



The Effect of Whatsapp and Facebook on Students' Use of Library in University of Uyo, Uyo, Nigeria

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Abstract

This study examined the effect of WhatsApp and Facebook on students' use of library in University of Uyo. Based on the objectives of the study, two research questions and two hypotheses were formulated to guide the study. The researchers adopted the descriptive survey research design. The population of this study consisted of 1,266 being 300 and 400 levels of registered library students from Faculty of Education, University of Uyo Library in 2020/2021 academic session. A sample size of 292 students was used for the study. Data derived from the questionnaire were analysed using mean and standard deviation to answer the research questions while t-test was used to test the hypotheses at .05 level of significance. The findings revealed that there is a significant influence of WhatsApp and Facebook on student's use of library in University of Uyo. The study recommended that awareness should be created by the library management for the students on the importance of using WhatsApp and Facebook to enhance their study. This will make students regularly visit the library and use their social networks to communicate with fellow colleagues for academic purposes rather than for social purposes.

Keywords: *WhatsApp, Facebook, Effects, Students, Library Use*

1.1 Introduction

Libraries for centuries played critical and essential roles in providing a conducive environment for students to read, study and research, with the primary objective of satisfying their information needs. Libraries are indispensable arsenals of education which nurture the culture of reading and individual learning. Today, most library materials are digitalized, which help students to conduct research in various fields of endeavors. Thus, dissemination of information is a powerful means of social empowerment that drive

community literacy and learning (Chatterjee, et al 2021). Libraries and librarians are imbued to serve people through the provision of access to quality information resources in either print or electronic formats through which people's standard of living are improved, dreams are actualized, education is sustained, sound decisions are made and executed, freedom of expression is enhanced and information resources are preserved for posterity. Therefore, effectiveness of information dissemination rests considerably on how it is shared and accessed. The more

efficient the media of access to information, the faster it is for the users to retrieve it. Faster retrieval of desired information and comfortable library environment accelerates the pace of learning and students' library use. The pace of learning, therefore, is determined chiefly by the availability of desired information sought by students. This confirms the common adage; 'if you don't have fodder, you can't feed your flock' (Daluba and Maxwell 2013).

Information is the nutrient for the mind as spirit is to soul. Information must be made freely accessible to support learning and study. This is necessary for fostering intellectual development and nurturing creative minds. But the last decades have brought a sea-change in relationships between students and libraries. Technological developments and the availability of information resources online have changed library dimension and students' engagement. Both students and libraries have welcomed these changes and adapting rapidly to them and seeking to exploit the full potential of the information technology. Fortunately, using these social network sites within the library realm may stimulate the sense of interaction and cooperation between students, library personnel, resources and services. 'Social networks', according to Lucky (2018), offers libraries and librarians ways to promote library services directly to students and the academic community instead of waiting for users to seek out the library.

Information technology revolution facilitated social networking sites as well as allowing users to communicate easily and instantaneously (Owusu-Acheaw and Larson 2015). Social Networks could be instrument used to convey ideas and information; it is the medium of information accessibility, sharing and dissemination. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access, reuse or comment on contents authored by others.

Students of tertiary institutions make up the greatest class of social network users compared to any other class in society (Owusu-Acheaw and Larson 2015). The positive aspects of social networks are exemplified by facilitating the means of communication and accessibility of information, this ease of accessibility promotes students' communication in the library. Also, the use of social networks helps to rapidly share library services and resources, increase students' knowledge, enrich their insights through real-time discussions about various matters, and enhance their skills of learning and working with others (Sutherland, et al, 2018). The use of social network sites may decrease students' level of engagement and involvement in using the library and utilization of its resources. Lin and Sackey (2015) noted that these students are highly affected by social platforms such as WhatsApp, Facebook, Instagram and other social network sites.

Libraries play a significant role towards the achievement of the goals of educational institutions and hardly would students of academic institutions be able to produce good results without engaging heavily in the library. The academic, intellectual and other interests needs of students without the services of good libraries can't be possible. According to Agyen-Gyasi *et al*(2010), academic libraries are essential contributors to knowledge generation and serve a wide spectrum of knowledge seekers. Presently the world is captured by variety of different social networks that are used by students; with social networks students have taken a back seat. Most students cannot spend a day without browsing an internet for different purposes rather than study and research work. It is against this background that this study was carried out to examine the effect of WhatsApp and Facebook on students' use of libraries in University of Uyo, Uyo, Nigeria.

1.2 Statement of the Problem

Students' addictiveness to WhatsApp and Facebook, as well as frequent exposure to

other social networks as a medium of interaction has been part of discussion in recent times in academic institutions and has imparted a strong effect on library use. Instead of students to read, study and research in the library, they spend their time chatting and making friends via these social networks which may have influence on their academic performance. It is a common sight to see a student chatting in sensitive and highly organized environments like library, church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

It is therefore of great concern on the trending issues facing students' library use on their academic performance as a result of social networking. Tertiary students especially, now have divided attention as a result of available opportunities to be harnessed from social media. Whether these opportunities promote library use is a question that needs to be answered. Thus, the problem of this work is to find out whether WhatsApp and Facebook platforms influence students' use of library negatively in the University of Uyo.

1.3 Purpose of the Study

The purpose of the study is to determine the effect of WhatsApp and Facebook on students' use of the library. The specific objectives of the study are:

1. To determine the effect of WhatsApp on students' use of libraries in University of Uyo.
2. To examine the effect of Facebook on students' use of libraries in University of Uyo.

1.4 Research Question

- What is the effect of WhatsApp on students' use of libraries in University of Uyo?
- What is the effect of Facebook on students' use of libraries in University of Uyo?

1.5 Research Hypotheses

H1: There is no significant effect of WhatsApp on student's use of libraries in University of Uyo.

H2: There is no significant effect of Facebook on students' use of libraries in University of Uyo.

1.6 Significance of the Study

This study may be significant to Librarians, parents as well as students, because it will help the Librarians know the influence that social networks have on student library use. It will also enlighten and create awareness to students on the possible negative effect it has on them. It may also help parents understand the negative effects of usage of social networks on their children's academic performance. The study may also enable the students to be aware of not just the social benefits of these networks but the possible dangers of excess concentration and its resultant effect on library use and health. It may be relevant in assisting students in understanding the diversity of social networks.

2.1 Literature Review

2.2 WhatsApp and Students' Use of Library

WhatsApp messenger is a smartphone and web-based instant message application that allows users to exchange information using a variety of media including text, image, video, and audio messages (Sahu, 2014). WhatsApp can create immediate connections, encourage reflection and facilitate coordination of informal and formal learning. It also served as a tool for bridging access to learning resources, rendering peer-based and hierarchical support, leveraging on-task behavior and enhancing meaningful context-free learning. WhatsApp increases students' social interactivity with one another and with instructors and this facilitates collaborative learning (Daramola and Umoru2021). WhatsApp is unified messaging app which is connected directly to an individual phone number without any

password or log in and it work with internet connectivity and assists users to keep in touch with friends, teachers and relatives in a contact list. It helps users to create groups, send unlimited message, post images, share documents, video and audio messages, exchanging ideas and thoughts to any other user. Gon and Rawekar (2017) defined WhatsApp as a free messenger application that works across multiple platforms like computers, smart phones, IPad and notebooks.

WhatsApp is widely used by undergraduate students to pass information using texts, pictures, video and audios among friends and families. According to Enaohwo and Awotua-Efebo (2018), today WhatsApp is the most popular Microsoft identity manager (MIM) service use by tertiary institution student, lecturers and staffers. Also, Maheswari (2014) posits that majority are using WhatsApp messenger usually to send images, videos and do group chatting with minimum number of friends, that awareness could be created between all the people irrespective of their age, educational surroundings, sex, profession etc. WhatsApp seems to be very popular with students and even among parents and teachers.

The attributes of interactivity of WhatsApp with cheap data seem to make it very attractive and popular among people. It is also very easy to use and it makes surfing the internet very fast and easy. These and many advantages make WhatsApp very attractive to students. Social network tools are specifically for socializing with family and friends but their special features of sending messages, picture chats, video and voice thread have enabled their adoption in almost all aspects of life. The special feature of promoting seamless and easy communication has led to their being used for educational purposes.

According to Amry (2014) WhatsApp social networking has a high positive impact

on the achievement test of students. The author posits that WhatsApp instant messaging makes learning easy, favor problem solving and resolves learning difficulties related to the learning process or to learning content distributed through WhatsApp, knowledge sharing, etc. Consequently, (2019) postulated that WhatsApp has positive and negative effects on their users. Positively, it is an effective tool for education as it creates awareness and information about the happening around the world. It helps people to communicate and chat globally as we as connect friends, relatives and help people make new friends. Negatively, Meenakshi, Anitha and Lakshmi affirmed that Students are becoming victims of cyber bullying and hacking of personal contacts. Also, that student gets addicted to WhatsApp and fails to concentrate on their library use and studies. Furthermore, undue usage of WhatsApp affects the physical and mental health of the students.

2.3 Facebook and Students' Use of Library

Facebook like most social network sites provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favorite music and movies, educational background and a main personal picture. Today, Facebook is comprised of all types of people, but student still make up the largest percentage of active Facebook users, which is roughly 30% of all user. To date, Facebook serves roughly 500 million people enabling them to share multitudes of information and connect with others (Fletcher, 2010). Facebook is a social media that is widely used in Nigeria by both students and non-students. The increased usage of Facebook and other social-media is facilitated by the improvement in the communication industry in the country

especially in the aspect of mobile telephony. This gives students easy access to internet network even on their mobile phones making accessibility to Facebook easier. Facebook is regarded as the largest social network currently accommodating over nine hundred millions of active users of which more than half of this user's access Facebook website on their mobile device (David, 2012). Facebook usage encompasses both the simple use of the platform and the extent of cognitive immersion into the site. Its use implies the presence of the individual users on the social website, times spent on this platform, frequent visits, and the nature of the activities performed.

People from different age ranges interact and exchange content; they share videos and pictures, discuss subject, chat, publish advertisements, create pages, or play valuable applications as well as update on current event. Younger generation especially students spend many hours a day surfing this socializing websites. It is presumed that an extensive presence on Facebook and resulting increase level of information flow management requirement engage student in these tasks while they engaged in constant interaction and socialization, which exclude them from focusing appropriately on library use and academic tasks (Chen, et al., 2010). According to Ifeanyi-obi and Olatunji (2014) the increased usage of Facebook by students in higher institutions of learning has generated serious concern among stakeholders in the education sector in the country. Many are of the opinion that Facebook usage affects the academic performance of students negatively while some opine that it positively affects them.

Facebook usage provides interconnection of people from the same university or all over the world; people continue to connect through it. Facebook usage is mostly embedded in the pleasure

experience by users who maintain profile and exchange content. Such usage can also offer functionality for exchanging videos or pictures, because it is interacted application reduce size and facilities video sharing compared with messages sent by e-mail for example. But this kind of usage resulted in students wasting of their time in hedonic usage of Facebook on their smart phones rather than using the library effectively for studying (Shin Shin, 2011). Furthermore, Ellison et al (2011) claim that students tend to participate in Facebook activities while in the library; so, that it may have negative effect on their library use and interrupting their learning process.

3.1 Research Method

The researchers adopted the descriptive survey research design. The main purpose of the design was because the study is descriptive in nature and gives a systematic description of the effect of WhatsApp and Facebook and its influence on students' library use in University of Uyo. The study was conducted in the University of Uyo library. The University of Uyo was established in October 1991 as a conventional federal university. It took over the premises, students, other assets and liabilities of the erstwhile University of Cross River state established in 1983. The vision of the University of Uyo Library is "A user friendly library and information center, with an accessible and affordable access to information globally, through an assertive and proactive information outreach to the university community. The population of this study consisted of 1,266 registered library undergraduate students from Faculty of Education, University of Uyo Library in 2020/2021 academic session. A sample size of 304 students was used for the study. Out of the 304 copies that were administered, 292 copies were correctly filled and retrieved from the

respondents. Data was collected through questionnaire. The instrument passed through face and content validation using experts in the department of Library and Information Science. Cronbach Alpha reliability technique was used to measure the reliability of the instrument using 40 respondents who were not used for the main study. The test produced reliability coefficient of .82 and this proved that the instrument was reliable for the study. Mean and standard deviation were used to

answer the research questions while t-test was used to test the hypotheses at .05 level of significance.

4.1 Results and Discussion of Findings

Research Question One

What is the effect of WhatsApp on students' use of the library in University of Uyo?

Mean and standard deviation were used to answer this question. The result of the analysis is as presented in Table 1

Table 4.1: Mean response of the effect of WhatsApp on students' use of the library in University of Uyo (N=292)

WhatsApp	\bar{x}	SD	Remarks
1 I appreciate socializing with friends on WhatsApp most of the time	3.23	0.55	Agreed
2 I use WhatsApp to disseminate information to my class mate	3.70	0.56	Agreed
3 WhatsApp notification is a distraction to my study	3.34	0.58	Agreed
4 I spend hours chatting with people on WhatsApp	3.34	0.75	Agreed
5 WhatsApp groups help me with relevant information that aids library use	3.25	0.71	Agreed
Grand Mean	3.37	0.63	Agreed

The result in Table 4.1 shows the mean range for the response of the students on effect of WhatsApp on students' use of the University of Uyo library for items 1 to 5. All the items indicated were all above the cut off mark of 2.50. The result in Table 1 also showed standard deviation scores of the respondents which ranged from 0.55 to 0.71 and since the spread of the scores were not too far from each other, it means that the respondents shared

similar views on the items. Also, the cluster mean of 3.37 for all the items indicates that there is effect of WhatsApp on students' use of the University of Uyo library.

Research Question Two

What is the effect of Facebook on students' use of the library in University of Uyo?

Mean and standard deviation were used to answer this question. The result of the analysis is as presented in Table 2

Table 4.2: Mean response of the effect of Facebook on students' use of the library in University of Uyo (N=292)

Facebook	\bar{x}	SD	Remarks
6 I access Facebook frequently	3.16	0.91	Agreed
7 I utilize Facebook for entertainment	3.09	0.94	Agreed
8 It is convenient and user friendly to use Facebook in communicating with colleagues	2.97	0.92	Agreed
9 I often use Facebook to get information on course contents	2.98	0.79	Agreed
10 Facebook enhance communication among my colleagues	3.19	0.76	Agreed
Grand Mean	3.08	0.86	Agreed

The result in Table 4.2 shows the mean range for the response of the students on effect of Facebook on students' use of library in University of Uyo for items 6 to 10. All the items indicated were all above the cut off mark of 2.50. The result in Table 2 also showed standard deviation scores of the respondents which ranged from 0.76 to 0.94 and since the spread of the scores were not too far from each other, it means that the respondents shared

similar views on the items. Also, the cluster mean of 3.37 for all the items indicates that there is effect of Facebook on students' use of the University of Uyo library.

4.2 Hypothesis 1

There is no significant effect of WhatsApp on student's use of library in University of Uyo. Dependent t-test was used to test this hypothesis, the result of the analysis is as presented in Table 3

Table 4.3: Dependent t-test of the effect of WhatsApp on students' use of the library in University of Uyo (N=292)

	Variables	Mean	N	SD	t-cal	Sig.	Remarks
Pair 1	WhatsApp	16.85	292	1.78	12.41	0.00	Significant
	Students library use	18.55	292	2.93			

The result in Table 4.3 shows that the calculated t-value of the effect of WhatsApp on student's use of library in University of Uyo at 291 degrees of freedom is 12.41, while its corresponding calculated level of significance is .00 alpha. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies that there is significant effect of WhatsApp on

student's use of the library in University of Uyo.

4.3 Hypothesis 2

There is no significant effect of Facebook on student's use of library in University of Uyo. Dependent t-test was used to test this hypothesis, the result of the analysis is as presented in Table4:

Table 4:4 Dependent t-test of the effect of Facebook on students' use of the library in University of Uyo (N=292)

	Variables	Mean	N	SD	t-cal	Sig.	Remarks
Pair 1	Facebook	15.39	292	3.00	16.61	0.00	Significant
	Students library use	18.55	292	2.93			

The result in Table 4.4 shows that the calculated t-value of the effect of Facebook on student's use of library in University of Uyo at 291 degrees of freedom is 16.61, while its corresponding calculated level of significance is .00 alpha. This level of significance is less than .05 in which the decision is based. With this result, the null hypothesis was rejected. This implies that there is significant effect of Facebook on student's use of library in University of Uyo.

5.2 WhatsApp and Students' Use of the Library

The result of the analysis of the influence of WhatsApp on student's use of the library in University of Uyo revealed that there is significant influence of WhatsApp on student's use of the library in University of Uyo. The finding lent credence to the observation of Jisha and Jebakumar (2014) who reported that WhatsApp is one of the revolutionized apps in technology that is used on mobile phones and computers. WhatsApp has developed into a communication

5.1 Discussion of Findings

application that some individuals find it difficult to do without. It is irresistible to those who know the value. People use the WhatsApp to keep in touch with friends and family members, as well as for the sharing of ideas, also for sharing information, entertainment and learning requirements. The finding also lent credence to the observation of Zhang and Fallon (2015), who reported the use of social media sites may decrease students' level of engagement and involvement inside the library and utilization of library resources.

5.3 Facebook and Students' Use of the Library

The result of the analysis of the influence of Facebook on student's use of the library in University of Uyo revealed that there is significant influence of Facebook on student's use of the library in University of Uyo. The findings lent credence to the observation of Memon et al. (2014) who reported that Facebook has quickly emerged as a basic tool and a source of information, social interaction and network building among students. Although Facebook creation was not intended for educational purposes, it is advocated that students themselves can encourage informal dialogue and intervene sharing their knowledge which can in turn influence their ability to make use of the library. The finding also supports the observation of Owusu-Acheaw and Larson (2015) who noted that students are exposed to social media the most and as a result, adopt many new technologies through social media platforms. Students of tertiary institutions make up the greatest class of social network users compared to any other class in society. The positive aspects of social networks are exemplified by facilitating the means of communication and accessibility of information, this ease of accessibility promotes students' communication in the library.

Conclusion

Digital revolution has dramatically changed the face of libraries in the 21st century. This has posed a challenge to academic libraries to digitize their services and resources through appropriate Information and Communications Technology (ICT) application in order to remain relevant. However, WhatsApp and Facebook have hampered students' use of libraries in academic institutions in the contemporary society. These challenges have negative effects as well as tendencies to undermine students' use of library in the University of Uyo, as most students concentrate on the use of WhatsApp and Facebook inside the library in chatting, without concentrating on their academic work using the library resources.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. University library personnel should sensitize students on the benefits of using WhatsApp and Facebook for academic purposes whenever they find themselves in the library.
2. Awareness should be created by the library management to the students on the importance of using WhatsApp and Facebook to enhance their study. This will make students regularly visit the library and use their social networks to communicate with fellow colleagues for academic purposes.
3. University authorities should organize seminars to enlighten students on the not-so good aspects of frequent usage of WhatsApp and Facebook for non-academic purpose in the library.

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