

NIGERIAN LIBRARY LINK

A JOURNAL OF LIBRARY AND INFORMATION SCIENCE



A BI-ANNUAL PUBLICATION OF ENUGU STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY LIBRARY, ENUGU

NILL Vol. 20 No.1&2 ISSN: 1597-1149

SEPTEMBER, 2021

Dynamic Approach To Library And Information Services As Emergency Measures In Response To Covid-19 Pandemic In Academic Libraries
EGBERONGBE H. S. PhD (CLN), ALABI A. O. PhD (CLN),
ADEWUYI O.W. PhD (CLN)

Access To Electronic Information For Research In Enugu State University of Science and Technology
UGWU Constance N., OPAH Augustine, UGWUABA Helen O.

Towards Effective Use Of Academic Law Library Resources And Services: A Case Of Law Faculties In Three Nigerian Universities
OWUSHI Emmanuel, UKAEGBU Bernadette C.N.

Effects Of ICTs On Teaching And Learning Outcomes Among Lecturers And Undergraduate Students of Distance Learning Institute in University Of Lagos And Lagos State University, Nigeria
ADEKANYE Elizabeth Adetoun PhD.

Information Needs and Information Seeking Behaviour Of Fisheries Students In A Nigerian College of Fisheries and Technology
IBIKUNLE F.L. (CLN), AKINOLA A.O. (CLN), NDUKWE N.C. (CLN),
HALIRU B.H. (CLN)

Challenges And Prospects Of Using Open Source Software In University Libraries In South-South Nigeria
IWHIWHU Basil E. PhD (CLN, MSNA, FIPMA), OKOH Helen E.

Research And Its Problem Solving In Library And Information Science
ENEM Fidelia N. PhD, OKEKE Oluchi C.

Access To And Uses Of Social Networking Technologies For Enhancing Teaching Engagement Of Library And Information Science Lecturers In Nigerian Universities
OKIKI Olatokunbo C., GBEMI-OGUNLEYE Philomena F.

Uses Of Information And Communication Technology For Reference Services Delivery In A Nigerian University Library
OLADOKUN B.D., NWOBU B.K., SALIHU A.M., LAWAL W.O. PhD,
IBRAHIM H.O.

Acquisition And Utilization Of Electronic Resources In Enugu State University Of Science And Technology (ESUT)
OPAH Augustine C., UGWU Constance N., UKWUABA Helen O.

NIGERIAN LIBRARY LINK

A JOURNAL OF LIBRARY AND INFORMATION SCIENCE

Volume 20
Number 1&2
Sept. 2021

GENERAL EDITOR
DR. I J EZEMA (CLN)
ESUT Main Library Agbani

FOUNDING EDITOR
MR. G E ASOGWA

EDITOR - IN - CHIEF
DR. JACINTHA U EZE (CLN)
DEPARTMENT OF LIBRARY AND INFORMATION
SCIENCE, ESUT, AGBANI

BUSINESS EDITOR: MR O. B OJEMENI (CLN)

EDITORS

DR M. E. EZE (CLN)
MRS O.C. OKEKE (CLN)
DR B.U. UGWOKKE (CLN)
MR EZUKWUOKE N.E. (CLN)
DR IJEOMA IBEGBULAM

CONSULTING EDITORS

PROF C. O. OMEKWU: UNIVERSITY OF NIGERIA, NSUKKA
PROF M.G. OCHOGWU BENUE STATE UNIVERSITY
PROF O. NWOSU: NNAMDI AZIKIWE UNIVERSITY, AWKA
PROF V. N. NWACHUKWU: UNIVERSITY OF NIGERIA, NSUKKA

LIST OF CONTRIBUTORS

Adekanye Elizabeth Adetoun (PhD)	University Library, University of Lagos, Nigeria.
Adewuyi Olugbenga Wale (PhD, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Akinola Ayodele Oluwafemi (CLN)	Ekiti State Polytechnic, Isan-Ekiti, Ekiti State, Nigeria.
Alabi Adefunke Olanike (PhD, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Egberongbe Halima Sadia (Ph.D, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Enem Fidella Ngozi (PhD)	University of Nigeria Law Library, Enugu Campus
Gbemi-Ogunleye Philomena F.	University of Lagos, Akoka, Lagos Nigeria.
Haliru Bah Haliru (CLN)	National Institute for Freshwater Fisheries Research, New Bussa, Niger State.
Ibikunle Femi Lawrence (CLN)	National Institute for Freshwater Fisheries Research, New Bussa, Niger State.
Ibrahim Hassana Ozavize	Library Complex, Federal College of Education, Okene, Kogi State.
Iwhiwhu Basil Enemute (PhD, CLN, MSNA, FIPMA)	Department of Library and Information Science, Delta State University, Abraka.
Lawal Wasiu Olayide (PhD)	Nimbe Adedipe Library, Federal University of Agriculture, Abeokuta.
Ndukwe Nkeiruka Caroline (CLN)	Forestry Research Institute of Nigeria, Ibadan, Oyo State.
Nwobu Benjamin Keke	Library, Federal College of Education (Tech) Akoka Lagos.
Okeke Oluchi C.	Department of Library & Information Science, ESUT, Enugu State.
Okiki Olatokunbo Christopher	University of Lagos, Akoka, Lagos Nigeria.
Okoh Helen Ewere	The Library, Delta State School of Marine Technology, Buruntu.
Oladokun Bolaji David	Department of Library and Information Science, Kogi State University, Anyigba.
Opah Augustine	ESUT University Main Library, Enugu State University of Science & Technology, Enugu.
Owushi Emmanuel	Law Library, Faculty of Law, University of Port Harcourt, Port Harcourt, Nigeria.
Salihu Ayira Muhammed	Department of Library and Information Science, Kogi State University, Anyigba.
Sulaiman Abiola Moyosore (CLN)	Senior Librarian, Lagos State University, Ojo, Lagos.
Ugwu Constance Nnenna	ESUT University Main Library, Enugu State University of Science & Technology, Enugu.
Ukaegbu Bernadette C. N.	Donald Ekong Library, University of Port Harcourt, Port Harcourt, Nigeria.
Ukwuaba Helen O.	Department of Library and Information Science, Enugu State College of Education Technical (ESCET), Enugu.

*All correspondence should be addressed to the EDITOR-IN-CHIEF, Nigerian Library Link
Enugu State University of Science & Technology Library, P.M.B. 01660 Enugu*

LIST OF CONTRIBUTORS

Adekanye Elizabeth Adetoun (PhD)	University Library, University of Lagos, Nigeria.
Adewuyi Olugbenga Wale (PhD, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Akinola Ayodele Oluwafemi (CLN)	Principal Librarian, Ekiti State Polytechnic, Isan-Ekiti, Ekiti State, Nigeria.
Alabi Adefunke Olanike (PhD, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Egberongbe Halima Sadia (Ph.D, CLN)	University of Lagos Library, Akoka Lagos, Nigeria.
Enem Fidelia Ngozi (PhD)	Senior Librarian, University of Nigeria Law Library, Enugu Campus
Gbemi-Ogunleye Philomena F.	University of Lagos, Akoka, Lagos Nigeria.
Haliru Bah Haliru (CLN)	Senior Librarian, National Institute for Freshwater Fisheries Research, New Bussa, Niger State.
Ibikunle Femi Lawrence (CLN)	Principal Librarian, National Institute for Freshwater Fisheries Research, New Bussa, Niger State.
Ibrahim Hassana Ozavize	Library Complex, Federal College of Education, Okene, Kogi State.
Iwhiwhu Basil Enemute (PhD, CLN, MSNA, FIPMA)	Department of Library and Information Science, Delta State University, Abraka.
Lawal Wasiu Olayide (PhD)	Associate Professor, Nimbe Adedipe Library, Federal University of Agriculture, Abeokuta.
Ndukwe Nkeiruka Caroline (CLN)	Senior Librarian, Forestry Research Institute of Nigeria, Ibadan, Oyo State.
Nwobu Benjamin Keke	Library, Federal College of Education (Tech) Akoka Lagos.
Okeke Oluchi C.	Department of Library and Information Science, Enugu State University of Science and Technology, ESUT, Enugu State.
Okiki Olatokunbo Christopher	University of Lagos, Akoka, Lagos Nigeria.
Okoh Helen Ewere	The Library, Delta State School of Marine Technology, Buruntu.
Oladokun Bolaji David	Department of Library and Information Science, Kogi State University, Anyigba.

LIST OF CONTRIBUTORS

Volume 20
Number 1&2
Sept. 2021

Opah Augustine	ESUT University Main Library, Enugu State University of Science & Technology, Enugu.
Owushi Emmanuel	Law Library, Faculty of Law, University of Port Harcourt, Port Harcourt, Nigeria.
Salihu Ayira Muhammed	Department of Library and Information Science, Kogi State University, Anyigba.
Sulaiman Abiola Moyosore (CLN)	Senior Librarian, Lagos State University, Ojo, Lagos.
Ugwu Constance Nnenna	ESUT University Main Library, Enugu State University of Science & Technology, Enugu.
Ukaegbu Bernadette C. N.	Donald Ekong Library, University of Port Harcourt, Port Harcourt, Nigeria.
Ukwuaba Helen O.	Department of Library and Information Science, Enugu State College of Education Technical (ESCET), Enugu.

CONTENTS

A Dynamic Approach To Library And Information Services As Emergency Measures In Response To Covid-19 Pandemic In Academic Libraries EGBERONGBE, Halima Sadia (Ph.D, CLN, ALABI, Adefunke Olanike (Ph.D, CLN) ADEWUYI, Olugbenga Wale (Ph.D, CLN)	1
Access To Electronic Information For Research In Enugu State University Of Science And Technology UGWU, Constance Nnenna, OPAH, Augustine, UKWUABA, Helen O.	14
Towards Effective Use Of Academic Law Library Resources And Services: A Case Of Law Faculties In Three Nigerian Universities OWUSHI, Emmanuel, UKAEGBU, Bernadette C. N.	23
Effects Of ICTs On Teaching And Learning Outcomes Among Lecturers And Undergraduate Students Of Distance Learning Institute In University Of Lagos And Lagos State University, Nigeria ADEKANYE, Elizabeth Adetoun (Ph.D)	33
Information Needs And Information Seeking Behaviour Of Fisheries Students In A Nigerian College Of Fisheries And Technology IBIKUNLE, Femi Lawrence (CLN), AKINOLA, Ayodele Oluwafemi (CLN), NDUKWE, Nkeiruka Caroline (CLN), HALIRU, Bah Haliru (CLN), SULAIMAN, Abiola Moyosore (CLN)	45
Challenges And Prospects Of Using Open Source Software In University Libraries In South - South Nigeria IWHIWHU, Basil Enemute (Ph.D, CLN, MSNA, FIPMA), OKOH, Helen Ewere	53
Research And Its Problem Solving In Library And Information Science ENEM, Fidelia Ngozi (Ph.D), OKEKE, Oluchi C.	62
Access To And Uses Of Social Networking Technologies For Enhancing Teaching Engagement Of Library And Information Science Lecturers In Nigerian Universities OKIKI, Olatokunbo Christopher, GBEMI-OGUNLEYE, Philomena F.	69
Uses Of Information And Communication Technology For Reference Services Delivery In A Nigerian University Library OLADOKUN, Bolaji David, NWOBU, Benjamin Keke, SALIHU, Ayira Muhammed, LAWAL, Wasiu Olayide (Ph.D), IBRAHIM, Hassana Ozavize	79
Acquisition And Utilization Of Electronic Resources In Enugu State University Of Science And Technology (ESUT) OPAH, Augustine Chibueze, UGWU, Constance N., UKWUABA, Helen O.	88

NIGERIAN LIBRARY LINK

ACCESS TO AND USES OF SOCIAL NETWORKING TECHNOLOGIES FOR ENHANCING TEACHING ENGAGEMENT OF LIBRARY AND INFORMATION SCIENCE LECTURERS IN NIGERIAN UNIVERSITIES

By

OKIKI, Olatokunbo Christopher¹
University of Lagos, Akoka, Lagos Nigeria
E-mail: cokiki@unilag.edu.ng

&

GBEMI-OGUNLEYE, Philomena F.²
University of Lagos, Akoka, Lagos Nigeria
E-mail: pgbemi-ogunleye@unilag.edu.ng

KEY WORDS

Social networking
technologies, faculty members,
learning, Teaching
Engagement, Nigeria

ABSTRACT

This study investigated the access and use of social networking technologies in enhancing Library and Information Science faculty members' teaching activities in South-West Nigeria. Social networking technologies have created new opportunities and challenges for faculty members and learners. Social networking technologies have become the driving force in expanding learning. This study employed a descriptive research design. The total enumeration sampling technique selected thirty-seven (37) lecturers in the Department of Library and Information Science of the selected universities in the South West of Nigeria. The findings show that the major social networking technologies available and accessible to LIS faculty members in selected universities were Facebook, YouTube, Google Plus & Meet, Whatsapp, Zoom, Twitter, LinkedIn, and blogs. Also, the findings revealed that social networking technologies enable faculty members to teach students online, enhance productivity in research and bridge the communication gaps between faculty members and students. Based on the findings, the recommendation was to encourage social networking technologies in Nigerian tertiary institutions by providing subsidised internet access to all faculty members.

Background of the Study

New media technologies have created new opportunities and challenges for teachers and learners. Social networking technologies refer to a communication system whereby media platforms are accessed through the Internet to create content, modify content, and share information through a digital device. Ayiah and Kumah (2013) maintained that the media's beauty is that different resources that would have been accessible through different devices can now be accessed through a single digital device. The influence of the new media cannot

be underrated, although the use and output of the media could be assessed based on users' behaviour. Digital communication is no longer new in Nigerian higher institutions, but the new media still stands as a new entrant to Nigeria's education sector. The new media communication system is currently making waves. Its ability to ensure content availability anywhere without inhibiting physical space and time has made it more useful in learning (Obi, Okore & Kanu, 2019). In Nigeria, the use of new media has opened up, especially in social networking and organizational communication.

However, it still tries to use the teaching and learning process fully. In every part of the globe, new media has introduced creativity, quality, speed, collaboration, and fun to learning. In Nigeria, there are indications that new media thrives more among students who informally use different digital devices at home to access social platforms. The use of the media in schools appears to be only emerging, perhaps due to computers and smartboards to access data needed (Umoru, 2015).

Udoudo & Ojo (2011) emphasised that new media have spread tentacles around huge human activities, including the education system, through the gradual introduction of the media to some primary, secondary, and tertiary institutions. This is done through podcasts, Facebook, Twitter, YouTube, blogs, etc. The advent of the media has broken the limitations of the traditional formal learning system, which made the teachers solely in charge of affairs. The students learn passively in the confines of the classrooms. Social networking technologies could introduce quality to the education sector, especially by enabling students and teachers to access content wherever they are found if a digital device connected to the Internet is available. Unlimited access to content with the provision of generating and sharing such content could boost the availability of quality education (Warren & Wakefield, 2013).

Umoru (2015) categorized social networking technologies into seven types, each indicating their purpose: collaborative projects (Wikipedia), blogs, and microblogs. Introducing social networking technologies has had a noticeable impact on all strata of society and all segments of societal activities. Social media is rapidly becoming a tool for communication between lecturers and learners as a medium of interaction for class lectures and examination schedules, assignments, and lecture materials, among others, are frequently posted on social networking technologies, often engendering extensive creative interactions among the participants (Lucky & Okereke, 2014). In its study, Webber (2014) found that Facebook users surpassed one billion in its study. Perhaps this is why teachers have started thinking differently about utilising social networking technology tools, which has necessitated the

pace at which teachers incorporate social networking technologies into academic curricula.

The introduction of social network technology into education cannot be overemphasised. It shows that social network technology has come to stay for information dissemination, and lecturers should use it for effective teaching. The literaturers revealed that some faculty members have difficulty optimising social network platforms for teaching engagement, but that should not be said of LIS lecturers who were trained Librarians and were supposed to have a deeper knowledge of social network technological tools. The paper is set to investigate the awareness and use of social network networking technologies in enhancing the teaching engagement of Library and Information Science Faculty Members in Nigeria.

Objectives of the Study

The study examined access and uses of social networking technologies by LIS faculty members for teaching and research in South-West Nigeria. Specifically, the objectives of this study are to:

1. find out the types of social networking technologies available to LIS lecturers;
2. find out the level of social networking technologies accessible to LIS lecturers;
3. examine the purposes of using social networking technologies in teaching and learning by LIS lecturers in Southwest Nigeria;
4. find the impact of social networking technologies on the teaching and research of LIS lecturers;
5. identify the challenges of social networking technologies faced by LIS lecturers in South-West Nigeria.

Research Questions

This study aims to answer the listed questions:

1. What types of social networking technologies are available to LIS lecturers?
2. What is LIS lecturers' level of social networking technologies accessibility?
3. What are the purposes of using social networking technologies in teaching and learning by LIS lecturers in South West Nigeria?

4. What is the impact of social networking technologies on the teaching activities of LIS lecturers?
5. What LIS do lecturers face challenges to social networking technologies in South West Nigeria?

Review of Literature

Social networks are useful for making content available to teachers and learners. They aid communication in the process of learning. One of the major functions of communication is the dissemination of information. Technology has been moving from one realm of improvement to another, culminating in the present era of the "new media", which allows everyone to generate and use the content. The content generated could be beneficial or otherwise (Aniefiok & Gbemisola, 2016). Montgomery & Chester (2009) stated that the new media appeal to children because of their form and content. Aside from providing information, the media also provides a platform for giving learners from every part of the world an equal opportunity to learn due to the media's rich content. The level of participation brought by social networking enables appropriate linguistic use because of the multifaceted and specialised nature of the media. The nature of the media gives room for synchronous and asynchronous conversation. Irrespective of the timing of the message, its purpose and content is clearly stated. Crystal (2011) observed that "an instant messaging service allows electronic conversations between people who know each other in real-time. The instant messaging is ongoing with immediate feedback, and participants are known. Aside from student-to-student interaction, social media provides a variety of media for instructor review and feedback (Gruzd, Gilbert, & Del Valle 2018).

Social networks are a communication system with different sites that could foster education. Montgomery & Chester (2009) explained that sites provide access to various educational opportunities for students of all ages. The explanation of Cahiria is in line with the view of Holmes and Gardner (2011), which implies that, in e-learning contexts, the learners are placed "squarely at the centre of the learning activity with assistance in Zone of Proximal Development (ZPD) either from software

prompts or a more knowledgeable tutor or peer. Highley and Seo (2013) explained that these tools could enhance literacy and learning across diverse student populations. Croteau, Hoynes, and Milan (2012) observed that traditional media forms have changed from independent media and are now all delivered in digital form over the Internet, blurring the distinction between them. DeNoyelles (2013) noted that "if educators know which characteristics to identify, they can take advantage of the technology promises, remove barriers before they are created, and design powerful instructions to support learners". The use of social networking for acquiring knowledge rests solely on using a digital device connected to the Internet to create and access the content. It goes far beyond buying computers, getting the computers linked to the Internet, and using the computer to interact, create, and collaborate information, which is very common among many students.

Social networking platforms (SMFs) such as Facebook, YouTube, podcasts, LinkedIn, blogs, WhatsApp, Twitter and Instant Message have evolved over the years; many have deployed these into their day-to-day activities. Kim, Yoo-Lee and Sim (2011) pointed out that social networking technologies have become popular dissemination tools. Ezeani and Igwesi (2012) reported no barrier to communication with the exponential growth of social networking technologies. Vucovich et al. (2013) found that social networking technologies are "effective in reaching different user groups in the various online spaces." Warren and Wakefield (2013) on "Learning and teaching as communicative actions: social media as educational tool" looked into using social networking in the learning environment. The finding showed that social media as an educational tool enables learners to be part of the 21st-century community that uses technology to learn and remain interconnected. Sinnappan and Zutshi (2013) also researched on "A Framework to enrich student interaction via cross-institutional microblogging." The study's objectives examined how microblogging can enrich students and enhance learning. The work is a presentation on the findings of Sinnappan and Zutshi (2011) in Sinnappan and Zutshi (2013) on how microblogging can facilitate learning

activities. A similar study in Universiti Utara Malaysia examined social media usage among lecturers for teaching. It was reported that 70% of the lecturers positively agreed on using social media for teaching purposes, such as online teaching, online discussion, and some academic activities. Similarly, in the study of Ezike (2015) at Michael Okpara University of Agriculture Umudike, it was reported that 80% of the respondents affirmed that social media/networking should be adopted for teaching and learning in Nigerian universities.

Morrison, Oyedele, Oladunjoye, and Maman (2017) researched on the use of social networking technologies in the classroom by business teacher educators in Nigeria. The study confirmed that some teachers have a negative opinion, such as lack of expertise and information towards integrating and using social media into instructional technology. Siakas, Makkonen, Siakas, Georgiadou, and Rahanu (2017) studied lecturers and students in Greece and Finland. They found that the Facebook platform is the most preferred tool to enhance student learning. Haroon (2020) investigated social networking technologies for teaching and learning among the faculty members and students of both University of Ilorin and Al-Hikmah University in Ilorin, Kwara State, Nigeria. The study revealed that social media was adopted and used for lessons. Also, faculty members and students agreed that social media would enhance teaching and learning if integrated into lessons.

Research Methodology

Table 1: University of the Respondents

University	Frequency	Percentage
TASUED	5	14%
UI	7	19%
Lead City	15	40%
Babcock	10	27%
Total	37	100%

Source: Researcher’s Field-Survey (2021)

This study employed a descriptive research design. This study's population comprises lecturers in the Department of Library and Information Science of the selected universities in South West, Nigeria: The Tai Solarin University of Education, University of Ibadan, Lead City University and Babcock University. Total enumeration sampling technique was used in this study; therefore, a total of thirty-seven (37) lecturers in the Department of Library & Information Science of the selected University in Southwest Nigeria, namely: The Tai Solarin University of Education, University of Ibadan, Lead City University and Babcock University were used. A self-structured questionnaire was used as a research instrument. To ensure the validity of the questionnaire, the researchers gave a copy of the questionnaire to a research expertfor face validity.. Frequency and percentages were used to analyse the data obtained from the questionnaire. Mean and standard deviation was used for analysing the research questions.

Results

Table 1: Demographic Characteristics of Respondents

Table 1 below shows the university of the respondents; five respondents representing 14%, are lecturers at the Tai Solarin University of Education. Also, seven respondents representing 19% were lecturers at the University of Ibadan; 15 respondents representing 40% were lecturers at Lead City University, while ten respondents representing 27% were lecturers at Babcock University.

What types of social networking technologies are available to LIS lecturers?

Table 2 below shows the types of social networking technologies available to LIS lecturers. The major social networking technologies available to LIS lecturers in selected universities were Facebook (100%); YouTube (100%); Google Plus & Meet (100%); Whatsapp (100%); Zoom (100%); Twitter (100%); LinkedIn (92%) and Blogs (81%).

Table 2: Types of social networking technologies available to LIS lecturers

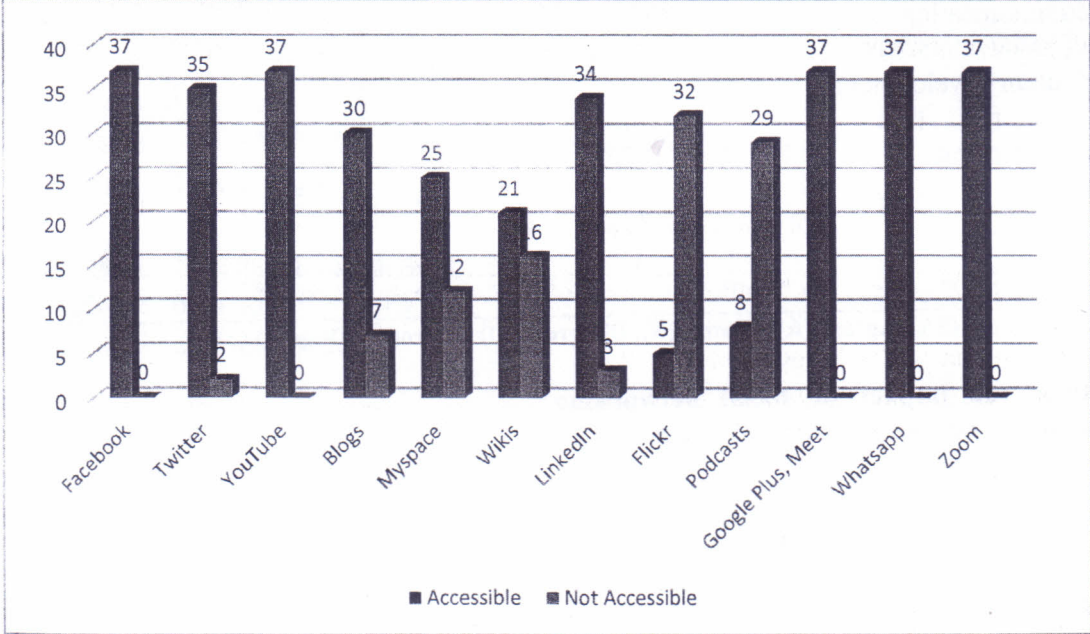
Items	Available		Not Available	
	F	%	F	%
Facebook	37	100%	-	-
Twitter	35	95%	2	5%
YouTube	37	100%	-	-
Blogs	30	81%	7	19%
Myspace	25	68%	12	32
Wikis	21	57%	16	43%
LinkedIn	34	92%	3	8%
Flickr	5	14%	32	86%
Podcasts	8	22%	29	78%
Google Plus, Meet	37	100%	-	-
Whatsapp	37	100%	-	-
Zoom	37	100%	-	-

What is LIS lecturers' level of social networking technologies accessibility?

The figure below shows the social networking technologies accessibility level by LIS lecturers. The major social networking technologies accessible to LIS lecturers in selected

universities were Facebook, YouTube, Google Plus & Meet; Whatsapp; Zoom; Twitter; LinkedIn and Blogs. Meanwhile, wikis, Flickr and Podcasts were not accessible.

Figure: Level of social networking technologies accessibility by LIS lecturers



Source: Researcher's Field-Survey (2021)

What are the purposes of using social networking technologies in teaching and learning by LIS lecturers in South West Nigeria?

Table 3 shows the respondents' responses on using social networking technologies in teaching and learning by LIS lecturers in South-West Nigeria. The mean rating of items 1 (4.41), item 2(4.35), item 3 (4.35), item 4(4.14), item 5(4.46), item 6(4.35), item 7(4.76), item 9(4.35) and item 10(3.65) shows that the respondents agreed that the major purposes of

using social networking technologies in teaching and learning by LIS lecturers in Southwest, Nigeria are for teaching, research, for collaborative learning, for web visibility, for ease of teaching and learning, to learn new things, for communication, to support learning and file sharing. Meanwhile, the aggregate mean rate of 4.20 shows that social networking technologies have many purposes in teaching and learning by LIS lecturers in South-West Nigeria

Table 3: The purpose of using social networking technologies by faculty members.

Items	SA	A	N	D	SD	Mean	STD
For teaching	21 57%	14 38%	0 0%	1 3%	1 3%	4.41	1.27
For research	25 68%	8 22%	0 0%	2 5%	2 5%	4.35	1.44
For collaborative learning	24 65%	9 24%	1 3%	1 3%	2 5%	4.35	1.38
For web visibility	17 46%	16 43%	0 0%	2 5%	2 5%	4.14	1.09
For ease of teaching and learning	22 59%	13 35%	1 3%	0 0%	1 3%	4.46	1.30
To learn new things	18 49%	16 43%	1 3%	2 5%	0 0%	4.35	1.13
For communication	28 76%	9 24%	0 0%	0 0%	0 0%	4.76	1.64
Curriculum development	14 38%	6 16%	3 8%	8 22%	6 16%	3.22	0.71
Support learning	25 68%	7 19%	2 5%	1 3%	2 5%	4.35	1.43
File Sharing	15 41%	9 24%	4 11%	6 16%	3 8%	3.65	0.79
Total						4.20	1.22

Strongly Agreed (SA), Agreed (A), Neutral (N), Disagreed (D) & Strongly Disagreed (SD)

What is the impact of social networking technologies on the teaching activities of LIS lecturers?

Table 4: The impact of social networking technologies on teaching

ITEM	SA	A	N	SD	D	Mean	STD
Social networking technologies have enabled me to teach my student online	18 49%	16 43%	0 0%	2 5%	1 3%	4.27	1.14
The deployment of social networking technologies helps to display learning materials online	17 46%	14 38%	2 5%	3 8%	1 3%	4.14	1.02
I collaborate with researchers outside my domain	26 70%	8 22%	0 0%	1 3%	2 5%	4.43	1.51
It has enhances collaborative learning	20 54%	10 27%	1 3%	2 5%	4 11%	3.97	1.14
It has enhance curriculum design	21 57%	14 38%	0 0%	1 3%	1 3%	4.14	1.09
I use social networking technologies for class management	25 68%	8 22%	0 0%	2 5%	2 5%	4.46	1.30
I have been able to upload course content for class instruction	24 65%	9 24%	1 3%	1 3%	2 5%	4.27	1.23
social networking technologies have been a major distraction to teaching and research	17 46%	16 43%	0 0%	2 5%	2 5%	4.54	1.45
social networking technologies has changed the traditional teaching methodology	22 59%	13 35%	1 3%	0 0%	1 3%	3.22	0.71
social networking technologies have made to be more productive	21 57%	12 32%	1 3%	1 3%	2 5%	4.35	1.43
It is a complete waste of time	25 68%	10 27%	1 3%	0 0%	1 3%	3.68	0.81
social networking technologies have enhanced my web visibility	14 38%	6 16%	3 8%	8 22%	6 16%	4.41	1.27
I get access to students easily	25 68%	7 19%	2 5%	1 3%	2 5%	4.35	1.44
social networking technologies have bridged the communication gaps between lecturers and students	15 41%	10 27%	3 8%	6 16%	3 8%	4.35	1.38
Total						4.18	1.21

Strongly Agreed (SA), Agreed (A), Neutral (N), Disagreed (D) & Strongly Disagreed (SD)

What challenges are LIS lecturers facing in social networking technologies in South West Nigeria?

Table 5 shows the social networking technologies faced by LIS faculty members in South West, Nigeria. Based on the mean rating of the respondents, the major challenges facing LIS lecturers were inadequate funding (4.14),

inadequate technologies (4.46), and epileptic power supply (4.27).

Table 5: Challenges of social networking technologies faced by LIS lecturers

Items	SA	A	N	D	SD	Mean	STD
Inadequate funding	21 57%	14 38%	0 0%	1 3%	1 3%	4.14	1.09
Inadequate technologies	25 68%	8 22%	0 0%	2 5%	2 5%	4.46	1.30
Epileptic Power Supply	24 65%	9 24%	1 3%	1 3%	2 5%	4.27	1.23
Inadequate skill personnel	14 38%	6 16%	3 8%	8 22%	6 16%	3.22	0.71
Challenging of Upgrading and Updating	5 14%	10 27%	13 35%	6 16%	3 8%	3.14	0.44

Strongly Agreed (SA), Agreed (A), Neutral (N), Disagreed (D) & Strongly Disagreed (SD)

Discussion of Findings

This paper has analysed the access and uses of social networking technologies by library and information science faculty members of the selected Universities in South West, Nigeria. The major social networking technologies available and accessible to LIS lecturers were Facebook, YouTube, Google Plus & Meet; Whatsapp; Zoom; Twitter; LinkedIn and Blogs. To bolster this result, the study of Kim, Yoo-Lee and Sim (2011) and Ezeani and Igwesi (2012), in their study, pointed out that social networking technologies are gaining popularity and are playing an important role as an information source. Additionally, findings indicated that the major purposes of using social networking technologies in teaching and learning by LIS lecturers in South West Nigeria are teaching, research, collaborative learning, web visibility, ease of teaching and learning, learning new things, and communication support learning and file sharing. In line with this result, Ifeyinwa, Nneka & Chikaodili (2019) reported the influence of social media on library service delivery to students at the University of Medical Sciences, Ondo City, Nigeria.

Also, the result of this study shows that social networking technologies enable the lecturer to teach the student online; help to display learning materials online; help to collaborate with researchers outside his/her domain; enhance collaborative learning; enhance curriculum design; promote class management; help to upload course content for class instruction; reduce distraction to teaching and research; changed the traditional teaching methodology; enhance more productivity in research; enhance

my web visibility; access to students easily and bridged the communication gaps between lecturers and students. This result also aligned with Haroon (2020), who buttressed on the place of social networking technologies for teaching and learning among the lecturers and students at the University of Ilorin and Al-Hikmah University in Ilorin, Kwara State, Nigeria.

Lastly, the findings show that LIS lecturers' major challenges were inadequate funding, technologies, and an epileptic power supply. In agreement with this, Dzvapatsva (2014) reported the factors that militate against the use of social media to include the lack of technical skills that students experience when learning or using social media portals and inadequate technological infrastructure and bandwidth, which results in students abusing it. Internet bandwidth problem seems to be common in most African countries because Chawinga and Zinn (2015) also reported a similar problem at MZUNI in Malawi.

Summary of the Findings

This paper investigated the access and uses of social networking technologies by library and information science faculty members for teaching in South-West Nigeria. The major social networking technologies available and accessible to LIS lecturers in selected universities were Facebook, YouTube, Google Plus & Meet; Whatsapp; Zoom; Twitter; LinkedIn and Blogs. In addition, the major purposes of using social networking technologies in teaching and learning by LIS lecturers in Southwest Nigeria are teaching,

research, collaborative learning, web visibility, ease of teaching and learning, learning new things, communication, and support for learning and file sharing. Also, finding revealed that social networking technologies enable the lecturer to teach the student online; helps to display learning materials online; help to collaborate with researchers outside his/her domain; enhances collaborative learning; enhance curriculum design; promote class management; help to upload course content for class instruction; reduce distraction to teaching and research; changed the traditional teaching methodology; enhance more productive in research; enhance my web visibility; enhanced access to students easily and bridged the communication gaps between lecturers and students. Lastly, the finding indicates that LIS lecturers' major challenges were inadequate funding, inadequate technologies, and epileptic power supply.

Conclusion

The adoption and use of social networking technologies in teaching and learning, especially in tertiary institutions, have countless benefits. The development of social networking technologies like Zoom, Facebook, Whatsapp, satellite broadcast, videoconferencing, and web seminars have contributed to the richness and quality of education both on and off-campus. There is no doubt that social networking technologies have improved tremendously teaching and learning in the Nigerian educational sector. The use of social networking technologies helps students and teachers to have

a good knowledge of recent developments in Library and Information Sciences. With online social networking, the practices of social interaction are taken to the technological level, allowing social interactions to promote education, keep lecturers and students up to date with research and offer help to those in need. Accessibilities approach to social networking technology in educational settings creates understanding and helps in identifying the knowledge, skill, dispositions and reading habits for lecturers' performance, especially in Library and Information Science. Social networking technologies are useful in improving teaching and research among library and information science lecturers in Nigeria.

Recommendations

Consequent on the research findings, it is recommended that social networking technologies be encouraged in Nigerian tertiary institutions by providing subsidized internet access to all faculty members. Universities management should collaborate with the Nigerian Universities Commission (NUC) to provide computers to faculty members with internet subscriptions. Workshops should be organised to educate lecturers and library staff on promoting social media technologies as an integral part of learning activities. Library and Information Sciences' faculty members and others should be encouraged to develop a positive attitude towards utilizing social networking technologies in teaching and learning processes.

REFERENCES

- Aniefiok J. and Gbemisola O. (2016). New Media and the Development of Education Sector: Appraisal of Selected Schools. *Journal of Linguistics & Communication Studies*, 3(2), 1-11.
- Ayiah, E. & Kumah, C. (2013). *Social networking: a tool to use for effective service delivery to clients by African Libraries*. <http://conference.ifla.org/ifla77> 1-15.
- Chawinga, W. D. & Zinn, S. (2015). Lecturers' use of Web 2.0 in the Faculty of Information Science and Communications at Mzuzu University, Malawi. Mousaion: *South African Journal of Information Studies*, 33(4), 62-85.
- Crystal, D. (2011). *Internet linguistics: A student guide*. Routledge.
- Croteau, D., Hoynes, W., & Milan, S. (2012). *Media/society: Industries, images and audiences* (4th ed.). London, England: SAGE.
- Ezeani, C. N. and Igwesi, U., (2012). Using social media for dynamic library services delivery: The Nigeria experience. *Library Philosophy and Practice* (e-journal).

- Gruzd, A., Haythornthwaite, C., Paulin, D., Gilbert, S., & Del Valle, M. E. (2018). Uses and gratifications factors for social media use in teaching: Instructors' perspectives. *New Media & Society*, 20(2), 475-494.
- Haroon. S. (2020). Adoption and Use of Social Media for Teaching and Learning in Two Universities in North Central Nigeria. *African Journal of Management and Information Science*. 2(2), 13 – 34
- Highley, T., & Seo, K. K. (2013). Blurring the lines: Teacher insights on the pitfalls and possibilities of incorporating online social media into instructional design. In K. K. Seo (Ed.), *Using social media effectively in the classroom: Blogs, wikis, Twitter, and more* (19-33). New York, NY: Routledge.
- Holmes, B., & Gardner, J. (2011). *E-learning: Concepts and practice*. London, England: SAGE.
- Ifeyinwa C., Nneka, E. & Chikaodili, L. (2019). Influence of Social Media on Library Service Delivery to Students in University of Medical Sciences, Ondo City, Nigeria, *Research Journal of Library and Information Science*, 3(2), 2019, pp.20-26
- Kim, K., Yoo-Lee, E. and Sim, S. J., (2011). Social media as information social: undergraduates use and evaluation behaviour. *ASIST*, October 9 – 13, New Orleans, USA.
- Lucky U.O and Okereke, E.C (2014). The impact of social media on the academic performance of university students in Nigeria. *Journal of Education and practice* 5(3), 20-24
- Morrison, James L; Oyedele, John, Oladunjoye, G.T., and Maman, Joshua (2017). 'The Utilisation of Social Media in the Classroom by Business Teacher Educators in Nigeria', *Africa Journal of Teacher Education*, 6,(1),22-38;
- Montgomery, K. C. & Chester, J. (2009). Interactive food and beverage marketing: targeting adolescents in the digital age. *Journal of adolescent health*, 45(3), S18-S29.
- Obi, I., Okore, N. & Kanu, C. (2019). "Influence of Social Media on Library Service Delivery to Students in University of Medical Sciences, Ondo City, Nigeria", *Research Journal of Library and Information Science*, 3(2),20-26
- Siakas, K. and Georgiadou, E. (2017). Adoption of Social Media in Learning: a Student Perspective, in K. Phalp, V. Katos, S. Meaham, M. Ross, G. Staples, J. Uhomoibhi, *Education Quality Matters: Trends and Challenges*, BCS Quality Specialist Group's Annual 18th International Conference on Software Process Improvement - Research into Education and Training (INSPIRE) conference, British Computer Society, Bournemouth, UK, pp. 61 – 73.
- Sinnappan, S. & Zutshi, S. (2013). *A framework to enrich student interaction via cross institutional microblogging*. In *Using Social Media Effectively in the Classroom* (147– 166). New York, NY: Routledge.
- Udoudo, A. & Ojo, G. (2016). New Media and the Development of Education Sector: Appraisal of Selected Schools. *Journal of Sage Open Access*. 1(2), 1-11.
- Umoru, T. A. (2015). Challenges and opportunities for utilising social media by business education students in Nigerian universities. *International Journal of Social, Behavioural, Educational, Economic, Business, and Industrial Engineering*. 9(11), 34-45
- Vucovich, L. A., Gordon, V. S., Mitchell, N. and Ennis, L. (2013). Is the Time and Effort Worth It. One Library's Evaluation of Using social networking Tools for Outreach. *Medical Reference Services Quarterly*, 32 (1), 12–25.
- Warren, S. J. & Wakefield, J. S. (2013). Learning and teaching as communicative actions: Social media as educational tool. In K. K. Seo (Ed.), *Using social media effectively in the classroom: Blogs, wikis, Twitter, and more* (98-113). New York, NY: Routledge.
- Webber, A. S. (2014). Consideration for social networking site use in education. *International Journal of Digital Information and Wireless Communications*, 2(4) 37-52.