

USE OF SOCIAL NETWORKING SITES IN LIBRARIES: AN OVERVIEW

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ABSTRACT

At present day's social media is also an achievement in assessment, the fascination of the entire stage group of users and for their selection of commitments. Social networking is a social structure that lets the user cooperate and work collaboratively with other users, including the ability to browse, search, invite friends to connect and interact with the web world. Hence, social media seems to be the leading way of quickly connecting with users than it has more meaningfully used. The main aim of this paper is to examine how social network sites can be helpful to the library.

KEYWORDS: *Social network, Social Media, the web world, Social network sites.*

1. Introduction

Libraries are no longer the first place to get updated information. Users are losing interest in traditional library services. Therefore, it is vital for the LIS professionals to make use of the latest technology for providing current information and create potential users for the library. Our user communities are also not aware of the latest web technologies that libraries sometimes offer. The present-day libraries mainly focus on electronic information and continue to be hybrid (print and electronic) libraries. The libraries have undergone radical changes forcing LIS professionals to use the latest tools to share their resources. The application of ICT in the libraries helped the process of storing, managing and disseminating of information. To provide better library services in the digital age, modern libraries are adopting new technology and mediums in comparison to traditional libraries. Libraries use different social networking technologies for wider visibility and recognition of their works

2. Meaning of Social Networking

Social Networking sites are an online form that allows users to create a public profile and interact with other users. Social networking sites usually allow a new user to provide a list of people with whom they share a connection, and then allow the people on the list to confirm or deny the connection. After the connection is established, the new user can search the networks of connection to make more connections. A social networking site is also known as a social networking website or a social website.

3. Objectives

The following objectives are,

To know about the popular Social Network Sites.

- To identify the different social networking sites used in libraries for promoting better library services.
- To study the types of social networks used by the libraries.
- To study the effectiveness of the social networking tools for information sharing and dissemination of library services.

4. Review Literature

Magrino and Sorrell (2014) studied the use of blogs in combination with other social media platforms (Facebook and Twitter) in a business and technical writing college classroom. They found that students benefited greatly from the collaborative and engaging tools that allowed for greater student interaction, student-to-teacher communication, and distribution of course material. Furthermore, in his focus group of 53 high school students,

Stornaiuolo et al., 2013). Even though traditional projects are confined to the walls of a classroom, those hosted through social media are both for a larger audience and can connect to other online resources.

(Greenhow and Gleason, 2012). Users can search for posts by using hashtags and see all of the posts that share that particular hashtag. In education, when students use hashtags to categorize and search for course-related posts, communication between students is traceable within those posts both in the classroom and online. This allows students to interact with each other and their posts in real-time, thus putting the students in the positions of co-authors as they engage with each other's posts, adding comments and hashtags of their own.

(Siemens and Weller, 2011).

Because of these kinds of affordances, social media can be used in schools to engage students in potential interactive communication – students then have channels to question their peers, adapt to and make conjectures about ambiguity in their posts, and make connections about their ideas and work, which some scholars have found leads to “critical thinking and meaningful learning”

5. Procedure for Data Collection.

The questionnaire was **administered** personally by the **researchers** to the respondents in all the selected academic libraries across the three states. All the respondents were administered the questionnaire in their respective library. The administration exercise took fifteen working days. A total of 250 copies of questionnaire were administered and 220 copies were returned, completely filled. This provided an 88% return rate. This number was eventually used for data analysis in this study.

Table 1.

Demographics	Frequency	Percentage%
Male	136	62
Female	84	38
Total	220	100

Table 1.

The demographic information of respondents who took part in the study reveals that 136 (61.81%) were male while 84 (38.18%) were female. This indicates that more males than females took part in the study.

1.1. Respondents Per the College.

Demographics	Frequency	Percentage%
Government Art & Science College, Kangyam.	88	40
Builders Engineering College, Kangyam.	88	40
Nandha engineering college, Erode.	44	20
Total	220	100

Table 1.1.

Government Art & Science College, Kangyam., the demographic information on the respondents' College of origin reveals that 88 respondents each representing (40%) were drawn from Builders Engineering College and Nandha engineering college while 44 respondents each representing (20%) , respectively.

Table.1.2. Age of the Respondents

Demographics	Frequency	Percentage%
25–30	40	18
31–35	75	34
36–40	55	25
41–45	33	15
46–50	17	8
Total	220	100

Table 1.2.

On the age distribution of respondents, the results indicate that the majority 75 respondents representing (34%) fall between the ages of 31–35 years. This is followed by 55 respondents between the ages of 36–40 years, representing (25%), and 40 respondents' ages 25–30 years, representing (18%). Results indicated 33 respondents between the age group of 41–45 years, representing (15%); 17 respondents ages 46–50 years, representing (8%); This indicates that majority of respondents who participated in this study were youth.

1.3. Experience

Demographics	Frequency	Percentage%
0–10 years	110	50
11–20 years	75	34
21–30 years	25	11
31–35 years	10	5
Total	220	100

Table 1.3.

The respondents' demographic information also revealed the respondents' years of working experience in Library and Information Science profession. The results indicated that 110 respondents (50%) had 0–10 years working experience and 75 respondents (34%) had 11–20 years of working. experience. Furthermore, 25 respondents (11%) had 21–30 years of working experience and 10 respondents (5%) had 31–35 years of working experience. Social Networking Sites Used by Academic Librarians Respondents indicated the types of social networking they used.

Table 2.

Social Networking	Frequency	Percentage%
Facebook	91	41
Twitter	54	25
LinkedIn	38	17
Flickr	13	6
YouTube	10	5
Net log	5	2
MySpace	5	2
Fotolog	2	1
Yookos	2	1
Bebo	-	-
Total	220	100

Table 2.

The majority of the respondents (41%) indicated Facebook. This is followed by (25%) of the respondents who indicated Twitter and (17%) LinkedIn. Other social networking sites indicated by the respondents were Flickr (6%), YouTube (5%), Netlog (2%), and MySpace (2%). Fotolog and Yookos were each indicated by (1%) of the respondents. No respondent indicated Bebo or any other social networking sites. The results demonstrate that Facebook and Twitter are mostly used by the academic librarians in Nigeria.

Table 3.

Table 3 reveal that more than half of the respondents (62.5%) use the SNSs on a weekly basis while (25%) use it on a daily basis. In addition, (10%) of the respondents indicated using the SNSs on a fortnight basis while only (2.5%) of the respondents indicated using the SNSs on a monthly basis. This result indicates that academic librarians are making use of SNSs on weekly basis and partially on a daily basis.

Table 3.

Demographics	Frequency	Percentage%
On a daily basis	55	25
Weekly	115	52
Fortnightly	20	9
Monthly	11	5
Bi- Monthly	13	6
Halfly	6	3
Total	220	100

5.1 Information Communication

In this process, the librarian can keep constant touch and effective interaction with staff, patrons, and faculty in an online collaborative environment. The social networking tools that can be practiced by the library for the aforementioned purposes are

1. Ning:

This is a tool that can be used for making contact with students and faculty. It can also be used for sharing information with many people at a time.

2. Blog:

By creating a blog, you'll be able to share information with lots of people at one time. Whether you're updating students on new collections, or just conversing with library staff, blogs are a powerful tool, especially when created with RSS.

3. MySpace:

(<http://www.myspace.com>) It is also a popular social networking site which allows people to make friends, talk online, and share resources. Through this site, students and library professionals can post calendars, custom catalog search tools, and blog features to improve their presence.

4. Meebo:

This is an open-source web-based instant messaging (I'm) service that allows students to online chat and virtual reference service in the library.

LinkedIn: LinkedIn is a business-oriented social networking site mostly used by business professionals. It is a platform for library professionals to get connected with their users, which can be helpful in disseminating information.

5. Twitter:

(www.twitter.com) It is a microblogging application to keep library staff and patrons updated on daily activities, like updating of collections status, new arrivals, current content service of the library, etc. Library professionals can use this tool to provide quick information on the ongoing program of the library. A user can send an instant message (I'm) on complaints or ask questions on a particular issue and get feedback from the library by using Twitter.

6. Facebook:

Face book (<http://www.facebook.com>) is another social media site frequented by students, Face book is user-friendly. Group communication among patrons can be possible in web 2.0. Mark Zucker created Face book in February 2004. In 2006, Face book was used by more than 2,000 United States colleges.

7. LinkedIn:

(www.linkedin.com) This social networking site for professionals is a great way to get library patrons connected with the people that can help them find information. Whether that's you, faculty, authors, historians, or other sources, they can find them in your LinkedIn network. It is located in Sunnyvale, California. It is launched by Reid Hoaffman, Allen Blue on May 5, 2003. It has 530 million members using sound cloud up to January 2018. It is found on December 28, 2002, in Mountain View, California, United States.

5.2 Information Distribution:

The main aim of the library is to provide the right kind of information at the right time to the users. So information sharing is a vital part of the library in the digital era. Following are some of the social networking tools that are used for information distribution purposes: ➤ Flickr: Library professionals can use this tool to share and distribute new images of library collections. The library can share photo

collections of workshops, conferences, and cover pages of the new arrivals list (NAL) of both books and journals.

➤ **YouTube:**

This is a platform where library professionals can upload videos of the library, e-learning tutorials, and events of inaugural lectures, conferences, and workshops.

➤ **Teacher tube:**

It is a YouTube type of application for teachers which gives an opportunity for instructor-librarian collaboration. This instructor can help students to guide regarding library resources.

➤ **Second Life:**

Second Life helps to create a virtual library for discussions, classes, and more.

➤ **Footnote:**

It is a gateway to access original historical documents.

Community walk: Community walk provides a geographical way to interpret text and events. It can be used for instruction such as showing someone where to find a book or walking them through a historical and geographical timeline.

➤ **Slideshare:**

This is a platform where students, faculty, and research scholars can share their slideshow presentations.

Stumble upon:

Stumble upon is a form of a web search engine that finds and recommends web content to its users. Its features allow users to discover and rate Web pages, photos, and videos that are personalized to their tastes and interests.

5.3 Knowledge Organization

➤ **aNobii:**

It is a social networking site aimed at readers. It allows individuals to catalog their books and rate, review and discuss them with other readers.

Connotea:

Connotea is a reference tool, allowing us to share and organize reference links and share them with others.

LibraryThing:

Library thing is an online service to help people catalog their books easily. We can access their catalog from anywhere.

Rario. LLib.us:

It is a social catalog site where we can put media such as books, CDS, and journals on display for easy access and tracking by the user.

6. ADVANTAGES OF SOCIAL NETWORKING

The main advantages of social networking are as follows:

- A social network is vital for promoting library services.
- A social network can provide better services than the traditional ways in which libraries provide their services.
- Social media confine potential users of the library
- Social network allows users to create, connect, communicate, contribute, vote and share information
- It enables the libraries to close contact with users.
- It helps libraries to build a collaborative network with the user
- It helps the libraries to reach new users
- Through the social network, users can identify library resources easily.
- It facilitates users to sharing knowledge
- Social networks can provide the right information to users very quickly.
- It creates a platform to fulfill the needs of distance learners

7. DISADVANTAGES OF SOCIAL NETWORKING:

The disadvantages of the social network are as follows:

- You need to learn a large number of social networks.
- Lack of time for the library professionals to use the social network.
- Chances of lack of privacy and identity theft.
- Confidentiality of information.
- Lack of adequate knowledge among staff about its operation.
- No adequate funds are required for libraries to acquire such type of technology.
- Shortage of insufficient library staff for handling such technologies.
- Low interest of librarians in learning and utilizing social media.
- Lack of training opportunities for library staff.
- Low bandwidth of the Internet and ICT infrastructure in the library.

8. CONCLUSION

Over the past few years, there has been a gradual increase in the use of social media, not only by working people but also by students and the entire educational society. Some authors have found that teachers of higher education should recognize the importance of using social media tools that meet the requirements of today's digital era. They suggest that teachers should find new strategies and tools for teaching and capturing student's imaginations. On social networking platforms, users interact with others, and they establish social relationships by exchanging and enhancing their ideas and personal experiences within communities of people with similar interests.

Apart from having reference books, libraries facilitate the necessity of students to fulfill their academic needs by offering them valuable information and operating as extra aid in their studies.

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