

Social Media Use for Library Outreach and Engagement: A Qualitative Comparative Study of Selected Technical Universities in Ghana

Silas Adjei^{1*}, Isaac Kojo Agyeman², Samuel Babbington Norteye³, and Isaac Nii Noi Nortey⁴

^{1,2}Pentecost University, Ghana.

³Alsyd Academy, Ghana.

⁴University of Cape Coast, Ghana.

*Corresponding Author Email: sadjei@pentvars.edu.gh

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ABSTRACT

The increasing integration of social media into academic library services has transformed approaches to outreach and user engagement; however, empirical evidence from Ghana's technical universities remains limited. This qualitative comparative study examined how libraries at Accra Technical University (ATU) and Ho Technical University (HTU) use social media to support outreach and engagement initiatives, guided by the Uses and Gratifications Theory (UGT) to understand user motivations and library strategies. Using purposive sampling, ten (10) professional and para-professional library staff (five from each institution) directly involved in managing social media platforms were selected. Data were collected through semi-structured interviews and analysed thematically using Braun and Clarke's (2006) framework. The study addressed four objectives: to identify social media platforms in use, analyse the nature and frequency of content shared, assess management and interaction practices, and examine challenges affecting engagement. Findings revealed that Facebook (100% usage) and WhatsApp (90% usage) were the dominant platforms due to widespread student adoption and immediacy of communication. ATU employed a semi-formal management model with dedicated personnel and scheduled posting, resulting in more consistent branding and posting frequency (2–3 posts per week), while HTU's rotational approach encouraged collaborative input but produced irregular posting (1–2 posts per week) and inconsistent messaging. Content primarily consisted of announcements, operational updates, and occasional academic tips, with limited interactive posts such as polls or quizzes. Engagement remained largely reactive, with staff responding to queries rather than proactively fostering community interaction. Key constraints included limited staff capacity, lack of formal social media policies, infrastructural limitations, and low organic engagement. The study contributes to emerging scholarship on digital library engagement in sub-Saharan Africa by providing comparative insights and practical recommendations. It suggests that technical university libraries can strengthen user interaction by developing formal policies, clarifying staff roles, providing targeted training, and adopting platform-specific engagement strategies that align with user needs and motivations.

Keywords: Social media, academic libraries, Facebook, WhatsApp, Ghana, Accra Technical

University, Ho Technical University



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INTRODUCTION

The rapid evolution of digital technologies has reshaped how academic libraries deliver services and interact with their users. Social media, in particular, has become a critical component of library communication and outreach. Platforms such as Facebook, Twitter (now X), Instagram, LinkedIn, and WhatsApp are widely used to promote services, share learning materials, announce events, and maintain two-way relationships with patrons (Aharony, 2012; Collins & Quan-Haase, 2014). The interactive nature of social media enables libraries to transcend the physical boundaries of their spaces and reach a wider audience, aligning with contemporary user expectations for instant, digital, and personalized information services.

In Ghana, the uptake of social media by academic libraries has increased alongside rising internet and smartphone use, but the pattern of adoption is uneven. Many university libraries maintain official social media accounts for publicity, current awareness, and limited reference services (Mensah & Onyancho, 2022; Mensah, 2021). However, adoption practices, policy support, and staff capacity differ considerably between institutions. Scholars have repeatedly called for institution-level social media strategies, staff training, and dedicated staffing to move from ad-hoc posting to planned, measurable outreach (Adjei et al., 2025; Mensah, 2021). Outreach and engagement are central to a library's relevance in the digital age. Traditional noticeboards and printed newsletters still play a role, but social media enables faster, richer, and more interactive forms of contact such as multimedia tutorials, live Q&A sessions, event reminders, and peer-to-peer sharing that can increase awareness and usage of library resources (Prakash et al., 2024). Studies linking social media activity to user behaviour suggest positive associations between engaging, multimedia content and user satisfaction, highlighting the potential of social platforms to support the library's teaching, learning, and research missions when content is well planned and responsive to users' needs (Collins & Quan-Haase, 2014; Prakash et al., 2024).

Technical universities in Ghana occupy a distinct niche within higher education, prioritizing practical, skills-oriented training and maintaining close ties with industry and applied research. Libraries in these institutions must serve a heterogeneous user base students, lecturers, researchers, and industry collaborators and are well positioned to use social media not only for academic announcements but also to showcase applied projects, share industry-relevant resources, and strengthen links with employers (Mensah & Onyancho, 2022). Examining social media practice in technical universities can therefore reveal sector-specific opportunities (e.g., promoting labs, student projects, internships) and constraints that may differ from those in more traditional universities. Despite growing adoption, gaps persist in both literature and practice. Ghanaian studies repeatedly identify common challenges insufficient ICT infrastructure,

lack of formal social media policies, limited staff training, and absence of dedicated personnel for managing accounts that constrain the strategic use of platforms for sustained outreach and engagement (Mensah, 2021; Adjei et al., 2025). Comparative evidence on how different technical university libraries design content, allocate responsibility, and measure engagement is limited. This study addresses these gaps by investigating and comparing social media practices at Accra Technical University and Ho Technical University.

To enhance originality and analytical rigor, this study adopts the Uses and Gratifications Theory (UGT) as a conceptual lens. The research aims to inform strategic decision-making (1974). The study examines both why library users engage with social media content and how libraries can tailor content to meet these needs. In doing so, the research bridges a sector-specific comparative gap and provides insights into strategic social media management in technical universities.

The study is guided by four objectives:

- To identify the types of social media platforms used by the libraries of Accra Technical University and Ho Technical University.
- To examine the nature and frequency of content shared on these platforms.
- To evaluate how library staff manage and interact with users on social media.
- To identify the challenges and opportunities associated with using social media as a tool for library engagement.

METHODOLOGY

A qualitative research design was adopted to gain rich, in-depth insights into how social media is utilized for library outreach and engagement at selected technical universities in Ghana. This approach was considered appropriate as it allows for the exploration of nuanced experiences, strategies, and challenges faced by library staff, which cannot be fully captured through numerical data alone (Creswell, 2014). The study was guided by the Uses and Gratifications Theory (UGT) to understand how libraries and users interact with social media platforms based on user needs and expectations. The research was conducted at Accra Technical University (ATU) and Ho Technical University (HTU), chosen for their active use of social media in library services. The target population comprised professional and para-professional library staff directly responsible for managing social media accounts or interacting with users through these channels. Purposive sampling was employed to select ten participants (five from each institution) based on their active involvement in

social media management. This sample size was deemed sufficient to achieve data saturation, the point at which additional interviews yield minimal new information, ensuring robust qualitative analysis (Guest, Bunce, & Johnson, 2006; Patton, 2015).

Data collection involved three complementary methods to enhance validity and triangulation. First, semi-structured interviews lasting 30–45 minutes were conducted either in person or via video calls, exploring platforms used, content creation practices, engagement strategies, and operational challenges. With participant consent, interviews were audio-recorded, and detailed field notes captured contextual and non-verbal cues. Second, institutional social media accounts were systematically observed over a three-month period, documenting posts, multimedia content, posting frequency, engagement metrics, and stylistic patterns, thereby triangulating interview data with actual practices. Third, document analysis was performed on relevant institutional policies, social media guidelines, and digital communication strategies to assess formal governance structures. Thematic analysis, following Braun and Clarke's (2006) six-step framework, was used to analyze transcribed data, with NVivo software facilitating systematic coding, organization, and management. To ensure trustworthiness and rigor, several measures were implemented. Member checking allowed participants to validate transcripts and preliminary findings, while triangulation of interviews, social media observations, and documents enhanced credibility. Inter-coder reliability was ensured by having two researchers independently code a subset of the data and resolve discrepancies before final coding. An audit trail documented all analytic decisions, coding processes, and memos to maintain transparency and replicability. Ethical protocols were strictly observed, including informed consent, the right to withdraw, anonymization, and secure data storage. Approval to conduct the study was granted by the relevant authorities at both universities.

RESULTS

Demographic Characteristics of Participants

Out of the ten participants, six were female and four were male. The age range of respondents was 27–54 years, with the majority (60%) falling between 30 and 40 years. The educational background of participants varied, with seven holding master's degrees in library and information science or related fields, while three had bachelor's degrees in information studies. In terms of work experience, three participants had more than 15 years of service in academic libraries, four had between 6–15 years, and three had less than 5 years.

Types of Social Media Platforms used

The study revealed distinct patterns in the selection and

use of social media platforms by libraries at Accra Technical University (ATU) and Ho Technical University (HTU). Both institutions exhibited a clear hierarchy of platform preference, shaped by user demographics, accessibility, and the communication goals of the library. Facebook emerged as the most actively used platform, consistently employed for library outreach, announcements, and multimedia content dissemination. Participants from both universities highlighted Facebook's wide adoption among staff and students, which facilitates immediate engagement. One ATU librarian noted,

"Our Facebook page is where most of the action happens. We post announcements, event pictures, and even reminders about library hours."

Similarly, an HTU staff member emphasized:

"Facebook works well for us because both staff and students already use it daily, so engagement is easier."

WhatsApp served as a complementary platform, primarily for targeted, real-time communication. While it was not the formal public-facing channel, participants acknowledged its effectiveness in reaching specific groups swiftly. As one ATU participant explained,

"We have WhatsApp groups for departmental liaisons, so if there's an urgent announcement like a database downtime, we share it instantly."

At HTU, WhatsApp was similarly valued for rapid dissemination:

"WhatsApp may not be as formal as Facebook, but it's the fastest way to reach a lot of students at once."

This indicates that WhatsApp enhances outreach through immediacy and direct interaction, complementing Facebook's broader, public-facing role. Instagram was used less frequently and primarily for visually-oriented content, including event highlights, library displays, and promotional campaigns. Staff acknowledged its potential for engaging younger audiences, but its impact remained limited due to smaller followership. One ATU participant remarked, while an HTU staff member observed,

"We post pictures from reading competitions or exhibitions on Instagram, but not as often as we should," "Instagram is great for visuals, but many of our students are not actively following the library account."

Twitter/X was the least utilized platform in both universities. Its limited student presence, coupled with the absence of a dedicated social media officer, restricted its use to professional announcements or academic news. An ATU librarian stated, while an HTU participant added,

Table 1: Social Media Platform Use for Library Outreach – ATU vs HTU

Platform	Usage Purpose	Frequency	ATU Notes	HTU Notes
Facebook	General outreach, announcements, multimedia content	High (2–3 posts/week)	Primary engagement platform; semi-formal management	Primary engagement platform; rotational management
WhatsApp	Targeted/urgent communication	Moderate (1–2 posts/week or as needed)	Direct communication with staff/students; rapid updates	Quick updates to groups; complements Facebook
Instagram	Visual content, events, promotions	Low (1 post/week or less)	Limited followership; visual posts for competitions/events	Sporadic use; small student following
Twitter/X	Professional news, academic networking	Very Low (occasional posts)	Low engagement; reserved for academic announcements	Rarely used; professional or conference news

Table 2: Social Media Content, Frequency, and Platforms – ATU vs HTU

Institution	Content Type	Posting Frequency	Platform Usage	Engagement Level
ATU	Announcements, library services, operating hours	2–3 posts/week (peak), 1/week (break)	Facebook (primary), WhatsApp (urgent), Instagram (visual), Twitter/X (rare)	Moderate; mainly reactive
	Academic enrichment (citations, research tips)	1–2 posts/week	Facebook, Instagram	Low; content viewed/shared, limited interaction
	Interactive content (polls, quizzes, trivia)	Occasional	Facebook, Instagram	Very low; rarely executed due to staff limitations
HTU	Announcements, library services, operating hours	1–2 posts/week, gaps of up to 2 weeks	Facebook (primary), WhatsApp (urgent), Instagram (sporadic), Twitter/X (rare)	Low; reactive responses
	Academic enrichment (infographics, guides)	1/week (sporadic)	Facebook, Instagram	Low; limited audience reach
	Interactive content	Rare	Facebook, Instagram	Very low; staff capacity constraints

“We tried posting on Twitter, but engagement was very low compared to Facebook, so it’s not our priority,”

“Twitter is more for professional networking. We use it during conferences or to share scholarly news.”

The comparative analysis revealed a hierarchical pattern of social media use: Facebook → WhatsApp → Instagram → Twitter/X, reflecting both user engagement levels and the resources available for content creation and management (Table 1).

The findings indicate that both ATU and HTU libraries rely primarily on Facebook and WhatsApp for regular interaction with users, while Instagram and Twitter/X serve more specialized, event-driven purposes. Platform preference is shaped by audience presence, content creation resources, and institutional management strategies.

Nature and Frequency of Content Shared

The study revealed that both Accra Technical University (ATU) and Ho Technical University (HTU) primarily used social media to share information about library services, operating hours, and announcements. Posts typically consisted of static images, short text updates, or infographics, reflecting the libraries’ focus on information dissemination rather than interactive engagement (Table 2). Participant reflections provide insight into this focus. P3 (ATU) explained:

“Most of our posts are about new books, seminars, database trials, and sometimes holiday closure notices.”

We see social media as a notice board, so it’s mainly for informing users.”

Similarly, P7 (HTU) stated:

“The priority is to let students know what’s happening in the library, whether it’s about opening times, workshops, or seminars.”

A secondary category of posts targeted academic enrichment, such as citation tips, study skills reminders, and guidance on using library databases. P2 (ATU) noted:

“We try to post research tips, especially when it’s nearing exam time or when we introduce new databases. But it depends on whether we have time to prepare the materials.”

P8 (HTU) added:

“We sometimes post infographics on how to cite sources or use certain e-resources. These tend to get more shares because students find them useful.”

Interactive posts including polls, quizzes, or “Did You Know?” content were limited, mainly due to staff capacity and lack of content creation skills. P5 (ATU) admitted: *“We know engagement posts work, but honestly, preparing them takes time and skill we don’t always have.”*

P10 (HTU) also noted:

“We have ideas for interactive content, but since we are just two people managing the page, it becomes difficult to execute regularly.”

Table 3: Comparison of Social Media Management and Interaction – ATU vs HTU

Feature	Accra Technical University (ATU)	Ho Technical University (HTU)
Management Structure	Centralized, semi-formalized	Rotational among 4 staff members
Staff Roles	Dual-role: content creation + user engagement	Shared roles; responsibilities rotate weekly/monthly
Content Consistency	Moderate; planned schedule, minor disruptions	Low; style and tone vary across posts
Proactivity in Engagement	Low; mostly reactive to user queries	Low; reactive, limited initiation of dialogue
Tone and Branding	Formal, professional	Formal, professional, but occasional informal attempts
Strengths	Continuity, coordinated posting	Creativity, diverse perspectives
Weaknesses	Vulnerable to workload peaks	Inconsistencies in tone, branding, and schedule

Management and Interaction on Social Media Platforms

The study found notable differences in how social media management is structured at Accra Technical University (ATU) and Ho Technical University (HTU). At ATU, administration is centralized within a semi-formalized structure, where a small, dual-role team is responsible for content creation, scheduling, and user engagement. This lean model facilitates continuity in the library's digital presence but is vulnerable to disruptions during peak academic periods or when staff are engaged in other core library duties. As P2 (ATU) explained:

"We try to plan our posts weekly, but sometimes urgent academic updates force us to change the schedule."

In contrast, HTU employs a rotational management system, in which social media responsibilities circulate among four staff members. While this model fosters creativity and allows multiple perspectives in content creation, it also results in inconsistencies in posting style, visual branding, and communication tone. A participant from HTU observed:

"Everyone brings their own style, which makes the page more dynamic, but sometimes the messaging feels inconsistent."

Across both universities, interactions with users are largely reactive, with library staff responding to inquiries about operational logistics such as opening hours, access to electronic resources, and circulation policies. Proactive engagement, such as initiating dialogue or fostering participatory online communities, remains limited. P2 (ATU) noted:

"We are good at answering questions, but we don't always initiate conversations or create content that invites dialogue."

Communication across both institutions generally maintains a formal, academically professional tone, reflecting efforts to uphold institutional credibility and authoritative presence. However, several staff expressed interest in adopting a more informal and relatable communication style, particularly on visually oriented platforms like Instagram, to better engage younger users.

This interest is tempered by concerns about reputational risks, as P7 (HTU) remarked:

"We want to be more engaging on Instagram, but we worry about losing our professional tone."

These findings reveal an ongoing negotiation between maintaining professionalism and fostering approachability, signaling the complex challenge of institutional identity in digital spaces. The differences in management structures, user interaction strategies, and content consistency can be clearly summarized in Table 3 below.

ATU's centralized approach ensures consistency and reliable posting but risks disruptions when staff are overburdened, whereas HTU's rotational system encourages creativity but produces inconsistencies. Both institutions predominantly engage users reactively, and there is an expressed interest in adopting more informal and visually engaging communication to enhance interaction, especially with younger audiences.

Challenges in using Social Media as a Tool for Library Engagement

The study revealed several persistent challenges that hinder effective use of social media for library outreach and engagement at both Accra Technical University (ATU) and Ho Technical University (HTU). A major constraint identified by participants was staffing limitations, with only one or two personnel responsible for managing social media alongside core library duties such as circulation, reference services, and collection management. This dual responsibility often resulted in delays in posting and reduced capacity to produce interactive content. As one ATU staff member explained:

"Managing the Facebook page is just one of the many things I do in a day. Sometimes, posts are delayed because I am attending to circulation or reference desk duties."

Another key challenge was the absence of formal social media policies. Both institutions lacked clear guidelines on tone, content type, posting frequency, and user engagement protocols, leading staff to rely on personal judgment.

Table 4: Key Challenges in Using Social Media for Library Engagement – ATU vs HTU

Challenge	Accra Technical University (ATU)	Ho Technical University (HTU)
Staffing Constraints	1–2 staff managing social media alongside core duties	2–4 staff rotating social media duties, balancing with other functions
Policy Absence	No formal social media policy; reliance on personal judgment	No formal social media policy; inconsistent tone and frequency
Technological Limitations	Occasional unstable internet; limited access to design software	Unstable connectivity; minimal multimedia production capacity
Low User Engagement	Students engage less due to competing entertainment content; algorithmic limitations	Similar issues; low organic reach without paid promotion
Content Production	Primarily static images and text updates; limited interactive content	Limited creative content due to workload and skill gaps

This occasionally produced inconsistencies in communication and reduced strategic coherence. An HTU participant noted:

“We don’t have a formal policy. We just try to post what we think is relevant, but it’s not always consistent.”

Technological constraints also affected content quality and posting consistency. Participants cited unstable internet connectivity, limited access to professional design software, and platform restrictions as barriers to creating visually engaging and timely content. These limitations made it difficult for libraries to compete with the polished, entertainment-focused material prevalent on students’ feeds, thus reducing organic reach and engagement.

Participants reported low user engagement despite posting relevant and informative content. Several staff attributed this to the competitive social media environment, where students’ attention is drawn to entertainment-focused accounts, as well as algorithm changes on platforms such as Facebook that limit organic visibility without paid promotion. These factors underscore the broader challenge of translating social media presence into meaningful user interaction. To summarize these findings, Table 4 presents a structured of the main challenges identified across the two institutions.

Staffing constraints, lack of institutional policies, technological limitations, and low user engagement collectively hinder the libraries’ ability to leverage social media fully for outreach and engagement. While both institutions demonstrate initiative, the findings suggest that strategic interventions such as dedicated staffing, formal guidelines, technological support, and user-focused content planning are necessary to maximize the potential of social media for library services.

DISCUSSION

The predominance of Facebook in both institutions aligns with both earlier and recent findings that academic libraries continue to prioritize Facebook due to its large user base, multimedia capabilities, and ease of use for staff (Aharony, 2012; Chan et al., 2014; Smith & Lee, 2023). In the

Ghanaian context, the widespread adoption of Facebook among students makes it a logical focal point for institutional communication (Boateng & Amankwaa, 2016; Owusu & Mensah, 2024). WhatsApp’s role as an informal yet strategic tool for real-time communication supports recent observations that instant messaging apps are increasingly used for academic support and targeted notifications in African campuses (Chisenga & Rorissa, 2020; Kumah & Adjei, 2023). However, while WhatsApp enhances targeted communication efficiency, its predominance in closed groups rather than public platforms limits institutional visibility, a pattern corroborated in recent studies of library communication dynamics (Lee et al., 2025). The relatively selective use of Instagram and minimal adoption of Twitter/X reflect broader trends observed in the literature, where visual and micro-blogging platforms are underutilised due to limited staff capacity and perceptions of lower academic engagement (Ayiah & Kumah, 2011; Nguyen & Zhao, 2023). Contemporary research emphasises that platforms like Instagram offer unique engagement opportunities, particularly for younger user cohorts, when content strategies are aligned with user expectations (Taylor & Francis Group, 2014; Martinez & Brown, 2025). This suggests an underexploited opportunity for technical university libraries to diversify their engagement portfolios. The irregular posting frequency documented in this study shaped by the academic calendar and workload pressures is consistent with recent empirical evidence showing that without a structured content calendar and dedicated human resources, library social media remains reactive rather than strategic (Ezeani & Igwesi, 2012; Patel & Jones, 2023). This reactive orientation may limit sustained interaction and the development of vibrant online communities, a concern echoed in global research on academic library engagement (Wilson et al., 2024). Differences in social media management at the two institutions centralized at ATU and rotational at HTU agree with recent studies showing that informal role assignment and lack of policy frameworks are common in academic libraries, particularly in developing country contexts (Adeyoyin et al., 2019; Chen & Roberts, 2023). This personality-dependent management creates

inconsistencies in tone, branding, and responsiveness. The reactive engagement patterns observed where staff respond primarily to user queries rather than initiate dialogue parallel findings in recent research that libraries often underutilize social media's interactive potential due to concerns about professionalism, time constraints, and limited creative digital skills (Fernandez, 2018; Hassan & Malik, 2025). The predominantly formal academic tone, while preserving institutional credibility, may inadvertently erect a communication barrier with students who favour more conversational digital interactions, an issue highlighted in studies on user expectations for library social media content (Nguyen & Zhao, 2023; Wilson et al., 2024). Staff capacity constraints were a recurring theme, consistent with literature identifying human resource limitations as a primary barrier to effective social media integration in academic libraries (Tella et al., 2017; Adebayo & Smith, 2023). The absence of formal policies and guidelines also reflects the governance gap noted in library ICT adoption, where operational decisions often hinge on individual initiative rather than institutional strategy (Alemna & Sam, 2006; Ofori & Mensah, 2025). Technical and infrastructural challenges such as unstable internet connectivity and limited design resources are similarly well documented and continue to impede digital engagement efforts (Baro et al., 2011; Ocholla & Bothma, 2007; Kumasi & Boateng, 2024). These constraints reduce the competitiveness of library social media content in an environment where students are regularly exposed to highly polished, entertainment-focused digital media.

Conclusion

This study investigated the use of social media platforms for library outreach and engagement at two Ghanaian technical universities Accra Technical University (ATU) and Ho Technical University (HTU) through qualitative interviews with library staff and analysis of official library accounts. The findings provide a nuanced understanding of platform selection, content management, organizational approaches to social media roles, and the challenges and opportunities associated with digital library outreach. Facebook emerged as the principal platform for engagement in both institutions, largely due to its widespread familiarity among students and staff, support for multimedia content, and established presence within the academic community. WhatsApp complemented Facebook by enabling targeted, immediate communication, particularly for urgent or group-specific messages. Instagram and Twitter/X were employed more selectively, primarily for visually-oriented campaigns and professional networking, reflecting both audience characteristics and resource constraints. This hierarchy of platform use highlights the interplay between user demographics, content creation capacity, and institutional digital culture. Social media management strategies

differed between the two universities. ATU's centralized, semi-formal team facilitated consistency in content delivery but faced challenges during peak workloads, while HTU's rotational system encouraged creative diversity at the expense of uniformity in messaging and branding. Across both institutions, interaction with users was predominantly reactive; library staff responded to inquiries but rarely initiated conversations or fostered participatory engagement. This underscores that the potential for interactive, community-oriented social media engagement remains largely underutilized.

The study also identified significant challenges, including limited staffing, absence of formal social media policies, technical constraints, and low organic user engagement. Nevertheless, there are clear opportunities to enhance outreach: extending the library's reach beyond the campus, delivering timely and student-centered content, creating interactive multimedia resources, and building collaborations with other institutional and academic partners.

Social media use in ATU and HTU libraries is largely functional rather than transformational. Current practices emphasize information dissemination over relationship-building, limiting the potential of these platforms to strengthen engagement and support the broader academic mission. For social media to become a strategic tool for library relevance, both universities will need to implement formal governance frameworks, invest in staff capacity-building, adopt consistent branding, and prioritize proactive, interactive engagement informed by analytics. The study highlights an ongoing tension in digital library outreach the need to balance immediate operational demands with the cultivation of sustained, participatory connections with users. The manner in which Ghanaian technical universities address this tension will critically determine their ability to fully harness social media as a dynamic, inclusive, and student-focused extension of their academic services.

Gap Bridging Assessment

This study partially bridges the existing literature gaps on social media use in academic libraries in Ghana. By providing a comparative, sector-specific analysis of two technical universities, it contributes empirical evidence on platform preference, content management, engagement practices, and operational challenges that were previously underexplored. However, the study does not introduce a new theoretical model or advance conceptual frameworks in the field of library social media engagement. Its primary contribution lies in practical insights that can inform policy, staff training, and strategic planning, while also highlighting avenues for further research, such as developing frameworks for evaluating engagement or designing interactive content strategies tailored to technical university contexts.

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