

Chapter One

Introduction

1.1 Background to the study

Although university libraries are not driven by profit, they rely on the support and engagement of the university community to validate their purpose and uphold their professional obligation and dedication as producers of information products and services. The university library possesses a collection of current, relevant, and authentic information sources and services. However, in order to effectively fulfill its objectives, it is crucial to generate awareness about the availability of these information products and services. This can be achieved through the implementation of promotion mix concepts, including advertising, public relations, and service promotion. Without employing these strategies, the library's goals may prove challenging to attain. The efficacy of implementing the promotion mix concept for library products and services may be contingent upon the digital literacy proficiency and social media utilization of library staff. Due to the significant presence of internet users among potential library patrons, it is imperative for library staff to possess proficient promotional and digital literacy skills in order to effectively leverage the advantages provided by social media platforms.

The core objective of a library is to provide its users with accurate information at the right time, in the right place in the right format (print, non-print, or electronic form). It is documented in several literature and personal observations that there is low usage of university library products and services¹. In order to counteract this prevailing pattern, it is imperative for university libraries to incorporate a promotion mix, which is a subsidiary notion of the marketing mix. By doing so, libraries can enhance their chances of survival and

outperform other competing options, while simultaneously retaining their current user base and attracting new patrons to the library. Library promotion refers to the various techniques and strategies used by libraries to promote their services and resources to their target audience. These techniques include digital media, such as the library's website, e-mail lists, blogs, and podcasts; print materials, such as posters, handouts, and giveaways; events such as orientation tours and workshops; and other tools such as library publications, contests, brochures, direct mail, and displays. Other reasons for library promotion are to identify the needs of library users, to satisfy library users' information needs, and for the library to connect with their prospective users. The benefits of library promotion to users are convenience, ability to control information and technology, increased ability to select information, increased ability to analyze, increased time of access, increased sense of certainty, decreased human error and decreased need for interaction. Therefore, library promotion is a core aspect of achieving library objectives.

Promotion mix is an aspect of marketing that involves every steps taken to command patronage. Promotion is a social and managerial process by which individuals and organizations obtain what they need and want through creating and exchanging value with others². Thus the essence of marketing involves finding out what the users want and then setting out to meet those needs. Library promotion is the distribution and provision of awareness of the existence of the library, and its resources and services, using different tools and technologies to get users to use those resources and services provided for them. Management based on marketing and promotion principles means doing business in a way that satisfies customers (library users), makes them loyal, attracts new ones, and finally, creates value. We can conclude that the essence of promotion within a library, above all others, is to find the customer has need and determine how to satisfy it³.

Promotion in a library context refers to the ability of a library to advertise its collections, programs, and services to its community members. Promotion involves advocating for libraries, publicizing resources and services, and convincing people of the value and relevance of the library. It means not waiting passively for users but actively going out to seek them. Promotion of library and information services by librarians is an attempt to influence library users on how library resources and services can be effectively managed to advance the position of information services in the digital age. Library promotion could be described as marketing elements used in the library to maximize the utilization of human resources (librarians) and information resources (collections) to create satisfaction for the needs and desires of library users⁴.

The promotion of library and information services is a user-centered service; it means librarians serve the user at the point of their needs. Promotion is a way of communicating value in an effort to extend services, which is an important aspect of university libraries. It means finding what potential users need and want and tailoring library and information services to meet their demands⁵. Effective promotion of library and information services is a way of making sure libraries and librarians advertise their services and themselves to meet their users' information needs. Promotional activities such as book displays, lectures, quizzes, debates, seminars, competitions, and exhibitions, among others, can have a positive impact on the image of the library, motivate people to come to the library, and promote the use of its products and services. This will help solve the problems of the users and their needs and also enable them to visit and use the library often.

All that a library can offer for the customer to satisfy their need for information can be viewed as a product. In informational activities, the product becomes a publication or any other record of today's technology that carries an informational message. However, an

expanded product is also an immaterial, educational, informational, and cultural service⁶. Libraries offer their customers the service of information access and space renting, as well as the possibility of interacting with individuals and the community. Public libraries offer much more than only borrowing books and reviewing referent literature, they are also a source of services and programs for the young population, of programs focused towards encouraging literacy, and life-long learning, along with being a place of social gathering⁷.

Libraries are strategically focused on informational and cultural customer needs and those factors represent an important guideline in library management. The quality of the library service depends on its contents and context. Contents are the books themselves, information, and workspace, while the context is the experience of interacting with the staff. However, the customer perspective is the most important one for libraries as the measures taken with customers in mind can be directed towards the percentage of complaints, number of borrowed books, percentage of returning customers, etc⁸.

Promoting a university library is the effective execution of all the activities involved in increasing the satisfaction of users by providing maximum value to the⁹. The services the library can provide include reference services; find out those reference materials that are essential both online and hard copies. Libraries are present everywhere, in all societies, and cultures, and their specificity is that they are all regarded as the same. They ensure access to knowledge, information, and life-long learning. Fundamental services that university libraries offer are enabling their customers to borrow books, as well as other content to provide informational service. Besides basic services, we can also add extended services such as making society even more literate and organizing different cultural programs, exhibits, and workshops. From all the stated information, it is obvious that libraries are a fundamental part

of culture as they directly affect education, the forming of tastes, as well as the creative development of society.

Examples of library promotion techniques are Library Website, User orientation seminars, Notice board, E-mail notifications, Library tours, Formal lectures on library resources, Facebook, Leaflets/Brochures/Pamphlets, Poster, Corporate identity & corporate image (i.e., maintaining the library image) signage, Personal selling, Library Newsletter, Publicity and public relations (e.g.: writing newspaper articles about their libraries), Bulk SMS service, Exhibition, Podcast, Blogs, Mobile applications, Twitter and YouTube, among others.

For the promotion of library services and resources, most libraries use techniques such as content page service, new arrivals, education fairs, seminars, competitions, exhibitions, managing notice boards, and storytelling hours,¹⁰ others use the game as promotion tools library¹¹. To promote library services library websites, user orientation seminars, notice boards, and e-mail notifications, mobile applications, blogs, and podcasts were rarely used to promote library services¹².

Effective promotion of library and information services in this digital age is a process whereby Libraries and information centers put a lot of effort and energy into designing information services and products and distributing them to satisfy their users. The library is a service organization and the promotion of library services is crucial in information handling and management because of its dynamic nature.

There are several important elements in promotion strategy, including, setting goals for library marketing, identifying users (segmenting), defining the target market (targeting), creating a brand (branding), and conducting user reviews to test assumptions about the relevance of the library's existence. The library needs a promotion function to show that it

has a good service for the user. As a non-profit service institution, the library must have a promotion mix such as advertising, public relations, and personal selling.

Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services. Advertising is a public announcement to inform and persuade people to buy a product, a service, or an idea. According to Kotler, “advertising is any paid form of goods or services by an identified sponsor, it is a form of promotion intended to persuade an idea to purchase or make use of products or services¹³. Some of the common features of advertising are that it provides information about product, service or an idea, it is a paid form of promotion to the targeted oriented audience, and it generally gives publicity to goods, services or and ideas.

The purpose of advertising is to create brand awareness and knowledge of new products or new features of existing products (informative advertising). It is to create liking, preference, conviction, and purchase of a product or new features of existing products (persuasive advertising), the purpose of advertising can be comparative, reminder, and reinforcement advertising. There are different types of advertising that the company can embark on examples are print advertising (newspapers, magazines, pamphlets, etc.), outdoor advertising (tradeshows, events etc.), broadcast advertising (TV, radio, internet, etc.), covert advertising (advertising in movies), surrogate advertising (advertising indirectly), and public service advertising (advertising for social cause).

Advertising in the library could be done on the telephone, internet, audiovisual presentations, direct mail, television, radio, posters, brochures, newsletters, newspapers, magazines, and pamphlets among others to communicate simple library services such as announcing new services, change in opening hours, extended opening hours. establishing and reinforcing libraries' image and loyalty, to promote specific library services and products. The most important reason for library advertising is that it must have the right message communicated

to the right media. It must reach the right people and prospects at the right cost. Another form of promotion mix that could be employed to create and increase awareness of library products and services is Service Promotion.

Service Promotion is a variety of short-term incentives to encourage the trial or purchase of a product or service. It is an aspect of the four-promotion mix proposed by Kotler and Armstrong. It involves the use of media and non-media promotion for pre-determined, limited time to increase consumer demand, stimulate market demand, or improve product availability. Examples of sale promotions include contests, coupons, freebies, point-of-purchase displays, premiums, prizes, product samples, and rebates.

Service Promotions can be directed at either the customer, sales staff or distribution channel members (such as retailers). In a university library setting, Service Promotion is a variety of short-term incentives to encourage perpetual use of products and services. It does not involve monetary exchange but there is transfer of value and satisfaction with the use of the product. To achieve this, the library engages in temporary promotional activities to entice library users. Service Promotion includes several communications activities that attempt to provide added value or incentives to undergraduate students, post-graduate students, university staff, or other prospective users to stimulate immediate use of library resources. These efforts can attempt to stimulate library products and services interest, trial, or continuous use. Examples of devices used in Service Promotion include coupons, samples, premiums, new arrival displays, contests, rebates, and sweepstakes. Service Promotion is implemented to attract new library users, to hold present clientele, to counteract competition, and to take advantage of opportunities that are revealed by market research. It is made up of activities, both outside and inside activities, to enhance increased library patronage.

Outside Service Promotion activities include advertising, publicity, public relations activities, and special exhibition events. Inside Service Promotion activities include window displays,

product and promotional material displays, and promotional programs such as premium awards and contests ¹⁴. Library promotion can also be done through improving the image of the library in the public, this is referred to as public relations.

Public Relations (PR) is the practice of managing the spread of information between an individual or an organization (such as a business, government agency, or a non-profit organization) and the public. Public relations may include an organization or individual gaining exposure to their audiences using topics of public interest and news items that do not require direct payment. This differentiates it from advertising as a form of marketing promotion.

Public relations is the idea of creating coverage for clients for free, rather than marketing or advertising. An example of good public relations would be generating an article featuring a client, rather than paying for the client to be advertised next to the article. Public relations aims to inform the public, prospective customers, investors, partners, employees, and other stakeholders and ultimately persuade them to maintain a favorable view of the organization its leadership, products, or political decisions.

Public relations is an action of convincing people. The PR person talks with others and makes them think about the things the person wants them to think, and the people regard the person as they believe. Public relations help people build up a connection to media and society so that they can talk steadily. Public relations specialists establish and maintain relationships with an organization's target audience, the media, relevant trade media, and other opinion leaders. Common responsibilities include designing communications campaigns, writing news releases and other content for news, working with the press, arranging interviews for company spokespeople, writing speeches for company leaders, acting as an organization's spokesperson, preparing clients for press conferences, media interviews, and speeches, writing website and social media content, managing company reputation (crisis management),

managing internal communications, and marketing activities like brand awareness and event management.

In the university library, public relations (PR) includes a variety of programs to promote or protect the library's image or individual products and services. According to IFLA Public relations are "the form of communication management that seeks to make the use of publicity and another non-paid form of promotion and information to influence feelings, opinions or beliefs about the agency/library and its offering.

This is a traditional form of promotion for library management, as paid advertising media is rarely used. Library PR plays an important role in launching new products and services, repositioning a mature product, building interest in a product category, rebuilding interest in declining library services (indexing, bibliographic search, etc.), influencing specific target groups, defending products that have encountered public problems, building the corporate image in a way that reflects favorably on library products and services.¹⁵

The major tools in Library Public Relations include publications: and published materials to reach and influence their target markets. These include annual reports, brochures, articles, company newsletters and magazines, and audio-visual materials, events: Draw attention to new products or other activities by arranging and publicizing special events such as news conferences, seminars, outings, trade shows, exhibits, contests and competitions, and anniversaries that will reach the target public, sponsorships: Companies can promote their brands and corporate name by sponsoring and publicizing sports and cultural events and highly regarded causes that are in line with the aims and objectives of libraries. Promotion of library services could have a positive impact on developing university community information skills, research competencies, positive opinions, and behavior toward the library. It will also create awareness, increase patronage, and connect the university community to a pool of information resources in the library to achieve the university's objective of learning,

teaching, and research for national development. University libraries need to promote their services and products to users using marketing promotion strategies (advertising, Service Promotion, and public relations).

The need to promote library resources cannot be overemphasized, however, there are some challenges in promoting library resources. Although, the library is a reliable source of information in an academic environment. The library acquires materials in print, non-print, and electronic resources to meet the information needs of its clientele, and numerous efforts and resources were invested to acquire these resources but the resources are not optimally used by the university community¹⁶.

The possible identified reasons are lack of awareness of the existence of these valuable resources by the potential users and one of the positive means to create awareness of these library resources is through library promotion. However, there are identified challenges to library promotion which include understanding what users need or requirements and expect from a library, lack of networking among librarians, economics and value measures such as insufficient funds for promotion, increased cost of promotion, inadequate funds for packaging library services and products for promotion, changing organizational structures of the library poor infrastructure, low morale among library personnel, lack of business expertise among librarians and lack of skills in promotion library services¹⁷.

Most of the library promotion challenges could be solved with the adoption of information technology innovations such as social media platforms. Professionals are familiar with social networking platforms like Facebook, Twitter, and Linked-In, among others. These platforms help to connect with friends and encourage knowledge-sharing and are all about personal, human-to-human interaction. These tools are very common in modern libraries as a tool to be used in promoting services and disseminating information. Therefore, the promotion of library and information services in the digital age requires the application of ICT through the

use of social media platforms such as WhatsApp, email, Facebook, YouTube, Twitter, and LinkedIn, among others, to reach out to clientele.

Librarians need to follow the trend by being online, alert, proactive, and reaching out to influence things ICT advocacy can help librarians do. With ICT facilities in the library, an e-newsletter can be produced. Promotion of library and information services can be achieved by libraries and librarians through; creating awareness, fliers, checkout for sponsorships, selective dissemination of information (SDI), talk shows promotions, exhibitions, posters, etc¹⁸. Promotion via social media, from a technical side, suggests creating online communities regarding library services by using an array of tools for communication such as delivering information directly into one's inbox, RSS readers, e-mail, forum, mobile device, Viber, WhatsApp, Twitter, Facebook, and Instagram.

In other words, in promoting library services, social media platforms if properly used can increase the value of the library, education of users on new stocks in the library, and change the behavior and perceptions of users about the library. Social media is an internet-based application that makes the creation and exchange of feelings, knowledge, and ideas possible among family, friends, associates, and the general public on a social network. social media is a communication forum that allows users to electronically disseminate information and share knowledge with each other¹⁹. It is a web-based software that is based on the ideology and technology of Web 2.0 that allows the formation and interchange of user-generated content²⁰. Social media is a prevailing tool used to communicate information quickly and in real-time, generate interest among people, share ideas, and build an online community.

If the library is active on social media it would give the opportunity to: promote library services, workshops, and events to increase library use, provide better access to information, be where the users are, get feedback from users, highlight specific features of the library, create collaboration with other libraries and the users, and share the library news. Social

media, likewise, provide access to people at a low cost, friendly user interface, ease of usage, and impressive functionality. Also, the importance of social media within the library is for providing information, doing marketing and promotions, engaging with users, and sharing information. It also provides improved customer Service, ease and user-friendly platform, interactive communication with users, promotion, and marketing of library products and services²¹.

The use of social media for library promotion is measured based on the type of social media use, its frequency of use, perceived ease of use, and perceived usefulness of social media as presented in the technology acceptance model (TAM). There is various type of social media with unique features and functionalities, examples are Facebook, Instagram, Linked In, WhatsApp, Telegram, blogs, YouTube, Tik-Tok, and Snapchat among others. Some studies revealed that Facebook is preferable to be used by students ²² in getting news, sharing information, engaging with friends, and doing research. Also, a study in Delta State reveals that librarians mostly use WhatsApp, Facebook, and Twitter to engage users and promote library products and services²³.

Social media is an emerging technology that can be measured through the technology acceptance model of Davis. Its perceived ease of use and perceived usefulness by library personnel will enhance its application in library marketing and promotion. Perceived ease of use refers to the degree to which a person believes that using a particular system would be free of effort”.

It is also the degree to which a person believes that using a social media platform would be free of effort. That is, a social media platform perceived to be easier to use than another is more likely to be accepted by users²⁴. Concisely, perceived ease of use will lead to attitude toward the use of social media, behavioral intention to use social media, and actual use of social media. PEOU also influences the second key variable, perceived usefulness. Perceived

usefulness refers to “the degree to which a person believes that using a particular system would enhance his or her job performance”²⁵. Therefore, the main reason this social media application could succeed in attracting the interest of various groups is that it is easy to use with little efforts for communication in various dimensions, in the form of sound, email messages, pictorial messages, as well as sharing links with just one click²⁶.

However, with the avalanche benefits provided by the use of social media in university libraries for the promotion of its products and services, there are some limitations identified in the literature that could mitigate its use. Some of the challenges include the lack of web-enabled phones by students and staff, inadequate networked computers and internet infrastructure, cybercrime, terrorist networks, abuse of use credit cards, and online gambling. Other challenges are identity fraud, burglary accounts, or website hijacking, lack of a written policy for social media usage, unreliable internet connectivity, low promotion, content obsolescence, inadequate training opportunities, slow speed of the internet, and considerable time required to maintain an active social media presence, electricity fluctuations, lack of support from the mother institute, lack technological knowledge (digital literacy skills) by staff all these emerged as challenges in using social media for library promotion²⁷.

The prominent of these challenges is inadequate technological knowledge of library personnel. From personal observations, most library personnel worked in the library for more than 20 years before the advent of social media, they do not have the emerging skills to operate, adopt, use, and engage Generation Z online. Technological knowledge which is referred to as digital literacy skills is beyond how to operate computer systems, therefore, the young library personnel needs to acquire proper training on technical skills, cognitive skill skills and change socio-emotional skills towards the use of technology and social media, all these comprise of digital literacy skills measures.

During the 20th century, the key technology has been information technology, which is why it is essential to develop the appropriate information infrastructure through effectively marketing library services and ourselves as librarians and make major investments in the field of information technology. As it was first defined back in the late 1990s, digital literacy refers to “the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers” and, particularly, through the medium of the internet²⁸. Digital literacy appears to focus most intently on digital technologies, it encompasses issues of privacy, safety and ethical use of technology. A central theme of digital literacy is the ability to synthesize and integrate information from varied sources.

Digital literacy involves a move from tool-based functional literacies to literacies of representation, as well as from reproduction and reception to creating and sharing in digital environments. Digital literacy appeared to capture the set of skills and dispositions required for effective use of digital media. It refers not only to the skills and capacities required to use digital texts but also to a disposition toward the digital that is both critical and creative. For this study, the term digital literacy is defined as an individual’s ability to find and evaluate information, use this information effectively, create new content using this information and share and communicate this newly created information using appropriate digital technologies (social media).

The four components of digital literacy skills underpinning this study are (technical skill); Background knowledge (i.e. cognitive skill); and Socio-emotional skills (i.e. moral/social literacy). cognitive skill is the ability to find, locate, analyze, and synthesize resources, evaluate the credibility of these resources appropriate citation techniques, abiding the legal and ethical issues surrounding the use of these resources, and formulate questions in an accurate, effective, and efficient manner. The second component, information and communication technology (ICT) literacy is an understanding of how to use computers,

digital technologies, and their applications for practical use. It involves a skill that deals with the functional usage of computer systems. The third component is socio-emotional skills, which is an evaluation of an object of thought, that is, anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups, and ideas²⁹. Socio-emotional skills are a psychological phenomenon that is latent. This implies that it cannot be directly observed, but inferred based on tangible responses to a socio-emotional skills stimulus³⁰. Socio-emotional skills consist of three main components which are affective, behavioral, and cognitive. The affective component refers to the feeling and emotion toward a socio-emotional skills object, while the behavioral component refers to the actions or observable responses that are the result of a socio-emotional skills object. The cognitive component is an evaluation of the entity that constitutes an individual's opinion about the object.

Socio-emotional skills are a concept that has a relationship with behavior, as the thoughts and feelings an individual has towards a particular phenomenon could influence the person's behavior towards it³¹. There could be possible challenges that may hinder the acquisition of digital literacy skills by library personnel: support from the parent institution, socio-emotional skills of library personnel towards information technology, inadequate information technology facility, expensive mobile devices, slow internet access, training and retraining of library personnel, and demographic factors of library personnel (age). Therefore, there is a need for decisive efforts from all stakeholders.

The objective of library promotion could be easily achieved with the use of social media to create awareness and information for the general university community about the potential information housed in the university library. However, without adequate digital literacy skills that will enable the library personnel to identify, use, and disseminate the right information, through the right social media, at the right time to the right clientele. Therefore, this is a need

to examine the digital literacy skills, social media use, and library promotion among library personnel in public universities in Lagos state, Nigeria.

1.2 Statement of the problem

Literature and personal observation have revealed the prevalence of low usage of library services and resources in university libraries. To avert this, the promotion of university library products and services is non-negotiable, especially in the modern era where libraries are no longer the only source of information resources. Promotion mix is a sub-concept of marketing mix, it consists of three elements: advertising, Service Promotion, and public relations. University libraries could use these elements to boost patronage, sustain the existing library users, gain new users, and increase the value of the university library among the university community.

However, the success of library promotion may be hampered by insufficient funds for promotion, lack of promotion strategies, wiliness on the part of library personnel, lack of networking among librarians, and lack of skills in the promotion of library services among others. Most of these stumbling blocks could be solved with the use of social media platforms to promote library products and services. Social media provide libraries with a digital presence that enables them to communicate with users in real-time and various formats.

Billions of people are on social media (young and old) which makes it the most preferred avenue to promote library products and services at reduced cost. Therefore, library personnel need to be acquainted with the types of social media platforms, frequency of use, perceived ease of use, and perceived usefulness by so doing, university libraries would benefit from these unique features offered in social media platforms. However, for the library to optimally enjoy all these features, the library personnel need digital literacy skills.

Digital literacy skill is the ability and capability of librarians to deploy digital technology, communication tools or networks to locate, evaluate, use, and create information. Digital literacy skills are based on socio-emotional skills, technical skills, and cognitive skills. The skillful competency in digital literacy skills could positively influence social media use to promote library products and services.

Though each of these variables (digital literacy skills, social media use, and promotion mix) have been studied in literature there is a dearth of study on the combined influence of these variables on promotion mix in university libraries. Thus, this study examines the influence of digital literacy skills and social media use on library promotion in public university libraries in Lagos state.

1.3 Aim and objectives

The study examined the influence of digital literacy skills and social media use on library promotion in university libraries in Lagos state. The objectives of the study are to;

- i. identify the level of use of promotion mix in universities libraries in public universities in Lagos state;
- ii. find out the level of social media use by librarians in public universities in Lagos state;
- iii. ascertain the level of digital literacy skills of librarians in public universities in Lagos state;
- iv. determine the influence of digital literacy skills of librarians on library promotion in public universities in Lagos state.
- v. ascertain the influence of social media use by library personnel on library promotion in public universities in Lagos state.
- vi. determine the combined influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

- vii. establish the combined relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

1.4 Research Questions

The following questions guided the research;

1. What is the level of use of promotion mix in universities libraries in public universities in Lagos state;
2. What is the level of social media use by library personnel in public universities in Lagos state;
3. What is the level of digital literacy skills of library personnel in public universities in Lagos state;

1.5 Hypothesis

The following hypotheses were tested at a 0.05 level of significance;

- Ho1. There will be no significant influence of digital literacy skills of library personnel on library promotion in public universities in Lagos state
- Ho2 there will be no significant influence of social media use of library personnel on library promotion in public universities in Lagos state.
- Ho3 There will be no significant combined influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.
- Ho4 There will be no significant combined relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

1.6 Scope of Study

This study focused on digital literacy skills, social media use, and promotion of public university libraries among library personnel in Lagos State, Nigeria. The study's dependent

variable is library promotion which is measured by service promotion, and public relations. The independent variables are social media use and digital literacy skills. Social media use is measured by perceived ease of use and perceived usefulness, while digital literacy skills are measured by technical skills, cognitive skill skills, and computer socio-emotional skills. The study covered four universities in Lagos state namely: University of Lagos, Akoka; Lagos State University, Ojo; Lagos State University of Education, Ijanikin and Lagos State University of Science and Technology, Ikorodu. the population of the study was library personnel with minimum qualifications of diploma in library and information science (LIS) in all the selected universities.

1.7 Significance of the Study

The findings of this study would be significant to library personnel, library management, university management, and researchers,

The results of this study would be of utmost significance to library personnel as it could increase their awareness of the acts that increase numbers of library users and promotion strategies to use in attracting other university communities. This might assist library personnel regardless of library clientele age, gender, and level of study to see the need to build lasting relationships with them using social media platforms with their digital literacy skills. With increased awareness and an appreciable level of digital literacy skills, library personnel would have been better empowered to promote library products and services using emerging social media platforms.

The findings of this study would also be beneficial to library management in the universities to know the best library promotion strategies to invest in attracting a segment of library users to the library. It would also help library management know the amount of training needed by library personnel to develop the appropriate digital literacy skills training or stand-alone

courses for library personnel and the most effective and efficient social media platform to use for library promotion.

University management will also benefit from the results of this study as it would prompt the need for the formulation of how to measure the contribution of the library to the development of the institution. It would also create the need for increased awareness of an existing policy of library services and products. It may also be necessary for individuals who are saddled with the responsibility of leadership in the universities to see the need not only to deploy internet facilities for social media use but also to organize capacity-building workshops that will train the library personnel. The findings of this study will be of significance to the librarians in the universities as they might see the need to partner with other stakeholders like the ICT units, and the university administration to build a formidable internet infrastructure that will enhance online library promotion, use of social media and online presence.

Finally, the university and researchers' community at large would find this study beneficial. This is because the findings of this study would bring about useful recommendations that would entice prospective library users to be aware of library products and services. This will impact positively on the university community in the sense that it gives them access to a world of reliable information sources and resources, they will engage in novel research that might impact society positively. It will also provide a literature bank for researchers in library promotion, digital literacy, and social media use.

1.8 Operational definition of term

Library promotion is the strategy adopted by public university library personnel in Lagos state to create awareness and increase the value of the library among university communities.

Some of the elements of the promotion mix are advertising Service Promotion, and public relations.

Public relations: this is the process of creating a positive image of the library to ensure increased patronage, sustain existing users, and gain more new users in public university libraries in Lagos state.

Service Promotion is a temporary means of enticing users to use library products and services examples or exhibitions, rewards and awards for library users, etc.

Advertising: this is a paid promotion strategy that involves publicity of library products and services to its potential users.

Social media use: Social media is a combination of various communication networks that library personnel use to exchange information, ideas, and knowledge in various formats such as text, audio, video graphics, and multimedia such as Facebook, Instagram, YouTube, Snapchat, Twitter, Tik-Tok, Blogs.

Type of social media use: These are the various social media platforms used by public university library personnel for library promotion.

Frequency of social media use: refers to the number of times public university library personnel access, use, and interact with social media platforms in days, weeks, and months for library promotion.

Perceived ease of use: is the degree to which public university library personnel believe that using a social media platform would be free of effort.

Perceived usefulness: refers to the degree to which public university library personnel believe that using social media platforms would enhance the promotion of library products and services.

Digital literacy skill is the ability and capability of librarians to deploy digital technology, communication tools or networks (social media) to locate, evaluate, use, and create information for the promotion of library products and services.

Information and Communication Technology (ICT) literacy: is an understanding of how to use computers, digital technologies, and their applications for practical use

Cognitive skill: is the ability to identify the need for information, access it, evaluate it, and use it to satisfy information needs.

Socio-emotional skills: a behavior, such as the thoughts and feelings public university library personnel have towards social media could influence their behavior towards its use for the promotion of library products and services.

Library personnel refer to staff that work in public universities with the minimum qualification of an ordinary diploma certificate in library and information science.

Public Universities: These are universities in Lagos state-owned and financed by either the state government or the federal government.

Endnote

1. F.F.Kirita,& K. Mwantimwa, "Use of social media in marketing library resources and services." **University of Dar es Salaam Library Journal** 16, no. 2 (2021): 19-33.
2. P.Kotler, and G. Armstrong, *Principles of marketing*. Pearson education, 2010.
3. C.M.Koontz, D.K. Gupta, and S. Webber, "Key publications in library marketing: a review." **IFLA journal** 32, no. 3 (2006): 224-231.
4. F. Fahriyah, "Marketing Strategy in Surabaya City Archives and Library." **Record and Library Journal** 1, no. 2 (2015): 139-149.
5. M.N.Horsfall, "Marketing of library and information services in the digital age: challenges, strategies and implications." **Information Impact: Journal of Information and Knowledge Management** 11, no. 2 (2020): 13-20.
6. D. Jukić, "Strategic analysis of corporate marketing in culture management." **Strategic Management** 24, no. 1 (2019): 10-18.
7. S.Sutherland, "Passion, practice, partnership and politics: marketing the future of public libraries." **Australasian Public Libraries and Information Services** 15, no. 2 (2002): 61-69.
8. Hernon, Peter, and E. Altman, *Assessing service quality: Satisfying the expectations of library customers*. **American Library Association**, 2010.
9. M.N.Horsfall, "Marketing of library and information services in the digital age: challenges, strategies and implications." **Information Impact: Journal of Information and Knowledge Management** 11, no. 2 (2020): 13-20.
10. I.D.K.L.Fernando, and R. A. P. S. Senevirathna. "Sustainable Academic Library Transformation Approach: Hybridizing University Publication Collection of Ruhuna University Library." **3rd International Conference on Library and Information Management, Department of Library and Information Science, Faculty of Social Sciences, University of Kelaniya, Sri Lanka**, 2019.
11. T.Withorn, J. M. Kimmitt, C. C. Gardner, A. Andora, C. Springfield, D. Ospina, M. Clarke, &etal. "Library instruction and information literacy 2019." **Reference Services Review** (2020)
12. S.S.Nishath,& D.S. Sajeewanie, "Application of Marketing Techniques in Library Services and Challenges Faced by University Librarians in Sri Lanka." **Journal of the University Librarians Association of Sri Lanka** 24, no. 2 (2021): 120-137.
13. V. Švenčionytė, "Advertising on library websites: comparing library websites in Europe and the USA." (2005): 198-205.
14. M.Deodhar, and S. Powdwal, "Impact of continuing education programs (CEPs) on LIS professionals in academic libraries in Mumbai, India." **Library management** (2017).

15. P.Chantakhan, and S.Sumattra, *"Development of Public Relations Strategies To Promote The Use Of Information Services Of Private University Libraries."* PhD diss., **Srinakharinwirot University**, 2021.
16. S.S.Nishath, & D.S.Sajeewanie, *"Application of Marketing Techniques in Library Services and Challenges Faced by University Librarians in Sri Lanka."* **Journal of the University Librarians Association of Sri Lanka** 24, no. 2 (2021): 120-137.
17. M.N.Horsfall, *"Marketing of library and information services in the digital age: challenges, strategies and implications."* **Information Impact: Journal of Information and Knowledge Management** 11, no. 2 (2020): 13-20.
18. C.D.Oriogu, D. C. Oriogu-Ogbuiyi, F. D. Seimode, and T. A. Ogunojemite. *"Exploring Social Media in Performing Library Services in Nigeria."* **Library Philosophy and Practice (e-journal)**, 1 20 (2020).
19. M.A.Kaplan, & M. Haenlein, *"Users of the world, unite! The challenges and opportunities of Social Media."* **Business horizons** 53, no. 1 (2010): 59-68.
20. N.Kamarudin, S. Halamy, & M. Mohsin, *"Academic library and its users: social media as intermediary."* **International Journal of Technology Management and Information System** 2, no. 4 (2020): 1-9.
21. H.A. Heather, S. Huber, Lisa V. Carter, and A.M. Elizabeth, *"Academic libraries on social media: Finding the students and the information they want."* **Information technology and libraries** 37, no. 1 (2018): 8-18.
22. C.D. Oriogu, D.C. Oriogu-Ogbuiyi, F. D. Seimode, and T. A. Ogunojemite. *"Exploring Social Media in Performing Library Services in Nigeria."* **Library Philosophy and Practice (e-journal)**, 1 20 (2020).
23. F.D. Davis, *"Perceived usefulness, perceived ease of use, and user acceptance of information technology."* **MIS quarterly** (1989): 319-340.
24. F.D. Davis, *"Perceived usefulness, perceived ease of use, and user acceptance of information technology."* **MIS quarterly** (1989): 319-340.
25. A.M. Kaplan, & H. Michael, *"Users of the world, unite! The challenges and opportunities of Social Media."* **Business horizons** 53, no. 1 (2010): 59-68.
26. I. D. K. L. Fernando, & R. A. P. S. Senevirathna. *"Sustainable Academic Library Transformation Approach: Hybridizing University Publication Collection of Ruhuna University Library."* **3rd International Conference on Library and Information Management, Department of Library and Information Science, Faculty of Social Sciences, University of Kelaniya, Sri Lanka**, 2019.
27. C.R.Pool, S*"A new digital literacy a conversation with Paul Gilster."* **Educational Leadership** 55 (1997): 6-11.S
28. B. Gerd, & N. Dickel. *"Attitudes and attitude change."* **Annual review of psychology** 62 (2011): 391-417.

29. Icek Ajzen, *EBOOK: Attitudes, Personality and Behaviour*. McGraw-hill education (UK), 2005.
30. Vishal Jain, "3D model of attitude." **International Journal of Advanced Research in Management and Social Sciences** 3, no. 3 (2014): 1-12.

Do Not Copy, Lead City University, Nigeria

Chapter Two

Literature Review

This chapter presents the related literature view on digital literacy skills and social media use in library promotion in public universities. The chapter is guided by the following sub-headings:

2.1 Conceptual Review

2.1.1 Concept of Library Promotion

2.1.2 Concept of Digital Literacy Skills

2.1.3 Concept of Social Media Use

2.2 Theoretically Model

2.2.1 Technology Acceptance Model (TAM)

2.2.2 Digital Literacy Model

2.2.3 Marketing Promotion Mix

2.3 Empirical Review

2.3.1 Digital literacy skills and library promotion

2.3.1 Social media use and library promotion

2.3.1 Digital literacy, social media use, and library marketing

2.4 Conceptual Framework

2.5 Summary of Literature Review

2.1 Conceptual Review

2.1.1 Concept of Library Promotion

A Library is an institution, where information resources are systematically processed and stored, properly preserved, and made easily available to users when needed without loss of time. A Library is a collection of resources in a variety of formats that is, organized by information professionals or other experts who, provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programs with the mission of educating, informing, or entertaining a variety of audience and the goal of stimulating individual learning and advancing society as a whole¹. Academic Libraries are established and maintained by tertiary institutions of learning such as universities, polytechnics, research institutes and colleges of education. Academic Libraries are libraries attached to institutions of learning above the secondary level responsible for providing information products and services to support teaching, learning, community service, and research needs of students, staff, and other clientele of their institutions and immediate environment¹.

Resources in the Library can be grouped into two parts; print resources and electronic resources. Library resources are information materials found in the Library which embody books, journals, newspapers, magazines, theses, reports, and government publications among others, these resources manifest either in print or in electronic format⁴. Print resources are the traditional resources that are found in the Library, such as books, journals, newspapers, magazines and pamphlets, bound copies of e-journals, documents generated within the university (Local Contents), proceedings of government and its parastatals, documents on Africa and America⁵. Non-Print Resources, known as electronic resources or audio-visual materials are soft copies of information that can only be viewed through the use of compatible hardware or application of Information and Communication Technology devices. Electronic resources can be found in slides, CD-ROMs, microforms, Internet, audio cassettes,

video cassette and other storage devices. These resources are called e-books, e-journals, e-magazines, e-documents, microfilms, and reference databases⁶.

The following are some of the services provided by an academic Library; Circulation/borrowing services, Reference services, Bibliographic verification services, Current Awareness Services (CAS), Reprographic services, Extension/ community services, Technical Services, Inter-Library cooperation⁷. The essence of all these information resources is to enable use by library clientele and for clientele to use the resources, there is need for awareness creation through library promotion as aspect of marketing library resources. Library resources are information materials found in the Library which embody books, journals, newspapers, magazines, theses, reports, and government publications among others, these resources manifest either in print or in electronic format⁸. Print resources are the traditional resources that are found in the Library, journals, newspapers, magazines and pamphlets, Bound copies of e-journals, documents generated within the university (Local Contents), proceedings of government and its parastatals, documents on Africa and America. Non-print resources, known as electronic resources or audio-visual materials are soft copies of information that can only be viewed through the use of compatible hardware or the application of information and communication technology. Electronic resources can be found in slides, CD-ROMs, microforms, Internet, audio cassettes, video cassettes, and other storage devices. These resources are called e-books, e-journals, e-magazines, e-documents, microfilms, and reference databases. Libraries need to provide more electronic resources because it is easier to access remotely and almost everyone with a Smartphone can access these resources. At present, there is an increase in the creation and publication of non-print materials, with online and electronic materials becoming more common and digitization in information organizations is a new trend⁹. Academic Libraries are now serving more online users with greater demands than before. However, lecturers, students, and users may not have

a clear understanding of the relevant electronic resources available, resulting in low usage statistics before marketing electronic resources, this should be one of the reasons why the library needs to promote its services and resources¹⁰.

The online revolution has provided lots of information so accessible that students no longer see the benefits of using the Library's resources and services viz-a-viz those of other information providers¹¹. The central role of the Library in the academic environment thereby becomes challenged compelling the Library to learn new skills to effectively compete for the attention of its intended users¹². Therefore, for Libraries and information services to stay viable in the current climate, it is important that they adopt marketing strategies to help meet organizational mission, goals and objectives. The library is not a profit organization that depends on grants from donors and financial allocation from the parent institute to run its operations¹³.

The Library is not a profit-making organization, hence its worth and survival cannot be determined by profit. Continued financial support for the operation of the Library may depend on the demonstrated use of services it provides, a service that is not used does not need financial aid. Libraries, therefore, have the responsibility of encouraging the use of the services they provide. By so doing, they are already marketing and promoting the Library. In this century, people live in an era of competition, and library's competitors include the internet, television, FM radios, exhibitions and fairs, leisure services, holiday services, computer games, family retreats, etc¹⁴.

Other phenomenal that trigger competition are information explosion, technology revolution, escalating library costs, and increasing competition by information providers and web-based commercial services providers as factors responsible for encouraging the library professionals to develop a marketing strategy for its operations and services¹⁵. The library is generally regarded as an information market to its users or clientele, the buyer or consumers¹⁶. However,

the library's monopoly of the information market has been broken and it has to compete to survive and stay in circulation. Therefore, to stay in circulation the librarian needs to market its resources and services to remain relevant in the world of information explosion where libraries have various other information stakeholders to compete with¹⁷.

It Increases the Value of the Library which Justifies the Funding; The library is not a profit-making organization so its worth and survival cannot be determined by profit. Continued financial support for the operation of the library depends on the demonstrated use of the services it provides. A service that is not used does not need financial support. Libraries therefore have the responsibility of encouraging the use of the services they provide. For libraries and information services to stay viable in the current climate, they must adopt marketing strategies to help meet organizational mission, goals, and objectives. Marketing has long been associated with the selling of a product to make a profit but was extended to the non-profit sector including libraries¹⁸.

However, to do this effectively, Libraries and librarians need to embrace the total marketing and promotion function which involves market/promotion research and analysis, service planning and promotion¹⁹. The success of any Library should be to get users to utilize the resources and services in the Library. This can be achieved by creating awareness and educating users on the benefits of using the Library's resources and services. To achieve this, various strategies have to be adopted by librarians and information professionals in marketing their products and services. Libraries and librarians must as a matter of utmost commitment embrace marketing and promotion to attract more users to the library²⁰.

Promotion in the context of libraries involves the provision of Library resources and services, using different tools and technologies to create awareness, attract and improve library patrons' use of the library resources and services²¹. The aim of promotion is informing the users (active and potential) of the varieties of services that a library has provided²². To

remain viable in the environment of competition from other information sources such as web-based commercial services, libraries must promote their services to make strong connections. For Libraries and information services to stay viable in the current climate, it is important that they adopt promotion strategies to help meet the organizational mission, aims, goals and objectives²³. Since the library is not a profit organization, it highly depends on grants from donors and financial allocation from the parent institute to run its operations the library is obviously for the sake of emphasis is not a profit-making organization, hence its worth and survival cannot be determined by profit, continued financial support for the operation of the library may depend on the demonstrated use of services it provides, a service that is not used does not need financial support²⁴. Libraries therefore, have the responsibility of encouraging the use of the services they provide to gain further grants and funds allocation for effective running of the Library activities. The significance and impact of the services provided by an academic Library are determined by the level of the library patronization by users, the Library is established to serve the patrons, if the users do not make use of the Library we can say its main purpose is defeated. To ensure, increased patronage library needs to embark on marketing and promotion. Marketing and promotion of information in the library is creating awareness of the available resources in the library. Marketing is the process by which companies create value for customers and build strong customer relationships to capture value from customers in return²⁵. Marketing of library resources and services is creating the right products in the form of books and non-books material and letting the right people (the patrons) know you have them and creating conducive environments for utilizing the resources. Marketing and promotion is being able to study the needs of a particular group of people and in turn, designing the right products and services that will best serve their needs²⁶. The librarians need to market their goods which are books and non-book materials.

In the library setting, marketing is instruments through which both raw and processed information are transmitted to its users²⁷. It is the marketing of information-based products and services. These products include books, journals, CDs, databases, electronic journals, newspapers, and etcetera. The products and services can be marketed to satisfy the needs of library users²⁸. Marketing and promotion is an integral part of the library service, because it has to do with basic principles of librarianship, that is, to develop good collection and user-oriented service. Libraries have only recently become aware of the need to market their products and services. Library and information products and services are now being recognized as commodities that can be sold, exchanged, lent, and transmitted. Therefore, Nigerian libraries need to learn why and how to promote their information resources and services to users²⁹.

Promotion is the activity, set of instructions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large³⁰. Promotion is the management process through which goods and services move from concept to the clientele, it includes the coordination of four elements called the 4 p's of marketing; identification, selection and development of product, determination of its price, selection of distribution channel to reach the customer's place, and development and implementation of promotional strategy³¹. The true essence of above definitions of promotion is that: there are human needs, wants, and demands to be met (the product, service); the offers have ability to satisfy customer needs; the exchange of product or service is the primary activity for payment; the identification of favourable marketing opportunities and avenue for selling: persuading clientele on what you do, utilizing persuasive logics to attract the customer. There are many different and varied definitions of marketing and promotion, but many share the common consensus that marketing and promotion is a customer-oriented

strategic management process, which needs both strategic planning and ground-roots action to be successful³².

Marketing and promotion have been traditionally applied to the product-based profit sector; however, it could be adopted for use in the services-based non-profit sector as an effective way to meet organizational and customer needs. Marketing and promotion include a variety of activities such as identifying the wants and needs of users and developing marketing strategies and needs to be a daily activity for every staff in an information organization. It is an integral part of all short-term and long-term planning in any information organization and is a means of growth and success of any information organization³³. Marketing and promotion is an organizational process that establishes the relationship between customers' needs/demand for products and services and delivered them through achieving the goals of organization³⁴.

In the academic Library setting, the promotion of information resources and services entails understanding the objectives of the library, researching the needs of the target users, packaging the Library and its services to meet these needs, and then promoting the Library and its resources and services to attract the target users. Promotion is a long-range activity or group of activities which involves identifying the customer's needs, repackaging those products/services tailored to the needs of the clients, promoting it so that clients know about it³⁵. The aim of promotion is informing the users (Actual and potential) of the multiplicity of services that a Library has provided³⁶. There are two key purposes of promotion, achieving objective/goals of the academic Libraries, and satisfying user/customer needs and wants³⁷.

To facilitate this, marketing is the function by which the Library keeps in touch with its constituents via constructing sound mission and vision statements, understating Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses, conducting data-driven research and assessments, and creating improvement plans for implementation. Marketing also

includes revealing, communicating, and advertising resources and services, otherwise known as promotions, to promote is to design educational methods to stimulate constituents' interest in using Library resources and services, it involves ongoing activities that strategically reveal and advertise Library resources and services. For example, a Library should only promote a finite number of new resources at a time. Promoting too many at one time will create information overload and may be counter productive. Promoting, therefore, should raise the general users' awareness of the Library offerings³⁸.

The essence of promotion involves finding out what the users want and then setting out to meet those needs. The main objectives of libraries today are to obtain self-sufficiency in their resources and to provide the optimum level of services to reach more potential users and encourage the use of library resources, to put it in simple words satisfying user/customer needs. No Library can exist without the users. The entire human and material resources in a Library are put in place at considerable expense for the overall purpose of providing effective services to the Library users³⁹.

Promotion is essentially the means or ways of informing or persuading clientele on what you do and what you can do, promotion includes utilizing persuasive information about general information services and communicating this information to the target market segment that is potential clientele⁴⁰. Before promotion, the library should make sure the services and products they are promoting are cutting edge, because it will be illogical to promote resources that are out dated and services that are not actively running, so it is important a Library get these facts in place first. Marketing and promotion of library resources and services serve various functions⁴¹.

Generally, the essence of library promotion is that; it increases users' patronage; essentially promotion is the means of informing your users what you do and what you can do. The success and survival of libraries are dependent on getting the users to use the library

resources and services. A library without users is worthless, to succeed there is a need to make the users aware of the existence of the library and its services and this can be achieved through promotion. The librarian may wonder why no one is coming into the library to use the resources; journals or collection of books and electronic databases, if they do not know, how would they come? Therefore, librarians must see themselves as salesmen who must dispose of their goods and services to those who need to be told and convinced of the need for such goods and services. Librarians need to market their information products and services; proactive information dissemination needs to be carried out by Librarians. Proactive information dissemination involves making available specific information contained in books, to users that need or that may need them⁴².

Special libraries in Ghana are facing challenges in making their services felt within their parent's organization. Marketing strategies are, therefore, one of the ways to make these libraries' services known to their parents' organizations. Marketing the library service is not about selling services only; it is about spreading knowledge about the existence of the library and its resources using different tools. It is about keeping the clients in touch and informed about resources and services that match their interests⁴³. The success of a library depends on marketing, mainly on convincing the clients that the tools or databases are worthwhile, they are made to understand what the services are and being enthusiastic about the resources. Therefore, marketing of library materials increases the users' patronage of the libraries. It enables the libraries to survive in this era of information explosion and digital age for libraries to survive in the present world of information explosion and internet age, they need to market their goods and services.

Promotion in a library setting can be referred to as the method used to provide information to users about the library services and resources, ensuring that users are aware of the services and resources available⁴⁴. The marketing mix refers to a set of variables that can be used by a

library to promote its services and resources to users. The marketing mix is traditionally referred to as the 4Ps: price, product, promotion, and place; however, the fifth P, people, is now commonly included. Although the marketing mix was developed to impart the advantages of a tangible product, with a focus on product marketing, the literature agrees on the importance of applying this focus to service promotion. As the need for the promotion of services has grown and is now more widely recognized, the marketing mix has been refined and adapted to include services, not just products to attract more and more users to the library, Library staff need to extend promotion and cooperation to users and marketing their services. The basic purpose behind the promotion is to educate the users on how to use the library and its resources and also to upkeep their knowledge by providing information appended in various sources available in the library⁴⁶.

Like the Company's promotion and marketing concepts, library promotion and marketing services are different. The primary purpose of marketing company products is to increase sales and ultimately to gain more profit from it. The libraries are non-profit organizations; It is social organizations and service centers and they aim to increase users' information needs satisfaction. There are several ways by which librarians can attract users into libraries using extension activities or other publicity methods. All of these can be done through promotional techniques like libraries' producing materials (brochures, flyers, library e-mails, library websites, reading lists, bibliographies, Newsletters, posters), events (users' education, library orientation, workshops, seminars, Library display, exhibitions, social media, and others. As non-profit organizations, libraries and information centers cannot avoid marketing practices. Libraries/information centers as non-profit organizations have constituencies, e.g. clients to whom they provide services, and the parent institution they receive funds⁴⁷.

Libraries should market their services for the following reasons: Marketing enables librarians or information managers to understand the real needs of users for making good management

decisions, which will in turn help in providing maximum information services to users more efficiently and effectively. The librarian and information manager are not only interested in the users who use the services regularly. But he is also interested in non-user groups. Marketing plays a vital role in identifying the information needs of non-users and helps to provide them with necessary information. Librarians and information managers need to present their users' services as an indispensable part of the organization and try to justify the claim that their clients/users cannot do their jobs efficiently or effectively without a Library service. In this way, marketing techniques and tools will help Libraries and information services receive more funding for their patrons. Marketing may help to improve the image of the Library and information profession through collection of revenue performing different services to users.

Unlike traditional marketing which is organization-focused and for a specific product, libraries and information agencies are client-focused organizations focusing on clients and meeting their needs, and need to adopt services marketing⁴⁸. Services are the intangible products that libraries now have to promote to compete with external competitors. Libraries face numerous challenges such as restricted funding and increasing user expectations, as they identify, develop, deliver, and monitor service offerings that are superior to their competitors. However, these challenges offer opportunities to provide better services for users by redefining customer relationships through the use of marketing strategies to build and strengthen ongoing relationships with customers⁴⁹.

Effective marketing provides how users are made aware of the services of the library and their value. Heavy patronage determines the worth of the library and justifies the value of the funding of the library. Effective marketing is only one of the factors that determine library use. Libraries depend on the support of the people they serve for their survival. A library should, therefore, communicate, and work with its customers and funding authorities to

provide information about what the library is doing and to enable the library to learn about the community it serves. Marketing of library resources and services enables the library managers to justify the funds expended on the library⁵⁰.

Developing a strategic promotion plan will boost the level of the Library's patronage clients, some promotional techniques are the introduction of current awareness services; exhibition and display, selective dissemination of information; bulletin boards; complaints/suggestion boxes, clientele education courses, electronic billboards, audio-visual services, online dissemination of information via the Internet technology by creating links for current information on the Library portal⁵¹. One of the effective means of communication the library can use is clientele education, the academic library can reach out to newly admitted students by organizing. exhibition and seminars on educating the students about the value of the library, the assistance the library can offer, and the resources that are in the library's repository, and make the students understand that the library is there solely to serve them.

This seminar is quite different from the user education Users' education, is a compulsory one-credit unit course taught under general studies (GST 104), the user education compulsory course helps students get acquainted with the idea of a Library, but it does not create the required public relation between the Library and the students, because they see it as a course which they need to study and pass the exams without really understanding the true essence of it⁵².

The Library can also decide to collect phone numbers or email addresses of students which they will use in Current Awareness Service (CAS) and Selective Dissemination of Information (SDI) to students in the institution, this can help in keeping in touch and continuous communication can help strengthen relations. Many Library resources and services may go unnoticed by constituents. Promotions should therefore be tailored to specific user groups. For example, information about resources offered to distance learners

should target the distance learners' market base. Focus promotional efforts by devising a means to communicate with those most impacted, linking what Libraries offer those er to those who want to use them⁵³. Library promotion techniques are introduction of current awareness service, exhibition and display, selective dissemination of information; bulletin boards; complaints/suggestion boxes, users education courses, electronic billboards, audio-visual services, and online dissemination of information via the Internet technology by creating links for current information on the Library portal. Eye-catching displays, interactive websites, aggressive advocacy, advertising, direct marketing, book sales, friends' groups, contests, good media relations, public presentations, and other new technologies. Libraries use social media tools to enable community-based input, interaction, content sharing, discussion, and collaboration. Surveys, usage statistics, instructional sessions, posters, tours, websites, emails, word of mouth, press releases, social media tools, and special events can be used to market electronic resources⁵⁴. Promotion of library's services marketing relies on developing a chain of marketing campaigns. Our marketing plan suggests coordinating with Public Relations Management in the university to carry out a set of promotion campaigns like exhibition campaigns, and visitor campaigns with consideration of the following in each campaign: identifying the goals of the campaign, target audience, channels suitable for the targeted audience, and transmission of the right message to achieve the best influence ⁵⁵.

Designing a logo for the promotion campaign is important for the promotion campaign to own a logo. The logo is the element that matters most in designing any advertisement campaign. It is Branding which is a crucial part of the marketing process as it clarifies the goal of the campaign. Therefore, our plan of creating a promotion logo for sensitizing campaigns about the importance of e-resources and their usage is engaging for the beneficiaries themselves. This is intended to be carried out through organizing a competition for beneficiaries to produce the best logo that triggers feeling and understanding of the efforts

the library is making to provide the e-resources, besides transmitting a clear and consistent message to promote the library. The quality of designing campaign materials: Our plan of e-resources marketing relies on making the promotional materials including presentations, animated films, and brochures well designed in a way that attracts attention and large numbers of service beneficiaries, in consistency with the colors of the promotion materials in the university, and all of this will be done through coordination with a unit of University Identity Design. Smart exhibition of the campaign materials: the strategy of promoting the resources is based on participating in the promotion events of the university, whenever the university organizes special events inside or outside the campus⁵⁶.

The initiative is “You Are a Partner”. It aims to incite students, faculty members, and researchers to support the digital repository with their e-book productions, free access research studies, electronic presentation, and their productions of different media (drawings, pictures, graphs, video clips, voice recordings of lectures or books) to share them with all users of the digital repository of the university. Supporting collaboration operations, participating and sharing between beneficiaries to raise awareness towards the importance of e-resources, and exchanging their usage. Finding partners for promotion campaigns like publishers in the local society to contribute to the budget of promotion campaigns, with a return of printing their logos on the campaigns prints, brochures, stickers, posters, and others. Libraries’ Produced Materials Techniques, Libraries produced some materials as techniques for promoting their resources and services. They are brochures, flyers, library e-mails, library websites, reading lists, bibliographies, Newsletters, posters, etc. A good website helps to bring services and resources together in a unique way because it is a direct link between the library and its specific users (for example students and academics) and the services it is seeking to promote. It also provides a channel for communication with target clients. Some media can be cross-functional; for example, traditional tools, such as flyers, brochures, and

posters, can be used to promote events and programs, which are promotional tools in themselves. Newsletters can introduce new developments as well as highlight current services. Target audiences can be easily and effectively targeted through e-mail lists and the Internet. These services are cost-effective, as they require little investment in resources and reach the intended client directly⁵⁷.

Another promotion technique is special programs and events promotional techniques, Libraries organize special programs and events like library orientation, workshops, and seminars to educate their users about the activities of the library. As far as library activities are concerned, the users are illiterate. The tremendous increase in the volume of publications has resulted in the complexity of libraries and the methods by which literature is organized and disseminated necessitate the users' education. Users need assistance and guidance (Instructions, Initiation, and education) to know how to use what and what type of services rendered by the library. Broadly it means to bring awareness about or to guide the users, about library facilities, collection, services, introduction to the library technique and information sources; library rules, library procedures, library timing; senior library staff or teachers of library science and other relevant information about the library that will make utilization easy for the users⁵⁸.

Library display and exhibition as promotional techniques, library display is the technique of collecting and arranging information resources like books, serial articles, theses, photographs, diagrams others on a central theme in a prominent place for a short time to attract the attention and arouse the interest of users in the topic presented. Displaying or exhibition means that the library is demonstrating or showcasing what it has to offer to the various interest groups: businessmen, academics, artists so on. Library display helps to draw attention to the items or programs the library is promoting. Library display and exhibition helps to create signs for the library programs at a particular time or points library patrons to the

correct area of the library. It helps to draw the attention of users to new books, special collections, under-circulated titles, and services that are offered within the library that go unnoticed⁵⁹.

Successful marketing is made possible by determining how and where to contact your clients. To determine this, Libraries issue surveys to the various users, and the results help librarians conduct highly effective marketing and, therefore, avoid wasting time and money on superfluous initiatives⁶⁰. Academic libraries support the teaching and research needs of the institution they serve. It is the library's responsibility to ensure that the use of its information sources, resources, and services are maximized to benefit its users; hence the necessity of marketing these available resources is non negotiable⁶¹.

Library services are those Activities or functions that are offered in the Library to assist users with their information needs. These services include Circulation /borrowing services, Reference services, Bibliographic verification services, Current Awareness Services (CAS), Reprographic services, Extension/community services, and Inter library cooperation. If these services are properly marketed, they will promote and attract more clients to the Library and also help users meet ends to their information needs⁶². Other services are indexing and abstracting, which is a means of such description to provide access to their identification and retrieval. Marketing indexing and abstracting services by academic Libraries will enhance users' awareness of how to locate materials in the subject area they need as well as provide summaries of the contents of reading materials in the Library thereby serving as time - a saver for Library users, if Current Awareness Services (CAS) are marketed, it will maximize patronage and further satisfy their needs in the mirage of published materials⁶³. And services like reprographic services, Photocopy services, Bibliographic services, Internet services.

Libraries can carry out current awareness services through methods like electronic mail and bulletin board services, news clipping services, content page services, abstract bulletins,

Table of contents (TOC), Really simple syndication feeds (RSS), blogs, and news alerts. Resources in the Library can be grouped into two parts; the hardcopy resources i.e. print resources and the soft copy materials i.e. electronic resources.⁶⁴

The mission statement of any Library should be to satisfy the information needs of users at the right time and place. The only way to accomplish this mission is when libraries effectively market the Library's resources and services. The survival of a Library depends among other things on its image. This image should be the outcome of the quality and effectiveness of the services, the ability to anticipate the desires and requirements of actual and potential users, and their fulfillment⁶⁵. The purposes of marketing are, achieving the objective/goals of the academic Libraries, satisfying user/customer needs and wants and establishing relationship with users. For Libraries to remain competitive in the current climate and to meet the challenges, they must understand and use marketing strategies to achieve organizational goals and objectives. Marketing can be useful to information organizations. It enables information organizations to deliver the services and resources needed by the users to encourage new users to utilize the services and resources and inform users about new services and resources⁶⁶.

The importance of marketing also lies in its ability to help information organizations develop and promote their services and resources, and to produce the values that are fundamental to the survival of information organizations. The challenges of budget cuts, increased user base, rapid growth of materials, rising costs, networking demands, competition by database vendors, and complexity in information requirements are forcing professionals to adopt marketing to improve the management of Library and information centers are some of the reason that necessitated marketing in Libraries⁶⁷.

Empirically, marketing tools such as the Library website, emails, bookmarks, posters, flyers, table tents, and social media are widely used among Libraries to extend outreach efforts⁶⁸. On

the other hand, those traditional tools, such as flyers, brochures, and posters, can be used to promote events and programs, newsletters can introduce new developments⁶⁹.

To cut costs in marketing library services and resources promotional services which are cost-effective, as they require little investment in resources and reach the intended patrons directly include digital media and print media. Digital media such as library Website, E-mail services, Web page alerts, Library portal, OPAC, Online surveys, Webcasts and Web announcements, Online advertising Social Network sites such as Facebook, Twitter, Flickr, YouTube, Blogs, Wikis, RSS, Web 2.0. Print media: Booklets, Flyers, Banners/Posters, Bookmarks, Newspaper alerts and newsletters, Use Statistics, Library publications, Annual calendar, Feedback form, Postcards/Letters, and surveys. Events and Activities: Workshops, Seminars, Education and Orientation, Word of mouth, Classroom Instruction, face-to-face events, Library tours, Training sessions, and One-to-one conversations. In a study on the strategic issue of marketing of web-based information resources and services via Library websites in Academic Libraries in Nigeria, the authors discovered that academic Library websites were underutilized for marketing information resources as this development is evolving. It recommended that there should be a national policy on the standardization of criteria for the development of Library websites in Nigeria set up by the Nigerian Library Association (NLA) and Librarians' Registration Council of Nigeria (LRCN)⁷⁰.

A piloted research on challenges associated with the Marketing of Information Resources and Services in Federal University Libraries in the North-West zone of Nigeria, study involved Heads of Readers services in (5) five Federal University Libraries, they concluded that the major challenges associated with marketing of information resources and services by the Libraries include inadequate funds to provide relevant resources and services as well as to support the marketing activities, inadequate support from the parent institution, inadequate staff to provide the necessary services with professionalism among others⁷¹.

Libraries are to use a differentiated strategy, a situation whereby Libraries distinguish owned products or services from all other Libraries' products and services while capitalizing on competitive advantage the authors consider the differentiated strategy an exceptional advantage over other Libraries and other competitors offering the same product or service⁷². Public Libraries in South Southwest market their information products and services and also they lend materials, user education, school services, and referral services are highly available. Quick and long queries, adult literacy programs, reading list and bibliographies, indexing and abstracting among others were available as translation services, rental of premises and CD-ROM services are not available also findings on promotional strategies for marketing information products and services reveals that the majority agreed with display and exhibition as well as the creation of conducive environment as the type of promotional strategies adopted in the public Library boards studied⁷³.

Marketing strategies employed by state universities, the results revealed that user survey studies, books, inter-library loan services, and improved borrowing privileges were prevalent marketing strategies used by librarians, it also they discovered that unstable Internet connectivity and inadequate funding were identified as major challenges to effective marketing of Library products and service⁷⁴.

A research in Academic Libraries located in Southwest, Nigeria, aimed at investigating the need for marketing strategy as a tool for Library and information services delivery by academic Libraries using the various technology-driven facilities. The study revealed that not many methods are implored by the academic Libraries in service delivery. Old and traditional methods of service delivery like face-to-face and notice board approach still topped the list of methods used in service delivery. Also, some of the technological-driven strategies are not so embraced in service delivery; this may not be unconnected with the inadequate skills of information professionals. The authors recommend that academic libraries should fully

embrace as many marketing strategies as possible to enhance their service delivery, Library and information professionals should strive to obtain the necessary skills required to operating various strategies especially where the use of Information and Communication Technology is concerned. Librarian liaison: The librarian liaison is the linking agent between the academic library and the faculty where he provides his services ⁷⁵.

Many studies recommended the importance of training on how to access and effectively use e-resources to acquire beneficiaries' search skills which are among the sections that participate. During these special events of the university and other events, our plan suggests that the Deanship of Libraries Affairs participates in marketing campaigns to publicize these available e-resources, sensitizing involved parties about their importance, and the importance of using them for teaching, learning, and scientific research purposes. In this context, our plan suggests creating a mobile display kiosk, which is a display platform consisting of portable computers tablets, or smartphones linked to LED display to participate in all promotion events in the university, to promote e-resources inside or outside the walls of the library within different colleges and departments. This promotion tool is not expensive, and it is easily designed and can be modified easily; thus, it will undoubtedly contribute to enhancing the use of the library's resources, in addition to increasing the analytics of using those resources to achieve knowledge and economic benefit as a return from the subscription fees in those resources⁷⁶.

Exhibits are a valuable part of the marketing plan for e-resources. The entrance of the library is then one of the ideal places for exhibits. For example, the building of the main library in the university has a large space directly after the main entrance, where the office of main services is located. That area provides a good and attractive appearance range of sight, and it can be used as an exhibit place to enhance access to electronic library resources, and its services, and sensitize faculty members, students, and researchers at the university about its

importance. Publications: University publications including magazines and booklets are one of the best sources to reach a large base of audience. Our campaign suggests using these publications to promote the e-resources subscribed in or the new ones, sensitizing about their importance, and methods of use through placing advertisements inside these publications which can contribute to achieving the goal of the campaign⁷⁷.

In a study titled "Effective marketing techniques for promoting library services and resources in Academic libraries", there is a mixed response to such explanations, the entire response resulted that the majority of the respondents agree with the statement that "Signs, symbols, handouts, library brochures library tours, guides and demos help to enhance the application of library and information services.", followed by the statement "Both publicity and personal contact will create awareness among the users about the new and existing information products/services". The analysis of promotion reveals that Signs, symbols, handouts and library brochures, library tours, guides, and demos help to enhance the usage of library and information services (Mean=4.52, SD=0.929), Both personal and publicity relationships would develop conscience among the users about the fresh and current information products and services (Mean=4.35, SD=1.57), User surveys and personal interviews be conducted periodically (Mean=4.25, SD=1.042), such information is necessary for users to utilize and gain the benefits of products/services of the library when their usage is minimized or completely missing. (Mean=3.81, SD=0.963), conducting a user-orientation program is an important activity of a library for the promotion of its products/services (Mean=4.69, SD=1.023). The study further revealed the response of users of three university libraries regarding promotion. It was indicated that "signs, symbols, handouts, library brochures, library guides, posters, and new arrival lists help to increase the use of library and information services.", followed by the statement "both personal and publicity contact would develop the conscience among the users about the current and advanced information services/

products”⁷⁸. Library services and resources that are available for marketing, Library services, and Library resources were presented to the respondents and they were requested to indicate the Library available services and those that were not available for marketing in the Library. The responses were Reference services are the most available services for marketing with 100% availability, followed by Indexing and Abstracting services (96.55%), Internet access (93.10%), and Current awareness services (93.10%), lending services (89.6%), Provision of seating and study facility (79.31%), Reservation services (75.86%) and Library publication (75.86%), Translation services is the least with (62.02%). While for resources, Books, Journals and Newspapers are 100% available for marketing, Magazines (89.65%), Pamphlets (82.75%), e-books (86.20%), e-journals (86.20%), e-magazines (75.86%), CD-ROMS (65.51%) were all available for marketing, However, the results show that Video cassette and Audio cassette were not available for marketing. Services provided should include everything that helps a Library user to have easy access to information resources. The findings from the study further revealed that academic librarians agreed that Library services are marketable to Library users. The most service available for marketing is Reference service, Reference service is very important because it helps establish contact between a user and the right information or resource at the right time, thereby saving time for the user⁷⁹.

Reference sessions teach students the critical thinking skills necessary for using Library information resources and are one of the basic services provided by the staff, particularly to new students of the institutions in Nigeria. The respondents agreed that indexing and abstracting is the second service readily available. Indexing is a superior technique for retrieving relevant information contained in documents stored in the Library, abstracts, index entries, title listings, and other forms of document representations are highly organized and detailed guides that lead users to the originals that the Libraries are expected to furnish, in addition to acting as guides, document representations also to provide the user with means of

appraising the value of the available literature, its relevance to his area of interest, and his need for the original. Library's collection, products and services, staff as well as goals and objectives of the Library (mission statement) are marketable to Library users.⁸⁰ Similarly, Libraries can market their collections (books, periodicals, videos, and films) and services (circulation, Library and document delivery, online searches, reference services and contracted services from other providers, bibliographic instructions) provided by the staff of the Library. From the result, it is evident that the Library has both traditional book and electronic resources, traditional books, journals newspapers are the most prevalent followed by e-books and e-journal⁸¹. Traditional resources are books, journals, newspapers, magazines, and pamphlets⁸². While for electronic resources are as e-books, e-journals, e-magazines and e-documents⁸³.

Research on current techniques employed and the extent Library resources and services market them in Mustapha Abba Library, Federal College of Education, Yola, respondents indicated that the provision of electronic access to information ($x=3.79$) ranked highest followed by Exhibitions and display of new arrivals ($x = 3.68$) and Access to Internet and computers ($x = 3.65$) and Organizing trainings, seminars and workshop for academics and students ($x = 3.65$) amongst other strategies. The least indicated technique is Online advertising ($x=2.48$) which is below our average mean score, with this regard it is considered not available, bulk text message for CAS ($x = 2.51$), while Library tours and Organizing Library week both have a mean score of ($x=2.55$), Use of leaflets and posters ($x=2.62$), Sending personal letters to users through Emails and text messages ($x=2.68$) and Use of web 2.0 or social media platforms ($x = 2.86$). Using the weighted mean ($x = 2.50$) as the benchmark to determine marketing techniques, it can be deduced that Provision of electronic access to information to market Library services and products, Exhibitions and display of new arrivals, Access to Internet and computers, amongst others are prevalent strategies used

by respondents. Bulk text messages for CAS, Library tours, Organizing Library Week, and selective dissemination of information techniques are least utilized by respondents, while Online advertising is not so prevalent. This is because the mean value of the indicator is lower than the weighted mean score⁸⁴.

As indicated in the responses concerning techniques used by librarians in marketing Library services “provision of electronic access to information” to improve Library services and information products was rated high. Electronic Information Resources (EIRs) have gradually become a major part of academic Library collection, Librarians have purchased subscriptions to many electronic information resources to provide users with access to them free of charge, and effective marketing of EIRs can help Libraries, reach all their users and let them know that they have a large collection of convenient, easy to use, high-quality resources⁸⁵. The highest marketing strategies employed in rendering Library services is sending bulk text messages to Library users in a research carried out in six (6) Universities in South-western Nigeria⁸⁶. The second most rated item is Exhibitions and display of new arrivals. Exhibitions and displays of new materials are a very efficient and cost-effective technique in marketing Library services. Importance of marketing Library and information services through displays and exhibitions. The exhibition can boost current awareness in the Library because it allows Library clientele to know the existence of materials in the Library”. Exhibitions of Library materials to users are a powerful means of advertising the services and educational values of the institution in general and the Library in particular. When information materials are displayed attention can be drawn to new arrivals, special collections, reserve materials, and services that are offered within the Library that often go unnoticed. In a study majority of librarians agreed with display and exhibition as an effective marketing technique⁸⁷.

Another technique that is used to a great extent is ‘Access to the Internet and computers as part of Library Services. The Internet doesn’t just attract more users to the Library but it

assists in meeting the information need of users. the Internet is taking people away from the Library because it provides easy access to information at one's comfort, but the fact is the Internet and the Library can coexist together as long as the Library integrates the Internet into its services⁸⁸. Nigerian students preference Internet over Library was influence by it relative accessibility, knowing this fact, the Library can provide access to free Internet access and computers to attract users (which is one of the objectives of marketing)⁸⁹. Although, it takes time to set up and maintain services on the Internet, it can reap rewards in terms of user satisfaction and recognition. The Internet has the power to improve the Library's image and also allow the Library to offer enhanced services. It is quite unfortunate the Library does not utilize online advertisement, web 2.0, and social media as a marketing strategy⁹⁰.

Unfortunately in a sense, institutions exploit the Internet to provide a platform for establishing a presence in the marketplace to offer products or services, the author further stated that "In the world of the information society, where millions of people are connected online, the Internet has become the best, most widely visible display case for companies and institutions to gather users and clients"⁹¹. Also, libraries use social media tools to enable community-based input, interaction, content sharing, discussion and collaboration⁹².

Several techniques are being employed in the marketing Library. However, the most commonly used techniques are the Provision of electronic access to information followed by the exhibition and display of new materials. This technique is very effective in the 21st century as every institution is going digital, provision of electronic access to information will accommodate a new segment of users of the Library, so the library should purchase subscriptions to many electronic information resources to provide users with access to them free of charge, effective marketing of EIRs can help Libraries, reach to all their users and let them know that they have a large collection of convenient, easy to use, high-quality resources. Exhibitions of Library materials to users are a powerful means of advertising the services and

educational values of the institution in general and the Library in particular 93. The importance of marketing Library and information services through displays and exhibitions, exhibitions can boost current awareness in the Library because it allows Library clientele to know the existence of materials in the Library”⁹⁴.

2.1.2 Concept of Digital Literacy Skills

The term digital literacy appeared to capture the set of skills and dispositions required for the effective use of digital media. It refers not only to the skills and capacities required to use digital texts but also to a disposition toward the digital that is both critical and creative. In these early conceptualizations, digital literacy had a normative function, with little focus on the everyday literacies individuals bring to their use of digital media. digital literacy emerged in the United States and can be traced back to the publication of Paul Gilster’s book *Digital Literacy* in 1997. Gilster’s landmark work first defined the skills needed to critically navigate information in an increasingly digital world. Digital literacy is an umbrella for several complex and integrated sub-disciplines or “literacies” such as ‘Cognitive skills’, ‘Computer Literacy’, ‘Media Literacy’, ‘Communication Literacy’, ‘Visual Literacy’ and ‘Technological Literacy’⁹⁵. Covello’s work was used as a guideline for this study as his study.

Librarians must be able to do information tracking and digital literacy. Though digital literacy can be approached in different ways, educationalists and policymakers have hardly considered the expertise of digital specialists such as information, IT, and media professionals to understand what digital literacy entails. These professionals, including, for instance, librarians, website designers, systems analysts, IT managers, editors, and journalists, master a wealth of skills and knowledge, from the ability to use digital media to knowledge about how online content circulates in the digital age, along with the role of the internet⁹⁶.

As it was first defined back in the late 1990s, digital literacy refers to “the ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers” and, particularly, through the medium of the internet⁹⁷. Digital literacy is the ability to access, organize, understand, evaluate information that includes multimodal outlook through digital technologies and engage in the rapid growth of the digital communication channel by interpreting, managing, sharing and creating meaning. The skills included in digital literacy encompass the competence to analyze information critically called cognitive skills, interpret visual media known as visual literacy, operate digital contents or software literacy, and utilize computers and technologies. It is the ability to locate, organize, understand, evaluate, and analyze information using digital technology. It is not just being computer literate but using digital technologies to communicate information using digital platforms⁹⁸.

Digital literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet. It is the confident and critical use of information and digital technologies to enhance academic, personal, and professional development. It is the ability to use digital technology, communication tools, or networks to locate, evaluate, use, and create information, understand it, and use information in multiple formats from a wide range of sources via computers and perform tasks effectively in a digital environment⁹⁹. Digital literacy represents a person’s ability to perform tasks effectively in a digital environment; digital means information represented in numeric form and primarily used by a computer, and literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation and to evaluate and apply new knowledge gained from digital environments”. Digital literacy presents several perspectives on how the development of digital technologies changes conceptions of text, of writers, and readers, and finally of literacy itself (Erstad, 2010). Digital literacy is often employed as a variant of

media literacy, with research focusing more on its functional or critical dimension. Functional digital literacy refers to the practical skills necessary to use digital technologies, including operational, information navigation, social, and creative skills¹⁰⁰. In addition, it can be understood as including general dispositions towards the internet, in relation, for instance, to its advantages and disadvantages for social interaction and online activities¹⁰¹. The definition of digital literacy changes as per different authors because new technologies and innovations change the way people utilize technologies and perform tasks. Also, each author or organization has agreed that the concept of 'digital literacy is a multidimensional concept entailing a complex integration of technical skills, cognitive skills, and meta-cognitive processes as well as civic engagement and ethical awareness¹⁰².

Recent authors define digital literacy as the ability and awareness to use emerging digital technologies to perform tasks while demonstrating proper socio-emotional skills in a digital learning environment¹⁰³. Following the model developed by Ng,¹⁰⁴ digital literacy embraces the perspective of cognitive, technical and socio-emotional learning in an offline or online mode. A cognitive aspect includes choosing the technology, searching, assessing, and selecting information using critical thinking skills, etc. Technical abilities are a key component of digital literacy and its dimensions include owning the skills required to operate digital technologies for learning. The socio-emotional dimension is associated with the behavior of an individual in using digital technologies. Digital literacy has also been identified as the key competence in the Europe 2020 Strategy because it can be considered the spine of the current educational pedagogy as it plays a vital role in a student's education life¹⁰⁵.

Digital literacy significantly enhances graduate employment ability because it empowers graduates to achieve more in a digital economy¹⁰⁶. In the labor market, 90% of jobs require excellent digital literacy competency. As society becomes more digital in their everyday task,

knowledge, attitude, and skills are essential to be digitally literate. Being digitally literate today is not confined to having digital skills which refer to just understanding the hardware and knowing how to use the software. Digital literacy is a set of competencies to fit into a knowledge society. These competencies include knowledge, skills, and behavior to effectively use digital technology and smart devices such as smartphones, tablets, laptops, and personal computers for purposes of collaboration, communication, support, and expression. Digital literacy includes information management, digital skills, ethical awareness, etc. It has been posited that to make effective use of technology for learning, one needs to have a certain level of digital literacy¹⁰⁷.

To be considered digitally literate, people must have multiple literacies to use digital technology efficiently and effectively as digital literacy requires an understanding of the various types of information as well as an integrated understanding of these types. In other words, digital literacy means more than just being able to use computers or technologies for a task. An individual needs to develop functional skills, values, socio-emotional skills, and behavior to become a digitally literate person. Digital tasks include reading digital instructions from the user interface, using digital tools to reproduce or create something new, using online materials to construct new knowledge, evaluating the validity of Internet information, and having a proper understanding of Internet ethics. Digital skills or technical literacy only focus on how to use technology while digital literacy goes beyond operational skills. For example, a digital skill would include a student knowing how to download an image to insert into presentation software.

Digital literacy focuses on choosing the appropriate image, recognizing copyright licensing, or getting permission to use the images¹⁰⁹. The ability to understand and use information from different types of information sources through computers, is called literacy in the digital age¹¹⁰. The ability to understand and use information in various formats from some computer

resources¹¹¹. Skills operate the tools, such as computers and mobile phones, and the skills to adjust the capabilities and limitations of the device under certain circumstances¹¹². Digital literacy was seen when individuals could exploit the potential of digital tools for the common good, contributing fully to equity and development, and becoming an investment tool for the welfare of society. Digital literacy is the ability to operate computers and ICT devices; know the legality aspect of digital information usage; innovate the ICT usage for community life; select digital information; and socialised internet usage for the community; and doing e-learning for the people¹¹³. It also includes the ability to operate computers and digital devices; track information on the internet; know the digital information format (file); assess something found in online media; read the text presented electronically; and have a right information retrieval strategy¹¹⁴.

The constructs or indices to measure digital literacy in this study are Technical skills, cognitive skills, and socio-emotional skills. Therefore, the conceptual definition of 'Technical skills' is the use of digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information to function in a knowledge-based society¹¹⁵. Technical skills is the use of ICT applications such as spreadsheets, word processors etc, engaging with online communities and in eLearning¹¹⁶. The definition of 'Technical skills' was more of conceptual rather than procedural and the term 'literacy' was seen to be reliant upon specific tools rather than involving a meta-level definition¹¹⁷. There have been varied definitions of 'Technical skills' as it meant differently to different groups, for example, The European Commission, defines 'Technical skills' as 'learning to operate technology' without it including any 'higher-order skills'¹¹⁸.

The term 'Technical skills' has implied the inclusion of cognitive skills and computer literacy, not realizing that IT is a synonym for 'computer literacy' and 'cognitive skills' is a broad term on its own. To embrace the growing use of digital technology, a much broader term was

needed to define this usage. With the growth in Web technologies and access to digital technology and the Internet, digital media was becoming the central aspect of the ‘Net Generation’ hence the most relevant term to describe this technological evolution was ‘digital literacy’¹¹⁹.

The definition that ‘digital literacy’ is literacy that involves acquiring and using knowledge, techniques, attitudes, and personal qualities and will include the ability to plan, execute, and evaluate real-life situations ¹²⁰. However, the definition lacked the importance of creative activities in digital literacy. The definition of digital literacy – “the ability to understand the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others” also lacked the creative element of digital literacy¹²¹.

The European Commission defined digital literacy as the ability to use ICT and the Internet for creativity, innovation, and entrepreneurship and acquiring the skills and knowledge necessary to live in the 21st Century¹²². In 2006, Martin and Grudziecki developed three levels of digital competence. All the levels are linked to each other that is; if we look at the model, the foundation is digital competence which includes skills, knowledge, attitude, and awareness about digital technology. Then at level 2 is digital usage which is dependent on the digital competence or digital literacy of individuals. This includes using digital skills to use appropriate digital tools to find and process information and seek a solution to a problem. At the very top level is the digital transformation which is achieved through digital usage. Individuals make use of digital tools to create new knowledge, activity, or innovation. This model fulfilled the requirements of digital literacy¹²³. In summary, technical skills are an understanding of how to use computers, digital technologies, and their applications for practical use.

The cognitive skill involves using digital technology to find, locate, analyze, and synthesize resources, evaluating the credibility of these resources appropriate citation techniques, abiding by the legal and ethical issues surrounding the use of these resources, and formulating research questions in an accurate, effective, and efficient manner. Cognitive skills are also known as library orientation, user education, bibliography instruction, and information skill training. These all term is closely related to each other¹²⁴. The European Parliament and Council of the EU defined digital literacy and competence as “the confident and critical use of ICT for work, leisure, learning, and communication”¹²⁵. This definition implies that digital literacy and competence do include not only the operational application of digital devices but also cognitive skills, capacities and attitudes. It also suggests that digital literacy is a transversal competence that enables people to acquire other competencies. While this notion has been applied very often in diverse academic analysis and policy documents, both in a descriptive and in a normative way, it is still not a particularly clear and firm concept¹²⁶.

In the aspect of socio-emotional skills as measured in the digital library. Digital literacy refers to the socio-emotional skills, ability, and awareness to use digital technology to appropriately access, identify, manage, analyze, construct new knowledge, and communicate with each other in digital environments¹²⁷. Digital literacy embraces the perspective of cognitive, technical, and socio-emotional learning in an offline or online mode¹²⁸. The acquisition of digital literacy is enabled from having a different mindset that can adapt to new requirements by ever-changing technologies¹²⁹. This mindset is necessary for today's education because digital literacy is critical for the labor market. The ability to search, and critically examine information before integrating them into a meaningful output during online learning requires effective self-regulated learning¹³⁰. R² was used to assess the predictive power of the structural model. The R² value was 0.346 which suggests that 34.6% of the

variance in digital literacy can be explained by cognitive engagement, metacognitive knowledge, resource management, and motivational beliefs. The value of 0.346 indicates a substantial model¹³¹.

2.1.3 Concept of Social Media Use

The 21st century has virtually turned everything virtual. The library and its users have gone virtual. To keep pace with evolving information technologies, librarians use a group of software applications including blogs, wikis, and podcasting, media-sharing tools such as YouTube and Flickr, and social networking services such as Twitter and Facebook to market their services and resources with mixed success. Blogs and wikis, as well as social networking and information-sharing sites such as Facebook, Flickr, and YouTube, create new types of content. Information professionals use tools such as RSS (Really Simple Syndication), tagging and bookmarking as a means of promotion. YouTube is a video-sharing site that allows people around the world to communicate and interact, making it a distribution point for user-created content¹³².

The high percentages for the social media techniques used indicate that the era when libraries were considered to be only a depository of information has passed and current libraries as interactive hubs where users gather to seek and share information and find entertainment have come into being. Social media (including Facebook, Twitter, and YouTube) as the tools, platforms, and applications that enable customers to connect, communicate, and collaborate with others online are now often used by libraries in their promotion campaigns because social media can support user-generated content that can be distributed among the participants to view, share, and improve. a large percentage of libraries (70%) are using social media to reach library users and non-users'¹³³.

Ever since the advent of social media, it has become the closest and most faithful friend of humans. Today we are living in an era where time has become a prime factor for every entity.

Everybody wants to accomplish his/her work within a very limited span. Simultaneously, we also live in an information society where information plays a vital role and to transfer the same we use different media. Among various media, given its reach and popularity, social media remains the first choice. Today the most used social media tools include Facebook, Twitter, Flickr, WeChat, YouTube, WhatsApp, Instagram, Hangouts, Hike, Instant messaging, LinkedIn, Skype and many more¹³⁴.

Social media provides more opportunity to reach a community, target specific audiences, and give them a chance to interact with the library¹³⁵. Statistics of social media usage shows that there are nearly 700 million active Facebook users, over 100 million LinkedIn members, 5 billion+ images on Flickr, 24 million pages on Wikipedia, 300 million Twitter users posting over 7,000 tweets per second, over 2.9 billion hours of YouTube watching per month. The main business of libraries is about connecting people with information and this is what social media is all about. Social media helps in reaching out to our communities and providing them with the information that they need in a very accessible way. Several libraries use Wikis, Flickr, or Blogs to publish historical photos and ask people to identify people, places, or events pictured. Different libraries use Wikis for content creation and to create a collaborative relationship between the library and the community. Hence IM (Instant Messaging), SMS, Twitter, and email are being for answering questions¹³⁶.

Social media can help create closer relationships between library and information centers and their customers wherever users are based, and how they choose to learn about and access library services and resources. In the present time, libraries and information institutions are facing unprecedented changes and challenges. It is very difficult for library professionals to manage and share their resources with others manually. To solve these problems, many technological developments have been introduced to create new forms of information, new sources of information, and new ways of providing information, thus bypassing traditional

institutions like libraries. The concept of services has also changed, from basic to value-added, from personnel-assisted to self-service, from in-house to outreach, from free to priced, from reactive to pro-active, and from mass customization of individualized service. Libraries have always connected people with information; now social media is beginning to play an important role in marketing information to library users and in branding the library as a community hub where marketing is a key function of social media. In recent times, Web 2.0 applications in libraries have acquired a growing reputation worldwide; it appears that the library must think about marketing its services more regularly through the internet, taking advantage of Web 2.0 applications to get better access to its users and to promote information services. Social media is a powerful new form of communication¹³⁷.

Social media also complements one of the communication tools from the late 20th century, which allows people to share and exchange their ideas, thoughts & information. The advent of social media and its swift growth has had its impact on almost all fields now and the library is no exception to it. The Libraries and the librarians in this contemporary era have a challenging role, which is to cater to the information requirements of users who are gadget freaks and tech-savvy. It is expected that the library does its services and activities beyond the standard expectation and are available even after the regular working hours. This mandates the libraries to use social media and other web tools to make their services available online for the users¹³⁸.

Social media can help much closer relationships between library and information centers and their customers wherever users are based, and how they choose to learn about and access library resources and services. Nowadays, libraries and information institutions are facing unprecedented change and challenge which has made it very difficult for library professionals to manage and share their resources with others manually. To solve these problems, many technological development has been discovered creating new forms of information, new

sources of information, and new ways of providing information bypassing traditional institutions like libraries. Libraries have always connected people with information, Social media is beginning to play an important role in marketing information to library users and in branding the library as a community hub where marketing is a key function of social media¹³⁹. Use of social media is increasing rapidly with numerous benefits for libraries, information centers, librarians and other information professionals across the globe to enhance effective service delivery and to improve the resources and services of the library to serve the users better and in turn get more patronage from the general public¹⁴⁰. Specifically, the section discusses the various meaning of social media, its types, its tools that are used in the marketing of library and information resources and services, the benefits of marketing library resources and services using social media platforms, and the strategies to marketing library and information resources and services using social media platforms.

Social media is the best tool to create a virtual environment to bring close library users and fulfill their demands, needs, and wants. Marketing is very necessary for every organization, especially for non-profits like libraries to introduce themselves in front of their clients. Social media is helping them to bring all the library users more closely to potential customers. Several media like Facebook, Twitter, WhatsApp, MySpace, WeChat, QQ, Instagram, and LinkedIn are used to interact with remote library customers¹⁴¹.

Social media are interactive computer technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expression via virtual communities. Social media have been influenced by the 1840s introduction of the telegraph in the U.S. which connected the country. The Plato system was launched in 1960 and was developed at the University of Illinois and subsequently commercially marketed by Control Data Corporation. In 1967, ARPANET first came online and became richly enhanced in the 1970s for the exchange of non-government/ business ideas and communication¹⁴². In 1981, the IBM

personal computer was introduced which led to the development of CompuServe, prodigy, and AOL which could allow simultaneous users online. This gave more room for a lot of social media to evolve until in recent times, we have various social media such as LinkedIn which was developed in May 2003, developed in June 2003, Myspace was developed in August 2003, Orcus which was developed in January 2004, Facebook which was developed in February 2004, Yahoo which was developed in march 2005, Twitter which was developed in July 2004, Tumblr was developed in July 2006, Google + which was developed in July 2011, etc¹⁴³.

Social media is known as the major contribution of the 21st century, it is the technique and tools that allow users to create, share, and receive information from one to another individual or peer. it is a platform to build social networks or social relations among people who like to share interests, activities, backgrounds, or real-life connections ¹⁴⁴. Social media is a form of electronic communication (such as websites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos). Social media are interactive computer-mediated technologies that facilitate the creation and shari of information, ideas, career interests, and other forms of expression via virtual communities and networks.

Social Media is websites and applications that enable users to create and share content or to participate in Social Networking” .Social Media refers to “the use of web-based and mobile technologies to turn communication into an interactive dialogue”¹⁴⁵. Social Media is “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content”¹⁴⁶ .Social Media is "the democratization of information, transforming people from content readers into publishers. It is the shift from a broadcast mechanism, one-to-many, to a many-to-many model, rooted in conversations between authors, people, and peers”¹⁴⁷ .Social Media is

described as a group of web-based and mobile applications that allow users to share and create knowledge in a real-time social interaction¹⁴⁸. One of the renowned authors in the do the main of social media. Social media is an internet-based communication tool that is used to reach out, communicate, share, or exchange information from one to another irrespective of geographical location and time¹⁴⁹.

Social media is an instrument of communication. It is a broad term and covers a large range of websites that enable people to interact with other users. These media are Social news (Dig, Propeller), Social Bookmarking (Del.icio.us, Simpy, Blinklist), Social Networking (Facebook, Myspace, LinkedIn), Social Photo and Video Sharing (YouTube, Vimeo, Flickr), and Wikis¹⁵⁰.

With all the definitions and meanings of social media, the library will need these media, and Sevukan highlighted the need for social media for libraries¹⁵¹. To save the time of the users by breaking the physical barrier of the traditional library. It will help in better dissemination of information which will let users know about library-related information like new arrivals, opening and closing times, university or library events, and new services or facilities, especially for those who are not too interested in the library it may create interest among them. It will help reach out to the wider user community within no time irrespective of time and place. It will also become very useful to advertise the library quite widely. If the library informs library-related news through social media, it will influence the students and may create curiosity to visit the library, and that will help them make a habit of visiting the library daily since most of the students are using social media. It will create a healthy relationship between the library staff and users; Contrary to the above suggestions one suggestion has been found here which is pertinent to state that it is not required. A website or portal that can be accessed from within the university to know any information is enough. social media helps

to share information. It helps to promote the library and its sources and services. It allows library users to make good coordinate with library staff for better use of library resources ¹⁵².

Nowadays, there is a craze for using social media, and a large chunk of the population, especially youth, are keen to use social media services for free or pay modes. Different reports and statistics show the growth rate of using social media is on a steep rise around the world. Statistics of the most used social media by active users compiled using data from the Global Web Index' that Facebook has nearly 2234 million active monthly users while YouTube is used by 1900 million, followed by WhatsApp with 1500 million, Facebook Messenger with 1300 million while Twitter has 335 million active users per month¹⁵³. The social media feature, profile, workings and tools used by all the people are discussed as follow:

Facebook is defined as an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others. Facebook is the most popular Social Media platform for creating library awareness and marketing. Facebook is a popular and free social networking website that allows registered users to create profiles, upload photos and videos, send messages, and keep in touch with friends, family, and colleagues. Facebook can be used for marketing libraries and information enters in several ways. Through the Facebook page/account librarians can draw users' attention to useful hidden treasures of the library that library users have forgotten or are not aware of, such as grey literature. If time is limited Facebook can be populated via other platforms such as Twitter feedback, the library calendar, and a library Blog. OPAC search can be embedded on the Facebook page for ease of library users. Using Facebook the community can be made aware of all the library events by creating descriptive hashtags that can be used on sites such as Twitter and Facebook and encourage people to attend and live Blogs or tweet.

Likewise, Facebook is a platform that features interactions between users. Facebook users can create a friend list right after the membership process and can specify those who can or cannot take part in the interaction (friend selection and limitation of authority) when they sign in. Sharing can be conveyed among friends and enriched with comments. Facebook can be used as a tool for the promotion of library activities, a closed group of students and faculty members can be formed to announce upcoming events, and new additions by the library, and blogs by librarians can be shared. Facebook can be used to analyze the services of the library or to receive feedback from users as it has the option of liking or disliking or putting a comment. A short video about the services offered by the library and, a guide to new databases subscribed by the library can be shared through Facebook¹⁵⁴. The most popular and successful is Facebook of its kind as it is a very user-friendly and interactive website for connecting library services to users. Many applications like JSTOR search and World Cat have been made available for the users. Librarians can interact with users to know their information needs. This new channel of communication helps keep a more general topics for discussion thereby supporting research and teaching and extending their services to more users. Better and faster distribution of library newsletters, and uploading brochures about academic activities such as schedules of conferences, and seminars can be done in no time on Facebook¹⁵⁵.

Facebook: As per reports, Currently 1.79 billion users on Facebook use daily. And most of these use Facebook from mobile. Facebook has created a good infrastructure between buyers and Vendors. And from this point of view, the library also started offering its service on Facebook. Below we will find some examples of how to market your library service on Facebook: create your own library page, post library orientation and library service videos, advertise in the library field, host library quizzes, create a sponsor story, integrate your

Facebook page between Twitter and Instagram, create your library poll post, post your library daily announcements¹⁵⁶.

Twitter is the second most popular, Social Media platform. It is a micro-blogging network of real posts and all the posts are limited to characters and less. Twitter can be used to keep library staff and patrons updated on the library's daily activities, for example, frequently updated library collections. Users can utilize this platform to type in short messages or status updates. Twitter can create library service alerts. Often library users prefer Twitter to interact with librarians because Twitter is more influential than other Social Media platforms what happens on Twitter does not stay on Twitter? To make it more distinguished, it is important to give it a personal touch. For instance, add pictures to your Twitter account page's wallpaper. Set up searches for your Twitter account to save and retrieve them quickly, e.g. set up a search on the name of your library, or set up a geo-locational search. If ever a human error occurs in posting a message, respond quickly and apologize seriously. Twitter is a social networking site that allows users to write short posts, known as "tweets".

There are over a million Twitter tools, and stick tones that give actionable results. The concept of Twitter relies on messaging service, whether it uses a cell phone, instant messenger, such as Yahoo Messenger or MSN Messenger, or through specific websites. It allows the user to send messages to friends and family quickly and easily. Twitter is also an important social media tool that can be used to promote library activities. It makes the library more visible. It helps readers to get information about the dates of book exhibitions or even the sale of weeded books. It can be used as a feedback tool for new databases, books, and journals procured by the library. It provides direct interaction with users. It can also be used to inform the users about any changes in library timings or extended hours library¹⁵⁷.

Twitter is a kind of micro-blogging application where short messages can be sent to the destination. Twitter has become an important feature on the social media landscape and it has

been an increasingly popular social networking tool for libraries to reach out to their patrons¹⁵⁸. It helps to keep staff and users informed of the events and programs of the library, workshops, new arrivals, and new services through short messages either through the web or through SMS using a mobile phone with a limitation of 200 characters. Marketing activities happen in the best way as they facilitate real-time communication, which can also be instrumental in online reference services. Modern libraries are finding exemplary marketing strategies to engage with their followers on Twitter which is resulting in an increased number of patterns. Twitter posts can be linked to the home page of the library, blog posts, wiki, and online archives for detailed information.¹⁵⁹ Twitter is also used for our marketing strategy. As per the statistics report a total of 330 million monthly active users are using Twitter. If you look at it from a marketing and business perspective, this is a big number. One of the benefits of Twitter is that it is user-friendly and very easy to use. Because of these benefits of Twitter, we also use it for our library marketing. Here are some examples of how Twitter can market our library. tweet about our library's upcoming events notification, pictures of our library staff members, and library section. tweet new book arrival, reply to the comments of library users. running a hashtag (#) campaign to celebrate special occasions or special days¹⁶⁰.

Instagram: When Instagram was developed it was a platform for photo sharing but now as per reports the total number of monthly active users is 1 billion +. and because of this figure, many brands now market their business through Instagram. Therefore, we also see our library doing marketing on Instagram. So that carries the Young Generation Attract to the Library. So there are some tips for the librarian to use Instagram in Library Marketing: to show off the photos of new arrival resources, highlight the library staff through their work, share your library service, use Instagram stories for daily notification, shoot short library orientation video and post, give a sneak peek for an upcoming library event, show of your dedicated library space like reference, child section, women section, among others¹⁶¹.

Blogs are one of the oldest social media channels. A blog (also called a weblog or web log) is a website consisting of entries (also called posts) appearing in reverse chronological order with the most recent entry appearing first (similar in format to a daily journal). They are popularly used in libraries to broadcast library news and market other library resources. A blog can be defined as a user-generated website where entries are much in journal style and displayed in reverse chronological order. Blogging is an effective mode of communication that can be used by libraries. A library can create a subject-specific blog that can give more and more information on research activities carried out in any institute. New research and discoveries in the field of interest of user can be communicated through blogging¹⁶².

some quick ways to increase Blog engagement are suggested by Potter: put a number on it, ask a question either in the title of the post or at the end and give them a voice via the comments session, use the hashtag in the title, every time someone tweets a link to it, a wider audience will be able to read it, it is important to register the Blog, make it infinitely sharable via Twitter, Facebook, email and so on. Librarians can also develop subject-specific Blogs and play a leading role in advocating the use of blogs for scholarly communication and commenting on research findings. Increasingly, libraries are using blogs for publishing library news and events, providing information about new acquisitions, and encouraging the use of library services¹⁶³. Flickr is a website for photo and video management/sharing, where you can easily and quickly post and share photos and videos up to 20 MB a month for free. It is an excellent marketing tool. Librarians can use it to market general library services to their users. Most students/users are not aware of the different services offered in the library such as reservation of books, reference services, and Strategic Dissemination of Information (SDI). Flickr is good at sensitizing users with library services. It can also be used to create current awareness services. Flickr provides a great opportunity for users to own library content by allowing them to upload pictures to a particular collection and curate a collection

of user pictures on a particular subject. Flickr may allow archives and libraries “to generate new means of access to an interaction with their patrons, as well as broaden the knowledge of such heritage to a larger and more diverse audience”. Flickr websites can be used for sharing photos of library events, historical moments, etc.

Pinterest is a free, graphical, and emerging Social Media tool. It is “an online pin board that allows you to organize and share things”. Pinterest provides great venues to market library resources. A library can make its profile and create boards, pinning photos and videos showcasing the library ¹⁶⁴. Pinterest is an internet menu that provides an opportunity to libraries for marketing and promotion of their services. A library can prepare its board and pin photos of the library, audio-visual clips, and attractive library posters by creating a library profile. Libraries can also download attractive posters for display in the library which are available freely on Pinterest¹⁶⁵.

Pinterest can also be an important social media platform in library marketing. Pinterest connects users with their favorite authors, resources, etc librarians can market their library by creating the following ideas, build a library community, show your library pictures to the library community, and create a board for different library services, here we talking about trending social media platforms. all of these platforms can be used in library marketing. it is imperative to use a social media platform for library marketing to prove Ranganthan’s five laws of library science. social media platforms play an important role in marketing, especially when most of the youngster prefer social media platform¹⁶⁶.

Real Simple Syndication (RSS) is the easiest way to keep users updated about the activities of the library. RSS feed can be added on the library website so that instead of browsing through the entire website users can get the latest information at one click. RSS feed can be created for news/events posted on the library website, an electronic newsletter created by the library, or a new addition to the library catalog. A library can subscribe to RSS feeds of

newspapers and the same can be shared through the library website ¹⁶⁷. Tumblr customizable social media tool that can be used to display information about new services by the library, book exhibitions, pictures of posters presented by students at various conferences can be shared using Tumblr. It has the facility of knowing the comments of people who are following the account, therefore this can be equally used as a feedback tool¹⁶⁸.

Libraries can create their account on YouTube to upload videos of interesting events taking place in the library as a promotional activity. Presentations and demonstrations on subscribed databases, tutorials on the usage of sources, and videos on book comments will increase the curiosity of readers. A video-streaming virtual tour of the library will catch the attention of readers and indirectly affect more users towards library sources and services. (Tofi. et al., 2018). YouTube is a popular social networking platform in the digital world. As per YouTube reports Total of 2 billion users are using YouTube daily and more than 70% of users are users come from mobile devices With the help of YouTube we can share our videos and adopt a new marketing strategy. In this social media age, A lot of Youtubers have made money by sharing videos of their content. We have adopted a similar marketing strategy for our library. Below are some examples of how we can get into YouTube for our library marketing, librarians can create and upload a video of library orientation and library system, free ads from library-related influencers and make money from these ads, librarians can get feedback in the library through youtube's comment¹⁶⁹.

A popular audio-visual application where videos can be uploaded, and searched. accessed and downloaded throughout the world. Video clippings of Documentary films of libraries and information centers give users a grid view of the intact collection and environment of the library. The users can even comment on the video which may be considered for feedback. Library products such as e-learning tutorials are promoted through virtual tours. YouTube can also be used to share video conferences, workshops library events, and other

programs¹⁷⁰. LinkedIn enables patrons to connect with subject specialists in their particular field of interest. Library professionals can use this platform to render specialized services such as Strategic Dissemination of Information (SDI). LinkedIn also facilitates to creation of professional connections among library professionals. LinkedIn can be an effective marketing channel with proper planning and implementation¹⁷¹. LinkedIn is a business-oriented social networking site that enables users to connect with colleagues, look for a job or business relationships, and get answers to industry questions. My space is a social networking site that focuses on music, movies, celebrities, and games. It enables members to create a blog, share music, videos, and photos, and communicate via instant messaging and e-mail.

There is a need for librarians to have an understanding of how social media works and rules and general tips for library promotion on social media. Manisha proposes general guidelines & tips for successful Social Media Marketing: decide the purpose of social media marketing: first of all, it is important to decide the purpose and goals of social media marketing based on the specific needs of a particular library, preparation work: this includes personalizing the social media, linking to the library website, creating a welcoming and informal description of the library, customization by changing colors and backgrounds on Twitter, and custom tabs and boxes on Facebook to make the library profile unique. Think big, start small: pick one of the major outlets such as Facebook or Twitter create an outstanding presence of it, and, using that experience move on to other social media outlets. doing one thing properly is better than having lots of neglected profiles all over the web. Decide on what to post: it is critical to decide on what to post on your social media platform, whether to post library news and events, new additions to the library collection, links to articles, videos, community information, pictures, or, anything else¹⁷².

Other general guidelines and tips for successful Social Media marketing include organising promote events: A great way to market the library is to let everyone know about all the events

of your library by creating descriptive hashtags that can be used on sites such as Twitter and Facebook and encourage people to attend and live Blog or tweet. Get the tone right: Use informal but not overly familiar, friendly but not overly personal, colloquial but grammatically, and syntactically, and, orthographically correct language for your Social Media platform. Combine content creation & content curation: There is no need to create all original content for your Blog, Tweets, or Facebook, it is better not to do so. By curating and linking to other people's content, readers are not only referred to recommended resources on your Social Media but also get the opportunity to network with the content's original creators. Maintain constant communication: Having Social Media is like real real-life commitment that requires constant communication to maintain the relationship between the librarians and the user community. Ensure you spend as much time following and listening to other people as posting information about yourself to show your genuine interest in them. Be diligent about keeping up with all the posts on your library's Facebook page and respond to them promptly. Create connected and consistent brand Channels: Create a consistent presence on all of facilities.

The social media platforms of your library. Use the same logo and the same color scheme to show the users your brand connects all your profiles on each social media channel and links all the Social Media accounts on the library's website. Claim your location: Think about Social networks such as Foursquare and Facebook places where you would want to claim your library's location. Engage patrons with contests: To reward the people many Social Media sites offer great opportunities for contests and challenges for creative libraries, e.g. Foursquare allows locations to offer awards to the person, who checks into a particular location the most. Feature patrons: Whether it is a Facebook page, pins on Pinterest, or videos on YouTube, spotlight your library patrons, who are enjoying your library events or using your library services, to show them your appreciation. In summary, the library and

information professionals use social media like Facebook, MySpace, and Twitter. Social media and its related tools are regarded as the best tool for communication and sharing information within due course of time¹⁷³. In the aspect of perceived ease of use, social media is perceived by many users including librarians has been the best tool for marketing and promoting libraries.

Social Media provides more opportunities to reach the user community, target specific audiences, and give users a chance to interact with the library. Statistics of Social Media usage in libraries shows that there are nearly 700 million active Facebook users, over 100 million LinkedIn members, 5 billion+ images on Flickr, 24 million pages on Wikipedia, 300 million Twitter users posting over 7,000 tweets per second, over 2.9 billion hours of YouTube watching per month. Libraries can market their services and products using different Social Media platforms; for example, publicize their different upcoming events and newly acquired information materials through Facebook. Different programs such as conferences and workshops can be marketed by uploading videos on YouTube. The pictures of different library events and services can be shared using Flickr. Blogs can be used to market library services among distance learners. Twitter and IM (Instant Messaging) can be used to market a library's reference/research services. Using such tools, libraries can publicize newly acquired material and create service alerts.

Time Spent on Social Media Users' Perception of the Application of Social Media. the result of time spent daily by the respondents on the use of social media tools. It was observed that 34 respondents recording 23.29 percent spent less than four hours a day 22.6 percent of them spent 1-2 hours daily; 19.18 percent spent 3-4 hours a day; 17.81 percent of them spent 2-3 hours, and 17.12 percent of the respondents spent less than 1 hour daily. Therefore, it is clear that more than 80 percent of the respondents spent at least one hour on social media¹⁷⁴.

Social media have become a dependable platform for the dissemination of information, a forum for feedback mechanisms, for research, and of course for promotion. It is therefore not surprising, that libraries all over the globe have not failed to embrace social media for promoting and marketing their resources and services. Social media like Facebook, Twitter, Flickr, YouTube, Wiki, etc. are useful for the promotion of library resources and services and for the speedy collection of feedback from library patrons¹⁷⁵.

Akporhour and Olise give the following as benefits of promoting and marketing library and information resources and services using social media platforms, building brand loyalty, saving time, enhancing fast two-way communication, saving costs and increasing revenue, and increasing library users. Promoting library and information services with social media helps libraries to not just advocate the library but also brings library users to become library advocates. Social media is a center for engagement that would enhance two-way communication like never before. This in turn builds the library's image. Using social media in libraries increases the reliability of the library thereby building brand loyalty. In this age of social media, libraries have created their brands for years just like how celebrities and media commenters have done. University libraries generally do not have a direct sales function, but they do have a history of building lasting relationships with different stakeholders, including the university administration, researchers, instructors, and students. Indeed, one of the most important things that a good academic library can offer is a long-term relationship with the people who use library resources and services and this could be effectively done using social media tools.

Social media for marketing library and information resources and services saves time and library staff hours. Social media have helped libraries by providing quick updates to users and providing a forum for quick feedback from library patrons. More so, social media make it easier to reach a large number of library patrons in the most time-effective manner. Although

there is a wide perception that social media marketing takes a lot of time and energy for it to be worthwhile. The biggest benefit of social media marketing is the simple fact that the delivery of online content can be the most cost-effective and time-effective part of the marketing mix. One of the most important tenets of customer service is to be responsive to users concerns or praise

– Recognize them and show that the library is interested in and cares about their opinion. There is no control of what is said about a library but librarians can influence the message that comes back. This is where social media comes into play as social media creates a forum for feedback in library marketing.

Social media technologies cost next to nothing. Using social media for marketing library and information resources and services allows for a vast reach yet has a very low cost. Using social media to market library and information resources and services does not cost a single kobo. A library can perform actions/activities on social media like Facebook, blogs, and Twitter about products and services without investing a dime. All the library needs is a Facebook account, a Twitter account, or MySpace account, etc. The library can have patrons the community and stakeholders follow them on Twitter or “like” their Facebook account. Then, promotion and marketing can begin. In yet another vein, marketing libraries through social media increase revenue. Marketing of library resources and services through social media is becoming a necessity if librarians wish to raise revenue from stakeholders and the management of the university.

The online community is open to all as long as there is internet connectivity. In Facebook, for instance, the activities of a friend or user of a library page are known by friends connected to that friend or user. Hence, when a fan of a library page comments or likes a status/post put up by the library, others can come to the knowledge of the promotional and marketing activities carried out in a library. This can motivate a friend or a library fan to join the library. Also,

social media can increase library patron's satisfaction with the library. This is not to say that the services rendered in the library should not be effective otherwise marketing of such services would not attract more library users. Social media has become the catalyst in projecting library and information resources and services and maintaining relationships with users. As librarians are yearning to remain relevant in a digital society, social media can be seen as a tool to help libraries entice and retain their users through promotion and marketing. Besides, the overall process of promoting and marketing libraries through social media becomes more understandable to both libraries and library users.

Application of social media in marketing of library and information services in public tertiary institution libraries in Lagos state: a case study of university of Lagos, Akoka and Lagos state university, Ojo-Lagos, Nigeria. Social Media Tools that should be used in Libraries. A large number of respondents recommended that online newsgroups/forums, video sharing (YouTube), social networking (Facebook, MySpace), Wikis, professional networking, and Blogging should be used in libraries for marketing its different services among social media users. Figure 1 gives information about different social media tools that have been recommended by the respondents for marketing library resources and services. Social Media Services that can be used in Libraries Respondents were asked which type of social media services can be used to market library resources and services among online users. They strongly agreed that libraries can use social networking to create professional connections, YouTube can be used to share videos conferences, workshops, and library events, libraries can promote services, collections, events, and resources by using social media. They agreed that wikis can be used for collaborative work, Facebook can be used to get library news and events out in the world, IM (Instant Messaging) can be used for reference/research assistance, Twitter can be used for communication, through Blogs libraries can keep current their users with the developments in the field of librarianship¹⁷⁶.

Marketing is not a new concept for Social media are playing their part to promote the library sources and services to the library users. Social media is considered an integrated and essential component of the library. Today, the modern world of electronic publications is getting more and more popular among research scholars and library users. Besides, these social media are playing their role in creating awareness among the E. users of the library¹⁷⁷.

Social media marketing of libraries is a way of advertising libraries, their brand products, and services via web 2.0 technologies. By using social media libraries can engage with their clientele and enable them to participate in the production of library products. Social media includes networking websites like Facebook, and MySpace, micro-blogging websites like Twitter, and other media like blogs, podcasts, photos, and videos. By posting library material via social media on the library page, it can be used by a variety of locations on the Web¹⁷⁸.

A study on the social media platforms for supporting library services. Study based on the 200 students at the National Open University in Nigeria. They have found that blogs and What's Up are the most popular social media to promote library services. Further, they stated from the findings that, social media tools provide ease of communication with users of libraries provide feedback forums, and enhance library improvements ¹⁷⁹. Results showed that Social media is integral to marketing library resources and services. It offers more than just traditional ways of marketing library services. It allows users to create, connect, converse, contribute, vote and share information. Social media helps access the information needs of online users and helps libraries to get closer to the users. Different applications of social media are helpful for marketing library services among the online community. With the help of Facebook, libraries can advertise their different upcoming events. Libraries can also market their different programs conferences workshops by uploading their videos on YouTube. They can also share and upload pictures of different library events and services by using Flickr. Libraries can use Facebook to share information about their new arrivals and

editions of books. RSS and Blogs can be used to market library services among distance learners. With the help of RSS, libraries can republish and syndicate the contents on the Web. Libraries can promote services, collections, events, and resources by using social media. Twitter and IM (Instance Messaging) can be used by the libraries to market library reference/research services.

Libraries can use Blogs to keep their users current with developments in the field of librarianship. Professional Networking sites, i.e., LinkedIn can be used by the libraries to create professional connections and to market library services among other professionals working in different libraries of the world and can also solicit their ideas and professional experiences. By using social media libraries can spread news about the events in other libraries. By using social media libraries can publicize newly acquired material and service alerts. Different applications of social media are useful for libraries to obtain their patron's feedback and to ensure the maximum engagement of their users in the production of their products and services. Social media is a fine tool for marketing library services among new-generation users and creating user-centered libraries¹⁸⁰.

2.2 Theoretically Model

2.2.1 Technology Acceptance Model (TAM) II

The model is an extension of the technology acceptance model (TAM). It was developed by Venkatesh and Davis in 2009. The model outlined perceived usefulness and usage intentions as it is related to the processes of social influence and cognitive instrumental. Venkatesh and Davis reported that perceived usefulness is based on usage intentions in many empirical TAM studies. It is important to understand the determinants of the perceived usefulness construct because it drives digital library resource usage intentions and how these determinants influence changes over time, with increasing system usage. Although the original TAM model was based on the determinants of perceived ease of use 2, the

determinants of perceived usefulness enabled organizations to design organizational interventions that would increase user acceptance and usage of new systems. For this reason, Venkatesh and Davis conducted a study published in 2000 to extend TAM that examined how the perceived usefulness and usage intention constructs change with continued information system (IS) usage.

Figure 2.1 shows a graphic overview of Venkatesh and Davis’s proposed model, referred to as TAM2. The TAM2 model added, “theoretical constructs involving social influence processes (subjective norm, voluntariness, and image) and cognitive instrumental processes (job relevance, output quality, result demonstrability, and perceived ease of use)”.

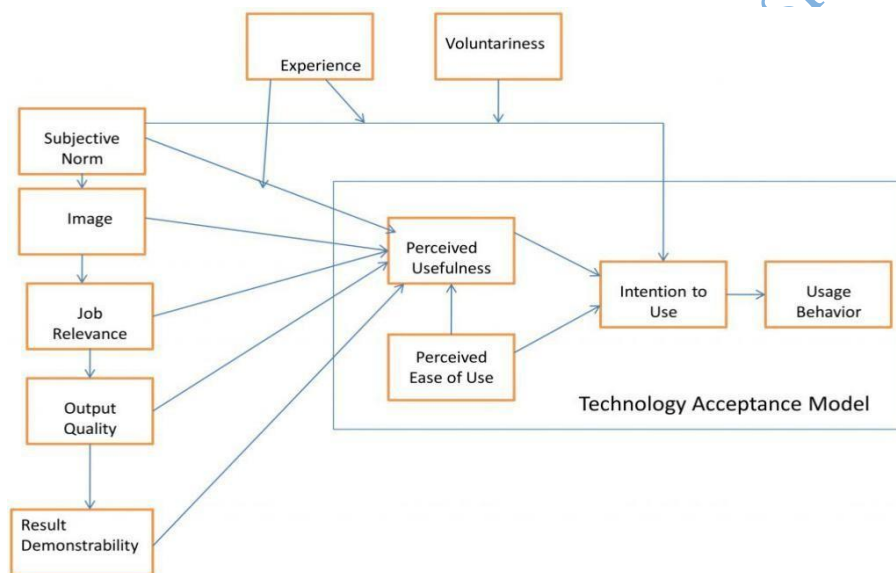


Figure 2.1: Technology Acceptance Model TAM2

TAM2 incorporates the subjective norm, voluntariness, and image, which are three interrelated social forms. These forms help to determine if an individual will adopt or reject a new system. In addition to these three forms, Venkatesh and Davis indicated that the cognitive determinants of perceived usefulness in TAM2 could be described as perceived ease of use, output, output quality, and job relevance.

2.2.2 Digital Literacy Skills Model

Ng (2012) developed a digital literacy model and demonstrated the relationship between the technical; cognitive; and social-emotional dimensions of digital literacy through the intersecting diagram presented in Figure 2.3 below. The diagram shows how the three dimensions propose the interrelatedness among various literacy skills to collectively form digital literacy skills. It is also interesting to note that critical literacy is a common aspect of all three dimensions, which indicates

critical thinking as an essential skill for being digitally literate. The relationships between these dimensions overlap. the technical dimension of being digitally literate broadly means possessing the technical and operational skills to use ICT, while the cognitive dimension is associated with the ability to think critically in the search, evaluate, and create a cycle of handling digital information. The social-emotional dimension of digital literacy and the intersecting areas between the social-emotional and cognitive dimensions involves being able to use the Internet responsibly for communicating, socializing, and learning.

Central to all three dimensions of the digital literacy framework is critical literacy - understanding that people behind the scenes writing the information have their motivations and being able to critically evaluate whose voice is being heard and whose is not important for learning as neutrally as possible. According to the Tasmanian Department of Education (2009) website, critical literacy involves “ways of looking at written, visual, spoken, multimedia and performance texts to question and challenge the socio-emotional skills, values, and beliefs that lie beneath the surface”. As all three dimensions of digital literacy involve ‘texts’, such as - reading digital manuals or watching a video on YouTube when troubleshooting (technical dimension); - picking up cues from the conversational content and tone of the postings, including text abbreviations and emoticons (social-emotional dimension);- assessing opinions from written materials, videos and images (cognitive

dimension), it is important that the individual critically analyze digital materials in more depth to understand the underlying meanings in the information.

The technical dimension of being digitally literate broadly means possessing the technical and operational skills to use ICT for learning and everyday activities. It means being able to connect and use input and peripheral devices for example earphones/headsets, external speakers, and smartboards. It assumes knowledge of working parts, the protection of files, and the ability to troubleshoot by reading manuals or through 'Help' functions and other web-based resources for example YouTube. A digitally literate individual can operate technologies adequately, for example, through understanding file structures; managing data transfer that includes understanding file sizes and space required for storage; finding, downloading, and installing applications (and uninstall when not needed); use of infrared and/or Bluetooth for mobile devices; understanding data charge costs associated with downloading data; setting up and using communication and social networking tools; updating/changing user account information on the Internet; sending and retrieving attachments via email and/or Dropbox; opening them with appropriate applications such as unzipping folders; knowing about the key features of software programs, for example, user interface elements - cues that define interactivity (for instance menu, sizing, dragging, scrolling, collapsible lists) and understanding tabs and their relationships to content.

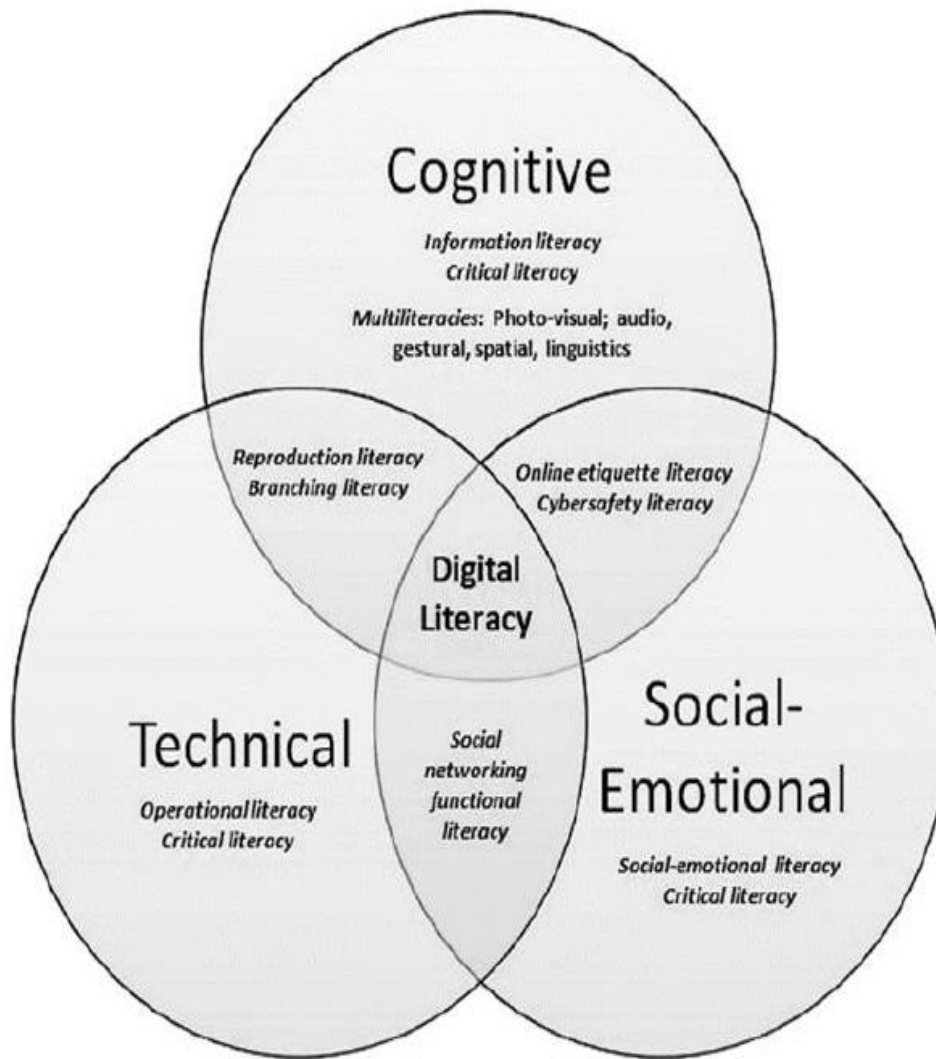


Figure 2.2\): Ng (2012) Model of Digital Literacy Skills

The cognitive dimension of Ng's (2012) digital literacy model is associated with the ability to think critically in the search, evaluate, and create a cycle of handling digital information. It also means being able to evaluate and select appropriate software programs to learn with or to do a specific task. This dimension of digital literacy requires the individual to be knowledgeable about the ethical, moral, and legal issues associated with online trading and content reproduction that make use of digitally-based resources (such as copyrights and plagiarism). The individual should have an understanding of multi-literacies (New London Group,1996) and be able to decode information that is text-based as well as information from

images, sound-bites (for example podcasts), videos, maps, and models – these involve multiliteracies skills that are linguistic, visual, audio, spatial, gestural (as captured in videos), and multimodal (as in multimedia resources).

The social-emotional dimension of digital literacy and the intersecting areas between the social-emotional and cognitive dimensions, according to Ng (2012) involves being able to use the Internet responsibly for communicating, socializing, and learning by observing ‘netiquette’ through the application of similar rules as in face-to-face communication such as respect and using appropriate language and words to avoid misinterpretation and misunderstanding, protecting individual safety and privacy by keeping personal information as private as possible and not disclosing any more personal information than is necessary and recognizing when a person is being threatened and knowing how to deal with it, for example, whether to ignore, report or respond to the threat.

2.2.3 Marketing Promotion Mix Model

The traditional marketing mix refers to four broad levels of marketing decisions, namely: product, price, promotion, and place¹⁸¹.

Product: The product aspects of marketing deal with the specifications of the actual goods or services, and how it relates to the end-user's needs and wants. The product element consists of product design, new product innovation, branding, packaging, and labeling. The scope of a product generally includes supporting elements such as warranties, guarantees, and support. Branding, a key aspect of product management, refers to the various methods of communicating a brand identity for the product, brand, or company. Product: The goods and service combination the firm offers to the target market, including a variety of product mix, features, branding, designs, packaging, sizes, services, maintenance contracts, warranties and return policies¹⁸². Pricing: This refers to the process of setting a price for a product, including discounts. The price

need not be monetary; it can simply be what is exchanged for the product or services, e.g. time, energy, attention, or any sacrifices consumers make to acquire a product or service. The price is the cost that a consumer pays for a product—monetary or not. Methods of setting prices are in the domain of pricing science.¹⁸³ Place This refers to how the product gets to the customer; the distribution channels and intermediaries such as wholesalers and retailers enable customers to access products or services conveniently. This third P has also sometimes been called Place or Placement, referring to the channel by which a product or service is sold (e.g. online vs. retail), which geographic region or industry, to which segment (young adults, families, business people), etc. also referring to how the environment in which the product is sold in can affect sales¹⁸⁴. Promotion. This includes all aspects of marketing communications: advertising, sales promotion, promotional education, public relations, personal selling, product placement, branded entertainment, event marketing, trade shows, and exhibitions. This fourth P is focused on providing a message to get a response from consumers. The message is designed to persuade or tell a story to create awareness.¹⁸⁵

The application of 4ps of the marketing mix to library and information science centers cannot be overemphasized. It applies to all products and services in the academic library. For instance, the product in the library may not be a tangible product sale in firms and industries but the information materials housed in the library are beneficial products useful to library clientele. Therefore, there is a need to market such products and make them appealing to all potential library users. Likewise, regarding the pricing aspect of the marketing mix, though the library is not a profit-oriented institution at the same time, the penalties and over-fees levied on library defaulters can affect their interactions and use of the library, so, the principles of marketing mix on pricing can be useful.

The other elements of the marketing mix such as promotion are overly important to the library in increasing patronage and goodwill of the library. This could be achieved through advertising, public relations, and sales promotions such as debates, quizzes, display of new arrivals, selective dissemination of information, and current awareness services among others. If all promotion tips in the marketing mix are properly followed, library patronage would be better for it. And lastly is place, the location of the library is vital. The library is expected to



be situated in the accessible center of the institution, where users around the premises can locate the library and likewise, the location must be conducive and serene for reading, learning, and assimilations.

Figure 2: 3 Ps of Marketing mix by Kotler, 2012.

2.3 Empirical Review

2.3.1 Digital Literacy Skills and Library Promotion

The OECD Programme for the International Assessment of Adult Competencies (PIAAC) survey enables a direct measurement of adult digital skills and competencies. It has been applied to assess the demand for Technical skills and skills at work (OECD, 2015) and to evaluate and measure skill mismatches in the economy. The research by Pellizzari et al. (2015) provides very detailed information on education and employment for a collection of comparable representative samples of 24 OECD and OECD partner countries. They also analyze tests of competencies for all respondents in three key areas: literacy, numeracy, and problem-solving in technology-rich environments (TRE).

The PIAAC model on problem-solving in TRE is above all interesting because it demands respondents to solve problems on a computer, such as finding the quickest route between two locations using electronic maps and searching for a reference in an electronic library. Skills and competence in this domain are thus informative about the degree of ICT knowledge of the labor force and can be used to provide measures of e-skill mismatch. Regarding age, there is a clear generational gap among non-users of modern technology. Thus, more than half of those who do not have prior computer experience are in the age group of 55–65 while the same situation is with only 1.5% in the age group of 16–24.

In addition, older generations are also overrepresented among those who either opted out or failed the test. Finally, there is a strong negative correlation between those who have no ICT skills and the level of educational attainment, so a higher educational level means better ICT skills. The digital competence framework is a useful instrument to evaluate citizens' digital skills and competencies and to support the development of the curricula. For the preparation of policy measures, it can be useful to know digital literacy and skills at the country level.

The EU-wide Digital Economy and Society Index (DESI) provides an indicator for digital skills that use the DigComp framework. DESI is a composite index that recapitulates important data on Europe's digital performance and tracks the changes in EU member states regarding digital competitiveness (European Commission, 2018c). The "digital skills" indicator is one part of the multiple indicators to measure human capital, which is needed to take full advantage of the possibilities provided by a digital society.

Denmark, Sweden, Finland, and the Netherlands have the most advanced digital economies in the EU, followed by Luxembourg, Ireland, the United Kingdom, Belgium, and Estonia. On the other side, Romania, Greece, and Italy have the lowest scores on the DESI. The human capital dimension of DESI has two sub-dimensions including basic skills and usage and advanced skills and development. The former includes data on Internet use by individuals and digital skills (persons with at least basic skills defined by the digital skills indicator). The latter dimension comprises indicators of ICT specialist employment and graduates in STEM (science, technology engineering, and mathematics) disciplines. According to 2017 data, the Netherlands, Sweden, and Luxembourg are the top performers in basic skills and usage; Finland, Ireland, Sweden, and the United Kingdom had the highest scores in advanced skills and development. Romania, Bulgaria, Greece, and Italy rank lowest overall on DESI's human capital dimension. (European Commission 2018a).

The digital skills indicator is a composite indicator based on the European Commission's digital competence framework. It shows that in 2016 almost one-fifth of the EU population had no digital skills. The main reason was that they did not use the Internet or did use it only rarely. Around 44% of the EU population in 2016 can be deemed as lacking sufficient digital skills insofar as they had either low or no digital skills. Thus, they did not possess the minimum basic digital literacy skills to satisfy current labor market needs. Approximately 60 million people in the EU have learned to use the Internet over the past decade, but despite

constant improvement, data signal a strong need for intense efforts to improve the digital skills of European citizens. (European Commission, 2018a).

The data from the DESI and the European Digital Progress Report (EDPR) are together used in the Digital Agenda Scoreboard. The Scoreboard enables to compare countries' digital performance in the areas of connectivity, human capital, Internet use, integration of digital technologies, and digital public services. The Annual EDPR contains benchmark developments in digital literacy and skills in six domains: connectivity, human capital, Internet use, digitization of businesses, digital public services, and research and development. There are huge differences across member states, with the share of people without adequate digital literacy and skills ranging from 3% in Luxembourg to 41% in Bulgaria and Romania. In ten EU member states (Portugal, Poland, Slovenia, Croatia, Lithuania, Italy, Greece, Cyprus, Bulgaria, and Romania), at least one-quarter of the population had no digital skills in 2016. Furthermore, nearly three-quarters of the adult population in Bulgaria and Romania lack needed basic digital skills. Many of these member states are also among those with the largest shares of Internet users with low digital skills. While for the EU as a whole, an average of 30% of Internet users have low digital skills, in Bulgaria mentioned share is 55% (European Commission, 2018a).

Across competence dimensions, the most urgent need for improvement relates to content and software creation. Without a doubt, the share of Internet users with no skills in this area (i.e. those who had not performed any of the activities considered under this dimension, which range from relatively simple preparation of text and spreadsheet-based work to video arranging and coding) reached 28% in 2016. It is high compared to around 6% for those not having accomplished any of the information or communication activities. In 2016, the largest shares of Internet users without software and content creation skills were recorded in Bulgaria and Romania (52% and 50%, respectively). On the other side, there is a high share

of software-knowledgeable populations in Luxembourg, Denmark, and Croatia (respectively, 69%, 63%, and 59% of Internet users with above basic skills) (European Commission, 2018a). It is evident that advanced digital literacy and skills are becoming a precondition for entry into many jobs and have a wide range of applications, even beyond areas where they are required for core tasks. For this reason, the following part of the text explains how digital literacy influences workforce employability.

2.3.2 Social Media Use and Library Promotion

Library and Information centers are using social media for multiple purposes: marketing, branding, and building up customer relationships, reference services, current awareness services, and quick dissemination of news. Social media have been used by libraries to fulfill various purposes like; building up library community, marketing the library services and resources, saving time, reducing cost, providing quick and easy reference service, and constructing positive user-library relationships. This study is mainly focused on the marketing of library services and products through social media tools. However, “Librarians and information professionals constantly debate and recognize the importance of marketing and have come up with new strategies to market their services and products. Traditionally, marketing was primarily done to promote information services and other resources to ensure their optimum usage. Today technology has endowed information seekers with varied options to satisfy their information needs”¹⁸⁶.

A Study of Marketing Library Services and Resources through Social Media at Universities in Dubai reveals that library professionals between the age group of 31 and 50 are more familiar with and use social media tools for library marketing. Also, 44% of respondents always prefer to interact via social media with the library. 30% of respondents sometimes prefer to interact through social media and 26% rarely prefer to use social media to interact

with the library. No respondent (0%) is against the use of social media for interaction with the library. Likewise, Twitter (42% of respondents) is the powerful social media tool used to communicate library-related services. Linked In (32%) and Facebook (26%) are also used to communicate library services to the users. These tools are used to ensure the maximum reach of library services-related information to the users. The frequency of social media communication done by the LIS professionals, 62% of respondents do it weekly, 18% do it daily, 14% do it fortnightly and 6% do it monthly. Considering the demand for social media communication it is observed that the daily update should have been more than the weekly social media communication¹⁸⁷.

In a similar study, 50% of respondents prefer Facebook as a knowledge-sharing tool, followed by Linked In for which 32% of respondents have given their preference, and then 18% for Twitter which the users prefer using for knowledge sharing. Facebook (64% of respondents) is felt to be the easiest social media tool that connects users and library professionals. 24% of respondents feel Twitter to be a more convenient social media tool for them to connect the library professionals and users. 12% of respondents feel Linked In to be a useful social media tool. The most preferred social media tool for book reviews 38% of respondents use Goodreads for sharing book reviews followed by 32% using Twitter for the same. 22% of respondents use Jelly books & 8% use Facebook for sharing book reviews via social media¹⁸⁸.

A study on "Users' Perception on the Application of Social Media" revealed that out of 146 respondents, 68 of them shared that 93.1 percent preferred WhatsApp. YouTube was found to be the second preferred tool with 87.6 percent response followed by Facebook (76.7%), Twitter (21.9%), and Others (20.5%). Moreover, it was attempted to seek the opinion of the respondents to suggest suitable social media tool(s) which can be implemented in libraries. As can be seen in Table 3, WhatsApp was suggested by 88 respondents which comes to 60.27

percent of the total respondents. The other suggested tools are Facebook (56.16%), YouTube (32.87%), Twitter (13.69%), and Others (8.21%). It is crystal clear that the majority of the respondents opined that WhatsApp could be an effective tool to marketize the library products and services for their optimum utilization by the stakeholders¹⁸⁹.

A Study on the effectiveness of social media in marketing university library services in Sri Lanka on the effectiveness of social media in marketing of libraries with a sample consisting of 113 respondents who are experts in the library field of Sri Lanka. Their responses to this research question were analyzed as follows. importance of the use of social media for marketing library services. The importance of the use of social media to market university libraries for the benefit of the university community was studied in this section. In this, the data were collected to analyze the importance of social media and to what extent it is utilized to market the Sri Lankan library system. Most library professionals have mentioned that social media is an important tool that improves marketability and can be easily used in the library system. The Pearson Correlations Test was used to analyze the importance of the use of social media by connecting demographic and library variables in this study. There is a significant relationship (at 0.01 level) can be seen between working experience in years, age, and positive socio-emotional skills of the importance of the use of social media for marketing library services 190.

2.4 Conceptual Framework

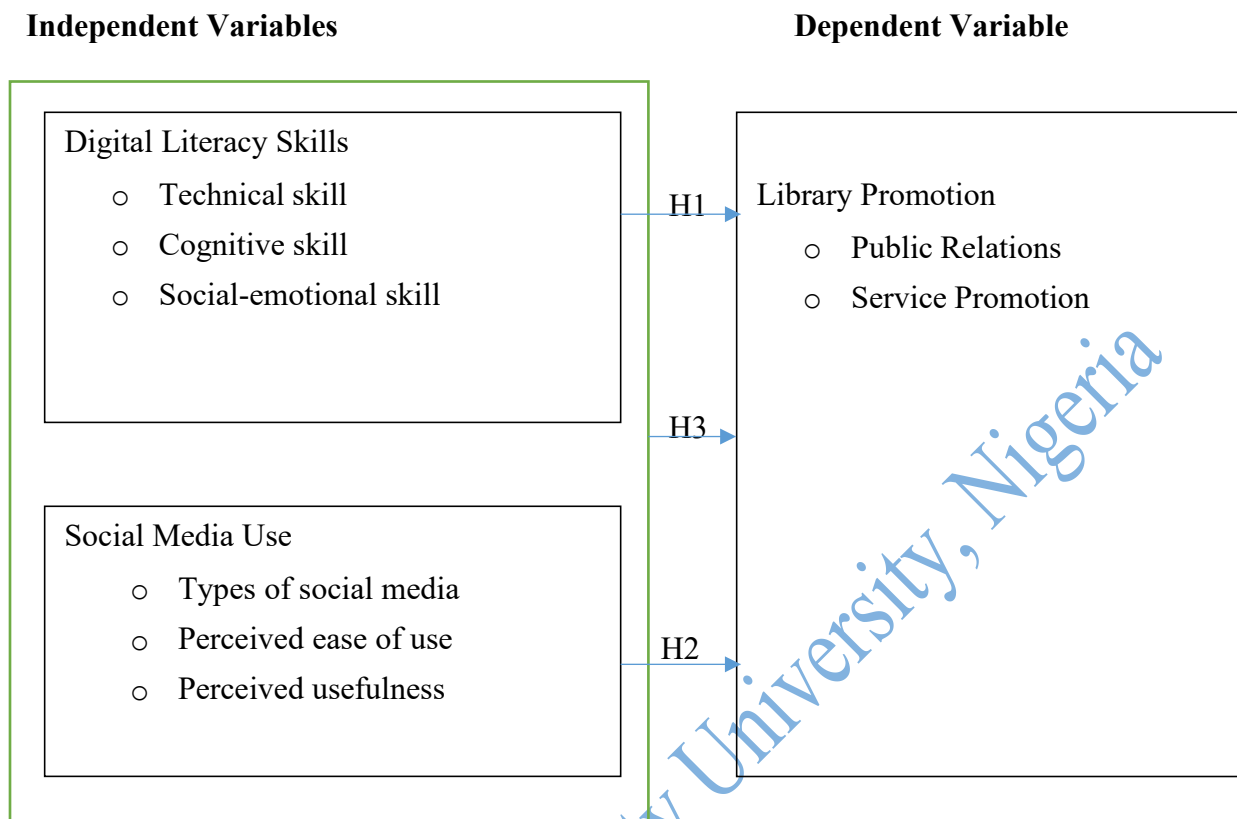


Fig2.4 A Conceptual Model for Digital Literacy Skills, Social Media Use, and Library Promotion

The conceptual framework for digital literacy skills, social media use, and library promotion in Figure 2 depicts the interrelationship among the three variables (digital literacy skills, social media use, and library promotion among library personnel). Library promotion is modeled from the Kottler promotion mix its indicators are advertising, public relations, and sales promotion¹⁹¹. The independent variable, digital literacy skills is modeled from the study of Ng in 2012. The social media use indicators are from the technology acceptance model by Davis.

The Promotion of library and information services is a user-centered service; it means librarians serve the user at the point of their needs. Promotion is a way of communicating value to extend services, which is an important aspect of university libraries. It means finding what potential users need and want and tailoring library and information services to meet

their demands¹⁹². Advertising is any paid form of non-personal presentation and promotion of ideas, goods, or services. Public Relations (PR) is the practice of managing the spread of information between an individual or an organization (such as a business, government agency, or a non-profit organization) and the public.

The combination of all these indices forms the library promotions for this study. When two independent variables: digital literacy skills and social media use, are linked with library promotion it would help library personnel effectively to increase the library users. Social media is an internet-based application that makes the creation and exchange of feelings, knowledge, and ideas possible among family, friends, associates, and the general public on a social network. Social media is a communication forum that allows users to electronically disseminate information and share knowledge with each other¹⁹³. Social media is a prevailing tool used to communicate information quickly and in real-time, generate interest among people, share ideas, and build an online community¹⁹⁴.

And second independent variable is Digital literacy which is defined as an individual's ability to find and evaluate information, use this information effectively, create new content using this information, and share and communicate this newly created information using appropriate digital technologies (social media). Digital literacy appeared to capture the set of skills and dispositions required for effective use of digital media. It refers not only to the skills and capacities required to use digital texts but also to a disposition toward the digital that is both critical and creative.

2.5 Summary of Literature Review

Literature on library promotion is scarce, most literature is based on library marketing. However the concept of marketing is defined as profit-making and the library is a non-profit social institution, therefore, this study adopted a funnel approach to explain what library marketing is and dovetail with library promotion which is a sub-section of the marketing concept. The constructs for library promotion (advertising, public relations, and sales promotion) are established constructs in marketing and business discipline but were not fully adopted and implemented in library promotion. This literature finds a home for the constructs in library discipline and how they can be used in promoting library products and services. Likewise, the relationship of library promotion with the digital library skills of library personnel and the use of social media is a growing area of research.

Furthermore, the concept of digital literacy skills is a phrase used by many professionals and practitioners with diverse meanings and approaches to inculcate the concept. In the field of library and information science, digital literacy skills mostly focus on library users, on how the users will develop these skills and use them to close their information gaps. However, there was little literature empirically evaluating the digital literacy skills among librarians and library personnel in general. The reviewed literature was sponsored by the government and its agencies, computer agencies, and others, however, this study would fill the inadequate review of the digital literacy skills of library personnel.

While the idea of library marketing via social media has been widely discussed in the academic world, the literature review shows that most of these studies have concentrated on narrow goals. Besides, it should be noted that their emphasis on university libraries has been given to limited studies. On the other hand, the majority of previous studies related to this research were conducted in Europe and a small number of Asian countries. Therefore, as a timely task to determine the scenario of libraries in Nigeria, the requisite contributions

between digital literacy skills, information, and technological improvements of library personnel can be considered. The effectiveness of social media in marketing the services offered by university libraries as an integral part of university education in an electronic world needs to be studied in this context within Nigeria and Lagos State in particular.

Do Not Copy, Lead City University, Nigeria

Endnote

1. **American Library Association.** "State of America's Libraries 2020." (2020).
2. K. A. Adegoke. "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
3. D.Joshua, & M. Daksiri. "Effective marketing techniques for promoting library services and resources in Academic libraries." **Library Philosophy and Practice** (2020): 1-30.
4. J. O. Odu, "User apathy towards library resources and service: A case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16, no. 1 (2017): 37-45.
5. K. A. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
6. A. A. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
7. Umoh. "Information and services provision by academic libraries in Nigeria." **Academic Research Journal**, 5(5), 153-159, 2017.
8. J.O. Odu, "User apathy towards library resources and service: A case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16, no. 1 (2017): 37-45.
9. Y. Cheng, Z. Jiang, X. Li, and X. Lu, "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
10. M. D. Sweat, T. Yeh, C. Kennedy, K. O'Reilly, K. Armstrong, & Virginia Fonner. "Condom social marketing effects in low-and middle-income countries: a systematic review update, 1990 to 2019." **American Journal of Health Promotion** 34, no. 1 (2020): 91-95.
11. P. W. Kiilu, & J. Olike. "Non use of academic library services: a literature review." **the library** 11 (2016): 12.
12. M. Daksiri, and J. Dauda, "Marketing Function: Organizational Roles of Marketing Department in Academic Library." **Marketing** 15, no. 2 (2020).
13. J.O. Kutu, and O. Olabode, "Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria." (2020).

14. A. L. Agboke, and E. E. Affiong, *"Promotional Techniques Used as Marketing Strategies for Library Resources and Services."* **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
15. K.O.K. Adjei, *"Managing information and communication technologies (ICTs) at academic libraries in selected public universities in Ghana."* PhD diss., (2020).
16. M.E. Okon, & O. U. Mbuotidem, *"Marketing of information and library services in Nigerian university libraries: the way forward."* In **Information and Knowledge Management**, vol. 4, no. 6. 2014.
17. A. K. Martey, *"Marketing products and services of academic libraries in Ghana."* (2000): 261-268.
18. D. Joshua, & M. Daksiri, *"Effective marketing techniques for promoting library services and resources in Academic libraries."* **Library Philosophy and Practice** (2020): 1-30.
19. D. Joshua, and M. Daksiri, *"Effective marketing techniques for promoting library services and res ources in Academic libraries."* **Library Philosophy and Practice** (2020): 1-30.
20. J.NB. Igwela, and C. O. Owate, *"Effective marketing of library and information services: problems and prospects."* **AFRREV IJAH: An International Journal of Arts and Humanities** 5, no. 3 (2016): 244-254.
21. K.O.K. Adjei, *"Managing information and communication technologies (ICTs) at academic libraries in selected public universities in Ghana."* PhD diss., 2020.
22. R. R. Kumar, *"Marketing electronic information resources (EIRS) in academic libraries: a conceptual study."* **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
23. C. Yi, Z. Jiang, X. Li, & X. Lu. *"Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews."* **Information Systems Research** 30, no. 3 (2019): 711-725.
24. J.O. Kutu, and O. Olabode, *"Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria."* (2020).
25. P. Kotler, G. Armstrong, S. H. Ang, S. M. Leong, C. T. Tan, & O. Ho-Ming. *Principles of marketing: an Asian perspective.* Pearson/Prentice-Hal.l, 2012.
26. S.N. Ullah, & H. Idrees. *"Promotion of Information Services and Resources in University Libraries."* **Journal of Information Management and Practices (JIMP)** 1, no. 1 (2021): 46-59.
27. K. Sharma, & B. Sapna *"Marketing and promotion of library services."* In **International Conference on Academic Libraries.** Retrieved February, vol. 1, p. 2012. 2009.

28. J. Rowley, *Information marketing*. Routledge, 2016.
29. M. Madhusudhan, "Marketing of library and information services and products in university libraries: a case study of Goa university library." **Library Philosophy and Practice** 11 (2008).
30. K. E. Flaherty, F. Lassk, N. Lee, G. W. Marshall, W. C. Moncrief, J. P. Mulki, & E. B. Pullins "Sales scholarship: Honoring the past and defining the future (key takeaways from the 2018 American Marketing Association faculty consortium: New horizons in selling and sales management)." **Journal of Personal Selling & Sales Management** 38, no. 4 (2018): 413-421.
31. S. Maistry, "Using the academic advising centre as a marketing tool to increase the intake of distance learning students: a case of the electrical engineering students at a private higher education institution." **Educor Multidisciplinary Journal** 3, no. 1 (2019): 116-137.
32. E. Garoufallou, R. Siatri, G. Zafeiriou, & E. Balampanidou. "The use of marketing concepts in library services: a literature review." **Library Review** 62, no. 4/5 (2013): 312-334.
33. Y. Cheng, Z. Jiang, X. Li, & X. Lu. "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
34. R. R. Kumar, "Marketing electronic information resources (EIRS) in academic libraries: a conceptual study." **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
35. M. A. Abule, & F. Garaba, "Marketing Strategies Used By Medical Libraries of Public Universities For Their Information Resources And Services In The North-Western Geopolitical Zone Of Nigeria." **Library Philosophy & Practice** (2021).
36. R.R. Kumar, "Marketing electronic information resources (EIRS) in academic libraries: a conceptual study." **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
37. M.A. Abule, "Marketing to enhance the use of information resources and quality of services in medical libraries of public universities in North-West Nigeria." PhD diss., 2022.
38. D. Lucas-Alfieri, *Marketing the 21st century library: the time is now*. Chandos Publishing, 2015.
39. K. Chiwanza, & M. Chipu, "Managing Quality through Records Management in Open and Distance Learning Institution." **The International Journal Of Engineering And Science (IJES)** 5, no. 12 (2016): 63-70.
40. E.E. Okon, I. J. Ime, & I. A. Etim. "Marketing of web-based library resources in Nigerian universities." **Library Philosophy and Practice** (2015): 1-17.

41. K.L. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
42. A.L. Agboke, & E. E. Affiong, "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
43. D. K. Gupta, "Marketing of library and information services: building a new discipline for library and information science education in Asia." **Malaysian Journal of Library & Information Science** 8, no. 2 (2003): 95-108.
44. P. Anafo, "Marketing strategies for information services: A case study of the institute of chartered accountants (Ghana) library and information services." **Library Philosophy and Practice** 1033 (2014).
45. M. M. Mimutie. "Marketing mix for librarians and information professionals." **Infopreneurship journal** 1, no. 1 (2013): 10-28.
46. S.K. Patil, & P. Pranita, "Library promotion practices and marketing of Library services: A role of Library professionals." **Procedia-Social and Behavioral Sciences** 133 (2014): 249-254.
47. R.R. Kumar, "Marketing electronic information resources (EIRS) in academic libraries: a conceptual study." **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
48. S.H. Yeh, M. Arthaud-Day, & M. Turvey-Welch. "Propagation of lean thinking in academic libraries." **The Journal of Academic Librarianship** 47, no. 3 (2021): 102357.
49. J. Rowley, "Information marketing: seven questions." **Library management** (2003).
50. L.F.Osinulu, S. R. Adekunmisi, O. S. Okewale, & Fadekemi O. Oyewusi. "Marketing strategies used by librarians in a state university libraries." **University of Dar es Salaam Library Journal** 13, no. 2 (2018): 18-32.
51. K.A. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
52. K.A. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
53. D. Lucas-Alfieri, *Marketing the 21st century library: the time is now*. Chandos Publishing, 2015.
54. K. Chiwanza, & C. Mutongi. "Managing Quality through Records Management in Open and Distance Learning Institution." **The International Journal Of Engineering And Science (IJES)** 5, no. 12 (2016): 63-70.

55. N. H. Dryden, & S. Goldstein. "Regional campus learning commons: Assessing to meet student needs." **Journal of Library Administration** 53, no. 5-6 (2013): 293-322.
56. Dr. S. Abdel-Kader Zedan. "Using Electronic Resources in the Academic Library of Imam Abdulrahman Bin Faisal University and Strategy for Marketing them in the Digital Learning Environment." 4, no. 9 (2022).
57. A. L. Agboke, & E. E. Affiong, "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
58. A. L. Agboke, & E. E. Affiong "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
59. A.L. Agboke, & E.E. Affiong, "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
60. S. J. Dantus, L. Martin, B. Mickey, J. Park, & M. Rivera-Spann. "Marketing Academic Library Resources and Services: How Marketing and Outreach Support a Library's Value Proposition--And an Analysis of Current Practices." (2018).
61. D. Joshua, & M. Daksiri, "Effective marketing techniques for promoting library services and resources in Academic libraries." **Library Philosophy and Practice** (2020): 1-30.
62. M. M. Mollel, "Marketing mix for librarians and information professionals." **Infopreneurship journal** 1, no. 1 (2013): 10-28.
63. A.O. Chegwe, S. E. Anaehobi, "Academic librarians perception and attitude towards marketing of library services in Delta state, Nigeria." **Library Philosophy and Practice** (2015): 0_1.
64. S.M. Naqvi, M. Ishtiaq, N. Kanwal, & A. Ali. "Impact of job autonomy on organizational commitment and job satisfaction: The moderating role of organizational culture in fast food sector of Pakistan." **International Journal of Business and Management** 8, no. 17 (2013): 92.
65. J.O. Kutu, & O. Olabode "Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria." (2020).
66. A.O. Chegwe, & S. E. Anaehobi "Academic librarians perception and attitude towards marketing of library services in Delta state, Nigeria." **Library Philosophy and Practice** (2015): 0_1.
67. J.O. Kutu, & O. Olabode "Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria." (2020).

68. J. Park, & J.D. Sabine, "Marketing Academic Library Resources and Services [White paper]." **Choice Whitepaper** (2018).
69. Y. Cheng, Z. Jiang, X. Li, & X. Lu. "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
70. E.E. Okon. I. J. Ime, & I. A. Etim. "Marketing of web-based library resources in Nigerian universities." **Library Philosophy and Practice** (2015): 1-17.
71. M.A. Abule, & G. Francis "Marketing Strategies Used By Medical Libraries Of Public Universities For Their Information Resources And Services In The North-Western Geopolitical Zone Of Nigeria." **Library Philosophy & Practice** (2021).
72. K. Chiwanza, & M. Chipso "Managing Quality through Records Management in Open and Distance Learning Institution." **The International Journal Of Engineering And Science (IJES)** 5, no. 12 (2016): 63-70.
73. J.O. Kutu, & O. Olabode, "Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria." (2020).
74. L. F. Osinulu, S. R. Adekunmisi, O. S. Okewale, & F. O. Oyewusi, "Marketing strategies used by librarians in a state university libraries." **University of Dar es Salaam Library Journal** 13, no. 2 (2018): 18-32.
75. M.A. Abule, "Marketing to enhance the use of information resources and quality of services in medical libraries of public universities in North-West Nigeria." PhD diss., 2022.
76. S. A. Zedan. "Using Electronic Resources in the Academic Library of Imam Abdulrahman Bin Faisal University and Strategy for Marketing them in the Digital Learning Environment." 4, no. 9 (2022): 1-29.
77. D. Michael, & J. Dauda, "Marketing Function: Organizational Roles of Marketing Department in Academic Library." **Marketing** 15, no. 2 (2020).
78. M.A. Rind, & M. A. Jaleel, "Application of 4 Ps of Marketing Mix in Library and Information Services at Public Sector University Libraries of Jamshoro, Sindh, Pakistan." **Journal of Information Management and Library Studies** 3, no. 1 (2020): 34-50.
79. A.O. Chegwe, & S. E. Anaehobi, "Academic librarians perception and attitude towards marketing of library services in Delta state, Nigeria." **Library Philosophy and Practice** (2015): 0_1.
82. K.A. Adegoke, *Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria.* **Intellectual Property Rights: Open Access** (2015): 1-5.
- M. Daksiri, & D. Joshua, Marketing Function: Organizational Roles of Marketing Department in Academic Library.** **Marketing** 15, no. 2 (2020).

83. D. Joshua, & M. **Daksiri**, *Effective marketing techniques for promoting library services and resources in Academic libraries*. **Library Philosophy and Practice** (2020): 1-30.
84. PK. S. kumar, *University libraries in Kerala: a SWOT analysis for marketing*. **Library Philosophy and Practice** 8, no. 1 (2012): 1-13.
85. **M. A. Abule**, *Marketing to enhance the use of information resources and quality of services in medical libraries of public universities in North-West Nigeria*. PhD diss., 2022.
86. J.O.Kutu, & O.Olabode, *Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria*. (2020).
87. **F. A. Yebowaah**, & F. D. D. Plockey, *Awareness and Use of Electronic Resources in University Libraries: A Case Study of University for Development Studies Library*. **Library Philosophy & Practice** (2017).
88. L.F. Osinulu, S. R. Adekunmisi, O.S. Okewale, & F. O. Oyewusi. *Marketing strategies used by librarians in a state university libraries*. **University of Dar es Salaam Library Journal** 13, no. 2 (2018): 18-32.
89. G.L. Appel, R.H. Grewal, & T.S. Andrew, *The future of social media in marketing*. **Journal of the Academy of Marketing Science** 48, no. 1 (2020): 79-95.
90. **L.F. Osinulu**, S. R. Adekunmisi, O. S. Okewale, & F. O. Oyewusi. *Marketing strategies used by librarians in a state university libraries*. **University of Dar es Salaam Library Journal** 13, no. 2 (2018): 18-32.
91. PK.S. Kumar, *University libraries in Kerala: a SWOT analysis for marketing*. **Library Philosophy and Practice** 8, no. 1 (2012): 1-13.
92. **K.A. Adegoke**, *Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria*. **Intellectual Property Rights: Open Access** (2015): 1-5.
93. S. Covello, & L. Jing, *A review of digital literacy assessment instruments*. *Syracuse University* 1 (2010): 31.
94. M. Dinerstein, E. Liran, L. Jonathan, & S. Neel, *Consumer price search and platform design in internet commerce*. **American Economic Review** 108, no. 7 (2018): 1820-59.
95. C.R.Pool, *A new digital literacy a conversation with Paul Gilster*. **Educational Leadership** 55 (1997): 6-11.
96. M. Tabassum, R. Md, & B. Dilara, *Employability skills of new generation lis professionals in Bangladesh*. **Journal of Knowledge & Communication Management** 10, no. 2 (2020): 121-144.
97. G. Walton, *"Digital literacy"(DL): establishing the boundaries and identifying the partners*. **New Review of Academic Librarianship** 22, no. 1 (2016): 1-4.

98. E. Helsper, *Inequalities in digital literacy: definitions, measurements, explanations and policy implications*. Núcleo de Informação e Coordenação do Ponto BR. *Pesquisa sobre o uso das tecnologias de informação e comunicação nos domicílios brasileiros: TIC domicílios* (2015): 175-185.
99. B.C. Reisdorf, & G. Darja, *Digital divides, usability, and social inclusion: Evidence from the field of e-services in the United Kingdom*. In *Social Inclusion and Usability of ICT-Enabled Services*, pp. 231-250. **Routledge**, 2017.
100. A.Monteiro, & L.Carlinda, *Digital literacies in higher education: Skills, uses, opportunities and obstacles to digital transformation*. **Revista de Educación a Distancia (RED)** 21, no. 65 (2021).
- M.U. Perera, G. Lesley, & P. Ami, *Investigating the interrelationship between undergraduates' digital literacy and self-regulated learning skills*. (2016).
104. W. Ng, "Can we teach digital natives digital literacy?." **Computers & Education** 59, no. 3 (2012): 1065-1078.
105. N.Law, W. David & W.Gary, A global framework of reference on digital literacy skills for indicator 4.4. 2. No. 51. **UNESCO**, 2018.
106. A.Mehrotra, G. Christian, E. Laila , G. Anthony, D.Amaury, Z. Géraldine & M. Francesco, "Accessible Maker-Based Approaches to Educational Robotics in Online Learning." **IEEE Access** 9 (2021): 96877-96889.
107. C. M. Tang, & L. Y. Chaw. "Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment?." **Electronic Journal of E-learning** 14, no. 1 (2016): 54-65.
108. S.Mohammadyari, & S. Harminder, "Understanding the effect of e-learning on individual performance: The role of digital literacy." **Computers & Education** 82 (2015): 11-25.
109. M. Bali, "Reimagining digital literacies from a feminist perspective in a postcolonial context." **Media and Communication** 7, no. 2 (2019): 69-81.
110. C.R. Pool, "A new digital literacy a conversation with Paul Gilster." **Educational Leadership** 55 (1997): 6-11.
111. H. Ruhua, & Y.Huang, "Global Digital Literacy and Skill Improvement: Contribution of IFLA." **Information and Documentation Services** 43, no. 2 (2022): 22-28.
112. (Jones & Hafner, 2012)
113. H. Ruhua, & Y.Huang, "Global Digital Literacy and Skill Improvement: Contribution of IFLA." **Information and Documentation Services** 43, no. 2 (2022): 22-28.
114. C. R. Pool, "A new digital literacy a conversation with Paul Gilster." **Educational Leadership** 55 (1997): 6-11.

115. C. Lankshear, & K. Michele, eds. **Digital literacies: Concepts, policies and practices**. Vol. 30. Peter Lang, 2008.
116. Cook & Smith (2004) state that ‘...
117. C. Lankshear, & K. Michele, eds. **Digital literacies: Concepts, policies and practices**. Vol. 30. Peter Lang, 2008.
118. C. Coutinho, *"Storytelling as a strategy for integrating technologies into the curriculum: An empirical study with post-graduate teachers."* In **Society for Information Technology & Teacher Education International Conference**, pp. 3795-3802. Association for the Advancement of Computing in Education (AACE), 2010.
119. W.Matli, & M. Ngoepe. *"Capitalizing on digital literacy skills for capacity development of people who are not in education, employment or training in South Africa."* **African Journal of Science, Technology, Innovation and Development** 12, no. 2 (2020): 129-139.
120. A. Martin, & G. Jan, . *"DigEuLit: Concepts and tools for digital literacy development."* **Innovation in teaching and learning in information and computer sciences** 5, no. 4 (2006): 249-267.
121. C. Lankshear, & K. Michele, eds. *Digital literacies: Concepts, policies and practices*. Vol. 30. Peter Lang, 2008.
122. *Innovation in teaching and learning in information and computer sciences* 5, no. 4 (2006): 249-267.
A. Martin, & G. Jan *"DigEuLit: Concepts and tools for digital literacy development."*
123. A. Martin, & G. Jan *"DigEuLit: Concepts and tools for digital literacy development."* **Innovation in teaching and learning in information and computer sciences** 5, no. 4 (2006): 249-267.
124. P.Vyas, & G. P. Kinjal, G. *"Towards The Sustainable Development Goal: Concept Of Green Library And Green Cognitive Skills."* *Towards Excellence* 13, no. 2 (2021).
125. M. Spante, S. S. Hashemi, M. Lundin, & A. Algers. *"Digital competence and digital literacy in higher education research: Systematic review of concept use."* **Cogent Education** 5, no. 1 (2018): 1519143.
126. A. Ferrari, & P. Yves, *"DIGCOMP: A framework for developing and understanding digital competence in Europe."* (2013).
127. W. Ng, *"Can we teach digital natives digital literacy?."* **Computers & education** 59, no. 3 (2012): 1065-1078.
128. Ng. Wan, *"Can we teach digital natives digital literacy?."* **Computers & education** 59, no. 3 (2012): 1065-1078.

129. J. Coiro, "Toward a multifaceted heuristic of digital reading to inform assessment, research, practice, and policy." **Reading Research Quarterly** 56, no. 1 (2021): 9-31.
130. J. A. Greene, B. Y. Seung, & D. Z. Copeland. "Measuring critical components of digital literacy and their relationships with learning." **Computers & education** 76 (2014): 55-69.
131. J.Cohen, "Set correlation and contingency tables." **Applied psychological measurement** 12, no. 4 (1988): 425-434.
132. C. Yi, Z. Jiang, X. Li, & X. Lu. "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
133. Z. Yi, "Effective techniques for the promotion of library services and resources." *Information Research: An International Electronic Journal* 21, no. 1 (2016): n1.
134. A. Baquee, & R. Sevukan. "Marketing of information products and services through library websites: an analytical study of Indian Central University Library." (2019).
135. R. AW. Tortorella, & S. Graf. "Personalized mobile learning via an adaptive engine." In *2012 IEEE 12th International Conference on Advanced Learning Technologies*, pp. 670-671. IEEE, 2012.
136. A. E. Marwick, & D. Boyd. "I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience." *New media & society* 13, no. 1 (2011): 114-133.
137. M.S. Sutar, "Use of Social Media in Marketing of Library Services."
138. S. Jasmine, "A Study of Marketing Library Services and Resources through Social Media at Universities in Dubai." **Journal of Advances in Library and Information Science** 8, no. 1 (2019): 25-29.
139. Md.M. Islam, &H. Umme, "Use of social media in marketing of library and information services in Bangladesh." **DESIDOC Journal of Library & Information Technology** 35, no. 4 (2015).
140. T.S. Ternenge, & K. Fanafa, "Availability, accessibility, and use of electronic information resources for research by students in Francis Sulemanu Idachaba Library University of Agriculture, Makurdi." **Library Philosophy and Practice (e-journal)** 2352 (2019): 1-41.
141. A. Muhammad, & Z. Tang,DR. "Perception and use of WhatsApp among Library Professionals: A Study of Pakistan." **Perception** (2020).
142. Stacy &C. Christopher, "MIT Artificial Intelligence Laboratory." (2011).

143. T. S. Ternenge, "Marketing Library And Information Resources And Services Using Social Media Platforms." **Library Philosophy and Practice** (2019): NA-NA.
144. K.V. Sachin, "Impact of use of social networking sites on libraries." **Knowledge Librarian** 1, no. 1 (2014): 116-124.
145. A. Ravenscroft, S.Andreas, J. Cook,& C. Bradley. "Designing social media for informal learning and knowledge maturing in the digital workplace." **Journal of Computer Assisted Learning** 28, no. 3 (2012): 235-249.
146. A.M. Kaplan, & M. Haenlein. "Users of the world, unite! The challenges and opportunities of Social Media." **Business horizons** 53, no. 1 (2010): 59-68.
147. J. H. Lipschultz, "Public relations and social media: A useful collection." (2015): 222-224.
148. D. Chandler, & M.Rod, "Social media." *A dictionary of social media* (2016).
149. A. Baquee, & R. Sevukan. "Marketing of information products and services through library websites: an analytical study of Indian Central University Library." (2019).
150. T. Okusaga,O.Kareem, O. Akalumhe, A.M. Sulaiman & E. M. Ekeh. "Application of Social Media in Marketing of Library and Information Services in Public Tertiary Institution Libraries in Lagos State: A Case Study of University of Lagos, Akoka and Lagos State University, Ojo-Lagos, Nigeria." **International Journal of Library and Information Science Studies** 7, no. 5 (2021): 19-35.
151. A. Baquee, & R. Sevukan, "Marketing of information products and services through library websites: an analytical study of Indian Central University Library." (2019).
152. M.T. Bashorun, I. Abdulmumin, & S. A. Ajibola, "Social networking as a tool for library services and knowledge management in academic libraries in Nigeria." (2018).
153. A. Baquee, & R. Sevukan, "Users' Perception on the Application of Social Media in Library Marketing–A Study of Pondicherry University." **INFLIBNET Centre, Gandhinagar** (2019).
154. T. S. TERNENGE, R. I. Tondo, T. Ugba, & C. K. Gbaaikye, "Challenges and Strategies for Promoting the Marketing of Library and Information Resources and Services using Social Media Platforms. A paper presented at the 38th Conference." In **Annual General Meeting (AGM) of Nigerian Library Association (NLA) Benue State Chapter** held on 8th–9th November. 2018.
155. N. Muruli, & T. K. G. Kumar, "Marketing of library services and products through social media: An evaluation." (2013): 144-154.
156. T. S. TERNENGE, R. I. Tondo, T. Ugba, & C. K. Gbaaikye, "Challenges and Strategies for Promoting the Marketing of Library and Information Resources and

- Services using Social Media Platforms. A paper presented at the 38th Conference.*" In **Annual General Meeting (AGM) of Nigerian Library Association (NLA) Benue State Chapter** held on 8th–9th November. 2018.
157. R.R. Sewell, "*Who is following us? Data mining a library's Twitter followers.*" **Library Hi Tech** 31, no. 1 (2013): 160-170.
 158. N. Muruli, & T. K. G. Kumar, "*Marketing of library services and products through social media: An evaluation.*" (2013): 144-154.
 159. N. Gohel, "*Marketing Of Library In The Age Of Social Media And The Digital World.*" **Towards Excellence** 13, no. 2 (2021).
 160. R. I. Rnenge, T. Tondo, Ugba, & C. K. Gbaaikye. "*Challenges and Strategies for Promoting the Marketing of Library and Information Resources and Services using Social Media Platforms. A paper presented at the 38th Conference.*" In **Annual General Meeting (AGM) of Nigerian Library Association (NLA) Benue State Chapter** held on 8th–9th November. 2018.
 161. T. S. TERNENGE, R. I. Tondo, T. Ugba, & C. K. Gbaaikye, "*Challenges and Strategies for Promoting the Marketing of Library and Information Resources and Services using Social Media Platforms. A paper presented at the 38th Conference.*" In **Annual General Meeting (AGM) of Nigerian Library Association (NLA) Benue State Chapter** held on 8th–9th November. 2018.
 162. G. Nikhil, "*Marketing Of Library In The Age Of Social Media And The Digital World.*" **Towards Excellence** 13, no. 2 (2021).
 163. G. Nikhil, "*Marketing Of Library In The Age Of Social Media And The Digital World.*" **Towards Excellence** 13, no. 2 (2021).
 170. Muruli, N., & T. K. G. Kumar, "*Marketing of library services and products through social media: An evaluation.*" (2013): 144-154.
 171. (M. S. Sutar, 2019) *Link to Source eISSN No. 2394-2479 "Knowledge Librarian" An International Peer Reviewed Bilingual E-Journal of Library and Information Science* Special Issue, January 2018 Page | 185.
 172. S. Chandrakanta, & N. Barik, "*Social networking sites for effective library and information services: an overview.*" *Marching Beyond Libraries Role of Social Media and Networking* (2016): 34-40.
 173. B. Abdul, & R. Sevukan, "*Users' Perception on the Application of Social Media in Library Marketing—A Study of Pondicherry University.*" **INFLIBNET Centre, Gandhinagar**, 2019.
 174. T. S. Ternenge, "*Marketing Library And Information Resources And Services Using Social Media Platforms.*" **Library Philosophy and Practice** (2019): NA-NA.
 175. O. Tajudeen, O. Kareem, O. Akalumhe, A.M. Sulaiman, & E. M. Ekeh. "*Application of Social Media in Marketing of Library and Information Services in*

- Public Tertiary Institution Libraries in Lagos State: A Case Study of University of Lagos, Akoka and Lagos State University, Ojo-Lagos, Nigeria.* **International Journal of Library and Information Science Studies** 7, no. 5 (2021): 19-35.
176. A.MUHAMMAD, & Z. Tang DR. "Perception and use of WhatsApp among Library Professionals: A Study of Pakistan." **Perception** (2020).
177. Tuten, L.Tracy, & M. Bosnjak, "Understanding differences in web usage: The role of need for cognition and the five factor model of personality." **Social Behavior and Personality: an international journal** 29, no. 4 (2001): 391-398.
178. Y. Cheng, Z. Jiang, X. Li, & X. Lu. "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
179. J. E. McCarthy, (1964). *Basic Marketing. A Managerial Approach*. Homewood, IL: Irwin.
180. Kerr, F., Patti, C. & Ichul, K., "An Inside-out Approach to Integrated Marketing Communications: An International Perspective," **International Journal of Advertising**, Vol. 27, No. 4, 2008, pp. 531–40.
181. N. Borden, "The Concept of the Marketing Mix," **Journal of Advertising Research**, June 1964 pp. 2–7; van Waterschoot, W. and van den Bulte, C., "The 4P Classification of the Marketing Mix Revisited," **Journal of Marketing**, Vol. 56, No. 4, 1992, pp. 83–93.
186. P. Jain, "Application of social media in marketing library & information services: a global perspective." **International Journal of Academic Research and Reflection** 2, no. 2 (2014): 25.
187. S. Jasmine, "A Study of Marketing Library Services and Resources through Social Media at Universities in Dubai." **Journal of Advances in Library and Information Science** 8, no. 1 (2019): 25-29.
188. A. Baquee, R. Sevukan. "Users' Perception on the Application of Social Media in Library Marketing—A Study of Pondicherry University." *INFLIBNET Centre, Gandhinagar*, 2019.
189. "A Study on the effectiveness of social media in marketing university library services in Sri Lanka."
190. D.R.S. Fika, "The Socialization of the Library as an Effort to Promote Library Information Services in Socio-Communication's Perspective." **International Journal of Multi Science** 2, no. 01 (2021): 1-20.
191. M.N. Horsfall, "Marketing of library and information services in the digital age: challenges, strategies and implications." **Information Impact: Journal of Information and Knowledge Management** 11, no. 2 (2020): 13-20.

192. M.T. Bashorun, I. Abdulmumin, S. A. Ajibola. "Social networking as a tool for library services and knowledge management in academic libraries in Nigeria." (2018).
193. D. Winn, M. Rivosecchi, J. Bjerke, & M. Groenendyk. "MTL 2.0: A report on the social media usage and user engagement of the "Big Four" academic libraries in Montréal." **The Journal of Academic Librarianship** 43, no. 4 (2017): 297-304.

Do Not Copy, Lead City University, Nigeria

Chapter Three

Research Methodology

This chapter presents the research methodology on social media use, digital literacy skills, and promotion of public university libraries among library personnel in Lagos State, Nigeria.

The chapter is presented based on the following sub-headings: research design, population of the study, sample techniques and sample size, research instruments, validity of research instrument, reliability of research instrument, methods of data collection, and data analysis.

3.1 Research Design

The descriptive survey research design was adopted for the study. This method was adopted for the flexibility it provides to researchers in gathering data through appropriate instruments such as questionnaires to measure attitudes, opinions, and the dynamics of a particular phenomenon. Most importantly, it allows for an accurate representation of the variables under study and the interplay between them¹.

3.2 Population of the Study

The population for this study consisted of one hundred and eighty library personnel in public universities in Lagos State. The population was presented according to the number of professional librarians who are sixty-six (66) professional librarians and one hundred and twenty-four (124) para-librarians across all four academic libraries in public universities in Lagos state, Nigeria. These four universities; University of Lagos, Akoka; Lagos State

University, Ojo; Lagos State University of Education, Ijanikin and Lagos State University of Science and Technology, Ikorodu. The breakdown of the population is provided in Table 3.1

Table 3.1: Population of the study

	Institution	Location	Professional lib	Para-Lib
1	Lagos State University (LASU)	OJO	24	30
2	Lagos State University of Education (LASUED)	IJANIKIN	14	7
3	Lagos State University of Science and Technology (LASUTECH)	IKORODU	10	16
4	University of Lagos (UNILAG)	AKOKA	18	71
		Total	66	124

Sources: the university librarian office of each university, 2022

3.3 Sampling Technique and Sample Size

The sampling technique that adopted was total enumeration sampling. This is also called census, it is the consideration of all objects in a population. It involves using all elements in a

population to constitute the sample size. This is done when the population of a study is small and in a manageable and controllable size. This form of technique eliminates bias and ensures the generalization of the outcome of the study². The total population for the study is 190 library personnel in public universities in Lagos state, Nigeria. The sample size is all the sixty- six (66) librarians and one hundred and twenty-four (124) para-librarians respectively who constitute the 190 sample size for the study. Presented in table 3.1: population and sample size.

3.4 Description of Research Instruments

The instrument used in the Study is a standardized scale based on each variable of the study: digital literacy skills are adopted from digital literacy skills¹¹, while social media use is adopted from the Technology Acceptance Model (TAM)¹² and the Promotion mix is adopted from promotion mix¹³. The study adopted the Likert scale design which allowed the researcher to list options where respondents choose from. The instrument is made up of four sections.

Section A contains the demographic information of respondents which is self-developed. The profile of respondents was measured through five fields Name of Institution library, highest educational qualification, age, gender, and year of work experience.

Section B: The use of the digital literacy skills scale divided with each index of the variable (Technical skill, Cognitive skill, and socio-emotional skill) each with a 4-point Likert type

scale of Very confident (VC), Quite Confident(QC), Confident(CF), Not Confident(NC). ICT literacy has 12 items, information literacy has 19 items, and attitude indices have 13 items.

Section C: Adopted the use of TAM to measure the social media use of library personnel.

The variable has three indices which are types of social media use, perceived ease of use, and perceived usefulness. Types of social media use with 7 items and response format are daily, weekly, monthly, and never. perceived ease of use with 13 items and response format is Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), and finally, perceived usefulness has 13 items as well with response format Strongly Agree (SA), Agree (A), Disagree(D) and Strongly Disagree (SD).

Section D: Library Promotion scale with three indices (public relations and Service Promotion). The response format for all the indices is Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), public relations has 9 items and Service Promotion has 11 eleven items.

3.5 Validity of the Research Instrument

The questionnaire for this study adapted from established scales⁴. It was also cross-checked for content validity by the supervisor and other experts in the field of Information Management. Corrections made were incorporated into the final questionnaire which was administered to the study respondents.

3.6 Reliability of the Instrument

The reliability of the instrument was tested through a pre-test study using forty (40). Library personnel from the University of Ibadan, Ibadan, Nigeria. The administered questionnaire retrieved and analyzed. Data obtained were subjected to Cronbach's alpha reliability test to establish the internal consistency of the items. Thus, all the items were above 70% threshold and were valid and reliable for the study.

3.7 Method of Data Collection

A letter of introduction and project attestation were obtained from the Department of Information Management, Lead City University to gain permission to survey the selected public universities' libraries. The questionnaire was administered physically with the aid of two (2) research assistants that were trained by the researcher to prevent falsification of results or other unethical behavior.

3.8 Method of data analysis

The data collected from questionnaires was coded and analyzed using the International Business Machine (IBM) for statistical package for service solution (SPSS) Software version 22. The demographic data was analyzed with descriptive statistics such as simple frequencies and percentages while the research questions 1-3 was analyzed using descriptive statistics. Hypotheses 1 - 2 was analyzed using linear regression and hypothesis 3 was done using multiple regression and tested at 0.05 level of significance.

Endnotes

1. J. F Hair, M. Page, and N. Brunsveld, *Essentials of business research methods*. Routledge, 2019.
2. J. Ponto, "Understanding and Evaluating Survey Research." **Journal of Advanced Practical Oncology**, Mar-Apr; 6(2): 2015. 168–171.
3. S. Nikolas, "How Stratified Random Sampling Works." *Investopedia*, 2019.
4. L.O. Aina, *Library and information science text for Africa*. Ibadan: Third World Information Services, 2016.
5. T. F. Tanny, "Survey Research Design," in *Data & Analytics*, 2018.
6. V. Venkatesh, M. Morris, Davis, G., & F. Davis, "User acceptance of information technology: Toward a unified view." **MIS Quarterly**, 27, 2003. 425-478.
7. K. Al-Qeisi, C. Dennis, Hegazi, A., & M. Abbad, "How viable is the UTAUT model in a non-western context?" *Journal missing*, 8(2). 2015. Retrieved from
8. A. A. Sambo, *Research methods in education*. Ibadan: Stirling-Horden, 2011.
9. D.Bawden, "Origins and concepts of digital literacy." *Digital literacies: Concepts, policies and practices* 30, no. 2008 (2008): 17-32.
10. F.D.Davis, "Perceived usefulness, perceived ease of use, and user acceptance of information technology." **MIS quarterly** (1989): 319-340.
11. Ng, Wan. "Can we teach digital natives digital literacy?." **Computers & education** 59, no. 3 (2012): 1065-1078.
12. P.Kotler, & G. Armstrong, *Principles of marketing*. Pearson education, 2010.
13. S.S.Nishath, &S.D. Sajeewanie, "Application of Marketing Techniques in Library Services and Challenges Faced by University Librarians in Sri Lanka." **Journal of the University Librarians Association of Sri Lanka** 24, no. 2 (2021): 120-137.
- 14 A. A. Adeoye, B. J. Adeoye, "Digital Literacy Skills of Undergraduate Students in Nigeria Universities." **Library Philosophy and Practice (e-journal)** (2017). 1665.

Chapter Four

Results and Discussion

4.1 Introduction

This chapter presents the data analysis and interpretation of the results. The study examined the influence of digital literacy skills and social media use on library promotion in university libraries in Lagos state. The study has two independent variables which are digital literacy skills and social media use while there is one dependent variable which is library promotion. The findings were presented, interpreted, and discussed based on the research questions and hypotheses using a questionnaire as the measuring instrument.

4.2 Questionnaire administrative and response rate

Table 4.1 provided contains information on the response rate of respondents for a questionnaire.

Table 4.1 Response rate of the respondents

S/No	Number of Questionnaire	Frequency (N)	Percentage (%)
1	Administer	145	100
2	Returned	135	93
3	Usable	115	87

Administered Questionnaires of 145 (100), this indicates that initially, 145 questionnaires were distributed or administered to potential respondents, and out of the 145 questionnaires that were administered, 135 were returned. This means that 135 respondents completed and returned the questionnaire. Also, among the returned questionnaires, 115 of them were deemed usable. This is because some of the returned questionnaires were incomplete or had errors that rendered them

unusable. Thus, the survey had a relatively high response rate of 93.10%, which indicates that the respondents were reasonably engaged. However, there was a drop in usability, with only 85.19% of the returned questionnaires being considered usable. This is due to some respondents providing incomplete or invalid responses.

4.3 Demographic characteristics of the respondents

The demographic characteristics of the respondents consist of the name of the institution library, highest educational qualification, gender, age, and year of work experience. Table 4.2 presents the demographic characteristics of the respondents.

Table 4.2 Demographic characteristics of the respondents

S/No	Name	Category	Frequency	Percentage
1	Name of Institution library	Lagos State University (LASU)	34	31
		Lagos State University of Education (LASUED)	12	11
		Lagos State University of Science and Technology (LASUTECH)	11	10
		University of Lagos (UNILAG)	58	52
2	Highest Educational qualification	Ordinary Diploma	12	10
		Higher Diploma	44	38
		Bachelor	29	25
		Master Degree	22	19
		Master of Philosophy (M.Phil)	4	3
		Doctorate (PhD)	6	5
3	Age	below 20 years	12	10
		20-29 years	12	10
		30-39 years	38	33
		40-49 years	32	28
		50-59 years	17	15
		60 and above	5	4

4	Gender	Female	67	58
		Male	48	42
5	Year of Work Experience	Below 5 years	23	20
		6-10years	32	28
		11-15 years	32	28
		16-20years	24	21
		21-25 years	13	11
		26-30 years	15	13
	31 years and above	8	8	

Source: Field Survey 2023

Table 4.2 shows the distribution of respondents across different institutions. The University of Lagos (UNILAG) has the highest representation with 58 respondents, making up 52% of the total. Lagos State University (LASU) follows with 34 respondents, which accounts for 31% of the total respondents. Lagos State University of Education (LASUED) and Lagos State University of Science and Technology (LASUTECH) have 12 and 11 respondents respectively, making up 11% and 10% of the total respondents. The University of Lagos (UNILAG) has the highest representation among the respondents, comprising over half of the total respondents (52%). Lagos State University (LASU) is the second most represented institution with 31% of the respondents. LASUED and LASUTECH have the lowest representation, each accounting for 11% and 10% respectively. The table shows the distribution of respondents based on their highest educational qualifications. The highest category is "Higher Diploma" with 44 respondents, making up 38% of the total. Bachelor's Degree follows with 29 respondents, which accounts for 25% of the total. Master's Degree is the next highest category with 22 respondents,

making up 19% of the total. Other categories like Ordinary Diploma, Master of Philosophy (M.Phil), and Doctorate (Ph.D.) have lower representations ranging from 3% to 10%.

The majority of the respondents have a "Higher Diploma" as their highest educational qualification, comprising 38% of the total. Bachelor's Degree holders make up 25% of the respondents, indicating a significant presence in the sample. Master's Degree holders represent 19% of the respondents, indicating a relatively high level of postgraduate education among the sample. The categories of "Ordinary Diploma," "Master of Philosophy (M.Phil)," and "Doctorate (Ph.D.)" have lower representation in the sample, ranging from 3% to 10%.

Table 4.2 shows the distribution of respondents based on their age groups. The age group "30- 39 years" has the highest representation with 38 respondents, making up 33% of the total. Both "40- 49 years" and "50-59 years" age groups have substantial representation, accounting for 28% and 15% of the total respondents respectively. The age groups "below 20 years" and "20-29 years" have the lowest representation, each accounting for 10% of the total. The age group "60 and above" has the lowest representation, comprising only 4% of the total respondents. The majority of the respondents fall within the age groups of "30-39 years", "40-49 years", and "50-59 years", collectively making up 76% of the total respondents. The age group "60 and above" has the lowest representation, indicating that the sample population is skewed towards younger age groups. The age groups "below 20 years" and "20-29 years" also have lower representation in the sample, each accounting for 10%.

The distribution of respondents is based on their gender. The majority of the respondents are female, making up 58% of the total. Male respondents account for 42% of the total. The sample population is predominantly female, with 58% of the total respondents being female, and 42% being male. Table 4.2 provides the distribution of respondents based on their years of work experience. The categories "6-10 years" and "11-15 years" have the highest representation, each accounting for 28% of the total. "16-20 years" and "26-30 years" have the next highest representation, with 21% and 13% respectively. The categories "Below 5 years", "21-25 years", and "31 years and above" have lower representation, ranging from 8% to 20%. The majority of the respondents have between 6 to 15 years of work experience, collectively making up 56% of the total. The categories "16-20 years" and "26-30 years" also have substantial representation, comprising 21% and 13% respectively. The categories "Below 5 years", "21-25 years", and "31 years and above" have lower representation, ranging from 8% to 20%.

4.4 Research questions

There were three research questions and four hypotheses formulated for this study to achieve the set objectives. Answers to these research questions and hypotheses are provided as follows:

a Research question one: what is the level of digital literacy skills (technical skills) of library personnel in public universities in Lagos state;

The digital literacy skills (technical skills) of library personnel in public universities in Lagos state were examined under 12 items, with the response scale of very confident, quite confident, confident, and not confident. This result is presented in Table 4.3 below.

Table 4.3 digital literacy skills (technical skills) of library personnel in public universities in Lagos state

S/No	Technical Skills Item	Very confident	Quite Confident	Confident	Not Confident	Mean	Std. Dev
1	Assessing whether social media platform is credible and trustworthy	46 (40.0)	39 (33.9)	30 (26.1)	- ---	3.139	.8044
2	Writing online on a web page for private use	33 (28.7)	48 (41.7)	32 (27.8)	2 (1.7)	2.974	.7998
3	Writing online for blog entry for reading by your fellow students	28 (24.3)	64 (55.7)	15 (13.0)	8 (7.0)	2.9739	.81068
4	Writing online for a web page for reading by your Tutor	44 (38.3)	53 (46.1)	12 (10.4)	6 (5.2)	3.1739	.81929
5	Writing online for a web page for reading by anyone in the world	35 (30.4)	58 (50.4)	16 (13.9)	6 (5.2)	3.0609	.80880
6	Writing in different media for people to read on-screen	43 (37.4)	58 (50.4)	10 (8.7)	4 (3.5)	3.2174	.74672
7	Communicating with others Online	48 (41.7)	61 (53.0)	6 (5.2)	- ---	3.3652	.58235
8	Keeping up-to-date with Information from Organization by subscribing to E-mail alerts	53 (46.1)	54 (47.0)	6 (5.2)	2 (1.7)	3.3739	.66834
9	Using advanced search options to refine your search	31 (27.0)	73 (63.5)	11 (9.6)	- ---	3.1739	.58130
10	Using advanced search options to limit your search	35 (30.4)	70 (60.9)	10 (8.7)	- ---	3.2174	.58912
11	Adding comments to social media platform	38 (33.0)	62 (53.9)	15 (13.0)	- ---	3.2000	.65158
12	Using bookmarking to organise and share Information	39 (33.9)	53 (46.1)	19 (16.5)	4 (3.4)	3.5043	3.88288

Weighted Mean 3.2

Criterion Mean 2.5

Source: Researcher, 2023

The digital literacy skills (technical skills) of library personnel in public universities in Lagos state were examined revealing a weighted aggregated mean of 3.2, which is higher than the criterion means of 2.5 (Table 4.3). The weighted aggregated mean is 3.2, which indicates a relatively high level of digital literacy skills (technical skills) among library personnel in public universities in Lagos state. This suggests that, on average, the respondents possess above-average technical skills related to digital literacy. The higher weighted aggregated mean indicates that, overall, library personnel in public universities in Lagos state possess commendable technical skills in digital literacy. This is an encouraging sign for the institutions and suggests that the personnel are adequately equipped to handle digital resources and technologies.

Based on some significant items on technical skill, it reveals, bookmarking to Organize and Share Information, the highest proficiency level reported is "Very High" (19 respondents, 16.5%), followed by "High" (53 respondents, 46.1%). This indicates that a majority of the respondents have high to very high proficiency in using bookmarking to organize and share information.

Subscribing to E-Mail Alerts for Keeping Up-to-Date, again, the highest proficiency level reported is "Very High" (54 respondents, 47.0%), followed by "High" (53 respondents, 46.1%).

This indicates a strong proficiency in using email alerts to stay updated. Online Communication,

a majority of respondents report a proficiency level of "High" (61 respondents, 53.0%) in communicating with others online. Writing for On-Screen Reading, the highest proficiency level reported is "High" (58 respondents, 50.4%), followed by "Very High" (43 respondents, 37.4%). This indicates that a significant portion of the respondents have high proficiency in writing for on-screen reading. Advanced Search Skills, a majority of respondents report a proficiency level of "High" (70 respondents, 60.9%) in using advanced search options to limit their search. Writing on a Web Page for Private Use, proficiency levels for this skill are more evenly distributed, with a moderate proficiency level being most commonly reported (48 respondents, 41.7%). Writing Blog Entries for Fellow Students, again, proficiency levels for this skill are more evenly distributed. "High" proficiency is the most commonly reported (64 respondents, 55.7%).

4.3.1b What is the level of digital literacy skills (cognitive skills) of library personnel in public universities in Lagos state

Table 4.4 presents the digital literacy skills (cognitive skills) of library personnel in public universities in Lagos state was examined reveals a weighted aggregated mean of 3.5, which is higher than the criterion means of 2.5. The weighted aggregated mean of 3.5 indicates that, on average, library personnel in public universities in Lagos state possess a relatively high level of digital literacy skills in the cognitive domain. This suggests that they have a good understanding and proficiency in using digital tools and resources for tasks that require thinking, understanding,

and problem-solving. Thus, since the weighted aggregated mean of 3.5 is higher than the criterion mean, it indicates that the digital literacy skills of the library personnel exceed the expected or desired level (as indicated by the criterion mean).

Table4.4 digital literacy skills (cognitive skill) of library personnel in public universities in Lagos state

S/No	Cognitive Skill Item	Very confident	Quite Confident	Confident	Not Confident	Mean	Std. Dev
1	Ability to recognize a need for information resources	73 (63.5)	21 (18.3)	21 (18.3)	---	3.4522	.78632
2	Ability to distinguish potential information Resources	78 (67.8)	23 (20.0)	12 (10.4)	---	3.5913	.67402
3	Ability to construct strategies for locating information	77 (67.0)	27 (23.5)	11 (9.6)	---	3.5739	.66307
4	Ability to evaluate information obtained from different sources	76 (66.1)	28 (24.3)	9 (7.8)	2 (1.7)	3.5478	.71627
5	Ability to locate information resources	81 (70.4)	26 (22.6)	8 (7.0)	---	3.6348	.61173
6	Ability to organize information from Internet	77 (67.0)	25 (21.7)	11 (9.6)	2 (1.7)	3.5391	.74087
7	Ability to access information on the internet	88 (76.5)	18 (15.7)	9 (7.8)	---	3.6870	.61223
8	Ability to communicate information on social media platform	81 (70.4)	24 (20.9)	10 (8.7)	---	3.6174	.64322
9	Ability to build on existing information on social media	83 (72.2)	17 (14.8)	9 (7.8)	6 (5.2)	3.5391	.85108

10	Knowing what categories of users you can expect to find Online	72 (62.6)	29 (25.2)	8 (7.0)	6 (5.2)	3.4522	.84025
11	Establishing who owns information and ideas you find online	73 (63.5)	22 (19.1)	16 (13.9)	4 (3.5)	3.4261	.85902
12	Using other people's work (found online) without committing plagiarism	74 (64.3)	17 (14.8)	15 (13.0)	9 (7.8)	3.9130	3.86065
13	Citing a reference to an online resource (e.g. on library social media page) using the correct format	58 (50.4)	38 (33.0)	11 (9.6)	8 (7.0)	3.2696	.90148
14	Keeping a record of the relevant details of information you find Online	81 (70.4)	22 (19.1)	10 (8.7)	2 (1.7)	3.5826	.72527
15	Establishing what information you can legally reuse	65 (56.5)	33 (28.7)	13 (11.3)	4 (3.5)	3.3826	.82273
16	Using keywords commonly used in your discipline to search for information Online	77 (67.0)	27 (23.5)	9 (7.8)	2 (1.7)	3.5565	.71563
17	Knowing when to change your search strategy or stop Searching	60 (52.2)	45 (39.1)	6 (5.2)	4 (3.5)	3.4000	.74692
18	Filtering large numbers of search results quickly	58 (50.4)	39 (33.9)	12 (10.4)	4 (3.5)	3.3652	.83067
19	Sharing files legally with others	75 (65.2)	24 (20.9)	12 (10.4)	4 (3.5)	3.4783	.82022

Weighted mean 3.5

Criterion mean 2.5

Source: Researcher, 2023

Furthermore, based on each significant item such as using Other People's Work (Found Online)

without Committing Plagiarism: Most respondents (64.3%) are "Very Confident" in this skill,

indicating a high level of confidence. Only a small percentage (7.8%) are "Not Confident".

Ability to Access Information on the Internet: A large majority (76.5%) are "Very Confident" in this skill, indicating a high level of confidence. A small percentage (7.8%) are "Confident".

Ability to Locate Information Resources, a significant majority (70.4%) are "Very Confident" in this skill, indicating a high level of confidence. A smaller percentage (7%) is "Confident".

Ability to Communicate Information on Social Media Platforms: A majority (70.4%) are "Very Confident" in this skill, indicating a high level of confidence. A smaller percentage (8.7%) is

"Confident". Ability to Distinguish Potential Information Resources: A majority (67.8%) are

"Very Confident" in this skill, indicating a high level of confidence. A smaller percentage (10.4%) is "Confident".

Establishing What Online Information, you can legally reuse: More than half (56.5%) are "Very Confident" in this skill. A significant number (28.7%) are "Quite Confident".

Filtering Large Numbers of Search Results Quickly: About half (50.4%) are "Very Confident" in this skill, indicating a moderate level of confidence. A substantial number (33.9%) are "Quite Confident".

Citing a Reference to an Online Resource Using the Correct Format: About half (50.4%) are "Very Confident" in this skill. A notable number (33%) are "Quite Confident". Thus, the high

levels of confidence in most of the cognitive skills indicate that the respondents feel well-prepared and proficient in these areas of information literacy. This suggests that the surveyed

population is likely to be effective in tasks that require cognitive skills related to digital information and resources.

4.3.1c what is the level of digital literacy skills (socio-emotional skills) of library personnel in public universities in Lagos state

The digital literacy skills (**socio-emotional skills**) of library personnel in public universities in Lagos state were examined revealing a weighted aggregated mean of 3.2, which is higher than the criterion means of 2.5 (Table 4.4). The weighted aggregated mean of 3.2 indicates that, on average, the library personnel in the study demonstrated a relatively high level of socio-emotional digital literacy skills. This suggests that they exhibit positive attitudes and emotional dispositions toward using digital technology, particularly in the context of their work in the library. The criterion mean of 2.5 serves as a reference point for comparison. Since the weighted aggregated mean of 3.2 is higher than the criterion mean, it indicates that the socio-emotional digital literacy skills of the library personnel exceed the expected or desired level (as indicated by the criterion mean).

Table 4.5 Digital literacy skills (socio-emotional skills) of library personnel in public universities in Lagos state

S/No	Socio-emotional Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
1	I like using ICT for learning	88 (76.5)	23 (20.0)	2 (1.7)	2 (1.7)	3.7130	.58886
2	I learn better with ICT	58 (50.4)	42 (36.5)	12 (10.4)	3 (2.6)	3.3478	.77282
3	ICT makes learning more interesting	87 (75.7)	21 (18.3)	7 (6.1)	---	3.6957	.57999

4	I am more motivated to learn with ICT	81 (70.4)	34 (29.6)	---	---	3.7043	.45833
5	ICT enables me to be a self-directed	88 (76.5)	21 (18.3)	6 (5.2)		3.7130	.55827
6	There is a lot of potential in the use mobile technologies for library promotion (e.g. smart technology)	80 (69.6)	27 (23.5)	5 (4.3)	3 (2.6)	3.6000	.69837
7	Feelings of joy in my heart when I use social media platform	73 (63.5)	23 (20.0)	19 (16.5)	---	3.4696	.76459
8	I am elated working with social media platforms	67 (58.3)	32 (27.8)	11 (9.6)	5 (4.3)	3.7304	3.13252
9	It pleasure my heart when I post on social media platform	56 (48.7)	35 (30.4)	18 (15.7)	6 (5.2)	3.2261	.89894
10	I feel depression anytime I have to comment on social media post	29 (25.2)	29 (25.2)	36 (31.3)	21 (18.3)	2.5739	1.06013
11	It disgusts me when people post on social media platform	29 (25.2)	17 (14.8)	41 (35.7)	28 (24.3)	2.4087	1.11525
12	I feel displeasure when I have to share post on social media	22 (19.1)	11 (9.6)	39 (33.9)	43 (37.4)	2.1043	1.11114
13	I hate using social media Platforms	32 (27.8)	14 (12.2)	32 (27.8)	37 (32.2)	2.3565	1.20081

Weighted mean 3.2

Criterion mean 2.5

Source: Researcher, 2023

Likewise, I am elated working with social media platforms, a majority (58.3%) "Strongly Agree" with this statement, indicating a high level of positive emotion and enthusiasm toward working with social media platforms. I like using ICT for learning, a large majority (76.5%) "Strongly Agree" with this statement, indicating a strong preference for using Information and Communication Technology (ICT) for learning purposes. ICT enables me to be self-directed, again, a large majority (76.5%) "Strongly Agree" with this statement, indicating that they feel

empowered to take charge of their learning through the use of ICT. I am more motivated to learn with ICT, most respondents (70.4%) "Strongly Agree" with this statement, suggesting that they find ICT to be a motivating factor in their learning experiences.

In addition, ICT makes learning more interesting, a majority (75.7%) "Strongly Agree" with this statement, indicating that they believe ICT enhances the interest and engagement in their learning activities. I hate using social media platforms, a significant portion (32.2%) "Strongly Disagree" with this statement, meaning they do not harbor strong negative emotions towards using social media platforms. I feel displeasure when I have to share posts on social media, a majority (37.4%) "Strongly Disagree" with this statement, indicating that they do not feel strong displeasure when they have to share posts on social media.

d what is the level of digital literacy skills of library personnel in public universities in Lagos State?

Table 4.5 presents the level of digital literacy skills of library personnel in public universities in Lagos state was examined reveals a grand mean of 3.3, which is higher than the criterion means of 2.5. The grand mean of 3.3 suggests that, on average, the library personnel in the study demonstrated a relatively high level of digital literacy skills. This implies that they are proficient in using digital tools and resources for tasks related to their work in the library. The criterion mean of 2.5 serves as a reference point for comparison. Since the grand mean of 3.3 is higher than the criterion mean, it indicates that the digital literacy skills of the library personnel exceed

the expected or desired level (as indicated by the criterion mean). Thus, the higher-than-expected level of digital literacy skills among library personnel suggests that they are well-equipped to effectively utilize digital resources and technologies in their roles. This can lead to enhanced services and support for library users.

Table 4.5 Level of digital literacy skills of library personnel in public universities in Lagos state

S/No	Item	Weighted Mean	Criterion Mean
1	Technical Skill	3.2	2.5
2.	Cognitive Skill	3.5	
3.	Socio-Emotional Skills	3.2	
Grand Mean 3.3			

Source, Researcher, 2023

Research question 2: What is the level of social media use (frequency of social media use) by library personnel in public universities in Lagos state;

Table 4.6 presents information about the frequency of social media use by library personnel in public universities in Lagos state for various platforms. Each row corresponds to a specific social media platform, and the columns represent the frequency of use (Daily, Weekly, Monthly, Never), along with the mean and standard deviation for each platform.

Table 4.6 Frequency of Social Media Use

Table 4.6 Frequency of Social Media Use

S/No	Item	Daily	Weakly	Monthly	Never	Mean	Std.Dev
------	------	-------	--------	---------	-------	------	---------

1	Facebook	44 (38.3)	36 (31.3)	25 (21.7)	8 (7.0)	3.0609	.97591
2	WhatsApp	70 (60.9)	14 (12.2)	23 (20.0)	6 (5.2)	3.3391	.99019
3	Instagram	36 (31.3)	38 (33.0)	31 (27.0)	10 (8.7)	2.9391	.96688
4	Tik-Tok	31 (27.0)	31 (27.0)	37 (32.2)	16 (13.9)	2.6696	1.02360
5	Twitter	36 (31.3)	9 (7.8)	40 (34.8)	28 (24.3)	2.5130	1.21659
6	YouTube	30 (26.1)	17 (14.8)	52 (45.2)	14 (12.2)	2.6000	1.05797
7	Linked-in	17 (14.8)	11 (9.6)	25 (21.7)	62 (53.9)	1.8522	1.10218

Weighted mean 2.7

Criterion mean 2.5

Source, Researcher, 202

According to the findings (Table 4.6), Facebook, most library personnel use Facebook regularly, with 38.3% using it daily and 31.3% using it weekly. Only a small percentage (7.0%) reported never using Facebook for work-related purposes. WhatsApp is widely used, with 60.9% of respondents using it daily. A significant portion (20.0%) uses it monthly, and only a small percentage (5.2%) reported never using WhatsApp for work-related purposes. Instagram is used regularly by library personnel, with 31.3% using it daily and 33.0% using it weekly. Only a small percentage (8.7%) reported never using Instagram for work-related purposes. Tik-Tok is less commonly used for work-related purposes, with only 27.0% using it daily. A substantial percentage (32.2%) reported using it monthly, and 13.9% reported never using it.

Furthermore, Twitter is used by 31.3% of respondents daily, but a significant portion (34.8%) uses it monthly. About 24.3% reported never using Twitter for work-related purposes. YouTube is used by 26.1% of respondents daily. However, it is used monthly by a significant majority

(45.2%). Only a small percentage (12.2%) reported never using YouTube for work-related purposes. LinkedIn is used less frequently, with only 14.8% using it daily. A substantial portion (53.9%) reported never using LinkedIn for work-related purposes. The data suggests that WhatsApp, Facebook, and Instagram are the most commonly used social media platforms among library personnel for work-related purposes. TikTok, Twitter, YouTube, and LinkedIn are used to a lesser extent for work-related tasks.

4.3.2b What is the level of social media use (perceived ease of use) by library personnel in public universities in Lagos state;

Table 4.7 presents information about the perceived ease of use of social media platforms for library promotion by library personnel in public universities in Lagos state. Each row corresponds to a specific statement about the ease of use, and the columns represent the frequency of responses (Strongly Agree, Agree, Disagree, Strongly Disagree), along with the mean and standard deviation for each statement.

Table 4.7 Social media use (perceived ease of use) by library personnel in public universities in Lagos state;

S/No	PERCEIVED EASE OF USE Item	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev
1	I often become confused when I use the social media platform for library Promotion	13 (11.3)	14 (12.2)	37 (32.2)	51 (44.3)	1.9043	1.00851

2	I make errors frequently when using social media platform for library Promotion	13 (11.3)	13 (11.3)	30 (26.1)	59 (51.3)	1.8261	1.02821
3	Interacting with the social media platform for library promotion is often frustrating	12 (10.4)	9 (7.8)	41 (35.7)	53 (46.1)	1.8261	.96664
4	I need to consult colleagues often when using social media platform for library Promotion	11 (9.6)	26 (22.6)	54 (47.0)	24 (20.9)	2.2087	.88353
5	Interacting with social media platform for library promotion requires a lot of my mental effort	12 (10.4)	35 (30.4)	50 (43.5)	18 (15.7)	2.3565	.87048
6	Use of social media platform for library promotion are rigid and inflexible to interact with	18 (15.7)	22 (19.1)	30 (26.1)	45 (39.1)	2.1130	1.09837
7	I find it easy to get social media platform to do what I want for library promotion	22 (19.1)	47 (40.9)	31 (27.0)	15 (13.0)	2.6609	.93553
8	social media platform often behave in unexpected ways when used for library promotion	12 (10.4)	28 (24.3)	59 (51.3)	16 (13.9)	2.3130	.84152
9	I find it cumbersome to use social media platform for library promotion	11 (9.6)	24 (20.9)	56 (48.7)	24 (20.9)	2.1913	.87755
10	My interaction with social media platform for library promotion is easy to Understand	24 (20.9)	64 (55.7)	15 (13.0)	12 (10.4)	2.8696	.86371
11	It is easy for me to remember how to perform tasks using social media platform for library promotion	23 (20.0)	61 (53.0)	22 (19.1)	9 (7.8)	2.8522	.82975
12	social media platform use provide helpful guidance in performing library promotion	27 (23.5)	60 (52.2)	17 (14.8)	11 (9.6)	2.8957	.87232
13	Overall, I find the social media platform for library promotion easy to use	21 (18.3)	70 (60.9)	15 (13.0)	9 (7.8)	2.8957	.78778

Weighted mean 2.4
Criterion mean 2.5

Source: Researcher, 2023

Do Not Copy, Lead City University, Nigeria

Social media platform use provides helpful guidance in performing library promotion, a majority (75.7%) either "Strongly Agree" or "Agree" that social media platforms provide helpful guidance for library promotion. This suggests that respondents find social media platforms to be valuable tools for promoting library services. Overall, I find the social media platform for library promotion easy to use, Again, a majority (79.2%) either "Strongly Agree" or "Agree" that they find social media platforms for library promotion to be easy to use. This indicates a generally positive perception of the usability of these platforms. My interaction with social media platforms for library promotion is easy to understand, similarly, a majority (76.6%) either "Strongly Agree" or "Agree" that their interactions with social media platforms for library promotion are easy to understand.

This suggests that respondents feel comfortable and confident in their interactions with these platforms.

It is easy for me to remember how to perform tasks using social media platforms for library promotion, a majority (73%) either "Strongly Agree" or "Agree" that they find it easy to remember how to perform tasks using social media platforms for library promotion. This indicates a level of familiarity and comfort with the platforms. I make errors frequently when using social media platforms for library promotion, a majority (62.6%) either "Disagree" or "Strongly Disagree" that they make errors frequently when using social media platforms for library promotion. This suggests that respondents feel relatively confident in their usage.

Interacting with the social media platform for library promotion is often frustrating, a majority (67.9%) either "Disagree" or "Strongly Disagree" that interacting with social media platforms for library promotion is often frustrating. This indicates that respondents do not find it particularly frustrating. Thus, the data suggests that library personnel generally perceive social media platforms as user-friendly tools for library promotion. They find them helpful, easy to use, and not overly frustrating.

4.3.2c What is the level of social media use (perceived usefulness) by library personnel in public universities in Lagos state;

Table 4.7 presents information about the perceived usefulness of social media platforms for library promotion by library personnel in public universities in Lagos state. Each row corresponds to a specific statement about the usefulness, and the columns represent the frequency of responses (Strongly Agree, Agree, Disagree, Strongly Disagree), along with the mean and standard deviation for each statement.

Overall, I find the social media platform for library promotion easy to use, a majority (66.9%) either "Strongly Agree" or "Agree" that they find the social media platform for library promotion easy to use. This indicates a positive perception of the platform's usability. It is easy for me to remember how to perform tasks using social media platforms for library promotion, a majority (68.7%) either "Strongly Agree" or "Agree" that they find it easy to remember how to perform

tasks using social media platforms for library promotion. This indicates a level of familiarity and comfort with the platform.

Social media platform use provides helpful guidance in performing library promotion, a majority (65.3%) either "Strongly Agree" or "Agree" that social media platforms provide helpful guidance for library promotion. This suggests that respondents find these platforms to be valuable tools for promoting library services. My interaction with social media platforms for library promotion is easy to understand, a majority (58.3%) either "Strongly Agree" or "Agree" that their interactions with social media platforms for library promotion are easy to understand. This suggests that respondents feel comfortable and confident in their interactions with these platforms.

I find it easy to get social media platforms to do what I want for library promotion, a majority (47.9%) either "Agree" or "Strongly Agree" that they find it easy to get social media platforms to do what they want for library promotion. This indicates a level of effectiveness in using these platforms. I make errors frequently when using social media platforms for library promotion, a majority (74.8%) either "Disagree" or "Strongly Disagree" that they make errors frequently when using social media platforms for library promotion. This suggests that respondents feel relatively confident in their usage.

Use of social media platforms for library promotion are rigid and inflexible to interact with, a majority (77.4%) either "Disagree" or "Strongly Disagree" that social media platforms for library

promotion are rigid and inflexible to interact with. This indicates that respondents do not find them particularly rigid or inflexible. Thus, the data suggests that library personnel generally perceive social media platforms for library promotion to be useful and user-friendly tools. They find them easy to use, remember, and interact with. The low frequency of reported errors and frustrations indicates a relatively positive experience for most respondents.

d What is the level of social media use by library personnel in public universities in Lagos state; Table 4.8 summarizes the level of social media use by library personnel in public universities in Lagos state, along with their perceptions of ease of use and usefulness. It also includes the weighted mean for each category and a criterion mean for the frequency of social media use.

Table 4.8 The level of social media use by library personnel in public universities in Lagos state

S/No	Item	Weighted Mean	Criterion Mean
1	Frequency Of Social Media Use	2.7	2.5
2.	Perceived Ease of Use	2.4	
3.	Perceived Usefulness	2.4	
Grand Mean 2.5			

Frequency of Social Media Use, the weighted mean for frequency of social media use is 2.7, which indicates that, on average, library personnel in the study use social media platforms relatively frequently. Perceived Ease of Use, the weighted mean for perceived ease of use is 2.4. This suggests that, on average, library personnel find social media platforms for library promotion moderately easy to use. Also, Perceived Usefulness, the weighted mean for perceived

usefulness is 2.4. This indicates that, on average, library personnel find social media platforms to be moderately useful for library promotion.

The grand mean, which is the average of the weighted means across all categories, is 2.5. This grand mean serves as a summary measure of the overall level of social media use, ease of use, and perceived usefulness among library personnel. Specifically, the data suggests that library personnel in public universities in Lagos state use social media platforms with a moderate level of frequency, find them moderately easy to use, and perceive them to be moderately useful for library promotion. The grand mean of 2.5 aligns with the criterion mean for social media use, indicating that the level of social media use is in line with the expected or desired level set for the study.

a Research question three: What is the level of use of promotion mix (public relations) in universities libraries in public universities in Lagos state;

Table 4.9 presents information about the promotion mix related to public relations in university libraries in public universities in Lagos state. Each row corresponds to a specific public relations activity, and the columns represent the frequency of responses (Always, Sometimes, Rarely, Never), along with the mean and standard deviation for each activity.

Table 4.9 Promotion mix (public relations) in universities libraries in public

universities in Lagos state

S/N0	PUBLIC RELATIONS Item	Always	Sometimes	Rarely	Never	Mean	Std. Dev.
1	Library Website content creation about library resources	21 (18.3)	58 (50.4)	23 (20.0)	13 (11.3)	2.7565	.88448
2	Notice board post about their Libraries	16 (13.9)	64 (55.7)	27 (23.5)	8 (7.0)	2.7652	.77607
3	Leaflets/Brochures/Pamphlets and Poster, published materials to reach and influence university community about libraries.	18 (15.7)	61 (53.0)	25 (21.7)	11 (9.6)	2.7478	.83607
4	Regular Library Newsletter	13 (11.3)	66 (57.4)	29 (25.2)	7 (6.1)	2.7391	.73850
5	Library Signage in strategic places on campus	13 (11.3)	66 (57.4)	27 (23.5)	9 (7.8)	2.7217	.76718
6	storytelling hours	9 (7.8)	63 (54.8)	32 (27.8)	11 (9.6)	2.6087	.76886
7	Educational fair or show	12 (10.4)	58 (50.4)	28 (24.3)	17 (14.8)	2.5652	.86987
8	arranging interviews for with university principal officers	18 (15.7)	62 (53.9)	27 (23.5)	8 (7.0)	2.7826	.79232
9	maintain relationships with student leaders	24 (20.9)	53 (46.1)	25 (21.7)	13 (11.3)	2.7652	.91124
Weighted mean 2.7							
Criterion mean 2.5							

Source: Researcher, 2023

Arranging interviews with university principal officers, a majority (69.6%) indicated that they arrange interviews with university principal officers sometimes or always. This suggests a relatively high level of engagement in this activity. Notice board posts about their libraries, a majority (69.6%) indicated that they post notices about their libraries on notice boards sometimes

or always. This indicates a consistent effort to communicate with the university community through this channel. Maintaining relationships with student leaders, a majority (67.0%) indicated that they maintain relationships with student leaders sometimes or always. This suggests an active effort to engage with student leaders for library promotion. Library Website content creation about library resources, a majority (68.7%) indicated that they create content about library resources for the library website sometimes or always. This indicates a consistent effort to provide valuable information to users through the website.

Regarding storytelling hours, a majority (62.6%) indicated that they conduct storytelling hours sometimes or always. This suggests an active engagement in this interactive promotional activity. In educational fairs or shows, a majority (60.8%) indicated that they participate in educational fairs or shows sometimes or always. This indicates an active involvement in events that promote the library's resources and services. Specifically, the data suggests that there is a proactive approach to public relations activities in university libraries in public universities in Lagos state. These activities include arranging interviews, utilizing notice boards, maintaining relationships with student leaders, creating website content, conducting storytelling hours, and participating in educational fairs. The activities with the highest means (arranging interviews, notice board posts, maintaining relationships with student leaders, and website content creation) indicate a relatively high level of engagement in these public relations efforts.

4.3.3b Research question three: What is the level of use of promotion mix (service promotion)

in universities libraries in public universities in Lagos state;

Table 4.10 presents information about the promotion mix related to service promotion in university libraries in public universities in Lagos state. Each row corresponds to a specific service promotion activity, and the columns represent the frequency of responses (Always, Sometimes, Rarely, Never), along with the mean and standard deviation for each activity.

Table 4.10 promotion mix (service promotion) in universities libraries in public universities in Lagos state

S/No	SERVICE PROMOTION Item	Always	Sometimes	Rarely	Never	Mean	Std. Dev.
1	book displays of new arrivals,	57 (49.6)	41 (35.7)	15 (13.0)	2 (1.7)	3.3304	.76916
2	Organise debates, quiz and competitions,	37 (32.2)	51 (44.3)	15 (13.0)	12 (10.4)	2.9826	.93642
3	User orientation seminars,	45 (39.1)	59 (51.3)	7 (6.1)	4 (3.5)	3.2609	.72653
4	Formal lectures on library resources,	56 (48.7)	32 (27.8)	21 (18.3)	6 (5.2)	3.2000	.91957
5	Exhibitions at university Events	52 (45.2)	38 (33.0)	18 (15.7)	7 (6.1)	3.1739	.91057
6	E-mail notifications for Lecturers	36 (31.3)	52 (45.2)	18 (15.7)	9 (7.8)	3.0000	.88852
7	Library tours for new students and visitors	58 (50.4)	38 (33.0)	13 (11.3)	6 (5.2)	3.2870	.86618
8	Bulk SMS announcing library services	15 (13.0)	66 (57.4)	22 (19.1)	12 (10.4)	2.7304	.81995
9	Game stands	30 (26.1)	60 (52.2)	19 (16.5)	6 (5.2)	2.9913	.80017
10	extended opening hours	19 (16.5)	74 (64.3)	14 (12.2)	8 (7.0)	2.9043	.74896
11	writing news releases and other content for library	20 (17.4)	74 (64.3)	11 (9.7)		2.9913	.94122
Weighted mean 2.7							
Criterion mean 2.5							

Source: Researcher, 2023

Regarding book displays of new arrivals, a majority (85.3%) indicated that they engage in book displays of new arrivals either always or sometimes. This suggests a high level of activity in promoting new library acquisitions. Library tours for new students and visitors, a majority (83.4%) indicated that they conduct library tours for new students and visitors either always or sometimes. This indicates an active effort to introduce users to the library's facilities and resources. User orientation seminars, a majority (90.4%) indicated that they conduct user orientation seminars either always or sometimes. This indicates a consistent effort to educate users about library services and resources.

Formal lectures on library resources, a majority (76.5%) indicated that they conduct formal lectures on library resources either always or sometimes. This suggests an active engagement in providing structured education about library services. Exhibitions at university events, a majority (78.2%) indicated that they participate in exhibitions at university events either always or sometimes. This indicates an active involvement in events to showcase library resources.

Extended opening hours, a majority (80.8%) indicated that they offer extended opening hours either always or sometimes. This suggests a commitment to providing access to library services beyond regular hours.

Bulk SMS announcing library services, a majority (70.4%) indicated that they send bulk SMS messages announcing library services either always or sometimes. This indicates an active use of mobile communication for service promotion. Specifically, the data suggests a proactive

approach to service promotion activities in university libraries in public universities in Lagos state. These activities include book displays, library tours, user orientation seminars, formal lectures, exhibitions, extended opening hours, and bulk SMS announcements. Also, the activities with the highest means (book displays, library tours, user orientation seminars) indicate a high level of engagement in these service promotion efforts.

4.3.3c Research question three: What is the level of use of promotion mix in universities libraries in public universities in Lagos state

Table 4.11 information includes a summary of the level of use of promotion mix in university libraries in public universities in Lagos state. It presents the weighted mean for both Public Relations and Service Promotion, along with the corresponding criterion mean. Additionally, it provides a Grand Mean, which is the average of the weighted means across both categories.

Table 4.11 Level of use of promotion mix in universities libraries in public universities in Lagos state

S/No	Item	Weighted Mean	Criterion Mean
1	Public Relations	2.7	2.5
2	Service Promotion	2.7	
Grand Mean		2.7	

Public Relations, the weighted mean for Public Relations is 2.7, indicating that, on average, public relations activities in university libraries are utilized at a level higher than the criterion mean of

2.5. This suggests that there is an active engagement in public relations efforts. Service Promotion, the weighted mean for Service Promotion is 2.7, which is also greater than the criterion mean (though the specific criterion mean for Service Promotion is not provided). This suggests that service promotion activities in university libraries are also utilized at a level higher than expected.

The Grand Mean is 2.7, which is consistent with both Public Relations and Service Promotion. This serves as a summary measure of the overall level of promotion mix utilization in university libraries. The data suggests that there is a proactive approach to utilizing the promotion mix in university libraries in public universities in Lagos state. Both Public Relations and Service Promotion activities are being actively engaged in, and the level of utilization exceeds the expected or desired level.

Hypotheses

The five highlighted hypotheses tested at a 0.05 level of significance for the study were analyzed and interpreted in this section.

There will be no significant influence of digital literacy skills of library personnel on library promotion in public universities in Lagos state

Table 4.12 presents statistical information about the influence of digital literacy skills of library personnel on library promotion. The table includes variables such as Mean, Standard Deviation (Std. Dev), Sample Size (N), Pearson's correlation coefficient (r), p-value, and a Remark indicating significance.

Table 4.12 influence of digital literacy skills of library personnel on library promotion

Variable	Mean	Std. Dev	N	R	p value	Remark
digital literacy skills	147.0261	17.4996	11	.333*	.000	significant
library promotion	58.3043	10.5216	5			
		4				

The value of Pearson's correlation coefficient (r) of 0.333 suggests a moderate positive correlation between digital literacy skills and library promotion. The p-value of .000 indicates that the correlation between digital literacy skills and library promotion is statistically significant.

Therefore, the correlation between digital literacy skills and library promotion is not likely due to random chance. Specifically, it is statistically significant. The positive correlation suggests that as the digital literacy skills of library personnel increase, there tends to be an increase in library promotion efforts. This indicates that having proficient digital skills may contribute to more effective promotion strategies.

Hypothesis two there will be no significant influence of social media use of library personnel on library promotion in public universities in Lagos state.

Table 4.13 presents statistical information about the influence of social media use by library personnel on library promotion. The table includes variables such as Mean, Standard Deviation (Std. Dev), Sample Size (N), Pearson's correlation coefficient (r), p-value, and a Remark indicating significance.

Table 4.13 Influence of social media use of library personnel on library promotion

Variable	Mean	Std. Dev	N	R	p value	Remark
library promotion	58.3043	10.5216	11	.212	.023	significant
social media use	80.7739	15.8938	5	*		

The value of Pearson's correlation coefficient (r) of 0.212 suggests a positive but relatively weak correlation between social media use and library promotion. The p-value of .023 is less than the

typical significance level of 0.05. This indicates that the correlation between social media use and library promotion is statistically significant. Therefore, the correlation between social media use and library promotion is statistically significant. This means that the observed correlation is unlikely to be due to random chance. Specifically, the positive but relatively weak and statistically significant correlation suggests that, in this study, there is a modest positive relationship between the level of social media use by library personnel and their efforts in library promotion. This indicates that higher levels of social media use are associated with increased library promotion efforts.

Hypothesis four: there will be no significant combined influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

Table 4.14 presents the results of a regression analysis examining the combined influence of digital literacy skills and social media use on library promotion. The table includes various statistical metrics related to the regression model.

Table 4.14 Combined influence of digital literacy skills and social media use on library promotion

R	R Square	Adjusted R	Std.Error of the Estimate			
.388^a	.151	.135	9.78298			
ANOVA						
Model	Sum of Squares	DF	Mean Square	F	Sig. p	Remark
Regression	1901.191	2	950.595	9.932	.000 ^b	significant
Residual	10719.157	112	95.707			
Total	12620.348	114				

a. Dependent Variable: library promotion

b. predictors: (Constant), digital literacy skills and social media use

R Square (Coefficient of Determination, R^2) explains the proportion of variance in the dependent variable (library promotion) that can be predicted from the independent variables (digital literacy skills and social media use). In this case, approximately 15.1% of the variance in library promotion can be explained by the combination of digital literacy skills and social media use. Adjusted R Square takes into account the number of predictors in the model. It's a more conservative estimate of the proportion of variance explained. In this case, it's approximately 13.5%. The standard error (Std. Error of the Estimate) of the estimate is a measure of the accuracy of the predictions. In this case, it's approximately 9.78. On the ANOVA Table 4.14, the regression model is statistically significant with a p-value (Sig. p) of .000 (which is less than the typical significance level of 0.05).

This means that at least one of the predictors (digital literacy skills and social media use) is contributing significantly to the prediction of library promotion.

Specifically, the regression model, which includes both digital literacy skills and social media use as predictors, is statistically significant. This means that the model provides meaningful information about the relationship between these variables and library promotion. The regression analysis suggests that digital literacy skills and social media use when combined, have a statistically significant influence on library promotion. This implies that both factors play a role in predicting levels of library promotion.

Hypothesis four: combined relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

Table 4.15 presents the results of a regression analysis examining the relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state. The table includes information about unstandardized coefficients, standardized coefficients (Beta), t-values, and significance levels (Sig. p).

Table 4.15 Relative influence of digital literacy skills and social media use on library promotion

Model	Unstandardized Coefficient	Stand. Coefficient	T	Sig. p	Remark
--------------	-----------------------------------	---------------------------	----------	---------------	---------------

	B	Std. Error	Beta Contribution			
(Constant)	18.878	8.896		2.122	.036	Sig
digital literacy skills	.195	.052	.325	3.730	.000	Sig
social media use	.132	.058	.200	2.295	.024	Sig

Digital Literacy Skills, the coefficient unstandardized coefficient (B) for digital literacy skills is 0.195. This means that for each one-unit increase in digital literacy skills, the predicted increase in library promotion is approximately 0.195 units. The standardized coefficient (Beta) for digital literacy skills is 0.325. This indicates the relative importance of digital literacy skills compared to social media use in predicting library promotion. On social media use, the unstandardized coefficient (B), coefficient for social media use is 0.132. This means that for each one-unit increase in social media use, the predicted increase in library promotion is approximately 0.132 units. The standardized coefficient (Beta) for social media use is 0.200. This indicates the relative importance of social media use compared to digital literacy skills in predicting library promotion.

Specifically, both digital literacy skills and social media use have statistically significant coefficients. This means that they both contribute significantly to the prediction of library promotion. Thus, digital literacy skills have a slightly higher standardized coefficient (Beta) compared to social media use, indicating that they may have a relatively stronger influence on

library promotion in this context. However, both factors are important and contribute meaningfully to the prediction of library promotion.

4.5 Discussion of findings

Level of use of promotion mix in universities libraries in public universities in Lagos state;

Public Relations, the weighted mean for Public Relations is 2.7, indicating that, on average, public relations activities in university libraries are utilized at a level higher than the criterion mean of 2.5. This suggests that there is an active engagement in public relations efforts. Service Promotion, the weighted mean for Service Promotion is 2.7, which is also greater than the criterion mean (though the specific criterion mean for Service Promotion is not provided). This suggests that service promotion activities in university libraries are also utilized at a level higher than expected. The Grand Mean is 2.7, which is consistent with both Public Relations and Service Promotion. This serves as a summary measure of the overall level of promotion mix utilization in university libraries. The data suggests that there is a proactive approach to utilizing the promotion mix in university libraries in public universities in Lagos state. Both Public Relations and Service Promotion activities are being actively engaged in, and the level of utilization exceeds the expected or desired level. This finding is supported by 1, 2, 3, 4, and 5.

However, other studies finding reveal that more can be done beyond the library promotion mix that public relations and library promotions to further increase library use ^{6, 7, 8,} and ⁹.

Level of social media use by librarians in public universities in Lagos state;

According to the findings, Facebook, most library personnel use Facebook regularly, with 38.3% using it daily and 31.3% using it weekly. Only a small percentage (7.0%) reported never using Facebook for work-related purposes. WhatsApp is widely used, with 60.9% of respondents using it daily. A significant portion (20.0%) uses it monthly, and only a small percentage (5.2%) reported never using WhatsApp for work-related purposes. Instagram is used regularly by library personnel, with 31.3% using it daily and 33.0% using it weekly. Only a small percentage (8.7%) reported never using Instagram for work-related purposes. Tik-Tok is less commonly used for work-related purposes, with only 27.0% using it daily. A substantial percentage (32.2%) reported using it monthly, and 13.9% reported never using it. This finding is corroborated by ^{10, 11,} and ¹².

Frequency of Social Media Use, the weighted mean for frequency of social media use is 2.7, which indicates that, on average, library personnel in the study use social media platforms relatively frequently. Perceived Ease of Use, the weighted mean for perceived ease of use is

This suggests that, on average, library personnel find social media platforms for library promotion moderately easy to use. Also, Perceived Usefulness, the weighted mean for perceived usefulness is 2.4. This indicates that, on average, library personnel find social media platforms to

be moderately useful for library promotion. The grand mean, which is the average of the weighted means across all categories, is 2.5. This grand mean serves as a summary measure of the overall level of social media use, ease of use, and perceived usefulness among library personnel. Specifically, the data suggests that library personnel in public universities in Lagos state use social media platforms with a moderate level of frequency, find them moderately easy to use, and perceive them to be moderately useful for library promotion. The grand mean of 2.5 aligns with the criterion mean for social media use, indicating that the level of social media use is in line with the expected or desired level set for the study. ¹³ This finding is at variance with ^{14, 15, and 16.} ¹⁷

Level of digital literacy skills of librarians in public universities in Lagos State;

The digital literacy skills (technical skills) of library personnel in public universities in Lagos state were examined revealing a weighted aggregated mean of 3.2, which is higher than the criterion means of 2.5 (Table 4.3). The weighted aggregated mean is 3.2, which indicates a relatively high level of digital literacy skills (technical skills) among library personnel in public universities in Lagos state. This suggests that, on average, the respondents possess above-average technical skills related to digital literacy. The higher weighted aggregated mean indicates that, overall, library personnel in public universities in Lagos state possess commendable technical skills in digital literacy. This is an encouraging sign for the institutions

and suggests that the personnel are adequately equipped to handle digital resources and technologies. This finding aligned with the findings of .18 and that of 19. 20 and 21.

Also, the digital literacy skills (cognitive skill) of library personnel in public universities in Lagos state was examined revealing a weighted aggregated mean of 3.5, which is higher than the criterion means of 2.5. The weighted aggregated mean of 3.5 indicates that, on average, library personnel in public universities in Lagos state possess a relatively high level of digital literacy skills in the cognitive domain. This suggests that they have a good understanding and proficiency in using digital tools and resources for tasks that require thinking, understanding, and problem-solving. Thus, since the weighted aggregated mean of 3.5 is higher than the criterion mean, it indicates that the digital literacy skills of the library personnel exceed the expected or desired level (as indicated by the criterion mean). This is similar to the finding of^{22,23 and 24}

The digital literacy skills (socio-emotional skills) of library personnel in public universities in Lagos state were examined revealing a weighted aggregated mean of 3.2, which is higher than the criterion means of 2.5 (Table 4.4). The weighted aggregated mean of 3.2 indicates that, on average, the library personnel in the study demonstrated a relatively high level of socio-emotional digital literacy skills. This suggests that they exhibit positive attitudes and emotional dispositions toward using digital technology, particularly in the context of their work in the library. The criterion mean of 2.5 serves as a reference point for comparison. Since the weighted

aggregated mean of 3.2 is higher than the criterion mean, it indicates that the socio-emotional digital literacy skills of the library personnel exceed the expected or desired level (as indicated by the criterion mean). This finding is further corroborated by ^{25, 26, and 27.}

Finally, the level of digital literacy skills of library personnel in public universities in Lagos state was examined revealing a grand mean of 3.3, which is higher than the criterion means of the grand mean of 3.3 suggests that, on average, the library personnel in the study demonstrated a relatively high level of digital literacy skills. This implies that they are proficient in using digital tools and resources for tasks related to their work in the library. The criterion mean of 2.5 serves as a reference point for comparison. Since the grand mean of 3.3 is higher than the criterion mean, it indicates that the digital literacy skills of the library personnel exceed the expected or desired level (as indicated by the criterion mean). Thus, the higher-than-expected level of digital literacy skills among library personnel suggests that they are well-equipped to effectively utilize digital resources and technologies in their roles. This can lead to enhanced services and support for library users. ^{28, 29, 30, 31, 32 and 33.}

Influence of digital literacy skills of librarians on library promotion in public universities in Lagos state.

The value of Pearson's correlation coefficient (r) of 0.333 suggests a moderate positive correlation between digital literacy skills and library promotion. The p -value of .000 indicates that the correlation between digital literacy skills and library promotion is statistically significant.

Therefore, the correlation between digital literacy skills and library promotion is not likely due to random chance. Specifically, it is statistically significant. The positive correlation suggests that as the digital literacy skills of library personnel increase, there tends to be an increase in library promotion efforts. This indicates that having proficient digital skills may contribute to more effective promotion strategies. This finding supports existing studies of^{34, 35, and .36}

Influence of social media use by library personnel on library promotion in public universities in Lagos state.

The value of Pearson's correlation coefficient (r) of 0.212 suggests a positive but relatively weak correlation between social media use and library promotion. The p -value of .023 is less than the typical significance level of 0.05. This indicates that the correlation between social media use and library promotion is statistically significant. Therefore, the correlation between social media use and library promotion is statistically significant. This means that the observed correlation is unlikely to be due to random chance. Specifically, the positive but relatively weak and statistically significant correlation suggests that, in this study, there is a modest positive relationship between the level of social media use by library personnel and their efforts in library promotion. This indicates that higher levels of social media use are associated with increased library promotion efforts. ^{37,38,39, 40 and 41.}

The combined influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

Digital literacy skills and social media use on library promotion in public universities in Lagos state the regression model, which includes both digital literacy skills and social media use as predictors, is statistically significant. This means that the model provides meaningful information about the relationship between these variables and library promotion. The regression analysis suggests that digital literacy skills and social media use when combined, have a statistically significant influence on library promotion. This implies that both digital literacy skills and social media use factors play a role in predicting levels of library promotion.

The relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state.

Digital literacy skills and social media use have statistically significant coefficients. This means that they both contribute significantly to the prediction of library promotion. Thus, digital literacy skills have a slightly higher standardized coefficient (Beta) compared to social media use, indicating that they may have a relatively stronger influence on library promotion in this context. Thus, both digital literacy skills and social media use factors are important and contribute meaningfully to the prediction of library promotion.

Endnotes

1. K.A. Adegoke, "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
2. J.O. Kutu, & O. Olabode, "Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria." (2020).
3. A. L. Agboke, & A. E. Effiong, "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
4. A. K. Martey, "Marketing products and services of academic libraries in Ghana." (2000): 261-268.
5. J. N.B. Igwela, & C. O. Owate, "Effective marketing of library and information services: problems and prospects." **AFRREV IJAH: An International Journal of Arts and Humanities** 5, no. 3 (2016): 244-254.
6. R. R. Kumar, "Marketing electronic information resources (EIRS) in academic libraries: a conceptual study." **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
7. P. Kotler, G. Armstrong, S. H. Ang, S. M. Leong, C. T. Tang, & O. Ho-Ming. *Principles of marketing: an Asian perspective*. Pearson/Prentice-Hall, 2012.
8. N.U. Shah, & I. Haroon, "Promotion of Information Services and Resources in University Libraries." **Journal of Information Management and Practices (JIMP)** 1, no. 1 (2021): 46-59.
9. S. Maistry, "Using the academic advising centre as a marketing tool to increase the intake of distance learning students: a case of the electrical engineering students at a private higher education institution." **Educator Multidisciplinary Journal** 3, no. 1 (2019): 116-137.
10. C.Z. Yi, X. Li. Jiang, & Lu. Xianghua, "Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews." **Information Systems Research** 30, no. 3 (2019): 711-725.
11. Y. Zhixian, "Effective techniques for the promotion of library services and resources." **Information Research: An International Electronic Journal** 21, no. 1 (2016): n1.
12. A. Baquee, & R. Sevukan, "Marketing of information products and services through library websites: an analytical study of Indian Central University Library." (2019).

13. A.E. Marwick, & D. Boyd, "*I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience.*" **New media & society** 13, no. 1 (2011): 114-133.
14. M.S. Sutar, "Use of Social Media in Marketing of Library Services."
15. S. Jasmine, "*A Study of Marketing Library Services and Resources through Social Media at Universities in Dubai.*" **Journal of Advances in Library and Information Science** 8, no. 1 (2019): 25-29.
16. A. Muhammad, & T.Zhiwei, DR. "*Perception and use of WhatsApp among Library Professionals: A Study of Pakistan.*" **Perception** (2020).
17. A. Baquee, & R. Sevukan, "*Users' Perception on the Application of Social Media in Library Marketing—A Study of Pondicherry University.*" **INFLIBNET Centre, Gandhinagar, 2019.**
18. C. Coutinho, "*Storytelling as a strategy for integrating technologies into the curriculum: An empirical study with post-graduate teachers.*" In **Society for Information Technology & Teacher Education International Conference**, pp. 3795-3802. Association for the Advancement of Computing in Education (AACE), 2010.
19. C. Lankshear, & M. Knobel, eds. *Digital literacies: Concepts, policies and practices*. Vol. 30. Peter Lang, 2008.
20. A. Martin, & J. Grudziecki, "*DigEuLit: Concepts and tools for digital literacy development.*" **Innovation in teaching and learning in information and computer sciences** 5, no. 4 (2006): 249-267.
21. M. Spante, S. S. Hashemi, M. Lundin, & A. Algers, "*Digital competence and digital literacy in higher education research: Systematic review of concept use.*" **Cogent Education** 5, no. 1 (2018): 1519143.
22. A. Ferrari, and Y. Punie, "*DIGCOMP: A framework for developing and understanding digital competence in Europe.*" (2013).
23. W. Ng, "*Can we teach digital natives digital literacy?.*" **Computers & education** 59, no. 3 (2012): 1065-1078.
24. J. Cohen, "*Set correlation and contingency tables.*" **Applied psychological measurement** 12, no. 4 (1988): 425-434.

Chapter Five

Summary, Conclusion, and Recommendations

5.1 Introduction

This chapter provides an overall summary of the findings. It also provides conclusions and recommendations based on the findings of the study and research experience. The chapter also highlights some suggestions for further findings.

5.2 Summary of the findings

This section presents a summary of the research findings based on the research questions. Based on the data collected and analyzed for this study, the following are the major findings:

The level of digital literacy skills of library personnel in public universities in Lagos state is relatively high with cognitive skill and socio-emotional skills higher than the library personnel's technical skills.

The level of social media use by library personnel in public universities in Lagos state, along with their perceptions of ease of use and usefulness is moderate use with frequent use of WhatsApp, Facebook, and Instagram but Tik-Tok, Twitter, YouTube, and LinkedIn are used to a lesser extent for work-related tasks.

The level of use of promotion mix in university libraries in public universities in Lagos state with both Public Relations and Service Promotion is moderately high. the activities with the highest means (book displays, library tours, user orientation seminars, arranging interviews, notice board

posts, maintaining relationships with student leaders, and website content creation) indicate a high level of engagement in these service promotion and public relations efforts respectively.

There is a significant influence of digital literacy skills of library personnel on library promotion in public universities in Lagos state. This indicates that having proficient digital skills may contribute to more effective promotion strategies

There is a significant influence of social media use by library personnel on library promotion in public universities in Lagos state. This indicates that higher levels of social media use are associated with increased library promotion efforts.

There is a significant combined influence of digital literacy skills and social media use on library promotion in public universities in Lagos state. This implies that both factors play a role in predicting levels of library promotion.

There is a combined relative influence of digital literacy skills and social media use on library promotion in public universities in Lagos state. Thus, both factors are important and contribute meaningfully to the prediction of library promotion.

5.3 Conclusion

Based on the findings of this study, several key conclusions can be drawn:

The level of digital literacy skills among library personnel in public universities in Lagos state is notably high, with cognitive and socio-emotional skills surpassing technical skills. This suggests that library personnel are well-equipped to navigate and utilize digital resources effectively.

The level of social media use by library personnel, along with their perceptions of ease of use and usefulness, indicates a moderate level of engagement. Platforms such as WhatsApp, Facebook, and Instagram are frequently utilized for work-related tasks, while others like TikTok, Twitter, YouTube, and LinkedIn are used to a lesser extent.

The level of use of promotion mix in university libraries is moderately high, particularly in the areas of service promotion and public relations. Notably, activities such as book displays, library tours, user orientation seminars, arranging interviews, notice board posts, maintaining relationships with student leaders, and website content creation demonstrate high levels of engagement in these efforts.

The study establishes a significant influence of digital literacy skills on library promotion in public universities. This highlights the importance of proficient digital skills in developing effective promotion strategies for libraries. Similarly, there is a significant influence of social media use by library personnel on library promotion. Higher levels of social media utilization are associated with increased efforts in library promotion.

The combined influence of both digital literacy skills and social media use on library promotion is found to be significant. This underscores the importance of considering both factors when devising strategies for library promotion. The relative influence of digital literacy skills and social media use on library promotion further emphasizes the significance of these factors. Both

contribute meaningfully to the prediction of library promotion, with digital literacy skills showing a slightly stronger influence.

Succinctly, this study provides valuable insights into the digital literacy skills, social media use, and promotion efforts of library personnel in public universities in Lagos state. The findings underscore the importance of both digital literacy skills and social media utilization in effective library promotion strategies. This information can inform targeted interventions and training programs to enhance library promotion efforts in the academic library.

5.4 Recommendations

Based on the findings of the study, the following recommendations are suggested:

1. The university and library management should implement regular training programs focused on enhancing digital literacy skills among library personnel. These programs should cover a wide range of skills including cognitive, technical, and socio-emotional aspects to further enhance digital literacy skills. Likewise, the library management should offer workshops tailored to address specific areas where library personnel may need additional support, such as technical skills or the effective use of specific software or platforms. And lastly, encourage continuous learning through online courses, webinars, and workshops related to digital literacy and emerging technologies.

2. To optimize social media use among library personnel there is a need to establish clear guidelines and policies for the professional use of social media platforms within the library

setting. Also, is to provide training on how to effectively use various social media platforms for library promotion, including best practices for content creation and engagement. Additionally, the library management needs to implement a system to monitor and evaluate the effectiveness of social media efforts, allowing for adjustments and improvements over time.

3. On the third variable, promotion mix strategies, there is a need for library management to encourage library personnel to diversify their promotion mix strategies, ensuring a balanced approach between public relations and service promotion. And to also, foster creative and innovative activities for promoting library services, such as interactive displays, unique events, and engaging seminars. And lastly is to foster collaborations with student leaders, academic departments, and other university stakeholders to maximize the impact of promotion activities.

4. Recommendation on integration of digital skills into promotion efforts, first is to incorporate or integrate digital tools and platforms into promotion efforts, ensuring that library personnel leverage their digital literacy skills to enhance the effectiveness of their campaigns. Secondly, is to utilize digital analytics and metrics to track the performance of online promotion efforts, enabling data-driven decision-making for future campaigns.

Implementing these recommendations will contribute to a more robust and effective approach to library promotion in public universities in Lagos state, ultimately enhancing the visibility and accessibility of library services to the academic community.

5.5 Contribution to knowledge

The study significantly contributes to the body of knowledge in several key areas as stated as follows:

The study sheds light on the current level of digital literacy skills among library personnel in public universities in Lagos state. This information is crucial for understanding the readiness of library staff to navigate and utilize digital resources effectively. By identifying specific areas of strength (cognitive and socio-emotional skills) and potential areas for improvement (technical skills), the study provides a targeted roadmap for training and capacity-building programs.

The study offers valuable insights into the level of social media use by library personnel for work-related tasks. It identifies platforms that are most frequently utilized (WhatsApp, Facebook, and Instagram) and highlights those that are used to a lesser extent (Tik-Tok, Twitter, YouTube, and LinkedIn). This information is crucial for tailoring promotion strategies to platforms with the highest user engagement.

The research provides a comprehensive analysis of the level of use of promotion mix strategies in university libraries, specifically focusing on public relations and service promotion efforts.

The study identifies activities with the highest levels of engagement, providing a foundation for refining and expanding these strategies to effectively promote library services.

The study establishes a significant influence of both digital literacy skills and social media use on library promotion efforts. This finding is pivotal in recognizing the pivotal role of technology and digital proficiency in modern library promotion strategies. It emphasizes the need for a holistic approach that encompasses both skill sets to optimize promotion efforts.

The research highlights the combined influence of digital literacy skills and social media use on library promotion. This underscores the interdependence of these factors and emphasizes their collective importance. Furthermore, it provides insights into their relative influence, with digital literacy skills showing a slightly stronger impact.

The study's findings hold significance not only for public universities in Lagos state but also for academic libraries in similar contexts worldwide. The insights gained from this study can be adapted and applied in other academic institutions facing similar challenges and opportunities in the digital age.

In conclusion, the study significantly advances knowledge in the fields of library science, digital literacy, social media use, and promotion strategies. It offers practical recommendations that can be instrumental in enhancing the effectiveness of library services and promotion efforts in public universities, while also providing valuable insights for the broader academic library community.

5.6 Suggested Areas for Further Research

Building on the current study, several areas warrant further research to deepen understanding of library promotion and digital literacy skills in academic settings, including libraries. Some suggested areas for future research include:

1. Conduct longitudinal studies to track the evolution of digital literacy skills and social media use among library personnel over time. This can provide valuable insights into trends, changes, and the long-term impact of training programs.
2. Compare the digital literacy skills and social media use of library personnel across different types of institutions (e.g., public vs. private universities, research-intensive vs. teaching-focused institutions). This comparative analysis can reveal nuanced differences and highlight specific needs within various contexts.
3. Investigate the perceptions and feedback of library users regarding the effectiveness and relevance of digital literacy initiatives and social media promotion efforts. Understanding user perspectives can guide the development of user-centered strategies.
4. Explore the extent to which emerging technologies (e.g., virtual reality, artificial intelligence) are integrated into library services and promotion efforts. Assess the impact of these technologies on user engagement and accessibility.
5. Examine how the digital literacy skills of library personnel influence user engagement, information retrieval, and overall satisfaction with library services. Investigate whether

higher digital literacy levels lead to better user experiences. Including, the investigation of how cultural and demographic factors influence digital literacy levels and social media use among library personnel. Understanding these dynamics can lead to more tailored training and support programs.

By delving into these suggested areas, future research can further enrich our understanding of digital literacy skills and promotion strategies, ultimately contributing to the advancement of library services in the digital age.

Do Not Copy, Lead City University, Nigeria

Bibliography

Journal

- Abule M. A., & Francis G., "Marketing Strategies Used By Medical Libraries of Public Universities For Their Information Resources And Services In The North-Western Geopolitical Zone Of Nigeria." **Library Philosophy & Practice** (2021).
- Abule M. A., "Marketing to enhance the use of information resources and quality of services in medical libraries of public universities in North-West Nigeria." PhD diss., 2022.
- Adegoke K. A., "Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria." **Intellectual Property Rights: Open Access** (2015): 1-5.
- Adegoke K. A., *Marketing of library and information services in University libraries: A case study of Usmanu Danfodiyo University Library, Sokoto-Nigeria.* **Intellectual Property Rights: Open Access** (2015): 1-5.
- Adjei K. O. K., "Managing information and communication technologies (ICTs) at academic libraries in selected public universities in Ghana." PhD diss., (2020).
- Agboke A. L., & Affiong E. E., "Promotional Techniques Used as Marketing Strategies for Library Resources and Services." **Research Journal of Library and Information Science** 4, no. 2 (2020): 29-34.
- Ajzen I., *EBOOK: Attitudes, Personality and Behaviour.* **McGraw-hill education (UK)**, 2005.
- American Library Association.** "State of America's Libraries 2020." (2020).
- Anafo P., "Marketing strategies for information services: A case study of the institute of chartered accountants (Ghana) library and information services." **Library Philosophy and Practice** 1033 (2014).
- Appel G. L., Grewal, R. H. & Andrew, T. S. *The future of social media in marketing.* **Journal of the Academy of Marketing Science** 48, no. 1 (2020): 79-95.
- Bali M., "Reimagining digital literacies from a feminist perspective in a postcolonial context." **Media and Communication** 7, no. 2 (2019): 69-81.
- Baquee A., & Sevukan R., "Marketing of information products and services through library websites: an analytical study of Indian Central University Library." (2019).
- Baquee A., & Sevukan R., "Users' Perception on the Application of Social Media in Library Marketing—A Study of Pondicherry University." **INFLIBNET Centre, Gandhinagar** (2019).
- Bashorun M. T., Abdulmumin I., & Ajibola S. A., "Social networking as a tool for library services and knowledge management in academic libraries in Nigeria." (2018).

- Bohner G. & Nina Dickel., "Attitudes and attitude change." **Annual review of psychology** 62 (2011): 391-417.
- Borden N., "The Concept of the Marketing Mix," **Journal of Advertising Research**, June 1964 pp. 2-7; van Waterschoot, W. and van den Bulte, C., "The 4P Classification of the Marketing Mix Revisited," **Journal of Marketing**, Vol. 56, No. 4, 1992, pp. 83-93.
- Chandler D. & Rod M., "Social media." *A dictionary of social media* (2016).
- Chantakhan P. & Sumattra S., "Development of Public Relations Strategies To Promote The Use Of Information Services Of Private University Libraries." PhD diss., **Srinakharinwirot University**, 2021.
- Chegwe A. O. & Sebastian E. A., "Academic librarians perception and attitude towards marketing of library services in Delta state, Nigeria." **Library Philosophy and Practice** (2015): 0_1.
- Chiwanza K., & Chipso M., "Managing Quality through Records Management in Open and Distance Learning Institution." **The International Journal Of Engineering And Science (IJES)** 5, no. 12 (2016): 63-70.
- Cohen J., "Set correlation and contingency tables." *Applied psychological measurement* 12, no. 4 (1988): 425-434.
- Coiro J., "Toward a multifaceted heuristic of digital reading to inform assessment, research, practice, and policy." *Reading Research Quarterly* 56, no. 1 (2021): 9-31.
- Coutinho C., "Storytelling as a strategy for integrating technologies into the curriculum: An empirical study with post-graduate teachers." In **Society for Information Technology & Teacher Education International Conference**, pp. 3795-3802. Association for the Advancement of Computing in Education (AACE), 2010.
- Covello S., & Jing L., *A review of digital literacy assessment instruments*. Syracuse University 1 (2010): 31.
- Dantus S. J., Lisa, M. B., Mickey, J. P. & Michelle, R.-S. "Marketing Academic Library Resources and Services: How Marketing and Outreach Support a Library's Value Proposition--And an Analysis of Current Practices." (2018).
- Davis Fred D., "Perceived usefulness, perceived ease of use, and user acceptance of information technology." **MIS quarterly** (1989): 319-340.
- Deodhar M., & Sushama P., "Impact of continuing education programs (CEPs) on LIS professionals in academic libraries in Mumbai, India." **Library management** (2017).
- Dinerstein M. Liran., Einav J. L., & Neel S., *Consumer price search and platform design in internet commerce*. **American Economic Review** 108, no. 7 (2018): 1820-59.

- Saffanah Abdel-Kader Z., "Using Electronic Resources in the Academic Library of Imam Abdulrahman Bin Faisal University and Strategy for Marketing them in the Digital Learning Environment." 4, no. 9 (2022).
- Dryden N. H. & Shelley G., "Regional campus learning commons: Assessing to meet student needs." **Journal of Library Administration** 53, no. 5-6 (2013): 293-322.
- Fahriyah F., "Marketing Strategy in Surabaya City Archives and Library." **Record and Library Journal** 1, no. 2 (2015): 139-149.
- Fernando I. D. K. L., & Senevirathna R.A.P.S., "Sustainable Academic Library Transformation Approach: Hybridizing University Publication Collection of Ruhuna University Library." **3rd International Conference on Library and Information Management, Department of Library and Information Science, Faculty of Social Sciences, University of Kelaniya, Sri Lanka, 2019.**
- Ferrari A., & Yves P., "DIGCOMP: A framework for developing and understanding digital competence in Europe." (2013).
- Fika D. R. S., "The Socialization of the Library as an Effort to Promote Library Information Services in Socio-Communication's Perspective." **International Journal of Multi Science** 2, no. 01 (2021): 1-20.
- Flaherty K. E., Felicia L., Nick Lee., Greg W. M., William C. M., Jay P. M., & Ellen B.P., "Sales scholarship: Honoring the past and defining the future (key takeaways from the 2018 American Marketing Association faculty consortium: New horizons in selling and sales management)." **Journal of Personal Selling & Sales Management** 38, no. 4 (2018): 413-421.
- Garoufallou E., Rania S., Georgia Z., & Ekaterini B., "The use of marketing concepts in library services: a literature review." **Library Review** 62, no. 4/5 (2013): 312-334.
- Gohel N., "Marketing Of Library In The Age Of Social Media And The Digital World." **Towards Excellence** 13, no. 2 (2021).
- Greene J. A., Seung B. Yu, & Dana Z. C., "Measuring critical components of digital literacy and their relationships with learning." **Computers & education** 76 (2014): 55-69.
- Gupta D. K., "Marketing of library and information services: building a new discipline for library and information science education in Asia." **Malaysian Journal of Library & Information Science** 8, no. 2 (2003): 95-108.
- Helsper E., *Inequalities in digital literacy: definitions, measurements, explanations and policy implications. Núcleo de Informação e Coordenação do Ponto BR. Pesquisa sobre o uso das tecnologias de informação e comunicação nos domicílios brasileiros: TIC domicílios* (2015): 175-185.
- Hernon P., & Ellen A., *Assessing service quality: Satisfying the expectations of library customers.* **American Library Association**, 2010.

- Horsfall M. N., "Marketing of library and information services in the digital age: challenges, strategies and implications." **Information Impact: Journal of Information and Knowledge Management** 11, no. 2 (2020): 13-20.
- Howard H. A., Sarah H., Lisa V. C., & Elizabeth A. M., "Academic libraries on social media: Finding the students and the information they want." **Information technology and libraries** 37, no. 1 (2018): 8-18.
- Igwela Jennifer NB, & Comfort O. O., "Effective marketing of library and information services: problems and prospects." **AFRREV IJAH: An International Journal of Arts and Humanities** 5, no. 3 (2016): 244-254.
- Martin A., & Jan G., Innovation in teaching and learning in information and computer sciences 5, no. 4 (2006): 249-267. "DigEuLit: Concepts and tools for digital literacy development."
- Islam Md M., & Umme H., "Use of social media in marketing of library and information services in Bangladesh." **DESIDOC Journal of Library & Information Technology** 35, no. 4 (2015).
- Jain P., "Application of social media in marketing library & information services: a global perspective." **International Journal of Academic Research and Reflection** 2, no. 2 (2014): 25.
- Jain V., "3D model of attitude." **International Journal of Advanced Research In Management and Social Sciences** 3, no. 3 (2014): 1-12.
- Jasmine S., "A Study of Marketing Library Services and Resources through Social Media at Universities in Dubai." **Journal of Advances in Library and Information Science** 8, no. 1 (2019): 25-29.
- Joshua D., & Daksiri M., "Effective marketing techniques for promoting library services and resources in Academic libraries." **Library Philosophy and Practice** (2020): 1-30.
- Jukić D., "Strategic analysis of corporate marketing in culture management." **Strategic Management** 24, no. 1 (2019): 10-18.
- Kamarudin N., Suhaida H. & Mohsinin M., "Academic library and its users: social media as intermediary." **International Journal of Technology Management and Information System** 2, no. 4 (2020): 1-9.
- Kaplan A. M., & Michael H., "Users of the world, unite! The challenges and opportunities of Social Media." **Business horizons** 53, no. 1 (2010): 59-68.
- Kerr F., Patti C. & Ichul K., "An Inside-out Approach to Integrated Marketing Communications: An International Perspective," **International Journal of Advertising**, Vol. 27, No. 4, 2008, pp. 531-40.
- Kiilu P. W., & Japhet O., "Non use of academic library services: a literature review." **the library** 11 (2016): 12.

- Kirita F. F., & Kelefa M., *"Use of social media in marketing library resources and services."* **University of Dar es Salaam Library Journal** 16, no. 2 (2021): 19-33.
- Koontz C. M., Dinesh K. G., & Sheila W., *"Key publications in library marketing: a review."* **IFLA journal** 32, no. 3 (2006): 224-231.
- Kotler P., Garry A., Swee H. A., Siew Me Leong, Chin T. T., and O. Ho-Ming. *Principles of marketing: an Asian perspective*. Pearson/Prentice-Hall, 2012.
- Kumar PK S., *University libraries in Kerala: a SWOT analysis for marketing.* **Library Philosophy and Practice** 8, no. 1 (2012): 1-13.
- Kumar R. R., "Marketing electronic information resources (EIRS) in academic libraries: a conceptual study." **International Journal of Library and Information Studies** 7, no. 4 (2017): 217-226.
- Kutu J. O., & Olabode O., *Information resources availability, utilisation and job performance of academic Librarians in selected university libraries in North-Central Nigeria.* (2020).
- Lankshear C., & Michele K., eds. **Digital literacies: Concepts, policies and practices**. Vol. 30. Peter Lang, 2008.
- Law N., David W., & Gary W., A global framework of reference on digital literacy skills for indicator 4.4. 2. No. 51. **UNESCO**, 2018.
- Lipschultz J. H., "Public relations and social media: A useful collection." (2015): 222-224.
- Lucas-Alfieri D., *Marketing the 21st century library: the time is now*. Chandos Publishing, 2015.
- Madhusudhan M., *"Marketing of library and information services and products in university libraries: a case study of Goda university library."* **Library Philosophy and Practice** 11 (2008).
- Maistry S., *"Using the academic advising centre as a marketing tool to increase the intake of distance learning students: a case of the electrical engineering students at a private higher education institution."* **Educator Multidisciplinary Journal** 3, no. 1 (2019): 116-137.
- Martey A. K., "Marketing products and services of academic libraries in Ghana." (2000): 261-268.
- Martin A., & Jan G., "DigEuLit: Concepts and tools for digital literacy development." **Innovation in teaching and learning in information and computer sciences** 5, no. 4 (2006): 249-267.
- Marwick A. E. & Danah B., "I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience." **New media & society** 13, no. 1 (2011): 114-133.
- Matli W. & Mpho N., "Capitalizing on digital literacy skills for capacity development of people who are not in education, employment or training in South Africa." **African Journal of Science, Technology, Innovation and Development** 12, no. 2 (2020): 129-139.

- McCarthy Jerome E., (1964). *Basic Marketing. A Managerial Approach*. Homewood, IL: Irwin.
- Mehrotra A. C., Giang L. El-Hamamsy, Anthony G., Amaury D., Géraldine Z. & Francesco M., "Accessible Maker-Based Approaches to Educational Robotics in Online Learning." **IEEE Access** 9 (2021): 96877-96889.
- Michael D., & Dauda J., "Marketing Function: Organizational Roles of Marketing Department in Academic Library." **Marketing** 15, no. 2 (2020).
- Mohammadyari S., & Harminder S., "Understanding the effect of e-learning on individual performance: The role of digital literacy." **Computers & Education** 82 (2015): 11-25.
- Moikan M. M., "Marketing mix for librarians and information professionals." **Infopreneurship journal** 1, no. 1 (2013): 10-28.
- Monteiro A., & Carlinda L., *Digital literacies in higher education: Skills, uses, opportunities and obstacles to digital transformation*. **Revista de Educación a Distancia (RED)** 21, no. 65 (2021).
- Muhammad A., & Tang Z. DR., "Perception and use of WhatsApp among Library Professionals: A Study of Pakistan." **Perception** (2020).
- Muruli N., & Gireesh K.T.K., "Marketing of library services and products through social media: An evaluation." (2013): 144-154.
- Naqvi SMM Raza., M Ishtiaq., Nousheen K.& Mohsin Ali., "Impact of job autonomy on organizational commitment and job satisfaction: The moderating role of organizational culture in fast food sector of Pakistan." **International Journal of Business and Management** 8, no. 17 (2013): 92.
- Ng W., "Can we teach digital natives digital literacy?." **Computers & Education** 59, no. 3 (2012): 1065-1078.
- Nishath S. S., & Sajeewanie D. S., "Application of Marketing Techniques in Library Services and Challenges Faced by University Librarians in Sri Lanka." **Journal of the University Librarians Association of Sri Lanka** 24, no. 2 (2021): 120-137.
- Odu J. O. "User apathy towards library resources and service: A case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16, no. 1 (2017): 37-45.
- Odu J. O., "User apathy towards library resources and service: A case study of the University of Calabar Library, Calabar, Nigeria." **Global Journal of Educational Research** 16, no. 1 (2017): 37-45.
- Okon E. E., Inyang J. I., & Etim I. A., "Marketing of web-based library resources in Nigerian universities." **Library Philosophy and Practice** (2015): 1-17.

- Okon M. E. & Mbuotidem O. U., "Marketing of information and library services in Nigerian university libraries: the way forward." In **Information and Knowledge Management**, vol. 4, no. 6. 2014.
- Okusaga T., Kareem O., Akalumhe O., Sulaiman A. M., & Ekeh E. M., "Application of Social Media in Marketing of Library and Information Services in Public Tertiary Institution Libraries in Lagos State: A Case Study of University of Lagos, Akoka and Lagos State University, Ojo-Lagos, Nigeria." **International Journal of Library and Information Science Studies** 7, no. 5 (2021): 19-35.
- Oriogu C. D., Oriogu-Ogbuiyi D.C., Seimode F.D. & Ogunojemite T.A., "Exploring Social Media in Performing Library Services in Nigeria." **Library Philosophy and Practice (e-journal)**, 1 20 (2020).
- Osinulu L. F., Sowemimo R. A., Okewale O. S. & Fadekemi O. O., "Marketing strategies used by librarians in a state university libraries." **University of Dar es Salaam Library Journal** 13, no. 2 (2018): 18-32.
- Park J., & Sabine J. D., "Marketing Academic Library Resources and Services [White paper]." **Choice Whitepaper** (2018).
- Patil S. K. & Pranita P., "Library promotion practices and marketing of Library services: A role of Library professionals." **Procedia-Social and Behavioral Sciences** 133 (2014): 249-254.
- Perera M. U., Lesley G. & Ami P., *Investigating the interrelationship between undergraduates' digital literacy and self-regulated learning skills.* (2016).
- Pool C. R., "A new digital literacy a conversation with Paul Gilster." **Educational Leadership** 55 (1997): 6-11.
- Ravenscroft A., Andreas S., John C., & Claire B., "Designing social media for informal learning and knowledge maturing in the digital workplace." **Journal of Computer Assisted Learning** 28, no. 3 (2012): 235-249.
- Reisdorf B. C., & Darja G., *Digital divides, usability, and social inclusion: Evidence from the field of e-services in the United Kingdom.* In *Social Inclusion and Usability of ICT-Enabled Services*, pp. 231-250. **Routledge**, 2017.
- Rind M. A., & Abdul J. M., "Application of 4 Ps of Marketing Mix in Library and Information Services at Public Sector University Libraries of Jamshoro, Sindh, Pakistan." **Journal of Information Management and Library Studies** 3, no. 1 (2020): 34-50.
- Rowley J., "Information marketing: seven questions." **Library management** (2003).
- Ruhua H. & Huang Y., "Global Digital Literacy and Skill Improvement: Contribution of IFLA." **Information and Documentation Services** 43, no. 2 (2022): 22-28.

- Sachi K. V., "Impact of use of social networking sites on libraries." **Knowledge Librarian** 1, no. 1 (2014): 116-124.
- Saffanah Abdel-Kader Z., "Using Electronic Resources in the Academic Library of Imam Abdulrahman Bin Faisal University and Strategy for Marketing them in the Digital Learning Environment." 4, no. 9 (2022): 1-29.
- Sewell Robin R., "Who is following us? Data mining a library's Twitter followers." **Library Hi Tech** 31, no. 1 (2013): 160-170.
- Shah N. U. & Haroon I., "Promotion of Information Services and Resources in University Libraries." **Journal of Information Management and Practices (JIMP)** 1, no. 1 (2021): 46-59.
- Sharma A. K. & Sapna B., "Marketing and promotion of library services." In **International Conference on Academic Libraries**. Retrieved February, vol. 1, p. 2012. 2009.
- Spante M. S. S., Hashemi M. L., & Anne A., "Digital competence and digital literacy in higher education research: Systematic review of concept use." *Cogent Education* 5, no. 1 (2018): 1519143.
- Stacy & Christopher C., "MIT Artificial Intelligence Laboratory." (2011).
- Sutar, M. S., "Use of Social Media in Marketing of Library Services."
- Sutherland S., "Passion, practice, partnership and politics: marketing the future of public libraries." **Australasian Public Libraries and Information Services** 15, no. 2 (2002): 61-69.
- Švenčionytė V., "Advertising on library websites: comparing library websites in Europe and the USA." (2005): 198-205.
- Swain C. & Nilaranjan B., "Social networking sites for effective library and information services: an overview." *Marching Beyond Libraries Role of Social Media and Networking* (2016): 34-40.
- Sweat M.D., Teresa Y., Caitlin K., Kevin O'Reilly., Kevin A., & Virginia F., "Condom social marketing effects in low-and middle-income countries: a systematic review update, 1990 to 2019." **American Journal of Health Promotion** 34, no. 1 (2020): 91-95.
- Tabassum M. Md R., & Dilara B., *Employability skills of new generation lis professionals in Bangladesh*. **Journal of Knowledge & Communication Management** 10, no. 2 (2020): 121-144.
- Tang C. M., & Lee Y. C., "Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment?." **Electronic Journal of E-learning** 14, no. 1 (2016): 54-65.
- Ternenge T. S., & Fanafa K., "Availability, accessibility, and use of electronic information resources for research by students in Francis Sulemanu Idachaba Library University of Agriculture, Makurdi." **Library Philosophy and Practice (e-journal)** 2352 (2019): 1-41.

- Tofi S. T., Richard I. T., UgbaT. & Gbaaikye C.K., "Challenges and Strategies for Promoting the Marketing of Library and Information Resources and Services using Social Media Platforms. A paper presented at the 38th Conference." In **Annual General Meeting (AGM) of Nigerian Library Association (NLA) Benue State Chapter** held on 8th–9th November. 2018.
- Tofi S. T., "Marketing Library And Information Resources And Services Using Social Media Platforms." **Library Philosophy and Practice** (2019): NA-NA.
- Tortorella Richard AW. & Sabine Graf., "Personalized mobile learning via an adaptive engine." In *2012 IEEE 12th International Conference on Advanced Learning Technologies*, pp. 670-671. IEEE, 2012.
- Tuten T.L., & Michael B., "Understanding differences in web usage: The role of need for cognition and the five factor model of personality." **Social Behavior and Personality: an international journal** 29, no. 4 (2001): 391-398.
- Umoh., "*Information and services provision by academic libraries in Nigeria.*" **Academic Research Journal**, 5(5), 153-159, 2017.
- Vyas P., & Kinjal G. P., "Towards The Sustainable Development Goal: Concept Of Green Library And Green Cognitive Skills." *Towards Excellence* 13, no. 2 (2021).
- Walton G., "*Digital literacy*"(DL): *establishing the boundaries and identifying the partners.* **New Review of Academic Librarianship** 22, no. 1 (2016): 1-4.
- Winn D. M., Rivosecchi J. B. & Michael G., "MTL 2.0: A report on the social media usage and user engagement of the "Big Four" academic libraries in Montréal." **The Journal of Academic Librarianship** 43, no. 4 (2017): 297-304.
- Withorn T. J., Messer K., Carolyn C. G., Anthony A., Cristina S., Dana O., Maggie C., et al. "*Library instruction and information literacy 2019.*" **Reference Services Review** (2020).
- Yebowaah F. A.** & Florence D. D. P., *Awareness and Use of Electronic Resources in University Libraries: A Case Study of University for Development Studies Library.* **Library Philosophy & Practice** (2017).
- Yeh Shea-Tinn., Marne Arthaud-Day., & Michelle Turvey-Welch., "*Propagation of lean thinking in academic libraries.*" **The Journal of Academic Librarianship** 47, no. 3 (2021): 102357.
- Yi C. Z., Jiang X. Li., & Xianghua Lu., "*Leveraging user-generated content for product promotion: the effects of firm-highlighted reviews.*" **Information Systems Research** 30, no. 3 (2019): 711-725.
- Yi Z., "Effective techniques for the promotion of library services and resources." **Information Research: An International Electronic Journal** 21, no. 1 (2016): n1.

Appendix

QUESTIONNAIRE ON DIGITAL LITERACY, SOCIAL MEDIA USE

AND LIBRARY PROMOTION (QULIPDILISM)

Dear respondent,

This is a questionnaire on digital literacy, social media use and library promotion, (QULIPDILISM) to elicit response for the completion of post graduate research work in Library and Information Science. The researcher seeks your candid response which is used strictly for academic purpose.

Thanks

.....

.....

.....

Segun

LIADI

Post Graduate Student

Lead City University, Ibadan.

Section A: Demographic profile of the respondents

Name of institution library:

Highest educational qualification: () Bsc, () Msc, () M.phil () PhD.

Age: () below 20 years, () 20-29 years, () 30-39 years, () 40-49 years, () 50-59 years, () 60 and above

Gender: () Male or () Female

Year of Work experience: () Below 5 years, () 6-10years, () 11-15 years, () 16-20years, () 21- 25 years, () 26-30 years, () 35 years and above.

Section B: Digital Literacy Skills

TECHNICAL SKILLS					
Key: Very confident (VC), Quite Confident(QC), Confident(CF), Not Confident(NC)					
S/No	Item	VC	QC	CF	NC
1	Assessing whether social media platform is credible and trustworthy	4	3	2	1
2	Writing online on a web page for private use	4	3	2	1
3	Writing online for blog entry for reading by your fellow students				

4	Writing online for a web page for reading by your tutor				
5	Writing online for a web page for reading by anyone in the world				
6	Writing in different media for people to read on- screen				
7	Communicating with others online				
8	Keeping up-to-date with information from organisation by subscribing to E-Mail alerts				
9	Using advanced search options to refine your search				
10	Using advanced search options to limit your search				
11	Adding comments to social media platform				
12	Using bookmarking to organise and share information				

COGNITIVE SKILL

Confident Level of **Information Literacy Skills** of Undergraduate Students Key: Very confident (VC), Quite Confident(QC), Confident(C), Not Confident(NC)

S/No	Item	VC	QC	CF	NC
1	Ability to recognize a need for information resources	4	3	2	1
2	Ability to distinguish potential information resources	4	3	2	1
3	Ability to construct strategies for locating information	4	3	2	1
4	Ability to evaluate information obtained from different sources	4	3	2	1
5	Ability to locate information resources	4	3	2	1
6	Ability to organize information from internet	4	3	2	1
7	Ability to access information on the internet	4	3	2	1
8	Ability to communicate information on social media platform	4	3	2	1
9	Ability to build on existing information on social media	4	3	2	1
10	Knowing what categories of users you can expect to find online	4	3	2	1
11	Establishing who owns information and ideas you find online	4	3	2	1

12	Using other people's work (found online) without committing plagiarism	4	3	2	1
13	Citing a reference to an online resource (e.g. on library social media page) using the correct format	4	3	2	1
14	Keeping a record of the relevant details of information you find online	4	3	2	1
15	Establishing what online information you can legally reuse	4	3	2	1
16	Using keywords commonly used in your discipline to search for information online	4	3	2	1
17	Knowing when to change your search strategy or stop searching	4	3	2	1
18	Filtering large numbers of search results quickly	4	3	2	1
19	Sharing files legally with others	4	3	2	1

SOCIO-EMOTIONAL SKILLS

Key: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

S/No	Item	SA	A	D	SD
1	I like using ICT for learning	4	3	2	1
2	I learn better with ICT	4	3	2	1
3	ICT makes learning more interesting	4	3	2	1
4	I am more motivated to learn with ICT	4	3	2	1
5	ICT enables me to be a self-directed	4	3	2	1
6	There is a lot of potential in the use mobile technologies for library promotion (e.g. smart technology)	4	3	2	1
7	Feelings of joy in my heart when I use social media platform	4	3	2	1
8	I am elated working with social media platforms	4	3	2	1
9	It pleasure my heart when I post on social media platform	4	3	2	1
10	I feel depression anytime I have to comment on social media post	4	3	2	1
11	It disgust me when people post on social media platform				

12	I feel displeasure when I have to share post on social media				
13	I hate using social media platforms				

Section C: Social Media Use

TYPES AND FREQUENCY OF SOCIAL MEDIA USE						
S/No	Item	Use	Daily	Weekly	Monthly	Never
1	Facebook		4	3	2	1
2	WhatsApp		4	3	2	1
3	Instagram		4	3	2	1
4	Tik-Tok		4	3	2	1
5	Twitter		4	3	2	1
6	YouTube		4	3	2	1
7	Linked-in		4	3	2	1
PERCEIVED EASE OF USE						
Key: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)						
S/No	Item	SA	A	D	SD	
1	I often become confused when I use the social media platform for library promotion	4	3	2	1	
2	I make errors frequently when using social media platform for library promotion	4	3	2	1	
3	Interacting with the social media platform for library promotion is often frustrating	4	3	2	1	
4	I need to consult colleagues often when using social media platform for library promotion	4	3	2	1	
5	Interacting with social media platform for library promotion requires a lot of my mental effort					
6	Use of social media platform for library promotion are rigid and inflexible to interact with					
7	I find it easy to get social media platform to do what I want for library promotion					
8	Social media platform often behave in unexpected ways when used for library promotion.					

9	I find it cumbersome to use social media platform for library promotion				
10	My interaction with social media platform for library promotion is easy to understand				
11	It is easy for me to remember how to perform tasks using social media platform for library promotion				
12	social media platform use provide helpful guidance in performing library promotion				
13	Overall, I find the social media platform for library promotion easy to use				

Do Not Copy, Lead City University, Nigeria

PERCEIVED USEFULNESS					
Key: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)					
S/No	Item	SA	A	D	SD
1	I often become confused when I use the social media platform for library promotion	4	3	2	1
2	I make errors frequently when using social media platform for library promotion	4	3	2	1
3	Interacting with the social media platform for library promotion is often frustrating	4	3	2	1
4	I need to consult colleagues often when using social media platform for library promotion	4	3	2	1
5	Interacting with social media platform for library promotion requires a lot of my mental effort	4	3	2	1
6	Use of social media platform for library promotion are rigid and inflexible to interact with	4	3	2	1
7	I find it easy to get social media platform to do what I want for library promotion	4	3	2	1
8	social media platform often behave in unexpected ways when used for promotion	4	3	2	1
9	I find it cumbersome to use social media platform for library promotion	4	3	2	1
10	My interaction with social media platform for library promotion is easy to understand	4	3	2	1
11	It is easy for me to remember how to perform tasks using social media platform for library promotion	4	3	2	1
12	social media platform use provide helpful guidance in performing library promotion	4	3	2	1
13	Overall, I find the social media platform for library promotion easy to use	4	3	2	1

Section D: Library Promotion

PUBLIC RELATIONS					
S/N0	Item	SA	A	D	SD
1	Library Website content creation about library resources	4	3	2	1
2	Notice board post about their libraries	4	3	2	1
3	Leaflets/Brochures/Pamphlets and Poster, published materials to reach and influence university community about libraries.	4	3	2	1
4	Regular Library Newsletter	4	3	2	1
5	Library Signage in strategic places on campus	4	3	2	1
6	storytelling hours	4	3	2	1
7	Educational fair or show	4	3	2	1
8	arranging interviews for with university principal officers	4	3	2	1
9	maintain relationships with student leaders	4	3	2	1
SERVICE PROMOTION					
Key: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)					
S/No	Item	SA	A	D	SD
1	book displays of new arrivals,	4	3	2	1
2	Organise debates, quiz and competitions,	4	3	2	1
3	User orientation seminars,	4	3	2	1
4	Formal lectures on library resources,	4	3	2	1
5	Exhibitions at university events	4	3	2	1
6	E-mail notifications for lecturers	4	3	2	1
7	Library tours for new students and visitors	4	3	2	1
8	Bulk SMS announcing library services	4	3	2	1
9	Game stands	4	3	2	1
10	extended opening hours	4	3	2	1
11	writing news releases and other content for library	4	3	2	1

Bio –Data

A. Personal information

Name: Kabir Adesegun, LIADI
Date of Birth: 31st December, 1973
State of Origin: Lagos State
Nationality: Nigerian
Marital Status: Married
Email: liadisegun2020@gmail.com
Phone Number: 09033596708

B. Academic Qualifications (with Dates)

Master –in-Library and Information Science (in view)
Bsc Ed Economics Education 2017
OND Business Administration 1995
Certificate in Information Technology 2011

C. Institutions Attended (with Dates)

Lead City University, Ibadan, Nigeria 2021 – till date
Ekiti State University, Ado Ekiti, Nigeria 2017
Lagos State Polytechnic, Ikorodu, Lagos 1995
Yaba College of Technology, Iragushi, Epe 2011

Signature

Date

The University Compliance Certification

This is to certify that this thesis by Liadi Kabir ADESEGUN with Matric No LCU/PG/002565 in the Department of Information Management, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

Signature

Date

Do Not Copy, Lead City University, Nigeria



Lead City University, Ibadan
 Faculty of Communication and Information Sciences
 Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above named University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research samples. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the study in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN.
HEAD OF DEPARTMENT
DEPARTMENT OF INFORMATION
MANAGEMENT

Head of Department (Signature, Date and Stamp)

SIGNATURE: [Signature] DATE: 31/07/23

Student's (Researcher) Surname: LIADI Other Names: KABIR ADESEGUN

Matriculation Number: 002565 Programme (Degree, PGD, Masters and Ph.D)

Project Topic: DIGITAL LITERACY SKILL SOCIAL MEDIA USE AND LIBRARY PROMOTION PRACTICES BY LIBRARY PERSONNEL IN PUBLIC UNIVERSITY LAGOS STATE, NIGERIA

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted: 14TH - 22ND AUGUST 2023

Names of Attester: OJEAGBONYE, PASCAL Designation: HEAD, CIRCULATION

Name and Address of the Institution: UNIVERSITY OF LAGOS, AKOKA

Phone No: 08034253954 E-mail Address: ojeagbonye@unilag.edu.ng

Signature: [Signature] Date and Stamp: 22/08/2023





Lead City University, Ibadan
Faculty of Communication and Information Sciences
Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above named University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research samples. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the study in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN.
HEAD OF DEPARTMENT -
DEPARTMENT OF INFORMATION
MANAGEMENT

Head of Department (Signature, Date and Stamp)

SIGNATURE: [Signature] DATE: 31/07/23

Student's (Researcher) Surname: LIADI Other Names: KABIR ADESEGUN

Matriculation Number: 002565 Programme (Degree, ~~PCD~~, Masters and Ph.D)

Project Topic: DIGITAL LITERACY SKILL, SOCIAL MEDIA USE AND LIBRARY PROMOTION PRACTICES BY LIBRARY PERSONNEL IN PUBLIC UNIVERSITY, LAGOS-STATE, NIGERIA

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted: Tuesday, 08 August, 2023

Names of Attester: OKUSAGA Taydeen O. Designation: PL Librarian

Name and Address of the Institution: Lagos State University

Phone No: 08094779629 E-mail Address: taydeen.okusaga@lasu.edu.ng

[Signature] UNIVERSITY LIBRARIAN'S OFFICE
Signature, Date and Stamp: 08082023



Lead City University, Ibadan
Faculty of Communication and Information Sciences
Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above named University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research samples. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the study in your establishment.

Thanks for your anticipated assistance.

LEAD CITY UNIVERSITY, IBADAN.
HEAD OF DEPARTMENT -
DEPARTMENT OF INFORMATION
MANAGEMENT

Head of Department (Signature, Date and Stamp)

SIGN: *[Signature]* .. 31/07/23

Student's (Researcher) Surname... **LIADI** .. Other Names... **KABIR ADESEGUN**

Matriculation Number... **002565** .. Programme (Degree, PGD, Masters and Ph.D)

Project Topic:

DIGITAL LITERACY SKILL, SOCIAL MEDIA USE AND LIBRARY PROMOTION PRACTICES BY LIBRARY PERSONNEL IN PUBLIC UNIVERSITY, LAGOS STATE, NIGERIA

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted.....
Names of Attester..... **Dr. Ajayi Tams** .. Designation... **Regional Service Lib.**
Name and Address of the Institution... **Lagos State University of Science & Tech.**
Phone No... **0123364171** .. E-mail Address: **justdeb@es2014@gmail.com**

LAGOS STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
LIBRARY
SIGN: *[Signature]*
DATE: **31/07/23**



Lead City University, Ibadan
Faculty of Communication and Information Sciences
Department of Information Management

Dear Sir/Madam,

Research Project Attestation Form

The bearer is a student of the above named University and Department. He/she is conducting a research and your establishment has been selected as one of his/her research samples. Kindly grant him/her all necessary assistance to make the exercise a success.

Please complete the following attestation form for the student on completion of the exercise. The completion of the form serves as evidence that the student actually carried out part of the study in your establishment.

~~Thanks for your anticipated assistance.~~

LEAD CITY UNIVERSITY, IBADAN.
HEAD OF DEPARTMENT -
DEPARTMENT OF INFORMATION
MANAGEMENT

Head of Department (Signature, Date and Stamp)

SIGNATURE: *[Signature]* .. 31/07/23

Student's (Researcher) Surname: **LIADI** Other Names: **KABIR ADESEGUN**

Matriculation Number: **002565** Programme (**Degree, PGD, Masters and Ph.D**)

[Signature]

Project Topic: **DIGITAL LITERACY SKILL, SOCIAL MEDIA USE AND LIBRARY PROMOTION PRACTICES BY LIBRARY PERSONNEL IN PUBLIC UNIVERSITY, LAGOS STATE, NIGERIA**

Attestation Section

I hereby attest that the above named student conducted a study on the above named topic in my institution/establishment

Date(s) (Days) the Research was Conducted: **Five days (17-23/8/2023)**

Names of Attester: **Inam Abayomi** Designation: **University Librarian**

Name and Address of the Institution: **Lagos State University of Education, Ojo, Lagos State**

Phone No: **08032222793** E-mail Address: **inam.abayomi@lased.edu.ng**

[Signature] .. 23/8/2023
Signature, Date and Stamp

Plagiarism Similarity Index (Originality Report)

Do Not Copy, Lead City University, Nigeria