SOCIAL MEDIA AND LIBRARY PATRONAGE AMONG STUDENTS OF COLLEGES OF EDUCATION IN NIGERIA

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Abstract
The use of the library is inevitable for students' study and self-development. Academic libraries provide information materials for use by students as well as social media platforms. The study investigated the correlation between social media usage and library patronage among students of colleges of education (COEs) in Nigeria. It was also designed to investigate the level of availability and students' utilization of relevant resources and collections in Nigerian COEs libraries. The emphasis was on colleges of education students. To achieve the objectives, the study adopted a survey research design. In this regard, the researchers collected data from respondents through a survey method using questionnaire tagged "social media and library patronage in Nigerian colleges of education" as the research instrument. The instrument was pilot tested, and Cronbach's Alpha Test-Retest methods were used to establish the reliability coefficients. A total of four hundred and thirty-eight (438) students across six (6) COEs in Nigeria participated in the research. The study used purposive sampling technique to select the six (6) COEs. One (1) from each of the six geopolitical zones of the country. Three (3) federal COEs, two (2) state COEs and one (1) private COE. The study revealed that the social media usage saved time, more informative and less expensive with

more useful resources. The findings of the study also revealed that there was no significant relationship between social media usage and library patronage among students of COEs in Nigeria. Despite the fact that libraries with relevant textbooks and reference materials are available in COEs, there is a marginal preference for social media usage among students as complement to library patronage. Adequate steps must therefore be taken by relevant authorities to encourage library patronage among students of COEs in Nigeria.

Keywords: *Library, Social Media, Patronage, Students.*

Introduction

Modern technology in communication no doubt has turned the entire world into a "Global Village". But as it is, technology like two sides of a coin, brings with it both the negative and positive sides. It helps people to be better informed, enlightened, and keep abreast with world developments. Technology exposes mankind to a better way of doing things.

According to Daluba and Maxwell (2013), one major reason for establishing a library is to stimulate educational advancement, expose students to acquisition of knowledge through the use of the library services. In Nigeria, there has been concern on the possible effects of social media on students' patronage of library. Many parents are worried over their children's habit of Facebook and other social media sites because they are of the opinion that their children now hardly have time to study (Oji, 2007). Oji (2007) also noted that the growing incidence of students using the internet not necessarily for academic purposes but for anti-social activities is at an astonishing rate. They use these websites for fraudulent activities, pornography, blackmail, racketeering and so on. Social networking sites have proven to be universally addictive for tertiary institution students who tend to spend considerable amount of their times maintaining social connections, making new acquaintances and a broad based of friends during their years of studies (Loving and Ochoa, 2010). These however, reduce the amount of time they will use to read books aimed at the successful completion of their studies (Ofuani and Gbenedio, 2009). Kirschner and Karpinski (2010) claims that students tend to participate in such website activities while doing their assignments and as such it may have negative effect on their academic achievement by interrupting them from the learning process. Therefore, it is becoming difficult to ignore the fact that there might be a direct correlation between social media sites usage and students visit to library. Since the

problem is relatively new, several attempts have been made for an idea of answering this question. This research work looks at the correlation between social media site usage and students' patronage of library services in colleges of education in Nigeria.

Social media, a collection of internet-based applications that allow the creation and exchange of user-generated content (Bello and Ogunjinmi, 2021) have become an almost essential part of daily life since their rapid growth in popularity in the late 1990s and its uses in the context of teaching and learning promotes academic researches among students (Undie and Afebende, 2019). Soyemi, Oloruntoba and Okafor (2015) opine that a survey conducted nationwide in 2010 shows that social media is the most necessary medium of communication for adolescents and it has virtually affected every aspect of human endeavours vis-à-vis security, coordination of business, education and has hence become a part of our culture. According to Ling (as cited in Soyemi, Oloruntoba and Okafor, 2015), social media have fundamentally affected accessibility, safety and coordination of business of social and business activities in the society and it has become part of culture of every region of the world. In their research, Barker, Krull and Mallinson (2005) observed that mobile phone and social media have brought dynamic support to students' learning practice and its impact on learning includes portability, collaboration and motivation. Their work also shows that mobile phone and social media usage in education has brought about increase in parents' involvement in education and thus children's learning capabilities.

Social networking is the latest technological explosion in the world of information; it is an online platform that focuses on building and reflecting on social relation among people who share common interest or activities. According to Kasimani and Kasilingam (2018), social media network is a powerful tool for sharing information among students. The social media are web-based applications that make it possible to create and easily transmit content in forms of text, pictures, videos and audios. Kaplan and Hanalei (2010) define social media as a group of internet-based application that builds on the ideological and technology foundation of web 2.0 and that allow the creation and exchange of user generated contents. Social networking allows individuals to express their thoughts to other users. Social networking is the leader in promoting digital journalism. It is used for several purposes like promoting or distributing the news contents throughout the world. Its site allows the user to share activities, events, ideas and interests within their individual network.

Students use the social networking for various reasons. Some use it to exchange ideas, personal information, pictures and videos (Loving & Ochoa, 2010). It is used for the purpose of connecting with friends and family (regardless of location), keeping up with the latest events and happening and for academic purposes.

To consider the positive sides of social networking, Lusk (2010) opines that online communities can afford students' academic assistance and support. Social networking provides easy access to virtual spaces which students can explore with friends having similar academic needs. Brydolf (2007) noted that students who may be reluctant to speak up in class find blogs and other interactive internet tools rewarding.

On the other hand, the findings of Wang, Chen and Liang (2011) on the effect of mobile phones and social media on tertiary institution students showed that mobile phone and social media usage negatively associated with academic activities including usage of library services. They also reported that about two third of the students are found using social media while in class studying or doing homework. This multi-tasking activity increases distractions and becomes detrimental to students' performances. According to Kaplan (2015), social media websites, such as Facebook, YouTube, 2go, WhatsApp, and twitter have gained popularity. They are also becoming increasingly dangerous as they create modes to students to procrastinate, while trying to complete home works and assignments. In their survey of 102 students, 57% stated that social media made them less productive.

The students' unwillingness to study extensively these days is a worrisome phenomenon. Students studying habits these days are distracted with the persistent use of mobile phone and social media. Thus, students now prefer to spend more time on mobile phone using social media to chat with friends instead of studying or engaging in other academic activities. These have greatly affected patronage of library services. Some students even when they use the social media for academic purpose, they do so because they rely on its information accessibility to provide direct lifting of answers for their assignment. This study investigated how the use of social media affects students' patronage of library services at colleges of education in Nigeria.

The research investigated the effects of social media on students' patronage of library services in colleges of education in Nigeria. The study also examined

the availability of relevant library resources/collections of colleges of education in Nigeria.

The work specifically;

i.   determined the availability and students' utilization of relevant resources/collections in Nigerian colleges of education libraries,

ii.   determined the level of students' utilization of relevant resources/collections in Nigerian colleges of education libraries,

iii.   determined the comparative advantages of social media resources usefulness, time consumption and expenses to that of the physical library resources to students in Nigerian colleges of education,

iv.   ascertained the colleges of education students' preference between social media resources and the physical library resources in Nigerian colleges of education.

Four research questions were posed to guide the study:

1.   What is the level of availability of library resources/collections in Nigerian colleges of education?

2.   What is the level of students' utilization of library resources/collections in Nigerian colleges of education?

3.   What are the comparative advantages of social media resources usefulness, time consumption and expenses to that of the physical library resources to students in Nigerian colleges of education?

4.   What are the colleges of education students' preference between social media resources and the physical library resources in Nigerian colleges of education?

One null hypothesis was formulated and tested at 0.05 level of significance to guide the study.

H_0: Social media usage by students of Nigerian colleges of education does not have a significant relationship with their library patronage.

Method
The research design is a survey type. The researchers sampled six colleges of education in Nigeria; one from each of the geopolitical zones (three federal colleges of education, two state colleges of education and one private college

of education). Population of this study therefore comprised all the students in Nigerian COES. Sample population was selected through purposive sampling and capture sampling was used to administer the instrument. The population for the survey comprises of all students in Nigerian colleges of education. A multi-stage sampling technique was employed for the study. At the first stage, purposive sampling was used to select six (6) colleges of education, one (1) from each of the six geopolitical zones of the country, i.e. three (3) federal colleges of education, two (2) state colleges of education and one (1) private college of education.

Data collected from the students using questionnaire titled "*social media and library patronage in Nigerian colleges of education*" as research instrument. The instrument was pilot tested, and Cronbach's Alpha Test-Retest methods were used to establish the reliability coefficients. The questions in the questionnaire include close-ended as well as open-ended questions. The close-ended questions were statistically analysed by means of descriptive statistics while answers to the open-ended questions were analyzed using comparative analysis. A total of 438 out of the 480 copies of the questionnaire distributed were completed and returned by the respondents of the researchers giving a returned rate of 91.25%. The questions in the questionnaire include close-ended as well as open-ended questions. The close-ended questions were statistically analysed by means of descriptive statistics; frequency and percentages while answers to the open-ended questions were analysed using comparative analysis. SPSS version 25 was used to analyse the data.

Results

Table 1: Availability of relevant library resources/collections in Nigerian colleges of education

S/N	Resources/ Collections	Available		Not Available		Missing		Total	
		F	%	F	%	F	%	N	%
1	Textbooks and reference books	281	64.2	99	22.6	58	13.2	438	100
2	Journals and related periodicals	268	61.2	103	23.5	67	15.3	438	100
3	Newspapers and magazines	222	50.7	201	45.9	15	03.4	438	100
4	E-resources and related electronic gadgets	146	33.3	162	37.0	130	29.7	438	100

Table 1 shows that there is relatively adequate availability of relevant textbooks and reference books (61.2% of respondents), journals and related periodicals (61.2% of respondents) and newspapers and magazines (50.7% of respondents). Low availability (33.3% of respondents) was however recorded for e-resources and related gadgets.

Table 2: Students' utilization of relevant library resources/collections in Nigerian colleges of education

S/N	Resources/ Collections	Utilize		Not Utilize		Missing		Total	
		F	%	F	%	F	%	N	%
1	Textbooks and reference books	201	45.9	215	49.1	22	5.0	438	100
2	Journals and related periodicals	145	33.1	256	58.4	37	8.5	438	100
3	Newspapers and magazines	113	25.8	314	71.7	11	2.5	438	100
4	E-resources and related electronic gadgets	152	34.7	265	60.5	21	4.8	438	100

As evident in Table 2, it is only textbooks and reference books (45.9% of respondents) that recorded fairly satisfactory percentage of utilization by students. The study reported poor utilization of the remaining library resources/collections.

Table 3: Comparison of library and social media with respect to resources usefulness

Social Media	Frequency	Percentage	Valid Percentage
More useful	352	80.4	93.4
Less useful	25	5.7	6.6
Missing	61	13.9	
Total	**438**	**100**	**100**

Table 3 shows that majority of the students (80.4%) responded in favour of social media in terms of resource usefulness while only 5.7% favoured library. The remaining 61 (13.9%) students did not respond to the item on comparison of resources usefulness between social media and library.

Table 4: Comparison of library and social media with respect to time

Social Media	Frequency	Percentage	Valid Percentage
Saves time	259	59.1	68.5
Time consuming	119	27.2	31.5
Missing	60	13.7	
Total	**438**	**100**	**100**

In Table 4, a total of 378 students responded to the question on comparison of library and social media with respect to time. 259 (59.1%) were of the opinion that using social media saves time while 119 (27.2%) felt that using social media is time consuming. 60 (13.7%) respondents were undecided. This shows that in terms of time saving, most of the respondents were in favour of the social media.

Table 5: Comparison of library and social media with respect to expenses

Social Media	Frequency	Percentage	Valid Percentage
Less expensive	207	47.3	55.1
More expensive	169	38.6	44.9
Missing	62	14.1	
Total	**438**	**100**	**100**

In responding to the item on comparison of library and social media with respect to expenses as shown in Table 5, 207 (47.3%) students say the social media is less expensive and 169 (38.6%) say the social media is more expensive. 62 (14.1%) respondents did not respond to the item. Again, the majority of the respondents are in favour social media as they believe it is cheaper using the social media.

Table 6: Comparison of students' preferences of social media and library

Social Media	Frequency	Percentage	Valid Percentage
More preferred	297	67.8	78.8
Less preferred	80	18.3	21.2
Missing	61	13.9	
Total	**438**	**100**	**100**

As shown in Table 6, 297 (67.8%) of the respondents preferred to use social media than the library while 80 (18.3%) respondents preferred the library; 61 (13.9%) respondents did not decide for either of the two.

Table 7: Students' perception of effects of social media on library patronage

Social Media	Frequency	Percentage	Valid Percentage
Decreases the use of library materials	92	21.0	22.7
Increases the use of library materials	62	14.2	15.2
Has effect on library patronage	231	52.7	56.9
Has no effect on library patronage	21	4.8	5.2
Missing	32	7.3	
Total	**438**	**100**	**100**

Table 7 shows effects of social media on library patronage. 92 (21.0%) of the students responded that using the social media result in decrease in patronage of library materials, 62 (14.2%) of the respondents believe their patronage of library increases with the use of social media, 231 (52.7%) responded that using social media has effect on library patronage while 21 (4.8%) of the respondent say using social media has no effect on their patronage of the library. However, 32 (7.3%) of the students did not respond to the item. This indicates that using social media has effect on the majority of colleges of education students' patronage of library.

Table 8: Correlation between social media use and library patronage

		Social media use	Library patronage	Sig. P	Remark
Social media use	Pearson Correlation	1	0.166	0.181	Not significant
Library patronage	Pearson Correlation	0.166	1	0.181	Not significant

Pearson Product Moment Correlation Coefficient was used to test the hypothesis at $\alpha = 0.05$ level of significance. The result indicates that social media usage does not have a significant correlation with library patronage by Nigerian colleges of education students ($r = 0.166$, *p* > 0.05).

Discussion

The study investigated the effect of social media on library patronage among students of COEs in Nigeria. The results revealed that there is adequate availability of relevant textbooks and reference books in COEs library but not properly being used by COEs students. This indicated that despite the fact that relevant textbooks and reference books are available in the library (table 1), they are not adequately being utilised by students in Nigerian COEs.

The finding of the study also shows that majority of the COEs students found social media resources very useful. This is in line with Buhari, Ahmad and Ashara (2014) whose study concluded that social media is a very useful platform among students. The study also shows that majority of the students preferred to use social media to library. This finding agrees with the assertion made by Kumah (2015) that the use of social media was more in comparison with library use and that students preferred internet and social media source of information to library.

The find in table 8 revealed that social media usage does not have a significant correlation with library patronage by Nigerian COEs students. The null hypothesis is therefore accepted which says that social media usage by students of Nigerian COEs does not have a significant relationship with their library patronage. This means that social media usage by the students of Nigerian COEs does not significantly affect the patronage of library.

Conclusion

The significance of academic library has been considered and it is so glarring that it stimulate educational advancement and exposes students to acquisition of knowledge. Social media has also been viewed as essential part of students' daily lives because of their rapid growth in popularity and ease of use in accessing and sharing information. It has been observed that social media is making library less important among students. The study discovered that despite the fact that relevant text and reference books are available in the Nigeria COEs libraries, they are not adequately being utilized by students. Also majority of the respondents are in favour of social media as they believe

it is cheaper, faster and more informative using the social media. This is an indication that majority of COEs students preferred to use social media as information sources to libraies resources.

Recommendations

From the results of the study, the following recommendations are made:

1. COEs authorities should create an adequate technology environment in the liberaries that will promote and encourage the use of social media tools or platforms to increase students' partronage and utilization of library resources in Nigeria COEs.

2. Considering the usefulness of social media in ibnformation access and sharing, students should be encouraged to continually utilize the social media platform in such a way that could be beneficial to them and will not affect their academic activieties negatively.

3. Orientation programmes on the importance of the use of librarie should be organized for new students coming into the COEs.

4. The physical library is still very important and well liked by students. COEs libraries should therefore focus on being more adequately resourceful to attract students' patronage.

5. Students are easily intimidated when they do not get adequate response and services. Librarians should be more friendly, co-operative and helpful to students.

6. COEs teaching staff and library staff should collaborate to ensure that library resources along with electronic resources are appropriately used by COEs students.

7. Authorities should ensure that professionals are appointed College librarians. This could lead to the efficient and effective patronage of library resources as well as make users information literate by sharing proper knowledge.

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