Exploring Social Media Technologies Awareness and Use among Postgraduate Students of Library and Information Science in Nigeria: An Investigative Study

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ABSTRACT

The prominent role accorded to social media in the academic community for research, teaching and learning revolves around its significance among users. Social media offers a platform for individuals to engage with and share perceptions relating to different disciplines. This current research was conducted to investigate the level of awareness and frequency of social media technology use among postgraduate students of Library and Information Science in Nigerian universities. The descriptive survey design was used for the study. Structured questionnaires were used to collect data from 919 library and information science (LIS) postgraduate students in the universities. In all, 742 copies out of the 919 distributed were returned and found usable, thereby making the return rate to be 81%. Data collected were analysed using mean and standard deviation. The study revealed that the LIS postgraduate students frequently use social media such as Wikipedia ($x=3.94>3.50$), Instagram ($x=3.86>3.50$), Facebook ($x=3.85>3.50$), Zoom ($\bar{x}=3.78>3.50$), LinkedIn ($x=3.69>3.50$), YouTube ($\bar{x}=3.54>3.50$), Twitter ($x=3.52>3.50$). The study established that students use social media tools for their personal, professional and research activities. The study also found that the level of awareness and use of social media by the students was high. The study recommended that the use of social media should be incorporated into the LIS curriculum including training sessions for the students on how to use the media effectively.

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1. Introduction

The rapid advancement of information and communication technologies has had a radical effect in the field of LIS, so much so that information access is presently easily available, and its adoption and use in libraries and information exercises have changed the information philosophy to worldwide access. The mechanical headway has stimulated the use of social media in the field of LIS discipline. LIS is a profession that is made up of people who are passionate about making a positive change in the world and bridging the gaps that exist between people, information and technology (University of Washington Information School, 2017). Library and Information Science (LIS), as a discipline, is becoming highly competitive due to the emerging technologies needed to impart knowledge to students for them to compete with their contemporaries from other disciplines in the labour market. LIS schools, all over the world including Nigeria, are also embracing the use of these technologies such as social media tools for teaching and learning purposes.

The advent of social media has changed the method by which individuals, communities, and/or organisations interact. It must be pointed out that even greater importance has been attached to the use of social media technologies to create, share, communicate, upload information, collaborate and edit generated information content. Social media platforms, for example, Twitter and Facebook have encountered remarkable development in users' numbers which has caused an expansion of information as data, feelings and connections. Social media applications have advanced gradually into all areas of human lives and impacting how people live, work, play, learn and socialise. It was further posited that social media is a set of applications such as YouTube, LinkedIn, WhatsApp, Twitter, and Facebook, that connect persons as they disseminate information via social networking platforms.

In Nigeria, Clement (2019) pointed out that, in 2018, there were about 29.3 million social network users in Nigeria, and that, by 2023 the number is anticipated to get to 36.8 million social network users. Furthermore, Clement (2019) also noted that Facebook users in Nigeria as of 2018 were 22.4 million and it is likely to arrive at 30.4 million in 2023. Similarly, S'Tayo, Adebola and Yahya (2019) distinguished social media as a tool that allows clients to interact, using two-way communication; that is, social media permits an individual with an online account to communicate their views to other individuals with the tools.

It was observed that using these social media sites may become a herculean task if the students are not aware of their existence. That is, awareness of social media technologies is of paramount importance to LIS postgraduate students for their research, personal, and professional development in the 21st Century. Also, LIS postgraduates in their response to such changes ought to be aware of the variety of social media sites available to help them in their personal and academic pursuit. No doubt, social media will continue to grow and new platforms will be emerging. Thus, awareness of social media could have an effect on the utilisation of social media among postgraduate students. The main objective of the study was to assess the level of awareness and use of social media among the postgraduate students of Library and Information Science in Nigeria.

2. Research Questions

This study will be guided by the following research questions:
(1) What is the level of awareness of social media by the LIS PG students in Nigerian universities?
(2) What is the frequency of social media use by LIS PG students in Nigerian universities?

• Hypothesis
The following null hypothesis was tested at a 0.05 level of significance.
There is no significant relationship between awareness of social media and the use of social media among LIS postgraduate students.

3. Literature Review

The emergence of social media in this era of global information is the most active internet service that is changing today's society and it has brought about several developmental changes in the way individuals communicate and interact with each other. Communication has gone beyond face-to-face communication to one-to-many communication, thereby, reducing the rate of time information is sent across from one place to another, making information to be easily accessible and cheap all over the globe. The awareness and popularity of social media in society cannot be over-emphasised because social network seems to have become a household name in society including Nigeria.

Hamzah, Ani, Rameli Noranifitri, Halim, Md Ali, Rahman, Attan, Khairol and Kamri (2021) investigated the level of social media awareness of university students on cybercrime. The study found that the level of university students' social media awareness towards cyber security is at a moderate level. Moustapha (2022) examined students' awareness and use of social media among ICT students at Kwara State University, Nigeria, findings revealed that the majority of the students are aware of social media. Also, the result of a study carried out by Okuonghae (2018) on awareness of social media usage for informal scientific communication among 284 librarians in university libraries in South-South, Nigeria, reported that librarians are aware of social media which they use for informal scientific communication but the extent of awareness was low among the librarians. A study carried out by Tolorunleke, Akoji, Ibrahim, and Ishaka (2019) on the awareness and competency of postgraduate students on academic social networking sites in South-West, Nigeria reported that the majority of the students are aware of the social networking sites.

The use of social networks assists in getting access to educational-related materials and other general information. The research from Ajegbomogun and Oduwole (2017) affirmed that the use of social media and networking tools is vital to postgraduate students in the course of conducting scholarly research and in achieving scholarly targets. Similarly, Moustapha (2022) reported that ICT students of Kwara State University use social media sites to make friends, share information, socialize and conduct research.

Some studies such as Ozmen and Atici (2014) and Yang and Dehart (2016) noted that students have positive attitudes towards the use of social networking sites and the use of social media increased frequency of usage (Ozmen & Atici, 2014; Yang & Dehart, 2016). Similarly, Amuda and Tella (2017) and Sahal and Guha (2019) noted that Facebook is the most popular and frequently used social network tool by students while Aboalshamat, Alkiyadi, Alsaleh, Reda, Alkhaldi, Badeeb, and Gabb (2019) submitted that most popularly used social media among the dental teachers and learners were Instagram, Snapchat, and WhatsApp in Saudi Arabia.

The frequent use of social media has proven that many people are aware of its importance in society and that social media applications are relevant and provide great opportunities for business organisations and academic fields including librarianship at a cheap cost and high level of efficiency. Presently, there are many library schools in the country producing LIS postgraduate students to serve the demand for librarians. In the course of training LIS postgraduate students, some library schools and lecturers are now using the great potential of social media to facilitate teaching and learning.

As observed by Mustafa (2018) majority of postgraduate students in society make use of social network sites to gain knowledge and also to stay connected with their social circle. Also, Aba and Makinde (2023) conducted a study to examine the use of social media in libraries and its impact on students at Ambrose Ali University, Edo, Nigeria. Analysis of the result shows that there was a positive relationship between social media usage and the academic performance of students. The study recommended that awareness programs of the use of social media platforms should be provided by the university and library to the students as well as providing access to the use of social media resources to the students.

4. Theoretical Framework

4.1 Uses and Gratification Theory

Uses and gratifications theory (UGT) is a media theory also called the needs and gratification theory. It was propounded by Katz, Blumler and Gurevitch (1974) and centres on why individuals utilise certain media as opposed to the content. Uses and gratification theory suggests that clients or media consumers are actively choosing specific media content according to their needs and if there are any effects, they would be conscious or at least intended. Uses and gratification theory developed on the historical backdrop of communication theories and exploration which began with researchers' investigations of radio listeners in the early 1940s. The primary strength of uses and gratifications (U and G) theory lies in its capacity to allow individuals to explore mediated communication situations through single or multiple sets of communication channels within a particular or cross-cultural context.

Whiting and Williams (2013) averred that the U and G theory is essential to social media because of its foundations in the communications literature. The authors upheld this view when they confirmed that social media is a communication system that empowers people to communicate with a great

populace of people across the world. The essential thought of the U and G theory is that people search out media that satisfies their needs and prompts intense gratification. Applying U and G theory to the context of this study, it was assumed that gratifications which is the satisfaction derived from using social media technologies could motivate LIS postgraduates to use social media as long as it fulfils their needs. More so, the use of social media for personal and professional goals can only be achieved if LIS postgraduates have many social media choices and motivations and are satisfied with social media technologies. Therefore, the uses and gratifications theory provides a good way to examine the motivations and satisfaction of LIS postgraduate students on the use of social media.

5. Methodology

The descriptive survey research method was used for the study. The sample population for this study includes all postgraduate students in the 16 universities offering postgraduate programmes in Library and Information Science in Nigeria as of the 2018/2019 academic session. Nine hundred and nineteen (919) postgraduate students participated in the survey and 742 were returned and found usable given a response rate of 81%. The data collection instrument was a structured questionnaire developed by the researchers. The questionnaire has Three (3) sections: Section A: This covers the demographic information of LIS postgraduate students. It consists of seven questions comprising the level of study, age, gender, and work experience. Section B: "Level of awareness of social media" measured the level of awareness of social media by LIS postgraduate students with 38 items. The rating scale adopted is Fully Aware (FA) = 4 Partially Aware (PA), = 3 and Lowly Aware (LA) = 2 and Never (N) = 1 Data collected were analysed using Statistical Package for the Social Sciences and results were presented in the form of descriptive statistics of frequency counts and percentages while Section C measured the frequency of use of social media. It consists of 38 items using social media tools such as social network sites, collaborative projects, social bookmarking tools, blogs, microblogs and content communication tools with options such as Daily =6; Weekly =5, Monthly =4, Quarterly =3, Annually =2, Never =1. Copies of the questionnaire were administered to the respondents by the researcher and trained research assistants in each of the sixteen (16) universities for eight (8) weeks. Data collected were analysed using Statistical Package for the Social Sciences and results were presented in the form of descriptive statistics of frequency counts and percentages while simple correlation analysis (Pearson's Product Moment Correlation method) was used in testing the hypothesis at 0.05 level of significance.

6. Results

6.1 Demographic Characteristics of Respondents

Table 1 presents the demographic characteristics of the respondents. According to the analysis,

531 (72%) are Master's students while 211 (28%) are PhD students. This showed that the majority of respondents that constituted the population sampled were master students. On the mode of study, the result shows that the highest number of respondents were in full-time study 525 (71%) while 217 (29.2%) were in part-time study. The marital status of the respondents indicated that 455 (61%) were married, 261 (35%) were single, 20 (3%) were divorced and 6 (1%) were widowed. Results on gender show that the majority of the respondents were female 402 (54%) while males constituted 340(46%). This implies that females are dominant to male postgraduate students in the library and information programme. On the employment status of the respondents, results showed that 579 (78%) were employed while 163 (22%) were not employed. Findings from the study also indicated that the work experience of the respondents ranges between 3 years and 22 years with an average of 7.6 years. As for age, the result indicated that respondents' ages range between 20 years and 62 years with an average age of 32.5 years and a standard deviation of 9.1 years.

Table 1. Demographic characteristics of the Respondents

Demographic Characteristics	Categories	Frequencies	Percentages
Level of study	Masters	531	71.6
	PhD	211	28.4
	Total	**742**	**100.0**
Mode of study	Full time	525	70.7
	Part-time	217	28.4
	Total	**742**	**100.0**
Marital Status	Single	261	35.2
	Married	455	61.3
	Divorced	20	2.7
	Widowed	6	.8
	Total	**742**	**100.0**
Gender	Male	340	45.8
	Female	402	54.2
	Total	**742**	**100.0**
Employment status	Employed	579	78.0
	Not employed	163	22.0
	Total	**742**	**100.0**

- **Research Question One: What is the level of Awareness of Social Media by LIS Postgraduate Students?**

Table 2 presents the results on the level of awareness of social media by LIS postgraduate students in Nigerian universities. Level of awareness of social networks revealed that Facebook ($\bar{x}$=3.36) was ranked highest by their mean score rating followed by Google+ ($\bar{x}$=3.30), while Hi5 ($\bar{x}$=2.66) had the lowest mean score. Based on the level of awareness of collaborative projects, the result indicates shows that Wikipedia was ranked highest with a mean score rating of ($\bar{x}$=3.18), followed by the Wiki ($\bar{x}$=2.93) while other collaborative project tools such as Google Docs, Dropbox, and Skype, GoToMeeting and WebEx and ProofHub scored the least with a mean

score of ($\overline{x}$=2.59).

Table 2. Awareness of social media tools by the LIS postgraduate students

S/N	Social media Tools	Fully Aware	Partially Aware	Lowly Aware	Never	Mean	S.D
	Social networks	N %	N %	N %	N %		
1	Facebook	411 55.4	231 31.1	55 7.4	45 6.1	3.36	0.86
2	Google+	375 50.5	259 34.9	65 8.8	43 5.8	3.30	0.86
3	Instagram	339 45.7	280 37.7	76 10.2	47 6.3	3.23	0.87
4	LinkedIn	209 28.2	363 48.9	95 12.8	75 10.1	2.95	0.90
5	MySpace	180 24.3	342 46.1	111 15.0	109 14.7	2.80	0.97
6	Hi5	131 17.7	358 48.2	123 16.6	130 17.5	2.66	0.96
	Collaborative projects						
7	Wikipedia	318 42.9	299 40.3	69 9.3	56 7.5	3.18	0.89
8	Wiki	195 26.3	370 49.9	110 14.8	67 9.0	2.93	0.88
9	WikiHow	127 7.1	366 49.3	160 21.6	89 12.0	2.72	0.89
10	Wiktionary	137 18.5	344 46.4	168 22.6	93 12.5	2.71	0.91
11	Others (Please specify)	50 6.7	445 60.0	143 19.3	104 14.0	2.59	0.81
	Social bookmarking tools						
12	Others (Please specify)	122 18.4	479 64.6	82 11.1	59 8.0	2.89	0.76
13	Del.icio.us	98 13.2	356 48.0	171 23.0	117 15.8	2.59	0.91
14	Pinterest	103 13.9	343 46.2	175 23.6	121 16.3	2.58	0.92
15	Digg.com	89 12.0	356 48.0	179 24.1	118 15.9	2.56	0.90
16	StumbleUpon	109 14.7	329 44.3	175 23.6	129 17.4	2.56	0.94
17	Reddit	72 9.7	365 49.2	191 25.7	114 15.4	2.43	0.87
	Blogs						
18	Webs	244 32.9	337 45.4	103 13.9	58 7.8	3.03	0.88
19	blogger.com	215 29.0	342 46.1	110 14.8	75 10.1	2.94	0.92
20	Others (Please specify)	133 17.9	473 63.7	78 10.5	58 7.8	2.92	0.77
21	WordPress	196 26.4	352 47.4	109 14.7	85 11.5	2.89	0.93
22	Weebly	128 17.3	366 49.3	152 20.5	96 12.9	2.71	0.90
23	Ghost	113 15.2	370 49.9	151 20.4	108 14.5	2.66	0.91
24	Tumblr	103 13.9	366 49.3	170 22.9	103 13.9	2.63	0.89
	Microblogs						
25	Twitter	246 33.2	327 44.1	94 12.7	75 10.1	3.00	0.93
26	Others (Please specify)	45 6.1	572 77.1	80 10.8	45 6.1	2.83	0.62
27	MySay	120 16.2	351 47.3	151 20.4	120 16.2	2.63	0.94
28	Friend feed	99 13.3	376 56.7	145 19.5	122 16.4	2.61	0.91
29	Moodmill	65 8.8	365 49.2	162 21.8	150 20.2	2.46	0.91
30	Emotions	57 7.7	388 49.6	167 22.5	150 20.2	2.45	0.90
	Content Communication						
31	YouTube	359 48.4	292 39.4	71 9.6	20 2.7	3.33	0.76
32	Snapchat	240 32.3	324 43.7	118 15.9	60 8.0	3.00	0.90
33	Others (Please specify)	27 3.6	614 82.7	65 8.8	36 4.9	2.85	0.54
34	Flickr	136 18.3	333 44.9	152 20.5	121 16.3	2.65	0.96
35	MetaCafe	133 17.9	347 46.8	128 17.3	134 18.1	2.65	0.97
36	Imageshack	98 13.2	357 48.1	147 19.8	140 18.9	2.56	0.94
37	Vimeo	98 13.2	335 45.1	177 23.9	132 17.8	2.54	0.93
38	PhotoBucket	81 10.9	388 52.3	137 18.5	136 18.3	2.26	0.91
Weighted mean						2.76	0.88

Results on the level of awareness of social bookmarking tools indicate that other social bookmarking tools such as E-learning tags, Pinboard and Evernote scored the highest mean ranking of ($\bar{x}$=2.89) followed by Del.icio.us ($\bar{x}$=2.59) while Reddit had the least mean score of ($\bar{x}$=2.43). On the level of awareness of blogs, the result revealed that Webs has the highest mean score of ($\bar{x}$=3.03) followed by blogger.com ($\bar{x}$=2.94>2.50) while Tumblr has the lowest mean score of ($\bar{x}$=2.63). Similarly, results on the level of awareness of microblogs indicated that Twitter has the highest mean score of ($\bar{x}$=3.00) while Emotions has the lowest mean rating of ($\bar{x}$=2.45).

Results of the level of awareness on content communication indicated that YouTube was ranked highest with a mean score rating of ($\bar{x}$=3.33), followed by Snapchat ($\bar{x}$=2.85), other content communication tools such as Zoom, Fleep and Google Photo ($\bar{x}$=3.00) has the least mean score of ($\bar{x}$=2.26). To determine the level of awareness of social media by LIS postgraduate students, a test of norm was conducted (see Table 2.1).

Table 2.1. Test of norm showing the level of awareness of social media

Interval	Mean	Level	Frequency	Percentage
1 - 51	106.3989	Low awareness	1	0.1%
52 - 103		Moderate awareness	245	33.0%
104 - 152		High awareness	496	66.8%

Table 2.1 presents the result of a test of the norm on the level of awareness of social media of the respondents. The maximum score of awareness of social media is 152. A score of 1-51 indicated low awareness, a score of 52-103 indicated moderate awareness while a 104-152 score represented high awareness. 1 (0.1%) of the respondents showed low awareness of social media, 245 (33.0%) showed a moderate level of awareness of social media and 496 (66.8%) revealed a high level of social media. The overall mean index recorded was 106.3989 which fall within the "High awareness" range. This implies that the level of awareness of social media by the respondents was high.

• **Research Question Two: What is the frequency of social media use by the LIS PG students?**

Table 4 presents the result on the frequency of use of social media tools by the LIS postgraduate students in Nigerian universities. The result on use of social networks indicated that Instagram was ranked highest ($\bar{x}$ =3.86>3.50) followed by Facebook ($\bar{x}$=3.85>3.50), Google+ ($\bar{x}$=3.69>3.50), Linkedln ($\bar{x}$=3.69>3.50), MySpace ($\bar{x}$=3.36<3.50) while Hi5 ($\bar{x}$=3.29<3.50) was ranked the lowest. This implies that Instagram, Facebook, Google+ and LinkedIn were the main social network tools used by the respondents.

The result on the frequency of use of collaborative tools revealed that Wikipedia ranked highest with a mean score of ($\bar{x}$=3.94>3.50), followed by other collaborative tools such as Google Docs, Dropbox, Skype, ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx ($\bar{x}$=3.50) while Wiki has the least mean score of ($\bar{x}$=3.17<3.50). The mean score indicates that Wikipedia and other collaborative tools were the major collaborative tools frequently used by the students.

Table 4. Frequency of use of social media tools by the LIS postgraduate students

	Daily	Weekly	Monthly	Quarterly	Annually	Never	Mean	S.D
Social networks	N %	N %	N %	N %	N %	N %		
Instagram	231 31.1	332 44.7	40 5.4	15 2.0	79 10.6	45 6.1	3.86	1.07
Facebook	353 47.6	305 41.1	4 0.5	2 0.3	53 7.1	25 3.4	3.85	0.78
Google+	37 5.0	11 1.5	279 37.6	308 41.5	73 9.8	34 4.6	3.69	1.17
LinkedIn	63 8.5	10 1.3	114 15.4	391 52.1	114 15.4	50 6.7	3.69	1.17
MySpace	115 15.5	24 3.2	142 19.1	322 43.4	97 13.1	42 5.7	3.36	0.78
Hi5	161 21.7	22 3.0	126 17.0	302 40.7	76 10.2	55 7.4	3.29	1.07
Collaborative projects								
Wikipedia	22 3.0	6 0.8	200 27.0	350 47.2	107 14.4	57 7.7	3.94	1.01
Others (Please specify)	158 21.3	31 4.2	77 10.4	305 41.1	100 13.5	71 9.6	3.50	1.57
WikiHow	124 16.7	49 6.6	85 11.5	318 42.9	105 14.2	61 8.2	3.44	1.47
Wiktionary	116 15.6	51 6.9	86 11.6	311 41.9	110 14.8	68 9.2	3.39	1.47
Wiki	64 8.8	16 2.2	157 21.2	319 43.0	120 16.2	66 8.9	3.17	1.25
Social bookmarking tools								
Del.icio.us	144 19.4	43 5.8	71 9.6	298 40.2	122 16.4	64 8.6	3.46	1.54
Reddit	150 20.2	46 6.2	42 5.7	306 41.2	127 17.1	71 9.6	3.42	1.58
Pintrest	139 18.7	27 3.6	79 10.6	304 41.3	132 17.8	61 8.2	3.40	1.51
StumbleUpon	79 10.6	23 3.1	136 18.3	360 48.5	106 14.3	38 5.1	3.32	1.23
Others (Please specify)	81 10.9	18 2.4	156 21.0	325 43.8	113 15.2	49 6.6	3.30	1.27
Digg.com	163 22.0	42 5.7	57 7.7	290 39.1	123 16.6	67 9.0	3.27	1.60
Blogs								
Webs	149 20.1	30 4.0	67 9.0	319 43.0	113 15.2	64 8.5	3.88	1.54
Others (Please specify)	136 18.3	37 5.0	111 15.0	318 42.9	89 12.0	51 6.9	3.54	1.45
Ghost	141 19.0	29 3.9	77 10.4	336 45.3	98 13.2	61 8.2	3.46	1.49
WordPress	132 17.8	32 41.3	98 13.2	310 41.8	115 15.5	55 7.4	3.45	1.47
Weebly	90 12.1	23 3.1	180 24.3	314 42.3	105 14.2	30 4.0	3.45	1.25
blogger.com	117 15.8	28 3.8	106 14.5	347 46.8	97 13.1	45 6.1	3.44	1.38
Tumblr	103 13.9	30 4.0	128 17.3	310 41.8	129 16.2	51 6.9	3.37	1.37
Microblogs								
Twitter	152 20.5	30 4.0	126 17.0	254 39.6	81 10.9	59 8.0	3.60	1.50
Others (Please specify)	152 20.5	36 4.9	74 10.0	327 44.1	91 12.3	62 8.4	3.52	1.52
Friendfeed	147 19.8	31 4.2	99 13.3	299 40.3	108 14.3	60 8.1	3.39	1.52
Emotions	126 17.0	40 5.4	78 10.5	316 42.6	121 16.3	61 8.2	3.39	1.48
MySay	43 5.8	9 1.2	282 35.3	309 41.6	86 11.6	33 4.4	3.35	1.05
Moodmill	115 15.5	33 4.4	89 12.0	311 41.9	132 17.8	62 8.4	3.33	1.45
Content communication								
Others (Please specify)	2 0.3	2 0.3	115 15.5	388 52.3	183 24.7	52 7.0	3.78	0.82
YouTube	154 20.8	44 5.9	81 10.9	304 41.0	88 11.9	71 9.6	3.54	1.56
MetaCafe	-	1 0.1	368 49.6	300 40.4	49 6.6	24 3.2	3.37	0.75
Flickr	84 11.3	34 4.6	154 20.8	316 42.6	90 12.1	64 8.6	3.35	1.33
PhotoBucket	2 0.3	1 0.1	289 38.9	383 51.6	46 6.2	21 2.8	3.28	0.72
Imageshack	-	2 0.3	255 34.4	402 54.2	62 8.4	21 2.8	3.21	0.71
Vimeo	148 19.9	50 6.7	73 9.8	312 42.0	107 14.4	52 7.0	3.17	1.51
Snapchat	2 0.3	1 0.1	110 14.8	366 49.3	178 24.3	85 11.5	2.69	0.88
Weighted mean							3.43	1.29

NB: The average for six items is 3.50
(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

On social bookmarking, findings showed that Del.icio.us was ranked the highest ($\bar{x}=3.46<3.50$), followed by Reddit ($\bar{x}=3.42<3.50$), while Digg.com has the lowest mean score of ($\bar{x}=3.27<3.50$). Inference to be drawn from the result revealed that Del.icio.us was the major frequently-used social bookmarking tool while Digg.com was the least social bookmarking tool used by the respondents. In addition, the average mean of a six-item score is ($\bar{x}=3.50$) and the mean score of all the items on social bookmarking tools was less than ($\bar{x}=3.50$) which signified that the respondents do not frequently use the tool. In addition, it could also be attributed to the fact that majority of the respondents were not aware of the social bookmarking tools and, hence, they do not frequently make use of the tools.

On blogs, the result indicates that Web was ranked the highest with a mean score of ($\bar{x}=3.88>3.50$), followed by other blog tools such as Live Chat, Canva, Feedly and Flipboard with a mean score of ($\bar{x}=3.54>3.50$) while Tumblr ($\bar{x}=3.37<3.50$), was ranked the least. This implies that Web and other blog tools such as Live Chat, Canva, Feedly and Flipboard were the major blog tools frequently used by the respondents. Based on Microblogs, other microblog tools such as Twitter were ranked the highest with a mean score of ($\bar{x}=3.60>3.50$) followed by Scoop. it and Plurk ($x=3.52>3.50$), while Moodmill ($\bar{x}=3.33<3.50$) was ranked the lowest. This implies that other microblogs such as Scoop. it, Plurk OGoing and Twitter were the major micro-blogging tools frequently used by the respondents.

On content communication, other content communication tools such as Zoom, fleep, Google Photo, and Hip Chat have the highest mean rating of ($\bar{x}=3.78>3.50$) followed by YouTube ($\bar{x}=3.54>3.50$) while Snapchat has the lowest mean score of ($\bar{x}=2.69<3.50$). The result indicated that other content communication tools and YouTube were the major content communication tools frequently used by the respondents.

To ascertain the frequency of social media use by LIS postgraduate students, a test of norm was conducted (see Table 4.1)

Table 4.1. Test of norm showing the frequency of social media use by the respondents

Interval	Mean	Level	Frequency	Percentage
1-51	127.8625	Low use	4	0.5%
52-103		Moderate use	120	16.2%
104-152		High use	618	83.3%

Table 4.1 revealed the test of norm on the frequency of social media use. The maximum score of frequency of use is 152. A score of 1-51 indicated low use; 52-103 indicated moderate use while 104-152 showed high use. The overall mean score of use of social media by the respondents is =127.8625 SD 33.19, the mean score falls within the range of 104-152 which revealed that respondents' use of social media tools was high. 4 (0.5%) of the respondents had a low frequency of use, 120 (16.2 %) had a moderate frequency of use and 618 (83.3%) had a high frequency of social media use. Therefore, the result showed that the frequency of social media use among the respondents was high.

Table 5 revealed that positive and significant relationships existed between social networks awareness (r=0.280, p<0.05), collaborative project awareness (r=0.298, p<0.05), social bookmarking tools awareness (r=0.259, p<0.05), blogs awareness (r=0.125, p<0.05), microblogs awareness (r=0.323, p<0.05), content communication awareness (r=0.820, p<0.05) with use of social media. The analysis also indicates a stronger relationship was observed between content communication awareness with the use of social media tools. This implies that a significant relationship was found between awareness of social media and the use of social media among postgraduate students of Library and Information Science in Nigeria (r=0.351, p<0.05).

Table 5. Correlation between awareness of social media and use of social media by the LIS postgraduate students

S/N	Awareness of SM	1	2	3	4	5	6	7	8	Mean	S.D
1	Social network	1	.621**	.352**	.495**	.274**	.321**	.741**	.280**	18.30	4.15
2	Collaborative project		1	.612**	.566**	.384**	.239**	.808**	.298**	14.14	3.35
3	Social bookmarking tools			1	.694**	.620**	-.111**	.748**	.259**	15.71	4.32
4	Blogs				1	.686**	0.01	.827**	.125**	19.78	4.34
5	Microblogs					1	-.194**	.652**	.323**	15.99	4.08
6	Content communication						1	.356**	.820**	22.48	5.17
7	Awareness of Social media							1	.351**	106.40	17.11
8	Use of social media								1.00	127.86	33.19

**. Correlation is significant at the 0.05 level (2-tailed).

7. Discussion of Findings

The awareness and utilisation of social media technologies among the postgraduate students of Library and Information Science in Nigeria have been on the unparallel rise over the past years since its emergence also the frequent use of these sites is growing among students. Results showed that the level of awareness of social media by the LIS postgraduate students was high. This result is an encouraging development because of the changing nature of technology and innovation, especially in social media application, adoption and use. Postgraduate students in the field of library and information studies are expected to keep abreast of new technological developments to carry out their daily activities effectively. This is not surprising as studies such as Moustapha (2022 posited that there is a high level of awareness of social media tools among students in tertiary institutions in Nigeria. Also, the result on awareness inferred that the majority of the respondents were aware of most of the social media tools such as Facebook, Instagram, Google+, LinkedIn, Hi5, Myspace, Wikipedia, WordPress, Twitter, YouTube, Flickr, and Snapchat. This aligns with Tolorunleke, Akoji, Ibrahim, and Ishaka (2019) and Okuonghae (2018) who reported that the majority of the students are aware of most social networking sites.

In addition, the result indicated that the frequently used social media tools are popular among the students and that the students use the social media tools with high levels of frequency in respective of their age, colour and educational level. This result supports the findings of Clement (2019). The results also indicated that Facebook, LinkedIn, Hi5, Instagram, Wikipedia, Webs, Twitter, YouTube and Google+ were frequently used social media tools by the LIS postgraduate students in universities in Nigeria. The finding corroborates that of Ozmen and Atici (2014) and Yang and Dehart (2016) who found that students frequently use social media and its use has positively improved communication while the result of the study also revealed that the majority of the students do not frequently use some social media such as Hi5, Myspace, Reddit, Del.icio.us, Pinterest, WordPress, Flickr, MetaCafe, and Snapchat. This implies that the reason for the lowest frequency of social media could be attributed to the fact that most of the LIS postgraduate students in universities in Nigeria are not aware of these tools and do not have accounts with them, hence they do not use the social media tools.

8. Conclusion and Recommendations

The awareness and utilisation of social media technologies among the postgraduate students of Library and Information Science in Nigeria have been on the unparallel rise over the past years since its emergence also the frequent use of these sites is growing among students across the globe including postgraduate students in Nigerian library schools. Thus, the study established that LIS postgraduate students use social media tools frequently. Also, a high level of awareness, high level of accessibility, and high level of use of social media tools were found in the study.

Based on the above findings, the study recommends:
 ⅰ) Library and information science postgraduate students should constantly improve their ICT skills and competence in the area of social media application since social media tools are constantly evolving;
 ⅱ) Use of social media should be incorporated into the LIS curriculum including training sessions for the students on how to use the media;
 ⅲ) For effective utilisation of social media tools by LIS postgraduate students, heads of library schools, lecturers and university librarians in the various universities should continuously create awareness among LIS postgraduate students about social media sites relevant to their studies or professions.

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[Appendix]

Dear Sir/Madam,
We are carrying out a study to elicit information on awareness and use of social media among Library and Information Science postgraduate students in Nigerian universities. You are assured of the strictest confidentiality and anonymity. Thank you very much for your time and cooperation.

Yours sincerely,

Nduka, Stella & Popoola, Sunday

Section A: Socio-demographic Data

1. University: _____
2. Department: _____
3. Level of study: Masters (   ) M.Phil/Ph.D (   ) Ph.D (   )
4. Mode of study: Full- time (   ) Part- time (   )
5. Marital status: Single (   ) Married (   ) Divorce (   ) Widowed (   ) Seperated (   )
6. Gender: Male (   ) Female (   )
7. Age: as at last birthday _____
8. Employed (   ) Not employed (   )
9. Years of work Experience _____

Section B: Awareness of Social media by LIS postgraduate students

What is your level of awareness of social media using these ratings: Fully Aware (FA), Partially Aware (PA), Lowly Aware (LA) and Not aware (N)?

S/N	Social media Tools	Fully Aware	Partially Aware	Lowly Aware	Never
	Social networks				
1	Facebook				
2	LinkedIn				
3	Hi5				
4	Instagram				
5	Google+				
6	MySpace				
	Collaborative projects				
7	Wikipedia				
8	Wiki				
9	WikiHow				
10	Wikitionary				
11	Others (Please specify)				

S/N	Social media Tools	Fully Aware	Partially Aware	Lowly Aware	Never
	Social bookmarking tools				
12	Digg.com				
13	Reddit				
14	Del.icio.us				
15	Pintrest				
16	StumbleUpon				
17	Others (Please specify)				
	Blogs				
18	Wordpress				
19	Webs				
20	Ghost				
21	Tumblr				
22	Weebly				
23	blogger.com				
24	Others (Please specify)				
	Microblogs				
25	Twitter				
26	Friendfeed				
27	MySay				
28	Moodmill				
29	Emotions				
30	Others (Please specify)				
	Content Communication				
31	YouTube				
32	Vimeo				
33	Flickr				
34	MetaCafe				
35	PhotoBucket				
36	Imageshack				
37	Snapchat				
38	Others (Please Specify)				

Section C: Frequency of Use of social media

Please tick the frequency of your use of the following social media tools whether daily, weekly, monthly, quarterly, annually or never.

As an LIS postgraduate student, I use	Daily	Weekly	Monthly	Quarterly	Annually	Never
Social networks						
Facebook						
LinkedIn						

As an LIS postgraduate student, I use	Daily	Weekly	Monthly	Quarterly	Annually	Never
Hi5						
Instagram						
Google+						
MySpace						
Collaborative projects						
Wikipedia						
Wiki						
WikiHow						
Wikitionary						
Others (Please specify)						
Social bookmarking tools						
Digg.com						
Reddit						
Del.icio.us						
Pintrest						
StumbleUpon						
Others (Please specify)						
Blogs						
Wordpress						
Webs						
Ghost						
Tumblr						
Weebly						
blogger.com						
Others (Please specify)						
Microblogs						
Twitter						
Friendfeed						
MySay						
Moodmill						
Emotions						
Others (Please specify)						
Content Communication						
YouTube						
Vimeo						
Flickr						
MetaCafe						
PhotoBucket						
Imageshack						
Snapchat						
Others (Please specify)						