

Influence of social media use on utilization of library resources among undergraduate students in universities in Cross River State, Nigeria

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Abstract

The study was aimed at investigating the influence of social media use on utilization of library resources among undergraduate students in universities in Cross River State, Nigeria. To achieve this purpose, two research questions were raised and two hypotheses formulated to guide the study were answered and tested respectively. The study adopted an *expost facto* research design using stratified and purposive sampling techniques to select 900 students from the two universities in Cross River State, Nigeria. A questionnaire entitled: "Social media and utilization of library resources questionnaire (SMULRQ)" was used for data collection. The questionnaire was validated by experts in measurement and evaluation and the reliability was ascertained using Cronbach alpha estimate. The data were analysed using simple regression analysis. The result showed that there was a significant influence of Facebook and Twitter usage on utilization of library resources. Based on the findings, it was recommended that students who are addicted to Facebook and Twitter should be encouraged to use their time judiciously for effective academic excellence and should be provided access to electronic information resources across all the campuses in order not to misuse their time for Facebooking and browsing.

Keywords: Social media influence, a utilization of library resources, undergraduates, Cross Rivers State, Nigeria

Introduction

Man's quest for knowledge has led to the creation and accumulation of tremendous amount of information. This quest for knowledge knows no bounds and is never satiated. Libraries play an important role in the socio-economic and intellectual development of any nation. Nwofor and Iiorah (2006) asserted that libraries are indispensable tools in the life of man and are very important to learning.

Okeke (2000) noted that library use enables every undergraduate student to fulfil his or her obligation and to achieve self-development; that a good and well organized library successfully links the past, present and the future with the knowledge that worked in the past and the present. According to Edam-Agbor (2017), the mandate of the academic library is to provide needed information to support the parent institution to achieve its objectives. Academic libraries provide print and non-print information resources in support of the teaching-learning process.

Unfortunately, most students do not understand the relevance of library resources to their educational pursuit. This is manifested in student's lackadaisical attitude towards the utilization of library resources. Most students prefer to use their cellular phones which might not provide rich content that the main physical library may offer. Most students who are in their final year of studies may not have visited the library. More so, those who claim to know the library may not have entered the library for any academic task or other services that are provided in the library. A lot of students lack research skills due to their dependence on ready-made resources downloaded from the internet. Most students find it difficult to locate information that probably could not be accessed via the internet. Researchers and other stakeholders have continually tried to find out what would have been the causes of these problems. Various factors have been identified ranging from poor facilities in the library, stress of locating a material

needed for assignment and term papers, stringent rules of accessing the library, librarian's poor attitude to users, among others. Effort to ensure that students learn how to acquire basic library skills in these institutions still proves abortive. For example, most libraries have been relatively computerized so as to enable students use it for their academic work, introduction of library skill course in universities in order to help students acquire skills for effective library among others, yet, the problems still persist. The researcher therefore presumed that social media usage could be responsible for student's non-utilization of library resources (Adu, 2017).

Social media is a means of interactions among people of different ages in which they create, share and exchange information and ideas in virtual communities and network. Kaplan and Haenlein (2010) defined social media as a group of internet based applications that build on the ideological and technological foundations of Web 2.0 and it permits the creation and exchange of user-generated content and depends on mobile and Web-based technologies to create highly interactive platforms through which individuals and communities share, create, discuss and modify contents that have been user-generated. Interestingly, the highest percentage of users of social media are the adolescents most of whom are in our tertiary institutions. Boyd and Ellison (2007) identified social networking sites among others to include Facebook, Twitter and MySpace used by people to create and sustain relationships with one another. There are other social networking sites which have greatly attracted millions of users such as blog, del.icio.us, Flickr, Skype, LinkedIn and so on. The researcher is therefore poised to asking that could the use of social media influence the use of library resources among students?

Facebook is a social platform where pictures and information are exchanged

and other social activities are carried out (Edam-Agbor, 2017). It is one of the social media platforms used by large number of the youths for their daily activities. Today, most adolescents use the Facebook to share new events happening across the world to keep them current. WhatsApp messenger was created by Brian Acton in 2009 to make communication and the distribution of multimedia messaging easier and faster. There are thousands of social networks and applications available worldwide but the popularity of social network is determined by how well it meets the user's personal need and desire (Adu, 2007). Social media platforms are designed as means of communication among friends, family and others to discuss and interact.

Leo, Ezekiel and Ita (2016) conducted a study on Facebook and relationship management among students of Anambra State University, Uli, Nigeria. The study adopted a survey research design and used 300 students that were drawn through purposive sampling technique. Data were collected through the use of questionnaire. The findings showed that Anambra State University students used Facebook; make friends and rediscover their old friends through Facebook. The paper therefore concluded that Facebook is an important medium that can be used for relationship management among students of tertiary institutions. Based on the findings and conclusion, the paper, among others, recommended that government should make computer literacy mandatory for all students of tertiary institutions in Nigeria and that seminar and workshops should be organised for students in order to enlighten them more on how to make positive use of the Facebook to improve their studies and careers.

Faycal and Ulysses (2011) carried out a study on the influence of Facebook usage on the academic performance and the quality of life of college students. The

study was conducted at a historically black university in the southern part of the United States. The authors distributed 209 surveys and received 209 complete instruments (response rate of 100%). Research participants were from the different colleges across the campus which included College of Business Administration, College of Liberal Arts and Social Sciences, and the College of Science and Technology. Structural equation modelling was used to evaluate the hypotheses. According to Fodeman and Monroe (2009), Facebook usage has raised the level of anxiety among students such that they are apprehensive about being without their cell phones for a few hours.

Sushma, Niranjana and Ulysses (2015) carried out a study on the influence of Internet usage on academic performance and face-to-face communication. Results revealed that Internet was an integral part of most college students with more than 90 per cent of the college students in United States having access to it; that addiction to the Internet and online social network sites can affect a student's academic performance both positively and negatively; that controlled use of the Internet can have positive influence on student's academic performance; that students' interest in university significantly influenced academic performance.

Junco, Heiberger† and Loken (2015) carried out a study on the effect of Twitter on college student engagement and grades. The study determined if using Twitter – the micro blogging and social networking platform most amenable to on-going public dialogue – for educationally relevant purposes can impact college students' engagement and grades. A total of 125 students taking a first year seminar course for pre-health professional majors participated in the study (70 in the experimental group and 55 in the control group). With the experimental group,

Twitter was used for various types of academic and co-curricular discussions; the ANOVA results showed that the experimental group had a significantly greater increase in engagement than the control group, as well as higher semester grade point averages. Analyses of Twitter communications showed that students and faculty were both highly engaged in the learning process in ways that transcended traditional classroom activities. The study provided experimental evidence that Twitter can be used as an educational tool to help engage students and to mobilize faculty into a more active and participatory role.

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant influence of Facebook usage on utilization of library resources among students
2. There is no significant influence of Twitter usage on utilization of library resources among students

Methods

The study adopted the *ex post facto* research design with a stratified and purposive sampling technique to select 900 students from the two universities in Cross River State. A questionnaire entitled: "Social media and utilization of library resources questionnaire (SMULRQ)" was used for data collection. The questionnaire was validated by experts in measurement and evaluation and the reliability was ascertained using Cronbach's alpha estimate. The data were analysed using simple regression analysis.

Results

The results of the study are presented according to the formulated hypotheses.

Hypothesis one: There is no significant influence of Facebook usage on utilization of library resources among students

The independent variable is Facebook usage while the dependent variable is utilization of library resources. To test this hypothesis, linear regression was applied to the data collected with respect to the variables and the results of the analysis in Table 1 show that the analysis of variance in the regression output produced an *F*-ratio of 38.08, which was statistically significant at .05 probability level. On the basis of this result, hypothesis one was rejected. This means that the Facebook usage has significant influence on utilization of library resources among undergraduate in universities in Cross River State, Nigeria.

The negative beta weight (-.304) indicated that the Facebook usage contributes negatively to utilization of library resources among undergraduate in universities. That is, the more the students engaged in Facebook usage, the less they utilize library resources. The results also showed a multiple correlation coefficient (*R*) of -.304 and a coefficient of determination (*R*²) of .092. This implies that, 9.2% of the variance in utilization of library resources among undergraduates in universities in Cross River State was accounted for by the Facebook usage. Thus, 90.8% of the variance in utilization of library resources among undergraduate in universities in Cross River State may be attributed to the effect of other variables.

Table1: Simple linear regression analysis of the influence of Facebook usage on Utilization of library resources among undergraduate in universities in Cross River State

Source of variance	Sum of square	df	Mean square	F-ratio	p-level
Regression	1976.186	1	1976.186	38.078*	.000
Residual	19410.059	899	51.899		
Total	21386.245	900			

*Significant at .05 level; *R* = -.304; *R*² = .092; β = -.304

Hypothesis two: There is no significant influence of Twitter usage on utilization of library resources among students

The independent variable is Twitter usage while the dependent variable is utilization of library resources. To test this hypothesis, linear regression was applied to the data collected with respect to the variables. The result as presented in Table 2 reveals that the analysis of variance in the regression output produced an *F*-ratio of 27.347, which was statistically significant at .05 probability level. On the basis of this result, hypothesis two was rejected. This means that the Twitter usage has significant influence on utilization of library resources among undergraduate in universities in Cross River State. The negative beta weight (-.261) indicated that

the Twitter usage contributes negatively to utilization of library resources among undergraduate in universities. That is, the more the students engaged in Twitter usage, the less they utilize library resources.

The results also show a multiple correlation coefficient (*R*) of -.261 and a coefficient of determination (*R*²) of .068. This implies that, 6.8% of the variance in Utilization of library resources among undergraduate in universities in Cross River State was accounted for by the Twitter usage. Thus, 93.2% of the variance in utilization of library resources among undergraduate in universities in Cross River State may be attributed to the effect of other variables.

Table 2: Simple linear regression analysis of the influence of Twitter usage on Utilization of library resources among undergraduate in universities in Cross River State

Source of variance	Sum of square	Df	Mean square	F-ratio	p-level
Regression	1457.225	1	1457.225	27.347*	.000
Residual	19929.020	899	53.286		
Total	21386.245	900			

*Significant at .05 level; $R = -.261$; $R^2 = .068$; $\beta = -.261$

Discussion

Hypothesis one which stated that Facebook usage has no significant influence on utilization of library resources among undergraduate students was rejected. The finding with respect to this hypothesis showed a significantly negative influence of Facebook usage on the utilization of library resources among undergraduates. Thus, an increase in the use of face book leads to a decrease in the use of library resources. These could possibly be due to the fact that most students are addicted to their phones not necessarily because of their academic activities but for social and entertainment purposes. The social platforms serve as distraction that hinders them from utilizing rich content materials from the library. The findings were in line with that of Okereke and Oghenetega (2014) whose study was on the impact of social media on the utilization of academic libraries among university students in Nigeria. The Four tertiary institutions used for study- Nnamdi Azikiwe University, Awka, Delta State University, Abraka, Madonna University Okija campus and Anambra State University. Population of this study comprised of all the students in various departments in each schools. Findings show that social media usage among students is not for academic purposes. Found out that the following are often used by students -Facebook 40(40.81%), WhatsApp 20(20.40%) 2go/Skype 14(14.28%) and while Myspace, Twitter, badoo, Blogs/web scholars, Google+/ Social bookmarking are not often used by undergraduates in the four universities for the study. It was also found that most students use of Facebook and WhatsApp.

Hypothesis two which stated that twitter usage has no significant influence on utilization of library resources among undergraduate students was rejected. The finding with respect to this hypothesis showed a significantly negative influence of twitter usage on the utilization of library resources among undergraduates. Thus, an increase in the use of twitter leads to a decrease in the use of library resources. This implies that a negative significant relationship exists between the two variables. This could probably be due to the fact that many students who go on twitter do so to enable them get abreast with information that may help them locate material in the internet. In fact, most students on twitter depending on the caliber of individuals they tweet with may help them utilize online materials which may still help them get interested in materials in the shelves in the traditional libraries.

The finding is in line with that of Greg, Asogwa and Obiorah (2013). Whose study was on the influence of social media use and attitude to conventional library among students of universities in South-East, Nigeria. The study found out that students use social media for purposes of getting entertainment, education/information; they use social media to discuss national issues, engage in cyber-crimes and expose themselves to pornography. So, the students' use of social media reduces the time they devote to their studies.

Conclusion

Based on the findings of the study, it can be concluded that social media platforms have a negative relationship with

utilization of library resources among undergraduate students in Cross River State, Nigeria. Based on the findings of the study, the following recommendations are made:

1. Students who are addicted to usage of Facebook and Twitter should be encouraged to utilize their time well in order not to affect their academics
2. Students should be given access to electronic information across the campus in order to use the time spent on Facebook for browsing of relevant academic information they need for their studies.

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