Social Media Utilization in the Teaching Library and Information Science Courses in Tertiary Institutions

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ABSTRACT

The study is on social media utilization in the teaching of library and information science courses in tertiary institutions. Survey design was adopted for the study. Three research questions were raised and answered while one null hypothesis was tested. The population of the study consisted of 41 Library and Information Science lecturers. A structured and questionnaire was used for data collection. The instruments yielded a reliability coefficient of 0.75. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypothesis at 0.05 level of significance. The findings from the study revealed that social media were not adequately available in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija and Federal Polytechnic Oko. The study also revealed that male and female Library and Information Science lecturers were not significantly different in their ratings regarding availability of social media in Delta State University, Abraka, NnamdiAzikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko.

Keywords: *Social Media, Library and Information Science, Utilization, and Tertiary*

INTRODUCTION

The mission of higher education has remained the same for centuries. While the environment in which that mission exists is changing dramatically. Consequently, teachers need to come up with innovative strategies that anticipate and embrace this change. The main driver of this change is the digital revolution which has shifted many aspects of teaching and learning. There is a growing recognition that the skills needed to succeed in the knowledge society today and in the future are different in kind from those that were required earlier. Therefore, it is essential for teachers to familiarize themselves with the contemporary social tools or they will simply not be prepared to serve the learning needs of their students.

The social media at the onset was for personal use. It has evolved today to be used in virtually all domains. From a preliminary check, it appears that almost every college and university in the world has adopted some form of social media for general outreach and to attract potential students. Social media can be used as an effective teaching tool in tertiary institutions because of its ease of use, ready availability, and individual affordability and network effects. Lucky and Okereke (2014) observed that modern computers have the capability of reading, processing and storing millions of instructions per second and its importance in Library and Information Science cannot be over emphasized. Lucky(2018) social networking sites include Facebook, Twitter, Linkedln, Google+, Internet Forums, Flickr and vimeo, Blogs, Wikis, and social book marking, Chat rooms and message boards where people meet and discuss topics of interest,

According to Idialn inEkwue, Anyaegbunam and Okpanachi (2015) Library and Information Science is directed towards developing the learner to become productive in leading, paid employment and self-employment. Amoor and Udoh (2008) noted that Library and Information Science plays a significant role in economic development by providing knowledge into others on how to handle sophisticated office technologies and information systems. The goal of Library and Information Science is primarily to produce competent, skillful and dynamic LIS teachers, office administrators and businessmen

and women that will effectively compete in the world of work.

The need for social media in tertiary institutions is to facilitate teaching as well as:

- To fully disengage students' mind from illicit personal use of social media to enhance their profitable academic prowess;

- To enable the teachers to have the chance of experiencing new technology for efficient and effective teaching;

- To create enabling form for Library and Information Science teachers to be connected into the global electro-mechanical world;

- To integrate social media into the mainstream of education and training;

- To empower the teachers/students with social media skills and prepare them for global competitiveness.

Adebayo (2008), noted with dismay that the Nigerian education system has not yet adequately exposed students, teachers and institutions to learning the realities of social media tools and skills that will enable them face the challenges of the global world of internet and knowledge sharing. It is, therefore, pertinent to state that the use of the internet and advanced form of information technology should be fully entrenched in the teaching and learning process in Nigerian schools for functionality and self-reliance. Thus, this study assesses the social media utilization in the teaching of Library and Information Science in courses in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko

Statement of the Problem

Today, LIS teachers worldwide is encouraged and expected to use Information and Communication Technology (ICT) in teaching and learning (Ansah, 2013). However, teachers might find it difficult to know how to use modern technology facilities in the classroom. This could be as a result of non-availability of internet facilities or lack of knowledge/ experience of and familiarity with ICT. Olatokun (2007) lamented that in the present age, the illiterates are no longer those who cannot use the computer and harness the tools provided by ICT, describing the computer technology as a catalyst that hastens event. Library and Information Science teachers have been unmatched for the required technological breakthrough. This study therefore seeks to assess

the social media utilization in the teaching of Library and Information Science in courses in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko

Scope of the Study

The study was delimited to Delta State University, Abraka, NnamdiAzikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko. The study was also delimited to the availability of social media, extent of utilization of social media and the effectiveness of social media in teaching Library and Information Science courses.

Purpose of the Study

Specifically, the study determined:

- Social media facilities available for teaching library and information science courses in tertiary institutions.

- The extent lecturers utilize social media in teaching library and information science courses in higher institutions.

- The effectiveness of social media as an instructional aid in teaching library and information science courses in higher institutions.

Research Questions

The following research questions were raised to guide the study:

- What social media facilities are available in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko for teaching Library and Information Science courses?

- To what extent do lecturers utilize the available social media facilities in teaching courses in Library and Information Science in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko?

- To what extent has the use of these social media facilities helped in teaching library and information science courses in higher institutions?

Null Hypothesis

The following one null hypothesis was tested at 0.05 level of significance:

- There is no significant difference in the mean ratings of male and female Library and Information Science lecturers on the

availability of social media for teaching library and information science courses in tertiary institutions.

METHOD

The study was a survey which covered Library and Information Science lecturers in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko. The population of the study was 41 Library and Information Science lecturers. The whole population was used for the study as no sampling was carried out. Structured questionnaires were used for the study.

The questionnaire was validated by two experts in Library and Information Science and one from test and measurement. The reliability of the instrument was established using test-retest method and Pearson Product Moment Correlation coefficient was used for analysis. A reliability coefficient of 0.75 was obtained.

Data collected were analyzed using mean, standard deviation and t-test. The research questions were answered using mean and standard deviation while the null hypothesis was tested using t-test statistics. In answering the research questions, any item found between 2.50 and 4.00 was considered as Adequate, Always utilized and Great Extent while any item found below 2.5 was considered as Not Adequate, Never Utilized and Little Extent based on the research questions one, two and three respectively. In the test of the hypothesis, where t-calculated value was less than the t-critical value, the null hypothesis was not rejected (Not Significant) but, where the t-calculated value was higher than the t-critical value, the null hypothesis was rejected (Significant).

Table1. *Mean ratings of lecturers on available social media facilities for in teaching Library and Information Science.*

S/N	Items	Mean	SD	Remark
1.	WhatsApp	1.60	0.40	Not Adequate
2.	ResearchGate for research/education purpose	3.54	1.82	Adequate
3.	Blog	2.40	0.41	Not Adequate
4.	Institutions of connected to internet	2.09	0.49	Not Adequate
5.	institutions of where can operate computer in using social media	2.00	0.23	Not Adequate
6.	Accessibility of social media to lecturers	2.00	0.23	Not Adequate
7.	Availability of software packages	1.85	0.32	Not Adequate
8.	Facebook /LinkedIn	3.66	1.90	Adequate
9.	Institutions with generators for social media	3.71	1.93	Adequate
10.	Institutions that allow students to interact through social media	2.31	0.52	Not Adequate

The data presented in Table 1 reveal that items 2, 8 and 9 above 2.50 showing that research gate, facebook and generator facilities are adequate. The remaining seven items score below 2.50 indicating inadequate state of the items in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija, and Federal Polytechnic Oko.

Table2. *Respondents mean scores on the extent of lecturers' utilize social media in teaching Library and Information Science in tertiary institutions.*

S/N	Items	Mean	SD	remark
1.	Computer	3.81	1.98	Great Extent
2.	Television/Video Machine	1.22	0.42	Little Extent
3.	Video Conferencing	2.05	0.75	Little Extent
4.	Monitors	3.77	1.89	Great Extent
5.	Scanners	2.05	0.75	Little Extent
6.	Overhead Projectors	2.02	0.71	Little Extent
7.	Internet Access	2.05	0.75	Little Extent
8.	Database	2.07	0.89	Little Extent
9.	Ms Word Windows	2.01	0.69	Little Extent
10.	Printers 3D	2.36	0.90	Little Extent

In table 2, only items 1 and 4 obtained mean ratings above 2.50. This shows that computers and monitors were used to a great extent for teaching Library and Information Science departments. The remaining eight items scored below 2.50 meaning that the listed technologies have not been used in the teaching of Library and Information Science.

Table3. *Mean rating on the effective utilization of social media in teaching Library and Information Science courses.*

S/N	Items	Mean	SD	remark
1.	Social media helps in retention of the course taught	3.02	1.04	Great Extent
2.	Use of social media as instructional resources helps to increase students' interest in the class.	3.63	1.97	Great Extent
3.	Social media helps to simplify complex ideas and at time provide clear view of object to the student	3.02	1.04	Great Extent
4.	Use of social media helps Library and Information Science lecturers to deliver lectures efficiency	3.00	1.00	Great Extent
5.	Social media enhances understanding of course content when used by lecturers	3.44	1.23	Great Extent

In table 3, the respondents showed that the utilization of social media to facilitate the teaching of Library and Information Science courses is relatively to a great extent. It means that social media are used at a great extent in the higher education.

Table4. *Summary of t-test analysis of the mean responses of male and female Library and Information Science lecturers regarding the availability of social media in teaching Library and Information Science courses.*

S/N	Item Statement	Gender	N	X	SD	Df	t-cal	t-crit
1.	Lecturers use whatsApp for lectures	Male	29	2.62	0.62			
		Female	12	1.83	0.39	39	1.09	2.00
2.	ResearchGateis used for research/education purpose	Male	29	2.38	0.94			
		Female	12	1.83	0.39	39	1.61	2.00
3.	Blog is used for administrative purpose	Male	29	2.24	1.02			
		Female	12	1.83	0.39	39	1.94	2.00
4.	Colleges connected to internet	Male	29	2.15	0.20			
		Female	12	2.05	0.23	39	0.47	2.000
5.	Colleges where lecturers can operate	Male	29	2.16	0.20			
		Female	12	1.00	0.11	39	0.29	2.00
6.	Accessibility of social media to lecturers	Male	29	2.20	0.24			
		Female	12	2.12	0.22	39	0.70	2.00
7.	Availability of software packages	Male	29	2.21	0.41			
		Female	12	1.17	0.39	39	0.56	2.00
8.	Lecturers use facebook to connect students	Male	29	2.06	0.49			
		Female	12	2.05	0.52	39	1.09	2.00
9.	Colleges with generators for social media		29	1.83	0.38			
		Female	12	1.75	0.45	39	0.91	2.00
10.	Colleges that allow students to interact through social media	Male	29	2.41	0.50			
		Female	12	2.32	0.51	39	0.91	2.00

Table 4 shows the calculated t-value for items 1-.8. All the items t-calculated values are less than the t-critical value. This implies that there was no significant difference between the mean ratings of male and female Library and Information Science lecturers regarding the availability of social media in teaching library and information science courses in tertiary institutions.

DISCUSSION AND FINDINGS

Table 1, 2, 3 and 4 showed the descriptive and inferential statistics of the study. The mean and standard deviation were the descriptive scores of the respondents' opinions while t-test provided premise for making inference on the tested null hypothesis. Tables 1 revealed that majority of the items eliciting information on the availability of social media were with low mean scores. This indicates that social media were not adequately available for teaching Library and Information Science courses. Table 2 also revealed that the available social media were not fully utilized in teaching Library and Information Science as indicated by the low mean ratings. This is in agreement with the findings of Adedeji (2011) who revealed that the level of availability and usage of ICT equipments in higher education are at low ebb. In the result displayed in Table 3, the available social media were effectively utilized in the teaching of Library and Information Science courses in the test of the null hypothesis, the results indicated that there were no significant differences between the mean ratings of male and female lecturers on the

item by item t-test analysis regarding the availability of social media in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija and Federal Polytechnic Oko. Therefore, there existed enough evidence to conclude that there was no significant difference between the mean ratings of male and female lecturers on the availability of social media in Delta State University, Abraka, Nnamdi Azikiwe, Awka, Madonna University, Okija and Federal Polytechnic Oko. The outcome of this study is in contradiction to the study of (Akanbi and Anyio 2014; Lucky Erimieleagbon, and Hope 2014) they reported that there was no significant difference between the mean ratings of male and female lecturers on the availability and usage of social media.

CONCLUSION

Many global issues have called for increased emphasis on the use of social media in teaching in tertiary institutions. Hence, many nations of the world such as USA, Europe and other developed countries have provided adequate new technological facilities and empowered their staff to use them in order to facilitate teaching/learning activities. Unfortunately, this is not the case in Nigeria. Based on the findings of the study, it was concluded that lecturers of Library and Information Science could not carry out their teaching assignments effectively as a result of inadequate funding to procure most of the social media facilities.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- Government should provide enough funds to the educational system to necessitate the provision of social media facilities in schools.
- The curriculum of Library and Information Science programme should also be reviewed to reflect the use of social media in teaching in order to disengage the mind of students from illicit personal use of social media.
- Teachers should endeavor to always upgrade their skills on new methods of instruction and knowledge to improve on their performance.

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