

Evaluation of Reference Service in the Era of Social Media: A case of National Open University Library, Nigeria

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Abstract

Due to emergence of Internet and the ever-changing information world, access and dissemination of information is no longer restricted to limited arena. Reference service has become a trendy method of promoting access and wide dissemination of information to library patrons. The traditional face-to-face and armchair system where the library only physically consults or is consulted within its own walls or even the confines of the institution, has no place in modern reference service. This study, therefore, evaluated reference services in the era of social media in academic library of National Open University, Nigeria (NOUN). It examined awareness and level of usage of online reference services available to students. The study used questionnaire to collect data from students, while face-to-face interview was used to collect data from a librarian in the selected centres. The study applies random sampling to select participants while purposive sampling was used to select a librarian. The study analyzed the data using IBM-SPSS version 20.0. Findings revealed that students are aware that their university libraries are on social media networks but are still not familiar with most of reference services. Ask-a-Librarian, Facebook and Twitter were ranked as the most preferred methods for conveying online reference services. That online reference service was indicated as more supreme than traditional desk reference service because communication has no geographical barrier with a reference librarian and is easily accessible. The implications of the present research, although literature on evaluation of reference service in tertiary education does exist, studies on assessment of reference service in digital era by students are scarce and divergent. This research sheds light on this essential subject by intensely aiding the understanding of various social media for educational purposes. The study

concluded that the intervention of modern and accessible social media tools in reference service make significant differences in access and dissemination of information to library patrons.

Keywords: Reference, service, Evaluation, Awareness, Usage, Social media, NOUN, Nigeria

Introduction

The advent of Information and Communication Technologies (ICTs) has revolutionized functions and services of libraries all over the world. The prime value of librarianship is to provide access to information and reference section as a unit in the library saddles to provide reference service. A library can be regarded as a collection of books and other materials of recorded knowledge, purposefully selected, organized and preserved by trained library personnel for the use of information users. Libraries are attempting to reinvent themselves and embrace the challenge of meeting yelling needs of their users in a vibrant climate of ICTs where information seekers have many different types of information and communication technologies. Libraries and their resources have partially shifted to the virtual world of Internet and technology now allows users to submit their queries to the library at any time without geographical barrier. There are many services in the library and reference service is one of the basic services provided. Reference service is the act of bringing into contact the right reader and right material or information sources at the right time and in the right personal ways. In the past, reference service was the direct personal aid within the library to a person in search of information for whatever purpose, this is referred to as traditional reference service.

A reference librarian is a well-trained staff that manages reference section of the library. Currently, virtual reference or online reference services initiated electronically, often in real-time, where patrons employ computers or other internet technology to communicate with reference librarian.

The online reference services (ORS) being a new concept in the field of librarianship that many authors have

defined based on their orientations. According to White (2001), ORS is an information access services in which people ask questions, and responses are transmitted via electronic means. In the light of this, Eze (2016) accentuated that libraries and their resources have partially moved to the virtual world of the Internet. Internet as a product of ICTs serves as a platform for online reference services and plays a vital role in promoting fast retrieval and wide dissemination of information. In an effort to promote access to information by library patrons with aid of computers via the Internet, many libraries and library consortia are extending their reference services to include virtual reference (Reference and User Services Association, 2004). This development has put libraries in present position of answering questions using a variety of social tools (social network): such as telephone, e-mail, instant message, Whatsapp, Facebook, Blogs, Twitter and YouTube. These dynamic situations have compelled library staff to prepare themselves in this era of ICTs that aids social network (Rahman, Khatun & Mezbah, 2011). Social networking tools that solely depend on ICTs have brought transformation to both format sources and services in libraries especially academic libraries. Telg and Irani (2012) defined social media as primarily Internet-and mobile-based tools for sharing and discussing information by users. Social media is the application of web-based and mobile technologies that turn the communication into an interactive dialogue. The social networks have made life simple, now information users submit their queries to the library at 24/7 (any time) and any place in the world. Social media plays essential role in every student's career. It is easier and convenient to access information and communicate via social media. The advance in ICTs that led to

social media have not only made education and learning at a distance much easier in advanced countries as well as developing countries of the world but also made library and, indeed, reference service to distance or cross border students, more effective. The application of social media tools in reference services has attempted to bridge the yawning gap between conventional and distance teaching institutions offering education and individuals spread in various parts of the world who want to study without leaving their jobs. For instance, National Open University of Nigeria (NOUN) majorly promotes distant learning among various categories of learners that range from workers to retirees. Here, lecturers, students and librarians are connected to each other and making good use of social media platform for the working of their education. According to Chow and Croxton (2012), with the proliferation of online resources and distance education opportunities, many libraries are attempting to meet their users' demands by expanding their reference services beyond the face-to-face or telephone reference interaction. This suggests that reference librarian in the era of social media has enormous services to render to library patrons (students, lecturers, researchers and community).

In same vein, Agosto, et al. (2010) reported that "over the past few years, reference and information services have increasingly moved away from library reference desks and from libraries' print collection out into the virtual world. "Findings by Agosto et al. (2010) further showed that rather than viewing face-to-face reference, chat reference, IM reference, e-mail reference, telephone reference, etc. as unique services, the trend seems to be to view them all as subsets of "reference and information services" in general. In spite of the enormous benefits accrued from ICTs and Internet, many library patrons are still using traditional approach to seek for assistance and information in the academic library. For instant, Chow and Croxton (2014) reported

that despite the emergence of the Internet and the availability of a wide variety of robust search engines that can seek information with rapid speed and accuracy, people are turning to their school, public, and academic libraries more frequently and in larger number than ever before. It is requiring that a reference librarian needs to work hard in order to meet up with huge demands from library patrons and record good performance. Evaluation of the academic library service is the proactive way of ensuring that information is obtained so as to establish whether the library is meeting its expected goals, so that adjustments should be made where necessary for effective information service delivery. In line with this, the purpose of evaluation, as reported by Emokiniovo and Ogunrobi (2012) is to gather information on how the library is accomplishing its objectives with a view to improving the delivery of library services. This study is necessary because, it seems none of the studies carried out in Nigeria considered online reference service of NOUN Library. Therefore, this study evaluates reference service in the era of social media in National Open University Library, Nigeria a case of Ibadan study centre.

Profile of National Open University of Nigeria

The National Open University of Nigeria (NOUN) is an open distance learning (ODL) institution renowned for providing functional, flexible, accessible, cost-effective education adequate for flourishing in the 21st century and beyond. The cardinal objective for the establishment of an ODL institution is basically to provide access to higher education for mass qualified candidates. Right from the first inception in July 1983, NOUN mandate has remained to deliver university education at the doorstep of every interested Nigerian. Though NOUN activities were suspended in 1984 by the Federal Military Government and resuscitated in 2002 by the civilian regime of Chief Olusegun Obasanjo. NOUN

leverages on Information and Computer Technologies to deliver an education tailored towards the globalised economy. The NOUN offers exceptional academic programmes that meet the specific needs of all sectors of the global economy, in the eight faculties (Arts; Health; Law, Physical, Social Sciences, Education, Agricultural and Management Sciences).

The NOUN Library is very young. It is just being established to support teaching, learning and research activities of the university. Its major aim is to facilitate access to scholarly information resources. The main Library is located at the headquarters of the National Open University of Nigeria in Lagos. The Library provides Reference, Information Literacy, Circulation, Current Awareness Services among others. Internet access through local area networks and wireless connectivity is running 24/7. The e-library laboratory is equipped with 45 state-of-the-art high speed computers. Also, there are libraries at various study centres like Ibadan study centre to provide services to users who prefer print copies of books and periodicals. Registered students are welcomed to use library rich resources, surf the net, and consult our journals and other periodicals.

The library's collection is expected to grow to 20,000 volumes of books and 100,000 volumes of electronic resources. It also has a growing periodical and audio-visual collection. The library classification scheme remains the popular Library of Congress Classification and Subject Headings common among university libraries in Nigeria. The University Library is pursuing vigorously the new Millennium integrated library system which will place NOUN first among equals in our sub-region. The Information Gateway is the online library of the National Open University of Nigeria (NOUN). It is the gateway to a wide range of information resources that help students, researchers and other stakeholders in their studies, work, research and in their general development and pursuit of scholarship. Each resource provides very helpful tools to

assist library users to navigate through the contents. Multimedia tutorials for each information resource are being prepared to enrich students' experience in the use of NOUN electronic library (E-library). In addition, a digital library available where students and other stakeholders derive maximum benefit from available resources which includes electronic books, e-journals, films, videos and maps. It contains highest and latest publications in various fields to facilitate teaching, research and learning.

Statement of Problem

The importance of reference service in academic libraries cannot be over emphasized. Reference service plays very significant role in building good image of any library and this may be improved significantly with the help of information technology in the new era (Qutab, Bhatti & Ullah, 2014). Library users can send queries anywhere and receive answers from the reference librarian without necessarily visiting the library in person. With this revolution brought by ICTs in the library, it seems that users are yet to experience the tremendous advantage brought by ICTs especially social media tools in the aspect of electronic reference services. For instant, students are confused when assignments are given to them and the way to go about it always lands them in serious problem even if the materials needed are available in digital format in the library. According to Ezeani and Igwesi (2012), social media provide important opportunities to libraries and library staff to use these platforms for marketing library and information services. However, despite these enormous benefits of social media, there are some challenges to the use of social media by library staff and students in academic libraries in Nigeria (Eke & Ekwelem, 2014; Adetola & Okeoghene, 2016). In the current global economic environment, evaluation is critical for academic libraries and its becoming more important in the context of higher education. In the light of this, the need for this study becomes imperative.

Hence, the researchers intend to evaluate online reference service in the era of social media in National Open University Library, Nigeria a case of Ibadan study centre.

Objective of the Study

In other to achieve the main objective, the following specific objectives are to:

1. identify available infrastructures for online reference services in the library
2. examine the levels of awareness of online reference services among students
3. determine the frequency of use of the social media tools for online academic activities among students
4. investigate the levels of students' satisfaction with the online reference answers received from reference librarian.
5. examine challenges encountered by student in the use of social media networking

Literature Review

A vast majority of today's library patrons are considered as technology savvy, Internet oriented, very demanding and expect nomadic, anytime and anywhere communication (Becker, 2009). As a result of this trend, there are transformations in assistance rendering and seeking preferences of students towards reference services in the library. Currently, library patrons prefer to access the library via the Internet and seek the assistance of a librarian in a digital environment. Lotts and Graves (2011) asserted that reference services are becoming more mobile as technology allows librarians to expand service points and outreach opportunities. Thus, they opt to make the use of the digital reference services over the traditional reference service being rendered (Eze, 2016). Quite, a number of recent empirical studies examined that the social media tools were currently used for reference services in the libraries. For example, Instant message (IM) has shown to enhance users' social presence and to facilitate a sense of

communication which was not provided by e-mails and conventional web 1.0 websites (Kamel-Boulos & Wheeler, 2007). Elahi and Islam (2014) stated that the fabric of our lives has become interwoven with mobile technology as our day-to-day means of operation have, by necessity, become more mobile in the education context, factors such as the increasing role of distance education enhance the need for mobile technology.

Kwanya, Stillwell and Underwood (2012) reported that Kenyan library staff mentioned that social media tools enhance interactivity between users and library staff in the process facilitating seamless communication and feedback. Chu and Du (2013) examined social networking tools for academic libraries and found that instant messaging was reportedly used for handling enquiry related services and internal staff communication. Chu and Du (2013) concluded that overall, participants perceived social networking tools to be very helpful in terms of information sharing, knowledge sharing, enhancing reference services and promoting library services. Similarly, the study by Malik and Mahmood (2013) in Pakistan showed that the culture of providing reference services through traditional face-to-face method was still prevailing in most of the libraries, while modern means of communication like e-mail and IM were being adopted but at a slow pace. The authors recommended that the electronic means of communication like e-mail, chatting and IM should be incorporated for delivering better reference services. Also, a study carried out in Hong Kong by Chu and Du (2013) stressed that through the use of social media, library staff has been able to establish a level of engagement with their colleagues. This has created an avenue for professional librarians to have updated information within their profession. Moreover, Eke and Ekwelem (2014) examined the availability of online reference services in libraries in Nigeria. Their findings showed that majority of the participants are not aware of the existence of Online Reference Services

(ORS), however, the ORS as a project has been in the existence for years. Sahoo and Sharma (2015) investigated the social networking in library affairs and affirmed that social networking sites are one of the new technologies offering libraries the opportunity to reach out to its clients. The findings also reported that number of libraries which adopt SNSs is increasing. In their own contribution, Kolawole, Sunday and Adepoju (2015) examined the influence of social media utilization and addiction on self-perception of undergraduate students in University of Ibadan, Nigeria. Their findings showed that low level of social media addiction and positive self-perception were also established among the undergraduate students. In addition, Kolawole et al.(2015) reported that social media utilisation and addiction to social media relatively contributed significantly to University of Ibadan undergraduates' self-perception.

Kanelechi, Nwangwa, Yonlon Founand Omotere (2014) examined the influence of social media usage on research skills of undergraduates offering Educational Management at six different universities randomly selected from the six geo-political zones in Nigeria. Their findings exhibited that undergraduates frequently copy from Wikipedia as their major source of information; uses Facebook to generate ideas from colleagues about their research focus; and make use of Word press or Blogger to develop their creative writing skills. In same vein, Adetola and Okeoghene (2016) investigated the awareness and use of social media by library staff of Yaba College of Technology, Lagos, Nigeria using the descriptive survey method. The findings showed that Facebook and WhatsApp are the most commonly used social media tools by library staff in promoting library and information resources and services.

Social Media Technologies

Social media has a variety of broad definitions, such as "united online applications and technologies which

facilitate and encourage sharing, exchange openness, creation and socialization amongst a district of users"(Bowley, 2009:15). According to Storey et al.(2010), social media are web-based tools and practices enabling participation and collaboration based on persons' activities. Social media use social network as a platform for effective sharing and communication of information. Vuori (2011) characterizes social media by considering the extent to which they support communication, collaboration, connecting, completing and combining-5C (Jalonen, 2014). Social networking site (SNS) could be described as any website designed to allow multiple users to publish content of themselves (Parker, 2010). Therefore, social media could be described as a communication forum that allows users to electronically disseminate information and share knowledge with each other.

Benefits of Social Media Networking(SMN) in Academic Libraries:

- SMN assists to share and discuss information among others. It helps people to share their stories and experience.
- SMN is effective for marketing library services and facilities.
- It helps to create social groups, forums, groups, events and listings.
- SMN is one of the low cost and most useful ways to promote library activities.
- It allows users to have online profiles and invite others to be their friends.
- It encourages people to join virtual groups based on the common interest.
- SNSs allow individual to be visible to others and established or maintained connection with others
- Some SNSs allow chatting and videoconferencing
- Real time interaction
- It aids librarian to inform users of the new arrivals

- It allows users to share experiences, ideas, event activities and interests within the individual network.

Social Media Tools for Information Sharing and Promoting of Libraries Services

Social Media Tools	Launched Date	Description
Facebook	February, 2004	Frequently used by students and it can be used for marketing library services and information services in various ways(Potter, 2011)
Linked in	May, 2003	It can be used to get library users connected with people that can help them find information
Skype	August, 2003	It is instant message service, which can prop up the instant communication across national borders
Google Docs	February,2007	It can be used to sharing the documents without transfer them via e-mails, but only sharing the link of the document
Weblog	2002	A professional blog and informational site that can be used to post and share information by librarians. It can be used to facilitate library services like new acquisitions, opening hours, library events and programmes (Ekoja, 2011).
You Tube	2005	It can be used by library to share audio-visual collections. Also, libraries can disseminate their important video, conferences and workshops.
Google-plus	28 th June, 2011	Library can use this powerful tool to host video. It allows conversation with library users.
Twitter	15 th July,2006	A micro-blogging application, used for updating collections, new arrival, current content services Enable users to read and send short messages of (140character). It can be used to create library service alerts (Ezeani & Igwesi, 2012)
Pinterest	2011	Libraries build up their digital collections
Flickr	February, 2004	This image distribution tool can be used as a great way to share new image collections to users by librarians.
Instagram	October, 2010	It allows members users to upload, edit and share photos
Tumblr	February, 2007	It helps users to discover new people to chat with on mobile devices. Sharing information about libraries and librarianship with users.
Vine	May, 2014	A short form video sharing service where video can be shared on other services such as Facebook and twitter.
Meetme (formerly my Yearbook)	2005	It can be used as a mobile device tool for chatting with different people.

Meet up	12 th June, 2002	It can be used as offline for group meetings in various localities
Tagged	October, 2004	It allows members to browse the profile of any other members
Wikipedias "blogger"		A discussion or informational site published on www used to make connections with clients.
WhatsApp	2009	It can be used as a direct and user-friendly service for library users. Recent and a cross-platform messaging application which allows users to exchange messages without having to pay for SMS.
MySpace	2004	It allows users to make friend, talk online and share resources

Methodology

The study adopted survey research design. The targeted population comprised of 3,642 students and a librarian at the selected study centre. A survey approach was used to collect data from the respondents through a semi-structured questionnaire.

The Sample

The researchers obtained a sample of students in various levels of education across five faculties at Ibadan study centre. The total number of registered students was 3,642 in Ibadan study centre (Source: NOUN Senior System Analyst, 2017). The sample size was calculated using Yaro Yamme (1969) sample statistical formula ($n = N/1 + N(e)^2$). Where n = the sample size; N = the total known population of academic staff; e = level of significance (or limit of tolerable error) = 0.05 and 1 = unit (a constant) and 364 was derived as sample size. 364 copies of questionnaire were randomly distributed among students during July/August 2017 examination period. The respondents were drawn from 300 level to 800 levels students that spread across all departments in the five faculties selected out of eight faculties in NOUN Ibadan.

The Survey

A 57-question survey instrument designed for students focused on demographic profile of the respondents, measure the availability of infrastructural facilities,

awareness of online reference service, frequency of use of social media tools, level of satisfaction of the use of social media and challenges of use of social media tools by students in NOUN library. The instruments were validated by carrying out an instrument testing. The survey instrument consisted of six separate sections. The section A inquired about the demography of the respondents. The section B examined their knowledge on availability of infrastructure for online (electronic) reference services. The section C polled their knowledge of awareness of online reference service via a series of eleven questions. The section D measured the frequency of use of social media tools with fifteen questions. The section E sampled the levels of satisfaction with the use of social media. Also, the section F designed to investigate challenges encountered by students in the use of social media for online reference services. The researchers distributed copies of questionnaire to selected participants with covering letter explaining the purpose of the research. Administration and retrieval of the questionnaire was done by researchers in collaboration with two library assistants trained on ethics of research. Respondents were appropriately guided on how to complete the questionnaire and English language used was self-explanatory. The completed filled copies of questionnaire were collected after 10 minutes. 349 copies of questionnaire

were returned and usable. The response rate was 95.8% this was possible because of

timing and location of questionnaire administration.

Data Analysis

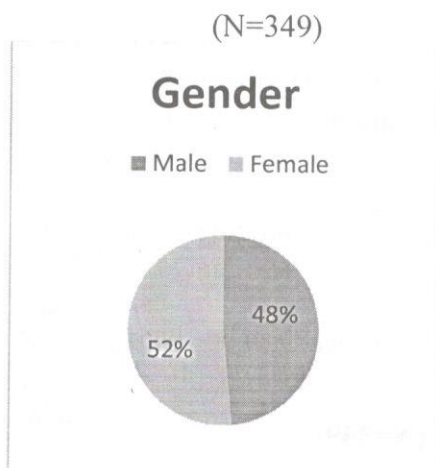


Figure 3: Gender Distribution of the Respondents.

Figure3 shows that 169 of the respondents (48%) were male while 180 respondents (52%) were females. The finding suggests that majority of respondents that participated in the study were female.

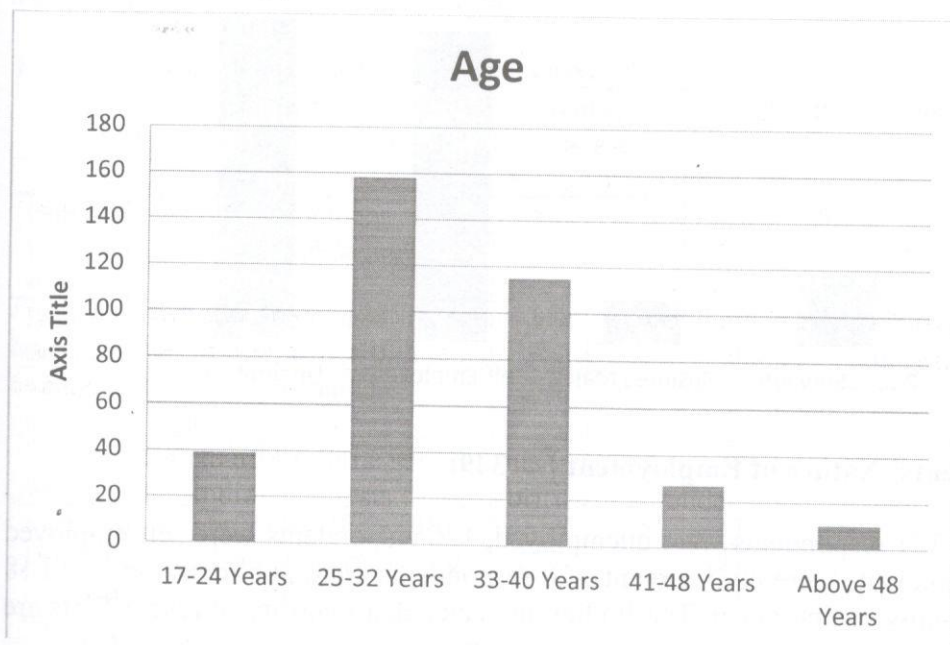


Figure 4: Age Distribution of the Respondents(N=349)

Figure4 shows that 39 respondents were in age range of 17-24years, 158 respondents were in the age range of 25-32years, 115

respondents were in the age range of 33-40years. Further, 27 respondents were in the range of 41-48years while 10

respondents were in the age above 48years. The findings showed that majority of respondents are in the age range of 25-32years and few (10) respondents were

above 48years of age. The findings indicate that majority of students in NOUN are youths and few students are above age of 48years.

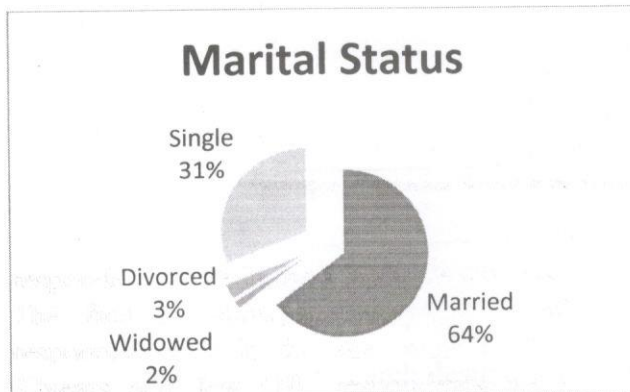


Figure 5: Marital Status Distribution of the Respondents (N=349)

shows that majority (64%) of respondents were married, 31% of respondents were single, followed by 3% respondents were divorced and 2% were widowed. The finding suggests that many of the participants (students) in this study were married men and women.

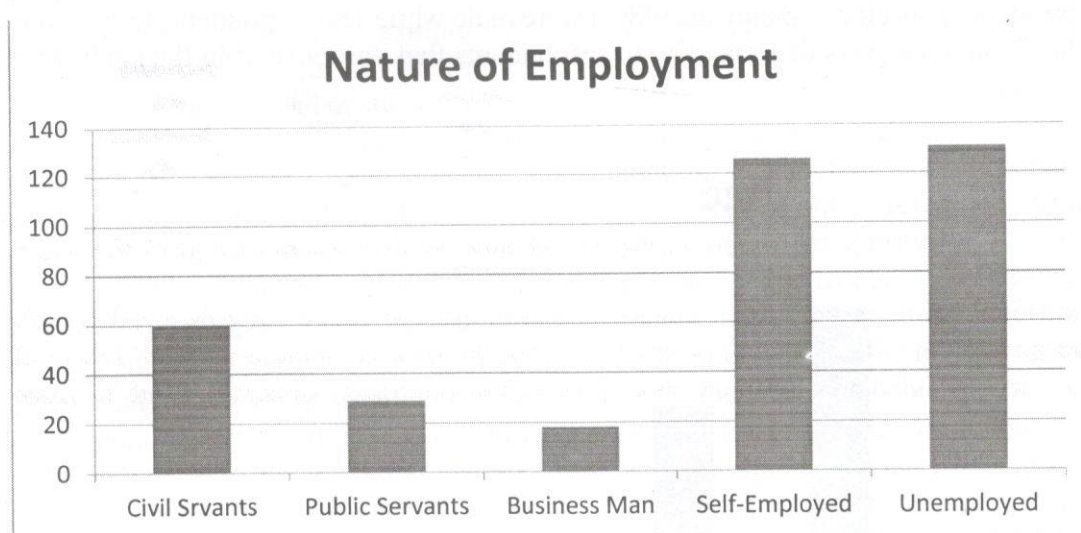


Figure 6: Respondents' Nature of Employment (N=349)

Figure 6 shows that 131 respondents were unemployed, 126 respondents were self-employed followed by 60 respondents were civil servants, 20 respondents were public servants and 18 respondents were mainly businessman. The finding indicates that majority of respondents are unemployed.

Table 1: Availability of Infrastructure for Electronic Reference Service(N=349)

Statement	Available		Not Available	
	F	%	F	%
Desktop Computers	348	99.7	1	0.3
Laptops	42	12	307	88
Tablets	30	8.6	319	91.4
Computer Server	347	99.4	2	0.6
Local Area Network (LAN)	338	96.8	11	3.2
Wireless Internet Connection	36	10.3	313	89.7
Library Management Software	291	83.4	58	16.6
Open Source Software	291	83.4	58	16.6
Skilled and Qualifies Manpower	349	100	-	-
Social media networking tools e.g. Facebook, Twitter, WhatsApp etc.	348	99.7	1	0.3

Source: Field Data Analysis, 2017

Table1 shows that large number of respondents indicated the availability of manpower (100%), desktop computers (99.7%), networking tools (99.7%), computers servers (99.4%), LAN 96.8%) and Internet connection (10.3%).

Furthermore, majority of respondents indicate non-availability of tablets(91.4%) and laptop(88.0%).

Table 2: Awareness of Online Reference Service (N=349)

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
I am aware of Ask a Librarian	155	44.4	170	48.7	24	6.9	-	-
I am aware of Instant Messaging services	7	2.0	79	22.6	62	17.8	201	57.6
I am aware of e-mail reference services	29	8.3	154	44.1	116	33.2	50	14.3
I am aware of library home/fan page(face-book)	178	51.0	129	37.0	42	12.0	-	-
I am aware of web forms on library website	68	19.5	99	28.4	110	31.5	72	20.6
I am aware of voice-over-IP (VOIP)	33	9.5	37	10.6	116	33.2	163	46.7
I am aware of SMS reference service	250	71.6	97	27.8	2	0.6	-	-
I am aware of WhatsApp, Flickr, Twitter etc.	97	27.8	51	14.6	181	51.9	20	5.7
I am aware of Online tutorials/facilitation	332	95.1	17	4.9	-	-	-	-
I am aware of video conferencing	31	8.9	99	28.4	91	26.1	128	36.7
I am aware of library blogs	35	10.0	55	15.8	130	37.2	129	37.0

Source: Field Data Analysis, 2017.

Table 2 shows that majority of the respondents were aware of online tutorial (100%), WhatsApp, flickr & twitter (99.7%), SMS reference service (99.4%), face-book (88.07%) and 64.4% of the respondents were aware of ask a-librarian. In addition, Table 2 shows that low level of awareness in VOIP (20.1%), instant

messaging (24.6%), library blogs(25.8%), video conferencing (37.3%) and web form on library website(47.9%). By implication, the findings indicate that online tutorial, whatsapp, flickr, SMS reference and e-mail recorded high level of awareness i.e. well known among students of NOUN.

Table 3: Frequency of Use of Social Media Tools for Academic Activities (N=349).

Statement	Always		Often		Sometimes		Rare		Never	
	F	%	F	%	F	%	F	%	F	%
I use Google chat room	208	59.6	116	33.2	12	3.4	11	3.2	2	0.6
I use WhatsApp	-	-	45	12.9	29	8.3	275	78.8	-	-
I use Facebook	165	47.3	128	36.7	46	13.2	10	2.9	-	-
I use E-mail	133	38.1	164	47.0	38	10.9	7	2.0	7	2.0
I use Twitter	3	0.9	38	10.9	147	42.1	125	35.8	36	10.3
I use You tube	1	0.3	21	6.0	121	34.7	155	44.4	51	14.6
I use library website/homepage	13	3.7	145	41.5	104	29.8	81	23.2	6	1.7
I use Skype	4	1.1	39	11.2	164	47.0	119	34.1	23	6.6
I use Wikis	-	-	2	0.6	7	2.0	151	43.3	189	54.2
I use drop box	1	0.3	1	0.3	6	1.7	141	40.4	199	57.0
I use RSS	-	-	4	1.1	8	2.3	148	4	189	54.2
I use Voice-Over-IP (VOIP)	1	0.3	1	0.3	77	22.1	169	48.4	101	28.9
I use Flickr	3	0.9	27	7.7	35	10.0	137	39.3	147	42.1
I use video conferencing	1	0.3	4	1.1	110	31.6	150	42.9	84	24.1
I use library blog	2	0.6	18	5.2	99	28.4	157	45.0	73	20.9

Table 3 shows that Google chat (59.6%), Facebook (47.3%) and followed by e-mail(38.1%) were always used social media. Despite the high level of awareness of Whatsapp, 12.9% of respondents often used it for academic activities as indicated in Table 3. Data shows that Skype (47%), twitter(42.1%), followed by video conferencing (31.6%), library homepage(29.8%) and library blog (28.4%) were sometimes (occasionally) used for academic activities by the respondents.

Table 3 also shows that majority of the respondents 275(78.8%), followed by VOIP (48.4%), library blog (45%), you-tube (44.4%), wikis(43.3%) and video conferencing(42.9%) were rarely used by the respondents. While whatsapp and Facebook were not ever used social media for academic activities. The findings suggest that Google chat, Facebook, e-mail and library homepage were frequently used as social media for academic activities by students of NOUN.

Table 4: Levels of Satisfaction of the Use of Social Media Network Tools (N=349)

Services	AS		S		MS		LS		D	
	F	%	F	%	F	%	F	%	F	%
Online learning facilities	174	49.9	128	36.7	46	13.2	1	0.3	-	-
E-resources available	130	37.2	151	43.3	60	17.2	5	1.4	2	0.6
Online forum	39	11.2	205	58.7	87	24.9	18	5.2	-	-
Video conferencing	10	2.9	90	25.8	54	15.5	195	55.9	-	-
Online sharing links	11	3.2	221	63.3	73	20.9	42	12.3	2	0.6
Library Facebook homepage	42	12.3	185	53.0	99	28.4	19	5.4	3	0.9
Current awareness services	39	11.2	133	38.1	160	45.8	17	4.9	-	-
Selective dissemination of information service(SDI)	14	4.0	38	10.9	97	27.8.9	199	57.0	1	0.3

Key: Adequately Satisfied(AS); Satisfied(S); Moderately Satisfied(MS); Less Satisfied (LS)and Dissatisfied (D)

Table4 stated the satisfaction level of users for library services. It is very clear that almost all the services provided were satisfied by respondents. For instance, 174(49.9%) respondents were adequately satisfied with online learning facilities, 128(36.7%) respondents were satisfied, and 46(13.2%) respondents were moderately satisfied while 1 (0.3%) respondent was

less satisfied. However, it seen that many respondents were less satisfied with video conferencing and SDI services provided. For example, 10(2.9%) respondents were adequately satisfied with video conferencing, 90(25.8%) respondents were satisfied, and 54(15.5%) respondents were moderately satisfied while195 (55.9%) respondents were less satisfied.

Table 5: Challenges Encountered in the Use of Social Media Networking Tools for Reference Services (N=349)

Statement	Strongly Agreed		Agreed		Disagreed		Strongly Disagreed	
	F	%	F	%	F	%	F	%
Irregular electricity supply	277	79.4	72	20.6	-	-	-	-
Inadequate of Internet facilities	267	76.5	81	23.2	1	0.3	-	-
Poor Internet connectivity	182	52.1	165	47.3	2	0.6	-	-
Absence of the online reference services	2	0.6	5	1.4	109	31.2	23.3	66.8

Table 5 shows that some of the major challenges encountered in the use of social media include irregular electricity supply (100%), inadequate Internet facilities (99.7%), poor Internet connectivity (99.4%) and absence of online reference services (2.0%).

Discussion of Findings

The findings revealed that availability of manpower, desktop computers, networking tools; computers servers and LAN were major infrastructure reference tools

available to respondents at NOUN Ibadan study centre. The findings also revealed that majority of the respondents were aware of online tutorial, WhatSapp, flickr & twitter, SMS reference service and Facebook. This finding is in line with previous finding by Adetola and Okeoghene (2016) who reported that Facebook, Whatsapp and Twitter were majorly used in communicating and providing library & information services to users. In addition, the findings revealed that Google chat, Facebook, e-mail and library

homepage were frequently used as social media for academic activities by students of NOUN. Finally, the findings revealed that some of the major challenges encountered in the use of social media include irregular electricity supply, inadequate Internet facilities and poor Internet connectivity. This result corroborated previous findings by Ezeani and Igwesi (2012) and Adetola and Okeoghene (2016) that reported the bandwidth problem and unreliable power supply were challenges faced by Nigerian libraries in the use of social media. In addition, the present findings is in line with that of Shehu, Urhefe, and Aworo (2015) who in their study of accessibility and utilization of internet service in Nigeria libraries observed that power outage and inaccessibility of Internet were major challenges facing staff while accessing the Internet in Nigeria libraries.

Recommendations

The study established that reference services are provided in the library and Facebook and e-mail are the most commonly used social media tools by students in accessing library resources and services. Meanwhile, many library users are looking up to library management to adopt whatsapp as part of social media tools used. However, major constraints to social media usage include poor internet access, irregular power supply and inadequate of social media tools. Hence, the following recommendations are proffered against the backdrop of the findings:

1. Upgrading of Internet facilities in all offices at NOUN study centres
2. Uninterrupted power supply for all categories of staff especially library staff.
3. Need to upgrade and increase computer system available at NOUN study centres.
4. Social networking is becoming an infatuation is sometimes someone spending too much time using WhatSapp, Facebook, Twitter and

other forms of social media. Hence, there is a need to review online reference service available to students in the larger context of social media tools.

Conclusion

The emergence of the Internet makes it possible for libraries offering online resources and services using social media outlets such as Facebook and Whatsapp. The capabilities of social media have captured the attention of the world of library. Librarian and library users can achieve much in era of social media, as they have the skills, knowledge and mentality to search for the required information in the library. Social media extends the reference librarian's ability to provide diverse and complex services and potentiality to show their real professional expertise to meet the demand put on them. Building up rich collections is not only the purpose of any library but also to make it accessible to the users is desirable. From the statistical analysis of the sample, it is evident that students of National Open University majorly use of Google chat, Facebook, e-mail and library homepage as social media outlets to access and share information among them. Other social media outlets like drop box, wikis and RSS have not fully utilized to access information from the library by NOUN students.

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