

**SOCIAL MEDIA PRESENCE AND AUTHORITY OF
NIGERIAN UNIVERSITY LIBRARIES**

JOSHUA SANI MAGOI

**FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2019

**SOCIAL MEDIA PRESENCE AND AUTHORITY OF
NIGERIAN UNIVERSTIY LIBRARIES**

JOSHUA SANI MAGOI

**THESIS SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

**FACULTY OF COMPUTER SCIENCE AND
INFORMATION TECHNOLOGY
UNIVERSITY OF MALAYA
KUALA LUMPUR**

2019

UNIVERSITY OF MALAYA
ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: JOSHUA SANI MAGOI

Matric No: WHA140028

Name of Degree: DOCTOR OF PHILOSOPHY

Title of Project Paper/Research Report/Dissertation/Thesis (“this Work”):

SOCIAL MEDIA PRESENCE AND AUTHORITY OF NIGERIAN
UNIVERSITY LIBRARIES

Field of Study: ACADEMIC LIBRARIANSHIP

I do solemnly and sincerely declare that:

- (1) I am the sole author/writer of this Work;
- (2) This Work is original;
- (3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
- (4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
- (5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya (“UM”), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
- (6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate’s Signature

Date:

Subscribed and solemnly declared before,

Witness’s Signature

Date:

Name:

Designation:

SOCIAL MEDIA PRESENCE AND AUTHORITY OF NIGERIAN UNIVERSTY
LIBRARIES

ABSTRACT

From the onset of Web 2.0 in 2004 by O'Reilly, usage of social media has become prevalence in academic libraries. Social media tools are used to fulfil a variety of purposes and services aiming towards achieving libraries' objectives, while people at large use social media tools to stay connected with relations, peer groups and friends. In this digital age, the ubiquity of social media in our lives has captured the imagination and attention of the entire world. Web 2.0 and social media are invariably becoming a more familiar technology that academic libraries in developed countries employ to market their services and resources to their prospective customers, although as observed in this study, this has not been the case in most developing countries in Africa such as Nigeria. Librarians as authors of knowledge are expected to manage their libraries' online social media presence and to have an effective strategy in place to create their social media authority. In this study, the researcher seeks to examine social media presence in academic libraries in Nigeria and explore how librarians engage with users to create social media authority. The study also seeks to understand academic libraries' impression on the acceptance and or rejection of social media presence and authority based on a purposive sampling of three federal universities' libraries in Nigeria. The study adopts a qualitative approach methodology in which interviews, focus groups and web analysis were the instruments used in data collection. Presentation of findings is based on Rogers' 2003 Diffusion of Innovation (DOI) framework. The results show that libraries and librarians are aware of social media and are already adopting social media platforms for both their official and private purposes. The study also found that although librarians do struggle with issues of acceptance, rejection and non-commitment on their adoption of social media, awareness on the role of social media created positive impacts on the acceptance of this innovation

in the libraries and among librarians. On the other hand, negative attitudes of librarians resulted in rejection and non-commitment of social media adoption in the libraries. Findings from web analysis meanwhile show usage of social media are still inadequate as librarians still prefer to engage on their personal platforms. Generally, while some librarians viewed social media presence as an innovation for services and entertainment, quite a few felt it is a medium used for cybercrime and deception. Notwithstanding the findings that established social media presence and authority in academic libraries and among librarians in Nigeria, the findings cannot be generalized as only three libraries were investigated in the study.

Keywords: Social Media; Web 2.0; Academic Libraries; Social Media Presence; Social Media Authority

AUTORITI DAN KEWUJUDAN SOSIAL MEDIA KEPADA PERPUSTAKAAN
AKADEMIK DI NIGERIA

ABSTRAK

Di awal penemuan Web 2.0 pada tahun 2004 oleh O'Reilly, penggunaan media sosial menjadi sangat lazim di dalam perpustakaan. Pustakawan memilih untuk menggunakan media sosial dalam melaksanakan pelbagai tujuan dan perkhidmatan untuk mencapai objektif perpustakaan. Selain itu, masyarakat amnya menggunakan media sosial untuk sentiasa berhubung dengan saudara, rakan sebaya dan rakan-rakan. Keleluasan penggunaan media sosial di zaman digital kini telah menarik perhatian dan imaginasi masyarakat dunia. Di kalangan negara maju, Web 2.0 dan media sosial telah menjadi sebuah teknologi yang semakin biasa digunakan untuk menawar perkhidmatan dan memperkenalkan sumber kepada pelanggannya. Namun di kalangan negara membangun seperti Afrika, khususnya Nigeria, penggunaan teknologi ini tidak berapa menyeluruh. Pustakawan sebagai pengarang ilmu pengetahuan dijangka dapat mengurus kehadiran media sosial di perpustakaan dan membentuk strategi yang efektif untuk mewujudkan autoriti media sosial di kalangan pengguna mereka. Tujuan kajian ini adalah untuk meneliti kehadiran media sosial di kalangan perpustakaan akademik di Nigeria serta, bagaimana perpustakawan berinteraksi dengan pengguna untuk mewujudkan autoriti media sosial di kalangan mereka. Kajian ini juga ingin memahami apakah tanggapan perpustakaan akademik terhadap penerimaan dan/atau penolakan kehadiran media sosial dan autoriti media sosial berdasarkan pengajian dari tiga universiti persekutuan di Nigeria. Kajian ini menggunakan metodologi kualitatif di mana temubual, kumpulan fokus dan analisis web adalah kaedah untuk pengumpulan data. Hasil kajian dipersembahkan berdasarkan rangka kerja *Rogers' 2003 Diffusion of Innovation (DOI)*. Hasil daripada kajian menunjukkan perpustakaan akademik dan pustakawan sedar tentang kewujudan media sosial dan mereka menggunakan platform media sosial untuk

kegunaan rasmi dan peribadi. Walaupun kajian menunjukkan bahawa sesetengah pustakawan akademik menghadapi masalah dalam penerimaan, penolakan dan ketiadaan komitmen terhadap penggunaan media sosial, kesedaran kepada impak positif teknologi media sosial telah mewujudkan penerimaan inovasi ini dikalangan perpustakaan akademik. Dalam pada itu, sikap negatif terhadap media sosial telah menjurus kepada penolakan dan ketiadaan komitmen dalam penggunaan media sosial di kalangan perpustakaan akademik. Sementara itu, analisis web menunjukkan penggunaan media sosial di perpustakaan akademik di tahap tidak menyeluruh di mana kebanyakan pustakawan masih menggunakan platform peribadi mereka untuk aktiviti media sosial mereka. Secara amnya, walaupun perpustakaan akademik melihat kehadiran media sosial sebagai satu inovasi untuk perkhidmatan dan hiburan, terdapat sebilangan yang menganggap ianya pengantara untuk kegiatan jenayah siber and penipuan. Namun begitu, walaupun kajian ini telah menunjukkan dengan jelas kehadiran dan autoriti media sosial di kalangan perpustakaan dan pustakawan di Nigeria, ianya tidak dapat diperkatakan secara umumnya untuk kesemua perpustakaan di Nigeria kerana hanya tiga perpustakaan terlibat dalam kajian ini.

Katakunci: Media Sosial, Web 2.0; Perpustakaan Akademik; Kesedaran Media and Autoriti Media Sosial

ACKNOWLEDGEMENTS

The dawn and the success of this research are thanks to God Almighty in Whom I treasured my life. I am grateful and most sincerely thank my principal supervisor, Professor Dr Abrizah Binti Abdullah for her genuine mentoring, continued support, guidance, encouragement, enthusiasm and kindness. I really appreciate everything you have done for me in making this research a success. Also, I greatly appreciate my co-supervisor, Dr Yanti Idaya Aspura Mohd Khalid for her encouragement, patience, comments and understanding. Indeed, I really appreciate the empathy of these eminent scholars (Abrizah and Yanti) for given me the support and confidence that keeps me going throughout the period of this research. I am indeed grateful to Associate Professor Noorhidawati Abdullah for her valuable comments and suggestions in all areas of this research. I indeed appreciate the entire staff, Faculty of Computer Science and Information Technology, University of Malaya for their kind cooperation throughout my study period. I owe special debt of gratitude to my friend Dr. Roselind Wan for her encouragement and kind assistance. I would especially like to thank my children for the pains of missing my presence in the family and their endless prayers, patience and encouragement during this most trying moment of my life journey. Thanks are due to all participants for their willingness and punctuality to participate in making this research a success. Finally, thanks to everyone, who either directly or indirectly assisted me during this period of struggle. I bow and say thank you all.

TABLE OF CONTENTS

Abstract	iii
Abstrak	v
Acknowledgements	vii
Table of Contents	viii
List of Figures	xiii
List Of Tables.....	xiv
List of Abbreviations.....	xv
List of Appendices	xvi
CHAPTER 1: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of Problem	6
1.3 Objectives of the Study.....	10
1.4 Research Questions.....	10
1.5 Approach to the Study	11
1.6 Scope of the Research.....	12
1.7 Justification.....	12
1.8 Definition of Terms.....	13
1.8 Significance of the Study.....	15
1.9 Organization of the Thesis.....	17
CHAPTER TWO: LITERATURE REVIEW:.....	18
2.1 Introduction.....	18

2.2	WEB 2.0.....	20
2.2.1	Concept of Web 2.0 in Academic Libraries	20
2.2.2	The Features of Web 2.0/Social Media Applications in Libraries	22
2.3	Social Media in Academic Libraries.....	27
2.3.1	Global Overview of Social Media in Academic Libraries.....	27
2.3.2	Significance of Social Media in Academic Libraries	32
2.3.3	Academic Librarians' Decision on the Adaption of Social Media.....	39
2.3.4	Social Media Presence in Nigerian Academic Libraries.....	41
2.4	Social Media Authority in Academic Libraries.....	47
2.4.1	<i>Social Media Engagement</i>	49
2.4.2	<i>Building Trust and Reputation in Social Media</i>	51
2.4.3	<i>Social Media Content</i>	52
2.4.4	<i>Social Media Status Updates/Feedback</i>	53
2.4.5	<i>Social Media Policy in Academic Libraries</i>	55
2.5	Theories Applications in Social Media.....	58
2.5.1	Social Judgement Theory	61
2.5.2	Diffusion of Innovation (DOI).....	64

CHAPTER 3: RESEARCH METHODOLOGY72

3.1	Introduction.....	72
3.2	Qualitative Research Approach	72
3.3	Methodological Literature	74
3.4	Philosophical Worldviews	76
3.5	Research Design	78
3.6	Data Collection Techniques.....	80

3.6.1	In-depth interview	82
3.6.2	Focus Groups.....	85
3.6.3	Web Analysis of Social Media Pages.....	87
3.7	Data Collection Techniques.....	88
3.8	Population and Sample	90
3.8.1	Sampling Procedure	92
3.8.2	Choice of Participants	93
3.9	Ethical Procedure.....	95
3.10	Data Analysis.....	96
3.11	Summary of Chapter Three.....	102
 CHAPTER 4: SOCIAL MEDIA PRESENCE OF NIGERIAN ACADEMIC LIBRARIES.....		104
4.1	Introduction.....	104
4.2	Participants' Profiles.....	107
4.3	Social Media Presence: Librarians' Awareness	109
4.3.1	Awareness through Attending Workshops and Seminars	110
4.3.2	Awareness through Interactions with Peer groups	113
4.3.3	Awareness through On-the-Work Experiences	114
4.4	Social Media Presence: Academic Librarians Motivation to Use	117
4.4.1	Social Influence	118
4.4.2	Ease of Use/Accessibility	121
4.4.3	Social Attitudes	122
4.4.4	Cost Implications.....	124
4.4.5	Social Media Publicity	125
4.5	Social Media Presence: Adoption of Platforms.....	128

4.6	The Rationale for Adoption/Rejection of Social Media Platforms	136
4.6.1	Technology Trend	138
4.6.2	Services Offered by Librarians Using Social Media Platforms	139
4.7	Social Media Presence: Contents' Creation	146
4.8	The Activities of Libraries/Librarians Using Social Media Platforms	157
4.8.1	Collaboration	158
4.8.2	Information Sharing	162
4.8.3	Communication	167
4.8.4	Social Interaction	171
4.9	Summary of Chapter Four	176

CHAPTER 5: ACADEMIC LIBRARIES ENGAGEMENT IN CREATING AND MAINTAINING SOCIAL MEDIA AUTHORITY 178

5.1	Introduction.....	178
5.2	Participants' Profiles.....	179
5.3	Building Trust and Reputation on Social Media in Academic Libraries.....	180
5.3.1	Librarians' Engagement in Creating Users' Trust	182
5.3.2	Maintaining Social Media Reputation in Academic Libraries	194
5.3.3	Creating Users' Trust and Reputation through Social Media Policy	215
5.4	Determining Social Media Authority in Academic Libraries.....	224
5.5	Summary of Chapter Five	238

CHAPTER 6: LIBRARIANS' SOCIAL JUDGEMENT ON SOCIAL MEDIA .241

6.1	Introduction.....	241
6.2	Librarians' Social Judgement on Social Media Presence.....	243

6.2.1	Librarians' Social Judgement on the Acceptance of Social Media.....	244
6.2.2	Librarians' Social Judgement on Non-commitment to Social Media	252
6.2.3	Librarians' Social Judgement on the Rejection of Social Media	255
6.3	Summary	264
CHAPTER 7: DISCUSSION AND CONCLUSION.....		266
7.1	Introduction.....	266
7.2	Answering the Research Questions	267
7.2.1	Libraries Social Media Presence and The Information Activities	267
7.2.2	Creating users' Trust and Reputation as Information Experts	276
7.2.3	Acceptance, Non-Commitment/Rejection of Social Media	292
7.3	Contribution of the Study	296
7.4	Limitations.....	298
7.5	Implications of the Research Findings and Further Study.....	299
7.6	Conclusion.....	301
	References.....	303
	List of Publications and Conferences Attended.....	327
	Appendices.....	328

LIST OF FIGURES

Figure 2.1: Organized matrix of literature of the research.....	19
Figure 2.2: Theories of Social Media by Ngai et al., 2015	59
Figure 2.3: A model: Diffusion of Innovation by Rogers, 2003	65
Figure 4.1: Integrated Linked of Rogers 2003 and SJT Framework Adapted.....	105
Figure 4.2: Dominant Attributes for Librarians' Social Media Motivations	118
Figure 4.3: Rationale for Adoption/Rejection of Social Media	137
Figure 4.4: Librarians Strategies in Social Media Content Creation	147
Figure 4.5: Social Media Activities Among Librarians	157
Figure 5.1: Building Social Media Online Reputation	195
Figure 5.2: University's Management Support for Social Media Authority	229
Figure 6.1: Librarians' social judgement of social media presence.....	242
Figure 7.1: Visual of the Research Findings.....	267

LIST OF TABLES

Table 2.1: Previous research findings on Social media in Academic Libraries.....	31
Table 2.2: Literature on Social Media Presence in Nigerian Academic libraries.....	46
Table 3.1: The University Libraries and Years of Establishment.....	92
Table 3.2: Action taken to ensure Trustworthiness of the study	102
Table 4.1: Participants of the study.....	108
Table 4.2: Academic Librarians Motivation to Use Social Media.....	128
Table 4.3: Websites of Social Media Presence in the University's Libraries	129
Table 4.4: Social Media Engagement: Web Analysis, April to November, 2016 ...	130
Table 4.5: Library "A" Social Media Presence on Facebook	131
Table 4.6: Library "A" Twitter: Web Analysis	132
Table 4.7: Library "A" Activities on Blogs Platform	132
Table 4.8: Library "B" Blogs	133
Table 4.9: Library "A" Activities on Twitter Platform	134
Table 4.10: Library "C" Facebook	135
Table 4.11: Academic Librarians Rationale on Adoption/Rejection of SM	145
Table 4.12: Participants' Excerpts on social media content's creation	156
Table 4.13: Participants' Responses on Information Activities	174

LIST OF ABBREVIATIONS

AL	--	Academic Librarian
CL	--	Chief Librarians
DOI	--	Diffusion of Innovation
FGD	--	Focus Group Discussion
HOM	--	Head of Media
ICT	--	Information and Communication Technology
LIS	--	Library and Information Science
NA	--	Not Available
NUC	--	National Universities Commission
SJT	--	Social Judgement Theory
SM	--	Social Media
SMA	--	Social Media Authority
SNS	--	Social Networking Sites
WWW	--	World Wide Web

LIST OF APPENDICES

Appendix A: Request For Participation In The Research	328
Appendix B: Consent Letter From Supervisor	329
Appendix C: Acceptance Letter From Library “A”	330
Appendix D: Acceptance Letter From Library “B”	331
Appendix E: Acceptance Letter From Library “C”	332
Appendix F: Un-Structured Questions For Preliminary Investigation	333
Appendix G: Interview Plan For Chief Librarians	335
Appendix H: Un-Structured Interview With Chief Librarians	336
Appendix I: Heads Of Social Media Librarians Interview’s Plan	338
Appendix J: Interview With Heads Of Social Media Librarians	339
Appendix K: Focus Group Discussion/Interview’s Plan	341
Appendix L: Web Analysis Checklist’s Plan	342
Appendix M: Screen Capture of Facebook, Library A	343
Appendix N Shows Screen Capture of Library “A” Platform	344
Appendix O: A Screen Capture of Facebook of Library B	345
Appendix P: Library A – Shows Customers’ Engagement with Users	346
Appendix Q: Screen Capture of Library B on Twitter	347
Appendix R: Screen Capture of Library B on Blogs Platform	348
Appendix S: Screen Picture of Library C	349
Appendix T: Library A: Management Decision to Appreciates Donors	350
Appendix U: Post on Facebook Page of Library A.	351
Appendix V: Screen Capture of Library C Facebook	352

CHAPTER 1: INTRODUCTION

This thesis aims to explore the social media presence and authority and to understand academic librarians' attitudes and impressions on social media in Nigerian university libraries. Chapter One sets the background to the study and describes the context of the research problem. Also, the Chapter highlights the objectives of the research and put forth the research questions. It further discusses the approach and the scope of the research. The key terms that relate to the study are highlighted and defined in this section. The chapter concludes with the provision of an outline of the foreseen chapters in this research.

1.1 Background

The evolving nature of the world and the society in the 21st century is very dynamic, especially in the area of Information and Communication Technology (ICT) and particularly on how people act and manage information globally. The Internet and the digital networked facilities in the emerging digital information world are posing challenges to libraries and librarians, especially in the area of information acquisition, organisation and accurate dissemination of same, to the actual customers of the libraries. In line with this, Dryden (2014) observes that the rapid advancement of technology has been a boom and in another hand a burden to the library profession. Another area of concern is the drive for the movement of data and content to the cloud, thinking that cloud-based information services can bring several economic and environmental benefits (Chowdhury, 2012). Scholars have observed the impact and effect on the rapid increase popularity of the Internet vis-à-vis the emergence of the social media in the library services.

Interestingly, the emergence of the Internet vis-à-vis the social networking sites (SNS) such as Facebook and Twitter services in the 21st century is in the increase and

becoming popular tools for social interactions, communication, sharing of information and services in all facet of lives. Most of these platforms are now widely used in the library and information service profession (Agyekum, Arthur, & Trivedi, 2016; Ayu & Abrizah, 2011; Harinarayana & Raju, 2010; Zohoorian-Fooladi & Abrizah, 2014), suggesting that social media sites may become preferred sources of information, as they offers some amount of social presence an a means to network. By and large, the term social media is being thrown around in which almost everyone is talking about its important at all levels. It is rarely impossible not to hear people making references to the term social media nowadays with its sundry concepts and assumptions. For instance, on the individualistic assumption, Facebook, Twitter, YouTube, MySpace are all social media sites, but that does not make sense to say everything on the Internet is a social media site (Smith, 2013).

Smith (2013) in his own notion, defines social media by breaking it into two folds. According to him, any method that is used to broadcast to the masses (the population at large) such as newspapers, magazines, television and radio is considered media. Social media is a method of social communications which provides information and allows interaction with those information (Smith, 2013). In addition, social media is a means of interactions, communication, collaboration and information sharing among people irrespective of space, time, status background and age through which they create, share and exchange ideas and information in virtual community's network (Safko, 2012; Taylor & Francis Group, 2014). Social media is also view as a group of internet-based applications that build on the ideological and technological foundation of Web 2.0 and that allows the creation of an exchange of users' generated content (Kaplan & Haenlein, 2014; Young & Rossmann, 2015; Zohoorian-Fooladi & Abrizah, 2012). It is also viewed as a medium that is being used to be social and also a category of online media where people are talking, participating, sharing, networking, and bookmarking on online

(Bowley, 2009; Mahood & Richardson, 2013; Boateng & Liu, 2014). Above all, social media is the technology that people use to communicate and socialize with other human race in a typically online activity. It can be a content created with social media tools, especially “user-generated content” created by individuals on websites that encourage content creation and sharing.

Indeed, social media or social network services focuses on building online communities of people who share an interest and activities, or who are interested in exploring the interest and activities of others (Ahmed, 2014). Social media or social networks play a vital role in information spreading, searching, marketing, and influence of discoveries. Users, most often joined social media for the purpose of entertainment, social support and finding friends (Kim, Sin, & Yoo-Lee, 2013). It was noted in an online environment that, many users usually apply face-to-face communication skills and frequent informal communications with students to enhance social presence in learning (Mykota, 2007). As a result, essential benefits of social networks today are such as that of improvement in communication and establishing a sense of community belonging among its users. In line with this basic benefits, Cooper-Simon (2008) found out that, departments in some universities update their platforms and files (records) of their staff using social media tools. It is because, according to them, such tools are easy to use, flexible, timely, and more efficient compare to the manual applications of centralised document distribution.

To this end, it is understood that social media is a powerful new form of communication technology that has changed the landscape of communication and redefining how “e-relationship” are developed and perpetuated. This signifies why the number of users on popular social media sites is growing at exponential rates (Daluba & Maxwell, 2013). It is as a result of social media attributes that people can easily share knowledge and build a following up. The favourite saying is that once “you know your readers you

will have a lot more control over your career” (Daluba & Maxwell, 2013). This innovation can be able to promote not just your books but also your apps, conferences, videos, webinars, websites and more (Daluba & Maxwell, 2013).

In Nigeria, the development of academic libraries dates back to pre-independence when the University of Ibadan and its library established in 1948. As pointed out by Aguolu (1996) and Ogunsola (2004), since independence in 1960, there has been an unrelenting upsurge in the establishment of tertiary institutions at all levels, especially university education. Successive Nigerian governments have continued to invest strongly in education. Thus, realising that university library being integral academic parts of the university emerged simultaneously with their parents’ institutions. Thus, there are many university libraries as there are many universities in Nigeria.

In any established university, the quality of teaching, research, and community services of scholars and students thereupon depend on information sources and services offered by the libraries. Undeniably, Information availability, accessibility, and use are essential to the teaching, research, and service activities of the academics in the Nigerian university system. Recently, Nigerian government policy and that of its regulatory body in tertiary education, the National University Commission (NUC) placed a renewed emphasis on education in the country aiming at addressing challenges of the third tier of education and also improving the way institutions are funded. It gave rise to the realisation of the importance its placed on the aspect of the use of ICT and full establishment of e-libraries in the universities (Olasina, 2011). Like all institutions/organizations, libraries are set up according to their missions, visions and values. In the academic environment, the mission, vision and values of the library collaborate and built upon the academic core missions, visions and values of its parents’ body. Undoubtedly, the library’s mission is to provide comprehensive information

resources and services in support of the research, teaching, and learning needs of the university communities. As such, it is noted that libraries play a significant role in the academics of any nation that focuses its attention on the development as well as modernising her educational system. The library also plays important role in providing information for research and access to knowledge in whatever format.

The dawn of social media applications in Nigerian University libraries offered new and improved services to customers of the libraries which also turned them into the multi-media environment as a result of the adoption of the technological advancements and the changing nature of the library services (Ojha, 1995). Today, almost all types of libraries in Nigeria are involved in this period and stages of revolutionary change, and librarians presently are feeling the effect of the change among themselves and in the library services.

The actualization of this new trend of change vis-a-vis cutting-edge technology of social networking sites or social media is not older than a decade in Nigeria. To that effect, such social media platforms such as Twitter, Facebook, Blogs, MySpace, YouTube and many others are used among a wide population in Nigeria particularly among university students (Ahmed, 2014). More so, the application of social networking sites has been praised by educators as well as the learners as being a medium for social capital which equally promotes lifelong learning and broadening the numbers and diversity of young people participating in educational socialisation (Ahmed, 2014; Afolabi & Gboyega, 2014; Adetola & Okeoghene, 2016).

In view of this development, there have been calls for all libraries to increase the use of social media and web 2.0 application tools to connect with the library customers in different parts of the world (Baro, Edewor, & Sunday, 2014; Carlsson, 2012; Edda Tandi, 2014; Zohoorian-Fooladi & Abrizah, 2012). The main reason is that, with the

exponential growth of the use of social media such as Facebook, YouTube, MySpace, Twitter, among others, it has become inevitable that, librarians are learning fast to accept the utilisation of these tools in the university libraries. Thus, to say, accepting the applications for these platforms in the academic libraries is one of the major ways that libraries in the 21st century can keep and maintain the ever growing and sophisticated library users of the digital age. No doubt, Nigeria university libraries are no exception. This research, therefore, is prompted to determine the social media presence and authority in academic libraries and to understand academic librarians' social media awareness and impression in Nigerian University Libraries.

1.2 Statement of Problem

From the emergence of Web 2.0 in 2004 by O'Reilly, the use of social media has become very prevalent in libraries. Librarians opted for making use of social media to fulfil a variety of objectives (Maness, 2006). The most familiar social media tools used in libraries are Facebook, Twitter, YouTube, LinkedIn, Tumblr, Instagram, Pinterest, Vine, Google Plus, and Flickr (David, 2015: Amanda, et al., 2017). These tools are mostly used in the library and among librarians for a variety of purposes and services in the academic libraries. Further, David (2015) acknowledges that social media nowadays have captured the attention of the entire universe.

This innovation (social media) has been utilized differently across the globe. People use the tools to stay connected with relations, peer groups and friends worldwide. It has some lots of potential advantages. It has the advantages of providing a direct connection to users. It is believed that a library that can establish an active presence in social media channels, such a library can share some beautiful activities or services in a new online space that patrons can have access therein (LeBlanc & Kim, 2014). Such activities could be either answering questions, conversation with users, marketing and promoting

services, sharing ideas related to library services with the community the library serve, connecting beyond the physical building and establishing a dynamic relationship with customers through social media channels (Agyekum et al., 2016; Balaji, Preedip, & Kumar, 2011; David, 2015). The strength of social media sites as information sources have also been discussed by many as the information sources are personally known to the user to a greater or lesser extent, and are therefore trusted sources and have cognitive authority.

Furthermore, librarians have been identified to use social media to promote their libraries in terms of visibility for and usage of the library services and resources (Taylor & Francis, 2014; Akporhonor & Olise, 2015). The fact remains that, those librarians that are on to Web 2.0 usage stand the chances to build powerful web-based tools (Abram, 2007; Baro, Edewor & Sunday, 2014). The web-based tools such as: search engines, web-based journals or blogs, knowledge repositories in the form of wikis, and share media chats such as podcast, videos, and photos without computer programming skills (Taylor & Francis, 2014).

Coming up with such developments, libraries have the chances to create open conversations with their users, using web 2.0 social media applications for comments, ratings, and reviews to an extent that such is facilitating easy feedback and response from users. Above all, librarians that make use of web 2.0 or social media technologies, have the opportunity to take part in the existing knowledge in their communities. They contribute in questions and answers with those in the communities that belong to social websites and even create a network of contacts to connect with virtual communities such as Facebook, SecondLife, MySpace, Twitter and LinkedIn (David, 2015). Olajide and Oyeniraan (2014) noted that social media tools are invariably becoming more and more

common technologies that academic libraries employ to market their services and resources to prospective users.

However, given the hype around social media and web 2.0 and its prevalence in the United States, UK and presumably in most developed countries, the importance of these technologies seems not to have been fully embraced and utilised in most of the developing world such as Africa and especially in Nigerian academic libraries, while organisations in Nigeria have started the adoption of social media platforms like LinkedIn, MySpace, Facebook, and Twitter in keeping update with their employees' records and communications. However, academic libraries' focus and perspective on the presence of this technology innovation in the library services still lies low despite the abundant analyses of web 2.0 and social media tools (Olasina, 2012; Adetola & Okeoghene, 2016; Quadri & Adebayo, 2016). Research shows that more than half of librarians in Nigeria are yet to have in-depth knowledge of social media and even those enlighten ones about social media, they still use the tools for mostly chatting and *gisting* (Olajide & Oyeniraan, 2014; Fasola, 2014; Akporhonor & Olise, 2015).

Previous studies have reported on various topics of interest and perspective on social media in academic libraries in Nigeria, for instance, on Awareness (Adeleke & Habila, 2012; Atulomah & Onuoha, 2012); Usage (Ezeani & Igwesi, 2012), Professional Development (Olajide & Oyeniraan, 2014; Onuoha, 2013)), Knowledge Sharing (Olajide & Oyeniraan, 2014) and Motivations of using Social Media in Libraries. Social media are evolving into important sources of information that complement traditional information sources, yet there is a paucity of research on the extent of them as trusted sources and have cognitive authority, since the information on social media are mainly user-generated, and customized for the requestor. Nevertheless, how librarians form an impression of their social media presence and authority is not known. Social media as it

is known as a powerful marketing platform that when used adequately can facilitate individuals/librarians to reach an unlimited number of potential customers with little monetary investment.

Just as the world is dynamic, likewise also, knowledge and technology innovation changes along with the users. Librarians as knowledge providers, are also faced with conflicting challenges of making their presence felt in the global trend of diverse changes in the information technology innovation. At the same time, librarians as authors of knowledge are expected to manage their library services and activities largely in this digital age, through online social media presence and to have greater strategy in place to create social media presence and authority. It is much more likely that, academic librarians' relevancy can as well be felt if they provide user-centered services via Web 2.0 or social media applications in the academic libraries. Hence, alternatively, the need for academic librarians to synchronize their services to the Web 2.0 world so that to meet up with their users' needs remain paramount.

From the preceding, till date we know little about how social media activities are handled in the academic libraries. More so, there has not been records found to have established the existence of social media presence and to how librarians create their social media authority in Nigerian academic libraries. It is unlikely that many academic libraries in Nigeria are yet to create a dedicated social media library positions. Thus, the focus of this research is to explore social media presence and to understand how librarians strategize to create social media authority in the university libraries. The study seeks to explore academic librarians' perceptions of social media presence and activities and how such innovations are being coordinated and managed in order to earn social media authority in the academic libraries. The study seek to identify issues among others that affects the creation and maintenance of social media presence and authority in the

university libraries so that libraries and librarians would have adequate sense of awareness to enable them to be more committed to this laudable innovation in the academic library settings.

1.3 Objectives of the Study

This study aims to place on record the prevalence of social media presence in academic libraries and to investigate the academic librarians' attitudes and perception of social media presence and authority in Nigerian University libraries. According to Taylor and Francis (2014), librarians and the users are very much social media engaged. Academic libraries are into the use of social media to connect to other libraries, build a sense of community with others and other institutions, reaching users in their homes through social media, publicise events, services, news and collaborations and seeking peoples' opinions about their services since the dawn of Web 2.0 (Edda, 2014). Given the foregoing, this research is set to address this gap through the following objectives:

- a) To examine the presence of social media in academic libraries in Nigerian Universities;
- b) To explore how academic libraries and librarians, engage with users in creating social media authority;
- c) To understand academic librarians' impressions on the acceptance and or rejection of social media presence and authority.

1.4 Research Questions

Four research questions were formulated in order to achieve the above objectives. They are:

- a) How do academic libraries create their social media presence?
- b) What activities do the libraries engage in on social media?

- c) What do academic libraries do to create users' trust and reputation in order to build their social media authority as information experts?
- d) How do academic librarians form impressions of acceptance/rejection of social media presence in the university libraries?

1.5 Approach to the Study

The study adopts qualitative research approach, using three Federal Universities in Northern Nigeria, namely: Ahmadu Bello University, Zaria, University of Jos and University of Abuja as the case setting. The researcher applied face-to-face interview with the management of the University libraries (Chief Librarians) on the “how” and “what” informed the establishment of social media presence in the academic libraries. Heads of social media units are participants in the study. They provided information on the aspect of managing the application of social media tools in the university libraries. In each of the three federal universities understudy, a focus group was formed. An interaction and discussion sessions were organised, and, an opened pro quest focus on how social media is being perceived and applied in the libraries; the librarians' impressions, attitudes and their responses to this global trend of social media presence and authority in the university libraries. The interactions and discussions reflected and linked to the theoretical lens of Social Judgment Theory which anchored on the latitude of acceptance, rejection and or non-commitment of academic librarians on social media presence and authority in the academic libraries. Thus, any idea or responses from the participating members of the group signal the level of acceptance of social media in the academic libraries, or level of rejection or otherwise the non-commitment of academic librarians on social media presence in the university libraries.

All discussions centred on academic libraries and librarians' attitudes, perceptions and understanding of social media presence and authority in libraries. Also, in the area that

the researcher cannot examine and authenticate from the participants, their social networking sites (SNS) were viewed (web analysis) and comments found on the walls of their web pages formed part of the sources of data collections. Chapter three revealed details, the methodological approach of the study.

1.6 Scope of the Research

This study was carefully planned and designed to focus attention only on the research objectives. Efforts were made to ensure efficiency and reliability of data, in spite of the challenges that the researcher encountered on the way. The boundary of the study was limited to three federal universities in the northern part of Nigeria. They are Ahmadu Bello University, Zaria; University of Jos, and the University of Abuja. Only the Chief Librarians who are the administrators of the university libraries and the Heads of social media units of these three universities were the participants in this research. In addition, three focus groups, each from the university understudy was organized to generate more data and enhanced the reliability of the study. The focus groups brainstormed over issues that affect the awareness, motivation, adoption and utilization of social media in the academic libraries. The researcher relied on those librarians that were members of committees saddled with the responsibility to initiate the implementation of social media in the university libraries as part of the criteria in selecting members of the focus groups. Only ideas and comments of those librarians who have the knowledge of social media and are the staff of the university libraries were sorted and made useful in the research.

1.7 Justification

The choice of these three university libraries: Ahmadu University Bello (ABU), Zaria, University of Jos and University of Abuja (UA) for this research was based upon their reputations in terms of academic standards and the availability of infrastructures in the Nigerian University libraries and Africa at large. Notably, Ahmadu Bello University,

Zaria, is among the first pioneer universities in Nigeria and by academic standard, is ranked number 46 top universities in terms of academic and research in Africa (NUC, 2015). The University of Jos falls into the 3rd generation universities in Nigeria and by National Universities Commission (NUC) standard, the university ranked number eleven (11) out of one hundred and sixty-seven (167) universities in Nigeria. By Africa standard, University of Jos ranked among the top two hundred in terms of academic and research. The University of Abuja, was established in 1988, and is located in the Sub-Urban setting of the large town of Abuja, in the Federal Capital Territory of Nigeria. According to NUC (2015), academic standard University of Abuja ranked number 38 out of the 167 universities in Nigeria. And, by Africa standard, University of Abuja in 2016, ranked top number 81 in terms of academic and research. Besides, the researcher during the pilot study found that the three university libraries have enough manpower and the required infrastructures, such as Information Communication Technology (ICT), availability of internet and so forth. More so, the academic librarians were willing to participate in responding to the researcher's investigations on the research topic. With the above impression on these three universities in the northern part of Nigeria, the researcher found them worthy and adequate for this research.

1.8 Definition of Terms

The terms below have occasionally been explained in the text where applicable, but there is still need for a brief explanation of the terms to guide and direct readers to understand deeper on the use of such terms in this research.

Social Media: Social media is defined as a group of internet-based applications of web 2.0 and allow the creation and exchange of user-generated content (Kaplan & Haelein, 2010). The term social media and web 2.0 are often used interchangeably in the literature. In this research, social media refers to a wide range of social networks such as Facebook,

WhatsApp, Twitter, YouTube and Instance messages among others, that uses associated mobile and handphones devices such as smartphones, tablets and laptops for collaboration, interaction, participation and communication. While Web 2.0 refers to those new technologies such as Social Networks Sites, Instance Messaging, Wikis and Blogs that are meant for interaction, collaborations, and participation using the internet.

Social Media Authority: *Authority* is often referred to as “the power to give order or make enforce decisions, a quality that makes something seem true or real, or a citation (as from a book or file) used in defense or support) the source from which the quotation is drawn; or power to influence or command thought, opinion, or behavior (Merriam, 2012). Lankes (2008) defines authority as a trusted souce used in place of a given idnividual’s credibility decisions. However, in the context of this research, social media authority means compelling users to accept and belief on the academic library social media presence based on the trust and reputation of the platforms. In other words, social media authority refers to the presence and the influence of social media on the users.

Social Media Presence: Social media presence relates to the existence of social media platforms such as Facebook, Twitter, Blogs, Google+, LinkedIn and others, being integrated by the university libraries and among librarians for communication and services (Bowley, 2009; Kaplan & Haelein, 2014; Taylor & Francis Group, 2014). In the context of this study, social media presence is described based on Rogers (2003) framework as an innovation-decision process in which librarians becomes aware, motivated and conceived the decision to adopt and utilize the social media platforms in the academic libraries and among the academic librarians.

Academic Libraries: The term Academic libraries in this study refers to libraries that are directly established and funded by the university management as the sold funding

body. Therefore, the term academic libraries will be used interchangeably with university libraries in this research.

Academic librarians: In this research academic librarians referred to those active and serving professional librarians who are holders of either first degree, Master or PhD in Library and Information Science.

Acceptance: *Acceptance* in this research, refers to the academic librarians' positive attitude in decision-making and feelings of commitment in recognition of social media presence and utilization in the academic libraries and among their professional colleagues.

Non-commitment: In this research, *non-commitment* refers to those librarians who were neither *yes* or *no* towards acknowledging social media presence in the academic library. Such behavior may result from the low level of familiarity about the important of social media innovation by those librarians in the academic libraries. According to social judgement theory, *non-commitment* contains things about which the individual has no real opinion (Cooksey, 1996).

Rejection: *Rejection* in this research refers to those librarians who conceived negative impression about social media presence and cannot tolerate the use of this innovation in the library. According to social judgement theory, those that have the negative impression and conceived rejection attitudes in their mindset, are hardly to be persuaded for a change of position (Cooksey, 1996).

1.8 Significance of the Study

The research aims to place on record, how librarians establish their social media presence and maintain users to earn social media authority in Nigerian University Libraries. Although, the adoption of social media in academic libraries for knowledge sharing and

information delivery has for the most of the globe been given little attention in library and information science research, especially in the developing countries. While, in many fields of knowledge, social media studies is already a popular area of research among scholars (Munar & Jacobsen, 2013; Costa, 2016; Mazman & Usluel, 2010). However, studies on social media usage beginning to emerge in academic libraries (Ayu & Abrizah, 2011; Boateng & Liu, 2014; Akporhonor & Olise, 2015; Edda, 2014; Harinarayana & Raju, 2010; Zohoorian-Fooladi & Abrizah, 2014). Most of the studies leapt up significant literature on the adoption and utilisation of social media in academic libraries, with emphasis and stages on the knowledge gaps for future research. However, upon the numerous academic research on social media in library and information science (LIS), no empirical study related to academic libraries and librarians' attitudes on social media presence and authority in academic libraries especially in the developing world like Africa and particularly Nigeria.

Given to the foregoing, this research contributes significantly, in adding value to theoretical and methodological applications in Library and Information Science (LIS) research. Theoretically, this study provides researchers the premise that could be used to judge or evaluate social media prior to acceptance and adoption for use among librarians and the academic libraries. The research picture how librarians become aware and motivate to use social media platforms through the applications of a framework which can also be applied to other similar research in library and information science. More so, the identification of the attitudes and perceptions of academic librarians on social media in academic libraries and how they form an impression of this new technology innovation in LIS. Besides, the research serves as a gateway for academic libraries and librarians to know how to be more committed to this laudable innovation in the academic library setting through the theoretical framework used in this research. Above all, universities

would as well, find this research worth encouraging and adopting in their libraries and research centres to satisfy the curiosity of the 21st century users of the academic libraries.

1.9 Organization of the Thesis

The research is organised into seven main chapters. Chapter One presents an introduction and background to the study and discusses the research problem, objectives and research questions. Chapter Two examine and offers related literature to the research topic. Chapter Three describes the research design and the method adopted in conducting the study. Chapter Four reports the findings on the social media presence based on the first four steps of Rogers 2003 Diffusion of Innovation (DOI) framework. Chapter Five reports the findings using the fifth step of Rogers 2003 with modification based on Rogers 2010 Innovation-Decision process. While Chapter Six reports applied social judgement theory to understand librarians' social attitudes on the acceptance, non-commitment or on the rejection of social media utilization in the academic libraries and among librarians. The final Chapter Seven, discusses the research findings and conclusion was drawn from the study with summary and recommendations for future studies.

CHAPTER TWO: LITERATURE REVIEW:

2.1 Introduction

This chapter provides a cohesive review of literature relevant to this research. The review covered published literature in various parts of the globe, ranging from developed nations like Europe, America and Australia and the developing nations. More focus on the literature revolved in the developing nations of Asia and Africa, and, finally culminated to Nigeria which is the stream of the research. The reviewed articles centered on published literature that are majored on social media, Library and Information Science (LIS) and Social Media Authority. Most consulted literatures are within the top-tier journals, conference papers, monographs and books related to the theme of this research in the LIS discipline.

The literature is organised into five main sections (Figure 2.1). Section one centered on Web 2.0 and examines the various concepts and emerging of social media. Section two centered on social media prevalence in Academic Libraries at the developed and the developing world. The section also review literature on academic librarians' alternative based on the societal trend of the Internet in the 21st century. It further focuses on various literature on social media presence in Nigeria academic libraries and its significant in the

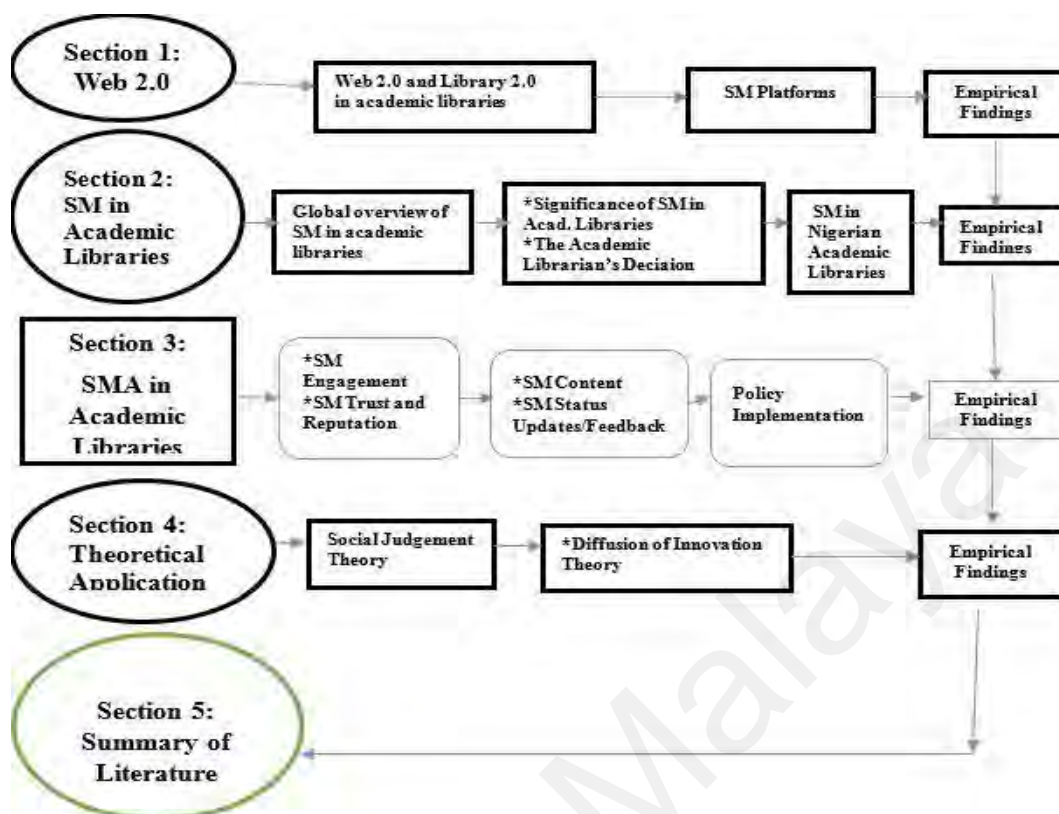


Figure 2.1: Organized matrix of literature of the research

academic libraries. The section centered on building trust and reputation to earn social media authority. It concludes by examining related social media policy implementations in academic libraries. Section four discusses the theoretical lens of the research. It takes a cursory look at the theoretical application that justifies this research. Social Judgement Theory (SJT) and Diffusion of Innovation (DOI) emerged suitable for the research because the theories accounts for the way people do things and the way people act in a given situation. Being a qualitative researcher, the theories served as theoretical lens to determine academic libraries and librarians' social media presence and to understand academic librarians' attitudes and their impression on social media presence and authority in Nigerian university libraries.

2.2 WEB 2.0

2.2.1 Concept of Web 2.0 in Academic Libraries

Web 2.0 is the general term for new technologies, applications and services that enable users to interact and personalize websites (Anttiroiko & Savolainen, 2011). The term 'Web 2.0' is socially known as the second incarnation of the internet refer to the changing trends in the usage of World Wide Web (Web 1.0) technology and Web design that aim to enhance creativity, communications, secure information sharing, collaboration and functionality of the Web (Abram, 2007). The (Web 1.0) has come a long way in a very short time. It's appeared in the 1990s fundamentally as a worldwide publication and exchange network. In the 2000s current forms of online communities, social networking and user-generated content sharing started to change the logic of the use of this networking concept of Web 2.0 (Anttiroiko & Savolainen, 2011). Slightly more than a decade, the world started undergoing a rapid increase of information explosion and even those who prepared their library web pages learned to code in HTML or used What You See Is What You Get (WYSIWYG) editing software to design mainly static web pages (Baumbach., 2009).

The concept of Web 2.0 invariably led to the growth and evolution of Web culture communities and hosted services, such as social-networking sites (SNS), video sharing sites, wikis, blogs, and folksonomies (Anttiroiko & Savolainen, 2011). The term became notable after the O'Reilly Media Web 2.0 conference in 2004. Tim O'Reilly coined the term "Web 2.0" as the second generation of World Wide Web (WWW) which have been embraced as the general term for new technologies, applications and services that enable users to interact and personalise the websites (Holmberg, Huvila, Kronqvist, & Widen, 2009; O'Reilly, 2005). The ability to improved collaborating functionality is one of the major characteristics of Web 2.0. More so, Greifender, Cuong, & Nguyen (2008) identified that Web 2.0 allows users to generate, describe, post, search, annotate and

interchange online content in numerous forms ranging from music and photographs to bookmarks and documents.

Many recent trends in technological development have a close connection to Web 2.0. They are such as ubiquitous networks, Radio Frequency Identification (RFID), location-based services (LBS) and open source software (Hughes, Rowe, Batey, & Lee, 2012). The ambiguity of this concept Strickland (2008) said, is increased by the fact that some scholars (writers) have already begun to spread about Web 3.0 as a result of the introduction of universal intelligence into the interactive network. Anttiroiko and Savolainen (2011), noted that the terminological ambiguity of Web 2.0 has increased by the fact that sometimes the phenomena related to is often referred to as social media. Lietsala and Sirkkunen (2008) further emphasised that the latter can be understood as a narrower concept than web 2.0 because it emphasises 'social' uses of the new media.

The impact of web 2.0 services overemphasis regarding increasing user participation, implications of user-generated content for academic practices and intellectual property issues. As corporate organisations worldwide thrive on modern technologies, the applications of web 2.0 domain in the field of Library and Information Science (LIS) is no exception. The web 2.0 domain created platforms as an experimental field to be accepted and implemented for rendering virtual digital library services to customers in the academic libraries (Boateng & Liu, 2014).

Coined and fathomed by O'Reilly, in 2004, the web 2.0 conversations today have the power to drive massive revolutions in the media landscape and almost everything that affects humanity. The daily activities of academic libraries and librarians are being transformed with web 2.0 technologies. A study on the implications of Web 2.0 for academic libraries observed that many academic libraries in the US are beginning to leverage the power of these new technologies to offer better and essential services to their

customers (Barker, 2008). It is done using integrating Web 2.0 services into their web presence, library instruction programs, and reference services. However, Barker (2008) noted that the implementation of these services has huge implications on how libraries now and in the future, will stay relevant to their communities and how they will face the next generation “Y” of new information technology (Barker, 2008)

Buigues-García and Giménez-Chornet (2012), emphasizes the impact of web 2.0 known as the social web that provides libraries with the skill to engage with customers. This skill can be through communications and information sharing on a variety of library-related issues. It can be through encouragement and promoting library resources and services. Such services spread beyond the physical boundaries of library structures.

Viewing the trend of technology development, it's hard to study web 2.0 without encountering the phrase social media or social networking. It is in line with this backdrop that Zohoorian-Fooladi & Abrizah (2014) acknowledges that, social media has been used interchangeably with the term Web 2.0, thus, conveyed significant phenomenon in library and information services. Thus, the terms web 2.0, social media and library 2.0 concepts are interrelated. This research therefore, will be using Web 2.0, Social Media, Library 2.0 Librarian 2.0 interchangeably.

2.2.2 The Features of Web 2.0/Social Media Applications in Libraries

(a) Facebook

The originators of Facebook, Zuckerberg, et al. (2004) defined the site as “social utility that connects individuals with the people in the community”. Gradually as it started, Facebook suddenly spread around the globe and become an indispensable part of life for most individuals. This platform does not serve mainly for communication only, but also for online socialisation. Charnigo and Barnett-Ellis (2007) suggested that those librarians

who are passionate about the potentialities of online social networking are advised to use Facebook for social media engagement and to promote library services and events. Currently, most literature about social networking focuses on Facebook. It is evident from the higher number of social networking articles on Facebook in the library literature that are found in the databases compared to other social networking platforms. Harinarayana and Raju (2010) discovered that Facebook social networking had been the most popular and is being used in libraries. Boateng and Liu (2014) identified that Facebook was found to be the most modern web 2.0 applications in the academic libraries with a 100% participation rate in the US. Academic Librarians (AL) use this platform for outreach, engagement and interaction, gearing towards promoting themselves and their services within their communities and beyond. Agyekum (2016) found that, Facebook was highly used among the professional librarians in the academic institutions. They further identified that academic librarians became aware of this platform through private studies, workshops, on the job training, and interaction with colleagues. Most academic librarians use Facebook to engage with their professional colleagues purposely for the dissemination of library news, library events, group discussion, general library information, social engagement and sharing e-resources (Baffour, 2016).

(b) Blog

Ellyssa (2008), stated that blog or weblog is an online journal or website on which articles are posted and displayed in chronological order in which their content centres around a particular theme. Harinarayana and Raju (2010) admitted that blogs are more of a personal diary and, are the most widely used web 2.0 features. Also, one of the most recognised pioneers of the blogging crusader, Winner and Galbreath (2004) acknowledged that “Weblogs are often-updated sites that point to articles elsewhere on the web, frequently with remarks, and to on-site articles.” Apparently, Weblogs are

growing media through which libraries and librarians use such a platform to engage in operations and market their services. Academic Librarians use blogs to engage in collaboration and as well to promote their libraries services such as news about the library and outreach services. Literature revealed that librarians engage in the use of blogs to share news about their conferences, sharing job experiences, writing scholarly articles and academic conversations (Adeleke & Habila, 2012). There are more several activities in which weblogs are used in libraries. The activities are such as provision of news and information to users and librarians; the provision of links to suggested internet resources; book reviews; announcing new arrivals, providing entertainment and amusement to users; providing research tips and as well, for communication among librarians (Clyde, 2004). According to Clyde (2004), in Canada, Europe and the USA, there was over 350 % increase in the number of weblogs created and maintained by libraries between 2003 and 2004.

(c) **Google+**

Google+ is a social networking service that came into existence in 2011. According to Kairam, Brzozowski, Huffaker, and Chi (2012), Google+ is planned around selective sharing and consumption of information. Gilbert and Ovadia (2011) confirmed that it is a social networking site, where individuals can add friends and grasps a stream of their news and posts. Google+ is found to be of benefit for libraries and librarians because it is more flexible in secrecy and in targeting advertisement (Richards, 2016; Thomsett-Scott, 2014). Thus, it is identified to be a valuable tool for creating a unified social presence. It is one of the reasons libraries are making use of it for their events, user contacts, file creation and storage, as well as photo storage and editing (Thomsett-Scott, 2014). The standard features of google+, create chances for individuals to engage with one other. Richards (2016) found that Google+ provide an insight and also gain insight

to converse and engage with people in the community. Thomsett-Scott (2014), acknowledged that libraries could as well get the benefit of Google+ if they use it as much as possible by engaging librarians and creating Google communities.

(d) Twitter

Twitter is currently rated next to Facebook been the largest social media site (Zimmerman & Deborah, 2015). It is placed to be one of the easiest platform to start testing the social media presence (twitter.com). It is because no specialised tools that are necessarily required for one to use Twitter. More so, statistics show that over 280 million monthly users, and up to 500 million tweets, re-tweets sent daily according to Richards (2016) that spelt out the chances of people in every community using Twitter (twitter.com).

There are various reasons why libraries and librarians use Twitter. Some academic librarians use it for communication purposes while some are to listen to their customers' complaint. More so, some use it to make connections and engage with people within and outside the library; some are for engagement among colleagues and some to promote library services (Gunton & Davis, 2012; Jain, 2014; Nakhasi et al., 2012; Thomsett-Scott, 2014). It affirmed that Twitter is an excellent platform to build conversations and engage with professional librarians to address mutual interest. It is supported by Raghavendra and Jagadish (2014) that, as SNS is used for collaboration, sharing and exchange of information, Librarians preferred Twitter platform for engagement among themselves because it is quick, easy and concise, and also possible to schedule tweets.

(e) LinkedIn

Unlike Facebook, Twitter or Google+, LinkedIn is popularly used for professional networking. According to Skeels and Grudin (2009), LinkedIn is a professional network site that is purposely aimed to link individuals through work relationships, particularly through secondary contacts. LinkedIn groups are more of forums where the group's

members can engage in asking and as well answering questions and also sharing ideas among their professional colleagues. Such groups are formed base with whom they know and trust. Thelwall and Kousha (2014)) identified that LinkedIn has adapted to academics to some extent by giving users the option to list publications in their profiles. Mainly as it is, LinkedIn as a social network has created an opportunity for professional colleagues to learn about the individuals in their groups. It has also engaged in broad topics of interest among members; create subgroups to focus on specific issues dominating the entire group; and, individuals in the primary group may get to know and connect with people and vice versa (Zimmerman & Deborah, 2015). Richards (2016), emphasised that targeting engagement is a most if you are to succeed on LinkedIn.

(f) WhatsApp

The most efficient stimulating Mobile Instant Messaging (MIM) applications at present is WhatsApp. Church & Oliveira (2013) stated that “WhatsApp messages are being exchanged more often, more conversational, more communicable within closer social circles, and are used more often for group-based communication than SMS.” WhatsApp is a cross-platform instant messaging app that permits individuals to exchange messages without any charges (Church & de Oliveira, 2013).

The users of WhatsApp communicate with their members through text messages, video, images, and audio messages. Aharony and Gazit (2016) acknowledge that “WhatsApp is a closed platform which one can see and accept posts and videos from people who are not known, but are part of one’s contacts.” The benefits of WhatsApp apps according to Ansari, Yilmaz, and Alouini (2016) are privacy features; group sharing; no limitation; less cost; the immediacy of delivery; visual feedback; reliability; calling facility and choice of technology among others. These points are vital in connection with academic librarians’ social media engagement activities. Librarians engage in a discussion forum

using WhatsApp applications. Academic librarians engage with their colleagues in WhatsApp groups at various levels. They use the WhatsApp platform for the instructional purpose; recreational purpose; information and educational purpose. It is very clear that WhatsApp has many features and is used in libraries for many services deliveries.

2.3 Social Media in Academic Libraries

2.3.1 Global Overview of Social Media in Academic Libraries

The review of the present literature shows that academic libraries, particularly those in the advanced world like Europe and America and developing world like Asia and Africa, have positively incorporated social web tools in their library services (Linh, 2008; Mahmood & Richardson, 2011; Tripathi & Kumar, 2010; Wordofa, 2014; Zohoorian-Fooladi & Abrizah, 2014). On the other hand, there has been the slow pace of the utilisation of the webs' tools by academic libraries in most of the developing world especially Africa (Tripathi & Kumar, 2010). Also, Wordofa (2014), noted that the status of Web 2.0 usage in academic libraries in Africa had not been sufficiently documented despite the considerable growth in the use of the Internet facilities in the region.

Consequentially, Wordofa (2014) maintains that Web 2.0 stands for the second-generation web designed which is meant to expedite social relationships, sharing of information, interoperability, and communication. Mahmood and Richardson (2011) identified Web 2.0 tools to includes: Wikis, Instant Messaging (IM), Blogs, Social Bookmarking and Tagging, Real Simple Syndication (RSS), Media Sharing Sites, Social Networking Sites (SNS), among others. He also found that the utilisation of social media tools to enhance knowledge sharing among knowledge workers (Librarians) is still in its early stages in higher learning institutions in Tanzania, but then, there was much interest

shown in them for integrating and utilising social media tools to support knowledge sharing within such higher learning institutions.

Liu (2008) described academic library websites as the libraries' virtual presentation to the world. While Harinarayana and Raju, (2010) admit that libraries are embracing Web 2.0 technology because it has become one of the new areas of enormous attention globally. The Web 2.0 technology has fascinated the courtesy of libraries all over, as a means of promoting and extending their services (Harinarayana and Raju, 2010). This is in agreement with (Birdsall, 2007) that, Web 2.0 is a "social movement." It is then believed that Libraries are into the trend of social change, thus, known as Library 2.0, which is an offshoot of Web 2.0 technology.

Chua and Goh (2010) conducted a study on the widespread applications of Web 2.0 in higher education and public libraries in North America, Europe and Asia, adopting a quality framework for library websites and content analysis. The study found that Blogs and RSS are the most popular used Web 2.0 tools, followed by Instant Messaging (IM), while SNS, Wiki, and tagging remained less prevalent.

In Australia and New Zealand, a search on 47 academic library websites was conducted and found that there was a general interest in Web 2.0 tools but the level of application was low (Linh 2008). Another similar survey was conducted by Nguyen (2008) assessing the Australian University libraries on the use of web 2.0 through content analysis method using the home pages of 37 university libraries. The study revealed that among web 2.0 technologies utilised, RSS was the most tool used and noted that IM utilisation was very low.

Xu (2007) had earlier conducted a surveyed of 82 academic libraries in New York and Long Island. The study reveals that RSS, IM, Blogs were the leading web 2.0 applications

that are used mostly than such as Podcast, Bookmarking (Xu, 2007). In the same vein, in New York, a survey was conducted in 2009 among 81 academic libraries and found that seven types of web 2.0 tools were engaged to various degrees by 34 libraries and also discovered that the librarians have more interest among themselves than the users (Xu, et al. 2009).

In a related research conducted by (Boateng & Liu, 2014) to explore Web 2.0 technologies usage and trends in the top US academic libraries reveal that all the 100 academic libraries have a social media presence on Facebook and Twitter. Invariably, SNS is the most used Web 2.0 platforms which the libraries in the US were using to upload photos, share links and videos and market most of the activities of the libraries.

David (2015) researched on why people use social media (1991 – 2015) in the U S A, found out that the web at 25 in the United States amongst adults, 87% use the internet, 68% connect to the web with mobile devices, 90% own a cell phone, 58% with a smartphone. This development shows that social media channels were growing and had captured the whole universe (David, 2015). Hence, SNS is a place for libraries to share what is going on at the library and to reach their customers where they are “*hanging out*” on social media.

In the developing world Edda (2013) found out that web 2.0 applications among academic libraries were low. Several kinds of literature observed in the Asian countries such as, in Malaysia (Ayu & Abrizah, 2011), India (Preedip & Kumar, 2011), China (Han & Liu, 2010), and Pakistan (Qutab & Mahmood, 2009). Research conducted by Haewoon, Changhyun, Hosung, & Sue (2010) to investigate the usage of Twitter among the top Chinese university libraries, discovered that the use of web applications was still relatively low.

Stuart (2010) conducted a study to know the way institutional libraries make use of micro-blogging service and Twitter. The study reveals that the application programming interface provided by Twitter is one factor for its success and noted that web 2.0 technologies had limited the walls between library users and the librarians. Tripathi & Kumar (2010) observed that web 2.0 applications such as Vodcast, RSS, SMS, IM, Podcast and Blogs are becoming very popular while Wikis has been very low.

Studies in the African continent revealed that in French-speaking countries, academic libraries had embraced the applications of web 2.0. This has also been observed in another part of Africa like West Africa: (Sambo, 2010), Tanzania (Banda, 2011; Muneja & Abungu, 2012), Zambia (Banda, 2011), South Africa (Wood, 2009), Kenya (Edda Tandi, 2014), and Eastern African Region (Chisenga & Chand-Mallya, 2012). Most of the literature revealed that academic libraries in most of Africa countries are beginning to recognise the potentiality of web 2.0 platforms and making an effort in adopting the use of the web. However, it was observed that in the central, eastern and southern Africa regions including Nigeria, academic librarians make use of social media in engaging with their colleagues rather than taking advantage of them to improve library service delivery (Chisenga & Chand-Mallya, 2012; Edda Tandi, 2014; Olasina, 2011). Table 2.1 presents the highlight of previous research findings indicating the objective, methodology and results of the studies.

Table 2.1: Previous research findings on Social media in Academic Libraries

Author	Year	Objective	Methodology	Results
<i>Boateng, F and Liu, Y, Q.</i>	2014	<i>The research aimed to explore web 2.0 technologies usage and trends in top US academic libraries</i>	<i>Content Analysis/Quantitative approach</i>	<i>The result revealed that all academic libraries in the US had a social media presence on Facebook and Twitter</i>
<i>Mahmood, K. and Richardson, J. V.</i>	2013	<i>Impact of Web 2.0 technologies in academic libraries: A survey of ARL Libraries</i>	<i>Quantitative</i>	<i>The academic librarians were using some form of technology such as RSS., blogs, SNS and Librarians preferred the advantages of Web 2.0 over its disadvantages</i>
<i>Harinayan a, N. S. and Raju, N. V..</i>	2010	<i>The study explored the trends in the applications of web 2.0 and library 2.0 features through university websites around the world</i>	<i>Content Analysis/Quantitative Approach</i>	<i>Only 37 university libraries use RSS for information dissemination and announcement, and 15 universities provide blog space for users. IM was widely applied while some platforms like PodCast and Vid Cast are still at their infant stage.</i>
<i>Riza, A. and Abrizah</i>	2011	<i>The research explored the application of Facebook among Malaysian academic libraries to provide academic libraries with ideas for best practices of using SNS with their users</i>	<i>Content Analysis</i>	<i>Only three academic libraries were fully utilizing their Facebook, and they mostly used for marketing and as well creating awareness of their libraries services</i>
<i>Zohoorian-Fooladi, N. and Abrizah, A</i>	2014	<i>The research was to identify the prevalence of SM usage of Malaysian academic libraries and to examine the rationale for creating SM presence and obstacles librarians faced in SM participation among their professional colleagues</i>	<i>Qualitative</i>	<i>Librarians were not committed to engaging themselves with Social media usage in the libraries</i>
<i>Wordofa, K. H.</i>	2014	<i>The research aimed to explore the extent of web 2.0 adoption by libraries of top universities in Africa and focusing on identifying the extent of utilization, types of web 2.0 technologies and how they are used.</i>	<i>Content Analysis and documentary analysis was applied</i>	<i>About half of the libraries have adopted one or more web 2.0 technologies. Social Networks were the most widely adopted, but the utilization in Africa was very low.</i>
<i>Lwoga, E. T.</i>	2014	<i>The research was aimed at demonstrating work undertaken by Muhimbili University of Health and Allied Sciences (MUHAS) library to integrated web 2.0 in its functions to enhance the quality of its services in Tanzania</i>	<i>Quantitative using survey method</i>	<i>It was revealed that web 2.0 technologies could be implemented efficiently based on the university goals.</i>

2.3.2 Significance of Social Media in Academic Libraries

It is indisputable that the digital lifestyles of people nowadays are rapidly changing as Web 2.0 technologies and social media tools become more integrated and essential in businesses and the academic environments. Unlike in the mid-2000s, librarians and the general public from the U S did not think that libraries had a role in social networking (De-Rosa et al., 2007). The potential of using social networking in libraries has been established through the usage of several SNS like Facebook and MySpace (Chu & Meulemans, 2008). According to Chu and Du (2013), librarians found it useful and advantageous when they wished to communicate with colleagues to answer users' enquiries, thus providing answers to users' queries more efficiently.

According to Wordofa (2014), the social web tools offer libraries with the competency to involve with users in reciprocal communication sharing on a variety of library-related issues. The tools enable libraries to reach out to a larger number of patrons, and also attract new supporters to make use of the library resources and services (Casey & Savastinuk, 2006). Redden (2010) highlights that all these services could be achieved at little or no expense.

Cao (2009), conducted a survey of Chinese libraries status and development, in response, the participants affirm that is not easy to quantify the values of Web 2.0 or rather Library 2.0 technologies which have attributed to Chinese libraries and their services. Cao (2009) identified 9 essential attributes of social media as part of value added to libraries and services through Web 2.0 applications:

- a) Deepen library's relevancy to users;
- b) Enhanced library's image;

- c) Allowed productive, collaborative, timely, convenient services so as to improve service level and excellence and broaden the range of services;
- d) Improved users' participation, and increased interactions and communication with users;
- e) Broadened librarians' perspective, and facilitated obtaining users' feedback and following readers' interest trends;
- f) Depicted on collective knowledge to better serve users;
- g) Improved librarians' inter-departmental communication and expedited information dissemination to the users;
- h) Eased instant problem solving with the benefit of traceable services; and
- i) Improved knowledge sharing and collaboration.

Ellyssa (2008), in her book *Web 2.0 for Librarians and Information Professionals* featured on how Web 2.0 help libraries to enhance their online presence, promote services, and increase patronage. Also, she acknowledges that Web 2.0 technologies offer easy ways to connect with other libraries and librarians. She further emphasised that potential benefits pertain to all type of libraries, viz: academic, special, public, and school libraries. Authentic use of web 2.0 technologies creates room for libraries to be part of the global online community and effectively collaborate with the people they serve (Ellyssa, 2008).

In a research conducted on academic libraries about the adoption and perceived impact of Web 2.0 technologies by (Mahmood & Richardson, 2013), found that librarians who had experienced more forms of Web 2.0 technologies showed a stronger opinion for their advantages and benefits for libraries. The essential functions of Blogs are the sharing of news and information for particular user groups, promoting events or resources, marketing, and outreach (Costello & Bosque, 2010; Stephens & Davis, 2009).

Wiki, like the blog, its acceptance rose following the Web 2.0 model, it remains the most compelling example of large-scale collective intelligence and crowdsourcing of knowledge on the internet, utilises in academic libraries (Chu, 2009; Farkas, 2007). Chu (2009), based on Farkas (2007) findings of librarians' perceptions of Wiki and its application in practice, highlights four reasons for academic libraries to implement wikis, viz:

- a) To facilitate co-construction of web pages;
- b) To enhance information sharing among librarians;
- c) To achieve different versions of work online;
- d) To speed up to the updating of web pages.

Chu (2009) and Costello and Bosque (2010)) admits the uniqueness of wikis regarding facilitating sharing of both tacit knowledge and clear Knowledge through the application of a collective framework. Rich Site Syndicate or Summary (RSS) allow users to find out about updates to the content of websites, blogs or podcasts without really visiting the site. According to Harinarayana and Raju (2010), RSS serves the purpose of managing information and also reducing the information overload. Just as the traditional current awareness and selective dissemination of information (SDI), academic libraries use RSS for disseminating library news and current alerts (Harinarayana & Raju, 2010).

Instant Messaging (IM) internet technology has been making its presence felt in libraries by putting aside the old-style e-mail and form-based reference services. Harinarayana and Raju (2010) in their study found out that IM features have extensively been used in libraries globally to provide quick online reference services. This technology has already been incorporated fast by the library community. It allows real-time text communication between individuals (Maness, 2006). Libraries are engaging it in providing "chat reference" services, where customers can synchronously communicate with librarians

greater as they would in a face-to-face reference environment. Thus, customers ask the reference librarian through chat messenger and get the response promptly.

Wikipedia defines social bookmarking as the practice of 'classifying resources by the use of informally assigned, user-defined keywords or tags. Del.icio.us, furl, dig, Flickr, connote, CiteLike, etc., is an example of social bookmarking services and are well known among web users (Harinarayana and Raju, 2010). They also noted that many universities had provided social bookmarking facilities at their sites. For example, Imperial College of London, the University of Michigan, University of Texas, University of Washington, University of Western Australia, all permitted their users to bookmark and share library websites. Among the advantages of Social bookmarking/user tagging is community development (Harinarayana & Raju, 2010). The interesting part of the result of social bookmarking is the sharing and secure distribution of resources (Barsky & Purdon, 2006).

With this development, Social Media in recent years have opened up a new biosphere of Social Networking Sites that has reached optimum popularity irrespective of the form. It has become a massive network of communication and exchanges of ideas between people and the society regardless of space, time, status, background and age. Library and Information Science (LIS) literature are centred mostly on social media potentiality in facilitating closer connections between libraries and their customers. The rationale is that the library customers in the 21st century has become far more integrated with this technology. Suffice to note that, social media is not just a slogan for collaboration tools on the web but, has emerged to encourage participation, conversation, openness, creation and socialisation among a community of users (Bowley, 2009; Safko, 2012).

Several literatures in LIS has discussed current usage of social media within the library communities with emphasis on the general herculean task, experimenting in the adoption and implementation of Web 2.0 in the academic libraries (Boateng & Liu, 2014; Chua &

Goh, 2010; Harinarayana & Raju, 2010; Preedip & Kumar, 2011). Even with the difficulties, it is worth noting that the uptake of social media platforms is much accelerating, and is playing an important role in library services provision and outreach. Studies have shown in recent years that Librarians uses social media to fulfil a variety of objectives (Maness, 2006). Social media has been used by Academic librarians to get a link with their professional colleagues. They also use social media to be well-informed of new findings and happening (Eggers & Tiffany, 2008). Social media motivate library user's guides, exhibition and another guide that relates to library operations and to seek benefactor's opinion on the library services for self-evaluation. Social media encourages debate and to instigate an opportunity to respond to library user feedback. Its facilitate and intensify usage of library collections by supporting new and existing content, particularly when new services are offered to the library. Social media influence library users in their homes or paperless world' as today's modern online world are no longer solely relying on its physical space as an access point. Social media platforms are used to publicise events, services, news and present other various activities of the library in an institution or research institute ((Ayu & Abrizah, 2011; Dowd, 2013; Eggers & Tiffany, 2008; Gaunter, 2014; Magman, 2012). Taylor and Francis (2014) and Mohammed (2015), identified the advantages of social media applications in academic libraries for both customers and librarians in the following order:

- a) It cost little or no charges during installation of the application package;
- b) It requires little training to develop;
- c) It promotes library services and disseminates news quickly, deliver the information more directly to library users;
- d) It helps collect feedback mechanics to increase concentrated user satisfaction;
- e) It increases commitment and connections between the librarians and the users;

- f) The marketing of library holdings via social media can help increase usage of the content;
- g) It can be used for outreach activities through onward sharing beyond the institution itself, facilitating to build connections and status more broadly.

Besides these, the application of social media to library operations enables both the librarians and the customers to build that feedback apparatus on various facets of information outlet. Also, the use of Social media for library services is another means of opening more windows for knowledge sharing between the library and the users. Through social media, the library can showcase all its collections and make them available, especially the most recent acquire publications in the Library (Dryden, 2014). Most importantly, building feedback, intensify patronage, commitment and connections, marketing and promoting contents are akin to social media presence in the academic libraries.

From the foregoing, it is worth to note that, several kinds of literature in Library and Information Science have expressed the degree of relevancy of social media in libraries. Base on such expressions, Lilburn (2012) acknowledges that “a decision not to establish a presence on social media platforms could signify a refusal to participate in a process that constrains the meaning and power of participation. More so, it might indicate resistance to the commodification of library space and user interaction, as well as resistance to an environment that exposes users to the regularised system of surveillance and control. He added that it might also signify the refusal to endorse or grant legitimacy to a trend or a process that may be contributing to the ongoing erosion of the commons (Lilburn, 2012). These assertions strongly emphasised the uniqueness and significance of social media presence in academic libraries and also foreseeing the danger of non-

inclusion of the social networking and another web 2.0 applications in the academic libraries.

Furthermore, significant literature have emphasized on the importance of social media in the academic libraries. Zohoorian-Fooladi & Abrizah (2012) in a study of uses and gratification of social media application among academic librarians in Malaysia noted that libraries make use of social media and web 2.0 applications and tools to connect with library customers and to market their programs and services which save time and budget of the libraries. Similarly, Abdullah, Chu, Rajagopal, Tung, and Kwong-Man (2015) found out that linking with people and building contacts with them are the primary benefits of using social media tools. This was earlier noted in Vincent (2007) that, “working in libraries is a job that ought to be all about connecting and linking, networking, communicating, solving problems, information-handling.”

Above all, the significance of social media and web 2.0 platforms in library services is to provide users with spaces that are truly open, user-centered, and participatory. In respect of this, Zohoorian-Fooladi and Abrizah (2014) acknowledge that librarians believed that social media tools are appropriate not only to connect with users but also to ease the interaction of librarians with each other by forming librarians’ groups and therefore have positive perceptions on the usefulness of social media in library services. However, Chu and Du (2013) lamented that library staff had positive perceptions on the usefulness of social networking tools, but indecision among some of the staff and limited participation of library users serve as deterrents on the aspect of implementation.

Notwithstanding, the benefits associated with social networking tools in academic libraries were encouraging. Social media spread information with simple steps, communication and promotion, enhanced interaction between library and users, access to customers’ comments and suggestions. Social media serve as public relations using

allowing the transmission of ‘rapid undeviating information’, keeping up-to-date with news and information from the library to customers and also librarians access to customers’ feedback and suggestions (Chu & Du, 2013). Academic librarians keep up-to-date with resources and the library activities and have opportunities in learning new technologies in their profession. Invariably, any academic libraries that do not link and establish its presence in any social media platforms in the 21st century are either lost or do not wish to exist and serve the “Y” generation.

2.3.3 Academic Librarians’ Decision on the Adaption of Social Media

From the preceding, the survival of libraries and the library profession in this millennial or generation ‘Y’, of the 21st-century rest upon the attitudes of the professional librarians. It is imperative therefore, to make a decision, alternatively to join the trend of the Net generation. The reason is that the rise of the Internet and everything it has emerged with, prompt the library profession to experience a dramatic change regarding services and collections. This change ranges from logistics of offering public internet access to e-resources, Web 2.0 and the use of the Semantic web. Thus, to say, the environment in which academic librarians deliver services has changed drastically. This applies same to the community, in which the librarians serve. Therefore, it is important that libraries and librarians adapt to these innovations to keep up with users’ demands and expectations (Ibrahim, 2015). The fact is that if libraries and librarians do not keep up with the emerging technologies, it will become increasingly difficult to catch up with the trend of the 21st century. Invariably, the academic libraries may be at risk of providing out-of-date and unnecessary services to their customers. Striving to provides active services makes the academic libraries relevant in the 21st century which is one of the cardinal objectives of an academic library.

In other to meet up with the yearning expectation of the millennial or generation “Y” in the 21st century, librarians have used various mechanisms for social interaction and knowledge exchange over the years from their publications, conferences, and symposia to the online forums and mailing lists (Ellyssa, 2008). He acknowledges that though these new social media technologies are penetrating greatly in the library world, and the mechanisms for social interaction and the dissemination of information have changed, still is the same as in the old (Ellyssa, 2008). He further noted that discourse that occurs at conferences are now played out via blog posts, comments, trackbacks, and other tools of the new web.

In the same vein, Michael (2008) succumbs that any new technology will have a significant effect on library services. He emphasises that new delivery methods for information can change the way libraries work. In the web version of his book, Michael (2008), wrote that “a continuing quest for technological improvement has been and should continue to be important”. He believed that this could be applied to libraries and librarians. Therefore, learning and using new technologies can enhance and further library services and librarians mission (Michael, 2008). This will further increase the overwhelming perception and understanding of academic librarians’ impression about social media presence and social media authority which are factors that are lacking in library services in Nigeria.

The rationale for academic libraries is how to make their presence felt in the world of Web 2.0. This is because web 2.0 is growing geometrically with diverse social media platforms. In the course of changing user’s expectations, academic libraries should expand their services by providing user-centered services via Web 2.0 facilities (Harinarayana & Raju, 2010). He further advocates for academic librarians to adopt these changes prudently.

However, changes can only take place in the library profession if only there is an improvement in the librarians' capacity building, their capabilities, aptitudes and attitudes and above all, knowledge of Web 2.0 (Abram, 2007). The concept of Web 2.0 which was coined to Library 2.0 and interpreted to Librarian 2.0 ironically turned to mean the *guru* of the information age (Abram, 2007).

The underlying fact is that the Web 2.0 drive is setting the groundwork for professional development and is another first shift in the way the customers live, work and play. It is an engagement milieu that librarians are up to and very qualified to donate their professional and wealth of experience to achieve their goal in information delivery.

Mahmood and Richardson (2011), on assessment of the impact of web 2.0 technologies, discovered that librarians who have experienced more forms of such tools showed more agreement with their positive features. Though there was the difference in their adoption as some tools were popular than others, the fact that librarians' favour the advantages of such devices are a clear indication that these technologies are fit-in improving library services (Mahmood & Richardson, 2011). Harinarayana and Raju (2010), explores the trends of Web 2.0 and Library 2.0 application in university libraries, observes that the world is changing so also are libraries. The challenge at hand is how to make the library presence felt in this global trend. Harinarayana and Raju (2010) emphasised that librarians are obligated to adapt to these changes thoughtfully and as fast as possible.

2.3.4 Social Media Presence in Nigerian Academic Libraries

Social media emerged in Nigeria first, for the purpose of socialisation (Ezeani & Igwesi, 2012). Literature shows that at the initial stage social media platforms were used for social discussion (Ezeani & Igwesi, 2012; Olajide & Oyeniraan, 2014). However, over

time, it was realised that social connections are paramount and can enhance the library profession immensely worldwide in which Nigeria is no exception.

Ukpanah and Akpan (2012), in his study on the *Innovations in Nigerian Libraries in the 21st Century*, narrated that the earliest use of any technology in Nigerian libraries was the introduction of microform technology at the University of Ibadan in 1948. The University of Ibadan set up the African Education Centre in 1963 and computing services were brought to Nigeria in connection with the analysis of the 1962/63 national census. In 1977 as noted by Spiers & Wallez (2010), the complete Computer installations in Nigeria grown to 70 and interest in this technology increases. However, the adoption of Information and Communication Technology and its implementation as an enabling tool was more slowly introduced into Nigeria's libraries because libraries at that time were still seen as warehouses for books (Anyaoku, Orakpor, & Ezejiofor, 2012).

The emergence of the automation and digital library systems in the 1980s in Nigeria reliefs the library and librarians from the stampede ideas of stereotyping manual applications of library activities and created ways for Online Public Access Catalogue (OPAC) services. More so, an attempt by academic libraries to connect with different networks began to facilitate communication and sharing of resources at the global level. Libraries and librarians began to feel the significant impact of ICT as a source that provides a medium of communication that extended the potential of librarians to interact beyond the physical library with users, colleagues and other professional activities and relationships (Anyaoku et al., 2012).

From the preceding, it is certain that the uniqueness of technological advancement of the 21st century, no doubt has an impact on library services globally and in Nigeria in particular. Thus, the social media publicity gradually crept into the library profession with social sites such as Facebook, Twitter, YouTube, MySpace, WhatsApp, Flickr to

mention but few completely changed the face of the library to more of a social networking centre (Ukpanah & Akpan, 2012).

In 2012, Olasina reported on research that attempted to find out how library and information professional (LIPs) and others, in their workplaces, are responding to the increasing importance and visibility of web 2.0 tools and social networks at the workplace in Nigeria. The general findings revealed that library professionals in the Nigerian workplace are using these tools mostly for entertainment purposes (Olasina, 2012). On the aspect of perception of LIPs on the utilisation of the web 2.0 tools, the majority of the respondents agreed that they like web 2.0 and feel pleasant as they use the tools more useful in their workplace for communication and file sharing. However, in some of the workplaces, there was a restriction on the use of social media (Olasina, 2011).

Similar research was conducted by Olajide & Oyeniran (2014) to investigate the knowledge and usage of social media among Nigerian librarians. The analysis of the result shows that about half of the Librarians are yet to have in-depth knowledge of social media. Even those that are opportune to have it uses the platforms for mostly chatting and *gisting* with their colleagues. Facebook was noted to be the most used platform while others like Skype, Twitter, LinkedIn are still not popular (Olajide & Oyeniraan, 2014).

In another related study Ezeani & Igwesi (2012) attempts to examine the present scenario in library services delivery with these new and emerging technologies and the challenges faced by Nigerian libraries in the use of these social media. The results reveal numerous problems impinged in the use of social media in library service delivery in Nigeria academic libraries. The identified problems were found to be:

- a) Most librarians are not aware of social networking services and even the few that know are still struggling to find out the productive uses of these site for library services;
- b) Most students and some of the academic staff are unaware of the importance of social networking tools in the academic library services and often led to a slogan “leave Facebook and face your book” which translated to mean that Facebook is a vehicle for unserious communication;
- c) Most institutions have limited bandwidth to support the online participation;
- d) The low supply of electricity discourages people from participating in the use of social media;
- e) Most academic librarians lack knowledge of the 21st century that could enable them to adopt the social networking tools for efficient library services (Ezeani & Igwesi, 2012).

Also, Ottong, Eyo, and Ottong (2014), assessed Librarians’ personal branding through information technology for efficient service delivery in Nigerian University libraries. They highlight that there are still practising librarians in Nigerian university libraries that are still not ICT literate and even the intelligent ones have limited skills in the exploitation of ICT, and as a result, have a negative impact in their professional duty of information provision and services. They noted that the delivery of information services is not limited to social media like Facebook, Twitter, Google+, YouTube, MySpace but also includes internet forums like NLA forums, Internet groups, blogs (Web Blogs) networking sites, among others. They conclude that to deliver world-class library services Nigerian university librarians need to embrace the use of information technology and to create their personal branding which is critical to reposition them as relevant information professionals. At last the researcher acknowledges and recommends that the global train

of ICT is moving fast and it is high time Nigerian university librarians to leave their traditional comfort zones in order not to be left behind (Ottong et al., 2014)

Furthermore, Ofili & Emwanta (2014), investigated the effectiveness of Facebook as an information service delivery tool: Perspectives of Library Staff at the University of Benin, Nigeria. The results of the study and other literature show that Facebook is an excellent platform for information service delivery. Facebook was acknowledged to be a useful tool for marketing the library and uses for communication across staff and patrons. The research also reveals the importance of Facebook groups, where librarians meet themselves and other patrons; create online forums for information and communication; and use for delivery of all forms of information service, irrespective of members' designation and location (Ofili & Emwanta, 2014). They opine that Facebook can be a surrogate classroom, library or information centre. Despite the Facebook external hindering factors which may be particular to individual members of the group or beyond the group's administrators' help range, it is recognised to be a proper ground for the dissemination of high-quality information.

Adeleke and Habila (2012) identified that librarians make the obviously incredible level of awareness and knowledge about weblogs and their benefits to professional practice and services, but they neither own nor use the technology. They have also noticed the advantages of this technology to their professional practice and services, but they neither own nor use the technology. Observation from the authors was the concern of the result as it affected librarians that maintained personal weblogs and almost all the librarians were from academic libraries (Adeleke & Habila, 2012). This comes in line with Clyde (2004) findings that academic libraries are the fore-runners in creating weblogs. However, from the results, it shows that awareness; use and ownership of weblogs in

Nigerian libraries are just developing and as such has not started applying the benefits of weblogs to library service and operations in earnest.

Table 2.2 shows the findings of previous researchers on social media in Nigeria with particular highlights on the objective and the methodology employed by the researchers in a tabular form is presented below:

Table 2.2: Literature on Social Media Presence in Nigerian Academic libraries

<i>Author</i>	<i>Year</i>	<i>Objective</i>	<i>Methodology</i>	<i>Result</i>
<i>Olajide, A. A. & Oyeniran, K. G.</i>	2014	<i>The research was to investigate the knowledge of librarians about SM and how they are using it.</i>	<i>Descriptive Research Design</i>	<i>The study revealed that about half of librarians are yet to have in-depth knowledge of SM.</i>
<i>Olasina, G</i>	2012	<i>Examining the use of web 2.0 tools and SNS by librarians' information professionals and other professionals in workplaces in Nigeria</i>	<i>A survey designed was utilized for the study</i>	<i>The findings revealed that professionals including librarians use these platforms mostly for entertainment purposes</i>
<i>Ezeani, C. N. and Igwesi, U.</i>	2012	<i>The research was examining how Nigerian librarians can leverage on social networking and social media skills for Dynamic library service delivery</i>	<i>Content Analysis</i>	<i>It was revealed that academic librarians in Nigeria have not fully embraced these social networking tools in library services.</i>
<i>Adeleke, A. A. and Habila, J.</i>	2012	<i>The research aimed to report the level of awareness, ownership and use of weblogs by librarians in Nigeria</i>	<i>A survey research method was adopted</i>	<i>The result indicated that librarians show an exceptional level of awareness and knowledge of weblogs and their benefits to professional's practices and services, but they neither own nor use the technology.</i>
<i>Ogbonna, A. U. and Annobi, C. V.</i>	2012	<i>The research was conducted to determine the awareness and use of web 2.0 tools by librarians</i>	<i>Quantitative</i>	<i>The result shows a low level of knowledge and use of web 2.0 tools by academic librarians.</i>
<i>Ottong, U. J.</i>	2014	<i>The research was to assess the librarian personal branding through IT for efficient library services in Nigerian University libraries</i>	<i>Documentary Survey</i>	<i>It was revealed that most librarians are still battling with the traditional analogue method of information delivery</i>
<i>Onuoha, U. D.</i>	2011	<i>The study was to examine librarians use of collective intelligence in online social networks especially in the area of awareness and use of Facebook.</i>	<i>Descriptive Research Designed</i>	<i>The study revealed that librarians in university libraries are mostly aware of Facebook, and few still lack knowledge of the online social network.</i>
<i>Maxwell, C E. E. and Daluba, N. E.</i>	2013	<i>The research was to investigate the effect of SM on the use of the academic library by undergraduates at Kogi State University, Anyigba.</i>	<i>Quantitative</i>	<i>The study revealed that male and female lecturers agreed that the use of academic libraries by undergraduate students are influenced by social media</i>
<i>Ofili, D. N. and Emwanta, M. G.</i>	2014	<i>The study investigated the effectiveness of Facebook as a tool for information service delivery in libraries</i>	<i>Descriptive survey method</i>	<i>The result revealed that a facebook is a useful tool for information delivery</i>

Table 2.2 continue.

<i>Onuoha, D. U.</i>	2012	<i>The research examined the use of SM for professional development by librarians in Nigeria</i>	<i>Survey method</i>	<i>It was revealed that online discussion forums such as Nigerian Library Association (Liao, Quinlan, Panas, & de Supinski) online forum, online social networks, such as Facebook and Wikis were mostly used for professional development. And, librarians were learning through the conversations of others and joining discussion groups</i>
<i>Fasola, O. S.</i>	2014	<i>Perceptions and acceptance of libraries towards using Facebook and Twitter to promote library services in Oyo State, Nigeria.</i>	<i>Survey Methods</i>	<i>The research found that majority Libraries in Oyo State have Facebook profiles, but low Twitter accounts. Also, Librarians have high perception and acceptance of using Facebook and Twitter to promote library services.</i>
<i>Akporhonor, B. and Olise, F.</i>	2015	<i>Librarians' Use of Social Media for Promoting Library and Information Resources and Services in University Libraries in South-South Nigeria</i>	<i>Descriptive Survey</i>	<i>The research revealed that blogs and facebook are the most commonly used social media to promote library and information resources in libraries. Librarians use social media to promote two-way communication, makes</i>
<i>Adetola, A. and Okeoghene, M.</i>	2016	<i>Library Staff in Academic Libraries: The Case of Yaba College of Technology, Lagos State, Nigeria.</i>	<i>Survey</i>	<i>Findings show that Library staff uses Facebook and WhatsApp tools in promoting library resources and services</i>
<i>Saturday, U., Omeluzor, G.O. Oyovwo, T.A., and Imam</i>	2016	<i>Social Networking Tools in Library services Delivery: The case of Academic Libraries in South-East of Nigeria.</i>	<i>Survey Design</i>	<i>Findings showed that some librarians used social Networking in libraries for delivery of library services.</i>
<i>Chinwe & Ogbonna</i>	2012	<i>Web 2.0 Use by Librarians in a State in Nigeria</i>	<i>Quantitative Research</i>	<i>Result shows low awareness and use of Web 2.0 tools by the Librarians.</i>
<i>Adebayo, O & Adekunle, E</i>	2016	<i>Analysis of Social Media use among Academic Libraries</i>	<i>Nil</i>	<i>Result shows a low use of Social Media among university libraries in terms of number accounts posts, level of engagement and comments.</i>
<i>Emmanuel, A Evelyn, E & Vera, O</i>	2013	<i>Awareness and use of Web 2.0 tools by librarians in University libraries in Nigeria</i>	<i>Quantitative</i>	<i>Result shows that librarians were more familiar with social networking sites, instant messaging, media sharing sites, blogs and wikis.</i>
<i>Gbaje, E.S. and Justina, K.A.</i>	2014	<i>Assessing the Content of Nigeria Academic Library Websites</i>	<i>Quantitative</i>	<i>It was found that Nigerian academic libraries have made their presence online by deploying a library website but not all are using their websites effectively.</i>
<i>Uloma, C. & Onuoha, F</i>	2014	<i>Librarians' use of social media for professional development in Nigeria</i>	<i>Quantitative</i>	<i>Result shows that librarians uses facebook and wikis for online discussion and were greatly learning through the social media online forum for their professional development.</i>

Table 2.2 continue.

2.4 Social Media Authority in Academic Libraries

We are living in a time that the society cannot control the flow of news or even messages anymore (Luoma-aho & Vos, 2010). Individuals, organisation and corporate bodies have to compete against other sources for them to be heard and trusted. Veil, Buehner, and Palenchar (2011) argued that the news of a crisis today can be shared and re-shared, reaching millions of people without the intervening presence of a journalist. This has led information on social media in the 21st century going viral without being controlled.

Merriam-Webster dictionary defined authority as the power to give an order or make decisions. A quality that makes something seem true or real; or a citation (as from a book or file) used in defence or support) the source from which the quotation is drawn; or power to influence or command thought opinion. In the context of this research, Social Media Authority (SMA) means compelling acceptance and belief of users on social media platforms based on the reputation and prestige of the platforms. In other words, social media authority refers to the presence and the influence of social media on the users.

With the advent of the internet and the breakthrough of the innovation on the use of social media applications, academic libraries are faced with new challenges for librarians. Such challenges are: the control of information resources in physical and virtual domains, meeting the rapid changing information needs and expectations of the 21st century users, making themselves more relevant in the digital age, attracting users to the library and maintaining trust and reputation in terms of social media contents in order to retain customers in the library (Akporhonor & Olise, 2015; Iwhiwhu, Ruteyan, & Eghwubare, 2010). Hence, the need of the academic librarians to re-consolidate, re-shape, re-design, re-package its resources and re-strategize its services as a means of retaining trust, reputation and authority on the libraries in the academic environments.

In the library context, whatever is the activities on social media platforms, the aim is not for profit, rather, it is to gain customers' trust, earn service reputation and authority (Bradley, 2015; Vlieghe, Muls, & Rutten, 2016). Also, Bradley (2015) maintains that SMA in the library context, refers to the library users looking up to the librarian as an expert in both the content and services. Against this backdrop, Librarians whose responsibilities are known among others, to be the organizers, interpreters and providers of information, should considered it a duty to create strategy to sift out accurate content

and discard information that are inappropriate or wrong within the context of social media in the academic libraries (Bradley, 2015).

Ultimately, in both working and professional state of affairs, academic librarians as professional information managers, are entrusted with the checking and ensuring the validity of resources and content of their libraries. The standard criteria that applied in the libraries to validate the content of information resources are publication date, content bias, the expertise of the author, number of citations, the respect accorded the article among others (Bradley, 2015). However, with the recent increase in the reputation and status of the internet, academic librarians are coming to grips with an entirely new way of assessing the authority and validity of the content that appeared on the screen of any social media platform. Librarians become aware of the fact that not everything that is posted on social media can be genuine and trusted. There is a super flow of inaccurate, untruthful and irrelevant information contents floating the internet. As information managers, (Bradley, 2015) stressed that academic librarians should be able to quickly sift out actual contents while dismissing materials (contents) that are not only inappropriate but which are also plainly wrong and do not match the objectives of the libraries.

Despite the numerous research on social media, there has not been much academic research on social media authority in academic libraries, hence, this research examined the study based on Social media engagement, building trust and reputation through social media; Social media content and Social media status updates/feedback.

2.4.1 Social Media Engagement

The World Wide Web has enabled individuals' librarians to gain wide knowledge and has more access to information. Not only librarians, the webs have gained a position among parastatals, companies who want to reach out to their customers and political institutions. Individuals have to use the webs (social media) to capture the attention of

their target populations through its quality content creation. Zohoorian-Fooladi and Abrizah (2014) describe the activities of social media in the library in a form of a honeycomb framework of seven social media building blocks (*Presence, Synchronosity, Information Needs, Groups, Conversation, Relationship and Current Awareness*). They later depict how academic libraries engage with users at different levels to fulfil their customers' needs which aim at building trust, reputation and authority.

More also, academic institutions have widely use the social media platforms in the libraries to engage their users through the dissemination of information, marketing their services and promoting new publications (Burkhardt, 2010). Siddike and Kiran (2015) point out that, academic libraries in Malaysia use Electronic-Word-of-Mouth (eWOM) to raise awareness and build a relationship with the users' communities through social networking sites. Harinarayana and Raju (2010) found that some university libraries have been using social networking sites to make available photos of library events aims at fostering collaboration and participation which are the most attractive features of Web 2.0. In an attempt of gaining reputation and authority on social media in the academic libraries, (Boateng & Liu, 2014) found that academic libraries in the US had to developed strategies for making the best use of social media. Taking into consideration the unique qualities of different applications and making use of them to promote and offer enhanced library services. Furthermore, Wordofa (2014) comments that media sharing sites are used by academic libraries for providing library instructions and tutorials as well as to share a wide variety of library-related media objects. These activities are attractive and are potential for building trust, reputation and authority on the social media content in academic libraries. To compel customers to accept and belief in the social media contents, the academic librarians have to take a level of responsibility in establishing facts and validity of the information. Abdullah et al. (2015) found that, the current technology trend reaches more users who are much engaged with social media tools that improve

communication between libraries and the communities they serve which is part of the characteristics of social media platforms and is likely to improve trust and to build social authority in the academic libraries.

2.4.2 Building Trust and Reputation in Social Media

Presently, a certain percentage of social media users are faced with difficulty to understand which content is genuine on the social media platforms. Bradley (2015) expressed that, during the print era, it was simple to trace who was the publisher, their reputation, the authors and what they had previously published and so forth. He further demonstrated that an individual can locate an information about an organization through his favorite search engine by just typing the name of the establishment and click the website, but today even if that can happen, one must think of exactly what he wants to do with what sort of information. He concedes that the strength and weakness of social media content do not come from the customers or rather the customers of the contents, but from the people that produce it. He argues that Facebook does not monitor pages or posts for accuracy, neither is YouTube that has use to upload 100 of video content every minute. This development in the social media arena makes it hard for every content on the walls to be trusted (Reich, Bentman, & Jackman, 2008). According to Reich et al (2008), in order to avoid conflict and crisis, it is critical to know how people process the information they receive and also the organisation that disseminate it. This helps to standardize the logic and the platform to which such information is meant for accordingly, which eventually build trust and reputation on the organisation or the academic libraries.

Furthermore, the advancement in ICT vis-à-vis social media of various platforms gave rise to a complex set of difficulties unless with a careful direction on the website before the material is found (Aydin, 2012). Maxwell (2016) advised that one useful way to build a trusted and reputable content, is by finding and sharing quality content which can

invariably affirm the authority of the expertise. Thus, if the users understand the firm authority in a given platform, they will always be attracted to its website. Marlow (2004) identified two metrics used to evaluate authority, thus: popularity as measured by webloggers' public affiliations; and influence measured by citation of each other's writing. Within the weblog community, these metrics are sought by many authors, as they convey a sense of authority that drives readership and trust with other webloggers. So, these metrics were evaluated with respect to each other and with the authority conferred by references in the social media contents. According to R. Armstrong (2015), if an individual or an organisation do not gain authority in social media, such body will likely to perform less and less social media marketing. Hence, it is the pride of academic libraries to focused on trust, reputation to earn social media authority in both contents and services.

2.4.3 Social Media Content

Contents determine the success of any social media platform (Smith, 2013). In other words, social media is not only about the number of *followers* or *likes* that the platform requires, but also, the genuineness of the contents and the information activities that connect with individuals. According to Kalyanaraman and Sundar (2006), web portals that personalize content, tend to generate more positive user attitudes. Maxwell (2016) maintains that the moment a facebook page is set up, the next step is to identify the audience who have the ideas on the contents, so that one can establish an authentic online profile and authority. People use social networks to express who and what they are, regarding building their personal brand and connecting with friends.

Bradley (2015) noted that, hitherto, content can simply be judged and validated on the basis of the reputation of the publisher, editors or the compilers of the information in the academic libraries. He further argued that the authoritativeness of information depends

largely upon the method of compilation, scope, treatment, arrangement and items of the information. For example, such as the full name of the author, birth, academic and professional qualifications, position held and publications contributions; indexes and cross references, updating and revisions. And also, the format such as the clarity, uniqueness and the reliability of the information (Bradley, 2015). He acknowledges that the advent of the internet has created a different set of problems in terms of accuracy and validation of social media content in the academic libraries. Today, libraries can only be successful in social media activities, if the content illustrates what is relevant to the customers.

2.4.4 Social Media Status Updates/Feedback

Research has shown that the best way to reach and attract regular users of social media is through the constant updates of the SM status (Connell, 2009). News linked to library's activities and events, sharing videos and photos, greetings to users that are posted by library facebook page administrator are known a status update (Ayu & Abrizah, 2011). Hence, academic libraries are recognised to have social authority by regularly participating in online conversations and contributing valuable information in an honest and genuine approach. Ayu and Abrizah (2011) maintains that libraries that posted content daily are to have more "followers" and "likes" compared to libraries that updated the status only once a month. Abdullah et al. (2015) reported that social media platforms offered some interactive tools for two-way communication which facilitate in gathering users' feedback. Identifying the important of updates and feedback which equally form part of reputation and authority, Boateng and Liu (2014) reveal that 97% of the top US academic libraries were using RSS to communicate university news, events, and resource updates, while Chat/IM was used to provide real-time connections with users. They

further noted that the libraries used various platforms to mediate the delivery of IM based services.

Dickson and Holley (2010) comment that librarians can post news about the library and events happening in the library and expect feedback from users. Similarly, Ezeani and Igwesi (2012) admit that librarians can periodically post messages, share information on a particular subject or issues both in the institutions and government and allow users to comment or contribute to the content. In the same vein, Tsai, Liu, and Hsu (2013) acknowledges that blog marketing is not about been confidence of the internet users, but also the need of good words from a trusted online spokesman. Akporhonor and Olise (2015) contend that social media has become a dependable platform for dissemination of information, forum for feedback mechanism, research and as well for promotion. They further acknowledge that social media like Facebook, Twitter, Flickr, YouTube, Wiki, etc, are useful for the promotion of library resources and services and for the speedy collection of feedbacks from library patrons. They maintained that the benefits of social media for promoting library and information resources and services in academic libraries are: building brand loyalty, save time, enhance fast two-way communication, saves cost and increases library users. Such dynamic activities of social media are projecting effective services and also maintaining relationships with users through updates and users' feedbacks which invariably attracts trust, reputation and authority in the academic libraries. This can encourage patrons and new fans to join the library, bearing in mind that the social media is a catalyst in re-engineering two-way communication for both the libraries and the patrons in terms of building trust, reputation and authority.

Certainly, when an individual established himself as an authority in whatever field or circumstances it may be, he stands to gain some benefits. Therefore, it is crucial for academic librarians to reckon with social media online, to establish as a credible,

resourceful, and legitimate authority so that to have the opportunities to convert customers and engage their target audience effectively on their platforms.

In a nutshell, an online authority will create an avenue for people to know ones' status and disposition which can attract and engage the attention of customers on the web pages. As it is used to be, any reliable and trustworthy social media content (message) created, will spread to the target audience (customers) share it. Smith (2013) acknowledges that such content presents you as an authority in your field which invariably establishes trust. Certainly, a reader will share the content you created if it is informative, well written and gives them something of value. Bradley (2015) advises that academic librarians should not see a large number of people tweet and retweet information, it is necessary to double or even triple-check your sources before using information that you find on any social media content. The more academic librarians are seen to be more proactive in checking the content, social status, links, offline, recognition and credibility of social media posts, the more they can promote their profession and also be trusted both as a professional body and as individuals.

2.4.5 Social Media Policy in Academic Libraries

Logically, it is basic that no successful organisation in any given situation that survives and triumphs without guiding principles for check and balance. Policies are codes of conducts that are set to regulate the activities of a given organisation. According to Michael (2012), social media policy is the basis of any social media supreme model, with a drive that is twofold: (i) to direct and safeguard employees from risk; and (ii) to guard the organisation and as well customers from risk. Ellyssa (2009) and Mathews (2011) observes and concluded that, with social media platforms such as "Twitter and "Facebook emerging as the standards" the enormous public nature of these facilities could also bring potential hazards. It is against this backdrop that necessitates the development of a

safeguarding strategy for the protection of cultural heritage of staff and the organisations themselves.

The objective of a social media policy is to establish hope for proper conduct and safeguard the organisation to legal problems or public embarrassment (Boudreau & MacKenzie, 2014). Such policies comprise commands for an employee to know that he/she represent the organisation on the social networking website. Such policies formulated to enlighten an employee to understand the rules governing the types of information that can be shared (Boudreau & MacKenzie, 2014). Social media is recycled to ease supremacy, deliver access to information and services, connect with the community, and encourage public participation. The potentiality of policy (regulation) of library use of social media is a worldwide issue. Most notably the nature of Libraries and information services that are dynamic. As a result of the changing nature of libraries that scholars cautioned libraries and librarians on the legal implications of using social media for library services.

However, Taylor & Francis (2014), in their research, observed that librarians are divided on the benefits of introducing formalised social media policies and plans. According to them, some professional librarians believe that representing the library as a professional function with a steady tone is important, while others believe that a more human approach is imperative, with personal staff unrestricted to bring their concepts and personalities to social media activities. On that note, libraries should concentrate on best practice and guidelines rather than over-prescriptive plans and policies.

Policies are meant to assist the libraries and the librarians in their workplace. A well-written policy serves as guide and protection for staff. Policies serve as guiding tools for social media librarians in their workplace. However, Takagi (2014) observes the

challenges of using social media in libraries and felt that libraries may run into a legal issue if they are not careful on the type of social media they use. In line with this, Takagi (2014) suggests five ways that organisations need to consider and adopt when it comes to their social media policies, e.g.

- a) Copyright and trademark violation. The institution can be sued for patent infringement owing to an article, photo, music, or video it posted without the express consent of the copyright ownership.
- b) Fundraising and overseas state registration. There is a need for the institution to register in any state in which it is engaged in generous solicitations.
- c) Consider well if it is appropriate to organise an event through the library social media channels and be formed;
- d) Volunteers or independent supporters be observed. Instructing individuals or groups to act in the social media unit without providing any rules should be discouraged. The institution could be accountable for the actions of its volunteers and agents. They need to be screened, train and adequately supervised;
- e) There is a need for constant supervision of officials to be sure that they do not use the social media sites to misrepresent what it fixes, reveal confidential or private information, disrupt laws made to protect staff or insult others.

Similarly, Solomon (2013), advises that Libraries and librarians are to be cautioned as to how to use social media. He further contends that social media policies are hypothetical to reflect the following factors:

- a) Freedom of speech. Though staff are certain with freedom of speech, they must bear in mind that insulting words or seditious declarations should not be used;

- b) No social media staff is to cite or make reference to a library client, partners or customers without their knowledge or approval.;
- c) The social media in the library should not use the library logo or trademarks without the written consent of the library management.

In the light of the above, it becomes pertinent for libraries to design enlightenment and training for their staff on how to make the best use of this emerging technologies for a better result. Since libraries of all types are beneficiaries of the opportunities offered by social media, the need for social media policies is paramount. In as much as there is an outline for the purpose of using social media, social media policy should also include some basic description of the responsibilities of both the individuals within the organisation itself when using social media platforms in an official capacity (Eaton et al., 2012; Ellyssa, 2008).

There seems to be limited literature about *policy* in respect of academic libraries social media presence and authority. The expectations of customers of the libraries are for them to be convinced and satisfied with what is available, attractable and obtainable so that they can patronise. The impression of the academic libraries to the public and their customers rest on what is catching on their social media walls. On that note, authority is the presence of social media in the libraries and what influences social media on the users. Therefore, it is inevitable to maintain a policy on issues of what to reflect on the walls and academic librarians' perception and impression on the occurrences of what should be and what should not be on the social media platforms in the academic libraries

2.5 Theories Applications in Social Media

By definition, a theory is an organised body of ideas and knowledge intended to explain phenomena based on general principles and can also be seen as a set of principles where the operation of activity is based (Ngai, Moon, Lam, Chin, & Tao, 2015). In a research

of this kind, a theory can be used to explain a phenomenon under investigation. Theory can also serve as a paradigm to support the research design. A social media theory provides the theoretical framework to explain and predict people believe. Also, theory can predict attitudes, intention and also predict the behaviour of individuals, groups and as well the general public on the use and management of social media.

A number of theories have been applied to the existence of social media research to study the socio-psychological behaviour of social media users and other stakeholders such as marketing, people and customers (Ngai et al., 2015). They classified such theories into three categories: Personal behavioural theories, mass communication theories and social, behavioural theories (Figure 2.2).

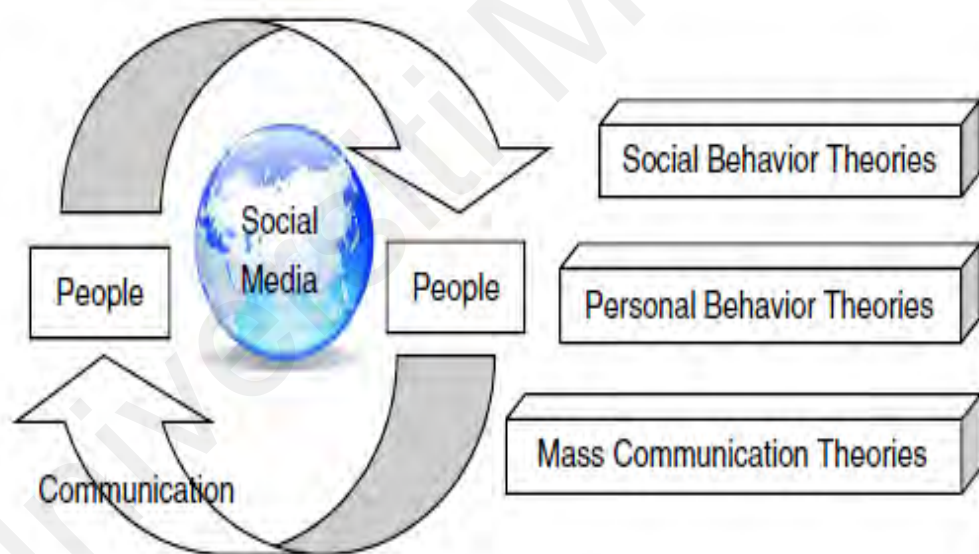


Figure 2.2: Theories of Social Media by Ngai et al., 2015

The elucidation of Personal Behavioral Theories (PBT) which is the first group of adopted theory, focuses on explaining the behaviour of human to social media at an individual level. Examples of theories under this category among others include Technology Acceptance Model (TAM), Theory of Plan Behavior (TPB) and Attribution Theory (AT) (Kwon & Wen, 2010). Technology acceptance model (TAM) have been widely used, but

its limitation is, it does not seek to explain the individual behaviour in a social context because the social media is not about the individual but people sharing knowledge and interest with millions of other users.

Mass Communication Theories (MCT), as the name implies, it seeks to provide explanations on the influence of mass communication devices on a group of peoples' behaviour and their use of social media (Ngai et al., 2015). The emphasis is on the use of television and similar devices and how they impact a group of people (celebrities, teenagers or Librarians) in the usage of social media. The limitation of this theory is that, emphasis is on the mass communication devices and the group of people, not an individual in a social context. Examples of mass communication theories includes but not limited to social interaction theory and Uses and gratification theory (Wa & Yiyan, 2010).

Social Behavioral Theories (SBT), seek to explain individual behaviours toward the social media in a social paradigm. This is because, the social media is understood and is considered as platforms of meeting place for groups of people where the degree of an individual contribution is minimal (Ngai et al., 2015). Nevertheless, the proper disposition and attitudes to the use of the social media are considered and given attention (Ngai et al., 2015b). Some of the social behavioural theories includes: social capital theory, social influence theory and social judgement theory (Cameron, 2009).

Given the foregoing, the researcher therefore, seek to apply the Social Behavioral Theory (SBT) of social media under the Social Judgement Theory (SJT) which is also referred to as Social Justice Theory(SJT) by other researchers (Ngai et al., 2015). This theory provides a better platform to investigate an individual or group of individuals' behavioural disposition (perception and attitudes) to the use of social media platforms like Web 2.0 in academic libraries.

2.5.1 Social Judgement Theory

In the early 1960s and 1970s, Muzafer Sherif, Carolyn Sherif and Roger Nebergall (Psychologists), advanced strongly, a methodology and a perspective of human judgement in trying to understand *why* people can hear the same message presented exactly the same way, but still, they could take a different meaning and different action at different time from it. These three scholars were the strong advocacy of Social Judgement Theory (SJT). The theory provides detail of how attitudes are cognitively presented. It also aims to identify the psychological processes involved in assessing persuasive communications, and the conditions under which communicated attitudes are either accepted or rejected (Cooksey, 1996; O'Keefe, 1990). Social judgement theory centered on 3 three dimensions. These dimensions are: *anchor*, *alternatives* and *ego-involvement*:

- a) *Anchor*: Describes a preferred standard position of a person on a given issue;
- b) *Alternatives*: Refers to the decision of an individual on either to accept, non-commitment or to reject an issue;
- c) *Ego-involvement*: Describes the clash of personality and position on an issue.

Thus, social judgement theory provides a commonsense plan for inducing attitude change based on communicable messages in the real world. Hence, this research centered on the alternative dimension in order to understand academic librarians' attitudes and decision in accepting, rejecting or shown non-commitment of social media innovation in the libraries. This is because,

SJT was built on the foundation that the outcome of a persuasive message on a particular issue depends largely on the way that the receiver evaluates the position that the message is put forth (O'Keefe, 1990). The dominant principle of SJT is that attitude change (persuasion) is mediated by judgmental processes and subsequent effects which can

convince individuals in the society. SJT argued that persuasion occurs at the end of the process where a person understands a message then compares the position which advocates the person's position on that message which leads to acceptance, rejection or non-commitment.

The major postulation of the SJT involves attitudes structure as stated by (Cooksey, 1996). According to Cooksey, (1996), the attitude structure was broken into three latitude zones. Thus:

- (a) Latitude of Acceptance (zone of positions to accept an innovation);
- (b) Latitude of Rejection (zone of positions to reject an innovation);
- (c) Latitude of Non-commitment (zone of positions of neither to accept nor reject).

According to SJT, peoples' own beliefs or stands on a particular subject fall within the latitude of acceptance. The *latitude of acceptance* is a zone that involves *thoughts* and *attitudes* that are alleged as acceptable in the sense they are attached to the individuals' own beliefs. On the other hand, the *latitude of rejection* is a zone that comprises opinions, beliefs and attitudes that centred and alleged as objectionable. Under this zone, it is perceived that the messages are undesirable and objectionable because they are farthest from the individual's attitude. While messages that are neither within the latitude of acceptance or the latitude of rejection are classified within *the latitude of non-commitment*. In this zone, an individual feels undecided about a message or idea. O'Keefe (1990) maintains that it is only when someone understands the individual's judgment of the various alternative positions, then it can lead to understanding the person's latitudes of acceptance, rejection, or non-commitment which will permit one to understand the person's reactions to persuasive messages on a given issue.

Furthermore, Cameron (2009) maintains that SJT focuses on perceptions of how a message agrees or disagrees with one's present attitude signifying that an individual's attitude acts as an anchor from which messages are interpreted and judged. At the moment of message perception, one compares the message to one's current attitude which is the anchor, is located at the centre of the latitude of acceptance. Accordingly, if such falls within the latitudes of acceptance or non-commitment, then the greater the discrepancy, the greater predicted persuasion. On the other hand, a message too discrepant from the receiver's attitude will fall within the latitude of rejection and no amount of persuasion will occur. Peradventure, if attitudes change or are reinforced due to a message, then one's latitudes adjust accordingly, the new attitude becomes the anchor (Cameron, 2009).

The question may arise why social judgement theory in social media in academic libraries? This approach focuses and highlights on how people interact and respond to information on social media and solve the problem in life relating to libraries. Social judgement theory provides a platform to understand the perspective of librarians with particular reference to social media prevalence in academic libraries and how librarians form an impression of social media presence in university libraries. Hence, the use of alternative dimension of social judgement theory in this research, guided the researcher to understand academic librarians on how decision is resolved to either accept, reject or shown non-commitment to social media applications in academic libraries. However, the assumption is that the amount and quality of information receive with the level of inferences or filtering of the information could as well determines the acceptance, rejection or non-commitment of the individuals (librarians) at a given stage.

Given the above assumption in this study, SJT provides the theoretical lens that helps the researcher to generate data through interviews and focus groups to predict how librarians

perceive, judge or evaluate information on social media platforms. Such perception, judgement and evaluation thus, leads to acceptance, rejection or non-commitment of librarian's attitudes and impression on social media presence in university libraries. This research is all about the process by which an innovation (social media) is communicated over time in the academic libraries and among librarians. Social Judgement Theory (SJT) provides explanations that individual interpret or judge information or messages on social media based on their perception, attitudes and disposition (Ngai et al., 2015). The theory assesses an individual on *why* and *how* he/she agrees or disagrees on a given message or information with regards to his/her behavioural/perception and nature. Thus, attitudes and perception become the basis for which words are interpreted.

From the foregoing therefore, social judgment theory is unique as its applied concept to mediate by judgmental processes to convince individuals in the society (librarians) and help also to realize and explain the role of perception in persuasion in given message (information about social media applications). Above all, the theory helps to understand that individuals' involvement in a topic of a persuasive message (e.g. on social media) plays an important role in acceptance, rejection or non-commitment of the individuals (O'Keefe, 1990). However, the theory does not take into cognizance the contents, the effects of sources and the credibility of the messages (Eagly, 1993).

2.5.2 Diffusion of Innovation (DOI)

The overall assumption of Diffusion of Innovation (DOI) research centers on the circumstances which increases or decreases the likelihood that a new idea, product, or practice will be adopted by members of a given culture. DOI predicts that media as well as interpersonal contacts provide information and influence opinion and judgement (Rogers, 1995). Diffusion of Innovation (DOI) is all about the process by which an innovation is communicated over time among the participants in a social system.

Diffusion of Innovation (DOI) have transpires through a five steps of communication channels for a period of time amidst members of alike social system. Ryan and Gross were the first to identified adoption as a process in 1943. Rogers five stages of diffusion of innovation at the initial are: awareness, interest, evaluation, trial, and adoption. However, this was later criticized by scholars with observations – how inefficient innovations diffuse and what impedes efficient innovations. Thus, in a later stage, Rogers changed his terminology of the five stages to: *Knowledge, Persuasion, Decision, Implementation, and Confirmation*. Figure 2.3 explains Rogers 2003 DOI framework

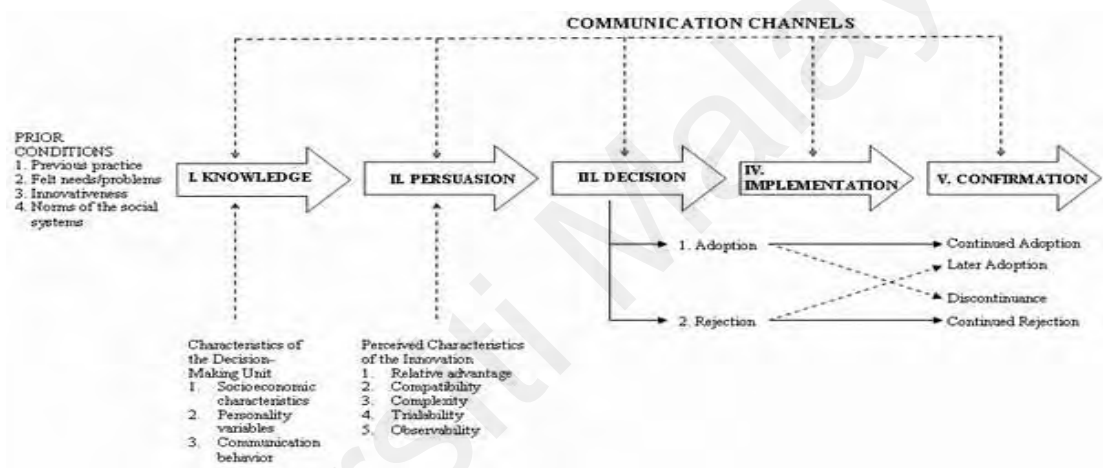


Figure 2.3: A model: Diffusion of Innovation by Rogers, 2003

of the five steps of communication channels as being adapted for this study.

The knowledge stage is the first stage of exposure of an individual in an innovation. At this stage an individual lack information about the innovation. An individual need to be aware of seeking background information about the innovation. “What?”, “How?”, and “Why?”, are the most critical questions in the knowledge phase (Rogers, 2003).

At the persuasion stage, the individual has a positive or negative attitude toward the innovation. In whatever, either positive or negative, it leads to either adoption or rejection of the innovation (Rogers, 2003). The attitude of the people is shaped after they have

known about the innovation. Rogers (2003) believed that the knowledge stage is more cognitive but the persuasion stage is more effective, because that is the stage the individual is more sensitive to the innovation. Persuasion cut across friends, relations, peer groups, professional colleagues and the social system (Sahin, 2006). Thus, prompted individuals to evaluate information about the innovation at the decision stage.

The decision stage is the level that the individual unfolds the idea and the impression on the advantages and disadvantages of adopting or rejecting the innovation. Rogers (2003) explained that “adoption refers to the full use of an innovation as the best course of action” and rejection means “not to adopt an innovation”. He further affirmed that this is the most difficult stage because of the individualistic attitude of individual in acquiring an empirical evidence. However, the decision stage leads an individual to the implementation stage in the innovation process.

The implementation stage is the stage an innovation is put into practice. This is the level an individual determines the usefulness of the innovation. The individual at this stage may be confronted with technical problem and uncertainty of the innovation. At this level, the implementer faces the challenges of continuity or discontinuity of the innovation. Rogers (2003) stated that at this stage the implementers attempts to modify or reinvent the innovation in the process of its adoption and implementation. He further explained that “invention is the process by which a new idea is discovered” while adoption of an innovation “is the process of using an existing idea” and the belief is that the more reinvention take place the more innovation is adopted becomes institutionalized (Rogers, 2003). The individual employs the innovation to a varying degree, depending on the usability which is subject to confirmation.

At the confirmation stage, it is certain that an innovation-decision has been made. What the implementer require is a total support of the decision about the implementation of the

innovation. However, the attitude of the implementer counts much at this stage. According to Rogers (2003), the decision can be reversed if the individual is “exposed to conflicting messages about the innovation”. To build support, the implementer must stay active, be sensitive and seek constructive ideas and information that are closely related to the objective of the institution which is crucial. So, continuity or discontinuity at the confirmation stage depends on the support for adoption of the innovation and the attitude of the individual in the organisation.

Having considered the relevancy of this framework, the researcher adopted the DOI of Rogers Innovation-Process (IP) and the terms in the five steps were adapted to: Knowledge (Awareness), Persuasion (Motivation), Decision (Adoption), Implementation (Utilization) and Confirmation (Authority). See Figure 4.1. To strengthen more, the researcher built the first four steps of the innovation process to anchor on two main elements: a) *information*, and b) *decision*. More details in chapter four. The descriptions of the four steps centered on the academic libraries and the librarians’ awareness of social media platforms, the motivational factors that influence the adoption of platforms that lead to the utilization of social media presence in the academic libraries. The last stage which is the confirmation (authority) described the innovation-decision making process with focus on how librarians build users’ trust and reputation to create and maintain social media authority in the academic libraries in Nigeria. See details in chapter five.

Laying emphasis on innovation-decision making process, Rogers (2010) advanced further in the description of Diffusion of Innovation framework (DOI) as a theory that describes social change and how an idea is spread. Also, he exclusively defines “Innovation” as “an idea or object that is perceived as new by an individual or other unit of adoption.” Likewise, Shea, McCall, and Ozdogru (2006), earlier on, postulates the innovation-decision model as “the process through which an individual (or another decision-making

unit) passes from gaining initial knowledge of an innovation, to forming an attitude toward the innovation, making a decision to adopt or reject, the implementation of the new idea, and to the confirmation of his decision. In another related development, Mahler and Rogers (1999) further postulates the three factors in the decision-making process. They are: a) *those who make the decision*; b) *whether the decision is made freely*; c) *voluntarily implementation*. Building upon the previous researches, Rogers (2010) strongly advanced to three types of innovation decisions making process. They are:

- a) *Optional innovation decision*: This refer to a decision that is made by an individual who is to some extent, distinguished from others in a social system. This reflect those academic librarians who initiates decision on their own to adopt the use of social media platforms basically for their personal usage or to collaborate with the library on official capacity.
- b) *Collective innovation decision*: This refer to a decision that is made collectively by all individuals of a social system. The academic librarians in this aspect comes up with a unanimous decision to adopt and implement social media platform among themselves within the library for purpose of sharing information and collaboration.
- c) *Authority innovation decision*: This is a decision from the entire social system by a few individuals in positions of influence or power. In this research, the social system is the management of the academic libraries that enforce a decision on academic librarians to utilize social media platforms for library services.

Hence, the researcher applies these innovation-decision process in chapter five to examines the personal attitudes and characteristics of the academic librarians' in building trust and reputation in order to establish social media authority in the academic libraries. This concludes in investigating and understanding academic libraries and librarians'

innovation decision making process in creating and maintaining social media authority in the university library system.

2.6 Summary of Literature

From the review of related literature in this study, salient gaps have been identified in which this study intends to bridge. At the initial, the review was divided into five segments. Each segment consisted some emerging themes related to the topic of this research. The research first focused on web 2.0 and some of the frequent used platforms in academic libraries. An overview of social media applications in academic libraries globally were examined. Related literature on the expectation of academic librarians' decision on the adaption of social media for survival in this millennial generation, and as well literature on policy implementation were reviewed. The research first focused on web 2.0 and some of the frequent used platforms in academic libraries. An overview of social media applications in academic libraries globally were examined. Related literature on the expectation of academic librarians' decision on the adaption of social media for survival in this millennial generation, and as well literature on policy implementation was equally reviewed. Equally important was the review of social media authority in academic libraries based on social media engagement, building trust and reputation, social media content and social media status updates/feedback. Above all, the chapter reviewed related literatures on two basic theoretical lens. The emphasis was stressed on the theoretical lens of Social Judgement Theory and Diffusion of Innovation theory. The two theories formed the background that the researcher used to generate data through interview, focus group and web analysis which helps to predict how librarians perceive, judge and evaluate information which leads to creating awareness and decision to either acceptance, rejection or non-commitment on social media presence and authority in Nigeria university libraries. It is against these backdrops of such reviewed that gaps in the literature were identified.

Notably, in the reviewed literatures, most of the studies on social media in academic libraries focuses on adoption, awareness, utilization, ownership, and professional development. No study identified to be related to social media authority in which this research intends to bridge. The researcher also observed that majority of the literatures reviewed were based on quantitative methods. Hence, the thought of the researcher to apply qualitative data gathering technique using a case study research design for this study.

Another notable concern is that, some of the studies considered the use of TAM., UGT., UTAUT., DOI theories in their researches, while other studies lacked theoretical lens. Hence, this research put forth to examine the impression and attitudes of academic librarians' social media presence and authority using the theoretical lens of social judgement theory and diffusion of innovation to examine more qualitatively, an in-dept research to understand academic libraries and the attitudes of librarians on social media authority in the academic libraries.

The review of the related literature shows that apart from limited study in Nigerian university libraries, to date, the researcher could not locate any research similar to social media presence with the aim to understand how academic librarians create trust and reputation so that to establish social media authority in the academic libraries. This phrase prompted the researcher's faculty to be convinced that social media authority require a critical thinking and ability on how to win users' trust and build reputation in order to establish social authority in the academic libraries. Hence, this research aim to put forth from the academic librarians' perspective, what they do to create users trust and reputation as information experts so that to establish social media authority in the academic libraries.

Above all, findings from the literatures revealed the low level of librarians' awareness of social media and even those who uses the social media mostly use them for their personal engagements. This clearly shows that, the acceptance of social media in academic libraries is still given little courtesy particularly in Nigeria, while it was observed that social media applications in many fields of knowledge are already popular and functioning. Observing such, this research further intend to explore how academic librarians form impression of acceptance, rejection and or non-commitment on social media in the academic libraries based on the alternative dimension of social judgement theory. The succeeding chapter discusses the well-founded foundation research methodology aiming at structuring the analysis and the results of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This section addresses the research method that underpin this study. The Chapter consists of six key parts. The initial design on the list, emphasises the philosophical approach that directs and justifies the research's paradigm that influences this study. The second phase is the explanation of the research design, followed by the population of the study; data collection procedures which include identifying and accessing participants, the development of data collection and its instruments, such as interviews, focus groups, and web analysis. Also, the Chapter demonstrates the trustworthiness of the study through validity and reliability of the instruments. The succeeding section explains the procedures for data analysis and interpretations.

The research intends to explore social media presence and authority in Nigerian university libraries. The research focus on academic libraries social media presence and librarians' attitudes and impressions on Social Media Presence and Authority in the university libraries. Hence, the research is guided by the following objectives:

- a) To examine the presence of social media in academic libraries in Nigerian Universities;
- b) To explore how academic libraries and librarians, engage with users in creating social media authority;
- c) To understand academic librarians' impressions on the acceptance and or rejection of social media presence and authority.

3.2 Qualitative Research Approach

Qualitative data gathering technique employing a case study research design was adopted for the study. The reason is because qualitative approach attempts to understand and make meaning of a phenomena from the participant's perspective, in which also the

researcher can approach the phenomenon from an explanatory and critical stance (Merriam, 2009). Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem in which the researcher builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting (Cresswell 2014). Qualitative research methods were originated in the social sciences, mainly in the area of sociology, anthropology, and psychology. It is calculated to reveal a target audience's choice of behaviour and the perceptions that determine it concerning precise topics or issues. In describing qualitative research Cresswell, (2014) explained that it is an in-depth study of small groups of people to guide and support the construction of hypotheses in which the results are descriptive in nature rather than predictive.

The researcher describes the process involve in this research which are in-depth interviews with individuals, group discussions, and web analysis. All the research processes were break into sessions and were conducted in person (Cresswell, 2014). The reason is that, the goal of quantitative research is to access the wider view of a given phenomenon, and it aims to gain insights of depth rather than the breadth of the matter (Kumar, 2014; Merriam, 2009). This is also observed by Bryant and Charmaz (2007). Further, the Saga Encyclopedia of Qualitative Methods clearly highlights the processes of establishing a rigorous and compelling qualitative research methodology. The processes are such as site selection, study population, study sample, topics, procedures, and tools for data collections and as well methods for data analysis and interpretation (Schensul, Marlene, & Williamson, 2008).

Since the purpose of this research is to examine social media presence in academic libraries and to understand academic librarians' attitudes and their perception of social media presence and authority in university libraries. This research approach enable the researcher to explore an in-depth understanding of social media presence and authority,

and academic librarians' attitudes/impression on the acceptance/rejection of social media applications in Nigerian University libraries.

Although, the key features that concerned this study are already expressed in the research questions. However, the connection between academic libraries, social media and academic librarians' perception and attitudes vis-à-vis the applications in Nigerian university libraries are expressed in this chapter. The research is focus on the existence of social media in academic libraries, the motivational factors and or constraints that informed academic librarians' acceptance/rejection of social media in academic libraries, what informed social media usage in academic libraries, and how academic libraries and librarians form their social media authority. Empirical analysis of data generated from the beginning to the end of the interviews with participants answered these findings. More so, the analytical approach that described the findings of the research is considered significant in this study.

3.3 Methodological Literature

Social media or Web 2.0 is one of the most recent areas of enormous interest across the globe in which it has been label as a "social movement" (Birdsall, 2007). Others in their own wisdom, described Web 2.0 as a state of mind, an attitude, a new business model, the next negation of Web-based software and services, a set of development principles, a revolution (Graham, 2005). Libraries of all types are joining this bandwagon of "social movement" of Web 2.0 whereby Library 2.0 is an offshoot of the Web 2.0 (social media) innovation (Ayu & Abrizah, 2011; Harinarayana & Raju, 2010; Zohoorian-Fooladi & Abrizah, 2014). Such enormous innovation (social media) has attracted attention of libraries and librarians to adopt and utilizes the social media platforms for marketing and promoting their library services (Harinarayana & Raju, 2010).

To review recent literature about social media in academic libraries creates understanding on the methodologies applied and will significantly contribute to an in-depth understanding of a unique method of research in the context of this study. Since the time (O'Reilly, 2005), popularized the term Web 2.0 in his much cited paper, "What is Web 2.0", ushers in publication explosion in the social media arena in all fields of research. Miller (2005), explored the prospect of applying Web 2.0 to the library environment which ushers in academic libraries, librarians and professional library associations for participating in research needs and active involvement in publications. Such publications have altered the traditional methods of research in Library and Information Science (LIS) to a more modernize alternative methods in the recent time.

Within the different type of methods such as quantitative, survey, content analysis among others, qualitative research method has just started to emerge in LIS research (Afzal, 2012; Dervin & Nilan, 1986). Because of this fact that, Afzal (2012) encourages researchers to evaluate the use of qualitative research methods with an objective to enhance the exploration of context. He affirmed that context exploration may lead to findings that may not only help in theory building, but also can help in developing those research problems that are varied and multidimensional and different perspectives (Afzal, 2012). Many scholars have conducted research on social media or web 2.0 using different methodological approach and objectives as shown in Tables 2.1, p. 31 and Table 2.2, p. 46 respectively.

Most research on web 2.0 or social media were quantitative in nature and only very few cases were qualitative research (Nguyen, 2015; Siddike & Kiran, 2015; Zohoorian-Fooladi & Abrizah, 2014). As a result of no previous research found on social media presence and authority in academic libraries in Nigeria, it was felt that qualitative research

which require an in-depth study to understand academic libraries social media presence and authority in Nigeria university libraries is more appropriate for this study.

3.4 Philosophical Worldviews

Philosophical thoughts are often left largely out of sight in research (Slife and Williams, 1995). Seeing the important of it, Slife and Williams, (1995) emphasises that philosophical thoughts still influence the practice of research and need to be identified. For any meaningful research, it is suggested that individual's researcher should prepare to make precisely, the larger philosophical thought to adopt (Slife & Williams, 1995). Against this backdrop, the researcher found it essential to consider the philosophical course or direction of the research before choosing a specific research methodology. Just as Cresswell (2014), who see worldviews as a universal orientation about the world and the view of research that a researcher holds.

The fact remains that, a view or belief held by a researcher often lead him/her to embrace either qualitative, quantitative or mixed research methods approach. This is among the reason why is essential to spell out relatively, the paradigm of any given research. Ponterotto (2005), advices researchers to be very explicit in their research paradigm in the course of reporting their research. Morrow (2005) noted that the criteria for trustworthiness in qualitative research are "closely tied to the paradigmatic underpinnings of the discipline in which the study is conducted.

The researcher suggests advocacy and participatory worldviews which is among the major research paradigms in the social sciences. Narrating the background of advocacy and participatory worldviews, Cresswell (2014), opined that advocacy/participatory arose during the 1980s and 1990s from those who felt that the positivist hypothesis imposed structural laws and theories that did not fit marginalized individuals in our society and therefore, issues of social justice need to be addressed. In the same vein, (Cresswell,

2014), noticed that these body of researchers felt that the constructivist position did not go far enough in advocating for an action agenda to help marginalized people.

Accordingly, the advocacy/participatory worldviews enquirers often begin with issues that contain an action agenda for reform that may change the lives of the participants, the institutions in which individuals work or live (Cresswell, 2014). Narrating further, Creswell stated that, these body of individuals felt that important issues of the day need to be addressed. Specific issues such like: empowerment, inequality, oppression, domination, suppression, and alienation feature prominently in this school of thought (Cresswell, 2014). Kemmis and Wilkinson (1998), had earlier postulates that this form of enquiry is focused on helping individuals free to themselves from constraints found in the media, in language, in work procedures, and in the relationships of power in educational settings. At the end of the brainstorming on the advocacy/participatory studies, researchers advance for action and agenda for change. This is because the studies aim to create a debate and discussion so that change will occur among members of the society. These were seeing as the reasons for the researchers of this paradigm to have the spirit of collaboration and engaging the participants as active collaborators in their enquiries (Kemmis & Wilkinson, 1998). Cresswell (2014), acknowledges that this worldview is typically found to be used mostly in qualitative research. This is to say that the supporters of advocacy/participatory school of thought have a qualitative research approach.

In the actual sense, qualitative research attempts to explore and understand, and, to make sense of a given phenomenon base on advocacy/participatory viewpoint. The key features are participatory, emancipatory, practical and collaborative (Kemmis & Wilkinson, 1998). The approach used in this research is more specifically link to the characteristic of advocacy/participatory ideas which seek an understanding of participatory libraries and

as well interacting and observing the stakeholder's perspective like the academic librarians.

Since this study is concerned with the creation and sharing of knowledge through new technological innovation (social media) in the academic libraries, the use of this paradigm is fit and link to the research. The examination of participants' perceptions of how they formed their impression of social media presence and social media authority in the academic libraries is thus, deeply associated with advocacy/participatory ideas. This create room for the researcher to interact with the participants, and understand from their perspective and knowledge in which can lead to the discoveries that can as well add to the development of empirical knowledge in the library and information science (LIS) profession.

3.5 Research Design

Research design is a strategy and or a process employ in preparation of conducting a research (Yin, 2009). Yin (2009) further elaborates the preparation for research design to include grooming the researcher ability and skills in investigating the phenomenon, developing research protocol and conducting a preliminary study. This is acknowledge by Yin, Hou, Romanova, and Sweedler (2011) that, research design is a framework that has been created to seek answers to research questions. Basically, the design of a study describes the type of study the researcher intends to undertake, as Yin et al (2011) also noted that research design is a "logical blueprint" that link together research questions, data to be collected, strategies for analyzing data and the validity of the research. The emphasizes on the nature of research design, Braddock and Slavin (1992), earlier stated that, the best research design is one that will add to knowledge, no matter the element of the research. The research design is a guide that enables the researcher to choose the best method and procedures for data collections and analysis (Burns, 1989). It is also

understood as a framework for data collection and analysis (Becker, Bryman, & Ferguson, 2012). Thus, a research design is a strategy and a procedure that a researcher adapted coherently to effectively address a research problem ranges from data collection to data analysis.

Distinguishing multiple case studies from other form of research, Merriam (2009) explains that case studies involves collecting and analyzing data from more than a few cases and can be distinguished from the single case study that may have sub-units or sub-cases rooted within. Likewise, Stake (2013), explained that, in multiple case study research, the single case is of significance because it belongs to a particular set of cases in which individual case share a common trait or condition and such cases are bound together. He further explained that the cases may be members of a group or example of a phenomenon (Stake, 2013). It is hard to avoid the foundation that has been given to social media in the context of research design.

This research aims to explore social media presence and authority and to understand the academic librarians' attitudes and their perception of social media in academic libraries using a case study of three federal universities in Nigeria. Bearing in mind that it is based on a qualitative research approach with the limited number of the participants in the three university libraries. Interviews, focus group discussions and web analysis being the main instruments for data collection. This buttress what Merriam (1990) emphasizes that if there is a limit to the number of participants involved in interview or observation in qualitative research and if the researcher could create a boundary to what he is going to study, then it could be considered a single entity be it a sample of a group, an institution or community.

The choice of case study adapted in this qualitative research approach create more chances for the researcher to understand how academic libraries and librarians in the three

university libraries (Ahmadu Bello University, University of Jos and University of Abuja) establishes their social media presence and creating their social authority. The adapted in this research can provide a natural understanding of the entire academic libraries and the librarians in the academic environment in which the researcher can predict what the future of this research may be. Furthermore, the researcher sought to understand how academic libraries build trust and reputation on social media platforms as information experts in order to maintain their customers.

3.6 Data Collection Techniques

Multiple data collections were adopted for this research. As mentioned above, the instruments that consist for the data collections were Interviews, Focus Group and Web Analysis of the university libraries. The multiple methods enable the researcher to conduct an in-depth study and engaged also with the participants in three focus group discussions to observe and collaborates so that to come out with credible results. Since the positive influences of social media usage in academic libraries are based on certain behaviors (attitudes) of the individuals or the organizations which influence the acceptance, rejection or non-commitment in the adoption of the web 2.0 technologies to build a large social media presence.

Data collection for this study is subsequently built as to best comprehend social media presence and authority from the viewpoint of the academic librarians in terms of their awareness, motivation to use, adoption, utilization and authority. This is driven from the adopted theory of Rogers 2003 Diffusion of Innovation framework as earlier mention in this study to best fulfill the intent of the research. This is not far from what Merriam (2009) describes about qualitative study that the main purpose is to achieve an understanding of how people make sense out of their lives, describing the process instead of the outcome and how people interpret what they experience. Although, qualitative

researchers often faced with difficulties of how much data to collect on a given phenomenon. However, Merriam (2009) still advice that the best rule of thumb for researchers is that, the data and emerging findings must feel saturated; that is, a researcher at the point of data collection, begin to hear the same thing over and over again, without much new information surfacing from the participants. Although, Ragin (1994) notes that reaching the point of saturation is impossible at the earlier stage, but he was convinced that a good researcher learns as much as possible about the research subject, and he can be a good judge of when this point has been reached.

Before the researcher determines the technique to apply for data collection in this research, time was taken to evaluate the alternative methods available for certain researches (Yin et al., 2011). The researcher also bears in mind the general consideration as observed by Lyberg and Kasprzyk (1991) that in the choice of data collection method, focus should be on the constraints such as expected quality of the collected data, estimated costs, expected level of errors, and length of the data collection period. Given that, most qualitative data are non-numeric, the traditions to gather these data collections for the most part, emphasizes “realism” of the data gathering and discussions.

In this sense, the worldviews of the advocacy/participatory enquirers become real, as they focus on realism (things that are actually happening) in order to help individuals free themselves from constraints (Slife & Williams, 1995). This, they easily identified either in the media, in language, in work procedures, or any relationships of power in the educational settings (Kemmis & Wilkinson, 1998). Since the researchers of this paradigm have the spirit of collaboration and engaging the participants as active collaborators in their enquiries (Kemmis & Wilkinson, 1998). This is why Cresswell (2014), acknowledges that this worldview is typically found to be used in qualitative research. Kemmis and Wilkinson (1998) contends that changes in the society are made possible

through the social media. It is through an in-depth interview with individual participants, focus groups and also browsing the web of the university libraries, that the researcher explored and unfold the reality result of the research. To this end, the data collection exercise lasted for nine months, from March to November 2016.

3.6.1 In-depth interview

The in-dept interview conducted really enable the researcher to elicit data from the participants about their level of awareness and motivation to use social media in the academic libraries. The interview exercise to place from March to August, 2016. Particularly, the researcher adopted face-to-face interview as one of the main technique used for collecting the information from the participants. The researcher used this method because he really wanted to obtain reliable and valid information through verbal responses from participants in order to confirm or postulate further on the investigations as suggested by Ndagi (1990). Three distinct interviews styles such as: a) unstructured; b) non-directive or in-depth and; c) focused interview were used in collecting data for the research.

Unstructured interviews are mostly based on the characteristics that underpin the philosophy of qualitative research. In qualitative research method, the unstructured interview is very common. According to Kumar (2014), “unstructured interviews are flexible in structure, in-depth in their search, free from rigid boundaries, and at liberty to deviate from their predetermined course.” Unlike structured interview which is more scientific in nature because of the standardized approach which permits scientific generalizations to be made from the data obtained (Ndagi, 1990). The greatest disadvantage of the structured interview is that it rigidly prevents a researcher from probing sufficient depth search for information or data. The researcher found it more convenience with an unstructured interview, because it is easier to penetrate beyond initial

questions, and following unanticipated cues. Thus, to note that flexibility, freedom, genuineness in content and structured strengthens an interaction in all types of unstructured interviews. Although one singular disadvantage encountered with the unstructured interview is the difficult to quantify the collected data. Data from various respondents cannot be compared and therefore, generalization for wider applicability is not possible. However, the unstructured interview enables the researcher chances for flexibility and deeper probing to understand the real phenomena under investigation.

An *in-depth interview* actually encouraged the researcher to creates room for the participant to talk freely and fully on some of the investigated issues on social media authority in the academic libraries. At this point, the researcher became a good listener and only speaks or exclaims occasionally with small talk and encouragement of words to keep the participants talking (Ndagi, 1990). This has helped the researcher to elicit from the participants their lives, experiences, and situations about social media usage as expressed in their own words. Cresswell (2014) that, in-depth interview is a face-to-face encounter between the researcher and the participants focusing towards understanding the participants' perceptions. Specific questions were only asked to fill in the gaps and round off the discussion. At this scene, because of the few restrictions placed on the participants the researcher gets a natural picture of the participants' behavior, in terms of their characters, motives, feelings and beliefs about social media presence and authority in the academic libraries and among the librarians. As much as possible, the researcher during the in-dept interview sessions, had to tried to avoid *yes-or-no* questions and answers because such questions do not naturally encourage participants to elaborate much on major issues.

Focused interview directs the respondent to focus his attention on a particular event or experience (Ndagi, 1990). To have focus on what to do during the interview, the

researcher had to prepare the appropriate questions to serve as the basis for the discussion (Appendix F – K, pp 338 - 346). During the interview, the researcher ensured that the discussion is limited to the predetermined related issues of social media presence and authority in the academic libraries. In the conduct of the interview, the participant is allowed to express him or herself freely and completely but along the line strictly been outlined by the researcher.

Basically, the interviews were guided and planned to elicit data that were closely connected with the theoretical lens applied in this research (Figure 4.1, p. 105). Some of the interview questions were very focused while others were open-ended questions. The typical questions asked during the preliminary study were slightly polished to capture the reality of the phenomenon under investigation. During the preliminary investigation, the researcher's attention was focused on the university library and their webpages, the librarians' familiarity with social media tools, how they use it, for what purpose, how they feel when using it, why other librarians are not using it, among other investigations (Appendix F, p. 333).

During the main data collection of this research, the questions were slightly modeled from those of the preliminary investigation. The interview set were divided into two segments. One for the chief librarians and another one for the head of the media librarians. The interview with the chief librarians focused on “*how*” and “*what*” influences the establishment of social media presence in the academic libraries, how the library and the librarians utilizes the social media, the chief librarians' impression about social media presence and the constraints on the establishment of social media presence and authority in the academic libraries and so forth (Appendix G & H, pg. 335 and 336). On the part of the heads of social media units, they were expected to provide information on the aspect of managing the social media units. So the interview focused on the prevalence of

social media presence and authority in the academic libraries, the types of platforms used, how they use it, how they create their social media presence and authority among others (Appendix I & J, pg. 338 and 339).

The researcher uses audio and video recording as instruments to store data during the interview sessions with the university librarians, head of social media units and the focus groups discussions. The fact is that human memory organizes what is seen and heard in ways that are relevant to the individual's past experience (Johnson & Onwuegbuzie, 2004). So, the audio recording enables the researcher to keep track of the verbatim records of the participants. Interviewees were able to express themselves reasonable and the researcher was able to observe live experience of the participants in the utilization of social media platforms in the academic libraries. Thus, in-depth interviews were more appropriate for people to talk about themselves and their experience on the acceptance, rejection or otherwise non-commitment to social media utilization.

To explore and gain perceptions and deep understanding of the participants, the researcher employed an easygoing (approachable) attitude and became very sensitive and humble before the participants. The researcher started with general questions which provided a ground for gaining access to the participants' opinions, thoughts, values and their state of mind. He assured the participants the spirit of confidentiality in all that should be discussed (Appendix A: p. 328). Names are hidden and anonymous names were provided with the consent of the participants (Table 4.1, p. 108).

3.6.2 Focus Groups

Focus group discussion were formed among the librarians for the interview process so that to gain more data for the study. Each of the focus group was formed within the university under study with a minimum number of eleven and maximum of fifteen membership so that each member will have a chance to talk, to enable the researcher to

obtain a diversity of opinions from participating members. The focus group discussions started in April, and ended in July, 2016. The participants selected consisted of librarians that aligned to the requirements of the research. And, the researcher was convinced that participants have the common understanding of what they are going to discuss about the research as spelt out in Appendix A: p 328 (letter of request to participant in the research). The details of the participants for the focus group discussions is shown in Table 4.1, p. 108.

The researcher employed the focus group discussions to improve and derive opinions of participants through brainstorming and cross-fertilization of ideas on social media utilization in the academic institutions. Focus group is one of the popular method of finding viable information in almost every profession in the academic field (Morgan, 1998). It is a strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open discussion between members of a group and the researcher (Kumar, 2014). Both focus groups and group interviews are all aim to facilitate group discussions in which the researcher raises or asks questions to stimulate discussions among members.

The researcher actually encourages the participants to freely discuss and exchange their personal experiences of how they become aware and motivated to use social media among themselves and the libraries. The participants freely aired their minds in detail which includes their privacy, social awareness, familiarity with the social media platforms and many others. The nature of the focus group discussions, make the participants to became more comfortable to express their feelings and thoughts which are considered treasured and important in terms of reliability and validity.

The focus group discussion is considered as a brainstorming sessions among the librarians and the researcher became the moderator. The topics of discussions were designated by

the researcher after the participants were seated and self-introduction of each participant was done accordingly. The researcher was guided by the objectives of the research and the topics for discussions flows in line with the research questions constituted the actual research. Major discussions centered on librarians' familiarity with social media presence and the platforms they use. How they started using it, their impression about the social media in the library, the motivational aspects and so forth (Appendix K, p. 341). The advantages of the focus group, is that, interaction among participants often yield the best information especially when the participants are having similar views and are cooperating with each other (Cresswell, 2014). The method is best used when the time to collect data is very limited.

3.6.3 Web Analysis of Social Media Pages

In order to ascertain the reliability of the participants' responses upon the interviews and focus groups' discussions, the researcher carried out web browsing of the university library platforms. The web analysis started in April and ended in November, 2016. The researcher observed the type of social media presence, characteristics of the homepages, activities and nature of communication on the platforms and its applications, comment from users and frequency of the updates of social media status (Appendix L: p. 342). Such social media popular platforms like Facebook, Twitter, and Blogs, were found more popular on the university library sites (Table 4.3: p 129). In the course of interaction with the participants through interviews and the focus group discussions, participants' expressions show that librarians are aware and familiar with some of the social media applications such as social bookmarking, social networking sites, multi-media, instant messaging and some websites.

3.7 Data Collection Techniques

The term preliminary study in this research, refers to mini version of the original exercise of the actual study. Some scholars called it feasibility study, pilot study or pre-test in research (Teijlingen and Hundley, 2001; Punch, 2005; Lancy, 1993). In order to get acquainted and established a validity on the intended research topic, a preliminary investigation was initiated and was conducted in the three university libraries. The preliminary investigation took place at the early stage of the research between May and October 2015. This was done to strengthen the reliability and to ascertain the successes of the research as earlier stated by Polit and Beck (2010) that, preliminary study in qualitative research can be an act of trial for data gathering, which prepares the researcher for the main data collection. Bell (2014) contends that preliminary investigation helps to improve the researcher's understanding the magnitude of the research problem and the estimated period required for the study. Indeed, the preliminary study helps the researcher on the aspect of planning the research design, the procedures, and the method that required to be adopted during the actual period of the research.

The researcher already has the concept of the preliminary study which is to enable him have the first-hand knowledge of the physical environment where the main research is intended to take place; to enable him to have the pre-knowledge of the participants in the main research so that he can know the effective sampling method to be adopted; and with the notion to know the feasibility and suitability of the actual research. Therefore, in the course of the preliminary research, some pertinent questions were drawn to understand if the academic librarians were familiar with social media applications, how they started using the platforms, the purpose of using the social media applications, their impression about social media in the university libraries, the motivational aspect of using social media among others (Appendix F: p. 333).

The result signaled to the researcher that some of the academic librarians are aware and familiar with social media platforms. Although, there are different impressions by the librarians about social media in the university libraries. For example, some felt that social media can aid librarians in their professional duties. Others saw it that it can be used in the area of public relations and customers service activities. Some felt that it is good in creating awareness and also seems to be free and fast in communication. While others saw it to be the latest innovation in the library, that is very efficient in which information can be retrieved as fast as possible. Based on these they felt that social media has some lots of potential advantages to be use in the academic libraries. On the other hand, some felt that social media in the library services has no much different with the analog or manual library system.

From the preliminary study, it was found that university libraries and academic librarians are not novice on the aspect of social media in the university libraries (Anyaku, Orakpor, & Ezejiofor, 2012). The university libraries have established their social media presence. They are becoming active and information are disseminated via the social media platforms in the libraries (Wordofa, 2014),

The result of the preliminary study as stated earlier, guided the researcher to investigate further in the main research to understand the university libraries and the librarians' social media presence and authority in the academic libraries. The silence but very important areas like how academic libraries create their social media authority and what the libraries do in creating users' trust and building their reputation and authority as information experts were further expanded in the actual research (Appendix H, I, and J: p. 336-339). The motivational attitudes of the librarians towards the acceptance or rejection of this new innovation in the libraries constitute findings in the main part of the research. The

un-structure interview guides during the preliminary investigations are presented in Appendix F: p. 333.

3.8 Population and Sample

According to Cresswell (2014), population refers to a group of individuals who have the same characteristic. In research, population denotes the collection of individuals or objects known to have similar characteristics. The individuals or objects with a certain population usually have a common, requisite features or attributes. In this study for example, academic librarians in the universities is a well-defined group of individuals which can be considered as a population and all the members of this population are the staff of the university libraries. The description of the population and the mutual binding distinctive features of the librarians in the academic libraries could be the same. This also binds on the researcher that the basic success of a qualitative research depends and determines on how well the researcher selects his population. Also, a researcher is focused on how to find an answer to the research questions as they relate to the total study of the population in questions (Kumar, 2014). The preceding is how the researcher choose the research participants.

In this study, the target populations are the university libraries and academic librarians in the federal university libraries in Nigeria. The focus of the researcher on the federal university libraries was motivated mainly because of finding uniformity in respect to social media utilization in the academic libraries and librarians in the higher institutions of learning in Nigeria. The academic libraries are recognized in a number of sources of publications in Nigeria such as Federal Ministry of Education Handbook, 2014, National Universities Commission, 2015, Nigerian Year Book, 2015, all proved to be useful in getting require information about the use of social media in academic libraries in Nigeria.

In addition, the researcher is more interested in exploring the level of social media presence and authority in the academic libraries because of the researcher's working experience in the university library system. Bearing in mind too, that the participants in the study encompass of only the academic librarians working in the libraries who also possess the skills in social media applications. Also, the researcher comprehended through his professional experience, his position as "*Secretary, Nigerian Library Association, Kaduna State Chapter*" and the review of related literature that many university libraries have embraced the utilization of one or more social media platforms in their libraries. Academic librarians as key factors in making the libraries flourish through social media presence in the academic libraries have equally embrace this innovation on either official or on their private utilizations. This becomes imperative for the researcher to examine social media presence and authority in Nigerian academic libraries

For the researcher to determine the right participants for data collection, the need to understand who the stakeholders for the study becomes paramount. As earlier noted that the research was aimed to empirically establish librarians' knowledge of social media presence and authority in Nigerian university libraries. Data in the research were expected from the understanding, experience and the knowledge of the related stakeholders (academic librarians) from the various libraries understudy.

In view of the above, chief librarians (CLs) heads of social media (HOM) units and academic librarians (ALs) were nominated as participants in this research. The researcher was convinced that these participants were more appropriate and they can provide data that can generate result for the research. Since it is a qualitative study and centered on federal universities in the northern part of Nigeria, and was limited to three federal university libraries. In the same manner, the researcher proceeded further to identify

participants who are knowledgeable on the aspect of social media and also have experience in the social media units of the libraries.

3.8.1 Sampling Procedure

Purposive sampling was adopted for this research so that the choice of the participants could reflect the objective of the research. According to Yin et al. (2011), the aim of choosing a selected sample is to gain the most relevant data to the focus of the study. In purposive sampling method, the researcher uses his own judgement in selecting the site and as well the participants whom he thinks are the best to provide information to enable him achieve the research objectives (Cresswell, 2014; Kumar, 2014). Irby (2008) also stated that “purposive sampling involves selecting a sample based on the researcher’s experience or knowledge of the group to be sampled.” Kumar (2014) further stated that the purposive sampling method is good especially if the research aims is to construct a historical reality, describe a phenomenon or develop something about which only a little is known. Considering the advices of Kumar (2014) and Cresswell (2014), the three federal university libraries in the northern part of Nigeria, Ahmadu Bello University library, University of Jos, library and University of Abuja library were chosen for study as explain in Table 3.1.

Table 3.1: The University Libraries and Years of Establishment

S/No	Federal Universities	Year of Establishment
A	Ahmadu Bello University, Zaria	1962
B	University of Jos	1975
C	University of Abuja	1988

Basically, the criteria for choosing these three university libraries informed that:

- a) The libraries have social media unit in their libraries;
- b) The libraries and the librarians were willing to participate in the study;

- c) They are among the top 40 ranking universities in terms of academic and research in Nigeria and the top 100 in Africa (N U C, 2015);
- d) They are all located in the northern part of Nigeria;
- e) They have existed for almost 30 years of establishment;
- f) They are all federal universities and been funded by the federal government of Nigeria;
- g) They have standard libraries and academic librarians;
- h) Above all, they are among the famous universities in terms of infrastructures and human resources in Nigeria and particularly in the northern part of the country – Nigeria.

Also, for the purpose of approximation and convenience, the researcher was able to reach out to all the three universities during his preliminary investigation as they are situated in the northern part of the country.

3.8.2 Choice of Participants

Academic librarians were chosen from the three university libraries to represent the entire study. The choice of participants discourses the number of individuals involve in this research. This may be contentious to some extend with other researchers. However, the answers to such issue vary among scholars. Several literatures recommended that the number of interviews required for a study rest on the emphasis of the research questions and other multifaceted factors (Silverman, 2013; Cresswell, 2014; Johnson & Wichern, 2002). However, some scholars argued that instead of finding a standard answer for how many participants to interview, the depth of data and the complication involved in the study should be considered and beside the research question, the availability of resources to support the study should be one of the considerations (Merriam, 2009)

Considering the views of the scholars (Cresswell, 2014; Merriam, 2009), the researcher categorized the participants into three folds:

- a) University Librarians,
- b) Heads of Social Media units, and,
- c) Academic Librarians.

The chief librarians were considered to be among the participants because of their roles as custodians of both human and materials resources of the libraries. They should be able to respond on issues that affect the establishment (presence) of social media in the university libraries and how social media is managed, among others. The heads of social media units formed part of the participants because they are the technocrats who influence the smooth operations and ensure the success of the social media units in the libraries. They are capable of determining and advising management on matters related to social media presence authority in the libraries. They serve as a link between management and the end users of social media. They monitor activities on webpages and influence collaborations, communication and feedback. Academic librarians participated in this research because they have the knowledge and skills of social media applications and they are active users of social media. The survival of social media applications in university libraries is centered on the academic librarians' attitudes and impressions on web 2.0 and social media technology innovation among the librarians. This set of participants with their skillful knowledge of social media are capable of sharing with the researcher their experiences on how they found and felt the use of such new technology in university libraries. Hence, they should be able to respond adequately to satisfy the researcher's need in this study.

The criteria that informed the choice of the participants for the study are either:

- a) They are noted to be very good and energetic users of either one or more of the social media platforms;

- b) They might at a given occasion, served or are serving in a committee that is in connection with the updating and improving the quality of social media in their institutional libraries;
- c) Being one time or currently heads of units' charged with the responsibility of updating and creating contents of social networking sites in their institutional libraries;
- d) And above all, those that expressed willingness to participate in the study after been satisfied with the content of the letter of request to participate in the study (Appendix A: p.328).

Based on these criteria, the researcher was able to get a reasonable number of thirty-nine (39) participants from the three university libraries as shown in Table 4.1: p.108.

They were all graduates of Library and Information Science and have served in the library with a very reasonable number of years. They were also using some of the platforms for their private engagements with their professional bodies and friends. The thirty-nine represents the three university libraries with values number of thirteen (13) from university "A" fifteen (15) from university "B" and (11) eleven from university "C" as indicated in Table 4.1, p. 108. To preserve the participants' obscurity, pseudonym names were assigned to each participant in the study. While nomenclature designations were used for the heads of units in the libraries. They were all selected on the basis that they accepted to participate in the research. They have served in social media of the libraries in their universities.

3.9 Ethical Procedure

Collins dictionary (1979), ethics mean "principles of conduct that are considered correct, especially of a given profession. Before a researcher begin to collect information from respondents, it is necessary to understand some ethical principles of the informants or the organizations were data are to be generated. The researcher's emphasis is to establish a successful and reliable end results at the conclusion of the research. Therefore, the

researcher endeavored to adhere to some of the basic conducts of research ethics so that to earn spirit of reliability and validity of the study. Some of the ethics applied in this research are:

- a) A letter of permission to all parties involves in the research was addressed. Appendix A: p 328.
- b) A consent letter from the Supervisor. Appendix B: 329
- c) A written permission was obtained from all the parties involves in the research before commencement of data collections. Appendix C, D and E: pg. 330-332.
- d) Enquiry into sensitive information especially any issue about the university management was treated with courteous;
- e) Issues of confidentiality in sharing information was strictly observed;
- f) What is obtained from the participants was reported accurately;
- g) Information obtained were not misused or misplaced;

Above all, while in the field, the researcher observed strictly and avoided anything that he thinks may constitute unethical practices either to the organizations or the individuals' participants. Participants reserved the right to withdraw from been partakers of the inputs at their conviction.

3.10 Data Analysis

For the purpose of accuracy and detail capturing and reporting of data, the researcher commenced data analysis right after the first interview transcripts, using constant comparison method of analysis. The data collection and data analysis were carried out manually on concurrent basis. Each interview transcript was writing manually which enable the researcher's opportunity to read every detail information transcribed, in order to critically analyze and assign codes on the transcripts data as suggested by Merriam, (2009). The analysis procedure takes five dimensions, thus: a) Transcribing the data; b)

open coding; c) selective coding; d) external review for reliability; and e) thematic analysis.

(a) Transcribing of data

Among the typical characteristics of qualitative research that employed audio or video recording as instruments for data collection such as: recordings of interviews, focus groups or talk in consultation are usually transcribed into written for closer study (Stuckey, 2014). This action is considered as the first step of data analysis in qualitative studies (Stuckey, 2014). At the initial stage, transcribing appears to be an up-front mechanical task, but as the researcher continued deeper, it was discovered to have required sound judgements about what level of details to choose or omit in the course of interpreting the data particularly for the non-verbal dimensions of interactions. More so, to distinguish from “*I don’t know*”, and “*I do not know,*” and “*no*” from “*none*”, as well as data representation like: “*mmmhhh....*”, “*ooohhhh....*”, “*yeahhhh*” and their meanings. Thus, making verbatim transcription of the spoken words into text such that a message can be captured exactly the way it has been spoken was time consuming. The transcription cannot just be created by thoughtlessly listening and typing on the computer alone. It actually required keen ear and attention to details in order to maintain the credibility of the research.

It is worth to note that, interviews are social interactions, which are conversations between the participant who has lived an experience and the researcher wanted to know the rich details of that experience. The researcher spent almost two months for the transcription of data because of the tedious process involves. The researcher took time to reviewed the videos and audio recorded of the transcribed data which actually assisted to recalled some visual observations that took place during the interviews in order to add meaning to the content as suggested by (Marilyn & Jim, 2013).

In the course of transcribing the interviewees' statements verbatim, the researcher took notes of fillers in speech patterns such as: uummhhhh...., aaahhhh...., yeahhhh...., unless in some cases that the context of the responses was out of the researcher's objective or questions as suggested by (Adams, 2011). As a matter of courtesy and also to ensure credibility and validity of the research, the transcribed data were sent to the interviewees, creating chances for them to make corrections if needed. This is to ensure that the transcribed data conveyed the participants' viewpoints as suggested by (Rossman & Marshall, 1995). This act is considered very crucial in qualitative study in which some called it "*member's checking*" or *feedback* or rather, *participants' validation* to improve the accuracy, validity, credibility and transferability of the research (Marilyn & Jim, 2013).

(b) Open Coding

Open coding began immediately after the participants' feedback. Open coding involves the process of breaking down, probing, relating abstracting, and classifying data" on the range of properties and dimensions (Corbin & Strauss, 2008). Open coding step is to develop provisional concepts and integrate them into categories. At the earlier stage of the research, the researcher examines the data in a careful and details manner. This strategy at the early stage known as micro-analysis, was of great significant to the researcher in open coding which invariably help to generate categories, their properties and dimensions, and also discovered the relationships among them (Corbin & Strauss, 2008). This method prepared the researcher to read line-by-line and word-by-word at the early stage of the analysis from the interviewed data.

At this juncture, the researcher became more conversant with the data which also further empowered the generation of codes focusing on the research objectives and research questions and much as well, the major themes that emerged from the participants'

responses such as: social media awareness, utilization of social media, trust and reputation, social media content creation and so forth. The emphasis here is to provide the research report with constant flow of data and ideas.

Furthermore, the researcher sorted out the data and organized them into categories and began to analyze according to different codes. At this level, similar codes were compared and merged which also create chances for new codes and themes. According to Corbin & Strauss (2008), this method is done by making connections between categories and relating the categories to their sub-categories. Upon analysis and relating the emerging codes and themes, the data were categorized according to Diffusion of Innovation (DOI) framework to the research questions such as: a) how academic libraries and librarians became aware of social media platforms; b) what are the motivational factors that influence the utilization of social media in the academic libraries; c) why the choice of other platforms as against other available ones up there, and so forth.

(c) Selective Coding

In the process of assigning codes and themes, the researcher retained some codes, some formed new themes, while others were clustered to form broader themes. Selective coding in the actual sense, is the process of picking and classifying the core category and analytically relating it to other categories. It involves validating those relationships, filling in, refining, and developing categories that require further refinement and development as suggested by (Nguyen, Phung, Adams, & Venkatesh, 2014). The researcher kept assigning codes and themes up to the point of data saturation. This actually guided the researcher in assembly together, similar codes and themes that constitute similar ideas from the transcribing data. However, this approach seems to be very challenging, but the researcher developed a way of choosing one category of participants as the core and considered another as a subsidiary category/codes. Each

category was given code's titles, while grouping some of the codes under its relevant themes.

(d) External Review for Reliability

In order to ensure the degree of reliability of the study, at each stage of data collections, the researcher sought inputs from a professional expert in qualitative research methodology for corroboration and confirmation. Audio and video recorded information were often made available to the expert and some of the transcribed data for observations and suggestions so that to further enhanced the strength of the data. The qualitative research methodology expert has been supervising both Masters and Doctorate students in a highly re-known academic institution of higher learning in Nigeria for over ten years. Most of the audio and video data were discussed by both the researcher and the expert during data collection and after conclusion.

(f) Thematic Analysis

Drawing conclusion to the stages of data analysis procedures, the themes and the sub-themes derived from the data were properly organized, examined and refined to be sure that they were mutually selected and organized, and also, distinctive from other themes and sub-themes. This also enable the researcher to be certain that there was no repetition, redundant or occurrence of any themes at any of the stages data analysis.

The major themes that emerged at the beginning of the research are such as: a) Academic librarians' awareness of social media in academic libraries; b) Motivation on the utilization of the social media in the academic libraries; c) Adoption of social media in academic libraries; d) Social media contents and academic librarians' integrity toward social media in the academic libraries; e) building trust and reputation among other sub-

themes. The emerging themes are adequately analyzed in the succeeding chapters, 4, 5 and 6.

(g) Trustworthiness

To establish trustworthiness, reliability or validity in research is very essential. It is to ensure the credibility and honesty of the research. More so, is to ensure that, data gathered can be dependable and replicable in a future research. Although, the techniques used in establishing validity and reliability in quantitative study are clear and well structured, however, in qualitative research the steps to obtain trustworthiness are more ambiguous and less established (Cresswell, 2014; Merriam, 2009). In qualitative research, reliability and validity are of equal and important to a researcher (Yin, 2001; Merriam, 2009). It is the more reason that a qualitative researcher is require to build up the trustworthiness of his research (Yin, 2001; Merriam, 2009). Validity and reliability seems to be the main two aspects in determining trustworthiness of qualitative research. While validity refers to the nature of closeness the research findings are to the reality being investigated, reliability on the hand, refers to the extent that the research can be replicated (Yin, 2014; Guba and Lincoln, 1994). Although, reliability has several components which includes *internal* validity or *internal* consistency in the information obtained from different sources and in the coding of the data from qualitative sources. However, reliability in another aspect of qualitative studies could refer to the need to provide a detail description of the phenomenon so that other researchers can understand it in its real context and evaluate the extent to which it can be generalized to their own peculiar situations. Further, in determining trustworthiness in qualitative studies, Guba and Lincoln (1994) identified *credibility, transferability, validity and conformability* as the indicators that are closely related to validity and reliability. In the field of Library and Information Science (LIS) research, these terms are mostly use in qualitative research as the criteria for

showing the accuracy of the result findings (Todd, 2010). To enhance the trustworthiness of this research, the researcher adopted five approaches: preliminary investigation, research ethics, credibility, dependability and confirmability (Table 3.6) with its inferred principles and actions purposely to ensure the validity and reliability of the research (Guba & Lincoln, 1994).

Table 3.2: Actions Taken to Ensure Trustworthiness of the Study

Approaches	Principles	The researcher's actions to ensure trustworthiness
Preliminary Investigation	The researcher's familiarization with the physical environments	Preliminary study from May to October, 2015. Getting acquainted with the research locations, choice of participants and establishing the research methodology (Bell, 2014; Beck, 2010).
Research Ethics	Moral conduct were stickily observed	Abiding by the ethical principles of qualitative research, the norms of the institutions and the participant's views. For example: letter of invitation for participation, consent letter from the researcher's supervisor, letter of acceptance from participating bodies (Appendix A-E).
Credibility	Choice of participants was considered paramount, and adequate time was taken to sources for data to establish credibility.	Actual data collections lasted for 9 months from March to November 2016. (in-depth interview); (focus group discussions) (web analysis). Choice of participants; Corroborating evidence from webpages and other participants. Analysis were examined by the researcher's main supervisors (Guba & Lincoln, 1994; Merriam, 2009).
Dependability	Description of the Methodology, Triangulation.	Data collection methods were thoroughly explained. Data collected from interviews, focus groups and web analysis were cross-examined. The analysis was audited by the researcher's main supervisors through constant checking on the reported data and proffering constant suggestions.
Confirmability	Triangulation of data from both the interviews, focus group discussions and web analysis to establish facts.	The data were objectively reported from the webpages, face-to-face interviews and the focus group discussions. Furthermore, the data were thoroughly verified based on the interviews and web analysis and cross examined by the researcher and supervisors for confirmability.

3.11 Summary of Chapter Three

The research is aimed to empirically establish how librarians form impression about their social media presence and authority in Nigeria university libraries. The Chapter describes the qualitative research paradigm based on the theory that was adopted for this study. It has specifically discussed advocacy/participatory worldviews and contends that the supporters of this school of thought have a qualitative research approach (Creswell,

2012). The Chapter also describes the use of multiple methods of data collections for the research and indicated using interview, focus groups and web analysis for data collections. Three federal universities in the northern part of Nigeria were selected to make up the population of the study. They are: Ahmadu Bello University, Zaria; University of Jos and University of Abuja. The target participants are heads of libraries, heads of social media units, and academic librarians. On those who indicates their willingness to participate in the study. The Chapter also narrated how the research can be trusted and be adequately credited and reliable. Ethical considerations were highlighted to be observed as the research proceed further. The Chapter concludes with the data analysis techniques. The subsequent chapter reports the first two parts of the research findings.

CHAPTER 4: SOCIAL MEDIA PRESENCE OF NIGERIAN ACADEMIC LIBRARIES

4.1 Introduction

The previous chapter described the approach to the study. This chapter addresses research question 1, which focused on the key findings of the academic libraries social media presence and the information activities of academic librarians on social media. Thus, the chapter addresses the following two research questions:

- (1) How do academic libraries create their social media presence?
- (2) What activities do the libraries engage in on social media?

The presentation of findings of this research are in three chapters, that is: chapters 4, 5 and 6. These three chapters addresses the three research objectives which formed the four research questions of this study. Findings presented in each of the three chapters are built on the two theoretical lens applied in this research. As discussed in chapter 2, the alternative dimension of social judgment theory and diffusion of innovation formed the basic two theories used as an approach to enhanced data collection and as well to ease the analysis of the results' findings. Drawing from the discussion in chapter two, Figure 4.1 described the links of the five steps of Roger's 2003 DOI and SJT in which the researcher applied for the purposed of achieving the results of this research.

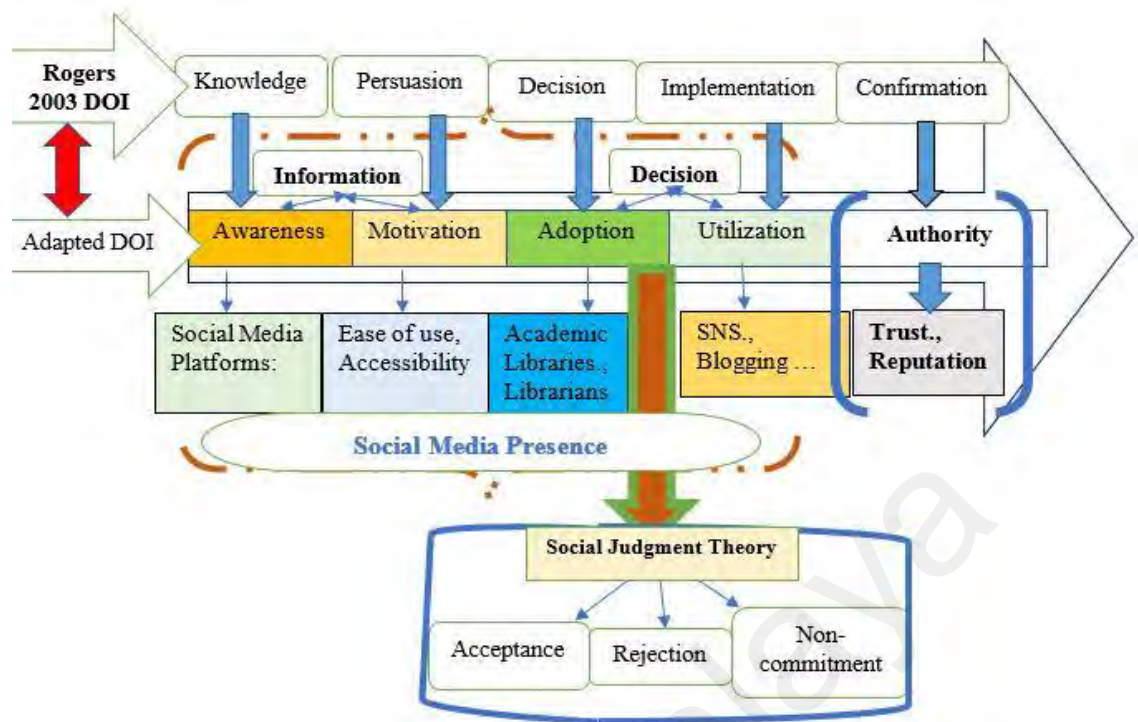


Figure 4.1: Integrated Linked of Rogers 2003 and SJT Framework Adapted

The first layer shown in Figure 4.1 is Roger’s 2003 DOI framework of five steps of communication channels which have been discussed in chapter 2. The second layer is the researcher’s adapted DOI of five steps to depict Rogers 2003 framework in order to understand librarians’ perception of social media presence and authority in the academic libraries. Between the first and the second layers are two dominant elements (information and decision) which anchored on the first four steps of the innovation process (awareness, motivation, adoption and utilization) aimed to find out the answers to R/Qs 1 &2 (chapter 4): How academic libraries create their social media presence and the information activities the libraries engage in on social media. The fifth stage, “*Authority*” depict Rogers (2003) fifth stage of DOI, commonly known as the confirmatory stage. At this stage, decision is both intrapersonal and as well interpersonal. The research is aimed to explore academic libraries and librarians’ engagement and maintaining social media authority in the academic libraries which answered R/Q 3 (details in chapter 5). The chapter sought to know academic libraries’ social media presence in the academic

libraries and among librarians in creating trust and reputation in order to earn social media authority. The third layer depict those attributes that influences social media presence and authority in this research. The fourth layer reflect the alternative dimension of social judgment theory which anchored on acceptance, rejection and or non-commitment, aimed at answering R/Q 4, how librarians form impression of acceptance/rejection of social media presence in the academic libraries (chapter 6).

However, the descriptions of the five steps were centred on the academic libraries and the librarians' awareness of social media presence, the motivational factors that influence the adoption of social media platforms and utilization, (anchoring the dominant elements) which finally led to confirmatory stage *authority* that anchored on trust and reputation on the social media contents in the academic libraries in Nigeria. The two main elements are explained below:

(i) Information: (Awareness and Motivation)

Figure 4.1, indicates that information is an element that plays a significant role on the first two stages of the innovation process. Thus, an accurate and timely, specific and an organized information that is well presented and accessible within a context that gives it meaning and relevance, can ultimately create an awareness and motivation on the adoption of social media. Awareness of any new innovation is created and influenced by the nature of the valuable information from the innovators. Thus, the behaviour and decision of the academic libraries and librarians on the adoption and utilization of social media centred on the valuable information which affects the outcome in terms of implementation.

Awareness and motivation of academic librarians on the adoption and utilization of social media revolve within the convincing information delivered from the innovators and the

early adopters of the webs. Awareness represents knowledge about the social media presence academic libraries. Rogers (2003) highlighted that, at the decision stage in the innovation process, the individual chooses to adopt or reject the innovation. This is the moment that, the academic librarians decide on the choice of the social media platforms which is more of a verdict or a pronouncement that lead to either positive or negative implementation of the innovation (social media).

(ii) Decision – (Adoption and Utilization)

On the whole, the decision to adopt or to reject social media in the academic libraries culminate on the credibility of the information about the innovation which invariably creates awareness and motivation on the platforms in question (Figure 4.1). Credible persuasion and motivation from the earlier adopters of social media in the academic libraries is an opening for decision on the academic librarians' adoption and utilization of the social media platforms in the academic library system.

As noted in the preceding chapter, Rogers (2010) stated that the innovation-decision process starts with the knowledge stage in which an individual becomes aware (knowledge) of the existence of the innovation (technology) and try to acquire more evidence about the innovation. In the academic libraries, the *decision level* is one of the difficult stages for academic librarians in the adoption and utilization of social media platforms.

4.2 Participants' Profiles

The participants in this section of the research comprises the chief librarians, heads of media units and the focus group members from the three federal university libraries under study (Table 4.1). Since the research focus on academic libraries, the participants were all academic librarians and were found during the preliminary study of this research to

have the adequate knowledge on the aspect of social media and also have the experience in the social media units of the academic libraries. The Chief Librarians were able to respond to issues that relate to social media presence in the academic libraries because they are the custodians of both human and materials resources of their libraries. The heads of social media units were capable of response to social media presence, content creation, social media activities and authority in the academic libraries. This is because they served as the link between the end-users and the library management. More so, they are responsible for monitoring of social media activities in their libraries. The focus group members are the academic librarians in the various university libraries under study. Besides, all the participants are graduates with either first degree, Masters or PhD in Library and Information Science from various academic institutions of higher learning. They are all experience practising librarians in the university library systems with an adequate number of years in the social media units of the libraries (Table 4.1).

Table 4.1: Participants of the study

Library A					
S/No	Participants' Pseudonym	Gender	Age	Qualification	Working Experience
1	Amina A	Female	36	MLIS	10
2	Carolina A	Female	44	MLIS	18
3	Abby A	Male	34	BLS	5
4	Chris A	Male	54	PhD	22
5	Dave A	Female	35	BLIS	6
6	Justice A	Male	31	BLIS	4
7	Brenda A	Male	39	BLIS	9
8	Elisa A	Male	41	MLS	8
9	Linda A	Female	29	BLIS	5
10	Polina A	Female	36	MLIS	9
11	Ali A	Male	27	BLIS	4
Interview: Chief Librarian & Head of Media					
12	HOM-A	Female	40	MLIS	8 (HOM)
13	CL-A	Male	57	PhD	31 (CL)
Library B					
1	Aure B	Female	49	MLS	20
2	Favour B	Female	31	BLIS	5
3	Cuba B	Male	32	BLIS	3
4	Khalid B	Male	37	BLIS	12
5	Dan B	Male	41	MLIS	5

Table 4.1 continue

6	Bibema B	Female	29	BLIS	3
7	Leo B	Male	52	MLIS	25
8	Jesse B	Male	48	PhD	14
9	Jerom B	Male	30	BLIS	4
10	Mariam B	Female	34	BLIS	10
11	Shiemir B	Male	58	PhD	28
12	Gera B	Male	47	MLIS	10
13	Yayock B	Male	41	BLIS	9
Interview: Chief Librarian & Head of Media					
14	HOM-B	Female	42	MLIS	16 (HOM)
15	CL-B	Female	53	PhD	28 (CL)
Library C					
1	Ndoms C	Female	31	BLIS	5
2	Sheba C	Female	34	BLIS	3
3	Tikas C	Male	29	MLIS	5
4	Casey C	Male	46	BLIS	16
5	Ahmadu C	Male	27	BLIS	4
6	Vandi C	Male	43	MLIS	11
7	Nura C	Male	47	MLIS	15
8	Usman C	Male	39	BLIS	8
9	Blessings C	Female	28	BLIS	4
Interview: Chief Librarian & Head of Media					
10	HOM-C	Male	51	MLIS	23 (HOM)
11	CL-C	Male	56	PhD	29 (CL)

4.3 Social Media Presence: Librarians' Awareness

From a theoretical perspective, acceptance and use of any technology innovation lie in the broad awareness from the stakeholder themselves (Shea et al., 2006). Studies have reported how important awareness, usage and motivation are in the use of information technology and many have identified the key aspect of awareness to relates to how the technology is implemented and accessed by the users (Abrizah, 2007). The study focuses on how the academic libraries and librarians become aware (knowledge) of this new innovation (social media) in the context of information, applying the first two stages of Rogers innovation framework (Figure 4.1): Knowledge (awareness) and Persuasion (motivation), in order to answer the first part of research question 1: *“How do academic libraries create their social media presence.”*

In the early stage of data collections, it was found that almost all academic librarians have

the knowledge and aware of social media applications in Nigerian university libraries. As the researcher implored to know how academic libraries and librarians become aware of social media platforms and create their social media presence. Three subthemes emerged from the participants' responses.

- a) Attending Workshops and Seminars
- b) Interactions with peer groups
- c) On-the-Job Experiences

4.3.1 Awareness through Attending Workshops and Seminars

The emphasis is more on workshops and seminars by the participants as a strong venue that librarians share experiences and knowledge about social media. In a focus group discussion, a participant recounted his experiences on how the majority of the academic librarians got to be aware and consequently becomes motivated to the utilization of social media platforms.

“I became aware and started building interest in social media during ICT and Internet training workshop. The training focus on Web 1.0 and Web 2.0. Back to my place of primary assignment, the idea of social media application began with the notion of Web 2.0. The popular platform that time was Facebook. So, the library created a website, and connect to Facebook.” (Tikas – Library C).

The participant seems to have spoken the views of the majority as observed by the researcher during the discussion in which the participants knotted their heads in agreements. Although not all the participants started with Facebook as did mentioned by Tikas, but with other platforms such as WhatsApp, LinkedIn and Twitter. The participants' responses show that those academic librarians that had the chances of

attending workshops and seminars on Information and Communication Technology had the profound advantages of being aware of social media applications. The excerpts:

... in the training session, I was exposed to some of the available platforms such as Facebook, WhatsApp, Twitter, YouTube, and other platforms like Wikis and Blogs, that I can use. (Carolina –Library A)

...after the workshop, in my leisure hours, I linked up with some of the websites issued to us in the training guide. ... mmmhhh ... I became much aware that social media applications are universal and can be used for library services. (Ahmadu – Library C).

... shahh ... I understood now that what is published in the university library bulletin as printed copies ... could also be disseminated as soft copies or electronic copies posted on the library Facebook and the library website for the entire universe. (Mariam – Library B).

Apart from the focus group discussions, the researcher opted to have the deeper understanding of how academic libraries conceived the idea of social media from HOM-B. He confirmed that majority of the academic librarians became aware of social media as they attended training and workshops for academic librarians about ICT. “

I remember in one of the workshops, the trainer demonstrated using one of the links of a university website to locate information and its contents. The information was mostly on education and recreation which are vital in the academic community. (HOM-Library B)

He further stated that:

... during the seminar, we noticed that most of the academic libraries

have either directly or indirectly were already on facebook or twitter”

(HOM-Library B)

The responses from the focus groups and the HOM-B revealed that academic libraries and librarians have been greatly encouraged through workshops and seminars about the magnitude advantages of social media applications in academic libraries.

Relatively, the researcher further interviewed Chief Librarians C and Heads of Media (HOMs) in order to understand deeper how the management of the academic libraries cope with the academic librarians who desire to attend workshops and training on social media application in their libraries.

“... From time to time, we approved workshops and training for the staff of the library to attend, especially those workshops about the new innovations on ICT in the library services. (CL-Library C)

The library management often organises training for the library staff to update their knowledge on the use of social media platforms in the library. (HOM-Library C)

All effort is to carry users and staff alone on the utilisation of social media in the library.” (HOM-Library A).

It is understood here that the role of the university library management is crucial in supporting the academic librarians to attend workshops and seminars. Such opportunities have assisted librarians in updating their knowledge and awareness on the use of ICT and especially social media applications in the academic libraries. Chapter five discusses the aspect of management support maximally.

4.3.2 Awareness through Interactions with Peer groups

According to literature, social media are web-based platforms that offer an opportunity for citizens and community to share opinions, experiences, views, contacts, knowledge and expertise (Adetola & Okeoghene, 2016; Okoro & Nwafor, 2013). Some of the participants reported that their awareness about social media platforms was through their personal interactions and contacts with their professional colleagues and peer groups. According to them, they mostly enjoy the opportunity of sharing ideas about social media as they interact. Such interactions guided them to become aware that, social media is an online media that takes communication beyond the restraint of the traditional media. For instance, some participants narrated that they became aware of some of the workshops and seminars which they attended through their interactions with their professional colleagues on their social media platforms. Some of the participants revealed that their colleagues who had the privileges of social media in their possessions, assured them that social media can be used for Selective Dissemination of Information (SDI), marketing library services, reference services, discussions, interactions with colleagues, announcement of library events/services/news for the libraries, information literacy programs, keeping track with current trends of library activities among others. According to them, through constant interaction with their peer groups, they understood that the significance of social media cannot be measured. Their excerpts:

I am a member of Nigerian Library Association, a national body of my noble profession. I came in contact with some librarians ... mmmhhh ... in fact, my interaction on the importance of social media with them has accelerated my understanding of how the platforms could be used in marketing library services...
(Khalid – Library B).

... I just know little about what social media can do before I met Othman. He

advises me to change my hand phone to Android that has already in-built platforms such as Facebook, Twitter and Instagram ... (Ali – Library A).

“... in fact, my friend told me that Facebook and WhatsAap are the easiest platforms that can be used for collaboration.” (Gera – Library B)

Practically, when he joined a WhatsApp group he later confirmed that:

I personally set aside time during break period to discussed with my friends and colleagues some aspect of social media platforms and how they can be used practically for the library services. (Nura – Library C).

Another participant narrated that her family especially (children) exposed her to know how social media can be used within and outside the home.

Actually, my children motivated me to the use of social media. They told me I can be engaged with my friends, relatives and well-wishers through facebook, WhatsApp and other platforms. With their influence, I tried WhatsApp and I became familiar with it and later facebook. In fact, after this stage, social media became part of me today. (Favour – Library B).

4.3.3 Awareness through On-the-Work Experiences

Participants in different focus group discussions strongly believed that the accumulation of knowledge from direct participation in using any of the social media platforms resulted in greater experience, exposure and motivation to the utilisation of social media platforms. According to some of the participants, their background knowledge and experiences they had in their workplaces, creates for them, awareness on some of the social media platforms that are currently being utilised in most of the academic libraries. The response rate shows that some of the academic librarians have clearly understood

through their clear-cut experiences that social media platforms can be used for knowledge and educational purposes.

In the course of this research, it is revealed that some academic librarians had on-the-job experiences as a means of complementing and supplementing learning and awareness of social media applications on both their official and private moments. They acknowledge that, on-the-job experience have assisted them to be aware and actively involved in social media utilization. That apart, those academic librarians who had no opportunity to attend workshops, seminar or any training on ICT or Web-bases (Internet), relied heavily on their experiences in their workplace. So, on-the-job experiences is of high value in reaching and impacting vocational knowledge to professional librarians who have not had the chances to attending social media workshops or seminars. The excerpts:

... my first posting in the library was in the ICT unit. The kind of duty in that unit help to develop my interest to some basic social media skills which position me for understanding the roles of social media in communication among colleagues and others ... (Justice – Library A).

I have work more than 14 years in this library, and have served in various committees that initiates the ideas of digitization of library resources which also prompted integrating social media applications as among the terms of reference. My attendance in such committees gives me a better idea of what it is like to use social media for marketing our library services. (Casey – Library C).

I conceived within me to use my personal social media account to communicate with my boss and colleagues, even though I was not able to navigate appropriately but I overlook the errors and kept learning till when I became aware that social media platforms are not the same and should be used according to their purposes.

(Shiemir – Library B).

Shiemir still echoes on the awareness in which she stated the disadvantages of social media and cautioned that:

We should understand that social media in the library is global. Therefore, I always become very careful about what I post and also what my friends on facebook post too. It is because, in today's contemporary life, social media can be used to access our individuals' CV elsewhere around the globe without our knowledge.

(Shiemir – Library B).

Lack of knowledge of the social media platforms affect the attitudes of the academic librarians and invariably make them not comfortable to approach how to use these platforms as some of the focus group members described such individuals. “... *A good number of librarians have limited knowledge of social media in the library. They are the boomers who view the web to be just for entertainment.* (Justice – Library A). Furthermore, the statement is supported by another participant in focus group B. “... *To those librarians who do not have the background of technology and the knowledge of this innovation, are not aware that such tools are relevance and can be used to enhance and as well facilitate library services. So, they stand to reject the utilisation of these platforms in the library.* (Jesse – Library A).

It is apparent, that workshops and on-the-job-training have contributed extensively to the massive awareness of social media platforms among academic librarians. This is comparable to Agyekum et al. (2016b) that, librarians became aware of social networking tools through private studies, on the job training, workshops and interaction with professional colleagues before they start to use any of the tools.

4.4 Social Media Presence: Academic Librarians Motivation to Use

Motivation at this level is the persuasive stage at which the academic librarians possess positive or negative attitude toward social media applications in the academic libraries. According to Rogers (2010) at the stage of persuasion, people shapes their attitudes after they have identified and know about the innovation which they can directly or indirectly adopt or reject. In this section, the researcher applied Diffusion of Innovation (DOI) approach to understanding why and what motivate the academic librarians to adopt a social media platform among themselves and in the academic libraries. Although, the researcher bears in mind that there is the host of social networking sites available to use, however, the academic librarians reserve the right to make their choice. Thus, the researcher probed to understand what motivate the academic librarians to opt for the social media platforms they ended up with.

Several kinds of literature in LIS show that majority of the librarians are aware of the social media which has invariably informed the success of adoption of social media platforms for academic library services and engagement among librarians (Agyekum et al., 2016b; LeBlanc & Kim, 2014; Zohoorian-Fooladi & Abrizah, 2014). Although, the researcher understood that, the issue does not rest on the awareness and perfect decision in the adoption of the platform, but also the motivational aspect to utilizes these platforms among the academic librarians. The participants acknowledge that, the implementation and utilisation of social media platforms are either for academic or private purposes. They also noted that the use of social media has become a daily routine and an integral part of people's social life. From the participants' responses, five dominant themes that influence the utilisation of social media among academic librarians in the academic libraries were identified (Figure 4.2: p.118).

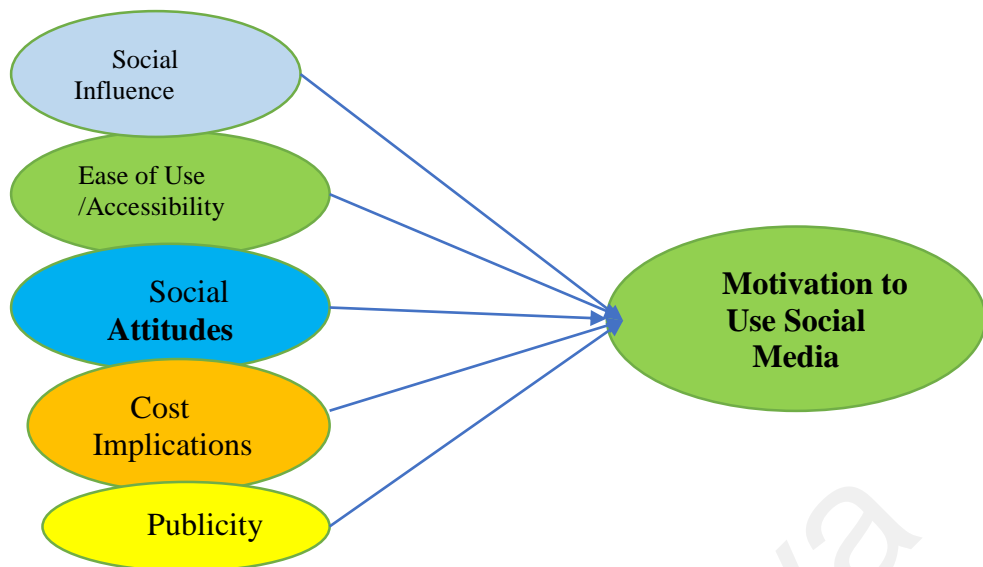


Figure 4.2: Dominant Attributes for Librarians’ Social Media Motivations

The five themes are: Social Influence, Ease of Use/Accessibility, Attitudes, Cost, and Publicity (4.2). These factors formed an impression and invariably creates positive or negative attitudes for academic librarians about social media applications in the academic environment.

4.4.1 Social Influence

Participants responses show that friends and the environment they found themselves create impact for them in the utilisation of social media. In a face-to-face interview with some of the participants, they opened up that social influence attracts the majority of the academic librarians on the utilisation of social media platforms. The majority of participants shared their views on how they were influenced by using Facebook, Twitter and other platforms for academic library outreach.

The belief is that social media utilisation takes place in almost all the library activities, and, academic librarians cannot remain irrelevant. As such, for them to be relevant, they have to accept the use of the platforms so that they can be identified in the trend of events happening in the library setting. This happens so that they can establish and maintain a

satisfying cordial relationship among themselves and as well the library services.

Favour expresses that, the utilisation of social media depend on an individual basis. *“What motivate or influence a person to the use of social media depends on the interest of the individual (Favour – Library B).* When probing further, she explained that: *“some people uses social media just to have fun with friends and to post anything that interests them. (Favour – Library B).*

Attracted by her school mates, peer groups and the passion she has for the latest information round the world, a member of the focus group B spoke her mind and cautioned on the way people shared baseless information which can be used against them at any point in time. *I was only attracted to the utilisation of these platforms: Facebook, Twitter, LinkedIn and WhatsApp, so that I can get connected with my school mates, chat with friends and obtain the latest information in my areas of interest, especially in my profession. (Ali – Library A).* Ali was impressed with Facebook, LinkedIn and WhatsApp platforms because she has used them to connect with friends.

It was also pointed out by one of the participants in an interview that, the majority of the university libraries in Nigeria are either using one or more social media platforms which inevitably, attracts other libraries to utilises same platforms for easy accessibility. *“... .. most of the libraries are on either facebook or twitter platform, especially in the academic. It is hard to find a university library not using either one of this platform in Nigeria nowadays.” (HOM – Library C).*

“One of the reasons that influence my admiration for Facebook, Twitter and WhatsApp platforms out of the many is that I notice, most of my colleagues and people around me are using them, so I have no option than to move along with them.” (Usman – Library C).

Observing the happening with the internet, the University Librarian “A” expressed that social media has gone viral, he narrated his point of view on the use of social media. *“We have found ourselves in a situation that everybody is using social media within and out of the library. Even families in our communities you find real communication happening through social media, particularly in WhatsApp platform. So, whether we like it or not, we have to use it.”* (C L – Library A)

One of the participants felt satisfied with the nature of advancement of internet connectivity and services, but she still expressed fear in most of her interaction with her friends on the internet because she felt there is no secrecy on the internet. Such observation has cautioned the attitudes of individuals as they participate in the social networking connectivity and their interactions with the global world on the internet.

In another session of focus group discussion, a participant (Favour) narrated her side of the story on how she was motivated and became fully aware of social media platforms.

“My kids motivated me to the use of social media. They told me I could engage with my friends, relatives and well-wishers through Facebook, WhatsApp and other platforms. With their influence, I thought much and adopted WhatsApp, and became familiar with it and later Facebook. In fact, after this stage, social media became part of me today (Favour – Library B)

The role of families and friends appeared to be significant on this aspect. This also confirms that there are many ways that individuals can be influenced on social media apart from the workshops and on-the-job-training that often being conducted to create awareness of social media among the library staff as earlier reported by the participants. However, the influence of libraries-to-libraries and peer groups-to-peer groups on social

media contributes actively in social media utilisation. Some institutions in Nigeria observed what other institutions have and what they are using. Academic librarians also observed and follow the track of those who are into using some particular platforms. Much at large, effective utilisation of social media is often depending upon social influences of different kinds.

4.4.2 Ease of Use/Accessibility

Ease of use and accessibility of the new innovation of Information and Communication Technology is another attribute that increases the utilisation of social media platforms as observed by some of the participants during focus group discussions. Social media platforms are much more utilised by those who have access to the social media platforms and can also use them. One participant lamented that there are individuals' librarians that are not familiar and have no access to some of the social media platforms. As a result of that, they became unaware of the important aspect of these technologies in the libraries. *“What I notice here is the level of accessibility and familiarisation with the social media platforms and as well awareness and most importantly, their educational background. Above all, it boils down to the understanding of the social media platforms and the familiarity of these technologies in the libraries.”* (Dan – Library B). It is indirectly reporting that most people that do not utilise the social media platforms are such individuals that are not really having access and they are not familiar with the existence of such products. In other words, some have maintained the spirit of apathy and not having the interest to acquire knowledge and skills in social media applications in order to make them relevant in the system as it is on the trend of the day.

Similarly, as the researcher pressed further in another session, a participant agreed that there are many platforms in the market and people are using them, but he stated his reason for identifying with Facebook and WhatsApp platforms.

“... ..., there are many platforms, but I recognized these two “Facebook and WhatsApp” because they are the most common and available social media round me and most of my friends use either one or two of them. More so, handheld devices such as the 3G mobiles, IPAD and others, you can’t do without WhatsApp, because they are all built-in. They are the most common among the staff and the library customers. So, I feel comfortable with these platforms. (Leo – Library B).

Also, another participant shared on how he was more familiar with Facebook features than some of the features embedded on other social media platforms which actually make him have opted using facebook more.

I am more familiar with LinkedIn and academia.com because they are more accessible and are restricted to academic purposes. Also, I know of many individuals and organisations that share information on Facebook because it is more user-friendly. I am much familiar with facebook alert system in which, the moment you “likes” the response is instant (Elisa – Library A)

Elisa became familiar and accessible with LinkedIn and *academic.com* because she is in the academic environment. In the same vain, she is familiar and accessible to facebook because many organisations and individuals are using the platform to exchange ideas and information.

4.4.3 Social Attitudes

Attitude could be referred to as a point of view about a situation on what an individual think, do and, or feel. All these could be determined by psychological factors like ideas, values, beliefs, perceptions and so forth. Attitudes can be positive or negative toward a given issue. However, it all depend upon the importance attach to an issue in which can

as well reflect on the behaviour of the individual.

Participants expressed their feelings about change of attitude on the utilisation of social media which they felt that this innovation has become a massive part of all human lives. The expression of the participants as they shared their feelings shows that it took some of them numerous stages to understand the important of social media before they change their attitudes to accept such innovation. The response shows that participants have realised that social media sites have to change the way people think and do a thing in order to stay connected and interact with individuals in the society. They have felt that it is simpler to stay connected in people's lives through social media that is why they become comfortable to use the technology.

In responding to social attitudes that influence social media utilisation, some librarians viewed social media as a gateway for promoting their profession. *“It is lifting the flag of the profession and has opened doors for us, the professional librarians to interact and source information without boundaries.”* (Bintu – Library B). According to some librarians, these technology is a welcome revolution in the library industry which is changing the face of library services and the attitudes of librarians in the academic institutions. They felt that the library as a system cannot do without it. So, librarians should prepare to accept it or be left out.

Further to that, participants expressed their minds on the important aspects of social media utilisation as they realised that all facet of life is engaged in it. *“Actually, the way individuals, corporate bodies and organisations thrive to use social media platforms like Facebook, Twitter, LinkedIn, Google+ YouTube to mention just a few shows how important and how useful this new technology is in the society today* (Chris – Library A).

4.4.4 Cost Implications

Academic librarians also felt that social media has an economic impact for the libraries and for the librarians as well. It has reduced cost and cut budgets on some current information materials like newspapers, magazines and so on. So, it is so much encouraged to keep a date with social media platforms in the libraries. The most attractive way that librarians feel good about some of the social media is that some of the handheld devices that have already built-in platforms such as WhatsApp, Facebook, Twitter, Google+, LinkedIn and so forth. As a result of such development, it becomes easy and cheaper to use among the academic librarians in the libraries.

The impression on the use of these platforms personally, I would say - they are cheaper to use. There is a high level of information gathered using the social media platforms. We feel it has easy connectivity in terms of the network with our professional colleagues. Also, most of the modern technology comes with these platforms, so, that make it cheaper to apply the applications of them using our handheld devices too. (HOM-Library A).

On this note, many of the participants were impressed by the aspect of the social media financial standing. It has reduced for them the frequency of patronising printed information like newspapers, magazines and other printed and hard copies of recreational materials as the case in the past.

Social media is explosive. That where it is happening, especially if you want to keep a date with technology, fashion, be abreast on the latest, sport and to cut cost (Gera- Library B).

... many of us cannot buy newspapers, we cannot read all newspapers pages. We get all the newspapers headlines information, like on sports

pages you get all the result, you don't have to watch all the matches that is why we use social media. (Nura- Library C)

In a focus group discussion, Rita bore her mind on *how* and *why* she was persuaded and at last, identified *LinkedIn* as a better platform. She said, “... .. *in determining the choice of social media platform, one thing that came to my mind is the cost and how I can use it to reach out to my larger audience globally.* (Rida – Library B). In the same vein, Usman expressed why he was motivated to admire some of the social media platforms like Facebook, Twitter and WhatsApp. The first thing that motivated this individual is his peer group who are determined by the cost rates in comparison to other communication and information agencies. He said, “... *my friends and mates have alternatives and opted for Facebook and WhatsApp because they are very cheap. So, the cost determines the choice too* (Usman – Library C). He further explained the reasons why he derived pleasure in Facebook.

“Facebook is relatively cheaper and easier to use. Just like WhatsApp, it is cheaper to send messages on WhatsApp than SMS. So, today we are into where cost determines the choice of communication and interaction. (Usman – Library C).

Also, Brenda felt and admitted that:

“... as everyone around us uses either facebook, twitter or blogs. Its seems to be cheaper and easy to use regarding communication with larger society. (Brenda – Library A).

4.4.5 Social Media Publicity

Observing it on the nature of services in the library in which some of the social media platforms are being used for providing information for the academic librarians and the

library in general, Casey narrated that: “... *The services of the library are felt beyond the building as the library and librarians share services through online platforms such as LinkedIn, Google+, Facebook, Twitter and so on.*” (Casey – Library C). Ndoms further strengthen that, “... *especially, I understood now that I can easily advertise my activities and my professional CV using LinkedIn platform than other ones up there. So, I identified it to be more useful in this area.*” (Ndoms – Library C)). To this end, Ndoms was convinced through adequate publicity, to have preferred those platforms that are cheap to purchase and also easy to use, as she understood that she can make herself known beyond where she is.

Through adequate publicity, participants were motivated on the way users interact with some of the social media platforms worldwide, and the nature of how the units update their status and posting of contents. The excerpts:

“... one of the characters that persuaded me personally as a librarian to Facebook is because of the number of users and the nature of its update regarding posting of current information about events and their happenings globally. (Polina – Library A)

I am impressed as Worldwide viewers and customers share current information by way of posting what is happening around them.” (Cuba – Library B).

The response shows that librarians have the knowledge of the vast number of social media forums/sites in which they can explore but they reserve the right to choose what is commonly available and are being used among the individuals in their environment.

The growing rate of social media utilisation in all facet is in the process of changing the attitudes of individuals, corporate bodies and organisations. This can be understood on

how people sourced information related to other media. How people use social media to find news and how individuals use social media to engage in more participatory forms of news at the global level. Therefore, academic libraries and librarians are left with no option but join the trend in order to be relevant.

The response from the participants shows that, whether academic librarians take this innovation or reject it, social media can be easily ignored. The reason is that, greater part of the society is already into sharing their lives experiences both good and bad on the social networking sites. From the responses, it shows that such sharing of information enables people to have empathised with one another. People of various classes have excelled in the use of social media platforms because of sharing their issues in the public whereby experience people on such issues have helped them out. Various reasons for motivation to use or not to use social media are summarized in Table 4.2 below. From the foregoing, therefore, social influence, ease of use and accessibility, social attitudes, cost implications and social media publicity seems to determine the successes of social media adoption and utilisation in the academic libraries and among the academic librarians.

Table 4.2: Academic Librarians Motivation to Use Social Media

Themes	Excerpts from participants	Participants' synonyms
Social influence	Librarians have been attracted by schoolmates and friends	Shiemir
	Librarians have been attracted by the people in the community	CL – A
	Internal/external communication with friends	HOM- B
Ease of use and accessibility	More familiar and accessible to Twitter than any other platform	Dave
	More accessible and familiar with Facebook and Twitter	Elisa
Social attitudes	<i>Positive attitudes</i> Realising that social media is all about information dissemination It is lifting the flag of the library profession Academic librarians use social media for social interaction So much attracted by collective individuals	Justice Bintu Bintu Chris
	<i>Negative attitudes</i> Academic librarians have been so sceptical to all the SM platforms Not being comfortable to use social media abusing in the use of social media Social media is a playground for evil perpetrators	Sheba Linda Linda
Cost implications	The cost of using the platform was the first thing that came to mind	Ndoms; Usman
Publicity	I can easily advertise my activities and my professional CV using the LinkedIn platform	Ndoms

4.5 Social Media Presence: Adoption of Platforms

This research identified academic libraries social media adoption on three (3) major platforms, i.e. Facebook, Blogs and Twitter. However, in some focus group discussions, academic librarians stated that they make use of other platforms apart from Facebook, Blogs and Twitter among their professional colleagues and also for the academic libraries for various purposes. In order to establish the fact about the social media presence in the academic libraries, web analysis of the three-university library social media were carried out (Table 4.3).

Table 4.3: Websites of Social Media in the Three University Libraries

University Libraries	Social Media Platforms			
	Facebook	Blogs	Twitter	Remark
University A	<i>Facebook.com/unijoslibrarymain</i>	<i>Unijoslibrary1.blogspot-ot.com</i>	<i>Twitter.com/unijoslibrary</i>	Active
University B	<i>Facebook.com/uniabuja.library; uniabujalibraryechezona; uniabujalibrarydept</i>	<i>Uniabujalibrary.blogspot.my</i>	<i>Twitter.com/libuniabuja</i>	Active
University C	<i>Facebook.com/abulibrary</i>	<i>Not available</i>	<i>Twitter.com/abulibrary</i>	Active

Note: *Active = Presence*

The succeeding Table 4.4 below, summarizes the web analysis of the university libraries webpages showing the social media presence between April and November, 2016 based on activities and engagement with the platforms. The table shows that, University library C has a number of *likes (1358), followers (1431) and comments/visits (6728)* on Facebook more than other libraries. Library B has the facebook but it seems to be weak. No record indicates its activeness. Library A maintains the consistent presence on Facebook with a number of *likes (70), followers (15), comments/visits (20) and a number of shares (41), while posts are only (28)*. Although, Library ‘C’ maintains the highest record of activities simply because it started earlier than the rest of the libraries. However, during the period of the research under review, it appears to be very weak on its activities on the social media. On the Twitter platform, Library A and B are relatively active than Library C, despite their late commencement on the use of social media in 2014 to 2016 respectively.

Table 4.4: Social Media Engagement Web Analysis, April to November 2016

Platforms	Social Media Presence/Engagements	University A	Year of Estabs.	University B	Year of Estabs.	University C	Year of Estabs.
Facebook	No. of Likes	70	2014	N/A	2015	1,358	2011
	No. of Followers	15		N/A		1,431	
	No. of Comments/Visits	20		N/A		6,728	
	No. of Posts	28		N/A		13	
	No. of Shares	41		N/A		2	
Twitter	No. of Tweets	119	2014	15	2016	2	2013
	No. of Followers	14		12		5	
	No. of Likes	95		116		3	
	No. of Following	41		10		N/A	
Blogs	No. of Page views	7,669	N/A	480	N/A	N/A	N/A
	No. Followers	2		2		N/A	
	No. of Posts	3		6		N/A	
	No. of Likes	5		N/A		N/A	

Note: N/A = *Not available.*

Unfortunately, Library C is not showing presence on Blogs platform. While library A has 7,669 number of page viewers as at October 2016.

The evidences from the websites of the three universities shows that each of the libraries has already a functional internet site and are on to social media applications using either Facebook, Blogs and or Twitter platforms. Appendices M, O and P were the evidences of screen captures of the social media presence in the three university libraries.

Interviews with participants to ascertain the social media presence in the academic libraries, they confirmed the presence of various social media platforms in the university libraries. A participant admitted. "... we have an active social media presence on Facebook, blogs, Twitter." (HOM – Library A). It was further confirmed by the Chief Librarian, who acknowledges in an interview session that: "... presently, the university library has a social media unit and is currently functioning and meeting the need of the academic community." (CL- Library A). Web analysis shows that, library "A" is relatively active on Facebook, Blogs and Twitter respectively (Table 4.5; and Table 4.6).

Although, evidences could be seen on the library activities in the social media platforms

particularly in terms of posting and updating the public with information. However, the level of users' engagement seems to be very low as shown in Table 4.4; Table 4.5 and Table 4.6 below. This may not be unconnected to the level of awareness of librarians and the users in terms of building trust and reputation for the library through social media contents.

Table 4.5.: Library “A” Social Media Presence on Facebook Based on Web Analysis from April to November 2016

S/No	Posting	No. of Likes	No. of Shares	No. of Comments	Date	Time
1	University of Jos: The Koha Community announces the release of Koha 16.11 – Official Website of Koha Library Software	3	0	0	23/11/16	5.42
2	Acts Donates books to Support “Operation Beauty from Ashes	3	0	0	9/11/16	14.24
3	Unijos Alumni Pledges Support to “Operation Beauty from Ashes Campaign”	2	0	0	7/11/16	15:46
4	Donate Toward Rebuilding the Library	5	0	0	26/10/16	18.24
6	JAMB releases criteria for admission into Nigerian Universities – Premium Times Nigeria	1	0	0	10/7/16	20.03
7	University of Jos Updates their Profile picture	3	0	0	28/4/16	22.32

Table 4.6: Library “A” Twitter: Web Analysis April to November 2016

S/No	Posting	No. of Reply	No. of Retweet	No. of Likes	Date	Time
1	Unijos Appreciates Donors	0	0	0	22/11/16	11.34am
2	Unijos Library announces commencement of Circulation Services	0	0	0	21/11/16	11.11am
3	Unijos Operation Beauty from Ashes: Donation Towards rebuilding the Library	0	5	1	26/10/16	9.19am
4	Aftermath of Infero: It's happening live at Library Complex Main Campus as Unijos Flags program in attempts to replace lost books, etc	1	11	6	20/10/16	3.06am
5	A plan for more meaningful work and professional fulfilment: An American Libraries Live Interactive WebCast	0	1	2	18/10/16	1.42pm
6	Empowering the next Generation to advance Open Access, Open Education and Open Data, Apply for Scholarship ...	0	1	1	23/0616	3.06pm
7	Unijos Operation Beauty from Ashes: Remembering One Year Ago ... We are Rising Like A ...	0	0	0	8/3/17	3.30am
8	University of Jos Operation Beauty from Ashes: Unijos launches Beauty from Ashes Initiative	0	0	0	24/10/16	6.49am

Table 4.7: Library A activities on Blogs Platform

S/No	Posting	No. of Page View	Followers	Comments	Date	Time
1	University of Jos Operation Beauty from Ashes: Unijos Library Appreciates Donors	7939	0	0	22/11/16	11:35
2	University of Jos Operation Beauty from Ashes: Commencement of Circulation Services	7945	0	0	21/11/16	11.12
3	University of Jos Operation Beauty from Ashes: Unijos launches Beauty from Ashes Initiative	7946	0	0	24/10/16	6.51

In another related interview, the Chief Librarian B acknowledges the presence of social media in the library. According to him, “... *right now, the library has social media and is active. If you interact with the system librarian, she will give you more details about what we are doing in the social media unit.* (CL – Library B).

From the responses of the chief librarian B, the need to further investigate more about the social media presence was enlarged. Responses from the head of media B shows that the library is still working on how to reposition the social media in the library. According to him, “... *we are trying to reposition the library and its services in the social media ... for now we want to be part and parcel of the technological revolution by try to adapt to social media applications in the library ... HOM – Library B*”. The response of the head of media B do not leave the researcher to wonder why the social media platforms (Twitter and Blogs) were not really active during the web analysis investigations (Table 4.7; and Table 4.8.

Table 4.8: Library B Blogs

S/No	Posting	No. of View	Followers	Comments	Date	Time
1	The Essential Electronic Agricultural Library (TEEAL)	480	2	0	21/10/16	
2	Training of University of Abuja Library Staff	0	2	0	4/10/16	7.27
3	West and Central Africa research and Education Network	0	2	0	13/10/16	1.56
4	University of Abuja Library Staff Training	502	0	0	26/5/16	5.36

Table 4.9: Library B Activities on Twitter Platform

S/No	Post	Reply	Retweet	Likes	Date	Time
1	Uni. Of Abuja Library: University of Abuja Staff Training	0	1	0	4/10/16	7:44am
2	Uni. Of Abuja: A good paper to view: "Making a makerspace case for academic libraries in Nigeria – Helen Nneka Okpala	0	0	2	4/10/16	6.55am

Furthermore, similar responses emerged from library C. The Chief Librarian pointed out that, Facebook and Twitter are the existing platforms in the library at the time of this research. *"... Yes, the library has social media website account, and we started in 2011. At the moment, Twitter and Facebook are the active platforms in the library. (CL-Library C).* This statement was also confirmed by the head of media unit. According to him, *"... the social media unit is now activated to meet the requirement of the MacAthur which the library was destined to either introduced Facebook or RSS page ... but we suddenly improved the presence and activities on our Facebook homepage, (HOM – Library C)*

The statement from the two participants were not surprising because evident from the web analysis shows that social media was active between 2011 and 2012 at the time of this data collection (Table 4.9). Although, the chief librarian claimed that Twitter platform exist and active, but there was no evident. Besides, the expected level of interactions and engagements among users and the library social media sites is not encouraging (Table 4.9). In Table 4.10, the post of 29th October, 2012 attracted 44 number of likes and 17 number of comments probably because it announces an innovation that affect everyone in the community. However, the low level of interaction and engagement of the users and the library could probably have boiled down to either the nature of the social media contents or the level of awareness and motivation of the users on the social media sites.

This study shows that, the three academic libraries in Nigeria are making use of some of the popular social media sites like Facebook, Twitter, and Blogs. More so, during the

Table 4.10: Library “C” Facebook

S/No	Posting	No. of Likes	No. of Shares	Comments	Date	Time
1	Kashim Ibrahim Library has launched its first Bulletin to Be Known as A.B.U library Complex Bulletins to be published every month	44	0	17	29/10/12	13.20
2	Visit the Kashim Ibrahim Library Websites	10	0	11	22/10/12	16:47
3	What Do you think about the Library?	9	0	1	14/10/11	12.24
4	K I L: The Largest library in South West of Sahara	11	0	0	5/9/11	17.04
5	Join the Library Complex Seminar Every week at the Library Conference Room	7	0	0	26/7/11	18.04
6	The Library Amnesty Week: The Library is informing the university community that Library Amnesty week holds from 4 th – 22 nd July, 2011	8	0	0	14/7/11	17.41

preliminary investigation and (May to October, 2015) and the actual data collections exercise (March to November 2016), participants admitted being aware and have on their own, adopted some of the social media platforms, such as Social Bookmarking, Social Networking Sites, Multi-Media and Instant Messaging as presented on Table 4.10 above.

Some of the participants narrated that, as they became aware on the importance of social media, they also created their own private platforms for their own personal social interaction among their professional colleagues and their communities. However, it is worth to note that, this result was obtained from the participants during the preliminary investigation between May and October 2015 and also during the actual period of the data collections between March and November 2016.

4.6 The Rationale for Adoption/Rejection of Social Media Platforms

The research at this stage sought to know how academic librarians demonstrate their psychosomatic and intellectual freedom in making the decision to adopt or reject the social media in the academic libraries. According to Rogers (2003), adoption refers to “complete use of an innovation as the best course of action available” while rejection refers to “not to adopt an innovation.” However, in this research, *adoption* refers to the critical decision that has to do with the mental reasoning of the individual to conceive a change through weighing the advantages and the disadvantages of social media and decides either to adopt or reject the innovation (social media). According to Rogers (2010), this is the most critical stage of acquiring empirical evidence because of the individualistic nature of human beings in the society. However, the knowledge (awareness) of any of the social media platform can as much influence the adoption of the platform. In this research, the need to know *why* and *how* academic librarians (participants) adopt or reject some of the social media tools out of many others in the market becomes necessary.

In a focus discussion, participants acknowledge that any time new technology emerged, there used to be an early adopter. Such individuals according to Amadu, are always very inquisitive about the technology. That means they want to know how to use it. Those kinds of people catch up immediately and adopt it. Some participants admitted that there are lazy librarians, they do not want to learn any new innovation. Unfortunately, they are not built on the background of this new innovation. The researcher observed from the participant responses and noticed that such individuals are not aware of social media platforms that could be used to enhance library services and they really do not want to know about it. Hence, such people find it difficult to accept the innovation at a start.

Furthermore, from the participants’ responses (Amina – Library A; Mariam – Library B;

and Ahmadu – Library C) the researcher noticed that, as individuals get encountered with social media platforms, some do not take them seriously, while some almost written them off due to the perceived irrationality or rather unimportance of their names and also the academic librarians’ personal imagination. Thus, make some librarians at the initial stage often resisted on the adoption of the platforms, only to find out later that these social media tools are actually useful materials. These conflicting attitudes prompted the researcher to tentatively enquired on why academic librarians adopt social media platforms in the libraries and among themselves. Consequently, three emerging themes surfaced from the participants’ responses as presented on Figure 4.3 below.

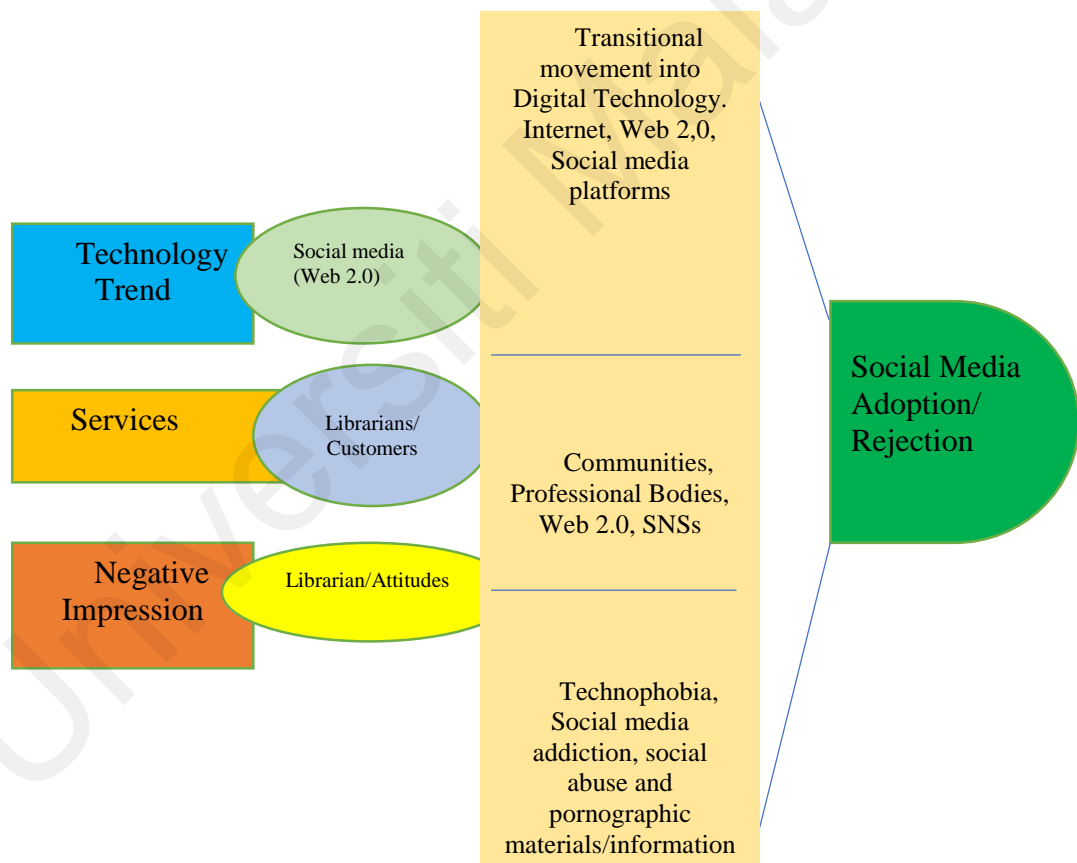


Figure 4.3: Rationale for Adoption/Rejection of Social Media

The emerging themes were: (i) *Technology trend* (ii) *Services* (iii) *Negative impression*

4.6.1 Technology Trend

Accordingly, academic librarians expressed that, it is difficult to avoid some of the social media today. They noted that, some of the social media platforms are becoming necessary tools that cannot be avoided in any case as we talk about SNS among librarians and the library services. Below are the excerpts:

First and foremost, this technology should be seen as a change and anyone in the library profession that do not embrace this change would be left behind ... (Dave – Library A).

In fact, academic libraries cannot do without social media nowadays. It is no longer the libraries and the librarian's issue, but the current trend and the era of ICT globally. We cannot do without social media. It has become mandatory. Is not by choice. Whether the library and the librarian like it or not is better now than later or never. (HOM – Library B).

Accordingly, academic libraries have assumed a host of ever-changing social and symbolic functions in the academic environments. The academic libraries are considered eminence in the academic environments for educational, informational, recreational and dissemination of knowledge. The participants felt that academic libraries and the professional librarians have no choice than to embrace social media for services as it is the new trend of the day.

4.6.2 Services Offered by Librarians Using Social Media Platforms

Another noticeable reason for the decision to adopt social media in the academic libraries is its relevancy and services in the academic communities in the 21st century as stated by some of the participants. The excerpts:

Social media is currently known to be a sub-set for information dissemination in the library. The laudable objectives of this innovation applause also its successes in the 21st century where the young generation are glue into handphones, IPAD, Laptops and all devices for communication, collaboration, research, teaching and learning. With this conception, the librarian of the 21st century has no alternative than to accept this innovation in the library. All that matter is how the librarians view the concept of social media applications. (Amadu – Library C).

... the adoption of Facebook and WhatsApp platforms to me is because of their multi-purpose and dynamic usage in the academic environment (Blessings – Library C).

... ...yes, we observed, it is the easiest way of communication and extending our services in this century. The library felt it should embrace the social media applications now. (HOM – Library C).

We have planned to reach out to those who do not visit the library. So, through social media, the library can reach such individuals by providing services using the platforms. (HOM – Library A).

.... We have opted to adopt the most widely used platform in the university community. Just like Facebook, is the most widely used,

followed by Twitter. More so, Blogger is easy to use that is why we felt it better to us. (HOM – Library B).

In the academic environment, social media is an ideal instrument for marketing the services of the libraries to users. Researchers and students make use of IPAD, laptops and all devices for communication in the academic institutions. Web 2.0 or rather social media platforms like LinkedIn, Google+, WhatsApp are excellent marketing tools which could be used by librarians to sensitize the users on general library services. Social media can be used to spread awareness of library services to those who may not be aware of the different services offered in the library such as reservation of books, reference services and Strategic Dissemination of Information (SDI), Current Awareness Services (CAS) and so forth. This concise with what Numaweh said:

The decision to adopt the use of social media is because most of the happening in the world today in terms of information delivery, revolves around social media and they are tools that we cannot do without (Leo – Library B).

Also, the head of social media in University B noted that:

As an academic library, we feel good to accept the use of these platforms to enable us to market our services and build followers in the wider community. (HOM – Library B).

The responses from the discussions show that social media is an innovation that academic libraries/librarians cannot do without adopting such innovation among them and in their professional services. However, the researcher observed that not all academic librarians embraced this innovation based on their responses. This issue was probed further to understand what the library can do in that respect. The Chief Librarian C stated that:

Well, not that they will be forced, (laugh...) but as long as they work in this university library, they just have to get involved in the use of social media. This is our rule and we cannot get out of not doing it. Any librarian that want to be relevant here in the library, then he/she has no choice but accept the use of the social media among his colleagues and the users too. (C L – Library C).

At this level of interaction, it is understood that technological change in the academic libraries is posing challenges to some academic librarians. It was understood that some were not prepared to embrace the changes that are about to impose on them by the new technologies (social media). The research delved into knowing the reason of such occurrences that are hindrances on the adoption of social media on the part of the libraries and the librarians.

4.6.3 Librarians' Negative Impression on Social Media in the Libraries

Although, social media adoption in academic libraries is a welcome innovation and development to librarians, however, some academic librarians, felt that the aim of social media in academic libraries is defeated. Their observation was based on the nature of how some individuals use some of the social media platforms in their environments. Some of the participants lamented their experience.

Mmmhhh ... WhatsApp group was created in order to establish easy means of disseminating information and keeping touch with professional groups but some librarians used the platform to discharge their personal anger with their colleagues. Making the purpose of the WhatsApp group defeated. (Nura – Library C).

Similarly, Bintu also lamented that:

... .. I have observed many times that people browse their devices (social media platforms) before they say their morning prayers, say good morning to their wives/husbands and the entire family. It has reduced married couple to mere enemies (Bintu – Library B).

Participants lamented that some academic librarians have negative attitudes to social media while others possess positive attitudes. In a focus group discussion, participants reveal that some individuals often turn the official platforms for personal use at the point of implementation. Also, participants noted that it is not easy to convince some librarians about social media adoption and change their lives. The excerpts:

Some individuals do not accept this innovation because of their mindset while some were on the concept that social media applications in libraries are trying to take their jobs. (Ali – Library A).

Those librarians who have the spirit of rejection of social media in library belong to this school of thought that such thing cannot be successfully applied and use in the library. They don't believe that the library can communicate with users via facebook, twitter, blogs or even emails. (Bintu – Library B).

She strongly advocated in a focused group discussion, about the other set of librarians who are invariably not interested in the wave of change in the social media unit of the library. She echoed that:

... .. also, there are other sets of librarians that required to be dragged into the use of social media tools if not, they cannot do and cannot change. (Bintu – Library B).

Furthermore, Jesse supported Bintu and noted that:

... .. those librarians who do not have the background of technology and the knowledge of such innovation, and also not aware that such tools are relevance and can be used to enhance library services, should be informed. If not, they stand to reject the use of these platforms in the library. (Jesse – Library B).

Generally, this happening is a general phobia that surrounded staff of the libraries, right from the time of digitisation of library resources and services. Such spirit affected some academic librarians and they do not want to talk about social media. They do not see the innovation as a change in the profession. They also failed to understand that anyone in the library profession that do not embrace this change would be left behind in the scheme of the profession.

Another issue that surrounds the discussion was about the *hiding of identity*. A participant expressed his feelings about some academic librarians who do not want to go online.

On personal reason, I have observed that some individuals do not want to be exposed to the usage of social media because they know what they have done. If they go online, their secret will be revealed and the world will know them. (Linda – Library A).

Linda's statement was almost a heated debate and argument among the members of the focused group. Some members felt that the negative impression of academic librarians is how users often share information which may likely pose threats to their lives. Other librarians felt that those that are presently using the social media platforms are already into social media addiction. Such academic librarians spend uncountable hours on the social network sites diverting their focus and attention from their primary responsibility

in their offices. Some went further to blame the social media librarians for relying heavily on social media platforms and the internet instead of learning the practical facts and proficiency of the everyday life. Some of the librarians expressed their feelings on the first impression of the social media sites such as Facebook, YouTube and others. They lamented on some of the pictures and films that contain violence and sexual harassment that are commonly shared on such platforms. They felt that such social media contents are greatly affecting the lives of kids (children) in the society. They finally lamented that unfortunately, there is nothing like private social media presence, so one has less control over his online social media presence. Hence, academic librarians felt that such development in the social media arena are hindrances for possible adoption of some of the platforms in the academic libraries. See chapter 6 for adequate details in respect to acceptance, rejection.

Further, some participants expressed their concern over the kind of contents that some individuals often post which do not merge with their principles. Such occurrences as they said, create negative thought and often change their attitudes and feelings on the use of social media platforms. *“Unfortunately, some unscrupulous individuals have abused the use of this media. It has turned to be a playground for evil perpetrators”* (Elisa – Library A). It has become a known issue worldwide that those innocent persons that are customers of social media platforms have often become victims of the attack.

According to participants, some unknown individuals have succeeded in the use of social media platforms to harm or harass people, disturb them in all area of life. Different kind of impersonation and hacking into people’s account turn to be the order of the day in some of the social media platforms as one of the participants narrated that, *“some people have used such technology to cheat others. As a result of this occurrences, some people do not want to take advantage of these platforms.”* (Blessing – Library C). Some participants

lamented that when it comes to the public, their private life is no longer safe. There have been misused of information about personalities in the social media. This invariably, created fear as expressed by one of the participants. *“With all these eventualities, led to some librarians not to accept this technology in the library.”* (Carolina – Library A)

Conspicuously, the adoption of social media presence in the academic libraries is the prerogative of the academic librarians. This is because the academic librarian knows the purpose he has in mind to use it. He knows the target audience he wants to drive. So, he holds the right to any choice that comes to his mind. However, it is unique to have the full understanding of the most widely-used social media platforms, their unique purpose, and whether or not they can be used to reach the expected target audience. Table 4.11 below is a summary of the conversations deduced from the participants based on the emerging themes.

Table 4.11: Academic Librarians Rationale on the Adoption/Rejection of Social Media Platforms

Themes	Conversations	Participants	
a	Technology Trend	<p>Technology innovation (social media) as a change in the library profession;</p> <p>It is the current trend in the 21st century and academic librarians cannot do without it;</p> <p>It is a technology transition in the library</p>	<p>Dave</p> <p>HOM-B</p> <p>Justice</p>
b	Services	<p>Social media is a sub-set for information dissemination in the library;</p> <p>Social media services are multi-purpose and dynamic in the academic libraries;</p> <p>Social media helps in extending the library services and an effective way of communication;</p> <p>It is a marketing tool for the academic libraries</p>	<p>Amadu</p> <p>Blessings</p> <p>HOM-C</p> <p>HOM-B</p>
c	Negative Perception	<p>Social media is being used by some librarians for the selfish purpose making its objective defeated.</p> <p>It has reduced communication with families and others to enemies;</p> <p>Some individual’s mindset with the notion of the social media taking away their jobs;</p> <p>Some individuals do not want to be exposed because of the hidden activities in the academic environments</p>	<p>Nura</p> <p>Bintu</p> <p>Rida</p> <p>Linda</p>

4.7 Social Media Presence: Contents' Creation

This section of the research is aimed to understand the process of how social media as a unit is organised in terms of contents creation and making information accessible on the web pages to ensure social media presence and the information activities the libraries engage in on social media. According to Smith (2013), contents determine the success of any social media presence and activities. From the participants' responses, it is understood that it is so important to create educative, entertaining and engaging contents for the survival of social media presence and activities in the academic libraries. Hence, the need for academic librarians to know what kind of contents their customers enjoy or have passionate on as they follow their comments and responses.

In this study, content refers to social media online device or statement used by academic librarians that are meant to educate, inform, entertain and interact through sharing and collaboration with library users. Thus, it is imperative to know that, convincing social media content is the pillar to success in any social media platform application in the academic library. With genuine content creation strategy, social media librarian can attract users from other libraries to his social media pages.

Participants' expressions indicate that some of the libraries formulate and create their social media contents base on the objectives of their university libraries. It was observed that university libraries restrict generating social media content to what they have in store to offer in terms of knowledge and information alongside the library activities. When asked 'how' social media librarians create contents for their web pages in order to maintain social media presence, some participants maintained that there are various sections in the social media units and each section operates according to its schedules. According to them, the duties of some of the librarians is to check and moderate contents before they reveal online on the walls. Figure 4.4 below illustrates the stages academic

librarians take to create and maintain social media content in the academic libraries.

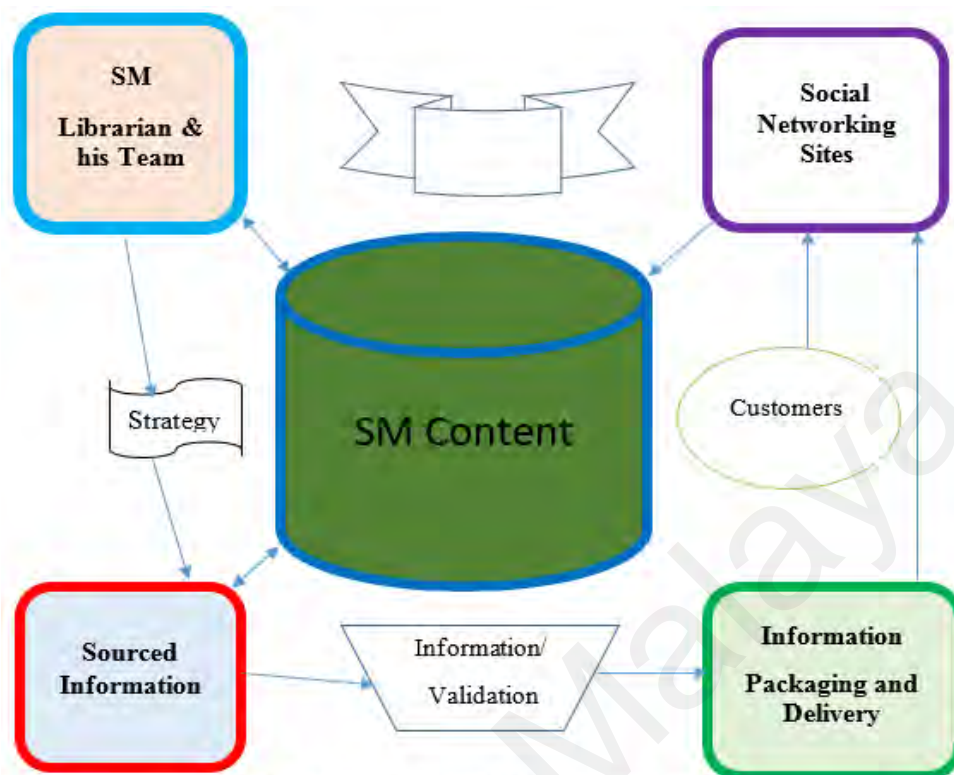


Figure 4.4: Librarians Strategies in Social Media Content Creation

In a focus group discussion, participants acknowledge that their library operates based on the objective of the library in which they have to observe. *“The objective of social media in the library is to disseminate information, so we sourced for contents, validate the contents and repackage the content (information) in the way our customers will understand clearly. Then we post the content (information) on the walls.”* (Linda – Library A). The process as stated by Linda indicates that contents are not just been formulated, there are procedures that are taken to satisfy the validity of the contents.

Linda’s report validates the posting in a university library ‘A’ Facebook, dated 23rd November 2016 at 5.42 that: *“University of Jos: The Koha Community announces the*

release of Koha 16.11 – Official Website of Koha Library Software”. The statement shows that the social media librarians sourced the information from the official website of Koha library. The authenticity of the information is from the popular Koha library official website. This clearly gave library ‘A’ the confidence for the posting of the information on their library facebook platform. See Table 4.5, p. 131.

In an interview session with the Chief Librarian “C”, he talked about the behavioural (attitudes) skill and the technical know-how of a staff in the social media unit. “... .. *you know social media is all about technology as well as behavioural. One needs the behavioural ability regarding knowing how to formulate content and the type of content that will be attractive.* (C L- Library C). Another participant also narrated that, “*social media unit sourced information (content) within the university communities for the social media content.*” (HOM – Library A).

In an interview with the head of the unit of library “C”, he said:

To create contents, the head of social media work in close collaboration with all the units in the library and pool down activities that exist and are functional. Such activities, with the consent of the units and the university librarian, crafted into contents and post on the social media platforms for users to know what is happening in the library.

(HOM – Library C).

The findings on Table 4.10: p. 135 on web-analysis, a post titled: “*Joint the Library Complex Seminar Every week at the Library Conference Room*” dated 26th July 2011, is an evidence of what HOM-C reported about collaboration among the units of the library regarding content creation and dissemination of information on the activities of the library.

Describing how the social media unit creates contents for their web pages, head of the unit library “B” said, *“the library normally sourced for information from the reliable sources, verify and establish the reliability of the information before posting into the platform. (HOM – Library B).* The researcher probed further, how information is being sourced from reliable sources, he continues, *“... .. you know the university is large with many campuses, we have to send our staff down to distance campuses sometimes to report to us what is happening when we are satisfied, we disseminate on the social media web page (HOM – Library B).* He also acknowledges that users have confidence on their social media websites because they do not just post information on their web page, instead, they used other links to establish the fact about the information. *“Apart from that, the library shares information with other links and observed the users’ responses before making it available on the Facebook. (HOM – Library B).*

The researcher pressed further on how the academic library create their social media content, the unit head of library “A” explained that:

There are different stages and procedures we follow before we post information on the platforms. For instance, if there is an event coming up and require us to publicise. The head of the unit will write a memo to the University Librarian conveying the critical (major) of the event and the need to broadcast it. It would be vetted and edited to suit the objective of the university library and the program before it is posted to the public.

(HOM – Library A).

Although the librarians felt that this process is too bureaucratic. The researcher further enquired how they treat emergency messages that may require immediate publicity through the web pages. The participant still maintained his position that, *“... .. We do not post anything that we see be it whatever. Posting of any content of information must*

come directly from the university management and the university librarian's office. That alone stand to be authoritative" (HOM- Library A). Result on web analysis, Table 4.5: p. 131 posting titled: *"Acts Donates books to Support Operation Beauty from Ashes"* dated 9th November 2016, describe an information obtained from the university library management to the social media unit for dissemination. The library management received book-donations and felt that the university community should be aware of the donation. The social media unit reserve no right to disseminate such information without prior directives from the university library management.

The above responses are signals that the library is not given free hand to utilise the services of social media. Indirectly, the researcher approached the Chief Librarian with the same question in order to understand how the social media is organised in terms of content creation and as well services.

... Yes, there is a head of the system unit, but there is somebody assigned specifically to take charge of the social media sub-unit. There are also some people that are in charge to moderate the content before such contents are posted on the wall. We do that often so that there would be check and balance of content and as well feedback. (C L-Library A).

The response of the Chief Librarian confirmed that the management interferes greatly as to what the social media unit is doing particularly on the matters of contents' creation. The researcher observed that evident of trust is very slim in this library. There may be a tendency, that good and relevant social media contents may not be allowed for posting on the web pages. The individuals responsible for moderating the contents may not be competent and conversant enough with the need of the customers.

Contrary to the above report, the Chief Librarian "C" seems to have more power to

discharge and give directive in the creation of social media contents for the library. The same interview question was put before him. “... *just thinking ...mmmhhh ... the wordings to use, colour to merge, you understand my point, and then merge the content with your intended users or audiences and notice most importantly, how responsive they are. These are key issues or key criteria, and I tell you, at times I go out of my way to formulate content to suit the existing situation of the university setting* (C L - Library C). This expression shows a level of freedom and liberty for the social media unit in the library. He is only left with the choice contents, the wordings, colours to merge, and above all, the intending audience. Unlike the case of Library “A”, Library “B” seems to have the same outcome with Library “C”, as the researcher advanced further with interest to know how social media contents are created in the university libraries.

... almost every library is on a social media platform. So, on our part, we populate our social media with things that are even outside the paradigm of library and information service which we feel our users will like. Once we populate with that, as they are accessing it, we now slot a service that they would like. (C L- Library B)

Being the Chief Librarian at the university, he further expressed that:

Sometimes, I wouldn't mind posting a favourite musician on the website for the students to download or to access. As they are viewing that, then we post vital information that is related to the library which they cannot escape seeing it. (C L- Library B).

The response of the university librarian above shows the degree of liberty, and control over the affairs of the library activities under his leadership, while this is lacking in some libraries.

However, in a focus group discussion, a participant observed some challenges with social media content in the academic libraries. To him, such challenges as he observed have caused set back in maintenance of social media presence in the library. “... *one of the setbacks I observed is that social media lack contents. Social media triumph over content. If there are no substance contents, you don’t have followers, and there will be no trust. So, you build trust with contents.* Abby – Library A). He further gave an example of how the national body in Nigeria, i.e. Nigerian Library Association (NLA) maintained its social media “yahoo group.” “... *the Nigeria Library Association, Yahoo group, once a while, the administrator often reminded the group on the core objective of the NLA yahoo group and the analytical procedure for content creation for the librarians in NLA yahoo group. That is how social media should operate. Unfortunately, till date, nothing such in our library.* (Abby – Library A). It shows that there is a guiding principle that no individual in the yahoo group of the Nigerian Library Association can create content and post on the walls without any due process. Another participant viewed social media content creation on peoples’ anxiety about the social media innovation in the library. She lamented, “... *... there is unnecessary apprehension academic librarians have toward social media because of its contents. More so, naturally, there are people who are apprehensive towards ICT and social media applications in the libraries.* (Carolina – Library A).

The unit head of library C narrated their library and the librarians’ experiences on content creation to maintain social media presence.

... initially, we have no issue, but suddenly, there was a policy by the university that all sites created in the university either from faculties, departments should be linked to the university website. At this level, ours is to connect the library website to the university

website. ...” (HOM – Library C).

Furthermore, he expressed the challenges the social media unit is facing in terms of content creation and services in the library.

Now the challenge is that the time we were managing it alone, we have more control because we can update, add, subtract information on the portal as the case may be. But now we have to go to the university website before could access our social media platforms. And, going through the university website use to take more time because of other processes. (HOM- Library C).

Content and profiles updates are one of the unique pillars of the success of social media presence in any given organisation. Where this cannot be done effectively and timely, it often sometimes renders the platform inactive.

On the other hand, the unit head of Library ‘A’ did not experience this problem. According to him, right from the beginning, the university has some set of principles that regulate the activities of the social media unit.

... .. I am in-charge of the social media unit and an administrator of the Facebook, and Twitter. There are existing guidelines for any activities in the unit. Anything regarding information and messages that are to be communicated, the staff usually gives to me to verify before posting it on the WALLS. During training of both employees and students, we provide the available links and platforms to the trainees. This help to direct them to our social media platforms at their leisure hours or during their high pick of research. (HOM- Library A).

Likewise, the head of social media in Library B acknowledges that social media units are facing challenges in terms of contents' creation. He believes that no innovation of this kind that will commence in the academic libraries without challenges, but then, the strategies on how to overcome these challenges is the greatest weapon.

Mmmhhh... there is no issue or service that will come without a hinge or problem, even in the platter economic buzz. The only difference is that the challenges vary from institution to institution. The major point is that if the institution does not recognise the challenge and do not identify the strategies to rectify the challenges, it becomes a serious problem. (HOM- Library B).

The views and expressions of the participants in social media content creation in the academic libraries, evidently show that librarians do not put forward and think of what they want to gain from being active on social media online presence. Having a clear idea of what you hope to get on social media will sincerely help to drive home how you build and use your social media online presence. As observed from the responses, the majority of the librarians just felt that other libraries are doing it, so let's do it too. "... *almost every library is on a social media platform.*" "*So, on our part, we populate our social media contents with things that are even outside the paradigm of the library to win the attention of our users.*" (C L-Library C). This means that they create artificial contents sometimes for entertainment and recreation to capture their users' attention, after a while, they now release the actual information from the library.

Some participants lamented that social media in the academic libraries lack contents. They believed that social media could only triumph on the richness of its contents. They felt there is no control or policy to guide content creation. As a result of lack of control, it resulted in the unnecessary posting of contents from different individuals. The Nigerian Library Association (NLA) national body was used as an example that was

founded on the principles of its Yahoo group. That group became very conscious and alert always on its objectives. Members are always reminded about the strategies and goals of the group which strengthen the group and keeping it active in terms of contents and information dissemination. However, this does not happen in the university libraries as observed by some of the participants. Instead, some library websites are linked to the university websites, taking over control of social media contents of the library.

The primary purpose of social media content online strategy is for the academic librarian to have a perfect result at the end. Apart from maintaining sanity on the platforms, the desired results will bring recognition and promotion of the library services to the university community. So, social media content is not meant to create noise online but to create doors for accessibility of the library services through social media platforms and the community to have the online impact of the library.

Unfortunately, the responses of the participants did not actually reflect the reality of academic library social media contents in the academic environment. Ideally, academic librarian's decision to create social media content should depend on a variety of factors. The budget could be a factor, the uniqueness of the content, the users, the skill to operate, the timing, the schedule of content delivery and content specifications are all issues that should have centre around successful social media content creation in the academic library.

The social media librarians need to recognise their audiences and know that social media is a way to communicate, interact, share ideas and knowledge among colleagues and users through genuine contents and feedback so that to earn trust, reputation and authority in the academic libraries. Ideally, social media librarians need to bear in mind that social media should be utilised to be social, and not to be a ground where messages are just pushed out uncontrollably. Hence, the need to figure out unique content that meets the basic

objective of the university library and its parents' body in terms of content creation, dissemination and utilisation.

Table 4.12: Participants' excerpts on social media content's creation

Action/Strategy	Participants' excerpts	Anonymous
Librarians	<p>Behavioural and Technology skills of Librarians;</p> <p>Writing of memo to seek permission from the management;</p> <p>Collaboration with other units and departments;</p> <p>There are people that are in charge to moderate the social media content</p>	<p>CL-C</p> <p>HOM -A</p> <p>HOM -C</p> <p>CL - A</p>
Strategy	<p>Seeking Consent of the Chief librarians;</p> <p>We do not post anything that we see be it whatever;</p> <p>We assigned somebody specifically to take charge and moderate the contents.</p>	<p>HOM -B</p> <p>HOM -A</p> <p>CL -A</p>
Source Information	<p>Sending staff to various Campuses for Sourcing information within and outside the environment;</p> <p>I just have to think: the wordings to use, colour to merge; At times I go out of my way to formulate content;</p> <p>We populate our social media with things that are even outside the paradigm of library and information service which we feel our users like.</p>	<p>HOM -C</p> <p>CL -C</p> <p>CL -B</p>
Validation	<p>We have to verify the contents properly; Sometimes we have to share the information with other links to validate the trustworthiness of the contents;</p> <p>Observing users' responses on the posting;</p> <p>Vetting of contents;</p> <p>Anything regarding information and messages that are to be communicated, the staff usually gives to me to verify before posting it on the walls;</p>	<p>HOM -B;</p> <p>HOM -A</p> <p>HOM -A</p>
Information Delivery	<p>Posting of any content of information must be satisfied by the university management and the Chief librarian's office;</p> <p>Once we populate with that, as they are accessing it, we now slot a service that they would like;</p> <p>Sometimes, I wouldn't mind posting a favourite musician on the website for the students to download or to access;</p> <p>As they are viewing that, then we post vital information that is related to the library which they cannot escape seeing it;</p> <p>We provide the available links and platforms to the users;</p>	<p>HOM -A</p> <p>CL -B</p> <p>CL -B</p> <p>CL -B</p> <p>HOM -A</p>

4.8 The Activities of Libraries/Librarians Using Social Media Platforms

This segment of the study addresses research question 2. The section aims to find out what activities the libraries/librarians do on social media. From the foregoing in research question 1, it is understood that utilisation of social media has become widespread at the global level over the recent years (Hallikainen, 2015). Indeed, social media has embraced all the activities that adapted in library and information services in the university systems (Amanda, Rene, Sarah, & Lynnette, 2017). Therefore, this section aims to explore how academic libraries and librarians uses social media for its information provision in terms of sharing messages, updates, joining events, photos, and a variety of other activities in the university library system and among librarians. Based on the responses of the participants, four leading themes were identified that relates to academic libraries and librarians' activities on social media in the university library system as indicated

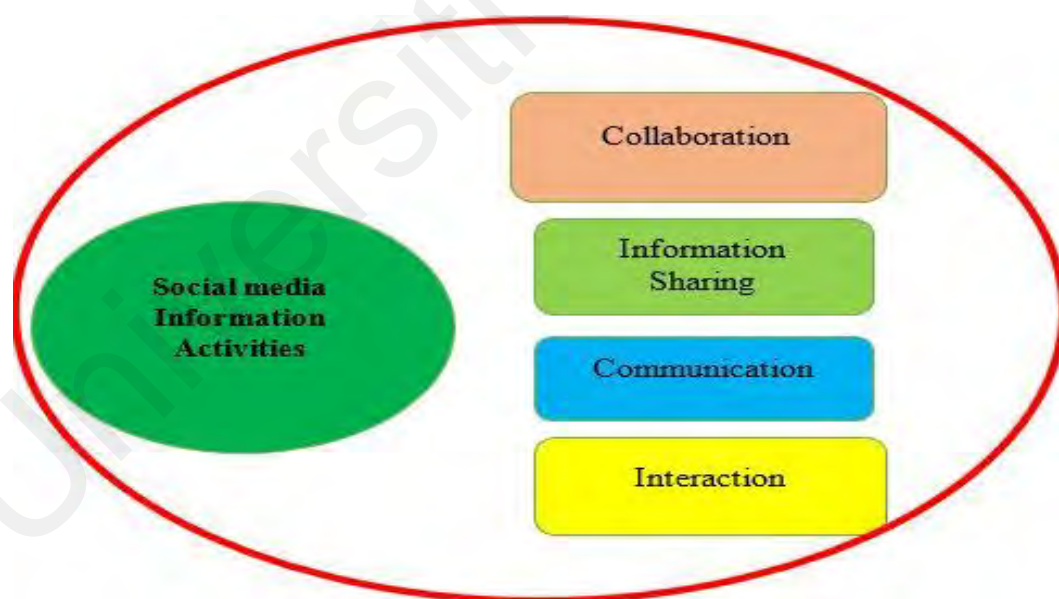


Figure 4.5: Social Media Activities Among Librarians

in Figure 4.5.

According to Venkatesh, Thong, and Xu (2012), information seeking, sharing and encountering are for many people, events that take place to a significant extent via

informal and mediated contacts. Limberg further explained that social media provide platforms both for sharing information about people's lives and for keeping the community informed on issues related to business, politics and everyday life. Sharing knowledge and building followers are the core attributes of social media information activities, and, librarians have opted to make use of the social networks to fulfil among others, such objectives (Maness, 2006; Zohoorian-Fooladi & Abrizah, 2014).

4.8.1 Collaboration

This research found that academic librarians have the opportunity to develop fast through social media collaboration between the academic libraries and among their professional colleagues. Remarkably, social media offers many opportunities for collaboration and career development among professional groups. It was realised that membership bodies form networks in agreement with members and join discussion groups that bring professional librarians together to collaborate and exchange ideas and information. The researcher put forth to know the involvement of librarians in collaboration and also sought to know which platforms are prominent. In an interview with one of the heads of the unit, he admitted that: "... .. the library has only Facebook and Twitter platforms, but among the librarians, we formed a WhatsApp group which we use to collaborate with the librarians, (HOM- Library C). In the same vein, in another interview, a participant expressed that:

"As head of social media unit, I do collaborate with other leaders in some of the units using WhatsApp platform which has to help me to identify the right social media platforms and their specific functions. Such as wikis, blogs, microblogs, social tagging and few other that I can employ in the later time for social media applications in the library. (HOM – Library B).

In a focus group discussion, a participant viewed collaboration within the work environment.

In my unit, Facebook, Twitter and WhatsApp are the major platforms we use as means of collaboration with our office staff, and also engaging with our patrons who are far away from the library building. We often employed chat to interact with them either by proactively reaching out as they perceive a chat click on their devices. (Sarki – Library C). conceptual framework

The statement from HOM 'B' clearly indicates the reason why the librarians make use of WhatsApp more than other social media platforms to communicate with heads of units and other librarians as they strive to identify other specific platforms that could be useful for their library. Sarki's statement is evident in Table 4.10: p. 131 post, "*What do you think about the Library?*" The library facebook is used for chat and collaboration which create room for interaction with librarians and users about the library services. However, WhatsApp group was created, majority of the academic librarians were registered and the WhatsApp platform become an effective means of their communication and collaboration among the librarians.

Furthermore, in another focus group discussion, Rida shared her experience in terms of collaboration. "*... I belong to some professional bodies. Facebook and WhatsApp are the platforms we use for collaboration. Related information discussed extensively, and the decision taken with the real attention of members (Rida – Library B).* Also, collaboration was viewed in terms of information sharing. This was discussed in another focus group.

Through collaboration, I became aware of relevant information

about some major conferences, workshops and training in the library profession. With my professional colleagues, we collaborate on sharing information regarding the university activities on Facebook such as the post UME; I shared same with my professional colleagues so that they have access to such information. (Linda – Library A).

Linda statement is provable in Table 4.5: p. 131 where Library A had a post on library Facebook titled: “*JAMB releases criteria for admission into Nigerian Universities – Premium Times Nigeria,*” dated 10th July 2016. This shows that the social media unit of the library collaborates with the JAMB office and communicates the post to create for the public.

Regarding the advantages of social media platforms in collaboration activities, focus group member narrated how WhatsApp platform has helped them as they used the platform for collaboration among academic librarians. The excerpt:

“...WhatsApp group was formed, and it has helped to bring ‘we’ professional librarians into contact with one another. We share information on our WhatsApp group. We benefit in getting instant messages and information through the advantages of being in the WhatsApp group.” (Linda – Library A).

“It has helped to reduce stress on so many issues pertaining staff to staff, and also librarians to customers in the library setting.” (Blessings – Library C). “Collaboration with other academic librarians has help me to stay abreast of other related services offered in the library.” (HOM – Library C).

The response rate of the participants shows that WhatsApp and Facebook are the most utilised platforms among academic librarians for collaboration. When asked why these two platforms appeared to be more prominent, the head of unit “C” narrated.

However, the Facebook page is more of the user/librarians’ platform while the WhatsApp group is meant for the librarians to interact among themselves. These are the basic two platforms used in the library for collaboration and exchange of ideas now.

(HOM – Library C).

Chief Librarian “A” emphasised on why the library uses social media for collaboration among academic librarians, “... *all we are trying to do, is to carry our colleagues and users alone with us. We try to get them involve and participate too in most of the activities taking place in the library ...* (CL – Library A).

According to participants, collaboration has accelerated communication through real-time connections with professional colleagues; and it has enabled one-to-one, one to many and many-to-many interactions among us librarians. They believed that collaboration has significantly enhanced and facilitated information-sharing and solving problems pertaining distance communication among librarians and the library users.

Participants also stated that, apart from using social media for the exchange of ideas and learning process, some of the platforms are used for collaboration and imparting knowledge to students. Narrating her reason for using WhatsApp, Facebook, Twitter and LinkedIn, a participant said, “... *... the fundamental idea of using these platforms: WhatsApp, Facebook, LinkedIn and Twitter for us librarians and the library as well, is to collaborate and communicate easily with colleagues who have the same platforms. More so, we use it to teach and communicate with our students too.*” (Vandi – Library C).

The majority of the participants in this study emphasised on how important collaboration among academic librarians through social media has been so helpful in discharging their primary duties and also their private engagements. Collaboration through social media platforms according to the participants, has accelerated communication among academic librarians. Collaboration among academic librarians has enhanced information sharing and also solved problems of distance communication. The stress on librarians' meeting face-to-face with the individual is reduced as they collaborate through social media platforms like Facebook, Twitter and WhatsApp. Information about conferences, workshops, and training activities are made known through social media collaborations among librarians. Heads of the unit found social media collaboration important event in the library as they used the forum to discuss and resolved issues and as well keep their staff and units abreast on related matters of interest in their libraries.

However, it was identified that Facebook and WhatsApp are the major platforms that academic librarians use for collaboration in the library settings. According to Hildi, "... *these platforms are easy to use for collaboration, (WhatsApp and Twitter)*, (Hildi – Library B). The issue is that only those who are using these platforms can actually collaborate and benefit from the numerous advantages of social media information activities in the libraries and among their professional colleagues. Most of the Librarians use their own platforms. It is contrary to one of the participants who believed that academic librarians want to carry every librarians and user together by getting them involved in most of the activities taking place in the library setting.

4.8.2 Information Sharing

This study found out that academic libraries and librarians are endowed with the ability to create information and share within and outside the university community. Information sharing refers to the exchange of data between various individuals, organisations or

professional bodies through whatever format it might appear. McAdam and Reid (2001) explain that Libraries create knowledge and share it with communities by utilising their information resources and professionals. This is often done by referring users to references of databases, online resources, public resources, books and other information materials within and outside the library. According to Kim and Abbas (2010), it can successfully be achieved when there is a technical and systematic infrastructure, making information and knowledge available to those in needs.

Information sharing is an important activity among libraries and librarians. Most of the social media platforms play vital roles in enhancing and facilitating exchange and sharing of information among libraries and academic librarians. This research sought to identify the strength and effectiveness of social media platforms in information sharing among academic libraries and librarians.

Participants responses show a significant level of information sharing activities among libraries and librarians. *“We all know that many individuals and organisation share information. In the library, we make a choice of the platforms we like to share our information with our customers and among our professional colleagues.”* (Yayock – Library B). He further concluded that he personally like facebook for certain reasons. *“... .. Facebook is more user-friendly and easy for users to use. I have a passion for it because of its alert system. The moment you ‘likes’ you have an instant response. Above all, Facebook is a platform that attracts users worldwide.* (Blessings – Library C). This signifies that information sharing has become prevalent as a result of social networking sites like Facebook. The current social media platforms encourage the sharing of information within and across other libraries and Facebook has been rated high.

The researcher sought to understand how academic librarians fulfil their information sharing activities. Below is the excerpt:

... all effort is to satisfy the need of our customers in the library. We share information according to the interest of our users. We organised resources from the libraries and sort out areas of needs of other libraries and individuals, we provide such services to them through our library blogs. (Polina – Library A).

Polina statement is evident in Table 4.7: p. 132 web analysis, post number 2, dated 21st November 2016 about information sharing on Library services. With passion, she expressed her satisfaction and how the library supported information sharing activities in the social media unit:

One thing that always interests me is that the library always encourages librarians to do their best through proper dissemination and information sharing on the social media platforms for customers' services and accessibility. (Polina – Library A).

According to Favour, she strongly believed that LinkedIn is the most reliable platform for the exchange of ideas with her professional colleagues and has helped her to learn more about her profession, “...mmmhhh ... it is when I started using a platform like LinkedIn that I know how important and helpful it is to our profession. (Favour – Library B). The researcher further enquired about how LinkedIn has helped her. “... shahh... social media site created chances for me to know people that have been well known a long time in Library and Information Science and it has to help me to share my publications also reads people's articles related to my topics of interest. I am also motivated to use my Facebook page to get connected with my professional colleagues and learn from them, and they too, learn from me. (Favour – Library B).

Likewise, Ali, Nura and Cuba describe the alternative ways of how materials/information are sort and shared among the libraries and librarians in the academic environment.

As information providers, we often contact international information centres, search for a substitute and relevant information/materials, we visit other libraries and share with our professional colleagues purely for the exchange of ideas and sharing of information. (Ali – Library A).

“the reference unit was empowered to gathered information materials from the library holdings and monitor current and retrospective resources. We obtained maximum information from the unit such as the call for papers on current issues in our profession, the announcement of events and share such information through our twitter and facebook pages (Nura - Library C).

“... ... we meet face-to-face and brainstorm, share our knowledge on certain issues about the library services and that also help us to update our understanding of the current trend in the library. (Cuba – Library B).

Table 4.10: p. 131 web analysis is an evident of Nura statement on Library C facebook, dated 29th October 2012, titled: *“Kashim Ibrahim Library has launched its first Bulletin to be known as A.B.U. library Complex Bulletins to be published every month.”* The post attracted 44 number of *likes* at that time and 17 *comments* made by the librarians and library users. This is similar also as Ali expresses on the contents of information that academic librarians shared among themselves:

“Our focus on information sharing among our professional colleagues centred mostly on the publication of papers, announcements about conferences, grant and awards in the field of librarianship, and the arrival of new resources” (Ali –

Library C).

On the other hand, Tikas expresses dissatisfaction on the information sharing activities among the libraries and the librarians and also felt that such inability has affected the smooth success of information flow.

“... .. mmmhhh... .. we encounter problems of communication facilities, such as a computer, satellite communication, telephone, financial resources, basic agreement, computerised databases, networking of the library. These problems are factors that affect the flow of information sharing in our library” (Tikas- Library C).

Tikas statement may be connected to why Library C breakups its social media services after 2012 until of recent in 2015/2016, the library social media resumed services, according to the records found in the web analysis in this research.

The researcher observed a level of anxiety from the participants in this study especially with respect to information sharing. The exercise is heartwarming but the level of participation is limited to only those who have the adequate knowledge of the internet. As a result, to that effect, information is often hoarded instead of being shared. And, once information is being hoarded, it can result in a lack of knowledge on some vital issues in the library and among librarians. More so, some academic librarians may feel isolated and inferior and may even show resistance to new ideas and can result in frustration in their workplace.

Indisputably, individuals can only be adequately informed through knowledge sharing. People become transformed through sharing of information. Knowledge is created through sharing of information. Information sharing create awareness, provides a quick solution and improves responses from individuals. Above all, information sharing

increases coordination and acceptance of new ideas in the organisation. There is a need to enhance the desire for information sharing so as to promote academic librarians attitudes to share their information and experiences of their knowledge with other librarians.

4.8.3 Communication

This section of the research intends to understand how academic libraries and librarians engage in communication as part of information activities in the libraries and among librarians. According to Agyekum, et. al. (2016), the general library information and group discussion were the primary forms of communication among academic librarians. Librarians use social media for private communication by leading a one-to-one discussion on various topics during the work day and gather opinion from users about the improvement of library services (Dickens, Richards, Greaves, & Campbell, 2011). Ayu and Abrizah (2011) acknowledged that libraries use the social networking tools to build and sustain their academic networks through constant information flow (communication) among librarians and the users. Evident shows that different organisations have used social media to succeed in wooing customers and establishing a long-term relationship with them in a bond where individuals have benefitted immensely.

The researcher put forth to understand from participants how and to what extent communication broaden social media information activities in the academic libraries. Elisa testified that: *“communication is currently facilitating the spread of knowledge and forming relationships between academic libraries and among librarians in the academic environment. (Elisa – Library A). He further explained that: Facebook introduced me to other related friends and people, and I add them up. So, I began to communicate with them and making them my closest people within the library. That also expand to connect me to people far from my reach physically. So, I got connected. So, Facebook makes a lot*

of connections. (Elisa – Library A). Thus, it is invariably noted that academic librarians take advantage of social media as a communication tool for relationship building.

Most of the participants who use social networks such as Facebook and Twitter expressed that the society as a whole understand the advantage of social media when it comes to communication or interacting with others. Also, participants' impression is not all about face-to-face communication but by giving information via the internet about the printed resources of the academic libraries such as books, journals and newspapers. According to a participant, "... .. *the emergence of the internet does not only allow the public to have improved and better access to information and knowledge in all areas, but also makes it easier and faster to communicate with people around the world.*" (Usman – Library C). It is recognised that online communities carries robust and influential voice, and many advantages were such as communicating directly with academic libraries and librarians through social media platforms like facebook, twitter, WhatsApp, LinkedIn and others. Accordingly, HOM - C acknowledges that, "... *going by what we have, we communicate on the platforms, our services and resources owned and provided by the library. The social media platforms are used for marketing strategies. Users get information as we communicate through the web pages and they patronise our resources.*" (HOD – Library C)

From the web analysis, it was found in Table 4.10: p. 135 post number 6: "*The Library Amnesty Week: The library is informing the university community that library amnesty week holds from 4th – 22nd July 2011*", is an evidence of that library C utilizes the social media platform to communicate the library activities to their users.

It is no doubt that information/knowledge sharing process cannot function without effective communication. Participants expressed that communication is like the position of breathing in a human. It is almost a centred piece of individuals in the society. Social

media has established an increasingly central part of how academic librarians interact and communicate in all sphere of lives. According to a participant, “... .. *every day we communicate with different people around the world, our friends, professional colleagues, and most importantly our families ...*” (Dave – Library A). Indeed, the attention of people is regularly captured through constant communication among individuals. On how individuals relate and connect with friends, Tikas narrated that:

... .. we use the social media platform like facebook, twitter and WhatsApp to communicate with our customers, professional colleagues and well-wishers to capture their attention to utilise our materials. It creates room for us to know their needs and strategize on how to model the pattern and structure of our services. (Tikas – Library C).

Communication through social media platforms has help on the improvement of academic librarians on vital scholarly skills such as brilliant writing/oral for diverse audiences and emerging self-discipline to articulate ideas regularly. As knowledge and information providers, communication through social media platforms affords new footpaths of learning among academic librarians.

Although communication through social media has influence information sharing and establishes the cordial relationship among people each day in life. However, in an interview with HOM – A and C, they expressed some drawbacks as they often encountered in the process of communication through social media platforms in the libraries and among themselves. Here are statements from participants:

One of the major obstacles we often encountered is our Internet connectivity. (HOD- Library A)

Often times, getting our patrons to know what is on our web pages are a problem. As a result, we have to, sometimes engage them in offline and online enlightenment. (HOD – Library C)

It was understood from the expression that academic librarians were faced with challenges in terms of availability of internet as they strive to remain relevant and retain their online presence with customers and their professional colleagues. More also, participants felt that social media is almost porous, that individuals easily hide behind the internet and commit cyber-criminal activities since the emergence of the internet. The excerpt below shows how academic librarians felt about criminal activities exhibited through social media communication as information activities in the academic libraries:

“... .. mmmhhh... individuals have reported cases of criminality acts in their private lives, places of work and their homes on social media and communication activities, and there is nothing they can do ... (Rida – Library B).

... .. different attackers from the unexpected region of the globe have used various methods and tools that cannot be easily dictated ... faahh. (Sheba – Library C).

Unfortunately, there are malicious software and vulnerable programs and applications commonly displayed on the social media platforms and if one is not careful, he becomes an innocent victim of a circumstance... (Elisa, HOD – Library A).

On the other hand, another aspect of drawback was observed on the part of the librarians themselves as Vandi lamented:

... mmmhhh ... there is a saying that guns do not kill people, instead, people kill people. If you drop a gun on the ground it will not kill anyone, someone has to pick it and trigger it. It is the same with social media. (Vandi – Library C).

Such a statement sound metaphorical. Thus, the researcher pressed further to understand the clarity of what Vandī meant. Vandī further explained that:

Social media is social, but those that communicate through it without the definite purpose make them anti-social. There are those over time, they use social media and suddenly become addicted until they have to be taken to rehabilitation. All those close to them, they begin to cut them off and begin to arrange some set of people imaginary up there and before you know, they don't talk to their parents, they don't relate to their siblings because every time they are browsing and chatting. There are those, because of lack of experience, are easily exploited to the use of social media. So, all that I am saying is that communication through social media is not really the problem but the way people use it. (Vandī – Library C).

From the excerpt, it can be concluded that communication is the foundation of all human relationship. The majority of the academic librarians agreed that communication is as important as breathing in the human body because it is the apex that facilitates the spread of knowledge and forms relationships between organisations, professional bodies and individuals. Despite its drawbacks, participants still feel that social media communication carries a strong and influential voice, and there is much to be gained from engaging directly with people through this channel of communication.

4.8.4 Social Interaction

In this research, social media is identified to be helpful for stirring up interactions among academic librarians in their workplaces. Participating members in this study acknowledge that social media has been used for social interaction, information sharing, knowledge dissemination, communication and knowledge gathering among academic librarians. Interaction takes different formats. Some libraries facilitate online book clubs where

groups of clients can reach and select standard reading materials and engage in the same kinds of discussions. Other avenues of librarians-to-librarians or librarians-to-customers' interaction and exchange of ideas which include sharing recommendations about individual items, lead to a lively exchange of ideas among librarians.

The participants viewed social interaction in a form of exchange of ideas between two or more individuals and is considered as a building block of civilisation. The research found out that, interaction among librarians and library users take place on any social media platform. According to participants, patrons may respond to library Facebook or Twitter either by asking for more detail information or to comment on a message. A good number of participants bore their minds on how social media platforms are used for social interaction in terms of exchange of ideas and information among their professional colleagues. HOM – C during an interview narrated how they created WhatsApp group among the librarians for social interaction apart from the Facebook platform that has been in existence.

Currently, the library has only a Facebook page, but within the library, we librarians set up a WhatsApp group which we use to interact with and among the librarians. To us, the Facebook page is more of the user/librarians' platform while the WhatsApp group is meant for the librarians to interact among themselves. These are the two primary platforms used in the library for interaction and exchange of ideas now.

(HOM – Library C).

The posting on the Library C facebook “Appendix V: p. 352, depicts the statement of HOM C. All the information on the postings were more of librarians and users' interactions. However, the introduction of WhatsApp platform indicates a significant level of interactions among academic librarians. They felt comfortable with WhatsApp

platform as librarians noted that, it is where friendship takes place and making live happier among peer and professional mates. According to Amina and Casey, social media platforms like LinkedIn and Facebook are used for interaction deeply with professional librarians. The excerpt:

As with any other social media marketing, we academic librarians have found that LinkedIn platform has helped us find new prospects and has increase also our level of interaction with our colleagues. In fact, to me, LinkedIn is different from facebook and twitter because the interaction is more professional than any other social media platform. (Amina – Library A).

... I started to interact with my friends through Facebook, and that makes them my closest people in the library where I work. That also expanded and I got connected to people far from my reach physically. So, I got connected. To me, Facebook makes a lot of connections (Casey – Library C).

During an interview with HOM-A, he acknowledges that the activities of the academic libraries are endless in the 21st century. The excerpt:

In this era of Information Communication Technology of the 21st century, social media has come to play a role in lively conversation, interaction and so on. The library role revolt and centre on these cardinal points. So, for the library to be relevance in the society in this era, it must embrace social media as part of the tools for interaction in its services. (HOM – Library A).

From the responses, it can be concluded that academic libraries have taken the initiative

to incorporate interactive programs into social media strategy. It is worth noting that organisations that participated in this type of interactive approach always gain valuable awareness, build contacts and development. Social media interaction in the academic libraries can increase the librarians-to-customers level of participation where users or customers can as well retweet and advertise the library services on their social media platforms to their fans. Social media interaction in the academic libraries can lead to content creation for both the librarians and the customers. It is worth to note that, the most important aspect of social media presence in the library is building engagements, interactions and exchange of ideas among librarians and also their customers. Social media platforms establish virtual avenues that foster interactions among academic librarians and their users.

Table 4.13: Participants’ Responses on Information Activities

	Themes	Activities	Conversations
a	Collaboration	Involvement of librarians in collaboration	<p>The library has only Facebook and twitter platforms, but among the librarians, we formed a WhatsAap group which we use to interact and collaborate with librarians (HOM-C);</p> <p>As head of social media unit, I do collaborate with other librarians and heads of units, using WhatsApp and facebook platforms which have to help me to identify the right social media platforms and their specific functions. Such as wikis, blogs, microblogs, social tagging and few other that I can employ in the later time for social media applications in the library. (HOM-B);</p> <p>In my unit, Facebook, Twitter and WhatsApp are the major platforms we use as means of collaboration with our library staff, and also engaging with our patrons who are far away from (ira);</p> <p>I belong to some professional bodies. Facebook and WhatsAap are the platforms we use for collaboration. Related information discussed extensively, and the decision taken with the real attention of members (Rida).</p> <p>With my professional colleagues, we collaborate on sharing information regarding the university activities on Facebook such like the post UME; I shared same with my professional colleagues so that they have access to such information. (Linda);</p>

Table 4.13 Continue

			These platforms are easy to use for collaboration, (WhatsApp and Twitter), (Nura).
b	Information Sharing	The strength and effectiveness of social media platforms in information sharing among academic libraries and librarians.	<p>We all know that many individuals and organisation share information. In the library, we make a choice of the platforms we like to share our information with our customers and among our professional colleagues.” (Yayock);</p> <p>We share information according to the interest of our users. We organised resources from the libraries and sort out areas of needs of other libraries and individuals, we provide such services to them through our library blogs. (Polina);</p> <p>The library always encourages librarians to do their best through proper dissemination and information sharing on the social media platforms for customers’ accessibility. (Polina);</p> <p>We obtained maximum information from the unit such as the call for papers on current issues in our profession, the announcement of events and share such information through our twitter and facebook pages (Nura);</p> <p>Our focus on information sharing among our professional colleagues centred mostly on the publication of papers, announcements about conferences, grant and awards in the field of librarianship, and the arrival of new resources ...” (Ali);</p>
c	Communication	How and to what extend communication broaden social media information activities in the academic libraries	<p>Communication is currently facilitating the spread of knowledge and forming relationships between academic libraries and among librarians in the academic environment. (Elisa);</p> <p>Facebook introduced me to other related friends and people, and I add them up. So, I began to communicate with them and making them my closest people within the library where I work. (Elisa);</p> <p>The emergence of the internet makes it easier and faster for me to communicate with people around the world.” (Usman).</p> <p>The social media platforms are used for marketing strategies. Users get inform as we communicate through the web pages and they patronise our resources. (HOM-C);</p> <p>Every day we communicate with different people around the world, our friends, professional colleagues, and most importantly our families ...” (Dave)</p> <p>we use the social media platform like facebook, twitter, WhatsApp and LinkedIn to communicate with our customers, professional colleagues and</p>

			well-wishers to capture their attention to utilise our materials. (Tikas)
d	Interaction	The use of Social Media for interactions among academic librarians	<p>As with any other social media marketing, we academic librarians have found that LinkedIn platform has helped us find new prospects and has increase also our level of interaction with our colleagues (Kore Gyet, FGD A);</p> <p>In fact, to me, LinkedIn is different from facebook and twitter because the interaction is more professional than any other social media platform. (Abby).</p> <p>I started to interact and communicate with my friends through Facebook, and that make them my closest people in the library where I work (Casey);</p> <p>That also expanded and I got connected to people far from my reached physically. So, I got connected. To me, facebook makes a lot of connections (Casey).</p>

4.9 Summary of Chapter Four

Chapter 4 presents the findings on the academic libraries social media presence and academic libraries/librarians' motivation, adoption and utilisation of social media in Nigerian university libraries. The results were generated from the analysis of academic librarians' interviews and focus groups' discussions and browsing through websites of the three researched university libraries. The findings indicated that the three university libraries had a social media presence and have been engaged in one or more of the social media platforms like Facebook, Twitter and Blogs. The majority of the academic librarians have created awareness of social media platforms and utilisation in academic libraries. Also, it was found that most of the academic librarians have adopted and made use of some of the social media platforms for library services and their individual private routines. The research identified four basic motivational factors that influence the utilisation of social media platforms by academic librarians. However, some still felt that the use of social media platforms in the library is a matter of interest, and should be left on the individuals' perspective.

Therefore, while academic librarians were optimistic on the establishment of social media online presence in the university libraries, some participants expressed that academic libraries lack strategy or policy to regulate and govern the social media contents in the academic libraries. Some participants lamented on the safety of their lives as a result of misuse of information about personalities in the social media arena. Participants expressed that, some unknown individuals have succeeded in the use of social media platforms to harm or harass people. Participants expressed that there is a different kind of impersonation and hacking into peoples' account which has created fear on the academic librarians and lack of trust over what they read about their friends. Hence, the need for them to be cautioned on what they post on the walls and restrained from taken advantage of the social media in the academic libraries. However, social media innovation in the libraries cannot be ignored because people of various classes have excelled over it. The next chapter discusses the academic librarians' struggle in creating users' trust and reputation in order to establish social media authority in the academic libraries.

CHAPTER 5: ACADEMIC LIBRARIES ENGAGEMENT IN CREATING AND MAINTAINING SOCIAL MEDIA AUTHORITY

5.1 Introduction

This chapter presents and discusses the findings on how academic libraries and librarians engaged in creating and maintaining users' trust and build their reputation in order to earn social media authority in the academic libraries. The chapter addresses Research Question 3 of the study i.e. *“What do academic libraries and librarians do with social media to create users' trust and build their reputations as information experts?”*

From findings in the previous Chapter, it is understood that academic libraries and librarians have been motivated through divergent ways to the use of social media in both the academic libraries and on their own private ways. When social media is properly used, it can help greatly in reaching an unlimited number of potential users and researchers to trust the contents of each social media platform. Although the implementation of social media requires a considerable strategy in place to establish trust, earn reputation and maintain credible authority within the Library and Information Science profession and its services. However, building social media authority requires a new way of thinking about how to win the library users' trust and earn the online reputation of services that the library offers.

Similar to the findings in Chapter Four, findings in Chapter Five were built on the last (fifth) stage of Rogers (2010) Diffusion of Innovation (DOI) which an individual finalizes a decision to continue using the technology innovation (in this aspect social media) to create users' trust, and build reputation in order to establish and maintain social media authority. Decision at this stage is both intrapersonal as well as interpersonal. The fifth stage is commonly known as the confirmatory (authority) stage. The research sought to comprehend academic libraries and librarians' engagement in creating and maintaining

users' trust and build reputation in order to earn social media authority.

According to Rogers (2003), the decision can be reversed if the individual (in this aspect the librarian and the library) is exposed to conflicting messages about innovation. At this stage, academic librarians embrace the application of social media and its objectives in the library services, abstaining from conflicting contents and aim at supportive contents that conform with the three main services of the academic libraries: teaching, study and research. Face-to-face interview, web analysis, and also, focus groups were incorporated as data collection methods to discuss how academic libraries create users' trust, and build reputation to gain social media authority in the social media units.

The research found that social media online reputation can affect the decision of patrons, either through influence, the growth or decline of utilization of the platforms in the academic libraries. The irony is that many businesses and institutions have triumph tremendously as they are using social media to develop their online reputations. Hence, LIS profession should not be left in isolation in this global trend. The services offered in the social media networks should impact the users of the library, their impressions and attitudes about its services. If the posting of information is corrupt or immoral, the engagement rate would decline and can even go offline. Hence, it was found that social media authority can only be built in the academic library if the users of the social media have trust on the contents and the academic libraries/librarians are able to maintain its online reputation in terms of service delivery.

5.2 Participants' Profiles

Data were collected through interviews with Chief Librarians (CLs), Heads of Media Units of the libraries and as well, three selected members from each focus group of the three (3) university libraries under study. Specifically, those selected were considered to have wide experience and adequate knowledge of social media adoption and utilisation

in the academic libraries. Most of them were committee members at various levels during and after the adoption of social media in their university libraries. Besides, some of them (participants), because of their competency, they were appointed heads of social media in their university libraries while others were support staff. The research is based on qualitative case study inquiry purposely to explore academic libraries social authority in the academic libraries. It sought to report on academic librarians' consistent engagement and building trust and reputation with their social media users in the academic libraries.

The researcher drew five participants from each university library understudy to participate in this section of the research. Each participant was assigned a pseudonym to replace his/her actual name based on the ethics of the research. The participants were the academic librarians, and they have been in the services of their various university libraries at different stages between four (4) and thirty-one (31) years of experience accordingly. Each participant reported, to have served in various sections at different capacity including social media units of their libraries.

5.3 Building Trust and Reputation on Social Media in Academic Libraries

Findings in this section are in two folds. (a), it examines how academic librarians create and maintain users' trust on social media contents; and. (b), the research examines how academic libraries and librarians build their online reputation in order to create users trust and earn social authority. Findings were presented based on Rogers 2010 innovation-decision process. They are: (i) ***Optional innovation decision***, refers to a decision that is made by an individual who is to some extent, distinguished from others in a community; (ii) ***Collective innovation decision***, refers to a decision that is made collectively by all individuals of a community; and (iii) ***Authority innovation decision***, is a decision enforced upon by a supreme body or someone higher in the hierarchy of authority (Rogers, 2010). This buttresses the understanding of *how*, *why* and *what* rate new ideas

and technology spread through ages. In line with Rogers (2010) diffusion of innovation postulation, the research explored on the libraries and librarians' innovative decisions process to understand their uniqueness as the social media units strive to gain trust and reputation in the academic environments.

The study found that, social media is a set of exciting opportunities in all facet of life. Hence, it becomes significant to examine the relevant and the scenario of building trust in social media contents in the massive era digital environment of the 21st century. From this research, it was understood that, trusted contents on social media platforms can influence utilization of all channels of SNSs for successful research in the academic libraries. With this understanding, it becomes important for academic libraries to be conscious of any element that confine to the content in the social media platforms in order to win (engage) the audience and gain their trust on their social media webpages.

The interaction with participants reveals the stages of innovative decisions making that academic librarians often brainstormed in order to develop their online *trust* and *reputations* for the purpose of maintaining their customers and followers. Academic librarians on their personal reasons, identified that, social media content or status could influence the development or in order hand, weaken the spirit of customers to patronise the social media platforms in the library. Some librarians, based on their collective understanding, felt that, different social media platforms work in different ways and are mostly suited for certain kinds of contents. Thus, it becomes obvious for collective ideas to make good decision of which platform is the best for the type of content they need to post in order to engage their users and maintain the status of the social media online presence to gain trust and reputation. On the other hand, the social media librarians comply on the funding body's decisions which are the university management directive in order to gain online social media trust and reputation in the academic libraries.

Therefore, to examine the relevant and the scenario of innovation-decision process on building trust and reputation in social media contents in academic libraries is significant, in order to gain trust and reputation from the users in the academic libraries.

5.3.1 Librarians' Engagement in Creating Users' Trust

Due to the infiltrating content of social media in the society, academic librarians become aware and some of them argued that an unchanging stream of content in the social media platform may seem like a perfect good deal on the perception of the content's creator, but to the customers or audience it may mean something different. According to the participants, such occurrences has often prompted them to be more conscious about any decision on any element that confined to the content on their libraries and individuals' social media platforms. The responses of the participants reveal that, to maintain trust in the social media context can be effective through academic libraries/librarians' accurate innovative-decision making, based on Rogers 2010 modified innovative process (*optional, collective and authority*) process in order to engage users and earn social media authority.

a) Optional Innovation Decision in Creating Users' Trust

Participants admitted that social media contents are not only about showing the value of what they offer to their patrons and followers, but also aim at helping the users to know the library activities. They also acknowledge that, librarians today are collaborators, communicators and disseminators of knowledge and information. At their personal level, they believed that effort to build trust on social media require innovation of an individual to create compelling content for the followers' of the platforms. They believe that it is about the individual's assurance of the social media content/information, as long, the individual knows the users' need.

Three major themes emerged to demonstrate librarians' optional innovation decision in maintaining users' trust on social media platforms. They are: (i) Credible and Useful Content; (ii) Immediacy/Timely Feedback; (iii) Authorized Identification/Testimonies.

(i) Knowing exactly what to post - Credible and Useful social media content

According to Polina (Library A), to build trust and win the heart of followers on social media platforms, count on the knowledge of the individual's librarian and the *precise* and *clarity* of the social media contents' delivered on the platform. She felt that trust is ensured when the nature of the message is not too ambiguous. In her words, she believes that an individual earned users' trust, when the social media contents are credible enough and meet the kind of questions that the followers or users enquired. *"Trust ensues when the messages of the individual are straight to the point to satisfy the curiosity of his/her followers."* (Polina-Library A).

Similarly, on the expression of credibility and usefulness of content, Mariam (Library B) on her own part, felt that everything about social media in the academic library depends on the individual (social media librarian) who is the actor in making things to flourish. *"... customers' trust in social media context is all about 'you' as a person and what you are doing. Social media is all about 'you'. For you to be taking seriously, you need to know yourself and what you want people to take you to be"* (Mariam – Library B). Mariam further emphasizes about individual's decision on the credibility of the social media content as a means for creating users' trust in the social media arena. *"... the need to be sure of information before communicating is building trust from your customers. If your users establish fact about you and notice that most of your information are genuine, you don't need to tell them, by your reputations on the platforms they trust and follow you."* (Mariam – Library B).

Still further, in line with credible and useful content, Khalid (Library B) upholds that an individual need to know his customers and their needs in order to serve them better. "... .. to me, building trust on social media online is all about knowing your customers, what they want and what they may not want." (Khalid Library_B). On the aspect of credible social media content, Khalid also cautioned that, individual (librarian) need to check his/her homepage from time to time to avoid social media scammers to fault their homepages. He narrated how 'he' as an individual manages his social media content. "... .. be on the alert in case someone may fault your homepage with a wrong message. Be very principle in dealing with issues that may arise on your web pages. That is how I have been managing my social media platforms." (Khalid LibraryB).

(ii) Providing Relevant and Timely Feedback

Findings reveals that librarians at the individual's level considered the immediacy and timely feedback as important in maintaining users' trust on the social media platforms. Participants built their own personal opinion that, the time, the genuineness and or relevancy of the information, count much on users' trust on the social media platforms in the academic libraries.

According to Ali Library A), "... .. the response rate matters a lot. Ali demonstrated how he sometimes managed users' enquiries and earned their trust. "... for example, you post a query; observe it, - how long does it take the question to be answered, that will give an impression on the user that if I post another query, I will get a response (Ali Library A). This was how Ali engaged his users to earned their trust. In other words, Ali said, "... but you post a question, and it takes one, two to three weeks no response, it will create distrust." (Ali Library A).

Polina (Library A) on her own part, believed on the genuineness of the social media content to earn users' trust. According her statement, "... *experience has shown that even if your responses are timely, but the content do not meet the learning need of the customers, they easily turn off and never patronise your platform again.*" (Polina Library A). This statement collaborates with Usman (Library C) who also believed on the substance of the content before a feedback is adhered. According to him, "... *the genuineness of the reply is observed. Just think, how related the information to my query? If the answer satisfies my query, then a trust is built, and the relationship goes stronger.*" (Usman Library C).

Similarly, *Ndoms and Brenda*, looks at the effectiveness and the timely response of messages apart from the information or content as a matter of building trust on social media platforms. They echo on how relevant and efficient the query are responded and how satisfactory are the answers to the users on the queries at a given time. The excerpt:

*"... I bear in mind that the use of Social Media is *just in time*."*

(Ndoms Library C)

Both emphasized the importance of time in responding to users:

"... ... All activities on social media rests on timely feedback and not just the information alone. ... (Ndoms Library C).

"... most important to me, I consider the time of response of my users and as well, the relevant of the information at that particular time ... (Brenda-A)

(iii) Having Authorized Identification

One of the ways according to HOM Library 'B', that individual librarians at their individual levels earned their users' trust, is through endorsing personal identification to

indicate the source of the message. He believes that building trust in the social media context in the academic library has so much to do with personal identification and personality. His words: “... *trust has to do with identification of personality when it comes to the issue of social media platforms. (HOM Library B).* He further explained that, “... *some of the ways I do is to assign a signature, such as my name, head of the unit as a mark of identification ...*” (HOM Library B).

In a similar way, HOM library C acknowledges that such action at the individual level is to confirm whenever the users are in doubt about the message. He gave an example, “... *now when you answer a query to a Facebook platform, for instance, the person who is responsible should indicate his name or initial and the unit where he works.* He concludes that, “... *the response will mean the message is not just coming from anywhere. If there is doubt, one can confirm directly from the source at any given time.*” (HOM Library C).

The distinguishing aspect of optional innovation centred on the individual and he/she wears the crown or bear the risk whatsoever is the content on the social media platform. Experience academic librarians acknowledges that, the decision taken at this level is faster and easier than collective decisions by the entire social media librarians. However, the individual librarian at this stage may be influenced by anything around him/her and with no proper judgement. One basic and unique distinctive aspect is that he/she is the unit of his decision making.

b) Collective Innovation Decision in Creating Users' Trust

In line with Rogers (2010) innovation process, academic librarians advocated collective continuing assessment of information and content in the social media unit before making them known to the public. In addition, they advocated the ideas of knowing the academic community and taking collective precaution over every content or message before it is

posted on any social media platform. Hence, decision at this level is made collectively by social media librarians in order to maintain trust in the social media units. The sub-themes that emerged were: (i) Collective Assessment of Social Media Content and Shares; (ii) Maintaining the Library Visibility through Social Media Publicity; (iii) Being an Authority in Library Services.

(i) ***Collective Assessment of Social Media Content and Shares***

Among the major concern of librarians in this research is to provide collective and rich contextual understanding among professional members into the dynamics nature of social media technologies in the academic libraries. Participation in collective decision-making process for academic librarians in order to gain trust, is focus upon the collaborative decision to act by the librarians within the social media units in the libraries. In this manner, members of the academic librarians get involved, feel satisfies and agree to take the collective decision of the entire body.

According to participants, users often a times, tweet and retweet information, but that does not mean that such information is tested and is genuine. Hence, social media contents are checked collectively among social media librarians, to uphold the reliability of the information (content) in order to earn trust from the users. HOM (Library A) posits that “*Yeah ... social media require sincerity in every information that is found on the platform.*” (HOM Library A). He felt that it is the duty of the staff in the social media unit to collectively check the contents of any information before disseminating it on the platforms. He said, “*... before anything else, we have to jointly check our previous posts (content) to dictate those feedbacks such as likes and or shares and most importantly observed whether the post is actively utilised or not.*” (HOM Library A). Similarly, head of media Library ‘C’ narrated: “*... we in the social media unit have to employed various*

means by repeating relevant posting of information content we evaluate the quality and the sources of information to achieve our end results” (HOM Library C).

Partnership between libraries and librarians through adequate verification of information (contents) before posting on the platforms are forces that build trust in social media content in the library. Some of the participants declared that they are contented with sourcing and establishing reliable information from credible sources in order to be trusted with their contents. HOM Library ‘B’ and ‘C’ stated the examples of how academic librarians work in partnership in order to establish trust in the social media units of their libraries. The excerpts:

“... Our library shares content with other links and observed responses from users before making it available on our Facebook and Twitter platforms” (Favour, Library B).

“we have gained users’ confidence in our social media unit, because the library share links with the links of other libraries that we know are credible and frequent in their updating of content.” (HOM Library C).

“... .. we collectively established facts and validate social media contents because the real definite goal of our social media in the library is to influence and drive people to our website and vice-versa so that to win their trust.” (HOM Library A).

Apart from academic librarians’ effort to know the community and to take precaution over every content or message, HOM Library ‘C’ reported on the continuing assessment of information and content in the social media unit before it is made known to the public.

“... also, we maintained posting relevant information and ensured that we are doing the right thing at the right time for our users” (HOM Library C). In confident, HOM Library

A' and 'B' recounted their library experiences and successes since the library established social media units and what the library is doing to build and maintain trust with their customers.

“The library always ensures that the social media content is aims at a target audience who are either researchers, scholars, undergraduate students and the university community.” (HOM Library B).

“Most information obtained are cited and referred to sources in case of any doubt. The social media unit is always careful in selecting content, and we make sure that the content is helpful to the university community.” (HOM Library A).

(ii) Maintaining the Library Visibility through Social Media Publicity

The research found that librarians also realizes that publicity in the social media platforms about the library activities builds authority and drives users to their homepages. Many of them emphasizes and believes that it's the simplest form of conveying information to the general public within a time frame and earn their trust. According to HOM Library B)

“... from our own experience in making full use of social media, we have to integrate some librarians to market and publicize the library services through social media ...”

He stated that the sharing of such activities to the public is meant to attract as many users as possible to trust our content so that the library could earn social media authority. HOM Library A) admits that, *“... ... the information we publicized are mainly covered, and they could be news, awareness about the social media unit and its services. HOM Library A).*

Furthermore, Usman Library (C) acknowledged that publicity activity among librarians is important because many users lack complete understanding of social media applications in the academic libraries. *“... unfortunately, some of the social media users*

have not realized the potential of social media tools in the academic libraries ...” (Usman Library C). On that note, Usman reinstated that it becomes the duty of the library to involve specializes librarians in marketing activities, to collectively publicizes the library services so that the society would have complete awareness of the library through social media.

Pertaining the nature and the content of the publicity, HOM Library ‘B’ and ‘A’, stated that, activities such as announcements or advertising of the extension of the library hours during the examination periods are normally shared and disseminated on their facebook pages so that users can see in real and use the resources maximally. Such publicity about the library timetable and services are collective decisions, all attempts to attend to the customers’ satisfaction which in turn build trust for the library. “... *we publicise during pick period of the library, particularly the examination time, we have to extend our closing time, adjust the settings and offered additional services to meet the customers’ aspiration.*” (HOM-Library A).

Academic librarians acknowledge that not every aspect of content is rich to display on the social media platforms. “... *one thing we know is that not everything we see that we publicise on the social media homepage. We have to agree and justify the information... We do that to safeguard our users from being victims of rumours.*” (HOM-Library B).

This shows that, it is only those contents that are excited and informative, are shared on the social media platforms to earn users’ trust. This is similar to Bradley (2015) that collective discussion on social media content among professional librarians helps determine the social media authority in the area of publicity and marketing library services. Although, he also admitted that, to authenticate credible information on social media platforms is very tactful.

Favour Library (B) also observed the significant of collective ideas of librarians on publicity which serves as a means of earning users' trust on the social media platforms. She believes on the frequency of the publicity to engage the users to understand the library services through social media platform. Her advised is that, "... .. as a staff in the social media unit of the library, we need to collectively follow the rate of publicity that is on the platforms and above all, be accurate in responding to queries." (Favour-Library B).

(iii) Being an Authority in Library Services

Other interviewees confessed to having been operating the social media unit based on the experience they acquired during their service years in the libraries and through their professional colleagues. Such innovation through collective effort have invariably earned users' trust for the social media content.

"... I know that in the social media unit, staff uses their experiences sometimes on what to do to satisfy the existing services of the customer in the social media platforms." (CL-Library A).

... to us, we feel anything that is educative, entertaining, enlighten, and what can add value to the knowledge of our esteem customers is allowed to be posted therein." (HOM-Library B).

"mmmhhhh ... most of the things we posted on the Facebook were based on decision from our experiences as information providers. We all aim to satisfy our users' needs and interest to gain their trust." (Ali-Library A).

"Our activities are based on experience from customers and services." (Favour-Library B).

The above dialogues expressed how academic librarians diligently relying on collective personal experience with other individuals to achieve their goals in the social media unit of the academic libraries. According to academic librarians in this research, social media has changed the way people in the academic environment operates. More also, the way academic librarians who are known as the information professionals in doing their jobs have changed. They acknowledge that they remain flexible and adaptive to change, focusing on keeping their social media goals at the forefront in order to maintain and gain trust from their users.

Collective innovation decision procedure passes through many stages as it involves many hands to make a decision on an issue related to content in the social media unit. Contents are created through collective agreement, and each librarian must participate in the process and all members must satisfy before the contents are finally posted on the social media platforms.

(c) Authority Innovation-Decision in Creating Users' Trust

Authority-innovation decision in this research refers to the involvement of the management of the university in the decision process to create users' trust and earn social authority. Contrary to optional and collective innovation process, decision at this level centered on command and directives from top to the bottom. According to the participants, academic librarians are faced with separate entity in decision making process to earn users' trust on social media contents. The diffusion of the innovation here does not create room for the social media librarian to freely exercise the choice of content for the users of the platforms. According to the participants, social media unit of the library often suffer pressures to changes or suspend social media contents base on the belief or

the behaviour of the management of the university. The emerging theme in this section is – *Instructions/Directives from management.*

(i) ***Involving the University Authority for Content***

Academic librarians reveal that the social media units of the libraries most of the time, receive instruction and directive from their parents' bodies (university management) for information dissemination on their platforms. They acknowledge that most of the time they have been complying and working on the directive of the University management as a means to earn users' trust in the social media platforms. According to participants the university and the library management as the funding body partakes in the decision process on the content of the social media. Although, they contended that, such strategy also helps to create users' trust for the library. Ahmadu maintains that: "... *interaction with the parent body is necessary in order to maintain sanity and earn support and authority from users of our platforms.* Ahmadu Library C. Furthermore, participant Usman, Mariam and HOM- Library A, recounted the interference of the management as a strategy adopted to control social media content in the academic library with the mission to earn users' trust and maintain social authority. The excerpt:

"Every instruction comes from the library or the university management."
(Usman- Library C).

"The management give directives and the way forward on what to do, and, what not to do in the social media unit." (Mariam- Library C).

"We always make sure the things we do, conform with the university and the library managements' guiding principles." (HOM- Library A).

Activities in the social media units are the main concern that lead to success in terms of services as the participants spoke out their views. However, they lamented that, often

times, if they want to share information or market their services and resources, they have to introduce every idea, step by step in a systematic way to their management teams. According to them, they have to be sure and be ready to convince the management on every detail of information they intend to share on their platforms. “... *all areas (contents) that need to be addressed and share to the public, like the university calendar, release of admission lists, registrations, we must record them and forward to the university management for approval.*” (HOM- Library C). Most of the participants expressed dissatisfaction with such directives and monitoring entrenched upon them from the university management. They lamented that everything they do from providing access to information in terms of reports, publications, access to information for the users, details on their social media services, has always gone through the university management.

5.3.2 Maintaining Social Media Reputation in Academic Libraries

According to participants, maintaining social media online reputation is a key to any successful academic library that is up to satisfying the need of its users through online services. They felt that people may use different websites to search for the validity and trustworthiness of any information found on the platforms. At the course of searching, if they find anything that reflects the brand reputation in bad light, they easily change to another brand. Thus, online reputation occurs when users react either positively or negatively to the social media content on the platforms. Hence, libraries have been part of the social services in the academic environment that require to build reputation so that to earn social authority. The study identified four themes that emerged on building online reputation through social media contents (Figure 5.1 below). They are: (a) Customer’s engagement; (b) Marketing/Advertisement; (c) Status updates and feedback. Each of the theme has been discussed below in line with Rogers (2010) Decision-Innovation Process, i.e. optional, collective and authority.



Figure 5.1: Building Social Media Online Reputation

(a) Engagement with Users' in Building Online Reputation

The participants acknowledged that, social media is more about engaging with followers and those who shared and likes in the social media platforms so that to generate lifelong customers and earn online reputation. According to them, engagement is taking as interacting with friends and the customers of the library. The research found that the more one interacts and engage with friends and or the user of the social media platforms the better level of satisfaction and gaining social media online reputation. According to them, engagement with customers require truthful services which is paramount in cultivating trustworthiness on social media applications to earn online reputation.

(i) *Optional Decision in Accurate Services to Engage Users on Social Media*

Librarians in this study believe that social media is an instrument that is more ideal for marketing the library services in the academic environment. To them, they felt that to offer individual services to customers is a support that helps them to have an easy and enjoyable understanding with their platforms. According to them, accurate services to engage customers is not just providing an answer but a fulfillment to keep the social media platforms successful and interactive.

HOM Library 'A' expression on the provision of services so that to earn online reputation stated that, *"I make sure I find out one thing they want to know and look for a way to help them to understand it"* (HOM-Library A). This implies that the more academic librarians personally engage their customers, and keeping track of them on their social media platforms the greater their level of gratification. It is assumed to them that, it is one of the highest components in fostering customers' devotion and allegiance to their social media sites. However, Ndoms, on her opinion felt that, what really matters most, is not the quality of content or the information that the library stands to earn reputation, but rather to engage a reasonable number of *followers* and *likes* on the social media platforms in the academic libraries. *"... .. as long as interacting and engaging my customers through social media platforms can get my services known all over the university community, I am ok...."* (Ndoms- Library C). It signifies that academic librarians have no collective choice on how to strategise in order to earn social media reputation. Instead they embrace discretionary pattern decision process of social media services to earn reputation, since it is still a new trend of the day in the 21st century.

There are many tricks librarians at the individual level applied to decide how to engage with users in order to maintain online reputation and earn social media authority. For example, Alhamdu, Library C stated that, *"... in my facebook page ... I observed the total number of comments, likes, ... especially the number of those positive, negative and those*

neutral comments ... Such has help me to engage my followers consistently in interacting with them to maintain my reputation and authority.

Furthermore, Librarians are of the view that social media innovation is a transition of technology. According to them, is a movement from the traditional, to what is called the *modernist* way of life. Hence, Mariam opined that, there is no transitional movement into technology. “... .. *it comes to you, you learn it yourself, you become efficient and effective yourself. ...*” (Mariam-Library B). Hence, the academic librarians are distinctive in the provision of services for educational, informational, recreational and all sort of knowledge dissemination through social media platforms in the academic environments without any form of collective ideas or restriction for the purpose of earning online reputation. This is similar to the previous chapter, HOM Library ‘A’ stated that librarians have the plan to reach out to those who do not visit the library by providing services using social media platforms in the academic libraries in order to earn online reputation.

The study found that, academic librarians applies collective ideas in developing different strategies for making the best use of social media platforms to engage their customers in order to earn online reputation in the academic libraries. Most importantly, the academic librarians commonly believe that quality of contents keep users engaged and build social media platform reputation in the academic libraries.

(ii) *Collective Innovation Decision in Assessing Quality Content*

According to the librarians, what may be considered quality could be personal to both the individual and the audience. However, they felt that there are some general guides the librarians collectively follow in producing quality contents so that social platforms could stand the test of time and earn online reputation. According to them, they sometimes derived quality content through constant observation of users’ responses to dictate the

number of *visits*, the number of *likes* and *shares*. Such feedback determines the collective decision of the academic librarians to build and utilizing credible content to reposition the social media in terms customer's engagement in order to maintain online reputation.

The dialogues below:

"... .. to enhance social media reputation, we ensure that what we post as content in the platforms are in line with our clients' needs and desires at that right time." (HOM-Library C).

'The staff in the social media unit have unanimously treasured that we do not compromise with quality when it comes to content so that we can sustain and engage our customers at all time ...' (HOM-Library B).

"... we check our previous post to see the number of likes and shares and also see whether the post is utilised or not." (HOM-Library C).

(iii) Customers' Feedback: Create Engagement and Collective Responses

The librarians also recognize feedback and testimonies from users as essential and another means of identifying number of *likes*, *comment* and *shares* which also influence them to build quality content to retain their users and earn their reputation.

"... we observe from Google analytic content to dictate our followers, especially those that visits, or have seen our posts, or have shared our post and so forth in order to strengthen our reputation." (HOM-Library C).

"... .. we earned recognition and reputation through other individuals' testimonies about our activities and services as we engage with them on our social media platforms." (HOM-A).

The dialogues highlighted some of the collective ideas that the academic librarians employed to engage their customers so that to earn reputation. Appendix P, Page 348 depict customer's engagement with the Facebook page of the university library A, asking for information about a particular course of study. That is the customer's need and desire at that particular time. The feedback of this information was a collective consultation among librarians and other departments in the university to ascertain the availability of the program in the university and the course requirement.

(b) Online Reputation Through Marketing and Advertisement

Academic librarians believe that to build online reputation on social media platforms require both individual and collective determination from the academic librarians. Librarians emphasizes about individuals building stable content on the social media platforms. They have realized that it helps to engage with the users and keep them abreast on the library activities through marketing and advertisement. This also help to generate lifelong customers and earn online reputation. This they believe will keep users engage and as well build online reputation. The academic librarians expressed their discretionary opinions on the decision pertaining aspect of marketing and advertisement strategies in order to earn reputation in the social media unit.

(i) *Optional Innovation Decision in Providing Stable Content*

The librarians hold the belief that in the academic environment, the most important activities are learning, teaching and research. Based upon this, academic librarians build their marketing strategy in the social media platforms to reflect the flexibility of such paradigms in order for the social media unit to earn its public reputation. For example, Chief Librarian 'A', demonstrated that, all librarians knew that undergraduates in Nigerian universities struggle most of the time, to score high points in their examinations,

while postgraduates on their part, focusses on intensive high-quality research. On that note, he felt that, there should be no conflicting view on decision making process. He stated an example that: “... *if I want an undergraduate student to visit my social media platform, I am not going to talk to him regarding the resources the library has... no! Rather, I will make a clear statement such as: ‘do you want to score “A” in your assignment...?’*” ... *then, follow by the message. (CL-Library A)*. He believes that the social media librarian can apply his personal initiative to attract undergraduate to learn how to score ‘A’ in their assignment through the use of social media. He further demonstrated that, “... *mmm huh, ... also, if I want postgraduate students to visit my website consistently, I would not be talking to them about the assignment, no! No!! ... you know PG students do have sleepless nights in writing dissertation or thesis, so I will create content like: “dissertation simplify... .. then, the message follows ...”* (CL-Library A). This portrayed that postgraduate students’ attention is tailored on their research and publications. According to the chief librarian, the academic libraries earn online reputation as the postgraduate students become more motivated on this pattern of advertisement.

(ii) Optional Innovation Decision in Choosing Social Media Platform

At different stages, the librarians expressed their individual’s feelings based on the level of their understanding of the social media platforms and not the collective view of the academic librarians. Hence, the academic librarians make use of social media platforms such like: Facebook, Twitter or WhatsApp as their marketing and advertisement tools in order to earn online reputation. For instance, Brenda opined that, “... *I choose to use facebook for marketing and advertisement to earn reputation, because to my understanding, facebook does not target any particular audience or profession, unlike Google and other search engines*” (Brenda-Library A). Mariam also stated that, Facebook is not only used for chatting but for many purposes. “... *to earn reputation, I*

feel comfortable with Facebook in the context of advertisement and marketing strategy because the platform is not only used for chatting but I mostly use it to upload photos, videos, share links with people and share feelings and many other activities” (Mariam-Library B). For Usman, he said without contradiction that, Twitter is preferable because other platforms are not as accessible as Twitter ... *“I feel good and comfort as I use Twitter to market and advertise the library activities because it allows users to be most accessible which I can as well verify my account at the time I need without any consultation.”* (Usman-Library C). This is similar to Akporhonor and Olise (2015) findings that, social media like: Facebook, Twitter YouTube etc, are dependable platforms for dissemination of information and forum for feedback mechanism and as well for promotion. It is believed that, the social media platforms adoption is matter of discretionary choice which is also based on accessibility of the platforms by the academic librarians.

(iii) Collective Innovation Decision on Marketing Strategies

The study found out that, through shared collective decision process, academic librarians proffered the ideas of social media marketing and advertisement to earn online reputation. In this study, librarians acknowledge that, the library creates awareness through successful online marketing strategies as they collaborate with members of the social media units. Again, through successful collective decision of the academic librarians on the idea of online marketing outreach that the library attracts traffic on their websites and build reputation. According to librarians, social media marketing and advertisement is the easiest and cheapest way the library builds its online reputation and engagement with customers in the academic libraries to earn online reputation. The excerpts:

Going by what we have, we earned online reputation as we shared and demonstrate on the social media platforms, the resources and services

owned and provided by the library. Users get informed through the social media platforms and patronise the library.” (CL-Library B).

‘We use the social media platform to capture the attention of the customers to utilise our materials. We use facebook, twitter and blog to create room for us to strategize on how to model the pattern and the structure of our advertisement to capture the attention of our customers.’
(Polina-Library A).

“... .. since we noticed that the social media platforms are used for marketing strategies, especially facebook and twitter, we have been collaborating with other staff to suggest the way forward on the enhancement of our platforms to retain our users and our reputation ...”
(HOM-Library A).

Librarians stated that they earn online reputation, as they solicited contacts and advertised some of their services to the members of the university communities. Furthermore, to enhance collective innovation strategies, they often unanimously agreed to request and collect their users’ emails and information related to their field of specialisations. According to them, such information creates ways for the social media librarians to reach out to the customers of the libraries and also assist in providing specialized services to gain social media online reputation.

The researcher engages a number of interviewees on the importance of communal ideas of academic librarians on social media marketing and advertisement in order to maintain online reputation. Participants believe that it is their collective responsibility to market their library services to the public in order to gain reputation. For example, HOM-Library B, makes a reference to Sir Ahmadu Bello, one of the leaders in Nigeria in the 1960

political campaign strategies, who emphasizes to his electioneering campaigners that “... *if you do not blow your trumpet ... no one can blow it for you ...*”. (HOM-Library B). In this context, it means that reputation is gained through collective strategic advertisement and marketing, and if the librarians do not collectively advertise and market their library activities so that to gain reputation, then, no one can market or advertise for them.

(iv) Collective Innovation Decision to Review University Community’s Social Media Needs

Furthermore, regarding social media marketing online as a track to earn social media reputation, Chief Librarian ‘C’ expresses their library planning process which includes information gathering about the university community to identify factors in the library’s services that may attract the scholars, and reveal the community’s needs to the librarians. This action according to him, improves the library to standardises its goals and objectives. “... *one thing about the library today is all about marketing.*” (CL-Library C). He further stated an example that: “*There is what marketers called a need to get a particular segment of the population.*” (CL-Library C). He further explained that “... *for us to populate our social media platforms in the way that users could be attracted to, so that we earn reputation, we, first of all, identified with our customers (university community) to know their needs*” (CL-Library C).

The response shows that information gathered from the university community is a method that can help the academic librarians to ensure the right type of social media contents that can be made available on their platforms purposely for online trust and reputation. Hence, it is through acquiring the basic knowledge about the university community in terms of their academic status, profiles, and their research interests that formed and attracted content for the users.

(v) Collective Innovation Decision in Establishing Genuine Content

The librarians are of the view that to accept and give credit on any social media platform depend on the genuine and how viable the content of the information is being disseminated. That is why they felt that decision to maintain the use of the social media platforms by the users lies on the genuine information of the platforms. They are convinced that those who do not find substance on the social media platform often decline from continue to use. In an interview with HOM “C” and “A” they stress on the collective efforts of librarians on advertisement and marketing for online reputation. The excerpts:

“... ..on the aspect of marketing and promoting our library through social media platforms, we always make sure that we agree collectively to use the right and the most demanded information resources to hit the right target of individuals in the university community and beyond to have their trust and maintain our reputation...” (HOM-Library C).

“The social media unit direct customers to where they can obtain viable information resources and promoting the library activities. So, with such, we attract them to the library resources and certify that we maintain our customers and our reputation.” (HOM-Library A).

Furthermore, the participants acknowledge the responsibility of the social media librarians which among others, is to guarantee collectively that, the correct contents are posted on the platforms in order to attract users to the library websites and the social media pages. These are presented in the following dialogues:

“We always have targets and goals... uu mmm huh... it is our shared duties to be acquainted with the needs, interests and taste as well as the

educational, occupational and rough numerical estimate of our social media users.” (HOM-Library B).

“... more often as in a teamwork, we think much about our audience regarding their needs, perception and so on, so that we maintain our reputation.” (HOM-Library A).

The dialogue confirmed that libraries could use every social media platform that is well developed for marketing, but felt it should be a good practice to go ahead and identify the platforms that are of significance to the libraries and their users. As we can see, the issue of knowing the community and the users of the social media was much emphasised. This is because some users may not have access to some technologies and platforms that may be available in the academic libraries. More so, the social media librarians’ personal judgement or interest be it political, religion, ideology philosophy, cultural and so on, is highly discouraged in the course of social media marketing strategies in the academic libraries in order to earn online reputation. The responsibility of the social media librarians to listen to their customers’ needs, wants and concerns, and collectively respond to them accordingly. It is highly noted in this study as it is in other sectors, that customers who are known as the consumers are the individuals that would express trust and satisfaction on the social media platforms and at last to give adequate support, should there be any future challenges.

(c) Creating Convenient Update Status to Earn Social Media Reputation

The research found that academic librarians on their personal basis, update their status to let friends know their current status and days of activities to maintain their reputation. According to them, such activities in the social media units signifies the efficient utilisation of social media platforms. Among the reasons that some librarians update their

status is to show their presence and relevancy in their platforms so that to earn reputation. The researcher in an interview with academic librarians found that librarians affect the status updates on their platforms at the best time for their audience. In the course of effecting updates on the platforms, librarians at their individual levels found it easier and convenient without boundary.

(i) Optional Innovation Decision in the Update of Social Media Status

According to academic librarians, at the individual level, they have the liberty to update their social media status the way they want, provided it satisfy their customers' need.

Their excerpts:

“... I feel I should be respected in any update I effected on my platform, that is why I choose to use shorter messages and images to update the status of my platform. ...” (Favour – Library B).

To me, the status update is time-consuming. This is the reason; I do not need to waste my valuable time for any consultation. I do it to satisfy my conscious ...” (Ndoms – Library C)

“... ... my status updates mostly reflect comment on the current event within and outside the university environment. ... I do not care about what others may say ... my concern is for my followers to understand me ...” ((Brenda – Library A).

“... I share quotes, tweets, thoughts, and other items through the social media accounts... and you know, all these are time sensitive... I am ok, no need for common consultation ...” (Usman-Library C).

(ii) Collective Innovation Decision Based on Circumstances and Services

In this study, librarians hold the belief that to maintain online reputation successfully, is to create a planned-timetable to include updates of the social media status and collectively re-evaluate the platforms periodically. They further affirmed that the moment someone creates his social media profile; he will start to feel how much time he takes to keep updated with information. The study found that the social media librarians aim, is to provide accurate and reliable contents to win and engage reasonable target users. So, to them, the collective ideas of their status updates depend on the state of the art within the university and the library services. According to the head of media of the three university libraries, they often unanimously and collectively consider the time where most of their followers are sited, the time when their posts are most often clicked and shared, and, the time they seem to be available to respond to interactions before they could update their status. The excerpts:

“ We update our social media status to suit the background of what is happening “live” in the university to earn an online reputation” (HOM-Library B)

“... on the course of the social media update, our attention is focused on attracting patrons and users to the university and the library as well.” (HOM-Library A).

“... we mostly observed the activities of our clients on our social media status ... especially in the columns of “shared”, “likes” and “followers” to know their interest so that we win their respect ...” (HOM-Library C).

(iii) Collective Innovation-Decision on the Time and Frequency of the Updates

When probed deeper to know how regular, social media librarians updates their status on

their platforms so that to maintain their users and earn reputation. There were various views of the participants responded. The excerpt:

“... .. in our library, the updates of the social media status sometimes depend on the activities of that moment in the and the events taking place in the university environment.” (HOM-Library C).

“mmmhhh ... we solidly rely on new information available to update our social media status in our library to maintain our reputation.” (HOM-Library B).

“... mmmhhh ... we feel an update is a collective effort because it promotes the image of the library. So, we only update our status to reflect any occasion taking place in the university community..... (Khalid-Library C).

Based on these dialogues, it is realized that social media librarians understood the importance of a collective decision for social media updates and felt that they need to put all their boundless information into a queue collectively, to be able to space out the times for their social media updates.

Apart from understanding the importance of collective ideas for social media updates in the library to gain and maintain online reputation, academic librarians equally believe that social media updates serve as an advertisement for the university. The library update status promotes the personality of the university and the individual libraries in terms of structure, how they are, career goals, life goals, and the passion in life, the skills, expertise and accomplishments. All this information is explicit about the university and the personalities, the library services and the social media unit of the libraries.

(d) Online Reputation Through Social Media Feedback

The academic librarians acknowledge that social media feedback is not only aiming at collecting feedback per-se, but also aiming at managing and acting also upon the feedback to improve its services and earn online reputation in the academic environments. Findings in this research reveal that academic librarians experience personal difficulties on how feedback is captured, who is capturing it, and who is responsible for follow-ups. Above all, the librarians on their own expressed honesty as a key to successful feedback in order to earn the public online reputation.

(i) Optional Individual Decision Based on Honesty Feedback on Social Media

According to them, respect is earned when individual discretionary, discover the truth in what is optionally done at any given time. Therefore, some of them felt that 'yes' should be 'yes' and 'no' should be 'no'. To them, they believed is the only source of gaining and maintaining social media online reputation in the academic libraries. No less, no more. The excerpts:

"... feedback is important in any communication. I decide on my own ... in the area that I do not know, I do not claim that I know, so that I will not mislead people." (Favour-Library B).

"... I have learned how to be frank and cautious, and take an excuse to find out and establish the validity of the information before I can decide to answer the followers." (Ali-Library A).

(ii) Optional Innovation-Decision of Librarians' Judgement

Furthermore, academic librarians reported having been involved in social media feedback by sparing enough time to the responses on their platforms and devoting their personal

time to think about the message they need to deliver in order to catch the attention of their followers on the social media platforms. The excerpts:

“... for me, feedback creates room to know more about my friends on facebook, that is why I also have enough time personally to spare and go over my facebook page to know and decide which message to attend and those to discard ...” (Khalid-Library B)

*“... in most cases, I feel feedback should be a matter of privacy. I personally count on the number of **likes** and **comments** which make me know the kind of response I decide to make on my facebook page for my followers”* (Usman-Library C)

“... I have made attempts to respond to my friends using so many instruments like emails, live chat and many other internet links, and they are all perfect access to feedback ...” (Polina-Library A)

Academic librarians on this aspect, have learnt not to be ignorant in their daily life about social networking sites and some of the familiar platforms in the university environments so that to maintain their reputation. They have also realized the importance to acquaint themselves with their university web pages in order to avoid being fools in the presence of users when dealing with feedback which is a substance of earning online reputation in the academic libraries.

(iii) Collective Innovation Decision in the Sharing of Ideas

The research identified collective decision on social media feedback to have been a necessary component in building an online reputation. Librarians in this study were convinced that, information that is wealthy and well-delivered influences social media users' feedback. According to them, they have applied several social media feedback

tools such as e-mails, e-newsletters, live chat, Wikipedia links, as social media feedback to maintain their online reputation. Hence, it requires more collective ideas and efforts to add value and earn social media online reputation in the academic libraries. The excerpts:

“... in the academic library, we view social media as a social service oriented network. That is why we have to agree collectively to check each time someone mention or spot our platform, then, we instantly push for reply ...” (HOM-Library C).

“... .. Yes ... I can remember ... various tools like emails, chats and newsletters have been used collectively by staff in our unit as a means of feedback to earn online reputation, but presently, facebook and WhatsApp platforms have almost replaced them. ...” (CL-Library A).

“Often time, our head of social media solicit ideas from members of the unit on feedback to our users’ queries. Such has added valuable input in our decision making on feedback. (Mariam-Library B)

“... in one of the unit’s meetings, we all agreed for a set of standard programming feedback form to some selected types of questions from those who like our facebook and twitter pages and shares. The programming specifically designed for an immediate response related to our services in the social media unit ...” (HOM-Library A).

“... we in the social media unit have to employed various means by repeating relevant posting of information content we evaluate the quality and the sources of information to achieve our end results” (HOM-Library C).

From the foregoing, it is understood that the academic librarians only come to term with social media contents that are excited and informative before they could actually proffer collective decision on feedback for their customers. From the librarians' experiences, shared ideas of feedback increase their customers' engagement and a further sense of communication that lead them to earn online reputation and social authority in the academic libraries. According to them, feedback has formed part of the social media communication and connection among the professional librarians in the social network domain. As earlier noted, collective innovation decision procedure passes through many stages as it involves many hands to make a decision on an issue related to content in the social media unit. Contents are created through collective agreement, and each librarian must participate in the process and all members must satisfy before the contents are finally posted on the social media platforms.

(e) Management Involvement in Creating Social Media Reputation

In this section, it appears as the influence of the social media librarian is limited because directives on the activities of the social media are restricted and controlled by the university management for the purpose of gaining and maintaining online reputation. Even though social media librarian may have information at his disposal, he has to confine to the instruction of the university management (authority). It was reported that the social media staff assemble information and forwards to the authority (management) for vetting and approval. All, it is done for the sake of check and balance in order to maintain credible social media reputation. Two Heads of Media 'C and B' testified that:

“... mmmhhhh ... unfortunate sometimes, all decision on social media applications is monitored ... a standing committee control and watch most of our social media activities. So, there is an element of restriction from the higher body ...” (HOM-Library C).

“... yeah.... presently, I am the head of the social media unit, and I am the person responding to feedback and comments from users but some of the information must be approved from the management.” (HOM-Library B).

The head of media B also stated that:

“It is because there is a need to have control and to regulate whatever is on the social media web pages. Everything that is to be on the platform is a channel to me. Any query that is too technical and I cannot respond, I forward it to the chief librarian or the university management.” (HOM-Library B).

The researcher further realised that most of the social media heads of units bear the consequences of any information that is porous or obscure on their platforms. The excerpt:

“I take charge while others take permission from me before they can get to react to any query or comment on the social media web pages.” (HOM-Library A).

“... ..we were instructed to respond to comments and regularly edit data that are obsolete; even our staff profiles are inclusive; we even update those that improve their professional careers.” (HOM-Library B).

According to the head of the media, often times, other staff responds directly to enquiries on the platforms, while sometimes the staff have to liaise with the head of the media for an appropriate feedback. Furthermore, on matters that require higher administrative attention as reported by the participants, such matters are referred to the Chief Librarian and the university management for inputs and feedback.

Beside the above dialogues, participants have identified that the emerging themes in this section of the study: *customers' engagement, marketing and advertisement, status updates and feedback*, are identified to have help to improve and encourage communication and above all create trust and sustain online reputation in the academic libraries. Such social media activities give input and confidence to the sender regarding the contents of the message. Academic librarians in this research also recognize that these themes provide scope for both the librarians and the users to express an opinion as it involves the participation of the receiver and the sender which is one of the underlying ideology of Web 2.0/Library 2.0. According to the participants, the themes help the social media librarians in making a decision on the next line of action as they understand the views and the opinion of the social media users. They felt that these four themes can build strong relationship and engagement among the social media librarians and their customers and open doors for effective coordination in the social media units in order to earn reputation. Indeed, it is another way that librarians confirmed the satisfaction of library services and also can detect the success or failure of the communication which invariably increase the level of trust, reputation and social media authority in the academic libraries.

The study found that librarians lamented about lack of control on the social media unit over either the content or the message it has to communicate due to the administrative interference of university management. These actions have often led to delay for effective dissemination of information in the social media arena. They opined that the only way to communicate with users effectively is for the social media unit to develop its accounts and identify where the actual conversations are taking place with guiding principles in order to maintain trust in the social media units. Furthermore, Librarians acknowledge that through interaction with other institutions, organisations and individuals, they

understood that, most of the social media practitioners upheld the general privacy and policy of individuals and corporate bodies based upon their rules and regulations. Technically, these academic librarians resolved in other ways, to adopt some certain patterns to explore so that to maintain users' trust and online reputation in order to gain social authority.

5.3.3 Creating Users' Trust and Reputation through Social Media Policy

The issue as noted in the earlier part of this research is absent of formalizes order in which contents should be disseminated on the platforms. As a result, some librarians lost interest in the adoption and utilization of the social media. Hence, the need for social media policy. In this study, the primary aim of social media policy is to maintain an order and create users' trust to earn reputation and social authority. The discussion on the university management involvement on the decision process of the social media in the academic libraries, prompted the researcher to explored further, in order to understand the reality whether there are policy guidelines in the social media units and to what extent do the libraries and librarians comply with such policies in order to create users' trust in the social media units of the libraries.

In the course of investigation, the researcher found conflicting and divergence views about social media policies in the academic libraries. Some participants acknowledge that their libraries have no social media policy. So, the libraries and librarians operate based on their experience on the job as earlier stated in Chapter Four. While others claimed to have been guided by the university/library management' policies, and, others admitted that their libraries might have the nucleus (somehow) of social media policies

From the participants' responses, four themes emerged in the quest to explore the uniqueness and presence of social media policy in creating trust and reputation in order

to establish authority in the academic libraries. They are: (i) *Non-policy*; (ii) *Nucleus policy*; (iii) *Benefit of social media policy*; (iv) *Contents of social media policy*.

(i) ***Non-Existing Social Media Policy in Academic Libraries***

There are some librarians who reported not to have come across any policy regarding social media in the academic libraries. The excerpts:

“In our library, there is no written down rules or policy for the social media applications.” (Khalid-Library B).

“... the main library has no guiding principle for social media applications and I cannot remember seen it in any of our branches.” (Brenda-A).

“Well, for now, I can say no guiding principle that regulates posting of information either on the part of the customers or the library staff.” (CL-Library C).

“The Social Media unit has no written principles or rules that regulate its activities.” (HOM-Library C).

“No written policy as such, to support the social media unit in its services.” (HOM- Library B).

“... .. there is no written policy, but the practices kept been maintained on and on with those that came before us, and we took after them.” (CL-Library A).

Head of Media ‘ Library A’ claimed not to have been aware of policy in the social media unit. However, he believes that there should be something related to regulation behind the success of social media in the academic libraries.

“... .. well, there might be a system that regulates the existence of social media platforms and its applications in the university library.” (HOM-Library A).

The researcher pressed further to know from HOM–A, what system he was referring to, he quickly responded:

... .. I am not very much aware of that.” (HOM-Library A).

The participants from their responses, actually show that they are not so much clear about social media policies and its impact in terms of trust in respect to social media contents. At that time of the interview, they were not having the thought of developing any policy to guide the existing of their social media units.

(ii) Nucleus Social Media Policy in Academic libraries

Despite the emphasis from some of the librarians about the non-existence of policy for the social media units in the university libraries, some librarians still argued that since the federal government enacted policy on the use of ICT in the national schools’ brochures, those policies should equally apply to social media usage in the tertiary institutions and particularly in the academic libraries as well.

“... to my understanding, in the educational sector, there is a policy on the use of ICT in our schools, I feel that social media is already there too. What is left is only to implement and monitor the compliance of the policy.” (Ndoms-Library C).

“... mmm huh ... we make sure that some due process is followed and by so doing we check contents to be sure they merged our library objectives.”
(Polina-Library A).

The Chief Librarian ‘A’ admitted that there is a policy:

“Yes, there are rules guiding the social media posting, because the posting of information has to be regulated.” (CL-Library A).

The researcher probed further to know who are the custodian of the rule. The Chief Librarian ‘A’ responded that:

“The social media administrator takes care of what is to be posted and not to be displayed.” (CL-Library A).

Immediately, the researcher demanded to have a copy if possible.

“Well, I don’t know the knitting-gritty ... (everything) ... of this, the system librarian should be aware and know much better about that.” (CL-Library A).

From the foregoing, there were controversial responses on the matter of social media policy in the academic libraries. The findings are not consistent. However, the participants still supported the emphasis with some element of social media rules in the libraries which they said they were purposely meant to uphold the social media units in the libraries. In support of the above responses, some librarians stated that, for the purpose of consistency and meeting the objectives of the social media units, some of the libraries have to enact rules to regulate posting of information on the social media platforms which empowered them to validate every source of information before sharing.

The excerpts:

“... regard to trust, reputation and authority, we create rules that govern the posting of information on our social media platforms.” (HOM-Library C).

“... .. any information posted on our Twitter platform must be verified to ensure the authenticity and credibility of the content.” (HOM-Library B).

“mmmhhh... .. we maintained and abide by these standards.” (HOM Library A).

As a result of this debated views, the researcher sought to know whether the rules are written down for such purposes in the social media units of the libraries, the participant expressed:

“No, the rules are not written down in respect to content creation and authority.” (HOM-Library B).

While some of the academic libraries claimed to have a policy that regulates their social media content in order to gain social media trust, reputation and authority. However, there is no exact evidence to establish the credibility of the existence of social media policy in the academic libraries. The findings in this section are all about assumption and beliefs from the participants. However, there seems to be a struggle for the actual enactment of social media policy in academic libraries globally (Takagi, 2014). This was observed by the researcher in an attempt to keep track of the participants' enthusiasm for the natural occurrences as they respond to the interviews posted to them. Hence, the need to understand whether social media policies if enacted, has advantages or not in earning social media users' trust and authority in the academic libraries.

(iii) Advantages of Social Media Policy in Academic Libraries

The researcher further probed to understand the possible impact and the benefit of social media policy in the academic libraries as it relates to user's trust. On this aspect, most of the participants had divergent views. Hence, the researcher was prompted to find out whether policies are relevant and should be implemented in the social media units. Below are responses:

"... .. a written policy will help to regulate and sustain the social media unit." (HOM-Library B).

"Policy can curtail and save the staff from been embarrassed on their duty positions" (HOM-Library C).

"Uummhhh... yes. There is need really for social media policy to regulate content and social media errors in the library setting." (HOM-Library A).

Most of the academic librarians opined that for social media unit to gain its trust and authority, rules and regulations should be unavoidable. They acknowledge that policy should be the backbone of social media in the library which can help to uphold trust and reputation in order to gain social media authority. Some participants narrated the experience they usually encountered with some contents on their platforms. Due to lack of policy to guide them in responding to the users in the social media unit of the library, the social media platform experiences unethical and often too many issues on personal contents. More so, some individuals use the SM platforms as a battleground or thereabouts. Academic librarians felt that such attitudes and postage often lead the social media unit to lose its credibility, authority and followers. However, if there are principles or written policy adopted and observed strictly it would minimise such occurrences.

According to HOM-A, B and C, the social media policy if enacted, will regulate the social media content which can as well serve to minimize errors and misinformation. As

observed by the researcher, emphasizes on *content* reoccurred many times by the participants. They mostly talked about personal contents and official contents when dealing with matters on either the official or the private platforms in the academic libraries. This clearly shows that, for social media to gain trust and reputation, the content thereof, must be convincing and trustworthy. Hence, the researcher moved on to find out what was the academic librarians' intention about content regarding social media policy.

(iv) Genuine Content for Social Media Policy

According to the participants, the issues should not be just about the policy, but, most importantly, the content of the social media policy needs to be addressed in order to earn social media trust. This is because, according to them, a policy can have many benefits if they are written in a way that can accommodate changes in order to keep pace with the development of social media in the academic libraries. Participants were of the view that, if the content is rich, it would give clear guidelines on what the social media unit can do and what it cannot do so that to maintain users' trust for the social media platforms.

In forecasting the need regarding social media policy in the academic libraries, Usman strongly opined that, if no policies guiding the existing operation of social media in the libraries, customers will assume there is no support from the university management.

“... .. indeed, if there are no rules that govern what you post on the social media platforms, we should know that there is a problem already.

Customers will assume that there is no institutional backing, so, anything can happen” (Usman-Library C).

The Chief Librarian 'C' accepted that the library has no written policy. However, he suggested that if there should be written policy for social media for the library, it must be guided by the principles governing the university objectives and the library services.

“... ... Peradventure, if we should have a social media policy in the library, our guidelines should relate to teaching, learning and research. For each of this three paradigm, we shall have services that the university library will provide. It is these services that form the critical task and activities that we would undertake on a daily basis on the social media platform.”
(CL-Library C).

Polina felt that most of the matters concerning social media policy boils down to individual's libraries. According to her, social media should be based on the contents and also the libraries and librarians reasoning aptitudes, and much as well, the applications of the platforms in the academic environment. She demonstrated with a typical example concerning the social media contents. The excerpt:

“... ... If I want to ask like: How are you? How is your wife? How is work? How was the football match yesterday? How was your night? ”
(Polina-Library A).

She voiced out and cautioned the above statement, that, *“.... those discussions should be private and should not be posted on the academic library platforms!!! ... ”* (Polina-Library A). She was optimistic that such questions may irritate some people, as they are more of personal matters. She further advice on what should reflection on the social media content in the academic libraries, that:

“... ... Issues that will enrich, educate, inform, entertain and amuse the minds of customers are what the library website should contain.” (Polina-Library A).

She further proffers example of other aspect that should contain in the policy of social media content of the academic libraries.

“... space for an announcement and advert for jobs, workshops, conferences seminars and grants, scholarships and academic matters are what the library websites should enrich.” (Polina-Library A).

It is a clear indication that social media policy should be meant to address issues that could reflect the objectives of the library services in order to achieve the social media goals and earn users' trust and reputation. However, on the other hand, some participants (*Favour, Ndoms, Khalid, Ali and Mariam*), cautioned the extent to which the content of the social media policy should address. They opined that the social media units should take notes of other aspects of social interaction, collaboration and entertainment which felt should not be ignored. The excerpts:

“... mmm huh... not being far from reality, we should take note of contents and columns that should be meant to create comedy, amusement and inspirations.” (Favour-Library B).

“... ... contents that are for entertainment and attracting followers/customers and make them cheerful and happy should not be ignored.” (Ndoms-Library C).

“Such columns often sometimes bring relieves to individuals.” (Khalid-Library B)

“For that alone, customers may be attracted to share and patronise the library websites.” (Ali-Library A).

“... ... mmm huh... it is not easy to control individuals. I remember some people said “I am above this and that... so, no one can control what I

should do!!!” Laugh... shhh ... So, people break the ethic or policy to satisfy their desires. (Mariam-Library B).

Majority of the participants in the focus groups strongly advocated that the social media content should comprise: announcement, job advertisement, workshops, conferences, seminars grants where individuals’ librarians and users would be attracted.

To this end, there was no further discussion on social media policy. By and large, from the participants’ responses, it became tough for the researcher to find any library with available written social media policies. Most of the participants stated that their libraries staff were receiving directives from their library management or sometimes from the university management to coordinate contents and information dissemination in the social media units. Some are not sure whether there are policies. While others assumed that the rule was not so much pronounced but they bear in mind and always check contents to be sure they conform to university’s objectives. Some narrated that they practice the norms from their predecessors and they transferred such to the new employees. Other participants acknowledge that the group formulated rules to guide members’ conduct as they began to realize some particular behaviours of members in respect to sharing of contents on their groups’ platforms. A handful of participants acknowledges that a WhatsApp group is easier to formulate rules and regulations with minimum control. However, a well defines social media policy should be meant to encourage people to share personal information and educate the society on what social media applications meant for the library services in order to earn users’ trust, reputation and social authority.

5.4 Determining Social Media Authority in Academic Libraries

This section of the research identifies how academic libraries and librarians conceives and exhibits their integrity on the validity of information in order to uphold trust, a reputation so that to earn social media authority. According to Tenopir, Volentine, and

King (2013), erudition depends on trust as a guiding principle and is a cornerstone of research, regardless of the subject field or the age of the researcher. They further stated that researchers as producers and consumers of information depend on long-established trustworthy resources and outlets. However, virtual social networks, social media, and other Internet resources have changed the way individuals receive and access the resources they need for the sake of gaining authority and to earn reputation in terms of contents. Furthermore, Tenopir et al. (2013) noted that, although the choice of sources and outlets has expanded, the need for reliable and trustworthy information remains constant. They conclusively advise that, in this dynamic information environment, researchers have to adapt how they evaluate the trustworthiness of the sources they use and cite, as well as those they choose for disseminating their research findings.

In the context of this research, social media authority is the act of compelling individuals to engage and have trust and confidence on the contents embedded in the social media platforms of the academic libraries. Therefore, how academic libraries and librarians create compelling content and earn authority that enables them to compete with other channels of media is the focus of this study. The researcher found out in this study, as it were in other information networks, to authenticate credible information on social media platforms is very tactful.

During the sessions of an interview with participants, HOM-Library C, A and B noted that rumors and misinformation can easily be spread through social media channels which can simply inhibit social media to gain authority in the academic libraries. Hence, they employed various means to evaluate the quality of the source of the information in order to achieve their end results in the academic libraries. Excerpts presented below.

“To me, sincerity in every information to be posted on the social media platforms is an authority.” (HOM-Library C).

“I feel that before somebody posts anything on the social media, it should have some evidence of reliability.” (HOM-Library A).

“The social media sub-unit ensure it does not compromise with quality when it comes to content.” (HOM-Library B).

“We check our previous post to see the number of likes and shares and also see whether the post is actively utilised or not.” (HOM-Library B).

The findings indicate that establishing social authority can be a time-consuming process, especially in the academic libraries. Apart from determining the goals and objectives of the social media, the academic libraries consider what contents are relevant at a given particular time. The academic librarians think of what they want to get from the social media contents in the libraries. Hence, they do not compromise with honesty, reliability and quality contents to gain authority. In addition, the academic librarians observed peoples' comments and testimonies apart from the social media quality contents.

“We observed and earned recognition through other individuals' testimonies about our activities and services.” (HOM-Library A).

“... .. We go down to the source of information either through in-depth search or otherwise to obtain reliability and facts about the content.” (HOM-Library C).

The participants indicated the effort of going down to know the demographic information of the social media customers in the libraries. According to some participants, elementary research is always needed to know the individuals who *like* and *shares* contents in the social network. When they figured out their customers on online, they take enough time to create content that gives them what they want. There is also a believed from the

participants that quality goes much further than quantity. So, their target is to maintain the minimum number of customers over the maximum number that can only visit their sites to get something and sign off.

Furthermore, it was revealed that the most common way to keep customers engage on the academic libraries social media website is to establish and create an engaging forum for discussion on the platforms, “... *I often create chances to have questions and answers session with my followers to establish my twitter authority ...*” (Mariam-Library C). She added that “... *the more I tweet about the topic my customers are interested; the more other users will join them to contact me ...*” (Mariam-Library C). Such action builds social media authority. This is because already there is a trust, respect and motivation on the users as they visit and share comments on the library platforms.

The purpose of social media is to attract patronage from people within and without. In order to gain authority, a participant stated that they ensure all information on the *wall* created, are in line with their customers’ need and desires. “... *to engage our customers in enhancing our social media presence and authority, we ensure that what we post as content in the platforms are in line with our clients’ needs and desires.*” (HOM-Library A).

According to the participants, it cannot be easy to let the audience hear your voice if you cannot communicate comfortably with the users of the platforms. They are of the view that, librarians can only control social media and gain authority if they actually understand why they should sort throughout meaningful contents and dismiss those that are totally not right at all for posting on the walls.

Some of them trusted much on the sincerity and proves of reliability from the sources of information, while others followed what their users desired and been attracted to their

contents. It was also identified that some individuals often ensure they do not compromise quality as regards to posting information, they previewed the previous posting to see the number of “likes”, “followers” and “shares”. More also, they acknowledge that *users’ testimonies*, about their platforms, often ascertain the social media content and authority in their libraries.

Participants also realized that, in trying to build authority through the social media contents, no matter the scope, the academic libraries deserve the attention of their mother’s institutions. According to them, it is the most crucial way to secure authority within and outside the academic communities.

(a) Institutional support for social media authority in academic libraries

There were a general observation and emphasis by the academic librarians that, to behold social media strategies in order to earn social media authority in academic libraries, the university management and the library must work in hand glove. They acknowledge that the employer has the right to ban the social media activities in the library. Majority of the participants believes that, for social media presence in the academic libraries to triumph, sustained and be proactive in order to gain reputation and authority, the need for support from its parents’ body should not be ignored and underestimated. The research identified five dominant reoccurrence themes emerged as supportive strategies by the university management for social media to gain authority in the academic libraries environment (Figure 5.7). Most of the participants acknowledge the tremendous support of the

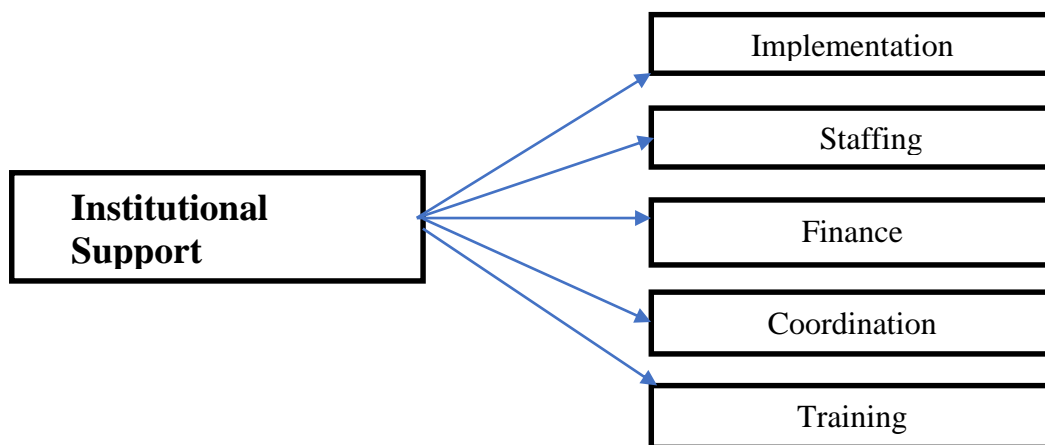


Figure 5.2: University’s Management Support for Social Media Authority

university management in the area of implementation, staffing, finance, coordination and training in order to earn trust, reputation and authority in the social media units of the libraries. According to Chief Librarian C, satisfaction with the support of the university management to the effectiveness of the implementation of social media in the library. He said:

“... My Vice-Chancellor is very receptive in related to the library, and my Governing is very responsive. Is just for me to ask, and I tell you they approved and give me ... (CL-Library C).

The Chief Librarian further affirmed that:

“there is no doubt about the university management inputs and support... right now, renovation is going on in this library in hundreds of millions close to a billion naira.” (CL-Library C).

The academic librarians believed that: *adequate implementation, qualify staff, finance, coordination, and, staff development*, are basic in strengthening support for social media content and authority in the academic libraries.

(i) ***Managements' Implementation: A Strategy for Social Media Authority***

The academic librarians at first recognise the important role of the university management in the support of social media units in the academic libraries in many ways. When probed on how the university management supports the implementation of the social media unit in the university libraries. The responses:

“you cannot divorce the university management from the University library. They blink together, and the university libraries hung on the university management” (CL-Library C).

“we all know that the library is an integral part of the university in which the social media unit is built upon. So, the university takes charge and approve the implementation of social media unit” (CL-Library A).

“... yes, regarding implementation and finances, the library is the funding body of the SM unit. ... the initial design and any other aspect originated from the library (CL-Library B).

The responses simply show the relationship between the university management and social media unit of the library. The implementation of social media unit of the library is the responsibility of the university management as its parents' body. Initially, the librarians lamented on the ill-attitudes of management regarding social media in the library. Some of them realised that the university managements are unaware of the benefits of this innovation in the library. However, they acknowledge the university librarians' role in sensitising the university managements to understand the impact of the social media units in the academic libraries.

(ii) *Staffing: A Supportive Measure for Social Media Authority*

It is always believed that a well-structured library cannot only be judged by the quantity of its resource but also the quality of its staff. Academic librarians talked about staffing which they felt is part of the supportive strategies the social media units should have derived from the university management. Most of the participants reported how the university management supports the social media units in terms staff strength, coordination and management of the units. Their responses:

“... .. for staffing, we are still coming up. We are not doing it for now in the right way. We just have one staff in charge of the unit now. Even he doesn't have the requirement internet skill.” (Ndoms-Library C).

“... .. the unit is under staff. At the moment, only the head of the unit and two other staff and they are not professional librarians, I feel they are not enough”. (HOM-Library B).

From the participants' responses, the researcher noticed that, some of the social media in the academic libraries are still making efforts to organised their units, while others have dedicated but few number of staff for Social Media Authority

Besides the three leading themes (*implementation, staffing and coordination*), it is highlighted that training is an integral part of gaining social media authority in the academic libraries. According to the librarians, training programs support staff as they learn the new innovation technology in the libraries. Training of the social media staff has helped them to learn the chains of their position and services in their respective units. The participants responded that management most a time, approve training program that meets the needs and desire of both the staff and the library users in the universities. Such

development mostly keeps the university library growing in terms of awareness of the new innovation in the library which invariably change for the better.

Participants acknowledged that the university management attached important to the training of newly recruited librarians in the social media units who are very fresh in the system. The training helps them to acquire experience in the work and also know their position and responsibility in order to maintain trust and authority in the social media units. Training encompasses different several likelihoods. Some academic librarians derived the benefit of workshops, conferences, on-the-job training and so forth. The chief librarians emphasized the importance of staff training and professional development as denoted from the following verbatim:

“The university is responsible for the training and conference sponsoring of the staff of the SM unit.” (CL-Library B).

“The university has already approved the training of staff that would handle these platforms.” (CL-Library A).

“... .. we have a professional staff that is attached to the library from ICT department.” (CL-Library C).

The Chief Librarian ‘C’ further narrated that:

“There are also staff that were not only trained in Nigeria but abroad. Even the one connected to the library was trained in U K Robert Golden University. He has a Master in Electronic.” (CL-Library C).

Indeed, training in any case in the social media unit of the libraries, require the support of the university managements because of its financial implications. The majority of the participants acknowledges the support of the university management in facilitating staff

training for their social media units. However, some are still of the view that the management should bear more of the responsibility for training and sponsor of staff for conferences. Basically, training and staff development require attention and should have been for every staff member privileges for the purpose of sustaining and maintaining the reputation and authority in the social media units of the libraries.

(iii) Financial Support: A Measure for Social Authority

The research found that academic librarians laid emphasise on finance to be as crucial to the successful implementation of social media units in the academic libraries. It was understood that finance involves the estimation, revelation and management of economic activity of the social media units in the academic libraries. Furthermore, it was understood that finance is the pillar in which all developmental successes in the social media units were hung. Based on this affirmation, the researcher sought to know how supportive is the university management in respect of finance as a subject to maintenance and sustainable social media units of the libraries. The interview with the university librarians opened up clearly how they usually sourced money to maintain the university library and particularly the social media units. *“If I need money, I asked my Vice Chancellor. So, for the library, there is no problem of finances. Is just for us to ask and it will be given to us, I assure you this. ...” (CL-Library C).*

He strongly believed that the issue of finance in the academic libraries is not a particular case but universal in the university administration. He sighted example with other units of the university who always argued strongly to get their proposal for any project approved. The library does the same. The university librarians reiterated that funds are available in the universities but the competition is too much from other arms of the university. This mostly depends on the commitment of the university librarians as stated below:

“Once you can argue for a particular service in the library, I am telling you the authority will approve for you. If you don’t know how to explain and put down your proposal, you cannot get anything done in your library, and nobody is going to listen to you.” (CL-Library C).

“... .. regarding finance, the university management gives the upper hand to the social media unit by making provision of funds available for running the unit.” (CL-Library A).

i. *“The university library takes care of the prominent issues regarding finance and administration of the SM unit.” (CL-Library B).*

On the contrary, some of the participants were not convinced that the university management provides adequate support for the staff (librarians) in the social media units.

“Most of the academic library social media have no institutional backing.” (Khalid-Library B).

“The university management is not providing institutional backing to the SM presence regarding policies, infrastructure among others.” (Nura-Library C).

“Unfortunately, some of the libraries adapt SM applications on their own.” (Polina-Library A).

Some participants in the research university libraries expresses satisfaction with the university management in terms of support derived from the success implementation of social media units in various ways. For instance, the social media unit got staff training, workshops and conferences support from the university managements. However, some academic librarians were on the contrary. They expressed that the social media units lack maximum institutional support from their parents’ body. While the University librarians

trusted and felt satisfied with management's financial support for the social media units, some academic librarians felt that the management has not done much.

One of the head of unit lamented as he narrated about the number of his staff and what they do in the social media unit. He said, "... *...there are only two staff in the social media unit: the webmaster, the reference service staff and no other staff designated for customers' service.*" (HOM-Library A). As far as the social media unit is concern, according to him, these two officers are inadequate to discharge successfully, the responsibility for replying comments and queries coming from users of the platforms. Although, he noted that their responses to users' comments depend on the nature of queries they received. However, he felt that the attention of the university management is require to recruit more staff for effective services in order to gain social media authority in the academic library.

(iv) *Coordination: A Measure for Social Media Authority*

Coordination is one of the key activities and responsibilities of academic librarians to ensure that staff of the social media units synchronises information in a most efficient manner in order to meet the academic library objectives. The staffing situation as revealed by the participants prompted the researcher to enquired on how social media units are been coordinated and managed in the university libraries in order to ensure trust, reputation and authority. Below are the participant's reports:

"... the social media unit regularly held meetings, either quarterly or monthly to brainstorm on issues. We discuss the progress of the unit, how to improve the unit, the successes and some setbacks if any. On a quarterly basis, we submit that to the university librarian." (HOM-Library C).

“We compare the status of other universities and see how we can improve ours. Also, we inculcate some level of freedom to our staff to source information relevance to the aspiration and objective so that we can meet the demand of the 21st century social media presence in the library.”
(HOM-Library B).

Likewise, the Chief Librarian ‘A’ explained that:

“Heads of units meet monthly and prepare monthly report to submit to the office of the university librarian. In such meetings, issues are raised and observations are made to foster the library activities in the university community through social media.” (CL-Library A).

On the part of university librarian “B”, the situation is not same as A and C. He lamented to have no chat or organogram to support the physical working functions of the staff at the time of this study.

“... .. although the social media unit has no laid down organogram that spelt out the activities of the unit, we ensure the involvement and participation of each member staff when we called for meetings System unit.” (CL-Library B).

In the reports, the university librarians emphasises about regular meetings with the staff in the social media units. Participants expressed that, meetings served to remind them of what is going on in the social media units which also prepare their mind to strategize on how to overcome personal issues. Regular meetings with the staff of the units according to them, often create an opportunity for collaboration and priorities the content of the social media platforms in line with the customers’ demand. Most of them believed that meeting with the librarians in the social media unit is another way to know

much about the staff performance in their respective units. Besides, with the use of technology, meetings are not necessarily on face-to-face. According to them, virtual meetings are taking place in the academic libraries via WhatsApp groups, video conferencing, online document sharing and so forth. Academic librarians have the believed that such meetings have a larger impact on the checks and balance of social media activities in the academic libraries in order to maintain trust and authority.

(v) ***Staff Training: A Strategy for Social Media Authority***

Besides the three leading themes (*implementation, staffing and coordination*), it is highlighted that training is an integral part of gaining social media authority in the academic libraries. According to the librarians, training programs support staff as they learn the new innovative technology in the libraries. Training of the social media staff has helped them to learn the chains of their position and services in their respective units. The participants responded that management most a time, approve training program that meets the needs and desire of both the staff and the library users in the universities. Such development mostly keeps the university library growing in terms of awareness of the new innovation in the library which invariably change for the better.

Participants acknowledge that the university management attached important to the training of newly recruited librarians in the social media units who are very fresh in the system. The training helps them to acquire experience in the work and also know their position and responsibility in order to maintain trust and authority in the social media units. Training encompasses different several likelihoods. Some academic librarians derived the benefit of workshops, conferences, on-the-job training and so forth. Participants admitted that:

“The university is responsible for the training and conference sponsoring of the staff of the social media unit.” (CL-Library B).

“The university has already approved the training of staff that would handle these platforms.” (CL-Library A).

“... .. we have a professional staff that is attached to the library from ICT department.” (CL-Library C).

The Chief Librarian ‘C’ further narrated that:

“There are also the staff that were not only trained in Nigeria but abroad. Even the one connected to the library was trained in U K Robert Golden University. He has a Master in Electronic.” (CL-Library C).

Indeed, training in any case in the social media unit of the libraries, require the support of the university managements because of its financial implications. The majority of the participants acknowledges the support of the university management in facilitating staff training for their social media units. However, some are still of the view that the management should bear more of the responsibility for training and sponsor of staff for conferences. Basically, training and staff development require attention and should have been for every staff member privileges for the purpose of sustaining and maintaining the reputation and authority of the social media units of the libraries.

5.5 Summary of Chapter Five

This chapter discusses Social Media Authority (SMA) in academic libraries. It focuses on how academic libraries and librarians engage in creating social media trust, and maintaining the online reputation and earn social authority in the academic libraries in Nigeria. The researcher generated data from interviews conducted with the chief librarians, heads of units and other selected members of academic librarians in the three universities understudy. The chapter was divided into three major themes namely: i) Trust; ii) Reputation; and iii) Authority. The research found that social media is a set of

exciting opportunities in all facet of life, and that academic librarians have understood that social media that has trusted contents usually influence users to utilizes such platforms greatly. Hence, the librarians in this study, become more conscious of any content that may float their social media platforms in order to maintain trust, reputation and social authority in the academic libraries.

Findings in this chapter were built on the fifth stage of Rogers (2010) Diffusion of Innovation. The fifth stage is generally identified as the confirmatory phase which is anchored on adventure or exploration of academic librarians' engagement in creating and maintaining social media trust and online reputation in order to earn social authority in the academic libraries. Hence, the chapter addresses the research findings in line with Rogers 2010 postulation of the three (3) innovation-decision process: *optional-innovation decision*, *collective-innovation* and *authority-innovation*. The three innovation-decision aims to buttress the understanding of *how*, *why* and *what* are new ideas originated and spread in the academic libraries/librarians that creates social media trust and maintain an online reputation in the academic libraries.

The researcher found that to create social media trust, it has to do with academic librarians' personal or collective efforts in order to engage the users in the social media platforms. Hence, the academic librarians based their concerns on social media content, timing and authority. The research also found that online reputation is important in any social media online services. So, librarians need to maintain a good online reputation in order to engage users to trust their platforms. The researcher found out that, to authenticate credible information on social media platforms is very tactful. Hence, most of the academic librarians believe that, for social media to triumph, sustain and be proactive in order to create trust and reputation so that establish social media authority, it must have the support of its parents' body.

The next chapter discusses the academic librarians' attitudes based on their belief and judgement that prompted them to accept, reject or shown non-commitment on this innovation in the academic libraries. The discussion buttresses the awareness and motivation on the part of the academic librarians on the adoption or rejection of social media, using the alternative dimension of social judgement theory as earlier discussed in the previous chapters.

Universiti Malaya

CHAPTER 6: LIBRARIANS' SOCIAL JUDGEMENT ON SOCIAL MEDIA PRESENCE IN THE ACADEMIC LIBRARIES

6.1 Introduction

This chapter discusses the determinants of academic librarians' judgement on social media presence and authority in the academic libraries based on Social Judgement Theory (SJT). This is the answer to the fourth research question: *How do academic librarians form impression of acceptance/rejection of social media presence in the university libraries?* The chapter examines the academic librarians' attitudes/impressions that transpire and leads to acceptance, rejection or shown non-commitment of librarians in the adoption/utilization of social media in the academic institutions. The result in this chapter is linked with the previous findings in chapter four and five which were presented based on Rogers (2003 & 2010) Diffusion of Innovation (DOI) framework. The

belief is that, an accurate and timely, specific and an organised, well presented and accessible information with meaningful context, can ultimately create an awareness, motivation and adoption of social media. Thus, it can lead to acceptance, rejection and or shown non-commitment by individuals on the applications social media platforms. The chapter presents the findings based on the alternative dimension of Social Judgement Theory postulation that involves attitudes structure which anchored on acceptance, non-commitment and or rejection (Cooksey, 1996).

These three anchor points falls under the attitudes and feelings of the academic librarians which are based on the individuals' judgment and belief on the social media presence in the library. Figure 6.1 depict *Alternatives* dimension applied in this study to understand librarians' social judgment on social media presence.

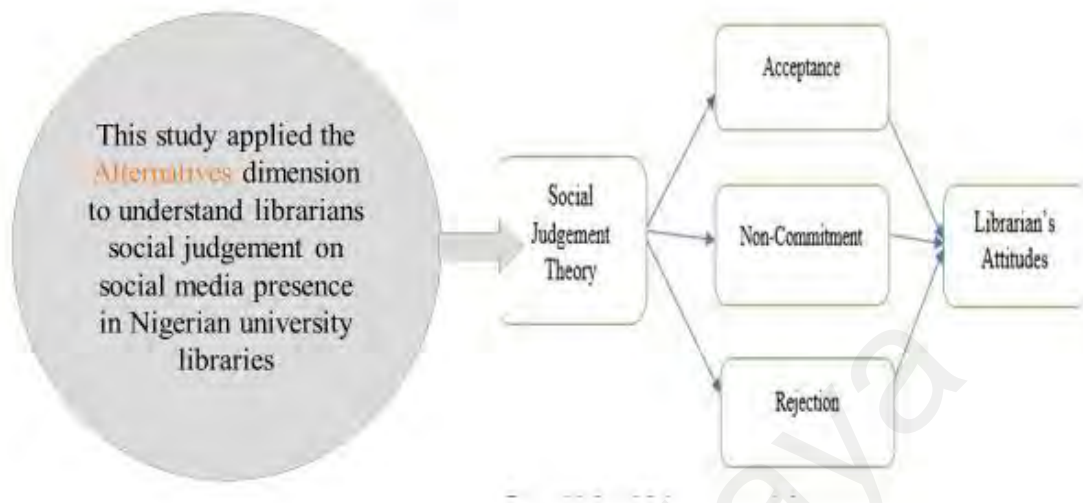


Figure 6.1: Librarians’ social judgement of social media presence

The librarians’ social judgement on social media presence are influence based on the awareness, motivation and the decision of the academic librarians that either leads to acceptance, rejection and, or non-commitment of the social media presence in the academic libraries as express in Figure 4.1: p.105). The librarians’ attitudes and decisions are linked in two folds:

- (i) The motivational (positive) attitudes that denote their personal opinions and beliefs about the importance, impact, worth and usefulness of social media presence in the academic libraries;
- (ii) The negative attitudes that denote academic librarians’ personal opinions about the adverse effect of social media presence in the academic libraries.

These two key behaviors in social judgement are strong attitudes and have more persuasive influence on the decision to accept or reject information pertaining an innovation, and, it is based on maximum influence and persuasive messages.

6.2 Librarians' Social Judgement on Social Media Presence

In the previous chapters, academic librarians were found in the mixed of adopting and utilising social media platforms at various stages of activities both at their official and private usage. The overwhelming act of embracing social media in the academic library environments signal the librarian's acceptance of social media innovation in the academic libraries which infers librarians' social judgement on social media presence. Previous findings revealed that, the acceptance and use of social media in the library lies on the broad awareness, created by the stakeholders. Also, it was revealed that librarians' courage on acceptance of social media applications lies on the motivation derived from their professional colleagues.

In this study, some librarians perceived social media to be a new innovation in the academic libraries, while some librarians have grapple much with the adoption of some of the platforms. Hence, the researcher sought to understand the librarians' social judgement on the acceptance of this technology innovation in the academic library setting. Previous findings show that, librarians gave due credit to workshops/seminars conducted by the professional bodies as the unique venue that changes their feelings, understanding, receptive and acute reasoning about social media presence in the academic libraries. They acknowledge that through such forums, they were persuaded to know that, social media marketing strategy could easily retain the attention of customers in the academic libraries. The librarians' social judgement on social media presence was based on the value and how social media platforms like Facebook, Twitter Blogs among others, are being used in diverse ways to change their attitudes through positive persuasion of social media innovation in the libraries.

6.2.1 Librarians' Social Judgement on the Acceptance of Social Media

In the context of this research, attitude refers to character that influence the academic librarians' insights on the application of social media. It is the attitude of the librarians that create impression to have the conceptual understanding of social media innovation that lead to acceptance of the social media presence in the libraries. Positive attitude serves as mediated change in the perception of academic librarians' social media presence in the university libraries. This is in line with the dominant principle of SJT that attitude change (persuasion) is mediated by judgmental processes and subsequent effects which can also convince individuals in the society (Cooksey, 1996).

In a focus group discussions and other related interviews held with participants, describes the positive attitudes and feelings of librarian's decision on acceptance of social media presence in the academic libraries. The dominant themes that emerged from the participants are: *a) Technology transition; b) New innovation in the library; c) Global usage; d) Communication.*

(i) Technology Transition

The present technology transition towards movement into full fledged digital and internet services in the library profession stands as a springboard for the librarians' change of attitude for acceptance of social media presence in the academic libraries. Just as Vandi on his personal view, described the way he feels about social media, that, "... ... *without social media, we will live in the dark world... ... so, I want to belong... for me, is really a welcome development* (Vandi–Library C).

The Chief Librarians (A) and (C) on their assessments of social media presence in the academic libraries, perceives it as an entirely transition, and they do not envisage any obstacles on social media presence in the academic libraries. Social media is happening in the mix of generation of learners who are not patience but need instance answers to

their enquiries. According to them, the acceptance of social media presence in libraries is the ultimate for librarians. The excerpts:

I do not see any hindrances in the use of social media in the library. It has become the order of the day. To accept the innovation is the ultimate. What is require is the support of the university management and so the entire system will work. (CL-Library A)

To have a vision plan for social media by and large, there is need to understand that social media is an emerging technology and has to do with generation of learners who prefer instance solution to their need and services. More so, this generation always want to be socially relevant. And, social media grows as the technology is available and all that would support the technology. Access to technology is our prime goal. (UL-Library C)

The impression here shows that academic librarians cannot do without social media in the 21st century. The librarians believe that, it is no longer the libraries and the librarian's issue, but it is the current trend in the era of Information and Communication Technology globally. From the participants' responses, it shows that some of the academic librarians in this era cannot do without social media applications because of its impact in the society. Most of them are already convinced that social media presence in the academic libraries is no longer a choice, but mandatory for every academic library.

Previous findings in chapter four, on the efforts to know the rationale for adoption/rejection of social media platforms in the libraries (Figure 4.3: p. 137). Librarians noted that social media Facebook, Blogs and Twitter are becoming necessary tools and cannot be avoided among librarians. To them, social media should be seen as a change and every librarian should embrace it. The views of the librarians show that

social media presence in the libraries has become the trend of the 21st century. Users of social media have adopted the method of searching for information via their hand phones, IPAD, Laptops and many other devices for their learning and research. The librarians' social judgement social media presence in the libraries is linked to the 21st century innovation, that librarians have no alternative than to accept social media presence in order to be relevance in the academic environment. Amina concludes that, "... so, if this has come to be, it should be used wisely because the library cannot reach out effectively in service delivery in this era with social media absently (Amina – Library A).

The responses show that, the chief librarians' position on acceptance of social media presence in the academic libraries is inevitable. They felt it is better now to embrace the innovation than later or never, because the message shows that, social media presence is something they cannot avoid in the society and particularly in the academic library services. These set of librarians have been maximally influenced and persuaded by the messages and believe that, no academic institution can survive today without social media applications for routine services.

(ii) New innovation for the Library Profession

Librarians acceptance rate increass because they realizes that social media can be used for building their professional skills, establishing relationship and sharing of knowledge with their professional colleagues. According to them, social media is been judged as a province of vacation in the eyes of librarians. According to librarians impressions, some of them accept social media in libraries and among librarians because some of the social media platforms are been used for professional development. They saw the innovation as a revolution and novelty that has aim to change the library profession. According to Mariam and Alhamdu, social media is a welcome innovation in the library profession.

The excerpts:

“... social media in the library is lifting the flag of the profession ... (Mariam-Library B).

There is no doubt about social media. ... it is a welcome innovation into the library profession. ... really I personal believe that social media has brought an improvement into the library work in general. (Usman Library C).

This is in line with the previous findings in chapter 4, on the decision to adopt social media in the academic libraries. Librarians were on the opinion that social media is very relevant and is viewed as a sub-set for information dissemination in the library. Ali, looks at social media as an ideal platform that are been used in the libraries for various purposes. He said:

“... I accept social media because I feel relieved as I use some of the platforms like Twitter and WhatsApp to share official messages which has help to reduce my work as a secretary ...” (Ali – Library A)

Librarians acknowledges in chapter 4 that, social media has been used for collaboration, sharing of information, communication and interaction purposes in the academic libraries. This is similar to Favour, based on her judgement view on social media presence, admitted that, she accepted social media because the innovation has become sources of information among members of her profession. According to her:

Very interesting ... professional librarians accepted social media in the library. ... mmmhhh. ... most of the platforms are now sources of information to us... (Favour, Library B).

Similarly, Amina too, lifted the prestige of social media presence particularly, Facebook and Twitter. She was convinced that, social media presence in the library adds

value to the library profession. While Favour acknowledge on her own personal judgment, that social media could be a gateway for promoting the library profession. The excerpts:

... many of us in the library profession are now convinced that social media is adding value to our environments and empowering the library profession too. I accept this innovation mmmhhh ... many of us in the profession have use social media platforms especially facebook, twitter and others, for personal promotion and marketing the library services (Amina – Library A)

“... in our profession social media has opened doors for us, professional librarians for interaction without boundaries. ...” (Favour – Library B)

(iii) Influence by the Increasing Rate of Users

Previous findings in chapter 4, identified librarians to have been motivated to the use of social media because majority of them uses the platforms for interactions among their professional colleagues. More also, findings revealed that university libraries are into using one or two of the social media platforms. The involvement of the universities and the libraries in the use of social media is a clear indication that growing rate of users of social media is tremendous (Amanda, et al 2017). Furthermore, some academic librarians hold the same opinion as they perceive social media activities globally. They felt that, this technology is a welcome innovation in the library industry. To them, social media applications are changing the face of library services in the academic institutions. They believed that, like any other corporate bodies, the library as a system cannot operate successfully in this current trend of ICT without social media. The excerpt:

*... mmmhhh ... social media has attracted me in different ways ... mmmhhh
... the number of friends that we chat together ... how easy for me to reach
out with my messages ... now, if I spent few hours without browsing my
Facebook or WhatsApp, I felt I am lost completely. ... (Usman-Library C)*

Usman explained that it was because of the rate of connections through his facebook, twitter and WhatsApp with friends and course mates that he can establish his presence and have self-belonging at all time in the society.

Likewise, Aure expressed her thought with an example of multiple users of social media which she felt is an encouragement for accepting social media presence in the academic libraries. “... certainly, as I observed and saw the number of followers on facebook and our library WhatsApp group I feel to have been in the right place at this time (Aure – Library B). She strongly voiced out that, “... I accepted social media because a lots of users are on to the use of those popular platforms like facebook, twitter and WhatsApp. (Aure – Library B).

Polina and Gera did not conceal their feelings as they make their own judgement based on the number of followers on their platforms pages. The excerpts:

*“... as a library, we feel good. We have users who are actually following us
on our platforms. A lot of people requesting to be part of our social network
(Polina-Library B).*

*Friends and staff are being introduced into the library through the social
media and many are requesting on daily basis to be part of us in the library
network make us feel good (Gera Library C).*

Findings in chapter 4 specified the dominant Attributes that motivated Librarians to Social Media applications which also form an attitude that reflect librarians' social judgment on social media presence. Favour earlier stated that all depends on individual interest (social media librarian) to accept the use of this innovations in the library. "*What motivate or influence a person to the use of social media depends on the interest of the individual* (Favour – Library B). Apparently, the social media librarians' acceptance of social media presence could have been judgement through social influence, ease of use, social attitudes, cost implications or rather the level of publicity from stake holders that persuaded them to see the innovation as important for use.

(iv) Latest Communication Platforms

Librarians were on the notion that social media is the easiest means today to use for communication in the library environment. Previous findings in chapter 4, Elisa stated that librarians believe, communication through social media platforms could facilitate and spread information and as well use in building relationships among themselves. According to librarians, communications formed part of the information activities taking place via social media in the libraries. Hence, librarians were already on the opinion to embraced social media applications in the library. To buttress this point, Cuba make a comparison of the analogue library with what is obtainable in the digital library. He felt that the different is clear especially, in terms of library communicating online with the university community through social media. Nura in his own social judgement standpoint, is how the librarians in the 21st century view the social media presence in the academic libraries. While Breda and Mariam were convinced on their own judgement that social media are tools that could be used to facilitate communication by reaching out and within the libraries. The excerpts:

I feel there is no going back. ... in practical term, the new innovation has helped to facilitate and ease the way we communicate to both staff and students in the university, unlike in those days where one has to draft memo, print and circulate. Today, whatever you want to share, you need to just post it on the platforms and is communicated to everyone. (Cuba – Library B).

... although the conflict of taste and choice in communication still linger around us on which platform is faster when put to use. But all that matter, is how the librarians view the concept of social media presence in the academic libraries. (Nura – Library C).

Social media is a welcome development I realized that such technology is a veritable tool to reach out effectively to the customers of the libraries (Brenda Library A).

To me, social media is an eye opener in terms of communication ... truly, the tools have been used and tested for immediacy and reaching out with information at different levels of services (Mariam – Library B).

The responses on the librarians' attitudes on the acceptance of social media presence shows the degree of awareness and commitment of librarians to this innovation. Such an awareness and acceptance of social media presence in the academic libraries seems to have ascended from the level of persuasion from the stakeholders. In chapter two, Eric, Karen, Sing, Eric, and Spencer (2015) explains Social Judgement Theory in line with an individual, interpreting or adjudicating an information on social media based on their perception, attitudes and disposition. However, this to a larger extend, determines the level of acceptance of information which is based on the persuader of the message. Patil,

stated that, persuasion therefore is the catalyst, the chain and the roadmap for academic libraries and librarians to accept social media platforms in the academic libraries (Patil, 2013).

From the foregoing, it could be viewed that the resilience of academic librarians social judgement on social media presence has an influence on theoretical propositions of social judgement theory, which proposes the idea that persuasion in context, is a two-step process. The first step involves individuals hearing a message and immediately evaluating where the message falls within their own position. While the second step is in line with the negative impression where individuals on hearing the message, adjust their particular attitude either toward the message or away from the message they heard.

6.2.2 Librarians' Social Judgement on Non-commitment to Social Media

This section examines librarians' social judgement on non-commitment to social media presence in the academic libraries. The class of librarians in this section were found to have been neutral and sceptical on issues related to social media presence in the academic libraries. Social judgement theory posits that, the freedom in making decision to adopt, reject or remain non-committed to an innovation depends on the peculiar nature of the human beings in the society. Cooksey (1996) elucidated more on social judgement theory that, the idea that someone does not care for or show any commitment or interest is likely to fall in the category of non-commitment.

At this juncture, the researcher found it hard to know the opinion of this set of librarians because they are neither *yes* or *no* to social media presence. But then, what the researcher noticed as he interacts further with the participants, there seems to be a low level of familiarization by those set of academic librarians on the social media platforms and as well inadequate level of awareness about the impact of social media presence among the

librarians. In the course of the research, the following themes emerged from the librarians' responses. That is: a) *Negative comment/feedback*; b) *librarians' social media techno-phobia*.

(i) *Negative comment/feedback*

In the previous chapter, participants reveal that, genuine and relevance feedback is part of the essential instruments for maintaining users' trust and reputation on the social media platforms. On the other hand, negative comments/feedback from individual's users of social media creates mistrust and can influence negative attitude of librarians to fall under the non-commitment to social media presence among themselves. Participants narrated their feelings about social media applications which to them, they are being used for different purposes, and most often, defying the objectives of the library services and activities among the librarians. The excerpts:

... really I became very uncomfortable with the WhatsApp group created for the academic librarians, ... hahahah..., the platform was turned into personal dialogue. ... hhhmmm ... using the platform to engage their colleagues into unnecessary dialogue and confrontation. ... to me, I feel it is an insult ... I have to watch before I leap up to join them ... (Casey – Library C)

There are no static responses from members. ... I mean ... for me, it is disheartening to see people responding to queries that they do not have the knowledge about ... and still, they are permitted to remain relevant ... making the social media so porous ... and lack substance of content ... I wonder how I can fit in and tolerate such ... (Abby – Library A).

The responses show that difference occurrences on the social media pages' forces librarians to lose interest and suddenly are in mix feelings to show their presence on social

media. Although, some of them have the belief that social media can influence people's attitudes towards various issues, being either positive or negative. However, they strongly believed that some of the common contents that often feature on the social media platforms are detestable.

(ii) Librarians' Social Media Technology phobia (fear)

Findings in the previous chapters, reveals the general phobia that occupies the minds of some librarians. It was noted that this started at the time of digitisation of library resources and services. According to the participants, such spirit affected some librarians, to the extent that they do not want to talk about social media. They remained indifferent and do not see the social media presence in the library as a change and upward development in the profession.

The academic librarians' social judgement on the non-commitment of librarians to social media presence in this context is tight down to the believe that, the social media organisations relies on the attraction of popularity and the followers that the social media is targeting to achieved and to make profits, without considering its impact to the society. Ahmadu said, he has to study the innovation very carefully before he risks his knowledge to shift to social media applications. Dave admitted to have been indifferent because he has no knowledge of social media, while Shiemir complained about social infrastructures and lack of enabling environment for social media applications among the librarians and the libraries. The excerpts:

... Yeahh ... all I know is that, majority of the social media organisations are calling for followers because when the count followers they count profit. I have to study carefully before I risk what I have been doing in the library and fold my arms to social media application that are new to the library profession ... (Ahmadu, Library C)

Personally, the uncertainty to me is the skill. It seems as what social media require is the knowledge to do it. I may irritate my colleagues if I go wrong with any of the social media applications. So, it is better for me to be indifferent, stay off and watch to avoid conflict or problem, which I may not be respected again (Dave – Library A)

The statements are in addition to Linda whose personal observation in chapter 4 reveals that, some librarians do not want to be exposed to the usage of social media due to their previous records. Although, it was almost a heated argument among her group members, but finally understood that how information is shared among members may likely pose threats to their lives. So, it is not surprise for such librarians to be indifferent in terms of acceptance of social media presence among themselves and in the academic libraries.

The personal interaction of the researcher with the librarians reveals how they viewed social media differently. According to participants, some librarians see it as a subject while some see it as just a mere medium for communication. Such eventualities have led them to possess the spirit of uncertainty about social media presence and the negative impression they have conceived over this technology among librarians. As a result, they prefer to depend and remain indifferent and continue with their analogue practices in the libraries. It was felt that unless this mental barrier is removed, then people would not be persuaded to embrace and accept social media in academic libraries.

6.2.3 Librarians' Social Judgement on the Rejection of Social Media

As the researcher moves out from those librarians whose attitudes are not committed to social media presence, the researcher encountered with those librarians who out-rightly conceived the opinion about the failure of social media presence and therefore reject this innovation in the libraries. Within this category of librarians, they formed attitudes for which they cannot tolerate the use of social media in either way. This set of librarians

have conceived in them negative attitude that their alternative is to reject social media presence and in the libraries. They formed negative attitudes against social media presence and it becomes so hard to change their mindset.

The opinion of librarians is sought regarding their perceptions and social judgement about social media presence among themselves and in the academic libraries. The responses show that, what featured most that easily lead to academic librarians' rejection of social media applications are such as: unnecessary comments from unreliable individuals, negative feedbacks, and often a times confrontational statements on personal matters among other issues that dominate the social media platforms. Such occurrences are forces that result librarians to lose interest and suddenly reject social media applications among themselves and in the libraries. Although, some of the librarians have the belief that social media can influence peoples' attitudes towards various issues, being positive or negative. They believed social media has almost succeeded in winning the attention of people to shift focus from television, films, books and magazines to social media applications. However, this set of librarians have concluded that social media is detestable for use among them and in the academic libraries. The emerging themes from librarians' social judgement on the rejection of social media are: *dearth of social media privacy; social media addiction; and, lack of interest of social media presence.*

(i) Lack of privacy

According to some participants, they believed on the first impression in some of the social media sites such as, Facebook, Twitter and others. They lamented on some of the pictures and films that contains violence and masculinity that are often shared and are going viral on such platforms. According to those librarians, such social media contents are greatly affecting the lives of children and even adults in the society. They lamented that,

unfortunately, there is nothing like private social media sites, so one has less control over his online social media presence. The excerpts:

... initially, I joined Facebook simply to share news and messages of interest with my friends on Facebook ... but at a given time, different kind of films were almost taking over my Facebook pages from unknown individuals. Very horrible and alluring. ... full of messages that took away my conscious. I felt no privacy, so I skip off Facebook to avoid been polluted in life ... (Brenda – Library A).

I remember we created WhatsAap group among us in the library, ... the forum according to the administrator, is to create awareness and facilitate communication of messages among the librarians and it was meant for the library staff only. But within that period I started reading unsolicited messages and videos that are extremely out of the contents of the WhatsApp group, religious and ethnics issues which are far off from the WhatsApp purpose. I have no option than to quit. (Vandi – Library C).

I am so much disgusted with what I saw at the first time I join our library WhatsApp group. In fact, at the beginning, I didn't want to join, but much later I joined. From that moment, I noticed people will just air any-how content on the WhatsApp so much that it become too personal ... no control ... no shame ... sometimes. ... mmmhhh... I cannot withstand but to leave ... (Leo – Library B).

Beside what the librarians observed has been personal. According to those librarians who falls under the rejection zone, the effect of social media is usually indirect. They have concluded that, social media has long-term and as well multi-faceted effects.

Librarians said, they reject social media because they cannot at the moment, estimate the reaction and the effect of these social media applications to the library profession and to the future librarians.

(ii) Social Media Addiction

Other librarians on their own judgement conclude that, some of those that are presently using the social media platforms are already into social media addiction. According to participants, they do imagine some academic librarians during their official duties, spent many hours on their social network sites. Some of them divert attention from their primary responsibility to their private social media in their duty posts.

... I am not encouraged ... I stop using Twitter platform because I look at it at the professional level. ... I cannot give in my valuable time for continue browsing ... mmmhhh ... just like that, without any proper results as it is done with some of my colleagues ... (Elisa – Library A).

I have stop using social media. ... you can see, often a time, my colleagues will come in the morning to work, instead of attending to their duties, they will first of all log into their social media platform such like: facebook, twitter, WhatsAap, and many others. Before they realized what they should do, they have spent the reasonable hours on their private platforms they negate their primary assignment in favor social media (Ahmadu – Library C).

(iii) Lack of Control

However, the librarians who are not committed to social media have their own voice to say. According to the librarians in this group, social media cannot be trusted and cannot be controlled. Many evil acts are perpetrated through social media and no one stop it. To them, there is no certainty for social media. The excerpts:

... up to now I do not have trust on some of the social media application. ... I do not want to commit myself because for example, the time facebook started, if you make a mistake of posting any pornography you will be off facebook. But right now, is like facebook is the one that would create the spam and experiment it on the followers (Dan –Library B)

Yeahh ... I think the initial stage of facebook were used as experiment with credible contents, thinking they can only get users within a region. But today with the large number of followers worldwide, they hark into people's pages and release indifferent content and overtime some backfire, some actually work for them. How can I be part of things that are too irritating to me? ... in fact I am not moved about the innovation in the library ... (Carolina – Library A)

... I am surprised that individuals can post any sort of contents ... mmmhhh... to the point that the social media are easily used to perpetuate evils and still no body can stop such people. ... no I cannot stand it. ... (Tikas – Library C).

He quickly emphasized again that:

... all I mean is that, social media lack control. I do not see how I can partake in sharing my opinion especially with audience I really do not know about them ... mmmhhh ... how can I maintain my privacy? ... (Tikas, Library C).

Findings in chapter 5, reveals how librarians lamented about lack of control on either the contents or the messages on the social media platforms. The study found that lack of control and guiding policies on social media affect the users' trust of the platforms. Although Polina holds the opinion that, matters concerning social media policy should be

concentrated to the individual libraries and the librarians themselves. However, emphasizes were placed on relevant contents to attract users and gain their trust. In this manner, some participants like Favour, Ndoms, Khalid and others, cautioned the extent to which content of social media should look like (chapter 5.4: section “iv”). Particularly, they felt that contents of social media should reflect the objectives of the university libraries. This can enable them to achieve the goal of social media and earn users’ trust and reputation. It is indisputable too that convincing content is a substance for persuading the non-committed librarians on social media to be attracted and accept the innovation for use.

(iv) Lack of Interest

Although in the preceding chapters, participants’ responses indicate that librarians have become aware and have interest about social media presence. However, on the other hand, it was observed from the participants that not all librarians embraced this innovation. The reasons for rejection of some librarians on social media are farfetched. There was a general response from participants. According to them such issues (lack of interest) boils down on the perceptions of how the librarians view social media. Chief librarian ‘A’ and ‘C’ indicated that, it is as a result of lack of interest on the part of some librarians that subdue them to reject social media innovation. The excerpts:

... I have contacted some librarians to move to the social media unit, but their responses are bad because they seem to have no interest and self-assurance on the usage of this platforms (CL – Library A).

Yeah ... like in one of the meetings I chaired, some of the librarians said they read information on our facebook pages, but they don’t contribute, because they are always afraid of the aftermath, so they do not feel to be committed to social media (CL – Library C)

Head of media unit 'B' in line with the above statement, lamented that:

... frankly speaking, this boil down on the perception of some of the librarians on social media in the library. Some librarians do not understand the important of social media presence in the library. And, unfortunately, they rejected because they do not care and they do not want to know how it function in the library. (HOD-Library B).

The statements are feelings expressed by chief librarians and heads of units. These statements were based on their personal experiences as heads of libraries and units. They understood the attitudes of librarians on social media with different kind of excuses. However, Ali on the other part argued that, acceptance of this technology should be left on the decision of the individual's librarian since libraries have existed and survived long before social media innovation. According to him:

*... really, social media was not existing before the Library profession.
... library has been before and social media is just now a tool that make some people into either digital or analog stage. So, it should be a matter of interest and it should depend on how we you find yourself on the rejection position ... (Ali –Library A).*

Ali's argument shows that some of the librarians preferred the library to continue with the analogue and practical proficiency of everyday activities of the libraries. However, chief librarians and heads of media units' expressions, shows serious concern on the attitudes of librarians who lack interest on social media applications in the libraries. They felt it is a serious problem that occasionally be-devil the library profession. According to them, there are librarians who do not want to hear the word *change*. They chief librarians said, some of the librarians do not see the dynamic nature of the library profession. So,

they become consolidated with only the manual styles of applications and services. As such he felt that some librarians do not deserve the position of librarianship. The excerpts:

... some people in the field of librarianship are not supposed to be in the profession especially in this digital age of the 21st century. (CL – Library B).

Still further, he argued to cussing the idea of librarians' lack of interest in the applications of social media in the library. He emphasizes closely to lack of librarians' interest on social media applications, that:

... If your job is to disseminate information, you ought to use all means to do this job effectively. But you cannot say you have no interest in social media when your job is to disseminate information. Such individuals were only relevant in the 20th century and not in the 21st century. Such individuals here have to force their ways out ... (CL – Library B).

Similarly, Chief Librarian C, echoed in support of this statement with a sign of warning to those librarians who may feel that social media is a matter of interest and should be left at the discretion of the librarians to rejection or otherwise. The excerpts:

Any librarian that want to be relevant here in the library, then he/she has no choice but to accept the use of the social media in the library and among his colleagues and the users too. (C L – Library C).

The Chief Librarian C concludes with shaking voice ...

... for the staff, they should know that they need social media platforms for their research. They should also serve as ambassadors of the university library to the outside world, ... what the library does and what the library

provide. As such, social media in the library and among librarians should not be a matter of interest ... (CL – Library C).

Above everything, the librarians' social judgement on social media presence which anchored on acceptance, rejection or non-commitment appears to be linked to the dynamic nature of the library services in general. While, the clay tablets and papyrus were used in the ancient libraries, today hand-phones, iPads, tablets and laptops are used in the 21st-century libraries. In this context, it has been a battle ground for the analogue librarians of the 19th and the 20th century to triumph over to the 21st century which is known as the digital age and meant for the digital librarians. However, based on the trend of technology in the 21st century, there seems to be a danger on the attitude of those librarians who are under the rejection zone on the use of social media in the libraries. Unless they prepare to accept change, their jobs in the 21st century are seeming to be in jeopardy.

Findings in the previous chapters is all about what the society wanted to know. If the library has the social media presence, then, what about the librarians? Are librarians aware of the social media? Are they motivated to use the social media? Have they adopted the social media? Are librarians using the social media? How do the librarians create users' trust and reputation to earn social media authority?

This chapter has cleared the understanding of *what, why* and *how* through social judgement theory which anchored on *acceptance, non-commitment* and *rejection* of the librarian's attitude structure on social media presence in academic libraries. The Rogers (2003) DOI framework adapted to gauged librarians' knowledge of how they became aware, motivated, adopted, utilized and earned social media authority, simplified in social judgement theory to understand the attitude structure of librarians' social judgement on

social media presence which falls under the alternatives of acceptance, non-commitment and or rejection.

6.2.4 Summary

This chapter discusses academic librarians' social judgement on social media presence based on alternative dimension of social judgment theory approached. From theoretical perspective, social judgement provides a common-sense plan for persuading attitude change based on transmissible messages. The major postulation of the social judgement theory involves attitudes structure which falls within three latitudes, all depends on the anchoring points of alternative, i.e., acceptance, non-commitment and rejection. The chapter examines academic librarians' social media presence based on their positive or negative attitudes and perception of social media innovation in the academic libraries. The chapter identifies attitude as the mark of the academic librarians' insight on the social media presence. It all sought to understand the impression of the academic librarians on social media presence in the academic libraries through the concept of social judgement theory.

Findings reveals that the acceptance rate of the librarians of social media lies on the technology transition into the 21st century. Librarians felt that, without social media in the libraries, they would be in the dark world. So, they opted to be relevant and belong to the trend of the modern technology in the profession. They also believed that social media is raising the status of the profession. Others were attracted by the multitude number of users of the social media. While, others were fascinated through the social media activities which they believed it facilitate global communication among librarians and library users.

Findings on the librarians' social judgement on non-commitment to social media presence were characterized by negative comments/feedback which defiled the objectives of the

library and resulted to engaging librarians on personal issues and confrontation. Librarians have the fear of the unknown on what the social media is, to the library profession. Hence, they were indifferent to commit themselves to social media. Similarly, the social judgement of librarians on the rejection of social media was traced to lack of privacy, social media addiction and above all, lack of interest of the librarians on social media presence. However, the history of library from the ancient time to this millennium is very dynamic. Heads of libraries in this research, felt that social media in the libraries and among librarians should not be a matter of interest, but a matter of concern and compulsory to professional librarians in the academic libraries. The next chapter presents the research findings, stressing the impact of the research to LIS and the limitation of the study with recommendation for future study.

CHAPTER 7: DISCUSSION AND CONCLUSION

7.1 Introduction

This chapter contains five key segments. The first part introduces the study summary and discusses the background of the research. The second part specifically discusses the findings of the study based on the four research questions presented and draws a conclusion from the results. The third segment discusses the significance contribution of the research to Library and Information Science (LIS) profession in Nigeria and across the globe. The fourth part highlights the limitations of the study. The fifth stage analyses the implications of the research and recommends possible further research.

Basically, the research fashioned to comprehend social media presence and authority in academic libraries and among librarians in the Nigerian University library system. This study is premeditated to: a) examine the social media presence in academic libraries in Nigeria universities; b) explore academic librarians' engagement in creating users' trust and building reputation as information experts in order to establish social media authority in the academic libraries; c) understand academic librarians' impression on the acceptance/rejection of social media presence in Nigerian university libraries.

Holistically, as indicated in Chapter 4 (p. 106:) (i), *information* and *decision* are building blocks for persuasive messages that lead to changes in attitudes of individual libraries and librarians. These two core elements creates forum for awareness, motivation and subsequent adoption and utilization of social media platforms which are within the acceptance, non-commitment and or rejection parameter for libraries and librarians' decisions on social media presence as emphasis in social judgement theory. Figure 7.1 below illustrates the research findings, conveying the adapted DOI theoretical lens which invariably form the major themes seeking to comprehend how academic libraries create

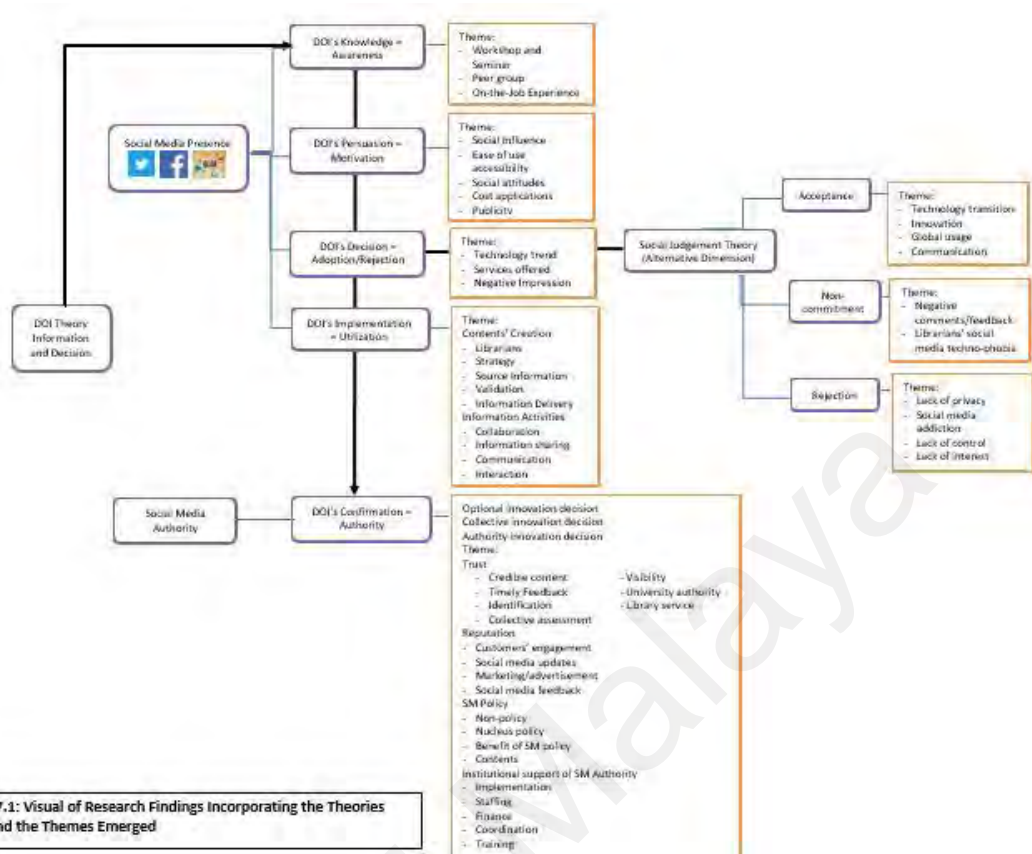


Figure 7.1: Visual of Research Findings Incorporating the Theories Used and the Themes Emerged

their social media presence and the kind of activities the libraries engage in on social media that led to creating social media authority.

The Figure 7.1 incorporates the adapted five stages in the Diffusion of Innovation and as well the Alternative Dimension of the Social Judgement Theory showing their links in this research. All the elements mentioned has successfully addressed the research questions 1, 2, 3 and 4, and showing the way forward for further research as it is explained below.

7.2 Answering the Research Questions

7.2.1 Libraries Social Media Presence and The Information Activities

The research identified academic libraries social media presence on three (3) major platforms, i.e. Facebook, Blogs and Twitter (Table 4.3: p. 129). Library C seems to be

more popular (having more number of likes, followers and comments) may be because of its earlier commencement in the adoption of Facebook in 2011. However, library A seems to have relatively consistent and up to date record of activities on Facebook, Twitter and Blogs, while library B is somehow present on Twitter and Blogs and in-active on Facebook (Table 4.5: p. 131). Librarians were discovered to have on their own part, adopted some of the social media platforms for their private and personal social interaction (Table 4.10: p. 135). The research identified various activities such as collaboration, information sharing, communication and social interaction on social media to have been prevalence among academic libraries and librarians.

What can be observed therefore, the first part of this study has identified how librarians: a) become aware of social media presence in the academic libraries; b) were motivated to use social media applications in the academic libraries; c) the decision that influence the adoption of social media in the academic libraries and among librarians; d) how social media contents were created; and e) make use of social media in the academic libraries (Chapter 4).

(i) Librarians' Awareness

Findings identified librarians' *awareness* of social media presence through the means of attending workshops and seminars that featured ICT and digital library operations. While some librarians became aware of social media presence through their personal interactions with peer groups and learning through their experiences on their jobs as professional librarians. These were the key features that help librarians to have the knowledge of social media presence in the academic libraries. This is consistent with Persson and Svenningsson (2016) (Linkoping university) and Agyekum, Arthur, and Trivedi (2016) (Ghana universities). Their studies found that social media awareness was discovered through librarians' discussion at seminars' conferences, informal

feedback, personal studies, on-the-job experiences and interactions with professional colleagues. Earlier on, Adeleke and Habila (2012) reported the awareness of librarians on weblogs in Nigeria. The study revealed that, 88% of the librarians accessed the internet from their offices. Those librarians who were fortunate to be posted to the ICT unit of the libraries, became aware through their experiences and interactions with the internet of the libraries. To some of the librarians, such is expected because of their level of exposures during workshops and training about the importance of internet use in the academic libraries. Afolabi and Gboyega (2014) confirmed that librarians in Nigeria accessed social media addresses is the library/offices. Apparently, it shows that, most of the academic librarians' awareness of social media applications relied on their level and ability of their personal study and interaction with their professional colleagues and to some extent the provision of the university management for on the job training and workshops or seminars.

(ii) Librarians' Motivation to Use Social Media

Five dominant themes emerged on the aspect of *motivation* to used social media applications by the librarians (Figure 4.2: p 118). They are: social influence, familiarity, social attitudes, cost implications and social media publicity. The identified themes derive librarians to the adoption of social media in the academic libraries. Zolkepli and Kamarulzaman (2015) found that consumers tend to use social media based on social influence, entertainment, enjoyment, social interaction, companionship, belongingness, playfulness and escapism. Complementing this finding, Mabweazara and Zinn (2016) found that librarians also agreed that apart from social influence, the affordability and the availability of social media has heavily influenced the use of the social media platforms. Earlier on, Rooyen (2012) raised a point that social media platforms are being used for academic purposes by most universities. These attributes are believed to generate social

influence and increase the effective use of social media among academic libraries and librarians.

Social media platforms are much more utilised by those who are very familiar with their features. While on the other hand, other studies revealed that librarians across different types of libraries are using social media more, because they are requiring to do so by their management (Aharony, 2009). Although participants lamented that there are individuals' librarians that are not familiar with some of the social media platforms. Related studies on social media applications (Aharony, 2009; Mabweazara & Zinn, 2016; Mahmood & Richardson, 2011) found out that, lack of familiarity with social media platforms, make librarians out of touch with the technological changes in their profession. Such occurrences have often impacted adverse attitude on their level of familiarity with social media platforms. Beside, Arif & Mahmood, (2012) and Hosseini & Hashempour, (2012) lamented on lack of familiarity with social media and internet facilities among librarians in Pakistan and Central libraries of Tabriz governmental universities as their major constraints in adopting the social media platforms. Nevertheless, the result from this study indicated that academic librarians' familiarity with different social media applications is understood through the general awareness of the existence of specific social media platforms. It is understood through the extent of time they had been using social media applications.

Social attitude is one of the emerging theme that serves as motivation in the social media arena. Karen and Mulatiningsih (2013) believes that the library and the librarian nowadays is not about the technology per se, but about the willingness to embrace change in the professional outlook. This was referred to Librarian 2.0 which is more about changing the librarians' attitudes and ways of thinking from analogue to digital library services. This corroborated with Charnigo and Barnett-Ellis (2007) who report about

academic librarians and their attitudes on Facebook in which majority of them considered using Facebook outside the scope of their profession. Also, they confirmed that as a result of the social attitudes exhibited, librarians working in academic libraries however, showed the perception and acceptance of using Facebook and Twitter to promote their library services.

Cost implications and affordability of social media devices is a motivation and the librarians felt that it was necessary consideration in every aspect of life. Michael and Peta (2009) articulated the common features of social media which includes low cost, ease of use, multi-media content among others. Hatem (2011) found that in Egypt, the rapid decreasing cost of information technology and the increasing quality of service is enabling the developing nations to catch up with the developed countries on their own. Dellit and Schindeler (2012) lamented that social media appears free, but there is a cost implication with regards to time and increasing visibility. This is supported by Anyanwu, Ossai-Onah, and Iroeze (2013) research in Nigeria that, identified high cost of internet access as the major challenges of individuals patronizing social media platforms even with their highly sophisticated mobile phones. Some studies found that in most African university libraries, the development of social media applications has been slow and unplanned due to lack of resources and high cost of technological infrastructure that often exceeds budgets allocation for the libraries (Akeriwa, et al 2015; Makori, 2012). Tuesday (2014) observed that internet connectivity in Zambia was still a challenge as it was characterized by limited bandwidth and high cost of subscription fees. As a result of high cost of internet, Anyanwu et al. (2013) appealed for subsidy on subscription to all network by internet service providers. However, Karen and Mulatiningsih (2013) insisted that gone are the days that the library had to go to greater lengths to connect with their members through the use of marketing or publishing which was too lengthy and most of

the times too costly to print or publish posters, articles or event notifications, which nowadays is easier through social media applications.

Publicity was rated to be a motivational element to librarians' interest for social media. Librarians use the social media to showcase their expertise and other fabulous activities. In a research conducted by Anunobi and Ogbonna (2012), found that most of the librarians in Nigeria make use of social media tools for profile publicity. Although according to some of them, the uses of the tools depend on their places of work. Similarly, Chu and Du (2013) noted that, one of the purposes of using social networking tools among academic libraries is for marketing and publicity. Academic librarians believed that social media publicity enhances services and knowledge sharing among staff in the libraries. This has earlier been acknowledged by Charnigo and Barnett-Ellis (2007) that, Facebook and Twitter have been useful for marketing and publicity in the academic libraries. On the contrary, Abidin, Kiran, and Abrizah (2013) study on the adoption of public librarian 2.0, they identified that the reason for librarians "not being aware of the availability of such services in the library is lack of publicity by the libraries about Web 2.0 services. Having considered the importance of social media in the academic libraries, (Connell, 2009b) encouraged librarians to consider creating profiles for marketing and publicity, because individuals seem receptive to the idea of a library presence on social network sites through publicity.

Further, research on the web analysis of the three university libraries during the period of data collections revealed that, library A was more active on Facebook and Twitter but not active on Blogs. Library B was active on Twitter and Blogs and only presence on Facebook but not active. While library C found to have being the first to adopt the use of social media platform since 2012, was only active on Facebook and not active on Twitter (Table 4.10). For individual librarians, they make use of other social media platforms

apart from Facebook, Twitter and Blogs for personal and various purposes. Those social media applications identified to have been used by academic librarians are such as: social bookmarking, social networking sites like Facebook and Twitter; multi-media like YouTube; Instant Messaging especially WhatsApp and Websites like Blogs.

In comparison, Zolkepli and Kamarulzaman (2015) put forth that social media is significantly driven by three types of needs. According to them, such needs are: a) personal (consisting of enjoyment and entertainment), social (consisting of social influence and interaction) and tension release (consisting of belongingness, companionship, playfulness). Such needs are invariably motivated by the social media innovation that increase the librarians' likelihood of social media adoption. Before then, various studies have realized that social media adoption is highly related to innovation uniqueness (Chung & Austria, 2010; Harinarayana & Raju, 2010; Parra-López, Bulchand-Gidumal, & Díaz-Armas, 2011; Ayu & Abrizah, 2011; Zolkepli & Kamarulzaman, 2015) in which they believed it increases the speed of technology adoption because the greater the innovation, the more room there is for adoption of the technology.

(iii) Librarians' Rationale for Adoption of Social Media

Although the academic librarians claimed that their decision to adopt social media is because of the global transition movement into digital technology and the services for the university communities and professional bodies. On the other hand, they were faced with challenges such as technophobia, social media addiction, abuse and posting of pornographic materials/information. Contrary to a study conducted in South Africa which identified three major purposes for social media adoption in academic libraries to be: a) online interaction; b) marketing and promotion of information services; c) supporting open and distance learning and offering information literacy programs

(Mabweazara & Zinn, 2016). Observing further, the research found that social media presence is no longer foreign to libraries in developing countries. The study revealed also, that personal use of social media has influenced professional use and that there is a thin line between private use of social media and official usage in the academic libraries (Mabweazara & Zinn, 2016). More so, the level of the librarians' awareness makes the adoption of social media progressing in the academic libraries despite its obstacles particularly in terms of social media contents so that to build users' trust and reputation so that to earn social media authority.

Social media content is another emerging theme to success in any social media online presence. Academic librarians, revealed the processes of how social media content is generated and maintained on the platforms in the academic libraries (Figure 4.4: p. 147). Various scholars have emphasized the important of genuine social media contents (Musser & O'reilly, 2007; Musser & O'reilly, 2007; and Owusu-Ansah, et al., 2015). Findings of these studies encourage librarians to be proactive in promoting their social media through genuine content so that to satisfy the needs of their university communities.

However, on personal discussion with academic librarians, they lamented that social media lack content. This is similar to Morris and Allen (2008) findings that, lack of peer-reviewed content is a barrier to application of Library 2.0 in academic libraries. They felt that such acts may cause information overload, copyright infringement, legal implications if individuals post illegal materials such as race hate, defamatory, pornographic or terrorist materials among others (Morris & Allen, 2008). Thinking along that line, Owusu-Ansah et al., (2015), suggested the enactment of social media policy to specify who manages the content to be posted which according to them, can reduce such happenings in the social media units of the academic libraries.

(iv) Librarians' Utilization of Social Media

Utilization of social media in this research refers to the activities and the accomplishments of the academic libraries and librarians' basic usage of social media platforms in the libraries and among themselves. Four themes were identified as being major activities of librarians using the social media applications among their colleagues and in the academic libraries (Figure 4.5: p.157). Librarians firmly embraced *collaboration* among their professional colleagues to be of high value in social media activities. The significance of collaboration was expressed by (Dholakia, Richard, & Pearo, 2004). Librarians expressions indicated that, collaboration has accelerated communication through real-time connections with their friends and professional bodies. Although, they lamented that, only those librarians who are using the platforms can actually collaborate and benefit from the numerous advantages of social media activities. However, some librarians were convinced that, the greatest opportunity librarians enjoy and learn fast in the 21st century is through collaboration among their professional colleagues.

Information sharing activities among librarians is another vital service in the social media units. Librarians were endowed with the ability to create information and share within and outside the academic libraries. Related study by Chinwe and Uzoamaka (2012) found that in Nigeria academic librarians are actively sharing content using social networking sites like Blogs, Facebook, Twitter, MySpace, YouTube among others. This also is related to Huang, Chu & Chen (2014) and also Chu and Du (2013) findings. Librarians are of the view that, information sharing create awareness, provides a quick solution and improves responses from individuals. Although some of the librarians were not convinced but felt that information sharing is only limited to those with the knowledge of the internet and as well those that are willing to share. However, librarians were

encouraged to enhance the desire for information sharing so as to promote academic librarians' attitudes to sharing of information within their social media domains.

Communication/social interaction formed part of the activities among librarians in the academic libraries. Various studies have acknowledged the important of communication as part of social media activities (Agyekum et al., 2016; Dickens et al., 2011; Ayu & Abrizah, 2011). The academic librarians acknowledge that communication through social media platforms has help them on vital scholarly skills especially in writing and in articulating self-discipline and ideas. Librarians felt that friendships can easily take place through social interaction on the social media platforms. Scholars in library and information science have identified academic librarians making use of social media for social interaction with their professional members and among users (Adetola & Okeoghene, 2016; Chu & S. Du, 2013; Ayu & Abrizah, 2011; Zohoorian-Fooladi & Abrizah, 2014). However, librarians expressed their feelings toward limited internet accessibility to enable them to remain relevant in the online presence. They also lamented on the indecency of content in some of the platforms. Despite its shortcoming in the social media arena, academic librarians firmly believed that social media communication/social interaction remains relevant and influential in the academic libraries.

7.2.2 Creating users' Trust and Reputation as Information Experts

This section was set to understanding academic librarians' engagement in establishing social media authority in the academic libraries (section 5.1). The research focus on librarians' decision on creating users' trust and building online reputation in order to earn social media authority. To this end, the modified Rogers (2010) three types of decision-making process (optional, collective and authority) was adopted to understand librarians' decision in creating users' trust and reputation to maintain social media authority.

(a) Librarians' decision in creating users' trust

Findings reveals that, librarians have been either directly or indirectly applying various means of decision-making process in an effort to create users' trust and reputation, in order to earn social media authority. Such decision-making process of librarians were either built on personal ideas, collective decision or influenced by the university authority. Emphasizing on decision making process, Kim (2015) acknowledged that, the success of information system implementation depends on the adoption decision of an individual on the new innovation. On collective decision process (Hilton & Wageman, n d) stated that, the success part of decision process is when people collectively generate as many ideas as possible. According to these scholars, decision making can also rely on the rules of collective brainstorming to generate ideas and capture them for later handling of issues. The unique understanding of the decision making process of both individuals, collective and authority, were determined and guided by the librarians' knowledge, background, experience, beliefs and favorites (Lueg, 1997). The current study identified librarians' success in creating users' trust and building reputation on social media to have rested on the out-come of the decision on the adoption of social media platforms by the librarians. Rogers (2003) diffusion of adoption decision accounts significant in describing social media librarians' decision making process with the sole aim to earn social media authority.

(i) Optional Innovation Decision: Librarians Creating Users' Trust

Three themes emerged and demonstrated librarians' optional innovation decision to create users' trust on social media contents. i.e.: *trustworthy and useful content*; *immediacy/timely feedback* and *authorized identification/testimonies*.

Librarians at their individual levels, take decision in considering quality and trustworthy social media content. Decision at their personal levels according to them, save time and also facilitate in creating users' trust to earn social media authority. The common features of social media content in which librarians easily take decision at their personal levels to earn users' trust were highlighted and strengthen by (Carr & Hayes, 2015; Kaplan & Haelein, 2010). In the same vein, Smith (2013) strengthen his support on such important social media contents. Recently, Carol Tenopir et al. (2016) noted in their research that, the trustworthiness of content on social media pages, depend on the user's perceived value of the information. Such independent's encouragement also strengthens the librarians at their individual levels, to make efforts at their own personal decision to create trustworthy content and useful information in an honest and genuine approach with the aim to earn social media authority.

Relevant/timely feedback was placed high on the librarians' optional decision making process to create users' trust so that to earn social media authority. Timely feedback attracts users and creates more opportunity for librarians to establish good communication with users and open more doors for them to find immediate solutions to issues affecting the library services (Olajide & Alao, 2014). Abdullah et al. (2015) study identified collecting users' feedback as one of the advantages of social media platforms. Also, Dickson and Holley (2010) comments that librarians can post genuine information about the library and events happening in the library and expect feedback from users. Observing the essential aspect of feedback in the social media arena, librarians in this study set consideration at their individual levels to decide the frequency of the responses in terms of feedback at their individual opinions, so that retain users' trust and gain authority.

(ii) Collective Innovation Decision of Academic Librarians in Creating Users' Trust

Collective decision-making is a process that enable every member to be heard and valued (Hilton & Wageman, n d). In this study, collective decision occurs when more than one or two librarians are taking consensus on contents to create users' trust on the library social media platforms. In line with Rogers (2010) innovation process, librarians were prompt to collective ideas on the types of contents in order to create users' trust and earn social media authority. The librarians' decision at this level is made collectively about the content of the social media to maintain users' trust in the social media units. The frequent themes emerged were: *collective assessment of content; communal publicity and ideas on library services.*

Collective assessment refers to collaborative efforts of the social media librarians to assess the accuracy and reliability of the social media content before such content are finally disseminated on the social media pages. Effort at this level all aims to satisfy the needs of the users at a given time. Such collective assessment creates awareness for the librarians to believe in the dynamic nature of the internet and the changing society in the academic environment. Based upon the result of their beliefs, and also with the effect of the information explosion, social media librarians divert different ways to assess the accuracy and reliability of their information so that to create users' trust and earn social media authority. The important of collective ideas was emphasized in Forcier, Rathi, and Given (2013) study that, with collective decisions, librarians have the enormous tacit knowledge to collaborate among themselves to earn social media authority.

The current study shows that, some of the social media librarians jointly assess the social media pages to ensure that social media contents and other information are credible enough for sharing. They are also responsible to collectively ensured that the contents are in line with the university library objectives so that to create users' trust and earn social media authority. Social media librarians endorsed the habit to collectively exhibit

their expertise in their disciplines through their knowledge of ICT, and unanimously check social media content such as: *previous posts* and to dictate *feedbacks* such as *likes* and *shares* and to ensure if the posting is actively utilized. Librarians in this zone, ensured that sources and quality of information are collectively evaluated before sharing on the social media pages. The research found that librarians often partner among themselves to assess and verify through sharing of contents with other links and observed feedback from users just to ensure users' trust so that to gain social media authority.

Communal publicity refers to the collective effort of the librarians in decision-making to market the library services through social media pages. Realizing the advantages of publicity and marketing, librarians collectively uses their experiences to market and publicized their library activities so that to create users' trust and earn social media authority. Chu and Du (2013) discovered in their study that, librarians make use of social networking tools (Facebook and twitter) for marketing and publicity to enhance their reference services and knowledge sharing among the library staff. The use of publicity and marketing in the academic libraries is being widely research in library and information science (Aziz, Harun, Tan, & Choy, 2008; Kaur, 2009; Siddike & Kiran, 2015; Wenhong, 2006). According to Siddike and Kiran (2015) study, the library and information institutions uses posters, newsletters, library guides, information literacy sessions, library events, road shows, brochures, notice boards or announcement boards, library websites, OPAC, E-mails SNSs, and WOM as library marketing and promotion tools. Such activities in the libraries informed collective-decisions of more than two or three librarians. Thus, the librarians collectively publicized the library activities using different ways to create users' trust in order to earn social media authority. Although (Abidin et al., 2013) on other part of their study, identified reasons for non-use of social networking tools in the libraries to have been associated with lack of publicity about web 2.0 services. This formed an obstacle to users' trust on the social media content.

However, with the application of social media in publicity and marketing, librarians endeavored to collectively create credible social media contents for the libraries in order to earn users' trust and maintain social media authority.

Library services is another theme that emerged from the librarians' verbatim statements. Library services represents the collective effort of librarians in applying their experiences to offer services in order to earn users' trust in the social media units. Several studies in LIS have expressed ways librarians make use of their services to create users' trust and earn social media authority (Armstrong & Lonsdale, 2009; Ayu & Abrizah, 2011; Kaur, 2009; Noorhidawati et al., 2015; Vasileiou & Rowley, 2011; Zohoorian-Fooladi & Abrizah, 2014). Collective ideas on the various services of the libraries among the librarians have earned users' trust for the social media content. The librarians applied their experiences collectively on social media to provide library services because they realized that social media has changed the way people operates in the academic environment.

(iii) Authority Innovation-Decision Process in Building Users' Trusts

Authority innovation-decision process stand for those in positions of authority to delegate a defined group of individuals to make decision and reach a consensus (Sagi, 2015) In this study, authority decision process refers to directives or order given by the university management to social media units' librarians for compliance. The social media librarians were faced with separate entity in decision making as they struggle to create users' trust and earn social media authority. The librarians were not free in decision making at this level. Such restriction from the management were merely meant to control misleading information from the social media units. It in line with this (Zhao et al., 2012) warned that, once rumor induces on the social media web pages, government and related authorities would not turn a blind eye to it. This shows it is obvious for the management

to control social media contents so that to avoid fake news that could tarnish the credibility of the social media web pages and the university libraries.

Related to this, Tampere, Tampere, and Luoma-Aho (2016) cautioned that, lack of authority input gives an easy way for disinformation and rumors to spread. Thus, to say, authority decision is paramount and management decision should be active in the social media units of the libraries. In a similar study (Auvinen, 2012) cautioned that, the biggest mistake organisations can make is to withhold information so that it starts to leak through unofficial channels and spreads in social media pages. The believe is that, authority-innovation decision if attained, the management cannot communicate unconfirmed messages and speculations. On the lighter note, it is expected that all information released must be assured and confirmed first at the management level of the universities. The more the management is able to participate in the decision-making, the easier it is, to prevent false information from spreading online, which is perceived as a risk for public safety (Jeannette, Leysia, & Irina, 2008). Although, the protocols to follow at the official level to confirmed information and take unanimous decision also can lead to slow pace in decision-making process. Nevertheless, (Tampere et al., 2016) in their study, strengthen that, if nothing else, authority participation is necessary to prevent false information from spreading.

(b) Decision-Innovation Process in Building Reputation

The study identified how librarians built their online reputation through social media presence in the academic libraries. Similar to how librarians create users' trust to earn social media authority, four major themes were identified from the participants (Figure 5.1: p.195).

(i) Customer's Engagement

Customer's engagement refers to the librarian's ability to create an online communication with the library users, which aim at building a committed relationship in order to maintain online reputation and earn social media authority. Many scholars (Bateman, Gray, & Butler, 2011; Bishop, 2007; Schopfel, Roche, & Hubert, 2015), have identified social interactions and building of social relationship and establishing social contact among librarians to have increases the level of engagement and online reputation in the academic libraries.

Optional innovation decision process entails librarians using their personal opinion and decisions to engage with their users to earn reputation and authority. The librarians at this level depend on personal and accurate provision of services to the users. Personal accurate services refer to librarians providing perfect and truthful services in the social media units to engage with the users to keep the social media platforms interactive. Engagement with users is one of the most important objectives of social media in the library services (Fernandez-Villavicencio, Novoa, Garcia, & Fernandez, 2013). The individual librarian considered library services and users' satisfaction as a goal for maintaining online reputation. The study identified librarians using various matrix such as: *enquiries, likes, positive and negative comments, retweet, number of followers* to build their reputation so that to earn social media authority. Online engagement is considered important in building social media reputation because it measures the capacity of relationship between the librarians and the social media users especially the number of shares, retweet among others (González-Fernández-Villavicencio, 2014).

Collective innovation refers to mutual cooperation among librarians in decision making procedure and practices which has to involves many ideas on issues related to social media content in order to maintain reputation in the library. The librarians' collective

decision process depends on the credible quality content of social media to maintain their online reputation.

Quality content: Quality content refers to the credible and convincing social media content in which the librarians collectively decides to produce based on the decision and evaluative process enacted by the librarians to reposition the social media in order to build online reputation. There are studies found that; credible, quality and trustworthy social media content contributes immensely in building online reputation in the social media units (Nicholas et al., 2014; Carol Tenopir et al., 2016). The verbatim statements of the librarians are consistent with the previous researches on quality assessment to maintain online reputation (Chai, Potdar, & Dillon, 2009; A. Pickard, Gannon-Leary, & Coventry, 2010). This is also in line with (Carol Tenopir et al., 2016) that, differences in social media use apparently show differences in perceived quality of the social media platform by the users.

Marketing and advertisement was a theme that emerged from the librarians' participation in both the interviews and focus group discussions. Many literatures in LIS cited social media marketing as a strategy for creating awareness and promoting library services (Abidin et al., 2013; Ayu & Abrizah, 2011; Carscaddon & Champman, 2014; Chua & Goh, 2010; A. Zohoorian-Fooladi & A. Abrizah, 2014) to fulfill their users' need which also aim at building online reputation. It is worth to note that, marketing and promotion formed part of the primary objectives of social media in library services which also has the mission of building online reputation through the social media content.

(ii) Stable content and Marketing Strategies on Social Media

Librarians depend on social media content and marketing strategies to build online reputation. *Stable content* refers to librarians' decision to create and maintain a consistent

and steady content that are reliable on the social media webpages in order to build online reputation. Mahmood and Richardson (2011) found that in USA, most of the libraries were using social media tools for marketing their services, sharing news, soliciting feedback from users, among other activities. Such activities are consistent with the social media librarians in building online reputation with their users. Librarians' verbatim statements were linked to other studies (Ayu & Abrizah, 2011; Dickson & Holley, 2010; Gall, 2012; Kaur, 2009; Phillips, 2011) that, librarians use social media content to create awareness, promoting and marketing the library services, building relationship with users and provide basic information about the library, for example opening hours, announcement of new materials, answering reference enquiries sharing photos among others. It is worth to note that most of the library activities, discussing the librarians' services through the use of social media are targeted at building online reputation in order to earn social media authority. Thus, the librarians maintain stable content for marketing and encourage users to participate on their web pages in order to create online reputation and to earn social media authority.

(iii) Reliable Social Media Platform

Reliable platform refers to the librarians' decision on the choice of social network that are more reliable and convenient for use among the librarians and the users. This statement is consistent with the previous study by (Zhou, Xu, Li, & Josang, 2011), on the adoption of web 2.0 in Africa which focused on how reliable these technologies are being used. Related to it is (Stephens & Collins, 2007) study that outlines the key principles behind Web 2.0 and provides a brief explanation of social tools, such as blogs, Really Simple Syndication, Podcasting, and Wikis and how these tools are used within the library setting. Similar result was found, when Tripathi and Kumar (2010) conducted a research on academic libraries in Australia, Canada, U.K and the U.S.A. The choice of these

platforms by the librarians was as a result of the credibility and reliability of such platforms and purposely for the libraries to maintain its online reputation.

(iv) Status Updates

The librarians considered updating the status of the social media pages to be important in building online reputation in the academic libraries. The librarians were convinced that updating the social media status signify their social media presence and creating room for their users to know their current status and activities. Ayu and Abrizah (2011) found that those libraries that posted social media content on daily basis have the chances of having more comments “likes” than those libraries that updates their status once in a month. Various activities such as promoting library resources, services and status updates gathering feedback, communication with users and answering enquiries are consistent with building online reputation in the libraries (Ayu & Abrizah, 2011; Chu & Du, 2013; King, 2010).

At the individual levels, librarians were confined to time and convenient updates on their platforms in order to maintain online reputation. Also, librarians considered users’ comments on the immediate status updates because they felt consultation with their professional members was time consuming. On the other hand, some librarians still held the belief that collective ideas and planned-timetable to evaluate the social media status updates periodically would build credible and reliable social media contents and as well, create online reputation in the social media units.

(v) Maintaining Reputation through Social Media Feedback

The current research identified social media feedback as a medium for communality, involving users in the activities of the libraries that relate to contents and services. Although, previous researches have emphasized on how libraries and librarians

encourages users to engage in conversations, discussions, and feedback about the library activities (Abidin et al., 2013; Ayu & Abrizah, 2011; Chua & Goh, 2010). However, librarians reported to have experience difficulties on how feedback is captured and who should be responsible in terms of follow-up. Such conflicting issues resulted librarians to depend on honesty, personal judgement and collaborative ideas as rudiment for successful feedback so that to maintain online reputation and earn social media authority.

(c) Authority Innovation-Decision Process

Innovative decision at this level is confined to those at the management position of higher authority in which they conceived ideas and decisions to the social media units and expect enforcement through the adoption of the innovations. Rogers referred to it as authority innovation-decision process (Rogers 2010). Decisions on social media activities in order to build reputation and earn social media authority in this context are enforced upon by the university management or otherwise the library management.

(i) Management Directives

Social media librarians receive directives from the university management on issues relating to social media. Related to management involvement in the innovation-decision process of social media applications, Abidin et al. (2013) research on the adoption of Public Library 2.0 in Malaysia identified that, the emergence of Web 2.0 in library services was as a result of management directives issued by the government through its agencies. Thus, it shows that majority of the libraries in Malaysia started the use of Web 2.0 to fulfil the directives of the government/state agencies. Ironically then, it is underestimation to say that, in the university library setting, the university management maintained its position and have the right to question the activities of the social media units in order to maintain the university and library management's online reputation

through social media contents. Although, some librarians felt that management directives and decisions are to control the social media units from been porous and posting obscure social media contents. Librarians felt that the involvement of the university and library management is a restriction on the social media librarians to take a personal decision on the social media activities to create users' trust and reputation so that to gain social media authority. Abidin et al. (2013) cited Bawden (2008), who emphasizes on the strategies to implement social media in libraries, encourages the library management to ensure the execution of library intended processes which entail policy directives as a powerful tool for promoting library services.

(d) Building Trust and Reputation Through Social Media Policy

The research found inconsistency views about social media policies in the libraries. The themes emerged from the librarians were: **a)** non-existing policies in the libraries; **b)** nucleus policies in the libraries.

Non-existing policies in the libraries refer to the absence of policies to guide the librarians' innovative decision process on social media applications in the libraries. Abdullah, et al., (2015) in their study identified lack of precise policies to defined the responsibilities of libraries in promoting social media presence. A similar study was conducted by Zohoorian-Fooladi & Abrizah (2013) who found that librarians' complaint about lack of policies as hindrances to the effective use of social media among libraries. Likewise, Abidin et al (2013), identified that social media applications in the public libraries were not guided by any defined policies.

Nucleus policies in the libraries refer to some elements of existing policies that tend to guide the operation of the social media in the libraries. Pomerantz, Hank, and Sugimoto (2015) conducted content analysis in all institutions listed in the Carnegie classification

data file and found that social media policies were most likely to appear in the library units and also discovered that those affiliated with the institutions represent the unit appropriately. Such development enforced the social media units to be guided through such affiliated policies of their institutions. Abdullah et al. (2015) reported that some librarians admitted their libraries have just started drafting the social media policies while others have no existing policy for the libraries but occasionally complied with the social media policies of their parents' institutions.

Social media policies are intended to assist the libraries and librarians in their place of work. The current study indicated librarians' awareness on the importance of social media policies in the academic libraries. This findings on awareness on social media policies are inconsistent with (Michael, 2012). Also, it was encouraged that, social media policies are rights and should be formulated and enforced in the academic libraries. This is consistent with Abdullah et al. (2015) that, policy directives need to be formulated. They emphasized that policies should promote the proof of identity that would enhance users' participation in libraries activities.

(e) Determining Social Media Authority in the Academic Libraries

Apart from determining the users' trust and the maintenance of online reputation to earn social media authority, the librarians held the belief that, to validate and ascertained credible information on the social media in order to earn authority is still tactful. A study conducted by Sonawane & Patil (2015) found the challenges of using social media in libraries. According to them, among the challenges is the issue of free access to information where people only copy, paste and edit without properly acknowledging the authority. Further, they admitted that to validate social media authority require substantial time and commitment from the librarians. In the course of this, librarians have to devote much time not to compromise with honesty. The time of the librarians is spent in

validating contents for credibility so that to gain authority. Especially much of the librarians' time was a focus on users comments and feedback. Librarians created a forum to engaged users on some extensive discussions. These findings are consistent with Lankes, (2008) who believed that there are many multiple means of becoming an authority to which also, an individual can become the only source for the type of authority he wishes.

Some librarians depend on how valid and reliable are sources of information while others kept track of their users comments and testimonies as sources to determined social media authority in their libraries. Most of the librarians strongly posited that the power of social media authority in the library world should be invested on the desks of the university management.

(i) ***Management Support for Social Media Authority in the Libraries***

Management support refers to the university/library management provision of assistance to the social media units for consistent services delivery in order to establish credible and reliable social media authority. This is related to Mansor & Idris (2010) study, as participants responded that, management support, knowledge and skills of staff, and, infrastructures are major factors that could contribute in the successful implementation of Library 2.0 (social media). In the same vein, Akporhonor & Olise (2015) believed that university libraries generally have a history of building lasting relationships with the university administration and other stakeholders within and outside the academic environments. They further strengthen the necessity to promote library resources and services through social media and to raise revenue from the management of the university. *Implementation, training, finance, staffing and coordination* were identified as recurrent themes from the librarians during interviews and focus group discussions (Figure 5.2: p. 229).

Implementation refers to the involvements' strategy of the management to enact the successful take-up of social media in the university libraries. Bawden (2008) believed in the commitment of the institution/library management to ensure successful execution which entails support in policy formulation, infrastructures and finance. The library is believed to be an integral part of the university. Hence, the management becomes involved in addressing the issues of infrastructures and supporting the units by organizing the flow of operations for the purpose of establishing social media authority. Although, this finding is inconsistent with Jones & Harvey (2016) that, the problem of implementation of social media in the library was attributed to the management behavioral attitude in controlling and dictating the tools the library is to adopt in the social media units.

Staffing/Training: staffing referred to the university management in support of the social media units with an adequate number of staff required. While training referred to staff development either through informal or formal way to increase the librarians' knowledge on social media applications in the library. Many studies in the use of social media in the libraries emphasizes much on the importance of staff training and development in most of the decision making (Chan, 2012; Jones & Harvey, 2016; Khan & Bhatti, 2012). The university management equally supported the social media units with the staff strength so that to establish social media authority. The staff need to possess the technical capabilities for the maintenance of the social media platforms to make them function. Onuoha (2013) acknowledge that professional development occurs when people seek to improve their job competencies. A similar study conducted by Sonawane & Patil, (2015) identified lack of staff training to be among the hindrances of social media utilization and which can subdue social media authority in the libraries.

Coordination/finance: Coordination referred to the university management support in organizing the structure of the social media units which the librarians could work harmoniously and function as part of the library system. Finance, on the other hand, refers to the university management position on the matters of financial aspect in the social media units. Coordination and finance are sensitive issues in any organisation. Some of the librarians acknowledge the university/library management's supportive roles on the aspects of coordination and finances. While some librarians felt that the management is not actually meeting its responsibility in terms of infrastructure that affect finances. These findings are consistent with Akporhonor & Olise (2015) results that in Nigeria issues such as network problems, low level of technology penetration is challenges facing the maximum utilization of social media in the academic libraries. So, they strongly recommend adequate financial support for the enhancement of social media in the academic libraries.

In this study, the researcher has made effort to comprehend how trust and reputation emerges from users on the social media contents and also identified the determinants of librarians in instituting social media authority in the library web pages. The third research question discusses and compares the librarians' personal judgment and the influence that led librarians to accept, reject or shown non-commitment to social media presence in academic libraries with other previous research.

7.2.3 Acceptance, Non-Commitment/Rejection of Social Media

The three anchoring points of the *alternative dimension* of social judgement theory: *Acceptance, Non-commitment and Rejection*, which were rooted based on attitudes structure of librarians' notion of social media presence and authority were being examined in chapter six (Figure 6.1). Most librarians have the grip knowledge of social media as a new innovation in the library. Researchers in LIS (Abidin et al., 2013;

Adeleke & Habila, 2012; Adetola & Okeoghene, 2016; Agyekum, Arthur, & Trivedi, 2016; Anyaoku, Orakpor, & Ezejiofor, 2012; Kemrajh, 2013) have identified librarians' social media presence and their activities in the library settings. However, the influencing rate of librarians in taking decision to accept, reject or to be non-committed to social media rest upon the stakeholders and the individual's librarian with his attitude. On theoretical relationship, Cameron (2009) in his study maintained that social judgement theory focuses on perceptions of how a message agrees or disagrees with one's attitude. This signifies that librarian's attitude acts as an anchor from which messages are interpreted to the librarian's perception of either to accept, reject or shown non-commitment on social media applications. Attitude represents librarian's insights on the acceptance, rejection or non-commitment to social the media in the academic libraries (Kind, Jones, & Barmby, 2007). The attitudes of the librarians create the impression of either positive or the negative aspect of social media which can lead to *acceptance* or *rejection* of such innovation in the academic libraries.

Emphasizing on the librarians' attitudes in the social media arena, Adetola and Okeoghene (2016) stated that the advancement of application of information technology to academic libraries has brought about changes in user's attitudes and needs, changes in libraries services and changes in librarian job functions. Also, Fasola (2015) believed that implementing new information technology in libraries can be affected by the perceptions and attitudes of librarians towards the technology innovation. He also confirmed that the type of library could also serve as an influencing factor in librarian attitudes towards accepting using some platforms such as Facebook, Twitter and others to promote library services.

Acceptance: According to social judgement theory, acceptance is a zone that consists of opinions, beliefs and stands that are perceived as acceptable and are contiguous to the

persons own beliefs or opinions (Stefl-Mabry, 2003). In this study, there are librarians who were convinced on the persuasive messages from the stakeholders on the advantages of social media presence in the academic libraries through workshops, seminars and conferences. This shows the positive persuasive messages from the stakeholders on the usefulness of social media in the academic the libraries and among librarians. This is similar to (Agyekum et al., 2016; Anyaoku et al., 2012) that librarians became aware and motivated to used social media through workshops, on-the-job-training and among professional colleagues (Anyaoku et al., 2012; Boateng & Liu, 2014; Fasola, 2015; Pilerot & Limberg, 2011; Zohoorian-Fooladi & Abrizah, 2014). Librarians were convinced based on the trend of the technology in the 21st century. They felt without social media they will still remain in the dark world and become irrelevant with time.

Non-commitment: Cooksey (1996) clarified further on social judgement theory that, the impression that someone does not care or show any commitment or interest is likely to fall into the category of non-commitment. This statement justified some of the librarians' attitudes who found to have been quite neutral and sceptical on issues related to social media presence in the academic libraries. The study found some librarians to have conceived mistrust on the social media innovation as a result of negative comments and feedback among their professional colleagues in the social media platforms. In addition, lack of social media policy to control the contents, techno-phobia attitudes of librarians on social media innovation are issues led to non-commitment of librarians in the social media arena in the libraries and among themselves

The librarians' attitudes in this regard, posed problems, for those reasons they chose to be indifferent and shown non-committed to social media. Related to this, (Zohoorian-Fooladi & Abrizah, 2014) identified some of the obstacles faced by librarians' participation in social media to includes: technology obstacles, organizational obstacles

lack of social media policy, lack of dedicated personnel. And, personal obstacles, such as language barriers and non-commitment of library staff to social media applications. Earlier, other studies have identified inadequate mastery of technology, inconsistencies in responses on the social media platforms from the librarians and unfamiliarity with the tools to be among the reasons for librarians' non-commitment to social media (Balaji & Kumar, 2011; Chu & Du, 2013; Harinarayana & Raju, 2010). There are other studies about the implementation of web 2.0 in African university libraries that highlights the importance of librarians' commitment in setting up social media in the academic libraries (Munatsi, 2010; Wordofa, 2014). It is certain that, unless such psychological and mental barriers are removed, librarians will be in limbo in the acceptance of social media applications in the libraries.

Rejection: Related to non-commitment of librarians to social media presence and authority, there are some librarians that face outright rejection of this innovation in the libraries. Although, it is undeniably that majority of the librarians were aware and holds the belief that social media can influence individuals' attitude to be either positive or negative on the concept of social media innovation. However, the librarians still felt that the most dignity of man is privacy. Among the crucial reasons, the librarian's rejection of social media is lack of privacy. The librarians felt that there is nothing like private social media sites. While people see social media to be all about sharing, learning and ability to have conversations (Aydin, 2012; Burkhardt, 2010). However, related researches revealed the harmful consequences of social media, particularly Facebook platform (Aydin, 2012; Olson, Clough, & Penning, 2009). Butler (2010) emphasized the threats involved when individual express wrong comments on social media, and Catanzaro (2011) in his own research, focus on the escalating problems of bullying among adolescents. The emphasizes was all about the lack of privacy and social media policy. Librarians observed that some individuals have become addicted to the use of social

media that they spent more than half of their days' duties on social networking sites. This is similar to Banquil et al., (2009) observation that, social networking sites are highly addictive to those who cannot control themselves into regularly using the social media platforms. Librarians lack the knowledge and interest to invest in learning some of the simple platforms for use. This result is similar to Jones and Harvey (2016) and Swanson (2012) in their studies. Sometimes librarians feel that, even if they use the social media services, they do not believe if the library users also, could respond to such services. That also formed lack of librarians' interest in using the social media tools. However, despite the attitudes of some librarians which lead to rejection of social media applications, decisive persuasive messages from the stakeholders on the benefits of social media presence among librarians is changing the attitudes of librarians for better implementation of social media presence in the academic libraries.

7.3 Contribution of the Study

The research has significantly added knowledge in the academic world and particularly in Library and Information Science profession in Nigeria and as well to the social media organisations in diverse ways. Such as: *theoretical, methodological, practical and* contributions in which researchers will find more foundations for further researches.

7.3.1 Theoretical contribution

Many studies in Library and Information Science have used different theories such as Technology Acceptance Model (TAM), Uses and Gratification Theory (UGT), Unified Theory of Acceptance and Use of Technology (UTAUT), Diffusion Theory (Kwon, Kim, & Kim, 2013; Mathieson, 1991; Ngai, Moon, Lam, Chin, & Tao, 2015; Venkatesh et al., 2012; Zohoorian-Fooladi & Abrizah, 2014) in their research. Many studies however lack theoretical underpin. This study adapted Rogers (2003) Diffusion of Innovation (DOI) and the alternative dimension of social judgement theory (SJT) to enable the researcher

to have a better platform to explore the understanding of social media presence and authority in the academic libraries. The common belief of the two theories is that attitude change is mediated by judgmental processes and effects. That is to say, messages produce attitude change through individual's judgmental processes and effect (Eagly & Chaiken, 1993). Hence, the used of the two theories as theoretical lens to determine academic libraries/Librarians practical approach on social media presence and authority in Nigerian university libraries. The theories provided the researcher with the premise through which to understand the librarians' judgement and evaluation of social media prior to adoption in the academic libraries.

7.3.2 Methodological Contribution

This study aimed to examine academic libraries social media presence and authority and to understand academic librarians' impressions on the social media presence and applications in the academic libraries. To achieve this goal, the study adapted Rogers (2003) Diffusion of Innovation (DOI) framework and the alternative dimension of social judgment theories (Figure 4.1) for data analysis in order to fully understand social media presence within the context of academic libraries in Nigeria. Findings on the reviewed literature in chapter 2 shows that social media has numerous applications and many researchers have applied the various framework in data analysis. However, very few could be found using DOI and SJT framework for data analysis in LIS research. The Rogers (2003) framework provides a holistic and forming a basis for the researcher's understanding of academic libraries and librarians' social media presence and authority based on the five-stages of the Rogers' innovation-decision process. The framework adapted the five major keys of Rogers' innovation-decision process to support all the stages of the data analysis.

7.3.3 Practical Contribution

Apart from placing this research on record of how academic librarians create awareness and motivation, to the use of social media applications, the Rogers 2010 Innovation Decision Process adopted, can be used by library managers and the librarians for decision-making in the libraries. More so, the research exposed librarians to the importance of building trust and reputation in order to maintain social authority in the academic libraries. Also, the research has helped to identify the attitudes and perceptions of academic librarians on social media in academic libraries and how they form an impression of this new technology innovation in LIS profession. More significantly, the research has also exposed academic libraries and librarians on the lack of awareness of social media presence and authority, and as a result, there is now a robust sense of awareness among the librarians on how to be more committed to this laudable innovation in the academic library setting. Furthermore, the research has added more in the growth literature in the LIS profession. In addition, the research has broadened the Academic librarians as information managers with the knowledge and techniques for maintaining social media presence, earning users' trust and online reputation in order to gain social media authority in the academic libraries. Above all, the research serves as a pointer on the importance of clear framework which can help in achieving the social media organizations' objectives in terms of operations and services to build users' trust and reputation as social services oriented organisations.

7.4 Limitations

Just like in any research, the shortcoming of this study needs to be addressed. The first limitation has to do with the type of the research. This research applied qualitative data gathering techniques, aimed at exploring social media presence and authority in Nigerian university libraries. Out of 163 university libraries in Nigeria (National Universities Commission, 2016), the research was confined to only 3 federal university libraries.

More so, only thirty-nine (39) academic librarians participated in the research, in which, this research cannot be generalized (Bryman, 2015). Another difficulty encountered was during the actual data collection. There was a problem with assembling the participants for interviews and focus group discussions. Such happenings, really affects the meeting's schedules and time proposed for the research. The researcher has to rescheduled more than 2 to 3 times in most of the meetings, with an assurance of rewarding system. Another bone of contention is that the research is limited to only academic librarians without proper segmentation in terms of status. From the findings, it is convincing that social media has attracted the considerable attention of every segment of the library services. Further research is requiring to explore other arms of the library staff and users to explain how social media presence supports library services in the universities.

7.5 Implications of the Research Findings and Further Study

Results in this study show that exploring social media presence and authority among academic librarians is determined on the level of persuasive information which has to advocate for positive attitudes' change of the librarians' impression toward social media applications. Hence, the findings are in two folds: **a)** that, librarians' awareness of social media presence rest on the level of persuasion from the stakeholders, advocating the important of social media among librarians to gain their knowledge which can lead to acceptance of this innovation in the library setting; **b)** that, the impression of librarians on the social media presence and authority rest on their attitudes and perceptions of social media innovation among the librarians and in the library setting.

7.5.1 Persuasion as a threshold for libraries and librarians' social media presence

According to Rogers 2003, an individual need to be much aware of the background information about any innovation which is the first critical stage of exposure in understanding the technology such as social media. He believed that the attitude of

individuals is shaped after he/she become informed about the innovation which has to do with persuasion or motivation (Rogers 2003). The current study shows that awareness of any new innovation is created and influenced by the nature of the valuable persuasive information from the stakeholders. Scholars have identified from theoretical perspectives, key factors of persuasion and awareness that are related to how technology is implemented and accessed by the users (Abrizah, 2007; O'keefe, 2002; Shea et al., 2006). In this study, some librarians showed their awareness of social media presence through workshops, conferences and seminars. While the majority were not given the opportunities but rather relied on their professional colleagues and their job's experiences. Such occurrences restrained most of the librarians on the awareness of social media presence and authority in the library services (Akpohonor & Olise, 2015; Ezeani & Igwesi, 2012; Kwanya, Stilwell, & Underwood, 2012; Sonawane & Patil, 2015; Wordofa, 2014).

It is provable on this research that attendance of workshops and conferences are pivot where credible information and persuasive messages from stakeholders are shared and also lead to changes in attitudes of librarians on social media presence (Agyekum et al., 2016; Fasola, 2015; Tella, Olarongbe, Akanbi-Ademolake, & Adisa, 2013). This indicates that persuasive messages are important and are seems to be the roadmap for academic librarians' meeting points for awareness, motivation and adoption of social media applications in the academic libraries. Literature in this study confirmed that an individual reaction to a persuasive message mostly depends on the person's judgement about the situation of the message being advocated (Doherty & Kurz, 1996; Granberg, 1982). It is a clear conviction in this research that, only with strong persuasion skills, that academic librarians can achieve amazing results on social media presence and authority in the academic libraries (Figure 7.1: p. 267).

7.5.2 *The Librarians' Attitudes and Perceptions of Social Media Presence and Authority in The Libraries*

Findings in this research also indicated that the acceptance, rejection or non-commitment for the adoption and utilisation of social media applications depends on the librarians' impressions and attitudes which are the anchoring points of the alternative dimension of social judgement theory. Various scholars have emphasized librarians' attitudes (Adetola & Okeoghene, 2016; Charnigo & Barnett-Ellis, 2007; Chu & Du, 2013; Huang, Chu, & Chen, 2015; Ngai et al., 2015; Ramzan, 2004; Zohoorian-Fooladi & Abrizah, 2012) to have significant impact on social media presence in libraries. Undoubtedly, the librarians' awareness and the utilization of the social media is linked to librarians' attitudes. The literature in chapter 2 revealed how Social Judgement Theory offers clarifications on individual's interpretation of messages on social media which are based on their perception, attitudes and disposition (Ngai et al., 2015). This theory suggests the need to understand someone attitude in order to determine how he feels and how he reacts in a given circumstance when been persuaded. Social judgement theory is very useful when dealing with persuasion. Positive persuasion on social media applications from the stakeholders through workshops, conference, seminars is imperative and required to be strengthen and be opened to every librarian for the survival of social media in the academic libraries.

7.6 Conclusion

The current study explored social media presence and authority in academic libraries in Nigeria. The research applied Rogers (2003). DOI framework to understand librarians' awareness, motivation, adoption and utilization of social media applications in the academic libraries using qualitative multiple case study. The research offers to understand the commitment and or non-commitment of librarians in the adoption of social media for library services, using Social Judgement Theory, the *alternative dimension*

which anchored on the acceptance, rejection and non-commitment to social media innovation in the libraries. The result indicated that Social Media presence in Academic Libraries has become very prevalent since the inception of Web 2.0 in 2004 by O'Reilly. Findings also show that academic libraries and librarians in Nigeria are aware of Social Media and the majority of them are already motivated to adopt the use of the platforms for both their official and private purposes in the academic libraries. Although, the research found that some of the academic librarians are struggling in the mix of acceptance, rejection and non-commitment on the adoption of social media due to the nature of information and persuasion from the stakeholders. However, the research identified awareness on positive impacts of social media technology to have created acceptance of the innovation in the academic libraries. While negative attitudes/impressions by some of the academic librarians resulted to rejection and non-commitment of librarians in the adoption of social media in the academic libraries. This shows a mix reaction on librarians' social judgment on social media presence. Some viewed social media presence as an innovation for services, and an entertainment galaxy. While others felt it is a medium used for cybercrime and fraud. In addition, the Web Analysis, shows the inadequacy in utilizing social media platforms in the academic libraries as many librarians engage on their personal platforms for their private activities. To overcome these attitudes, librarians have to strive through various means to create social media trust and reputation in order to earn social media authority despite the challenges in terms of lack of social media policies and university management interferences on the social media activities among librarians. Despite these challenges, the findings revealed that social media can take the services of the libraries beyond the library building and can bring change in attitudes of the librarians in creating awareness and motivation to use social media to earn authority among librarians and in the academic libraries.

REFERENCES

- Abdullah, N., Chu, S., Rajagopal, S., Tung, A., & Kwong-Man, Y. (2015). Exploring Libraries' Efforts in Inclusion and Outreach Activities Using Social Media. *Libri*, 65(1), 34-47.
- Abidin, M. I., Kiran, K., & Abrizah, A. (2013). Adoption of Public Library 2.0: Librarians' and teens' perspective. *Malaysian Journal of Library & Information Science*, 18(3), 75-90.
- Abram, S. (2007). *Web 2.0, Library 2.0, and Librarian 2.0: Preparing for the 2.0 World*. Paper presented at the Library and Information Services in Astronomy. V. 337, p. 161.
- Abrizah, A. (2007). *Eliciting User Needs in Architecting a Collaborative Digital Library Using Zachman Approach*. (PhD), University of Malaya, University of Malaya.
- Adams, S. (2011). How to transcribe data. [Http: www.ehow.com/how _ 6530464 _ transcribe-data.html](http://www.ehow.com/how_6530464_transcribe-data.html)
- Adeleke, A. A. & Habila, J. (2012a). Awareness, Ownership and use of weblogs by librarians in Nigeria. *The Electronic Library - Emerald*, 30(4). P. 507- 518
- Adetola, A. & Okeoghene, M. (2016). *Social media usage by library staff in academic libraries: The case of Yaba College of Technology, Lagos State, Nigeria*. Information and Knowledge Management; Vol.6 No. 1 (43). <http://www.iiste.org/Journals/index.php/IKM/article/download/28366/29109>
- Afolabi, A. & Gboyega, K. (2014). Knowledge and Use of Social Media among Nigerian Librarians. University of Nebraska – Lincoln DigitalCommons@University of Nebraska – Lincoln: Library Philosophy and Practice (e-journal), 1145. Libraries at University of Nebraska.
- Afzal, W. (2012). Argument for the increased use of qualitative research in LIS. . *Emporia State Research Studies*, 43(1), 22-25.
- Aguolu, I. (1996). Nigerian university libraries: what future? *The International Information & Library Review*, 28(3), 261-274.
- Agyekum, B. O. Arthur, B. & Trivedi, M. (2016). Adoption of social networking tools in public university libraries in Ghana. *International Journal of Innovative Research and Development*, 5(5), 158 – 168.
- Aharony, N. (2009). The influence of LIS students' personality characteristics on their perceptions towards Web 2.0 use. *Journal of Librarianship and Information Science*, 41(4), 227-242.
- Aharony, N., & Gazit, T. (2016). The importance of the Whatsapp family group: an exploratory analysis. *Aslib Journal of Information Management*, 68(2), 174-192.

- Ahmed, A. S. (2014). *Social Networking Site Usage as a Tool of Social Capital and Academic Adjustment in the Nigeria Context*. Paper presented at the 21st Century Academic Forum Conference Proceeding, Harvard.
- Akeriwa, M., Penzhorn, C. & Holmner, M. (2015). Using mobile technologies for social media based library services at the University of Development Studies Library, Ghana. *Information Development*, 31(3), 284-293.
- Akporhonor, B., & Olise, F. (2015). *Librarians' use of social media for promoting library and information resources and services in university libraries in South-South Nigeria*. Paper presented at the Information and Knowledge Management.
- Amanda, H., Rene, B., Sarah, V., & Lynnette, S. (2017). Social media use in academic libraries: A phenomenological study. *The Journal of Academic Librarianship*. 43 (2017); 141 -257.
- Ansari, I. S., Yilmaz, F., & Alouini, M.-S. (2016). Performance Analysis of Free-Space Optical Links Over Málaga () Turbulence Channels With Pointing Errors. *IEEE Transactions on Wireless Communications*, 15(1), 91-102.
- Anttiroiko, A. V., & Savolainen, V. (2011). Towards library 2.0: The adoption of web 2.0 technologies in public libraries degruyter.com
- Anunobi, C., & Ogbonna, A. (2012). Web 2.0 use by Librarians in a state in Nigeria. *Developing country studies*, 2(5), 7-66.
- Anyanwu, Ossai-Onah, & Iroeze. (2013). Use of social media tools among Nigerian undergraduates in three selected tertiary institutions in Imo State, Nigeria. *Information Impact: Journal of Information and Knowledge Management*, 4(2), 46-52.
- Anyaoaku, E. N., Orakpor, A. M., & Ezejiofor, V. O. (2012). Knowledge and Use of Web 2.0 by Librarians in Anambra State, Nigeria. *African Journal of Library Archives and Information Science*, 22(1), 31-39.
- Arif, M., & Mahmood, K. (2012). The changing role of librarians in the digital world: adoption of Web 2.0 technologies by Pakistani librarians. *The Electronic Library*, 30(4), 469-479.
- Armstrong, C., & Lonsdale, R. (2009). E-book collection management in UK university libraries: focus groups report: London: JISC collections. Available: <http://observatory.jiscebooks>.
- Armstrong, R. (2015). The Importance of Social Authority in Social Media Marketing. Retrieved from <https://www.linkedin.com/pulse/importance-social-authority-media-marketing>
- Atulomah, B. C. & Onuoha, U. D. (2012). Harnessing Collective Intelligence through Online Social Networks: A study of Librarians in Private Universities in Ogun State, Nigeria. *Ozean Jopurnal of Socail Sciences*, 4(2).

- Auvinen, A.-M. (2012). Social Media-The New Power of Political Influence. *Center for European Studies*. Rue du Commerce 20 Brussels, B-1000: Tel: +32-2-2854149 Fax: +32-2-2854141 www.thinkingeurope.eu
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology research and development*, 60(6), 1093-1106.
- Ayu, R., & Abrizah, A. (2011). Do you Facebook? Usage and applications of Facebook page among academic libraries in Malaysia *International & Library Review*, 43, 239 - 249.
- Aziz, N. A., Harun, A. H., Tan, C., & Choy, A. (2008). Innovative library web marketing practices in Singapore: a landscape of hype, expectation and reality.
- Balaji, P. B., & Kumar, V. (2011). Use of web technology in providing information services by south Indian technological universities as displayed on library websites. *Library Hi Tech*, 29(3), 470-495.
- Baliga, J., Ayre, R. W. A., Hinton, K. & Tucker, R. S. (2011). *Green cloud computing: Balancing energy in processing, storage, and transport*. Paper presented at the Proceedings of the IEEE 99.
- Banda, C. (2011). "Use of social networking tools in libraries in Zambia. Paper presented at the The Zambia Library Association (ZNA) Annual Conference, Zambia.
- Banquil, K., Chuna, N., Leano, G., Rivero, M., Bruce, C., Dianalan, S., Timog, N. (2009). Social networking sites affect one's academic performance adversely. *UST College of Nursing*, 1-42.
- Barker, P. (2008). Library 2.0 Initiatives in Academic Libraries. *Electronic Library*, 26(5), 758-759.
- Barnes, C., & Tynan, B. (2007). The adventures of Miranda in the brave new world: learning in a Web 2.0 millennium. *Research in Learning Technology*, 15(3).
- Baro, E. E., Edewor, N. & Sunday, G. (2014). Web 2.0 tools: a survey of awareness and use by librarians in university libraries in Africa. *The Electronic Library*, 32(6), 864-883.
- Barsky, E. & Purdon, M. (2006). Introducing Web 2.0: social networking and social bookmarking for health librarians. *Journal of the Canadian Health Libraries Association/Journal de l'Association des bibliothèques de la santé du Canada*, 27(3), 65-67.
- Bateman, P. J., Gray, P. H., & Butler, B. S. (2011). Research note—the impact of community commitment on participation in online communities. *Information Systems Research*, 22(4), 841-854.
- Baumbach., D. J. (2009). Knowledge Quest search.proquest.com Retrieved December 22, 2015 baumbach@mail.ucf.edu

- Bawden, D. (2008). Towards Curriculum 2.0: library/information education for a Web 2.0 world. *Library and information Research*, 31(99), 14-25.
- Becker, S., Bryman, A., & Ferguson, H. (2012). *Understanding research for social policy and social work: themes, methods and approaches*: Policy Press.
- Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance education*, 27(2), 139-153.
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*: McGraw-Hill Education (UK).
- Berners-Lee, T., Connolly, D., Kagal, L., Scharf, Y., & Hendler, J. (2008). N3logic: A logical framework for the world wide web. *Theory and Practice of Logic Programming*, 8(03), 249-269.
- Birdsall, W. F. (2007). Web 2.0 as a social movement. *Webology*, 4(2), 5-11.
- Bishop, J. (2007). Increasing participation in online communities: A framework for human-computer interaction. *Computers in human behavior*, 23(4), 1881-1893.
- Bizer, C., Heath, T., & Berners-Lee, T. (2009). Linked data-the story so far. *Semantic services, interoperability and web applications: emerging concepts*, 205-227.
- Boateng, F., & Liu, Y. Q. (2014). Web 2.0 applications' usage and trends in top US academic libraries. *Library Hi Tech*, 32(1), 120-138.
- Boudreau, C., & MacKenzie, S. A. (2014). Informing the electorate? How party cues and policy information affect public opinion about initiatives. *American Journal of Political Science*, 58(1), 48-62.
- Bowley, R. C. (2009). *A Comparative case study: Examining the organisational use of social Networking Sites*. (Master Degree), University of Waitako, Waitako.
- Braddock, J. H., & Slavin, R. E. (1992). *Why Ability Grouping Must End: Achieving Excellence and Equity in American Education*.
- Bradley, P. (2015). *Social Media for Creative Libraries* (2nd ed.). Great Britain: CPI Group.
- Bryant, A., & Charmaz, K. (2007). *The Sage handbook of grounded theory*: Sage.
- Bryman, A. (2015). *Social research methods*: Oxford university press.
- Buigues-García, M., & Giménez-Chornet, V. (2012). Impact of Web 2.0 on national libraries. *International Journal of Information Management*, 32(1), 3-10.
- Burkhardt, A. (2010). Social media: A guide for college and university libraries. *College & research libraries news*, 71(1), 10-24.

- Burns, N. (1989). Standards for qualitative research. *Nursing Science Quarterly*, 2(1), 44-52.
- Butler, K. (2010). Tweeting your own horn. *District Administration*, 46(2), 41-44.
- Cameron, K. A. (2009). A practitioner's guide to persuasion: An overview of 15 selected persuasion theories, models and frameworks. *Patient Education and Counseling*, 74(3), 309-317.
- Cao, D. (2009). Chinese Library 2.0: status and development. *Chinese Librarianship: An International Electronic Journal*, 27.
- Carlsson, H. (2012). Working with Facebook in Public Libraries: A Backstage Glimpse into the Library 2.0 Rhetoric. *Libri*, 62(3), 199-210.
- Carr, C. T., & Hayes, R. A. (2015). Social media: Defining, developing, and divining. *Atlantic Journal of Communication*, 23(1), 46-65.
- Carscaddon, G., & Champman, K. (Eds.). (2014). *Twitter as a Marketing Tool for Libraries*. USA: ALA.
- Casey, M. E., & Savastinuk, L. C. (2006). Service for the next-generation library. *Library journal*, 131(1), 40-42.
- Castells, M. (2000). Materials for an exploratory theory of the network society1. Available from UM Wiley Online Library
- Catanzaro, M. F. (2011). Indirect aggression, bullying and female teen victimization: A literature review. *Pastoral Care in Education*, 29(2), 83-101.
- Chai, K., Potdar, V., & Dillon, T. (2009). *Content quality assessment related frameworks for social media*. Paper presented at the International Conference on Computational Science and Its Applications.
- Chan, C. (2012). Marketing the academic library with online social network advertising. *Library management*, 33(8/9), 479-489.
- Charnigo, L., & Barnett-Ellis, P. (2007). Checking out Facebook.com: The impact of a digital trend on academic libraries. *Information Technology and Libraries*, 26(1), 23-34.
- Chinwe, N. E., & Uzoamaka, I. (2012). Using Social Media for Dynamic Library Service Delivery: The Nigerian Experience.
- Chisenga, J. & Chand-Mallya, R. (2012). "Social media and professional networking: a case of information professionals in the SCEACSSAL region". Paper presented at the SCEACSSAL XXth Conference4, Nairobi, Kenya.
- Chowdhury. (2012). *An Agenda for green Information retrieval research*. Paper presented at the Information Proceeding and Management. Volume 48, Issue 6, November 2012: pp 1067-1077

- Chu, S. K. W. (2009). Using wikis in academic libraries. *The Journal of Academic Librarianship*, 35(2), 170-176.
- Chu, M., & Meulemans, Y. N. (2008). The problems and potential of MySpace and Facebook usage in academic libraries. *Internet Reference Services Quarterly*, 13(1), 69-85.
- Chu, S. K.W., & Du, H. S. (2013). Social networking tools for academic libraries. *Journal of Librarianship and Information Science*, 45(1), 64-75.
- Chua, A. Y. K., & Goh, D. H. (2010). A study of Web 2.0 applications in library websites. *Library & Information Science Research*, 32(3), 203-211.
- Chung, C., & Austria, K. (2010). Social media gratifications and attitude toward social media marketing messages: A study of the effect of social media marketing messages in online shopping value. . *Northeast Business Economics Association*, 581-586.
- Church, K., & de Oliveira, R. (2013). *What's up with whatsapp?: comparing mobile instant messaging behaviors with traditional SMS*. Paper presented at the Proceedings of the 15th international conference on Human-computer interaction with mobile devices and services.
- Ciccarese, C., Ocana, M., Castro, L. J. C., Das, S., & Clark, C. (2011). An open annotation ontology for science on web 3.0. *Bio-Ontologies 2010: Semantic Applications in Life Sciences Boston, MA, USA. 9-10 July 2010. Journal of biomedical semantics*, 2(2), S4.
- Clyde, L. A. (2004). Weblogs-are you serious? *The Electronic Library*, 22(5), 390-392.
- Connell, R. S. (2009). Academic Libraries, Facebook and MySpace, and Student Outreach: A Survey of Student Opinion. *Portal : Libraries and the Academy*, 9(1), 25-36.
- Cooksey, R. W. (1996). The methodology of social judgement theory. *Thinking & Reasoning*, 2(2-3), 141-174.
- Cooper-Simon, S. (2008). rethinking collaboration: transforming Web 2.0 thinking into real-time behavior. *Teacher Librarian*, 36(1), 34-38.
- Corbin, J., & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory. Los Angeles, California: Sage Publications.
- Costa, E. (2016). *Social Media in Southeast Turkey*: UCL Press.
- Costello, K., & Bosque, D. D. (2010). For better or worse: Using wikis and blogs for staff communication in an academic library. *Journal of Web Librarianship*, 4(2-3), 143-160.

- Cresswell, J. W. (2014). *Research Design* (4th ed.). London: Saga Publications.
- Daluba, N. E., & Maxwell, C. E. (2013). Effect of social media on the use of academic library by undergraduate students in tertiary institutions: A case study of Kogi State University, Anyigba. *Academic Research International*, 4(5), 536.
- David, L. (2015). Analytics, Goals, and Strategy for Social Media. Vol. 51, No. 1, <http://ezproxy.um.edu.my>.
- Debruyne, L. P., Christiaens, S., & Meersman, R. (2010). *Business Semantics Glossary: Community Driven Data Governance with DOGMA and SBVR*. Amsterdam, De Boelelaan 1081a, 1081HV Amsterdam,
- Dellit, A., & Schindeler, S. (2012). Trove: the terrors and triumphs of servicebased social media. *National Library of Australia Staff Papers*.
- Dholakia, U. M., Richard, P. B., & Pearo, L. K. (2004). A social influence model of consumer participation in network-and small-group-based virtual communities. *International journal of research in marketing*, 21(3), 241-263.
- Dickens, A. P., Richards, S. H., Greaves, C. J., & Campbell, J. L. (2011). Interventions targeting social isolation in older people: a systematic review. *Bmc Public Health*, 11.
- Dickson, A., & Holley, R. P. (2010). Social networking in academic libraries: the possibilities and the concerns. *New Library World*, 111(11/12), 468-479.
- Doherty, M. E., & Kurz, E. M. (1996). Social judgement theory. *Thinking & Reasoning*, 2(2-3), 109-140.
- Dowd, N. (2013). Social Media: Libraries are posting, but is anyone listening? *Library journal*. <http://lj.libraryjournal.com/2013/05/marketing/socialo-media-libraries-are-posting-but-is-anyone-listening/#>
- Dryden, A. R. (2014). Libraries and Marketing with Technology. In B. C. Thomsett-Scott (Ed.), *Marketing with Social Media*. Chicago: American Library Association.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*: Harcourt Brace Jovanovich College Publishers.
- Grunbaum, J. A., Kann, L., Kinchen, S., Ross, J., Hawkins, J., Lowry, R. ... (2003). Youth risk behavior surveillance-United States, 2011. *Morbidity and mortality weekly report. Surveillance summaries (Washington, DC: 2002)*, 61(4), 1-162.
- Edda T. L. (2014). Integrating Web 2.0 into an academic library in Tanzania. *The Electronic Library*, 32(2), 183-202. doi: <http://dx.doi.org/10.1108/EL-06-2012-0058>
- Edda, T. L. (2013). Measuring the success of library 2.0 technologies in the African context. *Campus - Wide Information Systems*, 30(4), 288-307.

- Eggers, E. D., & Tiffany, D. (2008). Government 2.0's Inauguration Governing. Retrieved 25/9/2014 www.govrn.com/mgmt_insight.aspx?id=6062.
- Elizabeth, L. B. (2007). *Web 2.0 and Library 2.0: What Librarians Need to know* (ed) in Nancy Courtney (2007): *Library 2.0 and Beyond: Innovative Technologies and Tomorrow's Users*. Greenwood Publishing Groups, Inc. U.S.A.
- Elliott, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*: Sage.
- Ellyssa, K. (2008). *Web 2.0 for Librarians and Information Professionals*. London: Neal - Schuman Publishers, Inc.
- Ellyssa, K. (2009). Should Your Library Have a Social Media Policy? *School library journal*, 55(10), 44-46.
- Eric, N., Karen, M., Sing, L. S., Eric, C., & Spencer, T. (2015). Social media models, technologies, and applications: an academic review and case study. *Industrial Management & Data Systems*, 115(5), 769-802.
- Evans, W. (2009). *Building library 3.0: issues in creating a culture of participation*: Elsevier.
- Ezeani, C. N., & Igwesi, U. (2012). Using Social Media for Dynamic Library Service Delivery: The Nigeria Experience. *Library Philosophy and Practice*.
- Farkas, M. (2007). *Wikis: Basics Tools and Strategies*. Paper presented at the Presentation at the 22nd Annual Computers in Libraries Conference, Arlington, 16-18 April 2007.
- Fasola, O. S. (2015). Perceptions and acceptance of librarians towards using Facebook and Twitter to promote library services in Oyo State, Nigeria. *Electronic Library*, 33(5), 870-882.
- Fernandez-Villavicencio, N. G., Novoa, J. L. M., Garcia, C. S., & Fernandez, M. E. S. (2013). Review and proposal of indicators (Key Performance Indicators) for Library and social media. *Revista Espanola De Documentacion Cientifica*, 36(1).
- Forcier, E., & Given, L. (2013). Knowledge management and social media: A case study of two public libraries in Canada. *Journal of Information & Knowledge Management*, 12(04), 1350039.
- Forcier, E., Rathi, D., & Given, L. M. (2013). Knowledge Management and Social Media: A Case Study of Two Public Libraries in Canada. *Journal of Information & Knowledge Management*, 12(4).
- Gall, D. (2012). Librarian like a rock star: Using your personal brand to promote your services and reach distant users. *Journal of Library Administration*, 52(6-7), 549-558.

- Gaunter, W. G. (2014). Content Generation and Social Network Interaction within Academic Facebook pages. *Journal of Electronic Resources Librarianship*, 26(2), 89 - 100.
- Gbaje, E. S & Kotso, J. A. (2014). Assessing the Contents of Nigeria Academic Library Website. *Information and Knowledge Management* 4(7). Available at: <http://www.iiste.org/Journals/index.php/IKM/article/view/14182/14490>
- Gilbert, F., & Ovadia, D. (2011). Deep brain stimulation in the media: over-optimistic portrayals call for a new strategy involving journalists and scientists in ethical debates. *Frontiers in integrative neuroscience*, 5(16).
- González-Fernández-Villavicencio, N. (2014). *The profitability of libraries using social media*. Paper presented at the Proceedings of the Second International Conference on Technological Ecosystems for Enhancing Multiculturality, 561-566
- Granberg, D. (1982). Social judgment theory. *Annals of the International Communication Association*, 6(1), 304-329.
- Nguyen, L. C. (2008). A survey of the application of Web 2.0 in Australasian university libraries. *Library Hi Tech*, 26(4), 630-653.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Gunton, L., & Davis, K. (2012). Beyond broadcasting: Customer service, community and information experience in the Twittersphere. *Reference services review*, 40(2), 224-227.
- Haewoon, K., Changhyun, L., Hosung, P., & Sue, M. (2010). What is Twitter, a Social Network or a News Media?. *International World Wide Web Conference Committee (IW3C2)*.
- Hallikainen, P. (2015). Why People Use Social Media Platforms: Exploring the Motivations and Consequences of Use *From Information to Smart Society* (pp. 9-17): Springer.
- Han, Z., & Liu, Y. Q. (2010). Web 2.0 applications in Chinese University libraries. *Library Hi Tech*, 28(1), 41 - 62.
- Harinarayana, N. S., & Raju, N. V. (2010). Web 2.0 features in university library web sites. *Electronic Library*, 28(1), 69-88.
- Hatem, A. A. (2011). The power of social media in developing nations: New tools for closing the global digital divide and beyond. *Harv. Hum. Rts. J.*, 24, 185.
- He, W., Zha, S. H., & Li, L. (2013). Social media competitive analysis and text mining: A case study in the pizza industry. *International Journal of Information Management*, 33(3), 464-472.

- Hilton, K. B., & Wageman, R. (n d). *A Process for Collective Decision-Making: As Applied In the Healthy Columbia Campaign*. Harvard University Retrieved from info@rethinkhealth.org.
- Holmberg, K., Huvila, I., Kronqvist, M., & Widen, G. W. (2009). What is Library 2.0? *Journal of Documentation*, 65(4), 668-681.
- Holmes, B. (2011), "Citizens' engagement in policymaking and the design of public services", Research Paper No. 1, 2011-2012, Parliament of Australia Department of Parliamentary Services, Canberra, available at: www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1112/12rp01 (accessed 5 March 2016).
- Hosseini, E., & Hashempour, L. (2012). The status of librarians' knowledge sharing by the usage of Web 2.0 tools: a case study of central libraries of Tabriz governmental universities. *E-Science and Information Management*, 128-137.
- Huang, H., Chu, S. K. W., & Chen, D. Y. T. (2015). Interactions Between English-Speaking and Chinese-Speaking Users and Librarians on Social Networking Sites. *Journal of the Association for Information Science and Technology*, 66(6), 1150-1166.
- Hughes, D. J., Rowe, M., Batey, M. & Lee, A (2012). A tale of two sites: Twitter vs. Facebook and the personality predictors of social media usage. *Computers in Human Behavior*, 28(2), 561-569.
- Ibrahim, U. (2015). *Integration of Social Media and Web 3.0 tools in Library Operations and Services*. Paper presentation at Workshop: Kaduna. Web 2.0 in Academic Libraries.
- Irby, F. C. L. a. B. J. (2008). *Writing a Successful Thesis or Dissertation*. UK: Corwin Press.
- Iwhiwhu, B. E., Ruteyan, J. O., & Eghwubare, A. (2010). Mobile phones for library services: prospects for Delta State University Library, Abraka.
- Jain, P. (2014). Application of Social media in marketing library & information services: a global perspective. *International Journal of Academic Research and Reflection*, 2(2), 62-75.
- Jeannette, S., Leysia, P., & Irina, S. (2008). *Backchannels on the front lines: Emergency uses of social media in the 2007 Southern California Wildfires*: University of Colorado.
- Jeffrey, D., & Ghemawat, S. (2008). MapReduce: simplified data processing on large clusters. *Communications of the ACM*, 51(1), 107-113.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

- Johnson, R. A., & Wichern, D. W. (2002). *Applied multivariate statistical analysis* (Vol. 5): Prentice hall Upper Saddle River, NJ.
- Jonathan, C., Chang, W., Allaire, J., Xie, Y., & McPherson, J. R. (2015). Shiny: web application framework for R. *R package version 0.11, 1*.
- Jones, M. J., & Harvey, M. (2016). Library 2.0: The effectiveness of social media as a marketing tool for libraries in educational institutions. *Journal of Librarianship and Information Science*. Published by SAGE:
- Jones, R. (2009). *Social Media Marketing 101, Part 1*. Retrieved from <http://searchenginewatch.com>
- Judd, T., & Kennedy, G. (2010). A five-year study of on-campus Internet use by undergraduate biomedical students. *Computers & Education, 55*(4), 1564-1571.
- Kairam, S., Brzozowski, M., Huffaker, D., & Chi, E. (2012). *Talking in circles: selective sharing in google+*. Paper presented at the Proceedings of the SIGCHI conference on human factors in computing systems.
- Kalyanaraman, S., & Sundar, S. S. (2006). The psychological appeal of personalized content in web portals: does customization affect attitudes and behavior? *Journal of Communication, 56*(1), 110-132.
- Kamel, M. N. B. & Wheeler, S. (2007). The emerging Web 2.0 social software: an enabling suite of sociable technologies in health and health care education1. *Health Information & Libraries Journal, 24*(1), 2-23.
- Kaplan, A. M., & Haelein, M. (2009). Users of the World Unite! The challenges and Opportunities of Social Media. *Business Horizon*. Vol. 53, 59—68
- Kaplan, & Haenlein. (2014). Collaborative projects (social media application): About Wikipedia, the free encyclopedia. *Business Horizons, 57*(5), 617-626.
- Karen, T. D., & Mulatiningsih, B. (2013). Social Media for Libraries. <http://eprints.qut.edu.au/74778/>
- Kaur, K. (2009). Marketing the academic library on the web. *Library management, 30*(6/7), 454-468.
- Kemmis, S., & Wilkinson, M. (1998). Participatory action research and the study of practice. *Action research in practice: Partnerships for social justice in education, 1*, 21-36.
- Kemrajh, M. (2013). Social media and academic libraries—is this a good fit? *Library space*.
- Khan, S. A., & Bhatti, R. (2012). Application of social media in marketing of library and information services: A case study from Pakistan. *Webology, 9*(1), 1-8.

- Kim, Y. M., & Abbas, J. (2010). Adoption of Library 2.0 functionalist by academic libraries and users: a knowledge management perspective". *Journal of Academic Librarianship*, 36(3), 211 - 218.
- Kim, K. S., Sin, S. C. J., & Yoo-Lee, E. Y. (2013). Undergraduates' use of social media as information sources. *College & Research Libraries*, crl13-455.
- Kim, Y. J. (2015). An Information Technology Diffusion Process by Optional Adoption Decision Making Models. *International Journal of Managerial Studies and Research (IJMSR)*, 3(11), 37-43.
- Kind, P., Jones, K., & Barmby, P. (2007). Developing attitudes towards science measures. *International Journal of Science Education*, 29(7), 871-893.
- Kumar, R. (2014). *Research methodology: step-by-step guide for beginners* (4th ed.). New Delhi: SAGA publications.
- Kwanya, T., Stilwell, C., & Underwood, P. (2012). *The application of Web 2.0 tools by libraries in Kenya: a reality check*. Paper presented at the SCECSAL XXth Conference. Nairobi, Kenya: June.
- Kwon, O. & Wen, Y. (2010). An empirical study of the factors affecting social network service use. *Computers in Human Behavior*, 26(2), 254-263.
- Kwon, O., Kim, C. R., & Kim, G. (2013). Factors affecting the intensity of emotional expressions in mobile communications. *Online Information Review*, 37(1), 114-131.
- Lancy, D. F. (1993). *Qualitative Research in Education: An Introduction to the Major Traditions*. White Plains, NY: Longman Publishing Group
- Lankes, R. D. (2008). Credibility on the internet: shifting from authority to reliability. *Journal of Documentation*, 64(5), 667-686.
- LeBlanc, L., & Kim, K. J. (2014). Web 2.0 and Social Media: Applications for Academic Libraries. *Science and Education Publishing*. doi: 10.12691/iscf.2-2-2
- Liao, C. H., Quinlan, D. J., Panas, T., & de Supinski, B. R. (2010). A ROSE-Based OpenMP 3.0 Research Compiler Supporting Multiple Runtime Libraries. In M. Sato, T. Hanawa, M. S. Muller, B. M. Chapman & B. R. De Supinski (Eds.), *Beyond Loop Level Parallelism in Openmp: Accelerators, Tasking and More, Proceedings* (Vol. 6132, pp. 15-28).
- Lietsala, K., & Sirkkunen, E. (2008). *Social media. Introduction to the tools and processes of participatory economy* Finland.
- Lilburn, J. (2012). Commercial Social Media and the Erosion of the Commons: Implications for Academic Libraries. *Libraries and the Academy*, 12(2), 139-153.
- Linh, N. C. (2008). A survey of the application of Web 2.0 in Australasian university libraries. *Library Hi Tech*, 26(4), 630-653.

- Liu, S. (2008). Engaging users: The future of academic library web sites. *College & Research Libraries*, 69(1), 6-27.
- Lockyer, L. & Patterson, J. (2008). *Integrating social networking technologies in education: a case study of a formal learning environment*. In . Spain: Santander. Paper presented at the 8th IEEE international conference on advanced learning technologies, Spain: Santander.
- Lueg, C. (1997). *Social filtering and social reality*. . Paper presented at the In Proceedings of the 5th DELOS workshop on filtering and collaborative filtering.
- Luoma-aho, V., & Vos, M. (2010). Towards a more dynamic stakeholder model: acknowledging multiple issue arenas. *Corporate Communications: An International Journal*, 15(3), 315-331.
- Lyberg, L., & Kasprzyk, D. (1991). Data collection methods and measurement error: an overview. *Measurement errors in surveys*, 235-257.
- Rogers, E. M. (2003). Elements of diffusion. *Diffusion of innovations*, 5(1.38).
- Maad, S., & Coghlan, B (2010). The next generation grid: An infrastructure for global business systems. 6, 95–110. *International Journal of Business Information Systems*,(6), 95-110.
- Mabweazara, S. R., & Zinn, S. (2016). Assessing the appropriation of social media by academic librarians in South Africa and Zimbabwe. *South African Journal of Libraries and Information Science*, 82(1), 1-12.
- Magman, J. (2012). Joining the twitter Conversation. . *Public Services, Quarterly*, 8(1), 78 - 85.
- Mahler, A., & Rogers, E. M. (1999). The diffusion of interactive communication innovations and the critical mass: the adoption of telecommunications services by German banks. *Telecommunications policy*, 23(10), 719-740.
- Mahmood, K. & Richardson, J. V. (2011). Adoption of Web 2.0 in US academic libraries: a survey of ARL library websites. *Program-Electronic Library and Information Systems*, 45(4), 365-375.
- Mahmood, K. & Richardson, J. V. (2013). Impact of Web 2.0 technologies on academic libraries: a survey of ARL libraries. *The Electronic Library*, 31(4), 508-520.
- Makori, E. O. (2012). *Potential Of Library 2.0 In Provision Of Information Services In Academic Libraries*. Paper presented at the Proceedings of the XXth Standing Conference of Eastern, Central and South Africa Library and Information Associations (SCECSAL) 2012.
- Maness, J. M. (2006). Library 2.0 Theory: Web 2.0 and Its Implications for Libraries. *Webology*, 3(2).

- Mansor, Y., & Idris, S. R. A. (2010). Perceptions, awareness and acceptance of library 2.0 applications among librarians at the International Islamic University Malaysia. *Webology*, 7(2), a81.
- Marilyn, S. K., & Jim, G. (2013). Transcribing Interview Data. www.dissertationrecipes.com
- Marlow, C. (2004). *Audience, structure and authority in the weblog community*. Paper presented at the International Communication Association Conference.
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*: Sage.
- Mathews, B. (2011). Why does my library use social media? *The Ubiquitous Librarian*.
- Mathieson, K. (1991). Predicting user intentions: comparing the technology acceptance model with the theory of planned behavior. *Information Systems Research*, 2(3), 173-191.
- Maxwell, M. (2016). *Growth your Brand with Social Media Authority*. USA: Lexington, KY.
- Maxwell, M., Harris, F., Hibberd, C., Donaghy, E., Pratt, R., Williams, C., . . . Burton, C. (2013). A qualitative study of primary care professionals' views of case finding for depression in patients with diabetes or coronary heart disease in the UK. *BMC family practice*, 14(1), 46.
- Mayfield, T. D. (Cartographer). (2008). What is Social Media. Retrieved from www.repromax.com/docs/11/854427515
- Mazman, S. G & Usluel, Y. K. (2010). Modeling educational use of Facebook. *Computers & Education*, 55(2), 444–453. 55(2), 444-453.
- McAdam, R., & Reid, R. (2001). SME and large organisation perceptions of knowledge management: comparisons and contrasts. *Journal of knowledge management*, 5(3), 231-241.
- McGoveran, C. (2013). Evaluating the uses and realizing the benefits of social media use in politics. *Journal of Interdisciplinary Management*; Volume 8 – Fall 2012 djim.management.dal.ca
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Merriam, W. D. (2012). Merriam-Webster Dictionary: America's most trusted online Dictionary.
- Michael, B (2012). 5 Components of a Social media Governance Model. *PC World*, http://www.pcworld.com/businesscenter/article/250043/5_components_of_a_social_media_governance_model.html.

- Michael, B. (2008). Reference library service in the digital environment. *Library & Information Science Research*, 30(2), 81-85.
- Michael, R., & Peta, H. (2009). Towards the integration of social media with traditional information systems. *Computer-mediated social networking*, 119-133.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*: sage.
- Miller, K. (2005). *Communication theories: perspective, process and context* (4th edition ed.). U S A McGraw - Hill.
- Mohammed, A. S. (2015). *Application of Social Media and Web 3.0 Tools for Library Operations*. Paper presented at the Librarian Registration Council of Nigeria Conference, Kaduna State University.
- Morgan, D. L. (1998). *The focus group Guidebook: Focus Group Kit 1* Saga Publications, Thousand Oaks, CA.
- Morris, A., & Allen, K. (2008). *Library 2.0 Technologies in Academic Libraries: A Case Study of Student Use and Perceptions*. . Paper presented at the Proceedings of Online Information, London.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of counseling psychology*, 52(2), 250.
- Munar, A. M. & Jacobsen, J. K. S. (2013). Trust and involvement in tourism social media and web-based travel information sources. *Scandinavian Journal of Hospitality and Tourism*, 13(1), 1-19.
- Munatsi, R. (2010). *Implementation of library 2.0 services in African academic and research libraries: need for fundamental rethink*. Paper presented at the Proceedings of the 19th Standing Conference of Eastern, Central, Southern Africa Library and Information Associations (SCESSAL), held at University of Botswana, Gaborone.
- Munaja, P. S., & Abungu, A. K. (2012). *"Application of web 2.0 tools in delivering library services: a case of selected libraries in Tanzania"*, . Paper presented at the SCECSAL XXth Conference Nairobi, Kenya.
- Musser, J., & O'reilly, T. (2007). *Web 2.0: Principles and best practices*: O'Reilly Media.
- Mykota, D., & Duncan, R. (2007). Learn Characteristics as predictors of online Social Presence. *Canadian Journal of Education*, 30(1).
- Nakhasi, A., Passarella, R., Bell, S. G., Paul, M. J., Dredze, M., & Pronovost, P. (2012). *Malpractice and malcontent: Analyzing medical complaints in twitter*. Paper presented at the 2012 AAI Fall Symposium Series.
- National Universities Commission. (2016). *National Univrsitiess Commission: _2016 list of Accreditation Universities in Nigeria*. Abuja.

- Ndagi, J. O. (1990). *Essentials of Research Methodology for Educators* (rev. ed.). Ibadan: University Press Limited.
- Ngai, E. W. T., Moon, K. K., Lam, S. S., Chin, S. K. C. & Tao, S. C. T. (2015). Social media models, technologies, and applications An academic review and case study. *Industrial Management & Data Systems*, 115(5), 769-802.
- Nguyen, L. C. (2008). A Survey of the3 application of Web 2.0 in Australia University Libraries. *Library Hi Tech*, 26, No. 4.
- Nguyen, L. C. (2015). Establishing a Participatory Library Model: A Grounded Theory Study. *Journal of Academic Librarianship*, 41(4), 475-487.
- Nguyen, T., Phung, D., Adams, B., & Venkatesh, S. (2014). Mood sensing from social media texts and its applications. *Knowledge and Information Systems*, 39(3), 667-702.
- Nicholas, D., Watkinson, A., Volentine, R., Allard, S., Levine, K., Tenopir, C., & Herman, E. (2014). Trust and authority in scholarly communications in the light of the digital transition: Setting the scene for a major study. *Learned Publishing*, 27(2), 121-134.
- Noori, M. B. (2008). What is Web 3.0?. Retrieved from <http://mindboosternoori.blogspot.com/> 24/07/16)
- Ofilu, D. N., & Emwanta, M. G. (2014). Facebook as an Information Service Delivery Tool: Perspectives of Library Staff at the University of Benin, Nigeria. *African Journal of Library, Archives & Information Science*, 24(2).
- O'keefe, D. J. (2002). *Persuasion: Theory and research* (Vol. 2): Sage.
- O'Keefe, D. J. (1990). *Persuasion: Theory and practice*: Newbury Park, CA: Sage.
- O'Reilly. (2005). What is web 2.0: Design patterns and business models for the next generation of software. *Communications & Strategies*, no. 65.
- O'Reilly, T. (2007). What is Web 2.0: Design patterns and business models for the next generation of software. *Communications & strategies*(1), 17.
- Ogunsola, L. (2004). Adequate library facilities in Nigeria: A key contributor to sustainable distance education system. *Journal of social science*, 9(1), 23-27.
- Ojha, D. C. (1995). *Advances in Library and Information Science* (Vol. 1). India: Scieintific Publishers.
- Okoro, N., & Nwafor, K. A. (2013). Social media and political participation in Nigeria during the 2011 General. *Global Journal of Arts Humanities and Social Sciences* Vol. 1, No. 3, pp.29-46.
- Olajide, A. A. & Oyeniran, K. G. (2014). Knowledge and use of social media among nigerian librarians. *Library Philosophy and Practice*, 0_1.

- Olajide, A. A., & Alao, A. V. (2014). Analysis of Social Media Use among Academic Libraries. *Journal of Balkan Libraries Union*.
- Olasina, G. (2011). "The use of web 2.0 tools and social networking sites by librarians, information professionals, and other professionals in workplaces in Nigeria. *PNLA Quarterly*, 75(3), 1- 40.
- Olasina, G. (2012). *Students e-learning / m-learning Experience and Impact on Motivation in Nigeria*. Paper presented at the Proceedings LATUL conferences.
- Olson, J., Clough, M., & Penning, K. (2009). Prospective elementary teachers gone wild? An analysis of Facebook self-portrayals and expected dispositions of preservice elementary teachers. *Contemporary Issues in Technology and Teacher Education*, 9(4), 443-475.
- Onuoha, U. D. (2013). Librarians' use of social media for professional development in Nigeria. *Information Management and Business Review*, 5(3), 136 -143.
- Osterrieder, A. (2013). The value and use of social media as communication tool in the plant sciences. *Plant methods*, 9(1), 26.
- Ottong, E. J., Eyo, E. B., & Ottong, U. (2014). Librarians personal branding through information technology for effective service delivery in Nigerian University Libraries. *American Journal of Service Science and Management* 2014; 1(2): 17-21: (<http://www.openscienceonline.com/journal/ajssm>)
- Owusu-Ansah, C. M., Mutibwa, L., Ukwoma, S., & Gontshi, V.. (2015). Applications of social media and web 2.0 for research support in selected African academic institutions. *Journal of Balkan Libraries Union*, 3(1), 30.
- Pal, J. K. (2010). Metadata initiatives and emerging technologies to improve resource discovery. *Annals of Library and Information Studies*, 57, 44–53., 57, 44-53.
- Parra-L. E., Bulchand-G. J., Gutierrez-Teno, D., & Díaz-Armas, R. (2011). Intentions to use social media in organising and taking vacation trips.. *Computers in Human Behaviour*, 27(2), 640-654.
- Patil, S. (2013). Define Persuasion? Importance of Persuasion in Business Communication. <http://articles-junction.blogspot.com/2013/07/define-persuasion-importance-of.html>
- Patton, M. Q. (2005). *Qualitative research*: Wiley Online Library.
- Persson, S., & Svenningsson, M. (Producer). (2016). Librarians as advocates of social media for researchers: A social media project initiated by Retrieved from <http://dx>.
- Phillips, N. K. (2011). Academic library use of Facebook: Building relationships with students. *The journal of academic librarianship*, 37(6), 512-522.
- Pickard, A., Gannon-Leary, P., & Coventry, L. (2010). Users' trust in information resources in the Web environment: a status report.

- Pickard, A. J. (2013). *Research methods in information*: Facet publishing.
- Pilerot, O., & Limberg, L. (2011). Information sharing as a means to reach collective understanding A study of design scholars' information practices. *Journal of Documentation*, 67(2), 312-333.
- Poli, L., Rocca, P., Manica, L., & Massa, A. (2010). Handling sideband radiations in time-modulated arrays through particle swarm optimization. *IEEE Transactions on Antennas and Propagation*, 58(4), 1408-1411.
- Polit, D. F., & Beck, C. T. (2010). Generalization in quantitative and qualitative research: Myths and strategies. *International journal of nursing studies*, 47(11), 1451-1458.
- Pomerantz, J., Hank, C., & Sugimoto, C. R. (2015). The State of Social Media Policies in Higher Education. *Plos One*, 10(5). doi: 10.1371/journal.pone.0127485
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of counseling psychology*, 52(2), 126.
- Poore, D. (2013). *No timber without trees: sustainability in the tropical forest*: Routledge.
- Punch, K. F. (2005). *Inttroduction to Social Research: Quantitative and Qualitative Approaches* (2nd Ed.) London: Saga Publications Inc.
- Quadri, G. O., & Adebayo, O. I. (2016) Social media use by librarians for information dissemination in three federal university libraries in Southwest Nigeria. *Journal of Library and Information Services in Distance Learning* 10(1-2): 30–40.
- Qutab, S., & Mahmood, K. (2009). "Library web sites in Pakistan: an analysis of content", Programme: . *electronic library and informatyion systems* 43(4), 430 - 445.
- Raghavendra, N., & Jagadish, J. (2014). Social media and academic libraries: current trends and future challenges.
- Ragin, C. C. (1994). *Constructing social research. The unity and diversity of method*. Pine Forge Press: Thouand Oaks.
- Ramzan, M. (2004). Effects of IT utilization and knowledge on librarians' IT attitudes. *The Electronic Library*, 22(5), 440-447.
- Redden, C. S. (2010). Social bookmarking in academic libraries: Trends and applications. *The Journal of Academic Librarianship*, 36(3), 219-227.
- Reich, Z., Bentman, M., & Jackman, O. (2008). A crisis communication guide for public organisations. *Developing a crisis communication scorecard. Outcomes of an international research project, 2011*.
- Richards, M. (2016). *Social Media: Dominating Strategies For Social Media Marketing with Twitter, Facebook, YouTube LinkedIn and Instagram*. USA: Lexington.

- Robinson, J. M., & Trochim, W. M. (2007). An examination of community members', researchers' and health professionals' perceptions of barriers to minority participation in medical research: an application of concept mapping. *Ethnicity and Health, 12*(5), 521-539.
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, V. W. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education, 13*(3), 134-140.
- Rogers, E. M. (1995). *Diffusion of innovations*. New York, 12.
- Rogers, E. M. (2003). *Diffusion of Innovation* (5th ed.). New York: Free Press.
- Rogers, E. M. (2010). *Diffusion of innovations*: Simon and Schuster.
- Rooyen, A. V. (2012). Student experiences of technology integration at Unisa. . *Progressio, 1*(1), 1-7.
- Rossmann, G. B., & Marshall, C. (1995). *Designing qualitative research*. SAGA Publications, Inc.
- Ruttenberg, A., Rees, J. A., Samwald, M., & Marshall, S. (2009). Life sciences on the Semantic Web: the Neurocommons and beyond. *Briefings in bioinformatics*. Vol. 10. NO 2. 193^204
- Safko, L. (2012). *The Social Media Bible: Tactics, Tools and Strategies for Business Success*. (3rd ed.). Canada: John Wiley & Sons, Inc.
- Sagi, S. (2015). The Use of Power and Authority in Decision Making Process: A Cross Cultural Perspective. *International Journal of Management and Humanities (IJMH), 1*(7).
- Sahin, I. (2006). Detailed review of Rogers' diffusion of innovation theory and Educational technology-related studies based on Rogers' theory. *The Turkish Online journal of Educational technology -TOJET, 5*(2).
- Sambo, A. A. (2010). *Web 2.0 tools and the marketing of libraries, The case of Africa*: in Gupta, DE. and Savard, R (eds) *mMarketing libraries in a Web 2.0 world*, Warter4 de GTruyter Berlin.
- Saturday, U., Omeluzor, G. O., Oyovwo, T. A. (2016). *Social Networking Tools in Library Services Delivery: The case of Academic Libraries in South-East of Nigeria*. *Desdoc Journal of Library and Information Technology*. Vol. 36, No. 5.
- Schensul, J., Marlene, B., & Williamson, K. (2008). Challenging hegemonies: Advancing collaboration in community-based participatory action research. *Collaborative Anthropologies, 1*(1), 102-137.
- Schniederjans, D., Cao, E. S., & Schniederjans, M. (2013). Enhancing financial performance with social media: An impression management perspective. *Decision Support Systems, 55*(4), 911-918.

- Schopfel, J., Roche, J., & Hubert, G. (2015). Co-working and innovation: new concepts for academic libraries and learning centres. *New Library World*, 116(1/2), 67.
- Seale, C. (1999). Quality in qualitative research. *Qualitative inquiry*, 5(4), 465-478.
- Shea, P., McCall, S., & Ozdogru, A. (2006). Adoption of the multimedia educational resource for learning and online teaching (MERLOT) among higher education faculty: Evidence from the State University of New York Learning Network. *MERLOT Journal of Online Learning and Teaching*, 2(3).
- Shin, H., Xu, Z., & Kim, E. Y. (2008). *Discovering and browsing of power users by social relationship analysis in large-scale online communities*. Paper presented at the Proceedings of the 2008 IEEE/WIC/ACM International Conference on Web Intelligence and Intelligent Agent Technology-Volume 01.
- Siddike, M. A. K., & Kiran, K. (2015). Marketing of academic library services through social networking sites: Implications of electronic word-of-mouth. *Education for Information*, 31(3), 143-159.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*: SAGE Publications Limited.
- Skeels, M. M., & Grudin, J. (2009). *When social networks cross boundaries: a case study of workplace use of facebook and linkedin*. Paper presented at the Proceedings of the ACM 2009 international conference on Supporting group work.
- Slife, B. D., & Williams, R. N. (1995). *What's behind the research?: Discovering hidden assumptions in the behavioral sciences*: Sage.
- Smith, E. (2013). User education in social media applications @ your library. *Australian Library Journal*, 62(4), 305-313.
- Smith, N. (2013). *Successful social media marketing*. United Kingdom: Amazon.com.
- Solomon, L. (2013). *The Librarian's Nitty - Gritty Guide to Social Media*. U SA: America Library Association.
- Sonawane, K. S., & Patil, P. T. (2015). Social networking tools for academic libraries. *An internation peer reviewed bilingual E-journal of library and information science*, 2(4).
- Spiers, B., & Wallez, D. (2010). High-performance computing on wall street. *Computer*, 43(12), 53-59.
- Stacy, B. K. (2008). *Library 2.0: A Guide to Participatory Library Service*, Michael Casey and Laura Savastinuk: New Medford, NJ: Information Today, 2007. xxv, 172 pp. \$29.50. ISBN 978-1-57387-297-3: Taylor & Francis.
- Stake, R. E. (2013). *Multiple case study analysis*: Guilford Press.
- Stefl-Mabry, J. (2003). A social judgment analysis of information source preference profiles: An exploratory study to empirically represent media selection patterns.

Journal of the American Society for Information Science and Technology, 54(9), 879-904.

- Steiner, S. K. (2012). *Strategic Planning for Social Media in Libraries*. Chicago: ALA TechSource.
- Stephens, K. K., & Davis, J. (2009). The social influences on electronic multitasking in organizational meetings. *Management Communication Quarterly*.
- Stephens, M., & Collins, M. (2007). Web 2.0, Library 2.0, and the hyperlinked library. *Serials Review*, 33(4), 253-256.
- Strickland, J. (2008). How Web 3.0 will work. *HowStuffWorks.com*.
- Stuart, D. (2010). "What are Libraries doing on Twitter? *Online*, 34(1).
- Stuckey, H. L. (2014). The first step in Data Analysis: Transcribing and managing qualitative research data. *Journal of Social Health and Diabetes*, 2(1), 6.
- Swanson, T. (2012). *Managing social media in libraries: Finding collaboration, coordination, and focus*: Elsevier.
- Takagi, T. (2014). 10 Issues to address in your nonprofit's social media policy. Retrieved from <http://www.thenonprofitimes.com/news-articles/nonprofit-social-media/>
- Tampere, P., Tampere, K., & Luoma-Aho, V. (2016). Facebook discussion of a crisis: authority communication and its relationship to citizens. *Corporate Communications: An International Journal*, 21(4), 414-434.
- Taylor, & Francis Group (2014). Use of Social Media by the Library: Current Practices and Future Opportunities. from Taylor and Francis Group on ?Informa Business
- Teijlingen, E. R. V. & Hunley, V. (2001). The Importance of Pilot Studies. *Social Research Update* (35)
- Tella, A., Olarongbe, S. A., Akanbi-Ademolake, H. B., & Adisa, M. Y. (2013). Use of social networking sites by academic librarians in six selected states of Nigeria. *New review of academic librarianship*, 19(3), 274-290.
- Tempelman-Kluit, N. (2010). Building Library 3.0. *Journal of Academic Librarianship*, 36.
- Tenopir, C., Levine, K., Allard, S., Christian, L., Volentine, R., Boehm, R., . . . Herman, E. (2016). Trustworthiness and authority of scholarly information in a digital age: Results of an international questionnaire. *Journal of the Association for Information Science and Technology*, 67(10), 2344-2361.
- Tenopir, C., Volentine, R., & King, D. W. (2013). Social media and scholarly reading. *Online Information Review*, 37(2), 193-216.

- Thelwall, M., & Kousha, K. (2014). Academia. edu: social network or academic network? *Journal of the Association for Information Science and Technology*, 65(4), 721-731.
- Thomsett-Scott, B. C. (Ed.). (2013). *Marketing with Social Media*. Chicago: American Library Association.
- Titangos, H. H. (2013). *Local Community in the Era of Social Media Technologies: A global approach*. New Delhi: Chandos Publishing.
- Tripathi, M., & Kumar, S. (2010). Use of Web 2.0 tools in academic libraries: A reconnaissance of the international landscape. *The International Information & Library Review*, 42(3), 195-207.
- Tsai, M. J., Liu, D. Y., & Hsu, P. H. (2013). Investigation On The Social Network Service (SNS) of University Library Websites. In T. H. Meen (Ed.), *Information, Communication and Engineering* (Vol. 311, pp. 61-66).
- Tuesday, B. (2014). Internet and Web based library services provision among academic libraries in Zambia: a comparative study of the University Zambia and Copperbelt University libraries. *International Research: Journal of Library and Information Science*, 4(4).
- Ukpanah, M. E. & Akpan, U. J. (2012). Innovations in Nigerian Libraries in the 21st Century. *Journal of resourcedfulness and Distinction*, Vol. 2(1).
- Vasileiou, M., & Rowley, J. (2011). Marketing and promotion of e-books in academic libraries. *Journal of Documentation*, 67(4), 624-643.
- Veil, S. R., Buehner, T., & Palenchar, M. J. (2011). A work-in-process literature review: Incorporating social media in risk and crisis communication. *Journal of contingencies and crisis management*, 19(2), 110-122.
- Venkatesh, V., Thong, J. Y., & Xu, X. (2012). Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology. *MIS quarterly*, 157-178.
- Vincent, J. (2007). "Social inclusion - Where is it going?" *Information for social change*, 26(3 - 7), 34 - 47.
- Vlieghe, J., Muls, J. I., & Rutten, K. (2016). Everybody reads: Reader engagement with literature in social media environments. *Poetics*, 54, 25-37.
- Wa, C. K., & Yiyang, L. S. (2010). Understanding consumer-to-consumer interactions in virtual communities: The salience of reciprocity. *Journal of Business Research*, 63(9), 1033-1040.
- Walker, L. (2015). Social Media Definition: What Are.
- Wallace, L. (2011). Web 2.0 and Libraries: Impacts, Technologies and Trends. *Journal of Academic Librarianship*, 37(1), 83.

- Wenhong, J. (2006). Marketing and service promotion practices in the LCAS. *Library management*, 27(6/7), 336-343.
- Winner, J., & Galbreath, N. (2004). Online content delivery based on information from social networks: Google Patents.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*: Sage.
- Wood, M. (2009). "Academic library websites in South Africa", Innovation. www.innovation.ukzn.ac.za/InnovationPdfs/No39.MandyWoodr.pdf
- Wordofa, K. H. (2014). Adoption of Web 2.0 in academic libraries of top African universities. *Electronic Library*, 32(2), 262-277.
- Xu, C. (2007). The Academic Library meets web 2.0 applications and implications. <http://eprintsrclis.org>
- Yin, R. K. (2011). *Applications of case study research*: CA Sage Publishing.
- Yin, P., Hou, X., Romanova, E. V., & Sweedler, J. V. (2011). Neuropeptidomics: mass spectrometry-based qualitative and quantitative analysis. *Neuropeptides: Methods and Protocols*, 223-236.
- Young, S. W. H., & Rossmann, D. (2015). Building Library Community Through Social Media. *Information Technology and Libraries (Online)*, 34(1), 20-37.
- Zhao, L., Wang, Q., Cheng, J., Zhang, D., Ma, T., Chen, Y., & Wang, J. (2012). The impact of authorities' media and rumor dissemination on the evolution of emergency. *Physica A: Statistical Mechanics and its Applications*, 391(15), 3978-3987.
- Zheng, Y. T., Zhao, M., Song, Y., Adam, H., Buddemeier, U., Bissacco, . . . Neven. (2009). *Tour the world: building a web-scale landmark recognition engine*. Paper presented at the Computer vision and pattern recognition, 2009. CVPR 2009. IEEE conference on.
- Zhou, X., Xu, Y., Li, Y., & Josang, A. (2011). The State-of-the-art in personalized recommender systems for social networking. *Springer Science+Business Media B.V.*
- Zimmerman, J., & Deborah, N. (2015). *Social Media Marketing: All-In-One for Dummies* (3rd ed.). New Jersey: John Wiley and Sons.
- Zohoorian-Fooladi, N., & Abrizah, A. (2012). *Exploring of uses and gratification of social media application among academic librarians in Malaysia: A preliminary study*. Paper presented at the 4th International Conference of Libraries, Information Society, ICOLIS 201`2, University of Malaya.
- Zohoorian-Fooladi, N., & Abrizah, A. (2014). Academic librarians and their social media presence: a story of motivations and deterrents. *Information Development*, 30(2), 159-171.

- Zohoorian-Fooladi, N., & Abrizah, A. (2014). Personafying academic librarians' social media presence. *Malaysian Journal of Library & Information Science*, 19(3), 13-26.
- Zolkepli, I. A., & Kamarulzaman, Y. (2015). Social media adoption: The role of media needs and innovation characteristics. *Computers in Human Behavior*, 43, 189-209.

Universiti Malaya