



EVALUATION OF THE IMPACT OF *INSTAGRAM* ON LIBRARY AND INFORMATION SCIENCE STUDENTS' ENGAGEMENT AND LEARNING IN NIGERIAN UNIVERSITIES

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ABSTRACT

This study investigated the impact of Instagram on library and information science (LIS) undergraduate students of Nnamdi Azikiwe University (NAU), Awka and Delta State University (DELSU) Abraka, Nigeria. Five research questions aligned with purpose guided the study. The descriptive research design was used in this study. The study population was 200 LIS undergraduate students. The random sampling method was employed to ensure equal inclusion opportunities for all population members in the study. The questionnaire was used as instrument for data collection. The data was analysed using descriptive methods, such as frequency counts. Out of the 200 copies of the questionnaire administered, 162 copies were retrieved and used for the study. Findings indicated that LIS undergraduate students extensively engage with various types of contents on Instagram, especially videos and stories. Secondly, the students post different contents on Instagram, to a very large extent, most especially videos and carousel posts. Thirdly, they gained a lot from the use of Instagram including connecting with lecturers, other students, developing communication skills and seeking guidance. Finally, the findings revealed that LIS undergraduate students encountered problems such as misinformation, addiction, overuse and mental health concern while using Instagram. However, the study concluded that Instagram presents a valuable platform offering opportunities for professional development, school building and knowledge sharing among LIS undergraduates. The study recommended among others, that the LIS students should share valuable resources like online



databases, research tools and library tutorials with engaging visuals to improve their academic prowess.

Keywords: Use, *Instagram*, Library and Information Science, Student

Introduction

Instagram, the social media network with the highest rate of growth worldwide according to Wagner (2018) gives users an instantaneous way to record and share their moments with others through a succession of images and videos. Since its launch as a free mobile application for iOS in October 2010 by Kevin Systrom and Mike Krieger, *Instagram* has evolved significantly, with over 500 million photos and videos shared daily and more than 2 billion monthly active users. Facebook's acquisition of *Instagram* for approximately \$1 billion in 2012 marked a pivotal moment in social media history. The platform's explosive growth highlights the increasing dominance of visual content as a driver of online social interaction and cultural change.

Instagram seems to be increasingly used for educational purposes, such as sharing research findings, promoting library events and resources, and encouraging collaborative learning through hashtags and online communities. *Instagram* allows users to capture and share images and videos directly to their social media profiles. As a versatile online, mobile photo, and video-sharing platform, *Instagram* facilitates both private and public sharing of multimedia content. However, there may be the challenges of misinformation and the importance of critically evaluating online content. In addition, Akpojotor and Okonkwo (2024) revealed that students' frequent visits to the various social media platforms can be associated with their degree of addiction to a particular social media site for specific activities. Frequencies of engagement in these platforms may change their behavior and academic performance, even though some are aware of these harms.

Instagram is a mobile application that allows users to share photos, videos, and other multimedia content. Users can capture images, apply filters, and publish them across various platforms. In essence, *Instagram* serves as a versatile platform for sharing public content, including images, videos, and audio files. It has quickly risen to prominence as a significant medium for social interaction and content creation in recent years. Nigerian students can greatly benefit from *Instagram*, as it enhances their social connections, educational experiences, self-identity, and informal learning opportunities. The focus on visual storytelling and communication has made *Instagram* particularly appealing to students, especially those in library and information science programmes. Undergraduates seem to use *Instagram* extensively for various purposes, including professional networking, information sharing, personal connections, and entertainment.

Statement of the Problem

There has been a significant shift from platforms such as *Facebook*, *Twitter*, *WhatsApp*, and *YouTube* toward *Instagram*, which has emerged as a leading new media platform. Research indicates that users are attracted to *Instagram* for a variety of reasons, reflecting its growing



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prominence in the social media landscape. Despite extensive research on *Instagram* usage motivations, needs, and the social and cultural factors influencing its use, there is a notable gap in understanding how students in the LIS programme engage with *Instagram*. Given the critical role *Instagram* plays in contemporary social media, it is essential to explore its usage patterns among LIS students. This study aims to fill this gap by investigating how students use *Instagram*, addressing questions that prior research has not fully explored.

Objectives of the Study

This study investigated the use of *Instagram* among LIS students in Nnamdi Azikiwe University, Awka and Delta State University, Abraka. The specific objectives are to:

- i. investigate the extent library and information science undergraduate students in NAU and DELSU use different types of contents on *Instagram*;
- ii. examine the kind of contents that undergraduate students of library and information science post on *Instagram* in NAU and DELSU;
- iii. ascertain the library and information science undergraduate students in NAU and DELSU utilize *Instagram* for academic and informational objectives;
- iv. know the benefits undergraduate students of library and information science gain from the use of *Instagram*; and
- v. identify if students in NAU and DELSU encounter any problem in the use of *Instagram*.

Research Questions

- i. How do library and information science undergraduate students in NAU and DELSU use different types of contents on *Instagram*?
- ii. What are the content posted on *Instagram* by library and information science undergraduate students NAU and DELSU?
- iii. How do library and information science undergraduate students of NAU and DELSU uses *Instagram* for different purposes?
- iv. What are the benefits derived by library and information science undergraduate students of NAU and DELSU from the use of *Instagram*?
- v. What problems do library and information science undergraduate students of NAU and DELSU encounter in their use of *Instagram*?

Review of Related Literature

Overview of Instagram Use

As at May 2023, there were over 12.2 million *Instagram* users in Nigeria, representing 5.4 percent of the country's population (Sasu, 2024). Among these users, approximately 37 percent were aged between 25 and 34 years, while 32.8 percent were aged 18 to 24 years. Only 3.1 percent were in the 55 to 64 age group, and around 44 percent of users were women. Research consistently shows that students use *Instagram* extensively (Alhabash & Ma, 2023; Ruby, 2023). This underscores *Instagram*'s significant role in student life, with female and younger students typically being more



active users. Shane-Simpson *et al.* (2024) confirm that many of *Instagram* users are between the ages of 18 and 24. Furthermore, Jasmine's (2023) found out that female students use the platform more frequently. Most user posts on *Instagram* consist of selfies and personal content, whereas Facebook is more often used for building relationships.

Users invest substantial time and effort into *Instagram*, often taking multiple photos before posting selected ones to garner likes and comments (Alhabash, 2023). While *Instagram* is primarily designed for interaction rather than educational purposes, it is increasingly used to support e-marketing efforts (Alhabash & Ma, 2023). The platform also hosts various content formats, including live broadcasts, vlogs, and instructional videos. This diverse range of content helps users become more comfortable with public speaking and can reduce speech anxiety (Al-Ali, 2024). *Instagram's* portability and accessibility make it ideal for continuous language exposure, offering a wealth of reading material and multimedia content in multiple languages, primarily English. Additionally, *Instagram's* visual elements can enhance physical presence and have been linked to reducing loneliness and promoting positive mental well-being (Meier *et al.*, 2023; Pittman & Reich, 2022).

Use of Different Types of Content on Instagram by Undergraduates Students

With over 2 billion monthly active users, *Instagram* has become a powerful platform for connection, creativity, and achieving various objectives for both brands and individuals. Sharing specific types of content is crucial for attracting and retaining viewers, shaping consumer perceptions of brands, and meeting particular goals. Based on recent research, this paper explores use of different types of contents on *Instagram* by undergraduate's students. High-quality images are vital, as research shows that image resolution and aesthetics significantly impact engagement (Zhang & Xu, 2022). Eye-catching visuals attract viewers and stimulate interaction (Huang *et al.*, 2022; Cuesta-Valiño *et al.*, 2024). User-generated content (UGC) also plays a crucial role, as user-shared images and videos foster stronger brand connections and enhance authenticity and trust (Lee, Lee, & Park, 2015; Beveridge, 2024). Consequently, travel and fashion brands can significantly benefit from incorporating UGC. Carousel posts, which feature multiple images, have the potential to tell compelling stories, showcase products, and create more engaging narratives, potentially attracting a larger audience (Chu & Kim, 2022). Additionally, high-quality images contribute to the development of visually appealing website designs, which improve user experience and increase conversion rates. Employing high-quality visuals can thus boost conversions, enhance performance, and elevate engagement.

Reels and Stories effectively draw viewers in and encourage interaction due to their dynamic format and transient nature. However, more recent research highlights that shorter videos under 60 seconds tend to perform better. Live videos, in particular, enhance real-time connection, enabling direct audience engagement, which fosters community and deeper interaction. Different types of videos should be strategically employed; for example, product demos can drive sales, while instructional or entertaining videos can both inform and engage viewers (Chaffey & Ellis-Chadwick, 2023). Captions play a critical role, but it's essential to keep them concise. Engaging captions that spark curiosity and provide context can significantly boost viewership. However, longer captions



should be avoided, as shorter ones are generally more effective (Mahoney, 2024). Hashtags are key to discoverability; using relevant and well-placed hashtags can significantly increase the chances of your content being discovered by new audiences (Bravo, Bahamonde-Aguilar, & Silva, 2023). Additionally, storytelling is a powerful tool for emotional engagement-sharing brand values, customer stories, or personal anecdotes can create a strong connection with your audience (Smith *et al.*, 2023; Kaczorowska, Conduit, & Goodman, 2024).

Features like questions and polls enhance audience participation. Interactive elements such as quizzes, Q&A sessions, and polls significantly increase engagement and provide valuable insights (Pal, 2024). Giveaways and contests also play a crucial role in boosting brand recognition and expanding followers by offering incentives for participation (Zhang, Liang, & Qi, 2021). Shippable posts further enhance sales; tagging products directly in posts simplifies the purchasing process and improves conversion rates (Chaffey & Ellis-Chadwick, 2023). Forming partnerships with relevant influencers is key to expanding your audience and gaining their trust. Collaborating with influencers who align with your brand values can enhance credibility and reach (Kim & Kim, 2021). Micro-influencers, in particular, offer a more authentic connection compared to mega-influencers, often resulting in higher engagement and a more genuine reach (Chaffey & Ellis-Chadwick, 2023). Emphasizing authenticity and transparency is crucial for building a genuine audience connection; ensure that sponsored content is clearly disclosed and aligns with the influencer's values (Kim & Kim, 2021; Kim & Kim, 2023).

Purpose of Instagram Usage

Instagram has established itself as a significant player in the social media landscape. Understanding the various motivations behind its use is crucial for researchers, marketers, and individual users. This summary highlights key research on the diverse purposes for which people use *Instagram*. In other words, *Instagram* helps students to interact with friends, family, and individuals with shared interests is a primary reason for using *Instagram*. It facilitates communication, story sharing, and the formation of virtual communities (Hussain *et al.*, 2022; Marlow, 2023). Through *Instagram*, users curate their online personas through carefully selected images and descriptions, enabling self-expression and identity exploration (Livingstone, 2023; Papacharissi, 2023).

Instagram serves as a platform for obtaining news updates, educational content, and diverse viewpoints. Influencers and creators play a significant role in shaping users' perceptions (Kwak *et al.*, 2023; Shamsie *et al.*, 2023). Browsing feeds, viewing reels, and engaging with entertaining content provide amusement and a sense of relaxation (Przybylski *et al.*, 2022; Whang *et al.*, 2023). Businesses use *Instagram* to showcase products, connect with potential customers, and build their brands (Chu & Kim, 2023; Smith & Bryant, 2023). *Instagram* blurs the line between social media and commerce by enabling users to discover and purchase products directly on the platform (Grewal, Levy, & Barker, 2023; Zhang *et al.*, 2024). Users engage with educational communities, access resources, and acquire new skills through *Instagram* (Ebner & Hegarty, 2023; Harandi & Afshari, 2023). *Instagram* is used to drive social change, rally support for causes, and raise awareness of social issues (Yagnesh, 2024).



Influence of Instagram on Studies of Students

Instagram affects students' academic experiences in both positive and negative ways. *Instagram* can be an effective tool for collaboration and educational engagement. Research indicates that it can facilitate group projects and enhance language acquisition (Smith *et al.*, 2023; Erarslan, 2023). Students can use *Instagram* to form study groups, interact with peers who share their interests, and access educational content shared by institutions or individuals. For some students, *Instagram* serves as a platform for self-expression and creative exploration, potentially boosting motivation and engagement in other areas of their academic and personal lives (Papacharissi, 2023). Excessive use of *Instagram* can lead to distractions and procrastination, making it challenging for students to focus on their studies.

Research links increased social media use with lower academic achievement (Akpojotor & Okonkwo, 2024; Karpinski, 2023; Junco, 2023; Kirschner & Karpinski, 2022). Using *Instagram* late at night can disrupt sleep patterns, which are crucial for memory consolidation and cognitive function. Studies show that social media use, particularly *Instagram*, negatively impacts sleep quality and academic performance (Cao *et al.*, 2022; Sanz-Blas *et al.*, 2023). *Instagram's* idealised portrayals of life can lead to social comparison and anxiety among students. Higher levels of social media use are associated with increased social anxiety and feelings of inadequacy, which can affect academic engagement and performance (Wood *et al.*, 2023; Leary *et al.*, 2023). The constant stream of updates on *Instagram* can lead students to prioritize social media over academic or other stimulating activities, contributing to FOMO and reduced academic focus (Smith *et al.*, 2023).

Use of Instagram by Undergraduate Students

The public's reliance on smartphones has significantly increased. Between 2008 and 2020, the average adult's daily smartphone usage rose from 15 minutes to 2 hours and 48 minutes. Eight out of ten young people check their phones at least once every hour, and approximately 40% experience online addiction. Teenagers, in particular, are heavily dependent on mobile devices. While frequent Internet use alone does not diagnose Internet addiction, such addiction requires more comprehensive evaluation (Smith *et al.*, 2023). Globally, people average 53 minutes per day on *Instagram*, though this varies by geography and demographics (Data Reporter, 2023).

Younger users, particularly teens and young adults, spend more time on *Instagram* (Lenhart *et al.*, 2022; Junco *et al.*, 2022). Factors such as self-esteem, social comparison tendencies, and personality traits like neuroticism and extroversion influence *Instagram* use (Elhai *et al.*, 2023; Przybylski *et al.*, 2022). Changes in *Instagram's* algorithms and content features can also affect usage patterns (Ortiz-Ospina *et al.*, 2023). Among adults who use smartphones for about three hours daily, 59% report being very dependent on social media, with over half accessing social media sites at least once per hour. This continuous online presence is driven by both peer usage and the appealing design of social media platforms. Ninety percent of teenagers in the US use *Instagram*, Snapchat, or Facebook. Similarly, the average Taiwanese individual manages four social media profiles, highlighting the platform's stickiness and commercial potential (Smith *et al.*, 2023; Zhang *et al.*, 2023).



Instagram, launched in October 2010, is a social networking app emphasizing photo-based communication. By two years' post-launch, *Instagram* had 300 million users, leading Facebook to acquire it for \$1 billion USD in 2012. Facebook remains the most popular social media platform, but *Instagram* saw a 23.8% growth in users in the US, mostly among younger demographics. Social norms, peer pressure, and the need for social connection influence the time spent on *Instagram* (Christofides *et al.*, 2023; Kumar *et al.*, 2023). Moderate *Instagram* use can enhance social interaction, knowledge sharing, and self-expression, with potential business benefits (Vaterlaus *et al.*, 2023; Lee *et al.*, 2023). However, overuse is linked to negative mental health effects, such as anxiety, depression, and poor body image (Woods & Calladine, 2023; Kuss & Griffiths, 2023).

Excessive *Instagram* use can also harm academic performance (Junco *et al.*, 2022; Ahmed *et al.*, 2023). *Instagram* has become a crucial social networking tool for teenagers, who prefer visual communication. The platform now boasts over 700 million monthly active users (MAUs). In the US, nearly 60% of *Instagram* users are aged 18 to 29, with a majority being female. More than 80% of *Instagram* users reside outside the US, with rapid growth in Asia and South America. In Taiwan, *Instagram* is particularly popular among junior high school students and recent university graduates, with 71% of youths aged 18–24 using the platform. *Instagram* users share content through pictures, videos, stories, and carousels, and there is an increasing presence of commercial advertisements targeting youth (Lee *et al.*, 2024; Chen *et al.*, 2024). For *Instagram* advertisements, formats include picture ads, video ads, carousel ads (containing 3 to 5 images), and stories ads (ranging from 2.5 to 60 seconds). *Instagram* remains the social networking platform of choice for today's youth. Recent research has compared *Instagram* usage patterns and behavioral addiction between American and European students, with less focus on similar studies in Asia. This study explores whether students' gender and major influence their reasons for using *Instagram* and their interests (Metin, 2021; Park *et al.*, 2024).

Benefits Derived by Students from the Use of Instagram

Instagram presents numerous benefits to students, owing to its extensive user base and focus on visual content. *Instagram* can foster online communities and mitigate social isolation. In the view of Hargittai and Litt (2022) added that these platforms enable users to connect with others and build supportive networks. Similarly, Vaterlaus *et al.* (2023) observed that social media use promotes connection and knowledge sharing, which can enhance overall well-being. *Instagram*, offer tools for creative expression and identity exploration, especially for younger users. Lee *et al.* (2023) recognised the importance of these platforms in shaping self-expression. Junco *et al.* (2022) argued that social media usage is linked to identity formation and self-disclosure, influencing one's sense of self.

In other words, *Instagram*'s visual content is a key driver in news consumption and information dissemination. Lenhart *et al.* (2022) highlighted the platform's role in spreading information, while Lee *et al.* (2023) noted that *Instagram* can serve as a valuable tool for skill development and educational purposes through various communities and content. *Instagram* is a powerful tool for professional growth and personal branding. Muscatello *et al.* (2023) emphasized its use in showcasing talents and achievements.



Problems Students Encounter in their Use of Instagram

There seems to be indication that excessive use of *Instagram* may lead to addictive behaviors such as losing control, having intrusive thoughts, and experiencing adverse emotional effects. Significant associations between problematic *Instagram* use and addiction symptoms were found with potential detrimental impacts on mental health and overall well-being (Kuss & Griffiths, 2023). In addition, cyberbullying on *Instagram* can lead to harmful environments and low self-esteem. In the words of Smith *et al.* (2022) showed that cyberbullying is prevalent on social media platforms like *Instagram* and is linked to mental health issues such as anxiety and depression. Additionally, the curated and often idealized portrayals of life on *Instagram* can foster social comparison and feelings of inadequacy (Wood *et al.*, 2023).

It is worrisome that privacy concerns arise due to the collection and use of user data on *Instagram* highlighting the implications for privacy on social media platforms (Tufekci, 2023; Van-Dijk, 2022). Excessive use of *Instagram* is associated with increased risks of anxiety, depression, and negative body image. Recent studies by Tiggemann and Erwin (2023) and Primack *et al.* (2022) reveal connections between social media use and mental health issues, particularly among young adults and adolescents. However, the spread of false or misleading information on *Instagram* can have negative consequences. This harmful, misinformation and disinformation on social media and their potential societal influence on students is very dangerous (Tandoc *et al.* 2022; Vosoughi *et al.*, 2023). *Instagram's* algorithms are designed to maximize engagement, which may expose users to content that fuels unhealthy comparisons, negative feelings, or anxieties (Williams *et al.*, 2022; Bakhshi *et al.*, 2023). The constant influx of updates and activities on *Instagram* can create a pervasive fear of missing out, leading to compulsive checking and neglect of other responsibilities (Przybylski *et al.*, 2022). Users should be vigilant about cybersecurity threats such as malware, phishing scams, and online predators on *Instagram* (Alper *et al.*, 2023; Gangopadhyay *et al.*, 2022).

Methodology

The descriptive research design was used in this study. The target population was 200 library and information science undergraduate students comprising of 200-400 levels: In NAU, 30 are 200 level, 40 are 300 level, 60 are 400 level while in DELSU 25 in 200 level, 20 in 300 level, and 25 in 400 level were selected. One hundred - 100 level LIS undergraduate were excluded from the study because they do not have *Instagram* user identification. The random sampling was used in this study. The questionnaire was used as instrument for data collection. A total of 200 questionnaires were administered and 162 copies retrieved representing 81% and were used for the study. The data collected was analysed employing the descriptive statistics.

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Data Analysis

Demographic Distribution of the Respondents

Table 1: Gender Distribution of the Respondents

Gender	Respondents	Percentage
Male	65	40
Female	97	60
Total	162	100

Level of Study	Respondents	Percentage
200	52	32
300	52	32
400	58	36
Total	162	100

Table 1 above revealed that 40% of the respondents were males and 60% were females. From the second table, it showed that 200 and 300 level LIS undergraduate students made up 32% of the respondents while 400 level LIS undergraduate students made up the remaining 36%.

RQ 1: How do library and information science undergraduate students in NAU and DELSU use different types of contents on *Instagram*?

Table 2: Mean Ratings of Use of Different Content on *Instagram* by the Respondents N=162

Use of Different Contents	$\bar{X}$	SD	Remark
Images	3.35	1.22	HE
Single photo post	3.39	1.12	HE
Carousel post	2.82	1.32	HE
Videos	3.51	1.22	HE
Live videos	2.65	1.14	HE
Stories	3.33	0.88	HE
Reels	3.21	1.12	HE
Live broadcast	3.27	.89	HE
Guides	3.10	.78	HE
Grand Mean	3.18	1.07	HE

HE=High Extent

Results in Table 2 shows the mean ratings on the use of different content on *Instagram* by the respondents. From this comparison videos have the highest mean rating at 3, 51, Single photo posts 3.39, Images 3.35, Stories 3.33, Live broadcast 3.27, Reels 3.21, Guides 310, Carousel post 2.82, Live videos 2.65, respectively. The grand mean of 3.18 with standard deviation of 1.07 indicate that the respondents in both universities rated the use of different types of contents on *Instagram* as high extent. The item by item analysis further shows that they rated their use of each of the nine contents to a high extent with their mean



ranging from 2.65 to 3.51.

RQ 2: What are the content posted on *Instagram* by library and information science undergraduate students of NAU and DELSU?

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Table 3: Mean Ratings of the Content Posted on *Instagram* by the Respondents N=162

Items	$\bar{X}$	SD	Remark
Images	3.46	1.22	HE
Single photo post	3.00	1.13	HE
Carousel post	4.23	1.17	HE
Videos	4.37	1.12	HE
Live videos	3.18	1.23	HE
Stories	2.59	1.12	HE
Reels	2.12	1.14	LE
Live broadcast	3.35	1.23	HE
Guides	2.95	1.15	HE
Grand Mean	3.25	1.16	HE

Table 3 shows the mean ratings on the content posted on *Instagram* by the respondents. The highest mean rating on the contents posted was Videos with 4.37, Carousel post 4.23, Images 3.46, Live broadcast 3.35, Live videos 3.18, Single photo post 3.00, Guides 2.95, Stories 2.59 and Reels 2.12. The grand mean was 3.25 with standard deviation of 1.16 is an indication that respondents rated that they post different types of contents on *Instagram* to a high extent. The analysis of the items shows that they rated posting eight of the nine contents to a high extent with their mean ranging from 2.59 to 4.37. The remaining content (Reels, mean= 2.12) was rated by undergraduate students as being posted to a low extent.

RQ 3: How do library and information science undergraduate students of NAU and DELSU uses *Instagram* for different purposes?

Table 4: Mean Ratings on the Respondents' Use of *Instagram* for Different Purposes N=162

Instagram Use	$\bar{X}$	SD	Remark
Connect with fellow students	3.22	1.16	HE
Form study groups	3.54	1.33	HE
Connect with lecturers	3.13	1.15	HE
Seek guidance for academic works	3.11	1.17	HE
Accessing educational contents	3.36	1.19	HE
Develop communication skills	2.65	1.29	HE
Network with professionals	3.13	1.27	LE
Grand Mean	3.16	1.22	HE

Results in Table 4 shows the mean ratings of the respondents on how they use *Instagram* for different purposes. The results indicated that it was used to form study groups was (3.54), access educational contents (3.36), connect with fellow students (3.22), connect with lecturers (3.13), network



with professionals (3.13), seek guidance for academic works (3.11) and develop communication skills (2.65), respectively. The grand mean was 3.16 with standard deviation of 1.22 indicating that the respondents rated that they make use *Instagram* for various purposes to a high extent. The item by item analysis further shows that they rated their use of *Instagram* for the nine listed purposes to a high extent with their mean ranging from 2.65 to 3.54.

RQ 4: What are the benefits derived by library and information science undergraduate students of NAU and DELSU from the use of *Instagram*?

Table 5: Mean Ratings of Benefits Derived by the Respondents from Use of *Instagram* N=162

Benefits	$\bar{X}$	SD	Remark
Improved language skills	3.09	1.16	HE
Photography skills are nurtured	3.51	1.13	HE
Sharing of information	3.12	1.17	HE
Improvement in emotional intelligence	3.43	1.11	HE
Improvement in interpersonal skills	3.39	1.14	HE
Grand Mean	3.30	1.14	HE

Table 5 shows the mean ratings of the respondents on the benefits they derive from the use of *Instagram*. The highest benefits in the mean rating was nurturing photography skills (3.51), improved emotional intelligence (3.43), improved interpersonal skills (3.39), information sharing (3.12), and improved language skills (3.09), respectively. The grand mean was 3.30 and standard deviation of 1.14 indicate that of the respondents rated that they derive various benefits from the use of *Instagram* to a high extent. The analysis of the items further shows they benefit from all five listed items to a high extent.

RQ 5: What problems do library and information science undergraduate students of NAU and DELSU encounter in their use of *Instagram*?

Table 6: Mean Ratings of the Problems of the Respondents Encounter in their Use of *Instagram* N=162

Items	$\bar{X}$	SD	Remark
Addiction and overuse	3.58	1.17	HE
Cyberbullying	3.29	1.32	HE
Poor network connection	3.46	1.33	HE
Misinformation	3.37	1.19	HE
Mental health concern	3.48	1.24	HE

The mean ratings in Table 5 shows that of the respondents encounter different problemstheir use of *Instagram* to a high extent. The mean ratings include addiction and overuse (3.58), mental health concern (3.48), poor network connection (3.46), misinformation (3.37) and cyberbullying (3.29), respectively.



Discussion of the Findings

The findings of this study revealed that LIS students often use different contents on *Instagram* to a very large extent most especially videos and stories. These aligned with that of Alhabash and Ma (2023), Smith *et al.* (2023), Ruby (2023) and Al-Ali (2024) all of which consistently showed that students use *Instagram* extensively because the platform also hosts various content formats, including live broadcasts, vlogs, and instructional videos. This diverse range of contents helps users become more comfortable with public speaking and can reduce speech anxiety and loneliness among student to a large extent. In response to the second objective, the study also found that the LIS students post different contents on *Instagram* to a very large extent most especially videos and carousel posts. This collaborates those of Kim and Kim (2021), Kim and Kim (2023), Chaffey and Ellis-Chadwick (2023) in which the contents created by users has resonates well with audiences. Sharing user-generated images and videos foster stronger brand connections by enhancing the authenticity and trustworthiness of the posted text-based, interactive element, video, and image content.

Regarding the purpose of using *Instagram*, the findings revealed that the students gained a lot from the use of *Instagram*. This involve connecting with lecturers and students, developing communication skills and seeking guidance, which agreed with those of Hussain *et al.* (2022), Marlow, (2023), Papacharissi (2023), Shamsie *et al.* (2023), Przybylski *et al.* (2022), and Ebner and Hegarty (2023) that students gain a lot from the use of *Instagram* because it easier to communicate, exchange stories, create virtual communities, shopping and direct purchases, learning and educational engagement, brand awareness and discovery of new ideals. On the benefits derived from the use of *Instagram*. The findings revealed that there is tremendous improvement of the emotional intelligence of students. However, in order to maximize benefits and minimize potential drawbacks, responsible and thoughtful usage is essential. The finding of this study align with those of Hargittai and Litt (2022), Vaterlaus *et al.* (2023), Lee *et al.* (2023), Lenhart *et al.* (2022) that established that these platforms enable users to connect with others, sharing and learning including building supportive network in the society.

In response to the fifth objectives, the findings revealed students encounter a lot of problems like misinformation, addiction, overuse and mental health concern while using *Instagram*. The finding of this study aligned with those of Kuss and Griffiths (2023); Primack *et al.* (2022); Smith *et al.* (2022), Tandoc *et al.*, (2020), Tiggemann and Erwin (2021) which established that possible detrimental effects on mental health and general well-being including cyberbullying and social comparison like anxiety and depression are some of the challenges of using *Instagram* among student. In addition, most the students also face the problem of poor network connection, privacy issues and data sharing and cybersecurity threats. The finding of this study is also corroborated with reports of Tufekci (2023); Van Dijck (2022); Alper *et al.* (2023); Gangopadhyay *et al.* (2022), who conclude that student on *Instagram* should be cautious and aware of the hazards posed by malware, phishing scams, online predators and ethical ramifications of data collecting methods as well as the monetization of user data on *Instagram*.



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Conclusion

Instagram presents a valuable platform for library and information science students offering opportunities to form study groups, access educational content, to connect with fellow students across the globe, to connect with lecturers and to network with professionals. However, it is crucial to acknowledge and address potential drawbacks like addiction and overuse, mental health concern, poor network connection, misinformation and cyberbullying while mitigating its weaknesses, library and information science students can enhance their learning experiences through *Instagram*.

Recommendations

In view of the findings the following recommendations are made:

- i. Library and information science undergraduate students should follow educational accounts that share valuable resources like videos, images, single photo posts, stories, live broadcast with engaging visuals to enhance learning.
- ii. Library and information science undergraduate students should connect with groups, educators and professionals in their field of interest to build a network that can provide support, inspiration, and potential career opportunities
- iii. Library and information science undergraduate students should follow professional organizations, librarians and influencers to stay updated on industry trends and job opportunities
- iv. Library and information science undergraduate students can enrich their educational journey, expand their professional network and stay informed about the latest trends and opportunities in their field.



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