

**AREAS OF SOCIAL MEDIA TOOLS UTILIZATION IN TEACHING AND LEARNING
UNIVERSITY-BASED LIBRARY AND INFORMATION SCIENCE DEPARTMENTS IN
MAKURDI, BENUE STATE**

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Abstract

The study examined the various areas in which social media tools are utilized for effective teaching and learning in library and information science departments in universities in Makurdi, Benue state. The study was guided 4 research questions. The study adopted descriptive survey research design with a population of 70 lecturers from library and information science department in universities in Makurdi, Benue state. The entire population was used for the study as it was sizeable and manageable by the researchers. The instrument for data collection was a structured questionnaire designed by the researchers titled “Questionnaire on Various Areas in which Social Media are Utilized for Effective Teaching and Learning” (QVASMUETL). Out of the 70 copies of questionnaire distributed, only 66 copies were filled correctly and returned for analysis. Data collected was analyzed using Mean and Standard Deviation and presented on the table. Finding revealed that social media tools are not properly utilized in the various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. It was further revealed that there are lots of challenges encountered in the utilization of social media tools for effective teaching and learning. Based on the finding, it was recommended among others that university management should ensure that there is free internet subscription for lecturers and students.

Keywords: Social Media Tools, Teaching, Learning, Universities, Library and Information Science Department

Background of the Study

Teaching and learning in the 21st century have taken a new turn since the introduction of information and communication technology. Teaching is the ability to impart information or skills to another. It is a system of actions which induce learning through interpersonal relationships. Rajagopalan (2019) defined teaching as the intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

In the same vein, Sule (2013) defined teaching as an interactive process, primarily involving

classroom talk which takes place between teacher and students and occurs during certain definable activities. Teaching is a form of interpersonal influence aimed at changing the behaviour potentials or ideas of another person. It is a purposeful social and professional activity engaged in by trained personnel. The ultimate goal of teaching is to bring about development of a child. Learning on the other hand can be seen as a quantitative increase in knowledge, memorizing of facts, skills, and methods that can be retained and used as necessary. Hensley (2020) viewed learning as making sense or abstracting meaning, relating parts of the subject matter to each other and to the real world, interpreting and understanding reality and comprehending the world by reinterpreting knowledge.

Social media tools are effective learning tools for students to study and share their thoughts. It provides a fresh method of interacting with peers and lecturers. It also provides excellent educational e-learning opportunities to the students for academic collaboration, accessing in course contents, and tutors despite the physical boundary (Gikas & Grant, 2013). A growing number of research efforts have been made to support learning using a variety of social media tools. Social media tools for university students are being developed aiming at enhancing both collaborative learning and social interactions (Hauptmann & Steger, 2013). These researchers further stated that making social media tools a part of traditional learning is attractive to students and can motivate their participation in the learning process. Adopting and applying the utilization of social media tools in teaching and learning can provide ample futuristic teaching and learning opportunities to the lecturers and students in accessing course contents as well as interaction with friends and experts. University students today feel that social media tools are the cheap and convenient tools of obtaining relevant information. That is why they use

these tools to always connect to their phones and to social media sites. This in a way, has resulted in an increase in learning online and a growing number of these students are turning to online content to study as well.

The utilization of social media tools for teaching and learning in various areas in library and information science department in the various universities in Makurdi, Benue state could unleashes effective teaching and learning opportunities. This is because, social media tools support lecturers and students in various ways from sharing announcements, class works, assignments, projects and theses to holding live lectures, group discussions between lecturers and students in this department in the universities. Social media tools are effective teaching and learning tools that these lecturers and students can use in the outside world. It helps them establish connections with others who can help with resources, discuss their work, and offer feedback. Utilization of social media tools for teaching and learning is an extremely popular way for these lecturers and students to communicate. Universities, as well as individual staff members and lecturers, can utilize social media tools in various areas to share and communicate with students, to ensure effective teaching and learning outcome. It is against this background that this study intends to investigate the various areas in which social media tools are utilized for effective teaching and learning in library and information science department in universities in Makurdi, Benue state.

Statement of Problem

The Development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new

technological tools for teaching and learning. Fortunately, since its development, teaching and learning have been facing a climate of continual change to cope with the new teaching and learning strategies. In today's world of continuous change, it is essential to ensure that university lecturers and students are provided equal opportunities in the utilization of information and communication technology tools in teaching and learning. To make teaching and learning effective, the lecturers and the students need to be actively engaged in the process of knowledge construction and sharing through the utilization of social media tools. Lecturers must have the flexibility to meet students' needs through different methods of content delivery for effectiveness instead of only making use of the formal ways of teaching and learning of classroom and hand to hand note delivery.

The utilization of these tools for teaching and learning has made the process interesting and effective even in library and information science department in universities in Makurdi, Benue state as it has created a teaching and learning environment, that is encouraging and challenging and motivates lecturers and students who are slow and reluctant in teaching and learning in traditional settings. It has been observed that literatures relating to this study were scanty and no similar study has been carried out in library and information science department in universities in Makurdi, Benue state, to the best of knowledge of this researcher and this has created a gap in knowledge that this study is designed to fill. This study is designed to examine the various areas in which social media tools are utilized for effective teaching and learning in library and information science department in universities in Makurdi, Benue state.

Research Questions

1. What are the various areas in which social media tools are utilized for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?
2. To what extent are social media tools utilized in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?
3. What are the challenges associated with the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?
4. What are the solutions to enhancing the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?

Literature Review

Anyanwu, Ossai-Onah&Iroeze (2013) in their study on use of social media tools among Nigerian undergraduates in three selected tertiary institutions in Imo state, Nigeria revealed that majority of the students in the three educational institutions have knowledge of social media platforms. The researchers discovered that Messenger, Google scholar, Zoom, WhatsApp and Blogs are the available and highly utilized social media tools. Their study also revealed that students use social media tools to share course assignment with fellow students, submit assignment, interact with fellow students, engage in group discussions, communicate with friends and establish relationship with friends from other institutions. Their study further

revealed that utilization of social media tools exposed students to latest information in the society, helps to communicate assignment when not around school, helps in disseminating reliable information to their friends and help in establishing useful friends. The researchers noted some of the challenges in the utilization of social media tools to include high cost of internet subscription, poor internet connectivity, lack of ICT skills and high cost of subscription.

Badri, Alnuami, Al-Rashedi, Yang &Temsah (2017) in their study of school children's' use of digital services, social media and parental knowledge and involvement suggested that in the utilization of social media tools in the universities, there should be training and retraining of lecturers and students, universities should ensure that internet is subscribed to for lecturers and students for free access, incentives should also be given to lecturers to assist in purchasing of social media enabled phones, internet should be subsidized for lecturers and students and more so, the utilization of social media platforms should be made to help manage, plan, deliver, and track students' academic learning and faculty teaching activities.

Ghavifekr&Rosdy (2015) in their study on teaching and learning with technology: effectiveness of ICT integration in schools found out that most teachers are aware of the goodness and usefulness of ICT in teaching as they use it to share course materials with students, engage students in classroom activities, receive assignments, class works, theses and projects from students, and also realized that the use of ICT helps teachers to improve teaching with more updated materials. Their finding also revealed that the teaching resources and materials provided online are more updated and teachers can refer to them in other to design more interesting and engaging lesson for students. Their study further revealed that the use of ICT promotes active and

engaging lesson for students' best learning experience and helps to broaden their knowledge paradigm. They also discovered that ICT helps students to learn more effectively as well as it helps students to find related knowledge and information for learning. It also helps students to provide latest and current issues where they can obtain these issues very easily and integrate them into learning process. They further discovered that teaching time are not enough for teachers to use ICT for teaching and learning purposes and ICT tools provided for schools goes to waste due to teachers lack of knowledge and skills in using them, incompetency in handling tools, poor internet subscription and lack of internet facilities.

Dinc (2019) study on prospective teachers' perceptions of barriers to technology integration in education revealed that teachers actually thinks that technology integration is a teaching and learning concepts and that things that were not possible to teach and learn can now be taught and learnt in areas like sharing of course concepts, submitting and receiving of assignments and class works, chatting and engaging in classroom activities and sharing of information and materials. The study also revealed that technology integration to some people means supporting the instruction of the content of learning of students in the classroom. The study further revealed that technology integration means more and that half of the individuals increase their engagement with technology in the classroom and that technology integration is effective use of technology in education.

Esam& Hashim (2016) study on the impact of social media use on academic performance proposed that university administration should ensure that internet is subscribed to for lecturers and students to have free access for effective teaching and learning, they should also subscribe to

permission free social media platforms for effective teaching and learning, they should subsidize internet subscription for lecturers and students, they should also create time for utilizing social media platforms for effective teaching and learning and they should use it to share school news and communicating information and hold online meetings with deans and Head of Departments.

Methodology

The study adopted descriptive survey research design with a population of 70 lecturers from library and information science department in universities in Makurdi, Benue state. The population distribution include; Benue state university (28) and Joseph Sarwuan Tarka University Makurdi (42). The entire population was used as sample size as it was sizeable and manageable by the researchers. The instrument for data collection was a structured questionnaire designed by the researchers titled “Questionnaire on Various Areas in which Social Media are Utilized for Effective Teaching and Learning” (QVASMUETL). Out of the 70 copies of questionnaire distributed, only 66 copies were filled correctly and returned for analysis. Data collected was then analyzed using Mean and Standard Deviation and presented on the Table.

Results and Discussion

Research Question One: What are the various areas in which social media tools are utilized for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?

Table 1: Mean and Standard Deviation on the various areas in which social media tools are utilized for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. (N=66)

S/N	Item statement	Mean	Std. Dev.	Rank	Decision
1	Receive/submit assignments	2.95	1.00	6 th	Agree

2	Receive/submit class work	2.91	1.06	7 th	Agree
3	Sharing of course materials with students	3.00	1.08	5 th	Agree
4	Engaging in classroom activities	1.92	1.14	9 th	Disagree
5	Sharing academic videos with students	1.85	1.11	10 th	Disagree
6	Interacting and asking questions relating to topics	3.05	1.04	4 th	Agree
7	Sharing library and information science concepts with students	2.91	1.06	7 th	Agree
8	Receive projects and theses work	3.42	.82	1 st	Agree
9	Group discussion	3.36	.92	3 rd	Agree
10	Chats with students and colleagues	3.39	.78	2 nd	Agree
Grand Mean and Standard Deviation		2.88	1.00		Agree

Result in Table 1 shows the Mean and Mean and Standard Deviation of the various areas in which social media tools are utilized for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. Finding revealed receive project and theses work ($\bar{X} = 3.42$, SD = .82), chat with students and colleagues ($\bar{X} = 3.39$, SD = .78), group discussion ($\bar{X} = 3.36$, SD = .92), interacting and asking questions relating to topics ($\bar{X} = 3.05$, SD = 1.04), sharing of course materials with students ($\bar{X} = 3.00$, SD = 1.08), receive/submit assignments ($\bar{X} = 2.95$, SD = 1.00), receive/submit class work ($\bar{X} = 2.91$, SD = 1.06), Sharing library and information science concepts with students ($\bar{X} = 2.91$, SD = 1.06), engaging in classroom activities ($\bar{X} = 1.92$, SD = 1.14) and sharing academic videos with students ($\bar{X} = 1.85$, SD = 1.11). The Grand Mean and Standard Deviation of ($\bar{X} = 2.91$, SD = 1.06) indicate that respondents agreed that these are the various areas in which social media tools are

utilized for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. The finding of this study is in line with the finding of Anyanwu, Ossai-Onah&Iroeze (2013) who in their study discovered that students use social media platforms to share course assignment with fellow students, submit assignment, interact with fellow students, engage in group discussions, communicate with friends and establish relationship with friends from other institutions. The finding of this study agrees with Wickramanayake & Jika (2008) whose study revealed that the various areas of utilization of social media by lecturers and students include to watch/listen to online music/video/podcast, chat/communicate with teachers/class fellows, receive/submit classwork/assignments, receive/submit project and theses, download music/video/photos/documents, commenting on blogs/videos/podcast and read blogs/documents. The finding of this study corroborates with Ghavifekr&Rosdy (2015) whose study established that most teachers are aware of the goodness and usefulness of ICT in teaching as they utilize it to share course materials with students, engage students in classroom activities, receive assignments, class works, theses and projects from students, and also realized that the use of ICT helps teachers to improve teaching with more updated materials. The finding of this study agrees with Dinc (2019) whose study noticed that social media tools are utilized in areas like sharing of course concepts, submitting and receiving of assignments and class works, chatting and engaging in classroom activities and sharing of information and materials.

Research Question 2: Cluster B: To what extent are social media tools utilized in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?

Table 2: Mean and Standard Deviation of the extent in which social media tools are utilized in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. (N=66)

S/N	Item statement	Mean	Std. Dev.	Rank	Decision
1	Facebook	2.02	1.14	12 th	LE
2	WhatsApp	3.58	.86	1 st	VHE
3	LinkedIn	1.95	1.09	16 th	LE
4	Zoom	1.98	1.03	15 th	LE
5	Telegram	3.12	1.16	3 rd	VHE
6	Twitter	1.76	1.08	19 th	LE
7	Skype	1.79	.97	18 th	LE
8	YouTube	2.26	1.07	10 th	LE
9	Google +	1.56	.99	21 st	LE
10	Instagram	2.30	1.07	8 th	LE
11	Messenger	2.70	1.18	5 th	HE
12	Imo	2.02	1.12	12 th	LE
13	Gmail	2.82	1.30	4 th	HE
14	Google meet	2.27	1.20	9 th	LE
15	Snapchat	1.73	1.03	20 th	LE
16	Phoenix	1.91	1.09	17 th	LE
17	Blogs	2.20	1.04	11 th	LE
18	Google Scholar	2.61	1.18	6 th	HE
19	Wikis	2.32	1.08	7 th	LE
20	Flickr	2.00	.99	14 th	LE
21	Myspace	2.30	1.19	8 th	LE
22	Academic.edu.ng	3.56	.70	2 nd	VHE
Grand Mean and Standard Deviation		2.26	1.07		LE

Result in Table 2 shows the Mean and Mean and Standard Deviation of the extent in which social media tools are utilized in various areas for effective teaching and learning in the department of

library and information science in universities in Makurdi, Benue state. The finding revealed WhatsApp (\bar{X} = 3.58, SD = .86), Academic.edu.ng (\bar{X} = 3.56, SD = .70), Telegram (\bar{X} = 3.12, SD = 1.16), Gmail (\bar{X} = 2.82, SD = 1.30), Messenger (\bar{X} = 2.70, SD = 1.18), Google scholar (\bar{X} = 2.61, SD = 1.18), Wikis (\bar{X} = 2.32, SD = 1.08), Myspace (\bar{X} = 2.30, SD = 1.19), Google meet (\bar{X} = 2.20, SD = 1.20), YouTube (\bar{X} = 2.26, SD = 1.07), Blogs (\bar{X} = 2.20, SD = 1.04), Facebook (\bar{X} = 2.02, SD = 1.14), Imo (\bar{X} = 2.02, SD = 1.12), Flickr (\bar{X} = 2.00, SD = .99), Zoom (\bar{X} = 1.98, SD = 1.03), LinkedIn (\bar{X} = 1.95, SD = 1.09), Phoenix (\bar{X} = 1.91, SD = 1.09), Skype (\bar{X} = 1.79, SD = 1.08), Twitter (\bar{X} = 1.76, SD = .97), Snapchat (\bar{X} = 1.73, SD = 1.03) and Google + (\bar{X} = 1.56, SD = .99). The Grand Mean and Standard Deviation of (\bar{X} = 2.26, SD = 1.07) indicate that social media tools are utilized to a low extent in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. The finding of this study agrees with Anyanwu, Ossai-Onah&Iroeze (2013) who in their study found out that Messenger, Google scholar, Zoom, WhatsApp and Blogs are the available and highly utilized social media tools in higher institutions. The finding of this study corroborates with Wickramanayake & Jika (2008) whose finding revealed that Facebook, Messenger, WhatsApp, Instagram, Skype, Telegram, academic.edu.ng, Twitter and YouTube are the available and frequently used social media tools by lecturers and students.

Research Question 3: Cluster C:What are the challenges associated with the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?

Table 3: Mean and Standard Deviation of the challenges associated with the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. (N=66)

S/N	Item statement	Mean	Std. Dev.	Rank	Decision
1	Lack of competency in handling social media tools by lecturers and students	3.12	1.03	3 rd	Agree

2	Lecturers and students lack skills to utilize social media tools for effective teaching and learning	1.91	1.15	10 th	Disagree
3	Social media tools distract students during teaching and learning	3.20	1.04	1 st	Agree
4	Lack of time to utilize social media tools for effective teaching and learning	2.89	1.14	6 th	Agree
5	Availability of too many social media tools for teaching and learning	2.36	1.16	8 th	Disagree
6	High cost of internet subscription affects utilization of social media tools for effective teaching and learning	2.91	1.05	4 th	Agree
7	High cost of social media enabled phones (smartphones) for teaching and learning	3.18	1.07	2 nd	Agree
8	Lack of permission to social media tools for effective teaching and learning	2.91	1.11	4 th	Agree
9	Apathy of colleagues to communicate academic issues for effective teaching and learning	1.94	1.02	9 th	Disagree
10	Poor internet connectivity limits the utilization of social media tools for effective teaching and learning	2.71	1.21	7 th	Agree
Grand Mean and Standard Deviation		2.71	1.10		Agree

Result in Table 3 shows the Mean and Standard Deviation of the challenges associated with the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. The finding Revealed social media tools distract students during teaching and learning ($\bar{X} = 3.20$, $SD = 1.04$), high cost of social media enabled phones (smartphones) for teaching and learning ($\bar{X} = 3.18$, $SD = 1.07$), lack of competency in handling social media tools by lecturers and students ($\bar{X} = 3.12$, $SD = 1.03$), high cost of internet subscription affects utilization of social media tools for effective teaching and learning ($\bar{X} = 2.91$, $SD = 1.05$), lack of permission to social media tools for effective teaching and learning ($\bar{X} = 2.91$, $SD = 1.11$), lack of time to utilize social media tools for effective teaching and learning ($\bar{X} = 2.89$, $SD = 1.14$), poor internet connectivity limits the utilization of social media tools for effective teaching and learning ($\bar{X} = 2.71$, $SD = 1.21$), availability of too many social

media tools for teaching and learning ($\bar{X} = 2.36$, $SD = 1.16$), apathy of colleagues to communicate academic issues for effective teaching and learning ($\bar{X} = 1.94$, $SD = 1.02$) and lecturers and students lack skills to utilize social media tools for effective teaching and learning ($\bar{X} = 1.91$, $SD = 1.15$). The Grand Mean and Standard Deviation of ($\bar{X} = 2.71$, $SD = 1.10$) indicate that respondents agreed that items listed are the challenges associated with the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. The finding of this study agrees with the finding of Anyanwu, Ossai-Onah & Iroeze (2013) whose study revealed some of the challenges in the utilization of social media tools for effective teaching and learning to include high cost of internet subscription, poor internet connectivity, lack of ICT skills and high cost of subscription. The finding of this study also agrees with Wickramanayake & Jika (2008) who discovered that unstable electricity connection, internet cost, poor internet connections, unstable security and privacy issues and unreliable internet connection are some of the challenges encountered by lecturers and students in the utilization of social media tools for effective teaching and learning. The finding of this study is in line with Ghavifekr & Rosdy (2015) who discovered that ICT tools provided for schools goes to waste due to teachers lack of knowledge and skills in using them, incompetency in handling tools, poor internet subscription, lack of internet facilities and denial from using the tools for teaching.

Research Question 4: Cluster D: What are the solutions to enhancing the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state?

Table 4: Mean and Standard Deviation to the solutions to enhancing the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state.

(N=66)

S/N	Item statement	Mean	Std. Dev.	Rank	Decision
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1	Training and retraining of lecturers/students will enhance utilization of social media tools for effective teaching and learning	3.27	1.03	7 th	Very Appropriate
2	Policies should be established on utilization of social media tools for effective teaching and learning	3.00	1.10	8 th	Very Appropriate
3	Lecturers/students should create time for utilizing social media tools for effective teaching and learning	3.59	.80	3 rd	Very Appropriate
4	Library department should subsidize internet subscription for lecturers/students	3.50	.79	5 th	Very Appropriate
5	Library department should subscribe to permission free social media tools for effective teaching and learning	3.47	.83	6 th	Very Appropriate
6	Allowances should be paid to lecturers to assist in purchasing social media enabled phones	3.65	.75	1 st	Very Appropriate
7	Colleagues should assist in communicating academic issues with others for effective teaching and learning	3.55	.77	4 th	Very Appropriate
8	University management should ensure that internet is subscribed to for lecturers/students to have free access to internet for effective teaching and learning	3.64	.60	2 nd	Very Appropriate
Grand Mean and Standard Deviation		3.46	.83		Very Appropriate

Result in Table 4 shows the Mean and Standard Deviation of the solutions to enhancing the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. The finding revealed allowances should be paid to lecturers to assist in purchasing social media enabled phones(\bar{X} = 3.65, SD = .75),university management should ensure that internet is subscribed to for lecturers/students to have free access to internet for effective teaching and learning (\bar{X} = 3.64, SD = .60),lecturers/students should create time for utilizing social media tools for effective teachingand learning (\bar{X} = 3.59, SD = .80),colleagues should assist in communicating academic issues with others for effective teachingandlearning(\bar{X} = 3.55, SD = .77),library department should subsidize internet subscription for lecturers/students(\bar{X} = 3.50, SD = .79),library

department should subscribe to permission free social media tools for effective teaching and learning ($\bar{X} = 3.47$, $SD = .83$), training and retraining of lecturers/students will enhance utilization of social media tools for effective teaching and learning ($\bar{X} = 3.27$, $SD = 1.03$) and policies should be established on utilization of social media tools for effective teaching and learning ($\bar{X} = 3.00$, $SD = 1.10$). The Grand Mean and Standard Deviation of ($\bar{X} = 3.20$, $SD = 1.04$) indicate that the solutions to enhancing the utilization of social media tools in various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state is very appropriate. The finding of this study is in line with the finding of Badri, Alnuami, Al-Rashedi, Yang & Tamsah (2017) who suggested that in the utilization of social media tools in the universities, there should be training and retraining of lecturers and students, universities should ensure that internet is subscribed to for lecturers and students for free access, incentives should also be given to lecturers to assist in purchasing of social media enabled phones, internet should be subsidized for lecturers and students and more so, the utilization of social media tools should be made to help manage, plan, deliver, and track students' academic learning and faculty teaching activities.

The finding of this study agrees with Esam & Hashim (2016) who in their study suggested that university administration should ensure that internet is subscribed to for lecturers and students to have free access for effective teaching and learning, they should also subscribe to permission free social media platforms for effective teaching and learning, they should subsidize internet subscription for lecturers and students, they should also create time for utilizing social media tools for effective teaching and learning and they should use it to share school news and communicating information and hold online meetings with Deans and Head of Departments. The finding of this study also, agrees with Madden (2013) who suggested that social media tools should be utilized to enhance students' communication skills and

encouraging them to work in groups; by training and retraining them, subsidizing internet subscription and ensuring free access to internet.

Recommendations

Based on the finding, the researchers recommended that:

1. University management should ensure that there is internet subscription for lecturers and students and there should be free access to the internet for effective teaching and learning within the department of library and information science in universities in Makurdi, Benue state.
2. There should be policy(ies) also established on the utilization of social media **tools** for effective teaching and learning to ensure students don't abuse utilization of social media tools during lecture hours.
3. Department of library and information science should organize training and constant retraining of lecturers and students on how to utilize social media tools for teaching and learning.

Conclusion

Based on the finding of the study, it was concluded that social media tools are not properly utilized in the various areas for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state. This study discovered that there are lots of challenges encountered in the utilization of social media tools for effective teaching and learning. If the solutions proposed by the researchers are keyed into, it will go a long way to enhancing the utilization of social media tools for effective teaching and learning in the department of library and information science in universities in Makurdi, Benue state.

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