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Editorial

The South Eastern Journal of Research and Sustainable Development (SEJRSD) is published twice a year online and hard copy. But recently, the journal policy was amended on 10th September, 2021 to be published **monthly**. Thus, the journal begins its monthly publication with volume 6 (1); 2021. It is designed to disseminate knowledge to teachers, teacher-trainees, researchers, curriculum specialists and other interested stakeholders. SEJRSD has continued to serve as an effective instrument for development and innovation in education and equips researchers whose purpose is in development and innovation in educational sector.

The Editor-in-Chief of this Journal is sincerely thankful to the editorial team especially to the numerous subscribers to this volume of the Journal and to all those who has contributed in one way or the other towards making this volume a reality.

Note to Contributors

The South Eastern Journal of Research and Sustainable Development (SEJRSD) is published twice a year online and hard copy. But recently, the journal policy was amended. Thus, the journal hence forth publishes **monthly** (**Every Month**) in a year. The journal publishes peer-reviewed, well researched findings and opinion papers from educators, teachers and other stakeholders in any discipline. The editorial board of SEJRSD therefore requests for original and thoroughly researched empirical and theoretical papers on trending issues in any field.

Note the following:

- ➢ Any article submitted for assessment for publication should not exceed 12pages on A4 paper with 12points font size, Time New Roman Face and double line spaced
- ➢ The front page cover should include the title of the article, the author's name, affiliation and e-mail address, followed by the abstract of the study. The abstract should be precise, not exceeding 150 words
- ➢ Article must be written in clear and coherent sentences
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RELATIONSHIP BETWEEN LIBRARY PROFESSIONALS' SOCIAL MEDIA LITERACY AND THEIR USE OF SOCIAL MEDIA FOR SERVICE DELIVERY IN PUBLIC UNIVERSITY IN ANAMBRA STATE

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Abstract

Despite the benefits that are accruable from the use of social media for the delivery of library services, it is rather challenged by the unwillingness of the librarians to adopt Information Communication Technology arising from lack of skills for implementation. Thus, the purpose of the study was to ascertain the relationship between library professionals' social media literacy and their use of social media for service delivery in public university in Anambra State. Three research questions were raised for the study while three hypotheses were tested. Correlational research design was adopted for the study. The population of the study consisted of 104 library professionals in the 11 public libraries in Anambra State. The sample for the study comprised 52 (30 young and 22 old) library professionals in the six public libraries obtained through simple random sampling and disproportionate sampling techniques. Two sets of questionnaire entitled 'Library Professionals' Social Media Literacy Questionnaire (LPSMLQ) and Use of Social Media for Delivery of Library Services Questionnaire (USMDLSQ) were used for data collection. LPSMLQ and USMDLSQ were used to collect data. LPSMLQ and USMDLSQ were validated by three expert at Nnamdi Azikiwe University, Awka. The reliabilities of LPSMLQ and USMDLSQ were established using Cronbach alpha statistics to obtain coefficients of 0.82 and 0.80 respectively obtained for LPSMLQ and USMDLSQ. Data collected were analyzed using Pearson product moment correlation was used to answer the research questions while the hypotheses were tested at 0.05 level of significance by comparing the computed correlation index against the critical values for appropriate decision. The findings of the study revealed that a high positive and significant relationship existed between library professionals' social media literacy and their use of social media for delivery of library services in university libraries. It was recommended among others that University authorities should ensure that old library professionals acquire the requisite social media literacy skills. This is with a view to bridging the social media literacy gap between old and young library professionals in the use of social media for delivery of library services.

Keywords: Library Professionals, Social Media Literacy, Service Delivery

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Introduction

The traditional way of providing services in the university library is fast becoming a passing fad. This stems from the fact it is cumbersome and not attuned with contemporary library users who are digital natives. Thus, the needs and interests of contemporary library users are not satisfactorily met with the traditional method of service delivery which has become archaic. In a dire bid to satisfactorily accommodate the needs of modern day library users, university libraries appear to be looking in the way of digital means for service delivery. One of such is the use of social media.

Social media embody a collection of online communication channels. It is a medium that promotes the exchange of ideas, thoughts as well as information. Social media refer to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication (Davis, 2012). A fascinating aspect of social media is that, it is not limited to desktop or laptop computers but could be used or accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of popular social media sites include: Facebook, Twitter, Instagram, Blackberry Messenger, Cyworld, MySpace, YouTube, Live, Friendster, Skype, Flickr, Google+, Yahoo! Messenger, Beehive, Whatsapp and many others. These social media sites can be accessed and used for the purpose of information sharing by a wide range of library patrons.

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Social media play variety of roles in the field of library and information science. It can be used to disseminate information to library users on the available resources and services in the library. Social media use is vital university libraries as it considerably keep library staff abreast of novel innovations in their career and further helps in the provision of services that will meet the varying needs of library patrons (Adewojo & Adebara, 2016). Similarly, Collins and Quan-Hasse (2012) observed that social media are veritable tools utilized by university libraries to channel services and resources to prospective users. The low costs and increased accessibility of social media have varied the options for access of information among library patrons. Suffice it to say that despite the benefits that are accruable from the use of social media for the delivery of library services, it is rather challenged by the unwillingness of the librarians to adopt Information Communication Technology arising from lack of skills for implementation (Ayoka & Okafor, 2015). Thus, this has re-inforced the need for library professionals to acquire the requisite social media literacy for the delivery of library services for use by modern day patrons.

Social media literacy refers to the skills and competences that are required for the use of social media. Ouedraogo (2021) opined that it is representation of the ''collection of realistic, intellectual, and emotional abilities required of social media users to create content'' It is a subset of information literacy (Chewe, Sakala & Zulu, 2021). The expectation is that social media literacy contributes to the use of social media in the delivery of services by library professionals. For instance,

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while Baro, Obaro, Aduba (2019) established that librarians working in university libraries in Africa rated their skills in using different social media tools as very high, Vanwynsberghe et al. (2015) found that librarians who fit the social media literate profiles are expected to play a central and facilitating role in the adoption and implementation of social media within public libraries. Going further, while Collins and Quan-Haase (2012) found that Twitter was the most used social media tool among the academic libraries and was followed by Facebook, Chu and Du (2013) found that social media tools such as Facebook, Instant Messaging as well as Wikis are popular for online collaboration, communication, and sharing of information among librarians.

It is interestingly to note that the use of social media for delivery of library services could be moderated by age. Corroborating this, Brenner (2012) found that 86% of the ages 18- use social media sites, 72% of the ages 30- use social media sites, 50% of the ages 50- use social media, and just 34% of the ages 65 + use social media sites. With a view to ascertaining if social media literacy is a contributing factor to the use of social media for delivery of library services among library professionals, it will be of utmost importance to determine if a relationship exists between the two variables. If there is an existence of such a relationship, it could further be expedient to ascertain if it is stronger when moderated using age of library professionals. Thus, the purpose of the study was to find out the relationship between library professionals' social media literacy and their use of social media for delivery of library services in public university in Anambra State. More so, it ascertained if

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that relationship differed significantly with age. Specifically, the study sought to determine:

1. The relationship between library professionals' social media literacy and their use of social media for delivery of library services in university libraries.

2. The relationship between young library professionals' social media literacy and their use of social media for delivery of library services in university libraries.

3. The relationship between old library professionals' social media literacy and their use of social media for delivery of library services in university libraries.

Research Questions

The following research questions were posed to give direction to the study:

1. What is the relationship between library professionals' social media literacy and their use of social media for delivery of library services in university libraries?

2. What is the relationship between young library professionals' social media literacy and their use of social media for delivery of library services in university libraries?

3. What is the relationship between old library professionals' social media literacy and their use of social media for delivery of library services in university libraries?

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Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between library professionals' social media literacy and their use of social media for delivery of library services in university libraries.
2. There is no significant relationship between young library professionals' social media literacy and their use of social media for delivery of library services in university libraries.
3. There is no significant relationship between old library professionals' social media literacy and their use of social media for delivery of library services in university libraries.

Method

The study used correlational research design. This is deemed appropriate because, according to Nworgu (2015), correlational survey design centers on the relationship that exists between two or more variables. The population of the study consisted of 104 library professionals in the 11 public libraries in Anambra State. The sample for the study comprised 52 library professionals in the six public libraries obtained through simple random sampling technique. Disproportionate sampling technique was further used to obtain 30 young library professionals and 22 old library professionals. Two sets of questionnaire entitled 'Library Professionals' Social Media Literacy Questionnaire (LPSMLQ) and Use of Social Media for Delivery of Library Services Questionnaire (USMDLSQ) were used for data collection. LPSMLQ was adapted from Opeyemi, Oluwaseyi and Marcus (2022) Information literacy skills. It is made up of 15 items. It was constructed in such a manner that

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the respondents responded by opting for one of the four response categories viz: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree. On the other hand, USMDLSQ was constructed by the researcher. USMDLSQ has 10 items, each with four response scale. They were constructed in such a way that the respondents will respond by choosing one of the four response categories viz: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). LPSMLQ and USMDLSQ were validated by three experts. Cronbach alpha method was employed to determine the reliabilities of LPSMLQ and USMDLSQ. The internal consistency of the items in LPSMLQ and USMDLSQ were ascertained using Cronbach statistics. The alpha coefficients gotten were 0.81 and 0.82 respectively for LPSMLQ and USMDLSQ. These values were deemed adequate and the instrument adjudged reliable since it falls in line with the recommendation of Nworgu (2015) who posited that an instrument is reliable and excellent when its reliability co-efficient is above 0.80 for quantitative research. Pearson product moment correlation was used to answer the research questions while the hypotheses were tested at 0.05 level of significance by comparing the computed correlation index against the critical values for appropriate decision. Nwana's (2007) recommendations were used in taking decisions regarding the research questions. Thus, the correlation coefficient (r) with scores:

0.00 – 0.20 = Very low relationship

0.20 – 0.40 = Low relationship

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0.40 – 0.60 = Moderate relationship

0.60 – 0.80 = High relationship

0.80 – 0.10 = Very high relationship.

Testing of the hypotheses was done with P-value (Using SPSS 20). The decision rule was that null hypothesis was rejected when p-value was less than (<) 0.05; otherwise when it was greater than (>) 0.05, it was not rejected.

Results

Table 1: Pearson r on Relationship between Library Professionals' Social Media Literacy and their Use of Social Media for Delivery of Library Services in University Libraries.

Source of Variation	N	r	p-value	Remark
Library Professionals	52	0.639	0.00	High positive Significant Relationship

Data in Table 1 show that there is a high positive and significant relationship existing between library professionals' social media literacy and their use of social media for delivery of library services in university libraries. This means that the higher the social media literacy of library professionals, the greater their use of social media tools for delivery of library services.

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Table 2: Pearson r on Relationship between Young Library Professionals' Social Media Literacy and their Use of Social Media for Delivery of Library Services in University Libraries.

Source of Variation	N	r	p-value	Remark
Young Lib. Prof.	30	0.792	0.00	High positive Significant Relationship

Data in Table 2 show that there is a very high positive and significant relationship existing between young library professionals' social media literacy and their use of social media for delivery of library services in university libraries. This means that the higher the social media literacy of young library professionals, the greater their use of social media tools for delivery of library services.

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Table 3: Pearson r on Relationship between Old Library Professionals' Social Media Literacy and their Use of Social Media for Delivery of Library Services in University Libraries.

Source of Variation	N	r	p-value	Remark
Old Lib. Prof.	22	0.486	0.00	Low positive Significant Relationship

Data in Table 3 show that there is a moderate positive and significant relationship existing between old library professionals' social media literacy and their use of social media for delivery of library services in university libraries. This means that the higher the moderate the social media literacy of old library professionals, the moderate their use of social media tools for delivery of library services.

Discussion

Relationship between Library Professionals' Social Media Literacy and their Use of Social Media for Delivery of Library Services in University Libraries.

The indication of the finding of the study is to the effect that a high positive and significant relationship existed between library professionals' social media literacy and their use of social media for delivery of library services in university libraries. This implies that the more literate a library professional is in matters of social media, the greater the tendency to use social media tools to deliver library services.

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In other words, high social media literacy will make a library professional develop positive attitude towards the use of social media for service delivery. Such a positive attitude will lead to an effective service that will be to the satisfaction of library patrons. Curiously, different results were obtained when the relationship was ascertained using young and old library professional separately. The difference in the coefficients of correlation was significant in favour of the young library professionals. The logical deduction here is that age moderated library professionals' use of social media for the delivery of library services. This afore-mentioned trend may not be unconnected to the fact that old library professionals have become so accustomed to the use of the analogue method of service delivery that they have come to develop a negative attitude towards innovative means of librarianship.

The finding of the present study could be traceable to the fact that a library professional with high social media literacy will exude high self-esteem in the use of social media tools for service delivery. In contrast, a library professional with low social media literacy will exude low self-esteem in the use of social media tools for service delivery and the consequence will be the dissatisfaction of library patrons with service delivery among university libraries. The finding of the present study is in tandem with the postulation of Baro, Obaro, Aduba (2019) that librarians working in university libraries in Africa rated their skills in using different social media tools as very high. Corroborating this position, Vanwynsberghe et al. (2015) found that librarians who fit the social media literate profiles are expected to play

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a central and facilitating role in the adoption and implementation of social media within public libraries.

Conclusions

Consequent upon the findings of the study, it was concluded that library professionals' social media literacy positively and significantly contributed to their use of social media for service delivery in university libraries. It was further concluded that age of library professionals significantly influenced their use of social media for service delivery in university libraries.

Recommendations

The following recommendations are fallouts of the findings;

1. University authorities should ensure that old library professionals acquire the requisite social media literacy skills. This is with a view to bridging the social media literacy gap between old and young library professionals in the use of social media for delivery of library services.

2. Old library professionals should be open to the conscious acquisition of social media literacy skills. That way, they will be able to use the social media tools to deliver service to the satisfaction of modern day library patrons.

3. Government should enact laws that insists on library professionals' acquisition of social media literacy skills as a pre-condition for retention of their jobs in the university libraries. This will enable old library professionals to acquire social media literacy skills for using social media in the course of service delivery.

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