

Information Horizon and Attitudes towards Social Media Utilisation among Secondary School Students in Ikorodu, Nigeria

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Abstract

The study investigated the information needs and sought behaviour and attitude of students towards social media by students in private secondary schools in Ikorodu metropolis, Lagos State, Nigeria. The survey research design was adopted for the study while the sample size for the study constituted two hundred and sixty-five (265) students. The questionnaire was the instrument used for data collection. Findings from the study revealed that information on educational opportunities ($\chi=3.46$), information to complete assignments and pass ($\chi=3.37$), information on entertainment matters ($\chi=2.79$) and information on current affairs ($\chi=2.75$) are the major information needs of the students. A high level of information seeking behaviour was established among the students ($\chi=3.01$) while acquisition of information from instructors and textbooks (93.1%), making good decision after they find the information they are looking for (91.9%), making use of more than one source of information (84.6%), seeking information from the Internet (78.8%), making use of informal resources of information such as family, friends and colleagues (80.0%) and seeking supports from friends and colleagues (76.9%) are found to be the major information seeking behaviour exhibited by the students. Also, Google+ ($\chi=2.97$), YouTube ($\chi=2.58$), WhatsApp ($\chi=2.47$), Facebook ($\chi=2.45$), Snapchat ($\chi=2.26$), Facebook Messenger ($\chi=2.20$) and Instagram ($\chi=2.17$) are major social media being used by students in private secondary schools in Ikorodu, Lagos State while checking the Internet for educational websites ($\chi=3.20$), looking up for general information ($\chi=3.19$), looking up information about class assignments or projects ($\chi=3.18$), consulting for school work ($\chi=3.18$), preparing for competitive examinations ($\chi=3.08$), entertainment/recreation (play games, watch movies) ($\chi=3.08$) and streaming of educational videos ($\chi=3.00$) are the major purposes for which the students use social media. The result further established a positive attitude towards social media by the students ($\chi=2.55$) while a positive relationship was established between information needs and attitude towards social media ($r = .364$) and between information seeking behaviour and attitude towards social media by the students ($r = .443$) which implies that increase in information needs and information seeking behaviour of the students would lead to corresponding increase in attitude of students towards social media

Keywords: Information needs, Information seeking behaviour, Social media, Attitude towards social media, Secondary school students, Private secondary schools, Nigeria.

Introduction

Information horizon is a mental or imaginary map where users position their information needs and information seeking behaviour among other information variables. Sonnenwald (1999) describes information horizon as a theoretical framework for information behaviour which describes people's information needs and seeking activities. Information horizon contains elements of documents, information retrieval tools, social network (social media inclusive), experimentation and observation. There are several retrieval tools which a person seeking information can use and one of these tools is the social media.

Social media is the platform that gives individuals the opportunity to interact and share their opinions with other social media users. It is any platform where users can generate content to share and interact with other users within a virtual or digital community. Though, there is no clear definition for social media, it is often seen as a platform where content is shared and conversation is carried out. Social media is one of the major sources of information in the 21st century, unlike before now, whereby information is sourced from other media such as television, newspapers, journals, magazines and radios. Social media technologies have been seen to substantially change the way individuals, organisations and communities communicate and socialise with one another as well as the way people learn, share information, exchange knowledge, and create new ideas (Salih & Mohammed, 2018). Consequently, the usage of social media is growing rapidly among the present generation of students. Social media websites such as Facebook, Twitter, Instagram, among others provide platforms for individuals to connect with one and another, both professionally and socially, thus making the ability to connect and interact with other individuals easier compared to traditional methods of communication (Abi, 2017).

Social media platform can be effectively channeled to provide an educative way of acquiring information and offers students opportunities to learn and be entertained. The various messages and images shared on social media platform have been found to be related to some form of concerns which are responsible for the different behaviours and attitudes from the students. Researches and observations have revealed that young minds especially of the ages of secondary schools that are between the ages of 10-18 years are influenced by what they see and read on social media platforms. Therefore, social media has become a global phenomenon which has affected the lives of most people, especially students who constitute a greater proportion of the population in almost every country. Students' attitude towards social media has the tendency to determine their adoption, acceptance and eventual use of such technology. Social media has been about interaction, there is also knowledge management process which creates a gap with students of secondary schools, where social-learning concept was analysed by Zhang, Campo, Yang, Janz, Snetselaar & Eckler (2015). The usage of social media among secondary school students especially the extrovert users according to Grieve and Kemp (2015) has increased their openness to the social world. Therefore, social media has enhanced the secondary school students globally and in Nigeria in bridging boundaries and crossing the seas to communicate on a common platform without many barriers.

Understanding the attitude of students toward social media utilisation is crucial for the academic communities as the communication platforms express their importance on students' activities including meeting their information needs. Observations have shown that one major source of

information in meeting students' needs in this 21st century is the social media, hence, it can be argued that social media is impacting students' lives in this dispensation. Draper (2008) stated that social media is one of the educational tools that can lead to students' active engagement in the teaching and learning process with high level of contribution and participation. It cannot be overemphasised that social media has brought a transformation or broaden the information horizon of people especially students in the secondary schools by affording them the avenue to present themselves before the world and also be a contributing factor to the world scenario.

On the other hand, Karadkar (2015) argued that social media has affected students negatively because they spend or waste more time on social media at the expense of their academic work or books. Also, Junco (2012) is of the opinion that social media negatively influence students' results as they spend more time surfing on different social media platform rather than preparing adequately for their class activities and reading. Another negative impact of social media according to Karadkar (2015) is negligence of students' social relationship with people in person or studying which has had a negative impact on their grades. In other words, students tend to trust their virtual relationship rather than the ideologies of people that they see such as teachers and their fellow classmates. Although secondary school students may have different reasons for social media utilisation in achieving their information needs both in academic and social lives because of their different academic background, social and geographical differences, it would also be worthwhile to investigate their information horizon (information needs, information acquisition and information seeking behaviours) and attitude toward social media utilization in private secondary schools.

Case (2007) stated that information needs arise when an individual senses a problematic situation or an information gap in which his or her knowledge and beliefs and model of the environment fail to suggest a path towards the satisfaction of their goals. It can be said that information needs in terms of the information horizon has a great attribute to the attitude towards social media utilization. At the process of obtaining information or satisfying their information needs, the use of social media comes as a tool for satisfaction. Identifying the information horizon of the secondary school students will assist the determination of their information gap; that is to say identifying what is not known. Information horizon (needs) also helps to explore new information which can be of a great advantage especially if it is to the positive. The information horizon of youths and teenagers can be as a result of finding themselves in circumstances that requires knowledge to deal with the situation in order to fill a gap or to accomplish an outcome. Fister (2012) stated that the information needs (horizon) of secondary school students include societal values, cultural activities, religious activities and maturity.

With the introduction of social media, information is everywhere and at the tip of the student's fingers. Choosing this information can create a great challenge for students in secondary schools; this has developed a great challenge in their attitude towards social media utilization in private secondary schools in Ikorodu Metropolis, Lagos State, Nigeria. It can be said that the major challenge is the inability of most secondary school students to characterize their information needs, however, information needs is characterized by their information acquisition and information seeking behaviour.

Objectives of the Study

The broad objective of this study is to investigate information horizon and attitude towards social media utilisation among students in private secondary schools in Ikorodu metropolis, Lagos State, Nigeria. The specific objectives of this study are to:

1. ascertain the information horizon of students in private secondary schools in Ikorodu Metropolis, Lagos State;
2. ascertain the types and level of information seeking behaviour among students in private secondary schools in Ikorodu metropolis, Lagos State;
3. find out the social media being used by students in Ikorodu metropolis, Lagos State;
4. establish the purpose of use of social media among students in private secondary schools in Ikorodu metropolis, Lagos State;
5. establish the attitude of students towards media utilisation in private secondary schools in Ikorodu metropolis, Lagos State;
6. determine the relationship between information needs and attitude towards social media utilisation among students in private secondary schools in Ikorodu metropolis, Lagos State; and
7. ascertain the relationship between information seeking behaviour and attitude towards social media utilisation among students in private secondary schools in Ikorodu metropolis, Lagos State.

Research Questions

The following research questions guided the study:

1. What are the information needs of students in private secondary schools in Ikorodu metropolis, Lagos State?
2. What are the types and levels of information seeking behaviour among students in private secondary schools in Ikorodu metropolis, Lagos State?
3. What are the types of social media being used by students in private secondary schools in Ikorodu metropolis, Lagos State?
4. What is the purpose of use of social media by students in private secondary schools in Ikorodu metropolis, Lagos State?
5. What is the attitude of students towards social media utilisation in private secondary schools in Ikorodu metropolis, Lagos State?

Hypotheses

H₀₁: There is no significant relationship between information needs and attitude towards social media utilisation among students in private secondary schools in Ikorodu metropolis, Lagos State

H₀₂: There is no significant relationship between information seeking behaviour and attitude towards social media utilisation among students in private secondary schools in Ikorodu metropolis, Lagos State

Theoretical Framework

The theory of information horizon was first introduced by Diana Sonnenwald (1999) as a theoretical framework for information behaviour. The theory is used to illustrate or describe people's information seeking activities and behaviour. It describes an imaginary field that people position their information sources according to their perceived importance or preference. The

theoretical basis provides a framework of information exploration, seeking, acquisition, use, behaviour and dissemination. It also provides a basis for examining information needs, information acquisition, and information seeking behaviour. Most studies on people's information horizon were about everyday information behaviour (Kari & Savolainen, 2004), but there seems to be only few studies on the information horizon of secondary school students and how this interplays with their attitude towards social media utilisation.

Sonnenwald demonstrated that individuals can articulate their information horizon in words and also draw it on a piece of paper during an interview process. Once described and drawn, textual and visual data makes information behaviour appear more concrete and the drawing can be used to motivate additional details. Sonnenwald, Wildemuth and Harmon (2001) propound the second outcome of the information horizon investigation, which has flourished across the social sciences and have since been critically surveyed in order to systematize techniques and terminology. The information horizon diagram is created after a substantial semi-structured interview which continues into the drawing activity.

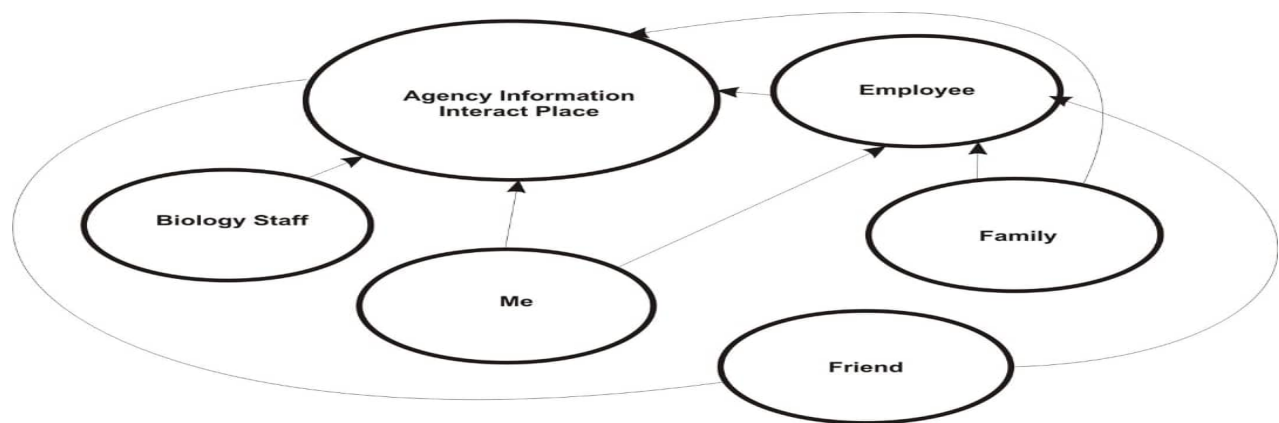


Figure 1: A Student's Graphical Representation of Information Horizon (Source: Sonnenwald, Wildemuth and Harmon, 2001)

Methodology

The survey research design of ex post facto was adopted for this study. The target population of this study comprised 3,030 students spread across 65 private secondary schools in Ikorodu metropolis of Lagos State, Nigeria. The multistage sampling procedure was adopted in selecting the sample for this study. Systematic sampling technique was used to select 23 private secondary schools representing 35.0% of the total population of private schools in the location of the study. In using the systematic sampling technique, the first sample unit is selected randomly and the remaining were selected at a regular interval. For this study, the first sample unit was chosen to be the first school on the list and an interval of 5 was used. At the second stage of sampling technique, the proportionate to size probability sampling technique was adopted to select twenty five percent (25%) of the total number of students in each of the selected schools. Therefore, a total number of 265 students constituted the sample for the study.

The instrument that was used for collecting data in this study was a questionnaire "Information Needs and Attitude toward Social Media Utilisation Questionnaire" (INASMQ). The

questionnaire was divided into 5 sections to cover both the dependent and independent variables. Section A focused on the demographic information of the respondents such as name of school, gender and Section B was designed to collect data on the information needs of the respondents. It comprised 5 items on a 4-point likert scale of Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1. The scale was adapted from Adeoye (2015) and has original reliability coefficient of 0.81. Section C collected data on information seeking behaviour of the respondents. It comprises 10 items measured on a 4 point likert scale of Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1. It was adapted from Adeoye (2015) with original reliability of 0.75. Section D focussed on attitude towards social media utilisation and comprised 12 items designed to elicit information on the attitude of the respondents towards social media utilisation. The items on the scale were adapted from Adekanye (2013) and measured on a 4-point likert scale of Strongly Agree = 4; Agree = 3; Disagree = 2 and Strongly Disagree = 1. The original scale has coefficient reliability of 0.79. Section E on social media utilisation was categorized into 4 parts. Part A focused on types of social media being utilised by respondents and comprised 22 items measured on a 4-point likert scale format of Very Highly utilised = 4, Highly Utilised = 3, Utilised = 2 and Not Utilised = 1 while Part B focused on purpose of social media utilisation by the respondents and comprised 12 items measured on a 4-point likert scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1. For the purpose of this study, the psychometric properties of the instrument were established through Cronbach Alpha method. The instrument was subjected to a trial test among 32 students of Real Awesome College, Ikorodu, Lagos State that were not part of this study. Using Cronbach alpha method for the analysis of the responses, the following reliability coefficients were obtained for the scales: Information Needs is 0.5, Attitude towards social media utilisation is 0.75 and Social media utilisation Scale is 0.85. Descriptive statistics of means, standard deviations, frequency count and percentages were used to answer the research questions while Pearson Product Moment Correlation (PPMC) was used to test the two hypotheses formulated for the study.

Interpretation of Data and Discussion of Findings

A total of 265 copies of questionnaire were administered on the respondents out of which only 260 were returned with useful and useable responses. This represents a response rate of 98.1%. The result of demographic characteristics of respondents showed that the majority 58.1% of the respondents were females while only 41.9% were male which implies that there are more females than males among the students in private secondary schools in Ikorodu Lagos State. The result also reveals that majority of the respondents 70.0% are between the age range of 12-14 years, while only 20.4% and 9.6% of the respondents were within the age bracket of 15-17 years and 12 – 14 years respectively. This implies that majority of the students in private secondary schools were within the age range of 12-14 years.

Research Question 1: What are the information needs of students in private secondary schools in Ikorodu metropolis, Lagos State?

Table 1: Information Needs of the Private Secondary School Students in Ikorodu Metropolis, Lagos State.

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

| S/N | Information Needs of the Students | SA(%) | A(%) | D(%) | SD (%) | Mean | Std. Devi |
|-----|--|-----------|-----------|----------|----------|------|-----------|
| 1 | I need information on educational opportunities | 139(53.5) | 108(41.5) | 7(2.7) | 6(2.3) | 3.46 | 0.67 |
| 2 | I need information to complete my assignments and pass examinations | 144(55.4) | 83(31.9) | 18(6.9) | 15(5.8) | 3.37 | 0.85 |
| 3 | I need information on how to socialize with family and friends | 66(25.4) | 118(45.4) | 49(18.8) | 27(10.4) | 2.86 | 0.92 |
| 4 | I need information on entertainment matters | 57(21.9) | 121(46.5) | 54(20.8) | 28(10.8) | 2.79 | 0.91 |
| 5 | I need information on current affairs such a celebrities and fashion | 66(25.4) | 93(35.8) | 70(26.9) | 31(11.9) | 2.75 | 0.97 |
| | Weighted Mean | | | | | 3.05 | |

Table 1 presents results on the information needs of the private secondary school students in Ikorodu metropolis, Lagos State and findings showed that information on educational opportunities (247, 95.0%; $\chi = 3.46$) and information to complete assignments and pass (227, 87.3%; $\chi = 3.37$) topped the list of information needs of the respondents while information on entertainment matters (178, 68.5%; $\chi = 2.79$) and information on current affairs (159, 61.2%; $\chi = 2.75$) ranked least on the list of information needs of the respondents. This implies that information on educational and academic purposes is the major information needs of students in private secondary schools in Ikorodu, Lagos State. This finding corroborates the result of Oyewo, Abatan & Salau (2019) study which reported the major information needs of the students to include information on career choices and vocation, information to pass examinations, information to complete assignments and information on subject matters.

Research Question 2: What is the level of information seeking behaviour among students in private secondary schools in Ikorodu metropolis, Lagos State?

Table 2 Information Seeking Behaviour of the Private Secondary School Students in Ikorodu Metropolis, Lagos State

Key: SA (Strongly Agree), A (Agree), D(Disagree),SD (Strongly Disagree)

| S/N | Information Seeking Behaviour Students | SA(%) | A(%) | D(%) | SD (%) | Mean | Std. Devi |
|-----|---|-----------|-----------|---------|--------|------|-----------|
| 1 | I acquire information from instructors and text books | 128(49.2) | 114(43.8) | 15(5.8) | 3(1.2) | 3.41 | 0.65 |

| | | | | | | | |
|---------------|---|-----------|-----------|----------|----------|------|------|
| 2 | I often make good decision after I find the information I am looking for | 133(51.2) | 106(40.8) | 14(5.4) | 7(2.7) | 3.40 | 0.72 |
| 3 | I make use of more than one source of information | 116(44.6) | 104(40.0) | 30(11.5) | 10(3.8) | 3.25 | 0.81 |
| 4 | I do my seeking on the internet | 88(33.8) | 117(45.0) | 46(17.7) | 9(3.5) | 3.09 | 0.81 |
| 5 | I make use of informal resources of information as well (family, media, and friends). | 85(32.7) | 123(47.3) | 36(13.8) | 16(6.2) | 3.07 | 0.84 |
| 6 | I do my seeking from supports from friends and colleague/s. | 76(29.2) | 124(47.7) | 53(20.4) | 7(2.7) | 3.03 | 0.78 |
| 7 | I make use of the library or more than one library. | 72(27.7) | 134(51.5) | 39(15.0) | 15(5.8) | 3.01 | 0.81 |
| 8 | I use any source I can get almost immediately | 56(21.5) | 125(48.1) | 58(22.3) | 21(8.1) | 2.83 | 0.86 |
| 9 | I often experience satisfaction in the course of information retrieval when I cannot find the necessary information | 52(20.0) | 100(38.5) | 79(30.4) | 29(11.2) | 2.67 | 0.92 |
| 10 | I do my seeking using social media | 52(20.0) | 82(31.5) | 77(29.6) | 49(18.8) | 2.53 | 1.01 |
| Weighted Mean | | | | | | 3.03 | |

Table 2 presents results on the information seeking behaviour of the private secondary school students in Ikorodu metropolis, Lagos State and findings show information seeking behaviour of the students. Majority of the respondents agree to acquisition of information from instructors and text books 242(93.1%), making good decision after they find the information they are looking for 239(91.9%), making use of more than one sources of information 220(84.6%), seeking information from the Internet 205(78.8%), making use of informal resources of information (family, friends and colleagues) 208(80.0%) and seeking supports from friends and colleagues 200(76.9%) are the major information seeking behaviour being exhibited by them. Therefore, it can be deduced from the results that acquisition of information from instructors and textbooks, making good decision after they find the information they are looking for, making use of more than one sources of information, seeking information from the Internet, making use of informal resources of information (family, friends and colleagues) and seeking supports from friends and colleagues are the major information seeking behaviour exhibited by secondary school students in private secondary schools in Ikorodu metropolis, Lagos State. In determining the level of information seeking behaviour among the students, a high level of information seeking behaviour was established since the weighted mean of 3.01 was found to be greater than the criterion mean of 2.50 set. This finding on the level of information seeking behaviour of the students is at variance with Obi, Akande & Kehinde (2018) finding which established a low level of information seeking behaviour among the students of Nigerian Army School and that the students identify the information they need before they begin to consult the information sources, compare different sources of information materials before they finally use the resource, are always anxious whenever they need information and that usually feel frustrated when consulting a source and not finding what they need.

Research Question 3: What are the social media being utilised by students in private secondary schools in Ikorodu metropolis, Lagos State?

Table 3: Types of Social Media Utilisation being Used by Students in Ikorodu Metropolis, Lagos

State

Key: VHU (Very Highly Utilised), HU (Highly Utilised), U(Utilised), NU (Not Utilised)

| S/N | Social Media Types | VHU (%) | HU (%) | U (%) | NU (%) | Mean | Std. Dev |
|-----|--------------------|-----------|----------|----------|-----------|------|----------|
| 1 | Google + | 136(52.3) | 33(12.7) | 38(14.6) | 53(20.4) | 2.97 | 1.22 |
| 2 | YouTube | 89(34.2) | 43(16.5) | 58(22.3) | 70(26.9) | 2.58 | 1.21 |
| 3 | Whatsapp | 92(35.4) | 32(12.3) | 41(15.8) | 95(36.5) | 2.47 | 1.30 |
| 4 | Facebook | 88(33.8) | 29(11.2) | 55(21.2) | 88(33.8) | 2.45 | 1.27 |
| 5 | Snapchat | 71(27.3) | 36(13.8) | 42(16.2) | 111(42.7) | 2.26 | 1.26 |
| 6 | Facebook Messenger | 67(25.8) | 37(14.2) | 37(14.2) | 119(45.8) | 2.20 | 1.26 |
| 7 | Instagram | 66(25.4) | 33(12.7) | 40(15.4) | 121(46.5) | 2.17 | 1.26 |
| 8 | Twitter | 33(12.7) | 26(10.0) | 35(13.5) | 166(63.8) | 1.72 | 1.08 |
| 9 | Yahoo Messenger | 30(11.5) | 19(7.3) | 34(13.1) | 177(68.1) | 1.62 | 1.04 |
| 10 | Hangout | 29(11.2) | 21(8.1) | 32(12.3) | 178(68.5) | 1.62 | 1.03 |
| 11 | Telegram | 28(10.8) | 22(8.5) | 32(12.3) | 178(68.5) | 1.62 | 1.03 |
| 12 | Pinterest | 29(11.2) | 19(7.3) | 30(11.5) | 182(70.0) | 1.60 | 1.03 |
| 13 | Likee | 26(10.0) | 20(7.7) | 35(13.5) | 179(68.8) | 1.59 | 0.99 |
| 14 | Skype | 24(9.2) | 22(8.5) | 36(13.8) | 178(68.5) | 1.58 | 0.98 |
| 15 | Blogs | 27(10.4) | 19(7.3) | 28(10.8) | 186(71.5) | 1.57 | 1.00 |
| 16 | Michat | 26(10.0) | 19(7.3) | 26(10.0) | 189(72.7) | 1.55 | 0.99 |
| 17 | 2go | 20(7.7) | 16(6.2) | 43(16.5) | 181(69.6) | 1.52 | 0.92 |
| 18 | LinkedIn | 19(7.3) | 17(6.5) | 31(11.9) | 193(74.2) | 1.47 | 0.91 |
| 19 | Eskimi | 16(6.2) | 18(6.9) | 26(10.0) | 200(76.9) | 1.42 | 0.87 |
| 20 | MySpace | 17(6.5) | 14(5.4) | 30(11.5) | 199(76.5) | 1.42 | 0.86 |
| 21 | Wechat | 14(5.4) | 14(5.4) | 28(10.8) | 204(78.5) | 1.38 | 0.82 |
| 22 | Badoo | 14(5.4) | 11(4.2) | 25(9.6) | 210(80.8) | 1.34 | 0.80 |
| | Weighted Mean | | | | | 1.83 | |

Table 3 presents results on the types of social media being utilised by the respondents. The result showed that Google+ (207, 79.6%; $\chi = 2.97$), YouTube (190, 73.1%; 2.58), WhatsApp (165, 63.5%; $\chi = 2.47$), Facebook (172, 66.2%; $\chi = 2.45$), Snapchat (119, 45.8%; $\chi = 2.26$), Facebook Messenger (141, 54.2%; $\chi = 2.20$) and Instagram (139, 53.5%; $\chi = 2.17$) topped the list of social media being used by the respondents. This implies that Google+, YouTube, WhatsApp, Facebook, Snapchat, Facebook Messenger and Instagram are major social media being used by students in private secondary schools in Ikorodu, Lagos State. This finding is partially in support of finding from Owusu-Acheaw & Larson (2015) study which reported Facebook, WhatsApp, Twitter, Skype, MySpace and Yahoo Messenger as major social media used by students.

Research Question 4: What is the purpose of social media utilisation among students in private secondary schools in Ikorodu metropolis in Lagos State?

Table 4: Purpose of Social Media Utilisation by Students in Private Secondary Schools in Ikorodu Metropolis, Lagos State

Key: SA (Strongly Agree), A (Agree), D(Disagree), SD (Strongly Disagree)

| S/N | Purpose of Social Media Utilisation | SA (%) | A (%) | D (%) | SD (%) | Mean | Std. Dev |
|-----|--|-----------|-----------|----------|---------|------|----------|
| 1 | Checking the internet for educational websites | 111(42.7) | 105(40.4) | 30(11.5) | 14(5.4) | 3.20 | 0.85 |
| 2 | Looking up general information | 106(40.8) | 115(44.2) | 23(12.3) | 17(6.5) | 3.19 | 0.84 |

| | | | | | | | |
|----|---|-----------|-----------|----------|----------|------|------|
| 3 | To look up information about class assignments or projects | 115(44.2) | 100(38.5) | 21(8.1) | 24(9.2) | 3.18 | 0.93 |
| 4 | Consulting for school work | 112(43.1) | 99(38.1) | 32(12.3) | 17(6.5) | 3.18 | 0.89 |
| 5 | To prepare for competitive examinations. | 113(43.5) | 88(33.8) | 26(10.0) | 33(12.7) | 3.08 | 1.02 |
| 6 | For entertainment / recreation (play games, watch movies) | 100(38.5) | 106(40.8) | 29(11.2) | 25(9.6) | 3.08 | 0.94 |
| 7 | To stream educational videos | 90(34.6) | 107(41.2) | 37(14.2) | 26(10.0) | 3.00 | 0.95 |
| 8 | Looking up personal information | 72(27.7) | 109(41.9) | 46(17.7) | 33(12.7) | 2.85 | 0.97 |
| 9 | To meet with friends | 77(29.6) | 103(39.6) | 31(11.9) | 49(18.8) | 2.80 | 1.06 |
| 10 | To download electronic book | 72(27.7) | 92(35.4) | 59(22.7) | 37(14.2) | 2.77 | 1.01 |
| 11 | To link up on social networking websites like Facebook, twitter | 60(23.1) | 94(36.3) | 67(25.8) | 39(15.0) | 2.67 | 0.99 |
| 12 | Checking information about my family's interest | 55(21.2) | 86(33.1) | 75(28.8) | 44(16.9) | 2.58 | 1.00 |
| | Weighted Mean | | | | | 2.90 | |

Table 4 presents results on the purpose of social media utilisation by the respondents. The result showed that majority of the respondents affirmed checking the Internet for educational websites (216, 83.1%; $\chi = 3.20$), looking up for general information (221, 85.0%; $\chi = 3.19$), looking up information about class assignments or projects (215, 82.7; $\chi = 3.18$), consulting for school work (211, 81.2%; $\chi = 3.18$), preparing for competitive examinations (201, 77.3%; $\chi = 3.08$), for entertainment / recreation (play games, watch movies) (206, 79.2%; $\chi = 3.08$) and streaming of educational videos (197, 75.8%; $\chi = 3.00$) as topping the list of purposes for which they use social media. On the other hand, meeting with friends (180, 69.2%; $\chi = 2.80$), link up on social networking websites like Facebook, twitter (154, 59.2%; $\chi = 2.67$) and checking information about family's interest (141, 54.2%; $\chi = 2.58$) ranked. This implies that checking the Internet for educational websites, looking up for general information, looking up information about class assignments or projects, consulting for school work, preparing for competitive examinations, for entertainment/recreation (play games, watch movies) and streaming of educational videos are the major purposes for which the students in private secondary schools in Ikorodu, Lagos State. This result is corroborated that of Ezeah, Asogwa, Edogor & Edogor (2013) study which reported that Nigerian students use social media to watch movies, for information and education purposes as well as for discussion of national issues.

Research question 5: What is the attitude of students in private secondary schools in Ikorodu Metropolis, Lagos State towards social media utilisation?

Table 5: Attitude of Students in Private Secondary School Students in Ikorodu Metropolis, Lagos State Towards Social Media Utilisation
Key: SA (Strongly Agree), A (Agree), D(Disagree), SD (Strongly Disagree)

| S/N | Attitude Towards Social Media Use | SA(%) | A(%) | D(%) | SD (%) | Mean | Std. Dev |
|---------------|--|-----------|-----------|----------|-----------|------|----------|
| 1 | I feel comfortable when there is discussion on Social Media use for learning | 97(37.3) | 103(39.6) | 43(16.5) | 17(6.5) | 3.08 | 0.89 |
| 2 | I consider social media very useful in exploring science concepts and ideas | 97(37.3) | 82(31.5) | 51(19.6) | 30(11.5) | 2.95 | 1.02 |
| 3 | I want to get better at using social media to help me in the learning of my subjects | 93(35.8) | 79(30.4) | 51(19.6) | 37(14.2) | 2.88 | 1.05 |
| 4 | I use Social Media more at home than in School | 103(39.6) | 65(25.0) | 45(17.3) | 47(18.1) | 2.86 | 1.13 |
| 5 | I am convinced that the use of Social Media in teaching of science will give better results | 85(32.7) | 83(31.9) | 61(23.5) | 31(11.9) | 2.85 | 1.01 |
| 6 | I find using social media in learning my subject better than using the traditional chalk and talk method | 96(36.9) | 64(24.6) | 59(22.7) | 41(15.8) | 2.83 | 1.09 |
| 7 | I feel comfortable in my ability to use Social Media | 66(25.4) | 91(35.0) | 71(27.3) | 32(12.3) | 2.73 | 0.98 |
| 8 | I would like to learn more about social media. | 68(26.2) | 88(33.8) | 64(24.6) | 40(15.4) | 2.71 | 1.02 |
| 9 | I am indifferent about using Social Media for teaching | 54(20.8) | 84(32.3) | 72(27.7) | 50(19.2) | 2.55 | 1.03 |
| 10 | I use Social Media for other activities than for learning | 49(18.8) | 82(31.5) | 68(26.2) | 61(23.5) | 2.46 | 1.05 |
| 11 | I feel using social media is too new and strange to make it worthwhile for teaching and learning of science subjects | 48(18.5) | 75(28.8) | 83(31.9) | 54(20.8) | 2.45 | 1.02 |
| 12 | I am not what I could call a Social Media Person | 49(18.8) | 76(29.2) | 75(28.8) | 60(23.1) | 2.44 | 1.04 |
| 13 | I know social media resources are important but I don't feel I need to use them to learn my subjects | 47(18.1) | 69(26.5) | 90(34.6) | 54(20.8) | 2.42 | 1.01 |
| 14 | I would rather teach by traditional method (i.e. Chalk and Talk) than with social media | 49(18.8) | 58(22.3) | 76(29.2) | 77(29.6) | 2.30 | 1.09 |
| 15 | I have never been excited about using social media to learn | 48(18.5) | 52(20.0) | 87(33.5) | 73(28.1) | 2.29 | 1.08 |
| 16 | I do not like using Social Media for learning important topics in my subject | 45(17.3) | 48(18.5) | 93(35.8) | 74(28.5) | 2.25 | 1.05 |
| 17 | I find having to use social media frightening | 27(10.4) | 54(20.8) | 99(38.1) | 80(30.8) | 2.11 | 0.96 |
| 18 | I won't have anything to do with social media | 29(11.2) | 47(18.1) | 89(34.2) | 95(36.5) | 2.04 | 0.99 |
| 19 | I have phobia for social media | 24(9.2) | 45(17.3) | 89(14.2) | 102(39.2) | 1.97 | 0.97 |
| Weighted Mean | | | | | | 2.53 | |

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Table 5 presents the results of the attitude of the students towards social media in private secondary schools in Ikorodu metropolis, Lagos State and findings showed that most of the respondents 200 (76.9%), 179(68.8%) and 172(66.2%) attested to; feeling comfortable when there is discussion on social media use for learning, considering social media very useful in exploring science concepts and ideas, and wanting to get better at using social media to help them in the learning of their subjects respectively.

In addition, majority 168(64.6%) of the respondents agreed to being convinced that the use of social media in teaching of science will give better results, 160(61.5%) of the total respondents agreed to find using social media in learning their subject better than using the traditional chalk and talk method while 157(60.4%) of the respondents agreed to feeling comfortable in their ability to use social media. In determining the overall attitude of the respondents, a positive attitude towards social media is established since the weighted mean of 2.55 is greater than the criterion mean of 2.50. The implication to be drawn from this is that students in private secondary schools in Ikorodu metropolis, Lagos State have positive attitude towards social media. This result corroborates Abdulgalil & Abuelgasim (2018) study which established that students in Al-Baha University, College of Sciences and Arts Biljurashi, Saudi Arabia do hold positive attitudes about using social media,

Hypotheses

H₀₁: There is no significant relationship between information needs and attitude of students in private secondary schools in Ikorodu metropolis, Lagos State towards social media utilisation.

Table 6: Table Showing the Relationship between Information Needs and Attitude of Students in Private Secondary Schools in Ikorodu Metropolis, Lagos State towards Social Media Utilisation

| Variable | Mean | Std. Dev. | N | r | P | Remark |
|----------------------|--------|-----------|-----|--------|------|--------|
| Information Needs | 18.097 | 2.867 | 260 | .364** | .000 | Sig. |
| Attitude of Students | 51.034 | 7.509 | | | | |

*Sig. at .05 level

Table 6 shows that there is a positive significant relationship between information needs and the attitude of students towards social media utilisation ($r = .364^{**}$, $N = 260$, $p < .05$). This implies that an increase in the information needs of the students would lead to a corresponding improvement in the attitude of students towards social media utilisation. This result supports the view of Case (2007) who found that need for information is a factual situation in which there exists an inseparable interconnection with “information needs and attitude of students.

H₀₂: There is no significant relationship between information seeking behaviour and attitude of students in private secondary schools in Ikorodu metropolis, Lagos State towards social media utilisation?

Table 7: Table Showing the Relationship between Information Seeking Behaviour and Attitude towards Social Media Utilisation

| Variable | Mean | Std. Dev. | N | r | P | Remark |
|-------------------------------|--------|-----------|-----|--------|------|--------|
| Information Seeking Behaviour | 30.30 | 4.32 | 260 | .443** | .000 | Sig. |
| Attitude of the students | 51.034 | 7.509 | | | | |

*Sig. at .05 level

Table 7 shows that there is a positive relationship between information seeking behaviour and attitudes of the students ($r = .443^{**}$, $N = 260$, $p < .05$). This implies that an increase in the information seeking behaviour of the students would lead to an improvement in the attitude of the students towards social media utilisation. This finding is at variance with result of Aramide, Ladipo & Adepoju (2015) which established that information seeking behaviour of students has no significant relationship with attitude of students towards social media utilisation.

Summary and Conclusion

The study investigated the information needs and attitude towards social media by students in private secondary schools in Ikorodu metropolis, Lagos State, Nigeria. Information on current affairs, celebrities and fashion; information on entertainment; information on family socialisation; information on assignments and examinations; educational opportunities amongst others were the major information needs of the private secondary school students in Ikorodu Metropolis. Information from instructors, textbooks; good decision making as a result of the adequacy of information; use of more than one source of information; seeking and information searches on the internet as well as the use of informal resources such as family, friends and colleagues amongst others were the major information seeking behaviour of the private secondary school students in Ikorodu Metropolis. Google +, Youtube, Whatsapp, Facebook, Snapchat, Facebook Messenger, Instagram, Twitter, Yahoo Messenger, Hangout, Telegram amongst others were the social media mostly utilise by the students of private schools in Ikorodu metropolis. The purposes of social media utilisation amongst the students of private schools in Ikorodu metropolis includes checking for educational websites; looking up for general information; looking for general information about class assignment or projects; consulting for school works; preparation for examinations; used for entertainment/recreation such as games, movies amongst others. The attitudes of the students towards social media utilisation showed that most of the students were; comfortable when there is discussion on social media use for learning; comfortable when there is discussion on social media use for learning; get better at using social media to help them in learning of subjects; use social media more at home than in school amongst others. There is a positive significant relationship between information needs and the attitude of the students as well as between information seeking behaviour and attitude of the students towards social media utilisation which implies that increase in the information needs and level of information seeking behaviour of the students would lead to improvement in the attitude of the students towards utilisation of social media.

Recommendations

The following recommendations were made based on the findings:

1. Adequate attention should be paid to information needs and information seeking behaviour of students by school management to ensure the provision of relevant and

- adequate information sources for the students.
2. School proprietors, government and school administrators/principals should provide relevant social media that can support the academic and educational purposes of the students.
3. Training on the educational purposes of social media should be conducted regularly for the students.
4. There should be proper monitoring of the students on the use and access of information on social media to avoid and mitigate negative influences and externalities.

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