

Adoption and Use of Social Media for Knowledge Sharing among Librarians in Universities in Jigawa State

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ABSTRACT

This study investigated the adoption and use of social media for knowledge sharing among librarians in universities in Jigawa State. The study adopted quantitative approach using cross sectional survey design. The population of the study was made up 54 librarians obtained through total enumeration sampling, out of which forty eight (48) librarians from the universities served as the respondents. A survey questionnaire was administered and the data were analyzed using SPSS version 16.0 to generate descriptive statistics. The findings of this study revealed that the librarians' level of awareness with respect to knowledge sharing is low. The major types of social media tools used for Knowledge sharing were YouTube, Facebook, WhatsApp and Messenger. Other types were TikTok, Instagram, Twitter, Telegram, Viber, Snapchat, LinkedIn, Threads and WeChat being the least in that order. The librarians use social media to receive positive feedback from library users through social media; for promoting the library and its services; for engaging with library users; share information and resources related to library services; were aware of the risks associated with using social media in the library; to communicate with library users and have guidelines or policies in place for the use of social media by library staff; to promote library services and events' to connect with colleagues in the library profession and as a tool for professional development being the least. The findings also revealed the challenges experienced in the utilization of social media for knowledge sharing in university libraries in Jigawa State which include lack of support or training for using social media in the library; lack of interest among library staff in using social media for knowledge sharing; lack of time to effectively use social media for knowledge sharing; there is a lack of resources, such as equipment or software, to effectively use social media for knowledge sharing; privacy concerns limit the use of social media for knowledge sharing in the library; the use of social media is seen as unprofessional in the library; and the use of social media for knowledge sharing is not valued or recognized by library administration. The study then recommends for the collaborative Project though promoting the use of social media for inter-university collaboration and knowledge exchange among the universities in the state; libraries in Jigawa State should establish guidelines for professional communication and information sharing on social media platforms. Librarians themselves should be encourage to promote culture of knowledge sharing through social media platforms. The study further recommends for the need for the librarians to engage in training session on how to effectively use social media for knowledge sharing

Keywords: Adoption, Use, Social Media, Knowledge Sharing, Librarians, Jigawa State

Introduction

Knowledge sharing is the process of disseminating information or expertise from one individual or group to another. It is an essential component of organizational learning and can lead to increased innovation,

efficiency, and productivity. There are various methods of knowledge sharing, including informal conversations, mentoring, training programs, and technology-enabled platforms. According to Huang, Li, and Chen (2022), information in the context of knowledge sharing refers to data or knowledge that is communicated between

individuals or groups within an organization. This information can include ideas, insights, best practices, and lessons learned, among other things.

Information plays a crucial role in effective knowledge sharing, as it allows individuals to learn from one another and build upon each other's expertise. As noted by Kim, Lee, and Kang (2017), "effective knowledge sharing requires the exchange of high-quality, relevant, and timely information". This exchange of information can occur through a variety of channels, including formal training sessions, informal conversations, and online collaboration tools (Bock, Zmud, Kim, & Lee, 2016). It is essential for library administration to develop enabling knowledge sharing strategies that create awareness and motivate librarians to participate in knowledge sharing practices. This is about effectively converting and transferring specific knowledge held by a member to other members in a form that can be understood, absorbed and used by members who need it to engage in a certain activity or in solving problems.

According to Alavi and Leidner (2015), technology has facilitated the growth of knowledge sharing by providing tools such as email, chat, and video conferencing that allow individuals and groups to communicate and collaborate regardless of their physical location. This has led to the development of virtual communities of practice, where people with similar interests or expertise can share knowledge and ideas (Wenger, McDermott, & Snyder, 2002). Yahaya and Kamba (2019) bought that representation on social media sites, improves awareness of library services and contributes to a progressive and modern image, which may in turn lead to increased physical visits. According to Lin and Lee (2019), creating a culture of trust and openness is essential for effective knowledge sharing, and organizations can encourage this by providing recognition and rewards for individuals who share their knowledge.

Social networks can no longer be ignored; platforms like Facebook, Twitter, LinkedIn, My Space and YouTube have changed the communication methods and

many organizations have adopted social media platforms in other aspects of providing services. Hence, it is logical and natural for academic libraries to integrate social media to library services such as reference services and digital libraries. University libraries are quite interested in using social media to network operations such as administration, cataloguing, interlibrary loan and international bibliographic project. If properly utilized it helps the growth and development of libraries in different directions. It allows easy integration of various activities, facilitates cooperation, helps to avoid duplication of efforts within the library and among libraries in a network, eliminates some uninteresting and repetitive work and provides marketing opportunity for its services (Fayose & Nwalo, 2018). The option available for now is to include networks, electronic mail and the internet if we must satisfy the information needs of the users in the twenty-first century.

However, knowledge sharing can also face challenges, such as the reluctance of individuals to share their expertise due to concerns about job security or a lack of incentives. A library is expected to provide accessible services to its users. Librarians are required to provide services to satisfy the information needs of the user community. Libraries provide a broad range of services depending on the type of library. There are services peculiar to all libraries such as reference service, current awareness services lending services, interlibrary loans and document delivery, literature search, selective dissemination of information, outreach services and so on (Aina, 2014). The use of social media has come to stay in the library world. A library as a learning organization can be successful by integrating the knowledge of librarians into the process of promoting library services. Libraries can take advantage of the use of social media for effective knowledge sharing practices and service delivery. Therefore, it is paramount to find out the adoption and use of social media for knowledge sharing among librarians in universities in Jigawa State.

Statement of the Problem

The importance of knowledge sharing through technology enhanced library services in organizations increases in the number of libraries that are adopting and implementing the use of social media for knowledge sharing and service delivery advantageously. This is because social media was established to enhance user communication and connection and scholarly communication can occur through social media which results in efficient and effective reference services. Library users would feel more comfortable using social media to access the library services. Despite the awareness of the potency of knowledge sharing and service delivery, it is not certain the extent to which social media is used to share knowledge and improve academic library service delivery in Jigawa State, Nigeria. Even though social media has seen an increase in interest among students, it appears that academic libraries in Jigawa state in particular are yet to embrace social media for knowledge sharing.

Utilization level of social media for knowledge sharing at universities in Jigawa State has not been fully ascertained due to the fact that its implementation is at its infancy and it might be coupled with lack of enthusiasm which results in minimal use of social media tools. A preliminary observation has also shown that university libraries in Jigawa state are facing challenges in promoting its services online. In response to this therefore, this study investigated the Adoption and Use of Social Media for Knowledge Sharing among librarians in universities with reference to Jigawa state, Nigeria.

Research Objectives

1. To examine the awareness of knowledge sharing among librarians in university libraries in Jigawa State.
2. To find out the types of social media tools used to share information by the libraries in universities in Jigawa State.
3. To determine the extent of social media use by librarians in universities in Jigawa State.
4. To identify the challenges experienced in the utilization of

social media for knowledge sharing in university libraries in Jigawa State

Review of Related Literature

Today, libraries are becoming more conversant with the benefit of knowledge sharing practices and creating avenues to introduce knowledge sharing practices in their libraries. Recent studies have highlighted the importance of social media for knowledge sharing. For example, a study by Al-Khalifa and Al-Yahyaai (2021) found that social media platforms such as Twitter and LinkedIn are widely used for knowledge sharing among healthcare professionals. Another study by Rahimli and Ismayilova (2021) showed that social media is an effective tool for knowledge sharing in the field of education, particularly among teachers and students.

Moreover, social media has also played a significant role in facilitating knowledge sharing during the COVID-19 pandemic. A study by Zaidan et al. (2021) found that social media platforms such as Facebook, Twitter, and WhatsApp were used extensively for sharing information and knowledge related to the pandemic among healthcare professionals and the general public. Social media refers to technologies that allow individuals to interactively participate with information and with other individuals, and to build networks based on mutual personal or professional interest. Social media facilitates social networking therefore is also referred to as the social media. These technologies - blogs (like Blogger), video sharing (like YouTube), presentation sharing (like SlideShare), social networking service (like Facebook, LinkedIn), instant messaging service (like Skype) and groupware (like Google Docs) - foster a more socially connected platform (Anderson, 2017).

Several researches have been conducted about using social media in the workplace for sharing knowledge. Hung, and Yuen (2016) explored how social networking technology can be used to supplement face-to-face courses as a means of enhancing student's sense of community and, to promote classroom communication practice

in the context of higher education. The study indicated that the majority of participants developed strong feelings of social connectedness and expressed favorable feelings regarding their learning experiences in the classes where social networking sites were used as a supplementary tool.

However, based on their utilization preferences, these media were ranked as Instagram, Facebook, Twitter and YouTube respectively. The results indicated that students were concerned with privacy, but were more willing to connect with faculty if the connection is “one-way” and participate if social media is a voluntary part of class. The survey also found that the students used their social media accounts more frequently than email or Learning Management Systems. A recent survey conducted in 2020 by the Babson Survey Research Group drawing from 1000 college and University faculty members throughout the United States reveal that more than 80 percent used social networking sites in some capacity (Facebook, YouTube, Wiki, etc.). More than half of the faculty members used social networking site as part of their teaching. Thirty percent use social networking sites to communicate with their students, while more than 52 percent use online videos, blogs and Wikis during actual class time. Abodunrin (2017) investigated the use of social media for KS among students of the University of Ibadan, Nigeria. Findings reveal that the students used social media platforms, such as WhatsApp and Facebook, to share knowledge. Fasae and Adegbilero-Iwari (2016) investigated the use of social media for academic practices by science students of public universities in Southwest Nigeria. The results reveal that, among the various social media networks available, Facebook was the most recognised and most famous, followed by Google+ and Twitter. Two-third of the students made use of social media daily to remain up-to-date with trending events/news and to share knowledge.

These studies were able to bring out the fact that social media tools are being used by students to share knowledge. It can then be concluded that social media is an effective tool for knowledge sharing among students. Hence, institutions of learning should exploit

the proliferation of social media and its use by the students to set up off-class students-students and students-lecturer discussion groups to build on class teachings, make learning easier and encourage KS the more so as to achieve better learning and academic outcomes.

Knowledge sharing enables librarians to share their insight and experiences in order to allow for fast, efficient and effective provision of information services to their users. Sharing knowledge involves learning, understanding, extending and repeating the information, the ideas, the views and the resources among persons, connected on a specific ground. The success of knowledge sharing among librarians is claimed to build upon the amount and quality of interactions among librarians, as well as upon addressing issues related to the reluctance to share knowledge, and the willingness and ability to use knowledge of others (Olasina, 2017).

Knowledge sharing capabilities is one of the critical success factors of university libraries, with the development of knowledge sharing culture as backbone. A knowledge sharing culture is conducive to knowledge creation, enhances performance and reduces duplication of efforts. Such knowledge sharing culture involves both organization and librarians. Organizational support is the availability of appropriate knowledge management enablers such as organizational procedures, culture and technological infrastructures. Unfortunately, studies like Parirokh, Daneshgar, and Fattahi (2018) establish that knowledge sharing issues had not been institutionalized in the majority of university libraries. This may act as an impediment to knowledge sharing on issues such as information literacy (IL), thereby affecting pattern of service provision to users in libraries. On an individual basis, knowledge sharing attitudes refers to librarians' personal interests and the degree of enthusiasm for sharing knowledge (Parirokh, Daneshgar, & Fattahi, 2018). It is the degree of positive or negative feelings an individual has towards the intention to share knowledge with colleagues on issues about IL. Willingness and eagerness are positive attitudes towards knowledge sharing (Vuori,

2017). Attitude towards knowledge sharing is formed from behavioural beliefs, and higher attitudinal disposition towards knowledge sharing increases knowledge sharing intentions.

However, on the type of social media tools used by libraries to share knowledge, Palmer (2014) analysed two social media used by one university library to identify the forms of activity that the library uses to engage with stakeholders. Results show that the use of Twitter 18 and Facebook appears to be the most commonly experimental applications for academic libraries. Palmer (2014) points out that the value of social media for academic libraries is recognised and its applications commonly reported. Wordofa (2016) studied 82 top universities in sub-Saharan Africa libraries. The results show that most libraries have direct links with their respective university websites. Wordofa (2016) states that libraries that have social media tools display icons or links on their websites. The results show that 40 libraries out of 82 used one or more social web tool and 36 libraries are using a social networks service, mainly Facebook and Twitter. The results noticeably show that the use of social media is becoming popular in African academic libraries.

Kim and Abbas (2019) presented a study on the adoption of Library 2.0 functionalities by academic libraries and users. The study revealed that librarians are more interested than students on the use of the social media as a platform to render library services. The study indicates that students consider social media as a personal social tool used for communication among their friends rather than for accessing library resources and services.

According to Xie and Stevenson (2017:521), there are different types of social media and those most popularly used in libraries include blogs, Facebook, photo sharing, Twitter, YouTube and wikis. The study indicated that some social media platforms have more than one function, e.g. 19 Twitter, which is a personal network site but can also serve to share photos and is classified as a micro blog. On the extent of

use of social media, Villoldo et al., (2016), utilization of social media has seen communication with users improve immensely above all library services. Librarians are currently engaging patrons through the utilization of digital signage, social media platforms profits and thematic blogs. According to Fasola (2018), Facebook, Twitter, RSS Feeds, LinkedIn, Web-blogs are some of the social media platforms that enjoy audio-visual features while some features include the ability to enhance synchronous and asynchronous engagements and interactions.

Internet connectivity is all it takes for one to be part of the online community. The activities of one member of a social media platform are often known by his/ her connections within the same platform. This means therefore that if a contact of a library page comments or likes an item or post put up by the library, then other members within his/her platform will have knowledge of it. This is informative and helps in advertising library activities. Users who contact the library using social media tend to be more satisfied with the library. Steadily social media platforms are being used to predict the behavior of library users towards services offered in the library. Librarians can therefore use social media as a tool to maintain their relevance in the digital age and at the same time maintain their users through knowledge sharing.

Similarly, Anasi, Akpan and Adedokun (2014) studied the extent of using ICTs for knowledge sharing among librarians in South-west, Nigeria. The study found that librarians are using ICT platforms for knowledge sharing. Challenges such as lack of awareness of existing ICT-based knowledge sharing platforms, limited ICT skills, and unhealthy technology environment are major hindrances to knowledge sharing among the librarians. The study recommended maximum use of ICT platforms for knowledge sharing and collaborations for professional development, scholarly communication, and efficient service delivery.

In summary, In Nigeria, various studies have highlighted the utilization of

social media in various library services such as marketing, user services, communication, public relations, reference services, current awareness services, selective dissemination services among others. The introduction of knowledge sharing in organizations and especially in academic libraries has brought a new dimension in the operations of libraries. The use of social media as a tool for knowledge sharing has therefore presented itself as a gap in academic libraries especially in Nigeria which has traditionally been using social media as a communication tool.

It is important therefore for library staff to embrace social media and conduct research in their library services mainly to maintain their existence and importance, improve on service delivery as well as how to share knowledge to library users, market library services, keep abreast with emerging social media technology and create innovative ideas in provision of information services

Methodology

The study adopted quantitative approach using cross sectional survey design. The population of the study was made up 54 librarians obtained from Federal University Dutse, Federal University of Technology Babura, Sule Lamido University, Kafin-Hausa and Khadija University Majia all in Jigawa State. Total enumeration sampling of 54 was used, out of which forty eight (48) librarians from the universities served as the respondents. A survey questionnaire was administered and the data were analyzed using SPSS version 16.0 to generate descriptive statistics through the use of overall weighted mean score as index of decision making.

Results and Discussions

	Frequency	Percentages
Administered	54	100%
Returned	48	88.9%
Not Returned	6	11.1%

The respondents of this study and the number of instruments administered were

reported and the usable ones returned were also reported in table 1 above. Based on the information obtained, it can be observed that out of 54 copies of the questionnaires administered to the respondents, 48 copies were successfully completed, returned and collected by the researcher for further analysis. The remaining 6 copies of questionnaires were not collected despite all the efforts by the researcher. Statistically, the response rate with respect to questionnaires used in this study is approximately 88.9% (i.e. $48 \div 54 \times 100$). This shows that the response rate is sufficient enough to provide the study with data that can represent the sampled respondents. The analysis was done based on the questionnaire returned and found usable.

Age of the Respondents	Frequency	Percent
Under 20	--	--
20-29	14	29.2
30-39	16	33.3
40-49	11	22.9
50-59	7	14.6
Total	48	100.0

Table 2 reveals the age range of responses, which shows that many of the respondents 16(33.3%) were within the age of 30-39, while 14(29.2%) of the respondents were within the age of 20-29. This is followed by 11(22.9%) of the respondents who were between the age of 40-49 years of age. It was only 7(14.6%) of the respondents who were between the age of 50-59 years and above. The results showed that most of those respondents participated in the study were within the age of 30-39 years of age.

Gender	Frequency	Percent
Male	31	64.6
Female	17	35.4
Total	48	100.0

The distribution of responses by gender in Table 3 shows that out of the forty (48) respondents, 31 (64.6%) were males while the females constituted 17 (35.4%) of the total respondents. This result showed that more male library staff were captured during the administration of the questionnaire than female counterparts.

Table 4: Respondents' Level of Qualification

Level of Qualification	Frequency	Percent
High school diploma or equivalent	7	14.6
Associate's degree	9	18.8
Bachelor's degree	15	31.2
Masters degree	14	29.2
Doctoral degree	3	6.2
Total	48	100.0

The data on table 4 indicated that many 15(31.2%) of the respondents had BACHELOR'S DEGREE as their highest qualifications. This is followed by 14(29.2%) who had MASTERS DEGREE as their qualifications, and 9(18.8%) claimed to have ASSOCIATE'S DEGREE as highest qualifications. About 7(14.6%) had HIGH SCHOOL DIPLOMA OREQUIVALENT as their highest qualification. Few of 3(6.2%) of the respondents claimed having PhD as their level of qualification.

Table 5: Working Experience

Working Experience	Frequency	Percent
Less than 1 year	3	6.2
1-5 years	8	16.7
6-10 years	19	39.6
11-15 years	18	37.5
Total	48	100.0

Table 5 indicates that many 19(39.6%) of the respondents had 6-10 years as their experience working in Library, followed by 18(37.5%) of the respondents had 11-15 years as their experience working in Library and 8(16.7%) of the respondents had 1-5 years as their experience working in Library, while 3(6.2%) of the respondents had 16-20 years of experience working in a library.

Table 8: Types of social Media tools used for Knowledge sharing by Libraries in Universities in Jigawa

S/ N	Types of social media	Yes	No
		Frequency (Percentage)	Frequency (Percentage)
1	Facebook	26(54.2%)	22(45.8%)
2	Instagram	16(33.3%)	32(66.7%)
3	YouTube	38(79.2%)	10(20.8%)
4	Twitter	15(31.2%)	33(68.8%)
5	LinkedIn	9(18.8%)	39(81.2%)
6	WhatsApp	26(54.2%)	22(45.8%)
7	TikTok	17(35.4%)	31(64.6%)
8	WeChat	6(12.5%)	42(87.5%)
9	Messenger	21(43.8%)	27(56.2%)
10	Telegram	15(31.2%)	33(68.8%)
11	Snapchat	11(22.9%)	37(77.1%)
12	Threads	7(14.6%)	41(85.4%)
13	Viber	14(29.2%)	34(70.8%)

The data on table 8 reveals that the respondents were asked to kindly indicate the types of social Media tools they used for Knowledge sharing and majority 38(79.2%) of the respondents indicated YouTube as the social Media tools used for Knowledge sharing. This is followed by more than half 26(54.2%) of the respondents who indicated using Facebook and WhatsApp for Knowledge sharing respectively. Almost half 21(43.8%) of the respondents indicated using Messenger. Many 17(35.4%) of the respondents indicated using TikTok as the social Media tools used for Knowledge sharing, about 16(33.3%) of the respondents indicated using Instagram, while 15(31.2%) of the respondents indicated using Twitter. Other 15(31.2%) of the respondents indicated Telegram as a social media for Knowledge sharing.

More than quarter 14(29.2%) of the respondents indicated Viber as a social media

used for Knowledge sharing. Less than quarter 11(22.9%) of the respondents indicated Snapchat the types of social media tool used for Knowledge sharing, few of the respondents 9(18.8%) LinkedIn the types of social media used for Knowledge sharing, very few the respondents 7(14.6%) Threads the types of social media used for Knowledge sharing, and least of the respondents 6(12.5%) WeChat the types of social media used for Knowledge sharing.

This implies that the major types of social media tools used for Knowledge sharing were YouTube, Facebook and

WhatsApp and Messenger. Other types were TikTok, Instagram, Twitter, Telegram, Viber, Snapchat, LinkedIn, Threads and WeChat being the least in that order. This justifies the submission of Cevik, Aksel, Akoglu, Eroglu, Dogan and Altunci (2016), who emphasized that social media tools have become a means of sharing knowledge especially among professionals. It further corroborates the observation made by Irani, Sharif, Papadopoulos and Love (2017), that social media tools provide a platform to connect professionals and enable them to share explicit knowledge.

Table 9: Awareness of Knowledge Sharing among Librarians in University Libraries in Jigawa State

No.	Question	Mean	Std. Dev.
1	Knowledge sharing is essential for effective library services.	1.50	.744
2	I am aware of the benefits of knowledge sharing in the library.	2.06	1.227
3	I actively participate in knowledge sharing activities in the library.	2.85	1.238
4	I am willing to share my knowledge and expertise with colleagues in the library.	2.40	1.198
5	I believe that knowledge sharing can improve the quality of library services.	2.71	1.254
6	I feel comfortable asking colleagues for help or advice when I need it.	2.77	.951
7	I feel that my colleagues are willing to share their knowledge and expertise with me.	2.90	1.134
8	I have access to tools and resources that facilitate knowledge sharing in the library.	2.62	1.196
9	I receive recognition for my knowledge sharing efforts in the library.	2.67	1.191
10	I believe that knowledge sharing is valued and encouraged in the library culture	2.83	.930

Based on the overall findings, table 9 reveals that the calculated mean scores of all the ten items tested under the awareness of knowledge sharing among librarians in university libraries in Jigawa state are less than the criterion mean score of 3.0 under 5-point likert scale. However, the overall weighted mean score of 2.53 was fairly less than the cut-off mean score of 3.0. This implies that the librarians' level of awareness with respect to knowledge sharing is low. This coincides with the observation made Yakudima (n.d) that in Nigeria there is lack of awareness' and familiarization about the concept of knowledge sharing.

Table 10: Purpose of Using Social Media Tools by Librarians in Universities in Jigawa State

No.	Question	Mean	Std. Deviation
1	I use social media as a tool for professional development.	1.48	.743
2	I use social media to connect with colleagues in the library profession.	2.02	1.246
3	I use social media to share information and resources related to library services.	2.83	1.294
4	I use social media to promote library services and events.	2.42	1.252
5	I use social media to communicate with library users.	2.62	1.265
6	I feel that social media is an effective tool for engaging with library users.	2.83	.930
7	I receive positive feedback from library users through social media.	3.00	1.072
8	I feel that social media is a valuable tool for promoting the library and its services.	2.88	1.104
9	I am aware of the risks associated with using social media in the library.	2.71	1.166
10	My library has guidelines or policies in place for the use of social media by library staff.	2.62	1.265

Based on the overall findings, table 10 reveals that the calculated mean scores of one of the ten items tested under purpose of using social media tools by librarians in universities in Jigawa state is equal to the criterion mean score of 3.0 under 5-point likert scale. Therefore, the positive responses were high on the statement that the respondents have received positive feedback from library users through social media (Mean = 3.0). However, the overall weighted mean score of 2.54 was less than the cut-off mean score of 3.0. This implies that librarians use social media to received positive feedback from library users (Mean = 3.0); for

promoting the library and its services (Mean = 2.88); for engaging with library users (Mean = 2.83); share information and resources related to library services (Mean = 2.83); were aware of the risks associated with using social media in the library (Mean = 2.71); to communicate with library users and have guidelines or policies in place for the use of social media by library staff (Mean = 2.62); to promote library services and events (Mean = 2.42); to connect with colleagues in the library profession (Mean = 2.02); and as a tool for professional development (M=1.48) being the least.

Table 11: Extent of Social Media Use by Librarians in Universities in Jigawa State

No.	Question	Mean	Std. Deviation
1	I use social media on a daily basis.	1.67	.907
2	I use social media to stay informed about library and information science news and trends.	2.54	1.368
3	I use social media to share library-related content, such as new acquisitions or upcoming events.	3.27	1.026
4	I use social media to connect with library users and promote library services.	2.71	1.148
5	I feel that social media is an effective tool for engaging with library users.	3.10	1.096
6	I have received positive feedback from library users through social media.	3.17	.859
7	I feel that social media is a valuable tool for promoting the library and its services.	3.40	.962
8	I am comfortable using social media for professional purposes.	2.96	1.254
9	I am aware of best practices and guidelines for using social media in a professional context.	3.08	1.145
10	My library provides training or support for using social media in a professional context.	3.17	.859

Based on the overall findings, table 11 reveals that the calculated mean scores of

six of the ten items tested under extent of social media use by librarians in universities in Jigawa state are greater than the criterion

mean score of 3.0 under 5-point likert scale. However, the overall weighted mean score of 2.91 was less than the cut-off mean score of 3.0. This implies that the positive responses were high on the statement that social media is a valuable tool for promoting the library and its services (M=3.40); use social media to share library-related content, such as new acquisitions or upcoming events (M=3.27); received positive feedback from library users through social media (M=3.17); their library provides training or support for using social media in a professional context (M=3.17); feel that social media is an effective tool for

engaging with library users (M=3.10); and were aware of best practices and guidelines for using social media in a professional context (M=3.08). It also depicts low responses with regards to statement on the use social media on a daily basis, use of social media to stay informed about library and information science news and trends and use of social media to connect with library users and promote library services was recorded respectively.

Table 12: Challenges Experienced by librarians in the Utilization of social media for Knowledge Sharing in the University Libraries

No.	Question	Mean	Std. Deviation
1	The use of social media in the library is limited by institutional policies or guidelines.	1.71	.898
2	I am not comfortable using social media for professional purposes.	2.67	1.326
3	There is a lack of support or training for using social media in the library.	3.52	.799
4	There is a lack of awareness among library staff about the benefits of using social media for knowledge sharing.	2.92	1.048
5	There is a lack of interest among library staff in using social media for knowledge sharing.	3.33	.930
6	There is a lack of time to effectively use social media for knowledge sharing.	3.23	.831
7	There is a lack of resources, such as equipment or software, to effectively use social media for knowledge sharing.	3.58	.821
8	Privacy concerns limit the use of social media for knowledge sharing in the library.	3.10	1.189
9	The use of social media is seen as unprofessional in the library.	3.25	1.082
10	The use of social media for knowledge sharing is not valued or recognized by library administration	3.19	.867

From table 12 above, results showed that out of ten items listed for the librarians to respond on challenges experienced in the utilization of social media in knowledge sharing universities library, findings reveal that the calculated mean scores of the seven of the ten items tested under the challenges experienced in the utilization of social media in knowledge sharing universities library are greater than the criterion mean score of 3.0 under 5-point likert scale. However, three items had low mean score of 1.71, 2.67 and 2.92 which were below criterion mean of 3.0 respectively. Therefore, the positive responses were high on the seven items tested. However, the overall weighted mean score of 3.05 was greater than the cut-off mean score of 3.0. This implies that the

librarians strongly agreed with the following statements as their challenges: there is a lack of support or training for using social media in the library; there is a lack of interest among library staff in using social media for knowledge sharing; there is a lack of time to effectively use social media for knowledge sharing; there is a lack of resources, such as equipment or software, to effectively use social media for knowledge sharing; privacy concerns limit the use of social media for knowledge sharing in the library; The use of social media is seen as unprofessional in the library; and the use of social media for knowledge sharing is not valued or recognized by library administration.

Conclusion

This study investigates the Adoption and Use of social media for Knowledge Sharing among librarians in Universities in Jigawa State. The findings of the study revealed that the librarians' level of awareness with respect to knowledge sharing is moderate. In conclusion, the integration of social media into the professional practices of university librarians presents a transformative opportunity for knowledge sharing. By embracing these platforms, librarians can significantly enhance their ability to disseminate information, collaborate with peers, and stay abreast of emerging trends in librarianship. Social media serves as a dynamic tool for fostering a culture of continuous learning and professional development. It empowers librarians to reach wider audiences, share resources efficiently, and engage in meaningful discussions on a global scale.

As the information landscape continues to evolve, the proactive adoption of social media by university librarians will be instrumental in shaping the future of academic libraries. This embrace of technology not only enhances the visibility and accessibility of library resources but also reinforces the essential role of librarians as curators and disseminators of knowledge in the digital age. By championing social media use, librarians position themselves at the forefront of innovation, ensuring that their libraries remain vibrant, relevant and responsive to the needs of their academic communities.

Recommendations

1. Librarians should be encouraged to engage in training session so as to increase their awareness on how to effectively use social media for knowledge sharing.
2. Policy/guidelines should be established for professional librarians' communication and information sharing on social media platforms.
3. Promoting the use of social media for inter-university collaboration and knowledge exchange among the universities in the state.

4. Using social media to share valuable resources such as research articles webinars, and library events should be encouraged by remedying the challenges experienced by the libraries

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