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Media Literacy Skills and Attitudes Towards Social Media Use in Library Services: Evidence From Two Universities in Oyo State, Nigeria

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Abstract

The study examined the correlation between media literacy competence and the attitude of utilising social media for service delivery by library staff at University of Ibadan and Dominican University. A descriptive survey research design was adopted, 70 questionnaire were administered, and 64 of them were completed and acceptable for use. Stratified sampling was utilised in choosing respondents who were directly involved in the use of social media tools to aid library services. The sample size selected is an exact representation of the entire population of ICT staff and professional librarians within the two respective universities, and thus deserves the use of stratified sampling. Questionnaire constructed by the researcher was used for data collection. Data were analysed using descriptive statistics such as mean, standard deviation, percentages and inferential statistics while, simple correlation analysis was used to establish relationships among the variables. The findings highlighted the need for media literacy competencies in the use of social media for service delivery. The study established that majority of the respondents possessed basic media literacy competencies such as the use of media gadgets and creating media content. Also, the results also indicated widespread use of social media by library staff, with Whatsapp being the most utilised, while Xwas the least favoured. The study concluded that media literacy competencies are necessary for librarians to effectively utilise social media in the provision of services. The study suggested that librarians should be trained in higher media literacy competencies to handle social media challenges and provide quality services to patrons. The study's recommendations emphasized the need for continuous professional development and training programs for librarians to enhance their media literacy skills and remain abreast of the rapidly changing digital landscape.

Keywords: *media literacy skills, librarians, university libraries, social media use, service delivery.*

1.1 Introduction

The proliferation of electronic resources and the ubiquity of social media have revolutionized the paradigm of information dissemination and deliveryof services, particularly in library and information services. In this ever changing environment, media literacy has emerged as a necessary skill for librarians, providing them with the ability to access, analyse, evaluate, and create information in various media.

Media literacy skills, if well developed, serve as a foundation for library practitioners to deal with the complexity of the digital world and use social media platforms to provide effective services. In recent years, the importance of media literacy has been under research in the scholarly world as a result of the huge influx of digital information and increasing reliance on online platforms for interaction and communication. Media literacy is not only a protection skill against misinformation, but anactive skill that enables the users be they professionals to employ digital abilities for meaningful interaction and public service (Livingstone, Stoilova & Nandagiri, 2021). For librarians, this entails the application of social media platforms such as X, Facebook, WhatsApp, and Instagram to provide information updates, answer questions, post research details, and promote library services.

Further, the success of these online interactions greatly depends on librarians' attitude towards social media. In 1991, Ajzen in discussing the Theory of Planned Behaviour states that attitude is responsible for people's intention and actual action. Positive social attitudes towards social media promote creativity, responsiveness, and initiative to interact with users through digital sources. Negative attitudes, however, discourage innovation and reduce the visibility and usefulness of library services in a highly digitalised society. A study by Chawinga (2017) on Malawian library academics revealed that librarians' who had positive attitudes toward social media were likely to embrace it as a routine to promote user satisfaction and effectiveness in services. Second, recent empirical evidence support the argument that media literacy and attitude go hand-in-hand and affect how library staff adopt social media tools to enable services. For instance, according to Agyekum and Filson (2023) librarians who have higher levels of media literacy are more flexible and confident in using digital platforms to engage their

communities. They also state that training and continuous professional development in digital skills is closely related to good attitudes and responsible use of social media tools.

In Nigeria, library development is normally hindered by infrastructural and institutional factors. As discussed by Ilesanmi in 2021, the application of social media for service delivery is a viable but yet to be fully implemented into the library system. Based on Ugwulebo and Okoro (2022) findings, Nigerian library workers' lack of training in media literacy and prevailing negative attitudes serve as barriers to full deployment. This gap highlights the need to establish the interface between media literacy skills and attitudes in strategic capacity building programs for library staff. With regard to the revolutionary nature of social media to the provision of library services today, this article aims to explore media literacy skills and the attitude of library staff towards the use of social media in the library for service delivery. It is crucial to determine how media literacy affects attitudes and how this measure affects the uptake and success of social media as a means of delivering services. Finally, promoting positive attitudes and greater media literacy will not just enhance user involvement but also support the position of libraries in the digital world.

1.2 Statement of the Problem

As technology has increased digital interaction, communication, and access to information, social media becomes an important platform for libraries to access users, promote services, and gain visibility. Much of the potential of social media has not been realised by library staff who under utilise social media for service delivery. This under-utilisation is often underpinned by negative attitudes, perceptions of non-applicability in academic environments, and natural reluctance to implement new technologies. Thus, libraries miss major opportunities to serve an expanded customer base, especially digital native

clientele who heavily rely on social media for real-time updates and information consumption. Secondly, the inability of librarians to gain adequate social media literacy skills only exacerbates this challenge. Majority of staff lack the confidence and skill to use social media tools productively and ethically on their job. Without training and organisational directions, their inability create a communication gap between libraries and users which hinders usage and service delivery. These issues threaten the long-term credibility, sensitiveness, and user-centredness of libraries in an evolving digital world, if not addressed. Thus, the study examined the correlation between media literacy skills and the attitude of utilising social media for service delivery by library staff at the University of Ibadan and Dominican University.

1.3 Research questions
The following research questions guided the study:
1. What is the level of media literacy skills of librarians in the University of Ibadan and Dominican
2. University libraries in Oyo State?
3. What is the attitude of librarians towards use of social media in the University of Ibadan and Dominican University libraries in Oyo State?
4. What is the influence of social media use on service delivery in the University of Ibadan and Dominican University Libraries in Oyo State?
5. What is the specific service delivered through the use of social media in the University of Ibadan and Dominican University libraries in Oyo State?
6. What are the types of social media used in University of Ibadan and Dominican University libraries for service delivery in Oyo State?
7. What is the frequency of personnel's use of social media for service delivery in University of Ibadan and Dominican

University libraries in Oyo State?

3.1 Review of Related Literature
With the evolving information service environment, media literacy abilities have been seen as essential library staff skills, especially the use of social media for delivering services. Media literacy is defined as the ability to access, analyse, evaluate, and create messages across various digital platforms (Living stone et al. 2021). Media literacy encompasses the skills necessary to access, analyse, evaluate, and produce content on various media platforms. These abilities form the foundation of library staff ability to use the social media tools to promote library services, communicate with users, and share information for professional purposes. In a study by Agyekum and Filson (2023), it was revealed that library professionals in Ghanaian university libraries with greater digital and media literacy showed improved attitudes and ability to utilise social media for outreach and promotion of services to users. As indicated by Liadi (2023), there is positive correlation between media literacy skills and social media use which enhance library promotion by the library personnel in public universities in Lagos. The research recommended that the university and library management should implement regular training programs focused on enhancing digital literacy skills and social media use among library personnel.

Based on the findings of Nwankwo and Ifeka (2024), there is positive relationship between social media literacy skills and job performance of librarians in universities in South-East, Nigeria. The results suggest that enhancing librarians' skills in these areas is associated with improved job performance. As stated by Chewe, Sakala and Zulu (021), social media skills among librarians at the University of Zambia is above average. Major constraints identified area lack of training opportunities and ignorance of new social media tools and recommends libraries organise capacity

building workshops to enhance social media literacy skills acquisition among librarians at the University of Zambia. As reported by Onuoha and Chukwueke (2023), there is a very low and insignificant relationship between media literacy skills of library staff in academic libraries in Taraba State and service delivery in academic libraries. The study recommends that library authorities should intensify efforts in creating the understanding of media literacy skills, their essence and application to enable the library staff to acquire more of the skills as well as apply them in the discharge of their duties. According to Alhassan and Afolabi (2020), in a study of Nigerian academic libraries, lack of media literacy skills among library staff was a major barrier to the adoption of social media platforms like Facebook, X, and Instagram for service delivery. Their study brought out the reality that without specific digital training, many library staff members were not prepared to handle professional social media interaction which results in low rates of adoption.

Attitude is the second crucial factor that affects the use of social media among librarians. Drawing on the Theory of Planned Behaviour (Ajzen, 1991), attitude, either good or bad, plays a powerful role in shaping the intention to act and utilise technology. Negative attitudes towards social media, often generated through fear of abuse, low self-esteem, or concerns regarding privacy, can generate opposition towards using such media for library services. As stated by Ugwulebo and Okoro (2022) in their study, there is social media infrastructure in Nigerian libraries but actual utilisation for service delivery is usually limited by bad attitudes of the staff. Such attitudes are typically driven by the absence of enabling policies, institutional culture, and inadequate training. Negative attitudes, often due to technophobia, privacy concerns, or lack of knowledge regarding the professional benefits of social media, can restrictoptimal use. As reported by Izuagbe et al. (2025) in

using the Unified Theory of Acceptance and Use of Technology (UTAUT) to explain librarians' intentions to use social media, it was noted that performance expectancy (PE) and effort expectancy (EE) were reliable predictors of social media usage intention. Librarians who perceived social media as helpful and easy to use were inclined to integrate it into their services. In Zimbabwe, the impediments to the use of social media among academic librarians included poor training, poor management support, and absence of proper social media policies. Institutional barriers are the reason for adverse attitudes and low use of social media tools. Besides personal attitudes and competencies, institutional infrastructural backup and policies equally play essential parts in facilitating or hindering social media adoption in libraries. In research conducted on Nigerian academic libraries, the absence of clear-cut social media guidelines was cited as a significant shortcoming for inefficient utilisation.

Lacking direct guidelines, staff in libraries may be uncertain about how to use social media platforms appropriately, leading to inconsistencies and lack of utilisation. A study conducted by Mbashir and Ogbonyomi, (2022) during the COVID-19 pandemic revealed that despite an understanding of the possibilities of social media in service provision, there were challenges such as poor internet connectivity quality, inadequacy of power supply, and access to training opportunities faced by librarians. These infrastructural shortcomings limited the fullest potential of social media platforms for library service. Apart from these findings, Ocholla and Shongwe (2021) argued that successful social media utilisation in African libraries depends on more than technology accessibility, as it also calls for staff preparedness to use it. They found that librarians who have received training in media and information literacy were more motivated and innovative in using social media to reach customers. Moreover, Chawinga (2017)

research on Malawian university libraries indicated that social media were not utilised to their full potential since there was low awareness of its professionalism potential.

3.1 Methodology

The study employed a descriptive survey research design. 70 questionnaire were administered, and 64 of them were completed and acceptable for use. Stratified sampling was utilised in choosing respondents who were directly involved in the use of social media tools to aid library services. The sample size selected is an exact representation of the entire population of ICT staff and professional librarians within the two respective universities, and thus deserves the use of stratified sampling. The research instrument (questionnaire) was prepared in tandem with the study research questions. Data were gathered using the questionnaire and analyzed using SPSS through the use of descriptive statistics such as frequency counts, percentages, means, and standard deviation. In addition, basic correlation analysis was applied to establish the correlations between the principal variables.

4.1 Results and Discussion

The distribution of the population, number of questionnaire administered, and the usable responses across the two institutions is summarised in **Table 1** below.

Table 1: Questionnaire Administration and Response Rate by Institution

Institution	Estimated Population of ICT Staff & Librarians	No. of Questionnaires Administered	No. Returned	No. Found Usable
University of Ibadan	45	45	37	35
Dominican University	25	25	29	29
Total	**70**	**70**	**66**	**64**

Table 1 shows that, a total of 70 copies of the questionnaire were administered in the two participating university libraries,namely University of Ibadan Library and Dominican University Library. 66 copies were completed and 64 were found usable (35 outof University of Ibadan and 29 outof Dominican University), a response rate of 91.4%. The high response rate is supporting the authenticity of data elicited for analysis.

4.2 Results

Research question 1: What is the level of social media literacy skills of librarians in the University of Ibadan and Dominican University Libraries in Oyo State?

Table 1a: Social Media Literacy Skills
Response scale: Strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Social Media Literacy Skills	SA (%)	A (%)	D (%)	SD (%)	Mean $\bar{x}$	Std. Dev
1	I can use social media devices	38 (58.5%)	27 (41.5%)	0	0	3.58	.497
2	I can consciously choose between different social media devices, based on their function	33 (50.8%)	31 (47.7%)	1 (1.5%)	0	3.49	.534

3	I can purposefully use different sources of information and social media platforms	37 (56.9%)	26 (40%)	2 (3.1%)	0	3.54	.561
4	I can create social media content	26 (40%)	33 (50.8%)	6 (9.2%)	0	3.31	.635
5	I know how social media production and distribution	25 (38.5%)	31 (47.7%)	9 (13.8%)	0	3.25	.685
6	I know how social media content is tailored to the target audience	21 (32.3%)	37 (56.9%)	7 (10.8%)	0	3.22	.625
7	I can evaluate social media content by considering various criteria	16 (24.6%)	39 (60%)	10 (15.4%)	0	3.09	.631
8	I can communicate and present content using social media platforms	25 (38.5%)	33 (50.8%)	7 (10.8%)	0	3.28	.640
Weighted Mean ⎯ = 3.34 **Criterion Mean ⎯= 2.50** **Arithmetic Mean ⎯ = 26.75**							

Table 1a highlightsthegenerallevel of social media literacy skills among library staff. The weighted mean of 3.34 is above the criterion mean of 2.50, indicating a high degree of social media literacy skill among library staff in university libraries in Oyo State. The table highlights some skills inwhich library staffexcel. 'I can use social media platforms' becomesthe most prevalent skill, with the mean score standingat 3.58, whichimplies a veryhighcapability to effectivelyusedifferent social media platforms. It is closely followed by 'I can use different sources of information and social media platforms purposefully', with the mean score standingat 3.54, showingpurposefuluseofdifferentsources of information. Conversely, 'I amcapableof critiquing social media content basedonanumberofdifferent criteria' appears to be the least common media literacy capability with anaverage score of 3.09. While still above the mean of the criterion, this canrepresentan area for development in critically evaluatingsocial media content based on anumber of different criteria.

Table 1b: Test of norm showing level of social media literacy skills of librarians

Interval	Mean index	Level of **social**media literacy skills	Frequency	Percentage
1-16		Low	-	-
17-32	26.75	High	64	100.0

Table 1b showed the level of social media literacy skills among the library staff. Notably, no librarian had low level of social media literacy skills, and 100.0% (n=64) of them had a high level of social media literacy skills. Thus, there is a general high level of social media literacy skills among the librarians in the universities understudy in this research.

Research question 2: What is the attitude of librarians towards use of social media at the University of Ibadan and Dominican University Libraries in Oyo State?

Table 2: Attitude toward the use of social media
Response scale: Strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Attitude	SA (%)	A (%)	D (%)	SD (%)	Mean $\mathcal{X}$	S.D
1	I click on pop -up ads when attending to users on social media	6 (9.2%)	21 (32.3%)	29 (44.6%)	9 (13.8%)	2.37	.840
2	I check friends' status and messages while carrying out office tasks	9 (13.8%)	23 (35.4%)	26 (40%)	7 (10.8%)	2.52	.868
3	I do not feel comfortable using social media for office tasks	0	25 (38.5%)	27 (41.5%)	13 (20%)	2.18	.748
4	I don't respond in time to users' and colleagues' queries on social media	0	17 (26.2%)	33 (50.8%)	15 (23.1%)	2.03	.706
5	I do not bother to check for the meaning of certain social media vocabulary	4 (6.2%)	8 (12.3%)	37 (56.9%)	16 (24.6%)	2.00	.791
	Weighted Mean $\overline{x}$ = 2.22						
	Criterion Mean $\overline{x}$ = 2.50						

Table 2 indicates library staff attitude towards the use of social media. From the table, it is evident that, on average, the attitude towards using social media by library staff, according to the weighted mean (2.22), falls below the desired or predetermined level expressed by the criterion mean (2.50). This indicates that the attitude of library staff regarding the use of social media, as projected within this study, is towards the lower end. Further, the results underscore that the most prevalent attitude of library staff towards social media is 'I check friends' status and messages while doing office work' (mean score = 2.52), whereas the least common attitude is 'I do not bother to check for the meaning of some social media terms' (mean score = 2.00).

Research question 3: What is the influence of social media use on service delivery in the University of Ibadan and Dominican University Libraries in Oyo State?

Table 3: Influence of social media use on service delivery
Response scale: Strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Influence	SA (%)	A (%)	D (%)	SD (%)	Mean $\overline{x}$	S.D
1	Assist in gaining more information on different subjects	29 (44.6%)	31 (47.7%)	4 (6.2%)	1 (11.5%)	3.35	.672
2	Social media negatively affects my attention span at work	2 (3.1%)	18 (27.7%)	33 (50.8%)	12 (18.5%)	2.15	.755
3	Improve my language skills while rendering services to users	17 (26.2%)	40 (61.5%)	8 (12.3%)	0	3.14	.609
4	Social media help me to contact as well as disseminate data/information	25 (38.5%)	38 (58.5%)	2 (3.1%)	0	3.35	.543
5	Social media consume more time than the traditional method	8 (12.3%)	19 (29.2%)	31 (47.7%)	7 (10.8%)	2.43	.847
6	Social media make learning interesting and more convenient	23 (35.4%)	33 (50.8%)	9 (13.8%)	0	3.22	.673
7	Using social media to me is time consuming	4 (6.2%)	16 (24.6%)	35 (53.8%)	10 (15.4%)	2.22	.780
	Weighted Mean $\overline{x}$ = 2.84						
	Criterion Mean $\overline{x}$ = 2.50						

Table 3captures significant findings of the impact of social media use on service delivery. The data captures that, overall, the impact of social media use on service delivery, as represented by the weighted mean $\overline{x}$ of 2.84, surpasses the expected level as represented by the criterion mean of 2.50. This is evidence of a predominantly positive effect of social media use on service delivery in the scope of the study. Moreover, the findings pinpoint specific areas where social media playa significant role in influencing the delivery of services. 'Facilitating access to more information on various subjects' and 'Easier contact and exchange of data/ information between colleagues and users' are the highest occurring influences with a mean rating $\overline{x}$ of 3.35 each. This accentuates the pivotal function of social media as far as accessing information and communication among library staff and users is concerned. On

the other hand, 'Social media negatively impacting attention span at work' is the least occurring effect, with a mean rating of 2.15.

While still considerable, this shows comparatively smaller negative effects compared to the positive effects that have been observed. Overall, what stands out from the findings is the super majority and largely positive influence of social media usage on service delivery in this study's context. Identification of such dynamics can inform strategic initiatives aimed at maximizing the benefits of social media adoption while minimizing hindrances to service delivery in library environments.

Research question 4: What are the various service delivery rendered through the use of social media in the University of Ibadan and Dominican University Libraries in Oyo State?

Table 4: Service delivery rendered through the use of social media
Response scale: Strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Service delivery	SA (%)	A (%)	D(%)	SD (%)	Mean	S.D
1	Access to information	37 (56.9%)	26 (40%)	2 (3.1%)	0	3.54	.561
2	Information literacy and learning	32 (49.2%)	32 (49.2%)	1 (1.5%)	0	3.48	.533
3	Cataloguing and classification	24 (36.9%)	30 (46.2%)	9 (13.8%)	2 (3.1%)	3.17	.782
4	Accessibility to the acquisition of resources	28 (43.1%)	34 (52.3%)	3 (4.6%)	0	3.38	.578
5	Selective dissemination of information (SDI)	24 (36.9%)	33 (50.8%)	7 (10.8%)	1 (1.5%)	3.23	.702
6	Current awareness services (CAS)	28 (43.1%)	36 (55.4%)	1 (1.5%)	0	3.42	.527
7	Instant charging and discharging services	22 (33.8%)	34 (52.3%)	9 (13.8%)	0	3.20	.666
8	Indexing and abstracting services	19 (29.2%)	38 (58.5%)	8 (12.3%)	0	3.17	.627
9	Translation services	26 (40%)	35 (53.8%)	4 (6.2%)	0	3.34	.594
10	Bibliographic services	23 (35.4%)	41 (63.1%)	1 (1.5%)	0	3.34	.509

11	Library registration	32 (49.2%)	32 (49.2%)	1 (1.5%)	0	3.48	.533
12	Renewal and book reservation services	20 (30.8%)	39 (60%)	6 (9.2%)	0	3.22	.599
13	Interlibrary loan	21 (32.3%)	39 (60%)	5 (7.7%)	0	3.25	.587
Weighted Mean = 3.32 Criterion Mean = 2.50							

Table 4 reveals the impact of social media on service delivery within the scope of this study. The results demonstrate that, on a mean level, the delivery of the service via social media usage surpasses the expected level, since the weighted mean $\bar{x}$ of 3.32 is juxtaposed to the criterion mean of $\bar{x}$ 2.50. This implies a predominantly positive pattern in the performance of the delivery of the service by virtue of the utilisation of social media among staff of libraries. Further, the analysis implies areas where social media is most effective in facilitating the delivery of the service. 'Access to information' is the most frequent service provided via social media, with a mean value of 3.54. This alludes to the function of the platform as the facilitation of access and dissemination of information, which is a critical component of library services. 'Information literacy and learning' and 'Library registration' also register high mean values of $\bar{x}$ 3.48, which signify their significance in the use of social media for learning and user engagement. On the other hand, a few of the services provided, such as 'Indexing and abstracting services' and 'Cataloguing and classification', have lower mean $\bar{x}$ scores of 3.17.

Research question 5: What are the types of social media used for service delivery in the University of Ibadan and Dominican University Libraries in Oyo State?

Table 5: Types of social media used in university libraries for service delivery

S/N	SOCIAL MEDIA	FREQUENCY (%)		Total
		YES	NO	
1	LinkedIn	47 (72.3%)	18 (27.7%)	64
2	X	48 (73.8%)	17 (26.2%)	64
3	Facebook	55 (84.6%)	10 (15.4%)	64
4	YouTube	48 (73.8%)	17 (26.2%)	64
5	WhatsApp	55 (84.6%)	10 (15.4%)	64
6	Blogs	33 (50.8%)	32 (49.2%)	64

Table 5 shows a summary of the kind of social media used in service provision in the University of Ibadan and Dominican University Libraries. The numbers show the frequency count of the social media used by the library workforce, indicating their practice and preference. Of the social media under consideration, LinkedIn is an important choice with 47 (72.3%) of the library workforce using it for service delivery compared to 18 (27.7%) who do not. In the same way, X is also extensively used, with 48 (73.8%) library staff using it to deliver the service, against 17 (26.2%) that do not use it. Facebook is also very popular, with 55 (84.6%) library staff using it to deliver the

service, against 10 (15.4%) that do not.YouTube also has widespread use, where 48 (73.8%) of the library staff use it for service provision and 17 (26.2%) do not use it.WhatsApp is also discovered to be popular, where 55 (84.6%) of the library staff use it for service provision, and 10 (15.4%) do not use it.Blogs are discovered to have lesser use

rates, where 33 (50.8%) of the library staff use it for service provision, whereas 32 (49.2%) do not.

Research question 6: What is the frequency of personnel use of social media for service delivery in the University of Ibadan and Dominican University Libraries in Oyo State?

Table 6: Frequency of use of social media for service delivery
Response scale: Strongly agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Influence	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
1	I normally use LinkedIn for service delivery	9 (13.8%)	34 (52.3%)	21 (32.3%)	1 (1.5%)	2.78	.696
2	X is my preferred social media	5 (7.7%)	23 (35.4%)	36 (55.4%)	1 (1.5%)	2.49	.664
3	I often use Facebook for service delivery	13 (20%)	28 (43.1%)	22 (33.8%)	2 (3.1%)	2.80	.795
4	I can efficiently use YouTube for service delivery	10 (15.4%)	35 (53.8%)	19 (29.2%)	1 (1.5%)	2.83	.698
5	I prefer using WhatsApp for service delivery	25 (38.5%)	29 (44.6%)	10 (15.4%)	1 (1.5%)	3.20	.754
6	I rarely render services on blogs	9 (13.8%)	28 (43.1%)	24 (36.9%)	4 (6.2%)	2.64	.799
	Weighted Mean = 2.79						
	Criterion Mean = 2.50						

Table 6 presents findings on the frequency of use of social media by staff for service provision in University of Ibadan and Dominican University Libraries. The finding points out that, on average, the frequency of staff use of social media for service provision, as measured by the weighted mean $\bar{x}$ (2.79), is above the anticipated frequency measured by the criterion mean $\bar{x}$ (2.50). This shows a high level of usage of social media by library staff in providing services, as evident from this study. Furthermore, the results point to specific patterns in the frequency of personnel use of social media for service provision. The most common frequency lies in the utilisation of WhatsApp, i.e., a mean score $\bar{x}$ of 3.20. This points towards a strong tendency towards the utilisation of WhatsApp as a key platform

for service provision operations among library staff. Conversely, the lowest frequency is attributed to a preference for X as the target social media website, with a mean score $\bar{x}$ of 2.49.This reflects comparatively lower preference for using X in the provision of services by university libraries.

5.1 Discussion of findings

The findings from the university libraries surveyed in Oyo State show an unsettling trend: there are less-than-favourable attitudes about social media being used as a platform for service delivery among library staff. This implies some level of resistance or lack of interest on the part of staff in adopting social media resources as part of their professional tools. Such an attitude can

potentially hinder significantly the efficient application of digital platforms in information dissemination, user engagement, and marketing of library services in the digital age. Such results are consistent with earlier research carried out by Izuagbe et al. (2023), where it was noted that library staff attitude lies at the heart of the adoption and utilisation of digital technology in library settings. Their study focused on the fact that when librarians view social media as insignificant, distracting, and excessively complex, they would be less likely to integrate it into their service practices. Such findings indicate that boosting positive attitudes towards social media use among librarians does not merely require technical education but also constant sensitization and cultural change in the profession.

The research results indicate that the effect of social media utilisation on library service delivery by librarians is fairly positive as indicated by a weighted mean score of 2.84, which is higher than the criterion mean $\overline{x}$ of 2.50. This suggests that overall, social media applications are considered to enhance various aspects of library service delivery, for instance, communication, user engagement, sharing information, and outreach activities. The positive deviation from the benchmark score also show growing acceptance and recognition of social media as viable tools for modern library operations. These results supplement earlier studies such as that by Ugwulebo and Okoro (2022), which pointed out the growing importance of digital platforms in facilitating responsiveness and interactivity within the delivery of library services. Therefore, social media utilisation is becoming apart of the reorganization and computerization of library services in the information era.

The study examines the extent of library services provided through social media in university libraries under survey in Oyo State, anditidentifies extensive variations in usage across varying levels of services. Among the services under consideration, access to information is most highly made available by social media, with a mean $\overline{x}$ score of 3.54. This reveals the central role played by social media websites in enabling information access and sharing central roles of university libraries during the digital age. Furthermore, information literacy and library registration as well as learning also recorded high mean values of 3.48, which reflect the growing involvement of social media in supporting user education, digital inclusion, and outreach services. Otherback-endor technical services, that is, indexing and abstracting and cataloguing and classification, were relatively low (mean $\overline{x}$ = 3.17) and reflect that these services are not yet commonly transitioned into social media platforms. This disparity can be explained by the character of such functions, which had a historical demand for structured and formalised processes that are less suitable to the dynamic and unstructured nature of social platforms.

The study reveals a widespread adoption of social media by librarians, with WhatsApp being the most used platform for service delivery. Its popularity is likely to stem from its user-friendly interface, real-time communication, and extensive use among library staff and users. WhatsApp facilitates rapid information dissemination, reference services, and individual interaction with users, and thus, is a powerful tool for modern library work. Xregistered the lowest usage rate among the tools assessed. This might be due to a number of factors including limited character space, seriousness of use as perceived, or lower user exposure among library staff. Such patterns of usage overlap with earlier research studies such as those by Olasina (2019) and Aderibigbe and Farouk (2021), which also indicated WhatsApp and Facebook as common platforms in the contexts of Nigerian academic libraries due to their accessibility and interactivity. The

limited preference for X suggests the need for special training to enhance librarians' understanding of several platforms to aid professional communication and outreach.

Conclusion

The study investigated the fundamental role of media literacy competencies and social media use perceptions in enhancing service delivery by librarians in university libraries in Oyo State, Nigeria. The findings indicate that despite the high acceptance and positive influence of social media platforms such as WhatsApp on service delivery particularly in facilitating access to information and stimulating user engagement, negative attitudes and low media literacy skills among some librarians continue to be significant hindrances to full integration of these digital platforms. The results also reveal that whereas certain services like library registration and information literacy training have been accorded practical articulation through social media, more technical services like abstracting and cataloguing remain under-utilised on these digital media. The study underscores the need for strategic interventions, such as continuous digital training and sensitization programs, to support the digital competencies and mindset of librarians. By developing a more positive attitude and increasing media literacy, libraries can use social media's entire potential to remain responsive, inclusive, and relevant in a more digital and user-driven information environment.

Recommendations

1. University libraries should hold routine workshops and hands-on training exercises to enhance the media literacy skills of library staff members. The programs should focus on practical skills in using, critiquing, and assessing various social media platforms proficiently for professional purposes.

2. Institutions need to have formal policies and strategic guidelines that recognize and enable the application of social media in library services. These include institutionalizing the guidelines for acceptable content, frequency of updates, and user participation norms.

3. Library management should also strive to change negative perceptions about social media through highlighting its usefulness in the workplace. Positive perceptions about adopting technology will encourage a culture of openness, cooperation, and flexibility among librarians.

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