

Exploring Social Networking Site Utilization Among Library Users at the University of Agricultural Sciences, Bengaluru: A Study

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This study examines the preferences of the respondents, usage patterns and perceptions of SNSs. The observations suggest that smartphones are one of the most preferred devices for accessing SNS, mainly due to their portability and flexibility. Although the principal purpose of SNSs are private messaging, entertainment, and education, however, encounters such as network issues and privacy concerns continue to exist. The users generally assign a high-level value on global connectivity and customized privacy settings, and also expect relatively high expectations of library services delivered via SNSs. Some of the propositions for improving the users' experience include arranging in order of security and privacy procedures, improving network infrastructure, personalizing functionality, and fostering relationships with academic institutions.

Keywords: *Social Networking sites, Library Users, YouTube, Agriculture University, Library, Bengaluru.*

0 INTRODUCTION

With the initiation of SNSs there has been a substantial transition in the technique of how people connect, obtain information, and participate in numerous activities, including academic and recreational endeavors. Libraries, have through the primeval ages, been considered as the centers of knowledge and information distribution and are not immune to the digital revolution. As

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more individuals use networking sites for communication, information retrieval and resource sharing, it is crucial to realize how library patrons use these platforms. This investigation has been specifically relevant in consideration of the emerging transforming role of libraries in the digital era when they are progressively using digital tools and facilities to fulfill the requirements of their patrons. The purpose of this study is to consider the usage of SNSs by the patrons of the library which include the regularity, objective, and impact of their interactions with these platforms. The users of the library users have the ability to utilize SNSs for a variety of purposes, which include the exploration of academic materials, participating in library events, communicating with librarians, and interacting with other library patrons. These platforms deliver a dynamic environment for libraries to develop their reach beyond physical borders, allowing users to access information and services remotely.

Furthermore, SNSs empower libraries to upsurge their visibility, encourage their services, and build a sense of community among users. It is, therefore, imperative for quantifiable motivations to appreciate the preferences and tendencies about the use of SNSs among library patrons. First and foremost, it assists libraries to craft their offerings in a much better manner to tailor their offerings according to the specific requirements of their consumers. There is always a room for improvement of the libraries to perk up their strategies of social media by categorizing the most popular platforms and the variety of content that fascinates the users. Secondly, by applying this knowledge, digital literacy programs can be created to deliver users with the tools that they usually require to successfully navigate and use SNSs. Finally, by providing training to the people on the manner as to how to utilize social media efficiently, the libraries may become more adaptive and user-focused by encouragement of deeper and more involved interactions.

1 LITERATURE REVIEW

There has been a radical transformation in the manner people communicate, connect, interact and access information through the rise of SNSs. Since the ancient times, libraries, have been regarded as the repositories of information, knowledge and learning and have openly taken into its fold SNSs, in order to enhance user participation, spread information, and promote community. The incorporation of SNSs into libraries has also reformed users' information-seeking habits. This literature review examines the wide-ranging operations of SNSs among library users, including their impact on library services, user engagement, and information behavior. SNSs have always proved to be advantageous in the improvement of user engagement in library backgrounds. Chu and Du¹ revealed that SNSs facilitate collaborative learning and resource sharing, improving the overall user experience. Through the extensive usage of SNSs, library patrons can interconnect with librarians and other patrons,

thereby fostering a sense of community and support. This contact is exclusively valuable in academic libraries, where students can participate in conversations, obtain study materials, and receive up-to-date information about library services.

According to Luo, Wang, and Han² Social Networking Sites (SNSs) make it easier to access library resources by imparting direct links and suggestions, this ease of access nurtures consistent usage of library services and resources. Furthermore, SNSs are beneficial tools for information literacy, since they show users how to appropriately navigate digital resources. Cooke refers to the significance of digital literacy in the effective usage of SNSs by library patrons. According to the study, libraries should make available training programs to benefit users to learn the skills required to effectively navigate and use social networking sites.

While the advantages of SNSs in libraries are clear, several problems must be addressed. Jacobson³ discusses topics such as privacy, information overload, and the digital divide. Libraries essentially need to keep in mind these issues by creating strong privacy policies, curating content to prevent information overload, and assuring equal access to digital services. Additionally, educating library staff to successfully manage and use SNSs is judicious for comprehending their total potential. There have been several case studies that demonstrate the successful integration of SNSs in libraries. Radford and Connaway⁴ discuss in detail the issue of information overload in SNSs. They argue that libraries must carefully select content and give users with tools and requisite training to manage the massive amounts of information available on these platforms. Collins and Quan-Haase⁵ for example, studied the University of Western Ontario's library system and understood that intensive social media marketing boosted student awareness and optimal use of library services. Similarly, Phillips⁶ found that using Twitter for virtual reference services in public libraries significantly augmented patron satisfaction and service efficiency. The incorporation of SNSs into libraries has revolutionized how they become involved with and serve their patrons. Libraries may increase user engagement, make information more accessible, and erect a sense of community among users by exploiting the interactive and common features of SNSs.

2 OBJECTIVES

- i. To ascertain how frequently and how library users utilize social networking sites.
- ii. to determine which SNSs are most popular among library users.
- iii. To assess the perceived positive effects of using SNSs for library users.

- iv. Identify library users' expectations of library services through social networking sites.
- v. To highlight issues and concerns related to the use of social networking sites.

3 HYPOTHESES

H1₀= There is no substantial alteration in the frequency of use of social networking sites between males and females.

H1_a= There is a noteworthy variance in the frequency of usage of social networking sites between males and females.

H2₀= There is no important difference in the purpose of using SNSs between males and Females.

H2_a= There is a significant difference in the purpose of using SNSs between males and Females.

4 METHODOLOGY

Population: The present research emphasizes on library users (Post Graduate Students) of The University of Agricultural and Sciences, Bengaluru.

Sample: The researcher used Krejcie and Morgan's sample⁷ size determination procedures to conduct the study. At The University of Agricultural Sciences Bengaluru, 875 students are pursuing their postgraduate degrees in several departments. According to the Krejcie and Morgan technique, 268 minimum sample size is required to carry out the research work out of 875 population.

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Method of Data Collection: A homogenous questionnaire will be created to collect quantitative information on SNS usage among library patrons. The questionnaire will include the frequency of SNS use, preferred SNSs, objective of using SNSs, expected library services through SNSs, and perceived benefits and challenges.

Data Analysis: MS Excel and SPSS were utilized for statistics analysis, such as, creating tables and graphs, testing hypotheses, and interpreting data for logical conclusions.

5 DATA INTERPRETATION AND ANALYSIS

The Table 1 depicts the demographic information in the survey includes

vital aspects, such as, the respondents' age, gender, and geographic origin. The gender distribution displayed that there were more female respondents (58.7%) than male (41.3%). The majority of respondents (72.7%) are between the ages of 21 and 23. The second-largest group of respondents—those aged 24 to 26—account for 21.0%. Around 5.6% of all the respondents are aged between 27 to 29. Only 0.7% of responses are over the age of thirty. According to locality data, 51.7% are from urban areas. Meanwhile, 42.0% are from rural areas, with a small percentage of semi-urban regions (6.3%).

TABLE-1
Demographic Information

	Category	Number	Percentage
Gender	Male	118	41.3
	Female	168	58.7
	Total	286	100.0
Age	21-23	208	72.7
	24-26	60	21.0
	27-29	16	5.6
	Above 30	2	0.7
	Total	286	100.0
Locality	Urban	148	51.7
	Semi-Urban	18	6.3
	Rural	120	42.0
	Total	286	100.0

USES OF SNSs

The Table-2 presents a comparative analysis of the methodology of several Social Networking Services (GSNSs) are used, finding significant disparities in usage and popularity. YouTube and WhatsApp have adoption rates of 97.2% and 96.5%, respectively, demonstrating their enormous dominance and importance in modern digital communication and information consumption. Instagram and Telegram follow, albeit with far lower usage percentages of 77.6% and 84.6%, respectively.

LinkedIn's 50.3% usage rate distinguishes it from more socially and graphically focused sites such as Instagram and Snapchat as a professional networking tool. Platforms with reduced usage rates include Facebook (44.8%), Twitter (40.6%), and Pinterest (31.5%), which could indicate changes in user behavior or the advent of competitive alternatives. In today's social media world, older or more niche platforms like Yahoo! Buzz (8.4%), Picasa (4.9%), and Google Talk (27.3%) have much lower interaction rates, indicating their obsolescence.

TABLE-2
Use of SNSs

SNSs	Yes	%	No	%
YouTube	278	97.2	8	2.8
WhatsApp	276	96.5	10	3.5
Telegram	242	84.6	44	15.4
Instagram	222	77.6	64	22.4
LinkedIn	144	50.3	142	49.7
Snapchat	136	47.6	150	52.4
Facebook	128	44.8	158	55.2
Twitter	116	40.6	170	59.4
Pinterest	90	31.5	196	68.5
Google Talk	78	27.3	208	72.7
Yahoo! Buzz	24	8.4	262	91.6
Hangouts	18	6.3	268	93.7
Picasa	14	4.9	272	95.1
WeChat	14	4.9	272	95.1
Tumblr	12	4.2	274	95.8

TABLE-3
Frequency use of SNSs

	Scale	Frequency
Valid	Very Frequently	48(16.8%)
	Frequently	172(60.1%)
	Sometimes	58(20.3%)
	Rarely	8(2.8%)
	Never	-
Total		286(100%)
Mean		3.91
Std. Deviation		0.690

FREQUENCY USE OF SNSs

The regularity with which respondents utilize social networking sites (SNSs) demonstrates important patterns in user involvement that is displayed in Table 63. The vast majority of users use SNSs frequently with 60.1% reporting frequent use and an additional 16.8% indicating very frequent use. This combined 76.9% majority emphasizes the widespread relevance of SNSs in daily routines, showing the strong integration of these platforms into users’ personal and social lives. The small percentage of users who rarely use SNSs (2.8%) is a small but significant segment that is less reliant on these digital tools. Table 3 depicts the frequency of use of SNSs among male and female students. The P-value is 0.367, t -0.903, which is greater than 0.05, thus the H_{1_0} hypothesis is rejected.

TABLE-4
Independent Samples Test

Frequency use of ASNSs		t	Sig. (2-tailed)
	Equal variances not assumed		0.903

TIME SPENT ON SNSs ON AVERAGE

Table 64 on an average time spent on SNSs may reflect the usage of the users’ patterns and level of interest. 85.4% of students mentioned that they use social networking sites for one to four hours every day on average. Specifically, 39.9% spend 3-4 hours, whereas 45.5% spend 1-2 hours. According to this distribution, a sizable proportion of users spend moderate amounts of time on SNSs, presumably as part of their daily routines for conversation, entertainment, or information intake. 7.0% of respondents, a lesser percentage, claim to spend 5-6 hours each day on SNSs, indicating a stronger attachment to social networks. Furthermore, 2.8% of users account for spending more than six hours, indicating a distinctive group of people who spend an extensive amount of their day.

TABLE-5
Average Time Spent on SNSs

	Hours	Frequency
Valid	More than 6 hours	8 (2.8%)
	5-6 hour	20 (7.0%)
	3-4 hour	114 (39.9%)
	1-2 hour	130 (45.5%)
	Less than 1 hours	14 (4.9%)
Total		286(100%)
Mean		3.43
Std. Deviation		0.808

PLACE OF ACCESSING SNSs

Table No. 5 depicts the student's accessing place of SNSs. Hostels are the most popular places to visit social networking sites, with 81.1% of respondents reporting they do so while staying there. Given their widespread presence, hostels are anticipated to be important in facilitating digital social connections between users of communal living spaces and students. Another prominent area for SNS usage is the library, where 64.3% of students specified, they had used SNSs. Home ranks third in terms of SNS access, according to 60.8% of respondents. Although people often associate their homes with privacy and leisure. 58.7% of respondents stated they browsed social networking sites in university campuses, representing that these are also key areas for SNS use. However, only 32.9% of respondents alleged they used SNSs in the classroom, making classrooms the least popular place for social media use.

TABLE-6
Place of Accessing SNSs

Place	Frequency	
	Yes	No
Hostel	232 (81.1%)	54 (18.1)
Library	184 (64.3%)	102 (35.7%)
Home	174 (60.8%)	112 (39.2%)
University Campus	168 (58.7%)	118 (41.3%)
Classroom	94 (32.9%)	192 (67.1%)

TOOL FOR ACCESSING SNSs

The Table-6 demonstrates that the data on the frequency with which numerous tools are used to access SNSs. Smartphones were the most extensively used device amongst the participants, with 270 (94.4%) admitting to using them. In line with this, 216 (75.5%) students confirmed that they use laptop computers. Tablets and personal computers, only 26 (9.1%) and 38 (13.3%) respondents reported using them, respectively. 86.7% of respondents in both groups said they didn't use tablets or personal computers. Smartphones have gained in popularity due to their simplicity of use and portability, which allows users to access SNSs from anywhere and at any time. Laptops remain a popular choice because they combine portability and functionality.

TABLE-7
Tool for Accessing SNSs

Tool	Frequency	
	Yes	No
	270 (94.4%)	16 (5.6%)
Laptop	216 (75.5%)	70 (24.5%)
Personal Computers	38 (13.3%)	248 (86.7%)
	26 (9.1%)	260 (86.7%)
Smartphone		

IMPORTANCE OF SNSs FEATURES

The Table No. 7 mentioned below provides information about the professed importance of multiple features in Social Networking Services (SNS). About 37.8% believe flexible privacy settings are the most significant feature, thoroughly followed by worldwide connectivity (34.3%). File sharing and user-friendly interfaces are also regarded heavily, with more than 80% of respondents describing them as important. The Messaging systems (50.3%) and multi-user virtual environments (49.0%) are scored significantly lower in importance than other features, although a sizable proportion of respondents regard them as actually important. Some of the larger standard deviations imply a wider range of replies from respondents, whereas higher mean scores indicate greater overall importance.

TABLE-8
Importance of SNS features

Features	Very Important	Important	Moderately Important	Slightly Important	Not Important	Mean
File sharing	92 (32.2%)	138 (48.3%)	48 (16.8%)	6 (2.1%)	2 (0.7%)	4.09
User friendly	72 (25.2%)	162 (56.6%)	42 (14.7%)	8 (2.8%)	2 (0.7%)	4.03
Worldwide connectivity	98 (34.3%)	124 (43.4%)	46 (16.1%)	12 (6.3%)	6 (2.1%)	4.03
Customizable privacy setting	108 (37.8%)	102 (35.7%)	54 (18.9%)	16 (5.6%)	6 (2.1%)	4.01
Messaging system	70 (24.5%)	144 (50.3%)	52 (18.2%)	18 (6.3%)	2 (0.7%)	3.92
Multi-user virtual environment	74 (25.9%)	140 (49.0%)	48 (16.8%)	16 (5.6%)	8 (2.8%)	3.9

PURPOSE OF USING SNSs

Table No. 8 précises the main objective of using SNSs by respondents. The majority of the respondents (90.2%) stated that their primary use of SNSs is for communication with friends and family. Approximately 79.7% of users utilize SNSs to communicate with their professors. Sharing multimedia content on SNSs is one of the other popular activities, according to 84% of respondents. Despite this, the majority of the respondents (83.3%) received their updates via SNSs. 84% of respondents believed that using SNSs to meet

new people. Similar to staying current, departmental notifications are regularly shared (84%). According to 79.8% of respondents, SNSs are primarily used for entertainment. Even a sizable portion (83.3%) use SNSs for online learning. The one-way ANOVA test discloses that there is a significant variance in the purpose of using SNSs between males and females, except for self-update sharing department notifications, entertainment, and online learning, which have significant values of 0.909, 0.917, 0.241, and 0.855. Hence, the hypothesis H20 is rejected.

TABLE-9
Purpose of using SNSs

Purpose	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	F	Sig
To share photos and videos	120(42.0%)	120(42.0%)	42(14.7%)	4(1.4%)	-	5.944	0.015
To Communicate with family/Friends	152(53.1%)	106(37.1%)	26(9.1%)	2(0.7)	-	5.828	0.016
To connect teachers/professors	84(29.4%)	144(50.3%)	52(18.2%)	4(1.4%)	2(0.7%)	4.442	0.036
To make new friends	66(35.0%)	140(49.0%)	42(14.7%)	4(1.4%)	-	4.188	0.042
To entertainment	116(40.6%)	112(39.2%)	46(16.1%)	8(2.8%)	4(1.4%)	1.383	0.241
To online learning	138(48.3%)	100(35.0%)	48(16.8%)	-	-	0.033	0.855
To keep myself updated	124(43.4%)	114(39.9%)	38(11.3%)	10(3.5%)	-	0.013	0.909
To share department notifications	100(35.0%)	140(49.0%)	42(14.7%)	4(1.4%)	-	0.011	0.917

EXPECTED LIBRARY SERVICE THROUGH SNSs

Table 9 shows respondents’ expectations regarding library services through SNSs. The majority of respondents (92.4%) agreed or strongly agreed that SMS services should be accessible for book issuing, return, and renewal. Book reservation services via social networking sites are also in high demand, according to 79.8% of respondents. Eighty-five percent of respondents believe new arrival alerts should be expected. 88.2% of respondents specified that they would eagerly await reference services. With 90.9% of respondents agreeing, newspaper services have the highest mean score (4.41), indicating strong support and great demand. Newspaper clipping services are also in demand with 89.6% agreement. With 87.5% agreement, there is a substantial demand for question paper services. The mean score and high degree of agreement (88.9%) indicate high expectations for OPAC services delivered via SNSs.

TABLE-10
Expected library service through SNSs

Library Services	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Newspaper services	146 (51.0%)	114 (39.9%)	24 (8.4%)	2 (0.7%)	-	4.41	0.674
Book issue, return, and renewal SMS services	124 (43.4%)	140 (49.0%)	16 (5.6%)	4 (1.4%)	2 (0.7%)	4.33	0.709
Reference services	124 (43.4%)	128 (44.8%)	32 (11.2%)	2 (0.7%)	-	4.31	0.693
Online public access catalog (OPAC)	128 (44.8%)	126 (44.1%)	26 (9.1%)	6 (2.1%)		4.31	0.725
Newspaper Clipping services	120 (42.0%)	136 (47.6%)	26 (9.1%)	4 (1.4%)	-	4.3	0.691
Question Paper Services	128 (44.8%)	122 (42.7%)	30 (10.5%)	6 (2.1%)	-	4.3	0.74
New arrival services	120 (42.0%)	110 (38.5%)	54 (18.9%)	2 (0.7%)	-	4.22	0.769
Book reservation services	94 (32.9%)	134 (46.9%)	52 (18.2%)	4 (1.4%)	2 (0.7%)	4.1	0.789

POSITIVE EFFECTS OF SNSs

Table-10 analyses the respondents' perceptions of the positive benefits of SNSs. The high percentage of respondents (88.1%) who agree or strongly agree that social networking sites support online learning reflects a strong positive viewpoint. The vast majority (74.9%) agree that social networking sites endorse ingenuity. The ability to receive timely responses to inquiries is well-received, scoring 78.3. The development of social activities is seen positively by 68.6% of respondents. Another significant benefit, with 79.1% agreement, is time savings. The recognition of self-learning is notable, with 74.9% of respondents agreeing. 75.5% of respondents say group discussions

are good. 70% of respondents acknowledge that they are comfortable communicating. Educators and educational institutions can employ social networking sites (SNSs) to intensify student engagement and learning outcomes. This variance could be explained by factors, such as, user comfort with different SNS platforms, individual learning preferences, and personal technical choices.

TABLE-11
Positive Effects of SNSs

Positive Effects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Encourage online learning	102 (35.7%)	150 (52.4%)	30 (10.5%)	4 (1.4%)	-	4.22	0.685
Enhance creative element	96 (33.6%)	118 (41.3%)	64 (22.4%)	8 (2.8%)	-	4.06	0.819
Instant reply to teachers'/students' questions	80 (28.0%)	144 (50.3%)	58 (20.3%)	4 (1.4%)	-	4.05	0.733
Saves the time	88 (30.8%)	138 (48.3%)	44 (15.4%)	14 (4.9%)	2 (0.7%)	4.03	0.849
Develops self-learning skills	82 (33.6%)	118 (41.3%)	64 (22.4%)	8 (2.8%)	-	4.03	0.669
Group discussions are useful	72 (25.2%)	144 (50.3%)	66 (23.1%)	2 (0.7%)	2 (0.7%)	3.99	0.758
Comfortable in communicating with others	76 (26.6%)	124 (43.4%)	82 (28.7%)	2 (0.7%)	2 (0.7%)	3.94	0.802
Develops the social activities	76 (26.6%)	120 (42.0%)	74 (25.9%)	12 (4.2%)	4 (1.4%)	3.88	0.898

BARRIERS OF SNSs

According to the responses, Table-11 highlights the barriers in accessing social networking sites (SNSs). Around 67.9% of the respondents reported experiencing network problems on a regular or frequent basis, making them the most commonly mentioned impediment. Another immense barrier is health-related, with 55.3% of respondents having ongoing or regular health issues. Unwanted notices are a rather common barrier, since 41.3% of people experience them on a regular basis. Approximately 47.6% of respondents said they were concerned about privacy regularly. 45.5% of respondents expressed concern about hacking. Identity theft is a lesser-known but major concern, with 42.7% reporting regular or occasional instances.

TABLE-12
Barriers of SNSs

Positive Effects	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	SD
Encourage online learning	102 (35.7%)	150 (52.4%)	30 (10.5%)	4 (1.4%)	-	4.22	0.685
Enhance creative element	96 (33.6%)	118 (41.3%)	64 (22.4%)	8 (2.8%)	-	4.06	0.819
Instant reply to teachers'/students' questions	80 (28.0%)	144 (50.3%)	58 (20.3%)	4 (1.4%)	-	4.05	0.733
Saves the time	88 (30.8%)	138 (48.3%)	44 (15.4%)	14 (4.9%)	2 (0.7%)	4.03	0.849
Develops self-learning skills	82 (33.6%)	118 (41.3%)	64 (22.4%)	8 (2.8%)	-	4.03	0.669
Group discussions are useful	72 (25.2%)	144 (50.3%)	66 (23.1%)	2 (0.7%)	2 (0.7%)	3.99	0.758
Comfortable in communicating with others	76 (26.6%)	124 (43.4%)	82 (28.7%)	2 (0.7%)	2 (0.7%)	3.94	0.802
Develops the social activities	76 (26.6%)	120 (42.0%)	74 (25.9%)	12 (4.2%)	4 (1.4%)	3.88	0.898

SATISFACTION IN USING SNSs

Table 12 provides an assessment of respondents' satisfaction with SNSs. Only 24 users (0.7%) indicate they are extremely satisfied with their SNS experience, whereas the vast majority of students (74.1%) are satisfied. This large proportion implies that users are generally satisfied, implying that SNSs meet their needs and expectations to a significant level. A large portion of users (16.8%) express neutral sentiments about their SNS experience. The small fraction of users demonstrates how infrequently respondents have negative encounters with SNSs.

TABLE-13
Satisfaction level in using SNSs

	Scale	Frequency
Valid	Highly Satisfied	24(0.7%)
	Satisfied	212(74.1%)
	Neutral	48(16.8%)
	Dissatisfied	-
	Highly Dissatisfied	2(0.7%)
Total		286(100%)
Mean		3.90
Std. Deviation		0.552

6 FINDINGS AND SUGGESTIONS

There are significant usage discrepancies among social networking

platforms, with YouTube and WhatsApp leading with adoption rates of over 96%. SNSs are widely used in users' daily lives, primarily for personal communication, multimedia sharing, and remaining up to current. Genders differ in their usage reasons. Users anticipate library services through SNSs, such as SMS for book services and OPAC access. Network problems, health concerns, and privacy threats are all significant impediments. To address platform-specific usage rates, tailored tactics must be implemented, with an emphasis on improving the user experience. Privacy and security elements must be prioritized in order to reduce risks. User education on privacy and security is critical for safe SNS navigation.

7 CONCLUSION

The findings demonstrate the widespread usage of smartphones to access SNSs, with privacy settings and global connectivity ranked as top priorities. SNSs offer a variety of objectives, ranging from personal communication to online learning, albeit with limitations such as network constraints and privacy concerns. While levels of pleasure vary, people generally feel satisfied. To improve the user experience, platforms should emphasize privacy and security, fix network infrastructure issues, and provide personalized features. Overall, these findings highlight the importance of continual revolution in meeting altering user requirements in the dynamic world of social networking.

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