



INFLUENCE OF DIGITAL LITERACY COMPETENCE ON THE USE OF SOCIAL MEDIA AMONG LIBRARIANS OF PUBLIC UNIVERSITY LIBRARIES IN OGUN STATE, NIGERIA

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ABSTRACT

This study examined digital literacy competence influence on social media use among librarians in public university libraries in Ogun State, Nigeria. The descriptive research design was adopted and population was made up of 55 librarians drawn from Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagan, Ijebu-Ode, using total enumeration sampling technique. The questionnaire was the main instrument adopted for data collection, data collected was analyzed using frequency counts and percentages. The study revealed that the respondents attested that they possessed good digital literacy competence needed for their daily activities in the library. Also, it was found that the respondents utilized the social media tools like Twitter, Facebook and YouTube at appreciable level. Challenges such as lack of digital/computer literacy competence, poor Internet connectivity, and lack of access to the Internet, or its low bandwidth were the identified challenges. The study therefore established the influence of digital literacy competence on social media use among the librarians and recommended that the Internet bandwidth should be increased in the library so as to maximally utilize the social media tools in the library and also a functional policy should be formulated by library management that will compel librarians and other library personnel training relating to digital literacy.

Keywords: Digital literacy competence, Use, Social media, Librarians, University libraries

Introduction

In recent times, universities in Africa have embarked on integration of technology in their



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operations. This serves as a tool for improvement and development, especially in a situation where attention is drawn to the academic contents and ways of digitizing and preserving them. University libraries are fully involved in this development as they are the heart of the university. This is because university libraries house the intellectual contents of the institutions. This effort to digitize the intellectual property of the institution is what is known as digitization (Ilesanmi, 2013). The major function of libraries, irrespective of type, is to provide the right materials (resources in all formats) to meet the information needs of users. A university library aims at serving students and researchers at all levels; hence, librarians must be ready to acquire and make available necessary databases for teaching, learning and research for the university communities (Uwabueze & Urhiewhu, 2015). The author further affirmed that information explosion and information technology revolution leading to the emergence of digital information era has made several library resources available for clientele.

Libraries all over the world have been faced with the evolving technological advancement, globalization, and digitization of information. These have led to library automation, digital and virtual libraries, virtual conference, web-cast, pod-cast, community and online learning, *Web 2.0* and *Library 2.0*. Itsekor and James (2012) posited that digital technology has pervaded every aspect of our civilization, it has set forth a revolution not only in how we store and transmit recorded knowledge, historical records, and a host of other kinds of communication but also in how we seek and gain access to these materials. Ilesanmi (2013) confirmed that digital resources are increasingly available in Nigerian universities thereby making it possible for students and staff to access and use current and relevant materials for studies, research, learning activities. Over the last decade, a significant transformation has been noticed in collection development policies and practices. Print medium is increasingly giving way to the electronic form of materials and information dissemination among the university communities has been tremendously enhanced with the introduction of digital technology facilities in the universities.

Academic libraries exist to support teaching, learning and research needs the parent institutions and they perform these functions in order to achieve national development. All the teaching, learning and research that go on in the university revolve around the library collection (Agim & Azolo, 2019). These libraries assist its users in finding, using and interpreting appropriate information that open up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking, and ultimately, empowerment in an increasingly complex world. These feats are achieved by the academic libraries through technological advancement. ICTs' developments such as digital technologies (social media and multimedia communication) have greatly revolutionized how things are done (Agim & Azolo, 2019).

They have greatly impacted on every sphere of human endeavor: social, industry, education, agriculture, health etcetera. Libraries have thus not been left out in this change. These ICTs have become an essential component of the daily activities of their users (that is, faculty, researchers and students) either for interpersonal or organizational communication purposes. The difficulty was no longer the unavailability of information but rather how to navigate through the



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maze of information available online. It has thus become very important that people are able to effectively access these vast quantities of information online (Eshet-Alkalai & Soffer, 2012). As such, libraries are now frantically looking for newer ways to ensure that their users are able to fully utilize the resources at their disposal. Libraries are now being challenged to assist their users find digital information they need in various formats, at the right time and remotely.

In a digital library, resources are stored and made available in digital forms, and the services of the library are also made available electronically. Ilesanmi (2013) noted that these services are made available frequently over the Internet so that users can access electronic materials remotely. This refers to e-services which most libraries are trying to embrace in the digital environment. The author further stated that as libraries embrace the digital environment, their most crucial role is not that of providing e-resources, but of establishing services that facilitate access to available information. Libraries in Nigeria universities are not left out in this trend of digitization. Libraries have therefore found it necessary to educate their users especially researchers to take advantage of ICTs to enhance access to the information resources as well as improve upon their research practices. It must be noted that users must be digitally literate in order to effectively navigate the current information terrain where they do not only consume but also create knowledge in nonlinear environments. Users now have to be able to learn, collaborate and effectively solve problems in a virtual learning environment and also communicate on virtual social platforms like Facebook, Twitter, LinkedIn, and Blog.

Social media refers to as online platforms that allows people to develop a profile and connect with others, while also allowing you to share academic related content. These tools are typically free to use and the most attractive feature of these media is their offer of a user-friendly way to present your research articles and other scholarly outputs to your colleagues and scholarly communities worldwide (Quadri & Idowu, 2016). The scholarly information lifecycle has traditionally focused on publications as the key outputs of the process. However, the growth of social media and networked technologies has altered the cycle to include newer media such as blogs, podcasts and networking sites, all of which expand a scholar's profile in new and increasingly interactive ways.

The recognition and depth usage of social media websites among the current generation is an open secret. People mostly use these social media for recreational reasons to share their life experiences, events, Photos and videos with their friends in the circle. The use of social media by librarians especially for daily activities is quite increasing and encouraging in Nigerian university libraries. However, for effective usage of social media to fullest required some digital literacy competencies that librarian must possess. Quadri and Idowu (2016) affirmed that librarians in federal university libraries in Southwest Nigeria must acquire some ICT literacy skills so as to sharing the library information resources through the use of social media platforms. Librarians in Nigerian universities libraries are now realizing the possibilities of social media tools like as Facebook, Twitter, YouTube, LinkedIn, Skype, and Google+, and other social tools brought to the library for effective services. Sahu (2013) highlighted some of the activities or routines that librarians those through social media tools in the library to includes: library orientation, new arrival of library resources particularly digital resources, references services, selective dissemination of



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information (SDI), and customer services in general.

The presence of digital literacy in our libraries is hardly noticeable. Librarians in Nigeria seemingly possess very little or nil digital literacy competency not only to operate the personal computer but also to navigate the available social media tools. Extant literature has shown that many librarians especially the older in Nigerian universities hardly operate the computer, neither surf the internet as well as fully maximize the use of social media platform particularly for day-to-day activities which in turn affect their job productivity. It is imperative to know that social media tools have assisted academic librarians to disseminate information to wider audience in the developed country like United States of America, United Kingdom, Canada and so on in which librarians in Nigeria supposed to take a cue from them. However, reverse is the case owing to lack of digital literacy competency that the librarians in Nigeria do not possess. It is on this note that the present study tries to investigate the influence of digital literacy competency on the use of social media among librarians in selected public universities in Ogun State.

Objectives of the Study

The objectives of the study are to:

1. identify the digital literacy competence possessed by librarians in the selected public universities in Ogun State, Nigeria;
2. determine the level of social media use among librarians in the selected public universities in Ogun State, Nigeria; and
3. identify the challenges faced by librarians in using social media tools by librarians in the selected public universities in Ogun State, Nigeria.

Research Questions

The following research questions guided the study:

1. What digital literacy competence possessed by librarians in the selected public universities in Ogun State, Nigeria?
2. What is the level of use of the social media among librarians in the selected public universities in Ogun State?
3. What are the challenges faced by librarians in the selected public universities in using social media tools?

Review of Related Literature

The literature review was structured to conform with study's objectives and basically empirical review focusing on studies conducted in Nigeria. Several search terms such as digital literacy competence of librarians, librarians' degree of digital literacy possessed, social medial tool awareness, level of social media use was the focus of the literature review.

Digital Literacy Competence Possessed by Librarians

This has to do with basic digital skills that librarians should possess so as to use social media tools in the library. Chukwueke and Idris (2023) reported in their study on services delivery



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and digital literacy competence of librarians in Taraba State, Nigeria. The study employed correlational design to study 112 librarians drawn from 11 academic libraries in Taraba State. A structured questionnaire was used for data gathering with 112 copies administered on the respondents while 109 were retrieved and found valid for data analysis. Data was analysed using descriptive and inferential statistics. The study revealed that digital literacy competence possessed by the librarians was generally low as the librarians were only skillful in using the Internet to search and communicate information, conduct website evaluation and use Boolean logic, among other skills.

Emiri (2017) conducted a study on digital literacy skills among librarians in Edo and Delta States, Nigeria in the 21st Century. The descriptive survey design was adopted and the population consisted of all librarians from university libraries in Edo and Delta States, Nigeria, while the questionnaire was used to collect data, while the data collected was analysed through simple percentages and frequency count of SPSS version 14.0. The result of the study affirmed that electronic mailing, social networking, use of PDAs, mobile phones and Internet surfing were the most digital literacy skills available among the librarians. It was also found that librarian's level of use of the digital literacy resources was low. This could then be attributed to the poor literacy competence possessed by the respondents.

Okeji, Nwankwo, Anene and Olorunfemi (2020) investigated on digital literacy skills assessment in the 21th Century by librarians in private university libraries in Anambra State. Descriptive survey research design was used while total enumeration (census) was adopted for the study. The questionnaire was the research instruments used for data collection and the data collected were analyzed through the use of mean scores. The study major findings reflected that librarians in the private university libraries in Anambra State possess digital literacy competence. Although, the respondents reiterated that they sponsor themselves to training relating to digital literacy at least twice in every year. Similarly, Sambo, Imran and Akanbi (2022) found in their study on digital literacy skills among Nigerian certified librarians that majority of the certified librarians have digital literacy skills and that they acquired the skills through trial and error, self-sponsor to trainings and seminars.

Okeji, Tralagba and Obi (2020) examined digital literacy skills and knowledge-based competencies among librarians in Nigerian university libraries. The study adopted an online instrument developed through *SurveyMonkey* to elicit data from 111 librarians working in public and private universities. The study revealed that almost half of the respondents agreed their level of digital literacy possessed is moderate while few of the respondents affirmed their digital literacy competency level is excellent. It could be deduced from the above that librarians' digital literacy competency/skills are low, as indicated from the review. Although, few studies reviewed did not state the level to be low, high or moderate Okeji et al. (2020) and Sambo, Imran and Akanbi (2022), while only study by Okeji, Tralagba and Obi (2020) acknowledged that librarians possessed moderate digital literacy competence.

Level of Social Media Use among Librarians

The level of social media use among library could be measured by either high, low or moderate depending on the indicators use and also to determine if it is use or not. Olajide, Otunla &



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Omotayo (2017) examined how libraries are using social media in Nigeria. The study adopted survey of non-purposive sampling techniques by sending link of the questionnaire to Nigerian Library Association *Facebook* page and also to NLA online forum listserv. The study reported that social media tools were used in the library and the Facebook was the commonly used media for collaboration among themselves. Omini and Osulale (2019) reported in their study on utilisation of social media platforms by librarians in Cross River State. The descriptive survey design was used and the population comprised of 300 librarians in three sampled tertiary institutions in Cross River State. The census was used to sample all the librarians, the questionnaire was the major instrument used for data collection, data collected were analyzed through frequency counts and mean. The findings revealed that Facebook and Blogs are the highly used social media platforms in the library especially for promoting library resources and services.

Okoroma (2017) investigated issues surrounding the use of social media among library personnel in Nigeria. The descriptive design was adopted and the questionnaire was used to elicit data, 100 copies of the instrument were shared among the librarians and library personnel at the National Conference held in Kogi State University, Nigeria in 2015. Data gathered were analyze using SPSS. The finding revealed that librarians and other library personnel moderately utilized the social media on daily basis particularly on reference services. This could be deduced that social media tools are being used in the library for reference services. Ukachi (2017) reported in a study conducted on social media use for service delivery enhancement in Nigerian Universities using descriptive survey research design. The population of the study consisted of six university libraries in three geo-political zones of Nigeria. The purposive sampling technique was employed, while structured interview, observation of websites and document assessment were used to gather data. The study result shows that social media tools are not effectively utilized by the librarians. This then implies that social media usage among librarians in the library was low.

Okuonghae (2017) examined librarian's awareness and usage of social media in South-South, Nigeria. The study employed descriptive research design and the total enumerator was used as the sampling technique. The questionnaire was the major instrument adopted to gather information. SPSS was used to analyze the information gathered. The result shows that librarian in South-south university libraries were aware and use the social media in the library at low extent. It was also reported that Facebook, Google+, Twitter as well as YouTube emerged as the mostly used social media tools. Similarly, Quadri and Idowu (2016) investigated librarians' social media use in three federal universities in South-West Nigeria. Descriptive survey method was employed, while all the 82 librarians made up the study sample. Questionnaire was the instrument for data collection, while SPSS was used to analyze the data. The findings indicated that there was a high level of awareness of social media tools like Facebook, Google+, Twitter, LinkedIn, Academia.edu, but Facebook, Google+, and Twitter were the mostly used social media tools.

Challenges Faced by Librarians in the Use of Social Media in the Library

This has to do with hiccups to the use of social media among librarians. Omini and Osulale (2019) revealed in the study on social media platform usage among librarians in Cross River State



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problems such as privacy concerns, network issues, lack of trained personnel, low level of digital literacy competency were some of the identified challenges to the use of social media tools among librarians at Cross River State. The above submission was supported by Okoroma (2017) who posited that lack of awareness and training as well as technological infrastructure were identified problems to the use of social media in library services. Ukachi (2017) also affirmed in a study on social media usage for enhanced services delivery and found that challenges such "apathy on the side of the library management", other challenges like lack of time, unavailability of personnel with sufficient digital literacy skills, epileptic power supply as well as poor internet connectivity were some of the noticed problems to effective use of social media tools among librarians in the library. Furthermore, Quadri and Idowu (2016) submitted that some of the challenges faced by librarians in using social media in the library for various activities were erratic power supply, poor internet connectivity, lack of technical infrastructure as well as digital literacy competency.

Akinola, Zubairu and Hamzat (2022) conducted a study on social media use for services delivery in Nigeria. The descriptive survey research design was employed, while librarians and other library personnel constitute the respondent, population of fifty-one (51) librarian and library officer partook in the study. The questionnaire and focus group discussion were used to collect data. Descriptive statistics such as frequency counts, percentage, mean and thematic analysis was used to analyze the focus group discussion. The findings revealed that the Internet failure, inadequate smart devices, power-cut, low knowledge on social media platform use, poor selection of suitable social media platform for library activities were identified problems to the use of social media by librarians. Okuonghae (2017) noted that 61.4% of the respondents have inadequate confidence to use social media, 58.4% face technical issues related to social media use, 55.0% had inadequate skills to use social media, lack of enough time as well as inadequate skills to use social media were some of the highlighted challenges by the librarians. However, the librarians' digital competencies are generally low. Hence, the lacuna this study tries to fill.

Methodology

The descriptive survey design was adopted in this study with population consisting of fifty-five (55) librarians drawn from three public university libraries (Federal University of Agriculture, Abeokuta, Olabisi Onabanjo University, Ago-Iwoye and Tai Solarin University of Education, Ijagun) in Ogun State Nigeria. All the 55 librarians were sampled using total enumeration sampling technique. The questionnaire was used to collect information and prior the administration of the instrument, face validity was conducted by given the instrument to experts in the field of librarianship and information studies at the University of Ibadan, so as to make corrections, where necessary. The reliability of the instrument was 0.81. The researchers administered the instrument personally to the librarians in their respective institutions. Data collected were analyzed using frequency counts and percentages.

Data Analysis and Results

This section focuses on the results emanating from the analysis. The data is presented in the tables below starting from the demographic data of the respondents.



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Demographic Information

S/N	Variables	Frequency	Percentage (%)
1.	Gender		
	Male	32	58.1
	Female	23	41.8
	Total	55	100
2.	Age		
	Below 30 years	2	3.6
	31-40 years	18	32.7
	41-50 years	25	45.4
	Above 50 years	10	18.1
	Total	55	100
3.	Marital Status		
	Married	48	87.2
	Single	2	3.6
	Others	5	20.0
	Total	55	100
4.	Educational Qualifications		
	‘O’ Level	—	—
	NCE/OND	—	—
	BLIS/B.Sc.	20	36.4
	HND	5	9.0
	MLIS	25	45.5
	Ph.D.	5	9.0
	Total	55	100
5.	Years of Experience		
	1-10 years	22	40.0
	Above 11 years	33	60.0
	Total	55	100
6.	Librarians’ Designation		
	University Librarian	—	—
	Deputy University Librarian	—	—
	Senior Librarian	—	—
	Librarian I	—	—
	Assistant Librarian	—	—
	Total	55	100

Table 1 revealed that majority 32(58.1%) of the respondents were male, while 23(41.8%) were female. This is an indication that the male respondents constitute the highest in the study population. It shows the frequency distribution of respondents’ age. Those respondents, whose age brackets falls between below 30 years constitute a total of 2(3.6%), between 31-40 years constitute a total of 18(32.7%), between 41-50 years constitute a total of 25(45.4%), while those within 50 years and above constitute a total of 10(18.1%). Hence, the result shows that those respondents whose age brackets falls within 41-50 years and above constitute the highest in the study population. It also shows the frequency distribution of respondents’ marital status. Those



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respondents who are married constitute a total of 48(87.2%), single constitute a total of 2(3.6%), while others (divorce, widow, widower) constitute a total of 5(20.0%). Therefore, it is clear from the result that there were more married librarians in the studied university libraries.

Furthermore, the table shows the frequency distribution of respondents' educational qualification. A majority of the respondents 25(45.5%) possessed Masters' degree in librarianship, followed by those with Bachelors' degree in librarianship 20(36.4%) while the least 5(9.0%) of the respondents possesses HND and Ph.D. respectively. The above result is an indication that the minimum qualification to become a librarian in any university is at least a master's degree. It also shows the frequency distribution of respondents' years of experience. Those respondents whose years of experience are between 1-10 years constitute a total of 22(40.0%), while those between 11 years and above constitute a total of 33(60.0%). Therefore, the result shows that those respondents whose years of experience fall between 11 years and above constitute the highest number of the respondents. The table further revealed the frequency distribution of librarians' designation. Those respondents who are Librarian II constitute the majority with 23(41.8%), follow by Librarian I with 14(25.4%), and Senior Librarian with 12(21.8%), while those who are Deputy University Librarian constitute the least of them with 6(10.9%). Hence, this then implies that Librarian II respondents constitute the highest in the sampled institutions.

RQ 1: What digital literacy competence possessed by librarians in the selected public universities in Ogun State, Nigeria?

Table 2: Digital Literacy Competence Possessed by the Respondents

S/N	Level of Use	SA %	A %	D %	SD %
1.	I can use digital devices such as laptops, smartphones, iPad, desktops.	23(41.8%)	14(25.4%)	6(10.9%)	12(21.8%)
2.	I can analyze facts objectively using desired software.	25(45.4%)	18(32.7%)	10(18.1%)	2(3.6%)
3.	I have the ability to engage in online communication with my colleagues.	12(21.8%)	18(32.7%)	10(18.1%)	4(7.2%)
4.	I network with other colleagues via computers and other devices.	23(41.8%)	14(25.4%)	6(10.9%)	
5.	I can find and evaluate online information effectively.	18(32.7%)	10(18.1%)	25(45.4%)	

Table 2 shows digital literacy competence possess by librarians in the sampled universities. The findings indicated most of the respondents agreed to the statement that I can use digital devices such as laptops, smart-phones, iPad, desktops with 37(67.2%), while 18(32.7%) of the respondents disagreed with the statement. The respondents also agreed with statement I can analyze facts objectively using desired software 43 (78.1) and only 12 (21.7%) disagreed. More



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than half 35(63.5%) of the respondents disagreed that I can find and evaluate online information effectively and just 20(36.4%) agreed to the statement. This then implies that the respondents possessed good digital literacy competence needed for their daily activities in the library.

RQ2: What is the level of use of the social media among librarians in the selected public universities in Ogun State?

Table 3: Level of Use of the Social Media

S/N	Level of Use	RU	NU	U	HU
1.	Facebook	12(21.8%)	14(25.4%)	6(10.9%)	23(41.8%)
2.	Google+	18(32.7%)	23(41.8%)	4(7.2%)	10(18.1%)
3.	Twitter	2(3.6%)	18(32.7%)	10(18.1%)	25(45.4%)
4.	LinkedIn	23(41.8%)	18(32.7%)	10(18.1%)	4(7.2%)
5.	YouTube	12(21.8%)	6(10.9%)	14(25.4%)	23(41.8%)

Table 3 above revealed that majority of the respondents utilized Twitter, followed by Facebook and YouTube at high level while Google+ and LinkedIn were not used at all in the sampled university libraries. This infers that Twitter, Facebook and YouTube were the most highly utilized by the respondents in the library.

RQ3: What are the challenges faced by librarians in the selected public universities in using social media tools?

Table 4: Challenges Respondents faced in Social Media

S/N	Challenges	SD	D	A	SA
1	Most times I don't have access to the internet facilities.	23(41.8%)	14(25.4%)	6(10.9%)	12(21.8%)
2	The network does not always work.	25(45.4%)	18(32.7%)	10(18.1%)	2(3.6%)
3	Most of the clientele are computer illiterate.	23(41.8%)	18(32.7%)	10(18.1%)	4(7.2%)
4	I am not computer literate.	12(21.8%)	23(41.8%)	14(25.4%)	6(10.9%)
5	I do not possess digital literacy skills.	2(3.6%)	18(32.7%)	10(18.1%)	25(45.4%)

Table 4 established that there are numerous challenged encountered by the respondents in the use of social media in the respective libraries, some of which are lack of computer literate, poor network and Internet connectivity as well as access to Internet facilities as indicated in the above table.

Discussion of the Findings

The discussion of the findings was structured base on the research questions. The first research question examined the digital literacy competence possessed by librarians in the selected public universities in Ogun State, Nigeria reported the librarian possessed good digital literacy competence. This finding corroborates Okeji, et al. (2020) and Sambo, Imran and Akanbi



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(2022) reported in their studies that librarians in private university libraries in Anambra State possesses digital literacy competence as well as Nigerian certified librarians respectively. In contrast however, Emiri (2017) and Chukwueke and Idris (2023) confirmed in their study that digital literacy competence of librarians in Taraba, Edo and Delta State is generally low.

The second research question which was on the level of use of the social media among librarians in the selected public universities in Ogun State Nigeria and found that Twitter is highly utilized level followed by Facebook and YouTube. The above findings were supported by Quadri and Idowu (2016), Okoroma (2017), Olajide, Otunla and Omotayo (2017) and Omini and Osuolale (2019) who all reported that social media tools are used in the library especially Facebook, Blog, Twitter, and others. In contrary to the above findings, Okuonghae (2017) and Ukachi (2017) submitted that librarians in South-South and other geo-political zone recorded low usage of the social media in the library.

The third research question investigated the challenges faced by librarians in the use of social media in the selected public universities in Ogun State and revealed that poor computer literate, lack of digital competence, access to internet facilities and poor network connectivity were identified hiccups to the use of social media by librarians in sampled institutions in Ogun State, Nigeria. The findings corroborated that by Quadri and Idowu (2016), Okoroma (2017), Ukachi (2017), Okuonghae (2017), Omini and Osuolale (2019) and Akiola, Zubairu and Hamzat (2022) who all noted that the above reported challenged were faced by librarians in using social media tools in the library.

Furthermore, Ogedengbe and Quadri (2020) reported that challenges like cyber-bullying, lack of privacy, time wasting, addiction, distractions were some of the listed hiccups faced by librarians especially when using social media tools in the library. It is evident from the above literature that there is no doubt there are problems librarians encountered in using social media tools in the library, it is expected that library management should proffer lasting solution to the problems listed for effective utilization of social media in the library.

Conclusion

This study concludes that librarians possessed good digital literacy competence which in turn leads to effective use of social media. The social media such as Twitter, Facebook and YouTube were the most highly utilised by the librarians in the library. The librarians also admitted to the problem like lack of computer literate, poor network and Internet connectivity as well as access to Internet facilities as hiccups faced in using social media in the library.

Recommendations

The following recommendations were made from the findings:

1. Management of university libraries should provide training to librarians so as to assist them in updating their knowledge in application of digital literacy skills for effective social media use in the library.
2. Library management should continue to mount pressure on organizational management to invest more in digital libraries services/skill development.



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3. Library management should formulate functional policy that will compulsorily train librarians and other library personnel to attend training related to digital competence in order to improve social media usage in the library.
4. Internet connectivity bandwidth should be increase so as so assist in surfing the internet to maximally utilized the social media tools.
5. Alternative to power supply like solar inverter should be provided in library in case there is power outage or failure in the library.

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