

Librarians' social media addiction and quality services delivery in university libraries in two states of South-South, Nigeria

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Abstract

This study investigated librarians' social media addiction and quality services delivery in university libraries in two states (Bayelsa and Delta States) of South-South, Nigeria. The correlational research design was adopted for the study. The population of the study was made up of one hundred and seventy-four (174) librarians in the university libraries in two states of South-South, Nigeria, Nigeria. Due to the small size, manageability, and homogeneity of the population, the study employed a total population sampling approach, wherein the entire population was included for the study. Questionnaire was used as an instrument for data collection. Data were analysed using the statistical mean, Pearson and regression statistics. Mean and standard deviation was used to answer research questions 1 and 2, using a criterion mean of 2.50; Pearson's product moment correlation coefficient (PPMC) was used to answer research questions 3 while simple linear regression was used to test the hypothesis. The hypothesis was tested at 0.05 level of significance. Among others, the study found that the librarians who participated study are not addicted to social networking sites and their level of services delivery is high; that there was a significant relationship between social media addiction and quality services delivery among the librarians in university libraries in two states of South-South, Nigeria. This study concludes that librarians in the two states (Bayelsa and Delta States) of South-South, Nigeria are not addicted to social networking sites, although the quality-of-service delivery is high. The study recommended that University library management should continue to ensure that service delivery in university libraries in the two states of South-South, Nigeria remains at its peak.

Keywords: Librarians; social media addiction; quality services delivery; university libraries

Introduction

Libraries have been and will continue to be a necessity as long as man seeks for more knowledge and understanding of the changing worlds, he lives in. A library is a place where collections of books, periodicals, manuals and records of human knowledge in print and non-print format are kept for use. As per Anaeme and Okoye (2017), a library is a systematically curated compilation of information resources, both in physical and digital forms. It is overseen by a knowledgeable librarian responsible for efficiently overseeing these resources, guaranteeing their optimal utilization to meet the diverse requirements of users.

In the university system, the place of library and information services cannot be ignored, because access to information is a critical factor in teaching, learning and research. Efficient and prompt delivery of information services is a key aspect influencing the library profession. This

aligns with the fifth Law of Ranganathan, which emphasizes the importance of "saving the users' time" (Alabi & Sani, 2021). Hence, it's crucial to recognize that service delivery primarily aims to address users' information demands and requirements promptly, precisely when they arise.

Service delivery in the context of a university library refers to the provision of a wide range of services and resources to support the information and research needs of students, faculty, and other members of the academic community. It encompasses the processes, activities, and initiatives undertaken by the library staff to ensure effective and efficient access to information, knowledge, and resources. It focuses on meeting the evolving needs of the academic community, promoting information literacy, fostering research and learning, and enhancing user satisfaction. It involves ongoing assessment, evaluation, and improvement of services to

align with changing technologies, pedagogical approaches, and user expectations.

Quality service delivery in an academic library encompasses the provision of effective, user-centred services that cater to the diverse needs of its patrons, including students, faculty, and researchers. It involves a multifaceted approach aimed at enhancing the overall experience of library users. Several key features contribute to quality service delivery in an academic library. Firstly, accessibility and availability are paramount. The library should ensure that its resources are easily accessible, employing extended operating hours and offering online access to materials, thereby accommodating varying schedules and preferences. A robust resource collection is crucial, aligning with the academic programs and research interests of the institution. Regular updates, strategic acquisitions, and a well-organized cataloguing system contribute to a comprehensive and relevant collection.

In promoting information literacy, academic libraries offer programs and services to enhance users' skills in navigating and utilizing library resources effectively. This includes workshops, tutorials, and guides to empower patrons in their research endeavours. Technological integration is another key feature, leveraging digital tools and platforms to enhance service delivery. This involves the incorporation of online databases, e-books, and integrated library management systems. Adequate training and support for users to navigate these technologies are essential components. User assistance and guidance play a pivotal role, with well-trained and approachable staff offering proactive support. Reference services, research assistance, and guidance on resource utilization contribute to a user-friendly environment.

Creating comfortable and functional spaces is essential for fostering a conducive learning and research

environment. This includes providing comfortable seating, appropriate lighting, and designated areas for both collaborative and individual work. Interlibrary cooperation expands access to resources by collaborating with other institutions. Services such as interlibrary loans facilitate the sharing of materials that may not be locally available. Feedback mechanisms ensure continuous improvement. Establishing channels for users to provide input allows the library to identify areas for enhancement and align services with user expectations. Investing in the professional development of library staff is crucial. Continuous training ensures that staff stay current with trends, technologies, and best practices, contributing to a high level of expertise in service delivery. Finally, adaptability and flexibility are imperative. Academic libraries must be responsive to changes in user needs, technological advancements, and academic requirements, evolving to meet the dynamic nature of education and research. By embodying these features, academic libraries can provide quality service delivery that enhances the overall educational and research experience for their users.

The issue of library service delivery has been a major concern in university libraries, especially with the proliferation of internet and social media technologies. These have made almost all information to be accessible without physically visiting the four-walls of the library. Nevertheless, it should be noted that the library is not just a mere building but includes the collection of sources of information made accessible to a defined community of users for reading, research or borrowing purposes (Akidi & Chukwueke, 2019). According to Ifidon (2012), the library holds essential functions in the realms of education, research, and community development. As such, it can manifest as a tangible structure or a virtual environment, offering both physical and digital avenues for accessing

informational resources. This multifaceted nature of the library brings about societal, economic and national development, promote scholarship, foster social inclusion and cohesions, promotes concepts of civic centres and community services, and encourages working relationships among democratic institutions, advancement of cooperation and understanding, among other things (Chukwueke et al. 2018). The library, by offering a range of services, continues to be the foundation of civil society and the liberal democracy that we value. This underscores the essential role of a library, indicating that no nation or institution can thrive without one.

Library service delivery in developed countries varies, but it generally reflects a high standard of access, resources, and technology. Libraries in developed countries often provide extensive digital resources. This includes access to e-books, e-journals, and databases. Many have online catalogue systems and digital lending platforms. Libraries in developed countries typically have modern, well-maintained facilities. They offer a comfortable and inviting space for reading, research, and collaboration (Chukwueke et al., 2018).

The role of librarians is pivotal in both the provision and perception of library services. Research has shown a direct link between how library users perceive and utilize library services and the interactions they have with library staff (Otieno et al., 2015). Therefore, the conviction and competence of librarians in providing efficient library services and satisfying the information requirements of users are pivotal elements for the prosperity of any university library. Considering the roles played by Librarians in delivering of services, Oladipo and Soyemi (2021) opined that the library's most powerful asset is its professional staff. Accordingly, Oladipo and Soyemi observed that it is the responsibility of librarians to deliver quality services to the

academic community. Unfortunately, there are certain behaviour among librarians that could influence their effective service delivery. Some of these behaviours include social media addiction and work attitude.

The significance of social media in our daily lives is on the rise, steadily expanding its global reach and capacity to shape events. Unquestionably, its influence on individuals is inescapable. Given the vital role of communication for humanity and the swift progress of information and communication technology, it profoundly affects how people engage in daily communication. Social media encompasses digital platforms and websites that allow users to generate, distribute, and interchange content, information, and ideas within virtual communities and networks. It is a digital communication tool that allows individuals, organizations, and businesses to connect, interact, and engage with others through various forms of user-generated content, such as text, images, videos, and links. Social media platforms provide a space for users to create personal profiles, establish connections with others (friends, followers, contacts), and share updates and media content in real-time. These platforms often include features such as news feeds, comments, likes, shares, messaging systems, and groups or communities centred around specific interests, topics, or demographics.

The use of social media among librarians has evolved significantly, introducing various dimensions to their professional landscape. These dimensions include professional networking, information dissemination, community engagement, professional development, advocacy and outreach, and collaborative projects. Over the years, social networking has become widely popular and accepted among librarians. It provides various opportunities to communicate with other people not only in the academic campuses but also inside and outside of the home and other places. The surge in its

popularity has come under scrutiny from professors, stakeholders, psychologists, and social activists, who are now questioning the rapid rise of social media among individuals (Kant, 2020). In university libraries, the utilization of social media is crucial as it enables library staff to stay updated on new developments in their field and offer services that cater to the diverse needs of their patrons (Adewojo, 2016). Olajide and Oyeniran (2014) investigated librarians' familiarity with social media and their usage patterns. The results indicated that a majority of them used social media for personal reasons rather than for library services. They used social media for chatting, gisting, uploading, asking questions, reading blogs, sharing pictures and playing games. According to Aras (as cited in Adewoyin, et al., 2017), university libraries utilize social media with several objectives in mind. These objectives include promoting library services, improving information accessibility, establishing a presence where users are active, gathering user feedback, and spotlighting particular aspects and capabilities of the library.

Research has proved that internet-powered social media has the potential to positively or negatively affect human interaction. The excessive use of social media has caused many worries that users are spending more and more time on social media by not giving time to their other routines, which is adversely affecting their daily activities, as well as many other types of physical problems. And it is also giving rise to mental disorders. The attraction of social media is also making them isolated by making them out of the reach of the society (Kırık et al., 2015). Addiction refers to a compulsive and uncontrollable dependence on a substance, activity, or behaviour, which leads to negative consequences and an inability to stop or reduce engagement despite adverse effects. It involves a loss of control, preoccupation with the substance or

behaviour, and the persistence of its use despite negative consequences. Social media addiction, also known as problematic social media use or social media dependency, specifically relates to excessive and compulsive use of social media platforms. It refers to a condition where individuals develop an unhealthy and addictive pattern of behaviour, spending an excessive amount of time on social media platforms, to the extent that it negatively impacts their daily life, relationships, productivity, and overall well-being.

This is a general notion that addiction is usually related to narcotics, substances like drugs or alcohol etc. However, habits or behaviours that are no longer within one's control are also labelled as addiction (Harris et al., 2014). In this context, the term "technological dependency" has been employed to characterize excessive behaviors related to Internet use resulting from advanced technologies. The overutilization and reliance on Internet and web-based services have led to the emergence of new psychological addictions, including Internet addiction, Game addiction, Online addiction, social network addiction, Mobile phone addiction, Facebook addiction, Twitter addiction, and Social Media addiction (Şahin & Yağcı, 2017). Social media addiction is viewed as a specific form of Internet addiction. Individuals who spend a lot of time on social media have a strong desire to receive information immediately on anything that emerges as a problem for their tolerance.

Statistics show that most internet users are effective consumers of social media along with the internet. Social media enables its users to communicate with each other on a much larger scale through the Internet. It also includes communication platforms such as Facebook, Twitter and YouTube which help in establishing online communication. Research shows that using social media

platforms like WhatsApp, Facebook and Twitter have become very widespread and popular among teenagers (Kant, 2020). Social media addiction among librarians can manifest in various ways and have an impact on quality service delivery. For instance, Librarians who are addicted to social media may find themselves easily distracted while on duty, constantly checking their social media accounts, responding to messages, or browsing through content. This can lead to decreased productivity and an inability to focus on their core responsibilities, such as assisting library users, organizing collections, or conducting research.

Social media addiction can result in librarians being more focused on their online social networks rather than engaging with library users and colleagues in person. This can lead to a lack of interpersonal skills and reduced interaction with library patrons, resulting in a diminished quality of service and a less welcoming atmosphere in the library. Librarians who develop a strong addiction to social media may find themselves dedicating excessive hours to these platforms, which could leave them with limited time and enthusiasm for participating in professional development endeavours. This, in turn, can result in a failure to stay informed about emerging trends, technologies, and best practices within the field, ultimately hampering their capacity to offer innovative and pertinent services to library users.

Excessive dependence on social media has the potential to affect librarians' capacity to critically evaluate and appraise information. Devoting substantial time to social media platforms may foster a preference for rapid and surface-level information consumption rather than engaging in thorough research or analysis. Consequently, this trend could result in a decline in information literacy skills, potentially leading to the dissemination of inaccurate or unreliable information to library users. Moreover, social media

addiction may blur the lines between personal and professional life, as librarians may find themselves constantly connected to social media even outside of working hours. This could pose challenges in maintaining a healthy work-life balance, ultimately impacting their overall well-being and job satisfaction.

In view of the above, the aim of this study is to examine the relationship among librarians' social media addiction and quality service delivery in university libraries in two states of South-South, Nigeria.

Statement of the problem

Information services delivery appears to be poor, especially in university libraries in two states of South-South, Nigeria. Through personal observations, the researcher noticed a concerning trend among some staff members in these libraries. There appears to be an inclination towards excessive use of social media platforms, often to the detriment of their duties and responsibilities. This excessive engagement with social media can manifest in a negative attitude to work, leading to delays in addressing the inquiries and requirements of library users. In spite of the information glut and introduction of technology in these libraries, staff in these libraries still concentrate on acquisition and processing of information resources as a matter of routine, with little or no regard to use.

The consequences of this behaviour can be multifaceted. For one, it can result in diminished efficiency within the library environment. When staff members allocate an undue amount of their time to social media, it can create a backlog of tasks and service requests, impacting the overall effectiveness of the library. Moreover, this habit can negatively affect the user experience. Library users may experience delays in receiving assistance or accessing resources, which could be frustrating and inconvenient. The primary mission of a

library is to provide timely and effective support to its patrons, and excessive social media use can compromise this mission. This study, therefore, sets out to explore the relationship between librarians' social media addiction and quality service delivery in university libraries in two states (Bayelsa and Delta States) of South-South, Nigeria.

Research questions

The following research questions were answered in the study:

1. What is the extent of librarians' social media addiction in university libraries in two states of South-South, Nigeria?
2. What is the extent of quality service delivery among librarians in university libraries in two states of South-South, Nigeria?
3. What is the relationship between social media addiction and quality service delivery among librarians in university libraries in two states of South-South, Nigeria?

Hypothesis

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

1. There is no significant relationship between social media addiction and quality service delivery among the librarians in university libraries in two states of South-South, Nigeria

Literature review

The evolution of information technology, particularly the prevalence of Internet-based social media platforms like Facebook and Instagram, has transformed interpersonal communication methods. This shift has given rise to the possibility of social media addiction, characterized by excessive and irrational utilization of these platforms, disrupting various aspects of daily life (Griffiths, 2012). Social media addiction, considered a subtype of Internet addiction, involves compulsive

engagement with social media, marked by heightened preoccupation and irresistible urges to log in (Andreassen & Pallesen, 2014).

Research indicates that social media addiction is associated with emotional, relational, health, and performance problems. The time spent on social media shows a positive relationship with depressive symptoms among high school students and young adults, with specific categories of social media use linked to diminished academic performance (Lin et al., 2016; Al-Menayes, 2015). Using social media for non-academic purposes, such as video gaming, has been found to negatively predict academic performance (Lau, 2017). Larger surveys in the United States demonstrate a negative association between time spent on Facebook and students' total GPAs (Junco, 2012). Laboratory experiments further support the adverse impact of social media use on academic outcomes (Wood et al., 2012). Evidence suggests a detrimental impact on academic performance, particularly related to Facebook addiction (Huang, 2014). Internet addiction, characterized by excessive preoccupations with computer and internet use, is associated with impairment, distress, and a pursuit of having the most friends.

The study, utilizing a mixed methods approach including surveys and interviews, found a significant negative correlation between social media addiction and job performance. The results underscore the need for organizations to implement policies and interventions addressing social media addiction among employees, with the goal of fostering a more focused and productive work environment. In a separate investigation by Torres and Fernandez (2020), the link between social media addiction and job satisfaction among government employees was explored. The study revealed a substantial negative connection, emphasizing the importance of cultivating

a healthy work-life balance and creating a positive workplace environment to enhance overall job satisfaction.

Additionally, Garcia and Lopez (2022) conducted a quantitative analysis to investigate the impact of social media addiction on work efficiency among government employees. The findings indicated a significant negative relationship, with higher levels of social media addiction associated with lower productivity, increased distraction during work hours, and difficulties prioritizing tasks. The study underscores the importance of organizational interventions and guidelines to manage social media use and improve work performance. Ramirez and Cruz (2021) delved into the impact of social media addiction on interpersonal relationships among government employees. The study revealed that higher levels of social media addiction were associated with decreased communication, collaboration, and strained professional relationships. These findings highlight the necessity of promoting healthy communication practices and establishing guidelines for effective social media use within the workplace.

Service delivery is a comprehensive process that involves designing, developing, deploying, and operating services for both external customers and internal clients within an organization (Spacey, 2023). It is a crucial component of business that defines the interaction between service providers and clients, with the goal of either providing value or potentially causing a loss of value for the client (Staff Writer, 2020). Good service delivery increases client value, and one common framework for service delivery is the Information Technology Infrastructure Library (ITIL). In the IT sector, service delivery, guided by ITIL practices, involves defining service content, roles and responsibilities for customers, users, and service providers, as well as setting expectations for service quality, availability, and timeliness. This

approach is crucial for various professions and company structures, including medical hospitals and IT companies. Service level management plays a vital role, defining services, creating agreements, and establishing clear goals for both IT and business roles.

Ensuring high-quality service delivery is a key goal for service providers, contributing to increased customer satisfaction, loyalty, and long-term profitability (Grönroos and Ravald, 2011; Zeithaml and Bitner, 2000). To achieve this, service organizations must carefully plan the delivery of services and ensure the successful implementation of these plans to create substantial value for their customers.

Libraries, regardless of their type, size, or location, serve a fundamental purpose of providing information services to meet the diverse needs of their users. Eze (2017) defines information services as a range of activities and facilities aimed at delivering information in various formats to satisfy the information requirements of library patrons. These services encompass a wide array, including reference services, document delivery, online booking, inter-library loans, database access, resource sharing, information repackaging, and more. Librarians, as specialists in information, play a vital role in the acquisition, processing, preservation, and dissemination of information. They are present across various sectors, contributing significantly to the success of organizations and national development (Anaeme and Okoye, 2017). The COVID-19 era has highlighted the crucial role of librarians in disseminating information related to the pandemic. Despite challenges like lockdowns, librarians actively provide access to information resources, filter and update content, and contribute to the global fight against COVID-19 (Okiki, 2020).

The digital era has revolutionized information services, enabling libraries to reach users in distant locations through

technology. Online reference services, catalogs, chat services, document delivery, full-text databases, and institutional repositories are now integral parts of library offerings (Jayadev, 2013). Social media tools further facilitate timely information delivery and interaction with patrons. Cloud computing technology has embedded itself in library services, providing unlimited access to information (Alabi, 2018). The adoption of recent technologies, however, comes with challenges, including short lifecycles, obsolescence, and financial constraints (Aliyu, 2015). Many libraries in Nigeria face obstacles such as inadequate finance, technical skills, power supply, user attitude, political instability, geographical isolation, inadequate infrastructure, and corruption (Issa et al., 2013).

In the contemporary landscape, librarians are adapting to oversee digital libraries, organize digital knowledge, and distribute digital content. Digital librarians are tasked with ensuring timely access to information in the electronic age (Pal, 2013). The digital age brings new responsibilities, such as managing subscriptions to e-resources, negotiating licenses, and identifying open access materials (Gbaje, 2007). In times of pandemics, librarians play a critical role in effective information dissemination and education using digital media platforms (Okiki, 2020). Collaborative partnerships with health agencies and communication organizations are encouraged to meet diverse information needs in the evolving digital landscape. As libraries continue to evolve, librarians remain essential contributors to the global information ecosystem, navigating challenges and leveraging technology to fulfill their core function of providing information services.

Social media has evolved beyond a mere information-seeking tool, encompassing various activities like connecting with others, business interactions, and fostering friendships. In the academic realm, social media within

library terminology involves concepts such as resource sharing, knowledge sharing, library cooperation, and networking. Librarians leverage social media to promote library services directly to users, reaching young adults and the broader academic community proactively (Lucky, 2018). The user-friendly nature of social media has simplified communication processes, allowing for online socializing and networking through the sharing of text, images, and videos. Kaplan and Haenlein (2010) define social media as internet-based applications rooted in Web 2.0 principles, facilitating the creation and exchange of user-generated content. In education, social media platforms like Blogs, Twitter, and Wiki are utilized to enhance students' skill acquisition and academic performance. Students engage in various activities, from building relationships to discussing common interests, transforming their thinking and interaction patterns.

The prevalence of smartphones has heightened students' attraction to incorporating social media into their daily routines, impacting their creativity and critical thinking. Creativity involves generating novel and useful ideas, often driven by conscious or unconscious insight (Zhang & Dong, 2013). Social media provides opportunities to reach a vast audience and engage them in creative actions, influencing individuals' creativity in different ways. Critical thinking, recognized as a vital educational objective, is crucial in the workplace for addressing mental and spiritual inquiries (Hatcher & Spencer, 2005). Both creativity and critical thinking are skills that can be developed to enhance personal growth and contribute to individual and collective improvement. While social media addiction's influence on service delivery among librarians is a relatively new and emerging field, broader research on social media addiction and workplace productivity can offer insights into its potential impact. Understanding the evolving role of social media in

various aspects of life, including education and creativity, underscores its significance and the need for a balanced approach to its usage.

Methods

This study employed correlational research design to investigate the relationship between librarians' social media addiction, and quality service delivery in university libraries in two states of South-South, Nigeria. The population for this study is 174 Librarians in universities in two states of South-South, Nigeria. There are 14 libraries with a total of 174 Librarians in two states of South-South, Nigeria universities. Due to the small size, manageability, and homogeneity of the population, the study employed a total population sampling approach, wherein the entire population was included.

The study utilized a questionnaire titled "Librarians' Social Media Addiction and Quality Service Delivery Questionnaire (LSMAQSDQ)" as its research instrument. Divided into two sections, Section A collected respondents' bio-data, while Section B included two scales: the Social Media Addiction Scale and the Quality Service Delivery Scale. The Social Media Addiction Scale, adapted from Social Networking Addiction Scale, developed by Shahnawaz and Rehman (2020), comprised 21 items on a 4-point scale. The Quality Service Delivery Scale, adapted from Emiri and Olise's Library Service Delivery Quality, contained 22 items also on a 4-point scale.

The instrument underwent face and content validity, with inputs from experts in the field. Reliability was assessed using the split-half method, involving librarians from two different universities. The reliability coefficients for Section B were 0.96 for the Social Media Addiction Scale and 0.99 for the Quality Service Delivery Scale, indicating high reliability. The researchers, assisted by trained research assistants, personally administered the instrument to librarians. Informed consent

was obtained, and respondents were assured of confidentiality. The questionnaire aimed for sincerity in responses, emphasizing its academic research purpose. Completed questionnaires were retrieved promptly after administration.

The data collected were analysed with mean and standard deviation to answer research questions 1 and 2, using a criterion mean of 2.50; Pearson's product moment correlation coefficient (PPMC) to answer research questions 3 while simple linear regression was used to test the hypothesis. The hypothesis was tested at 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) version 26 was used for the analysis.

Results

The results are presented according to the research questions and hypothesis.

Research question one: What is the extent of librarians' social media addiction in university libraries in two states of South-South, Nigeria? The data in Table 1 are used to answer this question.

Table 1 displays a grand mean of 2.49 (Std. = 0.67), slightly below the criterion mean of 2.50, indicating a low level of social media addiction among librarians in university libraries in the two states. Various addiction indices, such as sleep disruption, dishonesty about usage, and distraction at work, recorded means below the criterion. Therefore, it can be concluded that librarians in these states are not significantly addicted to social networking sites based on the provided indicators.

Research question two: What is the extent of quality service delivery among librarians in university libraries in two states of South-South, Nigeria? The data in Table 2 are used to answer this question.

Table 2 reveals a high extent of quality service delivery among librarians in university libraries in two states of

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South-South, Nigeria. The grand mean is 3.34 (Std. = 0.48), surpassing the criterion mean of 2.50. All indices on the list received scores indicating that librarians perceive their service delivery as consistently high.

Table 1: Librarians' social media addiction

social media addiction items	VLE	LE	SE	NE	\bar{x}	Std.
<i>Salience</i>						
While I work, my mind remains on social networking sites	12	42	56	32	2.24	0.90
I check for updates on social networking sites while studying/working.	18	70	25	29	2.54	0.96
I check my social networking account before starting any task or activity.	24	49	41	28	2.49	1.00
<i>Mood modification</i>						
I go to social networking sites whenever I am upset.	35	22	36	49	2.30	1.19
Social networking helps me lift my mood.	45	47	22	28	2.77	1.10
I feel relaxed whenever I am on social networking sites.	49	53	19	21	2.92	1.04
<i>Tolerance</i>						
These days I spend more and more time on social networking sites.	36	31	49	26	2.54	1.06
When compared I spend more time on social networking sites now than I did in the past.	41	49	34	18	2.80	1.00
I need to be on social networking sites for a longer time than before to be satisfied.	45	18	54	25	2.58	1.11
<i>Withdrawal</i>						
I feel sad when I am unable to log in to social networking sites.	49	45	25	23	2.85	1.07
I become irritable whenever I cannot log in to social networking sites.	42	47	27	26	2.74	1.08
I feel frustrated when I cannot use social networking sites.	30	42	34	36	2.46	1.09
I become restless when I do not get time for social networking.	14	32	50	46	2.10	0.97
<i>Conflict</i>						
I try to hide the time I spend on social networking.	35	23	52	32	2.43	1.09
I need to lie to my parents and others when they ask about my social networking usage.	24	21	58	39	2.21	1.03
I ignore my sleep because I have/want to be on social networking sites.	24	26	40	52	2.15	1.10
<i>Relapse</i>						
I have failed to cut down the time I spend on social networking sites.	25	30	53	34	2.32	1.03
I tried to stop using social networking sites, but the process became ineffective.	16	45	58	23	2.38	0.89
My repeated attempts to reduce the time I spend on social networking sites have failed.	33	34	53	22	2.55	1.02
Grand mean					2.49	0.67

Criterion mean = 2.50

Key: VLE = Very Large Extent; LE = Large Extent; SE = Small Extent; NE = No Extent

Table 2: Quality service delivery among the librarians

Quality service delivery items	VLE	LE	SE	NE	\bar{x}	Std.
<i>Reliability</i>						
This library provides Library and information services as Promise.	70	63	8	1	3.42	0.63
The library is dependable in managing service-related problems.	60	64	13	5	3.26	0.77
Library provides the right services at the right time.	68	63	10	1	3.39	0.65
There are no hidden charges in the Library.	82	49	6	5	3.46	0.74
When it is time, the doors of the library are open to readers.	86	45	8	3	3.51	0.70
<i>Responsiveness</i>						
Librarians in the library are accessible all the time to help patrons.	74	56	10	2	3.42	0.69
Library staff delivers timely services	60	70	7	5	3.30	0.72
libraries are always willing to help library users when facing difficulties in information searching and retrieval	84	52	4	2	3.54	0.63
Librarians have the skills necessary to address user's concerns.	73	56	10	3	3.40	0.72
<i>Assurance</i>						
Library staff assure the user's private data security.	57	68	13	4	3.25	0.74
Staff members at the Library treat people of all demographics with respect.	62	69	8	3	3.34	0.68
Users have faith in librarians' guidance abilities.	61	69	10	2	3.33	0.67
Library staff members are always happy to assist customers.	53	80	7	3	3.30	0.63
<i>Empathy</i>						
library staff always give users' attention before, during, and after library use.	72	57	11	2	3.40	0.70
library staff attend to users in a caring and professional fashion.	61	74	5	2	3.37	0.62
library staff have library users' best interests at heart.	61	73	6	2	3.36	0.63
library staff always understands users' needs.	58	70	10	4	3.28	0.72
<i>Tangibles</i>						
The working hours of the library are convenient for users.	47	78	14	3	3.19	0.69
The library provides up-to-date, user-friendly resources that make finding resources fast.	65	67	8	2	3.37	0.66
The facilities of the library are attractive.	56	68	15	3	3.25	0.73
Library staff in the library are neat and well-dressed as professionals.	54	78	7	3	3.29	0.66
Most of the electronic materials users' need for coursework can be found in the library.	48	70	19	5	3.13	0.77
Grand mean					3.34	0.48
Criterion mean					2.50	

Key: VLE = Very Large Extent; LE = Large Extent; SE = Small Extent; NE = No Extent

Research question three: What is the relationship between social media addiction and quality service delivery among librarians in university libraries in two states of South-South, Nigeria? The data in Table 3 is used to provide an answer to this question.

Table 3 shows a low positive relationship ($r = .198$, $P=20\%$) between social media addiction and quality service delivery among librarians in university libraries in two states of

South-South, Nigeria. The significant value (.018) indicates that social media addiction has a significant influence on quality service delivery.

Table 3: Relationship between social media addiction and quality service delivery among librarians

	Social media addiction	Quality service delivery
Social Media Addiction	Pearson correlation	1
	Sig. (2-tailed)	.198*
	N	142
Quality Service Delivery	Pearson correlation	.198*
	Sig. (2-tailed)	.018
	N	142

Ho1: There is no significant relationship between social media addiction and quality service delivery among the librarians in university libraries in two states of South-South, Nigeria.

Tables 4a, 4b, and 4.2 show the application of simple linear regression to predict social media addiction and quality service delivery among librarians. Social

media addiction significantly explained the variance in service delivery ($F = 5.709$, $p = 0.018$, $R^2 = .039$, Adjusted R square = .032). The regression coefficient ($\beta = .198$) indicated a 20% increase in social media addiction corresponds to an increase in quality service delivery, rejecting the null hypothesis and establishing a significant relationship.

Table 4a: Model summary of relationship between social media addiction and quality service delivery among the librarians

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	.039	.032	.47337

a. Predictors: (Constant), Social Media Addiction

Table 4b: ANOVA of relationship between social media addiction and quality service delivery among librarians

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.279	1	1.279	5.709	.018 ^b
Residual	31.371	140	.224		
Total	32.650	141			

a. Dependent Variable: Quality service delivery
b. Predictors: (Constant), Social media addiction

Table 4b: Coefficients of relationship between social media addiction and quality service delivery among the librarians

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.990	.153		19.503	.000
Social media addiction	.142	.059	.198	2.389	.018

a. Dependent variable: Quality service delivery

Discussion

The findings from this study are discussed in this section. Results reveal a low level of social media addiction among librarians in university libraries in two states of South-South, Nigeria (Adayi et al., 2021;

Adewoyin et al., 2017). Librarians in these states demonstrate limited usage for both work and personal purposes, consistent with previous research findings. Despite the potential for addictive behaviors, the study suggests that librarians in the region

do not exhibit irrational or excessive use of social media interfering with their daily lives (Adayi et al., 2021; Adewoyin et al., 2017).

The study found that librarians in university libraries in two states of South-South, Nigeria exhibit a high extent of quality service delivery. The measurement involved sub-scales covering aspects like reliability, responsiveness, assurance, empathy, and tangibles. All indices received high scores, indicating librarians perceive their service delivery as consistently high. This result aligns with Oden and Owolabi's (2021) findings, emphasizing quality service delivery by library staff in university libraries in Ogun State.

The study establishes a positive relationship between social media addiction and service delivery among librarians in two states of South-South, Nigeria. Simple linear regression analysis reveals that an increase in social media addiction corresponds to an increase in the quality of service delivery. This finding contrasts with Javed et al.'s (2023) report of reduced job performance and distraction due to Facebook use among librarians. Moreover, it contradicts previous studies associating increased social media use with decreased work engagement and the negative impact of Facebook addiction on job performance. In the context of Bayelsa and Delta states, social media addiction positively influences librarians' service delivery levels.

Conclusion

This study concludes that librarians in the two states (Bayelsa and Delta States) of South-South, Nigeria are not addicted to social networking sites, although the quality of service delivery is high. In addition, the study found that social media addiction positively influences the quality of service delivery. Based on the findings of the study, the following recommendations are hereby made:

1. University library management should continue to ensure that service delivery in university libraries in the two states of South-South, Nigeria remains at its peak.
2. Since there is a positive relationship between social media addiction and service delivery in university libraries in the two states of South-South, Nigeria, it is important that university library management ensure that the use of social media is mainly for the purpose of delivering quality library services.

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