

RESEARCH ARTICLE

Influence of motivational factors on social media use by library personnel: a comparative study of public and private university libraries in southwestern Nigeria

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Abstract

The study investigated the influence of motivational factors on library personnel's social media use for service delivery: a comparative study in public and private university libraries in Southwestern, Nigeria. The participants included library Personnel and covered 42 universities (federal, state and private) in Southwestern, Nigeria. A descriptive survey design of a correlational type was employed with the population of 556 library personnel in Southwestern, Nigeria. Total enumeration technique was adopted. Questionnaire adapted from Davis (1989) and Venkatesh and Bala (2008) was the instrument used to elicit data from the respondents of which 469 copies were returned and were found usable. The findings of the study showed that the most frequently used social media in terms of mean ranking were WhatsApp ($\bar{x} = 4.40$, $\delta = 0.955$), Facebook ($\bar{x} = 37.54$, $\delta = 4.03$) and Google+ ($\bar{x} = 4.03$, $\delta = 1.139$) and majority of the respondents in all the universities used social media for communicating and interacting with users 244(52.0%) with mean score of ($\bar{x} = 3.33$, $\delta = 0.817$). Additionally, findings showed that all the indices of motivational factors such as (Perceived Usefulness $\bar{x} = 37.54$, $\delta = 11.691$, $r = 0.775$; Perceived Ease of Use $\bar{x} = 18.92$, $\delta = 6.348$, $r = 0.280$; Perceived Enjoyment $\bar{x} = 22.37$, $\delta = 7.085$, $r = 0.337$ and Computer Playfulness $\bar{x} = 29.01$, $\delta = 8.485$, $r = 0.260$; $p < 0.05$) had positive correlation with social media use. The need to implement and adopt social media tools relevant to individual universities for service delivery was suggested among others.

Keywords: Library personnel, motivational factors, service delivery, social media use, university libraries, Nigeria

Introduction

University libraries are established to support teaching, learning and research mandates of the institutions they serve. They are the hub, heart and the nerve centres of their parent institutions. They have the mandates of providing adequate, efficient, effective and quality services to the users. University libraries always offer support in terms of ensuring efficient provision of various information products and services to meet the needs of their users. The provision of quality service is very necessary because of the nature of current library users; hence, they live in a computer-generated society.

Prior to the advent of Information Communication Technologies (ICTs), libraries traditionally render their services to the users which were often times frustrating. However, with the emergence and integration of ICTs in the library environment, provision of services, library operations and activities have become somewhat easier because the advent and development of ICTs have revolutionised the traditional concept of libraries and the way things are done in libraries (Okere, 2023). This paradigm shift is as a result of the emergence of the Internet via ICTs. Thus, ICTs, information explosion and other technological innovations have led to a new era in carrying out library activities, functions and mandates among library and information professionals. Aliu, Asuquo & Mbah (2023) stressed that the introduction of Information and Communication Technology brought advancement and a solution to the shortcomings present in the previous methods of library administration and service provision. Information and Communication Technology (ICT) has become a key factor in influencing every aspect of human life and it has become a key factor in the future development of services industry such as libraries. Information and Communication refers to technologies that provide access to information through Telecommunication. It is similar to information Technology but focuses primarily on communication technologies. This includes the internet, wireless network, Cell phone, and other communication media such as computers, software, Middleware, video conferencing, social networking and other media application and services to enable users to access, retrieve, store, transmit and manipulate information in digital format. Ajafe (2014) described ICT as the application of computers and telecommunications tools and equipment used to store, retrieve, transmit, manipulate data, communicate and manage information. Enebili (2024) also sees ICT as something that encompasses a range of applications, technologies and communication that aids information retrieval, research communication and administration. It provides library personnel with opportunities to keep pace with the new trends as well as development in their profession. The need to discover new methods and techniques to organise and manage information resources led to the adoption of new technologies and innovation in libraries (Hamzat & Mabawonku, 2018). Hence, university libraries are at the forefront in the use of ICT in Nigeria which has helped in redefining, enhancing, storing, retrieval of information and service delivery. Okere (2023) similarly stressed that the advent of ICTs have revolutionized the traditional concept of libraries and the way things are done in libraries and as a result, the use of ICTs have redesigned their services in such a way that users can be reached without restrictions by any geographical boundaries. Consequent upon the provision of effective service delivery, most university libraries began to integrate ICTs in various library operations and services of librarians. The Internet as one of the Fourth Industrial Revolutions (4IRs) has helped in enabling library personnel and users to network socially and interact regardless of geographical location.

Thus, social media is one of the prominent results of the Internet. Corroborating with the above assertion, Aliu, Asuquo & Mbah (2023) stated that social media usage for library services delivery is supposedly an offshoot of ICT which is widespread among students and teachers in the academic community, who use it to disseminate pertinent information. Dollarbide (2024) describes social media as a computer-based technology that facilitates the sharing of ideas, thoughts and information through virtual networks and communities. Kaplan & Haenlain (2010) also viewed social media as a group of Internet-based applications that are built on the ideological and technological foundations of Web 2.0, which allow the creation and exchange of user generated content. Similarly, Kapoor, Tamilmani, Rana, Patil, Dwivedi, & Nerur (2017) described social media as a set of information technologies which facilitate interactions, collaboration, and interactive participation, sharing of information and networking. Machado (2020) stated that social media are websites built to interact and to share information and knowledge among users. There are different types of social media tools. Some of the tools include Facebook, WhatsApp, Twitter, Instagram, YouTube, LinkedIn and Myspace among others. Social media tools are very essential for communication, information and knowledge sharing. In the same line of thought, Olajide & Alao (2016) stated that social media tools are very useful to library personnel in the university libraries

as a result of their capabilities of facilitating effectiveness in service delivery. Social media is becoming an indispensable tool used in libraries for improving services. Uwandu & Osuji (2022) citing Awurdi (2019) submitted that 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.

The review of literature shows that there are certain fundamental motives of social media presence in the library environment. Some of the motives include facilitating efficient service delivery, enhancing effective communication, interaction, sharing of information and knowledge, promoting and marketing of library information products and services, fund raising and announcements (Prabhakar, Manjula & Rani, 2017); improve interactions between users and library personnel, facilitate communication and feedback loop, create an information sharing culture; facilitate ambience library environment and also empower users to participate and contribute actively in library development (Jotham, 2013). Therefore, library personnel particularly from university libraries in Nigeria are expected to integrate social media tools of their choices to enhance their service delivery. However, regardless of the benefits associated with the use of social media in library environment for service delivery, it has been observed that the frequency of use of these tools remains very low by library personnel in universities in Nigeria particularly Southwestern, Nigeria due to certain factors such as social media policy, lack of Internet facilities, low bandwidth among others (Olajide & Alao, 2016; Quadri & Idowu, 2016; Amuda & Adeyinka, 2017). Therefore, the low use of social media in the libraries by library personnel could be largely ascribed to some of the identified factors such as motivational factors. Motivational factors are those factors that could encourage, drive and direct library personnel to use social media for service delivery in the library and university environment. Motivation is one of the secrets to performance and one of the most important factors affecting human behaviour (Howard, Marshal & Swatman, 2010).

Motivation is categorised into intrinsic and extrinsic motivation. Intrinsic motivation is the performance of activities because of the inherent satisfaction the individual derives from performing such activities (Ryan & Deci, 2008; Din Bandhu et al, 2024). Extrinsic motivation on the other hand refers to performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself that is instrumental in nature (Legauli, 2016). Therefore, both intrinsic and extrinsic motivation could be said to have an influence on the use of a new information technology such as social media by library personnel in universities. Some of the identified motivational factors include Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Perceived Enjoyment (PE) and Computer Playfulness (CP). Perceived Usefulness is the extent to which individuals believe that using a particular system would enhance their job performances (Venkatesh, Moris, Davis & Davis 2003; Elkaseh, Wong & Fund, 2016). PU therefore, is the library personnel's perception of the expected benefits of social media use to be able to help them attain gains and enhance their job performance. Perceived Ease of Use (PEOU) in this context refers to the degree to which library personnel believe that using social media technology would be free of effort and easy to understand. Perceived Enjoyment is the extent to which the service or activity offered by social media is perceived to be pleasurable and fun, apart from the consequences that could emerge as a result of using the system. In other words, if library personnel found social media tools enjoyable, it could directly determine the use of the information system. Computer Playfulness is another motivational factor that could determine social media use by library personnel in universities. Computer Playfulness is termed as library personnel's tendency and propensity to effectively interact freely, intensively, openly, and creatively with computers without bias (Jia & Jia, 2012). Therefore, motivational factors depict prospective factors that could influence library personnel to use social media tools. Moreover, there is a gap in the literature on widespread studies stating the effect of the identified motivational factors by library personnel in Nigerian universities. This study bridges this gap and offers appreciated understanding into the effect of motivational factors on the use of social media for service delivery by library personnel in universities in

Southwestern Nigeria. Therefore, the study specifically sought to: ascertain the types and frequency of use of social media tools for service delivery by library personnel in universities in Southwestern Nigeria; find out the purposes of social media use for service delivery by library personnel in universities in Southwestern Nigeria; identify the motivational factors of social media use by library personnel in universities in Southwestern Nigeria; determine the relationships between motivational factors and social media use for service delivery by library personnel in universities in Southwestern Nigeria; and identify the challenges to the use of social media for service delivery by library personnel in universities in Southwestern Nigeria. In addition, the study provided answers to the following research questions: What are the types and frequency of social media tools used for service delivery by library personnel in universities in Southwestern Nigeria? For what purposes do library personnel use social media in universities in Southwestern Nigeria? What are the motivational factors of social media use by library personnel in universities in Southwestern Nigeria? What are the challenges to the use of social media for service delivery by library personnel in universities in Southwestern Nigeria? Hence, a null hypothesis (Ho1) was developed and tested at 0.05 level of significance. The null hypothesis stated that there was no significant relationship between motivational factors and social media use for service delivery by library personnel in universities in Southwestern Nigeria.

Review of Related Literature

Social media use for service delivery by library personnel

The emergence and advancement of ICTs brought about a transformation in academic libraries' operations and the way services are being rendered to users. This development, therefore, facilitates and expedites library personnel's relevance to be able to compete globally in the current information age. As a result, library personnel are expected to acquire new skills and knowledge on the application and use of technologies to enable them to provide round the clock library services to their diverse users. One of these trends is the use of social media tools for service delivery such as disseminating and marketing of information products and services to users. Social media according to Oladipo (2024) is shifting individuals to a new period of global interactions and communication, freedom of expression and information access that exceeds their traditional boundaries and barricades. In general, social media can be seen as online tools for the interaction, communication, collaboration, and creating and sharing of various types of digital contents. It has penetrated into every aspect of people's lives. The use of social media has tripled between 2010 and 2023 with over 970 million in 2010 and over 4.95 billion users in October, 2023 (Statista.com, 2023). Al-Barkri & Kisswani (2014) opined that social media is a means of interactions which creates, shares, and/or exchanges information and ideas in virtual communities and networks. In recent past, social media was not seen by some individuals to have any form of relevance for use in a professional context specifically by library personnel, however, in recent times, there seems to be a kind of radical change in approach and behaviour of libraries worldwide towards social media. There are a number of empirical studies on the importance and usefulness of social media in university libraries. For instance, prior study conducted by Priolkar & Kumbhar (2015) on the use of social media sites by library professionals in India reported that library professionals primarily used Facebook in disseminating information to users. Similarly, Amuda & Adeyinka (2017) also carried out a study on the application of social media for innovative library services in universities in Southwestern Nigeria. The study revealed that social media such as Facebook, Twitter, Blog, YouTube, LinkedIn, Delicious, Myspace and Flickr are being used for library services delivery. In addition, Quadri & Idowu (2016) investigated social media use for information dissemination on 82 librarians in three selected federal university libraries in Southwestern Nigeria. The study reported that there was a high

level of awareness of social media tools like Facebook, Google+, Twitter, LinkedIn, and Academia.edu. However, the study also established that Facebook, Google+, and Twitter were mostly used for disseminating information. More review of the literature showed that a wide range of social media tools had been implemented in academic libraries around the world. Monagle & Finnegan (2018) investigated on the application of social media among some new information professionals in the United Kingdom and Ireland. Their result revealed that the respondents used Twitter, Facebook, Google+ and LinkedIn for library service delivery. Weerasinghe & Hindagolla (2018) from Sri Lanka submitted that the use of Facebook was very high with 90% of the respondents' usage for dissemination of information while LinkedIn was used at moderate level with 55% of the respondents that claimed its usage. In addition, Khasheli & Siddiqui (2022) studied on librarians' use of social media in Pakistan and as well noted that Facebook, YouTube and WhatsApp were the most frequently and highly used by the participants of their study. On the contrary, a study was carried out by Kabir & Efe (2022) in Nigeria on social media applications in a Northern university library environment and it was reported that Facebook - 95.1%, WhatsApp-94.1% Twitter 85.3% and Google+ - 83.3% were very highly used by library personnel in the study area for information dissemination.

Motivational factors and library personnel's use of social media

The capacity and ability of library personnel to offer efficient services with a high level of quality will enable them to be in a vantage position in the new trend of the information age. It is, therefore, imperative for library personnel to be motivated for quality service delivery. To improve the understanding of library personnel's motivations, universities and libraries' management are stimulated to recognise the nitty-gritty of motivational factors of library personnel of social media use. Pincus (2023) refer motivation as an individual level, unobservable state of striving which drives and directs goal pursuit behaviour toward need fulfillment. It is also a procedure that portray an individual's intensity, direction and persistence towards the accomplishment of a particular goal. Motivation according to Din Bandhu et al (2024) is the art of getting people to do what you want them to do because they want to do it, which explicates that motivation may be used as an agent to getting one's tasks accomplished by encouraging people without them knowing. They further opined that motivation represents the yearning to accomplish a task, paired with the enthusiasm and determination to see it through. It acts as the driving force that propels an individual to take proactive steps and reach their goals. Motivation can be positive, that is, it can inspire a person to take positive actions and make positive changes, or negative, which means it can cause an individual to take negative actions or make negative change that would hinder effectiveness. In the same vein, Kendra & Amy (2023) described motivation as the process that initiates, guides, and maintains goal-oriented behaviors and causes individuals to act in a way that gets them closer to their goals. Hence, any influence that triggers, directs and maintains individuals' attitude and behaviour could be regarded as motivation. Therefore, understanding the factors that motivate library personnel to render effective service delivery becomes necessary. One of the most renowned applications of motivation research to information system use is the Technology Acceptance Model (TAM). TAM was originally developed by Davis (1989) from research on user acceptance of computer technology through Theory of Reasoned Action (TRA) developed by Fishbein & Ajzein (1975) which was later upgraded to TAM 3 by Venkatesh & Bala (2008). Based on this model, technology use is directly determined by a behavioural intention to use an information system and this intention is determined by attitudes of the user toward the technology. Explicitly, the intention is determined by motivational factors such as the perceived usefulness of the technology (usefulness of the information technology for the attainment of objectives) and perceived ease of use (the usability of the technology). Previous studies such as Akinde & Adetinmirin (2012) Weng, Yang, Ho & Su (2018), Annisa, Widayanto & Nugraha (2023)

proposed that adequate prediction of user acceptance and use of information technology depend largely on Perceived Usefulness of such information system. This implies that the extent of any new information system use depends on its usefulness. Other motivational factors that could influence the use of a new information system such as social media by library personnel are Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness. Previous study carried out by Mubuke, Ogenmungu, Mayoka, Masaba & Andrew (2017) on the impact of Perceived Enjoyment on the intention to use M-learning in university environment basically from Makerere University and Kampala University in Uganda indicated that Perceived Enjoyment showed a significant impact on the intention to use M-learning. Wicaksono & Maharani (2020) examined on the effect of perceived usefulness and perceived ease of use on the technology acceptance model to use online travel agency in Indonesia and reported that Perceived Usefulness (PU) and Perceived Ease of Use (PEU) are factors that can affect Behavioural Intention (BI) in the Technology Acceptance Model (TAM). The result of their study revealed that there was a significant effect of PU and PEU on BI with a value of $F = 95.483$, $R^2 = 0.713$, and $p = 0.000 < 0.05$. Likewise, Aulia & Marsasi (2024) carried out a study on task-technology fit, perceived usefulness, and Perceived Ease of Use on users' attitudes toward video conferencing applications, as well as their impact on perceived impact on learning. The results of the analysis showed that there was a significant positive correlation between Task-Technology Fit and Perceived Usefulness, as well as Task-Technology Fit and Perceived Ease of Use. In addition, a significant positive relationship was reported to be between Perceived Ease of Use and Perceived Usefulness. Moreover, Perceived Usefulness and Perceived Ease of Use have a positive impact on users' attitudes toward video conferencing applications. Seemingly, user attitude correspondingly has an established positive influence on the perceived impact on learning. Computer Playfulness on the other hand is seen as the desire for using computers for fun rather than specifically for positive outcomes associated in using any information system which basically involves exploration and discovery (Venkatesh, 2000). Prior research has found Computer Playfulness to be significantly related to actual use behaviour of information system use (Hackbarth, Grover & Yi, 2003). This implies that library personnel who use it for fun are more likely to take it too lightly the difficulty associated with the use of the information system because they simply enjoy the process, and thus, they do not perceive it as being complex compared to those who are less playful. Therefore, the current study focuses on the influence of motivational factors on social media use by library personnel in private and public universities in Southwestern Nigeria, a comparative study.

Theoretical Framework

The study is anchored Motivational Model of Computer Usage proposed by Davis, Bagozi and Warshaw (1992) and also on Media Richness Theory (MRT) propounded by Daft and Lengel (1983). Motivational Model of Computer Usage proposed that individuals' intention to use new technology is influenced by how they perceive the technology to be useful in improving their job performance and their behaviour is basically on both intrinsic and extrinsic motivation. However, Media Richness Theory centered on the affluence and the richness of the media and its ability to transfer or convey understanding to additional person without loss or misrepresentation of such information. The basis of the MRT for this study was grounded on its relevance to the application of different methods of delivering services by librarians to their potential users. This study emphasizes on the audience and the medium through which librarians transfer information to their users without damage or extortion.

Methodology

The study adopted a descriptive survey research design of the correlational type and 42 universities in Southwestern geo-political zone of Nigeria (federal, state and private) participated in the study. The population of the study was 556 comprising all the library personnel in the areas of study. Hence, total enumeration was adopted to cover all the 556 library personnel to ensure a robust participation. The questionnaire, tagged “Motivational Factors on social Media Use (MFSM)” was the instrument used for this study. The questionnaire on Technology Acceptance Models as developed by Davis (1989) and Venkatesh and Bala (2008) was adapted with minor modifications. Out of the 556 copies administered, 469 copies representing 84.3% were returned and this was done with the aid of three (3) trained research assistants. The data collected were collated and analysed using descriptive statistics of frequency counts, percentages, mean and standard deviation for the research questions while the Pearson Product Moment Correlation method was used to test the hypothesis.

Results

Table 1: Demographic Information of the respondents in universities in Southwestern Nigeria

Background Information	Categories	Aggregate (N=469)		Federal Universities (n=172)		State Universities (n=113)		Private Universities (n=184)	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Religion	Christianity	398	84.9	146	84.9	95	84.1	157	85.3
	Islam	71	15.1	26	15.1	18	15.9	27	14.7
Gender	Male	243	51.8	87	50.6	69	61.1	87	47.3
	Female	226	48.2	85	49.4	44	38.9	97	52.7
Marital status	Married	375	80.0	143	83.1	105	92.9	127	69.0
	Single	89	19.0	26	15.1	8	7.1	55	19.0
	Separated	2	0.4	1	0.6	0	0.0	1	0.4
	Widowed	3	0.6	2	1.2	0	0.0	1	0.6
Age range	20 – 30	64	13.6	13	7.6	7	6.2	44	13.6
	31 – 40	162	38.8	54	31.4	34	30.1	94	51.1
	41 – 50	144	30.7	66	38.4	41	36.3	37	20.1
	51 – 60	69	14.7	35	20.3	28	24.8	6	3.3
	61- 70	10	2.1	4	2.3	3	2.7	3	1.0
Educational Qualification	Doctoral degree	34	7.2	22	12.8	4	3.5	8	4.3
	MLS	193	41.2	68	39.5	50	44.2	75	40.8
	M.Phil.	10	2.1	2	1.2	3	2.7	5	2.7
	BLS	106	22.6	40	23.3	15	13.3	51	27.7
	Diploma in LIS	90	19.2	29	16.9	36	31.9	25	13.6
	Others	36	7.7	11	6.4	5	4.4	20	10.9
Current designation	Librarian	238	50.7	79	45.9	63	55.8	96	52.2
	Library Officer	231	49.3	93	54.1	50	44.2	88	47.8
Length of working experience	1 – 4 years	118	25.2	27	15.7	16	14.2	75	40.8
	5 – 8 years	125	26.7	50	29.1	21	18.6	54	29.3
	9 – 12 years	96	20.5	41	23.8	21	18.6	34	18.5
	13 years and above	130	27.7	54	31.4	55	48.6	21	11.4
Computer use experience	1 – 4 years	95	20.3	27	15.7	26	23.0		22.8
	5 – 8 years	127	27.1	60	34.9	12	10.6	42	29.9
	9 – 12 years	103	22.0	36	20.9	32	28.3	55	19.0
	13 years and above	144	30.6	49	28.5	42	38.1	35	28.3
								52	

In terms of demographic information in Table 1, majority of the respondents as revealed were males 243(51.8%) compared with their female counterparts 226(48.2%). However, there were more female respondents 97(52.7%) in private universities than their male counterparts 87(47.3%). In terms of age, the highest number of respondents was found in the age bracket of 31-40 years 162(38.8%). Public universities had majority of their respondents within the age bracket of 41-50 years while private universities had 94(51.1%) within the age of 31-40 years. On marital status, it was indicated that 375(80.0%) were married, 89(19.0%) single while the remaining 5(1.0%) were either separated or widowed. The result indicated that among 89 respondents who were single, 55 of them were from private universities 34 from public universities. In terms of level education of the respondents, the result revealed that majority had had MLIS certificate, 106(22.6%) had BLIS while only 10(2.1%) of the respondents had M.Phil, 34(7.2%) of the respondents had doctoral degree. On years of length of work experience, result showed that 118(25.2%) of library personnel had 1-4 years of experience (federal 27, 15.7%; state: 16, 14.2%; private 75, 40.8%); 125(26.7%) had between 5-8 years of experience; 96(20.5%) had work experience between 9-12 years while 130(27.7) had 13 years and above work experience. Hence majority 75 (40.8%) of library personnel in private universities was between 1-4 years. Result on computer use experience of the respondents revealed that majority of the respondents 144(30.7%) have been using computer for 13 years followed by 127(27.1%) respondents who indicated that they had computer use experience of 5 to 8 years. While 103(22.0%) of the respondents indicated that they had computer use experience of 9-12 years. majority of the respondents in private universities 55(29.9%) had computer use experience between 5-8 years, 52(28.3%) indicated computer use experience of above 13 years, 42(22.8%) had computer use experience between 1-4 years while only 35 (19.0%) of the respondents had computer use experience ranging between 9- 12 years.

Table 2: Summary of questionnaire response rate of the respondents in federal, state and private universities

	No of copies administered	No of copies returned	Response rate
Federal University	204	172	84.3
State University	130	113	86.9
Private University	222	184	82.9
Overall	556	469	84.3%

Research question one: What are the types and frequency of social media tools used for service delivery by library personnel in universities in Southwestern Nigeria?

The result of the research question one is presented in Table 3.

Result on types and frequency of use of social media tools by library personnel in federal and state universities in Table 2 revealed that information sharing sites such as WhatsApp (Federal: \bar{x} =3.20, State: \bar{x} =3.61), Facebook (Federal: \bar{x} =3.19; State: \bar{x} =3.31) and Google+ (Federal: \bar{x} = 2.88, State: \bar{x} =3.12) were tools mostly used by the respondents. However, in private universities, Facebook (\bar{x} =3.60), MySpace (\bar{x} =3.23) and WhatsApp (\bar{x} =3.18) were information sharing sites most frequently used by library personnel for service delivery. Similarly, social media tools such as media sharing sites like Instagram (\bar{x} =2.64) and You Tube (\bar{x} = 2.54) were moderately used by library personnel in federal universities. In state universities, You Tube (\bar{x} = 3.29) and Flickr (\bar{x} = 2.82) were types of media sharing sites being used by library personnel while Instagram (\bar{x} = 3.00) and Pinterest (\bar{x} = 2.84) were the media sharing tools being used for service delivery by library Personnel in private universities. The use of media sharing sites such as Weblogs/microblogging such as twitter (\bar{x} =3.40) and LinkedIn (\bar{x} =2.94) were also moderately used by library personnel.

On the other hand, social media tools such as RSS feed ($\bar{x}=2.42$), Google reader ($\bar{x}=2.81$) Vodcast (2.30) were not significantly used by library personnel as reflected in the mean scores recorded for content delivery. In addition, bookmarking/tagging also recorded low mean scores in private universities but highest in state universities which showed that such tools were hardly used by library personnel in federal and private universities in Southwestern Nigeria.

Table 3: Mean and standard deviation scores of types and frequency of social media use by library personnel in universities in Southwestern Nigeria

Items	Federal		State		Private	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Information sharing sites:						
Facebook	3.19	1.137	3.31	0.463	3.60	0.49
Google +	2.88	0.828	3.12	0.487	2.57	1.05
MySpace	2.68	0.754	2.48	0.502	3.23	0.86
QQ	2.17	0.760	1.43	0.497	2.05	0.71
Ozone	2.10	0.780	1.44	0.499	3.02	0.81
WeChat	2.12	0.658	2.39	0.603	2.10	0.75
WhatsApp	3.20	0.565	3.61	0.490	3.18	0.86
Blackberry Messenger	2.51	0.736	1.91	0.463	2.85	0.95
Media sharing sites						
YouTube	2.64	0.689	3.29	0.463	2.62	0.13
Flickr	2.53	0.763	2.82	0.525	2.53	0.09
Instagram	2.55	0.863	2.41	0.362	3.00	0.85
Pinterest	2.08	0.893	2.68	0.567	2.84	0.83
Slide Share	2.22	0.792	1.79	0.412	2.71	0.91
Social bookmarking/Tagging						
Delicious	2.47	0.735	3.59	0.494	2.16	0.82
Diigo	2.57	0.825	3.76	0.432	2.12	0.77
Content Aggregation sites/awareness site						
StumbleUpon	2.52	0.743	1.83	0.381	2.43	0.95
Reddit	2.48	1.077	1.38	0.496	2.54	0.00
Weblogs/Microblogging						
Blogs	3.21	0.736	2.60	0.49	2.81	0.63
LinkedIn	3.05	0.842	2.57	1.05	2.66	0.62
Patient Like Me	2.51	0.707	2.85	0.95	2.78	0.76
Tumblr	2.49	0.734	2.05	0.71	3.06	0.64
Twitter	2.43	0.594	3.02	0.81	2.96	0.84
Content Delivery						
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
RSS feed	2.22	0.747	3.19	0.75	2.76	0.86
Google reader	2.42	0.785	3.08	0.86	2.79	0.81
Feed reader	2.40	0.492	3.23	0.86	2.65	0.80
Vodcast	2.31	0.499	2.83	0.99	2.73	0.80
Podcasts	2.09	0.502	2.62	1.13	2.89	0.73
Arithmetic mean	68.04	20.24	71.28	16.74	73.64	22.32
Weighted mean	2.52	0.75	2.64	0.62	2.73	0.83

More so, in Table 3, result of the frequency of social media use by library personnel in universities in Southwestern Nigeria revealed that the most frequently used social media in terms of mean ranking were WhatsApp ($\bar{x} = 4.40, \delta = 0.955$), Facebook ($\bar{x} = 37.54, \delta = 4.03$) and Google+ ($\bar{x} = 4.03, \delta = 1.139$). It could be noted that these three most frequently used social media by library personnel in universities in Southwestern Nigeria are all categorised under information sharing sites. The frequency of use of media sharing sites such as

Instagram $\bar{x} = 37.54$, $\delta = 11.691$ and You Tube were moderately used. However, social media platforms such as QQ ($x = 2.33$, $\delta = 0.41$) Ozone ($x = 2.06$, $\delta = 0.24$) and WeChat ($x = 3.23$, $\delta = 00.41$) were not significantly used in all the types of university libraries (federal, state and private) for service delivery probably because they are not popular in the country at the moment.

Research question 2: For what purposes do library personnel use social media in universities in Southwestern Nigeria?

The result is presented in Table 4.

Table 4: Summary of Mean and Standard Deviation scores on purpose of use of social media by library personnel according to type of universities

Items	Federal		State		Private	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Purposes of use: I use social media for:						
sharing of information and knowledge to users	2.73	0.80	2.88	0.83	3.51	0.707
promoting and marketing of library information products and services	2.89	0.73	2.83	0.63	3.55	0.734
communicating and interacting with users	2.97	0.67	2.71	0.65	3.55	0.594
advertising library's new collections and acquisition	2.95	0.65	2.79	0.69	3.56	0.747
alerting users on the upcoming events in the library	2.95	0.72	3.10	0.62	3.42	0.785
provision of alert services such as new additions	3.04	0.73	3.18	0.62	3.40	0.492
reservation and cancelling of documents online	3.27	0.86	3.09	0.57	3.44	0.499
granting request for renewal of loan services	3.17	1.28	2.99	0.65	3.49	0.502
posting of overdue details and notices	3.42	0.93	2.93	0.82	3.31	0.463
sending article alert service	3.50	0.94	2.88	0.83	3.62	0.487
advertising library's new collections and acquisitions	3.55	0.93	2.83	0.63	3.48	0.502
user education services/virtual library tour	3.18	0.98	2.71	0.65	3.43	0.497
exhibition of library materials and new acquired materials	3.64	0.76	2.79	0.69	3.44	0.499
inter library loan service	3.50	1.07	3.10	0.62	3.39	0.603
Advertising of new arrivals	3.51	1.03	3.17	0.62	3.61	0.490
uploading of videos and pictures for users	3.35	1.15	3.09	0.57	3.69	0.463
reference services (answering users' queries, SDI/CAS, Document Delivery)	2.86	1.50	2.99	0.65	3.82	0.525
library outreach services	3.10	1.47	2.93	0.82	3.85	0.362
collaborative delivery of services with colleagues	2.96	1.57	2.88	0.83	3.68	0.567
keeping track with professional current trends	3.06	1.72	2.83	0.63	3.79	0.412
alerting users about the availability of booked materials	3.18	1.63	2.71	0.65	3.59	0.494
uploading videos and pictures for users	3.12	1.55	2.79	0.69	3.76	0.432
personal purposes	3.15	1.56	3.10	0.62	3.78	0.381
entertainment and for escapism	2.41	1.01	3.08	0.62	3.38	0.226
I use social media because it is very much applicable to my services to users	2.47	1.04	3.08	0.57	3.78	0.381

The result in Table 4 indicated that the three main purposes for which library personnel in federal universities used social media were for exhibition of library materials and new acquired materials ($\bar{x} = 3.64$, $\delta = 0.76$), advertising library's new collections and acquisitions ($\bar{x} = 3.55$, $\delta = 0.93$) and advertising of new arrivals ($\bar{x} = 3.51$, $\delta = 1.03$) respectively. In state universities, library personnel used social media for provision of alert services such as new additions ($\bar{x} = 3.18$, $\delta = 0.62$), advertising of new arrivals ($\bar{x} = 3.17$, $\delta = 0.62$) and alerting users on the upcoming events in the library ($\bar{x} = 3.10$, $\delta = 0.62$) in that order. Similarly, library personnel in private universities used social media for library outreach services ($\bar{x} = 3.85$, $\delta = 0.36$), reference services (answering users' queries, SDI/CAS, Document Delivery) ($\bar{x} = 3.82$, $\delta = 0.53$) and for keeping track with professional current trends ($\bar{x} = 3.79$, $\delta = 0.41$).

Research question 3: What are the motivational factors of social media use by library personnel in universities in Southwestern Nigeria?

The result is presented in Table 5.

Table 5: Summary of Mean and Standard Deviation scores of motivational factors of social media use by library personnel

Items	Federal		State		Private	
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
Perceived Usefulness						
I find social media tools more useful in rendering services than the traditional ways of rendering services to users	3.47	1.077	2.88	0.657	3.12	0.830
It is comparatively cheaper to use social media platform than the traditional ways of rendering services	3.21	0.736	3.37	0.567	3.53	0.630
Using social media enables me to accomplish my job tasks more quickly	3.05	0.842	2.71	0.412	3.37	0.650
Using social media have the potentials of improving my job performance	3.02	0.707	3.18	0.494	2.79	0.690
Using social media enhances my effectiveness when communicating with users	3.10	0.734	3.51	0.432	3.10	0.620
I am not sure if using social media will increase my job productivity	2.50	0.594	3.26	0.381	3.18	0.620
Social media is not useful to me in terms of service delivery	1.32	0.747	3.36	0.622	3.09	0.570
Social media helps me to carry out my online service delivery more effectively	3.14	0.785	3.25	0.381	2.99	0.650
Social media use could improve the quality of work that I do	3.20	0.492	3.69	0.362	2.93	0.820
My job would be more difficult to perform with social media	3.13	0.499	3.37	0.567	2.88	0.830
Social media is useful for my communication and knowledge sharing with colleagues and users	3.48	0.502	3.57	0.412	2.83	0.630
Social media addresses my job-related needs for effective and efficient service delivery	3.30	0.463	3.18	0.494	2.71	0.650
Overall, I find social media useful for my work	3.62	0.487	3.51	0.432	2.79	0.690
	39.54	8.665	42.84	6.213	39.31	8.88
Perceived Ease of Use						
Interaction with social media is very easy	3.43	0.497	2.62	1.134	2.60	0.492
It is easy for me to become more skillful at using social media for my work activities	3.44	0.499	2.53	1.089	2.57	0.046
Use of social media tools requires a lot of mental effort	3.39	0.603	3.00	0.848	2.85	0.949
Social media use does not allow me to make the best use of my time	3.61	0.490	2.84	0.828	3.05	0.706
It is not easy for me to get social media tools that is compatible to do what I want to do	3.69	0.463	2.71	0.909	3.02	0.808
I find it easy using social media to obtain information and to deliver information to users	3.82	0.525	2.81	0.801	3.19	0.746
Over all, I find social media easy to use	3.48	1.077	3.16	0.819	3.08	0.861
	24.86	4.154	19.67	6.428	20.36	4.608
Perceived Enjoyment						
The use of social media is enjoyable	3.05	0.842	3.09	0.672	3.23	0.858
It is very pleasant to use social media in the library environment	3.51	0.707	2.43	0.949	2.83	0.995
Social media is exciting to use	3.55	0.734	2.54	0.997	2.62	0.134
The use of social media for my work makes me happy	3.55	0.594	2.83	0.827	2.53	0.089
Social media use is boring to my work	3.56	0.747	2.81	0.628	1.73	0.883

Use of social media is very frustrating in my work	3.42	0.785	2.66	0.618	3.27	0.857
Use of social media is pleasurable to my work	3.40	0.492	2.78	0.757	3.17	0.283
Over all, using social media for my work is wise	3.44	0.499	3.06	0.636	3.42	0.933
	27.48	5.40	22.20	6.084	22.8	5.032
Computer Playfulness						
Social media use stimulates my curiosity	3.31	0.463	2.80	0.855	3.50	0.940
Using social media leads to my exploration	3.62	0.487	2.76	0.857	3.55	0.933
Use of social media gives me enjoyment in my work	3.48	0.502	2.79	0.812	3.18	0.983
Use of social media makes me to be creative and flexible	3.43	0.497	2.65	0.799	3.64	0.755
Use of social media does not allow me to be original	2.44	0.499	2.73	0.802	2.96	0.837
Social media use makes me feel unimaginative	1.39	0.603	2.89	0.729	3.12	0.768
Social media use does not make my work boring	3.21	0.490	2.97	0.671	3.14	0.896
Social media use arouses my inventiveness in my work activities	3.09	0.463	2.95	0.648	2.983	0.031
Social media use makes me feel swift in answering queries	2.12	0.525	2.95	0.721	2.825	0.803
using social media makes me feel efficient	3.48	1.077	3.04	0.727	2.311	0.994
	29.57	5.606	28.53	7.621	31.209	7.94
Arithmetic mean	121.45	23.83	113.24	26.35	113.68	31.46
Weighted mean	3.20	0.63	2.98	0.69	2.99	0.83

Results in Table 5 revealed that perceived usefulness (Federal: $\bar{x} = 39.54$; State: $\bar{x} = 42.84$, Private: $\bar{x} = 39.31$); computer playfulness (Federal: $\bar{x} = 29.57$; State: $\bar{x} = 28.53$; Private: $\bar{x} = 31.21$) and perceived enjoyment (Federal: $\bar{x} = 27.48$; State: $\bar{x} = 22.20$; Private: $\bar{x} = 22.80$) were the three most motivational factors that influenced the use of social media for service delivery by personnel in all the three universities as the same trend were recorded in mean scores as shown in the Table. Further, the result based on the weighted mean indicated library personnel in federal universities had more favourable motivational factors to use social media for service delivery than their counterparts in private and state universities.

In addition, it could be noted in Table 5 that the mean scores recorded under private universities were significantly higher than those recorded in federal and state universities. However, majority of the respondents did not make use of social media for purposes such as reference services except in private universities (answering users' queries, SDI/CAS, Document Delivery), uploading of videos and pictures for users, sending article alert service as well as exhibition of library materials and newly acquired materials were ranked least in terms of mean score of responses. Library personnel in universities in Southwestern Nigeria used social media for library and information services but mainly to communicate, interact and alert users on certain aspects of library services such as acquisitions and information sharing.

Research question 4: What are the challenges to the use of social media for service delivery by library personnel in universities in Southwestern Nigeria?

The result is summarized in Table 6.

Table 6 revealed the challenges to the use of social media by library personnel in universities in Southwestern Nigeria. Specifically, it was revealed that poor Internet access 140(81.4%); absence of social media policies 110(64.0%); inadequate facilities 106(61.6%); lack of financial support 102(59.3%); low bandwidth 100(58.2%); and erratic power supply 95(55.2%) were identified as the most ranking challenges militating against the use of social media for service delivery by library personnel in federal universities in Southwestern Nigeria. In state universities, poor Internet access 98(86.7%), inadequate facilities 81(71.7%) and absence of social media policies 80 (70.8%) were the three most prominent challenges militating against the use of social media for service delivery. In private universities, the trend is the same as poor Internet access 151(82.1%),

Table 6: Challenges of social media use for service delivery by library personnel in universities in Southwestern, Nigeria

Factors	Federal University				State universities				Private universities				Aggregate		Mean	St.d		
	Agreement score		Disagreement score		Agreement score		Disagreement score		Agreement score		Disagreement score		Agreement score	Disagreement score				
	N	%	N	%	N	%	N	%	N	%	N	%						
Absence of social media policies	110	64.0	62	36.0	80	70.8	33	29.2	118	64.1	66	35.9	308	65.7	161	34.3	2.63	0.908
Inadequate financial support	102	59.3	70	40.7	75	66.4	38	33.6	114	62.0	70	38.0	291	62.1	178	37.9	2.64	1.125
Lack of management support	93	54.1	79	45.9	63	55.7	50	44.3	101	55.9	81	44.0	259	55.2	210	44.8	2.31	0.927
Poor Internet access	140	81.4	32	18.6	98	86.7	15	13.3	151	82.1	33	17.9	389	83.0	80	17.0	3.08	0.656
Inadequate facilities	106	61.6	66	38.4	81	71.7	32	28.3	118	64.1	66	35.9	305	65.1	164	34.9	2.65	1.134
Low bandwidth	100	58.2	72	41.8	77	68.2	36	31.8	109	59.2	75	40.8	286	60.9	183	39.1	2.67	0.946
Erratic power supply	95	55.2	77	44.8	78	69.0	35	31.0	107	58.1	77	41.9	280	59.7	189	40.3	2.58	0.994
Staff unwillingness to change	38	22.1	134	77.9	40	35.4	73	64.6	61	33.2	123	66.8	113	24.1	356	75.9	2.02	0.773
Lack of staff commitment and cooperation	76	44.2	96	55.8	61	54.0	52	46.0	84	45.7	100	54.3	158	33.7	311	66.3	2.18	0.773
Lack of patron demand	48	27.9	124	72.1	34	30.1	79	69.9	47	25.6	137	74.4	221	47.1	248	52.9	2.35	0.863
Lack of personal knowledge and skills	42	24.4	130	75.6	24	21.2	89	78.8	43	23.4	141	76.6	129	27.5	340	72.5	2.01	0.822
Tools are not easy to use	35	20.3	137	79.7	20	17.7	93	82.3	38	20.7	146	79.3	109	23.3	360	76.7	2.03	0.829
Tools are not useful for my work activities	72	44.2	96	55.8	61	54.0	42	46.0	84	45.7	100	54.3	93	19.8	376	80.2	1.81	0.830

inadequate facilities 118(64.1%) and absence of social media policies 118(64.1%) were pointed out as the three major challenges faced by library personnel in the use of social media tools for service delivery.

Test of Hypothesis: There is no significant relationship between motivational factors and social media use for service delivery by library personnel in universities in Southwestern Nigeria.

Correlation matrix was employed to determine the relationship between motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) and social media use for service delivery by library personnel and the result is presented in Table 7.

Table 7: Relationship between motivational factors and social media use by library personnel in universities

		Sub-Construct	\bar{x}	Δ		1	2	3	4	5
						Perceived Usefulness	Perceived Ease of Use	Perceived Enjoyment	Computer Playfulness	Social media use for service delivery
Motivational factors	1	Perceived Usefulness			Pearson Correlation	1.000	0.113	0.192	0.342	0.775
					Sig. (2-tailed)		0.015	0.000	0.000	0.013
			37.54	11.691	N	469	469	469	469	469
	2	Perceived Ease of Use			Pearson Correlation	0.113	1.000	0.045	0.202	0.280
					Sig. (2-tailed)	0.015		0.326	0.000	0.000
			18.92	6.348	N	469	469	469	469	469
	3	Perceived Enjoyment			Pearson Correlation	0.192	0.045	1.000	0.174	0.337
					Sig. (2-tailed)	0.000	0.326		0.000	0.044
			22.37	7.085	N	469	469	469	469	469
	4	Computer Playfulness			Pearson Correlation	0.342	0.202	0.174	1.000	0.260
				Sig. (2-tailed)	0.000	0.000	0.000		0.032	
		29.01	8.485	N	469	469	469	469	469	
5	Social media use for service delivery			Pearson Correlation	0.775	0.180	0.337	0.260	1.000	
		71.84	38.309	Sig. (2-tailed)	0.013	0.000	0.044	0.032		
				N	469	469	469	469	469	

Table 7 presents the relationship between motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) and social media use by library personnel in universities in Southwestern Nigeria. It could be observed from the result that all the four indices of motivational factors were found to have positive correlations with social media use (Perceived Usefulness $\bar{x} = 37.54$, $\delta = 11.691$, $r=0.775$; Perceived Ease of Use $\bar{x} = 18.92$, $\delta = 6.348$, $r = 0.280$; Perceived Enjoyment $\bar{x} = 22.37$, $\delta = 7.085$, $r = 0.337$ and Computer Playfulness $\bar{x} = 29.01$, $\delta = 8.485$, $r = 0.260$; $p < 0.05$). This result implies that Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness which are indices of motivational factors

had positive correlations and significant relationship with the use of social media for service delivery by library personnel in universities in Southwestern Nigeria.

Therefore, the hypothesis which states that there is no significant relationship between motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) and social media use for service delivery by library personnel in universities in Southwestern Nigeria is hereby rejected. In other words, a significant relationship existed between motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) and social media use for service delivery by library personnel in universities in Southwestern Nigeria. Further analysis to show a joint influence of motivational factors on social media use for service delivery by library personnel in universities in Southwestern Nigeria is presented in Table 8.

Table 8: Joint influence of motivational factors on social media use for service delivery by library personnel in universities in Southwestern Nigeria.

Source of Variation	Sum of Square	Df	Mean square	F-ratio	Sig. P
Regression	107.688	4	26.922	33.947	.000(a)
Residual	367.975	464	.793		
Total	475.663	468			
	R-square		Adjusted R-Square		Std. Error of the Estimate
	0.702		0.226		0.89053

Results in Table 8 showed a coefficient of multiple correlation ($R=0.702$ and a multiple R^2 of 0.476). This means that 47.6% of the variance on social media use for service delivery of the respondents was accounted for by all the constructs of motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) when taken together. The significance of the composite contribution was tested at $P<0.05$. The result also showed that the analysis of variance for the regression yielded F-ratio of 33.947. This implies that the joint contribution of the motivational factors (PU, PEU, PE and CP) to the dependent variable (social media use for service delivery) was significant and that the other variables not included may have accounted for the remaining variance. In addition, further analysis to show relative contribution of motivational factors to the dependent variable (social media use) is presented in Table 7b.

Result in Table 9 revealed the relative influence of the four subconstructs of motivational factors namely Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness on social media use for service delivery, expressed as beta weights, viz PU; 3.6% ($\beta=-0.036$), PEOU: 19.0% ($\beta = -.190$, PE: 42.7% ($\beta = 0.427$ and CPL: 8.9% ($\beta=0.089$) of the respondents. It could be observed that Perceived Enjoyment and Computer Playfulness had highest significant relative influence followed by Perceived Usefulness on social media use for service delivery by library personnel in universities in Southwestern Nigeria while Perceived Ease of Use had the least. Hence, all the subconstructs of motivational factors had relative influence on social media use.

Table 9: Relative influence of motivational factors on social media use

Model		Unstandardized Regression Coefficients		Standardized Regression Coefficients	T	Sig. P
		B	Std. Error (B)	Beta		
1	(Constant)	1.878	.214		8.788	.000
	PU	.038	.061	.036	.633	.527
	PEOU	.198	.059	-.190	-3.358	.001
	PE	.519	.050	.427	10.293	.000
	CPL	.093	.044	.089	2.128	.034

A Dependent Variable: Social media use

Discussion of findings

The result of the study indicated that there were different types of social media tools being used by library personnel at different levels in universities in Southwestern Nigeria. Specifically, libraries in public universities (federal and state) used information sharing sites such as WhatsApp and Google+ more frequently than their counterparts in private universities while library personnel in private universities used Facebook for information sharing more frequently for service delivery than their colleagues in federal and state universities. From this result, it is apparent that WhatsApp was the social media tool mostly used for service delivery by library personnel in universities in Southwestern Nigeria. This is probably because WhatsApp is a free instant messenger application that can be used with mobile phones and also allows users to send and receive text messages and multimedia files with ease. This agrees with the positions of Shambare (2014), Ansari & Tripathy (2017) and Smith (2018) that WhatsApp’s popularity has grown exponentially because of its ability to allow for easy messaging and communication despite the geographical location. On the contrary, the result which showed that some types of social media tools such as RSS feeds, Google reader, Vodcast and LinkedIn were not significantly used for service delivery by library personnel in universities in Southwestern Nigeria is in contrast with Anttriroiko & Savolainen (2011) that librarians can use these tools to render specialised service such as Selective Dissemination of Information (SDI) to their users. More so, the finding deviates from the claim of Makori (2012) that RSS feed was being widely used as communication tool for efficient dissemination of information which led to effective communication and information sharing among librarians and between the library personnel and the users. It is evident from the finding of this study that library personnel in universities in Southwestern Nigeria used different types of social media tools for service delivery. This is in agreement with previous studies by Ezeani & Igwesi (2012); Chu & Du (2013) and Ansari & Tripathi (2017) that social media tools can be very relevant to the library personnel for quality service delivery, online interactions, open distance learning as well as for information literacy programme. Kabir & Efe (2022) reported high percentage use of social media such as Facebook, WhatsApp, Twitter and Google+ for service delivery among the information professionals. This corroborates with Ilesanmi (2024) who investigated on virtual methods used for library service delivery among librarians in Southern Nigeria private universities and reported a high use of Facebook and WhatsApp to deliver services such as notification of new library resources arrival and Selective dissemination of information respectively. Aliu, Asuquo & Mbah (2023) investigated on Social Media use as a catalyst for service delivery in academic libraries in South-South Nigeria. The findings of the study indicated that social media platforms used by library staff for services delivery are WhatsApp, Facebook, Telegram, Twitter. However, the services rendered

by library staff using social media include current awareness services, display of new arrivals, reference service, posting of library and institution's events, overdue reminder user education, document delivery service, reservation service. Study by Khasheli & Siddiqui (2022) on librarians' use of social media in Pakistan also noted that Facebook, YouTube and WhatsApp were highly used by the participants of their study. Findings on the purpose of use of social media by library personnel revealed that a significant number of library personnel made use of social media for sharing information and knowledge to users. This was followed by communicating and interacting with users. This is in consonance with the findings of Akporhonor & Olise (2015); Amuda & Adeyinka (2017) and Oyeniran & Olajide (2019) who stated that social media sites provide various tools and applications that can enhance and improve the services of library personnel to the users as they share and exchange information. The study is also at variance with the study of Kemoraj (2013) that Foursquare, Tumblr, Vimeo, Pinterest, Instagram, and (Wikipedia were used by some of the librarians for service delivery. Okpokwasili & Adindu (2023) also reported that majority of the social media platforms were not used by library personnel for service delivery in River State University.

Based on the empirical findings and submissions in the literature, it is therefore, submitted that library personnel in universities in South western, Nigeria made use of social media tools although the level of usage still exists. This study affirms that the level of social media use by library personnel in university libraries was moderate. Findings on motivational factors of social media use by library personnel revealed that perceived usefulness, computer playfulness and perceived enjoyment were respectively the three most prominent motivational factors that could influence social media use by library personnel in both public and private universities in Southwestern Nigeria. This is in line with the studies by Weng, Yang, Ho and Su, (2018); Akinde and Adetimirin (2012) that the extent of any new information system use depends on its usefulness. The study also corroborates Wong & Haung (2015) that Perceived Enjoyment had an impact on the intention to use M-learning systems. Therefore, it's indicated that PE significantly affects intention to use learning systems via mobile devices. Further, the result of the finding established a significant positive relationship between motivational factors and social media use for service delivery by library personnel in Southwestern Nigeria. There was a significant relationship between motivational factors (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness) and social media use for service delivery by library personnel in universities in Southwestern Nigeria. All the indices of motivational factors positively and significantly correlated with the use of social media for service delivery. This implies that Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Computer Playfulness are strong influencers of social media use for service delivery by library personnel in universities in Southwestern Nigeria. In fact, both private and public universities had positive significant correlation with the use of social media. This finding agrees with Venkatesh, (2000); Venkatesh & Bala, (2008); Aulia & Marsasi (2024). This finding also corroborates with earlier studies by Hwa, Hwei & Peck (2015) and Elkaseh, Wung & Fung (2016) that Perceived Usefulness, Perceived Ease of Use and Perceived Enjoyment have positive influence on the use of information system as well as the enjoyment that could be derived from using it. It further affirms the proposition of Davis (1989) and Venkatesh, Morris, Davis & Davis (2003) that information system use is determined by two key factors: Perceived Ease of Use (PEOU) and Perceived Usefulness (PU). The result also conforms to the findings of Wamba (2014); Dumpit & Fernandez (2017) that Perceived Usefulness, Perceived Ease of Use and Computer Playfulness had a positive significant impact on social media use and adoption.

The finding of the study on challenges associated with the use of social media for service delivery revealed that the three most prominent challenges affecting the use of social media for service delivery by library personnel in universities in Southwestern Nigeria were identified as poor Internet access, inadequate facilities and absence of social media policies. This affirms the results of earlier findings by earlier researchers such as Hosseini &

Hashempour (2012); Arif & Mahmood (2012) and Mabwezara & Zinn (2016). On the other hand, the finding of this study partly disagrees with Collins & Quan-Haase (2012) and Abou-Shouk & Hewedi (2016) who identified lack of reliability of information sources, lack of skills and knowledge, uncertainty over the benefits of social media, absence of adequate infrastructure and unproductive past experiences as perceived barriers to social media use.

Conclusion and recommendations

Social media has proven to be very useful for service delivery in university libraries as library personnel and users can exchange information on the social media with high effectiveness and efficiency without stress. However, university libraries that fail to deploy social media for service delivery might find it very difficult to address user apathy as the delivered services may not be compliant with the present digital age and users may be forced to seek information from other sources. It is necessary therefore, for library personnel in Southwestern Nigeria to incorporate social media as part of the technological tools that would enhance service delivery in their respective libraries. The use of social media depends on several factors, and parts of the paramount factors are motivational factors. The study demonstrated that motivational factors such as computer use experience contributed significantly to library personnel's use of social media while perceived enjoyment, computer playfulness and perceived usefulness had significant contributions to the use of social media for library service delivery. Similarly, perceived ease of use had the least contribution to the use of social media for service delivery by personnel in universities in Southwestern Nigeria. It is concluded that motivational factors such as computer playfulness, perceived enjoyment, perceived usefulness and perceived ease of use were the significant factors of social media use for service delivery by library personnel. Thus, motivational factors are important predictors of social media use for service delivery. Based on the findings, the study therefore, recommends the following: Library personnel should endeavour to extensively use social media that they find easier to use for service delivery and should explore and integrate social media such as QQ, OzoneWEChat, Instagram, LinkedIn, YouTube, RSS Feed, Skype, Blogs and Flickr apart from WhatsApp, Facebook and Google+ which were mostly used in order to provide users with updates and timely alerts. By implication, library management should include the full use of social media into various library housekeeping functions to attract more potential users to use the available library information resources; in order to ensure that the level of social media use for service delivery by library personnel in universities in Southwestern Nigeria progresses from moderate level to high level, it is necessary that the use of social media be encouraged and incorporated into the library environment as part of the technological tools germane for service delivery. If this is done, library personnel would be able to sensitize users on the use of different types of social media that could also help them in enhancing their academic activities, receiving information and sending feedback to the library personnel for better services.

The study also recommends the implementation of social media policies backing the use of social media for service delivery in all universities in Southwestern Nigeria; Government should also as a matter of urgency ensure that facilitating conditions are made available to encourage the use of social media for service delivery by library personnel through TETFUND (Tertiary Education Trust Fund); alternative power supply such as the use of solar energy and Inverter should be made available and installed; Internet bandwidth and unlimited access to the Internet for library personnel to effectively use social media for service delivery should be improved and made available to enable library personnel to carry out their mandates and render services without exerting much effort; more importantly, university authorities and library management should ensure periodic training and retraining of library personnel on capacity building and on how to effectively use technological tools such as social media as ways of supporting the use of social media to carry out their activities and mandates. By so doing, they would be able to use different types of social media for service delivery particularly those they find more

useful and easier to operate. This will also equip library personnel in universities to be more abreast of the new trends in this digital era.

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