# Computer Self-Efficacy, Computer Playfulness and Social Media Use by Librarians in Private University Libraries Southwest, Nigeria

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**Being A MLIS Postfield Presented to the Department of Library and Information Management, Faculty of Information & Communication Management, Lead City University, Ibadan, Oyo State.**

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## Certification

This is to certify that this thesis was carried out by **Modupe Elizabeth OLOGUNDE** with Matriculation Number **LCU/PG/002549,** a student in the Department of Information Management under my supervision in the Faculty of Communication and Information Science, Lead City University, Ibadan, Nigeria.

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**Dedication**

This thesis is dedicated to God Almighty for His sufficient grace over my life.

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**Acknowledgement**

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**Abstract**

The need to provide effective and efficient services has facilitated the adoption and use of social media technology in libraries. However, many librarians in Nigerian academic libraries are still not taking full advantage of social media in personal and professional activities. This study examined the influence of computer self-efficacy and computer playfulness on social media use by librarians in private university libraries southwest, Nigeria. Descriptive survey research design was adopted for the study. A structured questionnaire was adopted as the instrument for data collection. The instrument was tested for reliability and the result showed a Cronbach Alpha value of 0.78. The study population consist of 127 librarians from sixteen academic libraries across southwest Nigeria. The entire population was included in the study due to the small size of the population. The quantitative data collected was analysed using both descriptive and inferential statistics. The study found that both computer self-efficacy (Adj. $R^2$ = 0.604, $p<0.05$) and computer playfulness (Adj. $R^2$ = 0.614, $p<0.05$) individually have significant influence on the use of social media among the respondents. Multiple regression analysis also revealed a significant combined influence of both variables on the use of social media among the respondent. The study concluded that the use of social by librarians remains the a good strategy to enhance library and information services in academic libraries. It was therefore recommended that continuous personnel development should be an integral part of the library programmes as a way to develop computer self-efficacy for librarians.

**Keywords**: Academic Libraries, Computer self-efficacy, Computer playfulness, Information Services, Library Services.

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## Table of Contents


| Contents | Page |
|---|---|
| Title Page | i |
| Certification | ii |
| Dedication | iii |
| Acknowledgement | iv |
| Abstract | v |
| Table of contents | vi |
| List of Tables | ix |
| List of Figures | x |
| **Chapter One: Introduction** | |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 15 |
| 1.3 Aim and Objectives of the Study | 16 |
| 1.4 Research Questions | 17 |
| 1.5 Hypotheses | 17 |
| 1.6 Significance of the Study | 18 |
| 1.7 Scope of the Study | 19 |


Do Not Copy, Lead City University, Nigeria

1.8 Operational Definition of Terms 19

Endnotes 21

**Chapter Two: Literature Review**

2.1 Conceptual Review 24

2.1.1 Social Media Use by Librarians 24

2.1.2 Computer Self-Efficacy of Librarians 28

2.1.3 Computer Playfulness of Librarians 31

2.2.2 Technology Acceptance Model 3 (TAM 3) 42

2.3 Review of Empirical Studies 53

2.3.1 Social Media Provision and Use by Librarians 53

2.3.2 Computer Self-Efficacy and Social Media Use by Librarians 63

2.3.3 Computer Playfulness and Social Media Use by Librarians 85

2.4 Conceptual Model for the Study 89

2.5 Summary of Gaps in Literature Reviewed 95

Endnotes. 98

**Chapter Three: Methodology**

3.1 Research Design 107

Do Not Copy, Lead City University, Nigeria

3.2 Population of the Study 108

3.3 Sampling Technique and Sample Size 109

3.4 Data Collection Instrument 109

3.5 Validity and Reliability of Research Instrument 112

3.6 Data Collection Procedure 112

3.7 Method of Data Analysis 113

Endnotes 113

**Chapter Four Results and Discussion of Findings**

4.1 Presentation of Demographic Data 115

4.2 Research Questions 118

4.3 Presentation of Hypotheses 135

4.4 Discussion of Findings 141

Endnotes 157

**Chapter Five Conclusion**

5.1 Summary of Findings 161

5.2 Conclusion 162

5.4 Contributions to Knowledge 164

Do Not Copy, Lead City University, Nigeria

Appendix 175

Bio-data 182

The University Compliance Certification 184

Do Not Copy, Lead City University, Nigeria

## List of Table


| Table | Title | Page |
|---|---|---|
| 3.1 | Population of Librarians in Private University Libraries in Southwest, Nigeria | 108 |
| 4.1 | Demographic distribution of the respondents | 115 |
| 4.2 | Types of Social Media Used by Librarians in Private University Libraries Southwest, Nigeria | 118 |
| 4.3 | Purpose of Social Media Use by Librarians in Private University Libraries Southwest, Nigeria | 121 |
| 4.4 | Frequency of Social Media Use by Librarians in Private University Libraries Southwest, Nigeria | 122 |
| 4.5 | Level of Computer Self-Efficacy in the Use of Social Media by Librarians in Private University Libraries Southwest, Nigeria | 126 |
| 4.6 | The Level of Computer Playfulness in The Use of Social Media Use by Librarians In Private University Libraries Southwest, Nigeria | 130 |
| 4.7 | Influence of Computer Self-Efficacy on Social Media Use by Librarians in Private University Libraries Southwest, Nigeria. | 135 |
| 4.8 | Influence of Computer Playfulness on Social Media Use by Librarians in Private University Libraries Southwest, Nigeria. | 137 |
| 4.9 | Combined Influence of Computer Self-Efficacy and Computer Playfulness on Social Media Use by Librarians in Private University Libraries in Southwest, Nigeria | 149 |


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| Figure | Title | Page |
|---|---|---|
| 2.1 | Technology Acceptance Model 3 (TAM 3) | 52 |
| 2.2 | Self-constructed Model on Factors Predicting Social Media Use by Librarians | 89 |


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# Chapter One

# Introduction

## 1.1 Background to the Study

Academic libraries are found in tertiary institutions to support teaching, research and learning needs of students, teaching and non- teaching staff of their parent institutions. Academic libraries are libraries attached to institutions of higher learning such as universities, colleges of education, polytechnics and colleges of technology that deal with the provision of information resources for research, learning and teaching[1]. Academic libraries are well-stocked with collections to support the objectives of its establishment which is learning, teaching and research. They have been making significant contributions to knowledge generation and provision geared towards meeting the needs of students, staff and immediate community of their parent institutions.

Therefore, the efficiency and effectiveness of university library, an integral part of academic libraries as a tool for research and learning is determined by the success of providing users with relevant and timely information[2]. The main aim of university libraries therefore, is to ensure that adequate information materials are acquired, processed, systematically organized from the right sources and disseminated to the users in the format that is most suitable for use. In the times past, the success of libraries was measured based on completeness and balanced collection. Services such as Current Awareness Service (CAS), Selective Dissemination of Information (SDI), reference services, and compilation of bibliographies among others were being carried out manually. The traditional tools and techniques used then were inadequate and time consuming.

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In addition to the above, a researcher acknowledged that the extent to which university libraries can render effective services to meet the needs of students, staff and immediate community of their parent institutions depend on the type and adequacy of librarians and other library staff[3]. Librarians and other library staff play a very vital role in the achievement of the objectives of the library. No library can provide effective services without efficient and dynamic personnel. This implies that the effectiveness of every library depends on the performance of the library personnel. For smooth running of the library, library staff render services such as circulation services, reprographic services, inter-loan library services, user education/ orientation services, reference services, selective dissemination of information, current awareness services, referral services, abstracting and indexing services, among others. The quality of the library personnel play a major role in the quality of services rendered. This is why it was reiterated that the academic library must be staffed with a mix of relevant professional, Para-professional and support staff to ensure qualitative service delivery[4].

University library personnel and users were often times fagged out and exhausted as a result of frustration created by the traditional methods of rendering services and retrieving of information. However, in recent times, the trend has changed towards technology-driven service delivery. In order to deliver the services more effectively, computers and other telecommunication devices were embraced in the university libraries to complement the traditional methods of rendering library services and carrying out operations. This transition is as a result of the development of the Internet through Information and Communication Technology (ICT) which has transformed conventional communication into digital communication media. This development has actually

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brought about a strong turn around in the activities and operations in library and information centers hence, library services and operations have become somewhat easier.

Technology began to change very rapidly in the 20th Century. After the first super computers were created in the 1940s, scientists and engineers began to develop ways to create networks between those computers, and this would later lead to the birth of the Internet. The earliest forms of the Internet, such as CompuServe, were developed in the 1960s. Primitive forms of email were also developed during this time. By the 70s, networking technology had improved, and 1979's UseNet allowed users to communicate through a virtual newsletter. By the 1980s, home computers were becoming more common and social media was becoming more sophisticated. Internet relay chats, or IRCs, were first used in 1988 and continued to be popular well into the 1990's. The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users. In 1999, the first blogging sites became popular, creating a social media sensation that's still popular today.

After the invention of blogging, social media began to explode in popularity. Sites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like Photo bucket and Flickr facilitated online photo sharing. YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances. By 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social networks on the Internet. Other sites like Tumblr, Spotify, Foursquare and Pinterest began popping up to fill specific social networking niches. Today, there is a tremendous variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an

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environment where users can reach the maximum number of people without sacrificing the intimacy of person-to-person communication. We can only speculate about what the future of social networking may look in the next decade or even 100 years from now, but it seems clear that it will exist in some form for as long as humans are alive.

The following list of common features is often dead giveaways of a social media site. If you're questioning whether a particular site could be classified as social or not, try looking for at least one of these features: Personal user accounts, if a site allows visitors to create their own accounts that they can log into, then that's a good first sign it might be used for some kind of user-based interaction — perhaps social interaction. Although it's possible to share information or interact with others online anonymously, having to create some kind of user account first is more of a common, standard thing. Profile pages, since social media is all about communication, a profile page is often necessary to help represent an individual and give them a space to create their own personal brand. It often includes information about individual user, like a profile photo, bio, website, feed of recent posts, recommendations, recent activity and more.

Individuals use their accounts to connect with other users such as friends, followers, groups, hashtags and so on:. They can also use them to subscribe to certain forms of information. Newsfeeds: When users connect with other users on social media, they're basically saying, "I want to get information from these people." That information is updated for them in real-time via their news feed. Personalization: Social media sites usually give users the flexibility to configure their user settings, customize their profiles to look a specific way, organize their friends or followers, manage the information they see in their news feeds and even give feedback on what they do or don't want to see.

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Notifications: Any site or app that notifies users about specific information is definitely playing the social media game. Users have total control over these notifications and can choose to receive the types of notifications that they want.

Information updating, saving or posting: If a site or an app allows you to post absolutely anything, with or without a user account, then it's social! It could be a simple text-based message, a photo upload, a YouTube video, a link to an article or anything else. Like buttons and comment sections: Two of the most common ways we interact on social media are via buttons that represent a 'like' plus comment sections where we can share our thoughts. Review, rating or voting systems: Besides liking and commenting, lots of social media sites and apps rely on the collective effort of the community to review, rate and vote on information that they know about or have used. Library services in the 21st century now thrive on modern technologies in which social media is a part. Social media are among the new concepts that libraries are engaging in to interact with their teeming users.

Social media, therefore, could be described as the computer-mediated tools which allow people or companies to create, share, or exchange information, career interests, ideas, pictures/videos in virtual communities and networks. Again, social media are web-based services that give individuals the opportunity to create a public or semi-public profile within a bounded system, add a list of others to what they share, and transverse their list of connections and those made by others with the system[5]. Social media can be defined as forms of electronic communication through which users interact among their peers in order to create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal

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words, pictures, videos and audio, utilizing online platforms while they are connected to the Internet[6]. Again, social media is defined as various user-driven platforms that facilitate the diffusion of compelling content, dialogue creation, and communication to a broader audience. Such platforms allow users to interact freely, share and discuss information using a multimedia mix of personal words, pictures, video and audio. Social media can also be defined as web-based tools that allow users to interact with each other in some ways by sharing information, opinions, knowledge and interests online[7].

The concept, social media enjoys attentions of researchers, one of them posited that social media is a tool used for transmitting the idea or thought or information between one to another and understanding through interaction; in other words, it is the act of sharing or exchanging information, ideas or feelings[8]. Meanwhile, in the field of library and information science, social media can actually help to promote the services of library and information centers to develop the proficiency about technology of professionals and other side like users. Social media is becoming an indispensable tool used in libraries for improving services. Social media has gradually crept into the library profession and has become a growing tool that is being used to communicate with more potential library users; extending and offering better services to users.

In this technological era, it is imperative to note that most academic libraries use social media to maintain their relevance as it enables them share new ideas, knowledge, information, interact with their users and create awareness of new services to meet up with the information needs of their users[9]. Within seconds, librarians and other library staff can retrieve information, disseminate information to users of the library and also connect with coworkers without much delay. With the use of social media in academic

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libraries, it can be said that library staff have found an easy way to deliver their services to users of the library. It is a fact that most library staff use social media for service delivery in academic libraries.

The utilization of social media is promoting library services towards a newer dimension. In promoting library services, social media platforms if properly used can increase the value in the library, education of users on new stocks in the library and changes the behavior and perceptions of users about the library[10]. Libraries desiring to connect constantly with their clients increase users' satisfaction and this is done through the promotion and presence of social media platforms like YouTube, Blog, and many others for service delivery. Social media provide a space for interaction to continue beyond personal interactions and they are computers mediated interactions that link members of various networks and may help maintaining and developing new social and professional relationships. Social media allow users to interacts, share ideas, digital photos and videos, posts, and to inform others about online or real-world activities and events with people in their network. Social media have become a dependable platform for the dissemination of information, forum for feedback mechanism, for research and of course for promotion. It is therefore not surprising that libraries all over the world have embraced the use of social media for promoting their services. Social media like MySpace, Facebook, Twitter, Flickr, YouTube, Wiki, and Ning are useful networking sites for promotion of library resources and services and for the speedy collection of feedbacks from library patrons[3].

Furthermore, it is a medium that connect libraries to their patrons outside the physical buildings and build relationships with them. Due to its advantages, observations show that globally, many university libraries have embraced the use of social media in their

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library services. Social media is highly valuable for its ability to connect libraries with users; they are also vital tools which help the librarians to generate, disseminate, exchange and share information as well as to gather knowledge. As a result, librarians began to integrate the tools into the library environment in order to complement library services most especially in the area of reference services delivery and marketing of library information products and services[11].

Social media tools remain useful tools for diverse library operations and users' centered qualities of the tools cannot be underestimated. Today, technological infrastructures of social media applications and high increase in the demand for information worldwide have actually made social media resonate. Contemporary academic libraries play a vital role in making information available at "real-time" to the clientele via SMTs. Thus, since SMT is being adopted and used in several academic libraries in developed countries, it is paramount that academic librarians must be apt with these technologies so as to keep pace with their users whose understanding of these technologies is on the increase.

Social media's presence is almost everywhere and the vision of the library within the last few years has been that library services should go to users not necessarily that users should come physically to the library. Libraries that desire to connect constantly with their clients and also increase users' satisfaction can only do this through the promotion and presence of social media platforms like YouTube, Blog, etc. for service delivery[12]. Social media tools have been found to be very useful to library personnel especially librarians in private university libraries owing to their potentials of facilitating effectiveness in service delivery. Libraries however, stand the chance of leveraging the social media tools to disseminate information and market their products and services[13].

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There are different types of social media tools that can be used in libraries for various routines. They include: Facebook, YouTube, Integra, Flickr, Twitter, wikis, blogs, Really Simple Syndication (RSS) feeds, LinkedIn WhatsApp among others. These tools could be used in the university libraries in providing efficient information services to the user such as; for information dissemination; for feedback, to communicate, interact and create content, for tagging and bookmarking as a means of promotion, to store, sort, search and post photographs and to create discussion groups[14]. With the potentials embodied in social media for effective information services provision, different types of social media exist, notably among them are Facebook, Twitter, LinkedIn, Blogs, MySpace, YouTube, and Flickr are available to the librarians for information service delivery[15].

On this note, the use of social media such as Facebook, Twitter, Blogs, Wikis, RSS feeds, YouTube, and others, in the delivery of library and information services have become necessary for the survival of private university libraries. As a result of this, private university libraries are incorporating new technologies such as social media in order to remain relevant in their universities and to meet the information needs of their patrons. For instance, Facebook is used for communication between librarians and their patrons. Library patrons can communicate with librarians for enquiries.

They also receive information on their enquiries. Facebook is used for sharing of information and marketing library services. Social media enable communication among libraries and their users thereby serving as an opportunity for information dissemination and the marketing of new services. Social media are used for marketing of library products and services, announce news and for fund raising. Instant messaging is used to enhance reference service delivery processes. Social media are platforms that enable

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communication among libraries and their users thereby serving as an opportunity for information dissemination. They are used as tools by librarians and other information professionals to reach their patrons irrespective of their locations. They are platforms to share information, promote and market new services. Many organizations are applying social media to improve their services and interact with their clients.

However, in spite of the benefits associated with the use of social media in libraries for effective services, certain underlying factors could either promote or inhibit the adequate use of social media by librarians in private university libraries. These factors are; computer self-efficacy as well as computer playfulness. These factors are vital in having direct influence in the use of social media by librarians in private university libraries.

Computer self-efficacy may be described as a person's judgment about his or her capability to use computers in different situations. Computer self-efficacy has to do with judgments about one's capability to successfully perform a specific task using the computer. Individuals who do not see themselves as having the capability to accomplish a task will likely not engage in such tasks[16]. In addition, computer self-efficacy also involves a generative capability in which an individual must organize cognitive, social and behavioral sub-skills into integrated courses of action[17]. Librarians with a high level of computer self-efficacy use social media more. The ability and competency of librarians in the use of modern technology in the library and to a larger extent, developing computer self-efficacy is quite germane to effectively utilizing social media[18].

It has been proposed that individuals base computer self-efficacy judgments on four main sources of information that vary in appraisal value. Individuals weight the contributions of these sources of information and generate a self-appraisal of their capability to perform

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the behavior of interest. These four sources are briefly described below in decreasing order of influence. Enactive mastery experience: These experiences are the most powerful source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. They are interpreted results of one's previous performance or mastery experience. Vicarious experience: Observing other persons successfully perform the actions that are contemplating; individuals think if others can accomplish tasks, they tend to have the capabilities to raise their performance. Verbal persuasion: It involves verbal input from others that strengthen a person's belief that he or she possesses the capability to achieve a desired level of performance. Physiological and affective states: A person's level of arousal can influence his or her self-efficacy beliefs. Arousal such as elevated heart and respiratory rate, trembling hands etc. are perceived as a treat.

Meanwhile, some past studies had revealed the relationships that could exist between computer self-efficacy and social media use by librarians. For instance it was acknowledge that for users to effectively adopt and use the wide growing of these tools for useful purposes, they must demonstrate self confidence in their abilities to utilize the computer-based resources like the social media tools[19]. This is so because, as the importance of computers and Internet grows, people may experience negative emotions in actual or anticipated interactions with computers.

These negative emotions take the form of fear, anxiety, hostility, and resilience in both psychology and behavior, inhibiting the best use of computer-based resources. Computer self-efficacy is an essential factor to consider in terms of social media which are computer-based. The author further reiterated that in the use of computers in which social

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media is an example, individual can also display a level of computer self-efficacy, those with low self–confidence or self- efficacy may likely shy away from the use of social media.

It was observed that, even when certain individuals, specifically librarians express some high degree of computer self-efficacy in the use of social media, they may likely see it as a difficult exercise, whereas, even when computer skills are not perfect, the individual with high computer self-efficacy may be pushed to keep using the computer, believing that he or she is capable of utilizing it, thereby, enhancing personal skills through practice. With this belief also comes the motivation to utilize the computer. In other words, librarians with high computer self-efficacy are more likely than others to explore new technologies, software, databases, as well as social media.

In the use of social media, it can, therefore, be assumed that librarians with high computer self-efficacy would be more likely to take advantage of the tools/platforms when compared to others with low computer self-efficacy, as the later may lack the confidence or shy away from using computer-based resources[20]. This implies that librarians who exhibit a measure of confidence on their ability to access and utilize social media effectively would be more productive in their job roles. On the contrary, librarians who possess no confidence or with lower computer self-efficacy are less likely to use social media to fulfil their mission of functional library services.

Beside computer self-efficacy, computer playfulness might also be a determinant of social media use by librarians in private university libraries. Computer playfulness could be seen as the individual's perception of pleasure and satisfaction from performing a behavior. Computer playfulness as the subjective level of enjoyment felt by computer

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users, which consists of five components: creativity, curiosity, humor, pleasure, and initiative, and includes many fun activities, like teasing, imitating, and sharing. Computer playfulness is an individual difference variable which is system-independent[21]. It is believed that librarians that use social media tools for fun are more likely to use the tools in-spite of their difficulty as they will see the process as playing with the system. Thus, such librarians' perception of ease of use would be higher and it will increase their willingness to use and spend more time using the specific system. Furthermore, computer playfulness influences librarians' level of satisfaction and leads to future usage of such system for library related tasks. Computer playfulness as the subjective level of enjoyment felt by librarians, while using a computer system, consists of the following sub-metrics/components: creativity, originality, imaginative, inventive, and spontaneity.

Creativity describes individual's ability to use imagination to produce a novel idea or product that is useful to the society. This translates that any librarian who creates or invents useful ideas during the course of rendering information services in the library through the use of computer systems has a high degree of computer playfulness. Aside that, originality as an element of computer playfulness connotes the capacity inherent in an individual to think independently or to be novel.

This means that any librarian who can form and develop a new idea using computer systems and other technology-related tools in rendering essential services to the users has a high degree of computer playfulness. Imaginative on its own describes a person who can conceive and envision certain thoughts in mind. In other words, a librarian who can conceive and envision productive ideas in mind with the aid of computer systems naturally possesses qualities of computer playfulness. Meanwhile, being inventive

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describes a librarian who has the act of devising new mechanism or processes of carrying out information services using computer systems, with the act, the level of computer playfulness of such librarian is to a great extent, and which could result into higher productivity in job roles. And, lastly spontaneity, an aspect of computer playfulness measures the quality of a librarian being sudden in carrying out unexpected actions. A librarian who is spontaneous in carrying out library functions with the application of computer will be self-active, self-generated, autonomous, and abrupt.

Computer playfulness could provide librarians with a sense of security and a creative atmosphere while using social media. Many librarians consider it a core supportive process, given the positive effects of computer playfulness on service delivery in the library[22]. For instance, computer playfulness and social media use by librarians can make work activities more fun and engaging, resulting in better work outcomes in the libraries. Furthermore, perceptual computer playfulness by librarians can also help increase the willingness to use social media tools for service delivery. It is therefore expected that components of computer playfulness are incorporated in the use of social media to stimulate, motivate and enhance librarians' interest while performing all library-related activities.

The assertions above suggest that computer self-efficacy and computer playfulness are liable to have direct significant influence on social media use by librarians in university libraries. It is to this end that this study would be carried out to investigate computer self-efficacy, computer playfulness and social media use by librarians in private university libraries in Southwest, Nigeria.

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## 1.2 Statement of the Problem

The need to provide effective and efficient services has facilitated the adoption and use of Information and Communication Technology (ICT) in libraries. Part of this development is the adoption and use of social media tools for promoting library services as well as for effective communication between library personnel and the users. Concerted efforts have also been deployed by various stakeholders such as the government and universities' management to harness the inherent benefits associated with the use of social media.

Studies revealed that most university libraries and the library personnel are yet to extensively embrace the use of social media tools for information provision and services. Although, the awareness of social media is high but their use in private university libraries in Nigeria is low. Some libraries that have adopted social media tools are not using them effectively and extensively. There is also little or no appreciation on the part of the library personnel on how social media tools can be leveraged to enhance the provision of library services in private university libraries in Southwest, Nigeria.

However, factors such as computer self-efficacy and computer playfulness have been reported to play a critical role in the adoption and use of social media in libraries. The degree of librarians' computer self-efficacy and playfulness could drive and motivate librarians to use social media for effective services. The study therefore intends to fill this gap in knowledge by examining how computer self-efficacy and computer playfulness could determine social media use by librarians in private university libraries southwest, Nigeria.

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## 1.3 Aims and Objectives of the study

The main objective of the study would be to investigate computer self-efficacy, computer playfulness and social media use by librarians in private university libraries southwest, Nigeria. The specific objectives are to:

i. identify types of social media use by librarians in private university libraries Southwest, Nigeria;
ii. examine purpose of social media use by librarians in private university libraries Southwest, Nigeria;
iii. determine frequency of social media use by librarians in private university libraries Southwest, Nigeria;
iv. identify the level of computer self-efficacy of librarians in private university libraries Southwest, Nigeria in the use of social media;
v. identify the level of computer playfulness of librarians in private university libraries Southwest, Nigeria in the use of social media;
vi. identify the influence of computer self-efficacy on social media use by librarians in private university libraries Southwest, Nigeria, and
vii. determine the influence of computer playfulness on social media use by librarians in private university libraries Southwest, Nigeria, and
viii. examine the combined influence of computer self-efficacy and computer playfulness on social media use by librarians in private university libraries Southwest, Nigeria.

## 1.4 Research Questions

The following research questions would be answered in the study:

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1. What are the types of social media used by librarians in private university libraries Southwest, Nigeria?
2. What is the purpose of social media use by librarians in private university libraries Southwest, Nigeria?
3. What is the frequency of social media use by librarians in private university libraries Southwest, Nigeria?
4. What is the level of computer self-efficacy in the use of social media by librarians in private university libraries Southwest, Nigeria?
5. What is the level of computer playfulness in the use of social media use by librarians in private university libraries Southwest, Nigeria?

## 1.5 Hypotheses

The following null hypotheses will be tested in the study at 0.05 level of significance:

Ho1: There is no significant relationship between computer self-efficacy and social media use by librarians in private university libraries Southwest, Nigeria.

Ho2: There is no significant relationship between computer playfulness and social media use by librarians in private university libraries Southwest, Nigeria.

Ho3: Computer self-efficacy and computer playfulness will have no combined influence on social media use by librarians in private university libraries in southwest, Nigeria.

## 1.6 Significance of the study

The expected results from the study would be of significance in some ways. Firstly, it will be of significance to the profession and practice of librarianship as it would provide useful information to the library personnel, specifically the librarians on incorporating

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social media into the provisions of efficient information services to the users, which would ensure quality information service delivery. Secondly, this study would seek to create an awareness to every citizen particularly library users in the society that their information needs and goals can be achieved beyond conventional means and social media could provide such a platform on which they can leverage on for achieving those needs. Thirdly, the study would assist the policy makers in the library to be aware of the benefits of social media and how they can use social media to reach a large number of users who desire to exploit the rich resources embedded in the library with no barrier in time and space. In addition, knowing users' intentions and understanding the factors that could influence their beliefs about social media can help policy makers to create mechanisms for attracting more users to adopt social media for efficient information services. And lastly, it would be based on two theories which would help to reveal new insights into technology adoption and acceptance.

### 1.7 Scope of the study

The study would examine computer self-efficacy, computer playfulness and social media use by librarians in private university libraries southwest, Nigeria. The study would also focus on two independent variables; computer self-efficacy and computer playfulness as factors that are liable to influence social media use by librarians in private universities Southwest, Nigeria. The study will also investigate social media use (types, purpose frequency of use of social media). The geographical scope of the study would be private university libraries in Southwest, Nigeria. The respondents of interest in the study would be librarians in private university libraries Southwest, Nigeria.

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## 1.8 Limitation to the study

Limitations to the study would be as follows:

Because this is an exploratory study, the results are meant to guide future research and provide insight into the relationship between computer self-efficacy and social media use, as well as computer playfulness and social media use. Equally, it would provide insight into combine influence of computer self-efficacy and computer playfulness on social media use. This research would be limited to private university libraries in Southwest, Nigeria region only. The population would also be limited to librarians in private university libraries in Southwest, Nigeria alone. The researcher would limited by time and distance as regards collecting data from the respondents. Also, responses collected from participants would be limited by the accuracy of the perceptions and beliefs that were reported and analysed.

Also, non-inclusion of intervening variable could be generalised to weaken the explanatory and predictive strength of the research conceptual model. Having to provide justification for the choice of Southwest geopolitical zones purposively selected for the study, the sample selected specifically from the Southwest region may be both biased and inadequate for making definitive conclusions. To make up for this limitation, regions should be scientifically generalised to select larger and representative samples to validate the position of the current study. Similarly, pooling together data with a view to generalising outcome may not present the actual results on an institutional basis. To address this drawback, a comparative study should be conducted to differentiate responses and to ascertain how each institution fares relative to the problem studied.

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## 1.9 Operational Definition of Terms

For the purpose of this study, the following terms are hereby operationally defined:

**Social media use:** This refers to the actual usage and the application of social media tools by librarians in private university libraries in Southwest, Nigeria for delivering of effective services to the users cutting across types of social media, purposes and frequency of use.

*Frequency of use of social media***:** This refer to how often librarians in private university libraries in Southwest, Nigeria make use of social media platforms for carrying out their daily routines.

*Purpose of use of social media***:** This refers to varying degrees of tasks in libraries that necessitate use of social media tools by librarians in private university libraries Southwest, Nigeria.

**Computer playfulness:** This refers to the extent to which librarians in private university libraries in Southwest, Nigeria interact freely, openly, and creatively with computers and other related telecommunication devices and as well find the interaction very enjoyable.

*Creativity***:** This is conceived as librarians in private university libraries in Southwest, Nigeria ability to use imagination to produce a novel idea or product that is useful to the society through the use of social media tools.

*Curiosity***:** This refers to a state in which librarians in private university libraries in Southwest, Nigeria want to learn more about something with the use of social media tools.

*Spontaneity:* This refers to a degree that measures the quality of librarians in private university libraries in Southwest, Nigeria being sudden in carrying out unexpected actions. Librarians in private university libraries in Southwest, Nigeria who are

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spontaneous in carrying out library functions with the application of computer will be self-active, self-generated, autonomous, and abrupt

**Computer self-efficacy:** This refers to the set of knowledge and skills that are required of librarians in private university libraries in Southwest, Nigeria when using computer systems to perform library tasks.

*Emotional Arousal***:** This refers to librarians in private university libraries in Southwest, Nigeria level of arousal can influence their self-efficacy beliefs.

*Mastery Experiences***:** These refer to experiences most powerful source of efficacy information because they provide the most authentic evidence of whether librarians in private university libraries in Southwest, Nigeria can muster whatever it takes to succeed.

*Vicarious Experience:* this refers to the opportunities that librarians in private university libraries in Southwest, Nigeria have for learning from observing the experiences of others. In the context of computer self-efficacy, vicarious experience can play an important role in shaping an individual's beliefs about their own ability to use technology effectively.

*Social Persuasion***:** This refers to involving verbal input from librarians in private university libraries in Southwest, Nigeria that strengthen their belief that they possesses the capability to achieve a desired level of performance

**Librarians:** These refer to information professionals in private university libraries in Southwest, Nigeria who are holders of Master or Doctoral Degree in the field of *library* and information science.

**Social Media:** This refers to computer mediated tools and Internet based applications used by librarians in private university libraries in Southwest, Nigeria for communication,

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creating, sharing information, knowledge and ideas in an online community, which includes Facebook, Twitter, YouTube, Blogs, Wikis, and WhatsApp among others.

**Types of social media use:** This refers to varying types of social media tools used by librarians in private university libraries in Southwest, Nigeria for carrying out their essential duties.

**Challenges of use of social media:** These refer to constraints that could be encountered by librarians in private university libraries in Southwest, Nigeria thereby limiting the effective use of social media tools.

**University libraries:** These refer to libraries in private universities in Southwest, Nigeria established to serve the information needs of the university staff and students.

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# Chapter Two

## Literature Review

This chapter presents a review of literature on computer self-efficacy, computer playfulness and social media use by librarians in private university libraries southwest, Nigeria. This is presented under the following sub-headings:

**2.1 Conceptual Review**

2.1.1 Social media use by librarians globally

2.1.2 Computer self-efficacy of librarians

2.1.3 Computer playfulness of librarians

2.2 Theoretical Framework

**2.3 Empirical Studies on the Concepts**

2.3.1 Computer self-efficacy and social media use by librarians

2.3.2 Computer playfulness and social media use by librarians

2.4 Conceptual model

2.5 Appraisal of the reviewed literature

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### 2.1 Conceptual Review

#### 2.1.1 Social Media Use by Librarians

Social media types that could be used by librarians for more efficient productivity may include; Facebook, Blog, Twitter, MySpace, Ning, Wikis, LinkedIn, YouTube, Flicker, and many others. Facebook is a social networking site built for social interaction and sharing. Among librarians with both higher degrees of computer self-efficacy and

computer playfulness, Facebook can be used in libraries as a way of promoting the library through creating library homepage. Libraries can advertise their services on the homepage. The location of the libraries, website information, newly acquired materials and other relevant information's can be displayed on the library Facebook homepage. Through linking the library's website to Facebook page, it can acts as a portal to the library. Facebook can be an effective way for academic libraries to connect and interact with their user community, Libraries can inform their users about the library's programmes and services through posting updates on Facebook and the followers' can engage with the library by commenting on posts and sharing them with their friends.

A blog can be described as a user developed website where entries are similar to journal style and displayed in a reverse chronological order. Blogs are social media-equivalent of personal Webpage with different variations such as personal diaries describing the author's life to summaries of all relevant information in one specific content area. A blog can be used for promoting library information resources and services such as dissemination of information, building library image, internal and external communication, highlight new and valuable recently added. Establishing the relationships between librarians' levels of computer self-efficacy, computer playfulness and blogs use, blogs are very helpful in promoting library services such as listing new materials acquired, stating, opening and closing hours and displaying other library events and programmes. Blogs can be used by librarians in posting news and events concerning the library. Librarians can also use blogs periodically in posting messages and sharing information on subjects or issues of interest to the institutions, government and public domain which allow users to comment or contribute to the subject matter. Blogs usage in libraries of

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tertiary institutions encourages interaction among users through their comment feature that allows students to provide feedback regarding the information provided by the library.

Twitter on its own relies on messaging service using 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. Based on the ease of posting and sharing information on Twitter makes it an essential tool for libraries to reach their users. Librarians in can use this platform to give users firsthand information on issues of great interest to the citizens such as election reports. Users of twitter can send Instant Messages (IM), make complaints or ask questions on a particular issue and get a feedback on the spot. Libraries can use Twitter accounts to notify users of new relevant items from collection and events. Twitter which is a micro-blogging site enables the librarians to give updates on day-today activities of the library to their users and patrons, while instant feedback on library services from the users can use also be obtained through twitter by the librarians.

MySpace is the largest networking sites and populated by people of every age, religion and ethnicity. MySpace has provided great opportunities to Libraries in reaching out to patrons, especially the younger set. MySpace had increased communication between libraries who adopted it and the elusive teenagers and college goups. Adoption of MySpace has put libraries within easy reach of patrons who normally spent a lot of time on MySpace. Students that had access to librarians that are dexterous with computer systems could uses non-academic search engines such as MySpace when doing their homework thus library functioning in such space might be just the reminder for the

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students that they need to use library resources in their next paper. MySpace can be used by libraries to post calendar, custom catalogue search tools and blog features to improve their presence. MySpace could be employed using different methods to promote marketing services in the libraries by librarians that exhibit computer self-efficacy as well as computer playfulness.

It must be observed that the adoption of Ning could makes it possible for librarians to get connected with library users and their associations. If librarians are characterized by computer self-efficacy and computer playfulness they might easily employed Ning platform in discussing topical issues among themselves. Also, Wikis is a free online encyclopedia that gives a background knowledge and definition of terminologies and concepts. It may allow librarians with higher degrees of computer self-efficacy as well as playfulness the opportunities to access, edit and contribute to content. It is a collaborative web page for developing web content.

Linkedln as one of the types of social media may allow librarians to get patrons connected with specialists in their particular field of interest. The platform may allow only librarians exhibiting expertise in the aspects of computer self-efficacy and computer playfulness to render specialised services to library users. Also, one of the possible uses for YouTube is a storehouse for instructional videos with a link that could take the viewer to the library's Web site for more information. Library can film its various services, load them to YouTube, and then make the link available on its Web site for its patrons. Events such as important as highlights of inaugural lectures, conferences and workshops can be disseminated via the YouTube. Owing to the facts that some librarians are competent in their levels of computer self-efficacy and playfulness, academic libraries have turned to

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sites such as YouTube to host and promote their video tutorials due to increase in the use of social media among their patrons. YouTube "allows many people to discover, watch, and share originally-created videos. More and more libraries are setting up their own YouTube accounts, courtesy, recent levels of computer self-efficacy and computer playfulness on the parts of the librarians.

Flicker is an image-hosting online community, which has captured a great deal of attention from image enthusiasts, photographers, and technologists. Flicker is being used by an increasing number of libraries to provide access to collections and services for their communities. Libraries are also using Flicker to build community engagement by adding context and their own stories to images. Librarians that are skillful especially those with higher degree of computer self-efficacy and computer playfulness can use this tool to share and distribute new images of library collections.

Cover page of new arrivals of both books and journals can be disseminated to users via Flicker. It can also be used to enlighten users on topical issues. Flicker can be a very powerful and engaging tool for libraries that are prepared to invest the time to create, connect and post images in a strategic way, taking the time to develop relationships and post images which are appealing and that will create engagement. In addition, Flicker according could be seen as an excellent marketing tool which could be used by expertise librarians to sensitise the users on general library services.

Respondents in the study titled; influence of Social Media on Library Service Delivery to Students in University of Medical Sciences, Ondo City, Nigeria affirmed that the University library social media sites majority services rendered to students are document delivery services (33%) current awareness services (32%) among others. The respondents

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were asked to either agree or disagree regarding the benefits of social media in library services. Chat shows that majority (86 %) respondents agreed that social media provide quick feedback from library, library tours and promotes services; while 14 % respondents disagreed. Also, 76 % of the respondents agreed that Social media has the potential to communicate and send out information to the library users while 24 % of the respondents are of a contrary view. Another 73% of the respondents agreed that SM tools can help users anytime and anyplace while 27 % were of contrary opinion. The result also showed that 89 % of the respondents agreed that SM can help in announcing library programs to the users while 11 % of the respondents disagreed. It further demonstrates that 61 % of the respondents disagreed that SM can enable block posting of special selections to selected library users while 9 % of the respondents are in agreement to the fact[1].

Respondents in the study of, Social media use and service delivery by librarians in Federal Universities South-west, Nigeria, were asked to indicate the extent to which they used social media tools in their libraries. Results showed that the extent of use of social media for service delivery in the university libraries was generally low. It also presents results on various services provided by the librarians. The table indicates that 39 (40.2%) of the librarians provided book recommendation service to a moderate extent with a mean of 2.00. Forty-one (39.4%) indicated they provided book/serial ordering service also to a moderate extent with a mean of 1.90. Thirty-seven (37.4%) of the librarians provided book reservations and electronic document delivery services to a great extent. The mean scores were 1.93 and 2.01 respectively. Thirty-three (34%) of the librarians provided overdue reminders service to a moderate extent with a mean of 1.81. About 35.4% of the librarians provided current awareness service to a great extent with a mean of 2.02. Also

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33 (34.4%) librarians provided online chat service to a great extent with a mean of 1.87. Further, thirty-eight (36.5%) of the librarians provided posting of library events to a great extent with a mean of 2.06. Forty-one (41%) of the librarians provided information literacy service to a great extent with a mean of 2.11. Forty (40%) librarians provided online discussion forum service also to a great extent with a mean of 1.91. Finally, 55 (55.6%) librarians provided user orientation service to a great extent with a mean of 2.21.The results shows that librarians in federal universities South-West, Nigeria provided social media-based services to a low extent[2].

Findings from another study showed that social networking (66%), chatting tool such as Face-book messenger, Blackberry messenger, WhatsApp, Google Talk, MSN (59.6%) and image and video sharing (26.6%) were the first set of three most used Social Media Technology (SMT) tools by academic librarians in the universities surveyed. The aversion to the use of Podcasts was evident in the high number of academic librarians (79.8%) who claimed never to use it regularly[3].

A researcher studied the use of social media by new library professionals in the United Kingdom and Ireland. The descriptive research design was adopted for this study using an online survey. Data was collected from 100 librarians who participated in the study. Findings of their study indicated that new library professionals used social medial for continuous professional development. Their findings also reported that 85% of the respondents agreed that they used social media for other purposes which included the promotion of library services. The respondents used Twitter, followed by Facebook while the use of Google+ and LinkedIn by the respondents was on the average[4].

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The use of social networks by academic librarians among 15 state universities in Sri Lanka was examined. Total enumeration was adopted for the study. The findings revealed that majority of the respondents (78.4%) indicated use of personal account social media in the work place. Majority of the respondents used social media space few times in a week while a few used social media every day. The librarians used Facebook (90%), LinkedIn (55%), Twitter (17%) and Research Gate (eight percent) in their workplace while five percent do not use any social media[5].

A study was also carried out on the role of social networks in enhancing the library profession in the University of Jordan and Al-Balgaa' Applied University. One hundred and sixty-five (165) library personnel participated in the study while the returned rate was 155 (93.9%). Results of their study revealed that Facebook was rated highly used for library updates and events among the librarians studied. Their findings also showed that majority of the respondents 83 (53.5%) had a moderate experience of social media use while 72(46.5%) had an advanced experience. Out of all the respondents, 144 (92.9%) indicated daily use of social media space while others agreed to weekly use of social media space[6].

The results from the study titled; Use of Social Media Space for Library Service Delivery: Evidence from Southern Nigeria Universities revealed that majority of the respondents used Facebook (89, 16.3%) and WhatsApp (88, 16.1%) to deliver library services such as for library material recommendation to the users respectively. Other social media used by a few librarians were Flickr and Skype. It could be noted from the type of social media used that WhatsApp, and Facebook were the two types of social media used for library services such as the recommendation of library materials for acquisition, reference

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services, selective dissemination of information and notification of new library resources. Further, result on the frequency of use of social media for service delivery by librarians in universities in Southern Nigeria as shown in Table 5 revealed that WhatsApp had the highest frequency of usage on daily basis for service delivery as indicated by 339 (62.1%) of librarians in universities studied. Only 69 (12.6%) of the librarians claimed they had never used WhatsApp for service delivery. WhatsApp recorded the highest mean score of 3.98 with a standard deviation of 1.476 in terms of use which points to the fact that most of the librarians in universities in Southern Nigeria used WhatsApp frequently for service delivery[7].

Another type of social media used frequently by librarians for service delivery in universities in Southern Nigeria was Facebook which recorded high use on daily basis by the respondents (316; 57.9%) with a mean score of 3.86 (STD = 1.533). Google+ was used daily for library service by 195 (35.7%) of the respondents, 71 (13.0%) used it twice a week, 84 (15.4%) used it weekly and 112 (20.5%) claimed that they had never used Google+ for library service. The mean score recorded for the frequency of use of Google+ for service delivery by librarians in universities in Southern Nigeria was 3.28 (STD = 1.568). On the other hand, Podcast (mean= 2.03, STD= 1.249), Flickr (mean = 2.14, STD = 1.263) and RSS Feed (mean= 2.15, STD = 1.304) were the three least frequently used social media for delivering services by librarians in universities in Southern Nigeria[7].

The use of social media for modern reference service delivery in academic libraries in Nigeria revealed that 27(42.2%) respondents were using face book for reference purpose, 08(12.5%) respondents were using blogs for the same purpose, 09(14.1%) respondents

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were using LinkedIn for the same purpose, 02(3.1%) respondents were using my space for the reference services; the table further reveals that 09(14.1%) respondents were using you tube for reference services, and 04(6.2%) respondents were using flicker also for the reference services. Whereas 14(21.9%) persons were using twitter for reference services purpose while 20(31.2%) respondents were not using social media for reference services at all. That means that face book was the highest in usage by academic library personnel in Nigeria for reference services while MySpace was the least in use.

Findings further revealed that only 21(38.2%) respondents used social media for reference services every day, 09(16.4%) respondent used the media for reference services twice a week and 03(5.5%) respondents used the media for such purpose once a month while 19(34.5%) persons do not use social media at all for reference services. Again, results from the study showed the level of use of social media in reference services in their library. 18(38.3%) respondents affirmed that the rate of using social media for reference services in their library was low, 13 (27.7%) respondents affirmed that there was moderate use, only 10(21.3%) respondents affirmed that the use was high while 06(12.8%) respondents noted that it was never used at all[8].

In another study, it was revealed that librarians deliver library services using social media platforms like Facebook, Twitter, Blog and WhatsApp found out that academic libraries mostly use Facebook and blog to promote library resources and services[9]. The respondents in the study of Use of Social Media for Service Delivery by Library Staff in Academic Libraries in Imo State: A Case of Federal University of Technology, Owerri strongly agree that Facebook (3.62) is among the types of social media used by library staff for service delivery[10]. They also agree that WhatsApp (3.42) and Blog (3.11) are

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among the types of social media used by library staff for service delivery. However, they disagree that Twitter (2.05), YouTube (2.32), Telegram (2.13), LinkedIn (2.27), Wikis (2.22) and Library Thing (2.34) are not among the types of social media used by library staff for service delivery in the library studied. The grand mean shows that the respondents agree that social media is used by library staff for service delivery in the library studied[11].

Findings further showed that the social media used to a low extent are Facebook, WhatsApp, Blog, Telegram, Wikis and Library Thing with mean scores of 2.18, 2.25, 2.21, 2.19, 1.75 and 1.60 respectively. Others such as Twitter (1.48), YouTube (1.44) and LinkedIn (1.43) are used to a very low extent. Generally, library staff use social media for service delivery to a low extent in the library studied as shown in the grand mean which is 1.84. It was discovered further in the study that all the respondents agree to all the items as the services delivered by library staff using social media in the library studied with grand mean of 2.97. Reference services ranked first with 3.36 mean score, followed by marketing of information products and services (3.35), selective dissemination of information (3.26), user education (3.14), circulation services (3.12), current awareness services (3.11), sharing of news, pictures and videos (3.07), exhibition and display (2.90), document delivery services (2.82) inter-loan library services (2.62) and online registration of users (2.08) mean scores.

Respondents in a study revealed the library services that can be use through social media tools in university libraries in Ogun State, Nigeria. The ranking shows that selective dissemination of information (2.21) had the highest ranking closely followed by user education services (2.29) and current awareness services (2.27) in preference to other

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library services. Similarly, the social media tools for delivering library services was presented and the ranking showed that organizing training and seminars to educate librarians who would be responsible for all activities on social media to ensure quick response to users information needs (3.66) had the highest mean, ensuring that all staff have access to the library social media page so as to effectively respond to the users and not overburden the social media librarians (3.64),libraries can create social links such as Facebook fan-pages, library's blog for the library (3.51) and libraries can provide links to electronic library resources via social media (3.51) were next in ranking[12].

Results from the study of "The Use of Social Media Technologies (SMTs) in the Provision of Library and Information Services in Academic Libraries of South-West, Nigeria" showed that social networking (66%), chatting tool such as Face-book messenger, Blackberry messenger, WhatsApp, Google Talk, MSN (59.6%) and image and video sharing (26.6%) were the first set of three most used Social Media Technology (SMT) tools by academic librarians in the universities surveyed. The aversion to the use of Podcasts was evident in the high number of academic librarians (79.8%) who claimed never to use it regularly. Findings further showed the level of study sampled students started using SMT in accessing SMT library services. Figure 5.9 revealed that 32% at 300-level (3rd-year), 28% at 100-level (1st-year), 22% at 200-level (2nd-year) and 18% at 400-level (4th-year). A critical look shows that majority (72%) of the sampled students started using SMT in accessing SMT library services when they were in their second year of study and above. The views of the surveyed students were also sought on the efficiency of the Social Media Technology (SMT) library services provided by academic librarians.

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From the same study, the result showed 39.9% were of the views that the available SMT services are highly efficient, while 25.1% were of contrary opinion that SMT services were not efficient, 35.5% of the respondents were however of the belief that the efficiency of the deployed SMT services was moderate. They were further asked whether they preferred the conventional mode of service delivery to using SMT in providing library services. In addition, majority (66%) of the sampled respondents were of the view that the contemporary (modern) way of providing library services through SMT is better than the traditional method of kick-and-push approach. Also in terms of usage, the respondents were asked whether academic librarians are meeting their information needs through the use of SMT, majority of the respondents (66%) were of the view that as at the time of the study, their information needs within the sampled university communities were not being met via SMT by academic librarians, while the remaining 34% believed otherwise. The reason for this may not be far-fetched, a cursory look at the results on frequency of usage of SMT by academic librarians shows that majority of the current crop of academic librarians are not knowledgeable or versed in the use of majority of the SMT tools. Hence, the high percentage of those of them that are never using them at all on daily or regular basis. Further, the respondents in the study were also asked to rate the use of SMT in the provision of library services. The results showed that majority of the respondents (66%) rated the academic librarians' use of social media technologies (SMTs) in the provision of information services as moderate. This is in consonance with the views of the academic librarians themselves on the same issue of usage as far as library services provision is concerned[3].

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Findings from the study of "Social media use in academic library: implication for service delivery by librarians in Kaduna state university, Kaduna" showed the extent of social media use in the university libraries. Adjudging from the grand mean of x=3.10, SD =.12 the extent of social media use in the university libraries is to some extent on a 5-points scale. Library personnel uses Facebook to a great extent as a mean score x=4.15, SD= 1.167 on a 5-points scale, they claim to use LinkedIn to a great extent as a mean score x = 3.77, SD = 1.303 on a 5-points scale, the respondents agreed to use Instant Messaging to a great extent as seen a mean score x=3.50, SD= 1.587 on a 5-points scale while the respondents use YouTube to a great extent as a mean score x=3.44, SD =1.457 on a 5-points scale. From the study, it is observed that library personnel use Twitter averagely on a mean score x=3.39, SD=1.491 using a 5-points scale, the respondents also uses Blog to some extent as seen a mean score x=3.18, SD=1.422 using a 5-points scale while the respondents also agreed to use Wikis to some extent as seen in the mean score x=3.02, SD= 1.395 on a 5-points scale. The results further showed that the library personnel uses Podcast to some extent on a mean score x=2.99, SD= 1.385 using a 5-points scale, the respondents also use Flickers to some extent on a mean score x=2.91, SD= 1.272 using a 5-points scale, respondents further agreed to use Dig, Mash-Up, and MySpace to a little extent as seen on a mean score x=2.66, SD = 1.30 using a 5-points scale while library personnel revealed that they use Plurk and RSS Feeds to a little extent as seen on a mean score x=2.56, SD= 1.342 using a 5-points scale. Based on the aforementioned, it is clear using the grand mean score x = 3.10 and the average mean score in each category that library personnel uses social media platforms at different levels with the use of Facebook, LinkedIn, and Instant Messaging at the highest level[13].

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From the study of Use of Social Media for Enhanced Service Delivery by Libraries in Nigerian Universities: Challenges and Solutions, it was revealed that the key services rendered using the social media platforms by the libraries under study are; Giving information about new arrivals in the library with an average mean score of 3.33, Communicating users on upcoming programs and events with an average mean score of 3.17, and News feed services with an average mean score of 2.67. Considering that the criterion mean score is 2.50 since it is being tested on a 4 points likert scale, it then implies that any item with a mean score of less than 2.50 is rejected as services rendered by the social media tools. Some of such services not accepted as presently being rendered with the tools include: providing links to library resources (1.83), collecting instant feedback from the users (2.00), conducting outreach programs (2.00), provision of real time reference service (2.00), etc. The over-all mean score of 2.35 which shows that the social media tools are generally not effectively utilized by the libraries in their service delivery as well as in the provision of real time reference services and collection of instant feedback from the users suggests the need for further training of these staff in the area of technology/ social media literacy. The implication of this result is that the libraries only utilize these tools in information dissemination which is only a one way communication while the interactive and collaborative opportunities provided by the tools are neglected[14].

It was observed from another study that 62.7% of respondents have YouTube account, 92.2% of respondents watch YouTube through smart phones. 45.1% of respondents watch YouTube videos several times a day, and 30.7% watch it once or twice a day. 52.3% of respondents watch 1 to 10 videos in a week (Light Users), and 28.1% of

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respondents watch 11 to 20 videos in a week (Regular Users). 46.4% of respondents access YouTube in the evening and 35.3% of respondents use it in the afternoon. 32.7% of respondents watch 6+ videos before subscribing to a YouTube channel, and 28.1% of respondents watch 2-3 videos before subscribing to a YouTube channel. 47.7 % of respondents are entertainment content You Tubers, 38.6 % of respondents are not You Tubers, 7.8% of respondents are educational content You Tubers, and 5.9% are library professionals. It was shown further that 90.2% of respondents prefer library services through YouTube. 51.6% of respondents watch a video on YouTube recommended by the library. 54.2% of respondents watch videos on YouTube produced by the library.56.2 % of the respondents say no to subscribe to library YouTube channel, and 43.8 % says yes to subscribe to library YouTube channel[15].

Participants in a study reported moderate social media technology use in general (M=62.4, SD = 12.6). Data were subsequently trichotomized into low, medium, and high regarding use of the technology. Two of 272 participants were ranked as having a low level of technology use (total score, 19 to 38); the remainder (n = 270) were ranked as having a moderate level of technology use (total score, 39 to 94). No participants were ranked as having a high level of technology (use total score, 95 to 114)[16].

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### 2.1.2 Computer Self-Efficacy of Librarians

The level of computer self-efficacy of the respondents is high. This is demonstrated by the average mean score of 3.24 and standard deviation of 0.71. As indicated in the study, the respondents computer self-efficacy level is higher in areas such as: being confident at copying individual file ($\bar{x}$ = 3.31);being confident at entering and saving data into a file ($\bar{x}$

= 3.30); being confident at using a printer to make a "hardcopy" of my work ($\bar{x}$ = 3.29); being confident at using a computer mouse ($\bar{x}$ = 3.29); being confident at using the computer efficiently ($\bar{x}$ = 3.28); being confident at adding and deleting information from a data file ($\bar{x}$ = 3.28);being confident at making selections from a screen menu($\bar{x}$ = 3.28); etc. On the other hand, the respondents of computer self-efficacy is low in areas such as: being competent at troubleshooting computer problems ($\bar{x}$ = 3.21); being talented at deleting files when they are no longer needed ($\bar{x}$ = 3.21); being familiar with computer software packages ($\bar{x}$ = 3.21); being able to know what to do when a new thing is discovered while working with computers 9 $\bar{x}$ = 3.20); being talented about computers ($\bar{x}$ = 3.17); being confident at organizing data with computer ($\bar{x}$ = 3.16); and lastly, being confident at understanding terms/words relating to computer hardware ($\bar{x}$ = 3.15)[17].

Results from the study showed that the respondents have high level of confidence in working with a personal computer with 139(67.1%) and 25(12.1%) as against those with little or no confidence with 36(17.4%) and 2 (1.0%) respectively. In using computer to organize information, 97 (46.9%) and 56(27.1%) strongly and moderately agreed that they have the confidence to use it, while 32(15.5%) and 17(8.2) has little or no confidence in using computer to organize information. The result in the study also revealed that to a very high extent the respondents have the confidence to handle removable storage devices correctly with 103 (49.8%) and 36(17.4%) as against those who cannot handle it correctly with 48 (23.2%) and 16 (7.7%)respectively. However, it also goes to show that there students high level of confidence in making selections from an on-screen menu with 98(47.3%) and 50 (24.2%) strongly and moderately agreed with against those with less confidence with 34(16.4%) and 20 (9.7%) respectively. To

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confidently use computer to analyze numeric data, 71 (34.3%) and 57(27.5%) strongly and moderately agreed that they feel confident, while 49(23.7%) have no confidence and 25 (12. 1%) have less confidence. Furthermore, the results also showed that the respondents have confidence in moving the cursor around the monitor screen with 153(73.9%) and 32(15.5%) respectively. The results also goes to show that the respondents are confident using computer to write letter or essay with 158 (76.3%) and 24(11.6%) respectively[18].

The librarians in a study were asked to respond to items measuring their level of self-efficacy in relation to the handling of the security of information systems in their libraries. The study revealed that the librarians had high computer self-efficacy levels. They viewed that they could work on personal computers ( x =3.81; SD = 0.46), get software up and running ( x = 3.40; SD = 0.70), learn to use a variety of programs or software(x = 3.43; SD = 0.59), learn advanced skills within specific program or software ( x = 3.33; SD = 0.79), use the computer to organize information ( x =3.50; SD = 0.74), work and log on to a computer network ( x = 3.45; SD =0.71), troubleshoot computer problems(x = 3.26; SD = 0.73), log onto a server or database computer system ( x = 3.17;SD = 0.82), participate in mailing lists, list servs ( x = 3.33; SD = 0.69) and so on. However, low self-efficacy level was revealed on ability to write simple program for the computer (x =2.45; SD = 0.92). Therefore, it can be deduced that librarians have high computer self-efficacy[19].

It was found in a study that 81.4% of the respondents agreed that they have the knowledge to use electronic information resources, while 82.2% were of the opinion that they do not feel nervous at all when using electronic information, The result further

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reveals that, 80.7% of the respondents ascertained that they find it very convenient to use electronic information resources. Whereas 80.5% supported the ideal that they are able to confidently use electronic information resources and 81.5% of the respondents posited that they feel confident organizing and managing files. Also, 80.7% of them agreed that they feel confident moving the cursor on the monitor. 82.1% agreed that they use electronic information resources at my convenience, in addition, 81.4% opined that they feel confident using a printer to make hard copy of document, and 82.1% of them agreed that they feel confident using the computer to analyze data, the result further indicates that 80% of them agreed that they feel confident using internet and e-mail, and 78.4% noted that they have the ability to use electronic information resources. Also, 79.4% agreed that they have control over using electronic information resources, whereas 80.7% of the respondents agreed that If they wanted to, they could use electronic information resources, and 79.9% of them agreed that they feel confident using the users' guide when help is needed, while 79.6% of the respondents ascertained that they feel confident entering and saving data into a file, also, 78.5% of them agreed that they feel confident understanding terms/words relating to computer hardware and software. In addition, 79% of the respondents averred that they have a great knowledge of power point presentation, and 81% agreed that it is mostly up to them whether or not they use electronic information resources, the result further shows that 78.4% noted that they feel confident working on a personal computer, and 78.1% of the respondents agreed that they have a good knowledge of desktop publishing, also, 79.6% agreed that their academic work demands that they use electronic information resources. Lastly, 77.2% were of the opinion that they have good knowledge of database management[20].

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Results from a study showed the responses on the level of library personnel's computer self-efficacy in the university libraries in Lagos State. Adjudging from the grand mean of x= 3.98, SD=.012, the level of library personnel's computer self-efficacy in the university libraries in Lagos State, Nigeria is high on a 5-points scale. Specifically, the result also reveals that library personnel's mastery experience in the university libraries in Lagos is the highest with a mean score of x= 4.10, SD=.078on a 5-points scale. In relation to physiological aspect of self-efficacy, it is shown that library personnel have high level with a mean score of x=3.87, SD= .069 on a 5-points scale while the verbal persuasion aspect of computer self-efficacy had a lower level of a mean score x = 3.69, SD = .054 among the entire computer self-efficacy measure on a 5-points scale. Overall, the library personnel's computer self-efficacy in university libraries in Lagos, Nigeria is commendable[21].

Over 50% of the library staff studied were competent in using search engines, the use of Microsoft application software such as MS Word and MS Power Point, sending an e-mail message and the use of OPAC respectively while those who were competent in the other ICT literacy skills ranged from 24% to 45%. This may be attributed to the availability of personal computers and internet facilities in all the university libraries studied. Unfortunately, between 14% and 43% of the respondents were not competent in the outlined competencies. These may be attributed to lack of personal effort on the part of the respondents. Further, 17.9% to 35% of the respondents were undecided on their ICT literacy competences. It was revealed in the same study that 65% of the respondents agreed to the opinion that ICT literacy has helped them to simplify their work process. Unfortunately 9% disagreed with this opinion. The interview session with the library staff

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revealed that while they agreed to the opinion that their ICT literary competence has simplified their work process, they noted that their work volume had also increased. When asked if ICT literacy has prompted their commitment to job, 25% agreed while 31% disagreed. The fact that as much as 44% of the respondents were undecided suggested that the respondents may not have been convinced of their commitment to the job[22].

A large number of respondents (82.2%) showed that their proficiency in using output devices (Monitor, printers, etc.) was, at least, high, followed by input devices (Keywords, mouse, etc.) (79.2%), processing devices (CPU, motherboard, etc.) (75.2%) storage devices (Hard drives, memory, USB drives, etc (71.3%) and communication devices (Network Interface Card (NIC), routers, etc.) (30.7%) The respondents were asked to report their proficiency in using computer software. The largest number of them (77.2%) showed that their proficiency in "Application software" (word processing, presentation graphics, spreadsheets, database management, web authoring, browses) was, at least, relatively high. The largest number of them (57.4%) showed that their proficiency in system software such as operating system, utilities, and language translators was moderate.

Again, the respondents were asked to report their proficiency in web-based tasks. All the respondents (100%) demonstrated high proficiency in "sending and receiving e-mails" and "text and instant messaging", followed by "uploading/downloading e-stuff" (98%), "accessing electronic information services" (73.3%), "using search engines, meta search engines and subject directors" (58.4%), "using social media, such as Social Networking Websites (SNSs)" (57.4%) "Internet browsers, such as Internet Explorer and Mozilla

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Firefox"(55.4%). Regarding the respondents' knowledge-based competencies, this study showed that such type of competencies ranged between competent and somewhat competent. A very large number of the respondents (96%) revealed they were, at least, competent at "disseminating and applying information," "providing library services," and "organizing and managing information," followed by "building/developing library collections," and "knowledge of copyright and intellectual property laws" (93.1%), "generating and indexing information" (92.1%), "archiving and integrating information" (91.1%), and "knowledge of user studies" (89.1%). The study also showed that some of the respondents were uncertain about some of these competencies, particularly "knowledge of digital content/services" and "knowledge of digitization."

Regarding the respondents' skills-based competencies (Library related ICT competencies, this study showed that such competencies also ranged between competent and somewhat competent. Over two-thirds (67.3%) of the respondents revealed they were, at least, competent at "effectively using library-related ICTs techniques," followed by "knowledge of troubleshooting with respect to computer technology" (65.3%), and "applying new technologies into library's services" (56.4%). The study also showed that about half of the respondents were uncertain about a group of these competencies, particularly "software development," "evaluating ICT products," and "digital library development," "database management systems," and "knowledge of computerized-based information". Over half of the respondents (52.5%) indicated they were not competent with the use of 'Web metrics" and "designing/developing a library Web page" (37.6%) [23]

Affirming the different levels of computer self-efficacy possessed by librarians, findings established that LIS professionals automation skills are remarkable. 56.7 per cent, 50 per

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cent, 50 per cent, and 46.7 per cent LIS professionals have rated their skill as excellent in Online Public Access Catalogue (OPAC), acquisition, circulation, and cataloguing respectively. Whereas, 46.7 Per cent of LIS professional rated serial control as good. It can be inferred that LIS professionals have good automation skills and competent to do automation work. ICT has brought the changes in ICT based library services. Now libraries are providing electronic-based services to the users. Again, LIS professionals are competent enough in providing Email – Alert service with 41.6 per cent in excellent rating. 38.3 per cent of LIS professionals rated that they are good at Document delivery service followed by e- reference service (35 per cent), Automated SDI (33.3 per cent), Automated CAS (31.7 per cent). LIS professionals need to acquire skills in Web-based Information services as it is rated unknown with 31.7 per cent.

Findings from the above study stressed further that that LIS professional are having good skills in Desktop with 51.7 per cent followed by Pen Drive with 46.7 per cent, Tablet PCs with 41.7 per cent, External Removable Hard Drive with 41.7 per cent. 41.6 per cent LIS professionals states that PDA is unknown to them. Most of the LIS professionals in the study are well acquainted with Windows 10 operating system only with 50 per cent rating as good, whereas in the unknown category, Mac OS tops the list with 51.6 per cent followed by Linux with 45 per cent and UNIX with 43.3 per cent. Some respondents also mentioned that they are well acquainted with Windows 7 also. The findings from the study suggested that LIS professionals have excellent skills and are competent in using various application software as they have rated MS word (55 per cent), followed by MS Excel (51.6 per cent), MS PowerPoint (46.6 per cent) and MS Access (30 per cent) in the excellent category. It was observed that LIS professionals' skill and knowledge about

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Acrobat Professional is very low, as it is rated as unknown by 31.7 per cent. Thus, it is advised to LIS professionals to acquire this skill. In case of acquainted Bibliographic Standards in all criteria mentioned, 38.3 per cent of LIS respondents rated MARC 21 as good followed by CCF (36.7 per cent), and Z39.50 (35 per cent).The Bibliographic Standards are mostly assessing in the good category. Dublin Core is not known to the LIS professionals with 38.3 per cent.

Findings further exhibited that LAN tops in the excellent category with 46.7 per cent followed by Wi-Fi with 43.3 per cent. However, Bluetooth top the list in good ratings with 45 per cent followed by WAN with 38.3 per cent. 31.7 per cent of respondents rated MAN as unknown to them. LIS professional rated cloud drive as good ratings with 33.3 per cent. 30 per cent LIS professional do not possess competency in cloud computing tools as they have rated it unknown. LIS professional knowledge about Artificial Intelligence (AI) skills is very low. Most of LIS professionals do not have knowledge and skills in Expert System, Natural Language processing Robotics as respondents rated them as unknown, and lastly, majority of the LIS professionals in the study do not possess AI Skills[24].

Again, as regards examining different levels of computer self-efficacy of librarians, findings from the study presented the level of basic computer self-efficacy possessed by library staff and it illustrated a very high level of proficiency on the part of library staff on basic skills like: word processing with 76 (67.9%) participants rated very high, 34 (31.2%) rated high, and 1 (0.9%) moderate. Participants that constitute 50 (45.9%) were rated high, 42 (38.5%) very high, 15 (13.8%) moderate and 2 (1.8%) were rated low in statistical analysis. Participants that constitute 52 (47.7%) were rated very high, 40

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(36.7%) high, 2 (1.8%) moderate and 14 (12.8%) low in scanning and uploading. Participants constituting 63 (57.8%) were also rated high, 29 (26.6%) moderate, 15 (13.8%) very high and 2 (1.8%) low in electronic presentation. Proficiency of library staff seems to be very high in word processing more than every other basic ICT skills[25].

Further, library staff were assessed on their level of proficiency with intermediate ICT skills; 49 (45%) respondents recorded high level of competency in content management of the library website/portal, which is the highest frequency, while 31 (28.4%) recorded a very high level of competency, followed by 28 (25.7%) who are moderate with their competency level and 2(1.8%) who are found to be low in their level of competency. Also found to be competent in document and database management were 63 (57.8%) who were rated high in their level of competency and 28 (25.7%) very high, while 3 (2.8%) are moderately competent and 15 (13.8%) are rated low. In online book selection and acquisition, 41 (37.6%) are very competent, 36 (33%) are competent, 18 (16.5%) are moderate in their competency level while 14 (12.8%) are low in their level of competency. In online copy cataloguing, 55 (50.5%) are rated high in their level of competency, which is the highest number of frequency, 53 (48.6%) are highly competent, and 1(0.9%) moderate in competency level. In the use of internet, 74 (67.9%) are found to be very high in their level of competency followed by 21 (19.3%) who are high and 14 (12.8%) who are found to be moderately competent. In the use of search engines for information retrieval, 55 (50.5%) which has highest number of frequency are rated very high followed by 38 (34.9%) who are rated high and 15 (13.8%) moderate and 1(0.9%) rated low. And finally in the use of library software, 56 (51.4%) are rated very high followed by 50 (45.8%) who are rated high and 3 (2.8%) moderately proficient. Proficiency of library

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staff seems to be very high in the use of internet more than every other intermediate ICT skills.

In addition, library staff of the selected universities were rated on their level of competency in the use of advance ICT tools; in programing for software development and web design, 70 (64.2%), of staff (very high and high combine) were found to be competent in programming language, while 17 (15.6%) moderately competent and 22 (20.2%) when combining low and very low together are not competent. In networking, 74 (67.9%) of participants (very high and high combine) are found to be highly proficient and 19 (17.4%) moderately proficient while 16 (14.7%) are not competent. In library automation, 65 (59.7%) are highly competent when combining very high and high together and 16 (14.7%) been moderately proficient while 28 (25.7%) found not to be competent. In organization of digital information through hyperlinking, knowledge taxonomy, semantic networking and ontology, their level of competency drop drastically compare to other ICT skills mentioned above, as 51 (46.8%) are found to be competent when combining very high and high together and 29 (26.6%) also found to be moderately competent and 29 (26.6%) not found to be competent. Proficiency of library staff seems to be very high in networking more than every other advance ICT skills. Library staff are competent in deployment of ICT tools for collection development in the library, as 43 (39.4%), 38 (34.9%), and 28 (25.7%) of library staff were rated very-high, high and moderate respectively in selection and acquisition of information online. 43 (39.4%), 50 (45.9%) and 16 (14.7%) of participants were ranked very high, high and moderate in preparing order list via office suite applications. Respondents that constitute 41(37.6%), 48 (44%), 3 (2.8%) and 17 (15.6%) were rated very-high, high, moderate and low

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respectively on their level of competency in preparing accession list using spreadsheet. Participants that were rated very high and high and moderate in the use of search engines for information search and information retrieval constitute 43 (39.4%), 50 (45.9%) and 16 (14.7%) respectively[25].

As part of the efforts to understand librarians' computer self-efficacy, the researchers asked questions that attempted to determine which of their current computer self-efficacy/skills librarians felt they were best at and which skills they thought they most needed to improve. Overwhelmingly, 63.5% (n570) of librarians agreed that among their top three skills were their interpersonal skills, 35.7% (n 5 39) rated "general customer service" among their top skills, and 27.7% (n 5 30) rated their ability to offer programming as one of their top three skills. In contrast, 54.8% (n 5 61) of librarians agreed the skill they most needed to improve was their organizational skill with 38.9% (n 5 43) of librarians stating their interpersonal skills were what they needed to improve the most. The third most cited skill librarians felt they needed to improve was their planning skill with 33.7% (n 5 37) of librarians stating it was one of their top three skills needing improvement[26].

Findings from the study to discover if academic librarians with faculty status possess a higher perceived computer self-efficacy than those without faculty status. A t-test was conducted to determine the difference in perceived computer self-efficacy of librarians with faculty status and those without. Librarians with faculty status do not possess a higher perceived self-efficacy than those without faculty status. The mean score for librarians with faculty status is 32.31 (SD = 4.1) and the mean score for librarians without faculty status is 30.84 (SD= 5.22). While the mean self-efficacy score of academic

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librarians with faculty status is higher, the difference in perceived self-efficacy between those with faculty status and those without is not statistically significant (p = .277)[27].

In the study to ascertain the level of computer efficacy possessed by librarians, out of the thirteen items presented in the study, nine items were accepted by the respondents while four items were rejected. Item 1(I can use digital devises such as laptops, smartphones, Ipad, desktops etc.) has the highest acceptance with the mean score of 3.75. It was closely followed by items 10(I belong to social networks like linkedIn, Facebook, etc.), 6(I possess critical thinking skills), and 7(I have an email and I am a member of NLA online) with mean scores of 3.65, 3.50, 3.21 respectively. Items 2(I can analyze facts objectively) and 3(I have the ability to engage in online communities) have the lowest acceptance with the mean scores of 2.50 each. Item 12(I know how to share resource with other colleagues online) have the highest rejection with the mean score of 1.56, while item 8(I enjoy blogging on the website) have the lowest rejection. In addition, all the seven items in the study depicting how the librarians acquire computer self-efficacy were accepted by the respondents. Item 7(I sponsor myself to digital literacy training workshops) has the highest acceptance with the mean score of 3.41. It is closely followed by item 6(I enrolled in private computer and internet training.) which has the mean of 3.00. Meanwhile, items 1(My institution provides adequate funds for staff training sponsorship) and 2(My office organizes computer training for staff over time) have the lowest acceptance with respective mean scores of 2.50 each[28].

The computer self-efficacy possessed by librarians working in university libraries in Nigeria. The study revealed that the librarians rated as very high and high, and those that they rated as moderate and low. The study also revealed the knowledge and competencies

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that they rated to be highly competent and competent, as well as also those that they rated to be neutral and not good. The librarians rated their knowledge of network and system security; ability to apply security software firewalls, filtering routers and ability to protect access to digital content by providing password or IP base access as neutral and not good. Overall, the study revealed that almost half of the librarians rated their level of digital literacy skills possessed to be moderate. Only few librarians rated their digital literacy skills to be excellent[29].

Similarly, a study conducted on computer self-efficacy/Digital literacy skills among librarians in university libraries in the 21st century in Edo and Delta states, Nigeria. The findings show that the proficiency level of librarians in digital literacy was generally low. The study further shows that some librarians acquired digital literacy skills through colleague's assistance and trial and error method. The study recommends training for librarians so as to help improve their knowledge in application of digital skills[30].

### 2.1.3 Computer Playfulness of Librarians

Computer playfulness is defined as the subjective level of enjoyment felt by users, librarians inclusive, while using a computer system, which consists of five components: creativity, curiosity, humor, pleasure, and initiative, and includes many fun activities, like teasing, imitating, and sharing[31]. Some scholars' believes that, computer playfulness provides librarians with a sense of security and a creative atmosphere. Many consider it a core educational process, given the positive effects of playfulness on work effectiveness. For instance, playful display on a computer system can make the work experience more fun and engaging, resulting in better job outcomes. Playful activities while using

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computer systems are also incorporated into library activities to motivate librarians' job activities and enhance their interest in a particular subject. Furthermore, computer playfulness can also help increase the willingness to use instructional management systems in the libraries[32].

Furthermore, computer playfulness could motivate people to use computer systems by determining how much creativity and effort they can expend, how long they can be inventive in the face of difficulties, as well as their resilience to failures in their efforts to reach their goals[33]. Hence when librarians view computer systems and other digital technologies as playful and easy to use, they are more confident and competent in using the technology[34]. The level of computer playfulness of librarians about computer systems and other digital information resources is of extreme significance on the grounds that to a huge degree, it decides the level of the information resources usage in digital libraries for effective information services[35].

It was made clear that librarians' position on computer playfulness as a factor, could easily determine whether they are to use digital resources or not[36]. Interestingly, the more flexible they can interact with digital/computer system, the more they find it inventive and easy to use. More so, librarians' levels of computer playfulness in the aspects of creativity, originality, imaginative, inventive, as well as spontaneity is very germane to their adoption and use of social media for information services disclosed that computer playfulness in the aspect of original and creative searching could foster the use of the computer systems and their resources[37].

Computer playfulness factors such as creativity, originality, imaginative, inventive, spontaneity, remote accessibility, large information capacity, immunity from the effects

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of time and space limitations, convenience and strong share ability, currency of contents, and costs of access determine the acceptance and use of computer systems. In other words, librarians that exhibit high level of computer playfulness when it comes to social media use are more likely to explore new technologies, software, and databases than those with limited elements of computer playfulness[38].

## 2.2 Theoretical Framework

The theoretical framework of a research project relates to the philosophical basis on which the research takes place[3]. Moreover, it forms the link between the theoretical properties and practical components of the inquiry being undertaken. The study would be guided by two theories: Technology Acceptance Model 3 (TAM 3) by Venkatesh and Bala (2008), and Uses and Gratification Theory by Katz, Blumler and Gurevitch (1974).

### 2.2.1 Technology Acceptance Model 3 (TAM 3)

Technology Acceptance Model (TAM) was originally developed by Fred Davis in 1989 through the adaptation of Theory of Reasoned Action. The Theory of Reasoned Action (TRA) was proposed by Fishbein and Ajzen in 1975. It is one of the earliest theories that some other theories are built on to explain technology acceptance and use in various fields[59]. Theory of Reasoned Action (TRA) seeks to explain and predict individual behavior towards the use of new technologies. TRA also explains the individuals' volitional behavior and their psychological determinants. The theory proposes that the individuals' behavioral intention is the main determinant of information system use. The theory considers intentions as the main predictor of an individual's behavior and any external effect towards behavior will be through her intentions, i. e. the stronger the

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intention, the greater the behavior to be performed. The theory proposes that intention to perform certain behavior gives way to the actual behavior. Intention is defined as an individual's motivation in the sense of her consciousness to extract effort to carry out a behavior[60]. The intention, in turn, is influenced by the attitude towards behavior and the subjective norms.

There are two determinants for individuals' intentions; personal influence and social influence. The personal influence represents attitude which refers to the positive or negative evaluations of the behavior performed by the individual. While the social influence is subjective norm which can be defined as the degree to which a person believes that people who are important to her think that she should or should not perform the behavior in question. Similar issue to intention is the attitude. Attitude is formed throughout the individual's salient beliefs about a specific behavior. These salient beliefs will connect the individual's behavior with the performance outcome[61]. The attitude towards the act defines how people feel about doing something. The attitude, in turn, is determined by the individual's beliefs towards certain consequences and the evaluation of the consequences[62]. Hence, in TRA, performing a particular behavior is not only determined by personal attitudes but also influenced by other people's opinions about the behavior.

However, the theory is not without some limitations. For instance, the theory has the problem of factors correspondence[59]. This means that to predict individuals' behaviour, attitudes and intention, it must be linked to action, context and time[63]. More so, the theory only applies to behaviour that is volitional, a behaviour that indicates the individual would have control of whether or not to perform the act. This is in corroboration with

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affirmed that any behaviour that involves irrational decisions, complex skills or social support cannot be explained by the TRA. Thus, the position of this present study still maintains that irrespective of the shortfalls of TRA, it still has a strong predictive utility that can be used to investigate situations and activities pertaining to behaviour formation and actual information system use[63].

Due to the limitations highlighted in the Theory of Reasoned Action (TRA) concerning understanding attitude and behavior, the theory was revised and extended by Ajzen into the Theory of Planned Behavior (TPB) in 1985. This is to account for conditions and behavior in which individuals do not have complete control. Though extension was made to give further

explanation on individuals' attitude in carrying out a certain behavior. The theory postulates behavioral intention as the proximal determinant of volitional behavior or control[64]. By definition, volitional control means a person must have the resources, opportunities and support available to perform a specific behavior[65].

The central factor in the theory of planned behavior is also the individual's intention to perform a given behavior. Intentions are assumed to capture the motivational factors that influence actual behavior. They are also indications of how hard individuals are willing to try and how much of an effort they are planning to apply in order to perform the actual behavior. Thus, the more an individual intends to perform a behavior, the greater the likelihood that the behavior will actually be performed. Theory of Reasoned Action was modified and extended with the addition of the construct of perceived behavioral control[65]. Perceived behavioral control is an individuals' perception of how easy or

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difficult it is to perform the behavior and the availability of resources or opportunities that are necessary for performing the behavior.

It does not only address support or resources for performing the behavior, it also addresses internal control, such as individuals' skills and abilities, external constraints, such as the opportunities and facilities needed to perform a behavior[66]. This construct helps in improving the prediction of intention and behavior especially when the behavior involved is one where the individual has no control. Perceived behavioral control is closely related to the concepts of Bandura self-efficacy and facilitating conditions of Venkatesh, Morris, Davis and Davis. According to the TPB, actual behavior is a function of behavioral intention and perceived behavioral control and it directly affects the execution of behavior. Without perceived behavioral control, intention alone will not necessarily occur into actual behavior.

However, Theory of Planned Behavior received some critiques despite the fact that it was developed to address the limitations of the theory of reasoned action's volitional control. This prediction could cause a problem for the individuals' use behavior, because there could be external barriers that might prevent them from performing the behavior[67]. Similarly, it was pointed out that the determinants of intention are not limited to attitude, subjective norms, and perceived behavioral control, that there could be other variables that TPB failed to address. Some other scholars have also argued that the theory was developed based on cognitive processing and the level of behavioral change hence overlooking human emotional variables, such as threat, fear, mood (negative or positive feelings) on behavior[65]. Therefore, an individual's behavioral intention might not be the exclusive determinant of behavior where an individual's control over the behavior is

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incomplete[67]. This theory is relevant to the study because it espouses the influence of attitude on the use of information sharing tools such as social media. Therefore, it is adopted to explain the influence of attitude on the use of social media by library personnel.

Thus, based on Theory of Reasoned Action (TRA), Technology Acceptance Model (TAM) was developed. Thechology Acceptance Model is being used to predict individuals' information technology acceptance and use. The model proposed that individuals' behavioral intention to adopt and use an information technology is influenced by certain factors. This means that when individuals are presented with new technology, different factors could influence their different decisions to use the technology. Technology Acceptance Model explains that there are two key determinants for acceptance and use of information technologies: perceived usefulness and perceived ease of use. Perceived usefulness is defined as the extent to which an individual believes that using a particular system will enhance her job performance. While perceived ease of use is defined as the extent to which an individual believes that using a system will be free of efforts.

Technology Acceptance Model was extended later to TAM 2 by Venkatesh and Davis in 2000. They added more constructs to the existing TAM constructs as antecedents of perceived usefulness (subjective norm, image, job relevance, output quality and result demonstrability) with two moderating variables (experience and voluntariness). Another extension was made by Venkatesh 2000 and later on, the model was further developed to Technology Acceptance Model 3 (TAM) 3 after Unified Theory of Acceptance and Use Technology (UTAUT) by Venkatesh, David, Davis and Davis' 2003. Technology

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Acceptance Model 3 (TAM3) was developed by Venkatesh and Bala 2008. They updated TAM 2 to TAM 3 by combining TAM 2 with Venkatesh 2000 model of determinants of perceived ease of use to create a new integrated model. The additional constructs are anchor and adjustment factors as the main constructs of TAM 3. Anchor factors suggested by Venkatesh and Bala are computer self-efficacy, perception of external control, computer anxiety and computer playfulness while the adjustment factors are perceived enjoyment and objective usability. These constructs were proposed to determine the actual use of an information system. Combining the determinants of the second and third model together added more richness and understanding to the extended model[68].

Computer Self-Efficacy is the degree to which an individual believes that she has the ability to perform a specific task/job using the computer. Perception of External Control is the degree to which an individual believes that organizational and technical resources exist to support the use of the computer system. Computer Anxiety can be defined as the degree of an individual's apprehension or even fear, when she is faced with the possibility of using computers. Computer Playfulness is the degree of cognitive spontaneity in microcomputer interactions. Perceived Enjoyment is the extent to which the activity of using a specific system is perceived to be enjoyable in its own right, aside from any performance consequences resulting from system use. Objective Usability can be defined as a comparison of systems based on the actual level (rather than perceptions) of effort required to complete specific tasks[68].

In addition to TAM, there must be willingness on the part of a person or group of persons in an organisation/institution to use information technology for the task it is designed to

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support. In the library system, this implies the acceptance of social media tools to support job-related process in the libraries. Hence, in the field of Information Science, researchers have shown concern in studying, investigating, predicting and explaining users' behaviours in respect of acceptance of ICTs/electronic resources such as social media tools to enhance productivity in the libraries. This is because a number of scholars perceive information and communication technology, social media inclusive as having the capability to increase not only the productivity of individual librarians but that of the library and university in its entirety. For instance, in a typical library setting, individual librarian in one department using social media via internet-ready computer systems could be found to be more productive than their counterparts in another department that were not using social media tools. This explains why modern libraries are embarking on ICT adoption and use.

It could be said that Universities/libraries' investments in information technologies (IT) have increased significantly in the past decade. These investments specifically aim to increase individual productivity and thus contribute to universities' productivity. While advances in technology continue at astronomical pace, the use of these emerging information technologies has fallen well below expectation and has been identified as plausible explanations for productivity gains from IT investments being less than expected. Following certain arguments and observation, that lack of use of ICT may lower productivity; researchers have been showing keen interest in exploring extent of use or non-use of information and communication technology by potential users (librarians). Therefore, TAM is used to explain and predict use and non-use of ICT infrastructural facilities precisely in universities. Technology Acceptance Model is often

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the pivot that determines the success or failure of information and communication technology adoption in organization/institution. In other words, TAM would determine the degree of use and non-use of social media by librarians in universities in research activities. Thus, application of TAM is found by scholars to be vital in the study of ICT usage in the universities.

The theory is relevant to this study because it has been empirically validated and applied over the years to variety of technologies as predictor of users' acceptance, adoption and use of technology. It explains the influence of the antecedents of perceived usefulness and perceived ease of use on actual system use. Therefore, it is chosen as a theoretical foundation to be applied to this study to examine the perceptions of the factors (Computer self-efficacy and Computer playfulness) influencing social media use by librarians in private university libraries in South-west, Nigeria. The key strength of TAM still remains its popularity in analyzing information system and acceptance and adoption in all fields. Technology Acceptance Model has been widely used as a theoretical framework in previous studies to explain technology acceptance including the internet and social media[69]. Others include its ability to explain the determinants of information technology acceptance that would aid in explaining user behavior. It also gives room for expansion, extension and replication in order to bring more factors to explain how users perceive information technology; it gives room for elaboration and extension better than other competing models[67].

However, despite the strength associated with TAM, there still exist some widespread criticisms of the model. One of the limitations of TAM 3 is in its explanatory power which has consistently been rated low. The model is consistently explaining 40% of the

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variance in behavioral intention[70]. Technology Acceptance Model's parsimonious nature has been argued and stated that TAM based research has provided a very limited investigation of the full range of the important consequences of information technology use and this has led to the creation of illusion of progress in knowledge accumulation. The ability of TAM to be changed or expanded in order to adapt it to the constantly changing IT scenario has made the theoretical foundation very confusing[71].

Technology Acceptance Model's original model did not initially consider the influence of the external variables on use behavior, although, it was later considered [69]. It did not also consider personal characteristics variables such as experience, age, gender, marital status among others that could influence technology use. These personal characteristics were included by Venkatesh and Davis 2000 and Venkatesh and Bala 2008 as moderating factors in TAM 2 and TAM 3 respectively. Lee, Kozar and Larsen 2003 found that the major limitation of TAM in their research was based on the self-reported usage. They posited that the study did not measure actual use but relied on the subject to indicate use. Though it was stressed that TAM failed to determine the barriers that could hinder technology acceptance and the simplicity of TAM as well as its ease of application has resulted to replications and overuse by researchers. The present study maintains that TAM still remains the most popular model for determining information system use[67].

However, TAM as discovered by this study failed to consider factors such as cognitive, facilities, resources, availability and accessibility of these resources which could pose barriers in information system use and thus has added personal characteristics to the model. Technology Acceptance Model 3 is relevant to this study because it is able to encapsulate the role of computer self-efficacy and computer playfulness on the

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acceptance and use of new technology such as social media. Technology Acceptance Model 3 has also become a robust model for predicting employees' acceptance and adoption of innovations in information technology realm. TAM 3 model is shown in fig. 2.1.

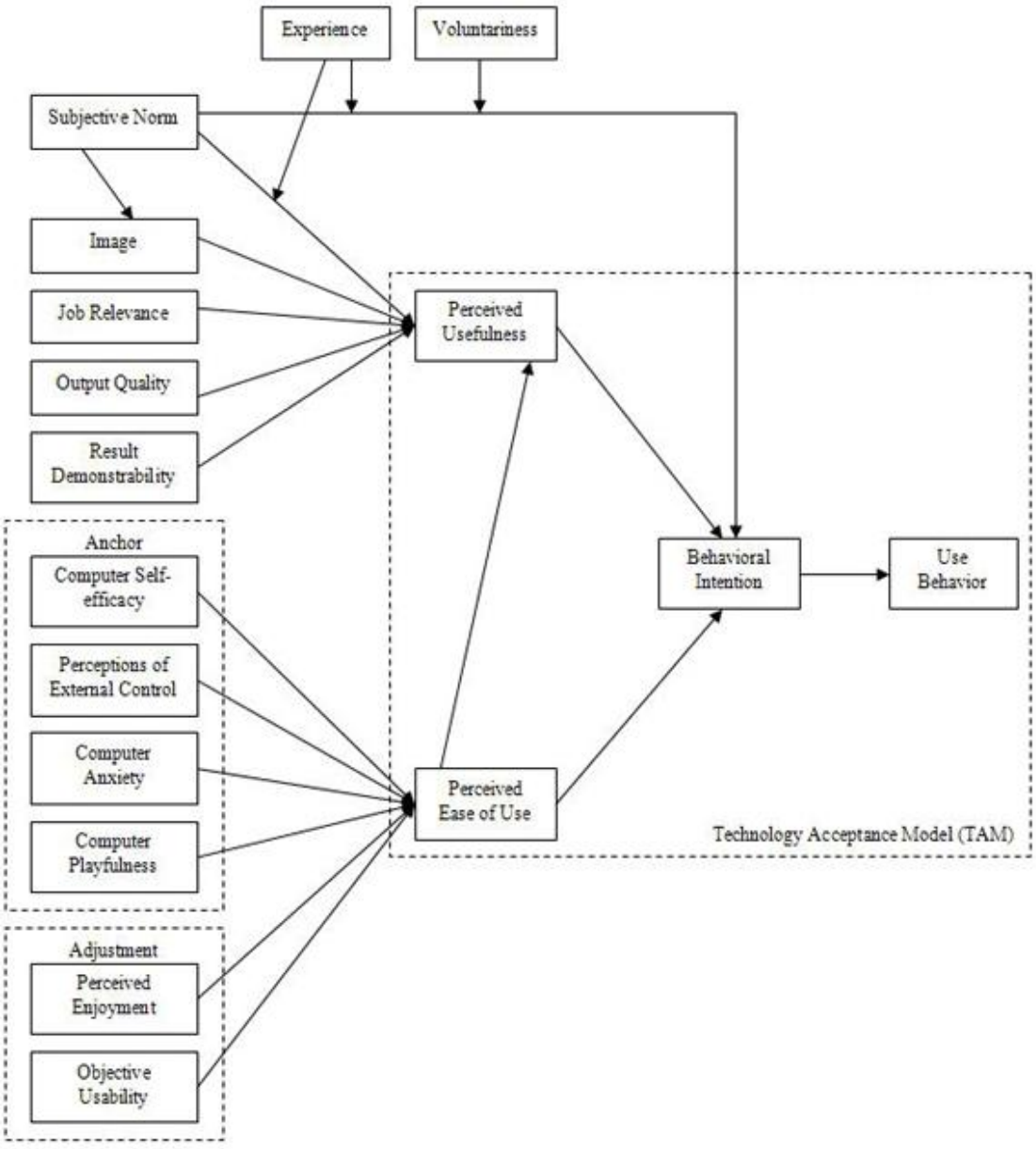


**Fig 2.1: Technology Acceptance Model 3 (TAM 3)**[68].

### 2.2.2 Uses and Gratification Theory

Uses and Gratification Theory (UGT) is regarded as one of the influential theories in Mass Communication that helps to explain individuals' relationship with mass. Katz, Blumler and Gurevitch proposed the Uses and Gratification Theory (UGT) in 1974. The theory explains why people use certain media and the benefit they get from the media[72]. It also describes the relationships formed between the media and its active audience. Uses and Gratification Theory (UGT) is based on the idea that media audiences are active rather than passive[73]. Uses and Gratification Theory posited that individuals seek to use a media or innovation which will provide them with the maximum information and enjoyment[74].

The basic premise of Uses and Gratifications Theory (UGT) seek out media that would fulfill their needs and gratification. Such needs include cognitive, affective, personal integrative, social integrative, and tension-free needs among others. Instead of focusing on media content, attention should be shifted to the media audience. Generally, the theory explains the social and psychological motives that drive individuals to use the identified technologies which motivate them to select certain technologies in order to satisfy a set of needs behind those motives. An assumption of this approach is that media users are aware of their needs and they select the appropriate media to gratify those needs[75].

Thus, Uses and Gratifications Theory (UGT) may be used to explain individuals' motivation for choosing a specific technology such as social media tools[76]. The theory proposes that individuals use media to fulfill a variety of needs, such as escapism, entertainment, relaxation, and learning. The assertion is that people will choose media

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according to their expectations and their drive to attain gratifying experiences. The theory proposes five assumptions. The first assumption is that the audience is conceived as active user of media; second, media choice depends on the audience link between media and needs gratification; that is, each audience member must determine which medium will best satisfy her needs; third, media compete with other sources, both interpersonal and other media for satisfaction; fourth, audience members can describe their needs and motives; and fifth, value judgements of media content should be suspended until motives and gratifications are understood. This implies that the final decisions about the cultural relevance of media must be withheld in order to avoid assumptions on common cultures.

Apart from the assumptions UGT proposed, the theory also has some objectives which include to: explain the psychological needs that shape why people use the media and what motivates them to engage in certain media-use behaviors for gratification; explain how individuals use mass communications to gratify their needs; and identify the consequences of media use. Uses and gratifications are the motivations behind why an individual makes a media selection and the satisfaction that the individual obtains from this choice[77]. The uses and gratifications model posited that audience members have certain needs or drives that can be satisfied by using both non-media and media sources emphasizing on what people do with the media rather than what the media do to people[78].

Uses and Gratification has relationship with the use of social media and information communication technologies. It is a social and psychological theory that hallmark human communication behaviour, driven by people's needs and desire. Communication with the use of social media platforms to satisfy those needs and desires cannot be overemphasised in the present information age. Users sought gratification and

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obtain gratification for different purposes with uses and gratification theory and social media use. Librarians strive to render services to their clientele in order to promptly carry their users along with library information and timely solve their information needs or problems. Motive is the core behind communication behaviour such as the selection of appropriate media and type of library service delivery. Specific motives such as different library services have been linked to choosing media such as radio, newspaper, television, talk radio, VCRs, Internet and World Wide Web, and recently to web based setting media. Uses and gratification approach is useful in the understanding of the audiences' (librarians') media use, background characteristics and activity that impact their use and ultimately the effects of that use. The theory is concerned with the functions that media (social media) serve for the people. It involves librarians' active interaction and real time communication with their users and the gratification obtained.

However, Uses and Gratification Theory has been applied to a variety of media and media contents. The theory is better suited for the study of information technology/internet use due to its interactive nature. Hence, users are more actively engaged than in other traditional media. The extension of uses and gratification theory from television to the Internet, and in recent time social media has provided a basis for researchers[79]. There has been few studies that investigated the uses and gratifications of social media and they indicated that social media can be used for interaction, escapism, entertainment, seeking and sharing of information, socialization, self-expression, education, surveillance, communication, among others[80].

Similarly, other scholars have used UGT to investigate various social media application such as MySpace and Facebook[81]; Twitter[82]; blogs[83]; social networking sites[84]. The

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gratification which was found for using twitter was categorized into social and information motives which include getting and sharing information, giving and receiving advice, fun, entertainment, meeting new people, relaxation and passing time, communication, escapism and alleviation of boredom, identity creation and management as well as interaction[85]. Though workers were employed under UGT to study the adoption of social networking sites among Taiwan's Facebook users and found that sense of belonging, hedonism, increasing self-esteem and reciprocity contributed to users' gratification[83].

Additionally, the gratification was found as the reasons why different bloggers posted items on blogs were for information, passing time, creating social connection, professionalism and getting feedback. The uses and gratifications approach is therefore a way to analyze the motivations and satisfaction of the librarians in the university libraries in Nigeria. Based on the uses and gratifications perspective, social media tools have a wide range of benefits and functions that would be able to satisfy various needs. Uses and Gratifications Theory would therefore, be relevant to this study because it could be applied to library and information studies field as regards how librarians can effectively target audiences based on their needs. It will also be relevant to this study because of its approach to user-centeredness. User-centered because the audience is somewhat free to choose any media based on the expected and anticipated benefits that could be derived from the media. It also considers the satisfaction and enjoyment that the audience could derive as a result of using the social media since the use of social media is goal directed[87]. Moreover, it will be relevant to the study because of its usefulness for predicting continuance intention. Uses and Gratification Theory will be suitable for this study to

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understand librarians' computer self-efficacy and computer playfulness towards the use of social media in carrying out their activities. It as well fittingly captures the gratifications and satisfactions library users and librarians in the universities experience due to the use of social media tools. Furthermore, little or no study has applied UGT in social media use in the library environment in Nigerian private university libraries. Therefore, librarians would be motivated to use social media if they feel that the tools will satisfy their intentions to delivery of services to the users. The Uses and Gratification Theory in all the positions upholds that the audience is the key, and takes the critical decision of what to do with the media.

Uses and gratifications theory proposes that users or media consumers are actively choosing specific media content according to their needs and if there are any effects, they would be consciously or at least actionably intended. Uses and gratification theory developed on history of communication theories and research which started off on researchers' studies of radio listeners in early 1940s. The primary strength of uses and gratifications (UG) theory lies its capacity to allow individuals to explore "mediated communication situations through a single or multiple sets of psychological needs, psychological motives, communication channels, communication content, and psychological gratifications within a particular or cross cultural context". That is, using personal computers was linked to individuals' motivations to use the internet for communication purposes and which was linked to the fulfilment of gratifications which include social identity, interpersonal communication, pro-social interaction, companionship, escape, entertainment as well as surveillance.

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Uses and Gratification theory helped to explain individual's relationship with mass media and is regarded as one of many communications theories that assist to describe individuals' relationship with mass media. The major idea is that people turned to social media to assist them in fulfilling specific needs that used to be filled by just talking to other people. U& G theory deals with how individuals purposely search for media in order to satisfy specific needs or goals such as entertainment, relaxation, or socializing and which used to be fulfilled by talking to other people.

Uses and Gratification theory describes that a person's basic needs motivates media usage. U and G theory speculates that individuals have certain needs that are satisfied by both non-media and media sources. That is, the theory concentrates on what people do with the media instead of what the media do to people. It must be noted that a media user looks for a media technology that satisfy the users' needs and identified the four basic needs as; diversion (the need to relax and escape from everyday life); personal relationship (users using the media to fulfil their needs for companionship and develop relationship with other people); personal identity (the use of media to find about oneself) and surveillance (using the media to find out what is happening around us). Uses and gratifications theory has explicit significance to social media because it assists to describe why individuals use social media.

Uses and Gratification Theory highlighted five types of needs satisfied by media: cognitive needs (the use of both analogue and digital media sources to find out about news and get informed with latest topics), affective needs (this is the aspect of watching media that helps users in relating with content which assist the users to develop response from the media emotionally and affective needs can also be for entertainment), personal

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integrative (the use of media assists individuals in creating and solidifying identity traits). Social integrative (the advent of digital media has changed in that the new generation users are constantly connected with other users through different devices and various social media platform which means the need to feel socially connected to other people has push people to always want to use social media all the time), tension-free (this means that at times individuals need to escape from the stress of daily life and they focus on media to help them to escape from stress).

Uses and Gratification theory tries to find out the reason behind individuals seeking out the media that they use and what they use the media for. It was also noted that U and G theory differs from other media effect theories given that people have control over their use of media instead of passive users of media. Five basic assumption of U and G theory were provided. The first approach is that the audience is active and the media usage is goal oriented. Secondly, audience have different needs they want to fulfil through media. Thirdly, audience makes plans to link need gratification to a certain media. In addition, the fourth assumption was that media contend with other sources for need satisfaction. The fifth assumption was that audience possess self-awareness of their personal media use, interests and motives that will enable them to offer researchers with a precise picture of that use and finally, value judgments of media content can only be considered by the audience.

Uses and Gratifications theory is important to social media due to its foundations in the communications literature. More so, social media is a communication system that enable individuals to communicate with a great population of individuals across the world. The basic idea of uses and gratifications theory is that individuals seek out media that fulfil

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their needs and leads to extreme gratification. Moreover, it could be revealed that gratifications received are good predictors of media use and recurring media use. One of the principles of the uses and gratifications theory was that audiences are active and they search for the mass media that satisfy their gratifications. Thus, the internet has made it possible for individual to seek and have more alternatives to choose the websites and web pages that satisfy their actual needs. That is, internet has given users the power to be in control of the media. New technologies provide the audience with an increasing number of media choices, motivation and satisfaction. In addition, the new media and digital technology have changed the number of times and ways people are exposed to the media which means that the use of new media give their users more choice and possibilities to enjoy and use the media.

The theory however, is not without limitations. However, a study identified four limitations of Uses and Gratification Theory viz. it is compartmentalized in nature and this makes it difficult to predict social or cultural implications of media use; there is lack of clarity of the central constructs and how researchers attached different meanings to motives, uses, gratifications and functional alternatives; no consideration on the nature of the audience being treated to be too active or rational in the behavior; and the methodological reliance on self-report data[82].

Similarly, it is observed that the theory failed to define clearly some central concepts such as psychological backgrounds, motives, behaviour and needs[88]. One of the strongest critiques that disagreed on some of the ideas of the theory as stated is that some individuals do not expose themselves to the media intentionally, they do not choose which media to use; they only use the media perhaps they have formed the habit of using

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the media or they are used to the media. He also maintained that the theory is too individualistic as it focuses on the individual's psychological status disregarding the social context[89].

The theory also failed to consider some factors that could hinder or encourage choice making such as lack of awareness, external influence, personal influence and the consequences of choosing a particular information system. Thus, wrong choices could be made at the long run if there exist a limited knowledge over what to choose. However, the current position of this study concerning the theory is that the theory still remains valid despite the shortfalls. The trends as a result of new technologies have made individuals to have more options regarding which media to choose and this has allowed them to have more control over the media, hence, the theory still remains valid in communication literature and it can still be used successfully in the understanding and explaining the information system use and acceptance. As there are few studies to revalidate the U & G Theory in relations with social media on the part of librarians, therefore, this study intends to apply the U & G Theory to help explain whether the librarians are using social media and why, and the gratifications they would derive from it. Moreover, applying U and G Theory to the context of this study, it is assumed that gratifications which is the satisfaction derived from using social media technologies could motivate librarians to use social media as long as it fulfils their needs. More so, the use of social media for personal and professional goals can only be achieved if librarians have many social media choices, motivations and are satisfied with the social media technologies. Therefore, Uses and Gratifications Theory provides a good way to examine the motivations and satisfaction of librarians on the use of social media. This is because

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librarians who make use of social media will have a wide range of productivity in the library. Hence, librarians who use social media for personal and professional goals should be able to satisfy a wide range of needs.

These theories secured the base of this research study. The two theories of Technology Acceptance Model (TAM) and Uses and gratifications theory (U& GT) together consist of variables that are related and a change in one variable will produce change in other variable. These renowned theories were found to have specific characteristics and significant benefits to form the theoretical framework for this study.

## 2.3 Empirical Review of Related Literature

### 2.3.1 Computer Self-Efficacy and Social Media Use by Librarians

Several studies have previously explored computer self-efficacy in the context of social media usage by librarians. For instance, respondents in a study revealed that the computer self-efficacy that is rated high in the use of ICT facilities to render services are internet surfing with 92.2%, communicating with users by telephone ( 90.2%) and facilitating training section on effective utilization of digital resources with 76.5%, while the computer self-efficacy of the respondents that is rated moderate are using the computer hard to accomplish a task with 80.4%, communicating with user using e-mail with 78.4%, working with computer system with 68.6%, using word processing to accomplished a task with 58.85% and communicating with users using social media platform with 54.9%[39].

Findings indicated that all the respondents [strongly agree (72.55%); agree (27.45%)] and research scholars [strongly agree (78.89%); agree (21.11)] agree and strongly agree that

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self-efficacy is necessary for using EIRs. On the other hand, around half (56.67%) of the non-scientific respondents agree and one-fourth (28.1%) strongly agree as to the need of self-efficacy for accessing EIRs. Whereas (15.24) percent of the non-scientific respondents are neutral regarding the need of self-efficacy. Equally, the chi square test was carried out to determine the association between respondents' opinion regarding the need for self-efficacy for accessing EIRs. X2=185.435 with p value 0.01 shows that there is a significant association between respondents' opinion regarding the need of self-efficacy for accessing and using EIRs[40].

Results from the study depicted that there is significant combined influence of personnel's self-efficacy and social media use on service delivery in the university libraries in Lagos state, Nigeria Adj. R2= 0.113, $F(4, 113) = 9.21$, $p<0.05$. The model indicates that the linear combination of personnel self-efficacy and social media explain 11.3% variation Adj. R2=0.113 in service delivery in the university libraries in Lagos state, Nigeria. Consequently, the null hypothesis which states that personnel self-efficacy and social media will not jointly influence service delivery in the university libraries in Lagos state, Nigeria was rejected. The analysis further showed that personnel's self-efficacy and social media use significantly influenced service delivery in the university libraries in Lagos state, Nigeria[41].

The results from the study revealed that 91(79.1%) and 24(20.9%) of the respondents strongly agreed and agreed respectively that computer self-efficacy have effected their use of computers. Similarly, 66(57.4%) of the respondents strongly agreed that it has effect on their use of computer software and applications, 45(39.1%) agreed, while three (2.6%) were neutral. Furthermore, the majority 59(51.3%) of the respondents strongly

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agreed that computer self-efficacy has effect on their use of social network sites, 50(43.5%) agreed, one (0.9%) disagreed while two (1.7%) strongly disagreed. However, two (1.7%) did not respond. Similarly, 65(56.5%) of respondents strongly agreed that it has effect on their use of internet search tools, 44(38.3%) agreed, two (1.7%) disagreed, while one (0.9%) strongly disagreed. Other areas that computer self-efficacy have effect on include the use of a variety of information at any time with 54(47%) of the respondents who strongly agreed and agreed respectively. Information from any source recorded 60(52.2%) who strongly agreed and 47(40.9%) who agreed respectively. The majority 54(47%) of the respondents also strongly agreed on the effect it has in the use of World Wide Web popularly known as WWW, 53(46.1%) agreed, five (4.3%) were neutral, while one (0.9%) disagreed and strongly disagreed respectively. Furthermore, the majority 56(48.7) of respondents agreed that computer self-efficacy have effect on their use of a variety of information systems, 50(43.5%) strongly agreed, while three (2.6%) disagreed. Similarly, 53(46.1%) of the respondents agreed on its effects on their navigation of online information, 51(44.3%) strongly agreed, while nine (7.8%) were neutral. Two (1.7%) respondents did not respond to the question. Moreover, the majority 56(48.7%) of the respondents agreed that they could use a variety of information formats based on their computer self-efficacy, 44(38.3%) strongly agreed, while six (5.2%) disagreed. Two (1.7%) respondents did not indicate their views. Fifty-Seven (49.6%) of the respondents agreed that computer self-efficacy have effect on their use of an online catalogue, 41(35.7%) strongly agreed, eight (7%) disagreed, while one (0.9%) strongly disagreed[42].

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Participants in the study were rated high in deployment of social media tools for content management, database management, preparing metadata for electronic information resources, knowledge taxonomy, semantic networking and ontology- processes involved in knowledge organization (sometimes refers to as cataloguing and classification). They were also rated very high in the use library management software applications, online copy cataloguing as well as in open public access catalogue on library portal/website as analysis shows that 59 (54.2%), 25(22.9%) and 25 (22.9%) of participants were respectively rated very high, high and moderate in the use of online open access catalogue (OPAC). They are also rated very high, high, moderate and low representing 41 (37.6%), 47 (43.1%), 5 (4.6%) and 16 (14.7%) respectively in content management. Their rating in database management includes, 32 (29.4%) very high, 57 (52.3%) high, 5 (4.6%) moderate and 15 (13.8%) low. Their competency level in metadata ranges from 30(29.5%), 5 (53.2%), 6 (5.5%) and 15 (13.8%) who are rated very high, high, moderate and low respectively. Participants rating in online copy cataloguing constituting very high are 55 (50.5%),high are 53 (48.6%) and 1 (0.9%) with low level of competency. In knowledge taxonomy, 25(22.9%) are rated very high, 62 (56.9%) high, 6 (5.5%) moderate and 16 (14.7%) low level of competency. Participants ranking in semantic networking recorded 16 (14.7%) been rated very high, 58 (53.2%) high, 20 (18.3%) moderate and 15 (13.8%) low in competency. Competency in knowledge ontology shows participants that constitute 16 (14.7%), 70 (64.2%), 7 (6.4%) and 16(14.7%) been rated very high, high, moderate and low respectively. Rating in the use of library software records 42 (38.5%), 34 (31.2%), 31 (28.4%), 1 (0.9%) and 1 (0.9%) been rated very high, high, moderate, low and very low in level of competency[43].

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It was further emphasized that library staff are more competent in the use of the tools for reference services as participants were rated very high in the use of Web 2.0 tools such as email, social networking sites, blogs and wikis via virtual help desk to deliver dynamic information service to users in time and space instantaneously as participants were rated very high, high, moderate and low constituting 47 (43.1%), 32 (29.4%), 15 (13.8%) and 15 (13.8%) respectively in the use of web 2.0. participants that constitute 72 (66.1%), 16 (14.7%), 7 (6.4%) and 14 (12.8%) are rated very high, high, moderate and low respectively in electronic registration of library users. Effectiveness in the use of user interface on library portal/website recorded 43 (39.4%), 47 (43.1%), 4 (3.7%) and 15 (13.8%) of participants been rated very high, high, moderate and low respectively. Virtual help desk (ask a librarian) recorded 55 (50.5%), 34 (31.2%), 6 (5.5%) and 14 (12.8%) of participants been rated very high, high, moderate and low. And finally in e-referencing, participants constituting 44 (40.4%), 46 (42.2%), 4 (3.7%) and 15 (13.8%) are rated very high, high, moderate and low respectively of their competency level[44].

Results from another study showed a relatively computer self- efficacy and average use of social media tools by the participants. However, a quite large number of them use video and image sharing websites, most notably YouTube. Some of the respondents justified this, during their interviews, to the widespread use of this website, its ease of use, and the availability of a large amount of content that can be integrated into courses. The respondents' use of wikis, which many consider a source of enriching information for the curriculum, is also noted. With the widespread use of social media, a large number of the respondents seek to employ these media in maintaining contact with their students and encouraging their students to work cooperatively and collaboratively. Meanwhile,

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outcome of the study showed a statistically significant positive correlation between computer self-efficacy in the use of social media tools and their use of these tools with a regression factor of 2.41. This finding indicates that their computer self-efficacy variable in the use of social media tools can be used as a predictor for the use of these tools (r = 0.65) and that the more their computer self-efficacy increases in social media tools, the more likely they are to use them[45].

Results from the study showed the types of computer self-efficacy and digital literacy skills possessed by librarians. Majority 32 (53.3%) of the respondents had word processing skills, 9 (15.0%) had PowerPoint skills, 6 (10.0%) had bibliographic instruction software skills and 5 (8.3%) possessed knowledge of social media tools. The rest of the skill set were integrated search tools, web design and development, integrated library systems (ILS) and virtual reference technologies all at 2 (3.3%) each. Findings revealed further that librarians possessed basic digital appreciation skills to a very high extent which include turning word processing, PowerPoint Presentation, bibliographic instruction software, Social media tools for service delivery, etc. Respondents were asked to assess their level of digital literacy skills. Data analyzed revealed that overall a majority 24 (40.0%) considered their level of digital skills as basic, 19 (31.7%) perceived their level of digital skills as intermediate while 17 (28.3%) considered their level of digital skills as advanced. Respondents were asked to choose one area where their skills were directly applicable in the delivery of library services. Figure 5 below shows the following: Library Automation 32 (53.3%), Institutional repository 10 (16.7%), Digital Library 6 (10.0%), Library Networking 5 (8.3%), Library Management 4 (6.7%) and Social media 3 (5.0%). When asked to self-assess their proficiency in the use of digital

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technologies, results show that 9 (15.0%) were very confident, 25 (41.7%) were quite confident while 26 (43.3%) were not confident[46].

A researcher investigated computer self-efficacy, an aspect of the ICT abilities and competencies of library and information science professionals at the University of Delhi's college libraries[47] Workshops/seminars/conferences were favored by the majority of respondents as a method of obtaining ICT skills, followed by colleagues/friends, self-study, and trial and error. Another study looked into librarians' computer self-efficacy, ICT skills and job performance in public universities in Nigeria's north-central region. For this study, a survey research design was used. The study's participants were 282 librarians from North-Central Nigeria. The entire population was counted using total enumeration. Data was collected using a structured questionnaire that has been tested. The construct's Cronbach's alpha reliability coefficients ranged from 0.914 to 0.95. 97.5 percent of people responded. Descriptive and inferential statistics were used to analyze the data (multiple regression, frequency distribution, simple percentage, mean and standard deviation). Computer self-efficacy and ICT abilities have a substantial impact on librarians' job effectiveness, according to the findings[48].

A study used a descriptive survey design using a self-created questionnaire as the data gathering tool. The study provided answers to five research questions. In the South-South of Nigeria, 233 librarians are working in six federal, seven states, and eight private university libraries. The study used a technique called purposive sampling. For easier interpretation and understanding of the results, the data were analyzed by utilizing frequency, percentages, and tables. The majority of respondents in the university library acquired ICT skills through self-sponsorship, according to the findings. It also revealed

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that the majority of respondents lacked knowledge in system administration, web application development, and tools such as system troubleshooting, webinar/digital conferencing tools, Web 2.0, website design, and digital communication. The study found that ICT skill training resulted in enhanced service delivery, library administration, efficiency, work performance, and reduced job stress. Inadequate training, poor planning and implementation, librarian non-sponsorship, and a lack of policy for evaluation and assessment were also shown to be barriers to ICT skill acquisition. The article proposed that ICT skills training be prioritized, with internal training programs at the university library should be strongly supported[49].

A research was directed by three (3) research questions and one (1) hypothesis. The study used a descriptive survey design. The data was collected via an online questionnaire. The study included all 93 respondents. The study used all of the respondents who filled out the questionnaire, hence no sampling was done. The findings demonstrated that the respondents had excellent computer self-efficacy and information literacy abilities as well as a high degree of use of various sorts of e-resources. During the COVID-19 shutdown, it was also determined that irregular power supply, slow internet connectivity, and high data subscription costs were the three biggest impediments to the successful use of e-resources. The hypothesis test indicates that there is a link between computer self-efficacy and social media use[50].

Another research looked at librarians' computer self-efficacy/digital literacy abilities and work performance in state-owned universities in Rivers State. The first hypothesis found that there is a link between electronic mailing and librarian job performance in university libraries. The study discovered that there is a substantial association between the act of

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sharing resources and the job performance of librarians in university libraries, based on hypothesis two. Hypothesis 3 in the study found that there is a substantial link between Internet browsing and librarian job performance in university libraries. According to hypothesis four, there is a favorable association between librarians' computer self-efficacy, understanding of social networking and their job performance in university libraries. Finally, hypothesis 5 discovered that there is a link between the use of Microsoft Word and librarians' work performance in university libraries[47]. This is also in line with the claim that librarians utilize this expertise to align content in a document by employing different font sizes to create a suitable word document. The test of hypotheses reveals that there is a relationship between computer self-efficacy of librarians and social media use in the study. The positive link suggests that these skills can help librarians perform better at work in this study[51].

Social media helps librarians to share information with users in the easiest way for digital library environment. The possible implication of social media can be successful by conducting maximum research and experiment on social networking from different point of view on library. Social media tools were helpful in promoting library service delivery. Owing to the fact that librarians now display higher levels of computer self-efficacy, some of the applicability of social media in libraries include, understanding and articulating the nature of social media, creating webpage and content, establishing friendly user interface over the network, creating online database management, evaluating and applying information, and assisting users with skill acquisition, searching and navigating the web, creating social network space, teaching, and providing quality online library services, performing Reference Desk (VRD) through the use of Wikipedia.

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Social media have become a dependable platform for the dissemination of information, forum for feedback mechanism, for job productivity and the likes. It is therefore not surprising that libraries all over the world have embraced the use of social media for promoting their services. Social media are useful networking sites for promotion of library resources and services and for the speedy collection of feedbacks from library patrons. These were made possible as a result of liable factors such as computer self-efficacy on the parts of the librarians.

### 2.3.2 Computer Playfulness and Social Media Use by Librarians

Computer playfulness has been found to be a strong predictor of the appropriate usage of social media provided in the library by librarians. For instance, from a study that was followed closely 39% respondents agreed that they find social media to be flexible to interact with while 62% disagreed. This result shows that majority of the respondents disagreed with finding the tools/platforms flexible to interact with. Also, 38% of the respondents agreed that it is easy for them to become skillful using social media while 62% disagreed. This result shows that majority of the respondent disagreed with becoming skillful using social media. Further, the result from the study shows that 39% of the respondents agreed that they find it easy to use them for the purpose they want while 62% respectively disagreed. The findings revealed that majority of the respondents do not find it easy to use social media for the purpose they intended. Conclusively, as evident in result, 26% respondents agreed that learning to use tools is easy for them while 74% disagreed. The findings revealed that majority of the respondents do not find learning to use social media easy and flexible[52].

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There was a significant relationship between computer playfulness and social media use as discovered in a study as most of the respondents (M = 4.11, STD = 0.04) strongly agreed that they found social media so easy and flexible to use because they have easy access to the internet. Similarly, most of the respondents (M = 4.35, STD = 0.04) with their playful attitudes with computer systems strongly agreed that their interactions with social media apps are clear and understandable. Likewise, majority of the respondents (M = 3.78, 0.05) agreed that learning how to use social media is easy. Additionally, majority of them (M= 3.86, STD = 0.05) agreed that social media was more convenient to use as compared to email and text messages. In total, the respondents (M = 4.11, STD = 0.04) agreed that social media was overall inventive and easy to use[53]. Also, it can be seen that majority of the respondents strongly agreed that resources in the social media are very convenient to use (38.9%), comfortable using social media for academic work (30.6%) and social media are easy to use (30.6%)[54].

Computer playfulness influenced majority of respondents to use social media tools. In particular, the ability of social media to provide current learning materials; enhance effectiveness in learning and research activities, and provide information that is reliable and relevant to one's area of specialization enhances their acceptance. Apart from these, the resources' usefulness in accomplishing teaching, learning and research activities has been found to positively influence their acceptance. With regards to level of computer playfulness and social media use, the results showed that most respondents perceived that computer playfulness levels are important predictors of intention to access and use, and actual use of social media[55].

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Findings from a study showed the degree of computer playfulness and benefits derived from librarian's use of social media platform. These range from the fact that the use of social media form for promoting library resources and services enhances two-way communication (X = 4.09) and it makes connection to library use easier (X =4.08) and Provide Forum for Feedback (X =3.87). Other levels of computer playfulness in the use of social media and benefits, in order of significance, are use of social media platform provide interactive collaboration (X = 3.77) and increases library usage/users (X = 3.57). However, majority of the respondents were of the view that librarians' use of social media platforms do provide up-to-date information within the campus having a standard mean score of (X = 2.9) which is less than the criterion mean for the study[56].

Predictive relationships established between computer playfulness and social media use was revealed that among the respondents, 14 (11.5%) were inventive to use social media for official purpose; 98 (80.3%) were creative and used social media for personal purpose while 10 (8.2%) indicated they inventively used social media for research purpose. The results showed that 15 (14.0%) of the respondents spontaneously used Instant messaging for official, 85 (79.4%) for personal and 6 (5.6%) for research purposes. On media sharing, result shows that 13 (14.3%) of the respondents showed some levels of creativity and used social media for official purpose, 60 (65.9%) for personal and 18 (19.8%) for research. Furthermore, findings showed that 17 (19.5%) of the respondents used Blogs for official purpose, 50 (57.5%) for personal and 20 (23.0%) for research purpose[35].

In the study there were correlations between computer playfulness levels of librarians and social media use, as the findings presented library and information resources promoted with social media by the librarians. 6 (15%) of the respondents exhibited measures of

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creativity and agreed on using social media to promote textbooks and lecture notes, 5(12.5%) said they were inventive to use social media for emails and 4(10%) of the respondents agreed being creative using social media for journals (prints) and the Internet resources respectively. Also, all the respondents disagreed using social media to promote newspapers, novels, e-journals, e-books, projects//dissertations/thesis, CD/VCD and online newspapers. The findings revealed few librarians use social media to promote library and information resources[57].

Majority 33(97.1%) of respondents agreed that they can playfully browse online databases to locate pertinent information. Similarly, 31(91.42%) respondents were affirmative that they can spontaneously locate information in multiple sources as well as compare and evaluate critically whether the information is timely and appropriate. 30 (88.2%) of the respondents also affirmed that they can recognize different methods of accessing information resources and compare and evaluate critically whether the information collected is credible and relevant respectively. Results indicated that the respondents are information literate as all items got more than half affirmative responses except for their ability to create content in blogs, YouTube, and personal webpage for different audiences that had 16(47.1%) responses. The results indicated that tool and critical literacy were rated very high[58].

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## 2.4 Conceptual Framework

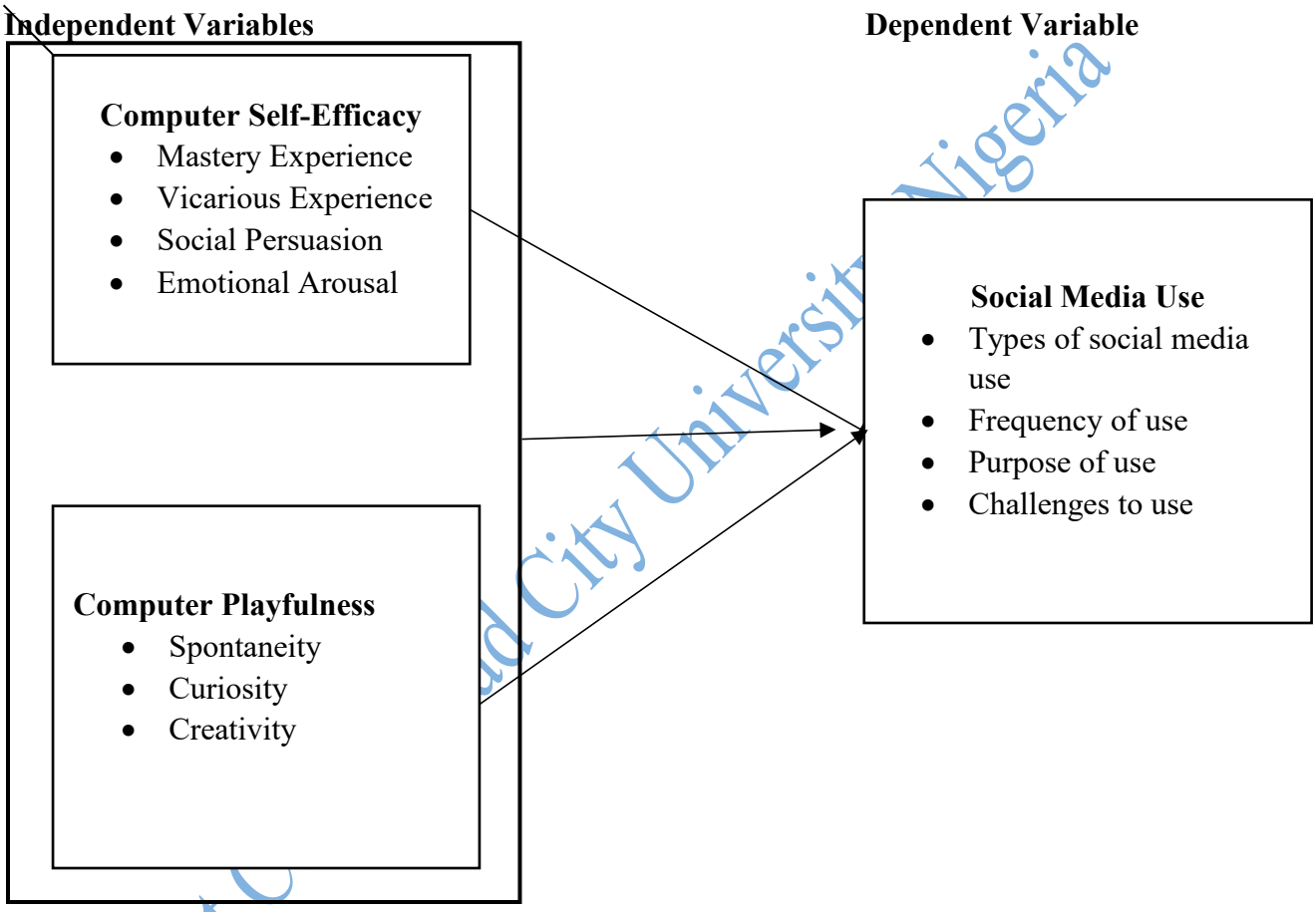


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**Fig. 2.2: Self-constructed model on factors predicting social media use by librarians**

Conceptual model is a diagrammatic representation of the link between the variables of study as conceived by the researcher based on experiences and interactions with literature both empirically and conceptually. Conceptual model is like a road map that gives directions on how the study can be conducted successfully. As a result of this, a conceptual model was developed for this study. The independent variables in this study

are computer self-efficacy and computer playfulness, and the dependent variable is social media use among librarians in private university libraries Southwest, Nigeria[90].

Thus, the model proposes linkages between the independent variables (computer self-efficacy and computer playfulness) and the dependent variable (social media use). From the model, it is assumed that there is a relationship between computer self-efficacy and social media use by librarians. There are four main metrics under computer self-efficacy. These include mastery experience, vicarious experience, social persuasion, as well as emotional arousal. Mastery experience is seen as the most influential source of efficacy information because it is believed mastery experience provides the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's computer self-efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

Vicarious experience explains that people can develop high or low self-efficacy vicariously through observing the actions of other people. For example, a person can watch someone in a similar position and then compare his or her own competence with the other individual's competence. Vicarious experience stress further that if a person sees someone similar to her/him succeed, it can raise their self-efficacy. However, seeing someone similar fail can lower one's self-efficacy. However, this factor can be problematic in library online-related tasks because librarians do not physically see or interact with each other. As a result, they are unable to identify other librarians who may also be struggling in task completion especially with the use of social media. However, when librarians are able to provide positive feedback in the tasks they perform, they are promoting vicarious experiences thus increasing their levels of computer self-efficacy.

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Verbal persuasion acknowledged that through the use of suggestion and encouragement, people can be made to believe that they can accomplish a task or engage in specific behaviour. Verbal persuasion can have an effect on self-efficacy. In this context, self-efficacy can be influenced by encouragement and discouragement with respect to an individual's ability to perform. For example, positive encouragement from the library management can result in the librarians putting forth more effort, resulting in a greater chance at succeeding in their various tasks. Conversely, negative comments from the library management can lead to self-doubt, resulting in lower changes for success. However, verbal persuasion is not a part of personal experiences. As a result, it is considered a poorer inducer of self-efficacy and therefore, it may be eclipsed by the individual's past failures. However, verbal persuasion is directly connected with library online-related tasks using social media precisely in the sense that it helps to build a community. This translates that when librarians have access to online activities and are actively engaged in discussion forums by reading discussion posts and providing quality peer replies that relates to library activities, a sense of community is established thereby leading to higher levels of computer self-efficacy among them.

Emotional arousal as a subset of computer self-efficacy refers to the bodily sensations people experience and how this emotional arousal influences their beliefs of efficacy. Examples of emotional arousal would include giving a presentation, making a public speech, or taking an exam. In every case, the person would experience bodily sensations such as anxiety, sweaty palms and, possibly, heart palpitations. Emotional arousal as an element of computer self-efficacy is the least influential of four, it is important to note that if one is calm and more at ease with a given task then the higher the self-efficacy

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beliefs. In the case of using social media provided on internet-ready computer systems for engaging in library works, librarians are putting themselves in the best possible scenario by being in a familiar environment (home) with less physical interaction, and at the same time possessing more and higher degree of computer self-efficacy.

Also, there could be a link between computer playfulness and social media use by librarians. Computer playfulness refers to an individual's tendency to interact spontaneously with a computer. It can be considered to be either a state of mind or an individual trait. A state of mind is a short-lived cognitive experience felt by the individual. A trait represents a characteristic of the individual, which tends to be stable but also slowly changes over time. Computer playfulness could be described as a system specific trait that can change because the experience in using a specific technology increases over time. While an individual may be considered a generally playful person, his or her specific level of playfulness toward a technology may differ. In this study, the sub-constructs under computer playfulness would therefore comprise; spontaneity, curiosity, as well as creativity.

Spontaneity refers to the ability to generate events without any apparent external cause. It is being described as self-activated efforts without proper planning; the process that one's attention is focused on the interactions so the person loses self-consciousness, becomes absorbed intensively in the activity. Therefore, spontaneity as a metric of computer playfulness established that when users first interact with a computer system, they typically feel intimidated and stressed, as a result, their degree of playfulness is low. As they attain some level of familiarity with the system, they are more apt to explore the system and interact spontaneously with it. This translates the more library routines are

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performed by librarians with the use of social media platforms, the more competent they become, thereby improving efficiency at work.

Likewise, curiosity is a key part of computer playfulness. When a person's sensory or cognitive curiosity aroused by an activity, such person would keep doing an activity. It is known that people tend to pay more attention to more complex or incongruous things. For instance, when people choose their helpful tools, they are more likely to select those with novelty and complexity. This can be also applied to librarians' preference for information technology devices such as social media tools. When a particular library introduce devices with new technology specifically social media, more attentions and interests are given.

Creativity, one of the potential elements of computer playfulness to influence social media use, may ultimately increase the efforts and performance of an individual. It is generally accepted that highly creative individuals yield better performance. For instance, an individual who is serious about work activity would pay attention to the benefits s/he could gain by doing the activity, which consequently would evoke her/his motivation to keep doing it hard. Creativity could provide librarians with a sense of security and a creative atmosphere in their work environment. Many librarians could consider creativity a core process, given its positive effects of playfulness on their job responsibilities. For instance, with the use of social media, creative librarians can make work experience more fun and engaging, resulting in better tasks outcomes. Furthermore, computer playfulness in the aspect of creativity can also help increase librarians' willingness to use social media tools to carry out their ever demanding daily library activities.

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Finally, from the model, there could also be a combined influence of both the independent variables (computer self-efficacy and computer playfulness) on the dependent variable (social media use). This means that there is likelihood that librarians could possess expertise/efficacy in the aspects of computer self-efficacy and computer playfulness, and this could have direct influence on social media use, thereby resulting into higher efficiency and greater productivity in their libraries. Hence, a linkage was provided.

However, from the conceptual model, the dependent variable, social media use comprise sub-metrics such as; types of social media use, frequency of use, purpose of use, as well as the challenges to use social media by librarians.

In order to establish a relationship between levels of computer self-efficacy as well as the computer playfulness of librarians, having direct influence on the social media use types, libraries can create social links such as Facebook page, fan-pages and library blogs onto the library website. Such platforms would allow interaction between library and users and among users. They can also be used as marketing tools for library resources and services, while students would be able to access and share concerns and experiences on library services with peers. In addition, library can create accounts for all students on social media platforms to ensure easy and equal participation among users on the available network. By creating accounts for students they will comfortably use their mobile gadgets to access library services via social links. Again, libraries should create a position for social media librarian who should be responsible for all activities on social media. Libraries should establish a social media policy to guide the use of social media on the institutional network.

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There are some challenges that are liable to hinder the proper implementation of social media in library service delivery. These challenges may include; inadequate ICT facilities in the library, poor internet access, lack of finance, epileptic poor supply, lack of management support, lack of corporation among staff, lack of ICT skills, lack of awareness of social media tools, lack of personal knowledge, poor maintenance of e-library and many others. However, for librarians' efficacies in the aspects of computer self-efficacy and computer playfulness to be conspicuously exhibited, having direct influence on effective social media use for higher productivity, it becomes necessary that great commitment of all stakeholders should be put in place to overcome the challenges.

## 2.5 Summary of Gaps in Literature Reviewed

Literatures reviewed in this chapter are studies that have been conducted in different places across the world. The literature reviewed indicated that the use of social media by librarians in rendering information services has received a considerable attention. As provided in the literature, libraries in the developed countries have deployed the use of social media for, and the integration and application of the social media in the library environment for effective information services were provided. The literature reviewed showed that university libraries have embraced the use of social media for service delivery especially in some developed countries. Findings in the review indicated that library professionals used social medial for continuous professional development and for other purposes which included the promotion of library resources and services. Social media tools such as Twitter, Facebook, Google+, LinkedIn and the rest were found to be useful for daily library tasks.

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Consequently, comprehensive literature has been reviewed on social media; types of social media; the actual use of social media by librarians, librarians; Challenges encountered in using social media. Conceptual and empirical review of literature revealed that determinants such as computer self-efficacy as well as computer playfulness could greatly influence social media use by librarians for effective information services. Several studies in the review explored computer self-efficacy in the context of social media usage by librarians. For instance, it was found in the review that the level of computer self-efficacy of the respondents is high. This is demonstrated in areas such as: being confident at copying individual file, being confident at entering and saving data into a file, being confident at using a computer mouse while accessing social media, being confident at using the computer efficiently, being confident at adding and deleting information from a data file, being confident at making selections from a screen menu and so on. In addition, literature established in the study that librarians agreed that they have the knowledge to use social media, some were of the opinion that they do not feel nervous at all when using social. Other librarians ascertained that they are able to confidently use social media, that they feel confident organising and managing files, while others expressed confidence moving the cursor on the monitor.

From the reviewed literature, computer playfulness provides librarians with a sense of security and a creative atmosphere. Many consider it a core educational process, given the positive effects of playfulness on work effectiveness. For instance, playful display using social media can make the work experience more fun and engaging, resulting in better job outcomes. Playful activities while using social media are also incorporated into library activities to motivate librarians' job activities and enhance their interest in a

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particular subject. Furthermore, computer playfulness can also help increase the willingness to use social media in the libraries.

Computer playfulness in the review could motivate librarians to use social media by determining how much creativity and effort they can expend, how long they can be inventive in the face of difficulties, as well as their resilience to failures in their efforts to reach their goals. Literature provided further that when librarians view social media as playful and easy to use, they are more confident and competent in using the tools. Which translates that the level of computer playfulness of librarians about social media is of extreme significance on the grounds that to a huge degree, it decides the level of usage for effective information services.

However, it seems much had not been conducted on the relationship between the independent variables of this study and the dependent variable within the context of Nigeria, especially among librarians in private university libraries in Nigeria. This is reflected in the review as majority of the studies for review were carried out in America, Europe and Asia, with very few conducted within the African continent and most especially Nigeria among the participants of the study which are librarians in private university libraries. Furthermore, there seems to be a number of studies conducted on the various factors that relate to social media use, but studies on computer self-efficacy and computer playfulness as jointly related to social media use especially among librarians in private university libraries in Nigeria were few. This is the gap in knowledge that this study intends to fill.

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## Endnotes


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**Chapter Three**

## Methodology

This chapter will discuss the procedure that will be employed in carrying out the study under the following headings: the research design, population of the study, sampling technique and sample size, research instrument, validity and reliability of the instrument, data collection procedure and method of data analysis.

### 3.1 Research design

Descriptive survey research design of the correlational type will be adopted for the study. The use of descriptive survey research design of the correlational type is because it does not encourage the manipulation of data. The researcher could only report what is happening in the field. It is also to discover relationships among variables and to allow the prediction of future events. Furthermore, the use of this research design in consonance with the position of purpose of correlational study is to establish whether two or more variables are related. This method of research design is considered appropriate for this study because of its ability to draw response from cause and effect relationships and also to establish relationships among variables[1]. The research design will also make use of qualitative and quantitative approaches in order to obtain necessary data for the study.

### 3.2 Population of the Study

The study will cover librarians in all the private universities in Southwest, Nigeria. There are twenty six (26) private universities. The population of the study will comprise librarians in private university libraries in South-west, Nigeria. Based on the preliminary study carried out, there were one hundred and twenty seven (127) librarians in private universities in Southwest, Nigeria. Therefore, the total population of the librarians in

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private university libraries in Southwest Nigeria as at the time of this study was one hundred and twenty seven (127). The population of the study in is presented in Table 3.1.

**Table 3.1: Population of Librarians in Private University Libraries in Southwest, Nigeria**

| S/N | Name of the Institution | No. Of Librarians |
|---|---|---|
| | Achievers University, Owo | 5 |
| | Adeleke University, Ede | 5 |
| | Afe Babalola University, Ado Ekiti | 10 |
| | Ajayi Crowther University, Oyo | 6 |
| | Augustine University, Ilara Epe, Lagos | 3 |
| | Babcock University, Illisan | 7 |
| | Bells University of Technology, Otta, Lagos | 7 |
| | Bowen University, Iwo | 10 |
| | Caleb University, Lagos | 1 |
| | Chrisland University, Owode | 3 |
| | Christopher University, Mowe | 1 |
| | Covenant University, Otta, Lagos | 20 |
| | Crawford University, Igbesa | 2 |
| | Crescent University, Abeokuta | 5 |
| | Elizade University, Ilara Mokin | 4 |
| | Fountain University, Osogbo | 2 |
| | Hall Mark University, Ijebu-Ode | 3 |
| | Joseph- Ayo Babalola University, Ikeji-Arakeji | 2 |

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| | |
|---|---|
| Kings University, Ode-Omu, Osun | 2 |
| Lead City University, Ibadan | 9 |
| McPherson University, Serike Sotayo Ajebo, Ogun | 3 |
| Mountain Top University, Mowe | 1 |
| Oduduwa University, Ipetumodu, Ogun | 3 |
| Pan-Atlantic University, Lagos | 4 |
| Redeemers University, Ede | 6 |
| Wesley University of Science and Technology, Ondo | 3 |
| **TOTAL** | **127** |

Source: National Universities Commission (NUC) Website, 2022. The number of librarians in Private Universities in Southwest, Nigeria was from the various universities' websites and personal contacts.

### 3.3 Sampling Technique and Sample Size

For the purpose of this study, total enumeration technique will be adopted in order to ensure participation of all the librarians chosen in the area of study. The use of total enumeration technique is as a result of the number of librarians involved. This is in line with the view that the use of total enumeration sampling technique occurs when the respondents for the study are not too many[2]. Therefore, the total number of librarians in private university libraries South-west, Nigeria as at the time of study was one hundred and twenty seven (127).

### 3.4 Data Collection Instrument

The data collection instrument that will be used for this study will be a structured questionnaire. The justifications for the use of the instrument is that it is appropriate

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considering the nature of the data, the research design, analyses required, the cost effectiveness, ability to cover a large area of population, respondents' convenience and time. The questionnaire is tagged Computer Self-Efficacy, Computer Playfulness and Social Media Use by Librarians in Private University Libraries Southwest, Nigeria (CSECPSMULPULSN). The questionnaire will contain scales to measure the various constructs of the research model. The questionnaire will be divided into four (4) sections which will focus on the constructs of the study. The sections will be A, B, C, and D (Appendix 1).

Section A will collect information on the Demographic Data of the Respondents. It consists of ten (10) items namely: Name of Institution, Name of Library, Section/Unit, Religion, Gender, Age range, Marital status, Highest Educational Qualification, Current designation, and Length of working experience in years.

Section B will collect information on Social Media Use by Librarians. This section contains four (4) sub-scales. The first sub-scale will measure types of social media use by librarians in private universities in Southwest, Nigeria with a total of twelve (12) questions which were adapted from a related study and partly modified by the researcher to reflect the research study. The second sub-scale will measure purpose of social media use by librarians in private universities in Southwest, Nigeria with a total of twelve (12) questions which were adapted from a related study. The third sub-scale measure frequency of use of social media use by librarians in private universities in Southwest, Nigeria with a total of twelve (12) questions which were adapted from another study. The fourth sub-scale will measure challenges of social media use by librarians in private universities in Southwest, Nigeria with a total of ten (10) questions which were adapted

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from the various studies. All items are measured on 4-point Lickert scale Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD),

Section C will collect information on Computer Self-Efficacy of Librarians. This section contains four (4) sub-scales. The first sub-scale will measure Mastery Experience of librarians in private universities in Southwest, Nigeria with a total of three (3) questions which were adapted from the related studies. The second sub-scale will measure Vicarious Experience of librarians in private universities in Southwest, Nigeria with a total of three (3) questions which were adapted from related. The third sub-scale will measure Social Persuasion of librarians in private universities in Southwest, Nigeria with a total of three (3). The fourth sub-scale will measure Emotional Arousal of librarians in private universities in Southwest, Nigeria with a total of three (3) questions. All items are measured on 4-point Lickert scale Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD),

Section D will collect information on Computer Playfulness of Librarians. This section contains three (3) sub-scales. The first sub-scale will measure Spontaneity of librarians in private universities in Southwest, Nigeria with a total of four (4) questions. The second sub-scale will measure Curiosity of librarians in private universities in Southwest, Nigeria with a total of four (4) questions. The third sub-scale will measure Creativity of librarians in private universities in Southwest, Nigeria with a total of four (4) questions. This section was were adapted from related studies. All items are measured on 4-point Lickert scale Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD),

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### 3.5 Validity of Research Instrument

To ascertain the face validity of the research instrument, copies of the questionnaire will be given to the researcher's supervisor and other experts in the field of Library Science for a critical review. Thereafter, corrections will be made on the instrument based on their comments and suggestions.

### 3.6 Reliability of Research Instrument

The researcher thereafter subjected the questionnaire for a pre-test at universities outside the scope of the study. This is considered appropriate because the study focuses on librarians in private university libraries South-west, Nigeria. Thirty (30) copies of the questionnaire was distributed among the librarians from the University of Ibadan Library, which is outside the scope of the study. Thereafter, the Cronbach Alpha method was be used to determine the reliability coefficients of the questionnaire. The analysis showed that the instrument has a Cronbach Alpha value of 0.78

### 3.7 Data Collection Procedure

The copies of the questionnaire will be administered to the respondents in their various libraries after permission would have been sought from the various university librarians. The researcher will obtain a letter of introduction from the Head of Department of Information Management, Lead City University, Ibadan, Nigeria to facilitate this. The researcher will administer copies of the questionnaire with the assistance of six trained research assistants. The research assistance will be trained for one week. The researcher and the assistants will visit the various private university libraries selected in the study to administer the questionnaire.

### 3.8 Method of Data Analysis

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The data will be collated and analyzed using descriptive statistics such as frequency counts, percentages, mean and standard deviation for the research questions 1-7, while the research hypotheses 1-2 will be tested using Pearson Product Moment Correlation method. Then multiple regression analysis method will be used to test hypotheses 3. The Statistical Package for Social Sciences (SPSS) version 23 will be used for computing and analysing the data generated through the questionnaire from the study.

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**Endnote**

1. P. Condon, & A. Hedrick, *Qualitative Research and the IRB*. 2022. Retrieved from: https://www.nursing.umaryland.edu/media/son/research/Hedrick-Condon-UMaryland-June2022.pdf

2. J. F. Molina-Azorin, & M. D. Fetters, *Books on Mixed Methods Research: A Window on The Growth in Number and Diversity.* **Journal of Mixed Methods Research**, 16(1), 2022, pp.8-16.

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## Chapter Four

## Results and Discussion of Findings

This chapter dealt with data presentation, analysis and the interpretation of the results. The results presented were based on the research questions and hypotheses, which the study set out to answer and examined. The decision rule for the descriptive analysis is as follows; 1.00 – 1.49= very low, 1.50 – 2.49= low, 2.50 – 3.49 = high, 3.50-4.00= very high. Also, the hypotheses will be tested 0.05 level of significance.

### 4.1 Presentation of Demographic Data

**Table 4.1 Demographic distribution of the respondents**

| | Items | Frequency | Percentage |
|---|---|---|---|
| Gender | Female | 41 | 51.2 |
| | Male | 39 | 48.8 |
| | Total | 80 | 100.0 |
| Section/unit | Reader's Services Section | 33 | 41.2 |
| | Technical services | 22 | 27.5 |
| | Collection Development Section | 15 | 18.8 |
| | System's Section | 10 | 12.5 |
| | Total | 80 | 100.0 |
| Age Range | 20 – 30 | 4 | 5.0 |
| | 31 – 40 | 36 | 45.0 |

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| | | | |
|---|---|---|---|
| | 41 – 50 | 33 | 41.2 |
| | 51 – 60 | 7 | 8.8 |
| | Total | 80 | 100.0 |
| Qualification | BLIS | 25 | 31.2 |
| | MLIS | 41 | 51.2 |
| | PHD | 4 | 5.0 |
| | Diploma | 2 | 2.5 |
| | Mphil | 8 | 10.0 |
| | Total | 80 | 100.0 |
| Rank/ designation | Library Officer | 10 | 13.5 |
| | Assistant / Graduate Librarian | 12 | 16.2 |
| | Librarian II | 21 | 28.4 |
| | Librarian I | 12 | 16.2 |
| | Senior Librarian | 10 | 13.5 |
| | Principal Librarian | 9 | 12.2 |
| | Total | 74 | 100.0 |

Source: Fieldwork, 2023

Table 4.1 provides the demographic distribution of respondents. The gender distributions show that out of the 80 respondents, 41 are female (51.2%) and 39 are male (48.8%). This indicates a relatively balanced gender distribution among the respondents.

In term of the section/Unit in which the respondents work, the results shows that the majority of respondents (41.2%) are from the Reader's Services Section, followed by

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27.5% from Technical Services, 18.8% from Collection Development Section, and 12.5% from System's Section.

Furthermore, the distribution according to age range reveals that the largest age group is 31-40 years old, accounting for 45.0% of the respondents. The 41-50 age group follows closely at 41.2%. The smallest group is 51-60 years old, representing 8.8% of the respondents. In term of academic qualification, the majority (51.2%) have an MLIS (Master of Library and Information Science) qualification. BLIS (Bachelor of Library and Information Science) holders make up 31.2% of the respondents while the rest of the respondents have other qualifications such as PhD (5.0%), Diploma (2.5%), and MPhil (10%) respectively.

The table also shows the rank/designation of the respondents. According to the responses, Librarian II is the most common rank, with 28.4% of respondents holding this designation. Other designations include Library Officer (13.5%), Assistant/Graduate Librarian (16.2%), Librarian I (16.2%), Senior Librarian (13.5%), and Principal Librarian (12.2%).

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## 4.2 Research Questions

### 4.2.1 What are the types of social media used by librarians in private university libraries Southwest, Nigeria?

**Table 4.2: Types of Social Media Used by Librarians in Private University Libraries Southwest, Nigeria**

| SOCIAL MEDIA TYPES USED | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|
| WhatsApp | 68 (86.1 %) | 10 (12.7 %) | 1 (1.3 %) | -- | 3.84 |
| Facebook | 65 (83.3%) | 12 (15.4%) | 1 (1.3 %) | -- | 3.82 |
| Academia.edu | 43 (58.9%) | 27 (37.0%) | 3 (4.1 %) | -- | 3.54 |
| Google+ | 53 (70.7%) | 11 (14.7 %) | 8 (10.7%) | 3 (4.0 %) | 3.52 |
| YouTube | 40 (52.6 %) | 28 (36.8%) | 7 (9.2%) | 1 (1.3%) | 3.40 |
| Wikipedia | 31 (42.5 %) | 32 (43.8 %) | 9 (12.3 %) | 1 (1.4 %) | 3.27 |
| Twitter | 28 (38.4 %) | 33 (45.2%) | 10 (13.7%) | 2 (2.7%) | 3.19 |
| Instagram | 33 (45.2 %) | 24 (32.9%) | 12 (16.4 %) | 4 (5.5 %) | 3.17 |
| Skype | 10 (14.1 %) | 20 (28.2 %) | 32 (45.1 %) | 9 (12.7 %) | 2.43 |
| Blogs (Tumbir, Blogger) | 5 (7.4 %) | 23 (33.8%) | 34 (50.0 %) | 6 (8.8 %) | 2.39 |
| Pinterest | 8 (11.8 %) | 18 (26.5 %) | 34 (50.0 %) | 8 (11.8 %) | 2.38 |
| LINE | 12 (16.7 %) | 14 (19.4 %) | 33 (45.8%) | 13 (18.1 %) | 2.34 |

Source: Fieldwork, 2023

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Table 4.2 shows the types of social media commonly used by the respondents. The responses shows that WhatsApp is the most preferred social media as 68 respondent (86.1%) strongly agree that they use WhatsApp. Also 10 (12.7%) of the respondents agree that they use WhatsApp while on 1.3% disagrees with using WhatsApp. The popularity of the media is shown in the mean score of 3.84. WhatsApp is closely followed by Facebook (Mean = 3.82). majority of the respondents (83.3%) strongly agree while 12 (15.4%) agree that they use Facebook. However, 1 respondent (1.3%) disagrees with using Facebook. Furthermore, 53 1 (70.7%) of the respondents strongly agree and 11 (14.7%) of the respondents agree that they use Google+. On the contrary, 8 (10.7%) of the respondents disagree while 3 (4.0%) of the respondents strongly disagree with using Google+. The mean score of 3.52 is interpreted to mean high use of Google+ according to the decision rule.

The use of WhatsApp and Facebook is closely followed by use of YouTube Strongly. From the results, 40 (52.6%) of the respondents strongly agree and 28 (36.8%) agree that they use YouTube. The remaining respondents disagreed (9.2%) and strongly disagree (1.3%) respectively with using YouTube. On the average, the mean score of YouTube is 3.40 which is interpreted as high level of use. Majority of the respondents also use Wikipedia. 31 (42.5%) of the respondents strongly agree that they use Wikipedia. 32 (43.8%) of the respondents also agree while (12.3%) disagree and (1.4%) strongly disagrees respectively with using Wikipedia. On the average, the mean score of YouTube is 3.27 which is interpreted as high level of use.

Another social media related to academics is Academia.edu. the results show that 43 (58.9%) respondents strongly agree and 27 respondents (37.0%) agree that they use

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Academia.edu. on the other hand, 3 respondents (4.1%) disagree with using Academia.edu. the mean Score of 3.54 shows that the platform is highly used. Another highly used platform is Twitter to which 28 (38.4%) of the respondents strongly agree and 33 (45.2%) respondents agreed that they use Twitter. However, 10 (13.7%) of the respondents disagree and 2 (2.7%) strongly disagree with using Twitter. Notwithstanding, the medial has a mean score of 3.19 which indicates high use.

Furthermore, 33 (45.2%) of the respondents strongly agree that they use Instagram, 24 (32.9%) agree to the same while 12 (16.4%) of the respondents disagree and 4 (5.5%) strongly disagree with using Instagram. Instagram also has a mean score of 3.17 which indicates that it is one of the highly used social media platforms by the respondents. Concerning the use of Blogs such as Tumblr and Blogger, only 5 (7.4%) of the respondents strongly agree that they use them while 23 (33.8%) of them agree that they use blogs. On the other hand, 34 (50.0%) of the respondents disagree and 6 1 (8.8%) strongly disagree with using blogs. The mean Score of 2.39 shows that blogs are not highly by the respondents. Similarly, only 10 (14.1%) of the respondents strongly agree that they use Skype and 20 (28.2%) agree to the same. Meanwhile, 32 (45.1%) of the respondents disagree and 9 (12.7%) of the respondents strongly disagree with using Skype. This means that majority of the respondents are not using blogs. This is reflected in the mean score of 2.43 which indicates low use.

For Pinterest, only 8 (11.8%) of the respondents strongly agree and 18 (26.5%) of them agree that they use Pinterest. The majority however either disagree (50.0%) or strongly disagree (11.8%) with using Pinterest. The low use of the platform among the respondents is reflected in the mean score of 2.38. The same trend is seen in the use of

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LINE messaging app. The result shows that 12 (16.7%) of the respondents strongly agree and 14 (19.4%) agree that they use LINE. However, 33 (45.8%) disagree 13 librarians (18.1%) of the respondents strongly disagree with using LINE. On average, the mean score of the results is 2.34 indicating low use.

4.2.2 What is the purpose of social media use by librarians in private university libraries Southwest, Nigeria?

**Table 4.3 Purpose of Social Media Use by Librarians In Private University Libraries Southwest, Nigeria**

| Purpose of Social Media Use | Strongly Agree | Agree | Disagree | Strongly Disagree | Mean |
|---|---|---|---|---|---|
| Maintaining relationships | 72 (90.0%) | 7 (8.8%) | 1 (1.2%) | -- | 3.88 |
| Develop media literacy | 58 (72.5%) | 19 (23.8 %) | 3 (3.8 %) | -- | 3.68 |
| Self-expression (making yourself heard) | 42 (53.8 %) | 34 (43.6%) | 2 (2.6 %) | -- | 3.51 |
| Sharing knowledge | 56 (71.8 %) | 20 (25.6 %) | 2 (2.6%) | -- | 3.69 |
| Meeting social needs | 63 (78.8 %) | 17 (21.2 %) | ( %) | -- | 3.78 |
| Providing academic support | 45 (58.4%) | 31 (40.3 %) | 1 (1.3 %) | -- | 3.57 |
| Promote distance interactions | 51 (64.6%) | 27 (34.2 %) | 1 (1.3 %) | -- | 3.6329 |
| Enhancing service delivery beyond the physical library | 58 (73.4%) | 18 (22.8%) | 3 (3.8%) | -- | 3.69 |
| Facilitate collaborative routines/tasks among colleagues | 53 (67.1%) | 25 (31.6%) | 1 (1.3%) | -- | 3.65 |
| It helps to achieve job excellence | 46 (58.2 %) | 32 (40.5%) | 1 (1.3 %) | -- | 3.56 |
| It strengthens technical and career education | 43 (54.4 %) | 34 (43.0 %) | 2 (2.5 %) | -- | 3.51 |

Source: Fieldwork, 2023

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Table 4.3 presents a comprehensive overview of the purposes for which librarians in private university libraries in Southwest Nigeria utilize social media. The results shows that one of the main purposes of using social media by the respondents is maintaining relationships according to the results, 90% of the respondents strongly agreed and 8.8% Agreed that they use social media for this purpose. Only a minority (1.2%) disagree. The mean score of 3.88 indicate high agreement with this purpose. A significant majority (78.8%) of respondents strongly agrees and 21.2% of them also agree with the purpose of using social media platforms to meet social needs. Indeed, no respondents disagreed showing that it widespread among the respondents. This is reflected in the substantial mean score of 3.78

Similarly, developing media literacy is another substantial purpose for social media use, with 72.5% of respondents strongly agreeing and 23.8% agreed that the use social media for this purpose. Only 3.8% of the respondents disagree the other hand. The mean score of 3.68 demonstrates the notable importance of this purpose in the professional lives of the respondents.

The respondents also use social media for sharing knowledge. This purpose is highly valued among the respondents, with 71.8% of respondents strongly agreeing and 25.6% agreed that they use it for this purpose. Only 2.6% disagreed with this purpose. The mean score of 3.69 underlines the importance of this purpose in their social media interactions. In the same vein, majority of the respondents (53.8%) strongly agrees with the purpose of self-expression through social media. Additionally, 43.6% agree, while only 2.6% disagreed resulting in a moderate high score of 3.51 for this purpose.

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4.2.3 What is the frequency of social media use by librarians in private university libraries Southwest, Nigeria?

**Table 4.4: Frequency of Social Media Use by Librarians in Private University Libraries Southwest, Nigeria**

| Social media | Daily | Twice a week | Weekly | Monthly | Never | Mean |
|---|---|---|---|---|---|---|
| Instagram | 77 (97.5 %) | 1 (1.3%) | 1 (1.3%) | -- | -- | 4.96 |
| Academia.edu | 65 (82.3 %) | 6 (7.6%) | 3 (3.8 %) | 1 (1.3 %) | 4 (5.1%) | 4.60 |
| Pinterest | 50 (67.6 %) | 10 (13.5%) | 5 (6.8%) | 3 (4.1%) | 6 (8.1%) | 4.28 |
| Wikipedia | 33 (44.6%) | 27 (36.5%) | 14 (18.9%) | -- | -- | 4.25 |
| YouTube | 43 (55.8 %) | 13 (16.9 %) | 13 (16.9 %) | 1 (1.3%) | 7 (9.1 %) | 4.09 |
| Twitter | 29 (33.7 %) | 28 (32.6 %) | 12 (14.0 %) | 1 (1.2 %) | 5 (5.8 %) | 4.00 |
| WhatsApp | 30 (38.5%) | 26 (33.3 %) | 13 (16.7 %) | 1 (1.3 %) | 8 (10.3 %) | 3.88 |
| Blogs(Tumbir, Blogger) | 19 (25.7 %) | 30 (40.5 %) | 16 (21.6%) | 1 (1.4 %) | 8 (10.8 %) | 3.68 |
| Facebook | 37 (46.8 %) | 40 (50.6%) | 2 (2.5 %) | -- | -- | 3.44 |
| Skype | 8 (10.7 %) | 12 (16.0 %) | 23 (30.7%) | 10 (13.3 %) | 22 (29.3 %) | 2.65 |
| LINE | 8 (10.7 %) | 8 (10.7 %) | 27 (36.0%) | 10 (13.3 %) | 22 (29.3 %) | 2.60 |
| Google+ | 8 (10.8%) | 8 (10.8%) | 25 (33.8%) | 7 (9.5%) | 26 (35.1%) | 2.52 |

Source: Fieldwork, 2023

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Table 4.4 provides a comprehensive view of the frequency of social media use among librarians in private university libraries in Southwest Nigeria. Instagram, largely associated with visual content, has the highest frequency of use. The results showed that 97.5% of the respondents use Instagram daily. The remaining respondents use it twice a week (1.3%) and weekly (1.3%) respectively. The mean score of 4.96 suggests that librarians in Southwest Nigeria actively engage in visual storytelling and content sharing. The use of Instagram is followed by Academia.edu. The platform is widely adopted for academic and research purposes, with majority of the respondents (82.3%) using it daily and a few others using it twice a week (7.6%), weekly (3.8%) and monthly (1.3 %) while 5.1% of the respondents have never used the platform. This result in mean score of 4.60 which indicates a very high frequency of use.

An interesting result is the use of Pinterest among the respondents. Pinterest, a visual content curation platform, enjoys popularity among the respondents with 67.6% of them using it daily, 10 (13.5%) of reported that they use it twice a week and 6.8%) use it weekly. Others use the platform less frequently with 4.1% of the respondents using it monthly while 8.1% reported that they have never used Pinterest. Notwithstanding, the mean score of 4.28 shows that Pinterest is frequently used by the respondents.

Wikipedia is the fourth ranked in term of frequency of use among the respondents, with 44.6% of librarians consulting it daily and an additional 36.5% using it twice a week and (18.9% of them using Wikipedia weekly. The high frequency of use is well illustrated by the mean score of 4.28. The next inline in term of frequency of use is YouTube, a platform for video content. The result shows that 55.8% of the respondent use YouTube

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daily, 16.9% use it twice a week and weekly respectively. A few (1.3%) use it monthly while 9.1% of the respondents had never used the platform. The prevalence of usage resulted in a mean score of 4.25 showing that YouTube is frequently used by the respondents.

Another more frequently used platform is Twitter, a platform known for its role in real-time information sharing and professional networking. Approximately one-third of librarians use Twitter on a daily basis (33.7%), while an equivalent percentage utilizes it twice a week (32.6%). The rest either use it weekly 12 (14.0 %) or monthly (1.2 %) while about 5% of the respondents have never used the platform. The item has a mean score of 4.00. WhatsApp, a popular messaging platform, also sees regular use among the respondent. The results showed that 38.5% use it daily, (33.3 %) twice a week; (16.7 %) weekly and (1.3 %) use it monthly while 10.3% have never used WhatsApp. The mean score for WhatsApp is 3.88. also highly used is Blogs, encompassing platforms like Tumblr and Blogger, find a diverse audience. The results shows that 25.7 % of the respondents use blogs daily while 40.5% of the respondents use blogs twice a week, 21.6% engage with them weekly and 1.5% use them once a month with 10.8% indicating they had never used blogs., this item has a mean score of 3.68 which indicates high frequency of use. Facebook is also a popular platform among librarians in this sample. Nearly half of the respondents (46.8%) report using Facebook on a daily basis, with an additional 50.6% engaging with it twice a week. The rest of the respondents (2.5 %) reported that they use Facebook weekly. This is shown in a mean score of 3.44 which is rated as high.

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Other less frequently use social media platforms are skype, LINE and Google. The results show that only 10.7% of the respondent used skype for daily communication, 16.0 % use it twice a week and (30.7%) use it weekly. Meanwhile, 10 (13.3 %) of the respondents used skype only once a month while 22 (29.3 %) of them have never used skype. The mean score of 2.65 show moderate to low use of skype. In the same vein, only 10.7 % of the respondents used LINE, a messaging app with similarities to WhatsApp daily and twice a week respectively, while 36% of them use it weekly and 13.3% using it monthly while 29.3% had never used the platform. The mean score of 2.6 also indicate a moderate use. The least used is Google+ with 10.8% daily and twice a week use respectively. Also, 33.8% use it weekly, and 9.5% use it monthly, while 35% have never used it.

4.2.5 What is the level of computer self-efficacy in the use of social media by librarians in private university libraries Southwest, Nigeria?

**Table 4.5: Level of Computer Self-Efficacy in the Use of Social Media by Librarians in Private University Libraries Southwest, Nigeria**

| To what extent do you agree with the following | Very True | True | Somewhat True | Not True | Mean |
|---|---|---|---|---|---|
| Mastery Experience | | | | | |
| I have more confidence about my computer skills because I have always learned from my past mistakes | 15 (20%) | 23 (30.7%) | 6 (8.0%) | 31 (41.3%) | 2.40 |
| I focus on the positive even when I fail in previous attempt | 59 (73.8 %) | 19 (23.8 %) | 2 (2.5%) | -- | 3.71 |
| My confidence in usage increases as I use social media | 50 (64.1 %) | 27 (34.6 %) | 1 (1.3 %) | -- | 3.62 |
| Weighted Mean | | | | | **3.24** |

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| Vicarious Experience | **Very True** | **True** | **Somewhat True** | **Not True** | **Mean** |
|---|---|---|---|---|---|
| I love to observe how others make use of social media | 40 (50.0 %) | 36 (45.0%) | 4 (5.0 %) | -- | 3.45 |
| I compare my computer skills with the skills of other librarians | 43 (53.8%) | 26 (32.5 %) | 7 (8.8 %) | 4 (5.0 %) | 3.35 |
| I take note of my progress in use of social media for library tasks | 32 (40.5%) | 37 (46.8%) | 7 (8.9%) | 3 (3.8 %) | 3.24 |
| Weighted Mean | | | | | 3.35 |
| Social Persuasion | | | | | |
| My level of confidence in use of social media depends on the opinion of others | 55 (69.6 %) | 23 (29.1%) | 1 (1.3%) | | 3.68 |
| I have more confidence in using social media because other librarians believe I know how to use the tools | 23 (29.1%) | 10 (12.7%) | 9 (11.4%) | 37 (46.8%) | 2.24 |
| I have people around who tell me what I need to improve on the use of social media | 36 (45.0%) | 24 (30.0 %) | 8 (10.0%) | 12 (15.0%) | 3.05 |
| Weighted Mean | | | | | 2.99 |
| Emotional Arousal | | | | | |
| I am always relaxed when using social media for library activities | 22 (27.8 %) | 38 (48.1 %) | 12 (15.2%) | 7 (8.9%) | 2.94 |
| I don't make mistakes when using social media except I get nervous | 56 (70.0%) | 22 (27.5%) | | 2 (2.5%) | 3.65 |
| Each time I use social media I always concentrate on what I am doing unless I am tired | 32 (40.0 %) | 30 (37.5%) | 13 (16.2%) | 5 (6.2 %) | 3.11 |
| Weighted Mean | | | | | 3.23 |
| Aggregate Mean | | | | | 3.20 |

Source: Fieldwork, 2023

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Table 4.5 presents data on the level of computer self-efficacy in the use of social media by librarians in private university libraries in Southwest, Nigeria. The table is divided into four categories of self-efficacy factors: Mastery Experience, Vicarious Experience, Social Persuasion, and Emotional Arousal. Under mastery experience, 20% of the respondent indicated 'Very true, that they have more confidence about their computer skills because they have always learned from past mistakes 30.7% also said this is true of them while 8& respondents somewhat true and 41.3% indicated not true mean that mistakes makes them lose confidence in using computers. This is reflected in a mean score of 2.40 which is low. However, responses to the item; "I focus on the positive even when I fail in a previous attempt." Revealed that a large majority (73.8%) agreed that they maintain a positive attitude even when they fail while 23.8 % also say this is true of them with only 2.5% indicating 'somewhat true' which is a positive sign for self-efficacy. This is reflected by the mean score of 3.71. The third item in this category is "My confidence in usage increases as I use social media." A majority (64.1%) agreed, indicating that their confidence grows with experience in using social media. This is supported by (34.6 % of the respondent who indicated that this is true of them with only 1.3% indicating 'somewhat true. The mean score for this is 3.62. Overall, the weighted mean for mastery experience is 3.24 which indicates a high level of mastery experience among the respondents.

For vicarious experience, the responses to the item; "I love to observe how others make use of social media." Shows that the statement is Very True for half of the respondents (50%) agreed, while it is simply true for 45.0% of them while 5% indicates that it is somewhat true for them. This item has a mean score of 3.45. Similarly, 53.8% indicated

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that it is very true that they compare their computer skills with the skills of other librarians while 32.5 % reported that this is true of them. Meanwhile, only 8.8 % indicated that this is somewhat true while 5% shows that it is not true about them. The mean score of 3.35 shows that this is common among the respondents. Also 40.5% reported that it is very true that they take note of their progress in the use of social media for library tasks. An even higher percentage (46.8%) indicated that this is true of them. Meanwhile, only 8.9% of them indicated somewhat true and even lesser (3.8 %) indicates not true giving the item a mean score of 3.24. Overall, the mean score for vicarious experience is 3.35.

Another dimension of computer self-efficacy is social persuasion. This category explores the impact of feedback and persuasion from others on librarians' computer self-efficacy. The results shows that 69.6% of the respondents responded 'Very True to the item "My level of confidence in the use of social media depends on the opinion of others." In addition, 29.1% of the respondents also responded true and only 1.3% indicates somewhat true which led to a mean score of 3.68. Furthermore, 29.1% responded 'Very True to the item; "I have more confidence in using social media because other librarians believe I know how to use the tools." Also, 12.7% indicated that this is true of them. However, a substantial percentage (46.8%) disagreed, suggesting that the belief of others might not significantly influence their confidence. This item has a mean score of 2.24 indicating a low influence of others in this aspect.

In addition 45% reported that it is very true that they have people around who tell them what they need to improve on the use of social media. 30% of the respondents also indicate that this is True of them while 10% indicates that this is somewhat true of them.

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However, 15% of the respondent indicate that this is not true of them meaning that they have no mentor around them. The item has a mean score of 3.05. The weighted mean score of this dimension is 2.99 indicating a moderate presence of mentors among the respondents.

Next dimension is emotional arousal which assesses the emotional state of librarians when using social media for library activities.

In response to the item of; "I am always relaxed when using social media for library activities", 27.8% found it very true about them while 48.1% indicates that it is true. Meanwhile, 15.2% said that it is somewhat true while 8.9% indicated that the item is not true for them suggesting that some librarians might experience stress or anxiety when using social media. The mean score of the item is 2.94. Another item under emotional arousal is "I don't make mistakes when using social media except I get nervous." The responses show that A majority (70%) believe this is very true about them, 27.5% said it is true about them while only 2.5% said it not true about them at all indicating that nervousness might lead to errors in using social media. This item has a mean score of 3.65. similarly, the responses to the statement, "Each time I use social media I always concentrate on what I am doing unless I am tired" show that 40% of the respondents believe that it is very true about them, 37% indicates it is true about them while 16.2% said it is somewhat true about them while only 6.2% said it is not true of them. This item has a mean score of 3.11 which is high according to the decision rule. The weighted mean for this dimension is 3.23

Overall, the aggregate mean of 3.20 suggests an overall moderate level of computer self-efficacy among librarians in the use of social media for library tasks in Southwest,

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Nigeria. The findings reveal that librarians in private university libraries in Southwest, Nigeria, exhibit varying levels of computer self-efficacy. While some factors like positive attitudes toward learning from mistakes and maintaining a positive mindset are strong contributors, others, like the influence of external opinions, show mixed results.

4.2.5 What is the level of computer playfulness in the use of social media use by librarians in private university libraries Southwest, Nigeria?

**Table 4.6: The Level of Computer Playfulness in The Use of Social Media Use By Librarians In Private University Libraries Southwest, Nigeria**

| Statements | Very True | True | Somewhat True | Not True | Mean |
|---|---|---|---|---|---|
| Spontaneity | | | | | |
| I find social media fun because it always arouses my interest | 40 (46.5%) | 33 (38.4%) | 6 (7.0%) | | 3.43 |
| Using social media improves my level of critical thinking skills | 61 (77.2%) | 15 (19.0%) | 2 (2.5%) | 1 (1.3%) | 3.72 |
| I use social media without restrain | 51 (64.6%) | 25 (31.6 %) | 2 (2.5%) | 1 (1.3%) | 3.59 |
| Using social media improves my level of understanding | 34 (43.0%) | 34 (43.0%) | 8 (10.1%) | 3 (3.8%) | 3.25 |
| Weighted Mean | | | | | **3.49** |
| Curiosity | | | | | |
| I always learn from my colleagues when using social media | 48 (61.5%) | 29 (37.2%) | | 1 (1.3%) | 3.58 |

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| | | | | | |
|---|---|---|---|---|---|
| I derive happiness when using social media for library tasks | 36 (45.6%) | 37 (46.8%) | 3 (3.8%) | 3 (3.8%) | 3.34 |
| Social media use improves my problem solving skill | 46 (58.2%) | 31 (39.2 %) | 1 (1.3%) | 1 (1.3%) | 3.54 |
| I derived joy when using social media with other colleagues | 50 (63.3%) | 29 (36.7 %) | 2 (2.5 %) | 1 (1.3%) | 3.63 |
| Weighted Mean | | | | | **3.52** |
| Creativity | | | | | |
| I derive ability to develop new ideas using social media | 46 (58.2%) | 30 (38.0%) | -- | -- | 3.53 |
| I have creative skills for using social media | 48 (60.8%) | 30 (38.0 %) | 1 (1.3%) | | 3.59 |
| I have no difficulty using social media | 32 (41.0%) | 43 (55.1%) | 3 (3.8 %) | -- | 3.37 |
| I am imaginative when using social media for daily library activities | 54 (69.2%) | 18 (23.1%) | 5 (6.4%) | 1 (1.3%) | 3.60 |
| Weighted Mean | | | | | 3.52 |
| Aggregate Mean | | | | | **3.51** |

Source: Fieldwork, 2023

Table 4.6 provides information about the level of computer playfulness in the use of social media by librarians in private university libraries in Southwest, Nigeria. Computer playfulness is measured under three categories: Spontaneity, Curiosity, and Creativity.

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The spontaneity dimension explores librarians' spontaneous and unrestrictive engagement with social media for library tasks. The responses to the first statement; “I find social media fun because it always arouses my interest." Shows that 46.5% of the respondents found this statement "Very True," and 38.4% found it True indicating that they find social media engaging and interesting. However, 7% of the respondents only found the statement ‘Somewhat True’ about them. The mean score of 3.43 show that this item is true for majority of the respondents.

Also, response to the item "Using social media improves my level of critical thinking skills." Show that 77.2% found this statement "Very True," and 19% found it True. A minority found it either somewhat true (2.5%) or not true about them (1.3%), suggesting that majority of the respondents believe social media enhances their critical thinking abilities. This is reflected in a mean score of 3.72. Furthermore, 64.6% of the respondents indicated that it is very true that they use social media without restraint. (31.6% of the respondents also found this true while just 2.5% indicated somewhat true, indicating that majority have a relatively unrestricted approach to using social media. This is shown in the mean score of 3.59.

The next item in this section says; "Using social media improves my level of understanding." A substantial percentage (43.0%) indicated this is very true of them and true of them respectively, while 10.1% said it is somewhat true. The mean score of the responses is 3.25 indicating varying perceptions of social media's impact on understanding. On average, the weighted mean is 3.49 which show high level of spontaneity among the respondents.

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This second dimension of playfulness is curiosity. This dimension focuses on librarians' curiosity and learning behaviors related to social media use. The first items states;

"I always learn from my colleagues when using social media." The response shows that 61.5% reported that the statement is very true of them while 37.2% indicate that is simply true of them. Only a minority, (1.3%) suggested it is not true of them. This item has a men score of 3.58 which indicates it applies to majority of the respondents. In addition, the responses to the statement; "I derive happiness when using social media for library tasks." Shows that a majority (45.6%) of the respondents shows that it is very true of them and 46.8% indicate that it is true of them indicating that they associate happiness with using social media for work. On the contrary, only 3.8% indicates that it is somewhat true and not true respectively. On the average, the item has a mean score of 3.34 indicating that it applies to majority of the respondents.

Similarly, the responses to the item "Social media use improves my problem-solving skill" shows that majority (58.2%) agreed that it is very true of them and 39.2 % also agreed that it is true of them suggesting a perceived improvement in problem-solving abilities through social media use. Only 1.3% of the respondents respond 'somewhat true' and 'not true' respectively. This item also has a mean of 3.54 indicating a high agreement. The last item asked the respondent if they derive joy when using social media with other colleagues. The majority (63.3%) said this is true of them and 36.7% replied that it is true, indicating positive social interactions during social media use. The rest of the respondents indicate that it is somewhat true (2.5%) and not true (1.3%) respectively. On the average, this item has a mean score of 3.60. overall, the average mean of the

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dimension of curiosity is 3.52 which suggests a high level of curiosity to understand the computer among the respondents.

The last dimension of computer playfulness is creativity. This category assesses librarians' creative thinking and skills in using social media. The responses show that majority (58.2%) agreed that it is very true that they derive the ability to develop new ideas using social media." In addition, 38.0% also agreed that this is true of them, indicating that they believe social media fosters creative idea generation. This item has mean score of 3.53. Similarly, the responses to the item; "I have creative skills for using social media" shows that the majority (60.8%) found it very true of them and 38.0% also see it as true of them suggesting self-perceived creative skills in using social media. Only 1.3% think it is somewhat true of them. This item has a mean score of 3.58 indicating a high agreement.

Furthermore, 55.1% of the respondents said it is very true that they have no difficulty using social media." Even more respondents 55.1% indicated that it is true of them, indicating a relatively low level of perceived difficulty in using social media. Indeed, only 3.8% of the respondents indicate that it is only somewhat true for them. This high level of agreement results in a mean score of 3.37. Similarly, 69.2% indicated that it is very true that they are imaginative when using social media for daily library activities." 23.1% of them also agreed that it is true of them, indicating a strong sense of imagination during social media use. Only a tiny minority indicate it is very true (6.4%) or not true (1.3%). This gives the item a mean score of 3.60 which is high according to the decision rule. Overall, the mean score of creativity is 3.52 suggesting a very high level of curiosity among the respondents.

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Also, the aggregate mean of 3.51 indicates an overall positive attitude and high level of computer playfulness among librarians in private university libraries in Southwest, Nigeria, in the context of social media use for library tasks.

In summary, the results suggest that librarians in this context generally perceive social media use as enjoyable, beneficial for critical thinking, and conducive to creativity and learning from colleagues. They also tend to use social media with a sense of spontaneity and find joy and happiness in its use. These positive attitudes and behaviors can potentially contribute to more effective and innovative library practices in the digital age. Further research may explore how these attitudes translate into specific library-related outcomes and services.

### 4.3 Presentation of Hypotheses

The following null hypotheses will be tested in the study at 0.05 level of significance:

4.3.1 There will be no significant influence of computer self-efficacy on social media use by librarians in private university libraries Southwest, Nigeria.

**Table 4.7: Influence of Computer Self-Efficacy on Social Media Use By Librarians In Private University Libraries Southwest, Nigeria.**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .604[a] | .365 | .357 | .32609 |

a. Predictors: (Constant), Computer Self-Efficacy

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**ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4.766 | 1 | 4.766 | 44.826 | .000[a] |
| | Residual | 8.294 | 78 | .106 | | |
| | Total | 13.060 | 79 | | | |

a. Predictors: (Constant), Computer Self-Efficacy

b. Dependent Variable: Use of Social Media

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.039 | .252 | | 8.099 | .000 |
| | Computer Self-Efficacy | .519 | .078 | .604 | 6.695 | .000 |

a. Dependent Variable: Use of Social Media

Table 4.7a-c presents the results of the simple regression analysis for the relationship between computer self-efficacy and social media use by librarians in private university libraries Southwest, Nigeria. From the results in Table 4.7a, computer self-efficacy has a significant relationship with social media use by librarians in private university libraries Southwest, Nigeria. ($R = 0.604$, $p<0.05$). The coefficient of determination (Adj. $R^2$) of 0. 365 also shows that computer self-efficacy explains 36.5% variation in the use of social media among the respondents while the remaining 63.5% variation in the use of social media among the respondents is explained by other variables not considered in this study.

Table 4.7b presents the results of ANOVA (overall model significance) of regression test which revealed that computer self-efficacy has a significant relationship with the social

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media use by librarians in private university libraries Southwest, Nigeria. This can be explained by the F-value (44.826) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that computer self-efficacy has a significant relationship with the use of social media among the respondents.

In addition, the results of regression coefficients in table 4.7c, revealed that at 95% confidence level, a unit change in computer self-efficacy will lead to a 0.508 increase in the use of social media among the respondents, given that all other factors are held constant. On the strength of this result (Adj. $R^2$ = 0.365, $F(1, 79)$= 44.826, p= 0.000), the null hypothesis one ($H_0$1) which states that there will be no significant relationship between computer self-efficacy and social media use by librarians in private university libraries Southwest, Nigeria, is hereby rejected

4.3.2 There will be no significant Influence of computer playfulness on Social Media Use by Librarians in Private University Libraries Southwest, Nigeria.

**Table 4.8 Influence of Computer Playfulness on Social Media Use by Librarians in Private University Libraries Southwest, Nigeria.**

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .614a | .376 | .368 | .32191 |

a. Predictors: (Constant), Playfulness

ANOVA

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| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 4.817 | 1 | 4.817 | 46.484 | .000[a] |
| | Residual | 7.979 | 77 | .104 | | |
| | Total | 12.796 | 78 | | | |

a. Predictors: (Constant), Computer Playfulness

b. Dependent Variable: Use of Social Media

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.497 | .325 | | 4.605 | .000 |
| | Computer Playfulness | .626 | .092 | .614 | 6.818 | .000 |

a. Dependent Variable: Use of Social Media

Table 4.8a-c presents the results of the simple regression analysis for the influence of computer playfulness on social media use by librarians in private university libraries Southwest, Nigeria. From the results in Table 4.8a, computer playfulness has a significant relationship with social media use by librarians in private university libraries Southwest, Nigeria. ($R = 0.614$, $p<0.05$). The coefficient of determination (Adj. $R^2$) of 0.376 also shows that computer playfulness explains 37.6% variation in the use of social media among the respondents while the remaining 62.4% variation in the use of social media among the respondents is explained by other variables not considered in this study.

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Table 4.4b presents the results of ANOVA of regression test which revealed that computer playfulness has a significant relationship with social media use by librarians in private university libraries Southwest, Nigeria. This can be explained by the high F-value (46.484) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that computer playfulness has a significant relationship with the use of social media among the respondents.

In addition, the results of regression coefficients in table 4.8c, revealed that at 95% confidence level, a unit change in computer playfulness will lead to a 0.626 increase in the use of social media among the respondents, given that all other factors are held constant. On the strength of this result (Adj. $R^2$ = 0.376, $F(1, 79)$= 46.484, p= 0.000), the null hypothesis two ($H_0$2) which states that there will be no significant relationship between computer playfulness and social media use by librarians in private university libraries Southwest, Nigeria, is hereby rejected

4.3.3 Computer self-efficacy and computer playfulness will have no combined influence on social media use by librarians in private university libraries in southwest, Nigeria.

**Table 4.9 Combined Influence of Computer Self-Efficacy and Computer Playfulness on Social Media Use by Librarians in Private University Libraries in Southwest, Nigeria**

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .686a | .470 | .456 | .29870 |

a. Predictors: (Constant), Computer Self-Efficacy, Playfulness

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ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 6.015 | 2 | 3.007 | 33.707 | .000[a] |
| | Residual | 6.781 | 76 | .089 | | |
| | Total | 12.796 | 78 | | | |

a. Predictors: (Constant), Computer Self-Efficacy, Playfulness

b. Dependent Variable: Use of Social Media

Coefficients

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.327 | .305 | | 4.346 | .000 |
| | Playfulness | .359 | .112 | .352 | 3.206 | .002 |
| | Computer Self-Efficacy | .345 | .094 | .402 | 3.664 | .000 |

a. Dependent Variable: Use of Social Media

Table 4.9a-c presents the results of the multiple regression analysis for the combined influence of computer self-efficacy and computer playfulness on social media use by librarians in private university libraries in southwest, Nigeria. From the results in Table 4.9a, computer self-efficacy and computer playfulness have a significant relationship with social media use by librarians in private university libraries Southwest, Nigeria. ($R = 0.686$, $p<0.05$). The coefficient of determination (Adj. $R^2$) of 0.470 also shows that the combination of computer self-efficacy and computer playfulness account for 47% variation in the use of social media among the respondents while the remaining 53%

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variation in the use of social media among the respondents is explained by other variables not considered in this study.

Table 4.9b presents the results of ANOVA of regression test which revealed that computer self-efficacy and computer playfulness have a significant relationship with social media use by librarians in private university libraries Southwest, Nigeria. This can be explained by the high F-value (33.707) and low p-value (0.000) which is statistically significant at 95% confidence interval. Hence, the result posited that computer self-efficacy and computer playfulness has a significant relationship with the use of social media among the respondents.

In addition, the results of regression coefficients in table 4.9c, revealed that at 95% confidence level, a unit change in computer playfulness will lead to a 0.359 increase in the use of social media among the respondents, given that all other factors are held constant. In the same vein, a unit change in computer self-efficacy will lead to a 0.345 increase in the use of social media among the respondents, given that all other factors are held constant. Furthermore, the p value of computer playfulness is 0.002 while that of computer self-efficacy is 0.000 indicating that computer self-efficacy has more relative influence on the use of social media among the respondents compared to computer playfulness. On the strength of this result (Adj. $R^2 = 0.456$, $F(2, 78)= 33.707$, p= 0.000), the null hypothesis three ($H_0 3$) which states that there will be no significant combined influence of computer self-efficacy and computer playfulness on social media use by librarians in private university libraries Southwest, Nigeria, is hereby rejected

**4.4 Discussion of Findings**

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The study examined the influence of computer self-efficacy and computer playfulness on the use of social media by librarians in private university libraries in southwest, Nigeria. Qualitative data were collected and analysed in line with the research objectives as represented in the research questions and hypotheses.

The first research question dwells on the social media platforms used by the respondents. the study found that the commonly used social media platforms among the respondents include; WhatsApp, Facebook, Academia.edu, Google+, YouTube, Wikipedia, Twitter, Instagram. This finding reflects the commonly held assumption that WhatsApp and Facebook are among the most used social media platform especially among older generations. This finding is supported by the reports of a related study where the authors found that Facebook messenger, WhatsApp, Google Talk, Instagram and YouTube were among the most used social media technology tools by academic librarians in the universities surveyed[1]. Another study conducted in Nigeria also revealed that Facebook is among the most used social media platform among Librarians. The results from the study titled; use of social media space for library service delivery: evidence from southern Nigeria Universities revealed that majority of the respondents used Facebook and WhatsApp to deliver library services such as for library material recommendation to the users respectively. Other social media used by a few librarians were Flickr and Skype[2].

Another study conducted in Nigeria also reported that the respondents used Facebook, blogs, LinkedIn, YouTube, Myspace, Flickr and Twitter[3]. Similarly, a study conducted among librarians in Europe and America revealed that the respondents used Twitter, followed by Facebook while the use of Google+ and LinkedIn[4]. Similarly, a study on the

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use of social media platforms among librarians in Sri Lanka revealed that the respondents make use of social media platforms such as Facebook, LinkedIn, Twitter and Research Gate in their workplace[5].

The types of social media used by librarians in this study is in line with common practices. However, the increased use of Instagram and YouTube, two platforms with heavy emphasis on audiovisual information revealed the adaptability of the librarians to current trends. It shows a readiness to meet the users on their preferred social media platforms.

The second research question focuses on the purposes of using social media among the respondents. The study found that the most often cited purposes include maintaining social and professional relationships, to develop media literacy for self-expression and knowledge sharing among others. Studies have backed the use of social media for professional and social purposes among librarians in Nigeria. For instance, a study which examined the influence of social media on library service delivery to students in University of Medical Sciences, Ondo City, Nigeria affirmed that the librarians use social media sites to rendered services such as document delivery services and current awareness services among others. The study also shows that the librarians were motivated to use social media as it facilitates real time communication with users outside the library and provide a more effective means of educating library users[6].

Another study focused on the use of social media for library service delivery in Nigeria Universities also revealed that majority of the respondents used Facebook and WhatsApp to deliver library services such as for library material recommendation to the users

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respectively. Other purposes of using social media by the respondents include the recommendation of library materials for acquisition, reference services, selective dissemination of information and notification of new library resources[2].

The focus of researchers, particularly in Nigeria, seem to be mainly on the use of social media for library service delivery. This is reflected in a study which reported that academic libraries in Nigeria make use of social media platforms such as Twitter, YouTube and LinkedIn are used for service delivery, albeit to a low extent. Some of the services listed include reference services, marketing of information products and service, selective dissemination of information, user education, circulation services, current awareness services, sharing of news, pictures and videos, exhibition and display, document delivery services, inter-loan library services and online registration of users[7].

In another study conducted in Ogun state, respondents also revealed the library services that can be use through social media tools include selective dissemination of information, user education services, and current awareness services. Others include organizing training and seminars to educate librarians who would be responsible for all activities on social media to ensure quick response to users information needs[8]. The strict focus on the use of social media for library services may not tell all the story as it may overlook the personal drive or preferences of librarians in the use of social media which may result in divergence of interest between librarians and their employers.

This is observed by scholars concerned with how social media can be used to enhance library services in Nigeria. The author observed that rendering services such as giving information about new arrivals in the library, communicating users on upcoming

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programs and events, creating News feed services. It was however notices that services that facilitate instant feedback from the users, outreach programs, provision of real time reference service are generally not effectively utilized by the libraries in their service delivery. The implication of this result is that the libraries only utilize these tools in information dissemination which is only a one way communication while the interactive and collaborative opportunities provided by the tools are neglected[9].

Studies conducted elsewhere have shown that librarians use social media for different purposes. This is indicated in a study on the use of social media by new library professionals in the United Kingdom and Ireland. It was found that new library professionals used social medial for continuous professional development. Their findings also reported that majority of the respondents used social media for other purposes such as the promotion of library services[4].

The third research question examines the frequency of social media platform use among the respondents. The finding is interesting as the most frequently used platform is Instagram followed by; Academia.edu, Pinterest, Wikipedia, YouTube., Twitter and WhatsApp in that order. The finding is different from what has been reported in previous studies. One of such studies on the use of social media by librarians in universities in Southern Nigeria revealed that WhatsApp and Facebook had the highest frequency of usage on daily[2].

In another study which examined the most frequently open social media mobile applications by librarians, it was observed that majority of respondents watch YouTube through smart phones. Nearly half of respondents watch YouTube videos several times a

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day, others watch it once or twice a day. In term of numbers of videos watched, majority watch 1 to 10 videos in a week (Light Users), others watch 11 to 20 videos in a week (Regular Users). The implication is that the respondents use YouTube daily and it is the most frequently used[10].

In a related study, participants reported moderate social media technology use in general. Data were subsequently trichotomized into low, medium, and high regarding use of the technology. Two of 272 participants were ranked as having a low level of technology use; they were ranked as having a moderate level of technology use. No participants were ranked as having a high level of technology[11]. This finding is not clear as the author neglected to conceptualize what is meant by technology use.

The current reality is that mobile phones have changed what is meant by 'technology'. The common availability and ease of use of most mobile application may lead to wrong evaluation of technology use. Today using mobile phone to connect to social media is a form of technology use which is done by majority of people today. Making phone calls, sending messages, ordering for items online and reading e-books and web pages are all based on complex digital technologies. This leads to the question of how frequently and 'deeply' do librarians use various technology to boost their skills and enhance library services.

A related study on use of social media platforms among librarians in Asia revealed that the respondents make use of personal social media account in the work place. Majority of the respondents used social media space few times in a week while a few used social

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media every day. The librarians frequently used Facebook, LinkedIn, Twitter and Research Gate[3].

The study also found that the reported level of computer self-efficacy among the respondents is high. What this means is that majority of respondents belief in their ability to use the computer and related technologies. It is common for respondents to rate themselves higher in term of computer self-efficacy with only a few ready to admit any shortcomings. In a related study, the researcher found that the level of computer self-efficacy of the respondents is high. As indicated in the study, the respondent's computer self-efficacy level is higher in areas such as: being confident at copying individual file; being confident at entering and saving data into a file; being confident at using a printer to make a "hardcopy" of my work; using the computer efficiently adding and deleting information from a data file; making selections from a screen menu.

However, the respondents of computer self-efficacy is low in areas such as: being competent at troubleshooting computer problems, deleting files when they are no longer needed; being familiar with computer software packages; being able to know what to do when a new thing is discovered while working with computers; organizing data with computer; and understanding terms/words relating to computer hardware[12]. This finding is obviously contradictory as having the listed deficiencies relating to basic computer operations do not portray high computer self-efficacy.

Similar pattern is however common in other studies as revealed in a study where the authors reported that respondents have high level of confidence in working with a personal computer. The result in the study also revealed that respondents have the

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confidence to handle removable storage devices correctly, making selections from an on-screen menu, confidently use computer to analyze numeric data, and using computer to write letter or essay[13]. In another study, librarians were asked to respond to items measuring their level of self-efficacy in relation to the handling of the security of information systems in their libraries. The study revealed that the librarians had high computer self-efficacy levels. The finding revealed confidence to get software up and running, learn to use a variety of programs or software, learn advanced skills within specific program or software, use the computer to organize information, work and log on to a computer network, troubleshoot computer problems, log onto a server or database computer system, participate in mailing lists, listservs and so on[14].

In another study, it was found that majority of Nigerian librarians indicate that they have the knowledge to use electronic information resources and that they do not feel nervous at all when using electronic information. The result further reveals that they find it very convenient to use electronic information resources. Some of the metric used to measure computer self-efficacy aligns with those used in other studies. They also include feeling confident using the users' guide when help is needed, confident entering and saving data into a file, understanding terms/words relating to computer hardware and software, knowledge of power point presentation all of these metrics, like others used in previous studies relate to computer skills than computer self-efficacy[15].

This was avoided by researchers who examined computer self-efficacy among library personnel's computer self-efficacy in the university libraries in Lagos State, Nigeria. The study also reported a high level of computer self-efficacy. However, it was based on the proper framework for measuring computer self-efficacy as it reported that the level of

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library personnel's computer self-efficacy in the university libraries in Lagos State, Nigeria is high on a 5-points scale. Specifically, the result also reveals that library personnel's mastery experience vicarious experience, emotional arousal and verbal persuasion aspects of computer self-efficacy were measured with verbal persuasion recording the lowest rank as it was also found in this study[16].

Studies based on the theory of computer self-efficacy seems uncommon, especially in the realm of librarianship as the most common approach is to use computer or information communication technology skills metric to measure computer self-efficacy. This is noticed in several studies reviewed[17,18,19,20]. This often makes it difficult to compare result and gauge any changes in computer self-efficacy. With the disparity between the level of computer self-efficacy of librarians and the use of various technology, it is pertinent to examine the influence of computer self-efficacy on the use of social media among librarians.

Similarly, it was found that the level of computer playfulness among the respondents is high. The finding shows that the respondents are spontaneous about the use of computer, the are curious to learning new computer skills and are creative in how they use computer application. This finding is important as it has implication for the use of social media for various purposes. Other studies have also reported some level of playfulness in the use of mobile devices and other computer applications. For instance, findings from a study showed the degree of computer playfulness and benefits derived from librarian's use of social media platform. These range from the fact that the use of social media form for promoting library resources and services enhances two-way communication and it makes connection to library use easier and provide forum for feedback. Other levels of computer

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playfulness in the use of social media and benefits, in order of significance, are use of social media platform provide interactive collaboration and increases library usage/users[21].

In another study focusing on librarians, it was found that some of the respondents exhibited measures of creativity and agreed on using social media to promote textbooks and lecture notes in addition, others said they were inventive to use social media for emails while a few also agreed being creative using social media for journals (prints) and the Internet resources respectively. The study concluded that there is a low level of playfulness in the use of social media for providing library services among librarians[22]. This is instructive as it means the tone of social media interaction may retain the officious and cold attitude that some have come to associate with librarians.

The essence of creating social media for library services is to promote spontaneity and imagination while also encouraging curiosity. When these are missing, there is a slim chance of such social media achieving its objective of attracting library users.

In another study, majority of respondents agreed that they can playfully browse online databases to locate pertinent information. Similarly, respondents were affirmative that they can spontaneously locate information in multiple sources as well as compare and evaluate critically whether the information is timely and appropriate. Majority of the respondents also affirmed that they can recognize different methods of accessing information resources and compare and evaluate critically whether the information collected is credible and relevant respectively. Results indicated that the respondents are information literate as all items got more than half affirmative responses except for their

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ability to create content in blogs, YouTube, and personal webpage for different audiences. The results indicated that tool and critical literacy were rated very high[23].

It is only in such environment that social media use in library services can thrive. Indeed, the whole aspect of library service could be with a dose of playfulness. It is necessary and even strategic for librarians to become flexible, open to new ideas and not afraid to innovate in order to engage their clientele. This is essential in the current information rich environment.

The test of hypothesis one shows that computer self-efficacy has a statistically significant influence on the use of social media among the respondents. This implies that librarians with highly positive computer self-efficacy are more likely to frequently use social media for both personal and professional purpose than those librarians with low or negative self-efficacy. It also explains who can use social media more effectively between librarians with self-efficacy and those who lack computer self-efficacy. This assertion is backed by the findings of various studies conducted among librarians globally.

Several studies have previously explored computer self-efficacy in the context of social media usage by librarians. For instance, respondents in a study revealed that the computer self-efficacy is instrumental in their use of various library technology. It was reported that computer self-efficacy determined effective utilization of digital resources while low computer self-efficacy of the respondents make computer-related tasks hard to accomplish[24].

Findings indicated that all the respondents agreed that self-efficacy is necessary for using EIRs. Equally, the chi square test was carried out to determine the association between

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respondents' opinion regarding the need for self-efficacy for accessing EIRs. X2=185.435 with p value 0.01 shows that there is a significant association between respondents' opinion regarding the need of self-efficacy for accessing and using EIRs[25].

Another study conducted by researchers in Lagos state indicated that there is significant combined influence of personnel's self-efficacy and social media use on service delivery in the university libraries in Lagos state, Nigeria. The model indicates that the linear combination of personnel self-efficacy and social media explain 11.3% variation in service delivery in the university libraries in Lagos state, Nigeria[26].

In another study, it was revealed that majority of the respondents strongly agreed that computer self-efficacy have effected their use of computers, computer software and applications, and their use of social network sites. Other areas that computer self-efficacy have effect on include the use of a variety of information at any time, use of World Wide Web. Furthermore, the majority of respondents agreed that computer self-efficacy have effect on their use of a variety of information systems and affected their navigation of online information[27].

In another study, the researcher concluded that the high level of perceived computer self-efficacy enable the respondents to perform highly in deployment of social media tools for content management, database management, preparing metadata for electronic information resources, knowledge taxonomy, semantic networking and ontology-processes involved in knowledge organization. They were also rated very high in the use library management software applications, online copy cataloguing as well as in open public access catalogue on library portal/website[28].

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Furthermore, another research found that there is a significant relationship between librarians' computer self-efficacy, understanding of social networking and their job performance in university libraries[29]. This is also in line with the claim that librarians utilize this expertise to align content in a document by employing different font sizes to create a suitable word document. The test of hypotheses reveals that there is a relationship between computer self-efficacy of librarians and social media use in the study. The positive link suggests that these skills can help librarians perform better at work in this study[30].

The test of hypothesis two shows that computer playfulness has a statistically significant influence on the use of social media among the respondents. It was made clear that librarians' position on computer playfulness as a factor, could easily determine whether they are to use digital resources or not[31]. Interestingly, the more flexible they can interact with digital/computer system, the more they find it inventive and easy to use. More so, librarians' levels of computer playfulness in the aspects of creativity, originality, imaginative, inventive, as well as spontaneity is very germane to their adoption and use of social media for information services disclosed that computer playfulness in the aspect of original and creative searching could foster the use of the computer systems and their resources[32].

There was a significant relationship between computer playfulness and social media use as discovered in a study as most of the respondents strongly agreed that they found social media so easy and flexible to use because they have easy access to the internet. Similarly, most of the respondents with their playful attitudes with computer systems strongly agreed that their interactions with social media apps are clear and understandable.

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Likewise, majority of the respondents agreed that learning how to use social media is easy. Additionally, majority of them agreed that social media was more convenient to use as compared to email and text messages[33]. In the same vein, another scholar observed that computer playfulness often lead to increased use of technology as it eliminates all fear of failure. The study found that  Also, it majority of the respondents  strongly agreed that resources in the social media are very convenient to use and they were comfortable using social media  for academic work[34].

In another study, computer playfulness influenced majority of respondents to use social media tools. In particular, the ability of social media to provide current learning materials; enhance effectiveness in learning and research activities, and provide information that is reliable and relevant to one's area of specialization enhances their acceptance. Apart from these, the resources' usefulness in accomplishing teaching, learning and research activities has been found to positively influence their acceptance. With regards to level of computer playfulness and social media use, the results showed that most respondents perceived that computer playfulness levels are important predictors of intention to access and use, and actual use of social media[35].

Similarly, findings from a related study showed the degree of computer playfulness and benefits derived from librarian's use of social media platform. These range from the fact that the use of social media form for promoting library resources and services enhances two-way communication and it makes connection to library use. Other levels of computer playfulness in the use of social media and benefits, in order of significance, are use of social media platform provide interactive collaboration and increases library usage/users.

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A study also found that those respondents with high level of computer playfulness were inventive to use social media for official purpose; were creative and used social media for personal purpose while they inventively used social media for research purpose. The results showed that the respondents spontaneously used Instant messaging for official, personal and research purposes[36].

Another study also found a correlation between computer playfulness levels of librarians and social media use, as the findings presented library and information resources promoted with social media by the librarians. It was found that the respondents exhibited measures of creativity and agreed on using social media to promote textbooks and lecture notes, said they were inventive to use social media for emails and of the respondents agreed being creative using social media for journals (prints) and the Internet resources respectively[37].

The test of the third hypothesis one shows that computer self-efficacy and computer playfulness has a statistically significant influence on the use of social media among the respondents. The finding suggests that when librarians have high level of computer self-efficacy and playfulness, the result will be a more effective use of social media. The test of hypotheses also revealed that computer self-efficacy is slightly more significant than computer playfulness. This means that when having to choose between computer self-efficacy and computer playfulness, academic libraries should invest on boosting computer self-efficacy before thinking of computer playfulness. This has not been properly explored in literature. However, the fact that there are more studies focusing on computer self-efficacy than computer playfulness is instructive. This does not however mean that computer is not to be considered.

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Researcher who examined computer playfulness has reported that respondents agreed that they can playfully browse online databases to locate pertinent information. Similarly, respondents were affirmative that they can spontaneously locate information in multiple sources as well as compare and evaluate critically whether the information is timely and appropriate. Respondents also affirmed that they can recognize different methods of accessing information resources and compare and evaluate critically whether the information collected is credible and relevant respectively[38].

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**Chapter Five**

# Conclusion

## 5.1 Summary of Findings

The study examined on the influence of computer self-efficacy and computer playfulness on the use of social media by librarians in private university libraries in southwest, Nigeria Qualitative data were collected and analysed in line with the research objectives as represented in the research questions and hypotheses. the findings can be summarized as follows;

1. The study found that the commonly used social media platforms among librarians in private university libraries in southwest, Nigeria include; WhatsApp, Facebook, Academia.edu, Google+, YouTube, Wikipedia, Twitter, Instagram. This finding reflects the commonly held assumption that WhatsApp and Facebook are among the most used social media platform especially among older generations

2. The study also found that the most common purposes for using social media among librarians in private university libraries in southwest, Nigeria include maintaining social and professional relationships, to develop media literacy, for self-expression and knowledge sharing among others.

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3. In addition, the most frequently used platform is Instagram followed by Academia.edu, Pinterest, Wikipedia, YouTube., Twitter and WhatsApp in that order. These are different from the common reports in previous studies.
4. The study also found that the reported level of computer self-efficacy among the respondents is high. However, the dimension of social persuasion is the lowest suggesting that the respondents may not be open to external guidance.
5. Similarly, it was found that the level of computer playfulness among the respondents is high. This suggests a keen interest in the use of digital devises for creative and innovative activities.
6. The finding also shows that computer self-efficacy has a statistically significant influence on the use of social media among the respondents.
7. computer playfulness was also found to have a statistically significant influence on the use of social media among the respondents.
8. Overall, both computer self-efficacy and computer playfulness has a statistically significant influence on the use of social media among the respondents. However, computer self-efficacy is more significant than computer playfulness as a predictor of social media use among librarians in private university libraries in southwest, Nigeria

## 5.2 Conclusion

Librarianship as a profession has always been evolving. It is a profession with the history of driving development and adapting to new environments. Today, the agelong routine of providing library services with the four walls of a library has given way to a seamless environment in which the interaction between the library and its patrons happens on different dimensions. In addition, while content remain largely the same, the format and

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media of disseminating knowledge has also undergone a transformation. The use of technology is central to library operations and one of the technology tools available today for librarians is the social media. It facilitates the provision of library and information services in a very different manner. Indeed, many other professions and services with focus on people's patronage are taking advantage of social media. This study has shown that the initial state of affairs in which libraries and librarians are not leveraging social media to reinvent themselves is gradually fading away. The high level of computer self-efficacy, computer playfulness and use relevant social media by librarians in private university libraries in southwest, Nigeria is there a positive finding which must be properly maintained to blossom into a more advanced stage in which librarians would play major roles in the creation, management and dissemination of knowledge in the digital environment.

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## 5.3 Recommendations

Based on the findings and conclusions of this study, it is important to make the following recommendations;

1. More librarians should encourage to join social media to promote their professional identity as well as market the products of their libraries and institutions.
2. it is always important to educate librarians on various way in which different types of social media contribute to their personal and professional lives.

3. Academic libraries and institutions should develop strategic policies to guide the use of social media and ensure that social media use, especially during work hours, are properly focused to ensure that the use of social media enhance, rather than hinder library operations.
4. continuous personnel development should be an integral part of the library programmes. This is necessary to develop computer self-efficacy for librarians, especially. Those who current have low level of computer self-efficacy.
5. librarians with experience of using social media and technologies to promote themselves and their librares should be ready to mentors others (both old and young) to help them eliminate computer anxiety and help them to embrace the use of computers.
6. Furthermore, while playfulness has been associated with more use of technology, it is important to train librarians on how to maintain a balance between the use of social media for leisure and entertainment and how to make use of the technology for effective self-development, library services. and library promotion.

**5.4 Contributions to Knowledge**

The current study has been able to make several contributions to knowledge, especially in the field of library and information science. Specifically, the study has made conceptual, theoretical and empirical contributions to the existing body of knowledge.

Conceptually, the study has discussed and operationalize various variables such as computer self-efficacy and computer playfulness in the context of social media use

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among librarians. The study developed a unique conceptual model that can also guide further researchers in similar studies. The study has also validated theories such as the gratification theory in the context of social media use by librarians in Nigerian university libraries. The relevance of the study findings has shown that basing the study on this theory is right.

In term of empirical contributions, the researcher has collected raw primary data relating to the use of social media and variables such as computer self-efficacy, and computer playfulness. The data collected in this study to answer the esearch questions and hypotheses are now available for other researcher to consider as research materials for future studies.

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**4.5 Suggestion for Further Studies**

Future researchers can explore various variations or more expanded versions of the study. The are to be considered include

Comparative analysis of computer self-efficacy between librarians in private and public run tertiary institutions in Nigeria

Computer playfulness, use of social media and effective library services delivery to undergraduate students.

Perceived computer self-efficacy and attitude towards the use of social media for library services by librarians in Nigeria

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## Appendix

**Department of Information Management,**
**Faculty of Communication & Information Science,**
**Lead City University, Ibadan,**
**Nigeria.**
**01/02/, 2023.**

**RESEARCH QUESTIONNAIRE**

Dear Respondent,

This master degree study is researching on **computer self-efficacy, computer playfulness and social media use by librarians in private university libraries.** I therefore solicit your cooperation in completing this questionnaire for a successful execution of the study. All information that you will provide will be treated with utmost confidentiality and your anonymity will be guaranteed.

Thank you.

Modupe E. Ologunde
Researcher
07032972616

SECTION A: Demographic Characteristics of the Respondents

Each section of the questionnaire is meant to elicit specific data on the above named title. Please read through each section carefully and indicate by ticking (√) appropriately.

Name of Institution……..

Name of Library……

Section/Unit……

Religion: (a) Christianity [ ] (b) Islam (c) other, please specify…….

Gender: (a) Male [ ] (b) Female [ ]

Age range: (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51-60 [ ] (e) 61- 70 [ ]

Marital status: (a) Married [ ] (b) Single [ ] (c) Separated [ ] (d) Widowed [ ] (e) Divorced [ ]

8. Highest Educational Qualification: Please tick one (a) Ph.D. [ ] (b) MLS [ ]

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© MPhil (d) BLS [ ] (e) Diploma in Library Studies [ ] (f) others ……

9. Current designation (a) librarian [ ] (b) library officer [ ]

10. Length of working experience in years: (a) 1-4 [ ] (b) 5-8 [ ] (c) 9-12 [ ]

(e) 13 and above [ ]

**SECTION B: SOCIAL MEDIA USE**

11. What are the types of social media used by librarians? Read through and indicate your level of agreement to the following using this scale SA: Strongly Agree, A: Agree, Disagree: D, Strongly Disagree: SD

| S/N | SOCIAL MEDIA TYPES USED | SA | A | D | SD |
|---|---|---|---|---|---|
| I | MySpace | | | | |
| Ii | Facebook | | | | |
| Iii | Imo | | | | |
| Iv | Academia.edu | | | | |
| V | Twitter | | | | |
| Vi | WhatsApp | | | | |
| Vii | Instagram | | | | |
| Viii | YouTube | | | | |
| Ix | Wikipedia | | | | |
| X | Blogs(Tumbir, Blogger) | | | | |
| Xi | Skype | | | | |
| xii | Nairaland | | | | |
| xiii | BBM | | | | |
| xiv | Google+ | | | | |
| Xv | Pinterest | | | | |
| xvi | LINE | | | | |

12. In which of the following ways are social media helpful/useful? Read through the following statements and rate accordingly using this scale SA: Strongly Agree, A: Agree, Disagree: D, Strongly Disagree: SD

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| S/N | **PURPOSE OF SOCIAL MEDIA USE** | | | | |
|---|---|---|---|---|---|
| i. | Maintaining relationships | | | | |
| ii. | Develop media literacy | | | | |
| iii. | Enhance creativity | | | | |
| iv. | Self-expression (making yourself heard) | | | | |
| v. | Sharing knowledge | | | | |
| vi | Meeting social needs | | | | |
| vi | Providing academic support | | | | |
| viii | Promote distance interactions | | | | |
| ix. | Enhancing service delivery beyond the physical library | | | | |
| x. | Facilitate collaborative routines/tasks among colleagues | | | | |
| xi. | It helps to achieve job excellence | | | | |
| xii. | It strengthen technical and career education | | | | |

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13. How often do you use Social Media? Kindly read through the following items and tick (√) your responses.

| **S/N** | **Social media** | **Daily** | **Twice a week** | **Weekly** | **Monthly** | **Occasionally** | **Never** |
|---|---|---|---|---|---|---|---|
| i. | MySpace | | | | | | |
| ii. | Facebook | | | | | | |
| iii. | Imo | | | | | | |
| iv. | Academia.edu | | | | | | |
| v. | Twitter | | | | | | |
| vi. | WhatsApp | | | | | | |
| vii. | Instagram | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| viii. | YouTube | | | | | | |
| ix. | Wikipedia | | | | | | |
| x. | Blogs(Tumbir, Blogger) | | | | | | |
| xi. | Skype | | | | | | |
| xii. | Nairaland | | | | | | |
| xiii. | BBM | | | | | | |
| xiv. | Google+ | | | | | | |
| xv. | Pinterest | | | | | | |
| xvi | LINE | | | | | | |

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What are the challenges to the use of social media? Kindly read through the following statements and rate accordingly. Using this scale: SA: Strongly Agree, A: Agree, Disagree: D, Strongly Disagree: SD. You are to tick (√) your responses.

| S/N | STATEMENT | SA | A | D | SD |
|---|---|---|---|---|---|
| i. | Poor internet connectivity hinders quick access and reply during services delivery | | | | |
| ii. | Disturbance from unknown people on social media while using the tools for effective service delivery. | | | | |
| iii. | Inability to retrieve specific information if offline due to information overload. | | | | |
| iv. | I do not get many online materials for users when I cannot use | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | social media. | | | | |
| v. | Internet subscription fee is very high | | | | |
| vi. | It is hard to express emotions or gesticulate while using social media | | | | |
| vii. | Battery life power outage | | | | |
| viii. | Lack of fund to purchase devices for social media | | | | |
| ix. | Lack of adequate search skills | | | | |
| x. | Inadequate knowledge to use social media | | | | |

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**SECTION C: COMPUTER SELF-EFFICACY IN THE USE OF SOCIAL MEDIA**

**14.** How true of you are the following statements about your level of computer self-efficacy in the use of social media? Please indicate, Very True (VT), True (T), Somewhat True (ST), and Not True (NT)

| S/N | To what extent do you agree with the following | Very True | True | Somewhat True | Not True |
|---|---|---|---|---|---|
| | **Mastery Experience** | | | | |
| i. | I have more confidence about my computer skills because I have always learn from my past mistakes | | | | |
| ii. | I focus on the positive even when I fail in previous attempt | | | | |
| iii. | My confidence in usage increases as I use social media | | | | |
| | **Vicarious Experience** | | | | |
| iv. | I love to observe how others make use of social media | | | | |
| v. | I compare my computer skills with the skills of other librarians | | | | |
| vi. | I take note of my progress in use of social media for library tasks | | | | |
| | **Social Persuasion** | | | | |
| vii. | My level of confidence in use of social media depends on the opinion of others | | | | |
| viii. | I have more confidence in using social media because other librarians believe I know how to use the tools | | | | |
| ix. | I have people around who tell me what I need to improve on the use of social media | | | | |
| | **Emotional Arousal** | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| x. | I am always relaxed when using social media for library activities | | | | |
| xi. | I don't make mistakes when using social media except I get nervous | | | | |
| xii. | Each time I use social media I always concentrate on what I am doing unless I am tired | | | | |

**Section D: Computer Playfulness in the Use Of Social Media**

15. Please indicate with a thick ( ) the level of Computer Playfulness you possessed

16.

| | **Statements** | Very True | True | Somewhat True | Not True |
|---|---|---|---|---|---|
| | **Spontaneity** | | | | |
| i. | I find social media fun because it always arouses my interest | | | | |
| ii. | Using social media improves my level of critical thinking skills | | | | |
| iii. | I use social media without restrain | | | | |
| iv. | Using social media improves my level of understanding | | | | |
| | **Curiosity** | | | | |
| v. | I always learn from my colleagues when using social media | | | | |
| vi. | I derive happiness when using social media for library tasks | | | | |
| vii. | Social media use improves my problem solving skill | | | | |
| viii. | I derived joy when using social media with other | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| | colleagues | | | | |
| | **Creativity** | | | | |
| ix. | I derive ability to develop new ideas using social media | | | | |
| x. | I have creative skills for using social media | | | | |
| xi. | I have no difficulty using social media | | | | |
| xii. | I am imaginative when using social media for daily library activities | | | | |

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