International Journal of Information Resource Management (IJIRM)

Volume 3, Number 4 (October, 2026)

E- ISSN: 1118-7786

STRATEGIES ASSOCIATED WITH SOCIAL MEDIA UTILISATION FOR INFORMATION DISSEMINATION AMONG LIBRARIANS IN BAYERO UNIVERSITY, KANO

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Abstract

This study examined the strategies associated with social media utilisation for information dissemination among librarians in the Bayero University Kano Library. Guided by two research questions, the study employed a descriptive survey design with a population of 138 librarians, from which 127 were selected as the sample. Data were collected using a self-designed questionnaire and analysed using descriptive statistics. The findings revealed that Twitter (μ = 4.87, SD = 0.634) and LinkedIn (μ = 4.69, SD = 0.751) were the most frequently used social media platforms for professional purposes. However, the primary challenge faced by librarians was lack of time (μ = 4.79, SD = 1.089), which hindered effective utilisation of these platforms. The study concluded that while social media is widely recognised as a valuable tool for information dissemination, enhancing resource visibility, and keeping librarians updated on professional trends, its use remains largely focused on networking, collaboration, and professional development rather than on promoting library services or sharing news. The study recommends that the university integrate digital literacy programmes into librarians' social media strategies to enhance effective use of these platforms.

Keywords: Social media, information dissemination, academic librarians, Bayero University Kano, digital literacy

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Introduction

Libraries have historically been pivotal in providing access to knowledge and supporting learning and research. However, the advent of digital technologies such as search engines, e-books, and AI tools like ChatGPT has diminished users' dependence on traditional library services by offering instant, ubiquitous access to information. Consequently, library visitation has declined worldwide, particularly in regions with high internet penetration (Shimray *et al.,* 2025).

The widespread availability of online resources has significantly reduced physical library usage, as users increasingly access scholarly content through digital platforms. Smith and Taylor (2022) documented a notable decrease in library visits in the United States from 2015 to 2021 a pattern reflected globally. In Nigeria, one of Africa's leading digital markets, 33.9 million active social media users spend nearly four hours daily on platforms such as Facebook, WhatsApp, and TikTok (Statista, 2023).

Social media has revolutionised communication, emerging as a dominant medium for both leisure and education. Its interactive and engaging nature may contribute to reduced reliance on traditional library services, especially in academic contexts where libraries already contend with limited funding and growing student populations. Nevertheless, platforms like Facebook, Twitter, and LinkedIn present valuable opportunities for librarians to disseminate information, market services, and foster professional networks. The adoption of social media by librarians, however, is

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influenced by factors such as digital literacy, institutional policy, and perceived usefulness for professional purposes (Shimray *et al.,* 2026).

While the digital shift poses challenges, it also offers libraries a path to renewal. By strategically leveraging social media and digital tools, libraries can reposition themselves as dynamic, online knowledge hubs that increase visibility and engage users more effectively.

Bayero University Kano (BUK) traces its origins to 1960, when it was established as Ahmadu Bello College, a teacher training institution affiliated with Ahmadu Bello University (ABU), Zaria. Renamed Abdullahi Bayero College in 1962 in honour of the late Emir of Kano, it initially focused on Arabic and Islamic Studies before expanding to Arts and Social Sciences. In 1975, the federal government approved its upgrade to a full university, and in 1977, it officially became Bayero University Kano. The university started with three faculties and gradually expanded to include disciplines such as Law, Engineering, Medicine, and Agriculture. In 1980, it relocated from its temporary City Campus to its permanent New Campus along Gwarzo Road.

Over the decades, BUK has grown into a leading academic and research institution in Northern Nigeria, known for its contributions to Islamic studies, agriculture, and technology. As one of Nigeria's first-generation universities, it has played a pivotal role in the nation's educational development, operating multiple campuses and specialised research centres such as the Centre for Dryland Agriculture

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(CDA). Today, BUK remains a key hub for higher education, innovation, and community engagement, maintaining its reputation for academic excellence and cultural heritage.

Problem statement

In the digital age, social media platforms have emerged as powerful tools for information dissemination, offering libraries new avenues to engage users, promote services, and share knowledge. Despite this potential, many academic libraries, particularly in developing countries like Nigeria, have been slow or inconsistent in their adoption of social media for professional purposes. At the Bayero University Kano (BUK) Library, there appears to be a gap between the growing reliance of students and researchers on digital communication channels and the extent to which librarians actively utilise social media for information-sharing.

Several strategies are associated with social media underutilisation, including digital literacy levels, institutional policies, infrastructure limitations, perceived relevance, and personal attitudes towards technology. However, there is limited empirical evidence identifying and analysing these factors within the specific context of the BUK Library. Without a clear understanding of these influences, efforts to modernise library services and align them with current information behaviours may remain ineffective. This study seeks to address this gap by examining the key strategies associated with social media utilisation among librarians at the BUK Library, with the

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goal of providing practical recommendations for improving digital information dissemination strategies.

Research questions

The following research questions will guide the conduct of this study.

1. What are the most commonly used social media platforms among librarians at Bayero University Kano for professional purposes?
2. What challenges do Liberians faced in using social media for information dissemination in Bayero University Kano, Library?

Literature review

Research indicates that librarians in Nigerian universities, including those at Bayero University Kano (BUK), predominantly utilise a variety of social media platforms for professional purposes. Facebook remains one of the most widely used platforms due to its accessibility and ability to facilitate group interactions. Librarians at BUK often create dedicated library pages or groups where they share updates on new acquisitions, upcoming workshops, and other library-related announcements (Haruna and Abbas, 2023). The platform's multimedia capabilities also allow librarians to post images, videos, and links to scholarly resources, enhancing user engagement

WhatsApp is another highly favoured platform among BUK librarians, primarily because of its instant messaging features and widespread usage in Nigeria. Librarians use WhatsApp groups to communicate quickly with colleagues, share urgent notices, and provide real-time reference services to patrons (Yusuf and Onasanya, 2024). The

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platform's ease of use and low data consumption make it particularly appealing in environments with limited internet bandwidth.

Twitter (now rebranded as X) is also gaining traction among academic librarians for professional networking and scholarly discussions. Librarians use Twitter to follow trends in library science, engage with global library communities, and promote library events (Adetayo *et al.*, 2023). The platform's brevity and real-time interaction capabilities make it suitable for quick updates and professional dialogues.

Additionally, LinkedIn is increasingly being adopted for career development and research collaboration. Librarians use LinkedIn to connect with other professionals, participate in library-related discussions, and showcase their research contributions (Olanrewaju and Adetayo, 2023). While not as commonly used as Facebook or WhatsApp, LinkedIn provides a more formal environment for professional growth.

Emerging platforms such as Instagram and YouTube are also being explored for library advocacy and user education. Some librarians use Instagram to share visually appealing content about library resources, while YouTube serves as a medium for creating instructional videos and tutorials (Ezeani and Ugwu, 2023). These platforms are particularly effective in reaching younger patrons who prefer visual and interactive content. The paradigm shift from bibliographic-driven activities to technology-driven service delivery has been facilitated by internet-driven web technology. The innovative activities and services based on new trends in information service-delivery systems are anchored on Web 2.0 technology.

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Today, libraries are using the latest technologies and trends to make their services popular and user-friendly. The concept of a library as a physical place where one can visit to get information is rapidly changing to that of a social cyberspace where users can access information, communicate, and contribute to existing knowledge. The modern library of the 21st century is characterised by collective knowledge creation and enabling technologies. It also represents a movement away from the old stereotype of conventional, one-directional library services toward a more dynamic, two-way communication network environment. This environment is characterised by open access, content creation, and a collaborative, participatory social space where users are free to access and contribute content.

Librarians have increasingly adopted social media to communicate and interact with users, share information, and promote library services. Social media platforms such as Twitter, Facebook, Instagram, and LinkedIn are used for purposes ranging from professional networking to promoting library events, updates, and scholarly resources (Ali *et al.*, 2020). The use of platforms like Twitter enables real-time communication, making it possible for librarians to engage with users and other professionals quickly and efficiently (Chowdhury *et al.*, 2021). Recent studies highlight how librarians utilise social media to disseminate information regarding library resources, events, policies, and research findings (Nguyen and Suthiprapa, 2024). These platforms are increasingly recognised for their ability to reach a broader audience, offering greater visibility for the library's services and initiatives.

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One significant benefit of using social media is the ability to reach a global audience, breaking down the barriers of location and time zones (Mensah and Onyancha (2022). Social media allows librarians to share resources such as research publications, tutorials, or information about new acquisitions, making them easily accessible to users regardless of geographic location. This democratisation of information is particularly important for academic and research libraries, which rely on up-to-date, easily disseminated materials for scholarly communication (Fatima and Haider, 2021).

Moreover, social media has been shown to enhance community engagement. Librarians can interact directly with their patrons, answer questions, and gather feedback (Bhuvaneswari *et al.*, 2020). This two-way communication promotes a sense of community, fostering trust and collaboration. For instance, libraries in higher education institutions frequently use social media to promote research work, celebrate achievements, and encourage participation in academic discussions.

Also, librarians utilise various social media platforms based on the nature of information to be disseminated and the specific needs of their communities. Twitter and LinkedIn are particularly popular for professional networking and scholarly communication. Twitter, in particular, is valued for its brevity and real-time updates, making it an effective platform for disseminating breaking news, professional updates, or event information (Ogundokun *et al.,* 2021).

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LinkedIn, on the other hand, serves as a platform for professional development, job postings, and networking among Library and Information Science (LIS) professionals (Bansal and Shah, 2020).

Instagram has gained traction as a platform for visually rich content, such as infographics, tutorials, and book displays, which are especially engaging for younger audiences. Libraries use Instagram to showcase their collections, create awareness campaigns, and interact with users in a more visual and appealing way (Swist *et al., 2022)*. Facebook remains a widely used platform for community building, where libraries create groups to foster engagement, organise events, and disseminate resources. Facebook's diverse features allow librarians to share not only textual information but also videos, live streams, and interactive content (Nguyen *et al.*, 2022). Additionally, Facebook allows libraries to target specific demographics with advertisements for events, workshops, and new resources.

Despite its advantages, the use of social media by librarians is not without challenges. One notable issue is information overload. With the massive amount of content being shared across social media platforms, it can be difficult for library professionals to maintain consistency and ensure that their posts stand out. Furthermore, librarians must be cautious of the reliability and credibility of the information they share. Misleading or false information can damage the credibility of the library and its professionals.

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In addition to the growing adoption of social media among librarians at BUK, several challenges hinder its optimal use for information dissemination. One of the most significant barriers is poor internet connectivity. Unstable and slow internet access disrupts real-time engagement, making it difficult for librarians to maintain an active social media presence (Okoye and Ejikeme, 2023). This issue is particularly prevalent in Nigeria, where inconsistent broadband infrastructure affects digital communication.

Another challenge is the lack of institutional support. Many Nigerian universities do not have formal policies guiding the use of social media in library services. Without clear guidelines, librarians may hesitate to invest time in social media initiatives, fearing potential repercussions (Adetayo *et al.*, 2023). Additionally, the absence of structured training programmes on digital literacy limits librarians' ability to use these platforms effectively. Digital literacy gaps further exacerbate the problem. While younger librarians may be adept at navigating social media, older professionals may struggle with advanced features such as analytics, content scheduling, and multimedia creation (Eke *et al.*, 2021). This disparity in skills can lead to uneven social media engagement within library teams.

Privacy and security concerns also pose significant challenges. Librarians are often cautious about sharing sensitive information on social media due to risks such as misinformation, cyberattacks, and data breaches (Yusuf and Onasanya, 2024). The fear of these risks discourages some from fully embracing social media for professional purposes. Time constraints remain a persistent issue. Librarians often juggle multiple

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responsibilities, including cataloguing, reference services, and administrative duties. Adding social media management to their workload can be overwhelming, leading to inconsistent posting and engagement (Olanrewaju and Adetayo, 2023). Without dedicated staff or time allocations for social media activities, sustaining an active online presence becomes difficult.

Research methodology

This study adopted a descriptive survey research design. The target population comprised all 138 librarians working at Bayero University, Kano. Due to the manageable population size, a complete enumeration (census) sampling technique was employed. Primary data was collected using a structured questionnaire organized into six main sections. To establish the instrument's reliability, a pilot study was conducted using the split-half method, which yielded a reliability coefficient of $r = 0.94$, indicating high internal consistency. The questionnaire was administered personally by the researcher with the assistance of three trained research assistants. Collected data were analyzed using descriptive statistics, specifically frequency distributions, percentages, means, and standard deviations.

Results and discussion of findings

Research question one: What are the most commonly used social media platforms among librarians at Bayero University Kano for dissemination of information?

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Table 4.1: Most commonly used social media platforms among librarians

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean	St. Dev.	Remarks
I use Twitter to disseminate short updates about library services.	65 (51%)	55 (43%)	10 (8%)	2 (2%)	4.87	.634	Agreed
I use Facebook to create awareness campaigns on library services.	20 (16%)	40 (31%)	50 (39%)	17 (13%)	3.89	.895	Agreed
I use YouTube to disseminate tutorials or webinars and infographics to streaming users of our library.	15 (12%)	35 (28%)	50 (39%)	27 (21%)	2.45	1.06	Disagreed
LinkedIn is one of my preferred platforms for professional networking and sharing library related updates.	55 (43%)	60 (47%)	5 (4%)	2 (2%)	4.69	.751	Agreed
I use Instagram to visually promote library services, events, or resources.	5 (4%)	10 (8%)	50 (39%)	62 (49%)	1.57	.928	Disagreed
Grand Mean					**3.16**	**0.85**	**Agreed**

Source: Field survey, (2026). Criterion Mean 2.50

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Table 4.1 shows most commonly used social media platforms among librarians in Bayero University Kano for information dissemination. The findings revealed that Twitter and LinkedIn are the most commonly used social media platforms among librarians in Bayero University Kano. The statement "I use Twitter to disseminate short updates about library services" ranked first (μ = 4.87, SD = 0.634), followed by "LinkedIn is one of my preferred platforms for professional networking and sharing library-related updates" (μ = 4.69, SD = 0.751). With a Grand Mean of 3.16 exceeding the benchmark of 2.50, librarians generally agree that social media is used in their work, though preference is concentrated in text- and networking-based tools over visual/video platforms. This finding aligns with global trends in academic professional communication (Aharony, 2022). Twitter's real-time capabilities and hashtag functionality facilitate quick updates and participation in academic conversations (Kaplan and Haenlein, 2010), while LinkedIn offers a formal environment for professional networking and inter-institutional collaboration (Boateng and Agyemang, 2023). Together, these platforms enhance the visibility of BUK's library services and position librarians as active participants in professional dialogues (Ezeani and Igwesi, 2022).

However, this preference reveals potential limitations. Undergraduate students demonstrate stronger engagement with visual and interactive platforms like Instagram, Facebook, and WhatsApp (Asogwa *et al.*, 2021). The formal nature of LinkedIn and Twitter's increasingly chaotic information environment may hinder effective

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communication with students, while evolving algorithms and monetization strategies (particularly Twitter's transition to X) pose challenges to consistent organic reach (Onyeneke and Nwokocha, 2023). This raises questions about whether sole reliance on these platforms optimally engages all stakeholder groups.

Research question two: To find out the challenges associated with the use of social media for information dissemination in Bayero University, library Kano.

Table 4.2: challenges associated with the use of social media for information dissemination

Statement	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Mean	St. Dev.	Remarks
Lack of time prevents me from using social media regularly for professional purposes.	60 (47%)	50 (39%)	13 (10%)	4 (3%)	4.79	1.089	Agreed
I face technical difficulties while using social media platforms for information dissemination.	2 (2%)	3 (2%)	55 (43%)	67 (53%)	1.16	.911	Disagreed
There are concerns about privacy and security when using social media for professional communication.	2 (2%)	5 (4%)	50 (39%)	70 (55%)	1.21	.956	Disagreed

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Limited access to training on social media tools makes it difficult for me to use them effectively.	6 (5%)	10 (8%)	50 (39%)	61 (48%)	1.98	.921	Disagreed
The university's policy on social media usage for professional purposes is unclear or restrictive.	8 (6%)	12 (9%)	55 (43%)	52 (41%)	1.89	1.998	Disagreed
Grand Mean					**2.21**	**1.17**	Disagreed

Source: Field survey, (2026). Criterions mean 2.50

Table 4.2 show challenges associated with the use of social media for information dissemination in Bayero University, library Kano. The findings revealed that the major challenge associated with the use of social media for information dissemination among librarians in Bayero University Library, Kano is lack of time. The statement "Lack of time prevents me from using social media regularly for professional purposes" recorded the highest mean score (μ = 4.79, SD = 1.089), indicating that time constraints are a significant barrier for most respondents. With a Grand Mean of 2.21 falling below the criterion benchmark of 2.50, respondents generally disagreed that other factors represent major challenges, except for personal time management.

This finding presents multiple dimensions worth noting. Positively, it reflects the professional dedication of BUK librarians to their core responsibilities, suggesting that

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traditional library services remain prioritized over digital engagement. However, it also reveals systemic issues in contemporary academic librarianship, where expectations for robust digital presences are not matched by corresponding adjustments in workload or staffing (Nwachukwu *et al.,* 2024). The consequences include inconsistent posting schedules, limited audience interaction, and insufficient time for content strategy development (Haruna and Abbas, 2023).

This challenge presents opportunities for institutional innovation, including shared social media responsibilities among staff, student ambassador programs, or scheduling and automation tools (Adeleke and Olorunsola, 2023). It also highlights the need for professional development focused on efficient social media strategies for academic librarians.**Conclusion**

The social media usage of BUK librarians reflects both the opportunities and challenges of professional digital engagement in academic settings. While their use of Twitter and LinkedIn demonstrates active participation in professional networks, there may be untapped potential in diversifying platform use to better serve student populations. The time constraints they face highlight systemic issues in workload management that many academic libraries must address to maintain effective digital presences.

Recommendations

Based on the findings of the study, the following recommendations are made to enhance the effective utilization of social media for information disseminations among librarians in Bayero University Kano Library:

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1. The management of Bayero University Library should continue to encourage and support librarians in the use of Twitter and LinkedIn for information dissemination, since these platforms have proven to be effective and popular among the librarians.
2. Social media usage should be formally integrated into the library's service delivery framework, so that posting and sharing of information on Twitter and LinkedIn becomes a recognized and rewarded part of librarians' duties rather than a voluntary or informal activity.
3. Regular training workshops, seminars, and refresher courses should be organized for librarians on advanced features of Twitter and LinkedIn (e.g., analytics, scheduling tools, hashtag strategies, and professional networking) to maximize their potential for information dissemination.
4. The library should also gradually explore and incorporate other platforms such as Facebook, Instagram, WhatsApp, YouTube, and Telegram to reach a wider and more diverse audience, including students who may prefer other platforms.
5. Bayero University Library should develop a clear social media policy to guide librarians on ethical use, content standards, posting frequency, and copyright considerations when disseminating information online.
6. Librarians should be exposed to time management and task prioritization training to help them effectively balance social media duties with other professional responsibilities.

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7. The library should provide librarians with smartphones, tablets, or laptops, as well as data allowances, to enable them to disseminate information on social media conveniently, even while on the move, thereby reducing the time burden.
8. Librarians who effectively use social media for information dissemination should be recognized and rewarded through incentives, promotions, or commendations, which would motivate them to create time for such activities.

Conclusion

The social media usage of BUK librarians reflects both the opportunities and challenges of professional digital engagement in academic settings. While their use of Twitter and LinkedIn demonstrates active participation in professional networks, there may be untapped potential in diversifying platform use to better serve student populations. The time constraints they face highlight systemic issues in workload management that many academic libraries must address to maintain effective digital presences.

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