The Effects of Social Media Tools' Utilisation on The Provision of Library Resources and Services at The Federal University, Dutsin-Ma, Katsina State, Nigeria

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Abstract

Problem Statement: Social media tools (SMTs) are regarded as valuable platforms for introducing library services through web technologies, benefitting both Library and Information Science (LIS) professionals and library users. The primary aim of utilising SMTs is to promote library services and resources and enhance the relevance of libraries. *Purpose: This study examines the effects of SMT utilisation on the provision of library resources and services at the Federal University, Dutsin-Ma, Katsina State, Nigeria. Method: A descriptive survey research design was adopted, targeting a population of 13,410 undergraduate students at the Federal University, Dutsin-Ma. Due to the distribution of respondents across various faculties and departments, a multi-stage sampling technique was employed, incorporating simple random and proportionate sampling methods to select participants. The study use Research Advisor Table (2006) at 95.0% confidence level and degree of accuracy/margin of error, the sample size for this study is 370 from a population of 13,415. Questionnaire was use as instrument for data collection in this study. Descriptive statistics of table and simple percentage with SPSS were used as method of data analysis.* *Result: The study found out that Twitter, Facebook, Google Plus, YouTube, WhatsApp and Instagram are social media tools for the utilisation of library resources and services provided. The study also found out that e-resources, online and offline databases, subscribed databases, open access, e-books, e-journals, e-learning platform and university repository, as the resources provided to students by the library. Conclusion: The study concludes that social media tools utilisation has effects on provision of library resources and services at Federal university, Dustin-ma. The study recommends that there is the need for the Library to incorporate other SMTs like Facebook, YouTube, Telegram, WhatsApp, Blog, Instagram, LinkedIn, Google Plus, Snapchat and Skype in provision of library resources and services in order to ensure a more effective provision of the resources and services.*

Keywords: Social Media; Social Media Tools; Library Resources and Services; University Libraries

Abstrak

Permasalahan: Alat media sosial (Social Media Tools/SMTs) dianggap sebagai platform yang berharga untuk memperkenalkan layanan perpustakaan melalui teknologi web, yang memberikan manfaat baik bagi para profesional Ilmu Perpustakaan dan Informasi (Library and Information Science/LIS) maupun pengguna perpustakaan. Tujuan utama dari pemanfaatan SMT adalah untuk mempromosikan layanan dan sumber daya perpustakaan serta meningkatkan relevansi perpustakaan. **Tujuan**: Penelitian ini bertujuan untuk mengkaji dampak pemanfaatan SMT terhadap penyediaan sumber daya dan layanan perpustakaan di Universitas Federal Dutsin-Ma, Negara Bagian Katsina, Nigeria. **Metode**: Penelitian ini menggunakan desain survei deskriptif, dengan populasi sasaran sebanyak 13.410 mahasiswa sarjana di Universitas Federal Dutsin-Ma. Mengingat sebaran responden di berbagai fakultas dan jurusan, teknik sampling bertingkat (multi-stage sampling) digunakan, yang menggabungkan metode acak sederhana dan proporsional dalam pemilihan partisipan. Berdasarkan *Research Advisor Table* (2006) pada tingkat kepercayaan 95% dan margin kesalahan tertentu, ukuran sampel untuk penelitian ini ditetapkan sebanyak 370 orang dari populasi 13.415.

Instrumen yang digunakan dalam pengumpulan data adalah kuesioner. Analisis data dilakukan dengan statistik deskriptif berupa tabel dan persentase sederhana menggunakan perangkat lunak SPSS. **Hasil**: Hasil penelitian menunjukkan bahwa Twitter, Facebook, Google Plus, YouTube, WhatsApp, dan Instagram merupakan alat media sosial yang digunakan dalam pemanfaatan sumber daya dan layanan perpustakaan. Penelitian ini juga menemukan bahwa sumber daya yang disediakan perpustakaan kepada mahasiswa meliputi e-resources, basis data daring dan luring, basis data yang dilanggan, akses terbuka, e-book, e-jurnal, platform e-learning, dan repositori universitas. **Kesimpulan**: Penelitian ini menyimpulkan bahwa pemanfaatan alat media sosial berdampak terhadap penyediaan sumber daya dan layanan perpustakaan di Universitas Federal Dutsin-Ma. Penelitian merekomendasikan agar perpustakaan perlu mengintegrasikan alat SMT lainnya seperti Facebook, YouTube, Telegram, WhatsApp, Blog, Instagram, LinkedIn, Google Plus, Snapchat, dan Skype dalam penyediaan sumber daya dan layanan perpustakaan guna memastikan penyediaan yang lebih efektif.

Kata kunci: Media Sosial; Alat Media Sosial; Sumber Daya dan Layanan Perpustakaan; Perpustakaan Perguruan Tinggi

I. INTRODUCTION

Background. A library is an organization charged with the responsibility of providing access to resources and services for users. It is a place where information resources are accessed and information services are delivered by professionals who specialize in identifying, collecting, organizing, and processing information sources, as well as interpreting users' information needs. The term "place" can refer to either a physical or virtual setting. A physical library refers to a building or a collection of physical materials, whereas a virtual library emphasizes remote access to digital information resources and services through computer terminals (Adeniran, 2017). There are different types of libraries, including academic, specialized, school, public, and national libraries. Specifically, the mission of university libraries is to create and enhance a learning environment in which both faculty members and students are provided with a wide range of information resources to support academic excellence in teaching, learning, and research (Usman, 2015).

According to the Information Resources Policy of the University of Canterbury (2020), "information resources" refer to books, journals, databases, multimedia materials, packages, archives, or heritage collections acquired or paid for by the library to support learning, teaching, and research at the university. Similarly, Okiki (2013) defined information resources as materials that contain information in both print and electronic formats, such as textbooks, journals, indexes, abstracts, newspapers and magazines, reports, CD-ROM databases, the Internet/email, videotapes/cassettes, diskettes, magnetic disks, computers, and microforms. Umoh (2017) defined information services as any task or duty performed by library staff to assist users in achieving their objectives for visiting the library, as well as efforts made by library personnel to provide beneficial services to others. Services provided by academic libraries include circulation and borrowing, reference services, current awareness services, bibliographic verification, reprographic services, extension and community outreach, technical services, and interlibrary cooperation (Umoh, 2017).

Furthermore, academic libraries provide various web-based services, such as Really Simple Syndication (RSS) feeds, tagging services, social networking services, instant messaging services, and weblog-based information services. According to Stojanovski and Papic (2012), the American Library Association stated that the goal of information services is to provide users with the information they seek. Library resources are information-bearing materials, which may be either print or non-print, and are made available to users to meet their informational needs. Print resources include books, journals, magazines, newspapers, maps, atlases, dictionaries, gazetteers, directories, and encyclopedias. Non-print resources include computers, microforms, hard disks, e-books, e-journals, Online Public Access Catalogues (OPAC), CD-ROMs, flash drives, compact discs, and both online and offline databases. Library services, on the other hand, include current awareness services (CAS), selective dissemination of information (SDI), bibliographic services, literature searches, user education, referral and reference services, interlibrary loan services, and document delivery services (Stojanovski & Papic, 2012).

The extent to which information resources and services satisfy users' needs is determined by the degree to which users are aware of and utilize such resources and services (Omini & Ayanlade, 2019). An important channel through which these services and resources can be effectively provided by librarians is the use of social media (SM) platforms. Libraries have begun employing SM tools to promote their services and resources, which are also considered effective platforms for internal professional communication in some institutions (Arumugam & Balasubramani, 2019). SM tools serve as a valuable foundation for introducing library services through web technologies for the benefit of both library staff and users. The primary goal of utilizing these tools is to promote library services and resources and to enhance the library's relevance within its community of operation. SM comprises mobile and web-based platforms built on Web 2.0 technologies, enabling users at both micro and macro levels to share and geo-tag user-generated content—including images, text, audio, video, and games—as well as to collaborate, build networks and communities, and engage large audiences (El-Quirdi, Segers, & Henderickx, 2014).

Social media (SM) is defined as computer-based tools that enable individuals to share or exchange information, ideas, images, videos, and more with one another through specific networks (Siddique & Singh, 2016). SM plays a vital role in transforming people's lifestyles, encompassing components such as social networking sites (SNTs) and blogs, where individuals can easily connect with one another. Since the emergence of SNTs like Twitter and Facebook as key tools for disseminating news, journalists and their organizations have had to perform a delicate balancing act, and these platforms have become part of people's daily routines. Examples of SM tools include Facebook, Twitter, Google Plus, LinkedIn, and YouTube, which are used to achieve various library objectives, including marketing and promoting library services. These tools hold significant potential for enhancing the provision of library and information services, particularly in university libraries, due to their relatively better access to information and communication technologies (ICT) and well-defined user groups, especially students (Chaturvedi & Gupta, 2014; Ndalangamandla & Chisenga, 2016).

Similarly, social media (SM) has assisted libraries in providing timely updates to users and has created a platform for rapid feedback from patrons (Uchenna, Roseline, Sandra, & Eberechi, 2019). The use of SM in libraries saves users time in searching for needed information resources, as they can access these resources more easily and from any remote location without unnecessary delays. SM tools also provide libraries with the means to engage their student-users in multidirectional communication and information sharing on a wide range of library-related matters, promote library resources and services, and extend

services beyond the physical boundaries of library buildings by delivering services directly to users (Abok & Kwanya, 2016). Moreover, these tools enable libraries to reach a larger number of student-users, attract new potential users, and deliver improved patron-driven services. Thus, the use of SM tools in libraries facilitates interaction with users to better understand their needs and provide feedback, which may include photo sharing where archival images can be posted for users or uploaded to the library website (Issa, Igwe, & Uzuegbu, 2013).

Several challenges have been identified regarding the utilisation of social media (SM) tools in libraries, including insufficient time among librarians, concerns related to privacy and identity theft, a lack of awareness among library staff on how to use SM, inadequate funding for libraries, low internet connectivity, limited interest among library professionals in learning and utilising SM, and inadequate training opportunities for staff (Prabhakar & Rani, 2017). Similarly, factors such as insufficient library funding, indecision by authorities in selecting appropriate SM tools for their libraries, inadequately trained staff, lack of interest among librarians in adopting SM, and the inability of library authorities to effectively exploit SM have been cited as hindrances to delivering library resources and services through these platforms (Chakrabarti, 2016). Although many libraries worldwide, including those in Nigeria, continue to leverage SM for service delivery, there are currently no empirical reports detailing the deployment of SM for the provision of resources and services at the Federal University, Dutsin-ma Library. This gap is particularly significant given the relative recency of the university's establishment and the unique characteristics of its environment, thereby highlighting the need for this study, which aims to examine the effects of SM tools' utilisation on the provision of library resources and services at the Federal University, Dutsin-ma.

Problems. It is important to note that social media (SM) presents a new world of opportunities in education while simultaneously introducing a range of potential challenges in both the short and long term. However, the problem remains that, globally, the full benefits of SM in the educational sector have yet to be fully explored, thereby necessitating further research to achieve better understanding and effective implementation (Yusuf & Sulaiman, 2023). Given the significant challenges currently faced by university libraries, where information providers and alternative sources such as the World Wide Web (WWW), internet cafés, and Google increasingly play a competitive role alongside libraries, the utilisation of SM tools can no longer be regarded as a luxury if these libraries are to maintain their relevance.

Due to increased competition, university library users are no longer patronising libraries as expected, preferring instead to use social media (SM) sources, thereby depriving libraries of much-needed patronage (Bamidele, Kafilat, & Akeem, 2019). This trend is driven by the advent of SM tools within the university library landscape, which have the potential to overcome physical and distance barriers in the provision of information resources and services—a reality that has come to define 21st-century academic libraries (Olajide & Alao, 2016). However, these assertions suggesting that SM tools play a vital role in university libraries may not hold true across all library contexts, particularly in relatively new university libraries where no empirical evidence exists to support such claims. Hence, there is a need to investigate the effects of SM tools' utilisation on the provision of library resources and services in a relatively new university library such as the Federal University, Dutsin-Ma (FUDMA), Katsina State.

Previous Literature Review

Social Media Tools Used for the Provision of Library Resources and Services

University libraries have continued to utilise social media tools (SMTs) to provide library resources and services in the digital age, employing platforms such as Facebook, Twitter, WhatsApp, LinkedIn, blogs, and YouTube. Several scholars have attempted to define SMTs and social networking tools (SNTs), noting distinctions and overlaps between these terms. For instance, social media is described as the "tool" itself, while social networking refers to the actions undertaken using these tools (Hadagali, Kenchakkanavar, & Tadasad, 2019). Similarly, SMTs, social media sites, social media platforms, and social networking sites (SNSs) are often used interchangeably to describe platforms that facilitate two-way, transparent communication, encourage feedback mechanisms, and connect individuals who share common interests (Bamidele, Kafilat, & Akeem, 2019). Numerous related studies have been conducted to explore these subjects and their implications for library services.

A study investigated the use of social media tools (SMTs) for academic library services in Zambia, employing both qualitative and quantitative research methods and utilizing questionnaires and interviews for data collection (Chitumbo, 2015). The findings revealed that students and academic libraries actively used platforms such as Facebook, Twitter, YouTube, LinkedIn, MySpace, WhatsApp, Skype, BlackBerry Messenger (BBM), Flickr, Hi5, and Instagram, indicating that academic libraries leveraged these tools to reach and communicate with their student users, who were already utilising SMTs for various purposes. Consequently, integrating the same tools for academic purposes through library social media pages proved seamless for students, especially since further findings demonstrated that many students were already using SMTs to access academic information, thereby spearheading the adoption of SMTs in academic libraries and encouraging broader use among other students.

A study examined the use of social networking tools (SNTs) in library service delivery, using academic libraries in South-East Nigeria as a case study (Omeluzor, Tinuoye, & Abayomi, 2016). The research employed a survey design with a sample size of 173 respondents, and data were collected through questionnaires. The findings revealed that most academic librarians used platforms such as Facebook, Twitter, blogs, YouTube, Google+, LinkedIn, and other SNTs to provide reference assistance, conduct library tours, promote services, disseminate information, teach basic search tools, and announce library programmes to students. Similarly, the application of social media (SM) for innovative library services in South-West Nigerian university libraries was investigated using a survey design with a sample of 354 respondents (Amuda & Tella, 2017). The findings indicated that university libraries utilised platforms such as Facebook, Twitter, blogs, YouTube, MySpace, LinkedIn, Flickr, and Delicious to communicate, market services, provide reference support, post resource reviews, share information about new books and programmes of interest, and deliver library news to students.

The use of social media (SM) in reference services by academic library personnel in Nigeria was explored in a study involving a sample of 100 respondents, with data collected through questionnaires (Okoroma, 2017). The findings revealed that the SM platforms available for library resources and service utilisation by academic librarians included Facebook, WhatsApp, LinkedIn, YouTube, blogs, Twitter, LibraryThing, Flickr, and MySpace. Additionally, SM usage among academic library personnel was found to be very high, with primary reasons for daily use including business networking, blogging, job-related activities, and conducting research for students.

A study was conducted on social media (SM) usage and its influence on undergraduate students in Nigerian universities, employing a survey research design and utilising simple random sampling to select respondents, with data collected through questionnaires (Tayo, Adebola, & Yahya, 2019). The findings indicated that students used platforms such as

WhatsApp, Facebook, Instagram, YouTube, Twitter, LinkedIn, Google Plus, Snapchat, and Skype, with the majority spending two to three hours daily on SM, primarily for socialisation, accessing information, academic purposes, business, and entertainment. Similarly, the use of SM tools to support scholarly knowledge among students at the University of Zululand in South Africa was investigated using a descriptive survey design, which employed the entire population as the sample due to its convenience (Mngwengwe & Dlamini, 2020). Data were collected through questionnaires, and findings revealed that students actively used platforms such as Facebook, WhatsApp, and email, and were highly engaged in utilising SM tools to share scholarly knowledge, with WhatsApp identified as the most frequently used platform due to its user-friendliness, ease of mastery, and lower data consumption compared to Facebook.

Library Resources available for Utilisation through Social Media

University libraries acquire various types of library resources, encompassing information-bearing materials available in multiple forms and formats, including both print and non-print media. To fulfill their role effectively, university libraries must maintain collections that are comprehensive, relevant, and current, as these resources are essential components of any academic library. Furthermore, university libraries strategically consider and utilise these resources to deliver information services that meet the diverse information needs of their target users. Information resources are defined as all forms of information carriers that can be employed to promote and facilitate effective research activities and developmental projects within academic institutions (Chimah & Nwokocha, 2013). Similarly, academic libraries have been reported to acquire resources such as CD-ROM databases, internet and email services, video tapes and cassettes, magnetic disks and diskettes, computers, and microforms, among others (Okiki, 2013).

A study examined the utilisation of electronic information resources by students in university libraries, employing a survey research design with a population of 348, from which 266 respondents were selected through simple random sampling, and data collected using questionnaires (Gakibayo, Odongo, & Obura, 2013). The findings revealed that students became aware of the availability of e-resources through faculty notices, emails from the library, and information shared by colleagues. The most frequently utilised e-resources in the library were the Internet, e-books, and email, with the majority of respondents indicating they accessed these resources more than once daily. Similarly, the availability and utilisation of library e-resources by undergraduate students in selected private universities were investigated using a survey research design and simple random sampling to select 291 respondents, with questionnaires serving as the data collection instrument (Quadri, Adetimirin, & Idowu, 2014). The findings indicated that resources available for social media (SM) utilisation by students included e-journals, e-books, CD-ROMs, OPAC, the Internet, and online databases, primarily used for assignments, research projects, and classwork, with e-journals being more frequently utilised than e-books, CD-ROMs, OPAC, and the Internet.

A study investigated the availability and accessibility of library resources as determinants of undergraduates' library use at Lagos State University, Nigeria, employing a survey research design and using simple random sampling to select 1.2% of the respondents, with data collected through questionnaires (Unegbu, Solarin, Opeola, & Ladan, 2017). The findings indicated that available resources for students included special collections, emails, online newspapers, students' long essays, journals, newspapers, projects, e-journals, e-books, social media (SM), and magazines, with the most accessible resources being special collections, newspapers, and students' long essays. However, accessibility to magazines and e-resources was lower than expected, while access to textbooks was found

to be particularly limited. Similarly, the availability, accessibility, and use of electronic information resources for research by students at the Francis Sulemanu Idachaba Library, University of Agriculture, Makurdi, was examined using a survey research design and simple random sampling to select respondents, with questionnaires serving as the data collection instrument (Ternenge & Kashimana, 2019). The findings revealed that resources available for SM utilisation by students included e-journals, e-newspapers, OPAC, e-bibliography databases, CD-ROMs, e-magazines, e-books, DVD-ROMs, e-manuscripts, online databases, e-research reports, reference databases, and the virtual library online, with a very high level of accessibility to these e-resources among students in the university library, as well as a correspondingly high extent of utilisation by the majority of users.

Library Services available for Utilisation through Social Media

University libraries deliver a wide range of services to meet the diverse information needs of students, encompassing various forms of information services defined as any effort by library staff to assist users in their information-seeking activities. Information services generally emphasise the provision of precise information without anticipation and with less focus on user instruction (Lovely Professional University, 2013). Academic libraries render services such as circulation and borrowing, reference services, current awareness services, bibliographic verification, reprography, extension and community services, technical services, and inter-library cooperation, while also offering web-based services like Really Simple Syndication (RSS), tagging information, social networking, instant messaging, and weblog information services (Umoh, 2017). The use of social media (SM) applications and trends in top U.S. academic libraries was investigated through a quantitative study employing questionnaires as the data collection instrument (Boateng & Liu, 2014). The findings revealed that Facebook and Twitter were the most popular SM tools utilised by university libraries for delivering reference information services, marketing library resources, providing referral services, current awareness services, image hosting services, information literacy services, and bibliographic services to students.

A study assessed the use of social media (SM) by librarians for information dissemination in three federal university libraries, employing a survey research design and utilising questionnaires for data collection (Quadri & Idowu, 2016). The findings revealed that librarians used SM to deliver current awareness services, reference services, displays of new arrivals, selective dissemination of information, library orientation services, document delivery services, and customer service delivery to students in the university libraries. Similarly, the use of SM and service delivery among librarians in federal universities was investigated through a survey research design with questionnaires as the data collection instrument (Adewoyin, Onuoha, & Ikonne, 2017). The study found that librarians employed SM in providing e-document delivery services, current awareness services, information literacy services, user instruction services, circulation services, and serial information services; however, the extent of SM use for service delivery was generally low.

The application of social media (SM) in Indonesian academic libraries was investigated using a survey research design with a sample size of 51 respondents, and data collected through questionnaires (Rachman & Putri, 2018). The findings indicated that academic libraries utilised SM to enhance library services and disseminate information about facilities and collections to students. Similarly, the use of SM for promoting libraries, information resources, and services in university libraries was examined through a survey research design with questionnaires serving as the data collection instrument (Buriro et al., 2018). The findings revealed that university libraries employed SM to deliver current awareness services, selective dissemination of information, displays of new arrivals, information literacy services, and search services for students. Furthermore, the marketing of library

products and services in government undergraduate college libraries in Durgapur, West Bengal, India, was investigated using simple random sampling to select respondents, with questionnaires as the data collection instrument (Mondal & Kar, 2020). The findings showed that students used SM to access services such as selective dissemination of information, reference services, current awareness services, bibliographic services, translation services, abstracting services, indexing services, interlibrary loan services, and literature search services provided by the library.

State of The Art. The scientific novelty of this study lies in its focus on the Federal University, Dutsin-Ma Library, where, prior to this research, there was no empirical evidence regarding the deployment and effects of social media tools (SMTs) in the provision of library resources and services within this relatively new university context. Unlike previous studies conducted in other Nigerian universities and regions, which broadly examined social media use in academic libraries, this research specifically investigates how SMTs are integrated into the unique operational environment of the Federal University, Dutsin-Ma, thereby filling a significant gap in the literature. It provides original insights into the particular social media platforms adopted, the types of library resources and services made accessible through these platforms, and the extent of their utilisation by students. This study thus contributes new empirical data that not only reflects the technological engagement of a newly established university library in Nigeria but also offers practical recommendations for expanding the effective use of SMTs to enhance library service delivery, making it a pioneering effort in documenting the state of social media utilisation for library services in this specific institutional setting.

Purpose. The main objective of this study is to examine the effects of SM tools' utilisation on the provision of library resources and services at FUDMA, while the specific objectives were to: identify the SM tools used for the provision of library resources and services by the Federal University, Dutsin-ma; identify the library resources available for utilisation through SM by students of the Federal University, Dutsin-ma; and examine the library services available for utilisation through SM by students of the Federal University, Dutsin-ma.

II. METHODS

This study used descriptive survey research design with the population consisting of 13,410 undergraduate students of Federal University of Dustin-Ma. The study adopted multi-stage sampling technique owing to the spread of the research subjects spread across faculties and departments in the university. This technique was adopted so as to reflect all the segments of the university community, for even representation. Also, simple random and proportionate sampling techniques were adopted to select the saSmple from the population, using the Research Advisor Table (2006) at 95.0% confidence level and degree of accuracy/margin of error, to draw a sample size of 370, which was apportioned based on the number of the students' faculties and departments. The questionnaire was used as instrument for data collection. Descriptive statistics, using SPSS to present the tables and simple percentage were used as method of data analysis.

III. RESULTS AND DISCUSSION

Return Rate. A total of 370 copies of the questionnaire were distributed with a return rate of 336 (90.8%) copies which were retrieved and found valid and usable for the analysis. This was considered satisfactory especially against the backdrop of the fact that a return rate above 80% is usually deemed valid for a study.

Table 1.
Demographic Distribution of the Respondents

	Variables	Frequency	Percent (%)
Gender	Male	232	69.0
	Female	104	31.0
	Total	**336**	**100.0**
Faculty	Education	57	17.0
	Art	18	5.4
	Social Science	63	18.8
	Agriculture	42	12.5
	Management Science	36	10.7
	Physical Science	120	35.7
	Total	**336**	**100.0**
Department	Library and Information Science	14	4.2
	Educational Foundation	20	6.0
	Science Education	14	4.2
	Special Education	9	2.7
	Islamic Studies	4	1.2
	Arabic	1	.3
	Language and Linguistics	4	1.2
	Hausa	2	.6
	History	7	2.1
	Human Kinetics and Health	6	1.8
	Sociology	22	6.5
	Agricultural Economics	8	2.4
	Agricultural Extension and Rural Development	5	1.5
	Animal Science	10	3.0
	Fisheries and Aquaculture	9	2.7
	Food Science	6	1.8
	Forestry	5	1.5
	Business Management	14	4.2
	Economics	14	4.2
	Geography	15	4.5
	Political Science	21	6.3
	Accounting	7	2.1
	Applied Chemistry	14	4.2
	Biochemistry	15	4.5
	Biological Science	31	9.2
	Computer Science	27	8.0

Mathematical Science	3	.9
Microbiology	16	4.8
Physics	13	3.9
Total	**336**	**100.0**

Field Study, 2024

Table 1 presents the distribution of the respondents' demographic characteristics, indicating that 232 (69%) are male, while 104 (31%) are female. Across faculties, 57 (17%) are from Education, 18 (5.4%) from Arts, 63 (18.8%) from Social Sciences, 42 (12.5%) from Agriculture, 36 (10.7%) from Management Sciences, and 120 (35.7%) from Physical Sciences. The distribution across departments shows that Biological Sciences (31, 9.2%), Computer Science (27, 8%), Sociology (22, 6.5%), Political Science (21, 6.3%), and Educational Foundations (20, 6.0%) contributed the highest response rates, while Library and Information Science and Education each contributed 14 (4.2%), Special Education contributed 9 (2.7%), History 7 (2.1%), Islamic Studies and Arabic Language each 4 (1.2%), and Hausa Language 2 (0.6%), collectively representing the lowest contributions in this category.

Furthermore, Human Kinetics and Health Education contributed 6 (1.8%), Agricultural Economics 8 (2.4%), Agricultural Extension and Rural Development 5 (1.5%), Animal Science 10 (3%), Fisheries and Aquaculture 9 (2.7%), Food Science 6 (1.8%), Forestry 5 (1.5%), Business Management 14 (4.2%), Economics 14 (4.2%), and Geography 15 (4.5%), all of which recorded relatively low response rates compared with the first category. Similarly, Accounting (7, 2.1%), Applied Chemistry (14, 4.2%), Biochemistry (15, 4.5%), Mathematical Sciences (3, 0.9%), Microbiology (16, 4.8%), and Physics (13, 3.9%) showed comparable contributions in terms of response rates. Overall, Biological Sciences recorded the highest respondent rate with 31 (9.2%), while Arabic recorded the lowest with 1 (0.3%).

RQ 1: What are the social media tools used for the provision of library resources and services at the Federal University, Dutsin-ma?

Table 2.
Social Media Tools used for the Provision of Library Resources and Services

	Frequency		Mean	Std. Deviation	Remark
	No (%)	Yes (%)			
Twitter	132(39.3%)	155(46.1%)	1.5401	.49926	Accepted
Facebook	68(20.2%)	243(72.3%)	1.7814	.41400	Accepted
Google Plus	89(26.5%)	214(63.7%)	1.7148	.46659	Accepted
LinkedIn	176(52.4%)	85(25.3%)	1.3257	.46953	Rejected
YouTube	106(31.5%)	177(52.7%)	1.6254	.48487	Accepted
Skype	191(56.8%)	68(20.2%)	1.2625	.44087	Rejected
WhatsApp	63(18.8%)	248(73.8%)	1.7974	.40256	Accepted
Instagram	116(34.5%)	174(51.8%)	1.6000	.49074	Accepted
Snapchat	177(52.7%)	105(31.3%)	1.3723	.48429	Rejected
Grand Mean			**1.5577**	**.198179**	**Accepted**

Field Study, 2024

Table 2 provides data on the respondents for the SMTs used in the provision of library resources and services. Twitter, Facebook, Google Plus, YouTube, WhatsApp and Instagram

are highly used because the benchmark obtained for these SMTs used is above 1.5. However, LinkedIn, Skype and Snapchat are not mostly used because the benchmark obtained for their utilisation fall below the benchmark. The grand mean obtained (1.5577) is at an acceptable region because it is above the benchmark (1.5) for a two-point scale. Thus, the SMTs are mostly used in terms of library resources and services being provided.

RQ 2: What are the library resources available for utilisation through social media by students of Federal University, Dutsin-ma?

Table 3.

Descriptive Statistics of Library Resources available for Utilization through Social Media

	Frequency		Mean	Std. Deviation	Remark
	No (%)	**Yes (%)**			
CD-ROMs	70(20.8%)	210(62.5%)	1.7500	.43379	Accepted
e-journals	44(13.1%)	252(75%)	1.8514	.35634	Accepted
e-books	37(11%)	262(78%)	1.8763	.32984	Accepted
e-theses	98(29.2%)	163(48.5%)	1.6245	.48518	Accepted
Internet	11(3.3%)	307(91.4%)	1.9654	.18303	Accepted
Database	29(8.6%)	259(77.1%)	1.8993	.30145	Accepted
Printer	34(10.1%)	262(78%)	1.8851	.31940	Accepted
Scanners	57(17%)	234(69.6%)	1.8041	.39756	Accepted
Television	128(38.1%)	150(44.6%)	1.5396	.49933	Accepted
Storage (flash drive)	64(19%)	224(66.7%)	1.7778	.41646	Accepted
Human ware (Digital Reference Librarian)	62(18.5%)	234(69.6%)	1.7905	.40761	Accepted
e-Reference Materials	56(16.7%)	245(72.9%)	1.8140	.38979	Accepted
Computers	14(4.2%)	307(91.4%)	1.9596	.21235	Accepted
Grand Mean			**1.8105**	**.12208**	**Accepted**

Field Study, 2024

Table 3 shows the responses to the question on library resources available for utilisation through SM by the respondents. All the library resources listed are readily available for utilisation through SM because, the individual mean obtained is above the benchmark of 1.5 for a two-point scale. Aside this, the grand mean (1.8105) obtained is also above the benchmark of 1.5; hence the library resources' availability for utilisation through the SM in the university was optimum.

RQ 3: What are the library services available for utilization through social media by Students of Federal University, Dutsin-ma?

Table 4.

Descriptive Statistics of Library Services Available for Utilization through Social Media

	Frequency		Mean	Std. Deviation	Remark
	No (%)	Yes (%)			
Scholarly communication	92(27.4%)	203(60.4%)	1.6881	.46404	Accepted
Sharing of Resources	49(14.6%)	248(73.8%)	1.8350	.37179	Accepted
Reference Services	40(11.9%)	259(77.1%)	1.8700	.34665	Accepted
News and information delivery	40(11.9%)	264(78.6%)	1.8684	.33859	Accepted
Professional networks formation	83(24.7%)	210(62.5%)	1.7167	.45136	Accepted
Interactive Discussion	90(26.8%)	196(58.3%)	1.6853	.46520	Accepted
Personal communication	67(19.9%)	223(66.4%)	1.7690	.42222	Accepted
Training of Users	97(28.9%)	196(58.3%)	1.6735	.47695	Accepted
Promotion of services	92(27.4%)	200(59.5%)	1.6849	.46534	Accepted
Gauging users opinion on performance	127(37.8%)	160(47.6%)	1.5575	.49755	Accepted
Grand Mean			1.73484	.099989	Accepted

Field Study, 2024

Table 4 shows the responses on the library services available for utilisation through SM by the respondents, indicating that the library services listed are actually available for use because, the individual means obtained are at an acceptable region, which is above the benchmark of 1.5. Also, the grand mean (1.73484) is above the benchmark of 1.5 for a two-point scale. Thus, scholarly communication, resources sharing, reference services, news and information delivery, professional networks formation, interactive discussion, personal communication, training users, promotion of services and gauging users' opinions on performance are optimally available in the university.

Research Findings Discussion

Social Media Tools used for Provision of Library Resources and Services

Regarding the first objective, which sought to identify the social media tools (SMTs) used by library staff and students for the provision and utilisation of library resources and services, the findings revealed that Twitter, the e-learning platform, students' school Gmail, and the library repository were tools employed by students for accessing library resources and services. The study also found that Twitter, Facebook, Google Plus, YouTube, WhatsApp, and Instagram were used as social media tools for utilising library resources and services. This finding is consistent with the findings that students used Facebook, WhatsApp, and

email as SMTs for sharing knowledge (Mngwengwe & Dlamini, 2020). Similarly, Tayo et al. found that WhatsApp, Facebook, Instagram, YouTube, Twitter, LinkedIn, Google Plus, Snapchat, and Skype were employed in the provision of library resources and services to students (Tayo et al., 2019). In the same vein, it was reported that Facebook, WhatsApp, LinkedIn, YouTube, blogs, Twitter, LibraryThing, Flickr, and MySpace were used to provide library resources and services to students (Okoroma, 2017). Furthermore, this finding is supported by the report that university libraries utilised Facebook, Twitter, blogs, YouTube, MySpace, LinkedIn, Flickr, and Delicious to communicate, market services, provide reference services, post resource reviews, share information on new books and programmes of interest, and provide library news to students (Amuda & Tella, 2017).

Availability of Library Resources for Utilization through Social Media

In response to the second objective on library resources available for utilisation Through social media (SM), the findings identified e-resources, online and offline databases, subscribed databases, open access materials, e-books, e-journals, the e-learning platform, and the university repository as resources provided to students by the library. The findings also revealed that students utilised CD-ROMs, e-journals, e-books, e-theses, computers, the Internet, e-reference materials, and databases. This aligns with the findings that e-journals, e-books, CD-ROMs, OPAC, the Internet, and online databases were used by students for assignments, research projects, and classwork (Quadri, Adetimirin, & Idowu, 2014). This is further supported by evidence that students used e-journals, e-newspapers, OPAC, e-bibliographies, databases, CD-ROMs, e-magazines, e-books, DVD-ROMs, e-manuscripts, online databases, e-research reports, reference databases, and the virtual library online, with the extent of accessibility to all these e-resources in the university library reported as very high (Ternenge & Kashimana, 2019). However, this contrasts with findings indicating that the accessibility of magazines and e-resources by students was not as high as expected (Unegbu, Solarin, Opeola, & Ladan, 2017).

Library Services for Utilization through Social Media

Regarding the third objective, which focused on the library services available for utilisation through social media (SM) by students, the study's findings identified e-information, online information, and reprographic information services, as well as online registration of new student users and educating them on how to access information from the library OPAC, SDI, CAS, and the uploading and downloading of e-resources as services provided to students. The findings also indicated that students utilised SMTs for sharing resources, personal communication, scholarly communication, news and information delivery, interactive discussion, and the formation of professional networks. This finding is consistent with those indicating that students used these tools in accessing SDI, reference, CAS, translation, abstracting, indexing, inter-library loan, and literature search services delivered by the library (Mondal & Kar, 2020). The study's findings also corroborate those reporting that librarians used SMTs in delivering CAS, reference services, displaying new arrivals and SDI, library orientation services, document delivery services, and customer service delivery to students in university libraries (Quadri & Idowu, 2016). Furthermore, it was found that SMTs were used by university libraries in delivering reference information services, marketing of library resources, referral services, current awareness services, image hosting services, information literacy services, and bibliographic services to students (Boateng & Liu, 2014).

IV. CONCLUSION

Based on the findings, this study concludes that the Federal University, Dutsin-Ma Library utilised social media (SM) tools extensively for the provision of library resources

and services to students. The study further established that SM tools significantly influence the delivery of information and library services to students of Dutsin-Ma. Drawing from the conclusions derived from the findings, several recommendations are proposed. First, to ensure a more effective provision of resources and services through SM tools, the Library Management should consider incorporating additional platforms such as Facebook, YouTube, Telegram, WhatsApp, blogs, Instagram, LinkedIn, Google Plus, Snapchat, and Skype. Expanding the variety of tools used will enhance communication and engagement with users. Moreover, there is a need for the Library Management to provide additional types of information resources, including e-conference proceedings, e-technical reports, and e-seminar reports, to ensure comprehensive access to relevant materials that can be easily utilised through SMTs.

Future Work. In addition, the study recommends the inclusion of a wider range of online information services, such as online reference, online referral, online user education, online literature search, online current awareness, and online selective dissemination of information (SDI). The provision of these services through SM tools will not only broaden students' access to information but also promote seamless and efficient interaction with library resources in the digital environment.

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