

University Students' Following Libraries YouTube Channels and their Attitudes Towards the Library and Reading

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Received: September 30, 2025

Accepted: January 24, 2026

Online Published: April 20, 2026

doi:10.11114/smc.v14i2.8008

URL: <https://doi.org/10.11114/smc.v14i2.8008>

Abstract

The purpose of this study is to investigate the relationship between university students' following libraries' YouTube channels and their attitudes towards the library and reading. Participants included 303 students from different majors at Yarmouk University, who responded to an online questionnaire. The questionnaire assessed demographics, social media use, following libraries' YouTube channels, and attitudes towards the library and reading. Descriptive statistics and correlation analyses were conducted to analyse the data. The study found that a significant proportion of university students followed libraries' YouTube channels, and that following these channels was positively associated with their positive attitudes towards the library and reading. Additionally, the frequency of library use emerged as a significant predictor of following libraries' YouTube channels and positive attitudes toward the library and reading.

Keywords: library YouTube channel, social media, reading

1. Introduction

Libraries have historically been integral to academic success, serving as foundational hubs for students to access resources critical to their educational endeavours. However, the proliferation of digital technologies has profoundly transformed how students engage with libraries. To adapt to this shift, many university libraries have embraced innovative digital strategies, including the use of platforms like YouTube, to enhance their visibility, connect with students, and promote their services. This study investigates the extent to which university students engage with library YouTube channels and explores how such engagement influences their attitudes toward libraries and reading.

Research shows that university library YouTube channels in regions such as the United States and the United Kingdom provide diverse and engaging content, including tutorials, information on library services, and promotional videos. These channels aim to deliver accessible and appealing material, raising awareness of library resources while fostering academic engagement and promoting a culture of reading. By examining the connection between students' engagement with these digital platforms and their perceptions of libraries, this study aims to advance understanding of how libraries can effectively utilize YouTube to foster lifelong learning and reading habits.

The rise of Web 2.0 technologies has further amplified the potential of platforms like YouTube to revolutionize communication dynamics. Defined as internet-based systems leveraging Web 2.0 advancements to enable user-generated content (Kaplan & Haenlein, 2010), platforms like YouTube facilitate interactive, two-way communication between creators and audiences (Polger & Sich, 2019). Recognizing this potential, organizations across sectors have increasingly integrated social media into their engagement strategies. Libraries, as early adopters, have harnessed these platforms to cultivate meaningful connections and expand the reach of their services (Aharony, 2012).

University libraries have shown particular enthusiasm for leveraging social media to connect with undergraduate (UG) students—a demographic characterized by heavy social media use (Wickramanayake & Muhammad Jika, 2018) but relatively low engagement with library resources (Del Bosque et al., 2017). Social media platforms, particularly YouTube, allow libraries to market their services, increase visibility, and foster stronger relationships with students (Kwanya & Stilwell, 2015). Effective use of these platforms is essential to bridge the gap between students' growing reliance on digital media and their underutilization of library resources (Stvilia & Gibradze, 2017).

Despite widespread adoption, gaps remain in understanding students' awareness of university libraries' social media

efforts and their preferences for engaging with platforms like YouTube. Previous research has largely focused on general social media preferences (Epperson & Leffler, 2009; Meyliana et al., 2015; Winn et al., 2016), with limited exploration of students' familiarity with library-specific channels or their attitudes toward engaging with library content. This gap is particularly pronounced in developing countries like Nigeria, where mobile penetration has significantly increased social media access among youths (Kuliya & Usman, 2021). Understanding how students interact with library YouTube channels is crucial to fostering positive perceptions of libraries and encouraging reading habits.

Students' preferences for social media content often depend on the platform's purpose and the type of content offered. For example, studies suggest that students value posts related to academic support, operational updates, and library events (Stvilia & Gibradze, 2017). Additionally, Polger and Sich (2019) found that students prefer information on news and updates, followed by announcements about new library services. Preferences for topics like entertainment, sports, and health further highlight the need for libraries to tailor their YouTube content to students' interests (Fasae & Adegbihero-Iwari, 2016). These preferences may influence how students perceive and engage with library YouTube channels.

Equally important is understanding students' attitudes toward libraries and how these attitudes shape their engagement with library content. Previous research indicates that students often use social media for non-academic purposes, which can create an attitudinal barrier to engaging with library content (Quan-Haase & Young, 2010; Collins & Quan-Haase, 2014). Negative perceptions or a lack of awareness of library services may hinder effective communication and reduce engagement (Brookbank, 2015; Ukachi et al., 2014). This study hypothesizes that students' attitudes toward libraries significantly influence their interactions with library YouTube content and their overall reading habits.

Through a detailed examination of these dynamics, this research aims to clarify the link between university library YouTube channels, students' attitudes toward libraries, and their engagement with reading. By addressing gaps in current literature, the study seeks to provide actionable insights into how libraries can use digital platforms to foster positive student perceptions, promote academic engagement, and encourage lifelong learning and reading habits.

To explore the extent to which university students engage with university library channels on YouTube, it is important to examine key dimensions such as awareness, engagement, usage patterns, and the factors influencing these behaviours.

Research indicates that many students are unaware of their university library's presence on digital platforms such as YouTube. Ukachi et al. (2014) identified significant gaps in student awareness of library services, which often extend to online platforms. Libraries that actively promote their YouTube channels through social media campaigns, campus events, or library websites tend to attract greater student attention.

While some students actively subscribe and interact with library channels, others only consume content sporadically without subscribing or engaging consistently (Polger & Sich, 2019). High levels of engagement, such as likes, shares, comments, and participation in live sessions, are often associated with visually appealing and interactive content (Saravanakumar & SuganthaLakshmi, 2012).

Students typically access library channels for specific purposes, such as research tutorials, instructional videos, or updates on library events (Stvilia & Gibradze, 2017). The frequency of use varies; some students engage regularly for academic support, while others use the channels sporadically, particularly during exams or project deadlines.

Students are more inclined to follow channels that offer content aligned with their academic needs and personal interests (Fasae & Adegbihero-Iwari, 2016). The availability of on-demand content and the mobile-friendly nature of YouTube are key motivators (Kuliya & Usman, 2021). Positive recommendations from peers or the visible popularity of a channel often encourage students to engage (Meyliana et al., 2015).

Students often gravitate toward more popular platforms like Instagram or TikTok, which may overshadow YouTube in daily engagement (Wickramanayake & Muhammad Jika, 2018). Some students may not perceive library content as immediately relevant to their academic or personal needs, thereby reducing their likelihood of following or engaging with these channels (Brookbank, 2015). Negative attitudes toward library services or a lack of interest in library resources can deter students from engaging with these channels (Quan-Haase & Young, 2010).

The number of channel subscribers could serve as a basic indicator of followership. Metrics such as views, watch time, likes, and comments offer deeper insights into student interaction with the content (Kaplan & Haenlein, 2010).

Surveys can assess students' awareness, preferences, and motivations for following library YouTube channels, while focus groups provide qualitative insights (Epperson & Leffler, 2009).

1.1 Objectives of the Study

The following objectives help to focus on specific areas that are important for understanding the relationship between university library YouTube channels and students' attitudes towards the library and reading:

- To investigate the extent to which university students are following library YouTube channels.

- To explore the types of content that university library YouTube channels offer to their audiences.
- To examine the relationship between following library YouTube channels and students' attitudes towards the library and reading.
- To identify the factors that motivate students to follow university library YouTube channels.
- To provide recommendations for university libraries on how to optimize their use of YouTube channels to engage with students and promote their services.

1.2 Research Questions

To provide insights into the effectiveness of library YouTube channels, arises the need to investigate the relationship between university library YouTube channels and students' attitudes towards the library and reading. The following research questions were derived:

- (1) First research question: Is there a statistically significant relationship between university students following library YouTube channels and their attitudes toward the library and reading?
- (2) Second research question: Is there a statistically significant relationship between university students following library YouTube channels and the extent of benefits they gain from the library?

1.3 Theoretical Framework

Libraries' YouTube channels influence student attitudes through the Technology Acceptance Model (TAM), where perceived ease of access and usefulness predict adoption and behavioral intent toward library services. Self-Determination Theory (SDT) complements this by explaining how video content satisfies autonomy (self-selected book reviews), competence (skill-building tutorials), and relatedness (community discussions), boosting intrinsic reading motivation. The Elaboration Likelihood Model further posits that persuasive, central-route content like 'Recently Arrived' series fosters lasting attitude change via cognitive engagement (Ajibade & Zaidi, 2023; Ihejirika, 2021; Ly et al., 2024; Vuorinen et al., 2024).

2. Method

This study aims to investigate the extent to which university students are following library YouTube channels, to explore the relationship between following library YouTube channels and students' attitudes towards the library and reading, and to identify the factors that motivate students to follow the university library YouTube channel.

A cross-sectional questionnaire consisting of 10 to 31 questions was designed and developed and sent via email to collect data from the population of all students of all levels and degree programs at Yarmouk University total of more than forty thousand students. The questionnaire gathered quantitative information about 303 students' opinions and behaviours following Al-Hussein Bin Talal Library at Yarmouk University (Yarmouk Library) YouTube channel.

2.1 Participants

The total of the participants in the study are 303 students which included Yarmouk University students following Yarmouk Library YouTube channel. Participants are distributed through several variables such as academic year, study level, and the nature of study in the college, Humanities or Scientific.

Table (1) shows that the percentage of first-year students among the participants is 61.3%, followed by second-year students at 17.2%, then third-year students at 14.2%, and finally fourth-year students at 7.3%. Regarding the degree program the students are pursuing, bachelor's students represented 80.9%, followed by postgraduate diploma students at 13.5%, then master's students at 4%, and finally doctoral students at 1.7%. As for the nature of study of colleges, students belonging to humanities colleges represent 77.9%, while students belonging to scientific colleges represent 22.1%.

Table 1. The distribution of the study sample according to the variables

	Category	Frequency	Percentage
Academic Year	First	186	61.4%
	Second	52	17.2%
	Third	43	14.2%
	Fourth	22	7.3%
Degree Program	Bachelor's	245	80.9%
	Higher diploma	41	13.5%
	Master's	12	4%
	Ph.D.	5	1.7%
College	Humanities	263	77.9%
	Scientific	67	22.1%
Total		303	100%

2.2 The Research Tool

After designing the preliminary version of the questionnaire, the researchers applied it to a pilot sample of 50 students outside the main sample to verify the validity and reliability of the tool and its suitability for application. Internal consistency validity was calculated using Pearson's correlation coefficient as an indicator of the questionnaire's validity. The significance values of the correlation coefficient for the questions ranged between 0.81 - 0.77 for the questionnaire items, all of which indicate high validity of the tool.

To verify the reliability of the questionnaire, Cronbach's alpha coefficient was used. The reliability values for the questionnaire items were 0.88, indicating that the questionnaire has appropriate reliability. After verifying the validity and reliability of the questionnaire, it was reviewed.

2.3 Data Collection

The questionnaire consisting of 10 to 31 questions was sent via university email to collect data from the population of all students of all levels and degree programs at Yarmouk University total of more than forty thousand students. Using Google Forms, the questionnaire was open for respondents to participate beginning the first week following the Midterm examinations until the end of the semester. The questionnaire gathered quantitative information about 303 students' opinions and behaviours following Yarmouk Library YouTube channel.

Participants responded to questions to indicate whether they have ever followed Yarmouk Library YouTube channel, how frequently they watch the library videos, and their reasons for following or not following this channel. Participants responded to questions to rate their attitudes towards the Yarmouk Library and reading and then compare these ratings between those who follow Yarmouk Library YouTube channel and those who do not. Participants responded to questions to rate the importance of various factors, such as the relevance of the content, the quality of the videos, and the frequency of updates.

2.4 Data Analysis

After collecting the data of 303 respondents, descriptive statistics and correlation analysis were conducted, to analyse the relationships between variables and to identify factors that predict following library YouTube channels and attitudes towards the library and reading. Statistical results were extracted using the "Statistical Package for the Social Sciences (SPSS) Version 28."

Initially, a test was conducted to verify the normal distribution of the data, and it was found that the data followed a normal distribution. Additionally, Pearson's Correlation Coefficients were used to calculate internal consistency validity and relationships between variables, Cronbach's alpha was used to calculate reliability, and frequencies and percentages were used to describe the characteristics of the participants and present descriptive data. The Mean, Standard Deviation, and Independent Sample T-test were also used to verify the ranking of statements and test the significance of differences.

Table (2) shows that 34.7% of the respondents are moderately interested in reading, followed by those who are highly interested in reading at 24.4%, while those who are extremely not interested in reading ranked last at 7.3%.

Table 2. The degree of interest in reading among the research sample participants

Ranking	Percentage	Frequency	Alternatives
3	20.8%	63	Extremely High
2	24.4%	74	High
1	34.7%	105	Moderate
4	12.9%	39	Low
5	7.3%	22	Extremely Low
	100%	303	Total

Table (3) shows that the most prominent fields in which the respondents prefer to read are (novels) at 49%, followed by (short stories) at 39.4%, while (references and classic books) ranked last at 3.6%.

Table 3. The genres in which the respondents prefer to read

Ranking	Percentage	Frequency	Genres
1	49%	148	Novel
2	39.4%	119	Short Story
4	27.5%	83	Science
6	19.5%	59	Poetry
7	17.2%	52	History
9	12.3%	37	Philosophy
3	37.4%	113	Field of Study Textbooks
5	20.9%	63	Religion
10	11.9%	36	Politics
8	12.6%	38	Research and Scientific Studies
11	3.6%	11	References and Canonical texts
10	11.9%	36	Modern Science

(*) The respondent can write more than one alternative (N: 303)

3. Results

This section of the research presents the results of the statistical analysis of the questionnaire questions and the verification of hypotheses.

Two research questions were derived to investigate the relationship between university library YouTube channels and students' attitudes towards the library and reading:

- (1) First research question: Is there a statistically significant relationship between university students following library YouTube channels and their attitudes toward the library and reading?
- (2) Second question: Is there a statistically significant relationship between university students following library YouTube channels and the extent of benefits they gain from the library?

To answer the two research questions, the following results were derived from the collected data with an illustration showing the flowchart of the questionnaire, and the respondents' selection of answers.

Following the flowchart in Figure 1, respondents answered a question to what extent they are interested in reading. Results showed that 34.7% of the respondents are moderately interested in reading, followed by those who are highly interested in reading at 24.4%, while those who are extremely not interested in reading ranked last at 7.3%.

The results also showed that the most prominent genre in which the respondents prefer to read are novels at 49%, followed by short stories at 39.4%, while references and classic books ranked last at 3.6%.

Figure 1 shows that 78.5% of respondents visit Yarmouk Library while 21.5% of them never visited the library.

Those participants who answered that they never visited the library answered a question about the reasons that prevent them from visiting Yarmouk Library, the most prominent reasons the respondents selected are I don't have enough time at 53.8%, followed by I am busy with my studies at 33.8%, while the phrase I don't think the library will add anything new to me ranked last at 1.5%.

Figure 1 also shows that 67.3% of the respondents do not follow Yarmouk Library's YouTube channel, while 32.7% either often or always follow it.

Eighty-three participants who answered that they either sometimes or always follow Yarmouk Library's channel on YouTube answered a question about the reasons for following it. The most prominent reasons the respondents selected are to learn about the books that arrive at the library at 50.5%, followed by keeping in touch with the library and learning about its activities at 48.5%, while the phrase the videos do not require much focus in searching ranked last at 13.1%. These participants were asked to end the questionnaire at this point.

On the other hand, those participants who answered that they do not follow Yarmouk Library's channel on YouTube answered a question about the reasons that prevent them from following it. The most prominent reasons the respondents selected are that I don't have enough time at 51%, followed by I am not interested in YouTube at 17.6%, while the phrase I have a library at home ranked last at 3.6%.

Figure 1 shows that 83.8% of the remaining 83 respondents sometimes or always follow the "Recently Arrived" series on YouTube, and those who rarely follow it at 16.2%.

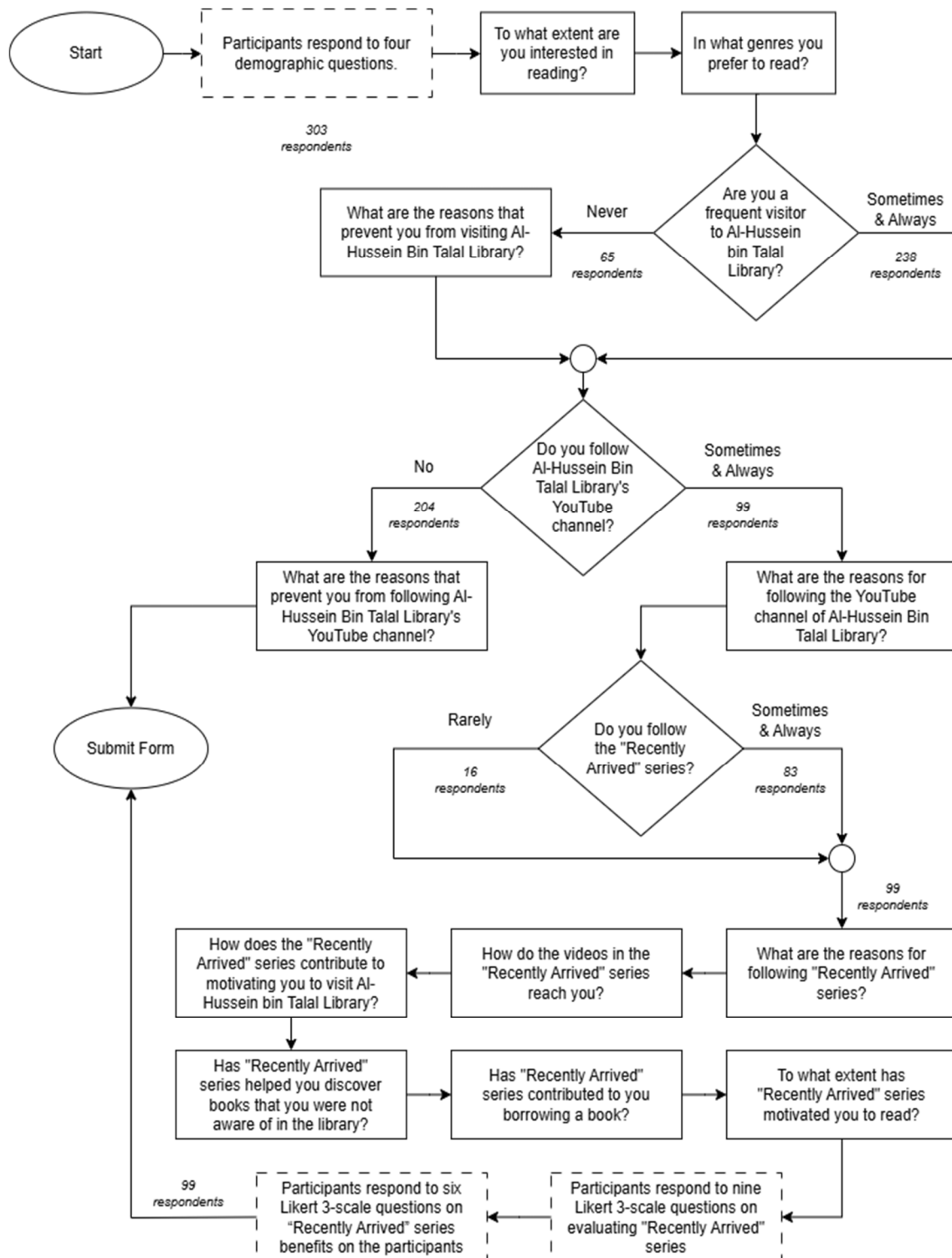


Figure 1. Questionnaire flowchart

The remaining 99 participants answered a question about the reasons for following it. The most prominent reasons the respondents selected are that it is a new and distinctive idea with an average of 2.72, followed by the unique and beautiful way the videos are produced with an average of 2.65, while in the last place was the statement I have a passion for filming and editing with an average of 2.34.

Moreover, it was found that the most prominent ways of knowing about the "Recently Arrived" series were emails sent by the library via the university email at 73.7%, followed by the library's social media pages at 41.4%. In the last place came the phrases sent to me by my university professors and sent to me by friends at 9.1%.

3.1 The Effect of the "Recently Arrived" Series

It was found that 31.2% of the remaining 99 participants believe that the "Recently Arrived" series contributes moderately to motivating them to visit the library, followed by those who believe it motivates them to high and low levels at the same rate of 18.2%, then to extremely high and extremely low at the same rate of 16.2%.

It was also found that 28.3% of the remaining 99 participants believe that the "Recently Arrived" series contributes moderately to introducing them to the contents of books they unaware existed in the library. Meanwhile, 23.2% believe it contributes to extremely high, while those who believe its contribution is low are in the last rank, at 12.1%.

Moreover, it was found that 28.3% of the remaining 99 participants believe that the "Recently Arrived" series contributes moderately to their borrowing and reading of a book, while 25.3% believe its contribution is extremely low. On the other hand, those who believe their contribution is high are in the last rank, representing 11%.

Finally, it was found that 30.3% of the remaining 99 participants believe that the "Recently Arrived" series contributes moderately to motivating them to read, followed by 21.2% who believe its contribution is high, while in the last place are those who believe its contribution is extremely high, making up 14.1% of the participants group.

3.2 Evaluating the "Recently Arrived" Series

The remaining 99 participants answered nine Likert questions on evaluating "Recently Arrived" series.

Table (4) shows that the statement The series contributes to enhancing Arabic content on the internet had an average of 2.72, followed by The "Recently Arrived" series is distinguished by its knowledge diversity with an average of 2.67, while in the last place came the statement University professors encourage us to follow the "Recently Arrived" series, and The "Recently Arrived" series was the beginning of my relationship with the library with an average of 2.15.

Table 4. Statistical Measures of the research sample participants evaluation of "Recently Arrived" series

Item	Mean	S.D	Ranking	Degree of Satisfaction
The series "Recently Arrived" stands out for its intellectual diversity.	2.67	.53	2	High
The summaries provided in the series help build a relationship between the library and its readers.	2.58	.57	4	High
The series contributes to marketing the library's diverse content.	2.57	.71	5	High
It also enhances Arabic content on the internet.	2.72	.66	1	High
Our university professors encourage us to follow the "Recently Arrived" series.	2.15	.62	7	Moderate
The "Recently Arrived" series marked the beginning of my relationship with the library.	2.15	.68	7	Moderate
The series has saved me the hassle of searching for new books.	2.44	.58	6	High
It helps me determine the content of a book and whether it aligns with my intellectual needs.	2.66	.75	3	High
Through the videos posted about each book, I can decide whether it's worth reading or not.	2.66	.65	3	High
Total	2.51	0.63		High

The overall score of the nine questions reflected a positive evaluation by the remaining 99 participants of the "Recently Arrived" series, as the overall average score indicated a high level of satisfaction, with an average value of 2.51.

3.3 Stating the Benefits of the "Recently Arrived" Series

In stating the benefits of the "Recently Arrived" series, the remaining 99 respondents answered six Likert questions.

Table (5) shows that the statement The series contributed to increasing my knowledge had an average of 2.53, followed by the statement The series made me search for new titles to read with an average of 2.43, while in the last place came the statement The series helped me organize my reading time with an average of 2.23.

Table 5. Statistical measures on the benefits of the "Recently Arrived" series on the research sample participants.

Item	Mean	S.D	Ranking	Degree of Satisfaction
The "Recently Arrived" series has motivated me to read books I wasn't previously interested in.	2.38	.76	3	High
The series has encouraged me to search for new titles to read.	2.43	.71	2	High
It has helped me organize my reading time.	2.23	.85	6	Moderate
My daily reading time has increased because of the series.	2.32	.79	5	Moderate
The series has contributed to expanding my knowledge.	2.53	.67	1	High
It has enabled me to share information about the featured books with my colleagues.	2.33	.79	4	Moderate
Total	2.37	0.76		High

The overall score of the six questions reflected a high level of benefit of “Recently Arrived” series for students, reaching an average value of 2.37.

3.4 Answering Research Questions

The first research question stated: Is there a statistically significant relationship between university students following library YouTube channels and their attitudes toward the library and reading?

Table 6. Descriptive Statistics and Pearson Correlation Between YouTube Channel Following and Attitudes Toward Library and Reading

	Mean	SD	P value	Sig-level	Person correlation
Following Channel	1.394	0.610	0.009	**	0.261
Attitudes	2.516	0.485			

** $P \leq 0.01$

A significant correlational relationship exists between following the library's YouTube channel and students' attitudes toward library and reading, with the Pearson correlation coefficient reaching 0.261 (moderate strength), as shown in Table 6.

This value indicates a moderate positive association ($p = 0.009$), supporting the hypothesis while acknowledging cross-sectional limits on causality.

Table 7. Descriptive Statistics and Pearson Correlation Between Following "Recently Arrived" Series and Attitudes Toward Library and Reading

	Mean	SD	P value	Sig-level	Person correlation
Following "Recently Arrived" series	2.040	0.604	0.000	**	0.391
Attitudes	2.516	0.485			

** $P \leq 0.001$

Table 7 shows a stronger positive correlation (Pearson's $r = 0.391$, $p < 0.001$) between following the "Recently Arrived" series and students' attitudes toward the library and reading, compared to general channel following ($r = 0.261$).

This finding highlights the specific impact of targeted, engaging content like book review videos, aligning with the high followership (83.8%) and positive evaluations ($M = 2.51$) reported earlier for this series.

The second research question stated: Is there a statistically significant relationship between university students following library YouTube channels and the extent of benefits they gain from the library?

Table 8. Descriptive Statistics and Pearson Correlation Between Following Library YouTube Channel and Perceived Library Benefits

	Mean	SD	P value	Sig-level	Person correlation
Following Channel	1.394	0.610	0.053	-	0.195
Benefits	2.373	0.608			

** $P \leq 0.01$

As shown in Table 8, the correlation between channel following and perceived library benefits was non-significant (Pearson's $r = 0.195$, $p = 0.053$), suggesting that while attitudes improve, tangible benefit perception requires stronger engagement or different content strategies.

Table 9. Descriptive Statistics and Pearson Correlation Between Following "Recently Arrived" Series and Perceived Library Benefits

	Mean	SD	P value	Sig-level	Person correlation
Following "Recently Arrived" series	2.040	0.604	0.005	**	0.261
Perceived Benefits	2.373	0.608			

** $P \leq 0.01$

Table 9 shows a significant positive correlation (Pearson's $r = 0.261$, $p = 0.005$) between following the "Recently Arrived" series and perceived library benefits, indicating that targeted book review content effectively enhances students' recognition of library value beyond general channel exposure.

4. Discussion

The study aimed at fostering an understanding of the relationship between following library YouTube channels and students' attitudes towards the library and reading. The study also came to various subsidiary outcomes such as an identification of the factors that motivate or demotivate students to follow university library YouTube channels.

Before this study was conducted, the researchers anticipated that there is a strong relationship between following library YouTube channels and positive attitudes towards the library and reading. Two null hypotheses were developed to prove this point of view, and the results came to prove that the two null hypotheses were rejected.

The first indicated that there is a statistically significant positive correlation between university students following library YouTube channels and their attitudes toward the library and reading. This means that the more students follow library YouTube channels, the more it contributes to enhancing their positive attitudes toward the library and reading.

The second indicated that there is a statistically significant positive correlation between university students following library YouTube channels and the benefits they gain from the library. This means that the higher the level of students' engagement with library YouTube channels, the greater the benefits they achieve through following these channels and the library.

It could be inferred that students are more likely to follow library YouTube channels if the content is relevant, high-quality, and frequently updated. Additionally, one can infer those certain types of content, such as tutorials, book reviews, or author interviews, are more popular among university library YouTube channel audiences than others.

4.1 Recommendations

University libraries can enhance their use of YouTube as a platform for communication, service promotion, and academic engagement by implementing targeted and innovative strategies. The following strategies are recommended:

4.1.1 Developing Relevant and Engaging Content

Step-by-step guides on research methods, database navigation, citation styles, and academic writing support students' skill development (Stvilia & Gibradze, 2017). Storytelling, animations, and visually appealing elements increase relatability and engagement, particularly for younger audiences (Fasae & Adegbilero-Iwari, 2016). Addressing frequently asked questions or responding to student feedback through customized videos demonstrates attentiveness and strengthens connections (Saravanakumar & SuganthaLakshmi, 2012).

4.1.2 Enhancing Awareness Through Promotion

Using platforms like Instagram, Facebook, and Twitter to share video links and encourage subscriptions broadens outreach. Introducing the YouTube channel during campus tours, workshops, and orientation sessions enhances visibility (Ukachi et al., 2014). Highlighting video content in newsletters and emails can drive traffic to the channel.

4.1.3 Improving User Engagement

Hosting live Q&A sessions and virtual workshops enables real-time interaction and provides immediate support (Kaplan & Haenlein, 2010). Inviting students to share testimonials, questions, or feedback in videos fosters a sense of ownership (Epperson & Leffler, 2009). Engaging with video comments reinforces connections and encourages ongoing interaction.

4.1.4 Leveraging Analytics to Optimize Performance

Tracking metrics like watch time, retention rates, and popular topics informs future content development (Kaplan & Haenlein, 2010). Surveys provide qualitative insights into student preferences and expectations.

4.1.5 Ensuring Accessibility and Inclusivity

Providing captions ensures accessibility for students with hearing impairments and supports non-native English speakers (Winn et al., 2017). Offering videos in multiple languages caters to international students (Stvilia & Gibradze, 2017). Designing content for mobile viewing aligns with students' consumption habits (Kuliya & Usman, 2021).

4.1.6 Creating A Consistent Posting Schedule

Establishing a consistent posting schedule keeps audiences engaged (Polger & Sich, 2019). Alternating between tutorials, updates, and interactive sessions sustains audience interest.

4.1.7 Collaborating with Stakeholders

Co-creating subject-specific tutorials or research guidance videos targeting specific academic audiences (Del Bosque et al., 2017).

Engaging students as ambassadors to promote the channel or appear in videos enhances relatability and peer influence (Meyliana et al., 2015).

4.1.8 Adopting Emerging Trends and Technologies

Leveraging formats like YouTube Shorts attracts students with limited time (Wickramanayake & Muhammad Jika, 2018). Adding gamified elements, such as quizzes or challenges, makes learning more engaging (Fasae & Adegbilero-Iwari, 2016).

4.1.9 Promoting Lifelong Learning and Advocacy

Promoting reading for pleasure or literacy through thematic videos supports the library's educational mission (Brookbank, 2015). Videos emphasizing digital literacy and critical information evaluation align with broader academic goals (Winn et al., 2017).

Notes

Note 1. Generative AI tools were used. DeepSeek-V3 was used to help in translation from English to Arabic and vice versa. Draw.io was used to illustrate the questionnaire flowchart. Perplexity.io was consulted with the theoretical framework and further analysis needed to prove causality of proposed correlations in the article.

Acknowledgments

We greatly appreciate the valuable contributions of Mohammad Altaani, a Ph.D Candidate in Evaluation and Measurement at Yarmouk University for his insights into the results and statistical analysis.

Author contributions

Dr. Al-Makhzoomy and Dr. Alnasser were responsible for method and the research tool design. Dr. Fayeze was responsible for data analysis using SPSS. Dr. Abu Taleb helped in drafting the Introduction and the Discussion.

Dr. Al-Makhzoomy drafted the manuscript, also was responsible of designing the research questions, drafting the theoretical framework, data collection, drawing the flowchart, consulting AI tools and revising the analysis.

All authors read and approved the final manuscript.

Funding

This research received no specific grant from any funding agency.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Redfame Publishing.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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