ASSESSMENT OF DIGITAL COMMUNICATION METHODS FOR RESPONSIVE INFORMATION EXCHANGE BETWEEN FACULTY MEMBERS AND SUBJECT LIBRARIANS IN THE UNIVERSITY OF JOS LIBRARY

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Abstract

This study assessed the digital communication methods used by University of Jos subject librarians to interact with faculty members. Rogers and Kincaid (1981) convergence model of communication was adopted as the study's theoretical framework. Five research objectives guided the study. Descriptive research was adopted as the study design. A purposive sampling technique was used to select 12 subject librarians to participate in the study. The questionnaire served as a data collection instrument, and the data were analyzed using simple frequency counts and percentages. Results obtained showed that: majority of the participants 9 (81.8%) use phone calls, text messages, and emails to communicate responses with faculty; majority of the participants 9 (81.8%) frequently use phone calls, followed by text messages (63.6% participants) and typed memos (63.6% participants) to communicate with faculty. As relates to purposes of digital communication, all the participants'11(100%) responses revealed that accreditation, periodic library sensitization/awareness exercise, and selection of books titles constitute purposes of engaging in digital communication. Lack of steady internet connectivity 9 (81.8%), lack of interest by faculty to seek the assistance of subject librarians on the use of the library and its resources 9(81.8%), and lack of sufficient digital communication skills 6(54.5%) are the constraints affecting communication between majority of the participants and faculty. Based on the findings, it was recommended amongst others that the library management should endeavour to improve the internet connectivity, the subject librarians should obtain the contact list of all faculty members to enable more effective communication between them and the faculty, and training on digital communication skills should be organized by the library management for the subject librarians to improve their ability to use various methods to communicate with faculty and other library users.

Keywords: Information exchange; digital era; assessment; digital communication; methods; subject librarians; faculty

Introduction

The word "communication" is derived from the Latin word "communicare", which means "to share" ("Communication", 2025). Merriam-Webster dictionary (2025) defines "communication" as a process by which information is exchanged between individuals through symbols, signs, or behaviour. The act of communication is determined by the vehicle that conveys information and that vehicle is signal. The signal communicates sound, colour pattern, posture, movement, electrical discharge, touch, release of an odorant, or some combination of these mediums (Animal communication, 2025). Communication takes numerous format such as print, audio, digital, visual and/or audio-visual.

Digital communication is the procedure of exchanging information, messages, and ideas via digital technologies and platforms (Taylor, 2025). It involves the transmission and reception of data through electronic devices and networks. Digital communication enables real-time interaction through various methods such as:

a) **Phone calls:** Mobile phones have largely been digital since the introduction of the second-generation cellular network technology (2G) in 1991. For the past two decades, billions of people around the world have been using cell phones to make calls. Society has adapted to the point where it is difficult for many people to maintain their business career and social life without a cell phone.

b) **Instant Text Messaging**: Text messaging is one of the oldest forms of digital communication. It allows users to communicate with each other using short messages. Examples of text messaging apps are WhatsApp, Facebook Messenger, and Slack.

c) **Video Conferencing**: Tools like Google Meet, Zoom, and Microsoft Teams have transformed remote communication by allowing face-to-face interactions and virtual meetings.

d) **Social Media Platforms**: Facebook, Twitter, Instagram, and LinkedIn connect people globally, enabling them to share updates, engage in discussions, and build networks.

e) **Email**: Email remains a widely used example of digital communication method, providing a formal and reliable means of exchanging messages and files.

f) **Mobile Applications**: Mobile applications provide instant access to messaging, social media, banking, and other services.

g) **Online Learning Platforms**: Online learning platforms enable students and educators to communicate, access resources, and participate in virtual classrooms.

h) **Online Customer Support**: Many companies provide customer support through live chat and chatbots on their websites, offering prompt assistance (Roberts, 2025; Sarokin, 2025; Spacey, 2024).

Research has shown that communication can build or destroy an organization's existence. Therefore, a good communication strategy is essential for a business to survive (Musheke & Phiri, 2021). Communication is important because it can lead to improved productivity, decision-making, conflict resolution, customer feedback, enhanced staff collaboration, improved client relationships, enhanced customer service, and enhanced professional growth (Kendre, 2021).

A faculty could be defined as a group of departments in a university or college that specializes in a particular subject or group of subjects (Cambridge Dictionary, 2025). A faculty can also be viewed as the teaching or research staff of a group of university departments viewed as a body (Oxford Dictionary 2025).

University libraries are established to support the teaching, learning, and research of faculty members. According to the European Southern Observatory (2001), communicating with library users is an essential part of the librarian's work. One of the ways through which university libraries assist their users, who are mostly faculty members, to access their resources and services is by appointing subject librarians who serve as experts on library resources in specific subject areas (Wilson, Campbell & Beals, 2024). Key characteristics and responsibilities of subject librarians include:

- They have a better understanding of the unique information needs and resources relevant to that subject.
- They are responsible for selecting and managing the collection of materials, including books, journals, databases, and other resources, that support their assigned subject area's teaching and research goals.
- They instruct students and faculty on effective research methods, information literacy skills, and the use of library resources. They may conduct workshops, tutorials, and class sessions tailored to the needs of their subject areas.
- They work closely with faculty to understand the curriculum, contribute to course development, and support research initiatives. This collaboration ensures that the library's resources align with the institution's academic goals (Ashikuzzaman, 2023).

Contextual setting

University of Jos, Nigeria was established in 1971 as a campus of the University of Ibadan with four faculties (Achuenu & Auta, 2015). Today, the University has eleven faculties and a College of Health Science (University of Jos, 2024).

The University of Jos library also began with the newly created Jos campus of the University of Ibadan (Akintunde, 2023). Since then, the library has transformed significantly in terms of resources, manpower and facilities (Akintunde, 2015). As of the period of carrying out this study, there were a total of 117 staff working in the library. The staff comprises 27 librarians/academic staff and 90 non-librarians/non-academic staff (J. Gwomson, "personal communication", 2025). University of Jos library is structured into the subject libraries division and support services division (Akintunde, 2023). Hence, the library has "subject librarians" who are in charge of the collections of the different faculties/subject areas/academic disciplines of the University (Akindunde, 2023).

Theoretical framework

Rogers and Kincaid (1981) convergence model of communication was adopted as the theoretical framework for the study. The model was adopted because it provides a suitable foundation for the research by placing it within a broader body of knowledge. It also provides an avenue to show the contribution of the study to knowledge.
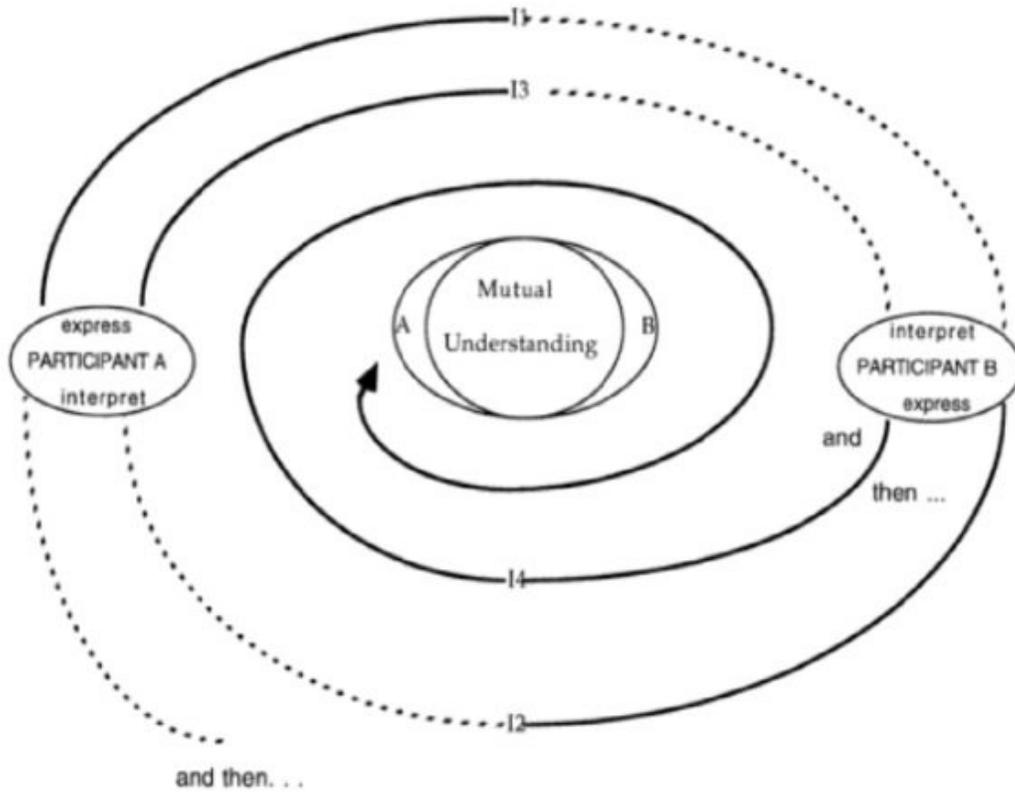
Figure 1: Rogers and Kincaid (1981) convergence model of communication (source: Rogers & Kincaid 1981).

Statement of the problem

Today, ICT has transformed the ways people communicate in society. Many individuals, especially the literate ones, and organizations rely exceedingly on digital methods for communication. Librarians, as information professionals also engage in digital communication with their numerous users. The primary objective of the establishment of an academic library is to support teaching, learning and research of the institution's staff and students. For the library to achieve its objective, it must communicate with the faculty. From observation, at the University of library, the subject librarians use numerous digital methods to communicate with users for various library-oriented purposes. Hence, there is need to investigate their use of these digital methods, specific purposes for using the methods, and the constraints associated with their use of the methods. This is necessary to suggest ways through which the library can enhance its digital communication with faculty.

Significance of the study

The present study was designed to assess the digital communication methods used by University of Jos subject librarians to interact with faculty members. The study is significant because its findings will enable University of Jos library management and other library managements to have a complete insight into the various methods used by 21st century librarians to communicate with faculty. Also, the findings will enable the managements to know which methods are frequently used, purposes of using the methods, and the constraints encountered by the librarians when using the methods. This would enable the managements to adequately plan on how to address the constraints towards better service delivery to the faculty.

Research objectives

The general objective of this study is to assess the use of digital communication methods by University of Jos subject librarians to interact with faculty. The specific objectives are to:

1. Examine the digital methods used by subject librarians to communicate with faculty members as information users on library services.
2. Find out the subject librarians' frequency of using specific digital method to communicate with faculty members.
3. Determine the subject librarians' purposes of using digital communication methods to interact with the faculty.
4. Determine the purpose(s) that prompt the subject librarians to communicate frequently with faculty.
5. Find out the constraints that subject librarians encounter using digital methods to communicate with faculty.

Literature review

The potential of digital communication came to light during the pandemic. At that period, businesses without digital means of communication failed to survive. Video conferences became the channel of communication and e-mails became the new normal way of conveying messages (Roberts, 2025).

Digital communication offers several benefits to individuals and organization. Some of the benefits include:

1. Speed and efficiency: Digital communication enables instant information transmission through tools like email and instant messaging.
2. Global connectivity: It breaks down geographical barriers, enabling worldwide networking and collaboration.
3. Cost-effectiveness: It reduces the need for physical transportation and traditional mail, with solutions like Voice over Internet Protocol (VoIP) and video conferencing minimizing travel expenses.
4. Versatility: It supports various media types (text, photos, audio, video), thereby enhancing interaction and engagement.
5. Comfortable and convenient experience: It enables people to engage in communication comfortably and conveniently at anytime and anywhere (Maton, 2021; Roberts, 2025).

In literature, studies have been conducted on the use of digital methods to communicate in the society. Amongst such studies is the study that was carried out by Nguyen, Gruber, Marler, Hunsaker, Fuchs and Hargittai (2021). The authors investigated the use of digital means to communicate during the early months of COVID 19 pandemic. The study was a survey of 2925 adults in the United States of America (USA). In a related study, Danielsbacka, Tammisalo and Tanskanen (2022) investigated the influence of digital communication on traditional methods of communication. The study's location was in Finland. In the study, it was concluded that digital means of communication reinforce rather than displace traditional forms of contact. On their part, Rosic, Janicke-Bowles, Carbone, Lobe and Vandenbosch (2022) studied the positive effects of digital communication on adolescent's well-being. An online survey was conducted in Slovenia. In another study, Kandukuri (2020) investigated the impact of digital communication on the evolution of writing grammar. In a very recent study, Paccaya, Robles-Ramrez and Fernandez (2025) investigated the integration of digital tools to enhance leadership and communication in university students. Literature review was used to obtain the results of the investigation. In the results obtained, it was revealed that there is an increase in the use of digital technology among students, and the technology has a positive impact on them.

There are various methods that can be used to communicate using digital technology. Brown and Lewis (2022) examined digital exchange of information through the use of e-mails and Short Message Services (SMSs) among college students in the United States of America. Santos, Batista and Marques (2019) also carried out a study on the use of communication technologies by higher education students. The study was carried out through an online questionnaire at a university in Portugal. In the findings of the study, it was reported that the communication technology that was mostly used by the students to communicate with their teachers is the e-mail. It was also reported that video conferencing and social networks were rarely used or not used at all by more than 30% of the students to communicate with their teachers.

In a given organization, communication could be used for several purposes such as to transfer information about the organization's mission and vision, policies, procedures, tasks and duties, and various activities within the organization (Farmer, Slater & Wright as cited in Musheke & Phiri, 2021). According to European Southern Observatory (2001) the main purposes of communication between librarians and the library users are to offer library services and products, provide requested information, and assess the user's needs.

Despite the benefits that digital communication offers, there are also constraints associated with the use. Cambridge dictionary (2025) defines the word "constraint" as something that controls what an individual does by keeping him/her within particular limit. Roberts (2025) mentions information overload and digital fatigue as major constraints associated with the use of digital technology to communicate. As stated by Roberts, managing these constraints necessitates setting boundaries, prioritizing chores, and encouraging digital well-being. Soni (n.d) mentioned misinterpretation of information, technical skills requirements, vulnerability to security breaches and hacking, and lack of human touch and emotional connection of face-to-face interaction as constraints associated with digital communication. In the research work that was carried out by Paccaya et al. (2025) it was made known that lack of digital communication skills and information overload were major constraints to the use of digital methods of communication among university students.

Existing research studies investigated communication that involves librarians. Among such studies is the study that was conducted by Neufeld (1994). The study was on the benefits of electronic communication among library professionals as it relates to emails. The study's location was at a university in the USA. Another similar study is a 2001 survey carried out by European Southern Observatory on how librarians communicate with users. The study revealed that 48% of the participants stated that email is the most frequently used to communicate with library users, followed by face-to-face communication, 42%. Relatedly, Nwokedi, Samuel and Amkpa (2016) explored the effects of

email competence and use on information service delivery by librarians in some universities in Nigeria. Amongst the study's findings, it was revealed that the librarians' competence in email as well as its use has a significant effect on their service delivery.

Agyemang (2021) explored the kind of information librarians share in a virtual community and how they react to the shared information, and it was carried out on 50 librarians on a WhatsApp platform in Ghana. Findings of the study revealed that the librarians share information that encourage and support one another. It was also revealed that they also share related information on career and institutional work. In a more recent study, Adewole-Odeshi and Massey (2023) investigated the use of social media by librarians for professional development and service delivery in a university in Nigeria. Among the study's findings, it was revealed that most popular social media tools used by the participants include Facebook, Instagram, YouTube, LinkedIn and WhatsApp. It was also revealed that the participants make use of social media to meet the information needs of their clienteles such as selective dissemination of information, current awareness service and reference service.

As reported by Azubuike and Madu (2017), as of 2015, Nigeria ranked 7th in the world list of mobile phone users and 1st in Africa. Nwafor-Orizu, Ezejiofor, Ibe and Okonkwo (2024) explored the use of mobile devices in an academic library in Nigeria. Findings of the study revealed that 62.06% of students feel disturbed and distracted by mobile phone uses especially noise from answering calls and ringing tones. Walsh (2009) investigated the adoption of the use of text messages in libraries. The study's location was in the United Kingdom (UK). Findings of the study revealed that text messaging can be used for a range of activities within the library. Similarly, Khanim and Ahmed (2018) investigated the utilization of SMS for a library notification system. The location of the study was at a University of Malaya in Malaysia. Among the findings of the study, it was revealed that 58% of the participants agree that integrating SMS in the proposed notification system of the library would facilitate resolving the problem of notifying students on overdue books and the arrival of new books. This study was designed to assess the digital communication methods used by University of Jos librarians to interact with faculty. The study will add to the existing literature on digital communication by librarians.

Methodology

This study assessed the digital communication methods used by University of Jos subject librarians to communicate with faculty members when utilizing the services of the library. Descriptive research design of quantitative research was adopted for the study. The study population comprised all the librarians (27) working in the University of Jos library at the time of this study. Since the population was not too large, total enumeration method was used. Hence, no sample size was determined. Purposive sampling technique was used to select 12 subject librarians in charge of the collections of the 11 faculties and 1 college, to form the study participants. The librarians include Arts librarian, Agricultural Sciences librarian, Education librarian, Engineering librarian, Environmental Sciences librarian, Law librarian, Management Sciences librarian, Natural Sciences librarian, Pharmaceutical Sciences librarian, Social Sciences librarian, Veterinary Medicine librarian, and the College of Health Sciences librarian. Numeric data were obtained from the 12 participants; therefore, questionnaire was used as the data collection instrument. Out of 12 copies of questionnaire distributed to the participants, 11 copies were filled out and returned to the researcher which gave a response rate of 91.6%. The copies of the questionnaire were analyzed quantitatively using simple frequency counts and percentages.

Findings of the study and discussion

Table 1: Digital communication methods used by subject librarians to communicate with faculty members on library services.

N=11

S/No	Digital method	Response (%)
1.	Phone calls	9 (81.8%)
2.	Text messages	9 (81.8%)
3.	Emails	9 81.8%)
4.	Social media platforms	8 (72.7%)
5.	Voice messages	5 (45.4%)
6.	Live web chats	1 (9.0%)
7.	Typed memos	7 (63.6%)
8.	Other methods not mentioned above	0 (0%)

Table 1 shows the digital methods used by the participants in communicating with faculty. From the table, it could be seen that majority of the participants use phone calls, text messages, and emails to communicate with faculty as indicated by 9 (81.8%), 9 (81.8%) and 9 (81.8%) participants. These figures are closely followed by 8 (72.7%), and 7 (63.6%) participants who indicated that they use social media and typed memos as modes of communicating with faculty. From the table it could be seen that the least popular method of communicating with faculty by the librarians is live web chats. This method was indicated by only 1 (9.0%) participant.

These findings imply that phone calls, text messages, and emails are the popular methods used by the participants to communicate with faculty. Followed by social media platforms. while the least popular method is live web chats. This could be because these methods are easy to use and the participants understand how to use them to communicate effectively compared to the use of live web chats.

Table 2: Participant's frequency of using specific digital communication method to transfer and/or exchange information with faculty on library services.

N=11

S/No	Digital communication method	Not at all (%)	Rarely (%)	Occasionally (%)	Frequently (%)	Total (%)
1	Phone calls	0 (0%)	0 (0%)	2 (18.1%)	9 (81.8%)	11 (100%)
2	Text messages	0 (0%)	0 (0%)	4 (36.3%)	7(63.6%)	11 (100%)
3	Emails	0 (0%)	0 (0%)	8 (72.7%)	3 (27.2%)	11 (100%)
4	Social media platforms	1 (9.0)	2 (18.1%)	5 (45.4%)	3 (27.2%)	11 (100%)
5	Voice messages	7(63.6%)	2(18.1%)	1 (9.0%)	1 (9.0%)	11 (100%)
6	Live web chats	10(90.9%)	1 (9.0%)	0 (0%)	0 (0%)	11 (100%)
7	Typed memos	0 (0%)	1 (9.0%)	3 (27.2%)	7 (63.6%)	11 (100%)
8	Other methods not mentioned above	11(100%)	0 (0%)	0 (0%)	0 (0%)	11 (100%)

Table 2 shows the frequency of using digital communication methods to communicate with faculty by the librarians. From the table, it could be seen that majority of the participants 9 (81.8%) frequently use phone calls to communicate with faculty; this figure is followed by 7 (63.6%) participants who indicated that they frequently use text messages to communicate. This finding could probably be because these methods do not require a network for communication, and it is very easy to use. While 8 (72.7%) participants indicated that they occasionally use emails to communicate. This finding could probably be because the participants do not have the email addresses of all the faculty. It could also be because the process is a bit longer and more complex, and it requires internet connectivity, unlike phone calls and text messages. From the table, it could also be seen that 7(63.6%) of the participants also use typed memos to communicate frequently with faculty. Typed memos have been the conventional method of communicating in the University. This finding it implies that the method is still being used as a mode of communication by the librarians.

Table 3: Subject librarian's purposes of communicating with faculty members using digital methods concerning library affairs.

N=11

S/No	Purpose	Response (%)
1	To render reference services	10 (90.9%)
2	Current awareness services	10 (90.9%)
3	Selective dissemination of information	7 (63.6%)
4	Accreditation exercise	11 (100%)
5	Periodic library awareness campaign/sensitization	11 (100%)
6	Collaborative research	5 (45.4%)
7	Invitation for books exhibitions and displays	4 (36.3%)
8	Selection of book titles to develop faculty collection	11 (100%)
9	Other purposes not mentioned above	1 (9.0%)

Table 3 shows the participants' purposes of using digital communication methods to interact with faculty. The table shows that accreditation exercise, periodic library awareness campaign/ sensitization, and selection of book titles to develop faculty collection are the purposes behind the use of digital methods of communication by all the participants. These are indicated by 11 (100%), 11 (100%) and 11(100%) participants, respectively. These figures are closely followed by the rendering of reference services and current awareness services which are indicated by 10 (90.9%% %), and 10 (90.9%) participants, respectively. The least popular purpose is for invitation for books exhibitions and displays. This was indicated by only 4 (36.3%) participants. These findings show that the participants use digital methods to communicate with faculty for purposes that involve their roles as librarians.

Table 4: Frequency of the participants 'communication with faculty using digital methods for purposes mentioned in Section C.

N=11

S/No	Purpose	Not at all (%)	Rarely (%)	Occasionally (%)	Frequently (%)	Total (%)
1	To render reference services	1(9.0%)	2 (18.1%)	5 (45.4%)	3 (27.2%)	11 (100%
2	Current awareness services	1 (9.0%)	1 (9.0%)	6 (54.5%)	3 (27.2%)	11 (100%)
3	Selective dissemination of information	2 (18.1%)	3 (27.2%)	3 (27.2%)	3 (27.2%)	11 (100%)
4	Accreditation exercise	0 (0%)	0 (0%)	3 (27.2%)	8 (72.7%)	11 (100%)
5	Periodic library awareness campaign/ sensitization	0 (0%)	1 (9.0%)	7 (63.6%)	3 (27.2%)	11 (100%)
6	Collaborative research	6 (54.5%)	4 (36.3%)	1 (9.0%)	0 (0%)	11 (100%)
7	Invitation for books exhibitions and displays	7 (63.6%)	2(18.1%)	1 (9.0%)	1 (9.0%)	11 (100%)
8	Selection of book titles to develop faculty collection	0 (0%)	0 (0%)	4 (36.3%)	7 (63.6%)	11 (100%)
9	Other purposes not mentioned above	10 (90.1%)	1(9.0%)	0 (0%)	0 (0%)	11 (100%)

Table 4 shows the frequency of communicating with faculty by the participants based on the purposes mentioned in Table 3. From the table, it could be seen that more than half of the participants frequently use digital methods for accreditation exercises and the selection of book titles to develop faculty collections. This is indicated by 8 (72.7%) and 7 (63.6%) participants. These findings indicate that accreditation exercises and the selection of book titles usually prompt frequent communication between the participants and faculty. Also, more than half of the participants occasionally use digital methods to communicate with faculty during periodic library sensitization and current awareness service. These are indicated by 7 (63.6%), and 6 (54.5%) participants. Conversely, only 1 (9.0%) participant indicated that s/he occasionally uses digital communication for collaborative research with faculty. This implies that the participants and faculty do not engage in frequent collaborative research. This could probably be because both parties have not explored ways for such. Moreover, more than half 7 (63.6%) of the participants indicated that they never use digital methods of communication for book exhibitions. This could probably be because the library has not engaged in such activities in the present digital era to prompt the librarians to communicate with the faculty about the exhibitions.

Table 5: Constraints encountered by the participants when using digital methods to communicate with faculty members on library services

N=11

S/No	Constraints	Response (%)
1	Lack of sufficient digital communication skills such as email management skills, skills on how to attach and share documents effectively on social media platforms etc	6 (54.5%)
2	Lack of steady internet connectivity in the library	9 (81.8%)
3	Lack of modern digital communication devices such as smartphones, laptops, and tablets	4 (36.3%)
4	Absence of staff-faculty social media group platforms such as WhatsApp group	5 (45.4%)
5	Lack of comprehensive contact lists (phone numbers and e-mail addresses) of faculty members	5 (45.4%)
6	Lack of funds to procure airtime for round-the-clock communication	7 (63.6%)
7	Lack of interest by faculty to seek the assistance of subject librarians as regards the use of the library and its resources	9 (81.8%)
8	Technophobia	3 (27.2%)
9	Other constraints not mentioned above	1 (9.0%)

Table 5 shows the constraints that the participants usually encounter when using digital communication methods to communicate with faculty. The table clearly shows that lack of steady internet connectivity in the library, and the lack of interest by faculty to seek the assistance of the subject librarians as regards the use of the library and its resources are constraints encountered by majority of the participants when using digital methods to communicate with faculty. These are indicated by 9 (81.8%), and 9 (81.8%) participants. Lack of interest by faculty to seek assistance of subject librarians as regards the use of the library and its resources implies that the communication that takes place is usually initiated by the librarians and not a reciprocal action. If the librarians do not initiate communication, faculty hardly seek to interact with them. Probably because they do not see the need to do so. Or they might have alternative means of satisfying their information needs besides consulting the library resources, and seeking assistance from their faculty librarians. Moreover, more than half of the participants 7 (63.6%) indicated the lack of funds to procure airtime for round-the-clock communication as a constraint. This signifies that money is also

affecting the ability of the participants to effectively communicate with faculty. This finding could be due to the global economic downturn that has made the budgetary allocations of most academic libraries especially in developing countries like Nigeria to decline. From the table, it could also be seen that 6 (54.5%) of the participants indicated lack of sufficient digital communication skills as a constraint. This could be because the participants belong to an older generational cohort that is not the "generation Z". Hence, they are having some difficulties with using communication technology. It could also be because the library has not organized training for the staff on digital communication skills. Furthermore, 5 (45.4%), and 5 (45.4%) of the participants indicated absence of staff-faculty social media platforms and lack of comprehensive contact list of staff as constraints. In terms of the absence of social media platform, it connotes that the library management have not directed the participants to create such platforms for mass communication with faculty. Probably because they have not thought of the idea that it could enhance communication between the participants and faculty. As it concerns lack of a comprehensive

contact list, such a list is important and needs to be updated regularly because of staff retirements and recruitment in the faculty. The constraints indicated by a minority of the participants 3 (%), and 1(%) are technophobia, and other constraints that were not highlighted on the table. With respect to technophobia, the low figure on the table indicates that majority of the participants are confident in using digital technology to communicate with faculty without expressing fear or anxiety.

Conclusion

The present study assessed the digital communication methods used by University of Jos subject librarians to interact with faculty. Based on the findings of the study, the following are inferred:

a. Mainstream subject librarians use various digital methods to communicate with faculty. However, the most popular methods are phone calls, text messages, social media platforms, typed memos, and emails.
b. Majority of the subject librarians communicate frequently with faculty via phone calls, text messages and typed memos. While majority occasionally communicate via emails and social media platforms.
c. All the subject librarians communicate with faculty for the purposes of accreditation exercise, periodic library

awareness/sensitization, and selection of book titles to develop faculty collection. Moreover, almost all the subject librarians communicate for the purposes of rendering reference and current awareness services.

d. Accreditation exercise and selection of book titles to develop faculty collections are the two major purposes that prompt frequent communication between majority of the subject librarians and faculty. Since accreditation and selection of book titles do not take place often, it could be inferred that there is no regular communication between the subject librarians and faculty. Therefore, frequent communication only occurs between them during the accreditation and selection of book titles.

e. Lack of steady internet connectivity in the library and lack of interest by faculty to seek the assistance of the librarians on how to use the library and its resources are constraints that are affecting communication between majority of the subject librarians and faculty. Other notable constraints affecting more than half of the subject librarians are lack of funds, and lack of sufficient digital skills.

f. Since technophobia is only affecting a minority of the subject librarians, it implies that majority of the subject librarians have embraced the use of digital technology to communicate with faculty without experiencing fear or anxiety.

Recommendations

Based on the findings of this study, the following recommendations are hereby proffered:

1. The library management should find areas where the subject librarians require training on digital communication skills and should train them accordingly. This would enable the librarians master the art of using these skills to effectively communicate with their clients, especially the faculty.
2. The library's internet connection should be improved to empower the subject librarians to communicate regularly with their clients.
3. Latest digital communication devices should be procured for the subject librarians by the library management. This would aid easy

and more effective communication between the subject librarians and their clients.

4. The contact lists (e-mails and phone numbers) of all faculty members should be acquired by the subject librarians to facilitate their ability to reach out to any faculty member concerning library services whenever the need arises. The list should also be updated regularly.
5. The library management should instruct the subject librarians to create subject librarian-faculty members' social media group platforms to expand their scope of communication with the faculty. This would also allow them to interact regularly and share library-related information as a group.
6. Incentives in the form of airtime should be acquired by the library management and

given to the subject librarians. This would give the subject librarians the avenue to have round-the-clock communication with their faculty members.

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