 2003) and information provision. In an academic environment, students' information activities are centred on studying and learning (Odu, 2021, p. 161).

### *Information Seeking*

Information seeking is a conscious effort to obtain information as a result of a perceived need for information. When a student user becomes aware of a need for certain information and actively or inactively makes an effort to find the information, it is observed as information seeking. Information seeking, as observed by Joshi and Nikose (2010), differs between user groups. For instance, Singh, Kumar and Khanchandani (2015, p. 26) note that in the academic setting, users' information seeking involve identifying and selecting informational materials which are relevant to learning.

Vostroknutov, Polonio and Coricelli (2018, p. 1) note that humans interact directly with their environment and equally get feedback from their environment. This might translate to users' information seeking being influenced by the environments in which they find themselves. For example, with regard to a sociocultural setting in which users find themselves in places with reliable internet connection and affordable data, they are most likely to indulge in long internet information searches. Similarly, the state of users' cognitive and affective structures can also influence their information seeking (Meyer, 2016). For example, the users' mental structures can influence decisions on the information platform, including social media, to search for the needed information.

### *Information Searching*

Wilson (2000, p. 49) observes information searching as the "micro level" of behaviour employed by the searcher when interacting with information systems of all kinds. Similarly, searching then may involve the formulation of a search query to get relevant information (Cole, 2011, p. 4). This means that in order for a student user to be able to locate relevant information using their mobile social media, they need to possess the necessary search query formulation skills and also have the ability to identify keywords or search terms. A well formulated search query can retrieve the required information without the user being overwhelmed.

### *Information Use*

According to Meyer (2003, p. 110), information use is “the manner in which people handle information when collecting, searching, accessing and communicating information”. Information use therefore means that the information retrieved from a deliberate or non-deliberate information search is applied or used to solve an information problem.

### *Information Sharing*

In the information behaviour literature, Sonnenwald (2006) defines information sharing as “a set of activities by which information is provided to others, either proactively or upon request, such that information has an impact on another person”. With regard to technologies, information sharing involves the exchange of data between users, organisations and technological platforms (Techopedia 2018). All information sharing therefore involves a sender and a receiver. Information sharing on social media is made easier as a result of the available tools meant for such purpose (Deng, Lin, Liu, Chen & Li, 2017). In this regard, sharing is easier and faster among student users who have access to mobile social media. This is because they can easily share among themselves on the same social media platform.

Social media enables users to not only create content but also to provide them with new ways to seek and share information (Hyldegard, 2014, p. 109.) Also, owing to the flexibility of social media, users are able to communicate and interact with others (Al-Sharqi, Hashim & Kutbi, 2015, p. 122). This is a two-way communication, involving a sender and a receiver (Schroeder, 2016, p. 5627), during which both the sender and receiver need to connect with each other or an online group to access information resources that are shared in the group (Quinn, 2016, p. 593).

The information that is posted and shared on social media can be in different formats such as text, video and photos (Schroeder, 2016, p. 5626). Some users tend to feel empowered through their affiliation with certain social media groups such as the interest groups that are formed on Facebook. For example, the University of South Africa’s Department of Information Sciences created a group for their master’s and doctoral students on Facebook to

support their students' research-related information needs. Both students and supervisors share information on this site and discuss research related issues.

### *Collaboration*

“Collaboration refers to the capacity of an individual to contribute effectively in a group” (Scoular, Duckworth, Heard & Ramalingam, 2020, p. 2). For example, when users are confronted with tasks, they sometimes combine their efforts with those of other users to accomplish their tasks by partaking in carrying out the task. In other words, they collaborate. The availability of mobile technologies and social media features which enable discussion and group engagement therefore make it easy to collaborate (Baruah, 2012, p. 9).

In this regard, using social media also seems to foster collaboration among students, as it empowers them with knowledge and social skills through the sharing of content and opinions (Ansari & Khan, 2020; Wang, Chen & Liang, 2011, p. 3).

### *Characteristics of Mobile Technology Affecting the Use of Social Media*

Advancement in technologies such as social media have brought many changes in communication and information in all walks of life (Athukorala, 2018, p. 45). These changes are obvious among the undergraduate users in higher institutions of learning especially in their information-seeking behaviour while using mobile social media (Athukorala, 2018, p. 46). This is because the convenience that comes with the mobile technologies makes information access easy. Some of the factors that influence the use of mobile social media are discussed below.

#### *Interest Groups*

The fast internet connectivity, easy access to information and information dissemination make the creation of interest group convenient for social media users, therefore creating only communities (Ansari & Khan, 2020; Athukorala, 2018, p. 47; Eil & Bokhari, 2013). Members of an interest group or online community are then able to interact effortlessly with one another on their



mobile social media even while on the move. In addition, faculty staff and students are also able to share information with one another.

Since most social media users devote their time to explore topics of their interest on social media, social media brings people with a mutual interest together by offering optional links based on interest (Mkhize & Nxumalo, 2017). For example, Facebook's intention is to connect people; it makes all types of information accessible (Kaspar & Müller-Jensen, 2019). Considering the information that is shared in specific groups, many users are motivated to use Facebook when they seek information (Whiting and Williams, 2013, p. 368).

### *Distraction*

Although the use of social sharing networks could improve students' communication skills (Özmen & Atici, 2014), Hettiarachchi (2014) notes that social networks can also distract students' learning. He puts this to multitasking, procrastination and a lack of concentration. As a result, the students spend more time on social media than their studies. Furthermore, social media can lead to inactivity, exposure to negative ideas and addiction (Al-Sharqi, Hashim & Kutbi, 2015, p. 126; Kolan & Dzandza, 2018, p. 17). The study by Wang, Chen and Liang (2011, p. 3) highlights concerns raised by parents about the time students spend on social media for entertainment purposes rather than using social media for academic purposes.

### *Credibility of Information Source*

The lack of information on the authority of information shared on social media raises concerns about the credibility of such information (Osatuyi, 2013, p. 2622). Even more concerning is the fact that users seldom verify the credibility of the information they share (Flanagin & Metzger, 2000, p. 531). As a result, they share or consume false or fake news. This could contribute to the feelings of uncertainty users experience when they need to decide on the credibility of the shared information (Soroya, Farooq, Mahmood, Isaohu & Zara, 2021, p. 2). The lack of credibility therefore negatively affects social media related information-seeking behaviour. The research method used in the study will now be discussed.

## **Methodology**

In the study, we used a phenomenological research design to explore students' lived experiences of using social media on their mobile devices. This supported us in acquiring an understanding of the use of social media by students at the FULafia to seek, share, communicate and transfer academic-related information. Semi-structured interviews were conducted with 21 students at the FULafia. A convenient non-probability or purposeful sampling approach was employed to sample participating students who actively engage with mobile social media for information activities. The participants were undergraduate students who represented different faculties and different academic year groups.

A semi-structured interview schedule was used to collecting data from the participating FULafia students. The interview schedule consisted of 12 questions. The first two questions focused on demographic information whereas the rest of the questions focused on the participants' lived experiences of using mobile social media for information-seeking purposes. Each interview lasted between 40 and 45 minutes.

The data were analysed thematically and mainly focused on the use of mobile social media technologies by the participants to seek academic-related information. This was done to acquire an understanding of the motivating factors to use social media such as the situations in which the students found themselves.

## **Findings**

The findings pertaining to the use of mobile social media for academic activities by the participating FULafia students can be linked to the different components of Meyer's (2016) information-behaviour model. These components are the inner persons of the information users (participating students), the context, information needs, information seeking, information sharing, collaboration and characteristics of mobile technologies affecting the use of social media.

### *Use of Social Media*

The participating FULafia students viewed social media as interactive and useful for information-seeking purposes:

*Social media is a means of interacting.*(Participant 9)

*Social media can be very interactive because information could easily be transferred.* (Participants 1 and 14)

However, not all of the participants thought that social media added positive value to their information-seeking activities:

*My own experience, you see to me it's a form of distraction, yeah it's a form of distraction.* (Participant 16)

The majority of the participating FULafia students have installed different mobile social media applications on their mobile devices. Table 1 presents the mobile-based social media that is used by most of the participating students.

Table 1: Social media applications used by participating FULafia students

<b>Social Media Applications</b>	<b>Number of Students</b>
Facebook	2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21
WhatsApp	2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 18, 20, 21
Instagram	1, 2, 7, 8, 9, 11, 12, 18
Telegram	9, 12
Twitter	2, 3, 8, 12
YouTube	4, 6, 13, 16
Messenger	21
Wikipedia	4, 9, 14

Popular social media used by the participating students include Facebook, WhatsApp, Instagram, Telegram, Twitter, YouTube, Messenger and Wikipedia. Out of the identified social media applications, the participating students used WhatsApp the most followed closely by Facebook.

## Context

Owing to the flexibility provided by the use of mobile social media, the participating students were able to engage in information activities whenever a need arose. That is irrespective of whether they were on the school premises, in transit or in the comfort of their homes as long as the environment in which they found themselves was conducive to mobile information activities. Two participants said the following:

*FULafia [students] has a social media, a group . . . where information is passed across and it gets to everybody. So, it is actually a very fast way of being able to communicate. (Participant 18)*

*I feel like social media has really helped us. Like some of us that are staying in town now, you can just check your WhatsApp and see that you have lectures now and you just go. (Participant 8)*

Owing to their ability to socially interact with their fellow students and because they were able to share and receive information related to their lecture schedules and assigned tasks, these participants felt empowered. However, they also faced different environment-related barriers. The barriers they encountered included poor network connectivity in certain locations:

*Sometimes when you want to download . . . the network might be very poor. (Participant 9)*

For others, the absence or the lack of infrastructure such as electricity affected their use of mobile social media:

*For me as a student not having access to electricity . . . it's like if you don't charge [your gadgets] you can't be able to use the internet. (Participant 17)*

In addition, a lack of skills and financial constraints also affected the use of mobile social media by some of the participants to support their academic-related information activities:

*To search for something, it will be difficult for you to find it. (Participant 11)*

*There are times you search in a topic, and they are telling you entirely different thing. Or sometimes even the site could be advertising their own product. (Participant 18)*

*You will just be seeing things, but it's not what you want . . . if you are not financially buoyant enough then you can't get the (data), you can't get the information. Without the data no information. (Participant 8)*

### *Information Seeking*

Most of the participants reported that the information they sought while using their mobile devices and social media applications were not academic related. Participant 18 pointed out that some information retrieval platforms are unfriendly as they make it difficult to seek for academic-related information.

All of the participating students used mobile social media to seek both academic-related information and everyday life information. For example, Participant 19 used social media such as ResearchGate to search for the information she needed to complete her academic project. Also, Participant 5 reported that seeking and accessing information on social media was quite easy.

However, the participants noted they found it difficult to retrieve credible information when they sought for information on social media. This is because some of the information that is shared on social media could be misleading and distract them from the actual information they needed (Participant 5). The perceived benefits of using social media such as seeking, sharing, collaboration and easy access to information seem to influence the participants' information behaviour on social media.

### *Information Sharing*

Social media enables users to share information easily. For example, Participant 18 reported, "it actually enables you to share information while you work like in the school environment." Participant 2 indicated that "I get information from friends, through my . . . course-mates . . . on social media".

Participant 16 reported that on social media “you can share ideas apart from getting information. Like social events—talent shows.” This view is supported by Participant 9 who believes valuable information is shared on social media by knowledgeable individuals. In line with the observations by Davenport and Prusak (1995, p. 5) and Talja (2002, p. 1), the participants’ information sharing reflected a voluntary act of making information available to and seeking information from group members.

Participant 9 joined a Facebook group. The reason he gives is that “they talks about topics that we are discussing class. The group is comprising people from different places, so we get to know more about that topic . . . they break it down for us to understand. So, we discuss, kind of a debate.” Considering Participant 9’s experiences, some information-sharing activities prompt discussion and in turn could reflect his learning style (a cognitive mental structure).

### *Collaboration*

Some participants shared their experiences of collaborating on social media. For example, Participant 12 joined a programming group on Telegram and explained the way in which the group collaborates as follows: “If a person has had a similar problem (task) and can solve it, the two of you can work together (to solve it).” Participant 12’s view echoes the observation by Sarwar, Zulfiqar, Aziz and Chandia (2019, pp. 247, 248) that through collaboration on social media student users support each other academically.

### *Easy Access*

Social media can provide student users with access to learning material. When probed about using social media to seek information, Participant 5 indicated that “to search for information is easier and it is reliable”. Participant 7 claimed that “It’s a bit faster, easier . . . using your mobile phone you can access it very easily . . . and you get the feedback in a short while”. His comment was echoed by Participants 5 and 18. These comments suggest that the participants sought information on a social media communication platform rather than searching the library’s resources for information.

Participant 8 did not view information seeking in social media as being easy “because you have to dig deep more. It’s not so easy, you browse about something, and it shows you another.” Later comments made by Participant 8 indicated that they might confuse searching for information using either an internet browser or the library’s resources with searching for information using a social media application. This confusion is further highlighted in a comment made by Participant 4 when asked about the type of social media he used for information-seeking purposes. He said, “I use UC browser . . . to search like any question you don’t understand.” (UC browser is a free Android browser available on the Google play store.) This is indicative of the participants’ ignorance of the difference between the various online information sources and resources. Their ignorance could then also explain why they experienced information seeking easier on social media as opposed to an information search conducted in a formal information system.

#### *Distraction*

The findings indicated that social media can be distractive which in turn could negatively affect students’ learning. This is best illustrated in the following two comments:

*Sometimes it [social media] may be nasty . . . [with] things you don’t really want to get into, so you just have to discipline yourself not to go beyond.*  
(Participant 19)

*[In] my own experience, you see to me it’s a form of distraction, yeah, it’s a form of distraction. Because as students, most of us don’t usually print note, we read notes from our phones [and] in the process of reading note a message might come. It distracts you when you are reading. Especially when it comes from someone that you need to attend to immediately.*  
(Participant 14)

#### *Credibility of Information Source*

One of the participants, Participant 5, claimed that information retrieved from social media is credible. He said: “Yes, [social media] to search for information is reliable” (that is, credible). Not all information received or

retrieved from social media is credible or relevant to users' information needs. This view is echoed in the following comments:

*Someone could post some wrong things there and you go to get it and before you know you will just be going off what you supposed to do. So I think basically that is the major challenge as a user. (Participant 14)*

*Nowadays people don't trust each everybody now on social media, it's not what you see, you get. (Participant 1)*

*You ask someone for something now, instead of telling the actual event maybe he will tell you his own part without getting the information correctly. (Participant 6)*

The participants' comments pertaining to the credibility of information on social media seem to reflect their frustration about receiving the incorrect information but also indicate the way in which this behaviour affects the trust they have in the information they retrieved. Furthermore, it seems as if Participant 6 needed non-academic information and the context in which he needed the information determined the device and the social media platform he employed for his information-seeking purposes.

## **Discussion**

The findings revealed that most of the participants used different mobile social media to engage in both academic and everyday life related information activities. WhatsApp and Facebook were the most used social media applications. This might be attributed to the convenience and the ease with which these social media applications can be used to seek and share information and to receive feedback from others using the same social media platform. The participants' preference for these social media could reflect their acquired skills and experience of engaging with others on WhatsApp and Facebook. This could also reflect the acceptability of these social media applications in their social circles. This observation is not necessarily true to the use that is made of other social media applications as the findings also revealed that some participants have little or no knowledge about the ways in which to make proper use of certain social media applications. Furthermore,



these participants' lack of knowledge and skills affected their willingness to use social media applications for their academic-related information-seeking activities.

The findings highlighted the important role mobile-based social media applications appear to have in students' academic and everyday life information-seeking, sharing and collaboration activities. Much of the participants' on-campus information-seeking activities were initiated by their information needs arising from assigned tasks. In order to seek support and to support each other, the majority of the participants reached out to their fellow students through social media. In this manner, mobile social media facilitated the creation and development of personal support systems.

As a part of their information-seeking and collaboration activities, the participants shared information they found useful for their studies with their fellow students on social media. Not all the information they shared was related to their academic environment but belonged to different contexts or environments.

Some of the participants found it difficult to seek academic-related information on their mobiles. This finding could be attributed to a lack of knowledge and skills to use mobile technologies adequately for information-seeking purposes. This is consistent with Potnis' (2015, p. 83) view that access to information is of limited value unless the user has the capacity (or skills) to make use of it.

Sadly, some of the participants who had acquired the necessary skills to use mobile social media effectively were unable to distinguish between the purpose of the different applications on their mobiles and regarded all applications (including web browsers) as social media.

The credibility of information retrieved from social media can be doubtful and some participants raised their concerns about this. They were especially concerned about the way in which to assess the credibility of the information they had received. Their concerns reflected a lack of skills and knowledge. In contrast to these participants' concerns, some of the participants used social media to verify the credibility of information. This is consistent with the finding in a study by Bukhari, Hamid, Ravana and Ijab (2018) that students use social

media to verify information they see or receive from fellow students and friends. Despite the fact that social media has the potential to support collaboration, only a few of the participants commented on their collaboration activities on social media. However, the possibility exists that all the participants do use social media to collaborate, but did not view their own activities as collaboration.

Using mobile social media can distract students from their information-seeking activities. Some of the participants noted some instances which could lead to distraction. Purvis, Rodger and Beckingham (2016, p. 3) also report that social media could lure students away from the main purpose of using a site or webpage through different links to other pages. Distractions such as these could lead to abandoning purposive academic information-seeking activities and consequently focusing on social information seeking.

## **Conclusion**

The purpose of this article was report on a study which attempted to acquire an understanding of the use of mobile-based social media by undergraduate students to seek academic-related information. A phenomenological approach was used to acquire an understanding of the participants' lived experiences of using mobile social media. In the study, we provided an insight into the influence of mobile social media technologies on undergraduate students' academic activities. We indicated that students' usage of mobile social media has some form of influence on their information-seeking behaviour. Also, some of the characteristics of mobile social media such as the ease of use motivate users when seeking, using and sharing information on social media and to collaborate with their fellow students. Unfortunately, issues such as distraction and credibility of information sources mar the students' use of social media for academic-related information seeking. The findings also indicated that the lack of searching skills can further discourage users of mobile technology to search for and locate relevant information.

The findings highlighted a need to educate users on effectively searching for information on mobile technologies and on being alert to the credibility of information retrieved from social media. Users should also be alerted to

potential distractions on social media. This stresses the responsibility libraries and librarians have in ensuring their users are equipped with the right skills and awareness when using mobile social media and related technologies to carry out information-seeking activities.

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