AWARENESS, ACCESSIBILITY, USE OF SOCIAL MEDIA AND SOCIAL COMPETENCE OF LIBRARY AND INFORMATION SCIENCE POSTGRADUATE STUDENTS IN UNIVERSITIES IN NIGERIA

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CERTIFICATION

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DEDICATION

All glory to God who made it possible for me to complete this research work. Also, to the loving memory of my parents, Mr Chinenyenwa Innocent Nwaokocha and Mrs Helen Ejinwaemeodoh Nwaokocha; you both passionately laid the solid foundation for my educational development.

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ABSTRACT

Social competence, the ability of a person to handle social interaction effectively, is important for the academic success of library and information science postgraduate students. However, there are records of low level of social competence among most library and information science postgraduate students in universities in Nigeria. Previous studies focused largely on social media use with little attention paid to social competence of library and information science students with regard to awareness, accessibility and use of social media. Therefore, this study was carried out to examine the awareness, accessibility and use of social media as predictors of social competence of library and information science postgraduate students in Nigerian universities.

Social Cognitive and Uses and Gratifications theories provided the framework. The survey design of the correlational type was adopted. Sixteen library schools and 742 library and information science postgraduate students were enumerated. The instruments used were Awareness of Social Media (r= 0.96), Accessibility to Social Media (r=0.96), Use of social media (r=0.96), Social Competence (r=0.76) and Social Competence Challenges (r=0.81) scales. Data were analysed using descriptive statistics, Pearson's product moment correlation and Multiple regression at 0.05 level of significance.

The respondents' age was 32.50 ± 9.10 years, and 54.2% were female. The full-time students were 70.7%. Awareness of social media ($\bar{x}$=106.40), accessibility to social media ($\bar{x}$=104.26), and use of social media ($\bar{x}$=127.86) were high, based on the test norms of 104-152, 103-152 and 104-152, respectively. Social competence ($\bar{x}$=55.18) was high based on the test norm of 55-80. Accessibility to social media (r=0.11) and use of social media (r=0.31) had significant positive relationships with social competence while awareness of social media did not. Significant relationships existed between awareness (r=0.71), accessibility (r=0.23) and use of social media, and awareness of (r=0.16) and use of social media. Awareness, accessibility, and use of social media had significant joint contribution to social competence ($F_{(3;738)} = 33.54$; Adj. $R^2 = 0.52$), accounting for 52.0% of its variance. Use of social media (β=0.08); accessibility (β=0.06) and awareness (β=0.03) relatively contributed to social competence. Inability to participate in social activity, problem-solving skills, low self-control, and inability to handle and manage conflict situation were some of the challenges of social competence faced by the library and information science postgraduate students in universities.

Awareness, accessibility and use of social media positively influenced social competence of library and information science postgraduate students in universities in Nigeria. Library schools should provide students with sufficient social competence skills for their professional development.

Keywords: Social competence, Social media, Library and information science, Postgraduate students in Nigerian universities

Word count: 413

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INTRODUCTION

1.1   Background to the study

Competence is a term that has crept into human lives with the aim of developing people of all ages and which could be developed through formal, informal educational or professional environments. The acquisition of competence is neither a rapid process nor is it one with a definitive end point but it could be developed with practice throughout life. The development of competences is necessary in all areas of life and it is an important element of the human potential to carry out specific task (Miłaszewicz and Nagaj, 2017). Therefore, competences are a set of knowledge, experiences, skills, talents, behaviours and attitudes necessary for human development in the society.

Furthermore, in today's context, a specialist is expected to face professional challenges, exhibit perceptual abilities, understand the individual and unique character of other people, manage his emotional stage as well as determine the power of his impact (Parfilova and Karimova, 2015). Also, organisations want individuals who can build social relationship with others. The willingness and ability of young people to take personal responsibility for their own welfare and the welfare of the society lead to the formation of core competences necessary for life and which should be one of the most important results of university education (Kalimullin, 2014). In addition, Ivanenko, Shaidullina, Drovnikov, Yakovlev and Masalimova (2015) noted that the development of social competence of students in the learning stage in a university has become a very important task of a university education.

University education is the most important social institution where young people are trained for solving future problems. University education is also designed to form a number of non-professional abilities such as developing students' skills to perceive the world holistically and have a sense of unity with it. It also equips students with skills to master the technology of best decision-making, adapt to several changes, and predict the path of developing situation in the course of activities as well as developing tolerance in judgement and action.

The key competence a university student must possess as noted by Parfilova and Karimova (2015) and which is of special importance to this study is social competence. Social competence is a term with several definitions. It could be defined as complex and multidimensional concept that consist of emotional, social, cognitive, behavioural skills, motivational and expectancy sets required for a fruitful social adaptation (Baliyah and Bhagat, 2015). In addition, Valeeva and Karimova (2014) defined social competence as the ability to cooperate, communicate, handle conflicts, adapt easily, achieve goals, take responsibility and display initiative, while Nazir and Rafique (2019) described social competence as a wide concept that requires more than social abilities which help in starting, supporting communications and positive associations with other people. They also noted that social competence is a significant field of study that promotes the development of essential features which help individuals to become mature and productive members of their environment.

Holle and Brohm (2010) recognised four classifications of social competence which are- cognitive skills, behavioural skills, motivational role and emotional competence as the core characteristics of social competence. Cognitive skills refer to judgemental abilities and skills, which comprise abilities to learn and to obtain essential information. Behavioural skills include negotiation skill, courage, role playing, and protection. It is also a conversational talent to initiate and carry on a conversation and be kind to others. Emotional competence is the ability to handle emotional provocation and ability to communicate positively with others such as the capability to positively relate with other people, expanding bilateral relations and trusts. Motivational roles and expectancy sets comprise three different motivational ranges that are essential in social competence, such as, behaviour growth level, individual value structure, effectiveness and self-control.

Social competence is seen to be a key element of successful learning process in an educational setting and studies have revealed that most students fall in the low and extremely-low class of social skill level (Sanwal, 2013). Another study by Syiem and Nonrum (2014) shows that most students have average level of social competence while one carried out by Adetoro (2011) on information utilisation and social competence among undergraduates of Library and Information Science (LIS) in Tai Solarin University of Education reported that the students possessed a high level of social competence. Similarly, Miłaszewicz and Nagaj (2017) piloted a study to examine the social competence of university students as an element shaping human

potential in four universities from four countries, Poland, Lithuania, Slovakia and Spain. The outcome of the survey demonstrates that the undergraduates have not fostered an undeniable degree of social ability which might be credited to restricted interpersonal organisations which they belong to. It must be pointed out that, however, there is dearth of literature on social competence of postgraduate students, including LIS graduate students in higher education institutions.

Due to the different results, as indicated in the previous studies, there is an urgent need to equip LIS postgraduate students with competences such as social competence which is indispensable for adequate involvement in the changing and globalised society and to be effectively trained to carry out professional tasks. Moreover, the ability of LIS postgraduate students to perform effectively in their professional career primarily depends on their capability to collaborate, listen, understand and empathise with others. Postgraduate students are students who already have a first degree and are studying in a university for additional qualification while LIS postgraduate students are either full-time or part-time students studying for master degree, master of philosophy (Mphil) and doctor of philosophy (PhD) degrees in the LIS department, and must have completed their bachelor's degree or postgraduate diploma in LIS or in any other discipline.

The cognitive skills and abilities of LIS postgraduate students will be difficult to build up if their social competence is not developed. Supporting this view, Yadav and Singh (2011) posited that an individual's success in the society depends on the extent he or she has attained social competence necessary self-actualisation, development and growth. The study of Yadav and Singh (2011) further explained that, in order to have a prosperous social communication a high order of social competence is an important personality trait of an individual. Social competence also fosters students' self-confidence as well as social and communicative skills. This simply means that LIS postgraduate students while in library schools would be guided by their lecturers through instruction to acquire the required skilfulness, knowledge plus attitudes that the learners would require to perform their professional tasks or responsibilities in various places of work. As noted by Salyakhova and Valeeva (2015), the development of university students' social competence is very important; as well, they recommended the inclusion and teaching of social competence in the university courses.

As observed by Gedviliene (2014), social competence is essential for people in seeking their goals. In the framework of the study, LIS postgraduate students are required to possess social competence which will equip them with better knowledge and skills to pursue their personal and professional goals. Conversely, LIS postgraduate students are expected to use their initiatives, have internal motivation, knowledge and interact with users. It is, therefore, pertinent to strengthen their social competence skills through communication and cooperation. Moreover, it is evident that the basic challenge for individuals such as LIS postgraduate students may not be business or technology skills but social competence which could be achieved through learning (Gedviliene, 2014). Supporting this statement, Adetoro (2010) noted that scholarly accomplishment of undergraduates has been sequel to and related to different factors particularly social competence.

Working in groups is one of the methods that could be used to increase social competence and it is usually learned in school. Functioning as sets increases the benefits and advantages of social competence because the characteristics of social competence, developed in such groups include aptitude to converse in oral and non-vocal, collaborate, resolve conflicts and find compromises as well as be responsible, be tolerant and leadership ability (Gedvilience, 2014). The author further asserted that social competence is a guarantee to survive in the society because it helps people to converse with other persons, cultivate new skills, acquire new knowledge and achieve career and life fulfilment. More so, social competence is the ability of a person to handle social interactions effectively and is very important to library and information science postgraduate students' success in the society especially in their research, personal and working life. Hence, the development of social competence by LIS postgraduate students would multiply their opportunities for self-directed learning, use a varied assortment of ICTs to increase their knowledge frontier, inquire knowledgeable queries, interact with library users, collaborate with colleagues creatively, resolve conflicts and hone their critical thinking for additional self-coordinated learning.

The rapid advancement of information and communication technologies has had radical effect in the field of LIS, so much that information access is presently easily available, and its adoption and use in library and information activities has changed the philosophy of information to global access. This technological advancement has brought also about the application of social media in the field of

library and Information science discipline. LIS is a profession that is made up of people who are passionate about making a positive change in the world and bridge the gaps that exist between people, information and technology (University of Washington Information School, 2017).

The Department of LIS in any academic institutions of higher learning has the sole aim of training librarians and information scientists to meet up with the standard of the profession. That is attitudes and practices that a library and information professionals would hold on to, in order to carry out their duties professionally. LIS, as a discipline is becoming highly competitive due to the emerging technologies needed to impact knowledge to students in order for them to compete with their contemporaries from other discipline in the labour market. LIS schools, all over the world including Nigeria, are also embracing the use of these technologies in teaching and learning purposes.

In order for LIS postgraduate students to cultivate a high level of social competence, factors such as awareness, accessibility and use of social media could be responsible. The advent of social media has dramatically altered the method in which individuals, communities, and/or organisations communicate and interact (Ngai, Tao, and Moon, 2015). It must be pointed out that an even greater importance has been attached to the use of social media technologies to create, share, communicate, upload information, collaborate and edit generated information contents. Social media is defined as the application (app) that allows users to communicate and converse with one another. It is a gathering of Internet-based applications that depend on the technological and ideological fundamentals of Web 2.0 which permits the creation and transfer of user-generated content. It must be noted that, presently, there is Web 3.0 which is an advanced technology evolution of the Web.

Mao (2014) noted that word "social media" has been used conversely with Web 2.0 tools and social networking software and it is also defined as a group of new technologies and apps that allow clients to make and partake in various networks through capacities, for example, conveying, sharing, working together, distributing, overseeing and cooperating. The communities comprise clients who use online PC applications with an aim to contribute, share, work together and impart over networks by keeping various degrees of straightforwardness (Gupta, Gautam and Khare, 2015). Isah and Ogundele (2020) observed that the conventional (eye-to-eye) communication is progressively reverbrating in web-driven virtual conversation through different

online media, for example, Messengers, Skype, MySpace, Twitter, Whatsapp, Facebook, and so on while S'Tayo, Adebola and Yahya (2019) distinguished that social webs is the podium that allows clients to intermingle, using two-way communication; that is, social media permits individual with an on-line account to convey their views to other individuals with the tools.

Social media, according to Tess (2013), has become an important part of human life that enables individuals including LIS postgraduate students to create content, share photographs, and associate with one another. Online media platforms, for example, Twitter and Facebook have encountered remarkable development in users numbers which has caused an expansion of information as data, feelings and connections. Social media applications have advanced gradually into all areas of human lives and impacting how people live, work, play, learn and socialise. It was further posited that social media is a set of applications such as YouTube, LinkedIn, WhatsApp, Twitter, Facebook, that connect persons together as they disseminate information via social networking platforms.

In Africa, Oludimu (2018) from a survey of social media reported, that between June, 2017 and June, 2018, 67 per cent of the population are on Facebook, 23 per cent are on YouTube followed by Pinterest with 4.91 per cent users. In Nigeria, Oludimu (2018) reported that 26 million Nigerians now log on Facebook every month. In addition, Johnson (2021) noted that, as at the year 2020, 99.05 million Nigeria were active internet users while Varrella (2020) reported that the number of social media users in Nigeria was approximately 25 million as at 2019. This indicates the high growth of social media in Nigeria.

There are six classifications of social media, which are as follows: Social networks (Facebook, LinkedIn, Hi5, Instagram, MySpace, and Google+); Media sharing (Flickr, YouTube, Vimeo); Microblogging tools (Twitter, Friendfeed, Moodmill, etc); Bookmarking sites (Digg.com, Reddi, Del.icio.us, Pintrest; Blog forums- Wordpress, Webs, blogger.com, Tumblr) and; Social news (Wikipedia, Wiki, Wikihow, etc).

The development of social media has shaped the way individuals connect with one another through the different platforms and the gains of participating in social media do not only involve social communication, but it builds reputations and develops career opportunities. Social media can serve as a tool for the creation of knowledge sharing, facilitating intra-and inter-organisational undertakings among

business partners, peers, customers and organisations as well as facilitate creativity and collaborative learning. Ngai, Tao, and Moon (2015) were of the view that persons and organisations should be ready to grab the opportunities and challenges engendered by social media. This statement is also applicable to LIS postgraduate students because they utilise social media and must embrace the opportunities and challenges associated with it to remain pertinent and current in their daily activities.

Social media is seen as a shift in the professional's role from the dissemination of information to opening for dialogue, the removal of notion of control, listening carefully in conversations and straightforward communication. In line with this, Postman (2009) identified six characteristics that add value to social media as: transparency, authenticity, immediacy, connectedness, participation and accountability. Gaal, Szabó, Obermayer-Kovács and Csepregi (2015) observed that social media has become a mainstream that modified personal relationships which allowed individuals to contribute to number of issues, generate new possibilities and challenges to facilitate collaboration.

As a result of these, LIS postgraduate students are expected to develop their information and communication technologies skills. However, they cannot play such role effectively without, developing their social competence in social network use through knowledge acquired during their university education. Moreover, using these media sites may become a herculean task if the students are not aware of the existence. Therefore, awareness of social media technologies is of great significance to LIS postgraduate students in their research, personal and professional development in the 21st century.

Awareness, according to Cambridge University Press (2017), is defined as knowledge that something is in existence. Awareness can likewise be viewed as information on a circumstance, concern about, or experience with, a specific development or situation. Tsakonas and Papatheodorou (2006) affirmed that awareness of the variations in technology has significantly changed how information is stored, accessed and disseminated in recent years globally. LIS postgraduate students, in their response to such changes, are expected to be conscious of the varieties of social media sites available so as to help them in their personal and academic pursuits.

Awareness of social media is vital if LIS postgraduate students are to make use of these sites to keep apprised of the existing social media platforms via which they can access and source for required information. In addition, awareness of social media

will prompt the students to make use of the media sites in carrying out their personal, academic and professional activities, thereby, helping the students to survive in the world of work in the present technological era. In a study carried out by Shibah (2015) to examine the awareness and use of social media among library professionals in India, findings revealed that majority of the LIS professionals are aware of social media and use it mostly in personal pursuits.

Similarly, the finding from a study by Gupta et al. (2015) on the awareness and utilisation of social media applications among library staff of power sector organisations in India revealed that the awareness and information via social media applications among the staff is extremely low and they are not utilising the media applications in their libraries. The study also reported that the library staff members are not adequately aware of the usefulness of social media due to lack of training. The findings from this study show that awareness of social media among library and information professionals is low because they are not aware of the importance of the media sites use in libraries which could be due to their level of information and communication technology skills. Therefore, library and information professionals alongside postgraduate students in library schools should possess adequate ICTs skills which would enable them to use social media sites as well as undergo adequate training and retraining on ICTs tools.

It can be observed that the finding from Gupta el al. (2015) is in contrast to the finding of Shibah (2015). The different findings are probably due to the fact that the study by Gupta et al (2015) focused only on library personnel in the power sector while Shibah (2015) was carried out on library professionals in Indian. Notably, these studies can also be adapted to LIS postgraduate students because some of the students might become library and information professionals after graduating from the library schools. The awareness and popularity of social media have been seen as an unparallel rise over the past years. Indeed, LinkedIn occupies the professional social circle and has reached about 740 million registered members from more than 200 countries (LinkedIn, 2021). Facebook, which is one of the most-visited website, has 2.08 billion monthly active users world-wide as at fourth quarter of 2020 (Statista, 2021). According to Tankovska (2021), Twitter gained worldwide social networking and micro blogging recognition with average of 300 million monthly active users during the first quarter while Instagram users hit the 1 billion mark in 2018 (Instagram User Statistics, 2018).

In Nigeria, Shittu (2017) reported that 75 per cent of Nigeria's online population use social media while Statista (2017) observed that the most well-liked social network in Nigeria is mobile messenger WhatsApp and Facebook with 41 per-cent access rate as at the third quarter of 2017 followed by Instagram and YouTube with 25 percent penetration rate. Clement (2019) pointed out that, in 2018, there were about 29.3 million social network users in Nigeria, and that, by 2023 the number is anticipated to get to 36.8 million social network users. Furthermore, Clement (2019) also noted that Facebook users in Nigeria as at 2018 were 22.4 million and it is likely to arrive at 30.4 million in 2023. In accordance with this, social networking software has acquired its place in individuals' day-by-day life as far as updating status on Facebook, Tweeting the most recent news or joining a professional community on LinkedIn (Benson, Morgan and Filippaios, 2014).

From the foregoing, LIS postgraduate students are responding to the popularity of social networking sites and their increasing role in the creation, use and sharing of information. The popularity of social media could be accomplished by connecting with it as a focal medium for communicating and meeting their information needs. It is noteworthy that, online social sites will proceed to develop greatly. Thus, awareness of social media could have effect on the accessibility to social media sites by LIS postgraduate students which, consecutively, would have remarkable consequence on their social competence.

Agyen-Gyasi, Lamptey and Frempong (2010) affirmed that accessibility refers to the systems through which a user substantially obtains resources from the collection which can either be a web-based access to resources or an open stack system; that is, the mining of documents and the information they contain from a collection using retrieval tools like indexes, catalogues, bibliographers, registers, OPAC and so on. Ugah (2008) affirmed that, the extent at which information resources are accessible, the likelihood that those resources will be utilised and thus, the students being inclined to use more, information resources which require little effort to access.

Popoola (2014) submitted that accessibility is one of the fundamentals of information use. Accessibility alludes to simplicity of finding and proximity to information sources and resources. It should be noted that, the study of accessibility is based on the construct that an information resource can only be used when it is available and accessible. Accessibility can also be described as an objective which involves generation of documents that can be rendered by different devices (Loureiro,

Cagnin and Paiva, (2014). Information system accessibility shows that increasing accessibility may increase the use of systems by user.

Discapnet observatory on ICT accessibility (2010) carried out a study to examine the level of accessibility on social networking services in Spain, using two types of analysis (technical analyses and users' experiences). Eight social webs were used in the study which included Windows live spaces, Flickr, Twitter, LinkedIn, Xing, MySpace, Tuenti, and Facebook. Findings showed that LinkedIn had the highest technical level of accessibility while the most accessible and usable platform was Flickr. The study also revealed that the lowest levels were Tuenti, Windows Live Spaces and MySpace. The use of social network assists to get access to educational-related materials and other general information.

Accessibility to social media will be of great benefit to LIS postgraduate students and other users in general because accessibility to these tools will prompt its use by the students. Accessibility to social media sites will enable the students use social web sites to source and satisfy their information needs. This is because users will use a technology that has easy level of accessibility. For example, accessibility to social media should have adaptable features that would meet the students' certain needs, preferences, and situations. Thus, accessibility to social media is the ease of accessibility to the social media site for each and every user which includes LIS postgraduate students. The ease in accessibility to social media offers cheap and easily-available information resources to the students which can be harnessed in improving their personal and professional activities. Level of accessibility may also play an important role in the use of social media by LIS postgraduate students. Thus, it is assumed that low-level users can access only a limited set of information on social media, whereas the highest- level users can access unlimited set of information, the most sensitive data and information on the system.

The level of accessibility to social media implies access rights that permit the client to peruse change or erase information which she or he claims or data and objects spread with users or users' team. Similarly, level of accessibility to a social media site may influence the number of LIS postgraduate students who become members of the sites. This is because students may leave a site due to its ugly or hard-to-utilise highlights while a very-much fabricated and outwardly-alluring visually attractive communication site, then again, will acquire individuals all the more rapidly on the grounds that it will permit clients, to access and and carry out tasks, all the more

without any problem. Hence, the ability of LIS postgraduate students to access social media will have a noteworthy and affirmative consequence on the social competence of the students. However, the ability to use social media effectively will depend on LIS postgraduate students' acquisitions of basic computer skills; awareness of what social media sites is available, level of accessibility to the social media sites available at their disposal and how to use the social media sites.

The increased use and employment of social media according to Lim, Agostinho, Harper and Chicharo (2014) for education activities, business, and personal is attributed to the progression of Internet broadband services, web-based technologies, smart phones, and mobile devices. Kannikaparameshwari and Chandrashekara (2014) asserted that social media sites were initially adopted mainly in the commercial websites, but the awareness of social media, its benefits and usage are now being implemented in all fields of academic discipline including LIS. Essentially, social media enables innovative teaching, information sharing, active interaction, creative collaboration, increase timeliness in research, and increase discovery of new field of enquiry.

S'Tayo, Adebola and Yahya (2019) reported that the students' use social media for socialisation, information, and academic purposes and the mostly-used social media tools are WhatsApp, Facebook, Instagram, and YouTube. The frequent use of social media has proven that many people are aware of its importance in the society and that social media application is relevant and provides great opportunities for business organisations and academic fields including librarianship at a cheap cost and high level of efficiency. Previous research examined the reason for online media in advanced education as far as improving correspondence and data dividing between instructors and understudies in North America (Gruzd, Staves and Wilk, 2012) while it was reported that students in Uppsala University, Sweden regarded online media as one of the three significant measures utilised in working with instructive experience, close-by, eye-to-eye gatherings and utilising the learning of the broad frameworks.

In relation to this study, it is observed that the ability to use social media depends on the level of awareness and level of accessibility to the social media sites. In addition, it is becoming easier to access the Internet and as such, LIS postgraduate students may want what is easily accessible to reduce the stress and time spent in sourcing for information. It is also important to point out that today's students are techno-savvy and prefer increased accessibility to information through the use of

social media tools and apps. This is because social site tools provide information that is current, up-to-date and international in scope, and easy-to-access. It is pertinent to note that the possession of social competence by LIS postgraduate students would enable them to develop competences in the area of information technology.

Hicks (2012) noted that social media has many interesting apps for teaching and learning and the rate of social media usage in libraries and universities has just started. Furthermore, its potential can not be underscored in light of the fact that it has broken the obstructions of the library walls and physical space. It was further asserted that the use of social media is imperative to postgraduate students over the span of leading academic examination and in achieving scholarly targets.

Previous studies have also shown that social media sites help users to maintain and create community, build social uniqueness (Salimkhan, Manago and Greenfield, 2010). In addition, a study carried out by Lenhart (2015) among college students in United States, found that 72 per cent of all the students have a social media account and 45 per cent of them are using social media site at least once a day. Therefore, social media is seen as a web-based and mobile application that could enable LIS postgraduate students to create, share new user-generated or existing information content, and engage in a digital society through multi-way communication. As future information professionals, LIS postgraduate students should be able to communicate effectively with others, deal with conflicts and possess the skills to solve conflicts successfully. The use of these social media technologies emphasises that LIS postgraduate students must be ready to acquire the necessary social competence to help them in their professional goals in this information-driven era to perform their daily activities.

For the purpose of this research, the terms social media networks, social media technologies, social networking sites, social media tools and social media platforms will be used interchangeably. As it is observed, the social media pattern over the years, has changed into an impeccable network whereby their uses connects people and relationship maintenance on account of loved ones; sharing of information by means of text, video, audio, picture and learning (Ezumah, 2013). Similarly, the increasing use of emerging technologies such as social media technologies could be dependent on their social competence level. Therefore, LIS postgraduate students who have the right skills such as cognitive, emotional, behavioural and motivational skills will develop a good level of social competence. Social competence would play an important role in

the learning process of LIS postgraduate students as they are being prepared professionally to participate and contribute in the changing society while in the university. Leganes-Lavall and Perez-Aideguer (2016) emphasised that the development of social competence from school to university would have great significance for the development of personal growth, self-esteem and respect for human rights.

Arising from the review of related literature, studies have been conducted on the awareness and use of social media by LIS professionals with different results, but it is notable to point out that there is dearth of literature on social media accessibility by postgraduate students both within and outside Nigeria. Also, there is paucity of empirical documentary evidence on how these three factors of awareness, accessibility, and use of social media relate with social competence; particularly from the point of view of LIS postgraduate students in the context of the Nigeria LIS research. It is in the light of this that this current study was conceptualised to fill these gaps. Additionally, it is noteworthy that this study was also undertaken to test between, and within, the independent variables and dependent variable.

1.2.   Statement of the problem

Social competence is very important to LIS postgraduate students' success in the society especially in their research, personal, working life and their social interaction in the society. The development of social competence will improve students' cognitive skills and abilities, behavioural skills, emotional skills and motivational and expectancy sets. In spite of the advantages associated with the development of high level of social competence, evidence from literature has indicated different levels of social competence among the students, as, a study revealed a low level of social competence among young students in Indian while another study revealed moderate level of social competence among students in Shilong town, India. In Nigeria, a study revealed high level of social competence among undergraduate students of LIS in Tai Solarin University of Education, Nigeria. However, observation has shown that many LIS postgraduate students' seems to possess low level of social competence. Therefore, this study was carried out to find out the actual level of social competence of LIS postgraduate students in Nigerian universities considering the fact that no study has been carried out find out the level of social competence of the students.

Observation indicated that most LIS postgraduate students lack essential skills and behaviour needed for a successful social adaptation in terms of social media use for self-actualisation. Furthermore, LIS postgraduate students may also experience major difficulties in social adjustment in the process of their professional pursuit due to lack of focused and controlled process of social competence development in university.

Studies have also shown that postgraduate students in developed countries use social media extensively for their personal and academic activities more than their counterparts in developing countries particularly Nigeria. This is perharps because most of the postgraduate students including LIS postgraduate students are not fully aware of the potentials and benefits of social media and do not use the sites while the few that use the sites do not optimally use the sites for their personal, professional and academic activities as well as to enhance their social competence level. Furthermore, some of the LIS postgraduate students seem to have low level of accessibility to the social media sites and this hindered the students from using the social media sites effectively. In addition, extant literature seems to provide no information on studies that have been carried out on awareness, accessibility and use of social media on social competence of LIS postgraduate students, irrespective of the fact that many researchers and very few authors in Nigeria have investigated and used social competence on different categories of users. The present study provided empirical evidence on awareness, accessibility and use of social media as well as social competence of LIS postgraduate students in Nigerian universities.

1.3   Objectives of the study

The general objective of the study was to investigate the effects of awareness, accessibility and use of social media on social competence of LIS postgraduate (PG) students in Nigerian universities. Specifically, the study is designed to:

1.   determine the level of awareness of social media by the LIS PG students in Nigerian universities;

2.   find out the level of accessibility to social media by the LIS PG students in Nigerian universities;

3.   find out devices employed to access social media by the LIS PG students in Nigerian universities;

4.   ascertain the purpose of social media used by the LIS PG students in Nigerian universities;

5.   find out the frequency of social media use by the LIS PG students in Nigerian universities:

6.   ascertain the level of social competence possessed by the LIS PG students in Nigerian universities;

7.   examine the relationship among awareness, accessibility and use of social media among LIS PG students in Nigerian universities;

8.   find out the joint effect of awareness, accessibility, and use of social media on the social competence of LIS PG students;

9.   determine the relative contribution of the awareness, accessibility and use of social media) on social competence of LIS PG students in Nigerian universities;

10.   find out the challenges of social competence faced by the LIS PG students in Nigerian universities.

1.4   Research questions

The study provided answers to the following research questions:

1.   What is the level of awareness of social media of the LIS PG students in Nigerian universities?

2.   What is the level of accessibility to social media by LIS PG students in Nigerian universities?

3.   Which device is used to access social media by LIS PG students in Nigerian universities?

4.   What is the purpose of social media use by LIS PG students in Nigerian universities?

5.   What is the frequency of use of the available social media technologies by LIS PG students in federal university libraries in Nigeria?

6.   What is the level of social competence possessed by LIS PG students in Nigerian universities?

7.   What is the relative effect of awareness, accessibility and use of social media on social competence of LIS PG students in Nigerian universities?

8.   What are the challenges of social competence faced by LIS PG students in Nigerian universities?

1.5 Hypotheses

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

1. There is no significance relationship between LIS PG students' awareness of social media and their social competence.

2. There is no significance relationship between accessibility to social media and social competence of LIS PG students in Nigeria universities.

3. There is no significance relationship between devices used to access social media tools and social competence of LIS PG students in Nigeria universities.

4. There is no significance relationship between LIS PG students' use of social media and their social competence.

5. There is significance significance relationship between awareness of social media and accessibility to social media among LIS postgraduate students.

6. There is no significance relationship between accessibility to social media and use of social media among LIS postgraduate students.

7. There is no significance relationship between awareness of social media and use of social media among LIS postgraduate students.

8. There is no significance multiple relationships among social competence, awareness, accessibility and use of social media among LIS postgraduate students.

9. There is no significance joint effect of awareness, accessibility and use of social media on LIS postgraduate students' social competence.

1.6 Scope of the study

The study focused on awareness, accessibility and use of social media and social competence of LIS postgraduate students in Nigerian universities. The geographical scope of the study covered 16 accredited universities in Nigeria, comprising 12 federal universities, three state universities and one private university offering postgraduate programme in LIS in the six geopolitical zones in Nigeria as revealed by preliminary investigations during 2015/2016 session.

The participants included all postgraduate students in LIS department in Nigerian universities. The postgraduate students included in this study were those pursuing masters and doctoral degrees only. The reason for choosing postgraduate students is they are expected to use social media maximally and develop the required

social competence level that will enable them to compete with their counterparts from developed countries. The population scope are all the 919 postgradaute students running their master and doctoral degree programmes in Library and information Science departments in universities in Nigeria while the unit of analysis are the LIS postgraduate students.

The content scope for this study includes: level of awareness of social media (social network, collaborative projects, social bookmarking tools, blogs, micro blogs and content communication) by LIS postgraduate students in Nigerian universities. Accessibility to social media sites (social network, collaborative projects, social bookmarking tools, blogs, micro blogs and content communication) by LIS postgraduate students was determined. Devices used to access social media were also determined. Purpose and frequency of use of social media platforms (social network, collaborative projects, social bookmarking tools, blogs, micro blogs and content communication) by the students were determined. Social competence in terms of their motivational and expectancy sets, emotional skills, behavioural skills, and cognitive skills and abilities was examined. Challenges of social competence faced by LIS postgraduate students were also determined.

1.7   Significance of the study

The findings of this study are of great significaηce to the following people and institutions in view of the importance of social competence development in the lives of LIS postgraduate students and in educational development: LIS educators, LIS schools, LIS postgraduate students, library management, university management and researchers involved in the development of social competence in Nigerian universities. The study established the relevance of social competence to LIS educators in Library and Information Schools by helping them to be aware of and understand, social competence needs of LIS postgraduate students'. Specifically, the findings brought to their notice the strengths and weaknesses of postgraduate students' social competence. With this knowledge, LIS educators would ensure that social competence is integrated and recognised as an essential element within LIS curriculum. This will eventually enhance their teaching skills and abilities, most especially on the importance of deploring social media tools for teaching and interacting with their students.

The findings also revealed the need for LIS schools to revise the existing curriculum and include courses that would equip the students with current

technological skills and abilities as well as provide them with requisite social, emotional, cognitive skills and behaviour for a successful social adaptation. Also, the findings of this study exposed LIS postgraduate students to the social competences needed to perform their daily activities and help them to survive in the labour market.

Furthermore, the study revealed the purpose and frequency of use of social media by the LIS postgraduate students in Nigerian universities. The study revealed the challenges faced by LIS postgraduate students due to lack of social competence development. By this exposure, library and university management can correct the challenges by improving on social media accessibility and use as well as initiating the inclusion of social competence training in the curriculum. This also has major implications for planned and budgetary decisions on ICTs tools for social media by the library management. The result equally provides the universities' managements with valuable criticism on the achievement of their gigantic consumption of data and correspondent advances to work with the utilisation of social media from the library budget.

In addition, this study contributes to solving the problem of dearth of literature on awareness, accessibility, use of social media and social competence of LIS postgraduate students in Nigerian universities. The fact that emerging from the study is that, it provides a reference material to guide future researchers on related studies. Finally, the result of this study has confirmed the descriptive advantages of Social Cognitive Theory and Uses and Gratification Theory most especially by postgraduate students in Nigerian universities.

1.8   Operational definition of terms

The following key terms are operationally defined in the context of their use in this study:

LIS postgraduate students: LIS postgraduate students are students pursuing a higher degree programme (master, and Doctor of Philosophy) in the Department of LIS in Nigerian universities.

Social competence: This refers to possessing adequate knowledge, skills and attitudes for successful social adaptation of LIS postgraduate students in their profession and daily life activities.

Social media: It denotes Internet-based apps that make LIS

postgraduate students to craft, exchange or share information, ideas, career interest, pictures and video in virtual networks and communities which allow the formation and interchange of user-generated content.

Social media accessibility: This is the ease of locating and retrieving   information from social media sites by as many postgraduate students as possible in   universities offering LIS postgraduate programmes.

Social media awareness: It means the degree by which LIS postgraduate students have familiarity with the existence of social media technologies. That is, LIS PG students knowledge or understanding about information on social media

Social media use: This refers to the application of social media   for personal, academics and professional needs by LIS postgraduate students and how they navigate for information on these tools with ease. It is also the extent and rate at which LIS postgraduate students apply social media tools in their daily life activities.

CHAPTER TWO

LITERATURE REVIEW

2.0   Preamble

This chapter presents a review of related literature on awareness, accessibility, use of social media and social competence of LIS postgraduate students. This is presented under the following sub-headings:

2.1   Social competence of students

2.2   Awareness of social media by LIS postgraduate students

2.3   Accessibility to social media by LIS postgraduate students

2.4   Use of social media by LIS postgraduate students

2.5   Awareness of social media and social competence of LIS postgraduate students

2.6   Accessibility to social media and social competence of LIS postgraduate students

2.7   Use of social media and social competence of LIS postgraduate students

2.8   Awareness of social media and accessibility to social media by LIS postgraduate students

2.9   Accessibility to social media and use of social media by LIS postgraduate students

2.10   Awareness of social media and use of social media by LIS postgraduate students

2.11   Theoretical framework

2.12   Conceptual model

2.13   Appraisal of literature reviewed

2.1.   Social Competence of Students

Competence is described as the collective learning in the organisation of how to control various production skills and integrate numerous technological problems. The concept of competence has been established in different areas of research such as psychology, education, human resources and information systems. Although it is a popular concept, it has no standard definition. Umar (2019) describes competence as

knowledge, skills, and abilities that help an individual to perform in a specific task and as well as as the ability to respond to individual or societal requirements in order to perform an activity.

Observation from literature has shown various types of competence such as cognitive competence, information competence, functional competence, communication competence and social competence. This study focused on social competence, which is the dependent variable. The term social according to Gedviliene (2014), implies identifying with human culture and its methods of association while competence is a particular scope of aptitude, information or capacity or a specific activity performed. Social competence is a term with several definitions none of which is universally acceptable (Halopainen, Lappalainon, Junttila and Savolainon, 2011). Social competence has been utilised broadly in developmental psychology with varieties of definition and the variable has been utilised to clarify and anticipate social abilities and accomplishment in kids, youth and grown-ups.

Social competence is a mind-boggling arrangement of social comprehension, social thought processes, social capacities, conventions and abilities, just as social experiences, it is described as the possession of skills that allow an individual convey the desired effects in social dealings and the possession of behavioural skills (Babosik, 2008). Parfilova and Karimova (2015) further described social competence as the arrangement of information about social reality and oneself, the arrangement of complex social aptitudes of collaboration, situations of behaviour in a common social situation, getting adapted to the situation rapidly and satisfactorily making sensible choices.

Bearing in mind the fact that the improvement of social competence is of abundant significaηce to scholars, including LIS postgraduate students, it must be emphasised that in other for LIS postgraduate students to carry out their daily activities and survive in the world of work, they would have to develop their social competence level. Social competence is thus, the cognitive skills, emotional, and social, as well as behaviour that a student must possess for a successful social adaptation and survival in the world of work. This also means that students' competence rests on some elements which include self-confidence, social awareness and student's social skills (Yadav and Singh, 2011).

Social competence is the behaviour which can lead to either negative or positive collaboration of a student or a society in specific social situations. Social

competence has gotten significant consideration of scientists in the most-recent few decades because of its implication in work environments (Shujja and Malik, 2011). Social competence could be described as an expression, an individual's interpersonal relationships and abilities to accomplish goals. That is, social competence is the manner of human expression which uncovers itself in human development, insight and mindfulness through a person learning throughout the life time. Social competence is important as a constructive communication in different environments including intercultural skills and interpersonal in a wide logic, having tolerance for different approaches, understanding and trusting oneself and other people. The outcome of the cooperation, arising from relational and communal contribution in dissimilar environments, is of high importance to the development of social competence (Gedviliene, 2014).

Arghode, (2013) observed that there is no all-inclusive meaning of social competence and the explanation may be in terms of what Lang (2010: 14) focused as follows:

> The fields of interest among fundamental sociologies fields incorporate management, gerontology, clinical psychology, speech pathology, psychiatry, education, social work, sociolinguistics, communication, child development, social psychology, and psychology in general, and in the applied social sciences (Lang, 2010: p14).

Social competence can also be of two types, namely natural and unnatural social competence. The natural comprises traits, disposition, self-view and social role while the unnatural or learned competence perspective incorporates a few competences required when task is carried out through practical and theoretical learning, for example, skills, knowledge and experience. According to Stichter, O'Connor, Herzog, Lierheimer and McGhee (2012), Social competence is a set of interconnected and complex skills that permits individual to explore social connections as well as initiate and maintain friendship with others. However, Arnold and Linder- Muller (2012) observed that the promotion of social competence is seen as a basic objective of family and educational institutions.

Gedviliene (2014) posited that the fundamental principle which brings about social competency is the aptitude for individuals to learn with others and from one another. Social competence, to Gedviliene (2014), entails one's guarantee of survival

in the society and its existence helps individuals to communicate with one another, to improve and grow, acquire more new knowledge, seek career and life satisfaction. LIS postgraduate students must be ready to acquire social skills which are recommended alongside boosting the successful improvement of social competence. In a comparative study conducted by Gedviliene (2014) on social competence of teachers and students between Belgium and Lithuania, the results showed that Belgium has a well-built social competence level and that teacher and scholars are more confident and more appreciated by each other.

In view of the above, there is the need for LIS postgraduate students to develop their level of social competence, it is also recommended that every student should ceaselessly improve his abilities, knowledge, effectively partake in social activity and acting effectively in the changing work market. It then stands to propose that social competence might play an important role in the growth of LIS postgraduates in the context of social media utilisation. This shows that LIS postgraduate students must acquire certain expert knowledge and constant learning, mastering of skills, and improving skills which would help their professional development.

According to Huit and Dawson (2011), human beings need social associations with different people to form social groups and to create competences in public life. Uysal (2015) asserted that people require skills and behaviour to manage well with others and, furthermore, to adjust to the environs. Social competence, as described by Rubin and Rose-Krasnor (1992) in Uysal (2015) is having and maintaining good relationship. As defined by Sultan and Hagger (2014) social competence comprises social, emotional and cognitive skills required for successful social adjustment. They further posited that, despite the straightforward definition, social competence is an inconspicuous and difficult paradigm in the light of the fact that the skills and behaviour associated with healthy social advancements vary with age and the requirement of specific situations.

Similarly, Philips (2018) stated that social competence reflects three regions of functioning; namely cognitive – which is understanding social guidelines, understanding another's viewpoint, recalling and communicating thoughts to other people; emotional which is being able to manage feelings and coordinating emotion to the social situation; and behaviour which is utilising social skills viably, for example, taking turns, visually connecting, sustaining discussion, negotiating and settling strife. Bloderick and Blewitt (2010) highlighted four areas of foundational social

competences which are: affective processes including sympathy, esteeming relationships and a feeling of having a place; cognitive cycles which incorporates cognitive capacity, asserting point of view, and making moral decisions; social skills, for example, visually connecting, utilising suitable language and posing inquiries and high social self-idea.

Gedviliene (2014) asserted that social competence in higher education could be viewed both in psychological and in social perspectives. They described that during learning process, an individual do not only learns socially competent behaviour, but these skills will also help to create positive learning environment that will enrich all participants of the learning process and social competence reveals itself through the process of communication and cooperation. They further emphasized that special attention to social competence should be given from primary to higher education most especially because higher education guaranties the required background for successful personal and professional development in future. Social competence can be described in terms of interpersonal relationships, self and group identities and self development of citizenship (Ma, 2012). There are three significant parts of social competence which are the ability to build positive and healthy interpersonal relationships and resolve interpersonal conflicts; development of a clear self-identity both general and collective identity; the orientation to be a responsible and caring individual in the society.

Sultan and Hagger (2014) conducted a study to identify the role of attributional complexity in determining the social competence among students. A sample of 188 students from schools in Perth in Australia was contacted through convenience sampling technique, employing correlation, regression analysis and t-test. The study revealed that there is a positive significant correlation between attributional complexity and social competence. Students who were high in attributional complexity were found more socially competent as compared to those having low score on attibutional complexity scale. The study further revealed that students' attributional styles should be considered in the explanation and understanding of their social interactions and adjustment. Uysal (2015) noted that social competence could be described by the presence of favourable to social practices that society endeavour to empower and it additionally comprises socially-attractive behaviours, sharing, and being conscious and the nonappearance of anti- social behaviours that have negative social results, for example, problematic behaviours, animosity and drop out. Nagy (2000) in Babosik (2008) directed that the most ideal path towards model social competence is to utilise

the theory of part frameworks, which states that that social competence is comprises sets of acquired and gained components. The activity of social competence, under Nagy's model, is directed by sets of individual social qualities and the arrangement of social capacities. That is, the arrangement of social abilities oversees the activity of social competence and social conduct utilising sets of skills, experience and traditional patterns. The present educational situation wants specialists as agents of social change who possess all forms of innovative resources and technological dexterities. Some studies are fixated on the significaηce of social competence for education and society from the educational setting (Leganes-Lavall and Perez-Aideguer, 2016). According to Gedvilience (2014), the growth of social competence has been recognised as one of the major goals of modern educational institutions.

Svagzdiene, Jasinskas, Simanavicius, Bradauskiene and Vveinhardt (2015) carry out a survey on the social competence of stylish training of game industry supervisors and the discoveries show that, in breaking down game chiefs' social competence, it was discovered that they participate and work in groups, seek after shared objectives, organise different conclusions, and consent to survey the consequences of the collaboration. The discoveries likewise suggest that social competence in universities' studies ought to be sustained and created based on another postmodern education worldview. When social competency is seen as an experimental construct, it changes as development manates. The result also revealed individuals' overall competence with peers in problem-solving situation with the following scales: low social competence (individuals in this group appear incompetent in the problem solving situation and do not interact effectively with the other members); moderate social competence (this individual is neither competent nor highly competent with peers, interactions with group members may be effective at times and may not be effective at other times) and high social competence (this type of individual appears highly skilled with his/her peers).

Ang (2016) conducted a study to assess social competence by investigating the elements of youthful grown-up social capability among 1,134 college learners in six arbitrarily-selected colleges in Malaysia. Findings revealed that the students were situationally non-self-assured and attained lesser in social competence. The study recommended that it is helpful to ensure that students are equipped with adequate social competence to allow them meet, interact and cooperate with other individuals. Uysal (2015) researched on the social competence and mental weakness of 259

university learners. The outcomes uncovered that thriving and social competence has a negative relationship with mental weakness. Shnyrenkov and Romanova (2015) argued that social fitness plays a major role whenever people meet, interact and relates with one another. The authors examined the advancement of social competence among the educational training programme specialists in urban structure. The findings revealed that purposeful development of social competence among professionals in the field of study, is achievable through the special erudition program which is known as psychology of social interaction. The researchers observed that the training provided psychological preparation of scholars for operational interaction and role collaboration in professional activities and daily living.

Emilson and Lilje (2008) studied whether social competence is important for engineering learners to add to sustainable advancement. The examination was expected to create and test an academic model for showing engineering learners' social competence. The discoveries uncovered that the utilisation of sociology theories and group-focused instructing may add to training communicative abilities and the inclusion of societal competence in engineering instruction. The study recommended that it is important to start with teachers' role, training them in demonstrating the social dimensions in the professional situation. In addition, Zorofi, Gargari, Geshlagi, and Tahvildar (2011) examined the effect of internet use on expanding social abilities and its impacts on the scientific accomplishment just as improving the social relations of 288 learners learning at universities in North West of Iran. The finding demonstrated that the utilisation of internet helps the development an element of social skills and capabilities among learners to acquire achievement in the social and instructive connections.

The result of previous studies by Zorofi et al (2011) buttresses the fact that, in order for LIS postgraduate students to use internet such as social media sites, they need to develop unique social skills and abilities; that is, social competence, in order to bring about success in the use of these technologies and also be socially competent in the social media use. Moreover,, it also emphasised the inclusion of social competency in the library education, whereby, LIS postgraduate students will be trained on how to develop their social competence level as this would help the students to have confidence on social media usage and the scholars would also be able to compete with their counter parts within and outside Nigeria.

In addition, social competence is how well one functions in relation to other people, in relating with other people and forming close rapport and this has been a frequent target of research. Arnold and Linder-Muller (2012) avers that social skill develops in multiple contexts, both in formal education such as pre-school institutions, schools and informal education like the family education, sports and other leisure groups and peer activities. In a study carried out by Gotlib, Cieslak, Zarzeka, Iwanow and Panczyk (2017) to examine the level of social abilities among 110 Public Health participants at Warsaw Medical University, Poland, the result showed that the degree of social capability among the understudies was extremely low and suggested that courses that could improve the delicate abilities and social skill of the students should be included in the curricula.

Dodmani and Jagadesh (2015) inspected the connection between social competence, alteration and accomplishment of first-year pre-university learners. The example comprised 200 and 25 learners chosen from social competence identified with individual alteration, social modification, by and large change and accomplishment of pre-university learners of Gulbarga City. The finding uncovered significant connection linking social competence, modification, and accomplishment and the two groups' utilising social skill apathy on the chosen factors with the last demonstrating more significant levels of social competence, change and accomplishment. Supporting the findings from this study, Dodmani and Jagadesh (2015) defined social competence as the assortment of explicit social abilities that allow people to perform effectively in public settings.

Cheung and Lee (2010) carried out a study which centred on the expectation of social fitness of 920 9th graders in Hong Kong, China through character education. The result of the study shows the commitment of character training system to social competence. The findings also clarified that while character instruction programme did not uncover a noteworthy progress in student's social competence, the enhancement relied upon learners' contribution in terms of game plan to the program and prior social competence. The examination suggested that the incorporation of students with changing degrees of social competency in character training is fitting.

Sanwal (2013) enthused that social competence is the capacity of a person to carry on in manners that are skilled and successful. It was portrayed as the social capacity and interpersonal expertise of a person in effectively managing one's natural variables. Social competence is portrayed by the effect estimation of social

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assessments and it is one of the sections of the social conduct and it is obtained through friendly and social relationships in various socio-social settings. The accomplishment of a person in the overall population depends generally on how much he has picked up the affluence and intensity of social competence needed for self-actualisation, advancement and improvement (Sanwal, 2013).

Momeni, Barak, Kazemi, Abolghasemi, Babaei and Ezati (2012) did an examination to decide the viability of life skills in preparing on social and emotional competence of students with Mathematics learning issue. 40 learners with mathematics learning issue were arbitrarily chosen together with exploratory and control. Lead number-related test and Felner social skill instrument were utilised for information gathering. The examination uncovered that life skills training altogether improved social and emotional competence among students with arithmetic learning issue. The investigation reasoned that life abilities instruction improved social and psychological competence among learners with maths knowledge issue. In an investigation by Shek and Sun (2012), advance psychosocial competences in university learners at the Hong Kong Polytechnic University. The investigation was directed utilising a two-credit general instruction course named "The upcoming Leaders" was created to advance intra-and relational competences among 268 college learners and the subject was offered to four classes of learners. Perception from the investigation uncovered that university learners needed psychosocial competences.

Gedviliene (2014) stated that individual is of social nature. A human life is legitimately connected to different people from the beginning to the end of life. Social interactions of every individual start from various perspectives; accordingly, everybody requires defined social skills and capacities. The impact of these skills and capacities are uncovered in scientific writing, where pattern of their developing sigηificance in one's private and public life is plainly recognised (Reiz, 2012). Gedviliene (2014) underlined that this is typically communicated as social competence and the idea is increasing in scholastic research. Thus, the concept of social competence is now a point of research in library and information studies field by researchers. Lang (2010) further identified some critical components of social competency as follows: a sentiment of self and some knowledge of one's limits; sensation of others and some affirmation of their abilities; an extent of self-organisation and masked control; ability to interface socially with others, to achieve synchrony as well as appropriateness in friendly relationship with others.

According to Reiz (2012), a socially-competent behaviour of a person is a behaviour which leads in a particular circumstance to the accomplishment of the individual's objective while simultaneously ensuring the social acknowledgment of the behaviour. Social competence in the field of education is indistinguishable from various collaborations among people and group activities. The estimation of social competence and its different types of its advancement cannot be ignored. It must be called to attention that schools are social spots where learning is a social cycle and students do not only learn but also a joint effort with their lecturers in the company of their friends and with the help of their families. Gedviliene (2014) agreed that social competence is presently a practical development of education for people. The importance of social competence development is recognised from primary to higher education.

At the degree of advanced education, social competency is viewed as assuming a basic part in education in the light of the fact that the informative setting capacity of the university can be summed up as the transmission of mentalities, to know, to do and to be. They further brought up that social skills are categorised in the fields of "to do" and "to be" which demonstrates that social competence is a key component of a fruitful learning process. This clearly shows that LIS postgraduate students have to possess social competence skills which will assist them to be successful in their chosen profession and significance ought to be given to the learning capacities and condition which would help the students' ability to exchange, interact and experience environmental effects among their colleagues and teachers. Possessing social competence skills by LIS postgraduate students is an essential requirement for revealing the students' self-assurance, self-evaluation and other inward social open doors in a sheltered and steady condition. In the event that the learners are having a sense of security, they will have the option to communicate their thoughts, perspectives and offer encounters all the more as often as possible with their peers, and this contributes to the development of social competence (Gedviliene, 2014).

Gedviliene (2014) submitted that social competence in higher education could be seen together in mental and social points of view. They depicted that during the learning cycle, an individual does not just adapt socially-competent conduct; however, these skills will likewise assist in making a positive learning condition that will enhance all members of the learning cycle while social competence uncovers itself through the cycle of correspondence and collaboration. They further accentuated that

unique regard for social competence ought to be given from primary to advanced education level particularly on the grounds that advanced education ensures the necessary foundation for fruitful individual and professional improvement in future.

It was emphasised that social competence means the entirety of an individual's knowledge and abilities benefiting the person's social behaviour towards the accomplishment of his/her own goals while adhering to social acceptance at the same time. It is certain that schools are used mainly in advancing social competence. In supporting this, schools are encouraged to officially associate social competence in their students' curriculum. Schirvar (2013) averred that socially-competent people can very well manage the situations they experience every day while social competency grows as individuals combine personal and societal resources for positive behaviours starting from childhood period. Shaikhina (2017) explored the connection between students' social competence, passionate insight and their scholastic accomplishment among 152 learners at Nazarbayev Intellectual School of Aktobe, Kazakhstan. The result revealed that higher students' total emotional intelligence was correlated with higher academic achievement, that is, self-control and well-being which are some aspects of social competence.

Satici, Uysal and Satici (2014) conducted a study to analyse the connections between deontic equity and noticed social competence among 311 university students between the ages 18-24 who completed the survey bundle incorporating the Turkish form of deontic equity scale and perceived social competence scale in the northern, focal and southern Portugal. The connection between deontic equity and perceived social competence was analysed utilising relationship examination and the stepwise relapse investigations. The result uncovered a constructive connection linking social competence with right commitment, moral responsibility and moral outrage measurements of deontic equity.

Indeed, social competence assumes momentous part in one's professional advancement since it permits individuals to build positive relationship with grown-ups and peers, get information and criticism that are imperative to proficient turn of events as well as causing them to confront every day challenges when receiving suitable practices in their social relationships. (Pinto et al., 2012) while skills like correspondence, collaboration, activity, decisiveness, flexibility, protection from disappointment and enthusiastic control have profoundly gain significance and has additionally become imperative for individuals instructive and proficient achievement.

Hence, expressions like collaboration, self-control and assertiveness are believed to be measurements of social competence and they are essential for LIS postgraduate students in their professional developments. To be socially competent, an individual needs to carry on unequivocally on prosocial conduct and be low on anti-social conduct. Prosocial behaviour refers to socially-appropriate actions; for example, cooperating, participating, sharing, helping and comforting, acceptance by peers and while antisocial behaviour has pessimistic social results which might be either purposeful or accidental and could be directed towards others or the individual himself or herself and individuals with antisocial behaviour tends to be deviant members of peer groups.

In an examination by Holopainen, Lappalainen, Junttila and Savolainen (2011) which was to analyse the connection between social compentence and psychological well-being of young adult, the function of learning handicaps with social competence and psychological well-being was likewise contemplated. 412 young adults were tested (207 young ladies and 205 young men) with a mean time of 15.5 years and were followed from a year preceding thorough school to their first, second and third year of auxiliary training in a Finnish city. The findings were positive and showed that particular academic learning incapacities do not have negative outcomes in estimated psychological well-being in auxiliary education learners. Mousavi, Mohhammadi and Kalantari (2015) completed an examination to research the connection between family working and social competence among students of Islamic Azad University, Salmas Branch, Iran. The examination adopted relationship research strategy and the factual society incorporated all the students of Islamic Azad University in 2013-2014. The outcomes showed a relationship between family correspondence and social competence. Accordingly, there is a connection between family full of feeling, inclusion and social competence. There is a connection between family conduct and social competence.

The idea of social competence frequently incorporates extra constructs, for example, social skills, social communication and interpersonal communication. Behaviour that demonstrates social skills are compiled and are jointly denoted as social competence. Broderick and Blewitt (2010) equally distinguished four classes of essential social competence as foundational of social competence, for example, sympathy and feeling of having a place; cognitive cycles which incorporate cognitive

capacity and point of view taking; social skills for example, visually connecting, using and posing appropriate dialects and inquiries and high social self-concept.

The need to effectively interface with different students and adapt to the challenges, stress and opportunities of contemporary life makes it crucial for LIS postgraduate students to acquire social competence. According to Kurian and Prakasha (2016) students gain admission to schools with various level of social fitness, where severa students have confidence in their social competence and are able to interact appropriately with friends and teachers while those students who do not possess social competence or socially-acceptable behaviours will be facing poor academic performance and some identified behavioural problems. In contrast to the opinion of Kurian and Prakasha (2016) and Syiem and Nongrum (2014), they carried out a study on the social competence of school students in Shilong Town. 83 students were sampled and they found out that there is no significance connection between social competence and educational accomplishment.

Dzheksembekova, Ibrayeva, Akhmetova, Urazalieva, Sultangaliyeva and Issametova (2016) led a trial to break down explicit highlights of social competence of future music educators and build a strategy that will improve the degree of social aptitude advancement among students of the forte Music instruction Abai Kazakh National Pedagogical University, Kazakh State Female Pedagogical University, and Kurmangazy Kazakh National Conservatory, Kazakhstan. Furthermore, 660 undergraduates were sampled and findings showed that some of the future music teachers experienced difficulties relating to social transformation in the course of profession because of inability to interact with their social condition. The study further reported that the students have a tendency to detach themselves from vigorous social approaches and are unable to form adequate social competence.

Adams (2010) stated categorically that social competence is the capacity to perceive, decipher, and react fittingly in social circumstances. The achievement of any individual relies generally upon the lavishness of their social competence which comes from collaboration with others. Social competence are only social, cognitive, emotional skills and behaviour required for the effective adjustment of LIS postgraduates in their social environments which will enable them to acquire successful experiences of other students or course mates that may produce appropriate effects in their course of study and for their professional development in the present era of emerging technologies in order to meet the challenging information needs of

users. Consequently, the possession of social competence skills is essential in this era of cutting-edge technology because social competence has become compulsory for students including LIS postgraduate students. Therefore, LIS postgraduate students should possess competences that would enable them to become successful and adaptive in social environments such as; active listening, initiating conversation, reading social cues, checking one's comprehension of others, coexisting with various societies and gatherings, instructive perseverance and so on.

Roma and Bakashi (2015) led an examination to see the social competence corresponding to study habits and academic accomplishment of students in India. The study revealed that parents can play a leading role in inculcating good habits while teachers should deal with their learners and make them socially capable and furthermore change their study propensities. The achievement of an individual in general depends, by and large, upon gotten the lavishness and strength of social skill charming for his self-realisation, advancement, and improvement. Nonetheless, for viable social participation, a high solicitation of social skill is a basic atmosphere of an individual.

In a study by Hoermann and Gorke (2014) to assess the social competence for pilot selection in Institute of Aerospace Medicine, Hamburg, German, 305 candidates for pilot training at Lufthansa's Flight Training Center were inspected. The investigation uncovered that social competence is plainly connected to character qualities reflecting social direction and emotional stability. The study recommended that social competence should be considered as important requirement for the profile of a commercial airline pilot and captains who should have more consideration in drilling and selection. It also emphasised that social competence, if used as a feature of determination methodology, can guarantee a more-elevated level of competence in pilot training directly from the beginning and this can add to long-haul achievement in a pilot's profession.

Similarly, social competence has risen as a noteworthy character trait for reformist advancement of people for the duration of their life expectancy. As people grow up, their degree of social association keeps expanding with relatives, companions and friend gatherings. This would eventually cause people to strive to secure more development and complex aptitudes so as to easily deal with their developing and rising social connections. Shujja (2015) detailed that social competence has a few free measurements, for example, extraversions, warmth, social receptiveness, social impact,

social maladjustment, social appropriateness, and social knowledge. The most-essential segment of social and economic advancement of a nation is information mastering and knowledge of university instruction while the new worldview of university education is not based on training but to acquire explicit information.

Observation from literature has revealed that the successful career of LIS postgraduate students after graduation and the use of procured expertise and abilities rely upon the arrangement of key social competence obtained in an educational institution. These days, information society requests explicit outcomes from students after university education which means that not only LIS postgraduate students' professional knowledge is important but their reasonable availability for exercises in standard and non-standard circumstances of expert life. According to Kalimullin (2014), a lot of graduate students lack social interaction skills. That is, graduate experts who have no understanding of collaboration in groups can not discover productive answers for complex conflict circumstances and could not have created social competence whereas all of these are the goals and objectives of an educational setting.

The task of stimulating the advancement of social competence among students incorporates helping the student to pick up information on themselves, their capacities and abilities, their inclinations, aptitudes and the foundation based on their expert direction building up their relational abilities, building up their capacity to fill in as a group, capacity to plainly and convincingly make an introduction of their thoughts and so on. All these components mentioned earlier are required in this study for LIS postgraduate students to stimulate their development of social competence during their learning process in the library school. This is because advancement of social ability of learners throughout their preparation in the library school will make them compelling in producing aptitudes of helpful association with individuals, create self-guideline and poise, just as build up cognisant demeanour and positive inspiration.

Supporting this fact, Salyakhova and Valeeva, (2015) affirm that the implementation of these conditions will involve the selection of the outlines or contents of the preparing material relating to the current needs of the students which add to the rise of new substance required for preparing or learning exercises. They further noticed that the examination of the learners' future expert movement during their programme will prompt the advancement of social competence which will accept the exhibition of innovative undertakings with content investigation of future calling circumstances that will add to the improvement of students open abilities and

capacities as well as groundwork for future expert exercises. It will, likewise, give a chance to communicate their suppositions, emotions and instruct them to take individual social jobs.

Training culturally-competent and socially-mindful LIS postgraduates require a mixed methodology that reaches out across educational programmes, proficient practice, and examination. Social competence improvement can uphold these objectives by filling in as a subject of request in LIS educational plans just as giving insightful structure to determine how it can shape LIS schools and expert practice. Therefore, social competence has become very important today due to the profound influence it has on personal and professional lives of people. Syiem and Nongrum (2014) recommended that special attention should be devoted to this construct so that individuals can grow into a balanced and matured people who can live together with their friends and contribute greatly to the society. Researchers suggested that school educational programs must give learning outcomes that would address learner's improvement in the social, academic, cognitive, and moral domains (Broderick and Blewitt, 2010).

In addition, Syiem and Nongrum (2014) posit that social competence is a broad term which embraces social, emotional, cognitive and behavioural facets requisite for social adaption. Hence, any individual who has good socio-emotional skills, self-efficacy and adaptive behaviour is seen as being socially competent. In addition, they conducted a study to discover the social skill of secondary school learners of Shilong Town. The discoveries uncovered that larger part of the learners have average social competence and the explanation might be that these learners had drawn in themselves with just PC game and exercises which brought about their normal social communication and conduct among themselves and it presumed that social competence is a fundamental resource which is expected to have an effective and a daily existence loaded with joy.

Sirous and Moosa (2013) did an examination to explore the connection between family working and social skill among scholars of Islamic Azad University, Salmas Branch. 302 students were chosen and utilised for the examination and the discoveries uncovered that a correlation between family communication and social competency; there is a connection connecting family full of feeling contribution and social skill and there is a relationship between family affective control and social competence. Nawaz and Gomes (2015) directed an investigation to analyse the

emotional intelligence and social competence of 50 employees in different organisations in Bahrain and the result demonstrated a positive significance between social competence and emotional intelligence of the employees.

Huitt and Dawson (2011) observed that social aptitudes permit people to succeed in their public activities as well as in their academic, individual and professional exercises later on while numerous individuals may at first pick up something autonomously and that learning might be altered in collaboration with social abilities. Indeed, this permit people to succeed in their public activities as well as in their academic, individual and professional exercises later on while numerous individuals may at first master something freely and that learning might be changed in cooperation with other people. This implies that the development of social competence by LIS postgraduate students will enable them to prosper in their duties in the family, work-place and the society where they find themselves, and that teachers or lecturers involved in the teaching of these students in the various library schools should pay special attention in the development of these domains.

Observation from literature has discovered that academic institutions educational programmes must give learning encounters that tend to student's improvement in cognitive, scholarly, emotional, social, and moral areas. Basically, that library schools in Nigeria, must as a matter of fact, include learning experience that will enhance LIS students' cognitive, emotional, academic, social and moral development so that they can be fully equipped to face professional and personal life after graduation. By the by, a successful social competence improvement programme ought to incorporate all parts of building up the basic competences that will support and upgrade its turn of events in such a way that LIS postgraduate students will have social confidence within in an assortment of social conditions.

Huitt and Dawson (2011) distinguished four ways to deal with the improvement of social competence in school as follows: fuse an emphasis on social advancement within conventional strategies of educating; creating scholarly exercises and units that use an instructional methodology that features the attention on creating social competence; build up an all-encompassing technique to instructional plan with comparing associations with educational programme and appraisal that recognise social improvement as one of a few regions that will be the focal point of competence advancement; and showing social competence straightforwardly. Nonetheless, creating

social competence is best done inside social communications and not by showing learners' social competence. That is, social learning exercises ought to be coordinated into the everyday instructional and class administration systems of the school (Huitt and Dawson. 2011).

In an investigation completed by Olurunfemi (2009) on family-work strife, information use and social fitness among wedded postgraduate learners in the Faculty of Education, University of Ibadan, Nigeria, finding from the examination uncovered that, before an individual can utilise information, they should have some social skill and social competence. The investigation inferred that the university library assumes a significant function in the arrangement of powerful information administrations to postgraduate learners so as to improve their social competence. Students' social competence relies upon factors that incorporate social skill, social awareness and self-confidence and any learner with a scope of social skills, social awareness and self-assurance may probably be socially competent (Olurunfemi, 2009).

In an examination led by Adetoro (2011) to explore social competence as a link of information use among (LIS) students in Tai Solarin University of Education, Nigeria, the study uncovered that undergraduatestudents had an elevated level of social competence. The investigation suggested the boosting of social competence of students through courses and discourses just as building up a viable information use training program by the college. Social competence incorporates a scope of practices that upholds versatile and fruitful working within connections. Social competence has proved to be an adaptable impetus for the accomplishment of educational institution undertaking and individual self-actualisation and universities and instructive foundations ought to be aware of its significance.

Suhariadi, Suminar, and Sugiarti (2015) expressed that social competence is of great benefit for psychosocial advancement in all learners, including LIS postgraduate learners. It is seen that social competence is increased through a cycle whereby an individual acquires knowledge, skills and different components that permit the person to adequately take interest as a citizen. Students' psychosocial viewpoint can be created and satisfied through cooperation with their social condition (Suhariadi et al 2015). Psychosocial advancement of any individual will happen dependent on stages that have been built up through the socialisation cycle. Social competence advancement permits learners to accomplish their objective adequately and accurately with the unique situation.

Social competence is increasingly needed as an instrument for students to make a compelling connection with companions, more-seasoned individuals and with educators in school setting. Also, learners who can play out their social capacity would consequently have the option to carry on intensely by introducing their capacity in situating themselves without causing problem to people around them. In agreement with this statement, LIS postgraduate students should familiarise themselves with broader and relatively-new setting because the students must learn how to behave according to socially-agreed ways, behave in socially-agreed roles as well as develop social attitude. Social competence is a social circumstance that empowers a person to have the option to pick various kinds of behaviour which will be acceptable with anticipated setting, and furthermore, keep up certain connection with others in different circumstances and time.

Social competence uncovers singular capacity to collaborate in different social circumstances, the capacity to give and take, so that significance social communication is reached a-*nd furthermore dependent on the conduct adaptability comparable to other. Social competence as portrayed by Suhariadi et al (2015) is capacity to utilise psychological (information) and non-intellectual capacity (disposition) and abilities that can imagine the conduct inclination through effective routes equivalent to its social structure and which can be estimated by aspecific rules.

Forms of social competence, according to Suhariadi et al (2015) include the ability to understand self-emotion; that is, awareness of the emotional state and knowing that good relationship will take place when individuals can communicate their emotional state and express self-emotion properly. Others are, ability to understand emotion of other people such as ability to understand other people's feeling; ability to use emotion and non-verbal language as well as coping with emotion pressure; empathy; capacity to act very much dependent on the social setting and circumstance appeared in the method of association and furthermore the capacity to make effective choice in a given social situation which is known as social performance; social skills such as students' proper ways of responding to situations they encounter and social support that influences social competency. However, the lack of social competence in individuals can prompt the short and long haul to scholastic troubles and helpless school modification, school dropout, dismissal by friends, sorrow and tension, adolescent wrongdoing, emotional wellness issues, improvement of solitary standards of conduct, joblessness, underemployment,

insufficient social help and unsuitable relational and family connections which could prompt negative outcomes to the people, their families and the general public.

Raimundo, Carapito, Pereira, Pinto, Lima, and Ribeiro (2012) led an investigation to dissect the psychometric decencies of a Portuguese form of the social fitness scale from the School Social Behaviour Scales (SSBS-2). The outcome from the Portuguese transformation underpins the multidimensional structure of the social competence scale. The scale indicated great inside consistency and great intercorrelations between subscales and the total scale. The findings concluded that the results from the study encourage them to pursue the SSBS-2 Portuguese adaptations so as to give helpful and approved instrument to the appraisal of social skill and for educational interventions.

Past investigations have indicated that an able individual must have the option to rapidly comprehend person's announcement enough, have relational abilities, and know about the various jobs and also the various ways of interaction (Ivanenko, Mustafina, Sagitova, Akhmetzyanov, Khazratova, Salakhova and Mokeyeva, 2015; Kalimulin, 2015). Studies have also shown that, becoming socially competent or acquiring social skills, has been connected with improved well being throughout a life time (Holopainem, Lappalainen, Junttila and Savolainen, 2012). Furthermore, the absence of social skills expands singular weakness to few adverse psychosocial results which incorporate relational conflict, depression, forlornness and tension.

Babosik (2008) posited that arrangements of studies have been led to discover what variables impact the advancements of social competence and three gatherings affecting components were distinguished. Those structure the character of the individual, factors from the family and elements following from the school condition and every one of these gatherings are comprised of a few elements. The accompanying variables have positive impact on the advancement of social fitness from the character of the individual: positive confidence; inspirational mentality; dynamic participation; resistance; proficient relational abilities; great critical thinking capacities; open character; capacity of accommodating individual and gathering interests. It expressed further that a socially-equipped individual can viably use their own capacities and natural conditions and have great accomplishments in their turn of events and additionally empower one to play out the necessary social conduct, improving one's relationships for other' advantage.

Besides, Babosik (2008) affirmed that social competence can best be perceived as the blend of a few associating components, for example, factors affecting each other to create a self-supporting roundabout instrument and a portion of the elements may work naturally and characteristically. The creator additionally asserts that social ability incorporates the interpretive arrangement of the individual or their present intrigue which changes by understanding just as relying upon the prerequisites of the circumstance and the enthusiasm of the individual do not just impact the psychological data, preparing system, yet additionally, the conduct of the person in a given circumstance.

In this study, social competence is of key importance to LIS postgraduate students seeking to acquire more knowledge and skills not only in their defined field but also in more complex areas, and this can undoubtedly be achieved through social competency. Possessing social competence skills by LIS postgraduate students will enable them to perform relatively well in library schools, in their workplaces and they will be able to perform social tasks. As observed by Uysal (2015) creating social competence is a key test for learners as they get into another and diverse social conditions.Therefore, postgraduate students of LIS programme social competence level should be upgraded so that they can adapt to the various changes in the profession which requires LIS professional to possess social skills in meeting up with their information needs such as communication abilities which are considered as one of the ever-increasing ranges of social competence skills that LIS postgraduate students require, so as to remain relevant within the global environment of the new millennium.

In view of the above, social competence has become a necessary skill which LIS postgraduate students must possess to remain relevant in the profession and in the achievement of their personal and professional goals. The implication is that social competence training would impact on achievement. The development of social competence among LIS postgraduate students would enable the students to respect and tolerate different cultures, social and age groups of both genders and make them aware of their rights and responsibilities in the society.

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2.2 Awareness of social media by LIS postgraduate students

The emergence of social media in this era of global information is the most-active internet services that is changing today's society and it has brought about a several developmental changes in the way individuals communicate and interact with each other. Communication has gone beyond the face-to-face communication to one-to-many communication, thereby, reducing the rate of time information is sent across from one place to another, making information to be easily accessible and cheap all over the globe. The awareness and popularity of social media in the society cannot be over-emphasised because social network seems to have become a household name in the society including Nigeria.

Social media according to Simisaye and Adeyeoye (2015) is a social communication technology. Buttressing this fact, Koo et al (2011) affirmed that social network is a social affair of online set-up applications that work as for the philosophical and inventive foundations of Web 2.0 which engage the creation and exchange of "client delivered content" and any technology used for social purpose is referred to as social communication technology. Shibah (2015) observed that social network is affecting the different categories of people. Social media has ended up being a piece of public activity and online media administrations make it conceivable to associate individuals, share interests and exercises across political, affordable and topographical outskirts. Social media is introducing new difficulties to librarians and information experts in this web-impacted world (Shibah, 2015).

Simisaye and Adeyeoye (2015) in their study of awareness and utilisation of social network for research productivity among faculty staff of Tai Solarin University of Education revealed that the awareness level of selected social network is low among the staff. In considering the gains of social network, most libraries all over the world are using social network technologies. Braziel (2014) observed that international libraries like Library of Congress are making social media use for information sharing in an innovative way. Similarly, Thanuskodi (2012) examined the knowledge level of Library 2.0 applications among library and information professionals at Annamalai University, India and the findings showed that there was moderate awareness of LIS professionals of Library 2.0. Thanuskodi (2012) posited that many libraries, in the last few years, have started to see the possibilities available to them in using social network platforms such as Twitter and Facebook as a tool for library awareness and marketing

because more libraries are creating their library pages on Facebook to foster library awareness and function as a marketing tool for such libraries.

Thanuskodi (2010) emphasised that the internet and web innovation has changed the manner in which individuals connect, convey, share and secure information. Thanuskodi (2011) led an investigation to look at the awareness of web 2.0 discernment among LIS experts of the Engineering universities in Chennai city, and the examination inferred that LIS experts of Engineering schools are well aware of web 2.0 which they are using but the implementation level in rendering library services is very low. Social media is one of the fastest-growing areas of online activity while Micaiah (2014) averred that social web is the new stage where establishment can meet their crowd, share data and get input; it is the new interface between the learning, the educated and the student. He, likewise, saw that students presently invest more energy in social media than with their books. Vos and Verbeke (2013) depicted social media as kinds of electronic correspondence by which clients make online associations to share data, facts, private messages and other contents.

Social media is a tool accessible to any individuals with web access through cell phones, tabs, workstations and so on. These media networks are free and open to use (Micaiah, 2014). Social media has prospects for teachers and students, and it provides a platform for collaboration efforts and social interaction. The social media advancements have introduced itself as methods for proficient and successful correspondence among educators and learners, learners and learners, instructors and parents, instructors and instructor. That is, that social media devices can assist learners with creating capability with innovation, figure out how to create, investigate and assess multimedia text and sound content while instructors can make twitter hashtags for class activities explicitly so that learners can work together, examine the subject at whatever point they wish to, and they will find all the tweets including hashtags. Micaiah (2014) opined that social media is the cheapest and easiest way of maintaining global presence and awareness. He observed that universities such as Harvard, Stanford, Cambridge, and Pretoria in South Africa all have social network presence actively which they are using to engage their students whereas selected universities in Nigeria with a presence via social media are idle and repetitive, implying that most scholarly establishments and controllers are yet to understand that, social media is a vital tool for development.

Library and information profession is evolving and there is the need for librarians and LIS postgraduate students to adapt to the changes of this new evolution by using social media technologies which have now turned out to be an indispensable instrument in carrying out professional task. According to Garoufallou and Charitopoulou (2011), the social media is not being worked by enlarging conventional sites with new apparatuses and a social library will not be made by executing a social software features on current spots. Subsequently, the social web is being made by making the approaches for the creation of the web, taking apart the current structures and welcoming clients to create their content and establish the rules inviting users in.

In a study by Garoufallou and Charitopoulou (2011) on the use and awareness of Web 2.0 tools by Greek LIS students at the Alexander Technological Educational Institute of Thessaloniki, Greece. The study shows that a high percentage of the students are aware and use Web 2.0 tools and the study suggested that the awareness and implementation of Web 2.0 should be integrated into the library school curriculum so as to prepare future librarians for the new multifaceted and diverse library environments. He further enthused, the need for librarians and LIS students to keep abreast of the continuous technological development affecting the provision of library and information services in terms of their diversity, texture, user-friendliness and interactive. This affirmed the need for LIS postgraduate students to keep abreast of these latest technologies and keep pace with their library users who are adopting new technology in searching for information to satisfy their personal, professional and academic needs.

The report of social media survey carried out in schools in Canada by SEA+L (2010) reported that the anxiety with innovation is frequently the main impetus why individuals are not rolling out the improvement to consolidating social media into the general correspondence plan; however, actually sharing and working together online has come to stay and that the individuals who are not prepared to join will be abandoned. The incorporation of social media into the school correspondence plan speaks to circumstance which is building brand awareness or reinforcing the brand with the school communities (SEA+L, 2010). The result of a study carried out by Okuonghae (2018) on awareness of social media use for casual scientific communication among 284 librarians' in university libraries in South-South, Nigeria, revealed that librarians are aware of social media which they use for informal scientific communication yet the level of awareness was low among the librarians.

Lin, Featherman and Sarker (2013) confirmed that social media is a market connecting users and has become a tool where users share and examine their interaction with one another about everything. The spread of information is quick via social media and has been an important tool for users to share information on the web in the digital era. Social media are technologies that collaboratively bring people from all over the globe together (Wankel, 2010). Okereke (2014) conducted a study on awareness, competencies and web-based media use in lessons by lecturers in Higher institutions in South-East of Nigeria. The outcome of the investigation shows that teachers know about web-based media but they are not interested in using them for teaching and learning, and that lecturer in south-east universities are not proficient in using social media tools.

Mhunpiew and Purayidathil (2015) recommended that adequate opportunities ought to be available to students and their instructors to have awarenwss of the positive use of social media and educators should be aware that there are many social networks that can be of benefit in teaching and learning. Social media tools are now very essential in individuals' lives and they are used to communicate, share, like, read, create or upload information content and comment. Edegoh et al (2013) observed that young people who are majorly students rely greatly on social network sites. The media platforms link people together or enable them to create and share content together. Musa (2015) described Flikr, Instagram, YouTube, Tumblr, Pinterest, Blogs, Twitter, Wikis, LinkedIn, Google+, and Facebook as the common social media applications and that there are more than 150 social media channels enumerated on encyclopaedia.

Furthermore, Musa, Azmi and Ismail (2015) explored students' awareness and usage of social network among mass communication students in Kano. The results of the study revealed that the students' majority were aware of social network. In another study by Ndaku (2013), on the effect of social media on learners' scholarly presentation, it was found that a great amount of the learners knew about web-based media. From observation, the present generation is a social media generation which emphasises that, as the society transforms into a technically-know-how society, there is the need to improve the curriculums of all schools in the country and adopt social network so that students can be equipped with the necessary skills which today's careers demand.

In a study conducted by Ofcom (2008) on the awareness of the social media, it was reported that 54 per cent of adults are aware of at least a social media platform and also have their profiles on them. The study further pointed that, for adults who use the social media, the most-frequented were Bebo, Facebook, and MySpace. In a study conducted by Mansor and Idris (2010) to examine the perception, awareness and acceptance of social media tools among librarians at the International Islamic University of Malaysia, the finding revealed that majority of the librarians had read blogs and added posts to it. Nnaane (2011) studied level of awareness and use of the social media among the students in post-primary schools and tertiary institutions in the South-South geopolitical zone in Nigeria, and the findings showed a high level of awareness among the students and that the students are also aware of the different social media tools. Nagaraja, Shashikiran, Mahadeva, Mousumee (2016) investigated awareness and social media use among student-teachers of Regional Institute of Education, Mysore, India. The result indicated that all the students were aware of social media and the most popular social media sites visited by the students are Facebook, WhatsApp, Twitter and YouTube. Some studies have also reported that students have positive attitudes towards the use of social networking sites and college students social media usage led to frequent use of social media (Ozmen and Atici, 2014; Yang and Dehart, 2016).

Social media sites appear to be growing in popularity rapidly, most especially among young adults in this digital age. Suffice to say the level of awareness of social media technologies from the literature reviewed is very high among university students including LIS postgraduate students. Moreover, university learners are a special populace and they are occupying a centre ground between youth and adulthood, work and relaxation.

2.3   Accessibility to social media by LIS postgraduate students

The availability of a data source does not really suggest its accessibility, in light of the fact that the source might be accessible; however, access might be forestalled because of various explanations. In this context of the study, if social network is made available, and having access to it is being hindered due to some circumstances such as infrastructure, facilities and location, it will be difficult for LIS postgraduate students to utilise social media tools in their day-to-day activities.

Access to social media technologies is of utmost importance in today's era due to the latent benefits that it provides. Accessibility to social media is the degree to which social media tools or innovations are utilised openly by whatever number individuals as could be expected under the circumstances to fulfil their information needs.

It should be noted that social media accessibility will enhance academic and professional performance, provide more opportunities, awareness, skills and information to LIS postgraduate students which can be adopted to develop their preferences in carrying out their daily activities. Social media accessibility will allow the efficacy and competence for students to access the media. Access to social media is very important because except, the platform is made accessible to individuals, it cannot be used. According to Jain (2014), today's innovation has enriched client's with differed alternatives to fulfil their information needs. Prior to the development of the web, clients internet use access was uncommon and this was because of several issues, for example, testing availability, insufficient transfer speed, troublesome and befuddling conventions and limited computer facilities.

Furthermore, the advent of the web transformed the internet atmosphere in many techniques and provided a reinforcement cycle of increase access and use. It was opined that computerised devices help information makers and clients to distribute, share, impart and spread information with no geological hindrance. With the development of the web, new information and communication innovations happened. The information access and communication technologies (ICTs) and the versatile types of ICTs prompted the selection of social media as today is known (Thanuskodi and Alagu, 2015). The previous 20 years have seen a fast increment in the quantity of youthful grown-ups with internet access and the expansion of web applications accessible for social and recreational reason and one of such application is the social networking sites (Wang, Lee and Hua, 2015)

Dadzie and Walt (2015) affirmef that access to digital resources in UCC in Ghana is very encouraging which implies that the university computing service is making sure that internet connectivity is stable and reliable. According to the authors, the more open data is digitised, the more it arrives on or develops from social media networks. This is the reason there should be a more prominent level of awareness and thought for the individuals who can profit most from that information particularly LIS postgraduate learners. In the same way as other sites, social media platforms present probably the best obstructions in computerised accessibility. It can be deduced that

social media is a piece of a large number of individuals' every day activities which include pursuits of employment to finding significant information that can influence them as people, relatives, students, parental figures, and the sky is the limit from there. Social media sites like Twitter and Facebook which were once connected with younger ages and celebrities have become segment rationalist and key to the communication of partnerships, philanthropies, government organisations, schools, and even law requirements.

Udende and Azeez (2010) directed an examination to explore inter-access and usage amongst undergraduates of the University of Ilorin and the discoveries uncovered that a large number of the students have some lack and basic insufficiencies in the use of the internet. The result reasoned that for students to match up with the present digital era, having computer literacy skill is a must, and possessing the necessary skills and access to the internet is a necessity. They observed that access and use, for whatever reason, a component of person's capacity to claim a PC, media education and other institutional elements like power stability, availability and smooth flow of network service.

Pun (2013) reported that getting access to social media is the main versatile action today. It reported 71 per cent of those surveyed used their cell phones to get on social media. The researcher noted that, Facebook is the predominant social network site being accessed through mobile with 75 percent followed by Twitter at 28 per cent, Google+ 26 per cent, Instagram at 13 per cent and Pinterest at 9 per cent. In a similar study carried out by Musa, Azmi and Ismail (2015) to investigate awareness level and social media usage of mass communication students, Kano State Polytechnic, Nigeria, findings show that 86.5 per cent of the students had high social media access while 12.6 per cent students had no social media access. This demonstrates most of the students' access social media. In another study carried out by Okoro (2018) to investigate the awareness extent and social media accessibility for teaching, learning activities in Business Education among 118 lecturers in Delta State colleges of education, findings indicated that lecturers' level of accessibility to social media in teaching/learning activities for Business Education was low.

The emergence of internet ushered in a free flow of information all over the world where one could easily get access to any type of information on anything. Chigbu and Dim (2012) in their study on accessibility and connectivity in Nigerian libraries, a survey of problems, usage and access in the University of Nigeria, Nsukka

reported that internet access is made available to the users by many providers. It went on to report that the University Management Information Services (MIS) mounted masts all over the university to provide internet access to its members. The benefit created by the internet was that it guarantees that explosion of information is not a waste because internet technology has made it possible to access unlimited information from all over the globe.

In a study by Salibury, Laincz and Smith (2012) on use of internet, mobile phones and social network sites among undergraduates in Science and Technology, the students' majority surveyed used the internet, cell phones and social networking but they did mot recognise them as a way to get to information from the library. Baggett and Gibbs (2014) examined the impacts of two picture-based social media platforms (Historypin and Pinterest) on the discovery and access of digital collections at the University of Tennessee (UT). The findings show that, although these technologies are moderately-new advances, they can be utilised to expand the disclosure and admittance to digital collection. It could be seen that constant accessibility to social network invariably increases the pace of usage of social media.

Studies have demonstrated that social media innovations access is not viable and that emerging technologies' use for learning by students in universities is fairly lacking. Thus, it is expedient that new communication technologies are introduced to the students, while training; access creation and usage enhancement is put in place in order that the students will develop to becoming long-range user of the available information and communication technology devices, including people with disabilities (Discapnet, 2010). Borrino, Furini and Roccetti (2009), in their paper, proposed a design that targets expanding social media accessibility. The proposed engineering alluded to "Social media for all" (SOMFA) was designed to increase social media accessibility to reduce the social gap between the individuals who approach social media and the individuals who do not approach. This designed would increase ease of access to social network tools to people with changing abilities, people with technological, sociological, geographical, and physical limitations.

On devices used to access social network, Droesch (2019) posited that majority of users in United States access social media on mobile devices and he observed by 2019, access to social media on desktops and laptops will decrease by 1.7 million in United States while Ferris-Lehman (2016) posits that 71 percent of social media users access social media networks on cell phones globally. In a study

carried out by Chipps, Pimmer, Brysiewicz, Walters, Ndebele, and Gröhbiel (2015) to examine the observation and utilisation of cell phones as instructive and professional devices by nurses in lowly-resourced settings of KwaZulu-Natal Province, South Africa, it was reported that majority of the respondents affirmed the high usage of cell phones more than other ICTs for educational and work-related activities.

In Nigeria, Wickramanayake and Jika (2018) carried out a study to examine teacher students' perceptions, intentions, experiences, attitudes, opinions and barriers concerning social media use and the effect of social media on their learning cycle. The investigation uncovered that many of the students in Gombe State, Nigeria broadly used mobile phones to access social media sites. Thenmozhi and Kumar (2019) pointed out that mobile phones are dominant communication device which have become important part of daily activities due to the broad changes in the development of mobile phone technology.

2.4 Use of Media by LIS Postgraduate Students

The origin of social media is unclear with so many researchers laying claim to the definition. Although, an agreement was reached that the America Online (AOL) coined the term in the first part of 1990s when the corporation introduced Instant Messenger (IM) which allowed users registered on the site to communicate in real time. Social media refers to any online programme that diseminates clients-created content and encourages wide client support. Kwanya and Stilwell (2015) affirmed that social media focus on interaction and relationships through unhindered conventions and the use of social media for social discussion is one of the most remarkable communications channel in this age. Social media platforms and techniques are for all time changing the way information is created and passed over the globe. Social media are sites that allow licence users to make and share content or offer in long-range social networking (Oxford Dictionary, 2013). It was further expressed that social media are long-range social networking tools that upgrade content creation, sharing, finding and exchange of user-produced content with focus around its participatory nature.

Safko (2010) posited that social media is basically the media individuals use to be social and further believed that social media are the way individuals are utilising emerging innovations to connect and interface with the others, make a relationship,

assemble trust and be accessible for one another. Additionally, Kaplan and Haenlein (2010) characterised social media as an assortment of web-based applications shaped with respect to the philosophical and technological premise of Web 2.0 which empowers the creation and exchange of user produced content. Notably, social media is ever-growing and ever-evolving but its principles continue remain same. Any technology people are using to communicate and socialise with one another online is considered social media.

Social media is the assortment of online communication platforms committed to network-based information, interaction, content sharing, and coordinated effort which is an impression of normal discussions happening each day in people's lives offline in commercial centres, village paths, places of worship and families (Kwanya and Stilwell, 2015). A few analysts believe that social media is not quite the same as the customary regarding quality, reach, recurrence, convenience, quickness and changelessness (Morgan, Jones and Hodges, 2012).

Users of social media are attracted to the technology due to ease of use, low cost of communication, guaranteed anonymity, interactivity, wide reach, connectedness, quick speed of transmitting messages, capacity to break communication obstacles between people and the ability to provide context to engagement. He further explained that usage of social media as online media while Safko (2010) contended that social media is the utilisation of social intuitive media to to create or co-create importance and prevail on the intrinsic individual need to interface with others. Social network is a product of the internet and web bequeathed to humanity in the contemporary society. Therefore, the social website use among LIS postgraduate students cannot be overemphasised. It is the extent to which postgraduate students are capable of using social media technologies to interact, collaborate, and generate content for the purpose of providing effective services to users and source relevant information for their personal and professional development.

Mutula (2012) highlighted various uses of social media in education which include: making/training materials, sharing learning materials among lecturers on sites and networking administration sites; online distance education; grant; platform for digital proficiency- basic reasoning, critical thinking, problem solving and inventiveness; online gatherings simultaneous/nonconcurrent; making and keeping up electronic portfolios; platform for class declarations and conversation; schools offer virtual visits to prospective learners which incorporate 360 degrees pictures and

recordings; platform for schools to share thoughts, platform for sharing information accumulated during field trip through cell phones; platform for knowledge gathering about students' thought process addresses as well as collecting pictures and data for sharing among peer groups.

Due to the various social network platforms available to its users, social communication is now very easy, and the reason being that social media platforms provide one-to-one chat, one-to –many interactions or chats, organisations, associations, professional bodies and other establishments are utilising social network services to reach various audiences. Earlier studies on social network have confirmed that social media and social network are one of the greatest popular online undertakings for university. Social network is currently conventional and accepted by users and clients. Jain (2014) corroborated that modern technology has given users diverse alternatives to meet information needs. Hyldegard (2014) posited that the social media use has drawn awareness from educators with many using it for teaching and that, in information science, there is increase awareness of usage of social media.

Presently, there are numerous library schools in the nation creating LIS postgraduate students to serve the interest of librarians. Over the span of preparing LIS postgraduate students, some library schools and instructors are currently utilising the extraordinary possibilities of ICTs to encourage educating and learning. The utilisation of ICTs in educating and learning brought about the utilisation of the web and the most-recent improvement in Web 2.0 which social media technology. LIS postgraduate students are presently utilising social media for scholarly reasons. Supporting this view, Ogunleye (2015) certified a few universities are creating Yahoo group conversation forum for courses offered by the students and through this platform, inquiries can be posed and replied by students who are individuals. Similarly, notes and related records on the courses can be posted and remarked upon. Consequently, the advancement of social media has made it a significant aspect of student's lives.

In an examination by Al-Harrasi and Al-Badi (2014) on the effect of social networking on 179 students at various universities and advanced education institutions in the Sultanate of Oman, the investigation showed that larger part of the students was using social networks for research, amusement, and getting other informative materials relating to their courses. The investigation further demonstrated that 70 per cent of the students were individuals from an online informal community identified with their

schools or colleges. This implies that there is increase in the social networking use by students of university and LIS postgraduate students are not exempted. The implication of this is that, using social media has become a basic practice in students' daily activities. Relevant to this, Al-Harrasi and Al-Badi (2014) submitted that the use of social networking by college students in Sultanate of Oman shows that social networking has become increasingly relevant in their academic lives and the students use different social sites and spend long time on the sites.

The benefits of ICT to students have brought about the use of online media into instructing and learning in library and data studies. Ogunleye (2015) observed that social media platform is allowing collaboration among LIS students and their lecturers. He further noted that the present generation is the first generation of social network and due to the transformation of the society to digital and media-savvy environment, the curriculum of LIS schools has to be improved to empower students to acquire the required skills needed for the present day career.

Eke, Omekwu and Odoh (2014) carried out a study to examine social networking usage among undergraduate students of University of Nigeria, Nsukka, and the findings revealed that the majority use social network to interact with friends, connect with their course mates for online study as well as discuss national issues and for watching movies. The finding shows that many students use Facebook than the other social network platforms in Nigeria. Another study carried out by Folorunso, Vincent, Adekoya and Ogunde (2010) among students of the University of Agriculture, Abeokuta in Nigeria revealed that, complexity, relative advantage and observability of social media do not have positive effect on the attitude of the students towards utilising the technology while similarity and trialability of social networking sites positively influence their disposition towards utilising the innovation. The investigation further uncovered that the mentality of the students towards social networking sites possitively influence their aim to use the technology.

Aba and Makinde (2020) directed an investigation to analyse the utilisation of social media in libraries and effect on students which covered ideas of the usage of social media: advantages, effect, and difficulties that influence the utilisation of social media and academic performance of undergraduate students in Ambrose Ali University, Edo, Nigeria. The outcome showed an immediate connection between social media utilisation and the academic performance of students. The examination suggested that awareness projects of usage of social media platforms ought to be given

by the university and library to the students just as providing the utilisation access of social media sources of information to the students.

Al-Rahmi and Othman (2009) did an investigation into the qualities and factors surrounding the use of social media for collaborative learning in higher education. An aggregate of 100 and 34 (134) postgraduate students from Universiti Teknologi Malaysia (UTM) were sampled and result showed that commitment and perceived ease of use of social media was found to be highly correlated with students' satisfaction with using social media for collaborative learning among the students. The social networking (SNS) habits of among postgraduate students of Advanced Informatics School (AIS), UTM, Jalan Semerak, Kuala Lumpur, Malaysia. 120 students were sampled, and result indicated that the majority of the respondents utilise Facebook for academic use, established good contact with classmates which enabled them to discuss on assignments and projects work.

Aharony (2014) also observed that social software tools are essential tools for enhancing LIS graduates with competences and skills that meet the requirements of the labour market. Srivastava (2009) conducted a survey to uncover the issue of Web 2.0 in LIS curriculum and the findings revealed that LIS schools should refresh their educational programmes to install Web 2.0 and furthermore furnish the students with skills expected to address the issues of the market power. Al-Daihani (2008) examined the utilisation of social software by MLIS learners and the study submitted that larger part of the learners knew about social software applications and that they moderately used websites, video sharing, cooperative authoring, communication instruments and person in social networking. The aftermath of an investigation completed by Parveen (2011) on the use of Facebook by library and information professional revealed that majority of LIS professionals use Facebook to share experiences, views and take part in creating awareness.

Lim, Agostinho, Harper and Chicharo (2014) carried out a survey to investigate the perceptions, acceptance, utilisation and access to social media by undergraduate informatics students in advanced education establishments in Malaysia and the consequence of the review uncovered that the learners are utilising social media technologies for individual social activities. The findings further show that majority of students and instructors are exploring and have started to use the social media as a channel for interacting with their institutions and friends, and they also use it for teaching and learning. There are three social uses of social network as interactivity,

recognition and participation and affirmed, that people use social network for both hard and soft matters or for either of them. Musa, Azimi and Ismail (2015) observed that popularity, availability and accessibility of social media platforms affect its use in all areas of human life. Usage of social website by people enable them to organise campaigns both political or non-political, social interaction, develop awareness, marketing and healthcare activities (Osatuyi, 2013).

Similarly, Olatokun and Ilevbare (2014) investigated the impact of socio-demographic factors, advancement attributes, time and social frameworks on university student's selection and utilisation of social networking sites. The finding showed that socio-demographic variables affect the usage of social network sites and that innovation characteristics have positive control on the social media usage. The study further revealed that 15 per cent of the general population used social media at work while others used social outside their work. It is observed that social media such as social networking has the ability to promote user engagement in some actions such as politics, music, shopping and entertainment.

In a study carried out by Popoola (2014) to examine usage of social media and self-concept among 150 students of Journalism and Mass Communication in Ajayi Crowther University and Lead City University in Oyo state, Nigeria, findings show that that majority of the students were using one form of the social media sites and that a significant number of the respondents access the selected social media site with their mobile phones. Chang, Hung, Chen and Wu (2015) from a study integrating the extended Technology Acceptance Model (TAM) to determine the continued intentions to use social networking pointed out that perception of usability and convenience both significantly affected use attitudes and intentions.

The Australian Psychological Society (2010) conducted a survey to find out the examples of online interpersonal interaction and the social and mental impact of online informal communication in a adult populace through its yearly network overview and the finding revealed that 81per cent of the online social networking is utilised by individuals over the age scope of 31- 50 years while 56 per cent of adults above 50 years are using the sites. The findings further reported that there was an expanded social participation which gives advantages to individuals' self-esteem and psychological well-being which underscored that participating in online social networking will likely prompt positive outcome for certain individuals.

Mahajan (2015) emphasised that social network has come a long way from the concept of connecting; the sites now determine the way in which people communicate with other people over social network platform and it has become the newest marketing platform for advertisers and brands to reach out to their customers. On the benefits of social media to its users, Notle (2010) opined that social networking assist schools and universities to influence and harmonise formal instruction exercises and further develop learning results. Also, Barker (2009) noticed that web-based media offers a great deal of possibilities for learning and networking and it is not too hard to even think about perceiving how students and their clients benefit from utilising the media.

In his opinion, Mahajan (2015) acknowledged that social network enables people of like minds to discuss issues of interest to them across the globe without personally knowing each other and those socially-active users are now aware of the happenings around them. Ngai et al, (2015) in their study reported that the coming of online media has changed private lives, business exercises and communications inside various networks and which has straightforwardly impacted the increment of scholastic examination and interpersonal organisation reception.

Benson, Morgan and Filippaios (2014) did an investigation to examine the use of social networks to improve employability among 190 postgraduates and undergraduate students from UK Business School. The findings revealed that both postgraduate and undergraduate learners are logged on to Facebook for eight hours of the week on normal use. The outcomes likewise show that companion pressure from companions is by all accounts the least factor impacting professional network when comparing to Facebook network and those postgraduate learners know that LinkedIn is a professional social network which may not be to make casual companions. Furthermore, Mouakket (2015) carried out a survey to investigate the continuance usage intention toward Facebook among university students in the United Arab Emirates. The result of the survey revealed shows that the result of satisfaction on continuance intention is direct and provoked by habit. The study recommended that users are likely to intend to continue using social media if they are satisfied with the technology and the study concluded that the main determinant leading to the continuance of social sites usage is satisfaction.

The issue of taking on new advancements is a focal one which LIS students should get used to because most of their present and potentials users are using new

technologies like Facebook as a main feature in their daily life. In a study carried out by Aharony (2014) to find out if information professionals and LIS students in Israel will be willing to integrate Facebook in both their work and instructive environments utilising the Technology Acceptance Model (TAM) just as certain provisions of the Big Five model of personality as the theoretical base and the result showed that LIS students use Facebook more than information professionals. He further noted that heads of information organisations should be aware of these findings so that they can expose older information professionals to social media; for example, Facebook as an open door for meeting their users' need and that LIS students should be exposed to Facebook environment while still in school, thereby reducing their degree of doubt and threat as well as the advantages of using the platform.

Similarly, Sponcil and Gitimu (2013) carried out a study to inspect social media use among college students and its impact on correspondence with others and the student's self-idea. The discoveries show that majority of the undergrads were utilising some part of social networking and that Twitter and Facebook are the websites the students update most. Observation indicates that social media usage is in quest of connectedness and not for evading social interaction. Also, students' social media usage is at a fast rate because they often visit the sites frequently.

Ezumah (2013) studied social sites usage by college students focusing on gratifications theory, preferences and uses in USA's Midwestern regions public university and the study shows that 98 per cent college students use social media for communicating with friends, 81 per cent use it to share photos while 79 per cent and 70 per cent of the students are using social network for keeping in touch with families and entertainment. The study also shows that Facebook was the preferred social network site and the ease of use and capability for diverse tasks are virtues that make Facebook the most ideal social network site.

On the factors prompting the use of social network service, Lee and Suh (2013) examined why people use social networking service using structural equation modelling (SEM), technology acceptance model, network externality and information diffusion theory to develop the research model, and the study revealed that social network services users who perceive usefulness tend to use social network service (SNS) for communication activities due to their better usefulness. Furthermore, social network users, who perceive the ease of use of SNS, use it due to the many benefits

they get easily while using social network service and the study concluded that using Twitter is easy than Facebook.

The result of a study by Sahal and Guha (2019) on the effect of social media utilisation of college learners in Bangladesh reported that Facebook is the most accepted social media sites. Result likewise showed that the major reason for using social media among the university learners is for posting photos. Other purposes include chatting with others, for downloading music or video, for educational purpose, blogging, uploading music and video, for creating polls or survey purposes, for submitting article in the website and to watch sports news. Also, Apuke and Ezeah (2017), Amuda and Tella (2017) and Sahal and Guha (2019) noted that Facebook is the most-popular and frequently-used social network tools by students. Aboalshamat, Alkiyadi, Alsaleh, Reda, Alkhaldi, Badeeb, and Gabb (2019) researched the use, attitudes, and professionalism via social media among dental learners and dental specialists in Saudi Arabia. Study indicated that the most-often utilised social media among the learners were Instagram, Snapchat, and WhatsApp, while the least social media utilised were Facebook and LinkedIn. The after-effect of the examination likewise submitted that larger part of the learners used social media for instructive purposes.

Likewise, Subramani (2015) investigated the scholarly use of the social media among 482 university students from the state colleges of Tamil Nadu, India. The outcome indictae that students are dynamic users of social media for academic reason and furthermore for individual use. Desmal (2017) examined the impact of using the social network on the academic performance of 150 students from three selected universities in Bahrain, and findings indicate that social media positively affects the scholarly performance of the learners.

Some studies have also reported that students have positive mentalities towards the utilisation of social networking sites and students' use of social media prompted frequent utilisation of social media (Yang and Dehart, 2016). Similarly, studies relating to the frequency of social media usage by university students showed that students frequently use social network (Martinez-Aleman, 2014; and Oghenetega, Erimieleagbon and Ugeh, 2014). Studies have further indicated that social network has been used for a lot of activities which include increasing educational possibilities, developing broad university knowledge and making admission choices (Yang and Brown, 2015). As well, library services, counseling students and recruitment, human-

human connection and human-network association have positive effects on proceeded with utilisation of social media (Hsu, Chang, Lin and Lin, 2015). In relation to this study, LIS postgraduate students will frequently utilise social media to interact with their colleagues and their lecturers as well as utilise social site to satisfy their information needs.

Zgheib and Dabbagh (2012) presented the findings of a study to explore perceptions of faculty and students' use of social media in Higher education in Northern Virginia. Five faculty members and 152 of their students were sampled. Result indicated that the use of social media in in higher education plays an important role in preparing the students for the workplace, prompting faculty and students to use new technology, overcoming any barrier between class and learners day-by-day exercises and forming connection with their companions and individuals in their field of study as well as helping the students in their learning development because of the way that utilisation of social media keeps them aware of the subjects discussed in classes and also provide them with various perspectives of the course content.

Waiyahong (2014), in a study conducted to examine Facebook use to build LIS learning community among undergraduate students of Mahasarakham University reported that before the survey, majority had Facebook account and they could access the internet. However, the findings revealed that the highest frequency of using Facebook among the students was seven days per week while the time duration is between one to three hours and that they could read wall posts of their lecturers, check news, announcements, curriculums and assignments. The findings also show that the students are satisfied to know that they can relate with other students studying the same course or with similar queries. Bexheti, Ismail and Cico (2014) in a study to analyse the social website use in teaching and learning by teaching staff at South East European University noted that most of the teaching staff are aware of social network and majority of them are using it for personal purposes. The researchers further reported that the teachers find that social network is a useful tool for promoting teaching and learning.

In another study conducted by Margaryan, Littlejohn and Vojt (2011) to examine the degree and usage of university learners' utilisation of digital technologies for learning and socialising in two UK universities reported that, university students use some degree of built-up technologies and use of the technologies for collaborative knowledge creation tools, virtual worlds and social networking sites were low. Odom,

Jarvis, Randa and Peek (2013) on students' perception on the utilisation social media tools among university students at the Department of Agricultural Leadership, Education and Communications at the Texas A and M University, 79 students were sampled and findings revealed that Facebook was the social network tool most of the students were relaxed with and which was used often. The findings of a study by Karuppasamy, Anwar, Bhartiya, Saijad, Mathew, Saikh, Sharbatti and Sreedharan (2013) to investigate the social sites usage and evaluate the potential for addiction of social network among university students in Ajman, United Arab Emirates revealed that 89 per cent of the students are using social networking sites and the sites are accepted by the students' majority.

The report of a survey carried out by SEAL+ (2010) to find out the national snapshot of usage of social media in SEAL Canada schools shows that Facebook is the most popular and more effective social network tool use by the schools. Several reviews of literature on the extent of the social media use can promote organisational communication have revealed that target audience are stimulated through the social media use. Usage of social media assists students to follow professional societies or organisations, faculty, contributing to discussion points or queries across a channel. Similarly, Gustchmidt (2012) observed that new generation students are referred to as net generation. Students' persistent use of social media tools is gathering force and getting consideration from researchers. Studies have demonstrated that learners of higher organisation are the significant users of social network and with the incorporation of web access, students can utilise social networks, for example, Facebook to set up, check and associate with companions, compose on blogs, alter and publish information, Podcast to tune-in and share music with companions, share information on Twitter and update information on Wiki (Olaniran, 2014). Corroborating this fact, Buzzetto-More (2012) posited the present generation of students gaining admission into higher institution are digital natives and they have been brought up in a techno-centric world where ubiquitous technologies play a central role in human life.

According to Wilson (2012), media technologies furnish its clients with equivalent opportunity of how to manage the social platform. Musa et al. (2015) noticed that social media platforms many, and he further clarified that social network are dependent on how individuals utilise them, for example, social networks like Facebook, Myspace are used to share and update message, microblogs, for example,

Twitter is utilised for short messages, Wikis are utilised for instructive and enlightening purposes, blogs are utilised for individual or cooperative online publishing journal, while online forums are intelligent space where members talk about problems which are forwarded on a conversation board.

Buzzetto-More (2012), in study to examine the use of Facebook in courses at a US Mid- Atlantic minority-serving university, revealed that students identify the usage of Facebook as a positive tool to improve communication, community building, and meeting. The findings further revealed that students do not want social media to take the place of course management systems like blackboard. It was further reported in the outcomes of a survey carried out to decide the use of the social intelligent media tools Mashup Tools (MT), Image or Video Sharing Tools (IVShT), Social Bookmarking Tools (SBT), and Social Networking Tools (SNT) in spreading information and knowledge among librarians in Limerick University, Ireland, the findings showed the mean of using each of the social network tools in knowledge sharing by librarians in that university (out of 5.00) was SNT =2.49, SBT=2.92, IVShT=2.99 and MT =2.5).

An exploration to analyse the level of awareness, utilisation and attitudes of graduate learners of Sharif University on social interactive media Web 2.0 was conducted and result shows that wiki and miniature blogging are given most extreme and least users while, to find out the social media use technologies for information sharing, the study suggested that social media possesses the greatest benefits for sharing information (Osatuyi, 2013). However, the social website used for sharing information and engaging according to Woonsun and Jaewoo (2014) has been revealed to have constructive effects. Zolkepli and Kamarulzaman (2015) studied how social media needs and advancement impact the adoption of social media among web users and the study uncovered that social media choice is fundamentally determined by three different sorts of individual's need classification which comprised enjoyment and entertainment, social impact and collaboration, and pressure release which included belongingness, companionship, and playfulness.

Eagleman (2013) examined the influence that social media has in the activities of the National governing bodies (NGBs) in the United States including workers' acceptance of social media, motivations to use social media and the organisations present social media usage. The findings revealed that national governing bodies (NGBs) displayed high degree of acceptance and inspiration to use social media and

that the organisation tend to utilise social media as a communication tool as opposed to being a tool for marketing.

Contemporary studies have reported that the popularity of usage of social media has made it obvious that use of the media, as a way of social communication, involves different stages of exposure and privacy management. Similarly, it has been asserted, that as use of social media increases, investigating differences in privacy management regulation practices is crucial. In a study conducted by Moreno et al. (2015) on how public relations practitioner's use social web for personal and professional in relation to their perceptions of social media among 2,710 professionals from 43 European countries and the findings showed that public relations officers with great degree of usage of social media pay more attention to social media platforms.

Students' opinion on the social media usage by libraries at Jawaharla Nehru University (JNU) was studied, and the study revealed that majority of the students' were aware of social media and they used the applications frequently. The findings further reported that students felt that social media could perform important role in education when used and applied in a purposeful way (Hyldegard (2014). Hyldegard (2014) studied young learners' social media usage for information seeking in an academic context. The findings showed that the social media use seemed to reveal certain types of behaviour and those factors spurring information seeking were convenience and the ease to access information. In a similar study, Kim, Sin and Tsai (2014) examined individual differences in usage of social media for information seeking and the results showed that majority of the platforms were used as information sources and that individual difference is present in the social media use.

Idubor (2015) social media usage and addiction among undergraduate students in University of Ibadan, result revealed that Facebook and Twitter are the most accessible online media platforms for the students and the findings also show that majority of the students' use Facebook and Twitter regularly. Xu, Zhu, Sharma and Zhao (2015) reported the findings of a study carried out to examine the use of WeChat accounts of top 39 tertiary libraries in China, showed that roughly 33 per cent of the libraries use WeChat as an advertising instrument to advance collection services for their clients. WeChat is one of the emerging mobile apps that offer a limitless instant messaging application service for smartphones and it allows voice, text, pictures, and videos (Xu et al., 2015). Cha (2010) studied the factors influencing the frequency and amount of social networking use among undergraduates. The investigation uncovered

that most of them perceived social networks as simple to utilise and frequently use the sites.

As social media evolves, its pattern of usage will also change. It was further observed that the millennial generation; that is, adults below thirty years are now active in social media instead of engaging in blogging. Furthermore, researchers have highlighted five precise features that emphasise the processes of all social media as: participation, conversation, openness, connectedness and community. Many studies have also focused on user perceptions of social network platforms on five measurements: : participation, commonality, connectedness, conversationality and openness and it was submitted that diverse social media applications are seen distinctively and their perceptions are affected due to social media usage patterns, gender and age.

On the consequence of social media usage, Wang, Lee and Hua (2015) conducted a study to examine the effects of social media on college students at Johnson and Wales University. The findings show that college students spent many hours checking social media sites because they preferred to use the media. The findings also revealed that college students may possibly be affected by the social media use due to its attractiveness and providing the students with another way to make friends, which will to some extent, affect their academic grades. Sinclair, McLoughlin and Warne (2015) reported from their study that the social website use in nursing education has become more professional and less social.

Rasiah, (2014) in a study to examine the social media use as an enabling tool for an undergraduate macroeconomics module by 120, first-year module students, revealed that today's students perceive the use of Facebook to be potential for instructional purposes and that using Facebook created a more positive and less-intimidating learning situation which increases students' engagement and learning skill while, at the same time, creating a robust connection among themselves and their lecturers. Tower, Latime and Hewitt (2015), in a study to give online gathering in which social media (Facebook), could be utilised to construct self-efficacy associated with learning for students beginning the second year of a nursing program suggested, that there is potential usefulness in peer learning and supporting students' self-efficacy connected to study in the second year of nursing programme.

. From the researcher view, a great number of students and lecturers are making use of social networks as an interactive tool. This is because many students have

started making use of a whole lot of social networking sites and this has propelled their lecturers to start familiarising themselves to this trend as well as using it to their advantage.

Kim, Sin and Yoo-Lee (2013) conducted a survey to examine undergraduate students' social media use as information sources and it was revealed that Wikipedia was profoundly used by the students. The study suggested that students seem to use relatively a few social media platforms for locating and acquiring information, and it was concluded that by including social media within the scope and training of information literacy (IL). Therefore, LIS postgraduate students have a lot to do in moulding an educated citizenry in this social media era because social media philosophy has come to remain. The advantage of social media would not be completely utilised unless users can evaluate, use and contribute to these sources effectively (Kim, Sin and Yoo-Lee, 2013). Active social media usage would increase user engagement stages; which is, learner-learner, learner-teacher and learner content would expand the advancement of intellectual and meta-psychological learning abilities. However, usage of social media provides opportunity for people to interface and team up outside their institutions as well as allowing individuals to acquire practical skills for career development.

According to Spitzberg (2006), the major determinants for the use of technology are competency and proficiency elements required to affect social networking use. That is, the social media usage shows and broadens users' technical capabilities. Similarly, social media usage can enhance the awareness, development and fulfilment of needs or wants earlier unrealised. Xiao, Zhuang and Hsu (2014) examined what factors make the social media usage a persuasive experience, and the study found that rising trends of social media usage and its increasing functions are seen as an instrumental media for sharing innovative information, a medium for crossing over and connecting social capital, and a spot where clients' personal and social needs are met and clients' abilities are improved.

Furthermore, Chang, Hung, Cheng and Wu, (2015) from a study integrating the stretched Technology Acceptance Model (TAM) to determine the continued intention to use social webs pointed out that perceptions of usefulness and ease of use, significantly influenced usage intentions and attitudes. Sago (2013) presented the findings of his research on examining factors affecting the adoption and frequency of utilisation of different social media services, and it highlighted that the frequency of

social media services use is definitely influenced by the degree of perceived ease of use, enjoyment and usefulness presented by the social network sites.

Siddall and Liew (2014) investigated the frequency with which internet-based social media are used by cataloguers to search for specific and general current awareness. The study recommended that cataloguers use social media to look for general current awareness data more frequently than explicit or prompt current awareness data. The result additionally indicated that cataloguers are utilising social media to help their-everyday learning, proficient progression and for networking with associates. Olasina (2011) explored the utilisation of Web 2.0 devices and social networks by Librarians, LIS professionals and different professionals in working environments in Nigeria and the investigation showed that professional in Nigeria working environments were utilising these tools for entertainment purposes. The researcher recommended that employers of workplaces should arouse their workers' enthusiasm to utilise these innovations for coordinated effort, communication, marketing, advertising, and for educational purposes, depending on the sector the workers belong to.

2.5   Awareness of social media and social competence of LIS postgraduate students

Accessible and affordable internet has boosted the number of people using social media to complement their daily needs and it enables people to connect globally. Web based shopping, banking exercises and information searching have all become regular place activities giving noteworthy ascent to online administrations, for example, Facebook, Second Life, Twitter, MySpace, Hi5 and web-based dating have begun changing the manner in which individuals interfaces with the web as a component of their regular day-to-day existence. Library and Information Science schools globally have begun to adjust to this social network trend due to the fact that this technology has immensely expanded information and knowledge sharing by allowing individuals to connect, learn and interact with each other beyond the boundaries of their geographical location. LIS postgraduate students are also accepting social media platforms to connect and interact with their colleagues and lecturers due to the extent, and development, of social network.

According to Gad (2015) social media tools enable individuals to have the ability to connect and unite during crisis thereby raising awareness of an issue

worldwide and take-over dictatorial governments. The author further noted that social media has brought about increased awareness which can assist with raising a noteworthy sum for a reason. These tools can be utilised to rapidly get information, for example, the area of an emergency clinic, to individuals at serious risk. The awareness achieved by social media has expanded and can help individuals to collect a reasonable measure of cash for a noble motivation. Social media got obvious out of the Web 2.0 advancement and has a lot of features and applications that supported interoperability, sharing, and communication. It ought to be stated that social media existed before Facebook as MySpace and different platforms and it totally extended after 2004 when Facebook was founded. Social media devices are the processing technologies that empower users to access social media platforms. Wankel (2010) posited that the media are technologies that bring learners collaboratively together around the world. The author further posited that social network has become a phase that is successfully accessible to anyone with internet access, allowing organisations to boost their brand awareness and dialogues with their customers. Jordan (2014) examined academics' awareness, perception and uses of SNSs and the outcome showed that academics have low awareness of social networking sites.. The findings also indicated that Twitter has the highest levels of usage amongst the academics' that uses it for their academic purpose. Root and Mckay (2014) examined students' awareness the use of social media screening by prospective employers among 400 and 33 (433) enrolled at College of Business classes at a college in the Southeast. The investigation reported that, the learners did not know that great communication abilities ought to be applied past scholarly research projects. The outcome likewise showed that a greater part of the learners was less aware of the way that many professionals' experts consider which group students have a place with and what others posted to their profiles was a huge reflection of the students.

Okereke and Oghenetega (2014) conducted a study to examine the awareness, competencies and social media use in teaching by lecturers in higher institutions in south–east of Nigeria and result showed that social media awareness among the lecturers was very high. In a study conducted by Kowert and Oldmeadow (2013) on the connection between social competence and online video game involvement, the findings showed unique relationships between social competence and video game association within online gaming populaces. The participation of people within social media environment, as observed by Kowert and Oldmeadow (2013), seemed to be

socially beneficial because these technologies allow people to interface, cooperate with and gain from one another. Baron and Markman (2003) investigated the hypothesis that the higher social competence of an entrepreneur, the greater their financial success and the result supported the hypothesis that the higher the entrepreneurs' social competence, the more noteworthy their financial accomplishment.

Yang and Brown (2015) tried a model connecting social competence to school adjustment by means of students' perception about the usefulness of Facebook and manners by which they utilise the channel. Findings showed that higher social competence could encourage or obstruct school adjustment. The outcome likewise accentuates the importance of considering about associations among individual attributes, impression of media viability, and media activities in estimating the results of social media for users' psychosocial well-being.

Similarly, Yellowleafmarketing.com (2013) highlighted four stages of social media competence as follows: Stage 1: unconsciously incompetent in social network-This is when an individual knows what they need to be doing on social network but they do not have idea of the proper methods to follow. They are unaware if they are using social network rightly or wrongly until someone tells them; Stage 2: consciously incompetent in social network-This occurs when an individual knows that what he or she is doing is not working. They realise that there are areas that require attention which need to be filled. That is, knowing you are doing it wrongly and not sure of what to about it; Stage 3: consciously competent in social network- being consciously competent in social network is where many people and organisations find themselves. That is, understanding that it is a task that needs to be done to achieve certain results**.** To be consciously competent in social network is to be seeing good result because it is quite easy to see how a specific action warrants a good or bad result; Stage 4: unconsciously competent in social network- being unconsciously competent in social network means that social network is no longer a job but a skill which takes sometimes, a long journey along the path of competence to have true success in social media usage.

2.6   Accessibility to Social Media and Social Competence of LIS Postgraduate Students

Social media accessibility provides space for more opportunities as well as gives technical knowledge and information to individual which they would use to

increase their wealth of experiences in their everyday lives. Access to social media is the efficacy and competence to which LIS postgraduate students' access and utilise social site tools together with their perception and technical skills in its use in their daily undertakings.

According to Wales (2014), social media has formed a piece of a large number of individuals' every-day exercises, from looking for jobs to searching up for fundamental information that can influence them as people, relatives, students, guardians and so on. It is a valuable tool for both instruction and advancement. Social media is changing how singular interface with each another, gather information, and changing how business and governments share information and deliver services (Queens University, 2013).

Social media platforms, for example, Twitter, Facebook, and YouTube are not accessible in isolation and may never be (Queens University, 2013). Dolson (2010) declared that social media can be a great way to share information with one's customers, present them with crucial support, and also communicate with them. The author further affirmed that almost all social media sites have accessibility issues. But they are fairly accessible as a group and have a variety of issues which can decrease their effectiveness and individuals should be aware of these issues and what solutions are on hand for them. According to Scottish Accessibility Information Forum (SAIF) (2013), innovation is changing the world rapidly with each change expected to bring new accessibility issues and effort are in progress to make sure these issues are addressed. However, the difficulties of social media and accessibility continue.

Wales (2014) gathered a panel of digital and accessibility thought leaders from many organisations and government agencies, to discuss difficulties of, utilising social media in the public gathering. The conversation fixated on users experience and how to improve access for everybody. The ideas and tips for accessibility were distinguished as: giving text descriptions to pictures; evading animation-based designs, (for example, enlivened GIFs); applying plain language descriptions to complex arrangements, and subtitling video.

Wales (2014) enthused that online media can be devices for expansion and a chance to associate with everyone which cannot be ignored anymore and that the accessibility network is characterised by excessive activity with thinking about more ideas and reviweing how to expand awareness and collaboration, in order to keep accessibility procedures in thought. SAIF (2013) observed that despite the advantages

of using social network, it is not always accessible for people using assistive technology such as screen readers due to constant development of social media as new strategies and procedures are dispatched and assistive technology cannot keep up with it, which implies that individuals can feel deserted. They further posited that efforts are being done to increase accessibility by most social network services. But there are also steps that people can take to make their social network content accessible, such as providing captions for their videos.

The accessibility to online social media platform is commonly improving, yet numerous or the majority of them actually present probably a couple of obstacles to people with inadequacies and others. The reduced accessibility of social media objections can be difficult to address, since their arrangement and progression are outside the quick control of their customers. Phillips (2013) believed that social media, digital recordings, blogs and other online media devices are increasingly turning into the communication methods for decision which empower clients to converse, get information, disseminate content and follow updates inside and outside of their network with no trouble. Be that as it may, most social media platforms do not viably address accessibility and are hard to use with assistive technology, which makes them inaccessible to numerous users with disabilities presently.

The use of social media sites is developing into a important aspect of the workplace environment (Phillips, 2013). Social media sites can make a critical impact on hierarchical and proffesional status. Consequently, it is important for organisations to develop a social media policy to portray, promote and protect the institution, and efforts must be made to merge accessibility into that policy. Trample (2016) posited that access to digital is important in all aspects of any organisation. Though many organisations are on the right track to making their websites and company-owned digital presence accessible, the likely issue is with some social network platforms that are not up to accessibility standards. Phillips (2013) highlighted common accessibility problems with social network sites such as Twitter, Facebook, LinkedIn and YouTube as follows: absence of section headings; poor shade contrast; inability to navigate using keyboard only; missing content equivalents for images; inability to resize text; videos lacking descriptioning.

In a study conducted by WebAIM's on- screen, reader users (2012) noted 54.2 per cent of screen reader users discovered social media sites very accessible or fairly accessible, while 33.7 per cent said social media sites were truly inaccessible. The

survey also indicated that there are several opportunities for improvement. Wales (2014) identified five golden rules of social media accessibility as follows: be reachable such as adding contact information to your profile; be repetitive; posting content on multiple channels to provide easy points of entry because different social media sites are easier to navigate depending on the assistive technology being used; be a source learn about accessibility issues, tools, and tips from social media accessibility teams and share them with your followers; be simple like-writing in plain language, and limit use the utilisation of abbreviations, hashtags, and contractions; be thoughtful, that is, consider the user's viewpoint. Information presented visually or auditory needs corresponding text components, for example, text portrayals, transcripts, records, and sound depictions.

Salman and Oyeniyi (n.d) studied the level of accessibility and use of information communication technology in developing social competence of individuals for nation building. Four hundred and six (406) people were surveyed and findings showed that 60 per cent of the respondents had access to information and communication technologies. This was due to their high level of social competence. Similarly, Ayiah and Kumah (2011) reported that many students using Osagyefo Library Electronic Unit, University of Education, Ghana would prefer to access library information on their social network rather than the library websites. Mojaye (2015) studied cell phone use among Nigerian university learners and its effect on educating and learning and result showed the positive outcomes of mobile phones which includes easy access to information, instructional utilisation and and individual ease. In addition, Norries, et al (2011) submitted that during learning period, students' achievement will increase significantly when students use mobile learning gadgets, like mobile telephones.

Yadav and Singh (2011) posited that effective management of personality factors like social competence and attitude towards computer would eminently predict how students will interact with computers, their persistence at studying computer and related courses will develop learners' interest in it. They further suggested that counselling students in all fields of study in relation to knowledge acquisitions, importance of computer to students, dealing with PC and conquering anxiety when utilising it will change the attitude of students towards adopting computer as an instrument in the global evolution towards computerisation and technological development.

2.7   Use of Social Media and Social Competence of LIS postgraduate students

The increasing development of social media and social webs has been one of the extraordinary aspects of the internet in recent years. According to Nielsen (2010), 22 per cent of the time spent online by individuals is via social media platform and one in each four-and-half minutes and three-quarter of worldwide customers who go online visit social media webpages. It is observed that social media site is here to stay and has become a preference for many people. Salcido (2016) avowed that social media is turning into a fundamental aspect of the promoting blend for many businesses and one of the best ways to connect with customers and clients.

The Society of Chief Librarians (2012), in a survey carried out among librarians in UK, found that internet users have confidence on library staff more than other providers of online information support while public library staff are second only to doctors in terms of confidence placed on them by information seekers. It should be noted that the nucleus of the job of librarians is sharing of information which implies that librarians are in a unique situation to apply and utilise social media to their user's advantage. Brenner and Smith (2013) reported that 60 per cent of internet users between the age of 50-64 and 43 per cent of internet users aged 65 years and above are using social media. Kim, Sin and Tsai (2014) in their study reported that engineering students used wiki sites more than social science students.

Al-Daihani (2010) detailed that majority of MLIS learners knew about social software applications and they are using blogs sites, social networking platforms and communication tools. In a study conducted by Akubugwo and Burke (2013) on the attitude of postgraduate towards using social network tools and if social network affects their academic work positively or negatively as well as its effect on their social behaviour, 120 postgraduates from Salford University were sampled and study showed that the majority of the students utilise social network, most especially, Facebook. The findings also revealed that social network could negatively affect student's social behaviour, academic progress and suggested that timed-off software should be fixed to control usage of social website by students. Akakandelwa and Walubita (2018) submitted that social interaction which is one of the components of social competence is enhanced by usage of social website among students in Zambia. Rahman (2014) examined the impact of social networks on the relational abilities of TESL learners in Malaysia and result showed a significant relationship between students' incessant usage and their communication skills.

The social site usage among LIS learners at the Islamia University of Bahawalpur, Pakistan was studied; result showed that Facebook and YouTube were the most utilised web-based media by the learners. Findings further uncovered that majority of the learners knew about social media (Steinfield, Ellison and Lampe (2013). Essentially, Steinfield, et al. (2013) noticed that the regular usage of social networking sistes has been identified with the development of social capital and the sites were used for social interactions. Similarly, Yang and Brown (2015) submitted that increased use of social webs would allow for more proficient digital communication of social hints which would lead to an increased social competence level.

In a study carried out by Aharony (2014) on whether Israeli LIS students are using Web 2.0 applications, findings show that 89 per cent of the students used Wikis. Zakari, Watson and Edwards (2010) investigated the utilisation of Web 2.0 innovation by Malaysian learners and they reported that the students have been using the Web 2.0 technology, especially social network sites, for learning. The role of librarians and LIS professionals on the social sites usage in the libraries concluded being aware of the cyber laws, thereby, providing awareness program related to the social sites' usage effectively.

Yang and Brown (2015) examined the social website use especially Facebook by youths attending college. A total of 321 college students from Midwestern University were sampled and findings showed that college students who are socially competent are more probable to show enhanced college adjustment and the students see Facebook as a useful tool for maintaining social connections. Yang and Brown (2015) observed that social competence might be an essential factor in understanding social media use and school modification. Furthermore, Rhodes, Sniatecki, Rocco and Todd (2015) carried out a study to determine whether any relationship existed between Facebook use and interpersonal aptitudes among 136 students enrolled at Northeastern, public university and significant relationship was found.

Results from a study carried out by Kumari and Verma (2015) to find out the impact of social sites usage on 100 college students social relationship submitted that a significant correlation was found between social sites usage and the students' social relationship in India. Gray, Vitak, Easton and Ellison (2013) carried out an investigation in the role Facebook plays in students' social adjustment during their first year of college among students from Liberal Art College, Midwest and found a

positive connection between Facebook use and social alteration, and a positive relationship between social modification and persistence at the college.

In an investigation by Nwangwa, Yonlonfoun and Omotere (2014) influence of social media usage on research skills of 600 learners' learning educational management at six universities from the six geo political zones in Nigeria. The study found that 46.6 per cent of the learners duplicate from Wikipedia as their major source of information, 34.16 per cent of the learners utilises Facebook to develop ideas about areas of their research interest while 20 per cent of the students use blogs to develop their creative writing skills. The study father extended to the student's purpose of using Facebook at Anadolu University in Tuckey with 1300 undergraduate students participating in the study, and result indicated that 6. 2 per cent of the students did have Facebook account and majority had 101 to 300 friends on Facebook. Findings also showed that learners use Facebook to have some good time, contact with companions, follow videos, photographs, and occasions. The investigation reasoned that Facebook is seldomly used for educational purposes by the learners.

Similarly, Bsharah, Gasaymeh and Abdelrahman (2014) investigated the relationship between Jordanian university students' social media usage and their perceived level of social intelligence using Facebook as the contextual investigation. The result of the study showed a significant association between Facebook use and perceived level of social intelligence among Jordanian university students. The finding also revealed that the use of Facebook may promote students' social competencies and intelligence when they are provided with electronic platform they could use to express themselves without restraint. In addition, Vodanovich, Shen and Sundaram (2015) affirmed that the use of social networking sites to build relationships and self-expression would lead to higher social competence of digital natives.

Chen and Bryer (2012) investigated the social website use in formal and informal learning among 57 faculty members in the discipline of public administration from 28 universities across United States. The findings show that all respondents' use web-based media for either individual, scholarly, research or professional purposes and the most well-known sites are Facebook and LinkedIn. The study likewise proposed that staff members used online media as an instructional medium to blend casual learning into formal learning. Kumar and Verma (2015) in their study to explore the social sites usage by postgraduate learners and research scholars of Maharishi Dayanand University, Rohtak, India, showed that majority were aware of social media

and they had account on them. The investigation additionally observed that social media use was time-consuming and that Facebook is the most well-known social networks utilised by all the learners followed by Twitter.

On the study of the social website use for academic purposes (Nandez and Borrego, 2013) assessed 1,263 scholars at 12 Catalan universities which used academic.edu for academics, reported that users are mostly lecturers and PhD students who are young and are majorly from the Social Sciences, Arts and Humanities. The users use social networking sites to connect with different scholars, disseminate their research results and followed other researchers' activities. Gu and Widen-Wulff (2011) analysed whether online media influence scholarly communication process at a Finnish University. The results revealed that majority of the academics were aware of social networks and they made used of it very much in their everyday activities than in their research or teaching work.

Camilia, Ibrahim and Dalhatu (2013), studied social networking as tool for extending academic learning and communication among students of Sultan Qaboos University, findings showed that personally achieving basic competences required to access social networking applications by themselves or through friends and the college recognises the sigηificance of the routinely changing technology efforts to increase successful practice and engaged with universal learning. Camilia, Ibrahim and Dalhatu (2013) studied students' social webs usage and how it affects them among three institutions in Mubi, Adamawa, Nigeria. The findings showed that frequent social sites usage by the students has no effect on their studies. This points out that, researchers are recognising and adapting social website usage in their professional work to a greater extent. Also, Uhls, Ellison and Subramanyan (2017) submitted that the relations between times spent using social media increased self-esteem, social capital, safe identity exploration and social help.

In another study conducted by Gruzd, Staves and Wilk (2012) to inspect if, why and how scholars are using social media for communication and information dissemination, the study adopted the Unified Theory of Acceptance and Use of Technology (UTAUT) to explain the scholarly social website use. 51 American Society for Information Science and Technology (ASIS&T) conference attendees participated in the survey. Findings revealed that social media impact assumes a positive role in researcher's aim to use social media and the influence may originate from different colleagues inside or outside a similar field and not really from their

home association. The examination additionally revealed that researchers turning to social media tools professionally because they are more suitable for making new connections with peers, collaboration and research dissemination and the investigation recommended that the acceptance rate of social media will possibly continue to increase as it become more accessible, widely adopted and specialised.

Similarly, Oye, Helou and Rahim (2012) studied students' perception on how social webs influence their academic performance among learners from the Faculty of Computer Science and Information System UTM Skudai Campus, Malaysia and found that the majority felt that social networks have good effect on their scholarly performance. In this equivalent way, Rambe (2011) used critical theory of technology (CTT) and virtual case study method to investigate the effect of social networking usage on power relations of teachers, learners and their associates in a Facebook upgraded information technology course course at a Middle/Size college in South Africa. Results indicated that academic requisition of social webs sites (SNS) allowed academics and students differentially and that students use different types of urbane creative language to control power in their communications with lecturers and colleagues.

Gomez, Roses and Farias (2011) investigated academic use of social networks among university students among college learners at Universidad de Malaga, Spain and the result revealed that the use of social networks by the students was high while the rate of social networks use for academic activities was low and that the use of social network for academic activities were instigated by the students. The study also indicated that majority of the students' do not have a teacher on their contact list.

Abdelraheem (2013) examined use of social networks sites and their relation with some factors. 120 learners at Sultan Qaboos University in Sultanate in Oman took an interest in the examination and found that learners used social networks for social reason more than for their scholarly purposes and Facebook was the most-used and popular sites by the students followed by YouTube sites. The findings also indicated that gender does not affect use of SNSs and that the use of SNSs does not affect students' GPA. Hamat, Embi and Hassan (2013) conducted a study on the social sites usage for the purpose of informal learning among Malaysian students and the study revealed that social networking sites (SNSs) penetration is as full as thought initially, that is, 100 per cent and that the students are using SNSs for informal learning. 50 per cent used social webs to associate with their educators in informal learning setting. The

study also showed that majority spend more time on SNSs for socialising rather for learning and that SNSs use do not affect their academic performance. This research result seems to be similar to the findings of Gomez, Roses and Farias (2011) and Abdelraheem (2013) that social webs use does not affect their academic performance or GPA.

Another examination completed by Okereke and Oghenetega (2014) on the effect of social media on the academic performance of university students in four tertiary institutions in Nigeria reported that 70 per cent of the students do not utilise social network for academic purpose. The study also indicated that the 40.81 per cent often used Facebook, WhatsApp 20.40 per cent, 2go and Skpe 14.28 per cent while Social Bookmarking, Google+, Blogs/web scholars, Badoo, MySpace, and Twitter are not often used by the students. The study further indicated that 79.59 per cent of the students performed poorly academically due to high addiction to social network sites. This is in contrast to the findings by Gomez, Roses and Farias (2011) and Abdelraheem (2013) and Hamat, Embi and Hassan (2013) which found out that the social website use sites do not affect the academic performance of the learners.

Saaondo and Igbaakaa (2018) investigated the perception and attitude towards the use of social network among 320 Benue State University students. The study found that there was a significant and positive influence of perception social media networks among Benue State University students. Result additionally showed that joint influence of perception and attitude on the social network usage among Benue State University students. Similarly, Terzi, Bulut, and Kaya (2019) investigated the attitude of nursing and midwifery students towards social media use. A total of 336 learners studying at the health college of a state funded college in the north of Turkey partook in the examination. Result of analysis indicated that nursing and midwifery students had positive attitudes towards social media and that the most-preferred social media platforms, purpose of using social media and time spent daily on social media affected the students' attitudes. The outcome further showed that nursing and midwifery learners may perhaps utilise their high level of attitude towards social media to professionally improve themselves.

Sendurur, Sendurur and Yilmaz (2015) studied the outlines of pre-service teachers' social media use and the relationship between social media and academic achievement. The findings showed that students are comfortable with social network when it is used as a communication tool among the student and their instructors. The

result likewise revealed that Facebook is the most-common social media site among the students and that social networking site (SNSs) have the ability to be used as educational kits. Shafique, Anwar and Bushra (2010) carried out a survey to investigate the development of the use of social network amongst final year Geography students of Islamia University of Bahawalpur, Pakistan. They found out that CiteULike, Technorati, Connotea, Blogger, Twitter and Wikis and so on were the most-frequently used sites for communication, online learning and making social contacts.

Mao (2014) investigated students' affordance with social network, their their attitudes and philosophy about the use of social media technology in education. The result observed that majority used social media for their personal activities, for both in and out of school, leisure, and social connections. The study recommended that for social network to be used as an effective tool for learning, it has to regulate students' prior affordance with the social network tools. The social site use ought to be engaged and also it ought to be used in conditions that are fitting for learning. Besides, the use of social media will actuate positive connection between learners' academic performance and fulfilment from the use of social website use tools (Al-Rahim et al. 2015). Ohannessian (2014) observed that social competence was emphatically connected with chatting on the telephone, text messaging, tuning into music, and messaging/IMing among learners in United State.

Therefore, the use of social media by LIS postgraduate students will ensure adequate knowledge transfer and contributes to students' social competence development. This is because social competence is a collective judgement of an individual ability to use social skills when situation is suitable and social skills are precise behaviours that a person displays to adeptly complete a social task (Gresham, 1986 cited in Nebbergall, 2007). In this case, the social task is the ability of LIS postgraduate student to use social media site to collaborate, connect, and interact with peers, lecturers, personal and professional use.

As observed by Arnold and Linder-Muller (2012), social competence is an essential objective of education in both the family and school, and is also perceived as a foremost criterion of teachers and parents. They further affirmed that social competency is seen by educational scientist as an essential result of training received from the family and educational institutions. The acquisition of social competence is what LIS students should learn and acquire when using social network tools in their

various settings, although there is still too little knowledge about how people learn and acquire social competencies because it develops and expand over time. Hence, it is very important to develop social competency from early stage as well as encouraging the securing and articulation of social competence and promoting adaptive interpersonal and individual environment interactions at various life stages. Furthermore, the improvement of social capability is facilitated by strong social support, supportive relationship and a supportive socio-cultural and physical environment.

2.8 Awareness of Social media and Accessibility to Social media by LIS Postgraduate Students

Awareness, according to Cambridge Dictionary (2017), is having knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience. Oxford Dictionary (2013) defined social media as "sites and applications that permit clients create and share content or to participate in social networking". Awareness and accessibility to social network technologies by LIS postgraduate students is very important in their everyday routines because it enhances their performance as library and information professionals in their work environment and in meeting the needs of their users.

Social network is seen as an empowering influence of information dissemination, collaboration and coordination for reasons ranging from personal to political reasons (Lapointe, Ramaprasad and Vedel, 2014). In a review by Pew Research Center, it was observed that 67 per cent of adults in the United States are using social webs while LinkedIn (2013) revealed that the world's largest professional networking sites got to 200 million global members in early 2013. It can be noted that with the enormous development of social media, it is not astounding that libraries and LIS professionals are embracing the technology greatly to market, connect, share and collaborate with users and colleagues.

Eze (2016) investigated the level of awareness and utilisation of Web 2.0 tools by library and information learners at the University of Nigeria, Nsukka. The result demonstrated that LIS learners were familiar with some Web 2.0 tools, for example, social networks, Instant Messaging (IM), websites and Wikis and the study suggested that LIS schools should fuse units about Web 2.0 tools into their educational plans to train the students professionally by helping to develop their skills for future problems

of using the technology. Godwin (2005) noted that there is the need to improve the awareness and skills of librarians because this will be an efficient way to encourage and persuade them to enhance their students' skills.

In a study carried out by Duffy (2015) on the social media use in country disaster risk reduction public-awareness strategies, the study reported that social network is often under-utilised in major disaster risk reduction awareness strategies. Similarly, social network training and education can increase the awareness of threats such as incorrect information or violating the privacy of individuals following the sharing of information in online networks.

Majhi, Meher and Maharana (2015) examined the awareness and use of cloud computing application among LIS experts, the examination was directed in 17 college libraries in Odisha, Indian. Result indicated that all the respondents (100%) from all the considered colleges in Odisha showed that they use the Internet which implies that the college libraries are very much aware of the technology. The study further showed that 85.7 per cent of the respondents are aware with the term cloud computing and most of them are using cloud computing for their personal use only.

A study carried out by Vicknair et al (2010), on the usage of social network sites as a recruiting instrument for employers revealed that almost 51 per cent of the respondents demonstrated that they not aware that employers could view their profiles. In addition, Thanuskodi (2015) affirmed that online media tools are a vehicle for social collaboration, using highly accessible and scalable communication methods. Trubit and Overholtzer (2009) opined that social networks have been thoroughly entrenched in the present society and people have interlaced social networks to their everyday routines using LinkedIn, Twitter, Facebook, online gaming environment and other social networking tools to develop and maintain difficult networks of personal and professional connection.

Jain (2014) enthused that web-based media is a route forward to maintain and increase in this ever-changing digital setting for LIS experts which has come to be part of our daily activities. Burke, Marlow and Lento (2010) asserted that social media gives a channel for active communication between friends and an access to new information through a variety set of colleagues. Also, Lankshear and Knobel (2011) noted that social media is new strategies of participating and communicating which depends on collaboration, remixed tests and self publishing. Social network has reduced the cost of producing, distributing and accessing information. The increase of

social network sites like Facebook and Twitter has allowed people to share their information among their contacts. This is because social site tools give easy access to actual-time information about the activities, events and conversations occurring across different social networks. Thus, social media sites permit individuals to determine with indivuals whom they wish to share access to diverse forms of content like profile information, news or updating profile status.

From the abovementioned, it very well may be seen that awareness and osocial media accessibility is central to the effectiveness of social website use by LIS postgraduate students because lack of awareness and accessibility to social network tools will impede on performance of the LIS postgraduate students in meeting their personal and professional needs as well as meeting the information needs of the present generation of students attending higher education. These students are known as the 'Millennials' and the characteristics of the millennial student is that they have information technology mindset, they have very improved skill in multi-tasking, have a hub on social communication and connectedness with companions, families and associates by making use of SMS, mobile phones, chat rooms, e-mails, as well as, playing computer games, watching movies and listening to music.

2.9   Accessibility to Social Media and Use of Social Media by LIS Postgraduate Students

In the setting of this study, social network accessibility deals with the level postgraduate students have close contact with social network tools and the ease of accessibility to the sites for optimal use. Obviously, for LIS professionals and LIS postgraduate students to use social network in providing library services to users, connecting with lecturers and colleagues, and for teaching and learning processes, they must have access to computers and internet facility. Likewise, for LIS teachers to effectively use ICT for teaching in schools, they must have easy accessibility to the various types of ICT resources.

In a study conducted by Aramide, Ladipo and Adebayo (2015) on demographics and information communication technology access as predictors of information communication technologies' use amongst science teachers in Federal Unity Schools in Nigeria, findings revealed that access to ICT and location of ICT accessibility were discovered to be the most-important predictor of ICT usage amongst science teachers in Federal Unity Schools in Nigeria. Similarly, Ajuwon (2015)

examined internet availability and utilisation of online health information resources by specialists in training healthcare institutions in Nigeria. 1, 280 occupant specialists in 13 preparing medical care organizations in South-West Nigeria were sampled, and findings shows that more than (69.5%) access the web day-by-day from their homes.

Sife (2013) studied web behaviour of postgraduate learners at Sokoine University of Agriculture, Tanzania. 150 postgraduate students were sampled. The study specified that majority of the postgraduate students have good knowledge of using the web and the findings also showed that most of the scholars were accessing the internet through their own modem mostly than the access points at the university local area network and cybercafés. The effective use of websites is influenced by how websites are organised, labelled and navigated to support browsing and searching. It also alludes to the simplicity with which clients can use the sites rapidly and effectively.

Sinclair, McLoughlin and Warne (2015) investigated the troubles, difficulties and rewards for student nurses and nurse academics in harnessing social media to enhance student learning experience. The result indicated that the social website use in nursing education has become more professional and less social. In addition, the social website use provides nurse educators' access to societies of practice as a virtual space where information and information connected to the main topics students studied in class can transpire and as a learning skill (Sinclair, McLoughlin and Warne, 2015).

In an online survey by Lupton (2014) on 711 academics on their social website use as part of their academic work, findings showed majority indicated that social network provided opportunity to establish global network among a large group of academics and with people outside the academic, usage of social website promoted a variety of relationships, achieved connections with academics at all the categories of academics, ability to share materials for research and teaching as well as getting connections with people outside their network.

A review of literature by Tess (2013) on the function social media in higher education observed that social media has emerged as a highly useful personal communication technology and the framework to use social website in universities is in existence presently, but that instructors are not willing to accept the tools and they are slow in adopting social network as an educational tool. In a study to find the extent of usage of Facebook by Nigerian youths in their academic pursuit by students of the department of Mass Communication, Olabisi Onabanjo University, Ago-Iwoye, Ogun

State, Nigeria. Findings showed that majority use Facebook and it are the most popular network among the students. The study also found that most of the students use Facebook for social relationships and interactions and that only one-third of the students use Facebook for academic reasons. The study recommended that the youths should be enlightened about the benefits of using Facebook for accessing, gathering and disseminating academic articles and so on, as well, it concluded that institutions of learning should integrate the use of the new media into the school curricula and make it accessible to the students for sharing scholarly information.

Olaniran (2014) conducted a study on social network also, changing communication pattern an investigation of Twitter uses by students of University of Jos, Nigeria. The study was anchored on the uses and gratifications theory and the study found the students use Twitter for informational, social relationships, and academic purpose. Result also showed that most of the students accessed Twitter on their mobile phones more than the computers and that students use Twitter because it serves as alternative means for academic research and news content. In a correlational investigation of 63 postgraduate learners' commitment in engagement in asynchronous online discussion ((NOC or Asynchronous Online Discussion-AOD) for collaborative learning in a Nigerian university's Faculty of Public Health, Otunla and Akinyemi (2015) reported that participation in asynchronous online discussion has a positive high significance relationship with collaborative learning which means that predictor variable such as student' computer skills, accessibility, use, perception, participation and obstacles to participation in AOD are vital in predicting postgraduate students' involvement in collaborative learning. The investigation proposed that university teachers teaching postgraduate courses should be innovative and effectively use emerging technologies such as web-based media, mailing list, web conferencing gatherings and online specialised devices to complement face-to-face interaction with their students.

Akpan, Akwaowo and Senam (2013) carried out a study on uses and gratification of social networking websites among youths in Uyo, Nigeria. The population of the study was 381 respondents which were gotten from a multi-stage sampling of 86,662 populations. The results found out that the respondents are active users of social networking websites because from the study they were registered in no less than forty-six social networking sites and they accessed the sites for different purposes. The study also revealed that the young people are not satisfied in their

expectations of social networks which they utilise day-by-day and suggested that service providers ought to reduce the cost of access to social networking websites to allow youths in Uyo to register and make use of the sites as their commitment to nation growth.

Similarly, the summary of a review of literature on social network in higher education by Davis, Deil-Amen, Rios-Aguilar, and Canche (2012) stated that in other fields, social media technology have been an ideal instrument for encouraging commitment among various partners in the United States of America. For example, business organisation have used social network technology (SMT) to make their brand accessible and appealing to consumers while nonprofits organisations have also used SMT to raise awareness about their causes and for fundraising efforts. The researchers further believed that social media technology will provide necessary access to college friends and for traveller students who have very little time to spend on campus interacting with classmates, wider community and staff will have the opportunity through the use of SMT, provide better support services needed by the students who stay far from the college or register in an online programme. The social media use will increase the awareness about the academic assistance the school has to furnish the students which will also provide a two-way communication portal to field different administrative questions such as, enrolment, financial aid, and campus involvement.. All these will prove valuable to students who do not have time to spend on campus offices due to work and other commitments.

In addition, uses of social website will reflect the face-to-face interactions and connections between students, faculty and staff to improve students' participation, integration and perseverance. Thompson, Gray and Kim (2014) studied how university students employed first person pronouns to talk about their use of social media technologies for learning at the School of Languages and Linguistics, University of Melbourne, Australiafor learning at the School of Languages and Linguistics, University of Melbourne, Australia. The examination covered that 20 learners both postgraduates and undergrad students. The dresult showed that none of the students in this study used first person plural pronouns more frequently than first person singular pronouns to despicts their learning experience. The examination reasoned students used possessive, stative and passive verbs in addition to verbs denoting traditional learning behaviours associated with cognitive, psychomotor and affective activities when talking about their learning.

Roblyer, McDaniel, Webb, Herman and witty (2010) examined college students and faculty social sites usage Facebook in a higher education via an online survey at a mid-sized, southern public university, United States and stated that students tend to be significantly more open to using Facebook for guidelines than workforce staff who teach and mentor them and concluded that there was need for faculty staff change their perception and perceive Facebook as a supplemented technology and additional opportunities for educational communication and mentoring which has ability for developing higher education but was not adopted for actual effect by the faculty staff.

Munshi, Mostapha and Alam (2018) studied employments of social networks among postgraduate learners at the University of Rajshahi, Bangladesh. One hundred and fifty (150) postgraduates from various disciplines participated in the survey. Results indicated that majority are using social media and that Facebook was the most popular site visited by the students. The study further showed that most of the students' access social webs in their hostels. Also, Galan, Lawley and Clements (2015) carried out a study to explore social media use in postgraduate students' procedure for decision-making. 12 international postgradaute students of University of Sunshine Coast, Australia were sampled, Findings showed that majority were using Facebook, YouTube and blogs for their research and the two main explanations behind utilising social media were for finding out about student life and reading reviews from previous students.

Thus, accessibility and social media use is of great importance to LIS professionals, educators as well as LIS students both at the undergraduate and postgraduate levels due to the reality that the development of social media technology has come to remain, and as verified by Roblyer et al (2010), social media rmains as a pattern worth watching and tracking with future research shots. Social media use has likewise accounted for the information sharing, service enhancement and promotion, interaction between student and library users at a minimal or no cost at all (Chu and Du, 2013).

Postgraduate students including LIS postgraduate students need access to many different types of social network platforms from social webs, social bookmarking sites, media sharing, microblogging, blog forums, and social news and so on. Therefore, postgraduate students will need to be encouraged to use these social network technologies to achieve their professional goals after graduation from library schools.

Accessibility and social media use by LIS postgraduate students is crucial to achieving their professional goals, personal interactions, collaboration, connections and completing their research work on time. In other words, their academic performance will speed up. Hence, it should be noted that any individual or organisations who fails to key into the potential benefits of social network in their everyday routines, do so at their own peril.

2.10   Awareness and Use of Social Media by LIS Postgraduate Students

Okereke and Oghenetega (2014) posited that it has become necessary to raise the consciousness of researchers in the use of social media to enhance teaching and learning processes. The study further affirmed that a change is occurring in the centre of academic practice on university campus everywhere in the world as students across a wide variety of disciplines make use of social network.

An investigation on how libraries can use social networking and social media competences to give dynamic library operations shows that, librarians in Nigeria have not grasped social networking tools in delivery library services and suggested that there is a need for awareness and training for librarians and users on the importance of using social networking tools in providing library services. Shihab (2015), social media has become a part of social life, which is affected by almost all sorts of people who are aware of computers and internet. He further observed that social network also provides opportunity to reach library clients in their own surroundings and create awareness about library assets.

Al-Daihani (2010) analysed the use of social software by Master of LIS learners at Kuwait University in contrast to LIS learners at the University of Wisconsin, Milwaukee in the USA. Finding indicated that most of the learners from the two colleges were aware of social software applications and their use. It is believed that the use of social website by university students has grown significancely. Martinez-Aleman (2014) opines that undergraduate and postgraduate students are familiar with, and are experience in, the usage of social media. She stated further that social media use is a growing development among college and university students with their faculties.

Al-Daihani (2010) noted that social network tools have become part of the student's lives which is helping them to build their links with other people and these links are based on connected interest, work interactions and personal interactions.

Literature review on the social media use in higher education, Tennessee State University, United States suggested that social network possesses promise for academia, and that students have varied beliefs, perception and experiences regarding social network tools. It continues the practice of digital-divide scholarship by examining issues of equality and opportunity for utilising social network tools. In a study conducted by Oyero (2013), to examine the utilisation of social media news and its degree of acceptability among youths in Nigeria, the study showed that majority were using social networks for both informative and entertainment purposes.

In a study carried out by Sife (2013) on the web-search attitudes of postgraduates at Tanzania's Sokoine University of Agriculture (SUA), it was reported that majority of the postgraduate students were skilled Web users and they use their personal modem to access the internet and the finding also showed that most of the students were using easy search to retrieve information from the Web. The study further elaborated the factors influencing social media use on Smartphones by learners in Turkey utilising an all-inclusive Technology Acceptance Model (TAM). The Study showed that behavioural intention to use, perceived enjoyment, perceived ease of use, perceived usefulness and social influence have both direct and indirect influence on use of social networks on smart phones among the Turkish students. The variable on social network use by the students used in this survey is similar to the variable on usage of social website use by LIS postgraduate students in this current research.

Similarly, Swidan et al (2013) studied social network sites (SNSs) use among university of Jordanian universities' students. A total of 727 students from four universities in Jordan partook in the survey. Findings indicated that the respondents used social media communicating and interacting with lecturers and students. The investigation further showed that the most-commonly used SNSs are Facebook, Twitter, Yahoo Buzz and Windows Live Profiles.

Zammit (2016) conducted a study to investigate the use and determine the preferred method of social media among 4-H Youth Development and Cooperative Extension Service alumni in Louisiana. Thirty-two (32) respondents completed the online-based questionnaire and findings indicated that that all the 4-H graduated class who partook in the investigation used some type of social media. Aghaee (2010) examined usage of social website in academia among Uppsala higher education students. Findings suggested that social network has potential benefit for educational learning process. The challenges and opportunities emerging from social network

evolution for universities concluded that faculty members should use social network in teaching because it will be well-received by students and increase the collaboration amongst the lecturers and students.

Some studies on the social media use on academic performance have also been investigated. Buhari, Ahmad and Ahara (2014) conducted a study on the social website use among students of Kaduna Polytechnic and findings revealed that the students made great use of social website sites which does not show that they are using it for academic reason and that Facebook and WhatsApp are the most-generally used social media among the learners. The author further stated same result was documented in the past as regards the effect of social media on university learners' academic perfprmance. Students of the university were sampled and result revealed that social network increases students learning though it may create an addiction which might decrease concentration in class.

2.11 Theoretical framework

The study was based on two theories: Social Cognitive Theory (Bandura, 1986) and Uses and Gratification Theory (Katz, Blumler and Gurevitch (1974).

2.11.1 Social Cognitive Theory

Social Cognitive Theory (SCT) is an interpersonal level theory that lay emphasis on the active communication amongst individuals (personal factors), their behaviour, and their environs. According to Bandura (1986), social cognitive theory provides directives on how to precisely prepare human beings with the competencies, self-regulatory abilities and self-efficacy that allow them to develop their psychological well-being and personal achievements. SCT addresses determinants of human behaviour, feelings, and thoughts used in recognising mutual casual relationship amidst personal factors (such as biological, affective or cognitive), behavioural configurations as well as environmental circumstances (Bandura, 2002).

Due to the bi-directionality effect between behaviour and environmental situations, human beings are the two items and makers of their condition and they influence the idea of their accomplished condition through choice and production of events (Bandura, 1986). Several studies have shown that people are likely to choose actions and connections from the enormous variety of possibilities in terms of their attained preferences and competencies and through their actions, individuals produce

just as chose situations (Bandura, 1986). Furthermore, technological and social changes also modify significantly the life circumstances that have grown into the routine in the society (Bandura, 1986).

In addition, the many changes in economic and social life of individuals are caused by the novelties of new technology (Bandura, 1986). As noted by Elder (1989) experiences of life under the equivalent socio-cultural conditions at a given time will be at change for individuals who experienced them at various times in their lifetime. Indeed, a significance number of the great changes in social and economic life are introduced by advancements of innovation (Elder, 1989). Hence, for instance, the effects of economic depression on those entering adulthood will be different from the individuals who go through such troublesome conditions at a youthful age. Most importantly socio-cultural changes that make life obviously diverse for example, economic afflictions that change vocations and opportunity structures, military clashes, social changes, new innovations just as political changes that modify the personality of the general public may have extreme impact on life programmes.

According to Bandura (1986), in social cognitive theory, individuals are neither motivated by internal powers nor repeatedly formed and driven by the environs and in endeavours to create individuals' cognitive competences, they pull out on their own encounters and go to other people who are very much learned on the issue involved. Furthermore, due to the difficulty and quick development of knowledge, the possession of specific cognitive competences of individuals depends more and more on developed skill. That is, the knowledge and logic approach for thorough judgment are gathered from people who are exceedingly experienced as well as competent in the related field of interest.

Similarly, social cognitive theory describes how individuals obtain and keep up certain behavioural outlines at the same time and provides the foundation for intervention approaches (Bandura, 1986). In assessing behavioural change, it relies upon the components of condition, individuals and behaviour. Ecological variables are factors that can influence an individual's behaviour. There are two kinds of condition; social and physical situations. Social condition incorporates relatives, companions and associates while physical condition alludes to the size of a room, the encompassing temperature or the accessibility of specific nourishments.

Behavioural factors are people's conduct that will decide the parts of their condition to which they are presented and behaviour is, thus, changed by that

condition. That is, nature and circumstance give the system for understanding behaviour. The circumstance alludes to the cognitive or mental portrayals of the condition that may influence an individual's conduct. Behaviour likewise implies that if an individual is to execute an action the person in question must recognise what the behaviour is and have the right stuff to carry it out. Personal factor refers to a person's desires, convictions, self-discernments, objectives, and expectations shape which direct his behaviour. In addition, the behaviour displayed will then affect a person's thoughts and emotions.

In addition, SCT offers a structure for scheming, executing and assessing programmes. Social cognitive opined that human beings function as effective means in their own inspiration (Bandura, 1986). Self-motivation through cognitive examination requires separating between norms of what one knows and guidelines of what one wishes to know. People have an unmatched ability to become numerous things and the social frameworks help to develop skills, make opportunity structures, give supportive assets, and give space to self-directedness which will in turn increase the chances for individuals to realise what they wish to become in the society. According to Bandura's theory, LIS postgraduate students with high social competence are bound to have high awareness and utilise social media to access information rather than those with low social competence.

Social Cognitive Theory (SCT) was applicable to this study because the theory deals with aspects of behaviour, emotional aspects, and cognitive, for understanding LIS postgraduate students' behavioural change. SCT also offers means for innovative behavioural investigation in LIS training. The SCT theory reveals that LIS postgraduate students with social competence skills would be inspired to obtain more prominent abilities and accomplishment. The students would have a convincing power to improve or more efficiently than other students who do not possess social competence skills. They would have the desire to embrace new social skills and technology systems such as social media tool even when they have obstacles when using the technology. According to Ratten and Ratten (2014), the quick changing mechanical condition has implied that social cognitive theory is a valuable theoretical system to comprehend human behaviour. Consequently, the social cognitive theory was adopted in this investigation as a theoretical establishment to clarify social competence of LIS postgraduate students.

2.11.2 Uses and Gratification Theory

Uses and gratifications theory (UGT) is a media theory which is also called needs and gratification theory. It was propounded by Katz, Blumler and Gurevitch (1974) and centres around why individuals utilise certain media as opposed to on the content. Uses and gratification theory suggests that clients or media consumers are effectively picking explicit media content as per their necessities and, if there are any impacts, they would be intentionally or possibly noteworthy. Uses and gratification theory developed on the historical backdrop of communication theories and exploration which began with researchers' investigations of radio listeners in early 1940s (JL, 2016). The primary strength of uses and gratifications (U and G) theory lies in its capacity to allow individuals to investigate interceded communication circumstances through a solitary or numerous arrangements of communication channels within a particular or cross-cultural context. That is, using personal computers was connected to people's motivations to utilise the internet for communication purposes and which was connected to the satisfaction of gratification which incorporates social character, interpersonal communication, social interaction, friendship, escape, entertainment and observation.

JonKane (2015) observed that U and G theory helped to explain individual's relationship with mass media and is regarded as one of numerous communication theories that help depict people's relationship with mass media. The significant thought is that individuals went to social media to help them in fulfilling explicit necessities that used to be filled by simply conversing with others. U& G theory deals with how individuals purposely search for media in order to satisfy specific goals or needs such as socialising, relaxation, or entertainment (JL, 2016) and which used to be fulfilled by talking to other people (JonKane, 2015).

U and G theory describes that a person's basic needs motivate media usage. Daniel (2010) was of the opinion that the U and G theory speculates that individuals have certain necessities fulfilled by both non-media and media sources. That is, the theory concentrates on what people do with the media instead of what the media do to people. Blumler and Katz (1974) noted that a media user looks for a media technology that satisfies the users' needs and identified the four basic needs as: diversion (the need to relax and escape from everyday life); personal relationship (users using the media to fulfil their needs for companionship and develop relationship with other people); personal identity (the use of media to find about oneself) and surveillance (using the

media to find out what is happening around us). U and G theory has explicit significance to social network because it assists to describe why individuals use social network (Whiting and Williams, 2013).

In addition, JonKane (2015) highlighted five types of needs satisfied by media: cognitive needs (the use of both analogue and digital media sources to find out about news and get informed with latest topics), affective needs (this is the aspect of watching media that helps users in relating with content which assists the users to develop response from the media emotionally and affective needs can also be for entertainment), personal integrative (the use of media assists individuals in creating and solidifying identity traits). Social integrative (the advent of digital media has changed in that the new generation users are constantly connected with other users through different devices and various social network platform which means the need to feel socially connected to other people has push people to always want to use social network all the time), tension-free (this means, that at times, individuals need to escape from the stress of daily life and they focus on media to help them to escape from stress).

Similarly, JL (2016) posited that U and G theory tries to find out the reason behind individuals seeking out the media that they use and what they use the media for. The researcher also noted that U and G theory differs from other media effect theories given that people have control over their use of media instead of passive users of media. Katz, Blumler, and Gurevitch (1974) provided basic assumption about U and G theory. The first approach is that the audience is active and the media usage is goal-oriented. Secondly, audience have different needs they want to fulfil through media. Thirdly, audience makes plans to link need gratification to a certain media. In addition, the fourth assumption was that media contend with other sources for need satisfaction. The fifth assumption was that audience possess self-awareness of their personal media use, interests and motives that will enable them to offer researchers with a precise picture of that use and, finally, value judgments of media content can only be considered by the audience.

Whiting and Williams (2013) averred that U and G theory is essential to web-based media because of its establishments in the correspondences writing. The authors upheld this view when they confirm that web-based media is a correspondence framework that empowers people to speak with an incredible populace of people

across the world. The essential thought of employments and delights hypothesis is that people search out media that satisfies their necessities and prompts intense satisfaction.

Besides, literature has uncovered those satisfactions got are acceptable indicators of media use and repeating media use (Whiting and Williams, 2013). Akpan, Akwaowo and Senam (2013) thought that one of the standards of the U and G theory was that crowds are dynamic and they look for the broad communications that fulfil their delights. In this way, the web has made it possible for individual to seek and have more alternatives to choose the websites and web pages that satisfy their actual needs. That is, internet has given users the power to be in control of the media while the new media and digital technology have changed the number of times and ways people are exposed to the media which means that the use of new media gives users choices and possibilities to enjoy and use it.

Applying U and G theory to the context of this study, it was assumed that gratifications which is the satisfaction derived from using social media technologies could motivate LIS postgraduates to use social media as long as it fulfils their needs. More so, the social media use for personal and professional goals can only be achieved if LIS postgraduates have many social media choices, motivations and are satisfied with the social media technologies. Therefore, uses and gratifications theory provides a good way to examine the motivations and satisfaction of LIS postgraduate students on the use of social media. This is because LIS postgraduate students who use social media will have a wide range of information material. Hence, LIS postgraduate students who use social media sites for personal and professional goals should be able to satisfy a wide range of needs.

These theories secured the base of this research study. The two theories of Social psychological theory (SCT) and Uses and gratification hypothesis (U&GT) together comprise factors that are connected and an adjustment of one variable would create change in other. These famous speculations were found to have explicit qualities and critical advantages to shape the theoretical system for this study.

2.12   Conceptual Model for the study

The conceptual model driving this study was self-constructed by the researcher based on extensive reviewing, mapping of literature, Social Cognitive theory (SCT) and Uses and Gratification theory (U&G). This study presents awareness, accessibility

and use of social media as its independent variables and social competence as its dependent variable. The conceptual framework in Figure 2.1 illustrates the interconnected nature of the variables used for this study.

Independent variables   **Dependent variable**

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┌─────────────────────────┐
│   AWARENESS OF          │
│   SOCIAL NETWORK        │
│                         │
│ -Level of Awareness     │
│    • Social Network     │
│    • Collaborative      │
│      Projects           │
│    • Social book marking│
│      tools              │
│    • Blogs              │
│    • Micro blogs        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   ACCESSIBILITY TO      │
│   SOCIAL NETWORK        │
│                         │
│    • Level of           │
│      accessibility      │
│    • Devices used       │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   SOCIAL WEBSITE USE    │
│                         │
│    • Purpose of use     │
│    •  Frequency of use  │
└─────────────────────────┘
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┌─────────────────────────┐
│      SOCIAL             │
│      COMPETENCE         │
│                         │
│   • Cognitive Skills and│
│     abilities           │
│   • Behavioural Skills  │
│   • Emotional Skills    │
│   • Motivational and    │
│     expectancy sets     │
└─────────────────────────┘
```
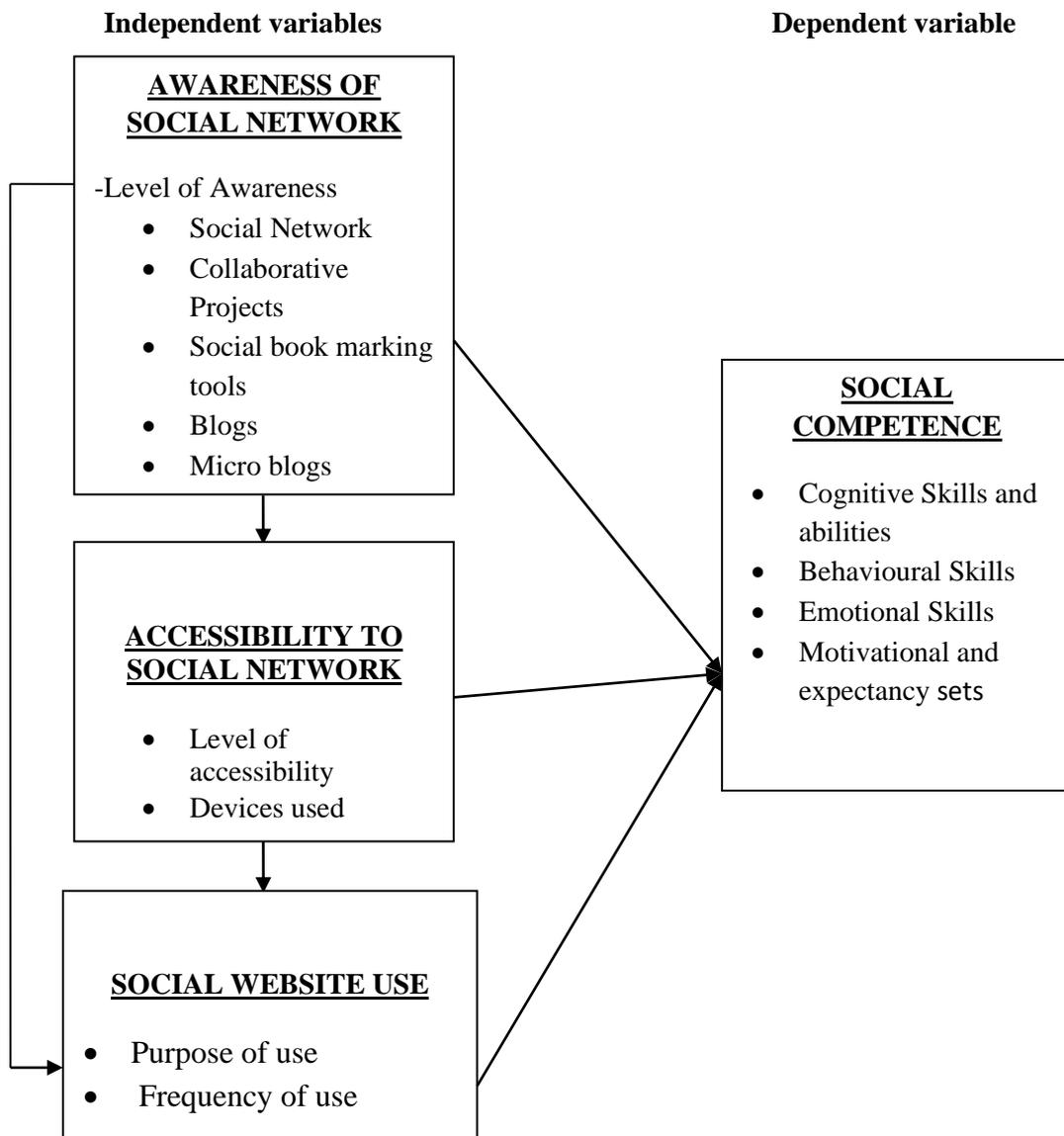
Fig. 2.1: Self-constructed model on awareness, accessibility and social media use on social competence.

The conceptual framework driving this study was self-constructed by the researcher and it explains the process by which this study was carried out. In developing the conceptual framework for this study, an attempt was made to explore some factors that

could affect the social competence of LIS postgraduate students. The independent variables were constructed based on Uses and Gratification Theory (Katz, Blumler and Gurevitch, 1974); that is, the effects of awareness, accessibility and use of social website on social competence of the students, while Bandura's Social Cognitive Theory was used to develop social competence constructs which is the dependent variable. The conceptual framework in Figure 2.1 illustrates the interconnected nature of the variables used for this study.

The model shows the three independent variables of the study: awareness, accessibility and use of social website as having significance effect on the dependent variable (social competence). Also, the model illustrates awareness of social network as having a direct effect on accessibility to social network, accessibility to social network as having a direct effect on social website use and awareness of social network as having a significant direct effect on usage of social website. This shows that a great majority of LIS postgraduate students in Nigerian universities recognise the importance of social media as the key for success in their personal and professional lives.

Basically, the framework illustrates that awareness of social network by LIS postgraduate students as well as accessibility to social network tools are crucial to the social website use by the students and they all directly have significant effect on the social competence of LIS postgraduate students in Nigerian universities. Grounded in the U &G theory, the framework indicates that the gratifications LIS postgraduate students derived from using social media would motivate them to use social media sites which would have significant effect on their level of social competence. In addition, SCT by Bandura (1986) played an important role in models of behaviour which influences LIS postgraduate behaviour to precisely develop their social competences.

2.13   Appraisal of literature reviewed

The literature reviewed focused on awareness, accessibility and social website use on social competence of LIS postgraduate students. Both the primary as well as secondary sources of literature were consulted for this study. The aim of this literature review was to draw attention to ideas and views expressed by researchers in areas related to this study. It must be pointed out that none of the researches studied the

variables of awareness, accessibility, usage of social media and social competence as carried out in this study.

The review of literature indicated that, awareness, accessibility and social website use can be seen as factors that could predict the social competence of LIS postgraduate students. Also, an enhanced social competence by LIS postgraduate students would help them to use social website sites as an effective channel for academic, personal and professional development. The literature equally revealed the importance of social competence in carrying out academic, personal and professional goals of LIS postgraduate students. In addition, literature revealed that the possession of social competence will enable individuals, that is, LIS postgraduate students to have positive self-esteem, positive attitude, develop social intelligence, manage conflicts, and have motivation as well as expectancy sets. Literature also revealed that the social website uses by library and information professionals, library educators and students will enable them provide effective and efficient services to users and allow students to innovatively interact with their colleagues and lecturers.

Literature on awareness, accessibility and social website use and social competence by LIS postgraduate students seems to be limited, thereby indicating that there is relative dearth of literature in these areas. Though there have been studies in the area of awareness and social website use by librarians and information professional and students in research and university libraries within and outside Nigeria with different findings. Even, the few studies carried out in Nigeria in the area of awareness and social website use was not specifically on LIS postgraduate students. However, studies that focus on the three variables and their relation to social competence, particularly among LIS postgraduate students in Nigeria universities, seem scarce. This implies that the area seems to have been ignored by the LIS researchers. Furthermore, majority of the previous studies reviewed on social competence were mostly in the field of Psychology.

None of the available literature reviewed dealt with the joint effects of awareness, accessibility and social website use on social competence of LIS postgraduate students in Nigerian universities. It is against this foundation that this examination was completed. More so, it must be pointed out that this study tested, within and between, the variables fill the identified gap.

CHAPTER THREE

METHODOLOGY

3.0 Preamble

This chapter presents the methodology implemented for the study with reference to research design, study population, technique for sampling and the size of population sample. Other parts of the chapter include data collection instrument, validity and reliability, procedure for data collection and of data analysis methods.

3.1 Research design

This study adopted the descriptive survey design of the correlational type. Correlational studies are used to show the connection between two variables. It was used to decide the degree to which at least two factors are identified with a solitary group of individuals (Del, 2015). The design was adopted in order to examine the relationship between the independent variables (awareness, accessibility and use of social media) and the dependent variable (social competence). This method was desirable because it was found useful in the collection of data and it also helped to boost and give a superior understanding of the degree of the relationship existing between awareness, accessibility, use of social media and social competence of LIS postgraduate students in Nigerian universities.

3.2 Population of the study

The target population for this study included all 919 postgraduates in universities offering postgraduate programmes in LIS in Nigeria. These universities are situated in the 6 geopolitical zones in Nigeria. Data collected from the universities showed that there were 919 postgraduate students; that is, (Masters (665) and PhD (254) as at 2016/2017 academic session in the 16 universities (Table 3.1.) The figures were obtained from e-mails and phone calls made to some heads of LIS department and professional contacts in these universities. The heads of department emails and/or contacts' phone numbers were from the Librarian Registration Council of Nigeria (LRCN, 2017) directory of library of schools, and the researchers' acquaintances. The

LIS schools running postgraduate programmes are established within the three types of universities existing in Nigeria which are: federal, state and private owned universities.

Table 3.1:   Study population of accredited universities in Nigeria offering postgraduate programmes in LIS

S/N	Universities	University Type	Geopolitical Zones	Year of Establishment	Postgraduate Population
1	Abia State University, Uturu	State	SE	1981	32
2	Imo State University, Owerri	State	SE	1981	73
3	Michael Okpara University of Agriculture, Umudike, Abia	Federal	SE	1992	19
4	Nnamdi Azikiwe University, Awka, Anambra	Federal	SE	1991	36
5	University of Nigeria, Nsukka	Federal	SE	1955	47
6	Delta State University, Abraka	State	SS	1992	32
7	University of Calabar, Calabar	Federal	SS	1975	24
8	University of Uyo, Uyo	Federal	SS	1991	18
9	Babcock University, Ilishan Remo	Private	SW	1999	93
10	University of Ibadan, Ibadan	Federal	SW	1948	168
11	Federal University of Agriculture, Makurdi	Federal	NC	1988	101
12	Federal University of Technology, Minna	Federal	NC	1980	30
13	University of Ilorin, Ilorin	Federal	NC	1975	51
14	University of Maiduguri, Maiduguri	Federal	NE	1975	52
15	Ahmadu Bello University, Zaria	Federal	NW	1962	102
16	Bayero University, Kano	Federal	NW	1977	41
	Total				**919**

(Source: The list was obtained from library schools' websites, LRCN website 2017 and personal contact)

(Key: NW – North West, NE – North East, NC – North Central, SW - South West, SS – South South, SE – South East)

This table excluded Federal University of Agriculture, Abeokuta which has 22 LIS postgraduate students because the university was used for the pilot study.

3.3 Sampling technique and sample size

Total enumeration method was relied on to include all the 919 LIS postgraduates in the universities proffering postgraduate programmes in LIS in Nigerian universities which is due to population size.

3.4 Data collection instrument

The instrument used for collection of data was a self-constructed questionnaire. The questionnaire was selected as an instrument for the reason that it was considered suitable considering the data nature, the research design, the required analysis, respondents' number and their dispersal time. The questionnaire is titled "Awareness, Accessibility and Use of Social Media on Social Competence of LIS postgraduate students (AAUSMSCQ)". The questionnaire contains scales to gauge the different constructs of the research model.

The questionnaire developed by the researcher has 7 sections with focus on the variables of the study. The sections are: A, B, C, D, E, F, and G (Appeηdix 1).

Section A: This has to do with the demographic information of LIS postgraduate students. It consists of seven questions comprising level of study, age, gender, and work experience.

Section B: Tagged "Level of awareness of social media" measured the level of awareness of social media by LIS postgraduate students with 38 items. The rating scale adopted is Fully Aware (FA) = 4 Partially Aware (PA), = 3 and Lowly Aware (LA) = 2 and Never (N) = 1. **Section C:** Tagged "Social media accessibility" measured the level of accessibility to social media which contains 38 items. Typical examples are Facebook, Blogs, Twitter, LinkedIn. The responses to the items were structured as follows: Very Easily Accessible = 4, Easily Accessible = 3, Occasionally Accessible = 2 and Never = 1. The device which the LIS postgraduate students use to access social media were measured such as my mobile, work mobile, personal computer, public computer and Tablet device.

Section D: measured the purpose of social media use. This section contains 18 items and it attempts to determine the purpose of using social media, with the respondents expected to tick whichever options are relevant to them. The items were measured on a 4-point Likert scale of Strongly Agree = SA (4), Agreed =AD, (3) Disagree = DA (2), and Strongly Disagree =SD (1) (Appendix 1).

Section E: This section measured the frequency of use of social media. It consists of 38 items using social media tools such as social network sites, collaborative projects, social bookmarking tools, blogs, microblogs and content communication tools with options such as Daily =6; Weekly =5, Monthly =4, Quarterly =3, Annually =2, Never =1.

Section F: tagged "Social competence" measured social competence of LIS postgraduate students in Nigerian universities using some of these indicators: cognitive skills and abilities, behavioural skills, emotional skills and Motivational and expectancy as proposed by Holle and Brohm (2010). The social competence scale was adapted from social competence scale developed by Holle and Brohm (2010) and was modified by the researcher to suit the research purpose. The section contains 20 items and the responses are based on a Likert-type 4- point scales of Strongly Agree= SA (4), Agreed= AD (3), Disagree= DA (2) and Strongly Disagree =SD (1).

Section G: It contains 25 items on the challenges to social competence faced by LIS postgraduate students. The scale is presented on a four (4) point Likert scale of Strongly Agree, (SA) =4, Agree,(A) =3, Disagree,(DA) =2 and Strongly Disagree (SD) =1 was used to seek opinion of the respondents (Appeŋdix 1).

3.5 Validity and reliability of research instrument

The validation of the instruments involves all the processes in ensuring that the instruments measure what it intends to measure. Therefore, to ascertain this, the instrument was given to five experts; namely, the researchers' supervisor, two experts in LIS, Psychology and Statistics. The judgement and assessment of the experts helped to determine the face validity of the instrument. The questionnaire was pre-tested by administering 22 copies to LIS postgraduate students at the Federal University of Agriculture, Abeokuta, Ogun State. The data collected was subjected to reliability analysis using Cronbach's Alpha method. This was done by calculating the reliability coefficient values for each section. The reliability for sub scale B- awareness of social media is $\alpha= 0.96$; sub scale C- accessibility to social media $\alpha= 0.96$; sub scale D – purpose of use by LIS postgraduate students $\alpha= 0.82$; sub scale E - frequency of use of social media $\alpha= 0.96$; sub scale F- social competence of LIS postgraduate students $\alpha= 0.76$ and sub scale G- challenges of social competence $\alpha=0.81$. This is an indicator that the research instrument is reliable to elicit the needed data for the study.

3.6   Data collection procedure

The researcher got an Introduction Letter from the Head of the Department to the library schools in order to facilitate access to the LIS postgraduate students. A covering letter introducing the researcher and describing the purpose of the survey soliciting the cooperation of the students in filling and returning the questionnaire was attached to the questionnaire along with the promise of protecting the anonymity of the respondents and confidentiality of the results.

For effective administration of the questionnaire, five trained research assistants were engaged, and closely supervised in collecting the data from the different sampled universities. Copies of the questionnaire were administered on the respondents by the researcher and the trained Research assistants in each of the selected universities for a period of eight (8) weeks. The administration of the questionnaire took place in-between lecture hours in each of the universities. The help of colleagues in each of the university was sought to supervise and complement the effort of both researcher and the research assistants. To take care of the ethical issues in research, the informed consent of the respondents (postgraduate students) was sought before the administration of the instrument. They were also assured of confidentiality of their responses. Similarly, they were given voluntary opportunity to participate in the filling of the research instrument.

3.7   Method of data analysis

Data collected were analysed using SPSS (Statistical Package for the Social Sciences) and descriptive statistical tools such as frequency count, percentages, mean and standard deviation were used to present the data. Furthermore, simple correlation analysis (Pearson's Product Moment Correlation method) was used in testing hypotheses 1 to 8 while multiple regression analysis used in testing Hypothesis 9 and research question 7 at 0.05 level of significance**.**

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0   Preamble

The discussion was divided into five sections. Section one presents
questionnaire response rate. Section two reports the socio-demographic variables of the
respondents. Section three discusses answers to the research questions. Section four
reports the hypotheses tested; and section five discusses the findings of the study.

4.1. Questionnaire administration and response rate

A total of 919 respondents participated in this study covering all the 16
universities offering library and information science programme at the postgraduate
level in Nigeria. In all, 742 copies out of the 919 distributed were returned and found
usable, thereby making the return rate to be 81%. The breakdown is shown in Table
4.1.

Table 4.1: Response rate of respondents

S/N	University	No of questionnaire administered	No of questionnaire returned	Response rate (%)	Geo-political zone
1.	Abia State University, Uturu	32	29	90.6	SE
2.	Imo State University, Owerri	73	45	61.6	SE
3.	Michael Okpara University of Agriculture, Umudike, Abia	19	13	68.4	SE
4.	Nnamdi Azikiwe University, Awka, Anambra	36	28	77.8	SE
5.	University of Nigeria, Nsukka	47	40	85.1	SE
6.	Delta State University, Abraka	32	23	71.9	SS
7.	University of Calabar, Calabar	24	22	91.7	SS
8.	University of Uyo, Uyo	18	18	100.0	SS
9.	Babcock University, Ilishan Remo	93	81	87.1	SW
10.	University of Ibadan, Ibadan	168	119	70.8	SW
11.	Federal University of Agriculture, Makurdi	101	87	86.1	NC
12.	Federal University of Technology, Minna	30	25	83.3	NC
13.	University of Ilorin, Ilorin	51	45	88.2	NC
14.	University of Maiduguri, Maiduguri	52	48	92.3	NE
15.	Ahmadu Bello University, Zaria	102	90	82.2	NW
16.	Bayero University, Kano	41	29	70.7	NW
	Total	**919**	**742**	**81**	SE

NB: Babcock University runs the programme as Information Resources Management

It could be observed from Table 4.1 that University of Uyo, Uyo (UNIYO) had the highest return rate of 100% while Imo State University, Owerri (IMSU) had the least return rate of 61.6%. The low response rate from IMSU was accounted for by the industrial action of November, 2018 to February, 2019 by the Academic Staff Union of Universities (ASUU) and elections held in the country in February, 2018 to March, 2018 as at the time of administering the instrument. The overall response rate is 81%.

4.2   Demographic characteristics of respondents

Demographic characteristics (level of study, mode of study, marital status, Gender, employment status, age, and work experience) of the respondents were analysed by means of descriptive statistics (percentages and frequency counts). The breakdown is obtainable in Table 4.2.

Table 4.2: Demographic characteristics of the Respondents

Demographic Characteristics	Categories	Frequencies	Percentages
Level of study	Masters	531	71.6
	PhD	211	28.4
Mode of study	Full-time	525	70.7
	Part-time	217	29.2
Marital Status	Single	261	35.2
	Married	455	61.3
	Divorced	20	2.7
	Widowed	6	.8
	Separated	0	.0
Gender	Male	340	45.8
	Female	402	54.2
Age	20-24 yrs	168	22.6
	25-29 yrs	150	20.2
	30-34 yrs	194	26.1
	35-39yrs	84	11.3
	40-44 yrs	55	7.4
	45-49yrs	33	4.4
	50 yrs and above	58	7.8
Employment status	Employed	579	78.0
	Not employed	163	22.0
Work experience	1-5 yrs	530	71.4
	6-10 yrs	89	12.0
	11-15 yrs	51	6.9
	16-20yrs	26	3.5
	21 yrs and above	46	6.2
	Total	**742**	**100.0**

Table 4.2 presented demographic characteristics of the respondents. According to the analysis, 531(71.60%) were Master students while 211(28.40%) were PhD students. This showed that the larger portion of the respondents were master students. The results on mode of study shows that the highest number of respondents 525 (70.70%) were on full-time study while 217 (29.20%) were on part-time study. The marital status of the respondents indicated that 455 (61.20%) were married, 261 (35.20%) were single, 20 (2.70%) were divorced and 6 (0.8%) widowed while none was separated. The implication of the result was that the larger portions of the respondents were married.

Result on gender shows that the larger portions of the respondents were female 402(54.20%) while male constituted 340(45.80%). It implies that a dominance of female to male postgraduate students in the library and information discipline as indicated in the result. The result on age of the respondents revealed that 168 (22.6%) were between 20-24 years, 150 (20.2%) were within 25-29 years, 194 (26.1%) were in 30-34 years, 84 (11.3%) were between 35-39 years, 55 (7.4%) were 40-44 years, 33 (4.4%) were 45-49 years while 58 (7.8%) of the respondents were above 50 years old. This implies that the larger portions of the respondents are in the ages of 20-34 years and majority are young in age.

On employment status of the respondents, 579 (78%) were employed while 163 (22%) were not employed indicating that majority of the postgraduate students are gainfully employed. On the work experience of the respondents, 530 (71.4%) were 1-5 years, 89 (12.0%) posted 6-10 years, 51 (6.9%) indicated 11-15 years, 26 (3.5%) within the range of 16-20 years while 46 (6.2%) have above 20 years work experience. The result shows a larger proportion of the respondents have between 1-5 years working experience.

4.3   Answers to research questions

This sub section provided answers to the eight research questions.

4.3.1: Research question 1: What is the level of social media awareness by the LIS postgraduate students in Nigerian universities?

In order to establish the level of awareness of social media possessed by LIS postgraduate students, respondents were requested to highlight their agreement levels with the declaration concerning level of social media awareness, using Likert scale: Strongly Agreed, Agreed, Disagree and Strongly Disagree. The frequency counts and percentages, and other measures of central tendencies like mean and standard deviation standards of their answers were statisticalised and presented in Table 4.3a

Table 4.3a: Level of awareness of social media tools by the LIS postgraduate students

S/N	Social media Tools	Fully Aware		Partially Aware		Lowly Aware		Never		Mean	S.D
	Social networks	N	%	N	%	N	%	N	%		
1	Facebook	411	55.4	231	31.1	55	7.4	45	6.1	3.36	0.86
2	Google+	375	50.5	259	34.9	65	8.8	43	5.8	3.30	0.86
3	Instagram	339	45.7	280	37.7	76	10.2	47	6.3	3.23	0.87
4	LinkedIn	209	28.2	363	48.9	95	12.8	75	10.1	2.95	0.90
5	MySpace	180	24.3	342	46.1	111	15.0	109	14.7	2.80	0.97
6	Hi5	131	17.7	358	48.2	123	16.6	130	17.5	2.66	0.96
	Collaborative projects										
7	Wikipedia	318	42.9	299	40.3	69	9.3	56	7.5	3.18	0.89
8	Wiki	195	26.3	370	49.9	110	14.8	67	9.0	2.93	0.88
9	WikiHow	127	7.1	366	49.3	160	21.6	89	12.0	2.72	0.89
10	Wikitionary	137	18.5	344	46.4	168	22.6	93	12.5	2.71	0.91
11	Others (Please specify)	50	6.7	445	60.0	143	19.3	104	14.0	2.59	0.81
	Social bookmarking tools										
12	Others (Please specify)	122	18.4	479	64.6	82	11.1	59	8.0	2.89	0.76
13	Del.icio.us	98	13.2	356	48.0	171	23.0	117	15.8	2.59	0.91
14	Pintrest	103	13.9	343	46.2	175	23.6	121	16.3	2.58	0.92
15	Digg.com	89	12.0	356	48.0	179	24.1	118	15.9	2.56	0.90
16	StumbleUpon	109	14.7	329	44.3	175	23.6	129	17.4	2.56	0.94
17	Reddit	72	9.7	365	49.2	191	25.7	114	15.4	2.43	0.87
	Blogs										
18	Webs	244	32.9	337	45.4	103	13.9	58	7.8	3.03	0.88
19	blogger.com	215	29.0	342	46.1	110	14.8	75	10.1	2.94	0.92
20	Others (Please specify)	133	17.9	473	63.7	78	10.5	58	7.8	2.92	0.77
21	Wordpress	196	26.4	352	47.4	109	14.7	85	11.5	2.89	0.93
22	Weebly	128	17.3	366	49.3	152	20.5	96	12.9	2.71	0.90
23	Ghost	113	15.2	370	49.9	151	20.4	108	14.5	2.66	0.91
24	Tumblr	103	13.9	366	49.3	170	22.9	103	13.9	2.63	0.89
	Microblogs										
25	Twitter	246	33.2	327	44.1	94	12.7	75	10.1	3.00	0.93
26	Others (Please specify)	45	6.1	572	77.1	80	10.8	45	6.1	2.83	0.62
27	MySay	120	16.2	351	47.3	151	20.4	120	16.2	2.63	0.94
28	Friend feed	99	13.3	376	56.7	145	19.5	122	16.4	2.61	0.91
29	Moodmill	65	8.8	365	49.2	162	21.8	150	20.2	2.46	0.91
30	Emotions	57	7.7	388	49.6	167	22.5	150	20.2	2.45	0.90
	Content Communication										
31	YouTube	359	48.4	292	39.4	71	9.6	20	2.7	3.33	0.76
32	Snapchat	240	32.3	324	43.7	118	15.9	60	8.0	3.00	0.90
33	Others (Please specify)	27	3.6	614	82.7	65	8.8	36	4.9	2.85	0.54
34	Flickr	136	18.3	333	44.9	152	20.5	121	16.3	2.65	0.96
35	MetaCafe	133	17.9	347	46.8	128	17.3	134	18.1	2.65	0.97
36	Imageshack	98	13.2	357	48.1	147	19.8	140	18.9	2.56	0.94
37	Vimeo	98	13.2	335	45.1	177	23.9	132	17.8	2.54	0.93
38	PhotoBucket	81	10.9	388	52.3	137	18.5	136	18.3	2.26	0.91
		Weighted mean								**2.76**	**0.88**

Table 4.3a presented the descriptive analysis of frequency and percentages on the level of awareness of social media tools by the LIS postgraduate students in Nigerian universities. These were also arranged here using the mean score from the highest to the lowest. Based on the level of awareness of social networks, result revealed that 642(86.5%) of the respondents were aware of Facebook, 634(85.4%) were aware of Google+, 619(83.4%) were aware of Instagram. Also, 572(77.1%) of the respondents were aware of LinkedIn, 522(70.4%) were aware of MySpace while 489 (65.9%) were aware of Hi5. From the table, it could be inferred from the mean scores that Facebook ($\bar{x}$=3.36) followed by Google+ ($\bar{x}$=3.30), were highest by their mean scores rating while Hi5 ($\bar{x}$=2.66) had the least mean score on the level of awareness regarding social network tool.

Based on the level of awareness on collaborative projects, result indicates that 617(83.2%) of the respondents were aware of Wikipedia, 565(76.2%) were aware of wiki, 493(66.4%) were aware of WikiHow, 481(64.9%) were aware of Wikitionary while 495(66.7%) affirmed being are aware of other collaborative project tools such as Google Docs, Drop box, Skype, ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx and ProofHub. The table also shows that Wikipedia was ranked highest by a mean score rating of ($\bar{x}$=3.18), followed by wiki ($\bar{x}$=2.93) while others scored the least with a mean score of ($\bar{x}$=2.59). Results on the level of awareness of social bookmarking tools indicates that 601(83.0%) of the respondents were aware of other social bookmarking tools such as E-learning tags, Pinboard and Evernote, 454(61.2%) were aware of Del.icio.us; 406 (60.1%) were aware of Pintrest; 445(60.0%) were aware of Digg.com. Additionally, 438(69.0%) were aware of StumbleUpon while 437(58.9%) were aware of Reddit. This implies that other social bookmarking tools such as E-learning tags, Pinboard and Evernote scored the highest mean ranking of ($\bar{x}$=2.89) followed by Del.icio.us ($\bar{x}$=2.59) while Reddit had the least mean score of ($\bar{x}$=2.43).

Results on the level of awareness of blogs indicates that 681(78.3%) of the respondents were aware of Webs, 557(75.1%) were aware of blogger.com, 606(81.6%) were aware of other blogs such as Live Chat, Canva, Feedly and Flipboard, 548(73.8%) were aware of Wordpress, 595(66.6%) were aware of Weebly, 483 (65.1%) were aware of Ghost while 469(63.2%) were aware of Tumblr. Findings also depict that Webs has the highest mean score of ($\bar{x}$=3.03) followed by blogger.com ($\bar{x}$=2.94>2.50) while Tumblr has the least mean score of ($\bar{x}$=2.63). Similarly, results on

the level of awareness of microblogs indicate that 673(77.3%) of the respondents were aware of Twitter, 617(83.2%) were aware of other microblogs such Scoop.it, Plurk and OGoing, 471(63.5%) were aware of MySay, 475(70.0%) were of Friendfeed, 430(58.0%) were aware of Moodmill while 465(57.3%) were aware of Emotions. Furthermore, findings indicates that Twitter has the highest mean score of ($\bar{x}$=3.00) while Emotions has the least mean rating of ($\bar{x}$=2.45).

In addition, result of level of awareness on content communication depicts that 651(87.8%) were aware of Youtube, 564 (76.0%) were aware of Snapchat, 641(86.3%) were aware of other content communication tools such as zoom, fleep and Google photo. Furthermore, 469(63.2%) respondents were aware of Flickr, 480 (64.7%) were aware of MetaCafe, 455(61.3%) were aware of Imageshack. Also, 433(58.3%) were aware of Vimeo and 469(63.2%) were aware of PhotoBucket. In addition, the ranking of frequency on the level of awareness of content communication in the Table as perceived by the respondents, indicated that YouTube was ranked highest by a mean score rating of ($\bar{x}$=3.33), followed by Snapchat ($\bar{x}$=2.85), other content communication ($\bar{x}$=3.00) while PhotoBucket has the least mean score of ($\bar{x}$=2.26).

From the table, it could be inferred that the larger portion of the respondents were aware of most of the social media tools such as Facebook, Instagram, Google+, Linkedln, Hi5, Myspace, Wikipedia, Wikitionary, Wiki, WikiHow, Wordpress, Web, Ghost, Digg.com StumbleUpon, Weebly, blogger.com, Twitter, Friendfeed, MySay, Moodmill, YouTube, Flickr, MetaCafe, Imageshack and Snapchat except Reddit ($\bar{x}$=2.43<2.50), Emotions ($\bar{x}$=2.45<2.50) and PhotoBucket ($\bar{x}$=2.26<2.50). The result of the level of awareness of social media by the LIS postgraduate students based on their level of study were further analysed and summarised in Table 4.3b and 4.3c

Table 4.3b: Level of awareness of social media tools by the Master LIS students

S/N	Social media Tools	Fully Aware		Partially Aware		Lowly Aware		Never		Mean	S.D
	Social networks	N	%	N	%	N	%	N	%		
1	Facebook	379	71.4	94	17.7	22	4.1	36	6.8	3.54	0.86
2	Google+	347	65.3	113	21.3	37	7.0	34	6.4	3.46	0.88
3	Instagram	310	58.4	137	25.8	48	9.0	36	6.8	3.36	0.90
4	LinkedIn	187	35.2	212	39.9	65	12.2	67	12.6	2.98	0.99
5	MySpace	172	32.4	191	36.0	78	14.7	90	16.9	2.84	1.06
6	Hi5	125	23.5	204	38.4	90	16.9	112	21.1	2.64	1.06
	Collaborative projects										
7	Wikipedia	287	54.0	157	29.6	42	7.9	45	8.5	3.29	0.94
8	Wiki	176	33.1	220	41.4	81	15.3	54	10.2	2.98	0.94
9	WikiHow	112	21.1	216	40.7	128	24.1	75	14.1	2.69	0.96
10	Wikitionary	115	15.8	201	37.8	131	24.7	84	15.8	2.65	0.99
11	Others (Please specify)	41	7.7	296	55.7	105	19.8	89	16.8	2.54	0.86
	Social bookmarking tools										
12	Others (Please specify)	108	20.3	329	62.0	47	8.9	47	8.9	2.94	0.80
13	Pintrest	86	16.2	199	37.5	136	25.6	110	20.7	2.49	0.99
14	Reddit	61	11.5	212	39.9	156	29.4	102	19.2	2.44	0.93
15	Digg.com	78	14.7	212	39.9	137	25.8	104	19.6	2.33	0.97
16	StumbleUpon	91	17.1	190	35.8	137	25.8	113	21.3	2.29	1.01
17	Del.icio.us	85	16.0	208	39.2	133	25.0	105	19.8	2.14	0.98
	Blogs										
18	Webs	227	42.7	189	35.6	65	12.2	50	9.4	3.12	0.96
19	blogger.com	190	35.8	197	37.1	78	14.7	66	12.4	2.96	1.00
20	Others (Please specify)	111	20.9	321	60.5	49	9.2	50	9.4	2.93	0.82
21	Wordpress	172	32.4	207	39.0	78	14.7	74	13.9	2.90	1.01
22	Weebly	110	20.7	222	41.8	117	22.0	82	15.4	2.68	0.97
23	Ghost	94	17.7	231	43.5	113	21.3	93	17.5	2.61	0.97
24	Tumblr	87	16.4	219	41.2	133	25.0	92	17.3	2.57	0.96
	Microblogs										
25	Twitter	230	43.3	171	32.2	70	13.2	60	11.3	3.08	1.01
26	Others (Please specify)	36	6.8	411	77.4	48	9.0	36	6.8	2.84	0.64
27	MySay	112	21.2	197	37.1	119	22.4	103	19.4	2.60	1.03
28	Friendfeed	90	16.9	220	41.4	119	22.4	102	19.2	2.56	0.99
29	Moodmill	54	10.2	213	40.1	133	25.0	131	24.7	2.36	0.96
30	Emotions	47	8.9	216	40.7	133	25.0	135	25.4	2.33	0.95
	Content Communication										
31	YouTube	330	62.1	146	27.5	38	7.2	17	3.2	3.49	0.77
32	Snapchat	212	39.9	182	34.3	85	19.0	52	9.8	3.04	0.98
33	Others (Please specify)	21	4.0	447	84.2	35	6.6	28	5.3	2.87	0.55
34	MetaCafe	120	22.6	201	37.9	89	16.8	121	22.8	2.60	1.07
35	Flickr	117	22.0	190	35.8	113	21.3	111	20.9	2.59	1.05
36	PhotoBucket	75	14.1	229	43.1	102	19.2	125	23.5	2.48	1.00
37	Imageshack	85	16.0	209	39.4	112	21.1	125	23.5	2.48	1.02
38	Vimeo	83	15.6	189	35.6	139	26.2	120	22.6	2.24	1.01
	Weighted mean									**2.87**	**0.95**

Table 4.3b presented the descriptive analysis of frequency and percentages on the level of awareness of social media tools by the Master LIS students in Nigerian universities. Based on the level of awareness of social networks tools, 473(89.1%) were aware of Facebook; 560(86.6%) were aware of Google +; 448(84.2%) were aware of Instagram; 399(75.1%) were aware of LinkedIn; 363(68.4%) were aware of MySpace while 329(61.9%) were aware of Hi5. The Table also shows the mean ranking of frequency which indicates that Facebook was ranked highest by a mean score rating of ($\bar{x}$ =3.54), followed by Google+ ($\bar{x}$ =3.46) while Hi5 has the least mean score of ($\bar{x}$ =2.64). On the awareness of collaborative projects, 454(83.6%) were aware of Wikipedia, 396(74.5%) were aware Wiki, 328(61.8%) were aware of WikiHow, 316(53.6%) were aware of Wikitionary while 337(63.4%) were aware of other collaborative projects tools such as Google Docs, Drop box, Asana, Skype, GoToMeeting and ProofHub. Evidence from the table also revealed that Wikipedia has the highest mean score of ($\bar{x}$ =3.29) followed closely by Wiki ($\bar{x}$ =2.98) while other collaborative projects have the lowest mean score of ($\bar{x}$ =2.54).

Findings on awareness of social bookmarking tools revealed that 437(82.3%) of the respondents were aware of other social bookmarking tools such as E-learning tags, Pinboard and Evernote, 285(53.7%) were aware of Pinterest, 273(51.4%) were aware of Reddit, 290(54.6%) were aware of Digg.com, 281(52.9% were aware of StumbleUpon while 293(55.2%) were aware of Del.icio.us. Frequency analysis further revealed other social booking tools have the highest mean ranking of ($\bar{x}$ =2.94) followed by Pinterest ($\bar{x}$ =2.49) while Del.icio.us have the least mean ranking of ($\bar{x}$=2.14). Similarly, result on awareness of blogs depicts that 416(78.3%) of the respondents were aware of Webs, 387(72.9%) were aware of Blogger.com, 432(81.4%) were aware of other blog tools such as Live Chat, Canva, Feedly and Flipboard. Also, 379(71.4%) were aware of Wordpress, 332(62.5%) were aware of Weebly, 325(61.2%) were aware of Ghost while 305(57.6%) were aware of Tumblr. The analysis of frequency indicates that Webs has the highest mean score of ($\bar{x}$ =3.12) followed by Blogger.com ($\bar{x}$ =2.96) and Tumblr has the lowest mean rating of ($\bar{x}$=2.57).

Result on awareness of microblogs indicates that 401(75.5%) respondents were aware of Twitter, 447(84.2%) were aware of other microblogs such as Scoop.it, Plurk and OGoing, 309(58.3%) were aware of MySay, 310(58.3%) were aware of Friendsfeed, 267(50.3%) were aware of Moodmill while 263(49.6%) of Emotions. The

analysis of frequency further indicates that Twitter has the highest mean ranking of ($\bar{x}$=3.08) while Emotions has the least mean score of ($\bar{x}$ =2.33). On the level of awareness of content communication, 476(89.6%) were aware of YouTube, 394(74.2%) were aware of Snapchat, 468(88.2%) were aware of other content communication tools such as hipchat, zoom, fleep and Google photo, 321(60.5%) were aware of MetaCafe, 307 (57.8%) were aware of Flickr, 304(57.2%) were aware of Photo bucket, 294(55.4%) were aware of Image Shack while 272(51.2%) were aware of Vimeo. Also, result revealed that YouTube has the highest awareness ($\bar{x}$ =3.49) followed closely by Snapchat ($\bar{x}$ =3.04) while Vimeo has ranked the least ($\bar{x}$ =2.24).

In sum, result indicates that most of the respondents were not aware of social media tools such as Pintrest ($\bar{x}$=2.49<2.50), Imageshack ($\bar{x}$=2.48<2.50), Reddit ($\bar{x}$=2.44<2.50), Moodmill ($\bar{x}$=2.36<2.50), Digg.com ($\bar{x}$=2.33<2.50), Emotions ($\bar{x}$=2.33<2.50), StumbleUpon ($\bar{x}$=2.29<2.50), Vimeo ($\bar{x}$ =2.24<2.50), Photobucket ($\bar{x}$=2.48<2.50) and Del.icio.us ($\bar{x}$=2.14<2.50).

Table 4.3c: Level of awareness of social media tools by the Doctoral LIS students

S/N	Social media Tools	Fully Aware		Partially Aware		Lowly Aware		Never		Mean	S.D
		N	%	N	%	N	%	N	%		
	Social networks										
1	Facebook	32	15.2	137	64.9	33	15.6	9	4.3	2.91	0.69
2	Google+	28	13.3	146	69.2	28	13.3	9	4.3	2.91	0.66
3	Instagram	29	13.7	143	67.8	28	13.3	11	5.2	2.90	0.69
4	LinkedIn	22	10.4	151	71.6	30	14.2	8	3.8	2.89	0.62
5	Hi5	6	2.8	154	73.0	33	15.6	18	8.5	2.70	0.66
6	MySpace	8	3.8	151	71.6	33	15.6	19	9.0	2.70	0.68
	Collaborative projects										
7	Wikipedia	31	14.7	142	67.3	27	12.8	11	5.2	2.91	0.69
8	Wikitionary	22	10.4	143	67.8	37	17.5	9	4.3	2.84	0.65
9	Wiki	19	9.0	150	71.1	29	13.7	13	6.2	2.83	0.67
10	WikiHow	15	7.1	150	71.1	32	15.2	14	6.6	2.79	0.67
11	Others (Please specify)	9	4.3	149	70.6	38	18.0	15	7.1	2.72	0.66
	Social bookmarking tools										
12	Pintrest	17	8.1	144	68.2	39	18.5	11	5.2	2.79	0.66
13	Others(Please specify)	14	6.6	150	71.1	35	16.6	12	5.7	2.79	0.65
14	StumbleUpon	18	8.5	139	65.9	38	18.0	16	7.6	2.75	0.71
15	Digg.com	11	5.2	144	68.2	42	19.9	14	6.6	2.72	0.66
16	Reddit	11	5.2	153	72.5	35	16.6	12	5.7	2.27	0.63
17	Del.icio.us	13	6.2	148	70.1	38	18.0	12	5.7	2.23	0.65
	Blogs										
18	Others (Please specify)	22	10.4	152	72.4	29	13.7	8	3.8	2.89	0.62
19	blogger.com	25	11.8	145	68.7	49	9.2	50	9.4	2.88	0.65
20	Wordpress	24	11.4	145	68.7	31	14.7	11	5.2	2.86	0.67
21	Webs	17	8.1	148	70.1	38	18.0	8	3.8	2.82	0.62
22	Tumblr	16	7.6	147	69.7	37	17.5	11	5.2	2.80	0.65
23	Weebly	18	8.5	144	68.2	35	16.6	14	6.6	2.79	0.69
24	Ghost	19	9.0	139	65.9	38	18.0	15	7.1	2.77	0.71
	Microblogs										
25	Twitter	16	7.6	156	73.9	24	11.4	15	7.1	2.82	0.67
26	Others (Please specify)	9	4.3	161	76.3	32	15.2	9	4.3	2.81	0.57
27	MySay	8	3.8	154	73.0	32	15.2	17	8.1	2.79	0.66
28	Friendfeed	9	4.3	156	73.9	26	12.3	20	9.5	2.73	0.69
29	Moodmill	11	5.2	152	72.0	29	13.7	19	9.0	2.73	0.69
30	Emotions	10	4.7	152	72.0	34	10.1	15	7.1	2.24	0.66
	Content Communication										
31	YouTube	29	13.7	146	69.2	33	15.6	3	1.4	2.95	0.59
32	Snapchat	28	13.3	142	67.3	33	15.6	8	3.8	2.90	0.66
33	Flickr	19	9.0	143	67.3	39	18.5	10	4.7	2.81	0.66
34	Others (Please specify)	6	2.8	167	79.1	30	14.2	8	3.8	2.81	0.54
35	Vimeo	15	7.1	146	69.2	38	18.0	12	5.7	2.78	0.66
36	MetaCafe	13	6.2	146	69.2	39	18.5	13	6.2	2.75	0.66
37	Imageshack	13	6.2	148	70.1	35	16.6	15	7.1	2.65	0.67
38	PhotoBucket	6	2.8	159	75.4	35	16.6	11	5.2	2.16	0.59
		Weighted mean								2.74	0.65

Table 4.3c presented the descriptive analysis of frequency and percentages on the level of awareness of social media tools by the Doctoral LIS students in Nigerian universities. Based on the level of awareness on social network, 169(80.1%) of the respondent were aware of Facebook, 174(82.5%) were aware of Google+, 172(81.5%) were aware of Instagram, 173(82.0%) were aware of LinkedIn, 160(75.8%) were aware of Hi5 and 159(75.4%) were aware of MySpace. More also, evidence from the mean scores indicates that Facebook and Google+ has the highest mean score of ($\bar{x}$=2.91) and Google+ ($\bar{x}$=2.91) respectively while Hi5 and Myspace has the least mean score of ($\bar{x}$=2.70) and ($\bar{x}$=2.70) respectively. This implies that majority of the doctoral LIS postgraduate students were fully aware of Facebook and Google+ while they have low awareness of Hi5 and MySpace. On collaborative projects, 173(82.0%) were aware of Wikipedia, 165(78.2%) were aware of Wikitionary, 169(80.1%) were aware of Wiki, 165(78.2%) were aware of WikiHow. Also, 158(74.9%) were aware of other collaborative project tools such as Skype, Google Docs, Drop box, ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx. Also, result indicates that Wikipedia has the highest mean score of ($\bar{x}$=2.91) which was closely followed by Wikitionary ($\bar{x}$=2.84) while other collaborative project tools have the least mean score of ($\bar{x}$=2.72).

Findings on awareness of social bookmarking indicate that 144(76.3%) of the respondents were aware of Pinterest, 164(77.7%) were aware of other social bookmarking tools such as E-learning tags, Pinboard and Evernote, 157(74.4%) were aware of StumbleUpon, 155(73.4%) were aware of Digg.com, 164(77.7%) were aware of Reddit while 161(76.3%) were aware of Del.icio.us. The mean score indicates that Pintrest ($\bar{x}$=2.79) and other social bookmarking tools which include E-learning tags, Pinboard and Evernote ($\bar{x}$=2.79) have the highest mean ranking while Del.icio.us ($\bar{x}$=2.23) has the lowest mean score. Result on awareness of Blogs, 174(82.8%) were aware of other blog tools such as Live Chat, Canva, Feedly and Flipboard, 170(80.5%) were aware of Blogger.com, 172(80.1%) were aware of Wordpress, 165(78.2%) were aware of Webs, 163(77.3%) were aware of Tumblr, 162(76.7%) were aware of Weebly and 158(74.9%) were aware of Ghost. Also, result indicates the mean ranking on the level of awareness of blogs shows that other blogs ($\bar{x}$=2.89) have the highest mean score followed by Blogger.com ($\bar{x}$=2.88) while ($\bar{x}$=2.77) has the least mean score of Ghost. This means that doctoral LIS students were aware of blogger.com and other

blogging tools such as Live Chat, Canva, Feedly and Flipboard more than Weebly and Ghost.

On microblogs, 172(81.5%) of the respondents were aware of Twitter, 170(80.6%) were aware of other microblogs such as Scoop.it, Plurk and OGoing, 162(76.8%) were aware of MySay, 165(78.2%) were aware of Friend feed, 163(77.2%) were aware of Moodmill and 162(76.7%) were aware of Emotions. Further more, result of the findings showed that Twitter is the highest type of microblog social media tools ($\bar{x}$=2.82) the Doctoral LIS students were aware which was followed by other microblog such as Scoop.it, Plurk and OGoing (2.81>2.50) while Emotions ($\bar{x}$=2.24) is the least microblog social media tool the students were aware of. On content communication tools, 175(82.9%) were aware of YouTube, 170(80.6%) were aware of Snapchat, 162(76.3%) were aware of Flickr, 173(81.9%) were aware of other content communication tools such as zoom, fleep and Google photo, 161(76.3%) were aware of Vimeo, 159(76.3%) were aware MetaCafe, 161(75.4%) were aware of Image Shack while 165(78.2%) were aware of Photo bucket. Findings also shows that YouTube has the highest mean score of ($\bar{x}$=3.95) followed by Snapchat ($\bar{x}$=2.90) while PhotoBucket has the least mean score of ($\bar{x}$=2.16). In sum, result shows that the larger portion of the respondents were aware of all the social media listed in the study except Reddit ($\bar{x}$=2.27<2.50), Emotions ($\bar{x}$=2.24<2.50), Photobucket ($\bar{x}$=2.48<2.50) and Del.icio.us ($\bar{x}$=2.23<2.50).

Table 4.4: Test of norm showing the level of awareness of social media

Interval	Mean	Level	Frequency	Percentage
1 - 51		Low awareness	1	0.1%
52 - 103		Moderate awareness	245	33.0%
104 - 152	**106.3989**	High awareness	496	66.8%

Table 4.4 shows the test of norm on the level of awareness of social media of the respondents. The maximum score of awareness of social media is 152. A score of 1-51 indicates low awareness, while a score of 52-103 indicates moderate awareness and 104-152 score indicates high awareness. 1 (0.1%) of the respondents indicates low awareness of social media, 245 (33.0%) indicate moderate level of awareness of social media and 496 (66.8%) indicate high level of social media. The overall mean index recorded was 106.3989 which fall within the "High awareness" range. This implies that the level of awareness of social media by the respondents was high.

4.3.2: Research question 2: What is the level of accessibility to social media by the LIS postgraduate students in Nigerian universities?

The research question 2 aimed at finding out the level of accessibility to social media by LIS postgraduate students in Nigerian universities. Table 4.5a provides the frequency of percentages and mean scores ranking on the response to the level of accessibility of social media by the postgraduate students in the Nigeria universities.

Table 4.5a: **Level of accessibility to social media by the LIS postgraduate students**

S/N	Social media Tools	Very Easily Accessible		Easily Accessible		Occasionally Accessible		Never Accessible		Mean	S.D
		N	%	N	%	N	%	N	%		
	Social networks										
1	Facebook	376	56.7	269	36.3	66	8.9	31	4.2	3.33	0.81
2	Google+	331	44.6	290	39.1	91	12.3	30	4.0	3.24	0.82
3	Instagram	280	37.7	312	42.0	105	14.2	45	6.1	3.11	0.87
4	MySpace	221	29.8	322	43.4	117	15.8	82	11.1	2.92	0.94
5	LinkedIn	198	17.4	341	46.0	129	17.4	74	10.0	2.89	0.91
6	Hi5	146	19.7	293	39.5	179	24.1	124	16.7	2.62	0.98
	Collaborative projects										
7	Wikipedia	266	35.8	323	42.5	108	14.6	45	6.1	3.09	0.86
8	Wiki	184	24.8	337	45.4	144	19.4	77	10.4	2.85	0.91
9	Others ((Please specify)	37	5.0	508	68.5	103	13.9	94	12.7	2.66	0.76
10	WikiHow	126	17.0	332	44.7	163	22.0	121	16.3	2.62	0.95
11	Wikitionary	133	17.9	297	40.0	185	24.9	127	17.1	2.59	0.97
	Social bookmarking tools										
12	Others (Please specify)	53	7.1	567	76.4	85	11.5	37	5.0	2.86	0.60
13	Del.icio.us	102	13.7	321	43.3	162	21.8	157	21.2	2.50	0.97
14	Digg.com	85	11.5	349	47.0	156	21.0	152	20.5	2.49	0.94
15	Reddit	57	7.7	352	47.7	170	22.9	163	22.0	2.41	0.91
16	Pintrest	53	7.1	362	48.8	157	21.2	170	22.9	2.40	0.92
17	StumbleUpon	60	8.1	340	45.8	162	21.8	180	24.3	2.38	0.92
	Blogs										
18	Webs	238	32.1	332	44.7	106	14.3	66	8.9	3.00	0.91
19	Others (Please specify)	109	14.7	516	69.5	68	9.2	49	6.6	2.92	0.71
20	Wordpress	207	27.9	345	46.5	101	13.6	89	12.0	2.90	0.94
21	blogger.com	176	23.7	343	46.2	128	17.3	95	12.8	2.81	0.94
22	Tumblr	92	12.4	348	46.9	159	21.4	143	19.3	2.52	0.94
23	Weebly	78	10.5	362	48.8	151	20.4	151	20.4	2.49	0.93
24	Ghost	91	12.3	342	48.1	144	19.4	165	22.2	2.48	0.97
	Microblogs										
25	Twitter	292	39.2	305	41.1	91	12.3	54	7.3	3.13	0.89
26	Others (Please specify)	89	12.0	522	70.4	79	10.6	52	7.0	2.87	0.70
27	Friendfeed	119	16.0	364	49.1	135	18.2	124	18.7	2.64	0.94
28	MySay	148	19.9	320	43.1	136	18.3	138	18.6	2.64	1.00
29	Moodmill	82	11.1	340	45.8	162	21.8	158	21.3	2.47	0.95
30	Emotions	90	12.1	352	47.4	146	16.7	154	20.8	2.41	0.95
	Content Communication										
31	YouTube	322	43.4	303	40.8	81	10.9	36	4.9	3.23	0.83
32	Snapchat	196	26.4	344	46.4	106	14.3	96	12.9	2.86	0.95
33	Others (Please specify)	42	5.7	585	78.8	75	10.1	40	5.4	2.85	0.59
34	PhotoBucket	94	12.7	393	53.0	134	18.1	121	16.3	2.62	0.90
35	MetaCafe	128	17.3	330	44.5	147	19.8	137	18.5	2.61	0.98
36	Flickr	112	15.1	357	48.1	137	18.5	136	18.3	2.60	0.95
37	Imageshack	117	15.8	336	45.3	14	19.0	148	19.9	2.57	0.98
38	Vimeo	110	14.8	340	45.8	150	20.2	142	19.1	2.56	0.96
		Weighted mean								**2.73**	**0.89**

Table 4.5a presented the descriptive analysis of frequency and percentages on the level of accessibility to social media by LIS postgraduate students in Nigerian universities. Response on level of accessibility on social network indicates that 645, constituting (93.0%) respondents, easily accessed Facebook, 621(83.7%) easily accessed Google+, 592(79.7%) easily accessed Instagram, 543(73.2%), 539(63.4%) easily accessed LinkedIn while 439(59.2%) easily accessed Hi5. In addition, findings indicate that that Facebook has the highest mean score of ($\bar{x}$=3.33) which was followed by and Gogle+ ($\bar{x}$=3.24) while while the least was Hi5 with a mean score of ($\bar{x}$=2.62). By implication, Facebook and Google+ was the easily- accessed social network tools by the LIS postgraduate students in Nigerian universities. Based on collaborative projects, 589(78.3%) easily accessed Wikipedia, 521(70.6%) easily accessed Wiki, 545(73.5%) easily accessed other collaborative project tools which are Google Docs, Drop box, Skype, ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx. Also, 458 (61.7%) of the respondents easily accessed WikiHow and 430(57.9%) easily accessed Wikitionary. The mean score indicates that Wikipedia has the highest level of accessibility of ($\bar{x}$=3.09) while the least was Wikitionary ($\bar{x}$=2.59).

On the level of accessibility to social bookmarking tools, 620(85.5%) easily accessed other social bookmarking tools such as E-learning tags, Pinboard and Evernote, 423(57.0%) easily accessed Del.icio.us, 434(59.5%) easily accessed Digg.com, 409(55.4%) easily accessed Reddit, 415(55.9%) of the respondents easily accessed Pinterest while 400(53.9) easily accessed StumbleUpon. The Table also shows that other social bookmarking tools have the highest mean score of ($\bar{x}$ =2.86) while the lowest is StumbleUpon with a mean score of ($\bar{x}$ =2.38). On Blogs, 570(76.8%) of the respondents easily accessed Webs, 625(84.2%) easily accessed other blog tools like the Live Chat, Canva, Feedly and Flipboard, 552(74.4%) easily accessed Wordpress, 519(69.9%) easily accessed Blogger.com, 440(59.3%) easily accessed Tumblr, 440(59.3%) easily accessed Weebly while 433(60.4%) easily accessed Ghost. Further more, result also shows that the highest accessed blog by the respondents was the Web with a mean score of ($\bar{x}$= 3.00) while Ghost had least with a mean score of ($\bar{x}$=2.48).

Based on microblogs, 597(80.3%) of the respondents easily accessed Twitter, 611(82.4%) easily accessed other microblogs such as Scoop.it, Plurk and OGoing, 483(65.1%) easily accessed Friendfeed, 468(63.0%) easily accessed MySay, 422(56.9%) easily accessed Moodmill, 442(59.5%) easily accessed Emotions. Also,

the mean ranking indicates that Twitter has the highest mean score of ($\bar{x}$=3.00) while Emotions was the least accessed with a mean score of ($\bar{x}$=2.48). Similarly, on content communication, 625(84.2%) of the respondents easily accessed YouTube, 540(72.8%) easily accessed Snapchat, 627(84.5%) easily accessed other content communication such as easily accessed other content communication tools such as zoom, fleep and Google photo, Hip chat, 487(65.7%) easily accessed Photo bucket, 458(61.7%) easily accessed Metacafe, 469(63.2%) easily accessed Flickr, 453(61.7%) easily accessed Image shack while 450(60.6%) claimed they easily accessed Vimeo. The result also revealed that the highest easily-accessed content communication tools, as perceived by the respondents, was YouTube with a mean score of ($\bar{x}$=3.23), followed by Snapchat ($\bar{x}$=2.86>2.50) while the lowest accessed was Vimeo with a mean score of ($\bar{x}$=2.56).

This inferred that the larger portion of the respondents easily accessed most of the social media tools expect Diggi.con ($\bar{x}$=2.49<2.50), Reddit ($\bar{x}$=2.41<2.50), Pintrest ($\bar{x}$=2.40<2.50), StumbleUpon ($\bar{x}$=2.38<2.50), Ghost ($\bar{x}$=2.48<2.50), Weebly ($\bar{x}$=2.49<2.50), Moodmill ($\bar{x}$=2.47<2.50) and Emotions ($\bar{x}$=2.41<2.50). The results on level of accessibility to social media by the LIS postgraduate students, based on the level of study, were further analysed and summarised in Table 4.5b and 4.5c

Table 4.5b: **Level of accessibility to social media by the Master LIS students**

S/N	Social media Tools	ACCESSIBILITY								Mean	S.D
		Very Easily Accessible		Easily Accessible		Occasionally Accessible		Never Accessible			
	Social networks	N	%	N	%	N	%	N	%		
1	Facebook	344	64.8	127	23.9	36	6.8	24	4.5	3.49	0.81
2	Google+	310	58.4	141	26.6	59	11.1	21	4.0	3.39	0.84
3	Instagram	255	48.0	169	31.8	71	13.4	36	6.8	3.21	0.92
4	MySpace	200	37.7	182	34.3	77	14.5	72	13.6	2.96	1.03
5	LinkedIn	177	33.3	196	36.9	95	17.9	63	11.9	2.92	0.99
6	Hi5	138	28.0	145	27.3	135	25.4	113	21.3	2.58	1.09
	Collaborative projects										
7	Wikipedia	244	46.0	174	32.8	74	13.9	39	7.3	3.17	0.93
8	Wiki	165	31.1	192	36.2	104	19.6	70	13.2	2.85	1.01
9	Others (Please specify	32	6.0	342	64.4	71	13.4	86	16.2	2.60	0.83
10	WikiHow	115	21.7	183	34.5	127	23.9	106	20.0	2.58	1.04
11	Wikitionary	150	28.3	154	29.0	110	28.2	117	22.0	2.58	1.05
	Social bookmarking tools										
12	Others(Please specify)	43	8.1	404	76.1	51	9.6	33	6.2	2.86	0.64
13	Digg.com	81	15.3	188	35.4	122	23.3	140	25.4	2.40	1.04
14	Del.icio.us	89	16.8	176	33.1	120	22.6	146	27.5	2.39	1.06
15	Reddit	47	8.9	199	37.5	132	24.9	153	28.8	2.26	0.97
16	Pintrest	43	8.1	212	39.9	118	22.2	158	29.8	2.26	0.98
17	StumbleUpon	46	8.7	192	36.2	129	24.3	164	30.9	2.23	0.98
	Blogs										
18	Webs	217	40.9	187	36.2	67	12.6	60	11.3	3.06	0.99
19	Wordpress	190	35.3	196	36.9	67	12.6	78	14.7	2.94	1.03
20	Others (Please specify	88	16.6	358	67.4	45	8.5	40	7.5	2.93	0.74
21	blogger.com	155	29.2	195	36.7	93	17.5	88	16.6	2.79	1.04
22	Tumblr	84	15.8	197	37.1	120	22.8	130	24.5	2.44	1.03
23	Ghost	85	16.0	194	36.5	102	19.2	150	28.2	2.40	1.06
24	Weebly	67	12.6	210	39.5	116	21.8	138	26.0	2.39	1.01
	Microblogs										
25	Twitter	267	50.3	156	29.4	60	11.3	48	9.0	3.21	0.97
26	Others(Please specify)	71	13.4	372	70.1	45	8.5	43	8.1	2.89	0.73
27	Friendfeed	99	18.6	220	41.4	101	19.0	111	20.9	2.58	1.02
28	MySay	131	24.7	171	32.2	101	19.0	128	24.1	2.57	1.11
29	Emotions	72	13.9	204	38.4	115	21.7	140	26.4	2.39	1.02
30	Moodmill	66	12.4	199	37.5	125	23.5	141	26.6	2.36	1.01
	Content communication										
31	YouTube	297	55.9	151	28.4	49	9.2	34	6.4	3.34	0.89
32	Snapchat	183	34.5	187	36.2	73	13.7	88	15.6	2.88	1.06
33	Others(Please Specify	31	5.8	420	79.1	44	8.3	36	6.8	2.84	0.62
34	PhotoBucket	79	14.9	239	45.0	102	19.2	111	20.9	2.54	0.98
35	MetaCafe	112	21.5	183	34.5	106	20.0	130	24.5	2.52	1.08
36	Imageshack	104	19.6	191	36.0	101	19.0	130	25.4	2.50	1.07
37	Flickr	96	18.1	198	37.3	109	20.5	128	24.1	2.49	1.05
38	Vimeo	89	16.8	194	38.5	111	20.9	137	25.8	2.44	1.05
		Weighted mean								2.69	0.97

Table 4.5b presented the responses on the level of accessibility to social media by the Master LIS students in Nigerian universities. Based on the items on the table, the result on social network shows that 572 (88.7%) of the respondent remarked they easily accessed Facebook, 451(85.0%) claimed they easily accessed Google +, 424(79.8%) easily accessed Instagram, 383(72.0%) easily accessed MySpace, 373(70.2%) easily accessed LinkedIn and 283(55.3%) accessed Hi5. The result on mean score further indicates that Facebook was ranked highest by the mean score rating of ($\bar{x}$ =3.33) followed by Gogle+ ($\bar{x}$ =3.49) as the major social network tools easily accessed by the Master LIS students in Nigerian universities while the least social network tools is Hi5 with a mean score of ($\bar{x}$ =2.58). On collaborative projects, result shows that 418(78.8%) of the respondents claimed they easily accessed Wikipedia, 357(67.3%) easily accessed Wiki, 374(70.4%) easily accessed other collaborative project tools such as Google Docs, Drop box, Skype and ProofHub, Slack, Redbooth, Asana, GoToMeeting, WebEx. Also, 298(56.2%) easily accessed WikiHow while 304(57.3%) easily accessed Wikitionary. Analysis of the mean score revealed that Wikipedia had the highest mean rating of ($\bar{x}$=3.17) while the least were Wikitionary and Wikihow with a mean score of ($\bar{x}$=2.58) respectively.

Also, on social bookmarking tools, 447(84.2%) considered other social bookmarking tools like E-learning tags, Pinboard and Evernote easily accessible, 269(50.7%) found Digg.com easily accessible, 265(49.9%) regarded Del.icio.us easily accessible, 246(46.4%) remarked they easily accessed Reddit, 255(48.0%) found Pinterest easily accessible while 238(44.9%) found StumbleUpon easily accessible. The result on mean score indicates that other social bookmarking tools has the highest mean score of ($\bar{x}$=2.86) while the least accessible social bookmarking tool was the StumbleUpon with a mean score of ($\bar{x}$=2.23). On blog, 404(77.1%) regarded Webs to be easily accessible, 386(72.2%) remarked they easily accessed Wordpress, 446(84.0%) claimed they easily accessed other blog tools such as Live Chat, Canva, Feedly and Flipboard, 350(65.9%) easily accessed Blogger.com, 281(52.9%) found that they easily accessed Tumblr, 279(52.5%) easily accessed Ghost while 277(52.1%) claimed they easily accessed Weebly. Findings also show that the highest accessed blog tool was the Web with a mean score of ($\bar{x}$= 3.06) while the least accessible was the Weebly ($\bar{x}$=2.39).

Result on microblog shows that 423(79.7%) remarked that they easily accessed Twitter, 443(83.5%) easily accessed other microblogs which include Scoop.it, Plurk

and OGoing, 319(60.0%) easily accessed Friendfeed, 302(56.9%) claimed they easily accessed MySay, 276(52.3%) easily Emotions while 265(49.9%) easily accessed Moodmill. In addition, the study found that Twitter has the highest mean ranking of ($\bar{x}$=3.21>2.50) while Moodmill has the least mean rank of ($\bar{x}$=2.36). By implication, this means that Twitter is the most easily accessed microblog tool by the Master's LIS students while the least easily-accessed microblog was the Emotions. Based on content communication, 448(84.3%) of the respondents remarked they easily accessed YouTube, 370(70.7%) regarded they easily accessed Snapchat, 451(84.9%) easily accessed other content communication tools such as zoom, fleep and Google photo and Hip chat; 318(59.9%) easily accessed Photo bucket, 295(56.0%) easily MetaCafe, 295(55.6%) easily accessed Image shack, 294(55.4%) claimed they easily accessed Flickr while 283(55.3%) easily accessed Vimeo. Also, the mean score of the responses indicates that YouTube has the highest mean score of ($\bar{x}$=3.34) followed by Snapchat ($\bar{x}$=2.88>2.50) while the Vimeo has the least means score of ($\bar{x}$=2.44).

The inference, that could be drawn from the result of findings, indicates that the larger portion of the respondents easily accessed most of the social media tools except Digg.com ($\bar{x}$=2.40<2.50), Reddit ($\bar{x}$=2.26<2.50), Deli.icio.us ($\bar{x}$=2.39<2.50), Pintrest ($\bar{x}$=2.26<2.50), StumbleUpon ($\bar{x}$=2.23<2.50), Weebly ($\bar{x}$ =2.39<2.50), Ghost ($\bar{x}$ =2.40<2.50), Moodmill ($\bar{x}$=2.39<2.50), MySay ($\bar{x}$=2.36<2.50), Emotions ($\bar{x}$=2.39<2.50) and Flickr ($\bar{x}$=2.49<2.50).

Table 4.5c: Level of accessibility to social media by the Doctoral LIS students

S/N	Social media Tools	Very Easily Accessible		Easily Accessible		Occasionally Accessible		Never Accessible		Mean	S.D
		N	%	N	%	N	%	N	%		
	Social networks										
1	Facebook	32	15.2	142	67.3	30	14.2	7	3.3	2.94	0.65
2	Instagram	25	11.8	143	67.8	34	16.1	9	4.3	2.87	0.66
3	Google+	21	10.0	149	70.6	32	15.2	9	4.3	2.86	0.64
4	LinkedIn	21	10.0	145	68.7	34	16.1	11	5.2	2.83	0.67
5	MySpace	21	10.0	140	66.4	40	19.0	10	4.7	2.82	0.67
6	Hi5	8	3.8	148	70.1	44	20.9	11	5.2	2.73	0.62
	Collaborative projects										
7	Wikipedia	22	10.4	149	70.6	34	16.1	6	2.8	2.89	0.61
8	Wikitionary	23	10.9	143	67.5	35	16.6	10	4.7	2.85	0.67
9	Wiki	19	9.0	145	68.7	40	19.0	7	3.3	2.83	0.62
10	Others(Please specify)	5	2.4	166	78.7	32	15.2	8	3.8	2.80	0.54
11	WikiHow	11	5.2	149	70.6	36	17.1	15	7.1	2.74	0.66
	Social bookmarking tools										
12	Others (Please specify)	10	4.7	163	77.3	34	16.1	4	1.9	2.85	0.51
13	Reddit	10	4.7	153	72.5	38	18.0	10	4.7	2.77	0.61
14	Del.icio.us	13	6.2	145	68.7	42	19.9	11	5.2	2.76	0.64
15	StumbleUpon	14	6.6	148	70.1	33	15.6	16	7.6	2.76	0.69
16	Pintrest	10	4.7	150	71.1	36	18.5	12	5.7	2.75	0.63
17	Digg.com	4	1.9	161	76.3	34	16.1	12	5.7	2.74	0.59
	Blogs										
18	Others (Please specify)	21	10.0	158	74.9	23	10.9	9	4.3	2.91	0.61
19	blogger.com	21	10.0	148	70.1	35	16.6	7	3.3	2.87	0.62
20	Webs	21	10.0	145	68.7	39	18.5	6	2.8	2.86	0.62
21	Wordpress	17	8.1	149	70.6	34	16.1	11	5.2	2.82	0.65
22	Weebly	11	5.2	152	72.0	35	16.6	13	6.2	2.76	0.64
23	Tumblr	8	3.8	151	71.6	39	18.5	13	6.2	2.73	0.63
24	Ghost	6	2.8	148	70.1	42	19.9	15	7.1	2.69	0.64
	Microblogs										
25	Twitter	25	11.8	149	70.6	31	14.7	6	2.8	2.91	0.61
26	Others (Please specify)	18	8.5	150	71.1	34	16.1	9	4.3	2.84	0.63
27	MySay	17	8.1	149	70.6	35	16.6	10	4.7	2.82	0.64
28	Friendfeed	20	9.5	144	68.2	34	16.1	13	6.2	2.81	0.68
29	Emotions	18	8.5	148	70.1	31	14.7	14	6.6	2.81	0.68
30	Moodmill	16	7.6	141	66.8	37	17.5	17	8.1	2.74	0.71
	Content Communication										
31	YouTube	25	11.8	152	72.0	32	15.2	2	0.9	2.95	0.55
32	Vimeo	21	10.0	146	69.1	39	18.5	5	2.4	2.87	0.60
33	Flickr	16	7.6	159	75.4	28	13.3	8	3.8	2.87	0.59
34	Others (Please specify)	11	5.2	165	78.2	31	14.7	4	1.9	2.87	0.51
35	Snapchat	13	6.2	157	74.4	33	15.6	8	3.8	2.83	0.58
36	MetaCafe	16	7.6	147	69.7	41	19.4	7	3.3	2.82	0.61
37	PhotoBucket	15	7.1	154	73.0	32	15.2	10	4.7	2.82	0.62
38	Imageshack	13	6.2	145	68.7	40	19.0	13	6.2	2.75	0.66
	Weighted mean									**2.82**	**0.62**

Table 4.5c presents responses on the level of accessibility to social media by the Doctoral LIS students in Nigerian universities. The result based on the level of accessibility to social networks shows that 174(82.5%) of the respondents found Facebook easily accessible, 168(79.6%) easily accessed Instagram, 170(80.6%) easily accessed Google+, 166(78.7%) claimed they easily accessed LinkedIn, 161(176.4%) easily accessed MySpace while 156(73.9%) easily accessed Hi5. Also, result on mean score indicates that the highest-easily accessed social network was the Facebook with a mean score of ($\bar{x}$=2.94>2.50) which was followed by Instagram ($\bar{x}$=2.87>2.50) while the least accessed social network tool was Hi5 ($\bar{x}$=2.73>2.50). Based on collaborative project tools, result indicates that 171(81.0%) remarked that they easily accessed Wikipedia, 166(78.4%) claimed they easily accessed Wikitionary, 164(77.7%) easily accessed Wiki, 171(81.1%) easily accessed other collaborative tools such as Google Docs, Drop box, Skype and ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx, while 160(75.8%) easily accessed WikiHow. The Table also shows that Wikipedia has the highest mean ranking of ($\bar{x}$=2.89>2.50) while WikiHow has the least mean ranking of ($\bar{x}$=2.74>2.50).

On social bookmarking tools, 173(82.0%) easily accessed other social bookmarking tools such as E-learning tags, Pinboard and Evernote, 163(77.2%) easily accessed Del.icio.us, 162(76.7%) easily accessed StumbleUpon, 160(75.8%) easily accessed Pinterest while 165(78.2%) easily accessed Digg.com. Moreover, result indicates that other social bookmarking tools rank the highest with a mean score of ($\bar{x}$=2.85>2.50) while Digg.com was the least easily accessed with a mean score of ($\bar{x}$=2.74>2.50). Based on blog, 179(74.9%) claimed they easily accessed other blog tools such as Live Chat, Canva, Feedly and Flipboard, 169(80.1%) easily accessed Blogger.com, 166(78.7%) easily accessed Wordpress, 163(77.2%) easily accessed Weebly, 159(75.4%) claimed they easily accessed Tumblr while 154(72.9%) easily accessed Ghost. Other blog tools (Live Chat, Canva, Feedly and Flipboard) was ranked highest with a mean score of ($\bar{x}$=2.91>2.50) while Ghost was ranked the least accessible with a mean score of ($\bar{x}$=2.69>2.50).

Similarly, reponse on microblog revealed that 174(82.4%) easily accessed Twitter, 168(79.6%) easily accessed other microblog tools such as Scoop.it, Plurk and OGoing, 166(78.7%) remarked they easily accessed MySay, 164(77.7%) easily accessed Friendfeed, 166(78.6%) easily accessed Emotions while 157(74.4%) easily accessed Moodmill. Further result on mean rating indicates that Twitter has the highest

mean score of ($\bar{x}$=2.91>2.50) while Moodmill has the least with a score of ($\bar{x}$=2.74>2.50). On content communication, 177(83.8%) remarked they easily accessed YouTube, 167(79.1%) easily accessed Vimeo, 175(83.0%) easily accessed Flickr, 176(83.4%) easily accessed other content communication tools such as zoom, fleep and Google photo, Hip chat, 170(80.6%) easily accessed Snapchat, 165(77.3%) easily accessed MetaCafe, 169(80.1%) easily accessed Photobucket while 158(74.9%) easily accessed Imageshack. YouTube has the highest mean score of ($\bar{x}$=2.95>2.50) while Image shack has the least mean score of ($\bar{x}$=2.75>2.50). Meanwhile, the average mean score for the level of accessibility of social media listed is 2.50 which is the average score since these items were tested on a Likert-type four-point scale. This implies that the larger portion of the respondents reported that they easily accessed all the social media tools listed.

Table 4.6: **Test of norm showing the level of accessibility to social media by the respondents**

Interval	Mean	Level	Frequency	Percentage
1-51		Low accessibility	4	0.5%
52-103	**104.2628**	Moderate accessibility	297	40.0%
104-152		High accessibility	441	59.4%

Table 4.6 shows the level of accessibility to social media by the respondents. The maximum score of accessibility to social media tools is 152. A score of 1-51 indicates low accessibility, a score of 52- 102 indicates moderate accessibility while a score of 103-152 indicates high accessibility. The result of findings indicate that 4(0.5%) of the respondents had low level of accessibility, 297(40.0 %) had moderate level of accessibility while 441(59.4%) had high level of accessibility to social media tool. The overall mean index recorded was 104.2628 which fall within the "High accessibility" level. Therefore, this result proves that the level of accessibility to social media tools by the LIS postgraduate students in Nigerian universities was high.

4.3.3: Research question 3: Which device is used to access social media by the LIS postgraduate students in Nigerian universities?

Table 4.7a: Devices used to access social media by the LIS postgraduate students

S/N	Statement	SA	A	D	SD	Mean	S.D
1	My mobile phone	369 49.7%	289 38.9%	57 7.7%	27 3.6%	3.35	0.77
2	Personal computer	290 39.1%	358 48.2%	55 7.4%	39 5.3%	3.21	0.79
3	Tablet device	265 35.7%	325 43.8%	90 12.1%	62 8.4%	3.07	0.90
4	Public computer	135 18.2%	361 48.7%	142 19.1%	104 14.0%	2.71	0.92
5	Work mobile	103 13.9%	367 49.5%	182 24.5%	90 12.1%	2.65	0.87
		Weighted mean				**2.79**	**0.88**

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.7a shows the result of descriptive analysis on which device is used to access social media by LIS postgraduate students in Nigerian universities. The responses were arranged in the table using the mean score from the highest to the lowest. Findings indicate that the larger portion of the respondents agreed that they accessed social media sites through their mobile phone which was ranked highest with a mean score of ($\bar{x}$=3.35>2.50) and was followed by personal computer ($\bar{x}$=3.21>2.50), tablet devices ($\bar{x}$=3.07>2.50) and public computer ($\bar{x}$=2.71>2.50). The least device used to access social media sites by the respondents was work mobile ($\bar{x}$=2.65>2.50). This shows that the possible reason for mobile phone ranking highest as the device used to access social media by the respondents could be because mobile phones are easily accessible, easy to use, handy, convenient and user-friendly. The results on which devices were used to access the social media tools by the LIS postgraduate students based on their level of study were further analysed and summarised in tables 4.7b and 4.7c

Table 4.7b: Devices used to access social media by the Master LIS students

S/N	Statement	SA	A	D	SD	Mean	S.D
1	My mobile phone	342 64.4%	137 25.8%	28. 5.3%	24 4.5%	3.50	0.79
2	Personal computer	268 50.5%	201 37.9%	28 5.3%	34 6.4%	3.32	0.84
3	Tablet device	242 45.6%	177 33.3%	62 11.7%	50 9.4%	3.15	0.96
4	Public computer	121 22.8%	212 39.9%	111 20.9%	87 16.4%	2.69	1.00
5	Work mobile	88 16.6%	214 40.3%	145 27.3%	84 15.8%	2.58	0.95
		Weighted mean				**2.78**	**0.94**

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.7b shows the result of descriptive analysis on which devices were used to access social media by Master LIS students in Nigerian universities. Result indicates that the larger portion of the respondents used mobile phone to access social media which was ranked highest by the mean score rating of ($\bar{x}$=3.50>2.50) followed closely by personal computer ($\bar{x}$=3.32>2.50), tablet device ($\bar{x}$=3.15>2.50), public computer ($\bar{x}$=2.69>2.50) while work mobile had the least mean score ($\bar{x}$=2.58>2.50).

Table 4.7c: **Devices used to access social media by the Doctoral LIS Students**

S/N	Statement	SA	A	D	SD	Mean	S.D
1	My mobile phone	27 12.8%	152 72.0%	29 13.7%	3 1.4%	2.96	0.57
2	Personal computer	22 10.4%	157 72.4%	27 12.8%	5 2.4%	2.93	0.57
3	Tablet device	23 10.9%	148 70.1%	28 13.3%	12 6.7 %	2.86	0.67
4	Work mobile	15 7.1%	153 72.5%	37 17.5%	6 2.8%	2.84	0.58
5	Public computer	14 6.6%	149 70.6%	31 14.7%	17 8.1%	2.76	0.69
		Weighted mean				2.87	0.62

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.7c presents the responses on devices used to access social media by the Doctoral LIS students in Nigerian universities. The result indicates that the larger portion of the respondents ($\bar{x}$=2.96>2.50) used mobile phone to access social media and was ranked highest followed by personal computer ($\bar{x}$=2.93>2.50), Tablet devices ($\bar{x}$=2.86>2.50) and work mobile ($\bar{x}$=2.84>2.50) while the least device was public computer ($\bar{x}$=2.76>2.50) which had the least mean score.

4.3.4: Research question 4: What is the purpose of social media use by LIS postgraduate students in Nigerian universities?

Respondents' levels of agreement with items relating to purpose of using social media were as shown in tables 4.8a, 4.8b and 4.8c

Table 4.8a: Purpose of social media use by the LIS postgraduate students

S/N	Statement	SA	A	D	SD	Mean	S.D
1	I utilise social site to communicate with my colleagues and friends	328 44.2%	339 46.7%	46 6.2%	29 3.9%	3.30	0.75
2	I utilise social site to keep abreast of current happenings around the world	250 33.7%	414 55.8%	56 7.5%	22 3.0%	3.20	0.70
3	I use social media for connecting with people in my fields	246 33.2%	413 55.7%	57 7.7%	26 3.5%	3.18	0.72
4	I use social media for acquiring and sharing knowledge	237 31.9%	424 57.1%	48 6.5%	33 4.4%	3.17	0.73
5	I utilise social site to seek out new experiences	242 32.6%	410 55.3%	58 7.8%	32 4.3%	3.16	0.74
6	Social media will enable me reach out to a large number of contacts at a cheaper or no cost	257 34.8%	382 51.5%	68 9.2%	35 4.7%	3.16	0.78
7	I utilise social site to expose me to innovative ideas and skills in my discipline	216 29.1%	431 58.1%	59 8.0%	36 4.9%	3.11	0.74
8	Social media will enable me to accomplish my academic and professional task more quickly	200 27.0%	440 59.3%	71 9.6%	31 4.2%	3.09	0.72
9	Using social media to increase my productivity when carrying out my academic and professional tasks	193 26.0%	450 60.6%	62% 8.4	37 5.0%	3.08	0.73
10	I utilise social site to enhance my academic and professional performance	177 23.9%	472 63.6%	58 7.8%	35 4.7%	3.07	0.71
11	I use social media for carrying out my research	196 26.4	435 58.6%	76 10.2%	35 4.7%	3.07	0.74
12	I utilise social site to exchange and communicate information with my lecturers	187 25.2%	440 59.3%	74 10.0%	41 5.5%	3.04	0.76
13	The use of social media will make me more efficient.	180 24.3%	439 59.2%	82 11.1%	41 5.5%	3.02	0.76
14	I utilise social site to relax and have fun	182 21.8%	449 60.5%	89 12.0%	42 5.7%	2.99	0.75
15	The use of social media will give me control over my work	173 23.3%	420 56.6%	108 14.6%	41 5.5%	2.98	0.77
16	I utilise social site to find solutions to personal issues	121 16.3%	466 82.3%	93 12.5%	82 8.4%	2.87	0.78
17	I use social media for dating	110 14.8%	365 49.2%	129 17.4%	138 18.6%	2.60	0.95
		Weighted mean				**3.06**	**0.75**

NB= average of 4-point scale is 2.5

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.8a presented result on the purposes of using social media by the LIS postgraduate students in Nigerian universities. The following were the various purposes for which LIS postgraduate students used social media tools and these were arranged on the Table using the mean score from the highest to the lowest. Evidence from the table, shows that the larger portion of the respondents agreed that they utilise social site to communicate with their colleagues and friends ($\bar{x}$ =3.30>2.50) which was ranked highest by the mean score rating as the main purpose for using social media, and was followed by use of social media to keep abreast with current happenings around the world ($\bar{x}$=3.20>2.50), for connecting with people in their fields ($\bar{x}$=3.18>2.50), for acquiring and sharing knowledge ($\bar{x}$=3.17>2.50), to seek out new experiences ($\bar{x}$=3.16>2.50), reach out to a large number of contacts at a cheaper or no cost ($\bar{x}$=3.16>2.50). Also, the respondents agreed that social media exposes them to innovative ideas and skills in their disciplines ($\bar{x}$=3.11>2.50), to accomplish their professional task more quickly ($\bar{x}$=3.09>2.50), to increase their productivity when carrying out their academic and professional tasks ($\bar{x}$=3.08>2.50), enhances their effectiveness in performing their job ($\bar{x}$=3.07>2.50), for carrying out their research ($\bar{x}$ =3.07>2.50), to exchange and communicate information with their lecturers ($\bar{x}$=3.04>2.50), makes them more efficient ($\bar{x}$=3.02>2.50), to relax and have fun ($\bar{x}$=2.99>2.50), gives them control over their work ($\bar{x}$=2.98>2.50), to find solutions to personal issues ($\bar{x}$=2.87>2.50) and, lastly, for dating ($\bar{x}$=2.60>2.50).

The inference that can be deduced from this Table is that the respondents made use of social media tools for various purposes such as for academic, personal and professional purposes. The results on purpose of social media use by the LIS postgraduate students based on their level of study were further analysed and summarised in tables 4.8b and 4.8c.

Table 4.8b: Purpose of social media use by the Master LIS students

S/N	Statement	SA	A	D	SD	Mean	S.D
1	I utilise social site to communicate with my colleagues and friends	198 37.3%	268 50.5%	36 6.8%	29 5.5%	3.45	0.75
2	I utilise social site to keep abreast of current happenings around the world	235 44.3%	248 46.7%	32 6.0%	16 3.0%	3.32	0.72
3	I use social media for connecting with people in my fields	226 42.6%	253 47.6%	33 6.2%	19 3.6%	3.29	0.74
4	Social media will enable me reach out to a large number of contacts at a cheaper or no cost	242 45.6%	221 41.6%	43 8.3%	25 4.7%	3.28	0.80
5	I use social media for acquiring and sharing knowledge	217 40.9%	264 49.7%	25 4.7%	25 4.7%	3.27	0.76
6	I utilise social site to seek out new experiences	218 41.1%	253 47.6%	36 6.8%	24 4.5%	3.25	0.77
7	I utilise social site to expose me to innovative ideas and skills in my discipline	198 37.3%	268 50.5%	36 6.8%	29 5.5%	3.20	0.79
8	Social media will enable me to accomplish my academic and professional task more quickly	185 34.8%	282 53.7%	41 7.7%	23 4.3%	3.18	0.75
9	I use social media for carrying out my research	182 34.3%	272 51.2%	50 9.4%	27 5.1%	3.15	0.79
10	I utilise social site to enhance my academic and professional performance	160 30.1%	312 58.8%	34 6.4%	25 4.7%	3.14	0.73
11	I utilise social site to increase my productivity when carrying out my academic and professional tasks	172 32.4%	286 53.9%	43 8.1%	30 5.6%	3.13	0.78
12	I utilise social site to exchange and communicate information with my lecturers	168 31.6%	278 52.4%	50 9.4%	35 6.6%	3.09	0.82
13	The use of social media will make me more efficient.	165 31.1%	278 52.4%	53 10.0%	35 6.6%	3.08	0.82
14	The use of social media will give me control over my work	156 29.4%	264 49.7%	77 14.5%	34 6.4%	3.02	0.83
15	I utilise social site to relax and have fun	142 26.7%	292 55.0%	59 11.1%	38 7.2%	3.01	0.82
16	I utilise social site to find solutions to personal issues	111 20.9%	306 57.6%	62 11.7%	52 9.8%	2.90	0.84
17	I use social media for dating	97 18.3%	212 39.9%	100 18.8%	122\ 23.0%	2.53	1.04
		Weighted mean				**3.13**	**0.80**

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.8b presents the response of the respondents on the purpose of social media use. The ranking of the purpose of social media use in the Table, as perceived by the respondents, indicated that the respondents agreed that they utilise social site to communicate with their colleagues and friends was ranked highest by a mean score rating of ($\bar{x}=3.45>2.50$), followed closely by to keep abreast of current happenings around the world ($\bar{x}=3.32>2.50$), for connecting with people in my fields ($\bar{x}=3.29>2.50$), reach out to a large number of contacts at a cheaper or no cost($\bar{x}=3.28>2.50$), for acquiring and sharing knowledge ($\bar{x}=3.27>2.50$), to seek out new experiences ($\bar{x}=3.25>2.50$), to expose them to innovative ideas and skills in their discipline ($\bar{x}=3.20>2.50$), to accomplish my academic and professional task more quickly ($\bar{x}=3.18>2.50$), for carrying out their research ($\bar{x}=3.15>2.50$), to enhance my academic and professional performance ($\bar{x}=3.14>2.50$). Also, the respondents agreed that they utilise social site to increase their productivity while carrying out their academic and professional tasks ($\bar{x}=3.13>2.50$), to exchange and communicate information with their lecturers ($\bar{x}=3.09>2.50$), make me more efficient ($\bar{x}=3.08>2.50$), to give me control over my work ($\bar{x}=3.02>2.50$), to relax and have fun ($\bar{x}=3.01>2.50$), to find solutions to personal issues ($\bar{x}=2.90>2.50$) while the least purpose was to use social media for dating ($\bar{x}=2.53>2.50$). The findings indicate that the Master LIS students agreed to use social media for all the purposes listed in the study.

Table 4.8c: Purpose of social media use by the Doctoral LIS students

S/N	Statement	SA	A	D	SD	Mean	S.D
1	I utilise social site to communicate with my colleagues and friends	18 8.5%	163 77.3%	23 10.9%	7 3.3%	2.94	0.63
2	I utilise social site to increase my productivity when carrying out my academic and professional tasks	21 10.0%	164 77.7%	19 9.0%	7 3.3%	2.94	0.57
3	I utilise social site to seek out new experiences	24 11.4%	157 74.4%	22 10.4%	8 3.8%	2.93	0.61
4	I utilise social site to exchange and communicate information with my lecturers	19 9.0%	162 76.8%	24 11.4%	6 2.8%	2.92	0.56
5	I utilise social site to expose me to innovative ideas and skills in my discipline	18 8.5%	163 77.3%	23 10.9%	7 3.3%	2.91	0.57
6	I use social media for connecting with people in my fields	20 9.5%	160 75.8	24 11.4%	7 3.3%	2.91	0.58
7	I use social media for acquiring and sharing knowledge	20 9.5%	160 75.8	23 10.9%	8 3.8%	2.91	0.59
8	I utilise social site to relax and have fun	23 9.5	157 74.4	30 14.2	4 1.9%	2.91	0.55
9	I utilise social site to keep abreast of current happenings around the world	15 7.1%	166 76.7%	24 11.4%	16 3.0%	2.90	0.54
10	The use of social media will make me more efficient.	15 7.1%	161 76.3%	29 13.7%	6 2.8%	2.88	0.56
11	The use of social media will give me control over my work	17 8.1%	156 73.9%	31 14.7%	7 3.3%	2.87	0.59
12	I utilise social site to enhance my academic and professional performance	17 8.1%	160 75.9%	24 11.4%	10 4.7%	2.87	0.61
13	I use social media for carrying out my research	14 6.6%	163 77.3%	26 12.3%	8 3.8%	2.87	0.57
14	Social media will enable me reach out to a large number of contacts at a cheaper or no cost	15 7.1%	161 76.3	25 11.8%	10 4.7%	2.86	0.60
15	Social media will enable me to accomplish my academic and professional task more quickly	15 7.1%	158 74.9%	30 14.2%	8 3.8%	2.85	0.59
16	I utilise social site to find solutions to personal issues	10 4.7	160 75.8	31 14.7	10 4.7	2.81	0.59
17	I use social media for dating	13 6.2%	153 72.5%	29 13.7%	16 7.6%	2.77	0.67
		Weighted mean				**2.89**	**0.59**

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.8c shows the result on the purpose of social media use by the Doctoral LIS students in Nigerian universities. These were arranged using the mean score from the highest to the lowest mean score as perceived by the respondents. It could be observed that the respondents agreed that they utilise social site to communicate with my colleagues and friends as well as to increase their productivity when carrying out their academic and professional tasks were ranked highest with a mean score of ($\bar{x}$=2.94>2.50), respectively, and were followed by to seek out new experiences with a mean score of ($\bar{x}$=2.93>2.50), to exchange and communicate information with my lecturers ($\bar{x}$=2.92>2.50). Moreover, the respondents agreed that social media exposed them to innovative ideas and skills in their disciplines, for connecting with people in their fields, for acquiring and sharing knowledge and relax and have fun with mean scores of ($\bar{x}$=2.91>2.50) simultaneously. The respondents also agreed that they utilise social site to keep abreast of current happenings around the world ($\bar{x}$=2.90>2.50), to will make me more efficient ($\bar{x}$=2.88>2.50), give me control over my work ($\bar{x}$=2.87>2.50), to enhance my academic and professional performance ($\bar{x}$=2.87>2.50), for carrying out their research ($\bar{x}$=2.87>2.50), reach out to a large number of contacts at a cheaper or no cost ($\bar{x}$=2.86>2.50), to accomplish their academic and professional task more quickly ($\bar{x}$=2.85>2.50), to find solutions to personal issues ($\bar{x}$=2.81>2.50) and for dating has the least mean score of ($\bar{x}$=2.77>2.50).

The inference that could be drawn from the Table is that the highest reason indicated for using social media was to to communicate with their colleagues and friends as well as to increase their productivity when carrying out their academic and professional tasks while the least reason was to use social media for dating purpose.

4.3.5: Research question 5: What is the frequency of use of the available social media technologies by LIS postgraduate students in Nigeria universities?

The research question was analysed based on frequency of social media use. In answering research question 5, respondents' levels of agreement with items relating to frequency of social media use are presented in Tables 4.9a

Table 4.9a: Frequency of use of social media tools by the LIS postgraduate students

	Daily		Weekly		Monthly		Quarterly		Annually		Never		Mean	S.D
Social networks	N	%	N	%	N	%	N	%	N	%	N	%		
Instagram	231	31.1	332	44.7	40	5.4	15	2.0	79	10.6	45	6.1	3.86	1.07
Facebook	353	47.6	305	41.1	4	0.5	2	0.3	53	7.1	25	3.4	3.85	0.78
Google+	37	5.0	11	1.5	279	37.6	308	41.5	73	9.8	34	4.6	3.69	1.17
LinkedIn	63	8.5	10	1.3	114	15.4	391	52.1	114	15.4	50	6.7	3.69	1.17
MySpace	115	15.5	24	3.2	142	19.1	322	43.4	97	13.1	42	5.7	3.36	0.78
Hi5	161	21.7	22	3.0	126	17.0	302	40.7	76	10.2	55	7.4	3.29	1.07
Collaborative projects														
Wikipedia	22	3.0	6	0.8	200	27.0	350	47.2	107	14.4	57	7.7	3.94	1.01
Others(Please specify)	158	21.3	31	4.2	77	10.4	305	41.1	100	13.5	71	9.6	3.50	1.57
WikiHow	124	16.7	49	6.6	85	11.5	318	42.9	105	14.2	61	8.2	3.44	1.47
Wikitionary	116	15.6	51	6.9	86	11.6	311	41.9	110	14.8	68	9.2	3.39	1.47
Wiki	64	8.8	16	2.2	157	21.2	319	43.0	120	16.2	66	8.9	3.17	1.25
Social bookmarking tools														
Del.icio.us	144	19.4	43	5.8	71	9.6	298	40.2	122	16.4	64	8.6	3.46	1.54
Reddit	150	20.2	46	6.2	42	5.7	306	41.2	127	17.1	71	9.6	3.42	1.58
Pintrest	139	18.7	27	3.6	79	10.6	304	41.3	132	17.8	61	8.2	3.40	1.51
StumbleUpon	79	10.6	23	3.1	136	18.3	360	48.5	106	14.3	38	5.1	3.32	1.23
Others(Please specify	81	10.9	18	2.4	156	21.0	325	43.8	113	15.2	49	6.6	3.30	1.27
Digg.com	163	22.0	42	5.7	57	7.7	290	39.1	123	16.6	67	9.0	3.27	1.60
Blogs														
Webs	149	20.1	30	4.0	67	9.0	319	43.0	113	15.2	64	8.5	3.88	1.54
Others(Please specify	136	18.3	37	5.0	111	15.0	318	42.9	89	12.0	51	6.9	3.54	1.45
Ghost	141	19.0	29	3.9	77	10.4	336	45.3	98	13.2	61	8.2	3.46	1.49
Wordpress	132	17.8	32	41.3	98	13.2	310	41.8	115	15.5	55	7.4	3.45	1.47
Weebly	90	12.1	23	3.1	180	24.3	314	42.3	105	14.2	30	4.0	3.45	1.25
blogger.com	117	15.8	28	3.8	106	14.5	347	46.8	97	13.1	45	6.1	3.44	1.38
Tumblr	103	13.9	30	4.0	128	17.3	310	41.8	129	16.2	51	6.9	3.37	1.37
Microblogs														
Others (Please specify	152	20.5	30	4.0	126	17.0	254	39.6	81	10.9	59	8.0	3.60	1.50
Twitter	152	20.5	36	4.9	74	10.0	327	44.1	91	12.3	62	8.4	3.52	1.52
Friendfeed	147	19.8	31	4.2	99	13.3	299	40.3	108	14.3	60	8.1	3.39	1.52
Emotions	126	17.0	40	5.4	78	10.5	316	42.6	121	16.3	61	8.2	3.39	1.48
MySay	43	5.8	9	1.2	282	35.3	309	41.6	86	11.6	33	4.4	3.35	1.05
Moodmill	115	15.5	33	4.4	89	12.0	311	41.9	132	17.8	62	8.4	3.33	1.45
Content communication														
Others(Please specify	2	0.3	2	0.3	115	15.5	388	52.3	183	24.7	52	7.0	3.78	0.82
YouTube	154	20.8	44	5.9	81	10.9	304	41.0	88	11.9	71	9.6	3.54	1.56
MetaCafe	-	-	1	0.1	368	49.6	300	40.4	49	6.6	24	3.2	3.37	0.75
Flickr	84	11.3	34	4.6	154	20.8	316	42.6	90	12.1	64	8.6	3.35	1.33
PhotoBucket	2	0.3	1	0.1	289	38.9	383	51.6	46	6.2	21	2.8	3.28	0.72
Imageshack	-	-	2	0.3	255	34.4	402	54.2	62	8.4	21	2.8	3.21	0.71
Vimeo	148	19.9	50	6.7	73	9.8	312	42.0	107	14.4	52	7.0	3.17	1.51
Snapchat	2	0.3	1	0.1	110	14.8	366	49.3	178	24.3	85	11.5	2.69	0.88
	Weighted mean												**3.43**	**1.29**

NB: The average for a six items is 3.50
(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.9a present the result on frequency of use of social media tools by the LIS postgraduate students in Nigerian universities. The ranking of frequency on use of social networks indicated that Instagram was ranked highest by a mean score rating of ($\bar{x}$ =3.86>3.50) and was followed by Facebook ($\bar{x}$=3.85>3.50), Google+ ($\bar{x}$=3.69>3.50), Linkedln ($\bar{x}$=3.69>3.50), MySpace ($\bar{x}$=3.36<3.50) while Hi5 ($\bar{x}$=3.29<3.50) was ranked the lowest. This implies that Instagram, Facebook, Google+ and LinkedIn were the main social networks tools used by the respondents. Result on frequency of use of collaborative tools shows that Wikipedia ranked highest with a mean score of ($\bar{x}$=3.94>3.50), followed by other collaborative tools which includes ProofHub, Redbooth, and GoToMeeting ($\bar{x}$=3.50), WikiHow ($\bar{x}$=3.44<3.50), Wikitionary ($\bar{x}$=3.39<3.50) while Wiki has the least mean score of ($\bar{x}$=3.17<3.50). The mean score indicates that Wikipedia and other collaborative tools were the major collaborative tools frequently used by the respondents.

On social bookmarking, findings show that Del.icio.us was ranked the highest with a mean score of ($\bar{x}$=3.46<3.50), followed by Reddit ($\bar{x}$=3.42<3.50), Pinterest ($\bar{x}$=3.40<3.50), StumbleUpon ($\bar{x}$=3.32<3.50), other social bookmarking tools such as E-learning tags, Pinboard and Evernote ($\bar{x}$=3.30<3.50) while Digg.com has the lowest mean score of ($\bar{x}$=3.27<3.50). Inference to be drawn from the result implies that Del.icio.us was the main frequently-used social bookmarking tool while Digg.com was the least social bookmarking tool used by the respondents. In addition, the average mean of a six-item score is ($\bar{x}$=3.50) and the mean score of all the items on social bookmarking tools were less than ($\bar{x}$=3.50) which signifies that the respondents do not frequently used the social bookmarking tools. This could be attributed to the fact that the larger portions of the respondents were not aware of the social bookmarking tools and, hence, they do not make use of the tools.

On blogs, result based on the frequency indicates that Webs was ranked the highest with a mean score of ($\bar{x}$=3.88>3.50), followed by other blog tools such as Canva, Feedly and Flipboard with a mean score of ($\bar{x}$=3.54>3.50), Ghost ($\bar{x}$=3.46<3.50), Wordpress ($\bar{x}$=3.45<3.50), Weebly ($\bar{x}$=3.45<3.50), blogger.com ($\bar{x}$=3.44<3.50) while Tumblr ($\bar{x}$=3.37<3.50), was ranked the least. This implies that Web and other blogs tools such as Live Chat, Canva, Feedly and Flipboard were the major blog tools frequently used by the respondents. Based on Microblogs, other microblog tools such as such as Scoop.it, Plurk and OGoing was ranked the highest with a mean score of ($\bar{x}$=3.60>3.50), Twitter (x=3.52>3.50), Friendfeed

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($\bar{x}$=3.39<3.50), Emotions ($\bar{x}$=3.39<3.50), MySay ($\bar{x}$=3.35<3.50) and Moodmill MySay ($\bar{x}$=3.33<3.50) was ranked the lowest. This implies that other microblogs such as Scoop.it and Plurk were the major microblogging tools frequently used by the respondents.

On content communication, other content communication tools such as zoom, and fleep have the highest mean rating of ($\bar{x}$=3.78>3.50) followed by YouTube ($\bar{x}$=3.54>3.50), MetaCafe ($\bar{x}$=3.37<3.50), Flickr ($\bar{x}$=3.35<3.50), PhotoBucket ($\bar{x}$=3.28<3.50), Imageshack ($\bar{x}$=3.21<3.50), Vimeo ($\bar{x}$=3.17<3.50) while Snapchat has the least mean score of ($\bar{x}$=2.69<3.50). The result indicated that other content communication tools and YouTube were the major content communication tools frequently used by the respondents.

The reason for the highest mean score on the frequently-used social media tools by the respondents could be attributed to the fact that these social media tools are popular among many categories of users regardless of their age, colour and educational level. In addition, social media tools have become a means of interaction among people which allow them to create, upload and share and exchange information in a virtual community. However, the reason for the lowest mean score ranking on frequency of use for some of the social media could be because the larger portion of the respondents are not aware of these tools, and do not have accounts with them; hence they do not use the social media tools. The results on frequency of social media use by the LIS postgraduate students based on their level of study were further analysed and summarised in Tables 4.9b and 4.9c.

Table 4.9b presents the frequency of social media use by the Master's LIS postgraduate students.

Table 4.9b: Frequency of use of social media tools by the Master postgraduate students

	Daily		Weekly		Monthly		Quarterly		Annually		Never		Mean	S.D
Social networks	N	%	N	%	N	%	N	%	N	%	N	%		
LinkedIn	59	11.1	10	1.9	101	19.0	234	44.1	84	15.8	43	8.1	3.94	1.30
Hi5	149	28.1	22	4.1	117	22.0	150	28.2	42	7.9	51	9.6	3.87	1.62
Facebook	328	61.8	151	29.4	4	0.8	2	0.4	25	4.7	21	4.0	3.82	0.80
MySpace	103	19.4	24	4.5	129	24.3	173	32.6	64	12.1	38	7.2	3.65	1.47
Instagram	212	39.9	175	33.0	38	7.2	15	2.8	52	9.8	39	7.3	3.61	1.17
Google+	33	6.2	9	1.7	265	49.9	156	29.4	39	7.3	29	5.5	3.54	1.06
Collaborative projects														
Wikipedia	22	4.1	6	1.1	182	34.3	200	37.7	69	13.0	52	9.8	3.84	1.12
Others(Please specify)	144	27.1	31	5.8	69	13.0	153	26.8	70	13.2	64	12.1	3.69	1.72
WikiHow	114	21.5	49	9.2	74	13.9	166	31.3	73	13.7	55	10.4	3.62	1.62
Wikitionary	110	20.7	51	9.6	81	15.3	151	28.4	78	14.7	60	11.3	3.59	1.63
Wiki	56	10.5	16	3.0	145	27.3	169	31.8	85	16.0	60	11.3	3.26	1.37
Social bookmarking tools														
Digg.com	149	28.1	42	7.9	48	9.0	142	26.7	91	17.1	59	11.1	3.70	1.75
StumbleUpon	71	13.4	23	4.3	124	23.4	206	38.8	78	14.3	31	5.8	3.46	1.33
Others(Please specify)	75	14.1	18	3.4	144	27.1	172	32.4	81	15.3	41	7.7	3.46	1.39
Del.icio.us	132	24.9	43	8.1	64	12.1	140	26.4	97	18.3	95	10.4	3.38	1.70
Pintrest	129	24.3	27	5.1	75	14.1	149	25.1	100	18.8	51	9.6	3.13	1.66
Blogs														
Others(Please specify)	124	23.4	37	7.0	102	19.2	169	31.8	57	10.7	42	7.9	3.77	1.55
Webs	137	25.3	30	5.6	61	11.5	173	32.6	75	14.1	55	10.4	3.65	1.67
Wordpress	120	22.6	32	6.0	88	16.6	165	31.1	77	14.5	49	9.2	3.63	1.60
Weebly	84	15.8	22	4.1	170	32.0	161	38.3	69	13.0	25	4.7	3.48	1.34
Tumblr	97	18.3	30	5.6	117	22.0	160	30.1	96	16.2	41	7.7	3.43	1.50
blogger.com	109	20.5	28	9.3	97	18.3	198	37.3	65	12.2	34	6.4	3.35	1.48
Microblogs														
Others (Please specify)	144	27.1	29	5.5	110	20.7	148	27.9	50	9.4	50	9.4	3.85	1.62
Twitter	140	26.4	36	6.8	68	12.8	170	32.0	66	12.4	51	9.6	3.74	1.66
Emotions	118	22.2	40	7.6	67	12.6	164	30.9	94	17.7	48	9.0	3.59	1.62
MySay	41	7.7	9	1.7	248	46.7	153	28.8	56	10.5	24	4.5	3.54	1.11
Friendfeed	139	26.2	30	5.6	96	18.1	141	18.1	73	13.7	52	9.8	3.42	1.66
Moodmill	107	20.2	33	6.2	78	14.7	163	30.7	100	18.8	50	9.4	3.23	1.59
Content Communication														
YouTube	144	27.1	44	8.3	66	12.4	155	29.2	63	11.9	59	11.1	3.76	1.70
Flickr	76	14.3	32	6.0	137	25.8	166	31.3	67	12.6	53	10.0	3.48	1.44
PhotoBucket	2	0.4	1	0.2	261	49.2	235	44.5	19	3.6	13	2.4	3.42	0.70
Imageshack	-	-	1	0.2	237	44.9	249	44.9	2	5.5	15	2.8	3.34	0.71
MetaCafe	-		1	0.2	336	63.3	156	29.4	20	3.8	18	3.4	3.31	0.73
Vimeo	136	25.6	49	9.2	60	11.3	167	31.5	77	14.5	42	7.9	3.27	1.63
Others(Please specify)	-	-	-		103	19.4	240	45.2	142	26.7	46	8.7	2.75	0.87
Weighted mean													**3.48**	**1.40**

NB: The average for a six items is 3.50

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

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Table 4.9b revealed that based on social network tools, LinkedIn was ranked highest by a mean score rating of Linkedln ($\bar{x}$=3.94>3.50) followed by Hi5 ($\bar{x}$=3.87>3.50), Facebook ($\bar{x}$=3.82>3.50), Myspace ($\bar{x}$=3.65>3.50), Instagram ($\bar{x}$=3.61>3.50) and Google+ was the lowest with a mean score of ($\bar{x}$=3.54>3.50). This indicates that the respondents frequently made use of LinkedIn and Facebook more highly than MySpace, Instagram and Google+. On collaborative projects, Wikipedia was ranked highest with a mean score of ($\bar{x}$=3.84>3.50), followed by other collaborative project tools such as Google Docs, Drop box, Skype, ProofHub, Slack, Redbooth, Asana, GoToMeeting and WebEx ($\bar{x}$=3.69>3.50), WikiHow ($\bar{x}$=3.62>3.50), Wikitionary ($\bar{x}$=3.59>3.50) while Wiki has the lowest score of ($\bar{x}$=3.59<3.50). The result indicated that Wikipedia, other collaborative project tools, WikiHow and Wikitionary were the major collaborative projects used by the respondents.

Result based on social bookmarking tools indicates that Digg.com was ranked highest by a mean score of ($\bar{x}$=3.70>3.50), StumbleUpon ($\bar{x}$=3.46<3.50), other social booking tools such as E-learning tags, Pinboard and Evernote ($\bar{x}$=3.46<3.50), Del.icio.us ($\bar{x}$=3.38<3.50) and Pintrest ($\bar{x}$=3.13<3.50) was rated the least. The inference to be drawn from this result shows that Digg.com happens to be the widely used bookmarking tool by the respondents. On blogs, other blogging tools such as Live Chat, Canva, Feedly and Flipboard was ranked highest with a mean score of ($\bar{x}$=3.77>3.50), Webs ($\bar{x}$=3.65>3.50), Wordpress ($\bar{x}$=3.63>3.50), Weebly ($\bar{x}$=3.48>3.50), Tumblr ($\bar{x}$=3.43>3.50) while blogger.com was ranked the lowest with a mean score of ($\bar{x}$=3.35>3.50). The result indicates that other blogging tools (Live Chat, Canva, Feedly and Flipboard), Webs and Wordpress were the major blogging tools used by the respondents.

On microblogs, other microblogging tools such as Scoop.it, Plurk and OGoing was ranked highest by a mean score of ($\bar{x}$=3.87>3.50) followed by Twitter ($\bar{x}$=3.74>3.50), Emotions ($\bar{x}$=3.59>3.50), MySay ($\bar{x}$=3.54>3.50), Friendfeed ($\bar{x}$=3.42<3.50) while Moodmill was ranked the least with a mean score of ($\bar{x}$=3.23<3.50). This indicates that other microblogs (Scoop.it, Plurk and OGoing), Twitter, Emotions and MySay were the microblogs frequently used by the respondents. Result on frequency of content communication indicates that YouTube was the highest with a mean score of ($\bar{x}$=3.76>3.50), followed by Flickr ($\bar{x}$=3.48<3.50), PhotoBucket ($\bar{x}$=3.42<3.50), Imageshack ($\bar{x}$ =3.34<3.50), MetaCafe ($\bar{x}$ =3.31<3.50), Vimeo ($\bar{x}$ =3.27<3.50) and other content communication tools (zoom,

fleep and Google photo, Hip chat) were ranked the lowest with a mean score of ($\bar{x}$ =2.75<3.50). The inference to be drawn from the result indicates that YouTube was the major content communication tool highly used by the respondents.

Table 4.9c presents the frequency of social media use by the Doctoral LIS postgraduate students.

Table 4.9c: Frequency of use of social media tools by the Doctoral postgraduate students

Social Networks	Daily		Weekly		Monthly		Quarterly		Annually		Never		Mean	S.D
	N	%	N	%	N	%	N	%	N	%	N	%		
Facebook	25	11.8	154	73.0	-		-		28	18.3	4	1.9	3.95	0.57
Instagram	19	9.0	157	74.4	2	0.9	-		27	12.8	6	2.8	3.93	0.64
LinkedIn	4	1.9	-		13	6.2	157	74.4	30	14.2	7	3.3	3.91	0.71
Google+	4	1.9	2	0.9	14	6.6	152	72.0	34	16.1	5	2.4	3.65	0.73
MySpace	12	5.7	-		13	6.2	149	70.2	33	12.6	4	1.9	3.04	0.90
Hi5	12	5.7	-		9	4.3	152	72.0	34	16.1	4	1.9	3.01	0.89
Collaborative projects														
Wikipedia	-		-		18	8.5	150	71.1	38	18.0	5	2.4	3.86	0.58
Others(Please specify)	14	6.6	-		8	3.8	152	72.0	30	14.2	7	3.3	3.03	0.96
WikiHow	10	4.7	-		11	5.2	152	72.0	32	15.2	6	2.8	2.99	0.86
Wiki	8	3.8	-		12	5.7	150	71.1	35	16.6	6	2.8	2.95	0.82
Wikitionary	6	2.8	-		5	2.4	160	75.8	32	15.2	8	3.8	2.88	0.76
Social bookmarking tools														
Digg.com	14	6.6			9	4.3	148	70.1	32	19.2	8	3.8	3.01	0.97
Del.icio.us	12	5.7	-		7	3.3	158	74.9	25	11.8	9	4.3	3.00	0.96
Reddit	14	6.6	-		2	0.9	158	73.9	30	14.2	9	4.3	2.98	0.96
StumbleUpon	8	3.8	-		12	5.7	154	73.0	30	14.2	7	3.3	2.96	0.88
Pintrest	10	4.7	-		4	1.9	155	73.5	32	15.2	10	4.7	2.91	0.92
Others(Please specify)	6	2.8	-		12	5.7	153	72.5	32	15.2	8	3.8	2.91	0.82
Blogs														
Others (Please specify)	12	5.7	-		9	4.3	148	70.9	32	15.2	9	4.3	3.98	0.94
Webs	12	5.7	-		6	2.8	146	69.2	38	18.0	9	4.3	3.93	0.94
Wordpress	12	5.7	-		10	4.7	145	68.7	38	18.0	6	2.8	2.98	0.93
Ghost	10	4.7	-		8	3.8	152	72.0	31	14.7	10	4.7	2.94	0.89
Weebly	6	2.8	1	0.5	10	4.7	153	72.5	36	17.1	5	2.4	2.92	0.76
blogger.com	8	3.8	-		11	5.2	149	70.6	32	15.2	11	5.2	2.91	0.87
Tumblr	6	2.8	-		11	5.2	150	71.1	34	16.1	10	4.7	2.88	0.80
Microblogs			-											
Twitter	12	5.7	-		6	2.8	157	74.4	6	2.8	12	5.7	3.98	0.93
Others(Please specify)	8	3.8	3 .	1.4	16	7.6	145	68.7	31	14.7	8	3.8	2.97	0.87
Friendfeed	8	3.8	1	0.5	3	1.4	158	74.9	33	15.6	8	3.8	2.91	0.82
Emotions	8	3.8			11	5.2	152	72.0	27	12.8	13	6.2	2.91	0.87
Moodmill	8	3.8	-		11	5.2	152	72.0	11	5.2	8	3.8	2.90	0.88
MySay	2	0.9	-		14	6.6	156	73.9	30	14.2	9	4.3	2.87	0.67
Content Communication														
YouTube	12	5.7	1	0.5	13	3.2	145	68.7	30	14.2	10	4.7	3.98	0.92
Vimeo	8	3.8	2	0.9	17	8.1	156	29.4	23	10.9	11	5.2	3.05	0.96
Flickr	8	3.8	2	0.9	17	8.1	150	71.1	23	10.9	11	5.2	3.00	0.88
MetaCafe	-		-		32	15.2	144	68.2	29	13.8	6	2.8	2.96	0.63
PhotoBucket	2	0.9	`		26	12.3	148	70.1	27	12.9	8	3.8	2.93	0.64
Imageshack	-		1 0.5		19	8.5	153	72.5	33	15.6	6	2.8	2.88	0.60
Snapchat	2	0.9	1	0.5	13	6.2	149	70.6	41	19.4	5	2.4	2.86	0.66
Others (Please specify)	2	0.9	2	0.9	12	5.7	148	70.1	41	19.4	6	2.8	2.85	0.68
	Weighted mean													
													3.17	**0.81**

NB: The average for a six-item is 3.50

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.9c presents result of the frequency of use of social media by the LIS postgraduate students in Nigerian universities. Findings show that Facebook was ranked highest with a mean score of ($\bar{x}$=3.95>3.50) followed closely by Instagram ($\bar{x}$=3.93>3.50), LinkedIn ($\bar{x}$=3.91>3.50), Google+ ($\bar{x}$=3.65>3.50), MySpace ($\bar{x}$=3.04<3.50) and Hi5 with a mean score of ($\bar{x}$=3.01<3.50). The result indicated that the respondents made use of Facebook, Instagram, LinkedIn and Google+ more highly than MySpace and Hi5. Based on collaborative projects, results shows that Wikipedia has the highest mean score of ($\bar{x}$=3.86>3.50), other collaborative projects ProofHub, Redbooth and GoToMeeting with a mean score of ($\bar{x}$=3.03<3.50), WikiHow ($\bar{x}$=2.99<3.50), Wiki ($\bar{x}$=2.95<3.50) while Wikitionary has the lowest score of ($\bar{x}$=2.88<3.50). This implies that Wikipedia was the major collaborative project tools mostly-used by the respondents.

Result of findings based on social bookmarking tools indicate that Diggi.com has the highest mean score of ($\bar{x}$=3.01<3.50), Del.icio.us ($\bar{x}$=3.00<3.50), Reddit ($\bar{x}$=2.98<3.50), StumbleUpon ($\bar{x}$=2.96<3.50), Pintrest ($\bar{x}$=2.91<3.50) and other social bookmarking tools such as E-learning tags, Pinboard and Evernote was the least with a mean score of ($\bar{x}$=2.91<3.50). The result reveals that social bookmarking tools were not highly used by the respondents. The reason could be attributed to the fact that the larger portions of the respondents were not aware of the social bookmarking tools and hence, they did not make use of the tools. On Blogs, other blogging tools (Canva, Feedly and Flipboard) was ranked highest with a mean score of ($\bar{x}$=3.98>3.50), Webs ($\bar{x}$=3.93>3.50), Wordpress ($\bar{x}$=2.98<3.50), Ghost ($\bar{x}$=2.94<3.50), Weebly ($\bar{x}$=2.92<3.50), blogger.com ($\bar{x}$=2.91<3.50) while Tumblr was ranked the lowest with a mean score of ($\bar{x}$=2.88<3.50). The findings indicate that the respondents highly used other blogging tools (Live Chat, Canva, Feedly and Flipboard) and Webs more than Wordpress, Ghost, Weebly, blogger.com and Tumblr.

On microblog, Twitter has the highest mean rating of ($\bar{x}$=3.98>3.50), other microblogging tools (Scoop.it and Plurk) ($\bar{x}$=2.97>3.50), Friendfeed ($\bar{x}$=2.91<3.50), Emotions ($\bar{x}$=2.91<3.50), Moodmill ($\bar{x}$=2.90<3.50) and Mysay ($\bar{x}$=2.87<3.50). The result indicates that the larger portion of the respondents frequently used Twitter more than other microblog tools listed in the study. Result based on content communication indicates that YouTube was ranked highest with a mean score of ($\bar{x}$=3.98>3.50), Vimeo ($\bar{x}$=3.05<3.50), Flickr ($\bar{x}$=3.00<3.50), MetaCafe ($\bar{x}$=2.96<3.50), PhotoBucket ($\bar{x}$=2.93<3.50), Imageshack ($\bar{x}$=2.88<3.50), Snapchat ($\bar{x}$=2.86<3.50) while and other

content communication tools (zoom, fleep and Google photo, Hip chat) were ranked lowest with a mean rating of ($\bar{x}$ =2.85<3.50). Inference to be drawn from the result indicates that YouTube was the major content communication tools used by the respondents.

Table 4.10: Test of norm showing the frequency of social media use by the respondents

Interval	Mean	Level	Frequency	Percentage
1-51		Low use	4	0.5%
52-103		Moderate use	120	16.2%
104-152	**127.8625**	High use	618	83.3%

Table 4.10 shows the frequency of social media use by the respondents. The maximum score of frequency of use is 152. A score of 1-51 indicates low use; 52-103 indicates moderate use while 104-152 shows high use. The overall mean score of use of social media by the respondents is $\overline{X}$ =127.8625 SD 33.19. This implies that the mean score falls within the range of 104-152 which indicates that respondents' use of social media tools was high. 4(0.5%) of the respondents had low frequency of use, 120(16.2 %) had moderate frequency of use while 618(83.3%) had high frequency of social media use. Therefore, this shows that the frequency of social media use among the respondents was high.

4.3.6. Research question 6: What is the level of social competence possessed by the LIS postgraduate students in Nigeria universities?

The research question 6 aimed at ascertaining the level of social competence possessed by the respondents. In answering research question 6, respondents' levels of agreement with items on cognitive skills and abilities, behavioural skills, emotional skills and motivational and Expectancy sets are presented in tables 4.11a, 4.11b and 4.11c.

Table 4.11a presents the social competence level of the LIS postgraduate students.

Table 4.11a: Social competence level of the LIS postgraduate students

S/N	Social Competence	SA		A		D		SD		Mean	S.D
	Cognitive Skills and Abilities	N	%	N	%	N	%	N	%		
1.	I know what I learn in the university is important	80	10.8	377	50.8	217	29.2	68	9.2	2.63	0.80
2.	I like university because I learn a lot of new things	101	13.6	452	60.9	130	17.5	59	8.0	2.80	0.77
3.	Before I start something, I think about its possible consequences	160	21.6	459	61.9	89	12.0	34	4.6	3.00	0.72
4.	Whoever is not on my side is against me	188	25.3	458	61.7	64	8.6	32	4.3	2.08	0.61
5.	Whenever I perform a task too fast, I feel it is too easy	122	16.4	487	65.6	101	13.6	32	4.3	2.94	0.69
	Behavioural skills										
6.	I make decisions when I am with my friends	113	15.2	434	58.5	152	20.5	43	5.8	2.83	0.75
7.	It is important to me to get fair compromises when involved in a conflict	183	24.7	452	60.9	83	11.2	24	3.2	3.07	0.70
8.	I do not interrupt when someone is talking	166	22.4	483	65.1	69	9.3	24	3.2	3.07	0.67
9.	Most of the time I try to solve arguments by reasoning	148	19.9	464	62.5	100	13.5	30	4.0	2.98	0.70
10.	Am often able to find solution or compromises when involved in a conflict	172	23.2	486	65.5	65	8.8	19	2.6	3.09	0.64
	Emotional Skills										
11.	No matter what, my friends and I stay together	194	26.1	451	60.8	69	9.3	28	3.8	3.11	0.81
12.	I accept constructive criticism from friends without becoming angry	227	30.6	412	55.5	68	9.2	35	4.7	3.12	0.76
13.	Am sensitive to the needs of others	122	16.4	451	60.5	123	16.6	46	6.2	2.87	0.75
14.	I usually share and lend my belongings to my friends	143	19.3	477	64.3	92	12.4	30	4.0	2.99	0.69
15.	I often share my friend's happiness and good mood	187	25.2	457	61.6	66	8.9	32	4.3	3.08	0.71
	Motivational and Expectancy sets										
16.	My friends are very important to me	322	43.4	339	45.7	53	7.1	28	3.8	3.29	0.76
17.	Injustice makes me angry	177	23.9	435	58.6	89	12.0	41	5.5	3.01	0.76
18.	I am often ruled by fate most of the time	171	23.0	476	64.2	67	9.0	28	3.8	3.06	0.68
19.	I always play and cooperate well with my friends	137	18.5	519	69.9	56	7.5	30	4.0	3.03	0.65
20.	I usually show kindness towards my friends	107	14.4	483	65.1	108	14.6	44	5.9	2.88	0.72
		Weighted Mean								**3.03**	**0.71**

NB: The average mean of a four item is 2.50

(Key: SA-Strongly agreed, A- Agreed, D- Disagreed, SD- Strongly agreed)

Table 4.11a present the responses on the level of social competence possessed by LIS postgraduate students in Nigeria universities. Based on the statements under cognitive skills and abilities, these are the details: majority of the respondents agreed that they know what they learn in university is important (x=2.63>2.50), they like the university because they learn new things ($\bar{x}$=2.80>2.50), they think about possible consequence before starting something ($\bar{x}$=3.00>2.50) and agreed that whenever they solve a task too fast, they feel it is too easy ($\bar{x}$=2.94>2.50). Findings also indicate that the larger portion of the respondents disagreed that whoever is not on their side is against them ($\bar{x}$=2.08<2.50). On behavioural skills: Findings indicate that the larger portion of the respondents agreed that they make decision when they are with their friends ($\bar{x}$=2.83>2.50), it is important for them to get fair compromises when involved in a conflict ($\bar{x}$=3.07>2.50), they do not interrupt when someone is talking ($\bar{x}$=3.07>2.50), they try to solve argument by reasoning ($\bar{x}$=2.98 >2.50) and they are often able to find solution or compromises ($\bar{x}$=3.09>2.50).

Statements on emotional skills of the respondents indicates that the larger portion of the respondents agreed that no matter what, their friends and them stay together ($\bar{x}$=3.11>2.50), they accept constructive criticism from friends without becoming angry ($\bar{x}$=3.12>2.50), they are sensitive to the need of others ($\bar{x}$=2.87>2.50), they usually share and lend their belongings to their friends ($\bar{x}$=2.99>2.50) and that they often share their friends happiness and good mood ($\bar{x}$=3.08>2.50).

On Motivational and Expectancy sets, findings indicate that majority of the respondents agreed that their friends are very important to them ($\bar{x}$=3.29>2.50), injustice makes them angry ($\bar{x}$=3.01>2.50), they often ruled by fate most of the time ($\bar{x}$=3.06>2.50), they always play and cooperate well with their friends ($\bar{x}$=3.03>2.50) and that they usually show kindness towards their friend ($\bar{x}$=2.88>2.50). It could be inferred from the table that the level of social competence of the respondents was high. The average mean score on level of social competence is 2.50, which is the average acceptable score since the items were being tested on a Likert-type four-point scale. The results on level of social competence by the LIS postgraduate students based on their level of study were further analysed and summarised in Tables 4.11b and 4.11c. Table 4.11b: Present social competence level of master's LIS students.

Table 4.11b: Social competence level of the Master LIS students

S/N	Social Competence	SA		A		D		SD		Mean	S.D
	Cognitive Skills and Abilities	N	%	N	%	N	%	N	%		
1.	I know what I learn in the university is important	66	12.4	222	41.8	180	33.9	63	11.9	2.55	0.86
2.	I like university because I learn a lot of new things	85	16.0	302	56.9	93	17.5	51	9.6	2.79	0.82
3.	Before I start something, I think about its possible consequences	146	27.5	296	55.7	61	11.5	28	5.3	3.05	0.77
4.	Whoever is not on my side is against me	164	30.9	309	58.2	36	6.8	22	4.1	2.16	0.72
5.	Whenever I perform a task too fast, I feel it is too easy	102	19.2	334	62.9	40	18.2	25	4.7	2.97	0.72
	Behavioural skills										
6.	I make decisions when I am with my friends	101	19.0	278	52.0	118	22.2	36	6.8	2.83	0.81
7.	It is important to me to get fair compromises when involved in a conflict	163	30.7	295	55.6	54	10.2	19	3.6	3.13	0.73
8.	I do not interrupt when someone is talking	144	27.1	324	61.0	46	6.9	18	3.4	3.12	0.69
9.	Most of the time I try to solve arguments by reasoning	129	24.3	306	57.6	70	3.2	26	4.9	3.01	0.76
10.	Am often able to find solution or compromises when involved in a conflict	161	30.3	317	59.7	40	7.5	13	2.4	3.18	0.67
	Emotional Skills										
11.	No matter, what my friends and I stay together	180	33.9	286	53.9	42	7.9	21	4.0	3.21	0.88
12.	I accept constructive criticism from friends without becoming angry	207	39.0	257	48.4	41	7.7	26	4.9	3.21	0.79
13.	Am sensitive to the needs of others	111	20.9	294	55.4	90	16.9	36	6.8	2.90	0.80
14.	I usually share and lend my belongings to my friends	139	25.0	314	59.1	64	12.1	20	3.8	3.05	0.72
15.	I often share my friend's happiness and good mood	174	32.8	298	56.1	37	7.0	22	4.1	3.18	0.73
	Motivational and Expectancy sets										
16.	My friends are very important to me	302	56.9	184	34.7	27	5.1	18	3.4	3.45	0.74
17.	Injustice makes me angry	160	30.1	288	54.2	50	9.4	33	6.2	3.08	0.80
18.	I am often ruled by fate most of the time	150	28.2	327	61.8	36	6.8	18	3.4	3.15	0.68
19.	I always play and cooperate well with my friend	118	22.2	359	67.6	29	5.5	25	4.7	3.07	0.68
20.	I usually show kindness towards my friends	91	17.1	327	61.6	81	15.3	32	6.0	2.90	0.75
	Weighted Mean									**2.76**	**0.89**

NB: The average mean of a four item is 2.50

Table 4.11b presented the responses on the level of social competence possessed by the master LIS students in Nigeria universities. Based on the statements under cognitive skills and abilities: majority of the respondents agreed that they know what they learn in university is important ($\bar{x}$=2.55>2.50), they like the university because they learn new things ($\bar{x}$=2.79>2.50), they think about possible consequence before starting something ($\bar{x}$=3.05>2.50) and agreed that whenever they solve a task too fast, they feel it is too easy ($\bar{x}$=2.94>2.50). Findings also indicate that the larger portion of the respondents disagreed that whoever is not on their side is against them ($\bar{x}$=2.16<2.50). On behavioural skills: Findings indicate that the larger portion of the respondents agreed that they make decision when they are with their friends ($\bar{x}$=2.83>2.50), it is important for them to get fair compromises when involved in a conflict ($\bar{x}$=3.13>2.50), they do not interrupt when someone is talking ($\bar{x}$=3.12>2.50), they try to solve argument by reasoning ($\bar{x}$=3.01 >2.50) and they are often able to find solution or compromises ($\bar{x}$=3.18>2.50).

Statements on emotional skills of the respondents indicates that the larger portion of the respondents agreed that, no matter what their friends and they stay together ($\bar{x}$=3.21>2.50), they accept constructive criticism from friends without becoming angry ($\bar{x}$=3.21>2.50), they are sensitive to the need of others ($\bar{x}$=2.90>2.50), they usually share and lend their belongings to their friends ($\bar{x}$=2.99>2.50) and that they often share their friends happiness and good mood ($\bar{x}$=3.18>2.50). It could be inferred from the Table that the level of social competence on emotional skills of the respondents was high based on the mean ranking.

On Motivational and Expectancy sets, findings indicate that majority of the respondents agreed that their friends are very important to them ($\bar{x}$=3.45>2.50), injustice makes them angry ($\bar{x}$=3.08>2.50), they often ruled by fate most of the time ($\bar{x}$=3.15>2.50), they always play and cooperate well with their friends ($\bar{x}$=3.07>2.50) and they usually show kindness towards their friends ($\bar{x}$=2.90>2.50).

Table 4.11c presents the social competence level of Doctoral LIS students.

Table 4.11c: Social competence level of the Doctoral LIS students

S/N	Social Competence	SA		A		D		SD		Mean	S.D
	Cognitive Skills and Abilities	N	%	N	%	N	%	N	%		
1.	I know what I learn in the university is important	14	6.6	155	73.5	37	17.5	5	2.4	2.84	0.56
2.	I like university because I learn a lot of new things	16	7.6	150	71.1	37	17.5	8	3.8	2.82	0.61
3.	Before I start something, I think about its possible consequences	14	6.6	163	77.3	29	13.3	6	2.8	2.88	0.55
4.	Whoever is not on my side is against me	24	11.4	149	71.6	28	13.3	10	4.7	2.19	0.65
5.	Whenever I perform a task too fast, I feel it is too easy	20	9.5	153	72.5	31	14.7	7	3.3	2.88	0.60
	Behavioural skills										
6.	I make decisions when I am with my friends	12	5.7	158	74.9	34	16.1	7	3.3	2.83	0.57
7.	It is important to me to get fair compromises when involved in a conflict	20	9.5	157	74.4	29	13.7	5	2.4	2.91	0.57
8.	I do not interrupt when someone is talking	22	10.4	159	75.4	24	11.4	6	2.8	2.93	0.57
9.	Most of the time I try to solve arguments by reasoning	19	9.0	158	74.9	30	14.2	4	1.9	2.91	0.55
10.	Am often able to find solution or compromises when involved in a conflict	11	5.2	169	80.1	25	11.8	6	2.8	2.88	0.52
	Emotional Skills										
11.	No matter what my friends and I stay together	12	5.7	165	78.2	27	12.8	7	3.3	2.86	0.55
12.	I accept constructive criticism from friends without becoming angry	20	9.5	155	72.5	27	12.8	9	4.3	2.88	0.62
13.	Am sensitive to the needs of others	11	5.2	157	74.4	33	15.6	10	4.7	2.80	0.60
14.	I usually share and lend my belongings to my friends	10	4.7	159	75.4	28	13.3	10	4.7	2.82	0.58
15.	I often share my friend's happiness and good mood	13	6.2	159	75.4	29	13.7	10	4.7	2.83	0.60
	Motivational and Expectancy sets										
16.	My friends are very important to me	20	9.5	155	73.5	26	12.3	10	4.7	2.88	0.63
17.	Injustice makes me angry	17	8.1	147	69.7	39	18.5	8	3.8	2.82	0.62
18.	I am often ruled by fate most of the time	21	10.0	149	70.6	31	14.7	10	4.7	2.86	0.65
19.	I always play and cooperate well with my friends	19	9.0	160	75.8	27	12.8	5	2.4	2.91	0.55
20.	I usually show kindness towards my friends	16	7.6	156	73.9	27	12.8	12	5.7	2.83	0.64
	Weighted mean									**2.86**	**0.59**

NB: The average mean of a four item is 2.50

Table 4.11c presents the responses on the level of social competence possessed by the doctoral LIS students in Nigeria universities. Based on the statements under cognitive skills and abilities: majority of the respondents agreed that they know what they learn in university is important ($\bar{x}=2.84>2.50$), they like the university because they learn new things ($\bar{x}=2.82>2.50$), they think about possible consequence before starting something ($\bar{x}=2.88>2.50$) and agreed that whenever they solve a task too fast, they feel it is too easy ($\bar{x}=2.88>2.50$). Findings also indicate that the larger portion of the respondents disagreed that whoever is not on their side is against them ($\bar{x}=2.19<2.50$). On behavioural skills: Findings indicate that the larger portion of the respondents agreed that they make decision when they are with their friends ($\bar{x}=2.83>2.50$), it is important for them to get fair compromises when involved in a conflict ($\bar{x}=2.91>2.50$), they do not interrupt when someone is talking ($\bar{x}=2.93>2.50$), they try to solve argument by reasoning ($\bar{x}=2.91 >2.50$) and they are often able to find solution or compromises ($\bar{x}=2.88>2.50$).

Statements on emotional skills of the respondents indicates that the larger portion of the respondents agreed that, no matter what, their friends and them stay together ($\bar{x}=2.86>2.50$), they accept constructive criticism from friends without becoming angry ($\bar{x}=2.88>2.50$), they are sensitive to the need of others ($\bar{x}=2.80>2.50$), they usually share and lend their belongings to their friends ($\bar{x}=2.82>2.50$) and that they often share their friends happiness and good mood ($\bar{x}=2.83>2.50$). On Motivational and Expectancy sets, findings indicate that majority of the respondents agreed that their friends are very important to them ($\bar{x}=2.88>2.50$), injustice makes them angry ($\bar{x}=2.82>2.50$), they often ruled by fate most of the time ($\bar{x}=2.86>2.50$), they always play and cooperate well with their friends ($\bar{x}=2.91>2.50$) and that they usually show kindness towards their friends ($\bar{x}=2.83>2.50$). In comparing the mean score ranking on the level of social competence of the masters and doctoral students, result shows that the cognitive skills and abilities level of the doctoral students are high compare to the master students while the Master students have the highest mean ranking on emotional skills than the doctoral students

Table 4.12: Test of norm showing the level of social competence of the respondents

Interval	Mean	Level	Frequency	Percentage
1-27		Low	0	0.0%
28-54		Moderate	394	53.1%
55-80	**55.1806**	High	348	46.9%

Table 4.12 shows the test of norm score of the respondents' level of social competence. The maximum score of social competence is 80. A score of 1-27 indicates low level of social competence; 28-54 indicates moderate level while 55-80 shows high level. The result indicated that 0(0.0%) of the respondents possessed low level of social competence, 394(53.1%) had moderate level while 348(46.9%) had high level. The overall mean index of social competence level by the respondents is $\overline{X}$ =55.18 SD 7.89. This implies that the mean score falls within the range of 55-80 which indicates that the respondents' level of social competence was high.

4.3.7. Research question 7:   What is the relative effect of awareness, accessibility and use of social media on social competence of the LIS postgraduate students?

Table 4.13 presents the relative effect of awareness, accessibility and use of social media on social competence of the LIS postgraduate students.

Table 4.13: Relative effect of awareness, accessibility and use of social media on social competence of the students

Model	Unstandardised Regression Coefficient		Standardised Regression Coefficient		
	B	Std. Error (β)	B	T	Sig.p
(Constant)	38.635	2.010	-	19.224	0.00
Awareness of social media	.034	.011	0.880	3.778	0.00
Accessibility to social media	.061	.013	0.204	4.620	0.00
Use of social media	.076	.010	0.356	7.987	0.00

The result on Table 4.13 shows the effect of each of the independent variables (awareness, accessibility and use of social media tools) on dependent variable social competence of LIS postgraduate students. The analysis revealed that use of social media tools (B=0.076 t=7.99, p<0.05), accessibility (B=0.061, t=4.62, p<0.05) and awareness of social media (B=0.034, t=3.78, p=<0.05) have significant effect on social competence of the LIS postgraduates. In summary, use of social media (B=0.076), closely followed by accessibility (B=0.061) has significant effect on social competence of the LIS postgraduates than awareness of social media tools. In addition, awareness of social media (Beta= 0.880) has relative effect of 88% on social competence, while accessibility to social media (Beta= 0.204) has relative effect of 20.4% on social competence and use of social media (Beta=0.356) has a relative effect of 35.6% on social competence of the respondents.

4.4.8. Research question 8: What are the challenges of social competence faced by the LIS postgraduate students in Nigerian universities?

Table 4.14a presents the challenges of social competence by the respondents.

Table 4.14a: Challenges of social competence faced by the LIS postgraduates student

S/N	Statements	SA		A		D		SD		Mean	S.D
		N	%	N	%	N	%	N	%		
1	Inability to participate in social activity (quiz competitions, seminar presentations)	112	15.1	410	55.3	145	19.5	75	10.1	2.75	0.83
2	Lack of problem-solving skills	110	14.8	398	53.6	133	17.9	101	12.8	2.70	0.88
3	Lack of self-control	85	11.5	429	57.8	142	19.1	86	11.6	2.69	0.82
4	Inability to handle and manage conflict situation	100	13.5	397	52.5	149	20.1	96	12.9	2.68	0.87
5	Low self-esteem	85	11.5	418	56.3	154	20.8	85	11.5	2.68	0.82
6	Inability to initiate conversation	98	12.9	320	43.1	302	40.7	24	3.2	2.66	0.74
7	Lack of socialisation skills	88	11.9	399	53.8	159	21.4	96	12.9	2.65	0.85
8	Lack of awareness of the importance of social competence (personal & career dev.)	77	10.4	339	45.7	163	22.0	163	22.0	2.64	0.95
9	Lack of self-confidence	115	15.5	299	40.3	198	26.7	130	17.5	2.64	0.95
10	Inability to decode information	-		419	56.5	227	30.6	96	12.9	2.64	0.71
11	Lack of creativity such as inability to use creativity to solve social interactions	102	13.7	331	44.8	220	29.8	89	12.3	2.62	0.87
12	Lack of empathy	120	16.2	366	35.8	308	41.5	48	6.5	2.62	0.83
13	Lack of a focused and controlled social competence training program in universities	85	11.5	309	41.5	172	23.2	176	23.7	2.61	0.97
14	Inability to face challenging or difficult situations	87	11.7	372	50.1	187	25.2	96	12.9	2.61	0.86
15	Lack of decision-making skills	74	10.0	404	54.4	152	20.5	112	15.1	2.59	0.86
16	social anxiety (social withdrawal, shyness, depression and loneliness)	81	10.9	382	48.8	202	27.2	97	13.1	2.59	0.85
17	Inability to communicate and cooperate with colleagues	90	12.1	308	41.5	165	22.2	179	24.1	2.58	0.98
18	Inability to establish and maintain relationships	89	12.0	356	48.0	197	26.5	100	13.5	2.58	0.87
19	Low academic performance	87	11.7	369	49.7	176	23.7	110	14.6	2.58	0.88
20	Lack of assertiveness	48	6.5	374	50.4	272	36.7	48	6.5	2.57	0.71
21	Deficits in social recognition	66	8.9	311	41.9	341	46.0	24	3.2	2.56	0.70
22	Inability to adapt to rapidly changing situations such as use of social media tools	99	13.3	349	47.0	154	20.8	140	18.9	2.55	0.95
23	Inability to communicate and adapt to social situation or environment	96	12.9	320	43.1	213	26.7	113	15.2	2.54	0.90
24	Low -levels of emotional intelligence	88	9.2	374	50.4	178	24.0	122	16.4	2.52	0.87
		Weighted Mean								**2.61**	**0.82**

Table 4.14a presents the results of the challenges due to lack of social competence faced by the LIS postgraduate students in Nigerian universities. The descriptive analysis of frequency and percentages shows that 522 (70.4%) of the respondents agreed to the challenge of inability to participate in social activity (quiz competitions, seminar presentations, team work, speech delivery), 508(68.4%) agreed to lack of problem-solving skills as one of the challenges. 514 (69.3%) agreed to lack of self-control. Also, 497(66.0%) ascertained that inability to handle and manage conflict situation while 503(67.8%) agreed that it is low self-esteem, 418(56.0%) agreed that it is inability to initiate conversation, 487 (65.7%) claimed it is lack of socialisation skills. Further findings indicate that 416 (56.1%) of the respondents agreed that they lack awareness of the importance of social competence for personal, professional and career development. 414(55.8%) agreed that is lack of self-confidence, 419 (56.5%) supported is inability to decode information and 433(58.5%) opined that is lack of creativity such as inability to use creativity to solve social interactions or events. 486(52.0%) of the respondents agreed to lack of empathy, 394 (53.0%) agreed that it is lack of a focused and controlled social competence training programme in universities.

In addition, 459(61.8%) of the respondents supported that it is their inability to face challenging or difficult situations, 478(64.4%) agreed that they lack decision-making skills, 463(59.7%) noted that is social anxiety (social withdrawal, shyness, depression and loneliness). 398(53.6%) remarked that it is inability to communicate and cooperate with colleagues. 445(60.0%) agreed it is inability to establish and maintain relationships. Whereas 456(61.4%) ascertained that it is low academic performance, 422(56.9%) supported lack of assertiveness, 377(50.8%) agreed deficits in social recognition, 448(60.3%) supported the idea that it is their inability to adapt to rapidly changing situations (inability to utilise social site tools effectively). Result also shows that 416(56.0) of the respondents agreeing that it is their inability to communicate and adapt to social situation while 462(59.6%) affirmed that they possessed low levels of emotional intelligence.

The result also reveals the mean and standard deviation of the challenges of social competence faced by the LIS postgraduate students in Nigerian universities. Inability to participate in social activity such as quiz competitions, seminar presentations, team work, speech delivery ($\bar{x}$ =2.75>2.50) was ranked highest of the main challenges faced by the respondents followed by lack of problem-solving skills

($\bar{x}$=2.70>2.50), lack of self-control ($\bar{x}$=2.69>2.50), inability to handle and manage conflict situation ($\bar{x}$ =2.68>2.50), low self-esteem ($\bar{x}$=2.68>2.50), inability to initiate conversation ($\bar{x}$=2.66>2.50), lack of socialisation skills ($\bar{x}$=2.65>2.50), lack of awareness of the importance of social competence for personal and professional/career development ($\bar{x}$=2.64>2.50), lack of confidence ($\bar{x}$=2.64>2.50), inability to decode information ($\bar{x}$=2.64>2.50), and lack of creativity such as inability to use creativity to solve social interactions or events ($\bar{x}$ =2.62>2.50), lack of empathy ($\bar{x}$=2.62>2.50), lack of a focused and controlled social competence training program in universities ($\bar{x}$=2.61>2.50), inability to face challenging or difficult situations ($\bar{x}$=2.61>2.50), lack of decision-making skills ($\bar{x}$=2.59>2.50), social anxiety such as social withdrawal, shyness, depression and loneliness ($\bar{x}$=2.59>2.50), inability to communicate and cooperate with colleagues ($\bar{x}$=2.58>2.50), inability to establish and maintain relationships ($\bar{x}$=2.58>2.50), low academic performance ($\bar{x}$=2.58>2.50), lack of assertiveness($\bar{x}$=2.57>2.50), deficits in social recognition ($\bar{x}$=2.56>2.50), inability to adapt to rapidly changing situations such as inability to utilise social site tools effectively ($\bar{x}$=2.55>2.50), inability to communicate and adapt to social situation or environment ($\bar{x}$=2.54>2.50) and, lastly, low levels of emotional intelligence which has the least mean score of ($\bar{x}$ =2.52>2.50).

The implications of this finding indicates that all respondents in the study agreed to all the items listed on challenges of social competence they face as students in their various universities as this might pose a threat to the universities. Therefore, universities should try as much as possible to include or overhaul the existing curriculum to include social competence training programme.

The results on challenges of social competences faced by the LIS postgraduate students, based on their level of study, were further presented and summarised using the mean score in Table 4.14b and 4.14c.

Table 4.14b: Challenges of social competence faced by the Master LIS students

S/N	Statements	SA		A		D		SD		Mean	S.D
		N	%	N	%	N	%	N	%		
1	Inability to participate in social activity (quiz competitions, seminar presentations)	96	18.1	251	47.3	114	21.5	70	13.2	2.70	0.91
2	Inability to initiate conversation	74	13.9	236	44.4	200	37.7	21	4.0	2.68	0.76
3	Low self-esteem	72	13.6	268	50.5	114	21.5	77	14.5	2.63	0.89
4	Inability to decode information	-		256	48.8	186	35.0	86	16.2	2.63	0.74
5	Lack of awareness of the importance of social competence for personal & career development	67	12.6	243	45.8	119	22.4	102	19.2	2.62	0.94
6	Lack of self-control	74	13.9	260	49.0	116	21.8	81	15.3	2.62	0.91
7	Lack of problem-solving skills	92	17.3	243	45.8	100	18.8	36	16.1	2.62	0.97
8	Inability to handle and manage conflict situation	86	16.2	243	45.8	114	21.5	88	16.6	2.62	0.95
9	Inability to adapt to rapidly-changing situations such as use of social media tools effectively	87	16.4	250	47.1	96	18.1	98	18.5	2.61	0.97
10	Lack of creativity such as inability to use creativity to solve social interactions or events	89	16.8	221	41.6	141	26.6	80	15.1	2.60	0.94
11	Lack of self-confidence	98	18.5	216	40.7	121	22.8	96	18.1	2.60	0.99
12	Inability to communicate and adapt to social situation or environment	85	16.0	227	42.7	128	24.1	91	17.1	2.58	0.95
13	Lack of socialisation skills	74	13.9	243	45.8	127	23.9	87	16.4	2.57	0.92
14	Inability to face challenging or difficult situations	77	14.5	240	45.2	124	23.4	90	16.9	2.57	0.94
15	social anxiety such as social withdrawal, shyness, depression and loneliness	70	13.2	252	47.5	119	22.4	90	16.9	2.57	0.92
16	Lack of empathy	93	17.5	159	29.9	237	44.6	42	7.6	2.57	0.87
17	Inability to establish and maintain relationships	74	13.9	237	44.6	129	24.3	91	17.1	2.55	0.93
18	Low academic performance	76	14.3	232	43.7	123	23.2	100	18.8	2.53	0.96
19	Low levels of emotional intelligence	56	10.4	264	49.7	117	22.0	95	17.9	2.53	0.90
20	Deficits in social recognition	47	8.9	207	39.0	256	48.2	21	4.0	2.53	0.71
21	Inability to communicate and cooperate with colleagues	74	13.9	235	44.3	114	21.5	108	20.3	2.52	0.97
22	Lack of decision-making skills	63	11.9	249	46.9	118	22.2	101	19.0	2.52	0.93
23	Lack of a focused and controlled social competence training program in universities	74	13.9	233	43.9	113	21.3	111	20.9	2.51	0.97
24	Lack of assertiveness	39	7.3	236	44.4	213	40.1	43	6.1	2.51	0.75
		Weighted mean								**2.57**	**0.90**

NB: The average mean of a four item is 2.50

Table 4.14b presents the summary of data on the challenges of social competence faced by Master's LIS students in Nigerian universities. Result shows that inability to participate in social activity (quiz competitions, seminar presentations, team work and speech delivery) ($\bar{x}$=2.70>2.50) was ranked highest with the mean score closely followed by inability to initiate conversation ($\bar{x}$=2.68>2.50), low self-esteem ($\bar{x}$=2.63>2.50), inability to decode information ($\bar{x}$=2.63>2.50), lack of awareness of the importance of social competence for personal and professional/ career development ($\bar{x}$=2.62>2.50), lack of self-control ($\bar{x}$=2.62>2.50), lack of problem solving skills ($\bar{x}$=2.62>2.50), inability to handle and manage conflict situation ($\bar{x}$=2.62>2.50), inability to adapt to rapidly-changing situations such as inability to utilise social site tools effectively ($\bar{x}$=2.62>2.50), lack of creativity such as inability to use creativity to solve social interactions or events ($\bar{x}$=2.60>2.50), lack of self-confidence ($\bar{x}$=2.60>2.50), inability to communicate and adapt to social situation or environment ($\bar{x}$=2.58>2.50), lack of socialisation skills ($\bar{x}$=2.57>2.50), inability to face challenging or difficult situations ($\bar{x}$=2.57>2.50), social anxiety such as social withdrawal, shyness, depression and loneliness ($\bar{x}$=2.57>2.50), lack of empathy ($\bar{x}$=2.57>2.50), inability to establish and maintain relationships ($\bar{x}$=2.55>2.50), low academic performance ($\bar{x}$=2.53>2.50), low levels of emotional intelligence ($\bar{x}$=2.53>2.50), deficits in social recognition ($\bar{x}$=2.53>2.50), inability to communicate and cooperate with colleagues ($\bar{x}$=2.52>2.50), lack of decision-making skills ($\bar{x}$=2.52>2.50) while lack of a focused and controlled social competence training programme in universities ($\bar{x}$=2.51>2.50) and lack of assertiveness ($\bar{x}$=2.51>2.50) have the least mean rating respectively. The result inferred that majority of the Master LIS students agreed to all the items listed in the study as challenges they faced as students in their various universities.

Table 4.14c presents the challenges of social competence by the Doctoral students.

Table 4.14c: Challenges of social competence faced by the Doctoral LIS students

S/N	Statements	SA		A		D		SD		Mean	S.D
		N	%	N	%	N	%	N	%		
1	Lack of self-control	11	5.2	169	80.1	26	12.3	5	2.4	2.88	0.51
2	Inability to participate in social activity (quiz competitions, seminar presentations)	16	7.6	159	75.4	31	14.7	5	2.4	2.88	0.55
3	Lack of problem-solving skills	18	8.5	156	73.5	33	15.6	5	2.4	2.88	0.57
4	Lack of socialisation skills	14	6.6	156	73.5	32	15.2	9	4.3	2.83	0.60
5	Inability to handle and manage conflict situation	14	6.6	154	73.0	35	16.6	8	3.8	2.82	0.60
6	Low self-esteem	13	6.2	150	71.1	40	19.0	8	3.8	2.80	0.60
7	Lack of self-confidence	17	8.1	83	39.3	77	36.5	34	16.1	2.79	0.85
8	Lack of decision-making skills	11	5.2	156	73.5	34	16.1	11	5.2	2.79	0.61
9	Lack of awareness of the importance of social competence for personal & career development	10	4.7	96	45.5	44	20.9	61	28.9	2.76	0.93
10	Lack of empathy	27	12.8	107	50.7	71	33.0	6	2.8	2.73	0.71
11	Lack of assertiveness	9	4.3	138	65.4	59	28.0	5	2.4	2.72	0.58
12	Low academic performance	11	5.2	137	64.9	53	25.1	10	4.7	2.71	0.64
13	Inability to decode information	-		160	75.8	41	19.4	10	4.7	2.71	0.55
14	Inability to face challenging or difficult situations	10	4.7	132	62.0	63	29.9	6	2.8	2.69	0.61
15	Lack of creativity such as inability to use creativity to solve social interactions or events	13	6.2	110	52.1	79	37.4	9	4.3	2.67	0.67
16	Lack of a focused and controlled social competence training programme in universities	11	5.2	76	36.0	59	28.0	65	30.8	2.66	0.93
17	Inability to communicate and cooperate with colleagues	16	7.6	73	34.6	51	24.2	71	33.6	2.66	0.98
18	Inability to establish and maintain relationships	15	7.1	119	56.4	68	32.2	9	4.3	2.66	0.67
19	Deficits in social recognition	19	9.0	104	49.3	85	40.3	3	1.4	2.66	0.66
20	social anxiety such as social withdrawal, shyness, depression and loneliness	11	5.2	110	52.1	83	39.3	7	3.3	2.61	0.64
21	Inability to initiate conversation	22	10.4	84	39.8	102	48.3	3	1.4	2.59	0.69
22	Inability to adapt to rapidly changing situations such as use of social media tools effectively)	12	5.7	99	46.9	58	27.5	42	19.9	2.58	0.87
23	Low level of emotional intelligence	13	6.2	110	52.1	61	28.9	27	12.9	2.52	0.79
24	Inability to communicate and adapt to social situation or environment	11	5.2	93	44.1	85	40.3	22	10.4	2.44	0.75
		Weighted mean								**2.62**	**0.69**

NB: The average mean of a four item is 2.50

Table 4.14c presents the responses on the challenges of social competence facing the Doctoral LIS students in Nigerian universities. Result shows that lack of self-control ranked the highest with a mean ration of ($\bar{x}=2.88>2.50$) followed by their inability to participate in social activity (quiz competitions, seminar presentations, team work and speech delivery) ($\bar{x}=2.88>2.50$), lack of problem solving skills ($\bar{x}=2.88>2.50$), lack of socialisation skills ($\bar{x}=2.83>2.50$), inability to handle and manage conflict situation ($\bar{x}=2.82>2.50$), low self-esteem ($\bar{x}=2.80>2.50$), lack of self-confidence ($\bar{x}=2.79>2.50$), lack of decision-making skills ($\bar{x}=2.79>2.50$), lack of awareness of the importance of social competence for personal and professional/ career development ($\bar{x}=2.76>2.50$) while inability to communicate and adapt to social situation or environment has the least mean score of ($\bar{x}=2.44>2.50$) respectively. This implies that majority of the Doctoral LIS students agreed to all the items listed in the study as challenges they faced as students in the universities studied.

4.4   Test of Hypotheses

This section of the research report the results of the eight null hypotheses formulated to guide the study. The hypotheses were tested at 0.05 level of significance and the results are as presented below.

4.4.1. Hypothesis 1: There is no significant relationship between LIS postgraduate students' awareness of social media and their social competence.

The Hypothesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Tables 4.15a and 4.15b.

Table 4.15a: Test of significance relationships of students'awareness of social media components and their social competence

		1	2	3	4	5	6	7	8	9	10	11	12
1	Social network	1	.621**	.352**	.495**	.274**	.321**	.741**	.286**	.104**	-.006	.393**	.196**
2	Collaborative project		1	.612**	.566**	.384**	.239**	.808**	.328**	.177**	.162**	.330**	.086*
3	Social bookmarking tools			1	.694**	.620**	.11**	.748**	.225**	.149**	.278**	.157**	.053
4	Blogs				1	.686**	.013	.827**	.252**	-.090*	.105**	.256**	.100**
5	Microblogs					1	.19**	.652**	.187**	.119**	.225**	.108**	.047
6	Content Communication						1	.356**	.412**	-.016	.159**	.502**	.391**
7	Awareness of social media							1	.424**	.154**	.136**	.442**	.314**
8	Cognitive skills								1	-.023	.034	.587**	.538**
9	Behavioural skills									1	.595**	.055	.660**
10	Emotional skills										1	.082*	.720**
11	Motivational expectancy set											1	.580**
12	Social competence												1

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.15a indicates test of significant relationships between respondents' awareness of social media components and their social competence. One can deduce that there are significant relationships between awareness of social media components and social competence of the respondents: social network (r=0.196, p<0.05); collaborative project (r= 0.086, p < 0.05); social bookmarking (r= 0.053, p<0.05); blogs (r= 0.100, p < 0.05); microblogs (r= 0.047, p < .0.05) and content communication (r=0.391, p < 0.05) and social competence of the respondents.

Table 4.15b: Relationship between students' awareness of social media and their social competence

S/N		1	2	3	4	5	6	Mean	S.D
1	Awareness of social media	1	.369**	.017	.059	.419**	.314**	41.88	8.66
2	Cognitive Skills and Abilities		1	-.023	-.034	.587**	.538**	14.46	2.79
3	Behavioural Skills			1	.595**	-.055	.660**	12.06	3.29
4	Emotional Skills				1	.082*	.720**	13.49	3.58
5	Motivational and Expectancy set					1	.580**	15.17	2.82
6	Social competence						1	55.18	7.89

*. Correlation is significance at the 0.05 level (2-tailed).

Table 4.15b presents summary of test of significant relationship between awareness of social media and social competence of the respondents. It is seen from the Table that there are significant relationships among cognitive skills and abilities (r=0.538, p<0.05), behavioural skills (r=0.660, p< 0.05), emotional skills (r= 0.720, p<0.05), motivational and expectancy sets (r=0.580, p<0.05) and social competence of the respondents. The result indicated that awareness of social media has strong positive relationships with emotional and behavioural skills as components of social competence of LIS postgraduate students in universities in Nigeria. The implication is that awareness of social media can foster social competence (Behavioural and emotional skills) of the LIS postgraduate students in universities in Nigeria. In general, there is a significant relationship between awareness of social media and social competence of the respondents (r=0.314, p<0.05). Hence, the null Hypothesis is rejected.

4.4.2.: Hypothesis 2: There is no significant **relationship between accessibility to social media and social competence of LIS postgraduate students in Nigeria Universities.**

The Hypothesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Table 4.16

Table 4.16: Correlation between accessibility to social media tools and social competence of the LIS postgraduate students

		1	2	3	4	5	6	7	8	9	10	11	12	Mean	S.D
1	Social network	1	.522**	.324**	.522**	.458**	.521**	.331**	-.082*	0.0133	.330**	.133**	.207**	18.13	3.90
2	Collaborative project		1	.613**	.562**	.547**	.553**	.240**	-.091*	-0.05893	.182**	.159**	.115*	13.81	3.42
3	Social bookmarking tools			1	.706**	.694**	.683**	.233**	-.139**	-.239**	0.01	.145**	.180*	15.04	4.48
4	Blogs				1	.749**	.728**	.250**	-0.06	-.108**	.146**	.152**	0.067	19.14	4.47
5	Microblogs					1	.797**	.226**	-.096**	-.137**	.105**	.210**	0.015	16.26	4.05
6	Content Communication						1	.320**	-.103**	-.174**	.169**	.253**	0.052	21.89	5.34
7	Acessibility to social media							1	.218**	.428**	.278**	.332*	0.106	17.38	4.32
8	Cognitive skills								1	-0.02	0.03428	.574** .587**	.538**	14.46	2.79
9	Behavioural skills									1	.595**	.691** -0.05	.660**	12.06	3.29
10	Emotional skills										1	.376** .082*	.720**	13.49	3.58
11	Motivational expectancy set											1	-.035 .580**	15.17	2.82
12	Social competence												1 -	55.18	7.89

* Correlation is significance at the 0.05 level (2-tailed).

Table 4.16 reported there was a positive and significant relationship between social competence with social network accessibility (r=0.207, p<0.05), collaborative project accessibility (r=0.115, p<0.05), cognitive skills (r=0.538, p<0.05), behavioural skills (r=0.660, p<0.05), emotional skills (r=0.720, p<0.05), motivational expectancy set (r=0.580, p<0.05). The analysis also indicates the connection of social competence with other variables. In summary, a strong relationship is reported between social media with emotional skills (r=0.720) and behavioural skills (r=0.660). On the other hand, no significant relationship is observed between social competence with Blog accessibility (r=0.067, p>0.05), Micro blogs accessibility (r=0.015, p>0.05) and content communication accessibility (r=0.052, p>0.05). However, an inverse and significance relationship is observed between social competence with social bookmarking tools (r=0.180, p>0.05). In general, there is a significant positive relationship between accessibility to social media and social competence of the respondents (r=0.106, p<0.05) hence, the null Hypothesis is rejected.

4.4 3. Hypohtesis 3: There is no significant relationship between devices used to access social media tools and social competence of LIS postgraduate students

Table 4.17:   Correlation between device use to access social media and social competence of LIS postgraduate students in Nigeria universities

		1	2	3	4	5	6	7	8	9	10	Mean	S.D
1	Mobile phone	1	.145**	.677**	.175**	.493**	.385**	0.0023	.216**	.522**	.422**	3.3477	0.7743
2	Work mobile		1	.308**	.509**	.366**	.271**	-.084*	-.137**	.162**	0.05	2.6509	0.8651
3	Personal computer			1	.325**	.550**	.344**	-.100**	.151**	.438**	.305**	3.2116	0.7945
4	Public computer				1	.434**	.245**	-.149**	-.114**	.162**	0.03	2.7102	0.9226
5	Tablet device					1	.296**	-0.016	.075*	.281**	.233**	3.0687	0.8995
6	Cognitive skills						1	-0.023	-0.034	.587**	.538**	14.461	2.7906
7	Behavioural skills							1	.595**	-0.055	.660**	12.061	3.2944
8	Emotional skills								1	.082*	.720**	13.488	3.5812
9	Motivational expectancy set									1	.580**	15.171	2.8225
10	Social competence										1	.580**	15.171

* Correlation is significance at the 0.05 level (2-tailed).

Table 4.17 shows a positive and significant relationship is observed between social competences and with mobile phone ($r=0.42$, $p<0.05$), personal computer ($r=0.31$, $p<0.05$) and Tablet device ($r=0.23$, $p<0.05$). This implies that LIS Postgraduate students who access social media tools through mobile phone, personal computer and Tablet are likely to experience high social competence than those who uses other devices. However, mobile phone contributed more to improving social competence than others devices.

4.4.4 Hypothesis 4: There is no significant relationship between LIS postgraduate students' use of social media and social competence

The Hypohtesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Table 4.18

Table 4.18:   Correlation between students' use of social media and social competence of the LIS postgraduate students

		1	2	3	4	5	6	7	8	9	10	11	12	Mean	S.D
1	Social network	1	630**	.662**	.625**	.592**	.610**	.775**	.243**	-.03	.201**	.339**	.285**	20.26	5.03
2	Collaborative project		1	.776**	.706**	.714**	.623**	.850**	.155**	-.044	.196**	.295**	.231**	16.58	5.28
3	Social bookmarking tools			1	.821**	.733**	.662**	.906**	.144**	-.016	.172**	.286**	.225**	20.40	7.20
4	Blogs				1	.847**	.684**	.922**	.115**	-.018	.215**	.276**	.229**	24.15	8.08
5	Microblogs					1	.707**	.898**	.166**	-.009	.224**	.334**	.276**	20.70	6.99
6	Content Communication						1	.819**	.418**	-.018	.174**	.514**	.403**	25.76	5.59
7	Use of social media							1	.226**	-.024	.228**	.384**	.310**	127.86	33.19
8	Cognitive skills								1	-.023	-0.03	.587**	.538**	14.46	2.79
9	Behavioural skills									1.000	.595**	-0.05	.660**	12.06	3.29
10	Emotional Skills										1	.082*	.720**	13.49	3.58
11	Motivational expectancy set											1	.580**	15.17	2.82
12	Social competence												1	55.18	7.89

*. Correlation is significance at the 0.05 level (2-tailed).

Table 4.18 indicates a positive and significant relationship between social competence and use of social media networks (r=0.285, p<0.05), use of collaborative project (r=0.231, p<0.05), social bookmarking tools (r=0.225, p<0.05), blogs (r=0.229, p<0.05), micro blog (r=0.276, p<0.05), content communication (r=0.403, p<0.05) and frequency of use of social media tools (r=0.310, p<0.05). The findings also indicate that a strong relationship was observed between social media competence with frequency of use of content communication than frequency of use of others social media tools. This implies that a significant relationship was established between use of social media tools and social competence. Therefore, the null Hypothesis was rejected.

4.4.5. Hypothesis 5: There is no significant relationship between awareness of social media and accessibility to social media among LIS postgraduate students in Nigerian universities.

The Hypothesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Table 4.19.

Table 4.19:   Correlation between awareness of social media and accessibility to social media   by the LIS postgraduate students

		1	2	3	4	5	6	7	8	Mean	S.D
1	Social networks	1	.522**	.324**	.522**	.458**	.521**	.435**	.534**	18.13	3.90
2	Collaborative projects		1	.613**	.562**	.547**	.553**	.538**	.193**	13.81	3.42
3	Social bookmarking tools			1	.706**	.694**	.683**	.684**	0.001	15.04	4.48
4	Blogs				1	.749**	.728**	.688**	.233**	19.14	4.47
5	Microblogs					1	.797**	.689**	.165**	16.26	4.05
6	Content communication						1	-.052	.260**	21.89	5.34
7	Accessibility to social media							1	0.707	17.38	4.32
8	Awareness of social media								1	41.88	8.66

**. Correlation is significance at the 0.05 level (2-tailed).

Table 4.19 presents correlation analysis between awareness of social media and accessibility to social media by the LIS postgraduate students. Result indicates that a significant and equally positive relationship was identified between accessibility to social media with social networks (r=0.534, p<0.05), collaborative projects accessibility (r=0.193, p<0.05), blogs accessibility (r=0.233, p<0.05), micro blogs accessibility (r=0.165, p<0.05) and content communication accessibility (r=0.260, p<0.05) with awareness of social media (r=0.707, p<0.05). However, no significant relationship was observed between awareness of social media with accessibility to social bookmarking tools (r=0.001, p<0.05). The analysis also indicates that social networks with accessibility to social media (r=0.534) exhibit stronger relationship with awareness of social media than other forms of social media tools accessibility. This implies that a positive and significant relationship is observed between awareness of social media and accessibility to social media tools by the LIS postgraduate student. The null Hypothesis is therefore rejected.

4.4.6. Hypothesis 6: There is no significant relationship between accessibility of social media and use of social media among LIS postgraduate in Nigerian universities

The Hypohtesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Table 4.20

Table 4.20: Correlation between accessibility to social media and use of social media by the LIS postgraduate students

		1	2	3	4	5	6	7	8	Mean	S.D
1	Social networks	1	.522**	.324**	.522**	.458**	.521**	.435**	.534**	18.13	3.90
2	Collaborative projects		1	.613**	.562**	.547**	.553**	.538**	.193**	13.81	3.42
3	Social bookmarking tools			1	.706**	.694**	.683**	.684**	0.001	15.04	4.48
4	Blogs				1	.749**	.728**	.688**	.233**	19.14	4.47
5	Microblogs					1	.797**	.689**	.165**	16.26	4.05
6	Content communication						1	-.052	.260**	21.89	5.34
7	Accessibility to social media							1	0.227	17.38	4.32
8	Use of social media								1	41.88	33.19

**. Correlation is significance at the 0.05 level (2-tailed).

Table 4.20 presents correlation analysis between accessibility of social media and use of social media of the LIS postgraduate students. As shown from the table, a significant, equally positive relationship was identified between accessibility to socia media with social networks (r=0.534, p<0.05), collaborative projects (r=0.193, p<0.05), Blogs (r=0.233, p<0.05), microblogs (r=0.165, p<0.050) and content communication (r=0.260, p<0.05). Thus, a significant relationship was reported between accessibility to social media and use of social media of the respondent (r=0.227, p<0.05). Therefore, the Hypothesis is rejected.

4.4.7. Hypothesis 7: There is no significant relationship between awareness of social media and use of social media among LIS postgraduate in Nigeria universities.

The Hypothesis was tested at 0.05 level of significant using Pearson Product Moment Correlation and the result is presented in Table 4.21.

Table 4.21: Correlation between awareness of social media and use of social media by the LIS postgraduate students

		1	2	3	4	5	6	7	8	Mean	S.D
1	Social network	1	.621**	.352**	.495**	.274**	.321**	.741**	.280**	18.30	4.15
2	Collaborative project		1	.612**	.566**	.384**	.239**	.808**	.098**	14.14	3.35
3	Social bookmarking tools			1	.694**	.620**	-.111**	.748**	.259**	15.71	4.32
4	Blogs				1	.686**	0.01	.827**	.125**	19.78	4.34
5	Microblogs					1	-.194**	.652**	.323**	15.99	4.08
6	Content communication						1	.356**	.820**	22.48	5.17
7	Awareness of Social media							1	.161**	106.40	17.11
8	Use of social media								1.00	127.86	33.19

**. Correlation is significance at the 0.05 level (2-tailed).

Table 4.21 revealed that a positive and significant relationship is observed between use of social media tools with social networks awareness (r=0.280, p<0.05), collaborative project awareness(r=0.098, p<0.05), social bookmarking tools awareness (r=0.259, p<0.05), blogs awareness (r=0.125, p<0.05), micro blogs awareness (r=0.323, p<0.05), content communication awareness (r=0.820, p<0.05) with awareness of social media (r=0.161,p<0.05). The analysis also indicates a stronger relationship was observed between content communication awareness with the use of social media tools. Thus, a significant relationship was reported between awareness of social media and use of social media among LIS postgraduate in Nigeria universities. The Hypothesis is therefore, rejected.

4.4.8 Hypohtesis 8: There is no significant multiple relationships among social competence, awareness, accessibility and use of social media among LIS postgraduate students in Nigerian universities.

The result of the Hypohtesis is presented in Table 4.22

Table 4.22: **Relationship among social competence, awareness, accessibility and use of social media among LIS postgraduate students**

		1	2	3	4	Mean	S.D
1	Social competence	1	0.314	0.106	.310**	55.18	7.89
2	Awareness of social media		1	.707**	.161**	106.40	17.11
3	Accessibility to social media			1	.227**	104.26	21.11
4	Use of social media				1	127.86	33.19

**. Correlation is significance at the 0.05 level (2-tailed).

Table 4.22 shows that a positive and significant relationship is reported between social competence with awareness of social media tools (r=0.314, p<0.05) and accessibility to social media tools (r=0.106, p<0.05). Also, a positive and significant relationship is observed between awareness of social media tools with accessibility of social media tools (r=0.707, p<0.05) and use of social media tools (r=0.161, p<0.05). In addition, positive and significant relationship is observed between accessibility to social media tools with use of social media tools. (r=0.227, p<0.05). The result further indicates that a stronger relationship is reported between awareness of social media tools with accessibility of social media tools among the LIS postgraduate students than other constructs. Thus, the Hypothesis is rejected.

4.4.9. Hypothesis 9: There is no significant joint effect of awareness, accessibility and use of social media on LIS postgraduate students' social competence.

In order to determine the joint effect of awareness, accessibility and use of social media tools on LIS postgraduate students' social competence, the Hypothesis was tested at 0.05 level of significant using regression analysis and the result is summarised in Table 4. 23

Table 4.23: **Summary of multiple regressions showing significance joint effect of awareness, accessibility and use of social media on LIS postgraduate students' social competence**

Source of Variable	Df	SS	MS	F	Sig.p
Due to regression	3	5536.28	1845.43	33.54	.000[b]
Due to error	738	40601.52	55.02		
Total	741	46137.80			

Adj. R = 0.534
Adj. R^2 = 0.517
SEE (Standard Error of Estimate) = 6.89

Table 4.23 presents the summary of multiple regression analysis of social competence of the respondents. It can be deduced from the result that awareness, accessibility and use of social media have significant joint effect on social competence of the respondents (F=33.54; df 3; 738, p<0.05). It must be noted that adjusted (R=0.534; p< 0.05) means there is a significant multiple relationship among awareness, accessibility and use of social media on social competence of the respondents.

4.5 Discussion of the findings

This section discussed the findings of the study in line with results from previous studies.

4.5.1   Level of awareness of social media by LIS postgraduate students

Responses to the question on the level of awareness of social media by LIS postgraduate students revealed that the majority of the LIS postgraduate students have adequate awareness of the importance of social media for their academic, personal, professional and social activities. In addition, Facebook is the most popular tool among all other social media tools. Overall, the findings revealed that majority of the LIS postgraduate students in Nigeria universities are aware of most of the social media and the result of the analysis on level of awareness of social media was found to be high. This result is an encouraging development and, because of the changing nature of technology and innovation, especially on social media application, adoption and use, postgraduate students in the field of library and information studies are expected to keep abreast of new technology development in order to carry out their daily activities effectively.

The result is in consonance with the previous findings by Shibah (2015) who revealed that majority of the LIS professionals in Indian are aware of social media and use it mostly for their personal effects. Also, Kannikaparameshwari and Chandrashekara (2014) submitted that the awareness of social media, its benefits and usage are now being implemented in all fields of academic discipline including LIS. Nagaraja, Shashikiran, Mahadeva, Mousumee (2016) revealed that majority of student teachers in Regional Institute of Education, Mysore, India are highly aware of social media tools and agreed that the social media tools are useful in pursuing their academic activities. This result is expected, considering the fact that social media enhance innovative teaching, information sharing, active interaction, creative collaboration, increase timeliness in research, and increase discovery of new field of enquiry. In Nigeria, studies such as Musa, Azmi and Ismail (2015); and Okereke and Oghenetega (2014) have posited that there is a high level of awareness of social media tools among students in tertiary institutions the country The study, therefore, submitted that LIS postgraduate students in Nigerian universities are highly aware of most of the social media tools and are using them for their academic, personal, professional and social activities.

4.5.2 Level of accessibility to social media by LIS postgraduate students

Result on level of accessibility to social media by LIS postgraduate students indicated that Facebook has the highest level of accessibility followed by LinkedIn, a professional social media platform. The finding corroborates that of Discapnet observatory on ICT accessibility (2010) which investigated the level of accessibility on social networking services in Spain using two types of analyses (technical analyses and users' experiences). Eight social webs were used in the study which includes Facebook, Tuenti, MySpace, Xing, LinkedIn, Twitter, Flickr and Windows live spaces. Findings show that LinkedIn has the highest technical level of accessibility. The finding is also supported by Musa et al. (2016) who noted that 86.5% had access to social media while 12.6% students had no access to social media. This indicates that the majority of the respondents have access to social media. This finding also substantiated the result of Aramide, Ladipo and Adebayo (2015) that reported access as predictors of information and communication technologies' usage among science teachers in Federal Unity Schools in Nigeria. The findings also support the result of the study carried out by Musa, Azmi and Ismail (2015) on 111 Mass Communication students in Kano, the result of which indicates that the majority of the respondents had access to social media.

Similarly, this result supports the findings of Thanuskodi and Alagu (2015) and Wang, Lee and Hua (2015) that access to Information and Communication Technologies (ICTs) and persistent access to social media increases the pace of social media use. They reported there has been a rapid increase in the number of young adults with access to social webs available for social and recreational activities and that presently, accessing social media is the number-one mobile activity.

The study also revealed that majority of the LIS postgraduate students in Nigerian universities ranked Facebook the most easily-accessed social media tools. This is followed by Google+, YouTube, Twitter, Instragram, Wikipedia and other social media tools listed in the study. This result confirms the findings of Pun (2013) who noted from a survey, that Facebook is the dominant social network easily accessed through mobile with (75%), followed by Twitter at (28%), Google+ (26%), Instagram and Pinterest at (13%), and (9%), respectively. The result obtained from this study might be due to the fact that Facebook, the most popular social network and most-visited site and the one with the highest speed of postings, followed by Google+, YouTube, Twitter, Instragram, and Wikipedia are used by many students, not only

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because it could easily be accessed on their mobile phones but also because it is considered a very powerful communication tool. Singh and Kumar (2013) also reported that Facebook is the most-common social media among the research scholars in Punjab University, India. Some previous studies also reported that Facebook is the most popular social media tool among users.

Findings further revealed that many of the postgraduate students in LIS postgraduate students in Nigeria universities easily accessed most of the social media tools while Diggi.com, Reddit, Pintrest, StumbleUpon, Ghost, Weebly, Moodmill and Emotionr have low level of accessibility. This result supports the findings of Disc@pnet observatory on ICT accessibility (2010) which noted that the lowest levels of accessibility in the opinions of users were Tuenti, Windows Live Spaces and MySpace.

The finding is at variance with the study conducted by Okoro (2018) on extent of awareness as well as accessibility of social media in teaching and learning in Business Education by lecturers in colleges of education in Delta State, Nigeria. The study indicates that lecturers' level of accessibility to social media is low. As Udende and Azeez (2010) posited that access and use, for whatever purpose, are a function of individual's ability to own a computer, media literacy and other institutional factors like power stability, connectivity and smooth flow of network service. As reported by Dolson (2010), almost all social media sites have accessibility issues which can decrease their effectiveness. Similarly, Scottish Accessibility Information Forum (SAIF) (2013) and Wales (2014) reported that technology is changing the world, with each change expected to bring new accessibility issues and how to improve access to social media platforms for everyone based on users' experience.

From the researcher's observation, studies on accessibility to social media are somehow scarce but this study affirmed that accessibility to social media will enhance the effective use of social media tools by the students. Accessibility to social media will also allow the efficacy and competence of the students to access social media tools.

4.5.3 Devices used to access social media by the LIS postgraduate students

The findings relating to devices used to access social media by LIS postgraduate students in Nigerian universities revealed that majority of the LIS postgraduate students accessed social media sites through their mobile phones

followed by personal computers and tablet device. This is because mobiles are handy, cheaper and easy-to-use. Some of the previous studies which supported the present study are Lenhart (2015) and Pun (2013). This result is expected considering the fact that social media is an internet-based application (Kaplan and Haenlein 2010) and can be used if it is connected to internet service. In Nigeria, studies such as Popoola (2014) and Musa, Azmi, and Ismail (2015) revealed that the larger portion of the respondents' accessed social networks using their mobile phones while very few used computers. The reason for using mobile phones by the respondents could be credited to the fact that mobile phones are easy to use, handy, and comforTable and to some extent affordable and accessible across the country. Mobile phones also have relatively good spread of internet connectivity.

4.5.4   Purposes of social media use by LIS postgraduate students

The findings on purpose of social media usage by LIS postgraduate students revealed that a significant number of the postgraduate students made use of social media tools for many purposes such as to communicate with their colleagues and friends, to seek out new experiences, to exchange and communicate information with their lecturers. Findings also revealed that majority of the postgraduate students agreed that social media exposes them to innovative ideas and skills in their discipline and they use social media for connecting with people in their fields, for acquiring and sharing knowledge and that social media enables them reach out to a large number of contacts at a cheaper or no cost. Overall, the findings revealed that LIS postgraduate students made use of social media tools for academic, professional and personal purposes.

This finding is in agreement with those of by Gruzd et al. (2012) which reported that social media enhances communication and information sharing among teachers and students in North America. Also, Hicks (2012) noted that social media is used for teaching and learning while Ulusu (2010) affirmed that social media sites help users to create and maintain community. Previous studies such as Salimkhan, Manago and Greenfield (2010) submitted that social media is used to construct social identities and Mutula (2012) reported that social media is use for sharing learning materials, online distance education and collaborative scholarship. Also, Aboalshamat et al. (2019) reported that majority of dental students and dentists in Saudi Arabia used

social media for educational purposes, such as learning new dental information and watching clinical procedures.

A study by Subramani (2015) observed that university students used social media for academic purpose as well as for personal use. Bexheti, Ismaili and Cico (2014) asserted that social media is used for personal purposes and its useful tool for promoting teaching and learning; Rasiah (2014) stated that it is for instructional purposes; Lapointe, Ramaprasad and Vedel (2014) reported that social media is used to create an online community; Chen and Bryer (2012) found that respondents use social media for personal, academic, research and professional purposes while Nandez and Borrego (2013) affirmed that social networks are used to get in touch with other academics, disseminate their research results and follow other researcher's activities.

In Nigeria, studies such as Ogunleye (2015); and Olaniran (2014) reported that students use social media for many purposes such as collaboration among LIS students and their lecturers; provide students with deep and rich experience in interaction, partnership and collaboration, sharing of information via text, video, audio, picture, learning, entertainment, informational, academic, and social relationships. This confirms the findings of the Use and Gratification Theory, that some of the reasons people use new media are to communicate and share information (Whiting and Williams, 2013 and JL (2016).

The result obtained from this study might be due to the importance attached to the use of social media for academic, professional and personal purposes. LIS postgraduate students in Nigerian universities could use social media as endless source of learning due to the growing inclination of using social media for particular information and purposes and where LIS postgraduate students can create individual forums for in-depth discussions relating to their field of study. The purpose of social media use by the respondents should be maintained to achieve continuous usage of social media. Therefore, LIS postgradaute students in Nigeria universities should exploit social media as a good tool to enhance social interaction, collaboration, facilitate the creation, sharing, and dissemination of knowledge as well as to develop social media as a communication tool for more academic and professional purposes instead of using it for leisure, fun and entertainment only.

4.5.5 Frequency of social media used by LIS postgraduate students

This study revealed that LIS postgraduate students frequently use social media tools and the frequency of use is high among the students. The finding corroborates that of Yang and Dehart (2016); Martinez-Aleman (2014), and Oghenetega, Erimieleagbon and Ugeh (2014) who found out that students frequently use social media.

The result of the analysis on the frequency of social media use indicated that Facebook, Linkedln, Hi5, Instagram, Wikipedia, Webs, Twitter, and YouTube and Google+ were frequently used social media tools by the LIS postgraduate students in Nigerian universities. The finding indicated that social media tools are popular among the students and they use the tools with high levels of frequency irrespective of their age, colour and educational level. Confirming this finding, Martin et al. (2019) admitted that Instagram, SnapChat and YouTube were the most-used social media sites among students. This result also supports the findings of Statista (2017); and Hsu, Chang, Lin and Lin (2015) that social media tools are popular among students and are frequently visited and used by students to locate and peruse information. They reported that majority of university students perceive social webs as easy to use. This is also in line with the view of Uses and Gratification Theory which explains the reasons people prefer the use of some media sites at the expense of other media by Akakandelwa and Walubita (2017).

The reason for this could be attributed to the fact that the larger portion of the respondents are more interested in using social media tools that can positively impact on their daily lives, support their professional and academic activities considering their level of study. This study noted that LIS postgraduate students used these sites more. In addition, social media tools have become a means of interaction among people which allow them to create, upload and share and exchange information in a virtual community.

The result of the study also revealed that majority of students do not frequently use most of the social media such as Hi5, Myspace, Wiki, WikiHow, Diggi.com, Reddit, Del.icio.us, Pintrest, StumbleUpon, Wordpress, Ghost, Tumblr, Weebly, Friendfeed, MySay, Moodmill, Emotions, Vimeo, Flickr, MetaCafe, PhotoBucket, Imageshack and Snapchat. This implies that the reasons for the low frequency of use on most of the social media could be attributed to the fact that most of the LIS

postgraduate students in Nigerian universities are not aware of these tools and do not have accounts with them, hence they do not use the social media tools.

4.5.6   Level of social competence possessed by LIS postgraduate students

The level of social competence possessed by the students was measured based on four sub-scales: cognitive skills and abilities, Behavioural skills, emotional skills and Motivational and Expectancy sets. The study revealed that cognitive skills and abilities, behavioural skills, emotional skills and motivational and expectancy sets made significance contributions to the social competence of the students. This implies that these skills contribute positively to the level of social competence of the LIS postgraduate students. This finding is in agreement with those of Holle and Brohm (2010); Sultan and Hagger (2014); Baliyah and Bhagat (2015); and Philips (2018) who asserted that these skills are needed for a successful social adaptation and explained that, a high order of social competence is needed in order to have a successful interpersonal interaction. It recommended that special attention should be devoted to this construct so that the students can grow into mature individuals who can live together with their friends and contribute greatly to the society.

The finding based on the analysis of the results further indicated that the respondents possessed high level of social competence. This finding is in line with the submissions of Adetoro (2011) who submitted that LIS students in Tai Solarin University of Education, Nigeria, possessed high level of social competence. Similarly, Syiem and Nonrum (2014) in Shillong town, India reported that the students have average level of social competence. However, this study is at variance with Miłaszewicz and Nagaj (2017) in a study conducted amongst students in four universities from four countries; (Poland, Lithuania, Slovakia and Spain). They found that the students have not developed a high level of social competence. In addition, in Malaysia, it was revealed that the students scored lower in communicative competence while Gotlib, Cieslak, Zarzeka, Iwanow and Panczyk (2017) posited that the level of social competence among students of Public Health at the Faculty of Health Science, Warsaw Medical University was very low.

Cheung and Lee (2010) submitted in a study which focused on the prediction of social competence among 920 ninth graders in Hong Kong, China through character education, and emphasised that the inclusion of students with varying levels of social competence in character education is appropriate. As observed by Kurian and Prakasha

(2016) students gain admission into the universities with various level of social competence, where some students have confidence in their social competences and are able to interact appropriately with friends and teachers while others who do not possess social competence or socially-acceptable behaviours would be faced with poor academic performance and some identified behavioural problems.

Findings from the study depict that Master's students have high level of social competence while Doctoral students have moderate level of social competence. The reason might be attributed to the fact that the master students are younger in age and they also possessed good knowledge of information and communication technologies skills and probably most of them are net-generation or digital natives. The possession of these skills would enable the Master's students to positively adapt to any social interaction, events or environment while the Doctoral students are mature, mostly employed and probably do not possess the same level of ICT skills as the masters students. However, comparing the mean score ranking on cognitive skills and abilities of the Master's and Doctoral students, result shows that the cognitive skills and abilities level of the Doctoral students are high compared to the Master's students while Master's students have the highest mean ranking on emotional skills than the PhD students

Findings from this study also confirmed that social competence as a significance component of efficacious learning and it projected that school syllabi should offer learning experiences that would address students' development in the cognitive, behavioural, emotional, and motivational and expectancy domains. This study further revealed that students with high level of social competence would have better self-control, successful social adaptation and perform better in the society and academically.

4.5.7 Relative effect of awareness, accessibility and use of social media on social competence of LIS postgraduate students

The analysis revealed that level of awareness, accessibility and use of social media tools contribute significantly to social competence among the LIS postgraduate students. This implies that awareness, accessibility and use of social contribute positively to the social competence of the student. The result of this study is in consonance with the findings of Tsakonas and Papatheodorou (2006) who posited that awareness of changes in technology significantly changed how information is

accessed, stored and disseminated in recent years globally, while Leganes-Lavall and Perez-Aideguer (2016) submitted that the development of social competence from school to university will have a good significant relationship for the development of personal growth, self-esteem and respect for human rights. This implies that the development of social competence by LIS postgraduate students would enable them to succeed in their roles within the family, academic, work place and the society. The ability of LIS postgraduate students to utilise social site tools for networking, information sharing, collaboration and social interaction will enhance their level of social competence. Equally Aba and Makinde (2020) submitted that there was a direct relationship between social media usage and the academic performance of students.They equally affirmed that awareness programmes of the use of social media ought to be administered to learners by the university and library and access to the social media sites, sources and administrations should also be given to learners.

Social competence, as a multi dimensional construct is made up of many skills which have been classified in this study under four main sub-scales which are-cognitive skills and abilities, behavioural skill, emotional skills as well as motivational an expectancy set. Supporting this statement, Singh and Kumar (2013) revealed that there is a significant positive relationship between social competence and emotional intelligence. Sultan and Hagger (2014) in Perth in Australia reported a positive significant correlation between attributional complexity and social competence. They noted that students who were high in attributional complexity were found more socially competent as compared to those having low score on attributional complexity scale and recommended that students' attributional styles should be considered in the explanation and understanding of their social interactions and adjustment. The social interaction could be referred to the communication skills, presentation skills, analytical reasoning skills, self-control, self-confidence and so on possessed by the students in use of social media. Similarly, Dodmani and Jagadesh (2015) reported there are significance relationship between social competence, adjustment, and achievement among college students of Gulbarga City, India

Furthermore, the result of the analysis shows that frequent use of social media followed by accessibility contribute more to predicting social competence among LIS postgraduate students than awareness. The findings supported the submissions of Zolkepli and Kamarulzaman (2015) who revealed that social media adoption is significantly driven by three types of need category-personal which is made up of

enjoyment and entertainment, social consisting of social influence and interaction, and tension release which consists of belongingness, companionship, and playfulness. These needs identified by the researchers, are some aspects of social competence development.

In addition, this study found that LIS postgraduate students' level of social competence was high. Therefore, one might infer that students with high level of social competence would be more likely to explore new technologies such as social media tools and they would want to use these tools for information sharing and collaboration with their colleagues as well as using the tools to have online discussions with their lecturers regarding their academic activities. This, therefore, implies that the achievement of high level of awareness, accessibility and effective frequent use of social media tools would require that the LIS postgraduate students should possess high level of social competence. In line, this confirms the result of Bandura (1986) and Elder (1989) who proposed that many of the major changes in social and economic life are ushered-in by innovations of new technology. Also, in the same line with this, Bandura (1986) submitted that Social Cognitive Theory provides directives on how individual prepare themselves with the competencies, self-regulatory abilities and self-efficacy that would enable them to develop their psychological well-being and personal achievements.

The finding further highlighted the assertion of Huitt and Dawson (2011) who noted that the development of social competence allows individuals to succeed in their public activities as well as in their scholarly, individual and expert exercises in the future. However, there is paucity of research on the relative effect of awareness, accessibility and use of social media on social competence of LIS postgraduate students and there have been no studies which looked into the relative effect of accessibility and use of social media on social competence of LIS postgraduate students.

4.5.8 Challenges of social competence faced by the LIS postgraduate students in Nigerian universities

The study discovered that the LIS postgraduate students agreed to all the 24 items on challenges of social competence they face as students in their various universities-inability to communicate and adapt to social situation or environment, deficiency of a controlled and focused social competence training programme in

universities, non-existence of awareness of the importance of social competence for personal and professional/career development, inability to communicate and cooperate with colleagues, inability to adapt to rapidly-changing situations such as inability to utilise social site tools effectively, lack of creativity including inability to use creativity to solve social interactions or events, lack of confidence, lack of self-control and so on. Therefore, it can be inferred that all challenges identified can affect the development of social competence among the LIS postgraduate students in Nigerian universities.

In corroboration, Obradovic and Hipwell (2010) submitted that lack of social competence in individuals can prompt the short and long-term to scholarly challenges while helpless school change, school dropout, dismissal by peers, interpersonal conflict, depression, loneliness, adolescent misconduct and so on could lead to negative consequences to the society, families and individuals. This is supported by Suhariadi et al. (2015) who posited that the ability to understand emotion of other people as well as understand other people's feeling, ability to use emotion and non-verbal language as well as coping with emotional pressure, have gained high prominence and become important for individuals' educational and professional accomplishments.

Uysal (2015) reported that individuals require skills and behaviours to get on well with other people and also to adapt to the environment. The author further affirmed that socially-competent individuals would be able to effectively utilise their personal abilities and environmental conditions and have good achievements in their development which would enable them to exhibit the required social behaviour. The implication of this is that the development of social competence is of key importance to LIS postgraduate students who are seeking to acquire more knowledge and skills not only in their defined field but also in more complex areas. Therefore, LIS postgraduate students would have to increase their social competence level and the ever-increasing ranges of social competence skills in order to adapt to the various changes in the profession so as to remain relevance within the global environment of the new millennium.

Test of Hypotheses

4.5.9 Relationship between LIS postgraduate students' awareness of social media and their social competence

The test of relationship between LIS postgraduates' awareness of social media and their social competence shows that a positive relationship was observed in awareness of social media with social competence, motivational and expectancy sets, emotional skills, behavioural skills, and cognitive skills and abilities. In addition, the relationship between emotional skills and social competence were reported to be the strongest followed by relationship between social competence with behavioural skills. In this case, the study establishes that there is a positive and significant relationship between social competence and students' awareness of social media among the LIS postgraduate students in Nigerian universities. This finding was in consonance with Zorofi, Gargari, Geshlagi and Tahvildar (2011) position that there was significant correlation between media usage and students' skills in North West of Iran. Similar finding by Ohannessian (2014) indicated that social competence was positively connected with e-mailing/IMing, listening to music, text messaging, and talking on the phone among students in United State. Kowert and Oldmeadow (2013) on the relationship between social competence and online video game involvement reported that there are unique relationships between social skills and video game involvement within online. The inference that could be drawn from this study was that the awareness of social media might promote LIS postgraduate students' social competence by providing them with skills and competences needed to use social media tools for academic, professional and personal activities. The result of this finding confirmed the conceptual model which affirmed a direct relationship between awareness of social media and social competence.

4.5.10 Relationship between accessibility to social media and social competence of LIS postgraduate students

A test of the relationship between accessibility to social media and social competence indicated that there was a positive and significant relationship between collaborative project accessibility, cognitive skills, behavioural skills, emotional skills and motivational expectancy set. Correlation result reported that there is a positive and significant relationship between social competence and accessibility to social media. That is, findings found a positive correlation between accessibility to social media and

social competence of LIS postgraduate students. This implies that accessibility to social media could lead to increase of social competence. That is, access to social media might help to build unique relationships, interaction, information and knowledge sharing, collaboration and self-expression which could lead to higher social competence of LIS postgraduate students. As noted by Shujja and Malik (2015) social competence has emerged as a significant personality trait for progressive development of human beings throughout their life span.

Udende and Azeez (2010) found out that for students to match up with the present digital era having computer literacy skill is a must, possessing the necessary skills and access to the internet is a necessity. Mills (2016) and Thanuskodi and Alagu (2015) submitted that access to ICTs and the versatile forms of ICTs prompted the adoption of online media and accessing the Internet would influence how certain individuals are about their knowledge of using the sites. Mills (2016) posited that Internet access increases to an all-time collective of human information use history while Wang, Lee and Hua (2015) noted persistent access to social media increases the pace of social media use. In contrast, Okoro (2018) in a study reported that there is no significant difference on the extent of accessibility of social media to Business Education lecturers in Delta state. The study is in line with the conceptual model that proposed a direct relationship between accessibility to social media and social competence.

4.5.11 Relationship between devices used to access social media and social competence of LIS postgraduate students

The result specifies that a significant and positive relationship was observed between social competences and devices used to access social media. This implies that LIS Postgraduate students that access social media tools through mobile phone, personal computer and Tablet are likely to experience high social competence than those who uses other devices. The result also depicts that mobile phone contributed more in improving social competence than others devices. This result collaborate the opinion of Droesch (2019) who submitted that majority of users in United States access social media on mobile devices. Also, Lee, et al, (2010) noted that Mobile devices such as Tablets, Kindles, SmartPhones, and iPads, have allowed social networking to take place transvering different

platforms. Similarly, Ferris-Lehman (2016) posits that 71 percent of social media users access social media networks on mobile devices globally.

Chipps et al (2015) conducted a study study to explore the insight and utilization of cell phones as educational and professional tools by nurses in KwaZulu-Natal Province of South Africa detailed that greater part of the respondent avow the high use of cell phones more than different ICTs for instructive and job-related activities. More also, Norries, et al (2011) submitted that during learning period, students' achievement will increase significantly when students use mobile learning devices, such as mobile phones. In Nigeria, Wickramanayake and Jika (2018) reported that the students' majority in Gombe State, Nigeria extensively used mobile phones to access social media siites while Mojaye (2015) pointed out the positive effects of mobile phones includes personal ease, instructional usage and easy access to information. As noted by Thenmozhi and Kumar (2019) mobile phones are dominant communication device which have become important part of daily activities due to the broad changes in the development of mobile phone technology.

4.5.12 Relationship between LIS postgraduate students' use of social media and social competence

The result indicated that there was a positive and significant relationship between social competence and use of social networks, collaborative project, social bookmarking tools, blogs, micro blog, content communication and use of social media tools. This implies that a positive and significant relationship was established between use of social media tools and social competence of the LIS postgraduate students. The implication of this finding is that, the development of social competence is highly important in the use of social media tools by LIS postgraduate students in Nigerian universities. This finding validates the study by Chang, Hung, Cheng and Wu (2015) integrating the extended Technology Acceptance Model (TAM) to determine the continued intentions to use social webs revealed that Facebook users' opinion of usefulness and ease of use significantly influenced usage attitudes and intentions. Also, Al-Rahmi and Othman (2009) findings show that engagement and perceived ease of use of social media was found to be highly correlated with students' satisfaction with using social media for collaborative learning in Malaysia.

Otunla and Akinyemi (2015) reiterated that participation in asynchronous online discussion has a positive high important relationship with collaborative learning while Folorunso et al (2010) found that the disposition of college learners towards SNS positively affect their intention to use the technology. In addition, Saaondo and Igbaakaa (2018) found that attitude and perception jointly predicted the use of social media network among Benue State University students. Uhls, Ellison and Subrahmanyam (2017) submitted that the relations between times spent using social media increased social support, safe identity exploration, social capital, and self-esteem. Yang and Brown (2015) found that increased social sites usage allows for more proficient digital communication of social tones which would lead to overall increased of social competence. The study is in line with the conceptual model that projected a direct relationship between use of social media and social competence.

4.5.13 Relationship between awareness of social media and accessibility to social media among LIS postgraduate students

A test of the relationship between awareness and accessibility to social media indicated that a significant, equally positive relationship was identified between awareness of social media with social networks accessibility, collaborative project accessibility, blogs accessibility, micro blogs accessibility and content communication communication accessibility. To this end, the study establishes that the relationship between awareness of social media and accessibility to social media among LIS postgraduate students is significant. The findings confirm the position of Thanuskodi (2015) who affirmed that social media tools are a vehicle for social interaction, utilising highly accessible and scalable communication methods. Eze (2016) found that LIS students are familiar with some Web 2.0 tools such as social webs in Nsukka, Nigeria.

In addition, Steinfield et al., (2013) noted that social media tools allow people to articulate a network of connections of people they wish to share access to in forms of content. In contrast, Okoro (2018) in his study reported that there is no significant difference on extent of accessibility of social media to Business Education lecturers in Delta state, Nigeria. Awareness and accessibility of social media is central to the effectiveness of use of social media by LIS postgraduate students because lack of awareness and accessibility of social media tools will impede on the performance of

the LIS postgraduate students in meeting their academic, personal and professional needs.

4.5.14 Relationship between accessibility of social media and use of social media among LIS postgraduate students

The result showed a positive and significant relationship was observed was between use of social media tools with social networks accessibility, social bookmarking tools accessibility, blogs accessibility, micro blogs accessibility and content communication accessibility. This translates to the fact that a significant relationship was reported between social media accessibility and use of social media among LIS postgraduate in Nigeria universities. The findings confirm the result of Baggett and Gibbs (2014) on the discovery and access of two image-based social media platforms (Historypin and Pinterest) submitted that these new technologies can be used to increase the discovery and access to digital collections at the University of Tennessee (UT). Also, Wang, Lee and Hua (2015) reported that persistent access to social media increases the pace of social media use. Similarly, Discapnet (2010) submitted that in order to increase social media accessibility, those in charge of the social media services must ensure that there is adequate access to the social media tools. Supporting this view, Borrino, Furini and Roccetti (2009) proposed a design which would increase ease of access to social media tools in order to diminish the social gap between the individuals who approach online media and the individuals who don't have access. This implies that, accessibility and use is the driver of social media use and its implication in improving the academic, personal and professional activities of the LIS postgradauate students cannot be overstated.

4.5.15 Relationship between awareness of social media and use of social media among LIS postgraduate students

The result revealed that a positive and significant relationship was identified between use of social media tools with social networks awareness, collaborative project awareness, social bookmarking tools awareness, blogs awareness, micro blogs awareness, content communication awareness and with level of awareness. This translates to the fact that a significant relationship was reported between awareness of social media and use of social media by LIS postgraduate in Nigeria universities. This finding corroborates the result of Nagaraja et al, (2016) who found that there was a

high level of awareness among the students of South-South geopolitical zone in Nigeria and Institute of Education, Mysore, India and that the students visited and used social media sites. Also, Yang and Dehart (2016) submitted that students have positive attitudes towards the social sites usage and that college student social media use led to frequent use of social media. Furthermore, Anderson (2009) equally submitted that social media has been used for a lot of activities which includes increasing educational possibilities, developing the broad university knowledge, making admission choices, library services, counseling students and recruitment. Singh and Kumar (2013) found that majority of university students are aware and were making use of social media in their research.

4.5.16 Relationship among social competence, awareness, accessibility and use of social media among LIS postgraduate students

The result showed that awareness of social media tools, accessibility and use of social media tools correlated positively with social competence among of the LIS postgraduate students in Nigerian universities. Result also indicates that awareness, accessibility and use of social media tools made a positive and significant contribution towards social competence of the students. This implies that awareness, accessibility and use of social media contribute positively to their social competence. The result further indicates that a stronger relationship was reported between awareness with accessibility of social media tools among the LIS postgraduate students than use of social media. Therefore, the study submitted that awareness, accessibility and use of social media significantly influence social competence of LIS poostgradaute students in Nigerian universities.

Awareness and accessibility are critical components in the use of social media tools among students. The finding confirmed the assertion of Vodanovich, Shen and Sundaram (2015) that the use of social networking sites to build relationships and self-expression would lead to higher social competence of digital natives and Akakandelwa and Walubita (2017) noted that social interaction is enhanced positively by the use of social media among students. Similarly, Terzi, Bulut, and Kaya (2019) reported that nursing and midwifery students in Turkey had positive perspectives towards online media and the highlights of web-based media have a statistically significant effect on the students' attitudes towards social media. Furthermore, a study by Rahman (2014) shows a noteworthy connection between learners' regular social site use and their

relational abilities. Also, Bsharah, Gasaymeh and Abdelrahman (2014) found significant relationship between students' use of Facebook and their perceived level of social intelligence in Jordan. Saha and Guha (2019) recommended that students should be encouraged to utilise social media tools to exchange social issues and form social forums.

4.5.17 Joint effect of awareness, accessibility and use of social media on LIS postgraduate students' social competence

Result from the study showed that the independent variables, awareness, accessibility and use of social media tools accounted for 52% of the variance in the dependent variable (social competence) among LIS postgraduate students when taken together. In addition, the joint effect of awareness, accessibility and use of social media tools is significant on social competence. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

The result also showed the relative contribution of independent variables (awareness, accessibility and use of social media tools) to dependent variable social competence among the LIS postgraduate students. The analysis also revealed that level of awareness, accessibility, and use of social media tools contributes significantly to social competence among the LIS postgraduates. Furthermore, analysis indicated that frequency of use of social media closely followed by accessibility contributed more to predicting social competence among the LIS postgraduate students than the level of awareness of social media tools. Therefore, the study submitted that for social competence to be highly developed among the LIS postgraduate students in Nigerian universities, awareness, accessibility and use of social media should be considered holistically. The present study confirms the findings of previous studies such as Akakandelwa and Walubita (2017) who submitted that social interaction which is one of the components of social competence is enhanced by social media use among students in Zambia. Kumari and Verma (2015) found a strongly significant correlation between social media usage and its impact on social relationship of college students in India. Similarly, Gray, Vitak, Easton, and Ellison (2013) reported a positive relationship between Facebook' use and college learners' social activity and competencies. Also, Rhodes et al (2015) findings indicated a significant relationship was established between Facebook and Interpersonal communication skills in

Northeastern, public university, United States. It must be stated that interpersonal communication skills, social interactions, social relationships, psychosocial, emotional intelligience as well as social intelligience are all essential element of social competence. Zorofi et al (2011) submitted that internet usage helps to develop unique feature of social skills and abilities among students in order to bring achievement in social and educational relationships of students in Iran. Steinfield et al., (2013) found that social media use, that is, amount, frequency, or intensity of overall use are significancely related with psychosocial results.

In Bahrian organisation, Nawaz and Gomes (2015) found that employees in various organisations show a positive and significant relationship between emotional intelligence and social competence of the employees. On training, Momeni et al (2012) submitted life skills training would significantly improved social and emotional competence. Okuonghae (2018) found that a significant relationship exists between librarians' awareness of social media usage and informal scientific communication in Nigeria, while Musa, Azimi and Ismail (2015) concluded that popularity, availability and accessibility of social media platforms would affect the use of social media in all areas of human life.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Preamble

This chapter presents the summary of findings of the study, conclusion, recommendations drawn from the analysis of the research data, contribution to knowledge, implications of the research, limitation of the study and suggestions for further research.

5.1 Summary of the findings

This study investigated awareness, accessibility, use of social media and social competence of library and information studies postgraduate students in Nigerian universities. From the data analysed and the hypotheses tested the following findings were made:

1. The level of awareness of social media by the LIS postgradauate students was high.

2. The level of accessibility to social media by the LIS postgraduate students was high.

3. LIS postgraduate students used mobile phones, personal computer and Tablet device to accessed social media while the least device used to access social media tools was work mobile.

4. The level of use of social media among the LIS postgraduate students was high. A significant proportion of the LIS postgraduate students mostly made use of social media for a lot of purposes such as to communicate with their colleagues and friends, seek out new experiences, connecting with people in their fields, acquiring and sharing knowledge, reaching out to a large number of contacts at a cheaper or no cost as well as to communicate information with their lecturers.

5. Wikipedia, Webs, Instagram, Facebook, Linkedln, Hi5, YouTube and Twitter were the most frequently used social media tools by the LIS postgraduate students. However, most of the social media tools listed in this study were not frequently used by the LIS postgraduate students.

6. The level of social competence of the LIS postgrdaute students was high.

7. Level of awareness, accessibility, and use of social media tools contribute significancely to social competence among the LIS postgraduate students. However, frequency of use closely followed by accessibility contributed more to predicting social competence among the LIS postgraduate students than level of awareness of social media tools.

8. LIS postgraduate students agreed to most of the items on challenges of social competence such as inability to communicate and adapt to social situation or environment, lack of a focused and controlled social competence training program in universities, lack of awareness of the importance of social competence for personal and professional development, inability to communicate and cooperate with colleagues and were some of the challenges faced by the students.

9. Level of awareness had significant relationship with social competence of LIS postgraduate students.

10. Accessibility to social media tools had significant relationship with social competence of LIS postgraduate students.

11. Use of social media tools had significant relationship with social competence of LIS postgraduate students.

12. A positive and significant relationship was established between awareness and accessibility to social competence was significance.

13. There was a positive and significant relationship between accessibility and use of social media of the LIS postgraduate students

14. There was a positive and significant relationship between awareness and use of social media among LIS postgraduate students.

15. There was a significant relationship among awareness, accessibility, and use of social media on social competence of LIS postgraduate students.

16. There was significant joint effect of awareness, accessibility and use of social media on social competence of LIS postgraduate students in Nigerian universities.

5.2   Conclusion

This study showed that LIS postgraduate students would record high level of social competence if they develop competences on the use of social media. It also confirmed that the development of social competence would enable LIS postgraduate students to survive in the world of works. The investigation affirmed that there is a high rate of use of social media by LIS postgraduate students in Nigerian universities. The study showed that the the LIS postgraduate students frequently made use of social media tools mostly for personal, academic and professional activities.

The outcome of this study confirmed that awareness, accessibility and use of social media have a positive and significant relationship on social competence of LIS postgraduate students in Nigerian universities. Under the relative contribution, use of social media and accessibility to social media contributed more to predicting social competence among the LIS postgraduate students than their level of awareness of social media. However, the study established that awareness, accessibility, and use of social media are critical components for improving social competence of LIS postgraduate students in Nigerian universities.

Therefore, the study concludes that awareness, accessibility and use of social media have significant effects on social competence of LIS postgraduate students in universities in Nigeria.

5.3   Recommendations

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

1. Use of social media should be incorporated in LIS curriculum including training sessions for the postgraduate students on how to use the media.

2. Postgraduate students and lecturers of Library and Information Science schools in Nigeria should undergo training and re-training on how to utilise social site tools for academic, professional and personal acyivities. This is because the continous use of social media would help students' to develop social competence and abilities which would assist them to achieve social success in their life and survive in the world of work.

3. University management and Heads of Library schools should provide students with sufficient social competence skills and reliable technology and facilities which will be significance factors for a successful implementation of social media education programs in their universities.

4. Since the study revealed that awareness, accessibility and use of social media predicted social competence of LIS postgraduate students, it is incumbent on the students to maintain a social media presence on at least one site.

5. Universities as agencies responsible for students' education should introduce social media education programme and social media use services for all students to ensure more involvement into education activities for social media skills achievement. This introduction could be done by providing services such as training, seminars and workshops. University management and Head of library schools could also start professional development process directed toward social media education by providing students with awareness, accessibility, seminars and tutorial for best use of social media tools.

6. For effective utilisation of social media tools by LIS postgradauate students, university management, Head of library schools and University librarian in various universities should continuously create awareness among LIS postgraduate about the relevance and use of social media tools for academic and professional activities. They could also create awareness among the students about social media sites relevant to their studies or professions.

7. Head of library schools in various universities should design and introduce courses that would enhance social competence of the students while in the university which will be added to the curricula.

8. Result of the study indicates that LIS postgraduate students have high level of social competence. Therefore, it is imperative that lecturers and Heads of library schools should sustained LIS postgraduate students' level of social competence. This is because the development of social competence would play an important role in the students' professional development which allows them to establish positive relations with their lecturers and colleagues get information and feedback that are important to professional development as well as helping them to face the daily challenges when adopting suitable behaviours during any social interactions.

5.4   Contribution to knowledge

This study has contributed to knowledge in the following ways:

1. The study established that there is high level of awareness of social media among LIS postgraduate students.

2. It also provided empirical evidence on the level of accessibility to social media. This is because accessibility to social media is a prerequisite for its continous use.

3. It provided empirical evidence on the level of social competence among LIS postgraduate students in Nigerian universities.

4. The study also established that awareness, accessibility and use of social media individually and collectively influence social competence of LIS postgraduate students in Nigerian universities.

5. There seems to be paucity of literature on how awareness and accessibility, use of social could influence social competence of LIS postgraduate students in Nigerian universities. Hence, this study contributes by filling a gap in the literature through the use of a survey methodology to examine awareness, accessibility and use of social media and social competence of LIS postgraduate students in Nigerian universities.

6. The findings of this study also validate the theories and research model used in the study as all the factors and variables were found to be significant.

7. Finally, this study has contributed to knowledge through the empirical evidence by revealing the level of LIS postgraduate social competences in the universities studied. This study also contributes to empirical literature in the field of Library science, social media use and ICT.

5.5   Suggestions for further study

This study examined awareness, accessibility and use of social media and social competence of LIS postgraduate students in Nigerian universities. Based on the findings of this study, the researcher suggests that further studies should be undertaken in the following areas:

1. This study could be replicated using postgraduate students in other disciplines in Nigerian universities.

2. This study could be replicated using some other variables not explored in this study, such as demographic variables (age, gender) and environmental factors.

3. The scope of the study could be broadened to cover LIS professionals in university libraries in Nigeria.

4. The three independent variables of this study should also be investigated further on LIS undergraduate students in Nigerian universities in order to determine their level of social competence.

5.6 Implication of the study

The study revealed a high social competence level among LIS postgraduate students in Nigerian universities. The study also indicated that awareness, accessibility and use of social media have significant effect on social competence of LIS postgradaute students in Nigerian universities. This implies that LIS postgraduate students with high level of competence in the use of social media tools will be able to achieve high social competence which must be sustained in order for them to achieve their professional goals in this information driven era. In addition, the findings of this study have implications for LIS postgraduate students, LIS educators in Library and Information Schools, LIS schools and university management.

For the LIS postgraduate students, this study has indicated that awareness, accessibility and use of social media had positive and significant relationships on their level of social competence. The study also revealved that LIS postgraduate students' level of awareness, accessibility and use was equally high. This implies that the students had adequate level of these factors which must be sustained and maintained by them to ensure their adaptability during any social interactions such as in the use of social media as well as developing high social competence needed to survive in the labour market.

On the part of LIS educators in Library and Information Schools and LIS Schools, the implication is that LIS educators and Library Schools in Nigeria should ensure that social competence is integrated and recognised as an essential element within LIS curriculum and they should deplore social media tools for teaching and interacting with their students as this will help to develop the students' social competence in the the use of social media.

The implication of the study for the university management is that they should initiate the inclusion of social competence training into the curriculum because of the importance it is, for the students to develop social competence while in the university. This is implies that the development of social competence among LIS postgraduate students and other students in other disciplines can not be over stated due to the fact that the development of social competence from school to university will have a positive and significant effect on the students personal growth, self-esteem and self-actualisation.

5.7 Limitation of the study

The nation wide strike embarked upon by the Academic staff union (ASUU) of universities at the time of administration and collection of data resulted in the loss of sizeable responses.

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DEPARTMENT OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN

Dear Sir/Madam,

I am a doctoral student in the Department of Library, Archival and Information Studies (LARIS), University of Ibadan. I am carrying out a study to elicit information on some factors that affects social competence of postgraduate students in Nigerian universities. You are assured of the strictest confidentiality and anonymity. Thank you very much for your time and cooperation.

Yours sincerely,

Nduka, Stella C.
Research Student

Section A: Socio-demographic Data

1. University:
   ………………………………………………………………….

2. Department: ………………………………

3. Level of study: Masters ( ) M.Phil/Ph.D ( ) Ph.D ( )

4. Mode of study: Full- time ( ) Part- time ( )

5. Marital status: Single ( ) Married ( ) Divorce ( ) Widowed ( ) Seperated ( )

6. Gender: Male ( )   Female ( )

7. Age: as at last birthday...

8. Employed ( ) Not employed ( ).

9. Years of work Experience.....................................

SECTION B: Awareness of Social media by LIS postgraduate students

11. What is your level of awareness of social media using these ratings: Fully Aware (FA), Partially Aware (PA), Lowly Aware (LA) and Not aware (N)?

S/N	Social media Tools	Fully Aware	Partially Aware	Lowly Aware	Never
	Social networks				
1	Facebook				
2	LinkedIn				
3	Hi5				
4	Instagram				
5	Google+				
6	MySpace				
	Collaborative projects				
7	Wikipedia				
8	Wiki				
9	WikiHow				
10	Wikitionary				
11	Others (Please specify)				
	Social bookmarking tools				
12	Digg.com				
13	Reddit				
14	Del.icio.us				
15	Pintrest				
16	StumbleUpon				
17	Others (Please specify)				
	Blogs				
18	Wordpress				
19	Webs				
20	Ghost				
21	Tumblr				
22	Weebly				
23	blogger.com				
24	Others (Please specify)				
	Microblogs				
25	Twitter				
26	Friendfeed				
27	MySay				
28	Moodmill				
29	Emotions				
30	Others (Please specify)				
	Content Communication				
31	YouTube				
32	Vimeo				
33	Flickr				
34	MetaCafe				
35	PhotoBucket				
36	Imageshack				

S/N	Social media Tools				
37	Snapchat				
38	Others (Please Specify)				

SECTION C: Social media accessibility

12. What is your level of accessibility to the following social media tools? Kindly tick the ease of your accessibility to the following social media tools.

S/N	Social media Tools	ACCESSIBILITY			
		Very Easily Accessible	**Easily Accessible**	**Occassionally Accessible**	**Never Accessible**
	Social networks				
1	Facebook				
2	LinkedIn				
3	Hi5				
4	Instagram				
5	Google+				
6	MySpace				
	Collaborative projects				
7	Wikipedia				
8	Wiki				
9	WikiHow				
10	Wikitionary				
11	Others (Please specify)				
	Social bookmarking tools				
12	Digg.com				
13	Reddit				
15	Pintrest				
16	StumbleUpon				
17	Others (Please specify)				
	Blogs				
18	Wordpress				
19	Webs				
20	Ghost				
21	Tumblr				
22	Weebly				
23	blogger.com				
24	Others (Please specify)				
	Microblogs				
25	Twitter				
26	Friendfeed				
27	MySay				
28	Moodmill				
29	Emotions				
30	Others (Please specify)				
	Content Communication				
31	YouTube				
32	Vimeo				

S/N	Statement				
33	Flickr				
34	MetaCafe				
35	PhotoBucket				
36	Imageshack				
37	Snapchat				
38	Others (Please Specify)				

13. Which device do you use to access social media? Please rate each statement below with Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1)

S/N	Statement	SA	A	D	SD
1	My mobile phone				
2	Work mobile				
3	Personal computer				
4	Public computer				
5	Tablet device				

Section D: Purpose of social media use by LIS postgraduate students
14. What is the purpose of using Social media? Please rate the extent to which you agree with each statement below Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

S/N	Statement	SA	A	D	SD
1	I utilise social site to communicate with my colleagues and friends				
2	I utilise social site to seek out new experiences				
3	I utilise social site to exchange and communicate information with my lecturers				
4	I utilise social site to expose me to innovative ideas and skills in my discipline				
5	I use social media for connecting with people in my fields				
6	I use social media for acquiring and sharing knowledge				
7	Social media will enable me reach out to a large number of contacts at a cheaper or no cost				
8	I utilise social site to increase my productivity when carrying out my academic and professional tasks				
9	The use of social media will give me control over my work				
10	I utilise social site to enhance my academic and professional performance				
11	Social media will enable me to accomplish my academic and professional task more quickly				
12	I utilise social site to keep abreast with current happenings around the world				
13	I use social media for carrying out my research				
14	The use of social media will make me more efficient.				
15	I use social media for dating				

16	I utilise social site to relax and have fun				
17	I utilise social site to find solutions to personal issues				

Section E: Frequency of Use of social media

15. Please tick the frequency of your use of the following social media tools whether daily, weekly, monthly, quarterly, annually or never.

As an LIS postgraduate student, I use	Daily	Weekly	Monthly	Quarterly	Annually	Never
Social networks						
Facebook						
LinkedIn						
Hi5						
Instagram						
Google+						
MySpace						
Collaborative projects						
Wikipedia						
Wiki						
WikiHow						
Wikitionary						
Others (Please specify)						
Social bookmarking tools						
Digg.com						
Reddit						
Del.icio.us						
Pintrest						
StumbleUpon						
Others (Please specify)						
Blogs						
Wordpress						
Webs						
Ghost						
Tumblr						
Weebly						
blogger.com						
Others (Please specify)						
Microblogs						
Twitter						
Friendfeed						
MySay						
Moodmill						
Emotions						
Others (Please specify)						
Content Communication						
YouTube						
Vimeo,						
Flickr						

MetaCafe						
PhotoBucket						
Imageshack						
Snapchat						
Others (Please specify)						

Section F: Social Competence of LIS Postgraduate Students

16. Kindly tick your level of social competence using this rating scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1)

S/N	Social Competence	SA	A	D	SD
	Cognitive Skills and Abilities				
1.	I know what I learn in university is important				
2.	I like university because I learn a lot of new things				
3.	Before I start something I think about its possible consequences				
4.	Whoever is not on my side is against me				
5.	Whenever I perform a task too fast, I feel it is too easy				
	Behavioural skills				
6.	I make decisions when I am with my friends				
7.	It is important to me to get fair compromises when involved in a conflict				
8.	I do not interrupt when someone is talking				
9.	Most of the time I try to solve arguments by reasoning				
10.	Am often able to find solutions or compromises when involved in a conflict				
	Emotional Skills				
11.	No matter what my friends and I stay together				
12.	I accept constructive criticism from friends without becoming angry				
13.	Am sensitive to the needs of others				
14.	I usually share and lend my belongings to my friends				
15.	I often share my friend's happiness and good mood				
	Motivational and Expectancy sets				
16	My friends are very important to me				
17	Injustice makes me angry				
18	I am often ruled by fate most of the time				
19	I always play and cooperate well with my friend				
20	I usually show kindness towards my friends				

Section G: Challenges of social competence

17. What are the challenges of social competence experience as a student? Please rate the extent to which you agree with each statement below (Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1)

S/N	Statements	SA	A	D	SD
1	Inability to communicate and adapt to social situation or environment				
2	Lack of a focused and controlled social competence training program in universities				
3	Lack of awareness of the importance of social competence for personal and professional/ career development				
4	Inability to communicate and cooperate with colleagues				
5	Inability to adapt to rapidly changing situations such as inability to utilise social site tools effectively				
6	Lack of creativity such as inability to use creativity to solve social interactions or events				
7	Lack of self-confidence				
8	Lack of self-control				
9	Inability to participate in social activity (quiz competitions, seminar presentations, team work, speech delivery)				
10	Lack of problem solving skills				
11	Inability to handle and manage conflict situation				
12	Lack of decision making skills				
13	Lack of socialization skills				
14	Inability to establish and maintain relationships				
15	Demonstrate negative feelings in any social situation or events				
16	Inability to face challenging or difficult situations				
17	Low self-esteem				
18	Low academic performance				
19	social anxiety such as social withdrawal, academic withdrawal, shyness, depression and loneliness				
20	Low levels of emotional intelligence				
21	Lack of empathy				
22	Inability to initiate conversation				
23	Inability to decode information				
24	Lack of assertiveness				
25	Deficits in social recognition				

Distribution of Mean and standard deviation scores of LIS postgraduate learners social competence on awareness, accessibility and use of social web across the study universities

Institution		Social competence	Level of Awareness	Accessibility	Use of social Network
Abia State University	Mean	58.7586	110.5172	101.2069	134.7241
	Std. Deviation	7.08447	19.86674	22.98816	38.42144
	N	29	29	29	29
Ahmadu Bello University, Zaria	Mean	56.2000	110.3444	103.9556	140.0333
	Std. Deviation	6.49840	12.22740	20.62665	31.50083
	N	90	90	90	90
Babcock University, Ilishan Remo	Mean	56.8025	111.0370	106.8395	137.6790
	Std. Deviation	6.79783	11.91579	19.28047	32.55335
	N	81	81	81	81
Bayero University, Kano	Mean	54.4828	109.5862	108.4483	130.6207
	Std. Deviation	8.45839	11.60208	18.82928	31.02236
	N	29	29	29	29
Delta State University, Abraka	Mean	60.4348	107.1304	98.5652	151.0870
	Std. Deviation	7.91331	14.17842	21.98517	37.44318
	N	23	23	23	23
Federal University of Agriculture, Makurdi	Mean	56.3793	106.4828	100.5632	136.4023
	Std. Deviation	7.48680	18.07276	22.51341	36.98820
	N	87	87	87	87
Federal University of Technology, Minna	Mean	60.2800	107.0000	102.0000	138.4400
	Std. Deviation	8.48783	11.36882	22.38303	33.03291
	N	25	25	25	25
Imo State University, Owerri	Mean	54.4000	93.0889	94.8222	110.2667
	Std. Deviation	8.72666	18.73963	22.53209	36.93323
	N	45	45	45	45
MichealOkpara University of Agriculture, Umudike, Abia	Mean	55.6923	87.6154	92.4615	110.3077
	Std. Deviation	9.75863	14.65457	13.29546	23.33590
	N	13	13	13	13
NnamdiAzikwe University, Akwa Anambra	Mean	53.9643	92.7500	96.3214	120.7143
	Std. Deviation	11.47455	29.47519	29.48327	31.80829
	N	28	28	28	28
University of Calabar	Mean	56.2273	121.7273	119.7273	136.5909
	Std. Deviation	6.53148	14.30012	19.34199	22.08352
	N	22	22	22	22

University of Ibadan	Mean	55.9244	110.6050	109.6387	130.2773
	Std. Deviation	8.39003	15.88316	20.78450	29.15038
	N	S119	119	119	119
University of Ilorin	Mean	51.2667	96.0889	100.0889	100.3778
	Std. Deviation	6.99155	16.56094	16.88978	17.94979
	N	45	45	45	45
University of Maiduguri	Mean	49.6250	109.8750	112.7917	113.1667
	Std. Deviation	1.81747	5.45241	5.85629	4.03882
	N	48	48	48	48
University of Nigeria, Nsukka	Mean	50.9750	96.5750	96.8750	108.4500
	Std. Deviation	7.16289	15.65311	21.40116	34.90349
	N	40	40	40	40
University of Uyo, Uyo	Mean	49.7778	111.7222	114.8333	113.8889
	Std. Deviation	2.66912	16.12745	16.66363	16.48846
	N	18	18	18	18
Overall	Mean	55.1806	106.3989	104.2628	127.8625
	Std. Deviation	7.89077	17.10592	21.11059	33.19435
	N	742	742	742	742