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**The Implementation of Social Media Based Library Services at the Federal University of Technology, Owerri (FUTO), Nigeria.**

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# **The Implementation of Social Media Based Library Services at the Federal University of Technology, Owerri (FUTO), Nigeria.**

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## **Abstract**

Academic libraries are faced with the challenge of meeting the varied demands of users stemming from the ever-increasing different formats of information resources. These libraries around the world have thus adopted the use of social media -to render the required services to library users. FUTO library is experiencing serious challenges in the effort to accommodate the needs of its users - including the increasing number of users small reading spaces compared to the rising student population and the fact that many students live off-campus. This study investigates the possibility of adopting social media-based library services at the Federal University of Technology, Owerri (FUTO), to overcome the library's challenges.

## **Keywords**

Academic Libraries, Social media, Nigeria, FUTO

## **Introduction**

There is an established awareness by universities to inculcate the changing technological innovations into their operations to meet the information expectations and diverse students' needs of their students (Tess, 2013). There are many new and diverse technologies influencing personal as well as work life experience of people. One of these is the increasing use of social media which has gained prominence in our daily activities.

Information expectations of students have changed, and in order to adapt to this changing environment, universities' approach to teaching and learning have changed considerably. The university library is the hub around which academic activities revolve, and librarians thus need to take the initiative to utilize a modern technology-based information delivery process. Simmonds and Andaleeb (2001) make it clear that, the university library provides the environment and the resources for students and staff research processes to enhance knowledge. The library has a key role to play in the academic environment – for staff, researchers, and students. Therefore, to meet users' needs, the academic library also has to adapt and exploit potentials offered by social media to deliver services. This initiative has been adopted by many libraries all over the world and today different types of social media library-based services are being used to deliver user-focused, effective and efficient services.

In Nigeria, not much effort has been recorded in university libraries in this regard. FUTO library is one of the libraries that could easily adopt social media-based library services. This study is thus intended to investigate the workability of adopting social media-based information delivery services at the Federal University of Technology, Owerri (FUTO), Nigeria, as a way of implementing responsive user-focused library services.

### **Academic libraries' role in changing library services**

It is the responsibility of university libraries to provide relevant information materials to their users for research and learning (Akeriwa, Penzhorn, and Holmner, 2015), and these information requirements are expected to conform to both users need and the required technology (Makori, 2012). Librarians are thus faced with the responsibility of providing resources and services for ever-increasing patrons with varied demands in different formats beyond what librarians hitherto have been used to.

The role of libraries presently is changing in line with changes in resource format, technology, and user demands, thus making the librarian's role unique and critical for information resources control - both in the physical and virtual domain. It is within this virtual domain that social media-based services can be offered.

## **Social media use in Nigeria**

In Nigeria, social media also continues to expand and change, with new applications constantly emerging. “Its indefinable nature speaks to its ability to transform how we engage, sell, buy, create and live in the digital age” (Africa practice, 2014). The expanding Internet penetration is the main factor which has facilitated this trend. Nigerian youths are reported to spend more time on social media than other sites (Chiemela et al, 2015). Like r citizens of other countries, many Nigerians are using social media platforms to provide useful entrepreneurial skills and also employ labor (Danbatta, 2017).

Facebook is the predominant social media with a population of 16,000,000 users on June/2016 and a penetration rate of 8.3% (Internet World Stats, 2017) which is a 6.3% increase from the report of June 30, 2015 (Financial Nigeria International, 2017). It has also been reported that 7.2 million people visit Facebook daily in Nigeria, and 97% of these use mobile devices to access the site (Financial Nigeria International, 2017). The following sections will specifically consider the use of social media in academic libraries.

### **Overview of social media use in academic libraries**

An academic library is a library that is attached/supports a college, university or degree-awarding institution of higher learning (ALA, 2017), whose role is to support their parent institution in achievement of its objectives (Kumar, 2014) and also serve as an innovation intermediary in the service sense that encourages the creation, sharing and transfer of knowledge through the collaboration of different parties (Casali et al, 2017). This section will deal with how social media is applied within academic library services and will cover the following: an overview of social media in academic libraries, social media use in Sub-Saharan African academic libraries and social media use in Nigerian academic libraries.

Academic libraries are using social media to deliver library resources and services. If libraries take care to respect privacy and provide equal coverage for all subject areas, social networking can be an effective method of student outreach (Collins and Quan-Haase, 2013; Dickson and Holley, 2010). Academic libraries today are creating a sense of outreach and advocacy to provide an inviting environment and establish connections with communities in a bid to share desired content, and to achieve this, they are increasingly engaging in social media (Harrison et al, 2017).

Social media generally enhances the promotion of library and information resources and services and also helps in achieving a closer relationship between librarians and their library users regardless of distance and time (Taylor and Francis, 2015). Participants who gain direct engagement through networking, promotion of product/services etc., stand to benefit immensely from social media (CILIP, 2014)

There are different types of social media platforms available today, and many of them are used in the academic library to provide resources and services and achieve closer librarian/user partnership. Some of the social media platforms available are Facebook, Blog, Twitter, WhatsApp, Flickr, LinkedIn, YouTube, TeacherTube, Footnote, Community Walk, SlideShare, MySpace, microblogging, Wikipedia, Ning, Meebo, Second Life, PBwiki, Wikis, Mash Up, Digg, Delicious and Picasa amongst others (Akporhonor and Olise, 2015; Kumar, 2015). For this research work, four major social media platforms which are very popular in Nigeria today (Facebook, Blog, Twitter and WhatsApp) as well as (Flickr and Pinterest) which can be used to organize and share library resources and services will be discussed.

#### **i. Facebook**

Facebook is the most popular Social Media platform utilized by users for interaction and sharing of information and used by libraries to create awareness as well as market library resources and services (Mundt, 2013; Du Toit and Mulatiningsih, 2013; Dowd, 2013; Chu and Du, 2013). It allows registered users to create profiles, send messages and upload videos and photos (Rouse, 2009). It also allows the promotion of an event by creating descriptive hashtags to inform people to attend to an event (Mundt, 2013). Academic libraries find it very useful and use it to enhance the library website's home page. It is used to inform library users of library opening hours, library location, events invitation within the university, current resources acquired by the library, library website information, provide library updates on collections and services, research support, document delivery, database trials and other relevant news items (Fakas, 2007; Wan, 2011; Chu and Meulemans, 2008). Facebook can be linked to the library website to act as a portal to the library (Fakas, 2007), and the OPAC can be embedded there to ease users' access to the library (Potter, 2013). The use of Facebook in academic libraries services to users has become so popular that best practices have been suggested by Gallardo (2013) to include "stay to the point, pin important posts to the top of your page, be casual and conversational, use images, post consistently, post the same types of content on the same day of the week, give fans access to exclusive information or content, find your optimal time to post, and take advantage of insights."

The FUTO library has a feedback page, and it is currently used to pass information on to the students. However, postings are not very regular or properly coordinated, and feedback from users is not promptly attended to. The adoption of mobile technologies for social media library services can help address the lapses and add more services to the social media platform.

#### **ii. Blogs**

A blog (weblog or weblog) is a user-generated website or personal Web Pages consisting of entries

(also called posts) like in journals and “displayed in a reverse chronological order” (i.e. the most recent entry appearing first) and used in libraries for the promotion of library resources and services (Gunelius, 2014; Jain, 2013; Kaplan and Haenlein, 2010) Just like Facebook, it can also be used to promote opening hours, newly acquired resources and newly introduced services, library and university events, allow users to comment, online discussions, community news about festivities and other related library/university events that will benefit the users (Ekoja, 2011, Ezeani and Igwesi, 2012; Walia and Gupta, 2012; Dickson and Holley, 2010)

Blogs are, therefore, also very popular in libraries, where they are used to broadcast news of the library and market library resources and services. Dankowski (2013) reported that the blog is invaluable in New York Public Libraries, where it is used for social content marketing with librarians acting as internal advocates. The use of blogs as a social media platform for the delivery of library services using mobile devices is, therefore a very useful means of service delivery that will help FUTO library achieve its aim of reaching its user regardless of time and distance.

### **iii. Twitter**

Twitter is claimed to be the second most popular Social Media platform next to Facebook (Jain, 2013), which relies on messaging services using cell phones, instant messenger or specific websites (Akporhonor and Olise, 2015). Twitter is a micro-blogging network which is used to send messages to friends, colleagues and friends easily and fast (Marion and Omotayo, 2010) with posts limited to 140 characters and less and can be used to update users on library/university/community events (Jain, 2013). There are many Twitter tools, but users of Twitter are advised to stick to the Tool that gives actionable results (Potter, 2013). It can be used to create a library services alert (Ezeani and Igwesi, 2012), as marketing tools for library resources and services (Carscaddon & Chapman, 2013) and library users can also use it to interact with librarians (Ezeani and Igwesi, 2012).

Ezeani and Igwesi (2012) stated that librarians in Nigeria use Twitter to give first-hand information on current issues and users send Instant Messages (IM) on complaints or issues of interest to them and receive immediate feedback. FUTO library has a Twitter which is presently underutilized. The application of mobile technologies for social media library services will help to revive the Twitter account for effective services to users.

### **iv. WhatsApp**

WhatsApp developed by Brian Acton and Jan Koum in 2009, is an encrypted platform for instant messaging, mainly for smartphones and used to send audio messages, photos, videos, documents, images

etc., through the Internet using mobile phones (Mohd and Aditya, 2017). In 2015, the WhatsApp Web (PC) compliant version came out, which can be used through web clients (Mohd and Aditya, 2017). As of February 2016, WhatsApp has one billion users and is fast becoming the most popular messaging application (Statt, 2016).

WhatsApp has been found very useful in the promotion of relevant communication among library staff and between library staff and library users, where it helps in getting useful feedback from patrons (Mohd and Aditya, 2017). It thus enhances librarian/user interaction on various library resources and services issues which, apart from helping to increase usage, also helps to clarify some contending areas, thereby enhancing the librarian/user relationship (Mohd and Aditya, 2017). Finally, the cost of adopting WhatsApp platform is low, and it also does not require rigorous training to use (Mohd and Aditya, 2017). The low cost and little training required make WhatsApp a platform that should be used widely in Sub-Saharan Africa, where adequate funding is a major issue. At FUTO library, staff extensively use WhatsApp for personal communication, but it has not been adopted by the library for client services. This research work, if implemented, therefore, will help to introduce WhatsApp in the mainstream of the FUTO library services to deliver quick and real-time services to patrons.

#### **v. Flickr**

This is described as a website for managing and sharing videos and photos for free up to 20MB a month (Jain, 2013; Walia and Gupta, 2012). It is a good marketing tool used to sensitize library patrons on the resources and services offered by the library and to update patrons on current developments regarding stock, services and events in the library/university and render Strategic Dissemination of Information (SDI) services (Ezeani and Igwesi, 2012; Jain, 2013).

Flickr also “provides a great opportunity to users to own library contents by allowing them to upload pictures to a particular collection and curate a collection of user pictures on a particular subject” (Potter, 2013). This promotes a sense of belonging for the users with the feeling of being a true stakeholder of the library and thus enhances usage and communication. It also creates room for archives and permits libraries “to generate new means of access to an interaction with their patrons, as well as broaden the knowledge of such heritage to a larger and more diverse audience” (Thanuskodi, 2011).

#### **vi. Pinterest**

It is a free graphical online pin board used to organize and share resources (Gallardo, 2013; Jain, 2013) and for marketing the library and its contents. Libraries can create their own profiles where they pin photos of the library/events or quotes encouraging the use of the library for promotional display (Szkolar,



2012). Dudenhoffer (2014) discussed the use of Pinterest at Central Methodist University (CMU) college library in rural Missouri, where it is used to market the library DVD collection using pin board, and this has cut down the number of repetitive questions asked to the library staff aside from the excellent visual representation it shows of the library. At the New York public library, it has been used to advance knowledge by inspiring lifelong learning (Valentine & Oleniczak, n.d.), and Gentry (2014) also reported the use of Pinterest in academic and special libraries and archives to market libraries. For Pinterest to have the desired effect and achieve its purpose, the presentation has to be properly done. Gallardo (2013) thus “suggests various ways of using Pinterest in libraries such as pinning book covers; showcasing historic archives, learning-related infographics, creating reading lists, sharing new acquisitions, craft projects, etc., promoting library activities (add fliers, etc.), collecting ideas, materials, library displays, etc., highlighting library staff and, showing off things in the local community/library pictures”.

Both Flickr and Pinterest are not popular in the FUTO library/community. If these two platforms are to be adopted, a lot of advocacy will be required, and training conducted. The adoption of these various social media in the academic library has both advantages and disadvantages, which should be considered before deciding to adopt and implement its application. Some of the advantages and disadvantages are discussed below.

### **Advantages of social media-based library services**

#### **i. Enhances two-way communication**

Responsiveness to library users’ concerns is said to be a useful aspect of library customer service (Akporhonor, and Olise, 2015). The use of social media tools enhances two-way communication and digital content outside the walls of the library (Buigues-García and Giménez-Chornet, 2012; Edosomwan et al., 2011; Stephens, 2006) between the user and the library staff thereby promoting personal attention to each peculiar user which affords the reference librarian to directly answer reference enquiries (Chua and Goh, 2010). Mahmood and Richardson (2011) are of the view that with two-way communication, professional librarians can create OPAC and databases search boxes for information sharing while the libraries act as the backend of the information they originate and share with users Harinarayana & Raju, (2010). Libraries thus use regular information flow to reach their users and know what they want through interaction (Chitumbo and Chewe, 2015) and enhance academic relationships through social media applications (Ayu & Abrizah, 2011),

Libraries use the users’ feedback and questions from patrons to clear conflicting issues and make adjustments to reflect users’ genuine observations (Pierson, 2011), and Villoldo (2012) consider this service

of social media as bringing great benefits to the library. Presently, “social networking sites have audio and visual capabilities consisting of web-blogs, wikis, social bookmarking, media sharing spaces, RSS Feeds, microblogging sites, Facebook, LinkedIn having capabilities to promote synchronous or asynchronous interactions and communication” (Hussain, 2012).

The library user would like to know that the library cares about their needs and opinions and the library’s response to this helps to shape the opinion of the users about the library. Social media as a means of modern feedback interaction helps the library to project itself positively before the user. The opinion of the library users goes a long way in creating the impression of the library on all the stakeholders of the library. FUTO library can use two-way communication to enhance its services to users and also improve its image within and outside of the university.

**ii. It leads to improvement in library resources and services**

Buigues-García and Gime´nez-Chornet (2012) are of the view that social media application in libraries helps professional librarians to improve the resources and services of the implementing library through information gathered from users, and “this is of particular benefits to social science researchers who may want to gather professional knowledge from an unlimited number of librarians and library users online” (Poynter, 2010; O'Dell, 2010). Social media as a means of improving library resources is used to engage users on print and non-print library subscriptions and ways to enhance library resources and services (Wordofa, 2012) as a way to acquire new resources and render current awareness services on the acquired resources (Chitumbo and Chewes, 2015). This is a quick and convenient patron-driven service way of acquiring and disseminating information on new materials (Chitumbo and Chewes, 2015) and helps libraries to share and encourage old users and connect with new ones to access library resources and services (Redden, 2010).

The library users in FUTO have not been making contributions to the selection of library resources. Though the library sends a request to the heads of departments for their input, there is usually no response from them, and when they eventually do respond, it comes very late. The use of social media could help to solve this problem by providing an avenue for quick response.

**iii. It promotes better content sharing**

Social media provides a medium for sharing library resources like text, music, videos etc., with users regardless of their geographic location (Edosomwan et al., 2011). It helps to improve the response rate in content sharing (Chitumbo and Chewes, 2015). Kim and Abbas (2010) acknowledge that social media (Twitter and Facebook) are beneficial for announcing library information like resources, conferences,

training, workshop, current awareness services and other news and information emanating from the library and the institution and this can lead to professional relationships among librarians within a school and those outside the school (Graham et al, 2009).

**iv. Promotion of communication between individuals**

Related to two-way communication is the promotion of easy communication between persons or groups (Carton, 2009) by assisting in the transmission of social media-mediated information online from one person's mobile device to another (Edosomwan et al., 2011). Librarians can thus send and receive information or carry out policy interaction with persons within the library or with educational organisations outside the library using social media (Ritholz, 2010; Edosomwan et al., 2011) to enhance social commitment and participation as well as improve strategies in library processes (Tiryakioglu and Erzurum, 2011). This also helps to enhance the marketing of library information resources and services (Chitumbo and Chewe, 2015).

**v. It provides an opportunity to share**

Social media is a platform for the easy sharing of information like conferences, job announcements, published articles and other library-related information (Seguin and Seguin, 1995). "Social networks as an educational tool enhance information dissemination with instant feedback; ability to share visual and auditory learning; improving research knowledge, and enhance open forum between employees or management" (Annku, 2014), breaking down distance barriers to permit free communication and sharing by users (Annku, 2014). It creates the opportunity for the library to reach a larger audience (Chitumbo and Chewe, 2015) and, in the process have knowledge and experience (Edosomwan et al., 2011).

**vi. Promotion of accessibility and storage**

Social media enhances the ease of access, storage and library information processing (Nazim, 2015). The sharing of information resources helps to circulate relevant and quality academic resources and facilitates easy access and use (Peyala, 2011). Access, storage and use are major concerns to any library. No matter the quality of resource collections a library may have, they need to be properly stored to avoid damage and also must be easily accessible and used to be useful to the users. Librarians thus use social media to purposefully communicate knowledge to their users within and outside the library to enable user's knowledge to access the resources (Dickson and Holley, 2010; Tripathi and Kumar, 2010) and

promote the transfer of data among library patrons (Mavodza and Ngulube, 2011).

**vii. Building Brand Loyalty**

The use of social media in library services help in library advocacy and also encourages users to advocate for the library. The useful communication with patrons helps builds the library's image (Akporhonor, and Olise, 2015). Library users are always dependent on the library for reliable resources and services that can assist them with their academic work. As libraries provide much-needed resources and services through social media, the reliability of the users of the library and librarians increases. Gall (2010) explained that the social media application in library services a personal library brand and built a long-lasting relationship with all the library stakeholders (Students, researchers, university administration, donors, lecturers and other partnering libraries).

**viii. Saves Time**

Time is of great essence to library users. The users, therefore, prefer information packaged in a format that would require a minimum time to be delivered and accessed. Social media application in library services helps to save the time of both the user and the librarian. It helps libraries to provide quick updates to users and fast feedback from aside from making it easy to reach a wider number of users in the shortest time (Akporhonor, and Olise, 2015). Street (2013) thus argues that the best benefit of social media marketing is the delivery of content in the best cost and time-effective manner.

**ix. Saves Costs and Increases Revenue**

With the budgetary cost of many libraries in recent times, libraries would prefer to utilize processes that will reduce library running costs. Even though the use of social media for library services marketing gets to a wide audience, Villoldo (2012) argues that its use is very economical and attracts little or no cost. It is thus a very useful means of marketing library services for many libraries with financial constraints as all that is required is the creation of a social media account e.g., Facebook, Myspace, Twitter etc., and encourage users to like the university's Facebook page or follow them on Twitter accounts

On the other hand, the use of social media for library resources and services marketing can increase revenue for the library from stakeholders (Akporhonor, and Olise, 2015). The revenue could be donations from donor agencies or increased budgetary allocation from university management who are encouraged by the efforts of the library in marketing library resources and services through social media.

**x. Increases Library Users**

It is the desire of every library to have a wide user audience. In fact, some libraries' budgetary allocation is predicated on user patronage, and as such, the higher the number of users, the higher the budgetary allocation. The open online community makes it possible for one's friends on say, Facebook to see his library page activities like likes, comments or posts on the library page. When this friend carries out any of the activities listed above, his friends will get to know of the library's marketing activities through him, and this encourages his friends to join the library (Akporhonor, and Olise, 2015). With the dwindling number of students in the university physically registering and patronizing the library, the use of social media becomes a very useful platform to project the resources and services of the library and attract users. This is much more so because many students are regularly online and interacting on social media.

**The disadvantages of using social media in an academic library**

**i. Privacy Concern**

Privacy concerns are one major challenge facing the adoption of social media platforms in academic libraries. There is a potential risk to the library staff and users who participates in social media online in the academic library because of the abuse of personal information online (Hutton, 2008), This is as a result of one unauthorized person possibly being able to use someone's personal information for financial purposes (Bakporhonor, and Olise, 2015) and as Sund (2007) puts it "just a name, address and birth date (let alone a social security number) provides more than enough ammunition for criminals to hack into financial records and compromise a user's personal information". Internet communication today has continued to place more and more personal data online. While online library data exposes the library's plan to competitors (Bakporhonor, and Olise, 2015), individual users are also being monitored by unauthorized persons for selfish gains, and this has made the control of personal information a major privacy concern in the use of social media in library services. Apart from the above, there is the issue of people continuously posting anonymous y information without proof or ownership (Flanigin and Metzger, 2007; Kaplan and Haenlein, 2010; Ariel and Avidar, 2014), thereby creating suspicion and lack of trust.

**ii. Low level of Technology Penetration**

The level of technology in many Sub-Saharan African countries, including Nigeria, is very low, and this affects the level of adoption of modern technologies, including social media applications in academic libraries. This low level of technology has been attributed to government negligence and the high cost of

tariffs in the acquisition of equipment and training for modern technologies (Bakporhonor, and Olise, 2015). In Nigeria, Emenari (2004) notes that the number of people connected to the Internet out of the total population is low, and Bakporhonor and Olise (2015) observed that in university libraries in Nigeria, very few computers are linked to the Internet. The low Internet penetration is a hindrance to the adoption of social media in library services, and effort has to be made to encourage university administrations to support Internet connectivity in Universities in Nigeria.

**iii. Network Problems**

Network problems as a result of poor bandwidth, cable problems, frequent network collusions, software malfunction, bandwidth problems etc. is a major obstacle to the adoption of social media in library services (Ezeani and Igwesi, 2012; Bakporhonor, and Olise, 2015). The unavailability/inaccessibility of the internet as a result of bandwidth issues or other network problems faces the library and its users with a lot of challenges (Shehu et al, 2015). The constant break in network connections has been found to be very irritating and discouraging to people who want to access library services through social media.

**iv. Librarians' apathy to technology (social media)**

Some librarians are not very comfortable with technological changes in the library and tend to reject such developments. Charnigo and Barnett-Ellis (2007) studied the attitude of librarians toward the adoption of Facebook and described it as apathetic. Taylor and Francis (2015) also reported some people are skeptical about the use of social media tools and what it will evolve into, while others are overwhelmed by the different number of Apps coming up (Bakporhonor, and Olise, 2015). The dynamic nature of technology creates some phobia in the minds of some librarians and this presents a barrier to the adoption of social media in the library.

**v. Lack of expertise**

The lack of relevant expertise in some libraries is a challenge to the adoption of social media in library services. Bakporhonor and Olise (2015) reported that the lack of technical knowledge and expertise is a problem faced in library social media adoption. Libraries need to have the expertise and the required number of staff strength to power the drive for social media library services.

**vi. Epileptic Power Supply**

One major problem in the use of technology in Sub-Saharan Africa and particularly Nigeria, is the poor/epileptic power supply required to drive the implementation (Shehu et al, 2015). In Nigeria, this issue

has become a big embarrassment, and academic libraries have had to depend on alternative sources of electricity, which itself is problematic as a result of the high cost of purchase/maintenance and constant breakdown. Bakporhonor and Olise (2015) are of the view that this issue portends a major challenge and discourages librarians and library users as all social media applications are dependent on electricity supply. There have been near constant power failures observed (Adomi, 2007), which increase the general overhead costs of running the library and have had a negative impact on the adoption of social media for library services (Ossai-Ugbah, 2012). Akonu (2005) even reported that the erratic power supply in Nigeria has led to the destruction of some technological equipment through burning.

The electricity supply in Nigeria is very problematic. It is either there is no electricity or the supply is low voltage and cannot support the systems, and it is erratic (coming and going). This has greatly hampered many library services that depend on the power supply. Since the adoption of social media for library services equally depend on electricity, the nature of electricity thus poses a great challenge. Librarians in Nigeria feel hopeless in this issue because the supply of electricity is in the hands of the government and, therefore, beyond what librarians can handle.

#### **vii. Lack of Awareness**

Awareness of social media and the role they could play in library services is very important before we can talk about adoption. The librarian needs to know what he is adopting and how such technology can enhance his work. Many librarians in developing countries, however, are not aware of social media and its role in library services, thereby posing awareness as a challenge to the adoption of social media. Many library users who use social media do so for personal interaction and may not know the useful role to which social media can be applied for learning purposes in the library. Librarians, therefore, need to play a very important role in educating themselves and library users on the protocols and benefits of social media communication in the library. In Nigeria Ezeani and Igwezi (2012) quoted the popular saying “leave Facebook and face your book” which goes to show that Facebook is regarded as a platform not for serious communication and people, and particularly students, are advised to shun Facebook. A lot of advocacy is therefore required to change this mindset and also encourage social media users to go beyond exchanging pleasantries and apply social media to academic-related issues.

Having laid the foundation for social media in academic libraries with discussions on the different types of social media users and the general advantages and disadvantages of social media use in academic libraries, the following section will dwell on the use of social media in Nigerian academic libraries.

## **Social media use in Nigerian academic libraries**

Nigerian academic librarians are faced with the challenge of reshaping and re-designing their services as a means of attracting and retaining users (Iwhiwhu, Ruteyan and Eghwubare 2010). Social media, which has been acknowledged as essential for the promotion of effective and efficient library and information services in Nigeria in the modern era, has become a tool for librarians and libraries to optimize in order to remain relevant in the 21st century (Akporhonor and Olise, 2015). Ezeani and Igwesi (2012) support this point by observing that with the exponential growth of the use of Facebook, Myspace, Twitter, YouTube and so forth, academic librarians must learn their use to keep abreast with increasing and sophisticated patrons.

Akporhonor and Olise (2015) found that Facebook and Blogs are the two social media platforms commonly used to enhance two-way communication and feedback with patrons in library resources and services delivery. Some examples of Nigerian academic libraries tapping into the use of social media for improved library and information services delivery are the Kenneth Dike Library and the Delta State University Library, which have created Facebook pages. Libraries are advised to create internet social networking sites and encourage their use by patrons for enhanced library information service delivery (Ezeani, 2011). Adewojo and Mayowa-Adebara (2016) note that library staff at the Yaba College of Education in Lagos, Nigeria, also use Facebook and WhatsApp for library and information sources and services promotion.

The use of social media in Nigerian academic libraries has impacted on user numbers and usage and benefitted both students and adopting libraries. A study by Daluba and Maxwell (2013) and Akporhonor and Olise (2015) revealed that the adoption of social media at the Kogi State University in Anyigba, Nigeria and nine selected universities in three states in the South-South of Nigeria has significantly increased the number of students who patronize the library and also the levels of communication, collaboration and sharing amongst students; The social media usage provides quick feedback; saves cost; builds brand loyalty and makes the connection to library use easier. This is supported by Emezie and Nwaohiri (2016), who observed that current Awareness Services, reference services, marketing of the library and Knowledge sharing by academic libraries through social media have enabled connection, communication and collaboration between libraries and users.

There is the need for academic libraries to educate and redirect the use of social media by undergraduates for academic purposes as findings by Anyanwu, Ossai-Onah and Iroeze (2013) and Oye (2012) reveal that Nigerian undergraduates are knowledgeable of social media but are using them mainly for communication and information sharing with friends and fellow students and not for accessing library services.



There is no doubt that some academic libraries in Nigeria have adopted the use of social media in library and information sources and services delivery (Daluba and Maxwell, 2013), but many of the libraries have not. Amongst the academic libraries that have started, the most common social media in use are Facebook, Blogs, Twitter and WhatsApp (Ezeani and Igwesi, 2012; Akporhonor and Olise, 2015). There is thus a need for greater promotion and advocacy on the importance of social media for a two-way library and information sources and services delivery and feedback for both academic libraries and their patrons (Akporhonor and Olise, 2015; Ezeani, 2011). The Federal University of Technology, Owerri (FUTO) library has not adopted social media in its services to users and this gave rise to this study to investigate the possibility of incorporating social media in the promotion of FUTO library resources and services for the benefit of its users.

### **Conducting the study**

#### **Target population and sampling**

The selected research location is the Federal University of Technology in Owerri, Nigeria. The Federal University of Technology was established in 1980 by executive fiat to start admitting students in the 1981/82 academic session. It was the first of the three universities of technology established by the Federal Government of Nigeria who planned to establish a university of technology in every geo-political region of the country sited in a state which has no conventional university (FUTO, 2017). The university started operation on November 28, 1980.

The University Library opened to users on the 9th of November, 1981, with a collection of 2,500 volumes of books which increased to 6,000 by May 1982 before moving to its permanent site along with the University on 17th May, 1983. Presently, the library is accommodated in three different buildings in the library complex, namely – Library Phase IV Building, Phase II Building and the Library ICT Building.

#### **Target Population**

The total number of senior staff members of the FUTO library (both the teaching and non-teaching staff) will form the population for this study. This group of staff comprise both the management and middle-level staff who have gained experience in library user services. This group was chosen because they comprise both staff at the management level, where decisions on the use of mobile technologies for social media-based library services will be taken, and the middle-level Staff who will handle the implementation. The population of the study will therefore be sixty-four (64), and because of the small size of the population and the expected rate of return, this whole population will be used for the study. This implies

that no sampling will be conducted for this research.

### **Data collection**

For the purpose of this research, the data collection instrument adopted is the questionnaire. The questionnaire, which is normally used in normative surveys, is a deliberately prepared document made up of systematically compiled questions used to elicit answers from participants for the purpose of collecting data for research (Annum, 2017)

### **Data Analysis**

The qualitative method of data analysis will be adopted in the research. It will help to provide insights into the problem necessitating the research by the use of unstructured and semi-structured techniques (Wyse, 2011). The study will employ content analysis for open-ended questions and SPSS for closed-ended questions. The study will employ the use of ratio analysis, percentage distribution and visual representations.

The content analysis adopted here is the qualitative content analysis which has been defined as the systematic description of the interpretation of qualitative data (Schreier, 2012; Mayring, 2000). Datt (2016), on the other hand, describes it as research undertaken by the recording of the researcher and its subject's communication, and its goal is to "examine both the manifest content of an item – what is actually recorded or depicted – and the latent content. Latent content refers to the subtle messages or meaning encoded in an item, such as the unspoken assumptions that give the content meaning in the social world" (Statistics Solutions, 2017). Qualitative analysis originated from the quantitative analysis (Krippendorff, 2004; Schreier, 2012) and tends to preserve the quantitative content analysis advantages for a better interpretation of a qualitative text (Mayring, 2000) and these advantages are:

- i. The fitting of materials into the communication model: "It should be determined on what part of the communication inferences shall be made, to aspects of the communicator (his experiences, opinions feelings), to the situation of text production, to the socio-cultural background, to the text itself or to the effect of the message" (Mayring, 2000)
- ii. Rules of analysis: This has to do with the materials to be analyzed stepwise in procedural rules and the arrangement of materials into units for content analysis (Mayring, 2000)
- iii. Categories in the center of analysis: This refers to text interpretation according to the questions of the research problem. This is put into categories for analysis (Mayring, 2000)
- i. Criteria of reliability and validity: This has to do with the comparison of the result with other studies in a form of triangulation to check reliability (Mayring, 2000)

Its three important characteristics are reduction of data, systematic nature and flexibility (Schreier, n. d.), while its main strength is in the stepwise material analysis and methodological control where all gathered data elements are arranged under themes identified in secondary literature (Datt, 2016).

Different authors have given different steps of content analysis. Datt (2016), CSU (2014) and Zhang and Wildemuth (n. d.) are firmly of the opinion that content analysis is composed of eight steps; Braun and Clarke (2006), Ruggunan (n. d.) and Audience Dialogue (2012) divide it into only six steps, Komori (n. d) gave five steps while Bengtsson (2016) is of the view that content analysis is made up of four steps. Even amongst authors who agreed on the same number of steps, the arrangement of steps and terms used differ. However, all the steps are geared toward a conclusive and content analysis of the research questions. The Braun and Clarke (2006) process is adopted, for the purpose of this research and it has the following steps:

- i. Familiarizing yourself with your data
- ii. Generating codes
- iii. Searching and discovering themes
- iv. Reviewing the adopted themes
- v. Defining and naming your themes
- vi. Writing the analysis

### Findings from the research

#### Demographic Information

This section presents the result of the respondent’s personal information, which includes the highest academic qualification, the section of the library the respondent works in and the number of years the staff member has worked in the library.

#### Respondent’s highest academic qualification

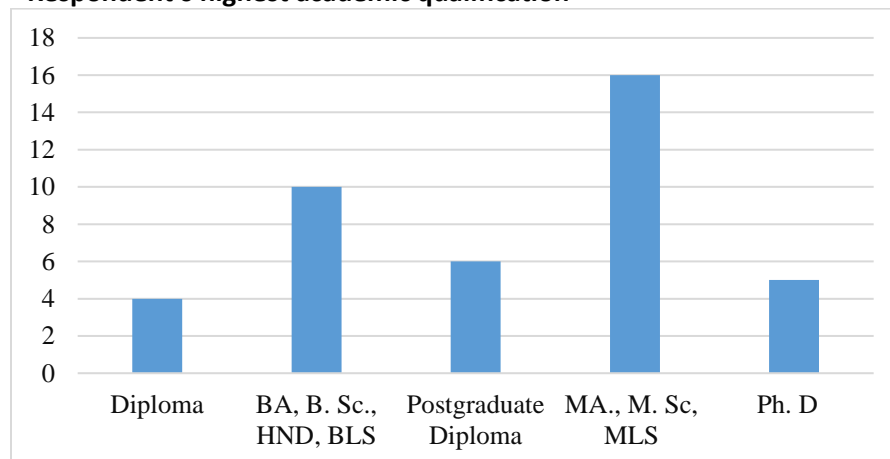


Figure 1: Respondents’ highest qualification

Respondents were asked to state their highest qualification, and from figure 1 above, out of the 41 respondents, 16 (14.6%) have MA/M. Sc/MLS; 10 (24.4%) have BA /B. Sc/BLS/HND; 6 (14.6%) have Postgraduate Diploma; 5 (12.2%) have PhD and 4 (9.8%) have s Diploma.

### Section of the library the respondent works in

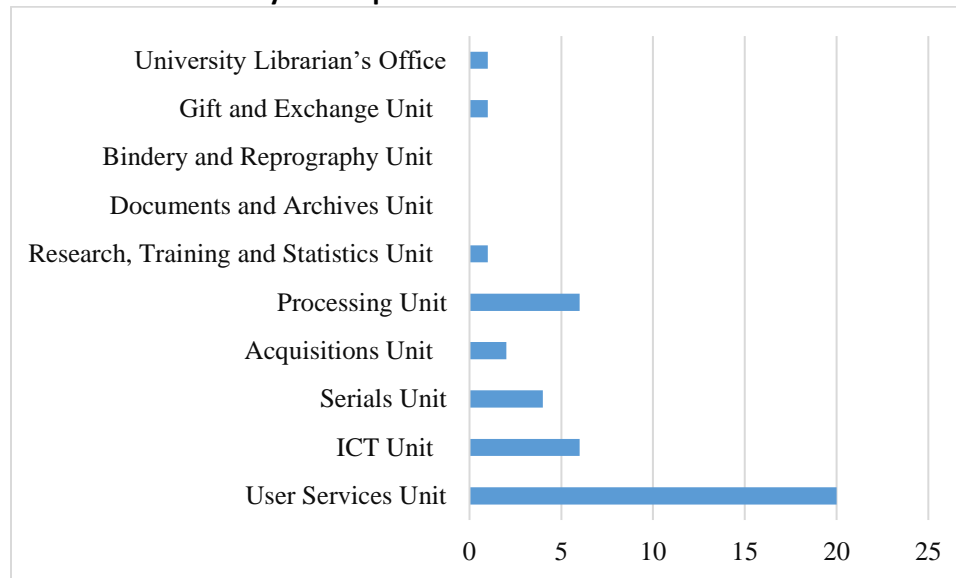


Figure 2: Sections in the library where the respondents work

This section requested to know the sections of the library where the respondents work. From figure 2 above, 20 respondents representing 48.9%, work in the User Services Unit; 6 (14.6%) in the ICT Unit; 6 (14.6%) in the Processing Unit; 4 (9.8%) in the Serials Unit; 2 (4.9%) in the Acquisitions Unit; 1 (2.4%) each in the Research, Training and Statistics Unit, Gift and Exchange Unit and University Librarian's Office; and none in the Documents and Archives Unit and Bindery and Reprography Unit.

### Number of years the staff has worked in the library

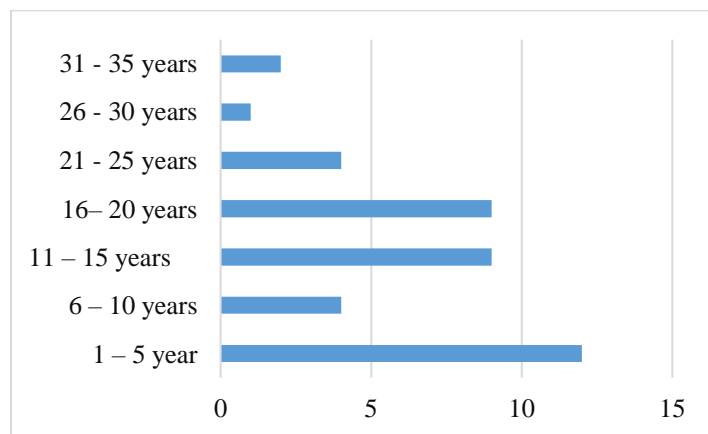


Figure 3: Number of years the respondents have worked in the library

The respondents were asked to indicate the number of years they have worked in the FUTO library. Results from figure 3 above, show that 12 respondents representing 29.3%, have worked for 1-5 years; 9 respondents, each representing 21.9%, have worked for 11 – 15 years and 16– 20 years; 4 respondents, each representing 9.8%, have worked for 6 – 10 years and 21 - 25 years while 2 (4.9%) and 1 (2.4%) respondents have worked for 31 - 35 years and 26 - 30 years respectively.

### Social media-related issues in the academic library

This section presents data on respondents’ opinions on social media generally and as it applies to the academic library. It covers the respondents’ purpose of using social media applications and types of social media applications used, regularity and proficiency of use of some selected social media, opinion on the application of social media for library services and usefulness of selected social media to library services.

#### Use of social media applications

Options	Number of Respondents	percentage
Yes	41	100%
No	0	0%
Total	41	100%

Table 8: Respondents’ use of social media

Respondents were asked if they use social media applications and the result from table 8 above shows that all the respondents, 41 (100%), responded positively.

### Respondents' purpose of using a social media application

Options	Number of Respondents	Percentage
For Fun Only	0	0%
For work only	0	0%
For both	41	100%
Total	41	100%

Table 9: Purpose of respondents' use of social media application

Respondents were asked the purpose for which they use social media, and from table 9 above, all the respondents, 41 (100%), indicated that they use social media applications both for fun and for work.

### Types of social media applications respondents use

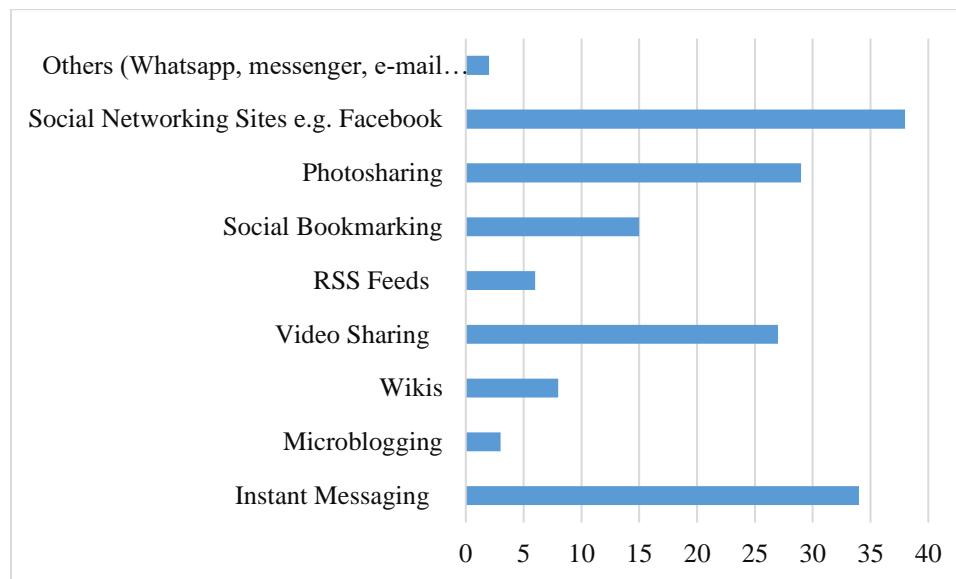


Figure 4: Types of social media applications used by respondents

In this section, respondents were asked to indicate the types of social media they use. Respondents were also requested to choose as many of the options that applies to them and also indicate other social media applications they use which are not included in the options given. The results figure 4 above shows that 38 (92.7%) respondents use Social Networking sites e.g., Facebook; 34 (82.9%) use Instant Messaging; 29 (70.7%) use Photosharing; 27 (65.9%) use Video Sharing; 15 (36.6%) use Social Bookmarking; 8 (19.5%) use Wikis; 6 (14.6%) use RSS Feeds; and 3 (7.3%) use Microblogging. Under others, 2 respondents added WhatsApp, Messenger, E-mail and Instagram. This may be due to the fact that the respondents did not understand the question very well as this addition are subsumed in the already listed

options like Social Networking Sites e.g. Facebook.

#### Regularity of use of selected social media applications

Social Media Type	Number of Respondents					Percentage
	Daily	Weekly	Monthly	Ad Hoc	Never	Total
Instant Messaging	31 (75.6%)	4 (9.8%)	3 (7.3%)	1(2.4%)	2 (4.9%)	41 (100%)
Microblogging	2 (4.9%)	2 (4.9%)	3 (7.3%)	20 (48.8%)	14 (34.1%)	41 (100%)
Wikis	2 (4.9%)	3 (7.3%)	2 (4.9%)	21 (51.2%)	13 (31.7%)	41 (100%)
Video Sharing	5 (12.2%)	6 (14.6%)	20 (48.8%)	4 (9.8%)	6 (14.6%)	41 (100%)
RSS Feeds	4 (9.8%)	3 (7.3%)	6 (14.6%)	20 (48.8%)	8 (19.5%)	41 (100%)
Social Bookmarking	8 (19.5%)	4 (9.8%)	5 (12.2%)	14 (34.1%)	10 (24.4%)	41 (100%)
Photosharing	8 (19.5%)	20 (48.8%)	10 (24.4%)	2 (4.9%)	1 (2.4%)	41 (100%)
Social Networking Sites e.g. Facebook	34 (83.0%)	3 (7.3%)	2 (4.9%)	1 (2.4%)	1 (2.4%)	41 (100%)

Table 10: Regularity of use of selected social media applications

Respondents were requested to rate their regularity of use of selected social media applications and table 10 above illustrates the responses of the 41 respondents. With regards to Instant Messaging 31 (75.6%) use it daily; 4 (9.8%) weekly; 3 (7.3%) monthly; 1(2.4%) Ad Hoc and 2 (4.9%) never used it all. For Microblogging, 2 (4.9%) use it daily; 2 (4.9%) weekly; 3 (7.3%) monthly; 20 (48.8%) Ad Hoc; and 14 (34.1%) never use it all. For Wikis, 2 (4.9%) use it daily; 3 (7.3%) weekly; 2 (4.9%) monthly; 21 (51.2%) Ad Hoc, and 13 (31.7%) do not use it. For Video Sharing, it is 5 (12.2%) daily; 6 (14.6%) weekly; 20 (48.8%) monthly; 4 (9.8%) Ad Hoc; while 6 (14.6%) do not use it. For RSS Feeds it is 4 (9.8%) daily; 3 (7.3%) weekly; 6 (14.6%) monthly; 20 (48.8%) Ad Hoc; and 8 (19.5%) do not use it. For Social Bookmarking, 8 (19.5%) use it daily; 4 (9.8%) weekly; 5 (12.2%) monthly; 14 (34.1%) Ad Hoc while 10 (24.4%) do not use it. For Photosharing, it is 8 (19.5%) daily; 20 (48.8%) weekly; 10 (24.4%) monthly; 2 (4.9%) Ad Hoc and 1 (2.4%) do not use it. For Social Networking Sites e.g. Facebook, it is 34 (83.0%) daily; 3 (7.3%) weekly; 2 (4.9%) monthly; 1 (2.4%) Ad Hoc while 1 (2.4%) do not use it.

#### Proficiency in the use of selected social media applications

Social Media Type	Number of Respondents					Percentage
	Excellent	Very Good	Good	Not so good	Poor	Total
Instant Messaging	10 (24.4%)	21 (51.2%)	5 (12.2%)	3 (7.3%)	2 (4.9%)	41 (100%)
Microblogging	3 (7.3%)	10 (24.4%)	12 (29.3%)	10 (24.4%)	6 (14.6%)	41 (100%)

<b>Wikis</b>	6 (14.6%)	13 (31.7%)	6 (14.6%)	11 (26.8%)	5 (12.2%)	41 (100%)
<b>Video Sharing</b>	11 (26.8%)	22(53.7%)	4 (9.8%)	3 (7.3%)	1 (2.4%)	41 (100%)
<b>RSS Feeds</b>	5 (12.2%)	8 (19.5%)	10 (24.4%)	8 (19.5%)	10 (24.4%)	41 (100%)
<b>Social Bookmarking</b>	7 (17.1%)	10 (24.4%)	10 (24.4%)	11 (26.8%)	3 (7.3%)	41 (100%)
<b>Photosharing</b>	12 (29.3%)	23 (56.1%)	3 (7.3%)	2 (4.9%)	1 (2.4%)	41 (100%)
<b>Social Networking Sites e.g. Facebook</b>	13 (31.7%)	24 (58.6%)	2 (4.9%)	1 (2.4%)	1 (2.4%)	41 (100%)

Table 11: Proficiency in the use of selected social media applications

Respondents were requested to rate their proficiency in the use of selected social media applications. Table 11 above shows that for Instant Messaging, 10 (24.4%) said they are excellent, 21 (51.2%) are very good, 5 (12.2%) are good, 3 (7.3%) are not so good and 2 (4.9%) are poor. For Microblogging , 3 (7.3%) are excellent, 10 (24.4%) are very good; 12 (29.3%) are good; 10 (24.4%) are not so good and 6 (14.6%) are poor in their usage. with regard to Wikis, 6 (14.6%) are excellent; 13 (31.7%) are very good; 6 (14.6%) are good; 11 (26.8%) are no so good and 5 (12.2%) are poor in usage. For Video Sharing, 11 (26.8%) are excellent; 22(53.7%) are very good; 4 (9.8%) are good; 3 (7.3%) are not so good and 1 (2.4%) are poor in their usage. For RSS Feeds, 5 (12.2%) are excellent; 8 (19.5%) are very good; 10 (24.4%) are good; 8 (19.5%) are not so good and 10 (24.4%) are poor in usage. For Social Bookmarking; 7 (17.1%) are excellent; 10 (24.4%) are very good; 10 (24.4%) are good; 11 (26.8%) are not so good and 3 (7.3%) are poor in their usage of this social media. With Photosharing, 12 (29.3%) are excellent; 23 (56.1%) are very good; 3 (7.3%) are good; 2 (4.9%) are not so good and 1 (2.4%) are poor in their usage. With Social Networking Sites e.g. Facebook; 13 (31.7%) are excellent; 24 (58.6%) are very good; 2 (4.9%) are good; 1 (2.4%) are not so good and 1 (2.4%) are poor in usage of this social media.

#### Respondent's opinion on the application of social media for library services

Options	Number of Respondents	percentage
Yes	41	100%
No	0	0%
Total	41	100%

Table 12: Respondents opinion on if social media be applied for library services

Respondents were asked if they would like social media to be applied for library services and result from table 12 should that all respondent answered yes to this question.



### Respondents opinion on usefulness of selected social media to library services

Social Media Type	Number of Respondents					Percentage
	Extremely useful	More useful	Useful	Less useful	Not useful at all	
Instant Messaging	26 (63.5%)	7 (17.1%)	6 (14.6%)	1 (2.4%)	1 (2.4%)	41 (100%)
Microblogging	6 (14.6%)	12 (29.3%)	18 (43.9%)	4 (9.8%)	1 (2.4%)	41 (100%)
Wikis	4 (9.8%)	15 (36.6%)	17 (41.4%)	3 (7.3%)	2 (4.9%)	41 (100%)
Video Sharing	22 (53.6%)	7 (17.1%)	6 (14.6%)	4 (9.8%)	2 (4.9%)	41 (100%)
RSS Feeds	3 (7.3%)	15 (36.6%)	20 (48.8%)	2 (4.9%)	1 (2.4%)	41 (100%)
Social Bookmarking	8 (19.5%)	18 (43.9%)	10 (24.4%)	3 (7.3%)	2 (4.9%)	41 (100%)
Photosharing	14 (34.1%)	20 (48.8%)	4 (9.8%)	2 (4.9%)	1 (2.4%)	41 (100%)
Social Networking Sites e.g. Facebook	27 (65.8%)	7 (17.1%)	4 (9.8%)	2 (4.9%)	1 (2.4%)	41 (100%)

Table 13: Respondents opinion on usefulness of selected social media to library services

Respondents were further requested to rate usefulness of the following social media to library services. Result from table 13 above showed that for Instant Messaging; 26 (63.5%) find it extremely useful; 7 (17.1%) find it more useful; 6 (14.6%) find it useful; 1 (2.4%) find it less useful and 1 (2.4%) find it not useful at all. For Microblogging, it is 6 (14.6%) extremely useful; 12 (29.3%) more useful; 18 (43.9%) useful; 4 (9.8%) less useful and 1 (2.4%) find it not useful at all. For Wikis, it is 4 (9.8%) extremely useful; 15 (36.6%) more useful; 17 (41.4%) useful; 3 (7.3%) less useful and 2 (4.9%) not useful at all. with Video Sharing; 22 (53.6%) find it extremely useful; 7 (17.1%) more useful; 6 (14.6%) useful; 4 (9.8%) less useful and 2 (4.9%) not useful at all. With RSS Feeds it is 3 (7.3%) extremely useful; 15 (36.6%) more useful; 20 (48.8%) useful; 2 (4.9%) less useful and 1 (2.4%) not useful at all. For Social Bookmarking it is 8 (19.5%) extremely useful; 18 (43.9%) more useful; 10 (24.4%) useful; 3 (7.3%) less useful and 2 (4.9%) not useful at all. For Photosharing, 14 (34.1%) find it extremely useful; 20 (48.8%) more useful; 4 (9.8%) useful; 2 (4.9%) less useful and 1 (2.4%) not useful at all. And with Social Networking Sites e.g. Facebook, it is 27 (65.8%) extremely useful; 7 (17.1%) more useful; 4 (9.8%) useful; 2 (4.9%) less useful and 1 (2.4%) not useful at all.

## **Discussion of findings**

### **Rate of response and staff data**

The total of 64.1% of respondents who returned questionnaire could be said to be a reasonable number but judging from the Interviewer-administered method adopted for this research, the number of returned responses could have been higher. However, the rate of return for this research was affected by the national industrial strike action embarked at this period by the Academic Staff Union of Universities (ASUU) to which the Professional Librarians (senior teaching Staff) of FUTO library belong to. Only those Professional Librarians (senior teaching Staff) who filled the questionnaire before proceeding on the strike returned the instrument. Industrial actions of this sort can thus be said to be a challenge to research in universities.

More than half of the received responses 27 (65.8%) have postgraduate qualifications (Postgraduate Diploma or MA, M. Sc, MLS or Ph. D). This indicates that the FUTO library has the compliment number of qualified staff to carry out the adoption of mobile technologies for social media based library services. It is also important to note that many of the respondents with master's degree and PhDs. started work in FUTO library with first degrees and some with even the West African Examination Council (WAEC) results and acquired these higher degrees while on the job with a good number of them studying on scholarships from the university. This is significant in the sense that the university helps to develop the library manpower to enable the staff to be abreast with modern requirements in the profession.

Responses also show that more that more than half of the respondents 30 (73.3%) work in the User Services Unit, ICT Unit or Serials Unit. This is very significant because in FUTO library, these three sections are in direct contact with library patrons. The library Reference Services is a Sub-Unit of the Users Services. The staff of these units are thus knowledgeable of the patron's perceptions and needs.

More than half of the respondents 25 (60.9%) have also worked in the library for more than ten years and therefore have garnered enough experiences of both library resources and services to patrons which will be an advantage in the adoption of mobile technologies for social media based library services project.

### **General use of social media**

The respondents were asked to indicate whether they use or do not use social media applications and all responded positively which is an encouragement that they are all familiar with

social media as a first step to the consideration of applying it in library services. This familiarity and use of social media is in line with the observations of the report of PewResearchCenter (2017) in the U. S. A., and the findings of Statista (n. d.) regarding the large world population users of social media in 2017 and the projected further increases in 2019 and 2020. It also agrees with section 2.3.2 of the finding of Mwasaga (2016) regarding the rising use of social media to solve pertinent issues, Balancing Act (2014); Internet World Stats (2017) and Social@Ogilvy (2015) high user rate of Facebook, Twitter, Instagram, LinkedIn and YouTube in the sub-Saharan Africa. In Nigeria, the finding agrees with the report of Chiemela et al (2015); Danbata (2017) and Financial Nigeria International (2017) in section 2.3.3 regarding the high use of social media in Nigeria where the youths spend more time on the site than other sites and use it to provide useful skills and employ labour. The usage of social media by FUTO library staff is both for fun and for work, and an indication that the staff can apply social media to bridge the library and patron gap.

Though the respondents' usage of Microblogging, Wikis, RSS Feeds and Social Bookmarking is not encouraging, Instant Messaging, Social Networking Sites e. g. Facebook, Photosharing and Video Sharing are the preferred and heavily used social media platforms but these are not used for library services communication which corresponds precisely with the findings of Owusu-Ansah et al (2015). As a library that wants to start social media library services, FUTO library can kick start with these social media platforms that the staff are very conversant with and progressively adopt others with time as the need arises. However, it is observed that some of the respondents do not understand the classification of the social media platforms. Some of them (4.9%) listed WhatsApp, messenger, e-mail and Instagram as other types of social media when these are already part of the social media groups given in the option. The majority of the respondents use Instant Messaging and Social Networking Sites e.g. Facebook on a daily bases i. e. 31 (75.6%) and 34 (83.0%) respectively, while those who use Photosharing weekly are in majority of those who make use of this social media platform. The high daily use of Instant Messaging and Social Networking Sites e.g. Facebook and weekly high use of Photosharing coupled with the good level of proficiency observed could be an advantage if applied in the use of rendering library services. Even in terms of the social media platforms like Microblogging, Wikis, Video Sharing, RSS Feeds and Social Bookmarking which are not heavily used on daily and weekly basis, it may be due to the fact that they are being used for personal purposes without much need and challenge. If these social media services were to be adopted for library use, the need for their daily and weekly

use will definitely increase and with increased usage and practice competency/proficiency will also improve.

### **Social media use in library services**

All the respondents agree that social media should be applied in the university library, however on the rating of usefulness of social media to library services, the majority of respondents listed Instant Messaging, Video Sharing and Social Networking Sites e.g. Facebook as extremely useful and Photosharing as more useful. These selected social media platforms correspond with the ones the respondents not only use but use regularly (daily, monthly and monthly) with good proficiency (i.e. very good). The belief of respondents that these social media platforms can be applied to library services may result from the perceived benefits the respondents have derived from personal use of these social media platforms. These social media platforms, upon application, will help the university library in information delivery as detailed by Akeriwa, Penzhorn and Holmner (2015), Akporhonor and Olise (2015) and these platforms will also support the university in achieving its overall objectives as emphasized by Kumar (2014). This investigation result of the respondents' use of social media and their opinion of the usefulness in its application and usage in library services agrees with the report of Chitumbo and Chewe (2015), Agyekum et al (2016) where social media platforms are described as: "used for marketing library resources and services, dissemination of news and events, discussions and resource sharing in sub-Saharan African". The findings further agree with the report of Daluba and Maxwell (2013), Akporhonor and Olise (2015) and Adewojo and Mayowa-Adebara (2016) where Social Networking platforms at other Nigerian sites are used for library and information sources and services promotion in addition for using them to win more users to the library.

### **Conclusion**

It can conclusively be said that with the increasing and varied demand of users and dynamic nature of technology, the role of librarians have continued to change. In order to meet these demands and changes and remain relevant, librarians have to evolve with the dynamism of both technology and library users' needs in terms of skill and resource formats in order to fulfil their major responsibility of relevant information resources (Akeriwa, Penzhorn, and Holmner, 2015) in a current and accessible mode to users (Makori, 2012). One of such current modes is the use of

social media based library services which has been made more relevant and adoptable by the use of mobile technologies (Mwasaga, 2016; Akeriwa, Penzhorn, and Holmner, 2015; and Adewojo and Mayowa-Adebara, 2016) and wide ownership of mobile devices in Africa (Lippincott, 2010; Sambira, 2013; Ilako, 2016 and Akeriwa, Penzhorn and Holmner, 2015).

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