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ATTITUDE OF LIBRARIANS TOWARDS SOCIAL MEDIA FOR KNOWLEDGE SHARING IN UNIVERSITY LIBRARIES SOUTH-SOUTH, NIGERIA

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ABSTRACT

The study seeks to explore attitude of librarians toward social media for knowledge sharing. The main purpose of the study is to ascertain the attitude of librarians towards social media tools for knowledge sharing in federal, state and private university libraries in the South-South zone of Nigeria. In order to investigate librarians' attitude towards social media tools for knowledge sharing in these university libraries in Nigeria, three research questions and one null hypotheses were formulated for the study. The descriptive survey research design was employed in the study. The population of the study comprises of all the librarians in the institutions under investigation, which amounted to 286 from the 25 universities under investigation. The instrument used for generating data was a structured questionnaire titled Attitude of librarians towards social media for knowledge sharing questionnaire (ALTSMKSQ). Out of 286 copies of the questionnaires administered, 203 were successfully retrieved to produce a response rate of 73%. The researcher adopted the rating mean of 3.00 and above as real limit for acceptance and any item below 3.00 was regarded as rejected. The Analysis of Variance (ANOVA), is used to test the hypothesis. When the P-value < 0.5 level of significance, the null hypothesis is accepted and if otherwise the null hypothesis is rejected. The results from the findings revealed that librarians have positive attitude towards social media tools for knowledge sharing, the implementation of social media tools by librarians was not well applied by for knowledge sharing and the study further reveal some of the challenges librarians faced at implementing social media tools.

Keywords*:* Librarians, University libraries, attitude, social media, knowledge sharing.

Introduction

As part of the vision for improving the teaching, research, and innovative programmes that build human capacity, university library management is also seen as the foundation and forerunner of building competencies and skills needed for the development of society. University libraries

represent an integral part of the creative society that supports the production chain of innovations and skills as well as transferring them to the academic community. According to Nwalo cited in Anaehobi and Agim (2019), a University library is a type of an academic library that is attached to a university which serves two complementary purposes to support the school's curriculum, and to support the research of the university faculty and students. As part of the university library functions, they provide information and knowledge in form of library collection for use by the staff and students who are registered to use the library.

For any university library to perform this functions effectively, its work areas must include the following: information and communication technologies, automation, networking, internet, administration, cataloguing, acquisition, abstracting, indexing, publishing, marketing of products and services, seminars, workshops, polices, interlibrary loan, staffing, knowledge management and database management among others (Alegbeleye, 2010 & Etim, 2010). This shows that the university library has a role to play in knowledge sharing; hence, it can only perform this task through the use of experienced and qualified staff called Librarians.

Librarians are the employees or workforce of the university library. They are the personnel that carry out the functions of the library at various levels most especially at the management level. They are employees with bachelor and/or master's degree in library and information science. With the new policy from the Librarian Registration Council of Nigerian (LRCN) (2015), a librarian must possess a first degree (BLIS) and or second degree (MLIS) in Library Science and must be chartered with the LRCN to qualify as Librarian.

The librarian should be able to disseminate services that have contents of knowledge sharing to users who require them for their academics, research, learning, and leisure needs. The ability of the librarian to share the knowledge generated, collected and preserved in the library will make them achieve their mandate.

Modern trends have introduced the use of technological products referred to as social media for knowledge sharing. This type of knowledge transfer has a greater potential of transforming regional economies (OECD, 2007). In this view, Universities have become the source of power in the knowledge-based economy of the century, thus a critical organ for knowledge sharing. The ability to transfer knowledge is to share it for use and the improvement of human activities. Sharing of knowledge enhances information dissemination which is a critical part of the acquisition of information and a basic requirement to gain skills and competencies in certain tasks. Therefore, knowledge sharing is a critical aspect of life. Knowledge sharing is the process where individuals mutually exchange their knowledge and jointly create new knowledge. Knowledge sharing is the most commonly discussed knowledge management activity. It is described as the exchange or dissemination of explicit or tacit data, ideas, experiences, or technology between individuals or groups of employees (Wang & Noe, 2010).

Library information contains information that is created from ideas of authors and is made available to scholar such as students and staff of the university to have access towards solving their information needs or problems. In support of this view, Amayah (2013) added that knowledge sharing focuses on the know-how type of knowledge to help others and solve problems within the organization. Library is the same as other organizations and through knowledge sharing; it can accelerate the process of knowledge creation and reuse of knowledge. This makes the university library a key player in the creation and sharing of knowledge.

Social media have been considered as the exhaustive part of the web that provides new techniques of content generation, collaboration, interaction, and information sharing done virtually in an un-enclosed social atmosphere. According to Natarajan (2017) Social media (SM) employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content. The policy of SM includes different forms of Internet forums, weblogs, social blogs, microblogging, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking. Natarajan further outlined six different types of social media: collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook), and virtual game worlds (e.g., World of War craft) and virtual social worlds (e.g. Second Life).

Modern trends across the globe have been witnessed both in the secular world and academia on the use of social media tools for knowledge sharing. Social media, such as Twitter, Facebook, LinkedIn, Wikis, Google+, promote collaboration, knowledge sharing and discussion, and students have embraced them as a means to ask questions, share knowledge and exchange ideas (Omotayo & Salami, 2018). These tools show value in educational milieus such as university libraries, provided that they are judiciously used. In university libraries, social media tools count as a new and powerful type of communication system that provides a good platform for knowledge sharing and it is an essential ground to attract the attention of both staff and students' users. Attitude is a concept that connotes the perception or feeling about something. Ramzan cited in Okeoghene (2020) states that attitude "is a mental and neutral state of readiness through experience exerting a directive or dynamic influences upon individual's response to all objects or situations with which it is associated. A positive attitude leads to purposive use or participation in a process while a negative attitude lead to non-challant and poor interest about the use or participation in a process. Librarians in university library are supposed to have the right kind of attitude to enable them adopt and implement social media in the library and using same for knowledge sharing.

In the study of Yuen, Yaoyuneyong, and Yuen (2011), they stated that librarians need to possess a positive attitude for them to be able to use social media to disseminate knowledge based information to library

users. In this view, attitude plays a significant role in the adoption of new technology like the social media use for knowledge sharing in the university library.

Statement of problem

The sharing of knowledge among librarians has become increasingly important and necessary due to the increasing need for librarians to keep abreast with new knowledge in their field and other areas that will enhance their job. It is still regrettable that most university libraries do not have available social media tools and system to drive this knowledge sharing demand. Most staff in university libraries is not skilled to use social media in knowledge sharing. There may also be poor motivation on the librarians to sustain their use of social media for knowledge sharing. The imminent poor power supply inherent in most university library and the poor state of funding to the university libraries may have hampered on their provision of the social media tools that will enhance the needed motivation of the librarians to have a positive attitude to adopt social media for knowledge sharing.

The resultants effects of not having social media tools for knowledge sharing among librarians will reduce their provision of quick reference knowledge-based services and information to the users and personal acquisition of knowledge needed for them to improve on their occupational and personal life. The inability to provide the librarians with social media skills and poor use will warrant to less productivity of the librarians in service delivery. This outcome has provided a knowledge gap in available literature. It is in view of closing this gap that picks the motivation of the researcher to carry out this study which intends to investigate the attitude of librarians towards social media tools for knowledge sharing in University Libraries in South-South Nigeria.

Research Questions

1. What are the attitudes of librarians towards social media tools for knowledge sharing in university libraries in South-South Nigeria?
2. What are the method of implementing social media tools by librarians for knowledge sharing in university libraries in South-South Nigeria?
3. What are the challenges faced by librarians in using social media tools for knowledge sharing in university libraries in South-South Nigeria?

Research hypothesis

1. Ho: There is no significant relationship between the gender of the librarians' attitude towards social media tools for knowledge sharing in university libraries in South-South Nigeria.

Review of related literature

However, Eguavoen (2011) noted that generally a library staff has a positive attitude towards the use and implementation of social media and that knowledge of social media and training influence positive attitude towards use of social media. In support of this results, Nov and Ye (2008) in their study found that there is a significant influence of librarians' personality influence on their attitude towards accepting use of social media tools in libraries in Universities. A

similar study by Ramzan (2015) on attitude of librarians towards application of information technology in academic libraries in Pakistan found that librarians overall showed positive attitude towards social media on a high level. Librarians in libraries of academic institutions generally had positive attitude towards impact of social media on their job with respect to social media costs and resource allocation, social media training for staff and users and for general statement on social media. Akpan-Atata (2014) observed that social media has come to stay in every aspect of the library profession. It has made impact on the profession in recent years, therefore librarians and other information scientist should have developed positive attitude towards adoptions and adaptation of social media for effective service delivery in our academic libraries.

However, the implementation of social media tools librarians in university libraries have become an issue of paramount discuss. Jones and Harvey (2019), stated that more and more libraries are using social media to connect with patrons. From Facebook and Twitter to Pinterest and YouTube, libraries are opening a wide range of accounts to engage users and market local resources. Omini and Osuolale (2019) revealed in their study that among others facebook and blogs are the most frequently used social media platforms for promoting library service. They also revealed that social media platforms are used in promoting two-way communications, making connections with library users easily, provides forum for feedback, increases library users/usage and also providing up-to date information. This is in line with Osinulu et al (2018) finding, which revealed among others that university library staff always use Instant Messaging App and Social networking sites such as WhatsApp, WeChat, LinkedIn, Facebook, Google+, Fortuito, My space, Academia and Research Gate for knowledge sharing and to a great extent majority of library staff used social media tools to share personal journals and conference proceedings with users and professional colleagues. In support of this study findings, Salamon-Cindori (2017) reported that 86 percent of libraries make use of SM and the top two SM platforms used by libraries are Facebook 99% and Twitter 56 percent. Many University and public libraries in the United States have been embracing the use of web 2.0 and Social Networking tools to enhance services to library patrons. However, Taylor and Francis (2014) study was also in line with the findings when they reported that over 70 percent of libraries worldwide are using social media tools to attend to their patrons and share library and knowledge based information.

Considering the weight of the hindrances university librarians faced in the use of social media tools Isfandyari-Moghaddam and Hosseini-Shoar (2014), stated that lack of computer literacy, low availability of computers and Internet facilities were the big hindrances toward adoption of social media technologies by librarians. Tandi (2014), carried out a study titled "Integrating Web 2.0 into a University library in Tanzania." The paper aims to demonstrate work undertaken by Muhimbili University of Health and Allied Sciences (MUHAS) Library in an effort to integrate Web 2.0 technologies in its functions to

enhance the quality of its services in Tanzania. The paper reveals that Web 2.0 technologies can be implemented effectively according to university goals, user's needs, deployment of user friendly tools, and capacity building among librarians and users.

Research Method

The study adopted descriptive survey research design The Data collected from the respondents were analyzed using descriptive statistics of mean, standard deviation and inferential statistics of Analysis of Variance (ANOVA). Specifically, the research questions will be answered using mean and standard deviation. Standard deviation will be used to determine the homogeneity and heterogeneity of the respondents' response. The hypotheses will be tested at 0.5 alpha level using the analysis of variance (ANOVA). The decision rule for testing the null hypotheses will be as follows; reject the null hypotheses when the P-value is greater than the alpha value, otherwise do not reject the null hypotheses when the P-value is less than the alpha value.

Research Question 1: What are the attitudes of librarians towards social media tools for knowledge sharing in university libraries in South-South Nigeria?

Table 1: Mean rating on Librarians' attitude towards social media tools for knowledge sharing among librarians in University Libraries.

S/N	Items	Mean	SD	Decision
1.	I like sharing work talents gotten from documents on job related matter with my colleague through social media	3.68	0.56	Agree
2.	I enjoy sharing my experience about cataloguing with my colleagues through social media	2.12	0.90	Disagree
3.	I hate sharing knowledge on classification of information with my colleagues through social media	3.34	1.78	Agree
4.	Through social media, I like to share new library experience with my colleagues	3.48	1.05	Agree
5.	I appreciate using social media tools to carry out interpersonal interactions with colleagues in the library	3.24	1.65	Agree
6.	I prefer to use social media to share knowledge about new trends in Librarianship with my colleagues	3.93	1.29	Agree
7.	I am pessimistic about sharing experience with my colleagues through social media whenever I notice the need for it	2.31	0.30	Disagree
8.	I don't think I will be fulfilled if I share knowledge through social media	2.56	0.78	Disagree
9.	I am relaxed to share information on staff retraining through social media	3.45	1.89	Agree
10.	I don't share knowledge with my colleagues in the profession because I think my authority would be eroded	2.64	1.39	Disagree
11.	I am happy to share expertise with my colleagues through social media	3.31	0.30	Agree
12.	I don't use social media to share intuitions because it is difficult to convince colleagues of the value of knowledge being shared	3.54	0.44	Agree
13.	I am passionate to share knowledge through social media because it saves time	3.34	1.90	Agree
	Aggregate Mean	**3.14**		

Table 1 above shows that librarians love sharing work talents gotten from documents on job related matter with their colleague through social media, they hate sharing knowledge on classification of information with their colleagues through social media, through social media, they like to share new library experience with their colleagues, they appreciate using social media tools to carry out interpersonal interactions with their colleagues in the library, they prefer to use social media to share knowledge about new trends in Librarianship with their colleagues, they are happy to share expertise with their colleagues through social media, they don't use social media to share intuitions because it is difficult to convince their colleagues of the value of knowledge being shared, they are passionate to share knowledge through social media because it saves time, and that they are relaxed to share information on staff retraining through social media. The respective mean and corresponding standard deviations are as follows: 3.68 (0.56), 3.34 (1.78), 3.48 (1.05), 3.24 (1.65), 3.93 (1.29), 3.31 (0.30), 3.54 (0.44), 3.34 (1.90), 3.45 (1.89) Conversely, few of the items on the table were rejected by the librarians based on their attitude towards social media tools for knowledge sharing among librarians in University Libraries. There was a low mean score below 3.00 from the librarians who disagreed that they enjoy sharing their experience about cataloguing with their colleagues through social media, 2.12 (0.90), they are pessimistic about sharing experience with their colleagues through social media whenever they notice the need for it 2.31 (0.30), they don't think they will be fulfilled if they share knowledge through social media 2.56 (0.78), they find it difficult to share knowledge with their colleagues through social media 2.64 (1.39).

Research Question 2: What are the benefits of implementing social media tools by librarians for knowledge sharing in university libraries in South-South Nigeria?

Table 2: Mean rating table for the implementation of social media tools by librarians for knowledge sharing in university libraries in South-South Nigeria

S/N	Items	Mean	SD	Decision
1.	I implement social media for providing information for users on the use of databases	2.03	0.89	Low extent
2.	I implement social media for providing information for teaching library users the use of online reference services	2.68	1.22	Low extent
3.	I implement social media for providing information on how to write thesis or a journal article to users	2.72	1.50	Low extent
4.	I implement social media for sharing knowledge about Reference services	2.34	0.67	Low extent
5.	I implement social media for providing photocopy services available in my library	2.48	0.47	Low extent
6.	I implement social media for providing information about organization of library materials	2.24	1.00	Low extent
7.	I implement social media for providing information on readers' services	2.83	1.90	Low extent
8.	I implement social media for providing information on Current awareness services	2.63	1.16	Low extent
9.	I implement social media for sharing knowledge on bibliographical data	2.13	1.04	Low extent
10.	I implement social media for sharing information on professional training	3.85	1.60	High extent
11.	I implement social media for sharing information on Circulation Services	2.56	0.44	Low extent
12.	I implement social media for providing information on Internet (online)services	2.26	0.55	Low extent
13.	**Aggregate Mean**	**2.56**		

Findings from the mean rating and the corresponding standard deviation on the above table shows that there is disagreement with the notion that librarians implement social media for providing information for users on the use of A databases, 2.03(0.89), they implement social media for providing information for teaching library users the use of online reference services, 2.68(1.22), they implement social media for providing information on how to write thesis or a journal article to users, 2.72(1.50), they implement social media for sharing knowledge about reference services, 2.34(0.67), they implement social media for providing photocopy services available in their library, 2.48(0.47), they implement social media for providing information about organization of library materials, 2.24(1.00), they implement social media for providing information on readers' services, 2.83(1.90), they implement social media for providing information on current awareness services, 2.63(1.16), they implement social media for sharing knowledge on bibliographical data, 2.13(1.04), they implement social media for sharing information on circulation services,

2.56(0.44) and they implement social media for providing information on Internet (online)services. However, only one of the items on the table was accepted by the librarians with a mean score above 3.00 which was that the librarians implement social media for sharing information on professional training in University Libraries on a high extent, 3.85(1.60).

Research Question 3: What are the challenges librarians' faced in the use of social media tools for knowledge sharing in university libraries in South-South, Nigeria?

Table 3: Mean rating table of the challenges librarians faced in the use of social media tools for knowledge sharing in university libraries in South-South Nigeria

S/N	Items	Mean	SD	Decision
1.	Restrictive organizational regulations and policies	3.68	0.78	Agree
2.	Tools are not easy to use	3.34	1.89	Disagree
3.	Low acceptance of some of the social media platforms	2.48	1.35	Disagree
4.	Lack of personal skills	3.24	0.57	Agree
5.	Lack of awareness of social media tools	3.38	0.55	Agree
6.	Lack of knowledge of using social media	3.54	1.99	Agree
7.	Low speed of Internet services	3.56	1.30	Agree
8.	Unfiltered information from the Internet	2.64	1.22	Disagree
9.	Erratic power supply	3.34	1.50	Agree
10.	Insecurity of web services	3.54	0.37	Agree
11.	Inadequate staffing of the library	2.45	0.44	Disagree
12.	Technical support from Internet service providers	2.12	1.47	Disagree
13.	Technophobia on technological environment	3.94	1.59	Agree
14.	Virus threat	3.68	0.33	Agree
15.	Low motivation from library management	3.34	1.68	Agree
	Aggregate Mean	**3.22**		

The above table shows various items with their respective mean and corresponding standard deviations. The restrictive organizational regulations and policies has 3.68(0.78), lack of personal skills 3.24(0.57) lack of awareness of social media tools 3.38(0.55), lack of knowledge of using social media 3.54(1.99), low speed of internet services 3.56(1.30), erratic power supply 3.34(1.50), insecurity of web services 3.54(0.37), technophobia on technological environment, virus threat 3.94(1.59) and low motivation from library management 3.34 (1.68). However, only a few of the items on the table were rejected by the librarians with a mean score below 3.00 as the challenges librarians' faced in using social media tools for knowledge sharing in university libraries. These are low acceptance of some of the social media platforms 2.48(1.35), inadequate staffing of the library 2.45 (0.44), unfiltered information from the Internet 2.64(1.22) and technical support from Internet service providers 2.12(147).

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Research Hypothesis

Ho1: There is no significant difference in the librarians'attitude towards social media tools for knowledge sharing with respect to their gender in university libraries in South-South Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.786	201	2.786	1.782	.183
Within Groups	314.238	202	1.563		
Total	314.025				

From the above result the p value of 0.183 is less than the alpha value of 0.5, therefore we accept the null hypothesis which says that there's no significant difference in the librarians' attitude towards social media tools for knowledge sharing with respect to their gender in university libraries in South-South Nigeria.

Discussion of Findings

The result in table shows that the Librarians' attitude towards social media tools for knowledge sharing University Libraries in South-South, Nigeria were positive, as majority of the librarians attested with mean scores above 3.00. This result is in agreement with the findings of Idiedo (2020) who stated that librarians possesses positive attitude towards social media use for information in University Libraries and there is a significant relationship between librarians' knowledge of social media use and attitude of social media use. This also conforms with Aiybelehin, et al (2017) who revealed in their study that librarians' have positive attitude towards ICTs use. Hence, to improve on the use of social media for knowledge sharing, the attitude of librarians must be worked on through exposure and training in the use of emerging technologies.

Further discovery from the findings of the study on research question 2 in table 2 shows that the extent to which librarians implement social media tools usage for knowledge sharing in university libraries in South-South, Nigeria was low as majority of the items been attested to by the librarians were below mean scores of 3.00. This result is in agreement with the findings of Jones and Harvey (2019) who in a more recent study found that more and more libraries are using social media to connect with patrons. From Facebook and Twitter to Pinterest and YouTube, libraries are opening a wide range of accounts to engage users and market local resources. Omini and Osuolale (2019) also revealed in their study that among others facebook and blogs are the most frequently used social media platforms for promoting library service.

The result in table 3 from the findings reveal the challenges librarians' faced in the used of social media tools for knowledge sharing in university libraries in South-South, Nigeria. It was shown that majority of the items were accepted by the librarians with mean scores above 3.00. Further results from this findings shows that the librarians in the university libraries are affected by majority of the challenges in the use of social media tools for knowledge sharing in university libraries, these can impede the librarians in adopting social media tools for knowledge sharing in the university libraries. This result

is in alignment with the findings of Akwang (2021) who stated that the major constraints to adoption of web 2.0 in university libraries in Akwa Ibom state includes high cost of technology, poor access to web tools, budget constraint, inadequate training of librarians and restrictive ICT policies. Also Arif and Mahmood (2012), found in their study that lack of computer literacy, lack of training programs and low availability of computers and Internet facilities can be obstacles to the adoption of social media tools by librarians.

Findings from the tested hypothesis shows that gender does not determine the attitude of librarians towards the use of social media tools for knowledge sharing in university libraries in South-South Nigeria. Therefore the null hypothesis which stated that there no significant difference in the librarians' attitude towards social media tools for knowledge sharing in university libraries in South-South Nigeria was accepted since p-value of 0.183 is less than the alpha value of 0.5 level of significance.

Conclusion

The study was carried out to assess the attitude of librarians towards social media tools for knowledge sharing in university libraries in south-south, Nigeria. Based on the results of the findings, the study shows librarians in university libraries in South-South, Nigeria have positive attitude toward the use of social media for knowledge sharing. Also, the librarians in University Furthermore, the study reveal that librarians in the University Libraries in South-South Nigeria implement social media tools to a low extent as well as the fact that librarians in the university libraries are faced with series of challenges for the implementation of social media tools for knowledge sharing in university libraries in South-South Nigeria.

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