The Use Of Social Media To Expand The Social Capital Of Public Libraries For Teens

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Abstract:- The purpose of this qualitative exploratory case study was to explore the librarians' perceptions toward the use of social media and social networking websites to communicate with teenage patrons and engage them with library activities. The study was focused on librarians working in Queens Public Library, New York. The study followed the qualitative exploratory case study approach to explore the librarians' perceptions toward the use of social media and social networking websites such as Facebook to deliver library services to teenage patrons. The central research question that guided this study was *how do librarians' perceive the use of social media and d social networking websites such as Facebook to deliver library services to teenage patrons?* Two research sub-questions were used to further explore the librarians' perceptions. The first sub research question was *how do librarians perceive the use of social networking websites such as Facebook as educational platforms?* The second sub research question was *how do librarians perceive their role in the process of using social media applications to deliver library services to teenage patrons in library branches?* The conceptual framework used in this study was the social capital concept as outlined by Heath, Fuller, and Johnston (2010). Twenty young adult librarians were participated in the study. The data needed for the study were collected from the participants' interviews and from organizational documents. The collected data were analyzed using Nvivo 10.0 computer software to identify themes and patterns. The data analysis indicated five core themes that answered the study's central research question. The core themes were (a) capability to communicate and share knowledge, (b) inability to communicate with teenage patrons, (c) responsibility toward delivering library services to teenage patrons, (d) motivation toward their role, and (e) pressure due to lack in staffing.

I. Introduction

Public libraries participate with an important role in promoting educational growth and development (Peowski, 2010). Librarians provide users with access to a variety of academic resources and offer specialized, personal assistance to individuals seeking specific information (Peowski, 2010). The five boroughs of New York City (NYC) are served by three public library systems: New York Public Library, serving the residents of the boroughs of Staten Island, Manhattan, and Bronx; Brooklyn Public Library, serving the residents of the borough of Brooklyn; and the Queens Public Library, serving the residents of the borough of Queens. Collectively, the three library systems operate 209 branches with a total collection of 63 million items (Fieldhouse, 2011). Queens Public Library is the largest public library in the nation (New York Community Trust, 2012) serving a population of 2,278,860 people in Queens Borough, 6.2% of whom are in the age group 15 to 18, in which this particular study takes interest (New Americans Program Queens Library, 2012).

New York City's populations are facing the most devastating affects because of the recent recession (Citizens' Committee for Children of New York, 2012). According to Citizens' Committee for Children of New York's analysis in 2012, the number of New York City residents who are living under the federal poverty level increased significantly from 120,000 in 2008 to 1.6 million residents in 2010. The rate of children living in poverty also increased from 25% of all of New York City's children in 2008, to 33.3% in 2010, with a total number of 522,955 children (Citizens' Committee for Children of New York, 2012).

In Queens Borough, New York City, the poverty rate is 15%, with 21.8% of children (99,291) living under the federal poverty level (Citizens' Committee for Children of New York, 2012). Accordingly, with the indicated increased rate of poverty among Queens Borough's residents, they become relying on the city's and libraries' free services (New York Community Trust, 2012).

Queens Library serves the Queens Borough's residents through 63 public libraries such as the Briarwood, Glendale, Elmhurst, Baisley Park, Flushing, and Hollis Community Libraries among others (Queens Library, 2016). In addition to offering services to patrons who frequent the libraries' widespread branches, Queens Library also provides over the phone and online services to respond to patrons' questions (Queens Library, 2011). The library offers services in English and Spanish to diverse groups of people and operates a website where users can chat and exchange ideas. Queens Public Library provides access to catalogs, subscription databases, online collections, and respective library information concerning free events, computer

classes, and English lessons for non-native speakers (New York State Library, 2013). Young adult librarians provide the teenage patrons with instructional workshops to teach them how to use social network websites and how to protect their identity online (Houghton-Jan, 2010). Some young adult librarians use social networking for outreach to teenage patrons by developing book clubs and library activities using a social networking website as a discussion platform and to participate in the activities (Agosto & Abbas, 2011). However, most young adult librarians use social networks for personal use only and refuse to use them professionally to interact with teenagers (Agosto & Abbas, 2011).

Problem Statement

The general problem was due to the increased rate of poverty among Queens Borough's residents, they become relying on the city's and libraries' free services, especially teen patrons (New York Community Trust, 2012). The specific problem was due to the budget alteration, Queens Library branches offer insufficient library services to teenagers especially during the library busy hours when full to capacity with teenagers after school time (Marritz, 2011; Tankus, 2013). Thus, a qualitative study was needed to assess the perceptions of young adult librarians toward the use of social networking websites such as Facebook to deliver library services to teenage patrons. Consequently, the library's social capital concept would be expanded to take place online. The data needed for the study were collected on the form of verbal responses to interview questions. The interviews were audio recorded and transcribed. More data were collected through organizational documents such and brochures.

Purpose of the Study

The purpose of this qualitative exploratory case study was to explore the perceptions of young adult librarians in Queens Library toward using social networking websites such as Facebook to deliver library services to teenage patrons to expand the library's social capital concept to an online environment. A purposeful sample of 20 librarians who currently work in Queens Library branches under the job title of young adult librarians for at least 5 consecutive years participated in the study (Merriam, 2009). The study participants provide the teenage patrons with educational and lifelong learning library services (Young Adult Library Services Association, 2014). Thus, exploring the participants' thoughts, feelings, and experiences toward delivering library services to teenage patrons was needed to determine the effectiveness of using the social media applications and social networking websites as an approach to deliver library services to teenage patrons throughout Queens Library branches (Mohsenzadeh & Isfandyari-Moghaddam, 2011; Packard, 2010). The participants answered semistructured open-ended interview questions to provide qualitative data in the form of verbal responses. The collected data were analyzed using NVivo 10.0 qualitative computer software application to identify themes related to the phenomenon under study.

Research Questions

The central research question that guided this study was how do librarians' perceive the use of social media and social networking websites such as Facebook to deliver library services to teenage patrons? The research question guided this study through the process of gathering the librarians' experiences, thoughts, feelings, and perspectives. To explore the librarians' perceptions further, two sub-questions were used:
1. How do librarians perceive the use of social networking websites such as Facebook as educational platforms?
2. How do librarians perceive their role in the process of using social media applications to deliver library services to teenage patrons in library branches?

The data collected from this study were analyzed to determine the effectiveness of using the social networking websites such as Facebook to deliver library services to teenage patrons. Consequently, the library's social capital concept would be expanded to an online environment.

II. Methodology

A qualitative exploratory case study research design was appropriate for this study to explore the perceptions of the study participants to assess the effectiveness of using the social networking websites such as Facebook as a service model to deliver library services to teenager patrons. In qualitative approaches, the researcher is interested in understanding how the participant makes meaning of a certain phenomenon (Merriam, 2002). A case study is appropriate research method to focus on contemporary event and to answer how and why questions (Yin, 2009). A qualitative approach was appropriate because the purpose of the study was to explore the librarians' perceptions toward the phenomenon of using social networking websites such as Facebook to deliver library services to teenage patrons. Case study was appropriate as a research method when the researcher seeks "to understand a real-life phenomenon in depth, but such understanding encompassed important contextual conditions because they were highly pertinent to the phenomenon of study"(Yin, 2009, p.19).

The case study approach aims to "investigate a contemporary phenomenon in depth and within its real-life context" (Yin, 2009, p. 18). For this research, the case study approach is appropriate because the focus of this study was on investigating the use of social media as a service approach in Queens Library branches. Yin (2009) categorized case studies to explanatory, exploratory, descriptive, and multiple-case studies. An exploratory case study design was appropriate for this study because the focus was on answering how and why questions (Yin, 2009). Young adult librarians in Queens Library branches provide teenage patrons with educational and lifelong learning services (Walter & Mediavilla, 2005; Young Adult Library Services Association, 2014). Thus, exploring the librarians' perceptions was needed to understand their perceptions toward delivering library services through social networking websites such as Facebook.

Literature Review

Thomas Gale, and EBSCOhost were used to access journal articles, peer-reviewed articles, and research documents for this study. Fifty-eight peer-reviewed articles, 26 journal articles, and 7 books were used in the review of literature.

Conceptual Framework

The purpose of this qualitative exploratory case study was to explore the librarians' perceptions toward delivering library services through the use of social networking websites such as Facebook. Thus, the social capital concept was imperative to the study, as libraries are perceived as a source for elevating social capital (Bunders, Cummings, Seferiadis, & Zweekhorst, 2015; Porter & King, 2010; Svendsen, 2013). The extensive use of social networking within libraries allows a new form of social capital to take place (Bassani, 2009; Chang & Hsiao, 2014; Choi & Chung, 2013; Guo & Ito, 2014; Okoro, Hausman, &Washington, 2012).

Social Capital

Anttiroiko and Savolainen (2011) stated that Web 2.0 or alternatively social media is a generalized term for services and technologies that enable users to customize websites and interact with others. Adopting Web 2.0 technologies in public libraries were found essential for public libraries to develop the library services to cope with the new elements of social networking and online communities (Anttiroiko & Savolainen, 2011). Heath et al. (2010) offered another perspective by suggesting that the model of social capital offers a framework within which social networks can serve as a meeting point for teens to share ideas.

Friends and contacts on social networks are excellent sources for information that public libraries can align with the teens' academic needs. Online relations represent a form of social capital that expands the sphere of the teens' participation in academic activities and social networking websites help in the mobilization of this form of social capital (Heath et al., 2010). Thus, public libraries can promote both the mobilization of intangible resources, such as shared skills and capabilities, by using social media applications to encourage interpersonal relations among teenagers. Moreover, social networking websites promote social mobility by allowing marginalized groups to access more resources and other forms of social capital provided by their online relations.

While the technology itself has minor effects on improving the teenagers learning, social networking websites encourage them to engage in learning activities by interacting with their friends and school communities (Herguner, 2011). The social networking websites provide convenient platforms for bonding and bridging for social capital to take place (Herguner, 2011). Through social bonding, teenagers cultivate a sense of solidarity, mutual reciprocation within social groups, as well as mutual support and reinforcement (Herguner, 2011). Through social bridging, social network websites promote social inclusion and cementing of relations among teens, which encourage free exchange of ideas and information (Heath et al., 2010).

Bunders et al. (2015) defined social capital as the value of people's social construction and asserted that social capital distributes information resources among a network of people to achieve common goals. Choi and Chung (2013) asserted that social networking websites such as Facebook and MySpace are extensively used as a popular method of communication among people of all ages. Consequently, the vast use of social networking built a new type of social capital that occurs online through communication, sharing of content, and discussing general and specific topics. Recent studies indicated that using social networking websites created a new form of social capital through providing (a) high levels of interaction between users, (b) ease of use, and (c) a low or no cost social service.

Guo and Ito (2014) conducted a study to explore the effects of using social networking on students' perceived social capital and psychological well-being. The study findings indicated that social networking capability of communication and sharing has positive effects on people regarding building social capital (Guo & Ito, 2014). Further, social network websites are engaging people with the external world to socialize and obtain life satisfaction. The social capital built through online social bonding provides people with informational support needed to improve the quality of their life (Guo & Ito, 2014).

Chang and Hsiao (2014) investigated the importance of understanding the users' perceptions toward social networks to the social network site's operator. Chang and Hsiao indicated that social network sites provided users with the capability of building friendships and creating a new online social realm. To build a successful social network site, the site operators have to understand the users' perceptions of social capital (Chang & Hsiao, 2014).

Understanding the users' social behavior enables the site operator to develop functions that increase the interactivity and maintain the users' attraction to the site (Chang & Hsiao, 2014). Chang and Hsiao (2014) indicated that for users who spend a long time using social network sites, the perceptions of online social capital is equal to their perceptions of real-life. However, the online social capital perception is less important for users who spend less time using social network sites (Chang & Hsiao, 2014). Accordingly, the social behavior and social capital perceptions are directly proportional to the time spent using social network sites.

Okoro et al. (2012) discussed the use of social networking as a classroom tool and asserted that teaching through social media is enriching the students' academic experience. Using social networking as a classroom allows students to establish interpersonal relationships with peers. Students interact with peers in discussions to solve educational problems (Okoro et al., 2012). The use of web 2.0 technologies increased the engagement level and created social capital not only among students but also among faculty members, librarians, staff, and administrators and their students (Okoro et al., 2012). Utilizing social networking as a classroom increased collaboration in learning as students share ideas and views regarding class assignments and academic resources used.

Librarians realized the importance of using social media to build a library community online. Building a library's online community expanded the use of library services and developed a form of social capital online (Young & Rossmann, 2015). Young and Rossmann (2015) conducted a study to evaluate the use of social media as a tool to build an online community among library users. The study findings indicated that using social media as an online community to deliver information and publication contents and interact with library users increased the users' interactions with the library by 366% (Young & Rossmann, 2015). Accordingly, using social media as a community building tool expanded the use of the library and allowed librarians to deliver users online.

Bassani (2009) extended the concept of social capital in teens' education by observing that social bridging within groups encourages the generation of new forms of social capital. The social capital happens because of group dynamics whereby group membership changes frequently and in the process, joining members bring aboard new resources (Bassani, 2009). Facebook.com has this quality because users create new friends daily, and the characteristic of social networking websites can be useful in injecting dynamism into web-based educational forums for teenagers such as book clubs.

Further, various promotions exist among librarians that aim precisely to engage teenagers as the engagement that is formed through social networking websites such as Facebook. According to Porter and King (2010), the Library 101 project serves as an example of how librarians can engage students in using library resources to form online social capital. Further, Porter and King featured the efforts of the Topeka & Shawnee County Public Library through their online collection of library resources amounting up to 101 hyperlinks to different books and journals that the library has to offer.

Teenagers and Social Networking

Prior to the rise of social networks, teenagers were spending most of their out of school times communicating using cell phones either by talking or texting as an important part of their growing behavior (Lupa & Howerton, 2009). However, distressing parents about excessive cell phone bills was frustrating to teenagers who want to communicate with peers and friends to share their daily experiences (Lupa & Howerton, 2009). The first version of MySpace.com social network appeared in 2003, targeted music fans, and later became popular among college students (Lupa & Howerton, 2009). MySpace.com statistics showed that teenagers aged 12 to 17 have increasingly become MySpace.com users and as of August 2006, MySpace.com has increased to 12% of unique visitors from teenagers (Lupa & Howerton, 2009).

King (2009) stated that while the studies of college students' behavior using social networking software are extensive, tweens and high school teenagers remain understudied. Therefore, King studied tweens and teenagers' habits using online social networks and differentiated their use habits by age group. The study findings demonstrated that tweens, as beginners in using social networks, prefer using MySpace.com for highly customizable pages with backgrounds and colors (King, 2009). A teenager who grows older and has more experience using social networks found Facebook.com was their favorite social network as they focus on simpler layout with more functionality than the design (King, 2009). Most students have recognized the social networks in their middle school and 70% of the study participants have created their accounts on social networks at the age of 12 (King, 2009).

The popularity of social networking services (SNS) among teenagers have expanded consequently to teenagers' increasing interest for communications, interaction, and exchange experiences with their peers and

friends within their social circle (Kim, Shim, & Ahn, 2011). Social media applications (apps) have added significant values to social networks by incorporating surveys, forums, games, and polls to the social network websites to increase the interaction among users (Kim et al., 2011). Social network websites such as MySpace.com has personalized features that allow users to create their pages with images, backgrounds of their choice with custom layouts that allow users to choose their style frame, and designs to reflect their personality and define their behavior (Rapacki, 2007).

Teens' and Librarians' Use of Social Networks in Libraries

In fall of 2007, Lupa conducted a study to investigate how young adult librarians who serve teenagers in libraries use social networks (Agosto & Abbas, 2011). Librarians from different geographical areas in United States participated in the survey. The study findings indicated that 91% of the library teens use the library computers to access social networks (Agosto & Abbas, 2011). Further, 78% of the teens use library computers to access the virtual world and games (Agosto & Abbas, 2011). The study results also indicated that 61% of the librarians who participated in the study had personal pages on Facebook.com or MySpace.com, but most of them use the social networks for their personal needs and not communicate with teens regarding library matters (Agosto & Abbas, 2011). In addition, 62% of the participating librarians complained that their libraries or schools are not interested to use social networks as outreach revenue to promote library programs, services, and activities (Agosto & Abbas, 2011).

The aim of Agosto and Abbas' (2011) study was to examine if librarians use social networks to communicate with teens. The study findings indicated that only 21% of the participating librarians used social networks to communicate with teens to promote book clubs, events, book discussions, and other library activities (Agosto & Abbas, 2011). However, 79% of the participants never used social networks to communicate with teens or to promote library activities (Agosto & Abbas, 2011). The study results also identified some barriers for librarians when using social networks to communicate with teens, such as some libraries are blocking social networks as part of the institution's policy (Agosto & Abbas, 2011). Other librarians reported that training programs created to educate parents and caregivers about social networks did not meet their interests and were not well attended (Agosto & Abbas, 2011).

Another study conducted in 2009 by Agosto and Abbas was to determine the public libraries' use of social networking to communicate with teens. The researchers used MySpace.com and Facebook.com social networks, as they are considered the largest social networks, to search for pages created by librarians under investigation (Agosto & Abbas, 2009). Agosto and Abbas (2011) found that "73% of the libraries serving populations over 100,000 had at least one page on either MySpace.com or Facebook.com" (p. 5). The study findings indicated that all large libraries that serve populations of more than 100,000 patrons have library websites and 93% of those libraries have pages for teens within the library website (Agosto & Abbas, 2011). However, most of library websites have no hyperlink on the website to link the library website to the library page on social network websites (Agosto & Abbas, 2011).

The study findings also indicated that only 30% of libraries serving smaller populations, notably from 5,000 to 10,000 patrons, had a library page on either Facebook.com or MySpace.com (Agosto & Abbas, 2011). For libraries with a page on social network websites, the purpose of the page was to provide a link to the library website, to promote library programs, and to post library's photos and video clips of programs and activities (Agosto & Abbas, 2011). Finally, the study findings indicated that most public libraries in the United States provide many services through social networks (Agosto & Abbas, 2011). However, the library's center focus is to serve adult users but little focus appeared on serving teenagers (Agosto & Abbas, 2011).

Data Collection

A qualitative exploratory case study design was appropriate for collecting data on librarians' perceptions toward using social networks to deliver library services to teenage patrons (Yin, 2009). Six sources of evidence were suggested by Yin (2003) to conduct case studies. The six sources are (a) interviews, (b) documents, (c) direct observation, (d) participant observation, (e) archival data, and (f) physical artifacts. To conduct this exploratory case study, more than one source of evidence needed to be used to collect the appropriate data for the study (Yin, 2009). The data needed for this exploratory case study were collected through interviews, participant observation, and organizational documents.

Data Analysis

Qualitative data analysis is subjective as the researcher examines the body of the collected data to identify patterns (Irwin, 2013). Analyzing the data that were collected from transcribed interviews and documents immediately after each interview assisted the researcher to avoid the unfocused, repeated, and overwhelming data that needed to be processed if the analysis begins after collecting the whole data for the

study (Merriam, 2009). Thus, in the current study, the data were analyzed simultaneously during the data collection process from the interviews.

Qualitative exploratory case study approach was used in this study to understand the phenomenon under study through exploring the participants' perceptions to answer how and why research questions (Yin, 2009). The purpose of data analysis was to provide exploratory perceptions and experiences to identify themes related to using social networking websites such as Facebook to deliver library services to teenage patrons (Merriam, 2009).

NVivo assists researchers to (a) manage data that is collected from interviews, field notes, observations, and focus groups; (b) provide researchers with prompt access to generated conceptual information in the study; (c) provide a data query to retrieve all data relevant to questions and determine the answers; (d) create graphical models to explain the relationships between concepts that are built from the research data; and (e) create reports from the collected data (Bazeley, 2007).

Findings and Recommendations

Semi-structured, open-ended questions interviews were used to capture the librarians' perceptions based on their experiences as the professionals who deliver the library services to teenage patrons in the library.

Findings

Exploring the librarians' perceptions and experiences might enable library leaders to address the challenges that hinder librarians from delivering effective and efficient library services to teenage patrons in the library. Microsoft Word and Nvivo 10.0 computer software programs were used to analyze the data collected from the participants' interviews, and documents. The merged themes that evolved from the study revealed the librarians' perceptions. The study resulted in five core themes: (a) capability to communicate and sharing knowledge, (b) inability to communicate with teenage patrons, (c) responsibility toward delivering social educational service, (d) motivation toward educational role, and (e) pressure due to lack in staffing and in technological support.

Theme 1: Capability to Communicate and Share Knowledge

Regarding the use of social networking websites in general sense, 14 librarians (70%) acknowledged social networking websites as a communication tool to connect people. In the first interview question, 12 librarians (60%) acknowledged the social networks' capability of sharing information. Eight librarians (40%) acknowledged the social networking capabilities of distributing knowledge.

Librarians discussed their personal feelings and experiences using the social networking websites while answering the interview questions. Sixteen librarians (80%) pointed out that they use social networking websites as a communication tool to connect with friends and family members. Further, nine librarians (45%) pointed out that they use social networks to share information with others, and eight librarians (40%) stated that they use social networks as a source of knowledge to read articles and obtain professional information.

According to the participant observation, all participants (100%) are capable of communicating and sharing knowledge using social networks because all participants are conducting social networking workshops for teenage patrons at their libraries every month. Printed brochures to advertise the workshops are available for the public at each library branch and workshop schedules are available for the public online through the library's official website. The workshops are designed to educate teenage patrons on how to protect their identity while using social network websites through using advanced filters to protect their important and personal information, posts, and images from strangers.

Theme 2: Inability to Communicate with Teenage Patrons

The study participants revealed their responsibility of communicating with teenage patrons to promote library activities using their library branches' official pages on social networking websites. Seventeen librarians (85%) pointed out that they were using their library branch's official social network page to connect and promote activities to teenage patrons. However, the library administrators removed their access privileges to the libraries' official social pages. Further, library administrators created one official social page for the whole library organization to promote general activities of the whole library organization and centralized the access privilege to one person only at Central Library.

The responses of eight librarians (40%) indicated that librarians are not able to communicate with teenage patrons outside the library official social network's page. Librarians' responses also indicated their inability to communicate personally with teenage patrons because the library officials prohibited librarians from creating personal social network pages to communicate with teenage patrons. Other librarians were not able to communicate personally on social networks with teens because of their privacy concerns.

The participant observation and informal discussion with participants during the observation indicated that using the library facility as a place for librarians to communicate with teenage patrons and engage with them in educational activities is insufficient. Every weekday, after school time, all library branches are full to capacity with teenage patrons seeking to obtain homework assistance and to join other activities. Librarians are serving as many teenagers as they can to provide them with assistance, searching for library materials needed for their school assignments and projects. However, the library's educational activities that were provided through the library branches' official social network page such as promoting the use of library materials and programs such as book clubs and educational group discussions were eliminated when library administration restricted the librarians from accessing their library branches' social page. Three librarians (15%) only were able to maintain conducting book discussion activity in their library branches but not the other online activities.

Theme 3: Responsibility toward Delivering Social Educational Service

According to the librarians' responses regarding their perceptions toward using the social applications through social networking websites to deliver educational services such as homework help to teens, librarians indicated they have a high level of responsibility. Further, the librarians expressed their thoughts and feelings on a personal level, as the word I was used 852 times (7.39%) through the transcript. Eighteen librarians (90%) pointed out their responsibility toward educating teens to search library resources for needed homework materials. Further, 19 librarians (95%) vocally accepted their responsibility to promote the use of social networking websites in their libraries. Nineteen librarians (95%) overtly acknowledged their responsibility to deliver the service of homework assistance to teenage patrons in their libraries in spite of the pressure and challenges they experience.

The participant observation indicated that 16 librarians (80%) promoted the use of social media applications as an integral part of the social networking workshops to educate teenage patrons on how to protect their identity online. However, the lack of technological support such as computers and Internet connectivity and lack of staffing hinder the librarians from developing social networking workshops every day. Four librarians (20%) only conducted homework assistance every weekday after school time from 3:00 p.m. to 5:00 p.m. because they have (a) sufficient computer workstations and laptops at their libraries, and (b) enough staff to help the librarians with other duties while conducting the homework assistance workshop. Further, 16 librarians (80%) guided teenage patrons through the process of searching the internet and library catalog for educational materials needed for their homework and sharing their search results with classmates using social networks.

Despite the challenges in the lack of technology and staff, librarians play a vital role in delivering homework assistance to teenage patrons. Librarians provide teenage patrons with materials needed for their homework assignments. Further, they guide teenage patrons to obtain social educational assistance through the use of their personal gadgets and library computers. All librarians (100%) served multiple teenage patrons at the same time with different tasks such as guiding a teenage patron through the process of using social networking while searching for educational materials for another patron.

Theme 4: Motivation Toward Educational Role

Ten librarians (50%) indicated they were motivated to deliver the homework help service through their responses to Interview Question 7. They promote the use of social networking websites in their libraries. They are willing to communicate with teenage patrons through the social networking websites such as Facebook and engage them with library and educational activities out of their personal desire to help teens succeed in school.

The participant observation indicated that librarians are highly motivated toward their role in delivering educational services to teenage patrons. Sixteen librarians (80%) have conducted social network workshops for teens to promote the use of social networks for educational purposes. A few librarians sacrificed their break time to guide teenagers through the process of searching the internet for educational materials and use the social network to share the search results with classmates. Two librarians (10%) trained library volunteers to guide teenage patrons through the process of sharing educational materials with classmates.

Theme 5: Pressure Due to Lack of Staffing

Nine librarians (45%) reported feeling pressure because of the lack of staffing. Guiding teenage patrons through the process of obtaining library services through the use of social networks causes librarians' high stress because of the staff shortage. Nine librarians (45%) also expressed their feelings of stress if the task of delivering library services through social networks becomes part of their daily duties.

The librarians indicated the lack in staffing is a major challenge they face in order to deliver adequate social library services to teenage patrons. Fourteen librarians (70%) emphasized that they need staff coverage at the time of delivering social library services to teenage patrons to serve other patrons who are physically visiting their libraries.

The participant observation indicated that the responsibilities of young adult librarians in all Queens Public Library branches have shifted from focusing on providing services to teenage patrons only to providing services to all ages of library patrons. Young adult librarians in all library branches are serving children, teens, adults, and senior citizen patrons to fill the gap that was created because of the lack in staffing. Fifteen librarians (75%) were observed serving adults and teens at the time of homework help. The pressure was clearly indicated when a librarian lost temper when an adult called for help and the librarian was helping a teenage patrons with homework.

Recommendations for Queens Library Leaders

This qualitative exploratory case study contributes to library leaders' body of knowledge by providing a framework for managing library resources and technological tools to enhance library educational services. The study provides a framework of using innovative tools such as social networks and web 2.0 applications to enhance the delivery of educational services to teenage patrons in the library. The study literature revealed a gap in literature concerning the use of social media as a formal and informal educational environment for high school students. This exploratory case study contributes to the knowledge of using social media as an informal educational tool that may be used in libraries to deliver educational services to high school students.

1. Library leaders may acknowledge the importance of exploring the librarians' perceptions toward the library services they deliver to patrons. Exploring the librarians' feelings, thoughts, and experiences may help library leaders to determine (a) better approaches to deliver adequate library services to patrons (Packard, 2010), and (b) personal and professional challenges that inhibit librarians from delivering library services to patrons. Resolving the causes of librarians' pressure would increase the librarians' contributions to library services. Making these changes will improve librarians' working performance and enhance the quality and quantity of library services (Mohsenzadeh & Isfandyari-Moghaddam, 2011).

2. Library leaders need to recognize the importance of the online social capital concept and allow librarians to expand social communication with teenage patrons throughout library branches. Initiating an official social network page for each library branch would allow librarians in library branches to promote library educational activities, including to teenage patrons, through the library social page. Further, the library branch online social page should be expanded to include the library services, thus, reducing the pressure on librarians, especially during the library's busy hours.

3. Library leaders need to educate librarians on how to use social networks such as Facebook to deliver library services professionally. Educating librarians further about the use of social media and social networks through workshops provided by professionals is vital for librarians to master the use of the social media and be able to answer all teenage patrons' questions and guide them effectively through the process.

4. Library leaders need to engage librarians in decision making regarding library services. Librarians are the professionals who deliver public services to library patrons. Thus, allowing librarians to express and share their ideas, needs, thoughts, and feelings about the library services they deliver would enhance their working competence (Mohsenzadeh & Isfandyari-Moghaddam, 2011; Packard, 2010). Reducing the work-related personal and professional pressure on librarians would enhance their motivation toward delivering better services to teenage patrons. Administrators should recognize that librarians are driven by their personal desire to deliver library services to teenage patrons in library branches.

5. Library leaders need to build a new system that would acknowledge the librarians who succeed in serving more teenage patrons in libraries and on social networks. Competitions in delivering services in library branches would motivate librarians to help more teenage patrons in obtaining library services through the use of social networks as well as in their branches. Accordingly, librarians would transform the work-related pressure to a positive motivation to succeed in proving their abilities to serve more teenage patrons .

III.   CONCLUSION

The purpose of this qualitative exploratory case study was to explore the librarians' perceptions of the use of social media and social networking websites such as Facebook to deliver library services to teenage patrons and expand the library's social capital concept to take place online. The results of this study align with the statements of Lupa and Howerton (2009), Anttiroiko and Savolainen (2011), and O'Dell (2010) regarding the importance of using social media as educational platforms. Librarians acknowledged the importance of using the social media to engage teenage patrons in library education activities (Poellhuber & Anderson, 2011; Silius et al., 2011).

The use of social media allowed librarians to: (a) communicate with teenage patrons using the library branches' official social network page to develop discussion groups and collaborative learning activities, and (b) develop an online learning environment that extend the library's social capital concept to be occurred online (Bassani, 2009; Okoro et al., 2012; Young & Rossmann, 2015).

The findings of this study indicate that librarians evoked high level of responsibility and motivation regarding their role in using social media and social networking websites such as Facebook to deliver services to teenage patrons. Librarians' feeling of responsibility and motivation toward delivering educational services to teenage patrons are reflected by their self-feeling toward the teenage patrons' perceptions of them as the source for all educational needs (Stolley, 2005; Yeung & Martin, 2003). The findings of this study suggest increasing the collaboration between librarians and library leaders to develop better techniques for delivering the library educational social services to teenage patrons to ensure quality and consistency in library services provided to teenage students in all Queens Library branches.

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