

## Evaluating Social Media Information-sharing Behavior among Dhaka University Students: A Study

Shohana Nowrin<sup>1</sup>, Most. Rokshana Akter<sup>2</sup>, and Dr. Sk. Mamun Mostofa<sup>3</sup>

<sup>1,3</sup>Associate Professor, Department of Information Science and Library Management,  
University of Dhaka, Bangladesh

<sup>2</sup>Research Student, Department of Information Science and Library Management,  
University of Dhaka, Bangladesh

<sup>1</sup>shohana@du.ac.bd, <sup>2</sup>rokshana-2017316451@islm.du.ac.bd, <sup>3</sup>mostofa@du.ac.bd

### Abstract

*Social media has become an essential aspect of everyday life in the modern digital age, especially for students who are active members of online groups. The students at Dhaka University, located in Bangladesh, are a microcosm of this issue because they are active social media users. This study examines the nuances of social media use among students at Dhaka University, emphasizing the kinds of content shared, the platforms that students choose, and the underlying reasons for their use. It also seeks to shed light on these characteristics to offer insightful information on how student digital engagement is changing. It aims to provide a comprehensive understanding of how students contribute to the flow of information on social media. The researchers employ quantitative methods to gather data. Through these approaches, the study examines the types of information students share, the platforms they prefer, and the motivations for their sharing decisions. The findings reveal diverse social media tools favored by the students, showcasing the dynamic nature of their digital engagement. Platforms like Instagram, Twitter, and others play distinctive roles in shaping their online experiences. The result of this research may aid in designing strategies to promote responsible and meaningful information sharing, fostering a more informed and connected online community. This research will have implications for educators, legislators, and social media platforms that support meaningful and responsible online interactions.*

**Keywords:** *Social-media, Information behavior, Information-sharing behavior, University of Dhaka, Students*

### 1. Introduction

Information is a vital part of our everyday existence, and it is required in a wide range of fields. Access to relevant and reliable information is essential for reaching our objectives and making educated decisions, from economic development to personal development. Access to accurate information can help individuals and organizations make information that can positively impact their lives. The foundation of the modern technologically advanced society is information. Information is now seen as a very influential component that changes society. Information has grown dramatically over the past few years in various formats. The idea of

---

#### Article history:

Received (February 10, 2024), Review Result (March 15, 2024), Accepted (April 16, 2024)

researching users' information-seeking or searching behaviors, or human information behavior, was sparked by this information overload [12]. The world's technical growth has increased at a rate never seen before in the twenty-first century. These include advancements in Internet infrastructure, the creation of libraries, the advancement of information technology, and the sophistication and multiplication of communications.

Information behavior covers a broad area of user behavior concerning information and information systems. These are examined in the context of various duties, daily tasks, and recreational settings. Examining each of these information behavior facets of social media usage is possible. On the other hand, social media has increased, dominating the social structure of society and altering the nature of interpersonal interactions [1]. It has completely changed how people interact, communicate, and socialize. Youths find this new method of consuming and producing information particularly appealing since it provides a platform and place for activities that could be more achievable in a face-to-face setting [20]. Social media is essential for information sharing and is used to disseminate various information types, including sensitive, sensational, and informal [25]. The spread or propagation of individualized knowledge or information to other organization members is information-sharing behavior.

However, it is critical to understand the behavior of people who share information on social media. This study investigates understanding students' information-sharing behavior on social media at the University of Dhaka, Bangladesh. This University was picked because it is the most significant public University in the country and has excellent faculty members, a large student body, a good reputation, and direct access to the institution for researchers. Due to time constraints, the analysis excludes other universities in Bangladesh besides the University of Dhaka. Considering the findings of this study, additional research using large sample size and students from different Bangladeshi universities may be conducted to examine other facets of students' information-sharing behaviors. This study intends to investigate understanding information-sharing behavior on social media among students and help to improve information-sharing behavior on social media.

## **2. Literature review**

### **2.1. Information behavior**

Bates [4] defines information behavior as the standard term for describing how individuals communicate with information, especially how they find and use it. In a study, Owolabi et al. [27] discovered that 59.4% of their respondents need information for academic work. It highlights how students use information primarily for academic objectives. According to the report, polytechnic students want knowledge to improve their academic performance. According to Denison and Montgomery [9], students in Oklahoma, USA, responded differently when seeking material for research tasks. According to them, most students regarded finding and retrieving information as challenging and frustrating. Karlsson et al. [18] examined university students' information-seeking skills, behaviors, and knowledge in a 2012 observational study at Helsinki University in Finland. The study's objective was to ascertain how various methods of scientific information search operate. The study's findings identified three categories of information seekers: novices who use trial-and-error methods of random information seeking, survivors who use natural language but struggle to formulate search queries, and experts who are familiar with information sources and skilled in search. The survey found that final-year students used electronic resources more frequently than other

final-year students. Nwobasi et al. [24] also compared students' information needs and behaviors at two universities. They found that students were aware of the print and electronic resources despite several issues, including subpar internet capabilities, inadequate content, a shortage of recent and pertinent items, and a hostile attitude from library employees. These elements significantly complicated how the two universities' students sought information.

Ossai [26] looked into how law students at Nigeria's University of Benin use the law library's research tools. Her statement says that most law students have been told to use the library's resources to stay on top of their coursework. To improve their information research skills, she said that the University should have included training in information research skills as part of law training. This would make it possible for law students to fully use the IT services and tools, which would help them, get better at IT and better use the information they have found [26]. In a study by Bagget and Williams [3], the students all agreed that social media is a way to bring people together and share interests. Social media gives people useful tools for learning and talking to each other and a chance to network with professionals in any area. Social media lets students do more than one thing at once because they don't have to write a lot of different messages because of tight class plans and time limits. They often do more than one thing at once while using Facebook: watching TV or videos, talking, emailing friends and family, writing papers, or doing research.

## **2.2. Information-sharing behavior as a form of cooperative or group activity**

In a coordinated action, several players collaborate on a single project but do not share a common goal. In a cooperative activity, participants work together to achieve a common goal and act on a common object. A co-constructive activity focuses on restructuring the organizations and collaboratively re-constructing the everyday object. Thus, collaborative behavior is one in which a) various actors cooperate in each activity, b) work on a common item, and c) may or may not have a shared goal in that activity. Information producers and information receivers are always involved in information-sharing activities. Information transfer is the joint goal of the two parties involved. From the standpoint of collaboration, information-sharing behavior may be described as an activity in which the information provider and seeker collaborate to effectuate the transfer of a specific type of information from the former to the latter. Therefore, information-sharing conduct encompasses information-seeking and information-providing behavior as part of the complete information transmission process. The way in which the two sides of the actors cooperate is the main issue with the procedure. The degree of collaboration in information-sharing activities can also be further classified according to whether or not a common goal is shared. In an activity involving the exchange of information, the term "sharing of common objectives" refers to the fact that the two people involved share a common objective.

## **2.3. Intra-organizational information sharing**

Encouragement of information sharing among groups is becoming more widespread inside organizations [34]. Organizational members cannot create integrated solutions to issues due to limited access to and sharing of information. Information dispersed within organizational groups is frequently kept from organization members [2]. According to the literature, several factors can affect how information is shared inside organizations. The interrelationships of the components are intricate, and each factor has an impact on the others. The elements that make up the outer layer's organizational structure and organizational culture, ritual, and norm significantly impact an organization's actions. The second layer contains elements such as

power games, social identity, social networks, and trust that can be formed and influenced by organizational structure and organizational culture. These elements can also affect members' perceptions of intra-organizational information sharing. Like this, members' beliefs are influenced by the qualities of shared information, the adopted information technology (perceived utility and perceived ease of use), and absorbent capabilities. Members' ideas about intra-organizational information sharing (represented by the inner layer) can be formed and mediated by self-interest and cost-benefit analysis, information ownership and stewardship, and reciprocity, even though they are influenced by the elements in layers one and two. The inner layer shows how members' ideas about sharing information within the organization can be shaped and filtered by one's interests and analysis of costs and benefits, information ownership and care, and exchange. These ideas are affected by the things in layers one and two, but only partially.

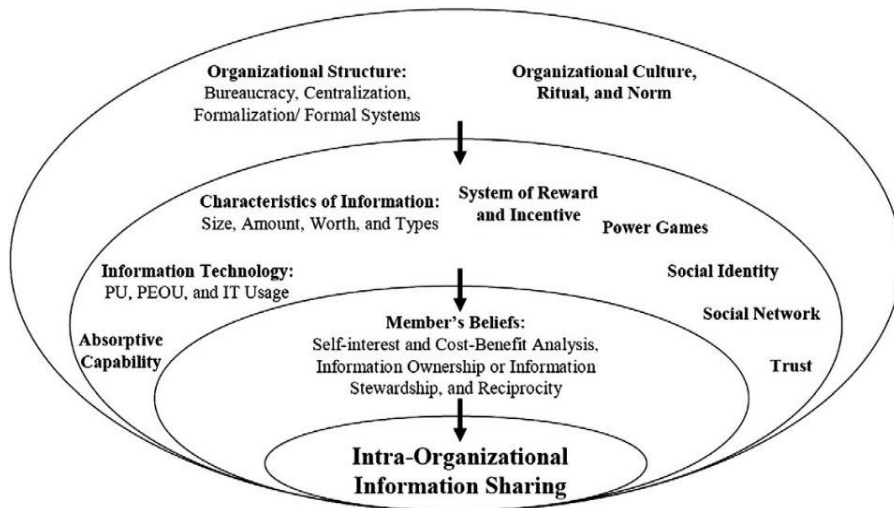


Figure 1. Factors influencing intra-organizational information [33]

## 2.4. Social media concept

Over the years, many experts have been able to describe and explain social media clearly. The phrases “social media” and “social networking site” have been used to describe and explain the same thing. Kaplan and Haenlein [17] said that social media is a group of web-based programs that use the ideas and technologies behind Web 2.0 to make it possible for people to create and share their material. Bryer and Zavatarro [5] say that social media are tools that make it easier for people to connect, work together, and have discussions about issues that matter to everyone. Some of these technologies include blogs, wikis, networking sites, and tools for sharing music, video, photos, and text. Kietzmann et al. [19] say that social media is a platform that uses mobile and web-based technologies to make very flexible tools that let people and groups share, work together on, talk about, and change user-generated content. Users make their content. Bryer and Zavatarro [5] say that social media are tools that encourage people to work together, talk to each other, and have discussions about issues that matter to everyone. “A group of Internet-based applications that build on the theoretical and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content” (p. 61) is what Kaplan and Haenlein [17] mean by "social media." Davis et al. [8] say that Social Media Technology (SMT) is web-based and mobile apps that let people

and groups create and communicate with digital content in a way that allows for two-way contact.

According to Junco [15], social media refers to a collection of internet websites, services, and attitudes that promote participation, sharing, and community development. Nwangwa and Omotere [23] define social media as online applications for social networking sites, social bookmarking, and sharing devices, social citation tools, posting on blogs and micro-blogging tools, online worlds, multimedia sharing tools, e-project management platforms, and research and writing collaboration tools. These technologies were designed mainly to encourage user-centered social engagement.

### **2.5. The use of social media for sharing information**

Social networking sites have been used to publicize missing people's pictures, names, and addresses so that family, friends, or anyone else who finds them can quickly help reunite them with their loved ones. This is in addition to giving situational awareness and asking for support. In the above situation, disclosing personal information was unnecessary because it would benefit the information producer more than damage them in obtaining the necessary resources and assistance. Social interaction is undergoing a new dynamic with the introduction of social media technology. People can easily and quickly share information, such as real-time updates regarding their experiences. According to a recent study, people communicate with others to retain their sense of community and to increase their social capital [11]. According to research by Chou et al. [7], 69% of US adults claimed to have used the internet in 2007. Internet users said that 7% blogged, 5% belonged to an online support group, and 23% used social networking sites. Younger age was the sole significant predictor of participation in social networking sites and blogging, according to multivariate analysis; a statistically significant linear connection was seen, with younger categories reporting more regular use. Participation in support groups was predicted with younger age, worse subjective health, and a personal history of cancer. Although healthcare information is regarded as private, using social technologies may give users access to various treatment options that benefit them.

### **2.6. Information sharing behavior of students on social media**

According to the study's findings [25], five characteristics define indicators of information sharing believability, i.e., topic of interest, references to additional sources, audio or video integrated into the piece, and familiarity with the author. A website address is a "link to other sources" when it is included in a message to allow readers to find further information. University students' use of social media has been extensively studied in the literature, and their participation has been examined. Some studies are broad in scope and cover a variety of social media platforms and activities. In contrast, others are more narrowly focused on a single service (like Facebook or Twitter) and use (such as knowledge sharing or academic learning). According to studies, using social media encourages active learning, cooperation, and knowledge sharing [29] and frequent and effective peer communication [6]. According to a survey conducted in the USA, higher education students were regular SNS users who, on average, used seven distinct social media platforms at once [28]. This suggests that students use social media platforms for various functions and to pursue multiple interests. These pursuits included socializing, amusement, professional activities, and academic projects. Information sharing in social media settings has received much attention. Several studies have examined how social media might encourage information sharing among college students.

According to a survey by Meishar-Tal and Pieterse [22], SNS users primarily consumed and shared pertinent content on their networks.

### **3. Problem statement**

Although information-sharing behavior on social media has been the subject of numerous study projects, Bangladesh has yet to see any of these studies. According to a survey of pertinent Bangladeshi literature, studies have focused on information demands and seeking behavior [13]. In Bangladesh, more research is needed on how people use social media to share information. This study, however, attempts to investigate how students at Dhaka University use social media to share information. According to Hossain and Ahmed [14], the University of Dhaka in Bangladesh, where over 31,955 students are enrolled, has the highest student body in the nation regarding smartphone usage. The best University in the country is this one. The University of Dhaka's importance extends beyond its reputation as a top academic institution; it has played a vital role in the country's foremost civil rights campaigns. Bangladesh's educational system is said to be led by the University. The students at this University use a vast array of social media platforms. These students use social media for various purposes, including education, entertainment, business, and others. Nearly the entire campus is covered by the University's wi-fi services. The students use the internet access offered by their cell networks. However, these numerous students use the internet in a variety of ways. The University of Dhaka has been selected for this study after considering all these pertinent considerations.

This study aims to help understand information-sharing behavior on social media at the University of Dhaka. The findings will help administrators of educational institutions understand how students utilize social media and share information on social media. This understanding will aid in the creation of policies. This study's results will also broaden students' knowledge of information-sharing behavior and social media use. Therefore, this study is anticipated to offer rich data for future research on information behavior and social media.

### **4. Objectives of the study**

The main objective of this study is to investigate the understanding of information sharing behavior of Dhaka University students in Bangladesh on social media. The specific objectives of this study are to:

- [1] Identify social media platforms preferred by Dhaka University students.
- [2] Determine the reasons influencing students to share valuable and risky information on social media.
- [3] Find factors that help students improve their information-sharing behavior on social media.

#### **4.1. Research questions**

This study will examine the following research questions to accomplish the objectives.

RQ1: What social media tools are preferred by the University's students?

RQ2: What are the reasons that influence students to share valuable and risky information on social media?

RQ3: What factors help students improve their information-sharing behavior on social media?

## 5. Methodology

The present study used a quantitative approach. This research's target population is the Faculty of Arts students of the University of Dhaka, Bangladesh. This University was chosen because it is one of the best public universities in Bangladesh, with enormous resources, many students, an excellent reputation, and strong faculty. To appropriately accomplish the research objectives, a structured questionnaire was created for data collection based on a literature review, considering the components relevant to the objectives. The survey questionnaire was designed carefully to ensure the maximum responses from the participants. Pilot testing was performed before surveying to ensure the validity of the findings. The questionnaire has undergone necessary modifications based on the feedback from the pilot testing. For modification, pilot testing was done with 50 respondents. However, when creating the questionnaire, careful thought was given to all relevant factors. The questionnaire was divided into six sections to fulfill the research objectives and questions properly. The students were expected to convey their perceptions by answering the set questionnaire designed to achieve the research objectives.

The survey data were gathered through September and October 2023. The survey was conducted online. Google Forms was used to collect responses from the students in the online survey. Social networking sites are used by 60% of university students in Dhaka, which is why social media was selected [14]. Finally, the researcher got 166 valid responses for data analysis. All the respondents in the survey used social media and shared information on social media. To analyze data frequency and generate a cross-tabulation of respondents' questionnaire responses, the Statistical Package for the Social Sciences (SPSS) was utilized. Data frequency calculations and several tables were created using Microsoft Office Excel. Microsoft Office Word was used to coordinate the entire project. The respondents were not asked to provide any personal information in the questionnaire. They did, however, get assurances that this study would not utilize their identities or any other private information. Additionally, they were persuaded that the information gathered via an online survey would be handled with absolute confidentiality. Furthermore, the data was collected using the students' email addresses and phone numbers, although the details were never utilized for the writing. Thus, there is no possibility of using the information the student provides for unlawful purposes. As a result, confidentiality has been upheld throughout the research project.

## 6. Data analysis and interpretation of the study

### 6.1. Demographic profile

The data reveals a nearly equal distribution between male and female participants. Among the total respondents, 77 individuals identified as male, constituting 46.4% of the sample, while 89 identified as female, making up 53.6%. The table illustrates a balanced representation of gender identities among the surveyed individuals, offering insights into the diversity of the participant pool. At the forefront, the most significant portion of the respondents belongs to those currently pursuing or having completed their Undergraduate studies, constituting 36.1% of the respondents. This substantial segment reflects a considerable presence of individuals actively engaged in foundational academic pursuits. Following closely behind, the Graduate category claims a noteworthy 27.1%, signifying a significant proportion of respondents who have advanced beyond the undergraduate level. This group showcases a commitment to higher education and specialization. The final portion

of our educational level is represented by the postgraduate respondents, comprising 36.7%. This segment reflects a robust presence of individuals who have attained advanced degrees, showcasing a dedication to mastering their chosen fields and contributing to the depth of knowledge within their domains. The pie chart paints a dynamic picture of educational diversity, with each slice representing a distinct stage in the academic journey. The distribution emphasizes the varied educational backgrounds of our respondents, collectively forming a rich tapestry of knowledge and expertise within our surveyed community.

[Table 1] illustrates the composition of the surveyed population based on four distinct age groups. Most of the respondents, i.e., 102 (61.5%), are in the 21-25 age group; following closely behind, the 25-30 age group constitutes the second most substantial portion, contributing, i.e., 43 (25.5 %). The 15-20 age group holds the third position, forming 18 (10.8%) of the table. With 18 respondents, this segment indicates a relatively minor but still noteworthy presence of participants in their late teens to early twenties. Lastly, the “above” category, representing respondents above 30, forms the minor portion of the table at 3 (1.8%). The visualization provides a comprehensive overview of the demographic composition, offering insights into the age dynamics of the surveyed population.

Table 1. Demographic profile

Gender	Frequency	Percentage
Male	77	46.4
Female	89	53.6
Academic Level	Frequency	Percentage
Undergraduate	60	36.1
Graduate	40	24.1
Postgraduate	66	39.8
Age group	Frequency	Percentage
15-20 Years	18	10.8
21-25 Years	102	61.5
26-30 Years	43	25.9
Above 30 Years	3	1.8
Total	166	100

### 6.2. Use of social media tools by the students

When asked about students’ use of social media tools, 100% of respondents enthusiastically answered “Yes,” indicating a unanimous embrace of these online platforms. Surprisingly, no respondent reported abstaining from using social media tools, as the “No” category stood at a resolute 0%. This data clearly shows the ubiquity and widespread adoption of social media in those surveyed. In today's digital age, the virtual realm is an integral part of communication and connectivity for all participants in this survey.

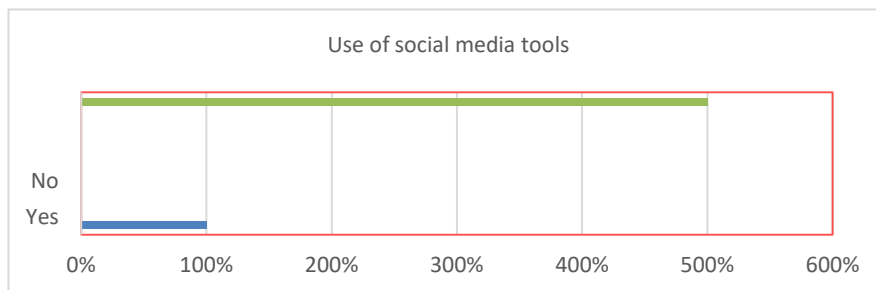


Figure 2. Use of social media tools



### 6.3. Types of social media tools preferred by the students

The survey results reveal a comprehensive snapshot of respondents' engagement with various social media tools. The overwhelming majority, 98.8%, indicated their use of Facebook, making it the most prevalent platform among the surveyed individuals. YouTube closely follows, with 86.1% of respondents affirming its utilization, showcasing its widespread popularity. Google maintains a significant presence, with 80.7% of respondents acknowledging its role in their social media activity. Instagram, a visually driven platform, captures the attention of 50.6% of participants, indicating its appeal for visual content sharing. Moving further down the spectrum, Twitter secures a notable 27.7% engagement, while LinkedIn closely trails at 27.1%, emphasizing their roles as platforms catering to professional networking and concise content sharing. The survey also sheds light on the less frequented social media tools, such as Skype (7.2%), Messenger (0.6%), Imo (0.6%), Telegram (0.6%), and Safari (0.6%). Though less popular among respondents, these platforms still demonstrate a niche user base within the surveyed group. In summary, Facebook and YouTube emerge as the dominant forces in the social media landscape for the observed individuals, with Google, Instagram, Twitter, and LinkedIn following closely behind. The diversity in platform usage showcases the varied preferences of the respondents, highlighting the multifaceted nature of contemporary social media engagement.

Table 2. Type of social media tools preferred by the student

Type of social media tools	Frequency	Percentage
Facebook	164	98.8%
You tube	143	86.1%
Google	134	80.7%
Instagram	84	50.6%
Twitter	36	27.7%
LinkedIn	45	27.1%
Skype	12	7.2%
Messenger	2	0.6%
Imo	1	0.6%
Telegram	1	0.6%
Safari	1	0.6%

\*Multiple answers were permitted

### 6.4. The extent of social media tools used by the students

The survey data reveals compelling insights into the frequency of social media tool usage among respondents. A substantial 92.8% of participants indicated that they engage with these platforms several times daily, reflecting a pervasive and frequent interaction with social media in their daily lives. A small but noteworthy portion of respondents, comprising 4.2%, reported using social media at least once daily. This indicates a consistent presence on these platforms for a significant segment of the surveyed population. A minority, representing 2.4%, reported using social media tools occasionally, suggesting a less frequent but still regular engagement with these platforms. Remarkably, only 0.6% of respondents claimed never to use social media, highlighting a near-universal adoption of these tools among the surveyed individuals. Interestingly, no respondents reported utilizing social media every week or monthly. This absence may suggest a trend toward more frequent daily interactions rather than sporadic, weekly, or monthly usage. Overall, the data underscores the pervasive nature of social media use in the lives of the surveyed individuals, with the majority incorporating

these platforms into their daily routine and only a negligible fraction abstaining entirely from social media engagement.

Table 3. Extent of social media tools used by the students

Extent of social media usage	Frequency	Percentage
Several times a day	154	92.8%
At last one a day	7	4.2%
Occasionally	4	2.4%
Never	1	0.6%
Once in a week	0	0%
Once in a month	0	0%
Total	166	100%

### 6.5. Purpose of using social media

The overwhelming majority of respondents, constituting 95.2%, highlighted social networking as the primary purpose for their presence on social media. This underscores the platforms' pivotal role in facilitating connections, fostering relationships, and maintaining social circles in the digital realm. A substantial 31.9% of respondents acknowledged social media's role in photo sharing, emphasizing the significance of visual communication in contemporary online interactions. Platforms like Instagram and Snapchat are likely key players in this category. Approximately one-fifth of respondents, 19.9%, expressed an inclination toward video sharing. These points to the rising popularity of platforms such as YouTube and TikTok, where users engage through creating, sharing, and consuming video content. A smaller but notable percentage, 3.6%, identified micro blogging as a significant use of social media. This category is associated with concise and real-time information sharing, exemplifying platforms like Twitter. A modest 1.8% of respondents cited entertainment as their primary purpose for using social media, highlighting the platforms' role in providing a digital space for leisure, recreation, and content consumption. Satisfaction, Creating Relationships, Technology, Passing Time, Learning, Study Purposes, and Increase Social Connectivity, each category received a 0.6% response rate, underlining the diverse and individualized reasons individuals engage with social media. From seeking satisfaction and forming relationships to leveraging technology for various purposes, the data suggests that social media is a versatile tool catering to a spectrum of personal needs.

Table 4. Purposes of using social media

Purposes	Frequency	Percentage
Social networking	158	(95.2%)
Microblogging	6	(3.6%)
Video sharing	33	(19.9%)
Photo sharing	53	(31.9%)
Entertainment	3	(1.8%)
Satisfaction	1	(0.6%)
Creating relationship	1	(0.6%)
Technology	1	(0.6%)
Passing time	1	(0.6%)
Learning	1	(0.6%)
Study purposes	1	(0.6%)
Increase social connectivity	1	(0.6%)

\*Multiple answers were permitted

## 6.6. Reasons for sharing information on social media

The data presented reflects the diverse motivations driving individuals to share information on social media, each characterized by distinct levels of agreement. The responses, rated on a scale from 1 to 7, shed light on the multifaceted nature of social media sharing. Facilitating learning emerges as a primary driver, with 44 respondents strongly agreeing, 18 in agreement, 11 somewhat disagreeing, 31 remaining neutral, 10 somewhat agreeing, and 27 strongly disagreeing. This suggests a strong inclination among participants to leverage social media as a platform for educational dissemination. The desire to inform others about specific subjects exhibits a more varied response, with 35 strongly agreeing, 16 in disagreement, 23 somewhat disagreeing, 24 remaining neutral, 12 somewhat agreeing, and 26 strongly disagreeing. This indicates a mixed sentiment regarding sharing information to educate others on subjects. Sharing skills and abilities also elicits diverse opinions, with 34 strongly agreeing, 22 in agreement, 16 somewhat disagreeing, 21 remaining neutral, 10 somewhat agreeing, and 32 strongly disagreeing. This suggests a nuanced perspective on the willingness to showcase personal expertise on social media platforms. Regarding spreading news, the responses show a split, with 44 strongly agreeing, 14 in disagreement, 12 somewhat disagreeing, 19 remaining neutral, 14 somewhat agreeing, and 31 strongly disagreeing. This indicates a significant inclination towards utilizing social media as a news-sharing platform, albeit with some divergence in opinion. The need for rapid information transfer is reflected in the responses concerning transferring information quickly, with 46 strongly agreeing, 16 in disagreement, 11 somewhat disagreeing, 17 remaining neutral, 15 somewhat agreeing, and 26 strongly disagreeing. This highlights a strong consensus on the efficiency of social media for swift information dissemination. Entertainment purposes, specifically sharing funny photos and videos, show varying degrees of agreement, with 40 strongly agreeing, 19 in agreement, 17 somewhat disagreeing, 20 remaining neutral, seven somewhat agreeing, 28 strongly disagreeing, and eight strongly agreeing. This underscores a mixed sentiment regarding the role of social media in amusement. Motivating young people through shared experiences evokes diverse perspectives, with 42 strongly agreeing, 16 in agreement, 14 somewhat disagreeing, 17 remaining neutral, 16 somewhat agreeing, 24 strongly disagreeing, and seven strongly agreeing. This suggests a nuanced stance on the efficacy of personal narratives in inspiring the younger demographic. The desire to stay updated on new information and knowledge sees a robust response, with 47 strongly agreeing, 16 in disagreement, 13 somewhat disagreeing, 17 remaining neutral, 10 somewhat agreeing, 35 strongly disagreeing, and five strongly agreeing. This indicates a prevalent recognition of social media as a dynamic source for staying informed. Finally, providing information for local communities, promoting education, and contributing to a more innovative society garners strong support, with 49 strongly agreeing, 12 in disagreement, 13 somewhat disagreeing, 15 remaining neutral, 11 somewhat agreeing, 32 strongly disagreeing, and seven strongly agreeing. This highlights a collective aspiration to utilize social media to foster local awareness and intellectual growth.

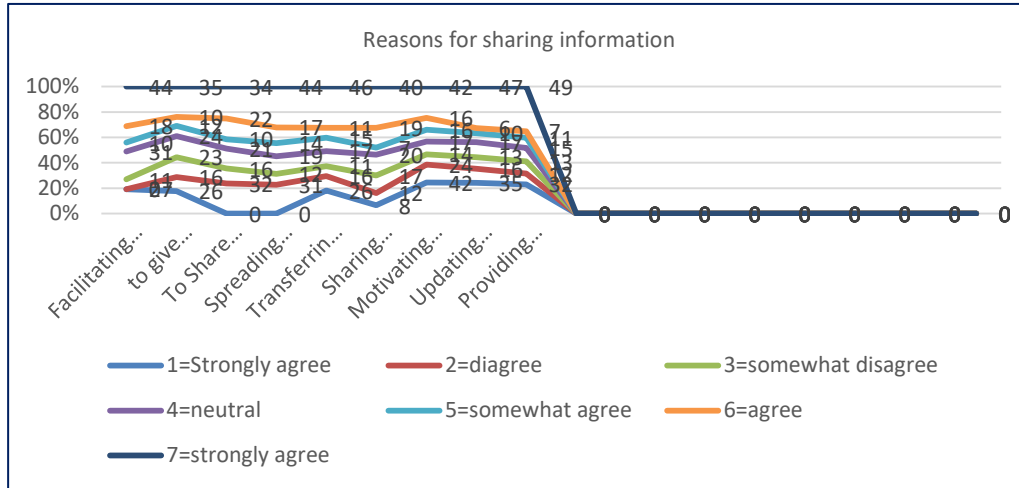


Figure 3. Reasons for sharing information

### 6.7. Importance of sharing information on social media

In response to the question, “Do you think sharing information on social media is important for students?” A total of 166 individuals participated in the survey, expressing diverse opinions. The data reveals a nuanced perspective, with 54.8% of respondents (91 individuals) advocating for the significance of sharing information on social media platforms, while 45.2% (75) held the opposing view. Illustrating these proportions on a pie chart would depict a slightly larger slice favoring the affirmative response, indicating that a majority acknowledges the importance of students engaging in information sharing through social media. This distribution underscores the dynamic discourse surrounding the role of social media in the academic sphere, with a notable segment of the surveyed population emphasizing its relevance while a substantial minority contends otherwise. The findings highlight the complexity of opinions within the community regarding the value of leveraging social media for educational purposes.

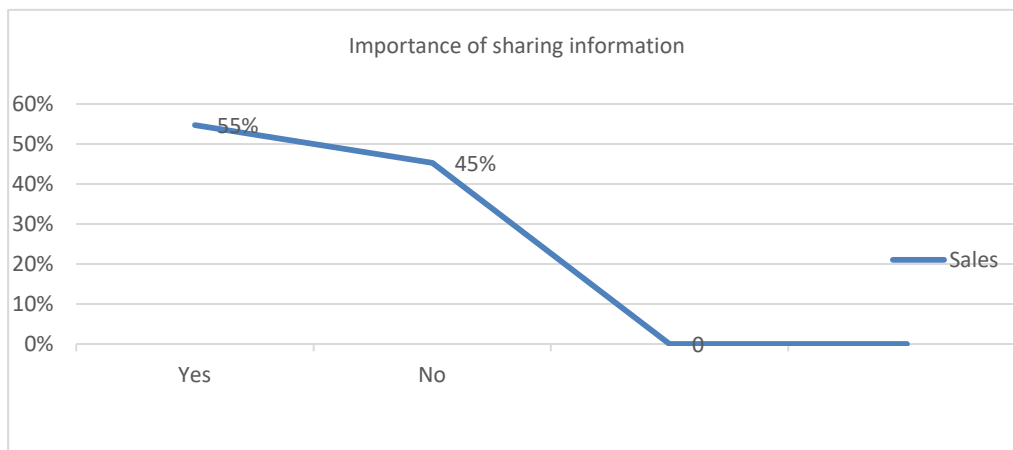


Figure 4. Importance of sharing information

**6.8. Perception of the importance of sharing information on social media**

The responses can be categorized into several key themes, reflecting the diverse perspectives on the importance of sharing information on social media. Many Respondents replied that they share information on social media for information access and updates (53, 21.99%). Educational Benefits (47, 19.50%) were also given preferences by the students for sharing information, followed by Communication and Connectivity (22, 9.13%), Global Perspective (21, 8.71%), and Social Responsibility (19, 7.88%). While only (14, 5.81%) replied that they shared information about career opportunities.

Table 5. Perception of the importance of sharing information on social media

Theme	Frequency	Percentage
Information Access and Updates	53	21.99%
Educational Benefits	47	19.50%
Communication and Connectivity	22	9.13%
Career Opportunities	14	5.81%
Global Perspective	21	8.71%
Positive and Negative Impacts	15	6.22%
Learning and Skill Development	13	5.08%
Language and Cultural Diversity	17	7.05%
Social Responsibility	19	7.88%

*\*Multiple answers were permitted*

**6.9. Knowledge about sharing information on social media**

In a recent survey aimed at understanding the awareness of the term "information sharing behavior on social media," 166 respondents provided insightful perspectives. The data reveals a distinct dichotomy in the respondents' familiarity with the concept. Among the participants, 47 individuals, constituting 28.3% of the total, affirmed their knowledge. This suggests that a significant proportion of the surveyed population understands "information-sharing behavior on social media." Their awareness could stem from personal experiences, educational background, or a keen interest in online interactions. Conversely, 119 respondents, comprising 71.7% of the total, indicated a need for more knowledge regarding the term. This sizable portion of the sample may need to be more familiar with how information is shared and disseminated on social media platforms. This lack of awareness could range from limited exposure to social media practices, a disinterest in the topic, or simply a lack of exposure to discussions around information-sharing behavior. In conclusion, the survey results highlight a noteworthy divide in the respondents' awareness level regarding "information-sharing behavior on social media." While a substantial number acknowledge their understanding of the concept, a more significant proportion still needs to be addressed. This information is valuable for gauging the current landscape of public knowledge and can inform future efforts to enhance awareness and education on this pertinent aspect of online communication.

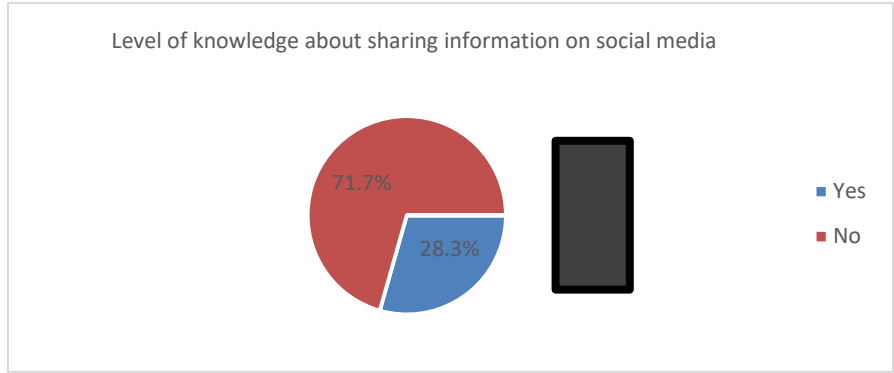


Figure 5. Level of knowledge about sharing information on social media

**6.10. Necessity of sharing effective and valuable information on social media**

[Figure 6] shows that the overwhelming majority, i.e., 78.9% of the participants, agreed that comprehending information-sharing patterns on social media is crucial for disseminating effective and valuable information. This consensus was reflected in the affirmative responses, with 131 individuals endorsing the importance of understanding information-sharing behavior.

On the contrary, a notable 21.1% of respondents, accounting for 35 individuals, held a contrasting viewpoint, disagreeing with the assertion that understanding information-sharing behavior is imperative. Despite the divergence in opinions, the survey highlights a significant level of engagement and interest from the total pool of 166 participants. The breakdown of responses provides a nuanced perspective on the varied attitudes toward the role of understanding information-sharing behavior on social media. The data suggests a dynamic landscape of opinions, underscoring the ongoing discourse surrounding the impact and necessity of adequate information sharing in social media.

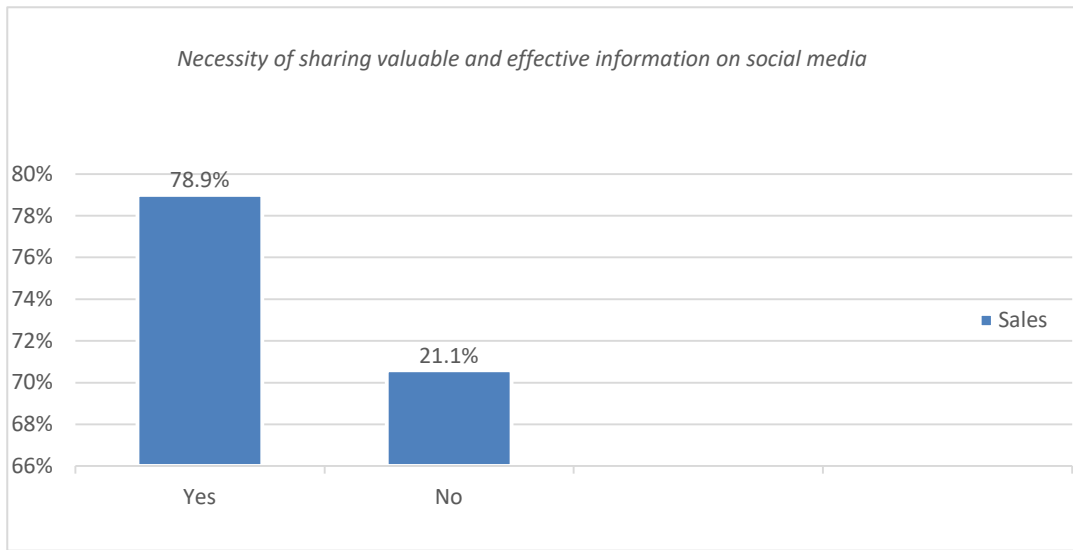


Figure 6. Necessity of sharing valuable and effective information on social media

### 6.11. Aspects that affect the sharing of risky details on social media

The data illustrates respondents' perceptions regarding various factors influencing the sharing of risky information on social media, with responses measured on a scale from 1 to 7. The first aspect, “Lack of understanding information sharing behaviour,” reveals a predominant inclination towards agreement, as indicated by a substantial number of respondents (80) expressing either agreement (5) or strong agreement (6), suggesting a widespread belief in the impact of insufficient comprehension on information sharing behaviors. Similarly, "Lack of reliable information source" exhibits a notable trend towards agreement, with 61 respondents leaning towards agreement or strong agreement. This signifies a prevalent concern among participants regarding the influence of unreliable sources on their willingness to share risky information on social media. The “Lack of awareness about ethical information” elicits a mixed response, with a considerable portion of respondents (65) indicating a neutral stance. However, a noteworthy number aligns with agreement or strong agreement, suggesting a substantial subset of participants acknowledge the influence of ethical considerations on their information-sharing practices. Regarding the “Lack of steps needed to protect sharing risky information,” the data reflects a distributed response, with no singular trend dominating. While a significant portion falls within the agreement spectrum, a substantial number also express disagreement or neutrality. This indicates a diverse range of perspectives on the perceived impact of lacking protective measures on information-sharing behavior. The issue of “Scarcity of information professionals” portrays a considerable inclination towards agreement, with 54 respondents expressing agreement or strong agreement. This suggests a prevalent belief among participants in the influence of a shortage of information professionals on sharing risky information on social media.

Lastly, the factor “Abundance of information” generates a varied response, with a substantial number of respondents (49) indicating agreement or strong agreement but a considerable portion expressing disagreement or neutrality. This divergence in opinions implies a nuanced perspective on the impact of information abundance on individuals' willingness to share risky information. In summary, the analysis reveals a complex interplay of perceptions, with certain factors, such as understanding information-sharing behavior and the scarcity of information professionals, garnering unanimous agreement. In contrast, others, like awareness of ethical information and the abundance of information, exhibit a more diverse range of opinions among respondents.

Table 6. Aspects that affect the sharing of risky information on social media

Aspects	1	2	3	4	5	6	7
Lack of understanding information sharing behavior	80 (60.61%)	10 (7.58%)	7 (5.30%)	12 (9.09%)	3 (2.27%)	16 (12.12%)	4 (3.03%)
Lack of reliable information source	61 (48.8%)	14 (11.2%)	11 (8.8%)	10 (8%)	8 (6.4%)	17 (13.6%)	4 (3.2%)
Lack of awareness about ethical information	65 (50.78%)	7 (5.47%)	14 (10.94%)	10 (7.81%)	10 (7.81%)	15 (11.72%)	7 (5.47%)
Lack of steps needed to protect against sharing risky information	60 (48%)	14 (11.2%)	9 (7.2%)	12 (9.6%)	7 (5.6%)	18 (14.4%)	5 (4%)
Scarcity of information	54 (43.90%)	16 (13.01%)	13 (10.57%)	16 (13.01%)	5 (4.07%)	15 (12.20%)	4 (3.25%)

professionals							
Abundance of information	49 (39.52%)	17 (13.71%)	9 (7.26%)	23 (18.55%)	5 (4.03%)	15 (12.09%)	6 (4.84%)

### 6.12. Factors that improve information sharing behavior on social media

The respondents' opinions on various factors related to information authenticity and verification are reflected in the provided data, which is presented on a 1-7 scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (7). Respondents predominantly lean towards agreement with the importance of confirming authenticity, with a substantial number strongly agreeing (39) and agreeing (28). However, there is a notable presence of respondents in the middle range of the scale (4-6), indicating a degree of neutrality. Most respondents express agreement (30) and strong agreement (43) regarding the importance of verifying information before sharing. The data suggests a relatively strong consensus on the significance of this practice. Opinions on checking citations are more evenly distributed across the scale. While a considerable number agree (35) and strongly agree (28), a notable proportion falls within the neutral and disagreement categories, reflecting a diverse range of perspectives on the importance of this factor. Respondents exhibit a varied range of opinions on the importance of checking comments. The data shows substantial agreement (39) and disagreement (18), indicating a polarized view on the significance of considering comments in information evaluation.

The data suggests a mixed response to the use of fact-checking sites. While a significant number agree (36) and strongly agree (27), there is a substantial presence of respondents in the disagreement categories, indicating a need for more consensus on the effectiveness of fact-checking sites in information verification. The importance of using reliable sources receives a generally positive response from respondents, with a majority indicating agreement (33) and strong agreement (38). However, a notable portion falls within the middle range of the scale, suggesting a degree of ambivalence among respondents regarding the significance of relying on reliable sources. In summary, the data reveals a nuanced landscape of opinions among respondents, with varying degrees of agreement and disagreement across different aspects of information verification and authenticity confirmation.

Table 7. Improving information sharing behavior on social media

Factors	1	2	3	4	5	6	7
Confirmation of authenticity	33 (23.40%)	16 (9.92%)	9 (6.38%)	8 (5.67%)	8 (5.67%)	39 (27.66%)	28 (19.86%)
Verify the information before sharing	27 (19.42%)	12 (8.63%)	13 (9.35%)	8 (5.76%)	6 (4.31%)	30 (21.58%)	43 (30.94%)
Checking the citation	22 (20.28%)	14 (10.14%)	15 (10.86%)	10 (7.24%)	9 (6.71%)	35 (26.11%)	28 (20.99%)
Checking the comments	24 (18.18%)	11 (8.33%)	12 (9.09%)	18 (13.66%)	11 (8.33%)	39 (29.55%)	17 (12.88%)
Using fact-checking sites	21 (15.79%)	17 (12.78%)	10 (7.52%)	17 (12.88%)	5 (3.76%)	36 (27.06%)	27 (20.30%)
using reliable sources	24 (17.7%)	11 (8.15%)	11 (8.15%)	13 (9.62%)	5 (3.70%)	33 (24.44%)	38 (28.15%)



## 7. Discussion and findings of the study

RQ1 was about the university's students' preferred social media tools. The data suggests that Facebook is the utmost favorite social media tool among university students, with a high percentage of 98.8%. Following Facebook, YouTube and Google are also widely used, with percentages of 86.1% and 80.7%, respectively. Instagram, Twitter, and LinkedIn have lower percentages, indicating less popularity among students. The dominance of Facebook in this survey aligns with the findings of various studies on social media usage among university students. For example, a survey by Junco et al. [16] established that Facebook was the most widely used social media platform among college students, serving as a primary communication and information-sharing tool. YouTube's popularity can be attributed to the visual and interactive nature of the platform, making it a preferred choice for educational content, tutorials, and entertainment. Similarly, Google's widespread use could be linked to its diverse applications, including collaborative document editing and information search.

The lower percentages for Instagram, Twitter, and LinkedIn suggest that while these platforms have a presence among university students, they are less universally embraced. This aligns with Smith et al. [30] findings, who reported that while many young adults use social media, preferences can vary based on individual interests and needs. It is interesting to note the lower usage percentages for Skype, Messenger, Imo, Telegram, and Safari. These platforms have limited popularity among university students, possibly due to the dominance of other, more feature-rich, widely adopted platforms. In conclusion, the data reflects a social media landscape among university students where Facebook, YouTube, and Google are the predominant tools, aligning with broader trends in social media usage among young adults. The preferences indicated in this survey are consistent with existing research on the subject, highlighting the importance of these platforms in the daily lives of university students.

RQ2 was about the reasons that influence students to share valuable and sometimes risky information on social media. The reasons influencing students to share various types of information on social media are diverse and multifaceted. The survey percentages suggest that specific categories like fun and entertainment, personal thought and opinion, and academic-related content have higher sharing rates. Some possible reasons behind these trends- The study found that a significant percentage (72.3%) indicating sharing for fun and entertainment suggests that students often use social media for leisure. Sharing memes, jokes, viral videos, or engaging in challenges might serve as a way to connect with peers, alleviate stress, and foster a sense of belonging within online communities [28]. The substantial percentage (64.2%) attributed to sharing personal thoughts and opinions underscores the role of social media as a platform for self-expression. Students share their views on numerous topics, seek validation and feedback, or engage in discussions about issues that matter to them personally. The relatively high percentages for academic-related content (50%) and general news (45.3%) suggest that students may use social media to stay informed and share information relevant to their studies or current events. Sharing educational resources or news articles could be a way to demonstrate knowledge, engage in intellectual discussions, or raise awareness about essential topics among peers [21]. The lower percentages for political (13.5%) and personal (48%) content indicate that while some students share political views or personal updates, these categories might be less dominant. Reasons for sharing political content may include advocating for causes, expressing support for candidates, or engaging in social or political activism [32]. Meanwhile, sharing personal content might serve as a means of self-disclosure or seeking social support. Meanwhile, sharing personal content might serve as a means of self-disclosure or seeking social support [10].

The minimal representation for categories like creative work (0.7%) and agriculture (0.7%) could suggest that these areas might be shared only among students. However, individuals passionate about creative pursuits or niche interests might use social media to showcase their work or connect with like-minded individuals [31]. Understanding these motivations can help educators, policymakers, and social media platforms create environments that support positive sharing behaviors while addressing potential risks associated with sharing sensitive or risky information.

RQ3 was about the factors that help students improve their information-sharing behavior on social media. The survey data represents individuals' opinions or responses regarding factors that contribute to enhancing students' information-sharing behavior on social media. The factors include confirming authenticity, verifying information before sharing, checking citations and comments, using fact-checking sites, relying on reliable sources, and engaging in discussions with citations and references. The numbers within the parentheses represent the frequency or percentage of respondents who selected a particular option (1 to 7) for each factor. For example, for the factor "Confirmation of authenticity," 33 respondents (23.40%) strongly agreed (7), while 16 respondents (9.92%) disagreed (2), and so on. The study revealed that confirmation of authenticity, verifying information before sharing and checking comments have relatively higher agreement percentages, indicating that these factors are essential for improving information-sharing behavior. Using fact-checking sites and relying on reliable sources also received notable agreement percentages, although opinions seem more varied for these factors. Overall, most respondents value confirming authenticity, verifying information, and checking comments when it comes to improving information-sharing behavior on social media. However, there might be fewer consensuses on the effectiveness of fact-checking sites, relying on reliable sources, and engaging in discussions with proper citations and references.

## **8. Conclusion and future research scope**

In conclusion, exploring information-sharing behaviour on social media among Dhaka University students has provided valuable insights into their preferences, motivations, and factors influencing their online interactions. The findings reveal a diverse range of social media tools favoured by the students, showcasing the dynamic nature of their digital engagement. Platforms like Instagram, Twitter, and others play distinctive roles in shaping their online experiences. The reasons behind students sharing both valuable and occasionally risky information on social media are multifaceted. Motivations include the desire for connection, validation, recognition, and the influence of peer behaviour. Understanding these underlying factors is crucial for comprehending the complex dynamics of information dissemination in the digital age. Factors contributing to improving students' information-sharing behaviour on social media emerge as critical considerations for fostering a responsible online environment. Digital literacy, awareness of privacy implications, ethical considerations, and educational initiatives are pivotal in shaping more conscious and informed sharing habits among the student population.

As recommendations for further research, it is suggested to delve deeper into specific social media platforms and their varying impacts on information-sharing behaviour. Additionally, investigating the role of educational interventions and awareness campaigns in promoting responsible online practices could contribute to the development of comprehensive strategies for digital literacy among university students. This study provides a foundational understanding of information-sharing behaviour on social media among Dhaka University

students, laying the groundwork for future research and initiatives to cultivate a positive and informed digital culture within academic communities.

## Acknowledgments

The researchers are thankful to the Faculty of Arts students of the University of Dhaka, Bangladesh, for their responses.

## References

- [1] L. Al-Sharqi, K. Hashim, and I. Kutbi, "Perceptions of social media impact on students' social behavior: A comparison between Arts and Science students," *International Journal of Education and Social Science*, vol.2, no.4, pp.22-13, (2015)
- [2] A. Ardichvill, V. Page, and T. Wentling, "Motivation and barriers to participation in virtual knowledge-sharing communities or practice," *Journal of Knowledge Management*, vol.7 no.1, pp.64–77, (2003)
- [3] S. B. Bagget and M. Williams, "Student behaviors and opinions regarding the use of social media," *Mobile Technologies and Library Research, Virginia Libraries*, vol.58, no.1, pp.19-22, (2012)
- [4] M. J. Bates, "Information behavior," In *Encyclopedia of Library and Information Science*, 3rd ed, CRC Press, New York, (2010)
- [5] T. A. Bryer and S. M. Zavattaro, "Social media and public administration: Theoretical dimensions and introduction to the symposium," *Administrative Theory & Praxis*, vol.33, no.3, pp.325-340, (2011)
- [6] M. Burke and R. E. Kraut, "Growing closer on Facebook: Changes in tie strength through social network site use," In CHI '14. Proceedings of the SIGCHI conference on human factors in computing systems, Toronto, Canada, 26 April–1 May, (2014)
- [7] W. Y. S. Chou, Y. M., Hunt, E. B. Beckjord, R. P. Moser, and B. W. Hesse, "Social media use in the United States: Implications for health communication," *Journal of Medical Internet Research*, vol.11, no.4, pp.e48. (2009)
- [8] C. H. F. Davis, M. S. G. Canche, R. Deil-Amen, and C. Rios-Aguilar, "Social media in higher education: A literature review and research directions," *The Center for the Study of Higher Education at the University of Arizona and Claremont Graduate University, Arizona*, (2012)
- [9] D. R. Denison and D. Montgomery, "Annoyance or delight? College students' perspectives on looking for information", *The Journal of Academic Librarianship*, vol.38, no.6, pp.380-390, (2012)
- [10] F. G. Deters and M. R. Mehl, "Does posting Facebook status updates increase or decrease loneliness? An online social networking experiment", *Social Psychological and Personality Science*, vol.4, no.5, pp.579–586. (2013)
- [11] L. B. Erickson, "Social media, social capital, and seniors: The impact of Facebook on bonding and bridging social capital of individuals over 65", Paper presented at the AMCIS 2011, Detroit, Michigan, (2011)
- [12] O. S., Fasola and S. O. Olabode, "Information seeking behavior of students of Ajayi Crowther University, Oyo, Nigeria. Brazilian", *Journal of Information Science*, vol.7, no.2, pp.47-60, (2013)
- [13] M. U. Hossain, M. A. Hossain, and M. S. Islam "An assessment of the information needs and information-seeking behavior of Members of Parliament (MPs) in Bangladesh," *Information and Learning Science*, vol.11, no.8(1/2), pp.48–66, (2017) DOI:10.1108/ILS-10-2016-0075
- [14] M. E. Hossain and Z. Ahmed, "Academic use of smartphones by university students: A developing country perspective," *The Electronic Library*, vol.3, no.4, pp.651-665. (2016)
- [15] R. Junco, "Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance," *Computers & Education*, vol.28, no.1, pp.1878-198, (2012) DOI:10.1016/j.chb.2011.08.026
- [16] R. Junco, D. Merson, and D. W. Salter, "The effect of gender, ethnicity, and income on college students' use of communication technologies." *Cyberpsychology, behavior, and Social Networking*, vol.13, no.6, pp.619-627, (2010)

- [17] A. M. Kaplan, and M. Haenlein, "Users of the world, unite! The challenges and opportunities of Social Media", *Business Horizons*, vol.53, no.1, pp.59-68, **(2010)**
- [18] L. Karlsson, L. Koivula, I. Ruokonen, P. Kajaan, L. Antikainen, and H. Ruismaki, "From novice to expert: information seeking processes of university students and researchers." *Proceedings Social and Behavioural Sciences*, vol.45, no.1, pp.577-587, **(2012)**
- [19] J. Kietzmann, B. Silverstre, I. Mccarthy and P. Leyland, "Unpacking the social media phenomenon: Towards a research agenda," *Journal of Public Affairs*, vol.12, no.2, pp.109-119, (2012) DOI:10.1002/pa.1412
- [20] L. Lee, D. Chen, J. Lia, and T. Lin, "Understanding new media literacy: The development of a measuring instrument," *Computers and Education*, vol.85, pp.84-93, (2015) DOI:10.1016/j.compedu.2015.02.006
- [21] L. Liu, L. Zhang, P. Ye, and Q. Liu, "Influencing factors of university students' use of social network sites: An empirical analysis in China," *International Journal of Emerging Technologies in Learning*, vol.13, no.3, pp.71-86, (2018) DOI:10.3991/ijet.v13i03.8380
- [22] H. Meishar-Tal and E. Pieterse, "Why do academics use academic social networking sites?," *International Review of Research in Open and Distributed Learning*, vol.18, no.1, pp.1-22, (2017) DOI:10.19173/irrodl.v18i1.2643
- [23] K. C. Nwangwa, E. Yonlonfoun, and T. Omotere, "Undergraduates and their use of social media: Assessing influence on research skills." *Universal Journal of Educational Research*, vol.2, no.6, pp.446-453. **(2014)**
- [24] R. N. Nwobasi, E. O. Uwa, and O. V. Ossai-Onah, "Information needs and seeking behavior of students in two universities in Imo State, Nigeria." *Library Philosophy and Practice*, p.966, **(2013)**
- [25] B. Osatuyi, "Information sharing on social media sites," *Computers in Human Behavior*, vol.29, no.6, pp.2622-2631, **(2013)**
- [26] N. B. Ossai, "How law students utilize information resources: A case study of the University of Benin, Benin City, Nigeria," *International Journal of Library and Information Science*, vol.3, no.1, pp.1-14, **(2011)**
- [27] K. A. Owolabi, M. A. Jimoh, and S. C. Okpeh, "Information seeking behavior of polytechnic students: The case of AkanuIbiam Federal Polytechnic, Unwana Nigeria," (2010) <http://digitalcommons.unl.edu/ubphilpral>
- [28] Pew Research Center. "Teens, Social Media & Technology," **(2018)**, <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>
- [29] T. Seifert, "Involvement, collaboration and engagement: Social networks through a pedagogical lens". *Journal of Learning Design*, vol.9, no.2, pp.31-45, **(2016)**
- [30] A. N. Smith, M. Duggan, and A. Perrin, "Social Media Usage: 2005-2015", Pew Research Center, (2013) <https://www.pewresearch.org/internet/2015/10/08/social-networking-usage-2005-2015/>
- [31] F. Stutzman, "An evaluation of identity-sharing behavior in social network communities," *Proceedings of the ACM 2012 Conference on Computer Supported Cooperative Work (CSCW '12)*, pp.821-830, **(2012)**
- [32] J. Vitak, P. Zube, A. Smock, C. T. Carr, N. Ellison, and C. Lampe, "It's complicated: Facebook users' political participation in the 2008 election". *Cyberpsychology, Behavior, and Social Networking*, vol.14, no.3, pp. 107-114, (2011) DOI:10.1089/cyber.2009.0226
- [33] T. M. Yang and T. A. Maxwell, "Information-sharing in public organizations: A literature review of interpersonal, intra-organizational and inter-organizational success factors," *Government Information Quarterly*, vol.28, no.2, pp. 164-175, **(2011)**
- [34] J. Zhang, S. S. Dawes, and J. Sarkis, "Exploring stakeholders' expectations of the benefits and barriers of e-Government knowledge sharing," *The Journal of Enterprise Information Management*, vol.18, no.5, pp.548-567. **(2005)**

## Authors



### **Shohana Nowrin**

Shohana Nowrin is an Associate professor at the Department of Information Science and Library Management of the University of Dhaka. Her research interests include academic integrity, information ethics, information behavior, and information security behavior.

Email Id: shohana@du.ac.bd



### **Most. Rokshana Akter**

Most. Rokshana Akter is a research student at the Department of Information Science and Library Management at the University of Dhaka. Her research interests include information-sharing behavior, social media, and other related topics.

Email Id: rokshana-2017316451@islm.du.ac.bd



### **Sk. Mamun Mostofa**

Mamun Mostofa is an Associate professor at the Department of Information Science and Library Management of the University of Dhaka, Bangladesh. His research interests include Knowledge management, Knowledge sharing, Digital libraries, Social networking tools, Information needs and seeking behavior, and the use and impact of e-resources.

Email Id:mostofa@du.ac.bd

***This page is empty by intention.***