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Use of Social Media Platforms for Dissemination of Information and Creating Awareness about Library Resources and Services among Students in Lagos State University, Nigeria

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Abstract

Social media platforms are a combination of internet applications that build on the technological foundations of Web 2.0, which allow the creation and exchange of user-generated content. Social media platforms offer instant messages which are preferred in the contemporary world by students. The purpose of libraries for using social media platforms enhance sharing of news, market their services, provide instructions for information literacy, provide information about library resources and services and for feedback from the users. Hence this study elucidated the use of social media platforms for the dissemination of information and creating awareness about library resources and services among students in Lagos State University, Nigeria. A survey research design was used for the study. The multi-stage sampling procedure was used to select 200 respondents for the study. Data were collected with the use of a structured questionnaire of the respondents. Frequency count, percentage, mean standard deviation, were used to analyse the data. Results review that YouTube = \bar{x} (3.70), WhatsApp = \bar{x} (3.58), Facebook = \bar{x} (3.15), are the major social media platforms that are available and relevant to academic libraries. Also, shows that Social media provides a platform for lecturers to create chat rooms, forums and groups to expand classroom discussion to post assignments, tests and quizzes \bar{x} = (3.80), social media is useful for getting information \bar{x} = (3.80) and Social media provides Forum for Feedback \bar{x} = (3.74) are the major benefit of social media platform to users. The finding also shows that lack of internet access \bar{x} = (3.57), Network problem \bar{x} = (3.54), Unreliable power supply \bar{x} = (3.50) are the major challenges encountered in the use of social platforms among librarians and library users. In conclusion, social media are communities of people who share interests, activities and provide directions for users to interact. This study recommended that the tertiary institutions should recognise social media platforms that are used among students and librarians for education purposes.

Keywords: Social Media, Dissemination of Information, Creating Awareness, Library Resources and Services, Students, Lagos State University, Nigeria

Introduction

Social media platform refers to the utilisation of internet and mobile technologies to turn communication into an interactive discourse. Social media platforms are groups of internet applications that build on the technological foundations of Web 2.0, which allow the creation and exchange of user-generated content. Social media platforms form social interaction as a superset of social communication. However, Social media platforms are a tool for communication that allows democratisation of knowledge which transforms users from content consumers to content producers.

However, social media platforms are tools in the library context which are referred to as library 2.0. Library 2.0 is described as an idea that represents the change in form of a development that is capable of transforming the library which is capable of improving the library in the contemporary world (Lwoga, 2014). The uses of social media platforms among librarians have created a degree of collaboration with each other. This enhanced up to date with the new trends within the librarians. Social media platforms such as Blogs and Wikis allow librarians to go straight to the user with news and up to date information related to new services and available resources.

Social media applications have proved to be indispensable in an international online collaboration between librarians. Social media improve the interaction between users and librarians in the process facilitating seamless communication and feedback (Magoi, Yanti Idaya Aspura and Abrizah, 2017). In addition, social media platforms offer instant messages which are preferred in the contemporary world by students. Importantly, social media platforms could be used for communicating with students because they offer reduced communication costs since

most of these students are financially constrained. However, libraries use social media platforms to promote the project and protect library and information services to open and distant library users.

However, Facebook is a popular social media platform in this part of the world. It is library friendly, with library databases like JSTOR search, Ebcohost science direct and agora. Libraries interact with users to know their information needs and challenges encountered while using library resources and services. Libraries link some of the library databases to Facebook in order to have better interaction with the users. MySpace is a very useful social media platform in academic libraries. Academic libraries in some institutions have taken advantage of these social media platforms to post, academic calendar, custom catalogue search tools, and blog features to improve students' academic activities. However, with Ning social media platform, Libraries can be connected with users, library associations, and more. The Nigerian Library Association (NLA) utilise this platform to discuss topical issues among the members.

Blogs is another social media platform that libraries make use of in the dissemination of information to the student's staff and researchers. Library uses these mediums regularly to post messages; share information and knowledge sharing on a particular discipline; it also allows users to contribute to the content. It allows students and lecturers to write articles, news on topical issues and expect an instant reaction from their users. Wikis: is a free online encyclopedia that gives background information and definition of ideas. It provides a platform for users to access, edit and contribute to the content. This is a cooperative web page for developing web content.

LinkedIn is a platform where professionals interact. The library could get users' connected with specialists in a particular field of interest via LinkedIn. The library can use this platform to render specialised services such as dissemination of Information, user education and interlibrary loan. Twitter is another social media platform that keeps people up to date. Twitter is a mini-blogging application, to keep librarians and users' update on daily library routines, like frequent update collections. Users can utilise this platform to type in short messages or status updates. Libraries in Nigeria could utilise this platform to give users firsthand information on the development of the institutions. Users can send instant messages on complaints or ask questions on a particular issue and get feedback on the spot using Twitter or messenger.

YouTube is also a popular social media network that contributes a lot to the educational sector in Nigeria. Through YouTube, institutions can teach students, disseminate information on various events such as inaugural lectures, conferences, seminars, matriculations, convocations and workshops are disseminated via YouTube. Flickr plays a crucial role as one of the social media tools that are useful in the Libraries. Flickr is seen as a useful tool that can help the libraries to share and distribute new images of library collections such as a cover page of newly acquired materials that could be disseminated to the University communities via Flickr. It is also a tool that helps the libraries to enlighten users on the activities of the libraries and the institutions. Library Thing is a tool that enhances the library OPAC. Once an account is generated, lists of books or Journals with ISSN or ISBNs are sent to Library Thing which sends back a piece of code that is pasted into the footer of the Library OPAC. The library can utilise this to send a list of newly acquired materials and current publications in the University.

With the use of social media, platforms librarians have been able to establish a level of interaction with student staff and researchers. This has ensured that librarians keep up to date with the new trends in the world. Social media applications proved to be indispensable in an international online collaboration between librarians. However, Social media platforms allow librarians to go straight to the user with news and up to date information related to new services, materials or service developments.

Statement of the problem

Social media platforms are crucial in academic libraries to leverage effective service delivery and for timely dissemination of information. Social media platforms enable librarians to effectively disseminate information current and relevant to the students. It was observed that students are not aware of the benefits of social media platforms for the dissemination of information in the contemporary world. Also, librarians are not aware that social media platforms are grossly underutilised in the libraries. The under-utilisation of the social media platforms for information dissemination and means of creating quick awareness about resources and services by librarians in academic libraries lead to low patronage of the libraries by the students. It was also noted that awareness and knowledge among library personal on social media applications are very poor.

Research questions

1. What are the types of social media platforms that are available and relevant to academic libraries?
2. What are the benefits of social media platforms to academic libraries?

3. What are the types of social media platforms that are mostly used among students for the dissemination of information?
4. What are the challenges encountered in the use of social media platforms among library users?

Literature review

New technology in communication has helped to serve as a means of connecting people and as a medium of interaction in the social world and educational sector. Higher institutions have been exploring the opportunities that technologies have brought to the world. Technology has substituted the manner people interact and has brought about the advent of an open social platform in the form of social media. This allows people to connect, thereby making the world a global village. The advancement of social media platforms has influence notably on students both in their academic and social life as a means of making connections for various purposes.

Cormode and Krishnamurthy (2008) asserted that Web 2.0 emanates from the enhancement of Web 1.0 which never allowed an interactive and collaborative aspect. For example, Web 1.0 in a library setting meant that Users' acted as consumers of information without any contribution thereby resulting in one-way communication. There is an arrangement of social media tools which include Twitter, WhatsApp, Blogs, Facebook, Wikis and YouTube. In the modern-day, social media tools are used interchangeably with Web 2.0.

Social media platforms act as a means which allow students, lecturers and researchers to generate and share ideas. Institutions are to encourage students, lecturers and researchers to leverage their networks if they have an articulate social profile. This will result in professionalism, as this social media will promote collaboration without leaders in their

respective institutions. Also, this will help the institutions to stay up to date with the latest developments in the institutions. Social media has also improved collaboration between faculty, departments and units in the institutions, which has resulted in a better result. When these faculties departments and units are encouraged to work as a team allowing them to share their workload, the result will be tremendous compared to what an individual could have created (Edosomwan, 2011).

AlRushaidan and AlHagail (2018) maintained that a social media platform improve the usage of information and educational-related materials. However, many students and instructors are using social media platforms as a teaching and learning tool. In addition, academic libraries are frequently using social media platforms, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content (Paul, Baker, and Cochran, 2012). Thus, social media platforms allow users to communicate with one another, teachers and communities that share knowledge in education and related activities (Pardo 2013). Taking note of this, many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express ideas.

Lenhart, Purcell, Smith and Zickuhr (2010) postulated that it's not every social network user communicates continuously on social media platforms for academic purposes. This insinuates that social media platforms are explored by students for different reasons. Junco and Cotton (2012) maintained that some of the time spent by students on social media is somewhat negatively related to time spent reading or researching. Thus, Pempek, Yermolayeva and Calvert (2009) also agreed that most students spend valuable hours daily on social media platforms. Rideout (2012) noted that young people spend a lot of time on social media more than twice the

average amount of time spent in school each year. This agreed with the view of Subrahmanyam and Patricia (2008) who underscore that using social media sites has both negative and positive effects because there are harmful ways in which the Internet can be used.

However, in the mixture of numerous benefits of social media on student learning and achievement concerning knowledge sharing, Rithika and Sara (2013) maintained that even when social media is used for an educational purpose; students integrate the technology into their lives in a manner that may differ from the plan of the course instructor. O'Keeffe and Kathleen (2011) pointed out that some of the challenges of social media are fraud acts, using inappropriate content, online harassment and cyberbullying.

Okoroma (2018) noted that the rate of use of social media platforms by professional and paraprofessionals librarians in Nigeria is very low as a result of a lack of awareness and training on the types of social media and their applications to library resources and services. However, there is minimal use of social media platforms among librarians in Nursing and Midwifery libraries Makurdi, Benue state. Research has shown that librarians in schools of Nursing and Midwifery libraries Makurdi are lagging compared to their counterparts in other health institutions in Nigeria, thus, the use of social media for information dissemination to attract more users and to project the library image using the social media platforms (Tion, Ilo and Beetseh, 2019).

A survey on internet sites of the academic libraries was carried out by the Association of Research Libraries (USA) regarding the acceptance of web 2.0 technologies. The websites of 100 member academic libraries of the Association of Research Libraries (USA) were studied and it was found that all libraries were using different web 2.0 tools like instant messaging, podcasts,

blogs, mini-blogs, RSS, social networking sites, mashups, and vodcasts. In addition, a device like presentation sharing, practical worlds, wikis, photo sharing, customised webpage and vertical search engines were relatively less used. The reasons for the library using social platforms is about sharing of knowledge, news, marketing library services, providing instructions for information literacy, providing information about library resources and for feedback from the users.

Chu and Du (2013) examined the use of social media tools in academic libraries. The research adopted a survey questionnaire for data collection which was sent to 140 libraries. However, the uses of social media platforms by librarians have established a degree of engagement with their colleagues. This has guaranteed up to date with the current situation within their profession. The findings reveal that social media tools such as Facebook, Instant Messages as well as Wikis are popular for online collaboration, communication and sharing of information among librarians. Thus, librarians could connect on LinkedIn making it easy for ideas to flow and bringing professionals closer together.

Sun and Puterbaugh (2013) asserted that social media applications proved to be indispensable in an international online collaboration between a university librarian from the United States of America and another university librarian from China. The survey postulated that the two librarians used tools such as Instant Messaging, Facebook and Skype to communicate. It is emphasised that it was Skype more than any other social media tool that made online collaboration possible. Hence, social media allows librarians at various institutions to create something larger than either could create alone.

These tools have also been widely commended for having the power to allow innovative library services (Penzhorn and Pienaar, 2009). Social media tools such as Blogs and Wikis allow librarians to go straight to the user with news and up to date information related to new services, materials or service developments. In addition, libraries have created promotional videos for YouTube, which are inexpensive to make and could appeal to difficult to reach groups. However, these tools could enhance the information services with a multimedia event (Hosseini and Hashempour, 2012).

Kwanya, Stillwell and Underwood (2012b) established that Kenyan librarians noticed that social media tools enhance interactivity between users and librarians in the process of facilitating seamless communication and feedback. Xu, Ouyang and Chu (2009) model related inference that social media tools can enable collaboration, they offer improved section management through allowing instant communication, and also improve accessibility and integration of cataloguing resources for cataloguing departments.

Rogers (2012), noticed that social media platforms are information content inventors by users using highly accessible and scalable publishing technologies. However, social media is a shift in how people discover, read, and share news, information, and content. It's an amalgamation of sociology and technology that transforms monologue (one-to-many) into dialogue (many-to-many) and is the democratization of information that transforms people from content readers into publishers (Ganiyu and Oluwafemi, 2016).

Kruger and Painter (2011) related the internet as a practical information-sharing space that enhances face-to-face interaction and relationships between individuals. However, social media platforms are online tools whose vital aim is to offer social interactions and trading of products,

ideas and services among users (Chitumbo and Chewe 2015). Social media platforms work in a dialogic communication where there may be many sources to many receivers of information, pictures, images and other resources.

Dhawan (2018) postulated that dissemination of information is a vital information service outline to educate and inform various groups of users on social, economic, educational issues, problems, and opportunities of interest. It required structured planning, collection, organisation, and storage of information for its delivery to the target. Daudu and Mohammed (2013) noticed that meetings, conferences, festivals and procession are the affairs of dissemination of information also, Newspapers, Radio, Television, Journals and Video are the media for dissemination of information. Computers, phones, satellites and Internet facilities are the technologies for the dissemination of information. In addition, Journalists, Advertisers, Public relations personals, Camera crew Newsreaders and Librarians are specialists in the act of dissemination of Information. Bello and Aghadiuno (2019) postulated that dissemination information is a means via which actualities are linked to the authentic information seekers and organisations. These can only be achieved with the new technology in place.

Kaplan and Haenlein asserted that there are six types of social media platforms, however, collaborative projects, blogs and micro-blogs, content communities, social networking sites, practical game worlds and virtual social worlds. Technologies like blogs, picture-sharing, vlogs, wall-postings, email, instant messaging, music-sharing, crowdsourcing and voice over IP, to name a few. Some of these social media services could be amalgamated via social platform aggregation platforms.

Research methodology

The research adopted a descriptive survey research method. This design was adopted because the study seeks information on the use of social media platforms for the dissemination of information and creating awareness about library resources and services among students in Lagos state university, Nigeria. The research was carried out at Lagos State University. This institution was purposively selected. The population of the study comprised of 3000 undergraduate students of the University. The sampling technique that was adopted for this study was a simple random sampling technique that was used to select 10% of the total population which amounts to 200 respondents. The research instrument for this study was a questionnaire which was administered by the researchers and two research assistants. The questionnaire comprised of four sections namely Section A-E. While data collected for the study were analysed using descriptive statistics such as frequencies and percentages.

Data analysis

Demographic Information

S/N	Sex	Frequency	Percentage
1	Male	106	53.0
2	Female	94	47.0
	Total	200	100.0

S/N	Age	Frequency	Percentage
1	18-23	168	84.0
2	24-28	32	16.0
3	29-32	0	0
	Total	200	100.0

Table one: above shows that 106 (53.0%) of the respondents were males and 94(47.0%) were females. The above shows that 168(84.0%) were within 18-23 years, 23(16.0%) were 24-28 years, and 0(0%) were within 29-32 years.

Research question one: What are the types of social media platforms that are available and relevant to academic libraries?

S/N	Type of social media platforms	SA	A	D	SD	\bar{x}	S.D
1	Youtube	152 (76.0%)	36 (18.0%)	12 (6.0%)	--	3.70	.576
2	WhatsApp	124 (62.0%)	68 (34.0%)	8 (4.0%)	--	3.58	.570
3	Facebook	74 (37.0%)	98 (49.0%)	12 (6.0%)	16 (8.0%)	3.15	.855
4	Podcast	72 (36.0%)	36 (18.0%)	72 (36.0%)	20 (10.0%)	2.71	1.042
5	Wikis	62 (31.0)	54 (27.0)	48 (24.0)	36 (18.0%)	2.71	1.092
6	Twitter	58 (29.0%)	82 (41.0%)	48 (24.0%)	12 (6.0%)	2.93	.877
7	Skype	56 (28.0%)	68 (34.0%)	24 (12.0%)	52 (26.0%)	2.64	1.148
8	Blogs	54 (27.0%)	56 (28.0%)	70 (35.0%)	20 (10.0%)	2.72	.973
9	Pinterest	54 (27.0%)	40 (20.0%)	78 (39.0%)	28 (14.0%)	2.60	1.032
10	Instagram	46 (23.0%)	40 (20.0%)	90 (45.0%)	24 (12.0)	2.54	.976
11	Linkedin	28 (14.0%)	50 (25.0%)	144 (57.0%)	8 (4.0%)	2.49	.783
12	Ning	16 (8.0%)	58 (29.0%)	98 (49.0%)	28 (14.0%)	2.31	.811
13	Flickr	8 (4.0%)	62 (31.0%)	94 (47.0%)	36 (18.0%)	2.21	.780

Weighted mean = 2.79

Table two above shows the types of social media platforms that are available and relevant to academic libraries. It shows that YouTube = \bar{x} (3.70) ranked highest by the mean score rating and was followed in succession by WhatsApp = \bar{x} (3.58), Facebook = \bar{x} (3.15), Podcast = \bar{x} (2.71), Wikis = \bar{x} (2.71), Twitter = \bar{x} (2.93), Skype = \bar{x} (2.64), Blogs = \bar{x} (2.72), Pinterest = \bar{x} (2.60), Instagram = \bar{x} (2.54), Linkedin = \bar{x} (2.49), Ning = \bar{x} (2.31), and lastly Flickr = \bar{x} (2.21) respectively. The inference drawn from the above result shows that Youtube, WhatsApp and

Facebook were the major social media platforms that are available and relevant to academic libraries.

Research question two: What are the benefits of social media platforms to academic libraries?

S/N	The benefit of social media platforms	SA	A	D	SD	\bar{x}	S.D
1	Social media provides a platform for lecturers to create chat rooms, forums and groups to expand classroom discussion to post assignments, tests and quizzes	160 (80.0%)	40 (20.0%)	--	--	3.80	.401
2	Social media is useful for getting information	152 (76.0%)	40 (20.0%)	--	--	3.80	.678
3	Social media provides Forum for Feedback	148 (74.0%)	52 (26.0%)	---	--	3.74	.440
4	Social media provides Interactive Collaboration	144 (72.0%)	56 (28.0%)	--	--	3.72	.460
5	Social media provides up-to-date information within the campus	136 (68.0%)	56 (28.0%)	--	8 (4.0%)	3.60	.695
6	Social media makes Connection to Library Use Easier	124 (62.0%)	36 (18.0%)	40 (20.0%)	--	3.42	.804
7	Social media enhances Two-Way Communication	104 (52.0%)	76 (38.0%)	20 (10.0%)	--	3.42	.668
8	Social media is a perfect way for lecturers and students to interaction	88 (44.0%)	44 (22.0%)	40 (20.0%)	28 (14.0%)	2.95	.1097
9	Social media increases Library Usage/ Users	64 (32.0%)	36 (18.0%)	84 (42.0%)	16 (8.0%)	2.74	.999

Weighted mean = 3.47

The result presented in table three showed that a four-point Likert scale classified into strongly agreed, agreed, disagreed and strongly disagreed were used to elicit information from the respondents. Social media provides a platform for lecturers to create chat rooms, forums and groups to expand classroom discussion to post assignments, tests and quizzes $\bar{x} = (3.80)$ was ranked highest by the mean score as a major benefit and was followed by Social media is useful for getting information $\bar{x} = (3.80)$, Social media provides Forum for Feedback $\bar{x} = (3.74)$, Social media provides Interactive Collaboration $\bar{x} = (3.72)$, Social media provides up-to-date information within the campus $\bar{x} = (3.60)$, Social media makes Connection to Library Use Easier

$\bar{x} = (3.42)$, Social media enhances Two-Way Communication $\bar{x} = (3.42)$, Social media is a perfect way for lecturers and students interaction $\bar{x} = (2.95)$, and Social media increases Library Usage/ Users $\bar{x} = (2.74)$ was the least benefit indicated by the respondents.

Research question three: What are the types of social media platforms that are mostly used among students for the dissemination of information?

S/N	Mostly use social media platforms	SA	A	D	SD	\bar{x}	S.D
1	WhatsApp	162 (81.0%)	30 (15.0%)	8 (4.0%)	---	3.77	.508
2	Facebook	118 (59.0%)	66 (33.0)	16 (8.0)	--	3.51	.642
3	Twitter	116 (58.0%)	48 (24.0%)	36 (18.0%)	----	3.40	.777
4	Instagram	102 (51.0%)	54 (27.0%)	36 (18.0%)	8 (4.0%)	3.25	.890
5	Youtube	94 (47.0%)	52 (26.0%)	46 (23.0%)	8 (4.0%)	3.16	.916
6	Linkedin	62 (31.0%)	74 (37.0%)	48 (24.0%)	16 (8.0%)	2.91	.931
7	Wikis	34 (17.0%)	86 (43.0%)	56 (28.0%)	24 (12.0%)	2.65	.901
8	Podcast	12 (6.0%)	110 (55.0%)	62 (31.0%)	16 (8.0)	2.59	.724
9	Blogs	34 (17.0%)	48 (24.0%)	82 (41.0%)	36 (18.0%)	2.40	.972
10	Pinterest	12 (6.0%)	74 (37.0%)	76 (58.0%)	38 (19.0%)	2.30	.845

Weighted mean = 3.00

The result reported on table four shows that WhatsApp $\bar{x} = (3.77)$ ranked highest by the mean score rating and was followed in succession by Facebook $\bar{x} = (3.51)$, Twitter $\bar{x} = (3.40)$, Instagram $\bar{x} = (3.25)$, Youtube $\bar{x} = (3.16)$, Linkedin $\bar{x} = (2.91)$, Wikis $\bar{x} = (2.65)$, Podcast $\bar{x} = (2.59)$, and Blogs $\bar{x} = (2.40)$. The least item indicated by the respondents was Pinterest $\bar{x} = (2.30)$.

Research question four: What are the challenges encountered in the use of social media platforms among library users?

S/N	Challenges encounters	SA	A	D	SD	\bar{x}	S.D
1	Lack of internet access	114 (57.0%)	86 (43.0%)	----	----	3.57	.496
2	Network problem	124 (62.0%)	60 (30.0%)	16 (8.0%)	----	3.54	.641
3	Unreliable power supply	108 (54.0%)	88 (44.0%)	----	4 (2.0%)	3.50	.610
4	Lack of computers in libraries	144 (72.0%)	28 (14.0%)	8 (4.0%)	20 (10.0%)	3.48	.967
5	Inadequate training opportunities for students	110 (55.0%)	66 (33.0%)	24 (12.0%)	----	3.43	.698
6	Low level of technology penetration	120 (60.0%)	56 (28.0%)	12 (6.0%)	12 (6.0%)	3.42	.853
7	Technophobia	84 (42.0%)	68 (34.0%)	32 (16.0%)	16 (8.0%)	3.10	.946
8	Lack of Social Media Skills	58 (29.0%)	102 (51.0%)	28 (14.0%)	12 (6.0%)	3.02	.820
9	Lack of awareness	42 (21.0%)	96 (48.0%)	46 (23.0%)	16 (8.0%)	2.82	.855

Weighted mean = 3.32

The findings show that Lack of internet access $\bar{x} = (3.57)$ was ranked highest by the mean score as the challenges encounters in the use of social media platforms among library users, and was followed by Network problem $\bar{x} = (3.54)$, Unreliable power supply $\bar{x} = (3.50)$, Lack of computers in libraries $\bar{x} = (3.54)$, Inadequate training opportunities for students $\bar{x} = 3.43$, Low level of technology penetration $\bar{x} = (3.42)$, Technophobia $\bar{x} = (3.10)$, Lack of Social Media Skills $\bar{x} = (3.02)$, and lastly by Lack of awareness $\bar{x} = (2.82)$ respectively.

Discussion of findings

The findings on the types of social media platforms that are available and relevant to academic libraries revealed that YouTube = $\bar{x} (3.70)$, WhatsApp = $x (3.58)$ and Facebook = $\bar{x} (3.15)$, are the major social media platforms that are available and relevant to academic libraries. This

finding is in agreement with Mabweazara 2021 who agreed that the academic libraries have always been at the forefront in implementing emerging technologies to enhance the delivery of services. Social media platforms as well as the ever-changing technological environment have forced academic librarians to move with the pace. The rapid increase in demand from diverse library users has seen the inevitable adoption and use of social media platforms in the libraries. In addition, Uche and Udo-Anyanwu (2019) also corroborated Mabweazara that the use of social media platforms in academic libraries is now a global phenomenon and varies from one library to another depending on the extent of ICT integration to library and information services.

Also, the result on the benefits of social media platforms to academic libraries reveal that Social media provides a platform for lecturers to create chat rooms, forums and groups to expand classroom discussion to post assignments, tests and quizzes $\bar{x} = (3.80)$, social media is useful for getting information $\bar{x} = (3.80)$ and Social media provides Forum for Feedback $\bar{x} = (3.74)$ are the major benefit of social media platform to users. The potential of social media platforms for information dissemination in academic libraries can only be of benefit to students if they are aware of its existence. This study is in agreement with Van Wyk (2014) who noted few benefits of using social media platforms that support educational endeavours that leverage the benefits of in-person learning communities with the benefits of using technology to support student engagement. It was indicated that learning communities can have a positive impact on student learning and the level of university student interaction and cooperation. However, social media platforms can also be used to differentiate the learning process and allow learners to select and share learning materials that best meet their learning style and interest (Ally, 2004).

The result of the findings on the most used social media platform revealed that WhatsApp $\bar{x} = (3.77)$, Facebook $\bar{x} = (3.51)$, Twitter $\bar{x} = (3.40)$, Instagram $\bar{x} = (3.25)$ and Youtube $\bar{x} = (3.16)$ were the most used social media platforms indicated by the respondents. This result is in agreement with Ali, Iqbal & Iqbal (2016), who affirmed that social media platforms are the collection of applications such as Facebook, Twitter, WhatsApp, LinkedIn and YouTube, among others, that link people together as they share information through social networking.

The findings on the challenges encountered in the use of social media platforms among library users show that lack of internet access $\bar{x} = (3.57)$, Network problem $\bar{x} = (3.54)$, Unreliable power supply $\bar{x} = (3.50)$ are the major challenges encountered in the use of social platforms among librarians and the library users. This finding is in agreement with Anyanwu (2019) who postulated that slow internet connectivity and unreliable power supply are major factors militating against the use of social media by librarians in the provision of library services. They equally agreed to poor support from authorities, inadequate technological skills among librarians and Laisser-faire attitude of librarians towards integration of social media in libraries, as challenges militating against effective use of social media platforms. Similarly, Wua and Tion (2013) also asserted that slow internet speed, unreliable power supply, unfamiliarity with social media, insufficient personnel, laisser-faire attitude of librarians and lack of technological skills as challenges that hinder the use of social media platforms among librarians and students.

Conclusion

The role of Information Communication Technology in the modern world has affected the dissemination of information in Libraries. Social media platforms become popular and include a wide range of users. Social media platforms focus on establishing online social networks. Social

media are communities of people who share interests, activities and provide directions for users to interact. However, the library has been subject to important force due to the information explosion. Information has to be properly compiled, organised and disseminated for the user at right time in the right manner. In addition, academic institutions are making use of social media platforms to provide information on what is happening on campus in the form of information and news. Lecturers create chat rooms forum and groups to expand classroom discussion to post assignments and tests. It is a way for lecturers and students' interaction and feedbacks.

Recommendation

1. The tertiary institutions should recognise social media platforms that are used among students and librarians for education purposes.
2. Library improves on the challenges encountered in the use of social media platforms for the enhancement of library resources and services.

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