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SOCIAL MEDIA TECHNOLOGIES AS DETERMINANTS TO INFORMATION SHARING AMONG LIS STUDENTS IN KWARA STATE UNIVERSITY, MALETE

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Introduction

This 21st century has being heralded with social networking especially among students in higher institutions. This social networking has perceived to take over students life. Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Therefore, university students now find it very easy to express their thoughts, ideas and beliefs through social networks like facebook, twitter, myspace, skype, messengers, etc. with the aid of internet connectivity. Because of its ease of use, speed and reach, social media is seen to be fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry and education. The online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. However, social media includes blogs, discussion forums, chat rooms, Wikis, WhatsApp, YouTube channels, LinkedIn, Faceboo k and Twitter. Duffy (2015) stated that social media includes blogs, discussion forums, chat rooms, Wikis, WhatsApp, YouTube channels, LinkedIn, Faceboo k and Twitter.

Therefore, social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Acheaw and Larson (2015) noted that social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships.

Furthermore, communicating through the internet and social networking websites is quite different from communicating in person- to- person situation. It is perceived that when users communicate through these websites, they use things like instant message (IM) and chatting as well as status or Twitter updates to talk to friends and express themselves. Kaitlin (2010) opined that social networking websites also affect the way we receive information to use and share among themselves. The sites open up different portals through which we get information and create more diverse news outlets. However, social media technologies such as social networking sites, blogs, forums, wikis and micro blogging tools are becoming a reliable platform for sharing

information to target audiences in a timely manner. This is a result of the wide user base and the rapid spread of information it affords to subscribe users.

Although the use of social media sites for sharing information and engaging target audiences have been shown to have positive outcomes (Erickson, 2011; Lewis, 2010; Mergel, 2010). Therefore, there are a number of uncertainties associated with their use. The most important uncertainty associated with the use of social media is the credibility of both the information shared and that of the information source, which is referred to in this paper as the dual information credibility problem. However, social media technologies are computer-mediated communication technologies that are typically used to connect people, as well as to produce and share user-generated content (Lewis, 2010). Generally, social media technologies are referred to as social networking sites, microblogging sites, wikis, forums, and blogs (Osatuyi, 2012).

Social media technologies have been intuitively categorized based on how users interact with them. For instance, social networking sites such as Facebook, Twitter, MySpace, FourSquare, and LinkedIn, are mainly used to share updates on users' daily encounter, as they occur, especially photos. Some popular social networking sites include, Facebook, MySpace, and LinkedIn. Sjöberg, (2010) opined that the use of social media to share information is gradually replacing the traditional media outlets such as television, newspaper, and radio. Social media has become a catchphrase that managers across several domains are using to actively communicate with their customers in order to maintain a competitive edge. Moreover, students in librarians also perceived to engage in the use of social media to create, process, store and transfer information from one end to the others. Against this background, the study examines social media technologies as determinants to information sharing among Library and Information science students in Kwara State University, Malete.

Statement of the Problem

The advent of social media in the third world countries has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social media is a way that helps people feels they

belong to a community. As a result of popular use of social media among students in higher institutions, it is perceived that students in library find it difficult to share information using social media and such becomes challenges to students. Jacobsen and Forste, (2011) posited that the use of technology such as internet is one of the most important factors that can influence information sharing of students positively or adversely. It is also observed that many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study and share information.

However, it has been argued that social media use, as learning tools is promising because youths' participation with social media fosters learning that reinforces and complements what is taught in traditional way of sharing information. However, while social media appears to present a new world of opportunities in education, it also presents a new wave of potential problems in both the short and long-term future. The problem remains that, both in the developed world and in a developing country like Nigeria, the full benefits of social media in the education arena is still conjectural, and this requires further research for better understanding and effective implementation. If social media is used by a large percentage of the population to increase networks and gather information, and is finding its way into the business world. It is on this premise that this study investigates social media technologies as determinants to information sharing among Library and Information science students in Kwara State University, Malete.

Objectives of the Study

The main objective of this study is to examine social media technologies as determinants to information sharing among Library and Information science students in Kwara State University, Malete. Specific objectives are to:

1. identify social media technologies use by LIS students in sharing information in Kwara State University Malate,
2. examine the reasons for the use of social media technologies by LIS students in sharing information in Kwara State University Malate,
3. examine extent to which LIS students make use of social media technologies for sharing information in Kwara State University Malate
4. examine the challenges LIS students' encounter in using social media technologies for information sharing in Kwara State University, Malate.

Literature Review

Social Media Technologies Use by LIS Students

Social media technologies are widely used nowadays by students to communicate, discuss, and share the materials due to its easiness and fast connections than the university system or emails (Ahmada, Jameelab & Raewf, 2021). Social media technologies are computer-mediated communication technologies that are typically used to connect people, as well as to produce and share user-generated content (Lewis, 2010). Generally, social media technologies are referred to as social networking sites, microblogging sites, wikis, forums, and blogs (Osatuyi, 2012). Social media technologies have been intuitively categorized based on how users interact with them. For instance, social networking sites such as Facebook, Twitter, MySpace, FourSquare, and LinkedIn, are mainly used to share updates on users' daily encounter, as they occur, especially photos. Some popular social networking sites include, Facebook, MySpace, and LinkedIn. However, Social media are modern interactive communication channels through people as a whole connect to one another to share knowledge, experiences, messages and common interest of information

Moreover, Omotayo and Salami (2018) examined the usage of social media for knowledge sharing among students of the Polytechnic Ibadan, Nigeria. Descriptive survey research design was adopted, while stratified random sampling technique was adopted to select the students. Four hundred and thirty four copies of questionnaire were administered, while 301 were retrieved and 271 copies found useful for data analysis. Data was analysed using frequencies and percentage distribution, Spearman's rank correlation, Kruskal Wallis test, and Chi-Square. The finding of the study that Facebook and Whatsapp are the widely used social media tools for knowledge sharing by the students.

Sulaiman, Adeyemi and Ayegun, (2020) examined social media information sharing and evaluation as determinants of fake news spread among Nigerian youths with empirical evidence from COVID-19. The study adopted descriptive survey method. The Web-based questionnaire (Google docs) was used in collecting data for the study. The total responses for the study are 278, which represents the sample size. The finding of the study revealed that most Nigerians used Facebook, Twitter, WhatsApp, and Instagram to share information on COVID-19.

Olugbenga, Zubairu and Hamzat (2022) identified commonly used forms include to Facebook, WhatsApp Messenger, Twitter, Instagram, Google, YouTube. Also Blessing and

Florence (2015) posited that social media is a product of web-based or internet technologies and they depend on these online and mobile technologies to operate. The different types of social media are Facebook, blogs, microblogging, YouTube, twitter, Wikis, Mash Up, Digg, Delicious Second Life, Flickr, Picasa, amongst others. It is posited here that all the aforementioned social media technologies are meant to determine information sharing among Library and Information Science students with importance to their information needs.

Reasons for the Use of Social Media Technologies by LIS Students

Since the advent of social media in the world space, students in tertiary institutions have gotten an immensely benefits from social media to their various need especially on the thread of sharing information. Omotayo and Salam (2018) noted that web-based social media makes it possible to connect people who share interest and activities, across political, economic and geographical borders through instant messaging. Abdulsalam and Asisah (2012) defined social media as a variety of technologies that support the social aspects of the Internet as a channel for communication, collaboration, and interaction. Social media emphasise active participation, connectivity, collaboration, as well as sharing of knowledge and ideas among users. They are used as educational tools in institutions. Social media enhance learning experience by enabling students and teachers to connect and interact in new ways beyond the classroom. Social media, such as Twitter, Facebook, LinkedIn, Wikis, Google+ promote collaboration, KS and discussion, and students have embraced them as a means to ask questions, share knowledge and exchange ideas.

Quadri and Idowu (2016) examined social media use for information dissemination by librarians in federal university libraries in Southwest, Nigeria. The study found that there was a high level of awareness of social media tools like Facebook, Google+, Twitter, LinkedIn, and Academia.edu by the librarians. The study also reported that the librarians made use of these social media tools for information dissemination. Similarly, Amuda and Tella (2017) conducted a study to investigate the application of social media used for innovative library services by university library staff in South-Western Nigeria. The study found that social media application to library services is now well-known among university library staff in South-Western Nigeria. The researchers submitted that the libraries selected for the study are using social media mostly to communicate with their users, provide reference services, and provide news on library services and to disseminate information.

Chakrabarti (2016) noted that social media helps library drawing closer to the users and build a collaborative platform for the users; registration is very easy for all categories of user. It gives room for users to update, modify and place hold on a material needed via their mobile phone or other smart devices, users get answers to specific queries by using social media, it enhances reference service, availability of library resources though social media platform and librarians can generate reading list and promote reading advocacy among their client. Also, the use of social media is relevant to information service delivery and knowledge sharing which could lead to enhanced effective service delivery in the library. Usman (2015) observed that the social media generates list of users with who they share a connection. However individual communities share, co-create and modify user generated content within a bounded system. Students' academic performance has improve with the introduction of social media platforms.

Al-Bahrani, Patel and Sheridan (2015) investigated students of three academic institutions on incorporating social media in the classroom. The results show that students had the strongest presence, in descending order, on Facebook, YouTube, Instagram, and Twitter. However, based on their utilisation preferences, these media were ranked as Instagram, Facebook, Twitter and YouTube respectively. Abodunrin (2017) investigated the use of social media for KS among students of the University of Ibadan, Nigeria. Findings reveal that the students used social media platforms, such as Whatsapp and Facebook, to share knowledge. Fasae and Adegbilero-Iwari (2016) exaimned the use of social media for academic practices by science students of public universities in Southwest Nigeria. The results reveal that, among the various social media networks available, Facebook was the most recognised and most famous, followed by Google+ and Twitter. Two-third of the students made use of social media daily to remain up-to-date with trending events/news and to share knowledge.

Hung and Yuen (2010) explored how social networking technology can be used to supplement face-to face courses as a means of enhancing student's sense of community and, to promote classroom communication practice in the context of higher education. The study indicated that the majority of participants developed strong feelings of social connectedness and expressed favourable feelings regarding their learning experiences in the classes where social networking sites were used as a supplementary tool. Tayseer et al., (2014) in their examination analyzed the impact of use of social networks on students' commitment in both scholarly and social viewpoints. The examination uncovered that students utilize social networks for social

purposes more than the scholastics. Students consider social media as amusement networks and it lessens pressure and influences them to disregard scholastics.

Ian (2015) further highlighted the advantages and benefits for librarians and libraries when using social media as: low cost of using social media, little training is required when using social media, it facilitates interaction and engagement with library users, it advertises library services and deliver news quickly and information get to library users directly; social media enable feedback from users which will enhance user services, promote library collections and increase usage of the collections; social media use enhances communication within the library and with other departments or faculties; it helps to build connection, reputation and also for outreach activities through information sharing

Extent to which LIS Students Make Use of Social Media Technologies

Data from the study of Mujeeb-ur, Li, Abdul and Syed (2014) show the respondents were asked about the frequent use of social media majority of 89% respondents replied that they have regularly use social networking sites. Hamat, Embi and Hassan (2012) noted that more than 80% of the university students were having account on social media and they use social media frequently. While 11% of the respondents said they sometimes use social media. The respondents were also inquired about the favourite /frequently used social media, as expectedly the result showed that 96% of the respondents used Facebook, whereas 3.5% respondents were frequent users of twitter and only one per cent used other social network sites.

Despite the fact that social media are used by students, none of the studies reviewed reported using social media for academic information sharing. However, Abdelraheem(2013) revealed that students are managing their time efficiently and hence, use of social media does not harm their academic performance. On the other hand, Bauerlein (2008) in Abdelraheem (2013) explained that social networking sites (i.e. Facebook) lead to weaker writing and reading skills because students are using short-hand versions of words and new lingo (i.e. lol, g2g,brb and ttyl). Online social network sites are filled with incorrect grammar and new lingo. So, if students are using Facebook during their academic preparation time, they may increase grammar mistakes when writing a paper or working on a project because they are in a "social networking.

Okoroma and Okafor (2018) examined the impact of social media (SM) on Library and Information Studies students at the University of Ibadan, Nigeria. The study adopted the descriptive survey research design. The findings revealed that Whatsapp was the most preferred

social media platform used more frequently by the LIS undergraduates. Majority of the students make use of SM more for other activities than academics, they spend 7 hours each day on the SM on general activities other than course work as against 5 hours spent each day for course work on the media, and as a result this undoubtedly affects their performance.

Owusu-Acheaw and Larson (2015) examined students' use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. Questionnaire was used for collecting data. Out of one thousand five hundred and seventy-eight copies of the questionnaire distributed, one thousand five hundred and eight were retrieved which represented a response rate of 95.5 %. The study revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day.

Challenges LIS Students' Encounter in Using Social Media Technologies for Information Sharing

Sanusi, Adelabu and Okunade (2014) noted that there are several challenges to the use of social media technologies for information sharing. It is highlighted that lack of basic amenities, lack of conducive environment, access to computers, structure of educational system, cost of internet connection, and lack of enthusiasm on the part of instructor are all challenges militating against the use of social media for information sharing. Also, Adewojo and Mayowa-Adebara (2016) examined the awareness and use of social media by library staff of Yaba College of technology, Lagos, Nigeria. The study submitted that the major challenges to social media usage as identified by the study include poor internet access, irregular power supply and lack of social media tools.

Nduka, Adekanye and Adedokun (2021) carried out to examine the awareness and use of social media tools by library and information professionals (LIPs) in selected academic libraries in South-west, Nigeria and the challenges they face in the use of social media technologies. Descriptive survey was adopted for this study. The population of the study comprised 217 library and information professionals from 10 selected academic libraries in south-west, Nigeria. A total enumeration technique was used to cover all the library and information professionals, 136 respondents filled and returned the questionnaire, given a response rate of 62.7%. The

questionnaire was used as instrument for data collection. Descriptive statistics was used to analyze the data collected. The findings show that the major challenges faced in the use of social media include inadequate power supply, lack of Internet access and time constraints.

Collins and Quan-Haase (2013) conducted a study to examine the social media adoption rates and practices in academic libraries in the province of Ontario, Canada over a period of 14 months. The findings show that some inhibitors to libraries in Eastern and Northern Ontario from having a social media presence includes, limited access to wireless services, technological infrastructure and other technologies, difficulties in providing equal services in English and French in heavily bilingual communities, difficulties securing funding and training opportunities, and lack of interest or skills among the staff. Okoh and Lucky (2014) carried out study on the use of social media for information sharing among students of the Federal University of Petroleum Resources, Effuru. A sample of 795 students was drawn from a population of 1,610 students of the institution for the 2013/2014 academic session. The findings of the study showed that students perceived social media as a medium for fun and not for academics was found to be among the challenges to the use of social media for sharing information related to academics.

Method

This study adopts descriptive survey method of research design. The population includes the students of Library and Information Science, Kwara State University, Malete with population of 1431. The sample size was selected using Raosoft sample size table. However the study used simple random sampling technique with sample size of 304 while web-based questionnaire was used in the data collection. Link to the web-based questionnaire was shared on the different social media platforms of WhatsApp and Telegram of students. However, only 192 students responded to the questionnaire which represent 63% return rate. This is consider enough and accepted for the study. Adeyemi, Sulaiman and Akanbi (2020) opined that 32% response return rate is adjudged enough for Web-based survey questionnaire. After two month window to voluntarily respond to the question, collected data were analyzed using descriptive statistics (frequency count and simple percentage).

Result

Table 1: Demographic Information of Respondents

Items	Frequency	Percentage %
Gender		
Male	142	74.0
Female	50	26.0
Total	**192**	100
Age		
Less than 20 years	121	63.0
21-25	54	28.1
26-30	15	7.9
31 years and above	2	1.0
Total	**192**	**100**
Level		
200 Level	96	50.0
300 Level	31	66.1
400 Level	65	33.9
Total	**192**	**100**

Source: Authors' Fieldwork, 2023

Table 1 shows distribution of information on demographic with 142(74.0%) respondents being male while 50(26.0%) percent of respondents were female. This shows that most of respondents were male. It is also shown in the table that 121(63.0%) of respondents were less than 20years, 54(28.1%) were between 21-25 years while 15(7.9%) were between 26-30 years and 2(1.0%) were between 31years and above. This shows that majority of respondents are less than 20 years. It is also observe in the table that 96(50.0%) respondents were 200 level while 31(66.1%) respondents were 300 level and 65(33.9%) were 400 level. This implies that overwhelming number of students are in 200 level.

Analysis of Research Questions

Research Question 1: What are the types of social media technologies use by LIS students in sharing information in Kwara State University Malate?

Table 2: Types of social media technologies use by LIS students in sharing information in Kwara State University Malate

Items	Strongly Agree	Agree	Disagreed	Strongly Disagreed
Facebook	117(61.0%)	32(16.7%)	28(14.6%)	15(7.7%)
Twitter	152(79.2%)	21(11.0%)	13(6.8%)	6(3.1%)
WhatsApp Messenger	37(19.3%)	101(52.6%)	50(26.0%)	4(2.1%)
LinkedIn	53(27.6%)	121(63.0%)	12(6.3%)	6(3.1%)
YouTube	111(57.8%)	51(26.5%)	19(9.9%)	11(5.7%)

Source: Author's Fieldwork, 2023

Table 2 shows response to the types of social media technologies use by LIS students in sharing information in Kwara state University, Malete with 149(77.7%) strongly agreed with Facebook as type of social media technology use by LIS students in sharing information while 43(22.3%) disagreed. It is also observed in the table that respondents 173(91.1%) agreed with Twitter as type of social media technology use LIS while 19(8.9%) disagreed. Moreover, 138(71.9%) strongly agreed with Twitter as type of social media technology use by LIS students in sharing information while 54(28.1%) disagreed. Meanwhile, 174(90.6%) respondent strongly agreed with WhatsApp Messenger as type of social media technology use by LIS students in sharing information while 18(9.4%) disagreed.

In addition, 162(84.4%) respondents agreed with Linkedln as type of social media technology use by LIS students in sharing information while 30(15.6%) disagreed. It also indicated in the table that 174(90.6) agreed with YouTube as type of social media technology use by LIS students in sharing information while 18(9.4%) disagree. The implication of this table to the study is that majority of LIS students in Kwara State University Malete used Facebook, Linkedln, WhatsApp and YouTube as social media technologies to share information.

Research Question 2: What are the reasons for the use of social media technologies by LIS students in sharing information in Kwara state university Malate?

Table 3: Reasons for the use of social media technologies by LIS students in sharing information in Kwara state university Malate.

Items	Strongly Agree	Agree	Disagreed	Strongly Disagreed
Political reason	165(86.0%)	20(12.0%)	4(2.0%)	3(1.6%)
Economic reason	143(74.5%)	12(6.3%)	21(11.0%)	16(8.2%)
Educational reason	71(37.0%)	32(16.7%)	79(41.1%)	10(5.2%)
Entertaining reason	56(29.2%)	111(57.8%)	4(2.0%)	21(11.0)

Source: Authors' Fieldwork, 2023

Table 3 indicates reasons for the use of social media technologies by LIS students in sharing information in Kwara state university Malate. Respondent 185(96.4%) agreed that LIS students use social media technology for political reason while 7(3.6%) disagree. It is also observed in the table that 155(80.8%) agreed that LIS students use social media technology for economic reason while 37(19.2%) respondents disagree. It is also seen in the table that 103(53.7%) that LIS students use social media technology for educational reason while 89(46.3%) disagree. Moreover, respondent 167(87.0) agreed that LIS students use social media technology for entertaining reason while 25(13.0%) respondents disagree. The implication of this table to the study is that overwhelming numbers of LIS students in Kwara state university use social media to share information on political, education, economic and entertainment.

Research Question 3: To what extent is LIS students make use of social media technologies for sharing information in Kwara State University Malate?

Table 4: Extent to which LIS students make use of social media technologies for sharing information in Kwara State University Malate.

Item	High Extent	Extent	Low Extent
To extent to which LIS students make use of social media technologies for sharing information	161(83.6%)	19(10.0%)	12(6.3%)

Authors' Field work, 2023

Table 4 shows indicates extent to which LIS students make use of social media technologies for sharing information in Kwara State University Malate. Respondent 161(83.6%)

indicates high extent while 19(10.0%) shows extent and 12(6.2%) indicate low extent. This implies that overwhelming number of LIS students in Kwara state university have higher extent in using social media technologies to share information.

Research Question 4: What are the challenges LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malate?

Table 5: Challenges LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malate

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
Inadequate power supply	101(52.6%)	37(19.3%)	50(26.0%)	4(2.1%)
Lack of Internet access	111(57.8%)	56(29.2%)	21(11.0)	4(2.0%)
Lack of proper maintenance of infrastructure and equipment	143(74.5%)	12(6.3%)	21(11.0%)	16(8.2%)
Lack of enthusiasm on the part of instructor	32(16.7%)	117(61.0%)	28(14.6%)	15(7.7%)

Source: Author's fieldwork, 2023

Table 5 depicts response to challenges LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malatewith 138(71.9%) respondents agree with inadequate power supply as challenge while 54(28.1%) disagree. It also observed in table 5 that 167(87.0%) respondents agreed with lack of internet access as challenge LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malate while 25(13.0%) disagree. It is also shows in the table that 174(90.7%) respondents agreed with lack of proper maintenance of infrastructure and equipment as challenge LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malate while 18(9.3%) respondents disagree.

However, 155(80.8%) respondents agreed with lack of enthusiasm on the part of instructor as challenge LIS students' encountered in using social media technologies for information sharing in Kwara State University, Malate while 37(19.2%) respondents disagree. The implication of this table to the study is that majority of LIS students in Kwara state Malete encountered with challenges of inadequate power supply, lack of internet access, lack of proper maintenance of infrastructure and equipment and lack of enthusiasm on the part of instructors.

Discussion of Findings

On the types of social media technologies that LIS students use in sharing information, the study revealed that majority of respondents use Facebook, Linkedln, WhatsApp and YouTube as social media technologies to share information. The finding of this study is supported by Olugbenga, Zubairu and Hamzat (2022) that commonly used forms of social media technologies for knowledge sharing include to Facebook, WhatsApp Messenger, Twitter, Instagram and Google, YouTube

The study also revealed that LIS students in Kwara state university use social media technologies to share information on political, education, economic and entertainment. The finding of this study is in line with Omotayo and Salam (2018) that web-based social media makes it possible to connect people who share interest and activities, across political, economic and geographical borders through instant messaging

The study also revealed that majority of LIS students in Kwara state university have higher extent in using social media technologies to share information. The finding of this study is concur with Mujeeb-ur, Li, Abdul and Syed (2014) that majority of the respondents were asked about the frequent use of social media majority of 89% respondents replied that they have regularly use social networking sites

Finally, the study also revealed that inadequate power supply, lack of internet access, lack of proper maintenance of infrastructure and equipment and lack of enthusiasm on the part of instructors as challenges LIS students encountered in using social media technologies to sharing information in Kwara State University, Malete. The finding of this study is supported by Nduka, Adekanye and Adedokun (2021) that the major challenges faced in the use of social media include inadequate power supply, lack of Internet access and time constraints

Conclusion

The study established that social media technologies influence information sharing among LIS students in Kwara state through Facebook, WhatsApp, twitter and YouTube. It is also established in the study that social media technologies influence educational, economical, political and entertainment information sharing. The study also concludes that inadequate power supply, poor network and lack of internet access are major issues that influence social media use in sharing information among LIS students in Kwara State University.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Alternative power supply should be provided
2. Training and workshop should be stage for students to have better skills on the use social media technologies
3. Government should implement policies that will strengthening the proper of social media technologies so the students would not take its use for granted.
4. Motivation should be provided to students who use social media for information sharing rather than entertainment

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