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## Global Technological Trend in Academic Libraries

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# **Global Technological Trend for Service Delivery in Nigerian Academic Libraries**

## **Abstract**

*The advent of Social Media Technologies (SMTs) has remodelled contemporary academic libraries in unprecedented ways as developed countries are metamorphosing from providing library services from the conventional labour-intensive systems to embrace some easy dynamic technologically SMT driven systems which is the global trend in service delivery. But the reverse is the case in Africa and likewise in Nigeria where there is a dearth of research on SMT culture, cognizance of these technologies, acceptance, and implementation in academic libraries. It is on this premise that this study examined the use of SMTs for a globalised library services in the University of Ibadan and Babcock University in South West Nigeria. The study adopted a post-positivist research paradigm and a mixed-method research approach with a survey research design. The population for the study comprised all academic librarians coupled with 4th-year level Computer Science students in the selected two universities. While a multistage sampling technique was used in the selection of the target samples which involved the selection of the oldest public and private Universities in the region which are the University of Ibadan (UI), a Federal University, and Babcock University (BU) which is a Private University. Findings from the current study show that SNS (70.7%), chatting tools such as Facebook Messenger, WhatsApp, (65.9%), and image and video sharing (26.8%) were the first set of three most SMT used by Academic Librarians within the sampled universities in providing globalised library services to the library clientele. Also, personal knowledge and skills; staff willingness to change, and Management support were the three (3) most important factors ranked by academic librarians as elements influencing the adoption and use of SMTs. Both University libraries are at different stages of coming up with the requisite SMT policies in providing globalised library services in academic libraries.*

**Keywords: Academic Library, Social Media Technologies (SMTs), Global Technological Trend, Web 2.0, Nigeria**

## **Introduction**

The advent of Social Media Technologies (SMTs) cum Web 2.0 has remodelled contemporary academic libraries in unprecedented ways. Akintunde (2004) affirmed that academic libraries in developed countries are metamorphosing from providing library services from the conventional labour-intensive systems to embrace some easy dynamic technologically SMT-driven systems. This dynamism in service delivery is sacrosanct to 21st-century user-centric library services via SMTs basically because there is a change in the standardized orthodox ways of providing these services to library clienteles (Mutula 2007; Aqil, Ahmad, & Siddique, 2011; Bakare, 2017). Thus, significantly making academic librarians in developed countries of utmost value in the provision of enhanced library services to their library patrons than ever

before; because they have embraced the global technological trends in meeting the information needs of their clientele via SMTs (Mishra 2008; Omini & Osuolale, 2019).

The global technological trend is based on the high-tech innovation brought to the fore by SMTs. A technology that Fiander (2012) affirmed comprises many diverse services and varied ways of interacting with the library clientele. SMTs are computing-mediated technologies that enable individuals or groups of people in creating, sharing, and exchanging information in real-time within an online community (Buettner, 2016). Similarly, Obar and Wildman (2015), Kaplan and Haenlein (2010) stated that SMTs are Web 2.0 internet-based applications that enhance human interaction and user-generated content. Thus, Kaplan and Haelein (2010) classified SMTs into collaborative tools, microblogs, content communities, social networking e.t.c.

This technological trend in providing library services via SMTs is providing platforms for communal conversation in real-time between academic librarians and library clienteles. Similarly, the globalised services via SMTs ensure active participation, collective involvement, and two-way communication with all the parties involved without any form of time and space constraints due to the ubiquitous nature of these technologies (Bakare, 2018). Thereby, fostering an integration of various SMTs in meeting the information needs of the library clientele within the emergent web hinged on the principles of the new normal in service delivery and has "considerably transformed the modus operandi of academic libraries globally" (Zulu, Chewa, Chitumbo & Musonda, 2020:1). Thus, giving rise to decentralization and flexibility to the provision of library services instead of being confined to the four-wall of the physical space of the library.

In this wise, academic librarians are embracing advances in technology to the extent that roles are continually being redefined and "service being remodelled" (Moyo, 2004: 229) which has even been heightened by the era of the new normal in which librarians are expected to bring their innovation and creativity to bear in the provision of inhibited library services. Mutula (2007) affirmed that the traditional library is collection-specific, provides content services that are placed-based in which users must visit to consult library collections (Tripathi & Kumar, 2013) instead of emphasising user-centric services. Consequently, SMTs user services are sacrosanct to the global technological trends in providing library services to the library clientele. Similarly, diversification and modularity with varied SMT platforms is the bedrock

of globalised library services instead of the monolithic orthodox ways of providing library services which have been the norm in librarianship right from unknown antiquity. This gives clienteles a sense of participation, identity, and involvement in how library services are being provided for them which negates the syndrome of "accepting what is offered without clienteles' feedback" in the conventional traditional library.

The introduction of these technologies has made it possible for interaction and service delivery to take place irrespective of topographical settings or time zones. So also, the integration of Web 2.0 technologies has made this provision of library services not to be constrained to the physical four walls of the library (Sophia van Zyl, 2009). Therefore, the use of SMTs in the transformation, delivery of library services need not be emphasised globally. Nevertheless, SMTs adoption in service delivery comes with lots of challenges in Africa and likewise in Nigeria where there is a dearth of research on SMT culture, cognizance of these technologies, acceptance, and implementation in academic libraries (Baro and Godfrey, 2015) which conforms to the global trends in service delivery. Though the study of Bakare (2018) revealed a high level of awareness of these technologies among librarians in South West Nigeria, however, it is not translating to ample usage in providing globalised library services which in essence is creating a dichotomy. Accordingly, failure to follow the SMT global trend in service delivery will lead to discontinuance by clienteles who are digital millennials and whose vast majority are internet savvies (Kim & Abass, 2010).

Furthermore, Miller and Jensen (2007) advised that in this era of global connectivity and cyber visibility, the relevance of academic librarians to library patrons lies on them being able to meet patrons' information needs at the click of a button without any restraint irrespective of time, space and location. Else, they will opt for service providers that are ready to meet their information needs anytime, anywhere, and in different ways (Miller, 2005:1). Therefore the laggard status of academic libraries in Africa and particularly in Nigeria in incorporating SMTs into service delivery can be attributed to some factors such as lack of requisite SMT understanding, lack of technical facilities, and lack of SMT research activities (Zohoorian-Fooladi & Abrizah, 2013). In this regard, Onuoha (2013) stated that it is of utmost importance to examine SMTs so as to know how they can be adopted, implemented, and used in Nigerian academic libraries.

Therefore, it is based on this premise that this study examined the use of SMTs for a globalised library services in the University of Ibadan and Backcock University in South West Nigeria as both are the first public and private universities respectively within the region. This study was inspired by the fact that there have not been proactive strategies by librarians in order to redefine as well as situate contemporary library service provision within the clime of globalised technological trend so as to remain persistently relevant in the advent of different paradigms shift. More so, SMT adoption and use in academic libraries in Nigeria have not been embraced largely in providing library and information services in real-time due to varied challenges. "This is affirmed by Olajide and Oyeniran (2014:16) who stated that the level of understanding of SMTs, its usefulness and applicability in academic libraries is still low". This is a lacuna the present study filled.

### **Objectives**

The purpose of this study was to investigate the global technological trend in academic libraries by harnessing SMTs in providing dynamic library services in South-West, Nigeria. The study addressed the following three main research objectives:

1. To determine the extent of adoption and use of SMTs in providing globalised library services in academic libraries in South-West, Nigeria?
2. To identify elements influencing adoption and use of SMTs in providing globalised library services in academic libraries in South-West, Nigeria?
3. To find out the institutional mechanisms that are used to promote the use of SMT in providing globalised library services in academic libraries in South-West, Nigeria?

### **Research Questions**

Based on the statement of the objective of this study, attempts were made to answer the following research questions:

1. What is the extent of adoption and use of SMT providing globalised library services in academic libraries in South-West, Nigeria?
2. What are the elements influencing the adoption and use of SMT in providing globalised library services?
3. What institutional mechanisms are used to promote the use of SMT in providing globalised library services?

## **Literature Review**

### **Technological Trends in Academic Libraries**

The history of libraries dates back to unknown antiquity which has unquestionably evolved over centuries with each epoch having its unique trend. The Renaissance era of the 14<sup>th</sup>-16<sup>th</sup> centuries witnessed an exclusive shift from manuscripts to printed texts, and this transition was one from a textually aesthetic point of view to one where books held intellectual usefulness. While the story of the 17<sup>th</sup> and 18<sup>th</sup>-century was based on the enlightenment era which beheld the alteration from closed parochial libraries to lending libraries because, before this time, libraries were dogmatic and frequently chained their books to desks.

The 19<sup>th</sup> and 20<sup>th</sup>-century ushered in a whole network of library provision on a private or institutional basis while the 21<sup>st</sup>-century story is underpinned by computerisation and digitisation of library collections in which minicomputers were introduced to automate circulation which has affected the provision of library services. In this present aeon, SMTs have changed the trend of the library from being collection-oriented (library in the life of the user) to user-centric (users in the life of the library) thus affording the library to telling the story from the lens of end-users which was vice-versa before. These SMT-based library services are user-centric thus promoting the delivery of real-time services which is not constrained by time, means, and location because of the pervasive nature of SMT (Bakare, 2018).

As libraries are the conduits through which evolution migrates from generation to generation and across continents, it has always set the pace in technological evolution in each era of human existence. This is because clientele places much confidence in the library in meeting her information needs. Thus, service delivery in libraries has always been through the traditional approach right from pre-recorded history in which librarians provide face-to-face services to library patrons and develop collections to be accessed by royalty, religious leaders, and the elite classes. Thus, this form of service delivery has always been incapacitated, in the sense that library patrons can only access library collections within the confine of the library, and libraries placed value on her collection while users' interest played a second fiddle.

Just like intellectuals accord Gutenberg's invention as the ground-breaking event - a revolution that fundamentally transformed the way by which knowledge is created and communicated (Bazillion, 2001), likewise, the technological innovation via SMTs in the provision of

globalised dynamic library services from the traditional approach to a progressive system of service delivery cannot be quantified in unequivocal terms. This is the fundamental basis of the present technological trend of service delivery in contemporary academic libraries. Thus, the SMT epoch has created an emergence of librarians as information-technology educators, an alteration to the fabrics of provision of library services, and a re-orientation of library users. Therefore, the transformed channel of communication and service delivery has created a horizon of a knowledge base for academic libraries which has helped to create a communal relationship with library clienteles that transcends location over an orb.

This paradigmatic shift in the contemporary academic library has introduced an efficacy to the provision of 21st-century library services. Nonetheless, this dynamism is well entrenched in the pattern of service delivery in developed countries with its requisite benefits. These dynamic library services are based on the ubiquitous nature of SMTs which are not constrained by the physical space of the library. It affords academic libraries in providing services to clienteles in their haven and at their earliest convenience. That is, dynamic library services are provided to clienteles wherever, whenever, and however they want it through various SMT platforms which come with its unique attributes to suit as well as fit all levels of library services and library patrons.

Despite the immense transformation that SMTs have ushered into service delivery in academic libraries, Lwoga (2011) acknowledged that the use of SMTs in providing dynamic library services in Africa is still at the infancy stage, which is equally synonymous with a developing country like Nigeria. For instance, the dawdler status of academic libraries in Nigeria in adopting SMT in the provision of dynamic library services can be attributed to inhibiting environmental features such as the complacent attitude of academic librarians to the awareness of these technologies, paucity of basic infrastructural amenities, and dearth of academic research on the use of SMT (Quadri & Idowu 2016; Bakare, 2018).

There is a general ennui from the academic community towards the library because their view is that librarians are more concerned about the library collections than providing library services with SMT which is primarily due to their incompetence when it comes to the usage of these technologies (Nwezeh, 2010). Dynamic libraries are more concerned with following the technological trends brought about by SMTs which is underlined by user-centrism than in being collection focus. Gone are the days of library service delivery where clienteles keep mute

without complaining about services being offered to them! But 21st-century clienteles equally play a vital and decisive role in determining what services are offered to them and the pattern of delivery is also very sacrosanct which is mostly through SMTs. This is because the majority of library clienteles are called digital millennials and Generation Z whom Kim and Abass (2010) and Nop (2020) affirmed that whose vast majority have a high sense of digital technologies.

Besides, the previous top-bottom methodology of absoluteness to the provision of library services in which academic librarians provide information that they believe is relevant to clienteles without taking their views and feelings into consideration will be irrelevant to this 21st-century clientele. No doubt, library users have been longing to have a say in services being provided for them because they are at the receiving end of a system that is not taking cognisance of their needs but instead is concerned about library collections (Baro & Godfrey, 2015). When their needs are being taken into consideration, it goes a long way in fostering a two-way communication channel, offers the prospect for an interactive user-centric library service that will attract them to academic libraries and what they have to offer (Tella & Akinboro, 2015).

Olasina (2011) adduced that the dearth of SMTs use in Nigerian academic libraries is because most libraries have no policy or management framework in place for SMT use in providing globalised library services. Notwithstanding, extant literature has shown that challenges that are being faced by academic libraries in Nigeria in providing dynamic library services which Ayiah and Kumah (2011) and Bakare (2018) noted are the lack of skilled labour which can be attributed to the few schools available to train academic librarians coupled with the lack of incentives and inadequate infrastructures for them. Akporhonor and Olise (2015) in the same vein as Anunobi and Ogbonna (2012) highlighted challenges such as pitiable communication systems and inadequate bandwidth as hindrances to efficient use of SMT adoption and implementation in the library environment, most especially in a developing country like Nigeria. Baro and Asaba (2010) also revealed that only a few academic libraries have stable and reliable internet access in their libraries which in essence pose a threat to the use of SMTs for a globalised library services.

Academic libraries in Nigeria should realise that library service is caught in a web of dynamic change and SMTs have evoked an inevitable revolution in contemporary academic society. Hence, academic libraries have the responsibility of meeting the intellectual needs of information seekers by incorporating revolutionary technological changes to provide



globalised library services. Thus, it is at the frontier of the present evolution in the provision of dynamic library services which is pervasive and ought to be embraced as an opportunity, serve as an energising motivation, and not be seen as an irrelevant or disruptive innovation in this current epoch in library history.

### **Social Media Technologies (SMTs)**

There is no gainsaying that SMTs provide academic libraries with the opportunity to develop and maintain close ties with clienteles and to foster the passion for reading, learning, and community (Tella, Olarongbe, Akanbi-Ademolake & Adisa, 2013). On this note, Bakare and Mutula (2017:3) affirmed that contemporary academic libraries play a vital role in making information available in “real-time” to her clienteles via SMTs. The level of implementation of SMTs in many academic libraries in industrialised countries has become inevitable that academic librarians must learn the use of these technologies to be able to keep abreast and meet the information needs of their ever-growing, dynamic and sophisticated users. Academic libraries have started to use these technologies to communicate and connect with their patrons in real-time (Cassner & Adams, 2006). Ezeani and Igwesi (2012) observed that these media are used mostly to provide current and up-to-date information to clients and provide links to other open-source library resources. It also provides a report about newly acquired library collections via the link to the library World-Cat.

McCallum (2015) in a survey of 600 academic librarians discovered that over 70% of libraries are using SMT, and 60% have had an SMT account for three years or longer. Thirty percent of academic librarians are posting at least daily, while Facebook and Twitter remain the most prevalent SMT, but the variety of channels used is increasing at an unprecedented rate. Roblyer *et al.*, (2010) noted that a growing number of college libraries are tapping into Facebook and MySpace.

Chu and Du (2013) stated that Wikis existed to handle inquests and regularly inquired queries, which is coherent with earlier findings by Chu (2009) that Wikis encourages online interaction between academic librarians and library clienteles. Extant literature has revealed that Wikis have also been used to design, encapsulate, distribute and transmit information (Chu, 2009). Faisal (2015) stated that Wikis are harnessed in libraries for distributing information, supporting professional and development activities. It also aids in the gathering of documents

for conferences, organisation of clienteles' narratives on the web, accelerating collaboration between librarians and equally with library clienteles. Also, it assists in creating digital collections, developing Intranets, delivering orientation support, generating information supports, producing thematic directories, and gathering student assessments and reactions.

Walia and Gupta (2012) in their study among the 28 national libraries, discovered that only 10(35%) national libraries partake in using podcast on the library's website and also podcast list of traditional sounds recording, and songs are available on the website of National Library of Canada. Bierman and Valentino (2011) discovered that nearly one-third of American Research Libraries developed podcasting creativity which includes a podcast on scholarly publishing, arts in the library, library news, oral histories, interviews, tours, using the library, events, and lectures. This is in contrast with the findings of De Sarkar (2012) who discovered that the adoption and use of podcasts in libraries vary across continents. The study established that the operation of the podcast is elevated in North American libraries while the plan of adopting a podcast is equally on the high side in Australian libraries. Nonetheless, the cause of unbalanced use of library podcasts could subsist to the variant internet infiltration rate amongst the regions.

The study of Mahmood and Richardson (2011) which surveyed 100-member academic libraries of the Association of Research Libraries (USA) revealed that fifty-five libraries used social bookmarking or tagging. They used this technology in three ways. Some libraries offered user tagging in OPAC. When users tag in the library setting, they contribute keywords that characterise the resource(s) they are tagging. Their tags can relate to the subject content of the resources, their opinion of a specific book, or keywords to aid their memory trace (Binowski, 2006).

Therefore, the onus lies on academic librarians to be active in the SMT spaces to be able to know strategies, procedures, and intricacies involved in using these technologies in providing globalised library services to clienteles whose vast majority are digital savvies (Prensky, 2001). This is because academic librarians cannot be said to be providing globalised library services via these platforms and be aliens to them without being involved with the full dimensions of what it entails. It is on this premise that O'Connell (2014) predicated that "*It is only through engagement that practice turns theory into understanding*". Thus, globalised library services

embedded with SMTs are expected to be a widespread and equally all-inclusive package that transcends time, location, and means due to the ubiquitous nature of these technologies.

### **Research Methodology**

This study adopted post-positivism because the researcher opined that the perception and attitude towards a phenomenon, which in this study is the technological trends in providing globalised services by academic libraries, would differ from one library to another based on their knowledge or interpretation of the phenomenon. This study, therefore, adopted the mixed research approach because Bryman (2008) argued that for a best of both worlds approach and suggests that qualitative, and quantitative approaches should be combined.

This study adopted the survey design that comes under a descriptive type or method of research. The target population for the study comprised all academic librarians coupled with 4<sup>th</sup>-year level Computer Science students in the selected two universities in South-West, Nigeria. While a multistage sampling technique was used in the selection of the target samples which involved the selection of the oldest public and private Universities in the region which are the University of Ibadan (UI), a Federal University and Babcock University (BU) which is a Private University.

The two (2) University librarians were interviewed, while 48 academic librarians and 85 computer science students were asked to complete a survey questionnaire.

**Table 1: The relative distribution of the population of academic librarians in the selected Universities**

<b>S/N</b>	<b>Name of University</b>	<b>Numbers of Academic Librarians</b>
1	University of Ibadan	31
2	Babcock University	17
	<b>Total</b>	<b>48</b>

**Table 2: Sample size of 4<sup>th</sup>-year Computer Science Students in the two universities**

<b>S/N</b>	<b>Name of University</b>	<b>4<sup>th</sup> Year Computer Science Students</b>
1	University of Ibadan	38
2	Babcock University	47
	<b>Total</b>	<b>85</b>

Data was gathered quantitatively through a questionnaire and qualitative data was collected through interview sessions for the two university librarians. Statistical Package for Social Sciences (SPSS) version 20.0 and Microsoft Excel were used in analysing data collected.

## Findings

This section presents the results derived from the analysis of data obtained from the respondents who participated in this investigation. The results are presented and discussed with respect to the stated research questions in the study which are:

### *Research Question1:*

***What is the extent of adoption and use of SMT in providing globalised library services in academic libraries in South-West, Nigeria?***

Under adoption, contemporary SMT was itemised and respondents were asked to elicit their response to the ones they have adopted. The degree of adoption was ascertained through access to the highlighted SMT. Table 5 depicts the responses of the respondents in the study. The question (What are the SMT used by students to access the library and information services in your university library?) was used in eliciting responses from 4<sup>th</sup>-year Computer Science Students. The reason for this is to be able to see the degree of adoption through access to these SMT by the student respondents.

*Table 3 Level of Respondents' Adoption of Social Media Technologies (SMT)*

S/N	Items	Percentage Degree of Adoption	
		UI (%)	BABCOCK (%)
a	Social networking such as Facebook, Google+, Myspace	5	4
b	Blogging such as WordPress, Blogger	2	2
c	Micro blogging such as Twitter	1	3
d	Collaborative tool such as Google Docs, Wiki, Mendeley, Dropbox	1	2
e	Social tagging and bookmarking such as Delicious, CiteULike, RSS	1	2
F	Scheduling and meeting tools such as Doodle, Google calendar	3	4
g	Conferencing tool such as Skype, Viber, Line, Imo, Google Duo	4	6
h	Image and video sharing such as YouTube, SlideShare, Flickr	9	15
i	Chatting tool such as Facebook messenger, Blackberry messenger, WhatsApp, Google Talk, MSN	11	9
j	Podcasts and Vodcast	1	0

<b>Total</b>	<b>38 (100%)</b>	<b>47 (100%)</b>
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(Source: Researcher's Field Study Data Analysis Results 2017)

Under use, contemporary SMT was teased out from the literature reviewed and respondents were asked to select the ones they have been using regularly. The degree of usage was ascertained through the frequency of use of the highlighted SMTs. Table 4 depicts the responses of the respondents in the study (in this case the Academic Librarians).

*Table 4: Frequency of Uses*

SMT	Frequency of use				
	Many times, a day	Once a day	Once a week	Once a month	Never
Social networking	62 (66%)	15 (16.0%)	3 (3.2%)	4 (4.3%)	10 (10.6%)
Blogging	16 (17.0%)	8 (8.5%)	8 (8.5%)	11 (11.7%)	51 (54.3%)
Micro blogging	12 (12.8%)	8 (8.5%)	11 (11.7%)	11 (11.7%)	52 (55.3%)
Collaborative tool	15 (16.0%)	7 (7.4%)	11 (11.7%)	12 (12.8%)	49 (52.1%)
Social tagging and bookmarking	15 (16.0%)	9 (9.6%)	10 (10.6%)	10 (10.6%)	50 (53.2%)
Scheduling and meeting tools	13 (13.8%)	9 (9.6%)	10 (10.6%)	11 (11.7%)	51 (54.3%)
Conferencing tool	17 (18.1%)	7 (7.4%)	12 (12.8%)	11 (11.7%)	47 (50.0%)
Image and video sharing	25 (26.6%)	9 (9.6%)	13 (13.8%)	8 (8.5%)	39 (41.5%)
Chatting tool such as Facebook Messenger, WhatsApp, Google Talk, MSN	56 (59.6%)	11 (11.7%)	6 (6.4%)	4 (4.3%)	17 (18.1%)
Podcasts	4 (4.3%)	2 (2.1%)	9 (9.6%)	4 (4.3%)	75 (79.8%)

## **Research Questions 2:**

***What are the elements influencing the adoption and use of SMT in providing globalised library services?***

*Table 5*

*Elements influencing use of Social Media Technologies (SMT) by Academic Librarians*

Factors influencing use of SMT	1	2	3	4	5	Mean (X)	Rank
Management support	6 (6.4%)	4 (4.3%)	7 (7.4%)	14 (14.9%)	63 (67.0%)	4.31	3 <sup>rd</sup>

Personal knowledge and skills	4 (4.3%)	2 (2.1%)	3 (3.2%)	14 (14.9%)	71 (75.5%)	4.55	1 <sup>st</sup>
Good equipment and infrastructure	8 (8.5%)	2 (2.1%)	5 (5.3%)	18 (19.1%)	61 (64.9%)	4.30	4 <sup>th</sup>
Staff willingness to change	8 (8.5%)	2 (2.1%)	6 (6.4%)	13 (13.8%)	65 (69.1%)	4.32	2 <sup>nd</sup>
Financial support	13 (13.8%)	5 (5.3%)	10 (10.6%)	9 (9.6%)	57 (60.6%)	3.98	10 <sup>th</sup>
Patron demand	14 (14.9%)	4 (4.3%)	6 (6.4%)	16 (17.0%)	54 (57.4%)	3.98	10 <sup>th</sup>
Flexible Institutional policy	14 (14.9%)	5 (5.3%)	11 (11.7%)	14 (14.9%)	50 (53.2%)	3.86	11 <sup>th</sup>
Staff commitment and cooperation	13 (13.8%)	5 (5.3%)	3 (3.2%)	16 (17.0%)	57 (60.6%)	4.05	8 <sup>th</sup>
Good internet access	11 (11.7%)	5 (5.3%)	1 (1.1%)	15 (16.0%)	62 (66.0%)	4.19	5 <sup>th</sup>
Tools are easy to use	13 (13.8%)	3 (3.2%)	5 (5.3%)	14 (14.9%)	59 (62.8%)	4.10	6 <sup>th</sup>
Tools are easy for personal and work purposes	14 (14.9%)	4 (4.3%)	3 (3.2%)	12 (12.8%)	61 (64.9%)	4.09	7 <sup>th</sup>
Flexible SMT policies	16 (17.0%)	2 (2.1%)	3 (3.2%)	19 (20.2%)	54 (57.4%)	3.99	9 <sup>th</sup>

**Key: 1=Strongly Disagree; 2= Disagree;3=Neutral; 4=Agree; 5=Strongly Agree. (Source: Researcher's Field Study Data Analysis Results 2017).**

To answer this research question (*What are the features influencing adoption and use of SMT in providing globalised library services*). Twelve (12) factors influencing the adoption and use of SMT for the provision of globalised library services by academic librarians were also teased out from desk review and academic librarians' views were also sought in terms of their importance.

Table 5 shows the views of the academic librarians on the twelve (12) factors. The table revealed that personal knowledge, and skills, staff willingness to change and Management support were the three (3) most important factors ranked as first, second, and third by the academic librarians.

***Research Questions 4: What institutional mechanisms are used to promote the use of SMT in providing globalised library services?***

University Librarians were asked open-ended questions during an interview session to ascertain their views on research question 4. Three questions as listed in Table 8, were raised to address the issue of institutional mechanisms that are used in promoting the use of SMT. The summary of the responses is as listed in Table 6.

**Table 6: Summary of the Responses from the Interview Schedule by the University Librarians on the mechanisms that are used in providing globalised library services?**

S/N	Respondent Affiliated University	Questions		
		<i>What infrastructure is available to the librarians and users in your institution to facilitate the use of SMT for globalized library services?</i>	<i>What support is available to integrate SMT in the library and information services in your library?</i>	<i>What institutional policy or guidelines do you have in place to facilitate the provision and use of SMT to access information?</i>
1	<b>BABCOCK</b>	<i>Computers, Internet Connectivity, Bandwidth, Consistent power supply.</i>	<i>Employing more capable hands, Training academic librarians, attending seminars and conferences to improve their knowledge of SMT.</i>	<i>None yet, what we have now as a policy is on the use of SMT in the university is centralized. That is, an academic librarian is not meant to attend to users queries on his/her SMT account.</i>
2	<b>UI</b>	<i>Computers and Internet Connectivity</i>	<i>Creating awareness about the importance of using SMT for a globalised library services to academic librarians, Training academic librarians, and Providing an enabling environment for academic librarians in providing globalised library services via SMT.</i>	<i>There is no policy because SMT is the trend now and an academic librarian does not have a choice other than just to key into the trend if they do not want to be left behind. So, the library does not have any requisite policy for now but expects all academic librarians to embrace these technologies to better serve their clientele.</i>

**Key:** UI - University of Ibadan and BABCOCK - Babcock University. (Source: Researcher's Field Study Data Analysis Results, 2017)

Table 6 revealed that in relation to what infrastructures are available to the librarians and other users within the university communities to facilitate the provision of globalised library services through SMT, all the sampled respondents attested to the fact that there is one form of such or

the other ranging from computers, internet facilities, and uninterrupted power supply among others. In relation to the support that is available for the integration of SMT in providing globalised library services, their responses range from the employment of more capable hands, training of academic librarians, regular attendance of internal and external training through seminars and conferences to improve their knowledge of SMT among many others were cited. However, among the two sampled universities none has a confirmed policy or guidelines to facilitate the provision and use of SMT in accessing information, though the sampled universities are at different stages of coming up with one.

### **Discussion of Research Question 1**

Under adoption, contemporary SMTs were listed and respondents' opinions were surveyed on the ones they have adopted. The degree of adoption was ascertained through access to the highlighted SMT. These technologies afford students the opportunity of accessing the library services being offered by the library. Image sharing technologies like YouTube according to Bryant (2006) hold significant potential for academic librarians in speaking to the needs of today's diverse students, enhancing their learning experiences through modification, personal preference, and avenues for interacting and connectivity. This agrees with the findings of this study that SMTs are well adopted by students in accessing the library services provided by academic librarians. But the study revealed that students of Babcock University adopted more image and video sharing tools (31.9%) than students of the University of Ibadan (23.7%). While the reverse is the case with Chatting tools where University of Ibadan students have a higher rate of adoption (28.9%) than Babcock University students (19.1%).

The study further revealed that Chatting tools such as Facebook Messenger, WhatsApp, Google Talk, and MSN are also well adopted by students in accessing library services provided by academic librarians. This finding is corroborated by Walia and Gupta (2012) who affirmed that IM used by academic librarians can handle clienteles' inquiries speedily and attend to users' queries promptly from any location. This assertion is also validated by Stephens (2006) who maintained that academic libraries use IM in rendering online reference services, act as a conduit to other library services and furnish students with the latest information in real-time.

The outcomes of the analysis also showed that Podcast and Vodcast are one of the least adopted SMT by respondents in accessing library services in both libraries. This is validated by the findings of Xu, Ouyang and Chu (2009) study which surveyed 81 academic library websites in



New York State and discovered that podcasts and vodcasts were the least adopted SMTs. This is equally supported by Harinarayana and Raju (2010) whose findings revealed that podcasts and vodcasts were among the least used technologies used among the selected 100 universities from the lists of world university rankings.

Findings from the current study show that SNS (70.7%), chatting tools such as Facebook Messenger, WhatsApp, Google Talk, MSN (65.9%), and image and video sharing (26.8%) were the first set of three most SMTs used by Academic Librarians within the sampled universities in this study in providing globalised library services to clientele every day. This confirmed the findings of Baro, Idiodi and Zaccheaus Godfrey (2013) which established that the libraries that use Facebook are harnessing this platform basically in promoting and marketing library products. This is also corroborated by previous research on SNS which has proven that SNS like Facebook have the most widespread user communities amongst other SMT platforms.

One of the most revealing facts, about the frequency of usage, is the high percentage of respondents who lay claim to the fact that they never used podcasts and vodcasts. Table 4 with podcasts and vodcasts have the highest percentage of non-use with 75(79.8%). Related studies among academic librarians in Nigeria indicated the low frequency of use of podcasts and vodcasts in the provision of library services (Baro, Idiodi & Zaccheaus Godfrey, 2013; Okonedo, Azubuike & Adedoyin, 2013; Olajide & Oyeniran 2014).

## **Discussion of Research Question 2**

Findings from the current study revealed that personal knowledge and skills, staff willingness to change, and Management support were the three (3) most important factors ranked as first, second and third by the academic librarians. The findings of Baro, Idiodi and Godfrey (2013) confirmed the preceding that academic librarians in Nigeria lack requisite SMTs skills and manpower in the use of these technologies for a globalised library services.

On the other hand, staff willingness to change boils down to the attitude of academic librarians' use of SMT for providing globalised library services, which (Chawner 2008; Chu & Du 2013) identified as their complacent attitudes towards these technologies. The findings of Baro, Edewor and Sunday (2013) corroborated the above when they identified lack of interest among academic librarians in the use of SMTs as a major factor influencing SMTs use. This is

validated by the findings of Baro and Godfrey (2015) who affirmed that academic libraries in Nigeria have not fully embraced SMTs in the provision of globalised services. Therefore, academic librarians need to be well equipped with adequate training to make them realise the importance of these technologies in providing a globalised library service which is the trend in the 21st-century library (Ezeani & Igwesi 2012).

Furthermore, the issue of management support ranked third among the factors influencing the use of SMT by academic librarians. Aharony (2013) findings supported the preceding by asserting that management of the libraries is not enlightening academic librarians on how to use SMT in providing library services. Lowe (2008) affirmed that management of academic libraries has not seen the importance and relevance of SMTs in libraries and that is why they have not supported its implementation.

### **Discussion of Research Question 3**

The two University librarians indicated that there are infrastructures available to academic librarians in facilitating the provision of library services to the clientele. This is contradictory with the findings of Baro, Idiodi and Zaccheus Godfrey (2013) where more than half of academic librarians involved in the study (76.7%) signified the absence of amenities such as up-to-date workstations with internet access.

The responses of the two University librarians concerning support that are available to integrate SMTs in providing globalised library services is contradictory to the findings of Baro, Idiodi and Zaccheus Godfrey (2013) which revealed that almost three-quarters (70.5%) of the librarians sampled indicated a lack of skills to their effective use of SMTs which is due to lack of awareness and training on the use of these technologies.

Both University libraries are at different stages of coming up with the requisite SMT policies. This is supported by the findings of Olasina (2011) who adduced that the dearth of SMT use in academic libraries in Nigeria is because most of these libraries have no policy or management framework in place for using SMTs in providing globalised library services

### **Conclusion**

The study concluded that SNS 62(66%), chatting tools such as Facebook Messenger, WhatsApp, Google Talk, MSN 56(59.6%), and image and video sharing 25(26.6%) were the

first set of three most SMT used by Academic Librarians within the sampled universities in this study. The aversion to the use of podcasts and vodcasts was evident in the high number of Academic Librarians 75(79.8%) who claimed to have never used it. One of the most revealing facts, about the frequency of usage, is the high percentage of respondents who lay claim to the fact that they never used Blogging 51 (54.3%); Collaborative tools 49 (52.1%), Social tagging and bookmarking tools 50 (53.2%); Scheduling and meeting tools 51 (54.3%); and Conferencing tools 47 (50.0%).

The study established that requisite policy is required to be formulated by the library management to guide the adoption and use of SMTs in the provision of globalised library services in academic libraries. Therefore, it is recommended that the Librarian Registration Council (LRCN) and National Library Association (NLA) should initiate a policy that will make it mandatory for all academic libraries in Nigeria to adopt and use SMTs in providing globalised library services because it is the trend in 21st-century libraries and a paradigm shift that the era of the new normal has dropped on her laps. This will go a long way in influencing individual libraries to formulate their internal policy that will guide the development of staff orientation about these technologies, infrastructural development, budgetary allocation, selection of SMTs that better suites the services the library intends to provide, organising hands-on-training, operating of SMT accounts, and creating awareness of SMT library services within the academic community.

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