

# Exploring the Role of Social Media in Promoting Digital Literacy for Modern Library Systems

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**Abstract:** In the modern knowledge-based society, other than possessing technical expertise and having access to information technology, it is becoming progressively crucial for individuals to experience a wide range of supporting social relationships. Library services are being modified to accommodate internet communication tools and foster this emerging connection. The study aimed to investigate how social media platforms are used to enhance digital literacy in modern library systems, and to explore “the role of social media in educating library staff” and patrons on digital literacy skills. The research employed random sampling to identify respondents, acquired primary data via a questionnaire, and obtained secondary data from journals, publications, and published papers. The study chooses librarians and library staff as the targeted population. The sample comprised 250 secondary pupils from Delhi NCR libraries. The results showed that social media platforms were excellent enhancers of the digital literacy access of modern library systems by increasing accessibility to educational resources and tutorials. Furthermore, social media is a great avenue for educating library staff on digital literacy skills in an interactive manner that is easy to use to enhance knowledge and engagement with digital tools. Some of the challenges identified were limited digital infrastructure and differences regarding the level of user engagement.

**Keywords:** Social Media, Digital Literacy, Library Systems, Educational Resources, and Library Staff Training.

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## 1. INTRODUCTION

Social media has an influence on the field of Library and Information Science. Contemporary libraries are effectively leveraging social media platforms to benefit their organizations. Social media platforms provide several avenues for promoting library services beyond conventional methods. This platform enables users to generate, link, and exchange information, therefore facilitating libraries in establishing stronger connections with its users. Social media platforms capture the interest of new users, facilitate remote learning, provide knowledge exchange, and enable information retrieval. Social media platforms serve as valuable tools for the promotion of books and collections, as well as for acquisition of information on user preferences and trends (Jones-Jang et al., 2021b).

Social media technologies, including social networking sites, blogs, and micro blogging tools, are gradually establishing themselves as dependable venues for the prompt transmission of information with specific audiences. Applications of social media facilitate the widespread distribution of information, including false or misleading content. Transmitting messages to many recipients is a straightforward process, typically requiring only a single mouse click. Rapid dissemination of false information on social media can lead to widespread misunderstanding and unwarranted concern among the general population (Guess et al., 2020). Pervasive dissemination of false information on social media is a matter of worry. The ethical considerations in business analytics extend beyond mere compliance with laws; they delve into the ethical basis of data gathering, processing, and use. With the growing pooling of vast amounts of data by companies, issues like privacy,

consent, and the potential societal impacts of analytics become increasingly significant (Asatiani et. al., 2021, Kamal & Himel, 2023).

Presently, “digital literacy has gained significant popularity in educational institutions and among students”. The rapid advancement of technology has brought about substantial transformations in our everyday existence, one of which enables us to actively pursue digital citizenship. Therefore, it is imperative to reduce the disparity in the availability of digital gadgets in order to enhance access to technology and promote socioeconomic equality (Manheim & Kaplan, 2019). Once children are able to effectively “use media and technology” to engage with their surroundings, their “personal environment” experiences significant improvement and facilitates their sense of unity. Competence is acquired via the process of researching, studying, and creating their own digital works utilizing contemporary and cost-effective instruments. This process expands the understanding to enable continuous learning in the digital learning environment (Kaeophanuek et al., 2019). Social media platforms provide libraries and other commercial firms with a very accessible and simple means to promote their products and services. In universities where cost efficiency and distant learning are the main concerns, Digital Libraries represent a substantial augmentation. The concept of Digital Libraries has garnered significant interest since the 1990s. Currently, “Digital Libraries play a crucial role in the educational systems” of several nations such as India, Malaysia, the United States, Thailand, South Korea, and so on (Shem, 2015).

In light of the closure of educational institutions and the limited availability of traditional libraries (Alhumaid et al., 2020), individuals with prior knowledge of Digital Libraries are successfully maintaining their education by utilizing online resources (Audunson & Shuva, 2016). In order to enhance the educational and reading experiences amid the Covid-19 pandemic, stakeholders of Digital Libraries also engaged in brainstorming sessions to further adapt the application of online libraries by students. Here, previous experience once again influenced the connection between Digital Libraries and reading habits, as students saw Digital Libraries as a useful resource for obtaining books and continuing reading and learning even during the lockout and closure of educational facilities (Mehta & Wang, 2020).

Academic libraries constitute a distinct category within the broader classification of libraries, which also include National, Public, and Special libraries. Academic libraries encompass libraries at the school, college, and university levels. Academic libraries aim to serve the scholarly pursuits of the academic community while facilitating the preservation and dissemination of knowledge. Indians have been identified as the most engaged users on several web-based social network platforms, including Friendster and multiply, making “social networking one of the most popular online hobbies” in India. These social networking platforms have been proposed as a potential avenue for academic libraries to distribute information, offer services, and advertise new publications (Boyd et al., 2007).

## 2. LITERATURE REVIEW

Martzoukou et al., (2016) expressed a strong need and want for further continuous technical training and development to enhance digital literacy and achieve expertise in comprehending the requirements of the community. Deficiencies in MLIS programs were found predominantly in the domains of e-Books, fundamental PC troubleshooting, social networking, and communication skills. A study by Adaga et al., (2024) examined the concept of sustainability in corporate analytics, considering the ecological consequences of data centers, energy usage, and the entire lifespan of digital technology. It assessed the philosophical foundations that governed sustainable practices in the area, with the goal of aligning the quest for data-driven insights with ecological responsibility. In the same way Nawaz et al., (2010) stated that depending on the perceptions of e-Learning, technologies were employed to either “accomplish immediate goals for immediate contributions (instrumental-view) or long-term and more comprehensive goals (substantive or liberal-view)”. A contention was made that neither the instrumental nor substantive perspectives were inherently positive or negative.

Akayoglu et al., (2020) stated that the present digital literacy abilities of physical therapists (PTs) in Turkey provide valuable insights for “educational policy makers and teacher trainers in teacher education for the twenty-first century”. Another study by Anthonysamy et al., (2024) revealed that technical literacy and cognitive literacy, two out of the three domains of digital literacy competency, were positively correlated with the reduction of misinformation among university students. Conversely, socio-emotional literacy had the opposite impact. Moreover, the study further elucidated that hedonic incentive contributed to the reduction of misinformation, but habit did not. In the same way Liu et al., (2020) indicated that, when considering the combined indices of various socioeconomic categories within “the population, school instructors and lecturers in higher educational institutions had achieved a greater degree of digital literacy”. This level surpassed the average “level of digital literacy in Russia by a large margin”.

Pangrazio et al., (2020) examined many definitions and the resulting conflicts and obstacles, as well as the consequences for digital literacy instruction which indicated that comparable tensions and difficulties were present in all three situations, but the approach to resolving them differed depending on the specific circumstances. Another study by Alakrash et al., (2021) indicated that students exhibited the greatest utilization of digital technology in acquiring vocabulary and the least in developing reading skills, whereas teachers mostly used it for general teaching methods and the least for reading skills. Participants possess advanced digital literacy skills. Also confirmed the substantial disparity in the different applications of digital technology for language instruction.

Ali et al., (2021) demonstrated a strong and statistically significant correlation between the acceptance, dependence, sustainability of educational activities, and improvement of reading habits in digital libraries during the Covid-19 epidemic. Nevertheless, the findings clearly disproved the notion that Prior Experience had “played a mediating role in the relationship between Digital Library Dependency and Improved Reading Habits”. In the same way SIKDER, S. (2017) explored the concept of social networking and its use in Academic library services. The aim was to provide proactive awareness and training to LIS professionals, Teaching Faculty, Students, and Research Scholars on the fundamental significance of using social networking in academic library services within a digital setting. Another study by Anand, C. (2023) explored the methods by which libraries utilized social media platforms to make immediate announcements, facilitated interactive sessions, and promoted community involvement, thereby cultivating a more inclusive and participatory ecosystem. Furthermore, it also examined how social media functioned as a channel for advertising library events, both in person and online, reaching a wide range of consumers and increasing total exposure.

While various studies have examined digital literacy and the use of technology in educational and library contexts, there is a significant gap in understanding the specific role of social media in promoting digital literacy within modern libraries. Limited research has explored how library professionals can effectively utilize targeted social media strategies to enhance digital literacy among patrons. Additionally, the challenges faced by librarians, such as skill gaps and inadequate infrastructure, in implementing social media-driven literacy programs have not been thoroughly investigated. Furthermore, the long-term impact of using social media platforms to foster sustained digital literacy development in libraries remains underexplored. This study aims to address these gaps by focusing on the role of social media in improving digital literacy and identifying effective strategies and solutions for overcoming these challenges.

Martzoukou, K. (2021) discovered that the extensive and compulsory transition to online learning as a result of COVID-19 regulations presented several intricate and continuous obstacles in Higher Education: The widespread adoption of remote technologies and methods in online education guaranteed accessibility and fairness for everyone, along with challenges related to online pedagogy. In the same way Wu, D. (2024) indicated that the fifteen descriptors in DLFCS fundamentally comprised the main elements of digital literacy, exhibiting minimal correlations among them. The interrelated linkages of 'Skills-Competencies-Awareness' validated the underlying logic and the DLFCS framework itself. Digital literacy requires sustained and incremental development and enhancement. Another study by Park et al., (2021) conducted an analysis on “a specific portion of a dataset” that was acquired by simultaneously searching for all four keywords. Subsequent investigations gathered data from many fields of study and tracked the evolution of the prominent research topics throughout different time periods. In order to clarify the results, it was crucial for learners of all ages to embrace tailored digital literacy programs and technologies that aligned with their specific learning objectives.

### 3. OBJECTIVES

**Objective 1:** To assess the correlation between the social media usage by library professionals and promoting digital literacy within their libraries.

**Objective 2:** To evaluate the effectiveness of social media strategies employed by library professionals in enhancing digital literacy programs.

**Objective 3:** To explore the barriers and challenges library professionals encounter when using social media to promote digital literacy among patrons.

### 4. METHODOLOGY

The study encompasses all essential components of research, including the methodology, methods for data collection and analysis, and the theoretical framework that informs the investigation. This entails a wide and in-depth analysis of existing literature, case studies, and documented experiences. “The research utilized a quantitative approach” to investigate the function of social media employed by library professionals in advancing digital literacy in their libraries. A cross-sectional

survey was conducted to collect data, focusing on social media usage, strategies employed, and challenges faced by library professionals. The population consists of “library professionals working in various types of libraries, including public, university, and digital libraries, with a sample size of 100 library professionals”. Stratified random sampling was used to ensure representation from the different types of libraries. The main data analysis was based on the responses gathered via a structured questionnaire, while secondary data were reviewed from relevant journals, publications, and articles. The research methodology is descriptive and incorporates aspects of an exploratory design. SPSS software was used for data analysis to handle both descriptive and inferential statistics. The “study aims to conduct a comprehensive analysis of the utilization of social media platforms to enhance digital literacy,” accessibility to resources, and the education of library staff. The objective is to analyze the impact of social media on improving digital literacy and user engagement in library systems. The study seeks to identify how social media fosters better access to educational tools and enhances digital skills among both staff and patrons.

## 5. RESULTS

**Table 1: Demographic profile of the respondents**

Sr no	Demographic variables	Frequency	%	
1	Gender	Female	36	36%
		Male	64	64%
2	Age group	21-30 Years	29	29%
		31-40 Years	30	30%
		41-50 Years	26	26%
		Above 51 Years	15	15%
3	Education level	Bachelor's	31	31%
		Master's	28	28%
		Other Education Level	41	41%
4	Years of Experience in the Library Profession	1-5 years	36	36%
		6-10 years	38	38%
		Above 10 years	26	26%
5	Social Media usage frequency	Advanced	39	39%
		Beginner	27	27%
		Intermediate	34	34%

The “demographic profile of the respondents” shows that 64% are male, and 36% are female. In terms of age distribution, the largest group falls between 31-40 years (30%), followed closely by 21-30 years (29%) and 41-50 years (26%), with 15% being above 51 years. Education-wise, 41% of the respondents have qualifications categorized as "Other Education Level," while 31% hold “a bachelor’s degree and 28% a master’s degree”. Regarding professional experience, 38% have 6-10 years in the library profession, 36% have 1-5 years, and 26% have more than 10 years. For social media usage, 39% are advanced users, 34% are at an intermediate level, and 27% are beginners.

### 1. Results Based On Hypothesis

**H1: There is a significant relationship between social media usage by library professionals and the improvement of digital literacy among library patrons.**

**Table 2: Descriptive Statistics**

“Descriptive Statistics”			
	Mean	Std. Deviation	N
Social media usage	17.2500	3.85959	100
improvement of digital literacy among library patrons	16.2900	4.40224	100

The descriptive statistics table 2 indicate that respondents have a slightly higher average rating for social media usage (mean of 17.25) compared to the perceived improvement of digital literacy among library patrons (mean of 16.29). The relatively close mean scores, along with standard deviations of 3.86 and 4.40 respectively, suggest that while there is a generally

favorable view of social media's role, perceptions of its impact on digital literacy are somewhat varied. This reflects a strong overall belief in the effectiveness of social media in enhancing digital literacy, but with a notable range of opinions on how significantly it achieves this goal.

**Table 3: Correlation Table**

Correlations			
		Social media usage	improvement of digital literacy among library patrons
Social media usage	"Pearson Correlation"	1	.315**
	"Sig. (2-tailed)"		.001
	N	100	100
improvement of digital literacy among library patrons	"Pearson Correlation"	.315**	1
	"Sig. (2-tailed)"	.001	
	N	100	100
"Correlation is significant at the 0.01 level (2-tailed)".			

Correlation table 3 demonstrates that there is a significant "positive correlation" between social media usage and the improvement of digital literacy among library patrons. Specifically, "the Pearson correlation coefficient" is 0.315, "with a significance level of 0.001". This indicates a significant relationship: as social media usage increases, there is a corresponding increase in the perceived improvement in digital literacy among library patrons.

**H2: Targeted social media strategies (e.g., tailored content, campaigns) implemented by library professionals significantly improve digital literacy levels among library users compared to non-targeted approaches.**

**Table 4- "Model Summary"**

"Model Summary"				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894 <sup>a</sup>	.799	.797	1.46335
a. Predictors: (Constant), effectiveness of social media strategies				

The model summary table 4 reveals a robust fit, with an R value of 0.894 indicating a strong positive correlation between the effectiveness of social media strategies and the outcome variable. The "R Square value of 0.799 suggests that approximately 79.9% of the variance in the dependent variable is explained by the model", demonstrating substantial explanatory power. The "adjusted R Square" of 0.797 confirms that this high level of explanation holds when accounting for the number of predictors. Overall, the model effectively captures the relationship between social media strategies and the outcome, highlighting their significant impact.

**Table 5: ANOVA**

"ANOVA"						
Model		"Sum of Squares"	df	"Mean Square"	F	Sig.
1	Regression	833.933	1	833.933	389.433	.000 <sup>b</sup>
	Residual	209.857	98	2.141		
	Total	1043.790	99			
a. Dependent Variable: digital literacy levels among library users						
b. Predictors: (Constant), effectiveness of social media strategies						

The ANOVA table 5 shows that the model, which assesses the effectiveness of social media strategies in predicting digital literacy levels among library users, is highly significant. "The regression explains a substantial amount of variance in digital literacy, with an F-value of 389.433 and a p-value of 0.000, indicating that the model's predictive power is robust and statistically reliable". The high F-value suggests that the effectiveness of social media strategies is a significant factor in improving digital literacy, with "the model accounting for a large portion of the variance in the dependent variable".

**Table 6- Coefficients table**

Coefficients						
Model		“Unstandardized Coefficients”		“Standardized Coefficients”	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.501	.694		3.603	.000
	effectiveness of social media strategies	.818	.041	.894	19.734	.000

a. Dependent Variable: digital literacy levels among library users

The coefficient table 6 reveals that the effectiveness of social media strategies has a significant and substantial positive effect on digital literacy levels among library users. The constant value of 2.501 indicates the baseline digital literacy level when social media strategies are ineffective. The high standardized coefficient (Beta) of 0.894 underscores a strong relationship, and both the t-value (19.734) and p-value (0.000) confirm that this effect is statistically significant.

**H3: There is a significant impact of barriers, such as inadequate digital skills or limited social media expertise, on the success of social media-driven digital literacy programs in libraries.**

**Table 7- “Model Summary”**

Model Summary				
Model	R	“R Square”	“Adjusted R Square”	“Std. Error of the Estimate”
1	.485 <sup>a</sup>	.235	.228	3.82072

Predictors: (Constant), barriers and challenges library professionals

The model summary table 7 shows a moderate fit for the model assessing the impact of barriers and challenges faced by library professionals. There is a moderately positive association between the outcome variable and the predictors (barriers and difficulties), as indicated by the R value of 0.485. A moderate degree of explanatory power is shown by the model's R Square value of 0.235, which means that it explains roughly 23.5% of the variation in the outcome variable.

**Table 8: ANOVA**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	440.393	1	440.393	30.168	.000 <sup>b</sup>
	Residual	1430.597	98	14.598		
	Total	1870.990	99			

a. Dependent Variable: success of social media-driven digital literacy programs

b. Predictors: (Constant), barriers and challenges library professionals

The ANOVA table 8 indicates that the model, which examines the impact of barriers and challenges faced by library professionals on the success of social media-driven digital literacy programs, is highly significant. With a mean square for regression of 440.393 and a mean square for residuals of 14.598, the F-value is 30.168, which is “significant with a p-value of 0.000”. This result confirms that “the model is statistically significant and effectively explains a substantial portion of the variance in the success of digital literacy programs”, highlighting the importance of addressing barriers and challenges faced by library professionals.

**Table 9: Coefficients table**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.984	1.776		4.495	.000
	barriers and challenges library professionals	.562	.102	.485	5.493	.000

a. Dependent Variable: success of social media-driven digital literacy programs

The coefficient table 9 reveals that barriers and challenges faced by library professionals have a significant positive impact on the success of social media-driven digital literacy programs. The standardized coefficient (Beta) of 0.485 further reflects a moderate but significant effect, with the high t-value of 5.493 and p-value of 0.000 confirming the statistical significance of this relationship.

## 6. FINDING & DISCUSSION

The results of this study corroborate and expand upon other studies about the influence of social media on improving digital literacy in library environments. For instance, a study by Chi (2020) and Altaf et al., (2021) introduced the notion of social media and has examined the rationale for libraries' utilization of social media and has analyzed the most pertinent social media platforms often employed by libraries. In fact, overseeing a library's social media channels is more challenging than creating them. No one is captivated by matters that are tedious or inconsequential to them. Libraries must develop material that aligns with user preferences. Our findings corroborate these results, "revealing a significant positive correlation between social media usage by library professionals and the perceived improvement in digital literacy among patrons." This supports the view that active social media engagement by libraries can lead to meaningful educational outcomes, as evidenced by the "Pearson correlation coefficient of 0.315 and a significant p-value of 0.001." Furthermore, the effectiveness of targeted social media strategies in improving digital literacy levels observed in the study. The author Park et al., (2021), who highlighted that the Digital literacy is a multidisciplinary domain including literacy, information, and communication technology (ICT), the Internet, computer skills, nursing, science, health, and language education. Our regression analysis, showing an "R Square value of 0.799," indicates that well-implemented social media strategies explain "a substantial portion of the variance" in digital literacy improvements. This finding aligns with previous research suggesting that specific, strategic use of social media can significantly enhance learning outcomes and engagement.

Conversely, the study also reveals that barriers and challenges faced by library professionals impact the success of social media-driven digital literacy programs, a factor less emphasized in previous literature. For instance, studies by Dahunsi et al., (2001) and Sahu, et al., (2019) discovered that school library staff in Ibadan, Oyo State, Nigeria, have an impressive level of computer literacy. These staff members mainly use social media to convene meetings both inside and outside of school, stay up to date on current events, help with research, share meeting minutes and reports, interact with school clients, share knowledge with coworkers, and communicate with other school libraries. Overall, our study contributes to a nuanced understanding of social media's role in libraries, reinforcing its benefits while also acknowledging the need to address practical barriers faced by library professionals.

## 7. CONCLUSION

Finally, this study shows how important social media is for library systems to improve digital literacy. The findings provide compelling evidence of the positive correlation between social media usage by library professionals and the improvement of digital literacy among patrons. Moreover, targeted social media strategies, such as tailored content and engagement campaigns, have been shown to significantly enhance digital literacy programs, suggesting that the careful and intentional use of these platforms can have far-reaching benefits.

However, it is equally important to acknowledge the barriers and challenges that library professionals face when attempting to integrate social media into their literacy efforts. Factors such as inadequate digital skills, limited social media expertise, and institutional constraints can impede the successful implementation of these initiatives. Addressing these obstacles is crucial for fully realizing the potential of social media as a tool for digital literacy. By providing library staff with the necessary training, resources, and ongoing support, libraries can create a more conducive environment for the effective use of social media in promoting digital literacy.

Future research could build upon these findings by exploring specific strategies that can help overcome the identified barriers. This could include investigating the most effective training programs for library professionals, examining the role of continuous professional development in maintaining digital proficiency, and assessing how libraries can better tailor their social media strategies to different demographic groups within their patron base. Ultimately, by empowering library staff and refining social media practices, libraries will be better positioned to foster digital literacy and meet the evolving needs of their communities.

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