

SOCIAL MEDIA ENGAGEMENT AS PREDICTOR OF ELECTRONIC INFORMATION RESOURCES USE BY LECTURERS IN PRIVATE UNIVERSITIES IN SOUTH-WEST, NIGERIA

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Abstract

This study investigated the influence of social media engagement on electronic information resources use by lecturers in private universities in South-West, Nigeria. Survey research design was adopted for the study. The target population for this study comprised 3201 lecturers in fifteen selected private universities in South-West, Nigeria which were established between 1999 and 2007. Out of 3201 study population, the researcher used Taro Yamane (1967) statistical formula to get a sample size of 356. A multistage sampling technique was adopted for the study. Bourley (1926) Proportional Distribution Formula was used to distribute the figure proportionately across the fifteen selected universities to ensure that the universities were proportionally represented. Data were collected with a validated questionnaire. The internal consistency of the instrument was measured using Cronbach's alpha test which ranged from 0.74 – 0.96. A response rate of 76.2% was recorded. Data were analysed using descriptive and inferential statistics. Findings from the study revealed that social media engagement ($\beta=0.187$, $t(275) = 3.157$, $p = 0.000$) has a positive and significant influence on EIR use by lecturers of private universities in South-West, Nigeria.

Keywords: Electronic Information Resources, Information Literacy Skills, Lecturers, Private Universities, Social Media Engagement, Use of electronic information resources

Introduction

Utilization of Electronic Information Resources (EIR) by university lecturers is indispensable to achieving quality research output, effective and qualitative service delivery. EIR refer to collections of information resources provided in electronic or digital form, such as e-journals, e-books, online database, CD-ROM databases and other computer based electronic networks accessible on electronic devices such as smart phones, desktop and laptop computers. University lecturers, as major stakeholders in education, need to use EIR to have access to updated, reliable and valid information resources. EIR represents electronic version of print resources which are integral part of library collection in the digital era. Every member of the university

community, such as the management, students, teaching and non-teaching staff, particularly the university lecturers need to have unhindered access to EIR and make frequent and effective use of them so as to have access to updated, reliable and valid information resources provided by the library.

Being positively disposed to social media engagement (SME) could directly or indirectly improve EIR use of university lecturers. Social Media Engagement (SME) is a relatively new being an emerging research field. It is a wide and broad umbrella term that covers a lot of metrics. SME facilitates the creation and sharing of information, ideas, career interests and other forms of expression and the development of online social networks by connecting a user's profile with those of other

individuals or group. SME could be viewed from affective, cognitive, behavioural, psychological and emotional dimensions. As revealed in the literature, based on various theoretical backgrounds, scholars applied different approaches and methodologies to conceptualise and measure engagement. Some conceptualised it as a psychological process; some as emotional process; while some conceptualized it as affective, cognitive and others as behavioural concept. However, this study focuses on the behavioural dimension of SME which Vivek et al. (2012) cited in Trunfio and Rossi (2021) described as the intensity of an individual's participation in an organisation's offerings or organisational activities.

Statement of Problem

There is a rumour going round that in spite of the awareness being created by the academic libraries in South-West, Nigeria about the availability of various types of EIR in their libraries, the lecturers are not making effective use of the E-resources acquired with huge financial resources. Apathy to EIR use could spell doom for academic survival and research productivity of the lecturers. The researcher determined to investigate the purposes for which lecturers in private universities in South-West, Nigeria, engage with social media, because being versed in online information surfing ability such as engagement with social media could be linked with lecturers' use of EIR.

Objectives of the Study

The main objective of this study is to investigate social media engagement and electronic information resources use by lecturers in selected private universities in south -west, Nigeria. The specific objectives are to:

- i. investigate the purpose of social media engagement by lecturers in selected

private universities in South-West, Nigeria;

- ii. determine the influence of social media engagement on electronic information resources use by lecturers in selected private universities in South-West, Nigeria.

Research Question

The research question below guided the study:

What is the purpose for social media engagement by lecturers in selected private universities in South-West, Nigeria?

Hypothesis

The null hypothesis below guided the study and was tested at 0.05 significant levels:

1. Social media engagement has no significant influence on electronic information resources use by lecturers in selected private universities in South-West, Nigeria.

Scope of Study

The population scope of this study comprised of three thousand, two hundred and one (3201) lecturers in fifteen selected private universities in South-West, Nigeria which were established between 1999 and 2007, having a record of at least fifteen years of existence.

Significance of the Study

This study is significant in many ways as the results of the study will be beneficial to university lecturers, researchers, library management and relevant stakeholders, government at various levels and the society at large. Moreover, the study will make the lecturers aware that the more they engage with social media tools, the more versatile they would be in sourcing for needed information online. It is expected that the result of this study will contribute to improving the lecturers' use of EIR, leading to improved

teaching, research output and scientific and technological development of our country. The librarians and the library management in general will be insightful about the need to be visible on social media platforms and sharing contents that would inspire the users, particularly the university lecturers to develop interest in social media engagement.

Review of Literature

Social Media Engagement

Social media engagement can be traced back to affective, cognitive and behavioural dimensions (Van et al. 2010 cited in Trunfio & Rossi, 2021). Hallock et al. (2019) defined social media engagement (SME) as what occurs as a user builds relationship with others users and brands. It is more than merely liking, commenting or posting within a social network. Instead, it reveals a long-term relationship among users or between users and a brand. In another development, Yoon et al. (2018) described SME as the active behavioural efforts that both existing and potential customers exert toward online brand-related content which involves various activities ranging from consuming content, participating in discussions, and interacting with other customers to digital buying. Social media platforms reshaped the dyadic interaction between customers and organisations, creating spaces for digital sharing and engagement. By enabling users to comment, review, create, and share content across online networks, social media provide direct access to brands and allow co-creation processes (Trunfio & Rossi, 2021).

In recent years, the adoption of social media is widespread across various organizations and the library is not left out. This owes to the fact that social media has proven to be an effective platform for interactive communication, information distribution and dissemination, promotion and marketing of library collections, services and library events as well

as for online customer service platform. The huge impact of social media application has enabled the information institutions especially libraries and resource centres to keep abreast with the new technology, given its potential benefits and to reach out to library users and potential ones with minimal efforts. Nowadays, many libraries have taken advantage of social media to interact with their users to promote their products and services. King (2015) and Chakrabarti (2016) cited in Rachman (2018) revealed some good reasons of engaging with social media by the library to include: listening to the community, connecting the library with the users, getting responses from users, taking advantage of the use of mobile technology, and extending reach of the user. Social media engagement is carried out through social media which is valuable because apart from satisfying the needs and interests of users, it also supports an interactive audience for advertising and market intelligence to an organization. Di Gangi and Wasco (2016) maintained that social media represents a new business model where value is co-created by users contributing, retrieving, and exploring content with other users via a social media platform developed by an organization.

Some Gratification Needs that Facilitate Social Media Engagement

Some gratification needs that could facilitate SME have been identified by researchers. They include:

SME for Entertainment: Entertainment has been identified as one of the antecedents to consumer social media engagement. The entertainment value of a social media platform can be an important reason consumers adopt it (Eighmey & McCord, 1998 and McQuail, 1983 cited in Dolan et al. 2015). When academic libraries brand satisfy the lecturers, it might make them develop interest in the library products including EIR.

SME for Social interaction: social media could build social relations among people and it is the most promising tool to interact with other remote located people. Social interaction ties represent the connections between networked members and act as medium for information exchange. Indeed, it is believed that social interactions and relationships could be articulated and improved through knowledge sharing (Hsu & Lin, 2008 cited in Koranteng et al. 2019). Social media applications are seen to be open rather than closed, bottom-up rather than top-down. Social media users go online to share and rate, mash-up and remix, friend and trend (Mwalimu, Mulauzi & Mwiinga, 2018).

SME for Knowledge Sharing: Knowledge Sharing is the process through which information and skills can be exchanged (Gorham, 2018). Social media engagement allows relationship forming between users from distinct backgrounds. A prominent output of this structure is the generation of massive amounts of information, offering users exceptional service value proposition (Kapoor et al. 2018). Social media also allows consumers to engage, share and exchange information with other consumers and share their experiences about firms and brands through word-of-mouth or reviews (Chang & Fan, 2017; Chen et al. 2011; Trusov et al., 2010 cited in Bianchi & Andrews, 2018).

SME for Information Seeking: Social media engagement is very compatible to information seeking, information accessibility and information sharing online since they are Internet-mediated tools that enable people to create, share, and exchange information, ideas, pictures, and videos in virtual communities and networks. It is generally known that every individual, whether literate or not, has information needs, which could be for recreation, leisure or meeting tasks that are considered critical for survival or information that could meet day-to-day activities, or even

information that is necessary for the common good of the neighbourhood, community and the nation in general (Aina, 2004 cited in Ajayi & Abifarin, 2019).

Social media engagement has the possibility to help much closer relationships between library and information centres and their customers wherever users are based, and how they choose to learn about and access library resources and services. Okuonghae (2018) averred that librarians in Nigeria can use social media platform to give users firsthand information on the latest happenings around the country and that users on the other hand can send instant messages (IM) on complaints or ask questions on a particular issue and get a feedback on the spot using twitter. He cited Marion and Omotayo (2010); Warnakula, and Manickam (2010) who reiterated that librarians use Twitter accounts to notify users of new relevant items from collection and events and that the ease of posting and sharing information on Twitter makes it an essential tool for librarians to reach their users.

SME for Remunerative or Reward content:

The level of remuneration offered to the consumer through social media has been identified by researchers as one of the motivations to elicit consumer decisions to engage in social media use. Muntinga et al. (2011) cited in Dolan et al. (2015) stated that consumers engage in social media use as they expect to gain some kind of reward such as an economic incentive, job-related benefit or personal wants. Uzuegbu (2013) cited in Horsfall (2019) averred that available library resources on social media would avail library users the opportunity to be informed about what a library has in her online database and in addition, social media could be used by information seekers to engage with the library to receiving answers to queries, for announcing the arrival of new information materials in the library, communicating with

library users, current awareness services, selective dissemination of information, user' orientation, surveying users' satisfaction periodically, receiving feedback/suggestion from users of the library, for announcement and publicity of library materials, sharing links to articles, answering Frequently Asked Questions (FAQs), online document delivery etc.

Methodology

Survey research design was adopted for the study. The target population for this study comprised 3201 lecturers in fifteen selected private universities in South-West, Nigeria which were established between 1999 and 2007. Out of 3201 study population, the researcher used Taro Yamane (1967)

statistical formula to get a sample size of 356. A multistage sampling technique was adopted for the study. The first stage involved the use of purposive sampling technique to select the fifteen private universities established between 1999 and 2007 in the study area. At the second stage, Bourley (1926) Proportional Distribution Formula was used to distribute the figure proportionately across the fifteen selected universities to ensure that the universities were proportionally represented. Data were collected with a validated questionnaire. The internal consistency of the instrument was measured using Cronbach's alpha test which ranged from 0.74 – 0.96. A response rate of 76.2% was recorded. Data were analysed using descriptive and inferential statistics.

Table 1: Sample size

S/N	University	Population	Sample Size
1	Babcock University	500	56
2	Bowen University	380	42
3	Covenant University	420	47
4	Pan-Atlantic University	133	15
5	Crawford University	134	15
6	Bells University Technology	224	25
7	Crescent University	132	15
8	Ajayi Crowder University	160	18
9	Lead City University	131	14
10	Redeemers University	250	28
11	Joseph Ayodele Babalola University	211	23
12	Achievers University	131	14
13	Caleb University	145	16
14	Fountain University	124	14
15	Wesley University of Science and Technology	126	14
Total		3201	356

Designed by the researcher, 2023

Result and Discussion

Research Question: What is the purpose for social media engagement (SME) by lecturers in selected private universities in South-West, Nigeria?

Data collected on the research question was analyzed using descriptive statistics.

Table 2: Purpose of social media engagement by lecturers of universities

Purpose of social media engagement	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD
SME for social interaction			77(27.7)		3.60	0.42
I engage with social media to interact with people		3(1.1)	99(35.6)	198(71.2)	3.70	.48
Engagement with social media makes me visible to friends and acquaintances		3(1.1)	89(32.0)	176(63.3)	3.62	.51
I engage with social media so that others could see me as highly information literate.	3(1.1)	22(7.9)		164(59.0)	3.49	.69
SME for knowledge sharing			105(37.8)		3.60	.42
I gain knowledge from others through knowledge sharing		1(0.4)	104(37.4)	172(61.9)	3.61	.51
Engagement with social media affords me to share knowledge with others.		4(1.4)	105(37.8)	170(61.2)	3.60	.52
SME makes knowledge sharing with others easier for me		4(1.4)		169(60.8)	3.59	.52
SME for relaxation			113(40.6)		3.57	.46
Engagement with social media provides an avenue for refreshment		3(1.1)	114(41.0)	162(58.3)	3.57	.51
I feel pleased and relaxed while engaging with social media		3(1.1)		161(57.9)	3.57	.52
SME for Information Seeking			107(38.5)		3.57	.40
Engagement with social media helps me to obtain new information		3(1.1)	116(41.7)	168(60.4)	3.59	.51
Engagement with social media helps me to obtain helpful information		1(0.4)	122(43.9)	161(57.9)	3.58	.50
I usually engage with social media to obtain updated information		3(1.1)		153(55.0)	3.54	.52
SME for remuneration and reward			102(36.7)		3.55	.49
SME is an avenue to know about the products and services of some organizations	2(0.7)	3(1.1)	114(41.0)	171(61.5)	3.59	.56
I engage with social media to derive some benefits.	3(1.1)	6(2.2)		155(55.8)	3.51	.60

SME for entertainment	112(40.3)				3.54	.48
Engagement with social media creates fun	1(0.4)	1(0.4)	127(45.7)	164(59.0)	3.58	.52
Engagement with social media is entertaining	1(0.4)	2(0.7)		148(53.2)	3.52	.53

Grand Mean = 3.26

Field Survey, 2022

Decision Rule: If mean is 1.0 to 1.74 = SD; 1.75 to 2.49 = D; 2.50 to 3.24 = A; 3.25 to 4.0 = SA.

Respondents were asked to indicate their purposes of engagement with social media. The result on Table 4.6 revealed that lecturers of private universities in South-West, Nigeria engaged in social media for various purposes (\bar{x} = 3.46, on a scale of 4). Purposes of social media engagements (SME) were measured using the following six dimensions: SME for relaxation, SME for social interaction, SME for information seeking, SME for remuneration and reward, SME for entertainment and SME for knowledge sharing.

Further analysis shows that lecturers indicated very high level of agreements to all the measures for purpose of social media engagement: SME for social interaction (\bar{x} = 3.60), SME for knowledge sharing (\bar{x} = 3.60), SME for relaxation (\bar{x} = 3.57), SME for Information Seeking (\bar{x} = 3.57), SME for remuneration and reward (\bar{x} = 3.55) and SME for entertainment (\bar{x} = 3.54). By implication, the lecturers in private universities in South-West, Nigeria utilized social media for various purposes.

Study Hypothesis: Social media engagement has no significant influence on electronic information resources use by lecturers in selected private universities in South-West, Nigeria.

The hypothesis two was analyzed with simple linear regression analysis.

Table 3: Simple regression model on influence of social media engagement on electronic information resources use

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.634	.337		7.813	.000
Social media engagement	.297	.094	.187	3.157	.002

Dependent Variable: electronic information resources use. $F(1, 276) = 9.967, p = 0.000. R^2 = .035, Adj. R^2 = .031$

The study's hypothesis was analyzed and presented in Table 4.11. The result revealed that social media engagement (β = 0.187, $t(275) = 3.157, p = 0.000$) has a positive and

significant influence on EIR use by lecturers of universities in South-West, Nigeria. The F-test (1, 276) is 9.967 indicates that there is sufficient evidence to substantiate the model's

usefulness in EIR use. The R^2 (0.035) of the regression model indicated that 3.5% of the variation in EIR use could be explained by social media engagement of the lecturers. By implication, sustenance of social media engagement could facilitate EIR use by lecturers of universities in South-West, Nigeria. The regression model is presented as: Electronic Information Resources Use (EIR) = $2.634 + .297 \text{ Social Media Engagement}$

By implication, EIR use increases by .297 when social media engagement goes up by 1 index unit. Since the F ratio and adjusted coefficient of determination with p-value is less than conventional probability of 0.05, the null hypothesis (H01) which states that social media engagement has no significant influence on electronic information resources use by lecturers in private universities in South-West, Nigeria was hereby rejected. The finding suggested that social media engagement contributes positively to EIR use by lecturers in private universities in South-West, Nigeria. The study further sought to determine the influence of social media engagement factors on EIR use in Table 4.12.

Discussion of Findings

This study investigated the influence of social media engagement on EIR use by lecturers in selected private universities in South-West, Nigeria. To carry out this study, a research questions and one hypothesis were tested. The discussion of findings was based on the results of the research questions and hypothesis of the study, which were derived from the objectives of the study. Consequently, the study reviewed the relationship between social media engagement and EIR use.

A research question was formulated to establish purposes of social media engagement by lecturers of private universities in South-West, Nigeria. The result as shown on Table 1 revealed that the lecturers engage with social media for various purposes. The following

were the likely purposes of social media engagements (SME) by the lecturers: SME for relaxation, SME for social interaction, SME for information seeking, SME for remuneration and reward, SME for entertainment and SME for knowledge sharing. All the items attracted very high mean scores. The implication is that the lecturers are engaging in SME for various purposes. The finding agreed with that of Seechaliao (2015) that lecturers always searched for information and studied hard to cope with the problems of social media use in their courses and to enhance their skills in using social media in courses effectively. The study in agreement with the resent study also revealed that lecturers played roles in facilitating social media engagement by posting or creating, and commenting.

In addition, the study carried out by Onuoha and Adetayo (2015) supported that lecturers in private universities in South- West, Nigeria mostly engage with social media for accessing information and for carrying out research activities. A study carried out by Chen, Clifford ad Wells (2002) revealed that levels of information and attitude to the website have been found to be positively related. This finding also corroborates the discovery in this study that revealed that searching for information is one of the purposes for which the lecturers engage in social media. The findings of this study which affirm purposes for which the lecturers engage with social media to include social interaction corroborates Dolan, Conduita, Fahy and Goodmana (2015) who informed that the interactive properties of social media have transformed consumers from passive observers to active participants. In addition they pointed out that the value of entertaining media is embedded in its ability to fulfil user needs for escapism, hedonistic pleasure, aesthetic enjoyment and emotional release.

However, the result of this study which indicates that one of the purposes of lecturers engaging in social media is remuneration and reward is in contrast to Lee, Hosanagar and Nair (2013) who found that social media content which includes economic or remunerative information such as promotions has a negative impact on comments (engagement). Also, the result of the study carried out by Cvijikj and Michahelles (2013) revealed that posts with entertaining content had higher level of engagement compared those with information content. This is also at variance with the finding of the present study which found that lecturers' engagement with social media is higher with the purpose of seeking for information than for remuneration and reward purposes.

The Hypothesis which states that social media engagement has no significant influence on electronic information resources use by lecturers of selected private universities in South-West, Nigeria was formulated to ascertain the influence of social media engagement on lecturers of private universities' electronic information resources use. The results in Table 2 revealed significant influence of social media engagement on EIR use by lecturers in selected private universities in South- West, Nigeria. Therefore the null hypothesis was rejected as findings implied that social media engagement contributed positively to electronic information resources use by lecturers. The finding supports that of Ogunjinmi (2020) whose study showed that the use of EIR is still very low in the universities studied due to lack of adequate knowledge about EIR and relationship with social media networking tools, slow internet speed, inadequate provision of key EIR and facilities in the library amongst others. Moreover, a study carried out by Sharyna and Hassan (2018) revealed that there is a direct positive and statistically significant relationship between users' engagement with library and actual use of the library and that

the extent of user engagement with social media has an impact on user awareness of the library collections, facilities and services. The study proved that the more frequently users engage with social media sites, the more their actual use of the library resources and services is likely to be.

Furthermore, a study by Khan and Bhatti (2012) demonstrated a link between social media engagement and EIR use by the lecturers. They found that Social Media is integral to market library services and products among online users. The finding above indicated that through social media engagement, the lecturers could get information about EIR available in the libraries. Further confirmation that social media engagement has significant influence on EIR use was the findings by the study carried out by Akporhonor and Olise (2015) which revealed that the use of social media by librarians makes communication with library users easier, and provides forum for feedback and increase library users' usage of library products and services. A study carried out by Lefuna (2017) on access to and use of EIR in the academic libraries of the Lesotho Library Consortium also supported the findings of this study because the study revealed that awareness of e-resources was mainly through formal engagement, such as library orientation and through informal engagement such as colleagues.

Conclusion

The study concluded that lecturers need to engagement with social media platforms to be able to make use of EIR effectively. Findings from the study indicated that there was significant positive influence of social media engagement on EIR use by lecturers in selected private universities in South-West, Nigeria.

Recommendations

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

1. Since this study has established a link between social media engagement and EIR use by lecturers in selected private universities in South-West, Nigeria, academic libraries should increase their level of engagements on social media platforms and providing users with resourceful and valuable information. They should also develop tactics and strategies to improve on their visibility on social media platforms so as to help lecturers develop positive attitude to interact and engage with the academic libraries.
2. Efforts should be made by the management of private universities in South-West, Nigeria to provide needed ICT infrastructure and improve on their internet connectivity to make it easier for lecturers as intellectuals to engage in the creation and dissemination of knowledge that could be aided by social media engagement for improved EIR use.
3. The world is experiencing a social media engagement revolution because social media as web-based technology is making communication more interactive and sharing of knowledge among individuals, organizations, communities easier and more convenient. Therefore, the library management of the various private universities in South-West, Nigeria should constitute 24 hour social media engagement team who would be attending to the information queries of the lecturers to facilitate and promote unhindered EIR

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