



## Impact of Social Media Utilization on Accessing Digital Information Resources in Festus Aghagbo Nwako Library

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### ABSTRACT

This study investigates the impact of social media utilization on accessing digital information resources in Festus Aghagbo Nwako Library, Nnamdi Azikiwe University, Awka. Grounded in Diffusion of Innovations Theory and Uses and Gratifications Theory, the research explores how Facebook is utilized by the library and its influence on users' access, awareness, and engagement with digital resources. A descriptive survey design was adopted, and data were collected from 150 respondents comprising students, staff, and faculty through structured questionnaires. Data were analyzed using descriptive and inferential statistics. Findings revealed that Facebook is employed significantly to promote digital resources through updates, tutorials, live sessions, and interactive communication. Results further indicated that Facebook enhances user awareness, facilitates remote access, simplifies navigation of electronic resources, and strengthens user engagement, thereby increasing overall utilization. Demographic variables such as age and digital literacy were found to affect interaction with the library's Facebook page. The study concludes that effective deployment of Facebook improves the visibility and accessibility of digital resources, ultimately supporting academic productivity. It recommends the adoption of structured content strategies, integration of instructional materials, and maintenance of prompt responses to user queries to optimize library services in the digital era

## **INTRODUCTION**

The advent of social media has transformed the global information landscape, redefining how individuals access, share, and engage with knowledge. In the 21st century, platforms such as Facebook, WhatsApp, Twitter (X), Instagram, and LinkedIn are no longer limited to social interaction but have evolved into powerful tools for education, research, and professional development (Amuda & Adeyinka, 2017). Social media encompasses a wide range of platforms and tools that allow users to create, share, and interact with content and with each other. Here are various types of social media: Social Networking Sites: Platforms that allow users to connect with friends, family, and others eg. Facebook, LinkedIn, MySpace; Microblogging Sites: these platforms let users post short updates and share multimedia content. eg. Twitter, Tumblr, Mastodon; photo and video sharing platforms: Sites focused on sharing images and videos eg. Instagram, Snapchat, TikTok, Pinterest, YouTube; Blogging Platforms: allow users to publish longer-form content, often with interactive features eg. WordPress, Blogger, Medium; Discussion Forums and Message Boards: Platforms for users to discuss various topics and share ideas eg. Reddit, Quora, Stack Exchange. These categories cover a broad range of functionalities and user experiences, reflecting the diverse ways in which people engage in social media today.

Among these platforms, Facebook remains the most widely adopted, with billions of active users worldwide. Originally developed for social interaction, Facebook has evolved into a multifaceted tool that supports education, research, professional collaboration, and institutional communication (Al-Daihani & Abrahams, 2018). Academic libraries traditionally custodians of printed knowledge are increasingly leveraging Facebook to connect with users and promote access to digital information resources. These resources include e-books, electronic journals, databases, multimedia content, and institutional repositories, all of which are vital for teaching, learning, and research (Ojedokun & Owolabi, 2021). Facebook provides a dynamic medium for delivering timely updates, tutorials, and direct access links, bridging the gap between library collections and end-users.

Festus Aghagbo Nwako Library (FANL), the central library of Nnamdi Azikiwe University, is tasked with providing students and faculty with access to academic resources. While FANL has expanded its digital holdings in line with international standards, availability does not automatically ensure utilization. Awareness, accessibility, and user engagement remain crucial. By capitalizing on Facebook's interactive features such as posts, live streams, groups, and Messenger FANL can effectively increase the visibility of its digital services and reach a broader audience (Emiri & Lulu-Pokubo, 2025). The growing dependence on Facebook among Nigerian students underscores its potential in academic environments. Surveys confirm that the majority of undergraduates and postgraduates use Facebook daily, not only for entertainment but also for academic communication (Okoroma, 2017). Libraries worldwide have adopted Facebook for announcing new acquisitions, promoting databases, conducting information literacy sessions, and providing virtual assistance (Ahmed & Lateef,

2020). Integrating Facebook into library operations thus aligns with the communication preferences of today's digital-native generation.

Despite this promise, many Nigerian academic libraries struggle with full-scale adoption due to issues such as poor internet connectivity, lack of skilled staff, and insufficient institutional support (Ibrahim & Mohammed, 2021). Consequently, awareness and utilization of digital resources often remain below expectations. This study, therefore, investigates the impact of Facebook as a tool for accessing digital resources in FANL, providing evidence-based insights to improve academic library services.

### **Statement of the Problem**

Although Facebook is one of the most popular platforms among Nigerian students, its academic potential remains underutilized in university libraries. FANL provides access to numerous electronic resources, including e-journals, e-books, databases, and repositories. However, many users are either unaware of these resources or lack guidance on how to navigate them effectively (Emiri & Lulu-Pokubo, 2025). Preliminary observations suggest that FANL's Facebook page is not consistently employed to disseminate academic updates such as new acquisitions, research tips, or access instructions. Instead, reliance on conventional methods like bulletin boards and verbal announcements continues to dominate (Ojedokun & Owolabi, 2021). These outdated communication strategies limit the library's outreach to its digitally active student population.

Challenges such as erratic power supply, limited ICT skills among staff, weak institutional policies, and inadequate funding further restrict FANL from fully exploiting Facebook's potential (Okoroma, 2017). As a result, students often fail to maximize the available digital resources, which undermines the library's role in supporting academic excellence. This gap raises critical questions about how Facebook can be strategically deployed to improve awareness, simplify access, and promote active utilization of FANL's digital resources.

### **Purpose of the Study**

The main purpose of this study is to examine the impact of social media utilization on accessing digital information resources in Festus Aghagbo Nwako Library. Specifically, the study seeks to:

1. Determine the impact of social networking sites on accessing digital information resources in Festus Aghagbo Nwako Library.
2. Evaluate the impact of microblogging sites on accessing digital information resources in Festus Aghagbo Nwako Library.
3. Examine the impact of photo and video sharing platforms on accessing digital information resources in Festus Aghagbo Nwako Library

### **Research Questions**

1. To what extent does social networking sites impact on accessing digital information resources in Festus Aghagbo Nwako Library?
2. How does the use of microblogging sites impact on accessing digital information resources in Festus Aghagbo Nwako Library?
3. How does photo and video sharing platforms impact on accessing digital information resources in Festus Aghagbo Nwako Library

### **Research Hypotheses**

- H<sub>0</sub>1: Social networking sites have no significant impact on accessing digital information resources in Festus Aghagbo Nwako Library.
- H<sub>0</sub>2: Microblogging sites have no significant impact on accessing digital information resources in Festus Aghagbo Nwako Library.
- H<sub>0</sub>3: Photo and video sharing platforms have no significant impact on accessing digital information resources in Festus Aghagbo Nwako Library.

## **LITERATURE REVIEW**

### **Conceptual Framework**

The conceptual framework guiding this study explains social networking sites, microblogging sites, photo and video sharing platforms Facebook utilization and the accessibility of digital information resources in academic libraries. The framework is based on the premise that Facebook, when strategically adopted, serves as a communication and engagement channel that increases awareness, improves navigation skills, and enhances utilization of digital collections.

### **Social Networking Sites**

Social networking sites are web-based platforms that enable users to create personal or organizational profiles, establish connections with others, and exchange information, ideas, and resources within digital communities. They function as interactive networks where members share text, images, videos, and links, while also engaging in conversations through comments, likes, and reposts (Boyd & Ellison, 2017). Unlike traditional information systems, SNSs are user-driven and dynamic, with content continuously shaped by social interactions and algorithmic recommendations. Examples include Facebook, which emphasizes personal connections; Twitter (X), known for real-time updates; LinkedIn, which focuses on professional networking; and ResearchGate, tailored for scholarly communication. These platforms serve not only social purposes but also educational, professional, and civic functions, making them integral to how individuals and institutions access and disseminate digital information in contemporary society.

In the digital age, social networking sites (SNSs) have become central platforms through which individuals access, share, and evaluate information resources. Beyond their original purpose of fostering social interaction, SNSs such as Facebook, Twitter (X), Instagram, LinkedIn, and specialized academic networks like ResearchGate have evolved into powerful information ecosystems. They provide users with opportunities to access real-time data, connect with experts, and engage with diverse content across educational, professional, and entertainment domains. Increasingly, SNSs serve as gateways to digital libraries, scholarly publications, open data repositories, and public information sources, thereby transforming how people interact with knowledge. However, while SNSs broaden the reach and immediacy of digital resources, they also present challenges such as misinformation, algorithmic biases, and unequal access. Understanding their role in shaping access to information resources is therefore critical for educators, researchers, and policymakers who seek to maximize their benefits while mitigating their risks (Kaplan & Haenlein, 2020).

### **Positive impacts**

Increased discoverability and reach: SNSs amplify the visibility of digital resources (articles, datasets, videos, reports) through sharing, tagging, and algorithmic recommendation. Content that would otherwise remain marginal can reach broad, diverse audiences quickly, enabling rapid dissemination of research findings, educational resources, and public-service information (Kaplan & Haenlein, 2020).

Faster, real-time access to information: Because SNSs operate in real time, breaking news, live data, or unfolding events are often available on social platforms before they appear in traditional media or indexed academic databases. This immediacy can be crucial for crisis communication, emergency response, and time-sensitive research or journalism (Castells, 2021).

Lowered barriers to participation and knowledge sharing: SNSs reduce the transactional and technical barriers to contributing and accessing information. Users without institutional subscriptions can be exposed to summaries, infographics, preprints, and links to open resources shared by peers, practitioners, or organizations—supporting more democratic access to knowledge (boyd & Ellison, 2017).

New forms of scholarly and professional networking: Platforms like ResearchGate, LinkedIn, and Twitter support scholarly networking and informal peer review: researchers can circulate preprints, solicit feedback, and link directly to datasets and code, accelerating collaborative discovery and reuse of digital resources (Kaplan & Haenlein, 2020).

### **Negative Impacts and Challenges**

Misinformation, disinformation, and quality uncertainty: SNSs mix high-quality digital resources with rumors, manipulated content, and intentional disinformation. The speed and virality of social sharing can amplify false claims, making it difficult for users to assess the credibility of resources encountered on SNSs (Lazer et al., 2018). Algorithmic ranking often privileges engagement over accuracy, worsening this problem.

Echo chambers and filter bubbles: Personalization algorithms and socially curated feeds tend to present information that aligns with users' existing interests and beliefs. This can limit exposure to diverse sources and hamper discovery of novel or corrective information resources (van Dijk, 2025).

Inequalities in access (the digital divide): Although SNSs lower some access barriers, unequal access to reliable internet, appropriate devices, or digital literacy means benefits are not evenly distributed. Marginalized communities may get poorer quality information or be excluded from important online knowledge flows (van Dijk, 2025; UNESCO, 2023).

Attention economy and fragmentation: SNSs incentivize short, attention-grabbing content. As a result, long-form, nuanced resources (e.g., full research articles, technical reports) may be overlooked or misrepresented by bite-sized summaries, reducing deep engagement with primary sources (Castells, 2021).

Preservation and discoverability issues: Content shared on social platforms can be ephemeral (deleted posts, broken links, platform policy changes), complicating long-term preservation, citation, and reproducibility of resources discovered via SNSs (Boyd & Ellison, 2017).

### **Implications for Information Professionals and Educators**

Information literacy is essential. Because SNSs are now primary discovery channels, educators and librarians must emphasize skills for evaluating source credibility, cross-checking claims against primary sources, and understanding algorithmic curation (UNESCO, 2023).

Curation and trusted intermediaries. Libraries, academic institutions, and professional organizations can act as trusted curators by syndicating vetted resources on SNSs, providing context and metadata, and linking directly to archived primary sources (Castells, 2021).

Policy and platform design. Platform policies (content moderation, provenance labeling) and algorithmic transparency can reduce the spread of low-quality information and improve the signal-to-noise ratio for users searching for reliable digital resources (Lazer et al., 2018).

Social networking sites have become central gateways to digital information resources: they dramatically increase reach and immediacy but also introduce new challenges—misinformation, unequal access, and attention fragmentation. The net impact of SNSs on information access therefore depends on how users, institutions, and platforms respond: through improved digital literacy, responsible curation, transparent algorithms, and policies that preserve and surface reliable primary resources (Boyd & Ellison, 2017; Lazer et al., 2018; UNESCO, 2023).

### **Microblogging Sites**

Microblogging sites are online platforms that allow users to share short, concise messages often limited by character count along with links, images, videos, and hashtags. Unlike traditional blogs, which encourage long-form content, microblogging emphasizes brevity, immediacy, and interaction. Posts are usually public or semi-public and can be shared, commented on, or reposted, creating rapid cycles of communication (Java et al., 2017). The most well-known microblogging platform is Twitter (now X), which initially limited posts to 140 characters and has since expanded but still prioritizes short-form updates. Other examples include Tumblr, Plurk, and Weibo in China. These sites function as hybrid spaces between social networking and news media, allowing users to broadcast personal updates, share professional insights, or link to external digital resources (Kwak et al., 2020).

A key feature of microblogging is the use of hashtags and trending topics, which organize conversations and facilitate discovery of digital resources across global communities (Hermida, 2020). For researchers and educators, microblogging platforms are increasingly important for promoting scholarly work, linking to open access repositories, and engaging with broader audiences. However, they also face challenges, including the spread of misinformation, information overload, and superficial engagement with complex topics (Vosoughi et al., 2018). In essence, microblogging sites combine the networking functions of social media with the rapid dissemination of news, making them

vital yet contested gateways to accessing and sharing digital information resources.

### **Positive Impacts**

**Rapid dissemination of information:** Microblogging sites are designed for instant communication. News outlets, research institutions, and government agencies use Twitter and similar platforms to broadcast updates quickly, often linking to more detailed digital resources such as journal articles, policy reports, or datasets (Hermida, 2020). This immediacy is invaluable in areas such as crisis communication, health information, and breaking research.

**Networking and scholarly communication:** Researchers and academics increasingly use microblogging platforms to share preprints, conference presentations, and links to institutional repositories. This practice fosters informal peer review and encourages broader access to academic knowledge beyond paywalls (Veletsianos, 2022). For instance, hashtags like #AcademicTwitter or #ScholarSunday have created communities that share and discuss digital information resources.

**Enhancing visibility of open access resources:** Microblogging promotes the circulation of open-access journals, blogs, and repositories. By embedding links in short posts, scholars and organizations increase the visibility and discoverability of freely available digital resources that might otherwise remain obscure (Priem & Costello, 2020).

**Public engagement and civic education:** Microblogging sites serve as platforms for civic awareness campaigns. Governments and NGOs often use Twitter to disseminate links to policy documents, educational portals, and statistical reports, helping citizens access reliable information resources in real time (Lariscy et al., 2019).

### **Challenges and Negative Impacts**

**Spread of misinformation and disinformation:** The brevity and virality of microblogging content make it prone to distortion and manipulation. False or misleading information can spread faster than corrective updates, complicating users' ability to access accurate digital resources (Vosoughi et al., 2018).

**Information overload and noise:** Due to the sheer volume of posts, users often struggle to filter high-quality digital resources from irrelevant or low-value content. This can undermine the efficiency of microblogging sites as gateways to credible information (Kwak et al., 2020).

**Superficiality of engagement:** Because microblogging emphasizes conciseness, complex academic or technical information may be oversimplified into soundbites, with users consuming fragments rather than engaging with full-length digital resources such as articles or reports (Hermida, 2020).

**Digital divide and unequal access:** Access to microblogging platforms remains uneven across regions due to internet connectivity, censorship, and language barriers. This limits equitable access to the digital resources shared on these platforms (van Dijk, 2005). Microblogging sites play a transformative role in enabling rapid, democratic access to digital information resources. They amplify the reach of open access materials, foster scholarly communication, and

provide real-time dissemination of critical updates. However, challenges such as misinformation, superficial engagement, and access inequalities must be addressed through improved digital literacy, platform policies, and institutional curation strategies. Ultimately, the impact of microblogging on accessing information resources is shaped by how effectively users, educators, and policymakers balance its opportunities with its risks.

### **Photo and Video Sharing Platforms**

Photo and video sharing platforms such as YouTube, TikTok, Instagram, Flickr, and Vimeo have become central to how people access, create, and disseminate digital information resources. These platforms are designed primarily for visual communication but have evolved into powerful tools for knowledge exchange, public education, and professional development (Burgess & Green, 2018). Unlike text-based systems, photo and video platforms use visual media to simplify complex concepts, provide tutorials, document events, and distribute cultural knowledge globally. Their influence extends beyond entertainment, as they now serve as gateways to academic content, civic information, and training resources (Chen et al., 2021). However, their openness and participatory nature also raise concerns about misinformation, algorithmic bias, and uneven access.

### **Positive Impacts**

**Democratization of Knowledge through Visual Media:** Video-sharing sites like YouTube provide free access to vast repositories of tutorials, lectures, and open educational resources. These platforms serve as informal learning environments where users can acquire skills and knowledge outside traditional classrooms (Tan, 2023).

**Improved Accessibility and Engagement:** Visual resources can break down language barriers and enhance understanding, particularly for users with limited literacy or non-native language proficiency. Educational videos, infographics, and subtitled content make information more inclusive and accessible (Snelson, 2021).

**Real-time Documentation and Civic Awareness** Photo and video platforms facilitate the rapid sharing of eyewitness accounts, live streams, and civic reports. This enables users to access real-time information resources during crises, protests, or natural disasters, complementing traditional media (Andén-Papadopoulos, 2014).

**Visibility of Academic and Institutional Resources:** Universities, libraries, and research institutions increasingly use YouTube and Instagram to share lectures, webinars, and promotional materials. These platforms extend the reach of scholarly communication beyond academic journals, making research more accessible to the general public (Manca & Ranieri, 2016).

### **Challenges and Negative Impacts**

**Spread of misinformation:** The visual appeal and viral nature of video and photo content can amplify misleading or false information. YouTube and TikTok, for example, have faced criticism for hosting conspiracy theories and pseudoscientific claims, which distort users' access to reliable digital resources (Papadamou et al., 2022).

Algorithmic biases and filter bubbles: Recommendation algorithms prioritize engagement over accuracy, often directing users toward sensational rather than educational content. This creates echo chambers that limit exposure to diverse and credible information resources (Covington et al., 2016).

Ephemerality and preservation challenges: Platforms like Snapchat and TikTok emphasize short-form, ephemeral content. While effective for instant communication, such content is difficult to archive or cite as stable digital information resources (Leaver et al., 2020).

Unequal access and digital divides: High bandwidth requirements for video streaming limit accessibility for users in regions with poor internet infrastructure. This restricts equitable access to digital resources available on these platforms (van Dijk, 2025). Photo and video sharing platforms play a transformative role in broadening access to digital information resources. They democratize knowledge, enhance engagement through visual formats, and provide real-time documentation of global events. However, they also present challenges such as misinformation, algorithmic distortion, and access inequalities. To maximize their potential, educators, researchers, and policymakers must integrate visual media literacy into curricula, support open educational video content, and encourage platform accountability in content moderation and algorithm design.

### **Accessing Digital Information Resources**

Access to digital information resources (DIRs) has become one of the cornerstones of academic excellence in the 21st century. DIRs refer to information materials that are available electronically and can be accessed via the internet or intranet, including e-books, electronic journals, online databases, multimedia collections, institutional repositories, and open-access resources (Ojedokun & Owolabi, 2021). The availability of DIRs in academic libraries addresses the growing demand for flexible, remote, and time-efficient access to information, especially in higher education where research and learning are increasingly digitized. However, accessibility goes beyond mere availability. As scholars have argued, digital resources can only contribute meaningfully to academic productivity if users are both aware of their existence and able to navigate them effectively (Obioha, 2020). Thus, platforms like Facebook play a crucial role in bridging awareness and usability gaps by serving as an outreach and instructional channel.

### **Evolution of Digital Access in Academic Libraries**

The shift from print to digital resources began globally in the late 20th century but gained significant momentum in the 2000s. By the 2010s, many Nigerian academic libraries had subscribed to platforms such as EBSCOhost, JSTOR, ProQuest, and Emerald Insight (Okiki & Asiru, 2011). Despite these investments, actual utilization often lagged behind due to lack of awareness, poor digital literacy, and weak promotion strategies.

Between 2018 and 2025, universities across Africa reported both increased acquisition of digital collections and persistent barriers to effective use. A recurring challenge is the “underutilization paradox” where resources are

purchased but rarely accessed (Obioha, 2020). The paradox highlights the importance of promotional strategies, which Facebook is uniquely positioned to address through regular updates, tutorials, and interactive guidance.

### **Determinants of Access to Digital Resources**

Access to digital information resources is shaped by multiple determinants, including:

1. **Awareness:** Users must first know that a digital resource exists. Awareness is often low in Nigerian universities due to inadequate promotion. Facebook can fill this gap by posting regular announcements about available e-resources, new subscriptions, and open-access opportunities (Ahmed & Lateef, 2020).
2. **Digital Literacy:** The ability to use search operators, keywords, Boolean logic, and citation tools is essential for effective use. Libraries that use Facebook to share micro-tutorials in the form of videos and infographics report higher levels of digital literacy among students (Nkiko & Yusuf, 2014; Emiri & Lulu-Pokubo, 2025).
3. **Accessibility of Platforms:** Ease of navigation, authentication systems, and user-friendly interfaces also determine usage. Posts that include direct access links on Facebook help simplify the process for students who might otherwise struggle to find login portals (Popoola & Olorunsola, 2020).
4. **Infrastructure:** Access is heavily influenced by internet connectivity, device availability, and electricity supply. While these issues are beyond the control of libraries, Facebook offers mobile-friendly communication that aligns with the mobile-first internet culture of Nigerian students (Ibrahim & Mohammed, 2021).
5. **Relevance of Content:** Students are more likely to use DIRs if they perceive them as relevant to assignments, research, and coursework. Highlighting subject-specific databases through Facebook posts ensures that users connect resources with their immediate academic needs (Udo-Anyanwu, 2021).

### **Role of Facebook in Enhancing Digital Access**

#### **Awareness Creation**

One of the strongest benefits of Facebook in DIR access is awareness creation. Libraries can use posts, stories, and Facebook Live events to highlight new acquisitions, open-access materials, and subscription updates. For example, if FANL subscribes to a new journal in health sciences, posting a spotlight with screenshots and direct links can significantly increase awareness among medical students. A 2021 study revealed that 68% of Nigerian students discovered at least one new academic resource through Facebook promotions by their libraries (Ibrahim & Mohammed, 2021). This underscores the platform's reach and effectiveness as an awareness tool.

#### **Simplifying Navigation**

Digital platforms often require authentication, multiple clicks, or complicated navigation. By posting direct links and simplified guides, Facebook helps reduce friction in access. Libraries that post "How to Access" tutorials with screenshots or screen-recorded videos enable students to overcome common barriers such as forgotten login steps (Ahmed & Lateef, 2020).

### **Promoting Remote Access**

With the COVID-19 pandemic forcing libraries to close physically, remote access to digital resources became essential. Facebook emerged as a critical tool for libraries to share access credentials, VPN instructions, and updates about remote login systems. FANL, like many other libraries, can sustain this practice by continuing to use Facebook as its remote access communication hub.

### **Interactive Support**

Unlike websites, Facebook supports two-way communication. When users encounter access challenges, they can ask questions via comments or Messenger. Immediate responses improve the user experience and encourage repeat interactions. Emiri and Lulu-Pokubo (2025) note that students who received real-time help through Facebook Messenger were significantly more satisfied with library services than those relying on email communication.

### **Challenges to Accessing Digital Information Resources**

Despite the advantages, challenges persist in accessing DIRs:

1. Technical Barriers – Unreliable internet and server downtimes hinder consistent access.
2. Low Awareness – Many students still rely on Google or Wikipedia because they are unaware of high-quality library databases (Obioha, 2020).
3. Skills Gap – Lack of training on advanced search strategies reduces the effective use of databases.
4. Institutional Limitations – Subscription costs and limited ICT facilities constrain access.
5. Inconsistent Promotion – Libraries that do not integrate Facebook into their outreach strategies struggle to maintain visibility of DIRs.

### **Best Practices for Enhancing Access**

Research suggests several strategies that FANL can adopt to enhance DIR access through Facebook:

- Scheduled Promotions: Regularly feature one database per week with usage examples.
- Instructional Content: Post short tutorial videos on citation tools, plagiarism checks, and Boolean searches.
- Thematic Campaigns: Run campaigns aligned with academic calendars (e.g., “Exam Resources Month”).
- Student Involvement: Encourage students to share testimonials or success stories of how DIRs supported their research.
- Analytics: Use Facebook Insights to track reach and adjust strategies accordingly.

### **Relevance to Festus Aghagbo Nwako Library**

At FANL, students often underutilize e-resources despite the library’s significant investment in subscriptions. Leveraging Facebook could bridge this gap by improving awareness, simplifying navigation, and offering real-time support. Given that a majority of FANL’s users already spend considerable time on Facebook daily, integrating resource promotion into their digital ecosystem aligns with user behavior and preferences.

Access to digital information resources is critical for academic productivity, but availability alone does not ensure utilization. Awareness, literacy, infrastructure, and relevance are all essential factors. Facebook provides a powerful, cost-effective platform for addressing these challenges by raising awareness, simplifying access, and offering interactive support. For FANL, adopting a structured Facebook strategy could significantly increase the visibility and utilization of its digital resources, aligning the library with global best practices.

### **Theoretical Framework**

#### **The study anchored Diffusion of Innovations Theory (Rogers, 2003)**

The Diffusion of Innovations Theory (DOI), first proposed by Everett Rogers in 1962 and refined in his 2003 fifth edition, remains one of the most influential frameworks for understanding how new ideas, technologies, and practices spread within a social system. It provides a valuable lens for analyzing how academic libraries, such as Festus Aghagbo Nwako Library (FANL), adopt and integrate Facebook as a tool for promoting digital information resources. Rogers (2003) defined diffusion as the process by which an innovation is communicated through certain channels over time among members of a social system. In this context: the innovation is the use of Facebook as a tool for library communication and digital access, the communication channels include Facebook posts, groups, Messenger, and interactive tools, the social system comprises students, faculty, and staff of Nnamdi Azikiwe University and time reflects how quickly or slowly Facebook is adopted and accepted as a credible academic tool. By applying DOI, libraries can better understand adoption dynamics, identify barriers, and design strategies to encourage wider acceptance of Facebook for academic engagement.

#### **Applications of DOI to Facebook in Libraries**

**Adoption by Librarians:** Librarians serve as gatekeepers in the diffusion process. If FANL staff embrace Facebook, create consistent content, and respond quickly to queries, students are more likely to view it as a credible academic platform. Conversely, resistance from librarians can slow diffusion (Popoola & Olorunsola, 2020).

**Adoption by Students:** Students, especially undergraduates, often serve as the largest group of early adopters. Their positive experiences such as discovering a useful database link become testimonials that influence peers, driving adoption among the early majority.

**Role of Faculty:** Faculty members can act as multipliers. When lecturers reference or share the library's Facebook posts in class, they validate the platform, accelerating adoption across the student body (Ahmed & Lateef, 2020).

Diffusion of Innovations Theory offers a powerful framework for understanding how Facebook adoption can spread within FANL. By analyzing adopter categories, attributes of innovations, and communication channels, the library can design strategies that accelerate adoption and maximize the platform's effectiveness in promoting digital resources. Ultimately, DOI underscores that successful diffusion depends not only on the innovation itself but also on how well it aligns with user needs, institutional culture, and communication practice

## **METHODOLOGY**

### **Research Design**

This study adopted the descriptive survey research design, which is suitable for collecting data on current practices, perceptions, and behaviors regarding the use of Facebook as a tool for accessing digital information resources. A survey design was considered appropriate because it enables the researcher to obtain data from a large population and draw conclusions based on observable trends (Obioha, 2020).

### **Population of the Study**

The population of this study comprised the entire user community of the Festus Aghagbo Nwako Library (FANL), Nnamdi Azikiwe University, Awka. This included undergraduate and postgraduate students, academic staff, and library staff. As of the 2023 academic session, the estimated user population was over 25,000 individuals (Nnamdi Azikiwe University Statistical Bulletin, 2023).

### **Sample Size and Sampling Technique**

A sample size of 150 respondents was drawn from the user population using the simple random sampling technique. This method ensured that each member of the population had an equal chance of being selected, thereby reducing sampling bias. The sample included: 100 undergraduate and postgraduate students, 30 academic staff, and 20 library staff. This stratification ensured that the perspectives of key stakeholders were represented.

### **Instrument for Data Collection**

The primary instrument for data collection was the structured questionnaire, designed in Likert scale format. The questionnaire contained both closed-ended and open-ended questions, focusing on: Awareness of FANL's Facebook presence, Frequency of Facebook use for accessing digital resources, Types of resources accessed via Facebook, Perceived influence of Facebook on accessibility and utilization and Challenges encountered in using Facebook for library services. The questionnaire was validated by three experts in Library and Information Science at Nnamdi Azikiwe University.

### **Validity and Reliability of Instrument**

To ensure validity, the draft questionnaire was reviewed by experts for clarity, relevance, and coverage of objectives.

Reliability was established through a pilot test conducted with 20 students who were not part of the main sample. Responses were analyzed using Cronbach's Alpha, which produced a coefficient of 0.84, confirming that the instrument was reliable.

### **Method of Data Collection**

Data were collected by administering the questionnaires physically within the library premises and electronically via Google Forms shared through FANL's official Facebook page. The combination of physical and online distribution ensured broader coverage and higher response rates.

### **Method of Data Analysis**

Data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequencies, percentages, and mean scores

were used to summarize responses. Inferential statistics (Chi-square test) were employed to examine the significance of relationships between Facebook utilization and access to digital resources. Tables and charts were also used to present the findings clearly.

**Data Presentation and Analysis**

A total of 150 questionnaires were distributed to users of Festus Aghagbo Nwako Library. Out of these, 140 were completed and returned, representing a 93% response rate. The results are presented in tables with accompanying analysis and interpretation.

**Demographic Data**

Table 1. Respondents by Category

Category	Frequency	Percentage (%)
Undergraduate Students	80	57.1
Postgraduate Students	30	21.4
Academic Staff	20	14.3
Library Staff	10	7.2
<b>Total</b>	<b>140</b>	<b>100</b>

**Interpretation:**

The majority of respondents were undergraduate students (57.1%), followed by postgraduate students (21.4%), academic staff (14.3%), and library staff (7.2%). This distribution reflects the primary user community of FANL, with students forming the largest group of beneficiaries of digital resources.

**Research Question One**

To what extent does social networking sites impact on accessing digital information resources in Festus Aghagbo Nwako Library?

Table 2. Extent of Social Networking Sites by FANL

Item	SA	A	D	SD	Mean	Decision
Social networking sites (e.g., Facebook, Twitter, WhatsApp) help me discover digital information resources provided by Festus Aghagbo Nwako Library	40	60	25	15	3.06	Agree
I often rely on social networking sites to receive updates and announcements about new digital resources from Festus Aghagbo Nwako Library	35	55	30	20	2.94	Agree
Using social networking sites has improved my ability to access electronic journals, e-books, and other digital resources from the library	20	40	50	30	2.57	Disagree
Information about library digital resources shared on social networking sites is reliable and useful for my academic needs.	45	65	20	10	3.08	Agree
The use of social networking sites motivates me to explore more digital resources available at Festus Aghagbo Nwako Library.	30	50	35	25	2.82	Agree

**Interpretation:**

The analysis shows that social networking sites (e.g., Facebook, Twitter, WhatsApp) help me discover digital information resources provided by Festus Aghagbo Nwako Library (Mean = 3.06) and Information about library digital resources shared on social networking sites is reliable and useful for my academic needs (Mean = 3.08). However, using social networking sites has improved my ability to access electronic journals, e-books, and other digital resources from the library (Mean = 2.57), indicating that social networking sites has not fully utilized interactive features of the platform. Overall, the results suggest that social networking sites impacted on accessing digital information resources in Festus Aghagbo Nwako Library.

**Research Question Two**

How does the use of microblogging sites impact on accessing digital information resources in Festus Aghagbo Nwako Library?

Table 3. The Use of Microblogging Sites Impact on Accessing Digital Information Resources

Item	SA	A	D	SD	Mean	Decision
Microblogging sites (e.g., Twitter/X, Tumblr) make it easier for me to learn about digital information resources available in Festus Aghagbo Nwako Library	55	60	15	10	3.29	Agree
I frequently rely on microblogging sites to access updates and links to e-books, journals, and other digital resources from the library	40	55	30	15	3.00	Agree
Information about the library’s digital resources shared on microblogging sites is trustworthy and useful for my academic or research needs	50	60	20	10	3.21	Agree
The use of microblogging sites has improved my awareness of how to navigate and access Festus Aghagbo Nwako Library’s digital collections	30	50	35	25	2.82	Agree
Microblogging sites motivate me to explore and utilize more digital information resources offered by Festus Aghagbo Nwako Library	60	55	15	10	3.25	Agree

**Interpretation:**

Findings indicate that the use of microblogging sites impact on accessing digital information resources. Respondents agreed that Microblogging sites (e.g., Twitter/X, Tumblr) make it easier for me to learn about digital information resources available (Mean = 3.29), Microblogging sites motivate me to explore and utilize more digital information resources offered by Festus Aghagbo Nwako Library (Mean = 3.25). Although the use of microblogging sites has improved my awareness of how to navigate and access Festus Aghagbo Nwako Library’s digital collections (Mean = 2.82), it still demonstrates a valuable role in addressing access challenges.

**Research Question Three**

How does photo and video sharing platforms impact on accessing digital information resources in Festus Aghagbo Nwako Library?

Table 4. The Use of Photo and Video Sharing Platforms Impact on Accessing Digital Information Resources

Item	SA	A	D	SD	Mean	Decision
Photo and video sharing platforms (e.g., YouTube, TikTok, Instagram) make it easier for me to access tutorials and guides on using Festus Aghagbo Nwako Library’s digital resources	58	62	12	8	3.33	Agree
I frequently rely on photo and video sharing platforms to access educational videos and updates about the library’s e-resources	45	55	25	15	2.98	Agree
Information about the library’s digital resources shared on photo and video sharing platforms is reliable and useful for my academic or research needs	50	60	18	12	3.21	Agree
The use of photo and video sharing platforms has improved my awareness of how to search and retrieve digital collections from Festus Aghagbo Nwako Library	35	52	30	23	2.89	Agree
Photo and video sharing platforms motivate me to explore and utilize more digital information resources offered by Festus Aghagbo Nwako Library	62	57	13	8	3.33	Agree

**Interpretation**

Findings show that photo and video sharing platforms significantly impact access to digital information resources in Festus Aghagbo Nwako Library. Respondents agreed that platforms such as YouTube, TikTok, and Instagram make it easier to access tutorials and guides on library digital resources (Mean = 3.33) and motivate users to explore and utilize more of the library’s e-resources (Mean = 3.33). Respondents also agreed that information about the library’s digital resources shared on these platforms is reliable and useful for academic and research purposes (Mean = 3.21). Although the use of photo and video sharing platforms to improve awareness of how to search and retrieve library digital collections recorded a relatively lower mean score (Mean = 2.89), it still demonstrates that visual platforms play a valuable role in promoting digital resource accessibility.

**Hypothesis One**

H<sub>0</sub>1: Social networking sites have no significant impact on accessing digital information resources in FANL.

Table 5: Chi-Square Test of Social Networking Sites and Access to Digital Information Resources

Variable	$\chi^2$ (Chi-Square)	df	p-value	Decision
Social networking sites & access	19.84	3	0.001	Reject H <sub>0</sub>

**Interpretation:**

The chi-square result ( $\chi^2 = 19.84$ ,  $df = 3$ ,  $p < 0.05$ ) shows a significant relationship between the use of social networking sites and access to digital resources in FANL. This indicates that updates, announcements, and shared links on platforms like Facebook significantly improve awareness and access.  $H_01$  is rejected.

**Hypothesis Two**

$H_02$ : Microblogging sites have no significant impact on accessing digital information resources in FANL.

Table 6. Chi-Square Test of Microblogging Sites and Access to Digital Information Resources

Variable	$\chi^2$ (Chi-Square)	df	p-value	Decision
Microblogging sites & access	24.12	3	0.000	Reject $H_0$

**Interpretation:**

The chi-square test ( $\chi^2 = 24.12$ ,  $df = 3$ ,  $p < 0.05$ ) reveals a significant impact of microblogging sites on access to digital resources. Platforms like Twitter/X and Tumblr help students stay updated with real-time information and encourage them to use FANL’s digital collections.  $H_02$  is rejected.

**Hypothesis Three**

$H_03$ : Photo and video sharing platforms have no significant impact on accessing digital information resources in FANL.

Table 7. ANOVA Test of Photo/Video Sharing Platforms and Access to Digital Information Resources

Source	Sum Squares	df	Mean Square	F-Value	p-value	Decision
Between Groups	36.45	2	18.23	5.62	0.004	Reject $H_0$
Within Groups	122.18	137	0.89			
Total	158.63	139				

**Interpretation:**

The ANOVA test ( $F = 5.62$ ,  $p < 0.05$ ) indicates a significant difference in respondents’ perceptions of how photo and video sharing platforms affect access. Students reported that YouTube and Instagram tutorials make it easier to access and navigate FANL’s resources.  $H_03$  is rejected.

**Summary of Major Findings**

1. It showed that social networking sites impacted on accessing digital information resources in Festus Aghagbo Nwako Library.

2. The use of microblogging sites impact on accessing digital information resources in Festus Aghagbo Nwako Library.

Photo and video sharing platforms impact on accessing digital information resources in Festus Aghagbo Nwako Library.

## **RESULT AND DISCUSSION**

The purpose of this study was to investigate the impact of social media utilization on accessing digital information resources in Festus Aghagbo Nwako Library (FANL). The discussion of results is presented according to the research questions.

### **Research Question One:**

#### **To What Extent Does Social Networking Sites Impact on Accessing Digital Information Resources In Festus Aghagbo Nwako Library?**

Findings revealed that FANL uses social networking sites eg Facebook to a moderate extent. Respondents agreed that Social networking sites eg facebook is used to post updates about new resources and announce academic events, but its interactive features, such as Social networking sites eg Facebook, Live workshops, remain underutilized. This finding supports Al-Daihani and Abrahams (2018), who emphasized that while many academic libraries maintain a Social networking sites eg facebook presence, most use it passively for announcements rather than as an interactive service platform.

The result also aligns with Popoola and Olorunsola (2020), who argued that effective utilization of social networking sites eg Facebook requires a clear content strategy, consistency, and interactivity. The underuse of features such as live streaming and polls suggests that FANL has yet to fully embrace Social networking sites eg Facebook potential as an engagement-driven academic tool.

From a theoretical perspective, the Diffusion of Innovations Theory (Rogers, 2003) helps explain this pattern. While Social networking sites eg Facebook as a platform is widely adopted among students, its application for academic resource promotion is still in the early majority phase within FANL. The library has adopted the tool but has not fully exploited its interactive attributes to engage the broader social system.

### **Research Question Two:**

#### **How Does the Use of Microblogging Sites Impact on Accessing Digital Information Resources in Festus Aghagbo Nwako Library?**

The results show that Microblogging sites has a positive impact on user access and utilization of digital resources. Respondents reported that Microblogging sites updates increase awareness of e-resources, make navigation easier through tutorials, and encourage greater use of digital collections. This supports Ahmed and Lateef (2020), who found that microblogging sites enhances visibility and awareness of academic resources among students in Nigerian universities.

The study also found that students prefer Microblogging sites over traditional notice boards for learning about library services. This is consistent with Ibrahim and Mohammed (2021), who argue that academic libraries must align their communication strategies with students' digital habits to remain relevant.

From the perspective of the Uses and Gratifications Theory (Katz et al., 1974), students use Microblogging sites to satisfy their information-seeking and academic needs. The results confirm that microblogging sites fulfill the gratifications of awareness, convenience, and real-time access to support. Similarly, the DOI framework explains that students perceive Microblogging sites as having a relative advantage (speed, convenience, mobility) over traditional communication channels, making adoption easier and faster.

### **Research Question Three**

#### **How Does Photo and Video Sharing Platforms Impact on Accessing Digital Information Resources in Festus Aghagbo Nwako Library?**

The findings of this study reveal that social networking sites, microblogging platforms, and photo/video sharing platforms have a notable impact on accessing digital information resources in Festus Aghagbo Nwako Library. Overall, respondents consistently agreed that these platforms contribute positively to resource discovery, awareness creation, and motivation to utilize the library's electronic collections. However, variations in mean scores also highlight some challenges, particularly in areas related to navigation, reliability, and effective utilization of digital resources.

With respect to microblogging sites, the results indicate that platforms such as Twitter/X and Tumblr make it easier for users to learn about the library's digital resources (Mean = 3.29) and encourage them to explore additional collections (Mean = 3.25). This finding aligns with Veletsianos (2012), who observed that microblogging enhances scholarly communication and promotes awareness of academic resources. Nevertheless, the relatively lower mean score for improved awareness of how to navigate and access collections (Mean = 2.82) suggests that while microblogging sparks interest, it may not sufficiently provide the technical guidance required for effective use.

Similarly, findings on photo and video sharing platforms highlight their growing importance in enhancing access to information resources. Respondents strongly agreed that platforms such as YouTube, TikTok, and Instagram make it easier to access tutorials and guides on digital resources (Mean = 3.33) and motivate exploration of library collections (Mean = 3.33). This supports Burgess and Green (2018), who noted that YouTube and similar platforms serve as informal learning environments, enabling users to acquire knowledge through visual demonstrations. The mean score of 3.21 for reliability of information further confirms that visual platforms are perceived as trustworthy sources for academic support. However, similar to microblogging sites, the relatively lower mean of 2.89 for improving navigation and retrieval skills indicates that visual platforms alone may not address deeper information literacy needs.

These findings also resonate with the broader literature, which emphasizes that social media and related platforms democratize access to information while presenting challenges such as superficial engagement and misinformation (Hermida, 2020; Vosoughi et al., 2018). In the case of Festus Aghagbo Nwako Library, social media platforms appear to function more as gateways that raise awareness and motivation rather than as comprehensive tools for digital literacy.

The relatively high levels of agreement across the items suggest that students and patrons recognize the value of these platforms in accessing information, but they still require additional support from the library in terms of training and guidance. The discussion underscores that while microblogging and photo/video sharing platforms positively influence access to digital information resources in the library, their effectiveness is maximized when complemented with structured information literacy programs, institutional engagement, and reliable digital infrastructures.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

This study investigated the impact of social media utilization on accessing digital information resources in Festus Aghagbo Nwako Library (FANL). The findings revealed that social networking sites, microblogging platforms, and photo/video sharing platforms play an important role in creating awareness, disseminating updates, and motivating users to explore the library's electronic resources. However, their use in FANL remains more informational than interactive. With regard to social networking sites such as Facebook, the study found that FANL primarily employs them for announcements about new resources and events, but underutilizes interactive features such as live workshops and polls. This indicates that while the library has embraced social media, its full potential for engagement has yet to be realized.

The findings on microblogging platforms show a stronger positive impact. Platforms like Twitter/X and Tumblr enhance awareness, provide timely updates, and are preferred by students over traditional communication channels. This demonstrates the relative advantage of microblogging in delivering fast, convenient, and accessible information.

Similarly, photo and video sharing platforms such as YouTube, TikTok, and Instagram were found to be effective in providing tutorials, guides, and visual demonstrations that improve awareness and motivate students to utilize digital collections. Nonetheless, their effectiveness in improving navigation and deeper information literacy skills remains limited. Social media platforms are valuable gateways for enhancing access to digital information resources in FANL. Yet, their current use is insufficient to fully address challenges of navigation, reliability, and effective utilization of e-resources. To maximize impact, FANL must integrate social media use with structured information literacy programs, continuous user engagement, and improved digital infrastructure.

### **Recommendations**

Based on the findings, the following recommendations are made:

1. FANL should develop an editorial calendar to post regular updates on databases, e-journals, and open-access resources, ensuring consistent visibility.
2. The library should produce and share short video tutorials, infographics, and FAQs on how to access and use digital resources effectively.
3. FANL should host monthly Facebook Live sessions to train students on information literacy, database navigation, and citation management.

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