

Content available at: <https://www.ipinnovative.com/open-access-journals>

IP Indian Journal of Library Science and Information Technology

Journal homepage: <https://www.ijlsit.org/>

Original Research Article

Use of social media in academic library

Nitesh Chore^{1,*}

¹Dept. of Library, Vinayak Vidyan Mahavidyalaya, Nandgaon Khandeshwar, Maharashtra, India



ARTICLE INFO

Article history:

Received 19-03-2023

Accepted 25-05-2023

Available online 23-06-2023

Keywords:

Computers

Smart phones

Eresources

ABSTRACT

Social media is the finest method for reaching library patrons since it allows them to easily share and receive information. Social media has a significant influence on libraries as well. Social media is becoming more recognizable to LIS workers as a flexible platform to contact potential library users.

This is an Open Access (OA) journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

For reprints contact: reprint@ipinnovative.com

1. Introduction

In modern information-based age, social media is regarded as the key instrument for information dissemination. It is increasingly becoming an essential component of peoples' everyday routines. A user of social media feels as though they are connecting with others in a way that is akin to face-to-face encounters. This is because social media features are so potent. Social media apps are extensively used in many industries, and libraries are starting to use them. The primary place to create, gather, and share knowledge is in libraries. Therefore, the libraries need be updated in order to be able to fulfill the needs of modern consumers, and social media is making this process quite simple. In an educational setting, social media may be a potent medium for delivering desired information to the doors or information-accessing workstations of researchers, instructors, and students.

Social media has the potential to significantly improve the interactions between libraries and information centres and their patrons, regardless of where users are located or how they choose to learn about and utilise library services and resources. The current state of libraries and information institutions is one of extraordinary change and difficulty. Manually managing and sharing materials with

others is quite challenging for library personnel. In order to address these issues, several technical advancements have been made, leading to the creation of new informational formats, sources, and delivery methods that do not rely on established institutions like libraries. The real problem facing information workers today is not managing the employees, technology, or collection, but rather converting these resources into services. Additionally, the idea of a service has evolved from being basic to value-added, from staff assistance to self-service, from internal to external outreach, from being free to being charged, from being reactive to being proactive, and from mass customization to personalised service. Libraries have long provided access to information, and social media is starting to play a significant role in marketing that information to library customers as well as in positioning the library as a central community gathering place.¹⁻⁹

Lockdown issues have made it difficult for libraries all around the world to provide access to their services and collections. During the Corona virus outbreak, libraries of all kinds advertised their digital offerings. Many libraries have launched their digital initiatives by setting up online exhibitions, emphasising website content, and supporting the Let's Read Together campaign. Major initiatives have also been made to increase access to library materials both

* Corresponding author.

E-mail address: niteshchore123@gmail.com (N. Chore).

online and off, for instance by expanding the amount of e-books and e-journals. It is quickly becoming into a crucial component of today's educational system. Since the dawn of the human species, people have developed a variety of means of communication, progressing from simple sign language and symbols to more modern devices like phones, computers, and smart phones.

2. Objectives of the study

The study was conducted to satisfy the following outcomes:

To understand the level of awareness of social media

1. To understand how social media is used in libraries
2. To research how social media affects employees and services in libraries.
3. To determine the respondents' preferred social media application or apps and to learn more about the many sorts of social media applications they use.
4. To understand the obstacles and challenges that libraries and students experience while trying to use social media programmes.
5. To make recommendations for enhancements and improved social media usage in education.
6. To determine how satisfied librarians are with the current level of social media care.

2.1. Scope of the research work

The academic libraries in the city of Wardha are the exclusive subject of the current investigation.

2.2. Types of social media

1. Google Meet
2. Go To Webinar
3. WebEx Meet
4. Zoom
5. WhatsApp
6. Facebook
7. Twitter
8. Instagram
9. LinkedIn
10. You Tube
11. Telegram
12. Emails
13. Yahoo

2.3. Research methodology

For the proposed research study, the existing methodologies for research, library and information resource identification in libraries will be analyzed. The types of resources which can be accessed in the libraries using social media during pandemic will be identified. The data collected for the demonstration will be presented in tables, graphs or diagrams. At last, the conclusions will be drawn and

suggestions will be provided for future research from the carried proposed research study.

3. Materials and Methods

1. Questionnaire method
2. Interview method

Data for the current study were gathered by the investigator using the questionnaire approach. The responders to a self-structured questionnaire created to gather information about the infrastructure accessible at college. To learn more about the issues surrounding faculty members' usage of social media, personal interviews will also be conducted with professionals in the fields of library and information science. To gather data on social media usage, a primary survey will be carried out. The difficulties consumers have when accessing online resources, as well as how frequently people utilise social media.^{10–18}

4. Review of Literature

Social media have a variety of forms and purposes, which are typically described by examples rather than definitions (Carr & Hayes, 2015) (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). The creation and distribution of user-generated material via Internet-based channels are common features of social media (Carr & Hayes, 2015; Kaplan & Haenlein, 2010). King (2015) lists the top social media sites that libraries presently use as being Facebook, Twitter, LinkedIn, Google+, YouTube, Flickr, Instagram, Vine, and Pinterest. None of the libraries included in this study used LinkedIn or Vine, two platforms for posting short videos.

Academic libraries should have a Facebook page with many fans since it will help with their marketing efforts. Social network advertising has the potential to be a cheap way to advertise academic libraries. According to Khan & Bhatti, the respondent's attitude towards the use of social media for marketing library resources and services was favourable, and they recommended that libraries connect to internet services, create a web page, and create a social media page.

The seven social media platforms that were studied each have a distinct niche. The largest social networking site (SNS) is still Facebook, despite its growth slowing down (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015). The ability to link to other Internet-based material is one of its capabilities, along with status updating, photo and video uploading, commenting, like, event creation, groups, and pages (King, 2015).

An SNS is Google + as well. Google + users may organise their connections into groups (or circles) using "circles," a feature that is exclusive to the platform. Instead of sharing with everyone they know, communications may then be directed at the specified groups (Google+, n.d.). According to Anderson and Still (2011), Google+ is

different from Facebook in that users can be added to other users' circles without their consent.^{19–25}

Twitter is a microblogging platform with a 140-character character restriction on posts. Account holders and followers are less likely to build personal interactions than users of Facebook or Google+ because of the brief messages and the pace at which posts proliferate (Del Bosque, Leif, & Skarl, 2012).

The four additional social media platforms are mostly apps for sharing content. User-generated videos are the focus of YouTube, the second-largest social media platform owned by Google (Anderson, 2015).

According to YouTube, 100 hours of video are posted every minute, demonstrating the widespread use of the service. Facebook-owned Instagram, a platform for sharing photographs, has filters that users may employ to give their images a polished or distinctive appearance. By connecting Twitter, Facebook, or Flickr accounts, the improved photographs may be shared on other social media platforms (Salomon, 2013). Another photo-sharing website is Flickr, which is a Yahoo property. A strength of Flickr is regulated sharing, as opposed to Instagram's fast sharing. Despite being more laborious than Instagram, users have discretion over which images are shared and with whom, allowing personal albums to be shared with loved ones, friends, or coworkers.

Members of Pinterest, a website for sharing material, may use it to post both photographs and information they find online. The information is "pinned" by users to a "pinboard," which can be themed for easier sharing with users with related interests. Frequently, people visit this website to get inspiration for DIY projects and crafts. The main and most effective purpose these social media platforms have fulfilled for libraries is marketing, despite the fact that each one of them differs in form and usage, Young and Rossmann (2015).^{26–30}

Walmiki and Ramakrishnegowda (2009)⁴ studies ICT infrastructure in university libraries in Karnataka and found that most of the libraries were U "lack sufficient hardware, software facilities and do not have adequate internet nodes and bandwidth". The campus LANs were not fully extended to exploit the benefits of digital information environment. **Description of Social Media Sites**

1. *Google Meet*: Google now offers everyone access to professional video conferencing. Now, anybody with a Google Account may arrange an online meeting for up to 100 people to attend for a maximum of 60 minutes. It is one of two apps—the other being Google Chat—that make up the Google Hangouts replacement. On mobile devices, it is also planned to take the place of Google Duo. Google officially introduced Meet in March 2017 after a February 2017 debut. A video conferencing software for up to 30 people was introduced as part of the service, which was dubbed an enterprise-friendly

version of Hangouts. A web app, an Android app, and an iOS app were released at launch.

2. *Go To Webinar*: Go To Webinar is a webinar and webcast tool designed to help businesses of all sizes manage online conferences and engage with clients. The platform enables professionals to generate leads, train your team, onboard customers or inform employees. As an online webinar solution that powers millions of webinars each year, GoTo Webinar now comes as part of GoTo Connect, an all-in-one communications software built for SMBs. Whether it is used in webinars for marketing, training, or corporate communications, the Webinars solution aims to put the fun back into webinars with reliable technology that's super simple to use. It provides features, integrations and analytics to engage an audience and make personal connections that drive business.
3. *WebEx Meet*: WebEx is a multi-functional desktop Video/Audio Conference call application. It allows you to meet with anyone, anywhere, in real time from your office or home, as long as you have Internet access on your computer or have the WebEx mobile app installed for your iPhone, iPad, Android, or Blackberry. WebEx Meeting Center for Windows and Mac feature HD video and online chat, as well as all of the tools you need to share presentations and desktop applications, write on online whiteboards, and make annotations.
4. *Zoom*: Zoom applications provide you direct access to your preferred applications in your Zoom desktop client and meetings, combining them with the power of video communications. Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. You don't need an account to attend a Zoom meeting, and the platform is compatible with Mac, Windows, Linux, iOS, and Android, meaning nearly anyone can access it. Zoom is just one in a long line of communication tools that include Skype, Cisco Webex, and Google Meet.
5. *WhatsApp*: WhatsApp, is an internationally available American freeware, cross-platform centralized instant messaging (IM) and voice-over-IP (VoIP) service owned by Meta Platforms. It allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other content. WhatsApp's client application runs on mobile devices but is also accessible from desktop computers. The service requires a cellular mobile telephone number to sign up. To understand WhatsApp's popularity, you need to understand it was one of the first mobile apps to offer free, internet-based messaging. Instead of sending texts using cellular-data networks, where fees may apply,

WhatsApp primarily relies on a Wi-Fi connection to send and receive messages and calls for free.

6. **Facebook:** A worldwide American technology company with headquarters in Menlo Park, California, is called Facebook, Inc. The firm, among other companies, is the parent corporation of Facebook, Instagram, and WhatsApp. One of the richest firms in the world is called Meta. Along with Apple, Microsoft, Google, and Amazon, it is regarded as one of the Big Five American technological giants.
7. As a campus-based social network at Harvard University, Facebook got its start in February 2004. Both Mark Zuckerberg and Edward Saverin were college students when they came up with the idea. After opening to users 13 and older in 2006, Facebook quickly surpassed MySpace to become the most widely used social network in the world.
8. **Twitter:** Twitter is a social media platform that primarily serves to connect users and discover stories regarding today's biggest news and events, follow people or companies that post content they enjoy consuming, or simply communicate with friends. Additionally, PR teams and marketers can use Twitter to increase brand awareness and delight their audience. Twitter can be a very helpful platform for growing a following and providing your audience with valuable content before they even become customers. The character limit can also help you create quick-and-compelling advertisements, like a shout-out to a webinar your business is conducting, or a free e-book.
9. **Instagram:** Kevin Systrom and Mike Krieger launched the American social networking site Instagram in 2010, and Facebook Inc. eventually purchased the company. The app allows users to upload media that can be edited with filters and organized by hashtags and geographical tagging. Posts can be shared publicly or with preapproved followers. Users can browse other users' content by tag and location, view trending content, like photos, and follow other users to add their content to a personal feed.
10. **LinkedIn:** LinkedIn (/lɪŋktɪn/) is an American business and employment-oriented online service that operates via websites and mobile apps. Launched on May 5, 2003, the platform is primarily used for professional networking and career development, and allows job seekers to post their CVs and employers to post jobs. LinkedIn's internal search algorithm only finds profiles that rank as "complete," and these can get more than 20 times as many views as incomplete profiles. It's important, therefore, to complete yours. Here are the essential things to remember:
11. **You Tube:** It was launched on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim. Owned by Google, it is the second most visited website, right

after Google itself. YouTube has more than one billion monthly users who collectively watch more than one billion hours of videos each day.

12. **Telegram:** You can use Telegram on all your devices at the same time — your messages sync seamlessly across any number of your phones, tablets or computers. Telegram's signature feature is its end-to-end encryption, but it's important to be aware that not all communication within Telegram has this level of privacy. Most messages use client-to-server encryption, which is less secure than end-to-end, but allows you to access your Telegram chats from other devices, including the web. For true end-to-end encryption, you need to use Telegram's Secret Chat feature. These secret chats offer substantially more robust security, but are only accessible from the device you originated the message on
13. **Emails:** A worldwide e-mail network allows people to exchange e-mail messages very quickly. E-mail is the electronic equivalent of a letter, but with advantages in timeliness and flexibility.

5. Factors of Usage of Social Media in the Libraries

Walmiki and Ramakrishnegowda (2009)⁴ studies ICT infrastructure in university libraries in Karnataka and found that most of the libraries were U “lack sufficient hardware, software facilities and do not have adequate internet nodes and bandwidth”. The campus LANs were not fully extended to exploit the benefits of digital information environment. Walmiki and Ramakrishnegowda (2009)⁴ studies ICT infrastructure in university libraries in Karnataka and found that most of the libraries were U “lack sufficient hardware, software facilities and do not have adequate internet nodes and bandwidth”. The campus LANs were not fully extended to exploit the benefits of digital information environment.

The social media is essential for connecting with users and potential customers. Over the past four to five decades, an enormous amount of information has been moved from one pole to the other of the globe. The social media represents the largest transformation of the twenty-first century and is expanding quickly. At the same time, on the same channels, millions of pieces of information are being exchanged one to one and one to many. In order to meet their patrons' needs, libraries are eager to employ social media. Social media has become more popular in libraries as a means of quickly disseminating information. Some of the goals will serve to reach out to potential new consumers while also serving the requirements of library users. He also talked about how social media helps libraries project a current image. Social media was mentioned as a method or instrument to make things simple and as a crucial source for information sharing and information receipt. The finest instrument for accommodating SMEs with a strong positive effect and for fostering positive relationships with their non-

financial performance is Facebook.³¹⁻³⁷

The easiest way to contact library patrons is through social media, where they can easily share and receive information. Social networking is also having a significant influence on libraries. In order to provide a flexible environment to attract potential library users, LIS professionals are becoming more conversant with social media.

The promotion of library resources and services is being greatly impacted by social media in libraries and information centres. All of the library's users are gathered in one place via various social media platforms to exchange opinions and thoughts on the pertinent material they have access to. Social media is also giving library professionals a tonne of room to build a virtual environment that will increase their ability to provide services. highlighted how using social media helps library staff members bridge the gap between library patrons and the materials and services they provide. Additionally, social media is growing in popularity in libraries due to comments made about it by library staff who believe it will help them fulfil their roles as librarians goals and objectives.

The majority of libraries utilise social media to promote their goods and services, share news and events, hold video conferences, and conduct research. Additionally, it was discovered that respondents had issues accessing social media due to electricity outages, security and privacy concerns, a staffing shortage for highly skilled IT professionals, and sluggish internet speeds. In addition, it was found that the respondents disagreed that they had issues, such as a website that was challenging to navigate. The way the respondent acted towards the usage of social media for library resources and services was favourable. Several libraries do not currently use social media platforms, but they have expressed enthusiasm for it and want to do so. The issue should have been resolved by libraries.^{38,39}

6. Social Media Possibilities for Libraries

Social networking offers libraries several significant potential, including the marketing of reference and library services.

1. *Marketing of library services:* Social networking is a great way to advertise the services of libraries to users, as seen by the rising number of users and librarians who utilise it. Flickr is a great marketing tool that librarians may utilise to inform consumers about the general services offered by libraries. Most students are unaware of the various services provided by the library, including book reservations, reference services, and Strategic Dissemination of Information (SDI). Through social media, librarians may raise awareness of library services among those who may

not be aware of them. Additionally, librarians can create blogs that are focused on a particular topic area and take the lead in promoting the use of blogs for academic communication and commenting on research discoveries.

2. *Reference Services:* Using social networking techniques, librarians may find library customers on social media and proactively give the type of information that is frequently provided by reference services. In addition to serving as a platform for the promotion of goods, services, and new resources, social networking sites are also used as reference services. In order to ask questions in "real time," students are turning to websites like Twitter and Ask a Librarian, which helps to advertise the library as a helpful resource.

7. Advantage of use of Social Media

1. Social media is essential for promoting libraries.
2. Social media attracts potential library customers.
3. Social media offers additional options for promoting library services than only the conventional ones.
4. Social media encourages students to visit libraries
5. Social media platforms enable users to participate, interact, communicate, vote, and share information.
6. It facilitates libraries' interaction with users.
7. It assists libraries in creating a network of user collaboration.
8. It's a fantastic approach to attract new users.
9. Social networking facilitates students' discovery of library resources.

Table 1: Student and faculty social media users

User	Yes	No	Total
Student	255 85%	45 15%	300
Faculty	145 72.5%	55 27.5%	200

Table 1 It observed that 85% Students uses Social Media and 72.5% Faculty uses social Media in collages . It means that the social media is very essential part of educations now day.

1. E-Journals
2. E-Books
3. Data Bases
4. Data Collection
5. Career News
6. Knowledge Updating
7. Attain Webinar
8. Blogging
9. Attain Online Classes
10. Documentation

Table 2: Purpose of using social media product

	1	2	3	4	5	6	7	8	9	10
Student	205	288	49	260	295	269	298	201	270	262
Faculty	81	193	92	195	105	125	156	05	170	165

Table 3: Use of social media site by students and faculty

Products	A	B	C	D	E	F	G	H	I	J	K	L	M
Students	239	185	140	240	298	195	205	280	260	295	250	280	180
Faculty	195	148	125	180	167	85	65	48	88	198	167	158	108

1. Google Meet
2. Go To Webinar
3. WebEx Meet
4. Zoom
5. WhatsApp
6. Facebook
7. Twitter
8. Instagram
9. LinkedIn
10. You Tube
11. Telegram
12. Emails
13. Yahoo

Table 4: Number of hours spent daily on social media

Products	A	B	C	D	E	F	G	H	I	J	K	L	M
Students	239	185	140	240	298	195	205	280	260	295	250	280	180
Faculty	195	148	125	180	167	85	65	48	88	198	167	158	108

Table 4 revealed that a highest of respondent's students (224 no.) and faculty (104 no.) spent greater than 04 hours daily on social media platforms. followed by 2-4 hours faculty (52no.) and students (59no.) and who spend on social media. There are 1-2 hours respondent's students (17no.) and faculty (43no.) on social media revealed that a lowest of respondent's students (0 no.) and faculty (1 no.) spend Less than 30 minutes daily on social media.

Table 5: Frequency of use of social media platforms in learning

Frequency of social Media Usage in learning	Students	faculty
Daily	300	200
Twice in week	0	0
More Than three times in a week	0	0
Weekly	0	0

Table 5 reveals that the majority of respondents—300 students and 200 faculty members—use social media programmes on a daily basis; there are no respondents who use social media more frequently than three times per week, twice per week, or on a weekly basis.

Table 6 Issues encountered when attempting to access Social media sites Access denied by the college 12 (12.76%), Data security 31 (32.97%) Lack of information literacy 10 (10.63%) Cyber Crime 04 (4.25%), Privacy concern 16 (17.02%) Unwanted intension from others 24 (25.53%) Table 7: Use of social media in medical and

Table 6: Problems faced while accessing social media sites

Problems faced while accessing social medica Sites	N	%
Access Denied by the college	12	12.76
Data Security	31	32.97
Lack of Information Literacy Cyber Crime	10 04	10.63 4.24
Privacy Concern	16	17.02
Unwanted Intension From others	24	25.53

Table 7:

Use of social media and pharma education	N	%
Use fulness	40	42.55
Easy to use	27	28.72
Improve the quality of healthcare	37	39.36
Creative and innovative	12	12.76
Ethical issues	27	28.72
Unauthentic information	03	3.19
Social media is waste of time	12	12.76
Addiction to social media	15	15.95
Unable to concentrate on study	27	28.72

pharmaceutical education

Table 7 reveals that 42.55% of the respondents think social media is helpful for universities. 39.36% of respondents believe social media may assist to raise the standard of information. In addition, 28.72% think it's simple to use to spread medical knowledge among the general public. On the other side, a comparable proportion of respondents think it has ethical problems. Similar numbers of respondents, or 28.72% of them, have stated that they find it difficult to focus. These same respondents also claimed that social networking apps are to blame for addiction. 12.76% of the respondents said social media apps are highly creative and inventive for education, and a similar number said the same about mobile applicationsview that social media is wastage of time.

Table 8: Is social media be part of library tools to provide more user friendly services?

Social Media in Library	N	%
Yes	90	95.74
No	04	4.25
Total	94	100

According to Table 8 findings, 95.74% of respondents agreed that libraries should embrace social media platforms to offer more user-friendly services, with only 4.25% disagreeing.

Table 9 reveals that six (75%) of the eight college libraries had PCs with Internet connection capability, allowing users to access online services, e-resources, and social media platforms.

Table 9: Library with computers and internet connection facility

Computers with internet connection facility	Yes (%)	No (%)	Total (%)
Does your college library have computers and internet connection facility to access internet. E-resources and social media applications?	75	25	100

Table 10: Awareness about social media among librarians

Computers with internet connection facility	Yes (%)	No (%)	Total (%)
Does your college library have computers and internet connection facility to access internet. E-resources and social media applications?	75	25	100

College librarians were asked to rate their familiarity with social media applications used in libraries, and it can be deduced from Table 10 that 78% of librarians are aware of the various social media applications that can be used to provide library services, while 22% of librarians are not.

Table 11: Purposes of use of social media among librarian

Purpose	%
Communication	86.5
Marketing of Library Services	38.5
Reference Services	74
Posting of resources review	24
New arrivals information	26
Library news	13.5

Further inquiries on the purposes for which they now use or intend to utilise social media programmes in the library were made of the librarians of the college libraries.

According to Table 11, 86.5% of the librarians who responded acknowledged that they now use or plan to utilise social media platforms to communicate with consumers. Reference services had the second-highest percentage of replies (74%). Among the respondents, 38.5% acknowledged that they were using or would be using it to promote their library services. With 26% of the total replies, publishing reviews and informing newcomers followed. 13.5% of users also said they would use it to spread library news among college library patrons.

From Table 12, it is clear that 45% of librarians believe that fewer than 50 people visit the library every day on average to use social media programmes. 35% of respondents believe that up to 75 users visit the library on average to use social media applications, followed by 11.5% for users between 76 and 100 and 8.5% for users with access to more than 100 alternatives.

Table 12: Frequency of average no. of daily visitors for access of social media

As per your opinion how many average numbers of users visit the library on daily basis for access of social media applications?	%
Less than 50	45
51-75*	35
76-100	11.5
More than 100*	8.5
Total %	100

Table 13: Impact of social media on library staff

As per your opinion, please indicate the impact of social media applications on library staff?	%
Workload of staff will increase	48.5
Training or skills to be upgraded	32
Waste of time of library staff	8.5
Circulation will decrease	11
Total %	100

According to Table 13, 48.5% of librarians believe that the introduction of social media into libraries would result in an increase in the workload of staff members. For social media to be properly implemented in libraries, 32% of librarians believe that training and skills must be upgraded. 11% of librarians also agreed that adoption of social media in libraries will result in a decline in circulation, and 8.5% thought that staff time was being wasted.

Table 14: Impact of social media on library services

As per your opinion, please indicate the impact of social media applications on library services?	%
Increase in use/demand of e-resources	28
Increase in demand of web based services	17.5
Decrease in use of print re-sources	6.5
Decrease of library visitors (physically)	48
Total%	100

According to Table 14, 48% of librarians believe that the introduction of social media tools in libraries will have an impact on physical visitor traffic, followed by a 28% rise in e-resource usage and a 17.5% response for web-based services. 6.5% of the respondents believe that if social media is utilised to supply library services, the use of print materials would decline.

Table 15: Satisfaction with the present status of social media support at libraries

As per your opinion, please indicate the impact of social media applications on library services?	%
Increase in use/demand of e-resources	28
Increase in demand of web based services	17.5
Decrease in use of print re-sources	6.5
Decrease of library visitors (physically)	48
Total%	100

According to Table 15, 59% of respondents from college libraries are content with the infrastructure that is now accessible for accessing social media, while close to 41% are dissatisfied with the current assistance that colleges are providing for social media.

8. Conclusion

The majority of libraries offer social media-based information services such access to internally generated library databases, access to electronic resources (e-books, e-journals, e-databases, etc.), and Web-based reference services. On the other hand, additional ICT-based services include online lessons, subject portals and Web sites, and automated (electronic) mailing.

Academic libraries facilitate distant learning without any geographical restrictions by promoting more rapid information sharing between researchers. While achieving unachievable without barriers, it facilitates teaching, learning, and research. The conversion of paper-based libraries to electronic ones has been a more recent revolution in libraries. Instead of constructing print-based collections, libraries are now focusing on digital ones. In this way, the position of the librarian has drastically altered, and they are now in charge of deciding what electronic repositories are available to their users and how those users may access the material either within or outside the actual walls of the library. Many libraries, especially academic ones, have offered access to reliable information sources only to discover that many of their patrons have conservative attitudes and avoid modern media.

In order to educate both librarians and users about the critical value of using social networking in library services, this study has attempted to analyse the notion of social networking and its application to those services.

Social media applications are being used more and more in health sciences education, learning, and research. However, there is a need to carefully examine the beneficial applications with its secure usage in health sciences for the further progress of healthcare delivery in order to decrease the gap between accessibility and affordability. Additionally, there is a definite need to integrate social media education and training into the teaching of health sciences in the near future. Future studies in the area are

necessary to demonstrate more clearly how social media is utilised in health teaching, learning, and research as well as how it may be incorporated into their working lives (Lahti, Haapaniemi-Kahala & Salminen, 2017).

9. The Major Findings of the Present Study Are:

1. Observed that 85% Students uses Social Media and 72.5% Faculty uses social Media in collages. It means that the social media is very essential part of educations now day.
2. Observed that Students maximum response E-Journals and likewise on Attain Online Classes (270) Facult maximum response on E-Books (193).
3. Highest of respondent's students (224 no.) and faculty (104 no.) spend more than 4 hours daily on social media. followed by 2-4 hours faculty (52no.) and students (59no.) and who spend on social media. There are 1-2 hours respondent's students (17no.) and faculty (43no.) on social media revealed that a lowest of respondent's students (0 no.) and faculty (1 no.) spend Less than 30 minutes daily on social media.
4. Observed that a majority of the respondents use of the social media applications by the student (300 no.) and faculty (200 no.) on daily. There are 0 respondents who use social media for more than three times in a week, use twice in a week and weekly.
5. Issues with using social networking websites The college has prohibited access. Security of data 31 (32.97%), and 12 (12.76%) insufficient information literacy 10 (10.63%) 04 (4.25%) Cybercrime fear of privacy 16 (17.02%) Unwanted remarks made by others 24 (25.53%)
6. Issues with using social networking websites The college has prohibited access. Security of data 31 (32.97%), and 12 (12.76%) insufficient information literacy 10 (10.63%) 04 (4.25%) Cybercrime 16 (17.02%) people expressed concern about their privacy. 24 (25.53%)
7. According to 42.55% of respondents, social networking is helpful in universities. 39.36% of those surveyed believe social media helps to raise the calibre of information. A comparable amount of respondents believe it is not ethically free, whereas 28.72% find it simple to utilise in spreading medical information to the general public. Similar amount of respondents, or 28.72%, claimed that they were unable to focus, and they also claimed that social networking apps were to blame for the development of addiction. Social media apps are highly creative and inventive for education, according to 12.76% of respondents, and a comparable number also expressed this opinion that social media is wastage of time.

10. Suggestions

The above identified challenges could be solved through the following strategies:

1. Setting up a public awareness forum, such as a library orientation, conference, symposium, or workshop, to inform and inform users and librarians about social networking services and applications.
2. Adopting modern change in order to stay relevant and adjust to the brand-new social media-driven atmosphere.
3. Adopting a maintenance culture to maintain the minimal social media resources accessible efficiently
4. Consistent power supplies will promote and support the efficient usage of these instruments
5. Actively educating librarians to help them develop 21st century skills and adapt to the rapidly evolving social media landscape.
6. Should actively participate in giving institutions access to social media tools
7. Raising awareness of copyright law and violations among the general public.

Based on the study's findings, the following recommendations are made for future development of social media apps in line with the needs of health sciences education, in order to leverage these applications to improve healthcare education and delivery:

1. Therefore, defining a training programme to lead and educate healthy social media use is essential for moral growth. Professionals in the health sciences should be active in conversations about the ethical implications of utilising social media technologies and should be aware of their obligations while doing so (Englund et al., 2012; Santoro, 2011).
2. Professionals in the health sciences should receive appropriate training and complete courses that are centred on the needs of the students. The evolution of education should give special consideration to student orientation, which is a crucial issue. Further study is needed to determine the most popular applications in order to build education that is student-centered. Despite the widespread usage of social media programmes in free time, using them for academic purposes requires a variety of skill sets from professors as well as students. Although social media provides for large networks amongst students, it also allows for individual student study. The utilization of technology in education should be understood as an opportunity, not just the technology itself. In this way, we can enable deep learning and learning development.

11. Source of Funding

None.

12. Conflict of Interest

None.

References

1. Social Nets Engage in Global Struggle” - 66% of MySpace and Facebook. Available from: <http://www.adweek.com>.
2. Cotriss D. Where are they now: TheGlobe.com”. The Industry Standard.; 2008. Available from: <http://www.thestandard.com/news/2008/05/29/where-are-theynow-theglobe-com>.
3. Ellison NB. The benefits of Facebook “friends”: Exploring the relationship between college students’ use of online social networks and social capital. *J Comput Med C.* 2007;12(4):1143–68.
4. Butt K, Qutab S, Mohamad, K. Access and use of the internet in the libraries of Lahore Pakistan.Chines Librarianship. *Int Electron J.* 2011;31:1–13.
5. Tripathi M, Kumar S. Use of web 2.0 tools in academic libraries: A reconnaissance of the international landscape. *Int Inf Libr Rev.* 2010;42(3):195–207.
6. Ayu AR. Do you Facebook? Usage and applications of Face book pages among academic libraries in Malaysia. *Int Inf Libr Rev.* 2011;43(4):239–49.
7. Lahti M, Haapaniemi-Kahala H, Salminen L. Use of social media by nurse educator students: An exploratory survey. *Open Nurs J.* 2017;11:26–33.
8. Harrison A. Social Media Use in Academic Libraries: A Phenomenological Study. *J Acad Librarianship.* 2017;43(3):248–56.
9. Manhas R, Kaur S. Attitudes of nursing professional educators toward the use of social media as a teaching and learning tool: A survey. *IP Indian J Lib Sci Inf Technol.* 2018;3(1):33–9.
10. Kaur S, Manhas R. Awareness, knowledge, attitude and use of social media among librarians and in libraries of medical colleges of punjab: A study. *IP Indian J Lib Sci Inf Technol.* 2018;3(2):70–3.
11. Agyekum BO, Beatric A, Trivedi M. Adoption of social networking tools in public university libraries in Ghana. *Int J Innov Res dev.* 2016;5(5):158–68.
12. Maefo MA. Changing the face of reference and users services: Adoption of social media in top Ghanaian academic libraries. Reference services. *Ref Serv Rev.* 2016;44(3):219–36.
13. Mansor Y, Idris S. Perception, awareness and acceptance of library 2.0 applications among librarians at the international Islamic university Malaysia. *Webolog.* 2010;7(2):1–7.
14. Owell GR, Groves SW, Dimos J. ROI of Social Media: How to improve the return on your social marketing investment. New York: John Wiley & Sons; 2011.
15. Jue AL. Social Media at work: how networking tools propel organizational performance. 1st ed. San Francisco, CA: Jossey-Bass; 2010.
16. Boyd DM, Ellison NB. Social network sites: definition, history, and scholarship. *J Comput Med Commun.* 2007;13(1):210–30.
17. Steiner H. Reference utility of social networking sites: Options and functionality. *Library High Tech News.* 2009;26(5/6):4–6.
18. Gupta DK. Marketing of library and information services: Building a new discipline for library and information science education in Asia. *Malaysian J Lib Inf Sci.* 2003;8(2):95–108.
19. Fernandez J. A SWOT analysis for social media in libraries. *Online.* 2009;33(5):35–7.
20. Marketing in 2014: Five trends to watchhttps; 2014. Available from: www.ama.org/publications/eNewsletters/MNE/Pages/marketing-in-2014trends.aspxon.
21. Alkindi SS, Al-Suqri MN. Social networking sites as marketing and outreach tools of library and information services. *Glob J Human Soc Sci Arts Humani Psych.* 2013;13(2):1–14.
22. Muruli N, Gireesh KTK. Marketing of library services and products through social media: An evaluation; 2013. p. 12–3.

23. Kaur K. Marketing the academic library on web. *Libr Manag.* 2009;25(3):118-44.
24. Hossain A, Ahmad P. Use of social media by online newspapers in Saudi Arabia. *DESIDOC J Lib Inf Tech.* 2014;34(5):412-30.
25. Gul S, Islam S. Adoption of social media by online newspapers of Kashmir. *Ann Lib Inf Stud.* 2013;60(1):56-63.
26. Parveen N. Use of social networking site (Facebook) in making awareness among the library and information science professionals of university libraries of UP: A case study. *Inter J Dig Lib Ser.* 2011;1(1):9-17.
27. Yawson DE, Yamoah FA. Understanding satisfaction essentials of E-learning in higher education: A multi-generational cohort perspective. *Heliyon.* 2020;6(11):e05519.
28. Bugawa AM, Mirzal A. The Impact of Web 2.0 Technologies on the Learning Experience of Students in Higher Education: A Review. *Int J Web-Based Learn Teach Technol.* 2018;13:1-17.
29. Firat EA, Köksal MS. Effects of instruction supported by web 2.0 tools on prospective teachers' biotechnology literacy. *Comput Educ.* 2019;135:61-74.
30. Hursen C. The Effect of Problem-Based Learning Method Supported by Web 2.0 Tools on Academic Achievement and Critical Thinking Skills in Teacher Education. *Technol Knowl Learn.* 2021;26:515-33.
31. Alwehaibi HO. The Impact of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning. *J Coll Teach Learn.* 2015;12(2):121-6.
32. Orús C, Barlés MJ, Belanche D, Casaló L, Fraj E, Gurrea R. The effects of learner-generated videos for YouTube on learning outcomes and satisfaction. *Comput Educ.* 2016;95:254-69.
33. Mustafa AG, Taha NR, Alshboul OA, Alsalem M, Malki MI. Using YouTube to Learn Anatomy: Perspectives of Jordanian Medical Students. *BioMed Res Int.* 2020;3:254-69. doi:10.1155/2020/6861416.
34. Sobaih AE, Hasanein A, Elshaer IA. Higher Education in and after COVID-19: The Impact of Using Social Network Applications for E-Learning on Students' Academic Performance. *Sustainability.* 2022;14(9):5195.
35. Mina T, Ramesh G. Utilization of e-information resources in medical colleges: a case study. *SRELS J Inf Manag.* 2011;48(3):281-8.
36. Ravi B, Isthari B. Use of Internet services in IGM Library, University of Hyderabad: A study. *SRELS J Inf Manag.* 2011;48(2):181-8.
37. Kinengyere AA. The effect of information literacy on the utilization of electronic information resources in selected academic and research institutes in Uganda". . *The Elect Libr.* 2007;25(3):328-41.
38. Shuling W. Investigation and analysis of current use of electronic resources in university libraries". . *Libr Manag.* 2007;28:72-88.
39. Franklin B, Plum T. Library usage patterns in the electronic information environment". . *Inf Res.* 2008;9:187-91.

Author biography

Nitesh Chore, Librarian

Cite this article: Chore N. Use of social media in academic library. *IP Indian J Libr Sci Inf Technol* 2023;8(1):37-46.