



Influence of Social Media Devices on ... Agbo, R. & Garba, K. (2026)

Influence of Social Media Devices on Level of Competency and Readiness among Tertiary Institution Librarians in Katsina State, Nigeria

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Abstract

This study examined the influence of social media devices on level of competency and readiness among tertiary institution librarians in katsina state, Nigeria. The study specifically investigated whether librarians' competencies and readiness influence the use of social media for information service delivery. A quantitative research approach using a descriptive survey design was adopted. The population of the study comprised all one hundred and forty one librarians in the thirteen (13) tertiary institutions in Katsina State. A structured questionnaire was used for data collection and was validated by experts in Library and Information Science, statistics, and English language. Data collected were analyzed using descriptive statistics and t-test analysis with the aid of SPSS version 23. Findings revealed that librarians possessed moderate levels of competency (overall mean = 3.38) and readiness (overall mean = 3.31) in the use of social media for information service delivery. The t-test results indicated that librarians' competencies significantly influenced the use of social media for information services ($t = 2.118, p < 0.05$), leading to the rejection of the null hypothesis. However, librarians' readiness did not significantly influence social media use ($t = 0.277, p > 0.05$). The study concludes that while librarians demonstrate positive attitudes and willingness toward social media adoption, practical skills and professional competencies are more critical determinants of effective utilization than readiness alone. The study recommends continuous professional training for librarians and improved institutional support, including adequate ICT infrastructure and clear social media policies, to enhance the effective use of social media for information service delivery in academic libraries.

Keyword: Competency, Readiness and Social Media

Introduction

The emergence and rapid growth of social media technologies have fundamentally reshaped how information is created, disseminated, accessed, and communicated across societies. In academic libraries, social media offers dynamic and interactive platforms for engaging users, promoting library resources, facilitating communication, and supporting instructional and reference services. Unlike traditional one-way communication models, social media platforms allow for real-time interaction between librarians and users, thereby enhancing engagement and fostering collaborative information environments. Platforms such as Facebook, WhatsApp, Twitter, Instagram, LinkedIn, blogs, and YouTube serve not only as promotional tools but also as channels for selective dissemination of information, current awareness services, user engagement, and professional networking (Agada, 2018; Okoroma, 2017; Tekale & Dalve-Pati, 2019). Librarians' competency in social media refers to the knowledge, technical skills, attitudes, and professional abilities required to effectively adopt and integrate social media into library service delivery. This includes the ability to create, curate, and disseminate content, engage with patrons in online spaces, and leverage analytics to assess impact. Competency also embraces adaptability and continuous learning, which are essential in navigating the evolving landscape of digital communication and information technologies (Jain, 2013; Joshi & Deshpande, 2019; Igwela & Nsirim, 2018). Similarly, readiness describes librarians' preparedness including technical capability, organizational support, infrastructure, policy frameworks, and positive attitudes to adopt social media as part of their professional practice (Shaik, 2019; Abdulsalami & Dik, 2019). While a positive perception of social media may predispose librarians to use these tools, readiness reflects the degree to which librarians and their institutions are equipped and willing to implement and sustain social media practices. Recent studies in Nigerian university contexts have shown that although librarians generally have a positive perception toward social media and recognize its potential benefits for information dissemination and professional development, actual utilization tends to be moderate or constrained by infrastructural, institutional, and skill-related



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challenges. For instance, Promise, Roland, and Mercy (2020) reported that academic librarians recognize the roles of social media in disseminating library information, but actual usage is limited and requires improved skills training and platform development. Similarly, Altaf (2021) emphasized that institutional support and technical readiness are critical factors for effective social media integration in academic libraries. This study Anchored on the Technology Acceptance Model (TAM) developed by Davis (1989), which posits that perceived usefulness and ease of use influence technology adoption behavior, this study investigates the relationship between librarians' competencies, readiness, and their use of social media for information service provision in higher institutions of learning in Katsina State. By examining these relationships, the study aims to provide insights into how academic libraries in higher institution of learning can better support librarians in leveraging social media for enhanced service delivery.

Statement of the Research Problem

Academic libraries are increasingly expected to adopt digital tools to meet the evolving information needs of students, scholars, and other stakeholders. Social media, in particular, has emerged as a promising means of expanding outreach, enhancing communication, marketing library products and services, and fostering user engagement (Agada, 2018; Tekale & Dalve-Pati, 2019). Yet, despite the widespread adoption of social technologies among students and the broader academic community, effective integration of social media into library operations remains a significant challenge for many institutions, particularly within developing contexts such as Nigeria (Okoroma, 2017; Otiabor, 2016). In Katsina State's higher institutions of learning, librarians may hold positive attitudes toward social media and acknowledge its potential benefits. However, many libraries still demonstrate limited use of these technologies for structured information service delivery, advocacy, and engagement with users. A key concern is the degree to which librarians' competencies and readiness affect their actual adoption and use of social media for information services. Studies in other Nigerian contexts have revealed that librarians frequently use social media platforms such as Facebook, WhatsApp, and YouTube, but the extent of usage is often constrained by inadequate ICT infrastructure, limited formal policies, scarcity of training opportunities, poor internet access, and low familiarity with strategic social media practices (Promise, Roland, & Mercy, 2020; Altaf, 2021; Otiabor, 2016). There is limited empirical evidence specifically examining how competency and readiness jointly influence librarians' use of social media in the context of Katsina State tertiary institutions. While some research suggests a positive relationship between social media use and service delivery outcomes, including professional development and information dissemination, the evidence on how readiness beyond perception shapes adoption remains mixed (Shaik, 2019; Abdulsalami & Dik, 2019). For instance, although librarians may perceive social media positively, institutional barriers such as lack of policy support, infrastructure gaps, and inadequate training may hinder effective use. This gap in understanding potentially undermines efforts to develop targeted strategies, professional development programs, and institutional policies aimed at enhancing social media integration in academic libraries. Therefore, this study aims to bridge this empirical gap by examining the influence of librarians' competencies and readiness on the use of social media for the provision of information services in higher institutions of learning in Katsina State, Nigeria

Objectives of the study

The main objective of the study is to examine influence of social media devices on level of competency and readiness among tertiary institution librarians in katsina state, nigeria .The specific objectives are to:

1. Determine whether librarians' competencies influence the use of social media for the provision of information services in Katsina State tertiary institutions.
2. Examine whether librarians' readiness influences the use of social media for the provision of information services in Katsina State tertiary institutions.

Research Questions

The study was guided by the following research questions:

1. Do librarians' competencies influence the use of social media for the provision of information services in Katsina State tertiary institutions?
2. Does librarians' readiness influence the use of social media for the provision of information services in Katsina State tertiary institutions?



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Hypotheses

H₀₁: Librarians' competencies do not significantly influence the use of social media for the provision of information services in Katsina State tertiary institutions.

H₀₂: Librarians' readiness do not significantly influences the use of social media for the provision of information services in Katsina State tertiary institutions.

Methodology

The study adopted a quantitative research approach based on the positivist paradigm and employed a descriptive survey research design. The population comprised all librarians in the thirteen (13) tertiary institutions in Katsina State, totaling one hundred and forty-one (141). Due to the manageable size of the population, the entire population was used for the study, in line with Klassen, Plano Clark, and Smith (2011). Data were collected using a structured questionnaire with closed-ended questions. The instrument was validated by experts in Library and Information Science, statistics, and English language. A pilot test involving 40 librarians outside the study population was conducted to ensure reliability. Data were analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) and inferential statistics (t-test) with SPSS version 23.

Presentation of Results

A total of 141 questionnaires were administered to librarians across the 13 tertiary institutions in Katsina State. Of these, 120 valid responses were returned, representing an 85% response rate, which is sufficient for meaningful analysis.

Table 1: Do librarians' competencies influence the use of social media for the provision of information services in Katsina State tertiary institutions?

S/N	Statements	Mean	Std. dev	Decision
1	I am confident in using social media platforms for professional purposes	3.45	0.52	Agree
2	I can create and share library content on social media platforms	3.36	0.60	Agree
3	I understand the functionalities of different social media platforms	3.30	0.55	Agree
4	I can evaluate the effectiveness of social media for library services	3.28	0.57	Agree
5	I am willing to adopt innovative technologies for service delivery	3.50	0.48	Agree
Overall mean		3.38	0.54	Moderate competency

Table 1 reveals that librarians in Katsina State tertiary institutions perceive themselves as moderately competent in using social media for information service provision, with an overall mean score of 3.38. The highest mean score (3.50) was recorded for willingness to adopt innovative technologies, indicating a positive disposition toward technological change. Similarly, confidence in professional use of social media recorded a high mean (3.45), suggesting that most librarians feel comfortable engaging with social media platforms in their professional roles. However, relatively lower mean scores were observed in areas related to evaluating social media effectiveness (3.28) and understanding platform functionalities (3.30), indicating gaps in advanced analytical and strategic competencies. These findings suggest that while librarians possess basic operational skills, there is still a need for enhanced training in strategic content management and impact assessment. This result supports earlier studies by Jain (2013), Joshi and Deshpande (2019), and Igwela and Nsirim (2018), which found that academic librarians often demonstrate moderate social media competencies but require further capacity building to maximize effectiveness.

Table 2: Does librarians' readiness influence the use of social media for the provision of information services?

S/N	Statements	Mean	Std. dev	Decision
1	I am willing to adopt social media in my daily library activities	3.40	0.50	Agree
2	The library provides adequate technical support for social media use	3.25	0.55	Moderate
3	Adequate infrastructure exists to support social media in the library	3.10	0.60	Moderate



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4	I am open to organizational policies that promote social media usage	3.35	0.48	Agree
5	I am prepared to learn new skills to use social media effectively	3.45	0.50	Agree
Overall mean		3.31	0.53	Moderate competency

Table 2 indicates that librarians exhibit moderate readiness to adopt social media for information service delivery, with an overall mean of 3.31. High mean scores for preparedness to learn new skills (3.45) and willingness to adopt social media (3.40) demonstrate positive attitudes toward innovation. These findings reflect an openness among librarians to embrace emerging technologies. However, the relatively lower mean scores for infrastructure availability (3.10) and technical support (3.25) highlight institutional and organizational challenges that may constrain effective implementation. This suggests that although librarians are personally ready and motivated, systemic limitations may prevent readiness from translating into consistent social media use. These findings align with Altaf (2021) and Otibor (2016), who emphasized that institutional readiness is as critical as individual willingness.

Table 3: Librarians' competencies do not significantly influence the use of social media for the provision of information services in Katsina State tertiary institutions

Level of Competency	Mean	Std. dev	T-cal	df	P-value	Decision
Competent	3.36	0.383	2.118	58	0.783	Not sig.
Less Competent	3.15	0.386				

The independent samples t-test result ($t = 2.118$, $p = 0.038 < 0.05$) indicates that librarians' competency significantly influences the use of social media for information service provision. Therefore, the null hypothesis (H_{01}) is rejected. Librarians with higher levels of competency are more likely to use social media effectively for professional library services. This finding corroborates Shaik (2019) and Abdulsalami and Dik (2019), who reported that technical skills, confidence, and professional competence are key predictors of technology adoption in academic libraries.

Table 4: Librarians' readiness do not significantly influences the use of social media for the provision of information services in Katsina State tertiary institutions.

Level of Readiness	Mean	Std. dev	T-cal	df	P-value	Decision
Ready	3.32	0.321	0.277	58	0.783	Not sig.
Less ready	3.27	0.408				

The t-test analysis ($t = 0.277$, $p = 0.783 > 0.05$) shows that librarians' readiness does not significantly influence their use of social media for information services. Consequently, the null hypothesis (H_{02}) is accepted. This suggests that although librarians may express willingness and openness, readiness alone does not guarantee actual usage. Structural challenges such as inadequate infrastructure, lack of formal policies, and insufficient technical support may prevent readiness from translating into effective practice.

Discussion of Findings

The study revealed that librarians in Katsina State tertiary institutions perceive themselves as moderately competent in the use of social media for information service delivery (overall mean = 3.38). They also demonstrate moderate readiness to adopt social media tools (mean = 3.31), characterized by positive attitudes and willingness to learn new skills. However, infrastructural inadequacies and limited technical support remain major constraints. Inferential analysis showed that librarians' competency has a statistically significant influence on the use of social media, while readiness does not significantly influence usage. This indicates that practical skills and professional abilities play a more critical role than willingness alone. These findings align with Shaik (2019), Abdulsalami and Dik (2019), and Jain (2013), who emphasized that competence is a strong determinant of technology adoption. The lack of a significant relationship between readiness and usage contrasts with Altaf (2021), suggesting that in the Katsina State context, institutional and infrastructural barriers may weaken the effect of readiness. This study extends existing literature by empirically distinguishing between competency and readiness, demonstrating that competency is a more direct predictor of social media utilization in academic libraries.



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Conclusion

The study concludes that social media is an essential tool for enhancing information service delivery in academic libraries in Katsina State. Librarians possess positive perceptions and moderate levels of competency and readiness toward social media use. However, while competency significantly influences actual utilization, readiness alone does not. This underscores the importance of continuous skills development, adequate infrastructure, and supportive institutional policies to enable effective integration of social media into library services.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Academic institutions should organize regular capacity-building programs, including workshops and hands-on training, to enhance librarians' competencies in social media management, content creation, and analytics.
2. Tertiary institutions should invest in reliable ICT infrastructure, stable internet connectivity, technical support systems, and clear social media policies to create an enabling environment for effective social media use in library service delivery.

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