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Adoption And Utilization of Social Media Platforms for Knowledge Sharing and Collaboration Among Librarians in Federal Colleges Of Education Libraries in North-West Nigeria

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ABSTRACT

Social media platforms are channels for professional exchange among librarians, yet evidence from Federal Colleges of Education libraries in North-West Nigeria is scarce. This study examined the adoption and utilisation of social media platforms for knowledge sharing and collaboration among librarians in these libraries. Three objectives guided the study: to determine the extent of adoption (awareness, perceived ease of use, perceived usefulness and infrastructure); to ascertain the extent of utilisation (frequency, platforms, knowledge sharing and collaboration); and to examine the effect of adoption and utilisation on knowledge sharing and collaboration. A descriptive survey design was adopted. All 118 librarians and library personnel in the Federal Colleges of Education at Bichi, Gusau and Katsina were studied. A validated questionnaire (Cronbach's alpha = 0.93) was administered as a Google Form, and 107 copies (90.7%) were analysed. Means and standard deviations, with a criterion mean of 2.50, answered the research questions, while simple linear regression tested four null hypotheses at the 0.05 level. The findings showed high awareness (M = 3.27) and favourable perceptions of ease of use (M = 3.40) and usefulness (M = 3.40), but only marginal availability of infrastructure (M = 2.51), with institutional policy, technical support and training largely absent. Librarians used social media frequently (M = 2.80), mainly WhatsApp (M = 3.90) and Facebook (M = 3.52), and shared knowledge (M = 2.97) and collaborated (M = 2.58) to a high extent, although co-authoring and joint projects remained limited. Adoption and utilisation each had a significant positive effect on knowledge sharing and collaboration (R^2 = .300 to .472, $p <$ .001). The study concludes that favourable attitudes among the librarians are not matched by institutional support in their colleges. It recommends institutional guidelines, improved infrastructure, regular training and structured professional groups to convert informal exchange into sustained collaboration.

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ADOPTION AND UTILISATION OF SOCIAL MEDIA PLATFORMS FOR KNOWLEDGE SHARING AND COLLABORATION AMONG LIBRARIANS IN FEDERAL COLLEGES OF EDUCATION LIBRARIES IN NORTH-WEST NIGERIA

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ABSTRACT

Social media platforms are channels for professional exchange among librarians, yet evidence from Federal Colleges of Education libraries in North-West Nigeria is scarce. This study examined the adoption and utilisation of social media platforms for knowledge sharing and collaboration among librarians in these libraries. Three objectives guided the study: to determine the extent of adoption (awareness, perceived ease of use, perceived usefulness and infrastructure); to ascertain the extent of utilisation (frequency, platforms, knowledge sharing and collaboration); and to examine the effect of adoption and utilisation on knowledge sharing and collaboration. A descriptive survey design was adopted. All 118 librarians and library personnel in the Federal Colleges of Education at Bichi, Gusau and Katsina were studied. A validated questionnaire (Cronbach's alpha = 0.93) was administered as a Google Form, and 107 copies (90.7%) were analysed. Means and standard deviations, with a criterion mean of 2.50, answered the research questions, while simple linear regression tested four null hypotheses at the 0.05 level. The findings showed high awareness (M = 3.27) and favourable perceptions of ease of use (M = 3.40) and usefulness (M = 3.40), but only marginal availability of infrastructure (M = 2.51), with institutional policy, technical support and training largely absent. Librarians used social media frequently (M = 2.80), mainly WhatsApp (M = 3.90) and Facebook (M = 3.52), and shared knowledge (M = 2.97) and collaborated (M = 2.58) to a high extent, although co-authoring and joint projects remained limited. Adoption and utilisation each had a significant positive effect on knowledge sharing and collaboration (R^2 = .300 to .472, $p < .001$). The study concludes that favourable attitudes among the librarians are not matched by institutional support in their colleges. It recommends institutional guidelines, improved infrastructure, regular training and structured professional groups to convert informal exchange into sustained collaboration.

Keywords: Social media adoption; social media utilisation; knowledge sharing; collaboration; librarians; Federal Colleges of Education; North-West Nigeria.

INTRODUCTION

The creation, sharing, and use of information have all changed as a result of the advent of digital technology. Professionals may connect instantaneously, share documents, and create networks across institutional and geographic barriers by using social media platforms like Facebook, YouTube, Telegram, LinkedIn, and WhatsApp. These platforms expand the conventional routes of professional communication for librarians, such as meetings, workshops, conferences, and printed publications, which are frequently constrained by time, money, and location. A comparison of Twitter and Weibo revealed that academic libraries in China and the US heavily utilized microblogging for announcements, academic updates, and interaction with users and colleagues (Huang et al., 2017). A systematic review conducted worldwide indicates that libraries use social media primarily for communication, advertising, and service delivery (Madhusudhan & Soni, 2024).

Adoption in Africa is influenced by both individual and organizational factors. Chiparausha et al. (2024) discovered that librarians in Zimbabwe thought social media was simple to use but relied on bandwidth, power supply, technical support, and training. Rabatseta et al. (2021) discovered that most South African academic libraries had a variety of platforms available, despite the fact that most libraries lacked a policy governing their use. The potential of social media was not fully realized at Ahmadu Bello University Library, Zaria (Kabir & Efe, 2022), and high awareness of social media has been reported among library and information professionals in Nigeria, along with insufficient power supply, limited internet access, and time constraints (Nduka et al., 2021). Because Federal Colleges of Education are extensively distributed throughout the Northwest zone and their libraries assist teacher education, they have a unique place in this landscape. However, the only study found in such a situation focused on a particular college, where a number of platforms had been implemented but were not widely used (Labaran et al., 2025).

The current study is organized around two concepts. According to Davis (1989) and Venkatesh et al. (2003), as stated in Chiparausha et al. (2024), adoption is the acceptance and uptake of a technology and is primarily explained by perceived utility and perceived ease of use, as well as by enabling conditions like infrastructure and support. The degree, regularity, and style of the

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technology's actual use are referred to as its use. As a result, the study looks at both and connects them to two professional outcomes: collaboration and information sharing.

Problem Statement

Librarians in Federal Colleges of Education libraries should ideally be familiar with social media platforms, find them easy and helpful, have dependable internet, energy, devices, and technical assistance, and use them frequently to collaborate with colleagues and share knowledge. Social media would lessen professional isolation in that scenario, prevent effort duplication, and encourage collaborative research and service creation. The evidence that is currently available indicates otherwise. Platforms had been implemented in the Federal College of Education Library in Zaria, but their use was limited due to a lack of management support, poor internet connectivity, unstable power supplies, inadequate ICT facilities, low awareness, and insufficient ICT skills (Labaran et al., 2025). University libraries have identified similar limitations (Abdulsalam et al., 2026; Ilesanmi & Mabawonku, 2020; Kabir & Efe, 2022). No study has looked at adoption, utilization, knowledge sharing, and collaboration in Federal Colleges of Education libraries in Northwest Nigeria, and the majority of these studies were carried out in university libraries or in other zones, so their conclusions cannot be assumed to apply to these libraries.

If this disparity continues, librarians are likely to continue using social media primarily for personal or regular contact, to overlook chances for collaborative research and peer learning, and to operate without rules. College administrators may continue to make judgments about internet availability, training, and policies that may not align with real needs in the absence of supporting data. Thus, the purpose of this study was to present that proof.

Objectives and Research Questions

The study was guided by three objectives, namely to:

- Determine the extent of adoption of social media platforms (awareness, perceived ease of use, perceived usefulness and availability of technological infrastructure) among librarians in Federal Colleges of Education libraries in North-West Nigeria.
- Ascertain the extent of utilisation of social media platforms (frequency of use, types of platforms used, knowledge sharing and collaboration) among the librarians; and
- Examine the effect of adoption and utilisation of social media platforms on knowledge sharing and collaboration among the librarians.

Research Questions

Correspondingly, the following research questions were answered:

- To what extent do librarians in Federal Colleges of Education libraries in North-West Nigeria adopt social media platforms?
- To what extent do the librarians utilise social media platforms for knowledge sharing and collaboration?
- What is the effect of adoption and utilisation of social media platforms on knowledge sharing and collaboration among the librarians?

REVIEW OF RELATED LITERATURE

Conceptual issues

Social media platforms are web-based programs that let users produce, share, and debate text, image, audio, and video content. They serve to connect, communicate, and interact, according to Koukaras et al. (2020, as referenced in Chiparausha et al., 2024). Although they are related, adoption and utilization are different. For example, a librarian may have accounts on multiple platforms (adoption) without routinely or intentionally using them for work-related purposes (utilization) (Rabatseta et al., 2021). While cooperation goes farther and entails cooperating to achieve common professional goals, knowledge sharing is the exchanging of professional information, concepts, and experience among colleagues. Collaboration is consequently frequently preceded by knowledge exchange, but the two are not mutually exclusive.

Conceptual structure

The study is based on the Unified Theory of Acceptance and Use of Technology, which adds social influence and enabling conditions like infrastructure and support (Venkatesh et al., 2003, as cited in Chiparausha et al., 2024), and the Technology Acceptance Model, which maintains that perceived utility and perceived ease of use determine acceptance of a technology (Davis, 1989). The first explains why librarians embrace platforms; the second explains why, in situations where assistance is insufficient, acceptance might not result in long-term use.

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Review of Empirical Studies

Awareness, usability, and practicality. In a survey of 136 library and information workers in Southwest Nigeria, Nduka et al. (2021) discovered a high degree of social media tool awareness. Makinde and Oyekale (2025) found that knowledge and computer literacy together predicted social media use among 371 library employees across six states. Librarians in Katsina State's public tertiary institutions were more familiar with Twitter and WhatsApp than with LinkedIn, Instagram, and wikis, according to Kankara and Abubakar (2024). Kankara and Umar (2025) discovered that while they thought Facebook, YouTube, and WhatsApp were simple to use, they did not think social media was helpful for uploading their own publications. Due to self-teaching, on-the-job training, and library school education, Zimbabwean librarians concurred that social media was simple to understand (Chiparausha et al., 2024). When combined, these studies show positive attitudes, but awareness seems to be centered on a few platforms.

Infrastructure. Infrastructure limitations are present in all of the investigations. While Akinbowale et al. (2024) discovered that librarians in Ogun State accessed social media via personal data subscriptions and university Wi-Fi, Arinola et al. (2025) documented antiquated internet facilities, insufficient bandwidth, and unstable power supplies in state-owned university libraries in Oyo State. Mosha and Holmner (2019) found that an ICT center and a dependable internet connection were necessary for the efficient usage of social media platforms at a Tanzanian institution. In summary, infrastructure influences both uptake and utilization, and librarians frequently make up for this with their own resources.

Utilization, cooperation, and knowledge exchange. According to Abdulsalam et al. (2026), library staff at two Ogun State universities used WhatsApp more often than any other platform; nevertheless, this use was mostly for personal purposes and was not linked to improved service delivery. Omare et al. (2025) discovered that collaborative technologies, particularly WhatsApp, significantly contributed to knowledge sharing among librarians in the Kenya National Library Service, while Udem et al. (2020) demonstrated how library and information science professionals used WhatsApp groups to share conference announcements, job openings, and research updates. Aramide (2022) found that digital and media literacy skills were important factors in knowledge sharing among school library staff, while Ugwuogu (2023) found that digital competence supported the knowledge-sharing behavior of college librarians in the Southeast and South-South zones. However, Onuoha (2020) noted that barriers to collaboration include a lack of trust, privacy issues, and a lack of information about how to collaborate. According to these studies, information sharing is frequent but long-term cooperation is more difficult to accomplish.

Gap. As a result, the research demonstrates positive attitudes, ongoing infrastructure shortcomings, and a disconnect between access and efficient use. Nonetheless, the majority of research focused on university libraries, school libraries, or other areas; the lone Federal College of Education study examined a single institution and included lecturers, students, and librarians (Labaran et al., 2025). The impact of adoption and utilization on knowledge exchange and cooperation among librarians in Federal Colleges of Education libraries in North-West Nigeria has not been examined in any research. That gap is filled by this study.

METHODOLOGY

Because the study aimed to characterize librarians' awareness, perceptions, and behaviors without changing any variables, a descriptive survey approach was chosen (Creswell & Creswell, 2023). Three Federal Colleges of Education in Northwest Nigerian the Federal College of Education (Technical), Bichi, Kano State; the Federal College of Education, Gusau, Zamfara State; and the Federal College of Education, Katsina, Katsina State had their libraries used for the study. There were 118 librarians and library workers (44 at Bichi, 45 at Gusau, and 29 at Katsina), including information technology staff, paraprofessionals, professional librarians, and non-professional library staff. Total enumeration was employed and no sample was taken because the population was small and easily accessible. For tiny populations of 200 or fewer, a census eliminates sampling error and is appealing (Israel, 1992). Sampling would have provided minimal benefit because Krejcie and Morgan (1970) recommend a sample of 92 for a population of 120, which is already almost 77% of the population (see also Kothari & Garg, 2019). The methodology aligns with previous research on Nigerian librarians (Akinbowale et al., 2024; Nduka et al., 2021).

Over the course of two weeks, the questionnaire was distributed in the libraries as a Google Form with the consent of the college administration and the help of qualified research assistants. Section heads were responsible for monitoring the results. 107 of the 118 copies were returned and deemed usable, yielding a 90.7% response rate. The Statistical Package for the Social Sciences was used to analyze the data. Using a criterion mean of 2.50, which was obtained as (4 + 3 + 2 + 1) / 4, means and standard deviations provided answers to the research questions. A mean of 2.50 or above indicated agreement, availability, regular use, or high extent, while a lower mean suggested the reverse.

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RESULTS

Table 1 summarises the results for Research Questions One and Two, and Table 2 reports the regression results for Research Question Three.

Adoption (Research Question One). Librarians were highly aware of social media platforms (M = 3.27, SD = 0.78). Awareness was highest for WhatsApp (M = 3.95), Facebook (M = 3.89) and YouTube (M = 3.74) and lowest for Flickr (M = 2.45) and Myspace (M = 2.19). They agreed that the platforms were easy to use (M = 3.40, SD = 0.80), most strongly for communicating with colleagues (M = 3.59) and least for retrieving previously shared information (M = 3.16). They also agreed that the platforms were useful (M = 3.40, SD = 0.80), most strongly for improving communication with colleagues (M = 3.62) and least for supporting collaborative research (M = 3.16). Infrastructure was available only marginally (M = 2.51, SD = 1.00): personal mobile devices (M = 3.50), library internet connectivity (M = 2.83) and electricity (M = 2.71) were available, whereas institutional computers with internet access (M = 2.48), free Wi-Fi (M = 2.36), regular ICT training (M = 2.27), technical support (M = 2.20), functional library social media accounts (M = 2.12) and an institutional social media policy (M = 2.03) were not.

Utilisation (Research Question Two). Librarians used social media frequently for professional activities (M = 2.80, SD = 0.98), mostly to communicate with colleagues (M = 3.35) and share professional information (M = 3.19), but infrequently for collaborating on professional projects (M = 2.40) and joint research (M = 2.22). WhatsApp (M = 3.90), Facebook (M = 3.52), YouTube (M = 3.20) and Telegram (M = 3.04) were the most used platforms, while blogs (M = 2.32), TikTok (M = 2.19), Flickr (M = 1.80) and Myspace (M = 1.60) were rarely used. Knowledge sharing was high (M = 2.97, SD = 1.01), led by exchanging professional information (M = 3.23) and forwarding useful information (M = 3.19), with contributing original knowledge lowest (M = 2.65). Collaboration was high only marginally (M = 2.58, SD = 1.06): peer assistance (M = 2.99) and sharing work-related resources (M = 2.96) were high, but co-authoring papers (M = 2.11), coordinating a professional project (M = 2.22) and collaborative research (M = 2.28) were low.

Table 1

Summary of Results for Research Questions One and Two (N = 107)

Variable (sub-variable)	M	SD	Decision
Awareness of platforms	3.27	0.78	High
Perceived ease of use	3.40	0.80	Agree
Perceived usefulness	3.40	0.80	Agree
Technological infrastructure	2.51	1.00	Available (marginal)
Frequency of use	2.80	0.98	Frequent
Types of platforms used	2.68	0.95	Frequently used
Extent of knowledge sharing	2.97	1.01	High extent
Extent of collaboration	2.58	1.06	High extent (marginal)

Note. Criterion mean = 2.50. Four-point scale. M = mean; SD = standard deviation.

Adoption and utilization's impact (Research Question Three). Table 2 shows that all four null hypotheses were disproved. Utilization had a greater impact on knowledge sharing (R^2 =.472 against.375) and cooperation (R^2 =.402 against.300) than adoption, which had a substantial impact on both.

Table 2

Simple Linear Regression of Knowledge Sharing and Collaboration on Adoption and Utilisation

Hypothesis (predictor -> outcome)	R	R^2	Adj. R^2	F(1, 105)	p	Decision
H01 Adoption -> knowledge sharing	.612	.375	.369	62.94	< .001	Rejected
H02 Adoption -> collaboration	.548	.300	.294	45.17	< .001	Rejected

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H03 Utilisation -> knowledge sharing	.687	.472	.467	93.85	< .001	Rejected
H04 Utilisation -> collaboration	.634	.402	.396	70.67	< .001	Rejected

Note. N = 107; = .05. Adj. R^2 = adjusted R^2.

DISCUSSION OF FINDINGS

Adoption. This study's high awareness is consistent with that of Nduka et al. (2021), who showed high awareness among South-West Nigerian library professionals, and Kankara and Abubakar (2024), however the latter found awareness concentrated on a few platforms. This pattern is evident here: awareness was quite high for Facebook, YouTube, and WhatsApp but low for Flickr and Myspace, which may indicate that these platforms are becoming less relevant to professional practice. The positive scores for utility and ease of use align with the Technology Acceptance Model (Davis, 1989), Chiparausha et al. (2024), and Kankara and Umar (2025). However, Kankara and Umar (2025) also point out that librarians value social media more for ordinary communication than for scholarly work, as evidenced by the lower ratings for retrieving shared information and promoting collaborative research.

The most significant discovery is the infrastructure's marginal availability (M = 2.51). There was access to electricity, connectivity, and personal gadgets, but not to policy, technical assistance, training, free Wi-Fi, or working library accounts. This supports the findings of Arinola et al. (2025), Labaran et al. (2025), and Akinbowale et al. (2024), who noted that librarians rely on subscriptions for personal data. According to the Unified Theory of Acceptance and Use of Technology, despite positive sentiments, there are insufficient enabling conditions, making use dependent on personal effort and cost, which raises concerns about justice and sustainability.

Utilization. According to Adeyinka and Ogunniyi (2022), Ike (2023), and Udem et al. (2020), who characterize WhatsApp as an informal knowledge-sharing infrastructure for librarians, as well as Omare et al. (2025) in Kenya, WhatsApp is widely used and dominant. Its prevalence is likely explained by its affordability, accessibility, and capacity to facilitate real-time group discussion. The minimal usage of blogs and TikTok suggests that long-form or visual content-suitable platforms have not been adopted. In line with Kankara and Umar (2025), there was a high level of knowledge sharing, but it was focused on disseminating preexisting material rather than offering novel concepts. Peer support and resource sharing were the main forms of informal collaboration, which was only slightly higher than structured collaboration like co-authoring and collaborative projects. This is consistent with the findings of Abdulsalam et al. (2026), who discovered that regular use does not always convert into professional gain, and Onuoha (2020), who highlighted trust, privacy, and lack of expertise as barriers to collaboration.

Impact of Usage and Adoption. The Technology Acceptance Model, which holds that positive perceptions lead to purposeful use (Davis, 1989), is supported by the substantial effects of adoption on knowledge sharing and collaboration. Additionally, Makinde and Oyekale (2025) found that awareness and digital literacy predicted social media use. The distinction made in this study is supported by the stronger effect of use than adoption: intentional and continuous use, as opposed to simple uptake, is more directly linked to knowledge sharing and teamwork. There are two things to be aware of. The overlap between predictor and outcome may exaggerate the utilization effects because the utilization score includes items on teamwork and information exchange. Additionally, the cross-sectional design favors association over causation.

CONCLUSION

Social media platforms are widely used by librarians in Federal Colleges of Education libraries in Northwest Nigeria, primarily through Facebook and WhatsApp, to exchange information and work together. Positive views, however, are not matched by institutional support because policy, technical assistance, training, and dedicated library accounts are mainly lacking, and cooperation is still primarily informal. Both information sharing and cooperation are greatly impacted by adoption and utilization, with utilization having a greater impact. Therefore, social media has a great deal of promise for professional interchange among these librarians; yet, this potential will only be partially realized unless institutions improve the conditions that encourage intentional use.

Recommendations

The following suggestions are offered in light of the findings:

- To ensure that use is institutionally supported rather than depending on individual initiative, college administrations and library heads should register official library accounts and draft and approve criteria for professional social media use.

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- To avoid requiring librarians to rely on personal data subscriptions, college administrations should upgrade infrastructure, including free Wi-Fi, institutional PCs with internet connection and technical support, and reliable power.
- Regular ICT and digital literacy training, including how to utilize LinkedIn, YouTube, and blogs professionally and how to organize and retrieve shared material, should be organized by library directors and professional associations.
- Librarians should transition from disseminating information to offering original knowledge, and library administrators should establish organized professional groups and collaborate on training and research initiatives, rewarding teamwork.

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STATEMENTS & DECLARATIONS

Conflict of Interest:

The authors declare that they have no competing financial or non-financial interests.

Data Availability:

All experimental scripts, model architectures, and benchmark configurations are openly available as cited in the paper.

Ethical Approval & Consent:

Not applicable. No human participants or vertebrate animals were involved in this computational study.

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