Perceived usefulness and ease of use of user-generated content by librarians on social media for information services delivery in public tertiary institutions in Katsina State

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ABSTRACT

The paper provided an analysis of the perceived usefulness and perceived ease of use of user-generated content on social media for information service delivery by librarians in public tertiary institutions in Katsina state, Nigeria. Quantitative research method using survey research design was employed to guide the study. The population of the study consisted of one hundred and forty-one (141) librarians in thirteen (13) public tertiary institutions in Katsina State. Total Enumeration sampling was used to select all the 141 librarians as sample size. A self-developed questionnaire was the instrument used for data collection. The findings of the study revealed that librarians found WhatsApp, Facebook, and YouTube easy to use for information services and that creating useful content for relative value, increasing research and services delivery, collaborative authoring, conferencing, virtual meetings, discussions and dissemination of information, and ideas had unprecedented usefulness on librarians' use of user-generated content on social media for information services. Furthermore, these results indicated that librarians do not perceive social media to be useful for uploading their intellectual publications like journal articles, and conference proceedings for relative value and informing users on new changes in library professions, and other spectrum of knowledge in time. It was therefore recommended that Institutions should provide targeted training and clear guidelines for librarians to improve their ease of use and effectiveness across all social media platforms, particularly LinkedIn and Tik-Tok and libraries should encourage the adoption of social media for uploading intellectual publications and sharing professional updates to boost awareness and increase the utilization of library resources.

*(**Key words**: librarians; perceived ease of use; perceived usefulness; user-generated content; social media; tertiary institutions.)*

I. INTRODUCTION

User-generated content (UGC) is an activity of online users where they express themselves through sharing their views, and opinions about daily lives (Ahmad, 2019). He further notes that contents are usually shared on social media because they believe the shared information will educate, entertain, enlighten, or satirize viewers. Relatively, the advent of social media (SM) has changed the way librarians live and interact with each other. User-generated content is shared via social media, which simply means internet-based platform that provides users with opportunities to create and exchange content (information, opinions, and interests) in a many-to-many context and brings a lot of new opportunities to individuals and organizations across the globe (Ahmad, 2019). According to Hamidreza, et al (2020), UGC appeared to librarians in the early 1990s, perhaps inspired by the concept of "user-generated information" where

different information is produced and shared to target audiences that help them in solving their simple and complex problems. Historically, user-generated content (UGC) in the early 1990s was a concept for describing media content produced outside the professional media institutions. It gained worldwide spread and popularity around 2005 and the rise of the concept coincides with the web 2.0 and the ability for industrialized media and culture production to take advantage of the productivity of ordinary users (Okuonghae, 2021). Similarly, UGC is a concept that has gained popularity with the widespread use of personal computers and the launch of user-friendly interfaces for search engines, video sharing, and social networking sites, etc., in the early 2000s, when media users suddenly became equipped with advanced means of production. The concept was connected to the rise of the Web 2.0 which is known as the interactive or participatory web and refers to the ability for everyday media consumers to suddenly turn into producers through

the uploading and distribution of self-produced media content on blogs, wikis, social media platforms or other public online media.

For librarians to incorporate social media user-generated content, perceived ease of use and perceived usefulness are the two critical components for accepting social media user-generated content for creating and sharing useful content. Perceived ease of use is also another factor leading to the awareness of social for content creation (Sarwititi et al, 2023). It deals with feeling comfortable using social media platforms and believes that creating content on these platforms is not too difficult or time-consuming and also librarians' perception on its usefulness toward social media for content creation will influence their willingness to accept social media platforms for this purpose.

In the African context, Ghalavand et al (2022) state that there is limited social media content creation by librarians in Ghana. The authors highlighted issues such as lack of awareness, poor digital skills, and poor attitude of librarians as factors hampering social media user-generated content creation. Also, in Nigeria, Jami Pour and Taheri (2019) established that user-generated content is mostly used by people who are in businesses, film and entertainment industries (e.g. Nollywood, Kannywood) and those who sell their products or advertise traditional medicine among others. Also, Kara et al (2020) highlighted issues delineating the use of user-generated content by many academics including librarians to include the lack of defining and aligning goals and skills to create good contents, poor quality content, lack of technical knowhow and lack of understanding the relative value of user-generated content in digital world. In this context, the study was designed to provide analysis of whether perceived ease of use and perceived usefulness improve the acceptance of social media user-generated content for contents creation by librarians in public tertiary institutions in Katsina State.

Statement of the problem

With the advent of user-generated content on social media, librarians in developed countries like the United Kingdom and in some developing countries like China and India, have started opening blogs, wiki-based information services, and YouTube channels where content creations like photos, videos, reviews, testimonials, online guidance, tutorials and other forms of consultancy services are taking place with no geographical boundaries (Deng et al, 2021). However, the acceptance of social media user-generated content for creation and sharing useful content in public tertiary institutions in Katsina State is not well known. Also,

literature regarding the perceived usefulness and ease of use of UGC on social media is very scanty. In line with these gaps, this study attempted to analyse the perceived usefulness and perceived ease of use of user-generated content on social media for information services delivery by librarians in public tertiary institutions in Katsina State. To achieve this objective, the study was guided by the following research questions: what are the librarians' perceived usefulness of user-generated content on social media for information services deliver in public tertiary institutions in Katsina State? And what are the librarians' perceived ease of use of user-generated content on social media for information services in public tertiary institutions in Katsina state?

User-generated content on social media

User-generated content (UGC) can be a valuable source of content for marketers and content creators. UGC can include blog posts, social media posts, photos, videos, reviews, testimonials, and more. The advantages of using UGC include increased authenticity, a more personal connection with the audience, and the ability to create large amounts of content at a low cost (Ahmad, 2019). However, there are also some potential risks associated with UGC, including the possibility of inaccurate or inappropriate content, difficulty in controlling the message, and the possibility of legal issues (Baima et al., 2022).

Social media platforms like Facebook, Instagram, Twitter, and YouTube can be powerful tools for creating and sharing content (Wismashanti, 2023). The main advantages of using social media for content creation include the ability to reach a large audience, the ability to build a community around your content, and the potential for viral sharing (Cedergen, 2023). However, there are also some potential risks and challenges associated with using social media for content creation (Daniella, 2021). Librarians can use user-generated content (UGC) on social media to provide valuable information services to their audience (Farhad et. Al, 2022).

Perceive usefulness is the extent to which an individual believes that using a particular technology such as social media user-generated content would enhance their job performance. It entails the belief that generating and sharing useful contents via social media has relative value. Okuonghae (2021) disclosed that one of the values of user-generated content is the financial reward that comes with it. He also noted that UGC is the fastest consultancy service for creating wealth for librarians through content creation and sharing, including intellectual publications such as ebooks, e-journal

articles, and the creation of short and long tutorial videos. All these contents have now become a source of income for many Internet users.

In different studies, Okuonghae (2021) explained that social media have become a dependable platform for generating contents, dissemination of information, forum for feedback mechanism, for research and for promotion. While citing examples, the authors include Facebook, Twitter, Flickr, YouTube, Wiki, etc., as useful for generating wiki-base information services which can be in form of consultancy services, tutoring and guiding individuals' various skills and talent of the 21st century. In support of this argument, Onuoha (2019); Hsu and Lin (2020) disclosed that use of social media provides various alternatives to the development of actual products, services, information via blogs, YouTube and even podcasts and enables the exploration of content material in new knowledge generation (Hamid et al., 2020).

Perceived ease of use refers to the extent to which a person believes that using a particular technology or system will be easy and hassle-free. In the context of social media user-generated content, this can include factors like the ease of creating and sharing content, as well as the ease of navigating and finding content (Cedergren, 2023). For example, a social media platform that is easy to use may be more likely to attract and retain users. To expand on that idea, perceived ease of use can be influenced by several factors. One is the user interface, or the layout and design of the platform. A well-designed user interface can make it easier for users to find and create content. Another factor is the availability of features, like search functions and editing tools. The availability of help resources, like user guides and tutorials, can also affect perceived ease of use. According to Lee and Tao (2022), perceived ease of use can be particularly important for librarians who use social media to share user-generated content. This is because librarians often have limited time and resources, and so they need to be able to find and share content quickly and easily. In addition, librarians may have less experience with social media than other users, so they may need more support and resources to feel confident using the platform. Okuonghae (2021) posited that there are several factors that can lead to higher perceived ease of use for content creation on social media. One factor is the availability of templates and ready-made designs. These can make it easier for users to create professional-looking content without having to start from scratch. Another factor is the availability of drag-and-drop editing tools, which allow users to easily manipulate and customize their content. The availability of photo and video editing tools is also important. For librarians specifically, (Ahmad, 2019;

Hamid et al, 2020) revealed some factors that can contribute to perceived ease of use for content creation. One is the availability of content guidelines and best practices. Librarians may be more likely to feel comfortable creating content if they have clear guidelines to follow. Another factor is the availability of training and support. Librarians who feel like they have the resources they need to create content are more likely to feel at ease doing so.

Technology Acceptance Model (TAM)

In this study, Technology Acceptance Model (TAM) was adopted with particular reference to the constructs of perceived usefulness exclusively in the study. The Technology Acceptance Model (TAM) was developed by Davis in (1989) to explain and understand factors affecting the acceptance and use of computer technology or ICT infrastructure in general in organizations/institutions from the individual perspective (Davis, 1989, 1993; Johnson, 2005; Lee, Kozar & Larsen, 2003; Ramayah, 2006). The referred factors are the key factors (that is, perceived ease of use and perceived usefulness) that determine the user's acceptance and use of the technology. This implied that the use of technology will enhance the work and make it easy and free from effort (Davis, 1989). Technology Acceptance Model deals with intention (Purpose), benefit (Perceived usefulness), and also availability of technology (e.g., social media) in applying technology by librarians in institutions like libraries (Ibrahim, Leng, Yusoff, Samy, Masrom, & Rizman, 2018; Abbas &Hamdy, 2015). Holmstrom, Ketokivi, and Hameri (2009) opined that the users' perception will influence their attitudes and these attitudes will then affect their intention to use technology.

It has been widely applied to many different types of technologies, including social media platforms and user-generated content. Attitude is also a key concept in the Technology Acceptance Model. It refers to a user's overall evaluation of a technology, and it is influenced by both perceived usefulness and perceived ease of use. Positive attitudes towards technology can lead to increased intention to use it, while negative attitudes can lead to decreased intention. The TAM also includes an attitude-intention relationship, which means that a positive attitude towards a technology can lead to a greater intention to use it. This relationship is also influenced by external variables, such as social pressure (Wang et. al., 2019; Godfrey & Koh, 2020). Specifically, the TAM constructs used in this study are defined as follows: Perceived Usefulness (PU) which refers to the degree to which a user believes that a technology will improve their performance or productivity and Perceived

Ease of Use (PEU) which refers to the degree to which a user believes that a technology is easy to use and understand. It also means the degree to which a user believes that using a technology will be free from effort and difficulty. In other words, it is about how easy or difficult a user thinks it will be to use a technology. According to Li et al., (2018) and Yang et al., (2021), PEU is influenced by various factors, including: User's prior experience with similar technologies; User's technical skills and knowledge; Clarity and intuitiveness of the technology's interface; of support and resources (e.g., documentation, training) and User's perception of the technology's complexity

By understanding perceived ease of use, librarians can develop strategies to make technologies more user-friendly, intuitive, and accessible, ultimately increasing the likelihood of successful technology awareness and use. According to TAM (Belikov et al 2021; Baima, Santoro, Pellicelli, & Mitręga, 2022), if a user perceives a technology as useful and easy to use, they are more likely to have effect on: Intend to use the technology (Intention to Use) and Actual use of the technology (Usage Behavior).

II. METHODOLOGY

The study carried out a literature review of articles on open-access publishing. The researcher reviewed articles on open access published between 2016 and 2022 from seven subscribed databases including SCIRP, EBSCO, Springer, Oxford Academic, Taylor and Francis Online, Research for Life, and Directory of Open Access Journal. A search strategy was formulated using open access as a keyterm. A total of 28 articles were read to establish their relevance to the study topic. The method led to the selection of 18 journal articles which satisfied the inclusion criteria. The literature review method was chosen because of its simplicity and flexibility yet very robust. The selection, categorization, and summary were derived from the documents after recognition of the pattern. The segregated ideas which could have been meaningless when viewed separately were brought together and the theme was extracted. To produce a clear result and report, the generated themes were revised to get rid of indistinct and ambiguous themes for a correct and precise representation of the data.

III. STUDY RESULTS

A total of 141 copies of questionnaire were distributed to the respondents from thirteen (13) public tertiary institutions in Katsina State, and one-hundred and five (105) of them were duly completed and returned. This represents 74.5% response rate. This high response rate was achieved as a result of subsequent follow-ups by the researchers, alongside the research assistants that were employed for the study. Baruch and Holton (2008) asserted that the level of response rate above 60% in social and educational research is considered a crucial factor in assessing the value of the research findings. The analysis of findings was presented in line with the research questions raised for the study.

Demographic characteristics of the respondents

Since ascertaining the demographic information of respondents is an important aspect of the research findings, the questionnaire for the study was designed with two demographic questions on: gender and age of the respondents. Table 1 below shows the demographic information of the respondents.

Table 1: Demographic information of the respondents (N=105)[1]

Variables	Items	Frequency	Percentage (%)
Gender	Male	67	63.8
	Female	38	36.2
Age of the respondents	18-25	14	13.3
	26-35	26	24.8
	36-45	34	32.4
	46-55	21	20.0
	56 and above	10	9.5

[1] *Source: Field Data, 2024*

Table 1 indicated that 67 (63.8%) respondents were male while 38 (36.2%) were female. This showed that the male respondents are higher than the female respondents in the university library as it is evident that the male population outnumbered the females in the public tertiary institutions in Katsina state since everyone has an equal chance of being employed to work in the sector. Based on the findings, the researchers believed that the males outnumbered the females perhaps due to the nature of the job (working with skills and dedication), cultural, and religious factors among others.

Also, the table indicated that a significant number of the respondents were aged 35-45 (freq=34). This was followed by those aged 26-34 years (freq=26). Aged bracket 46-55 years old had with 21 respondents which is (20.0%), aged bracket 14-25 had 14 (13.3%) respondents.

On the other hand, there were only 10 respondents aged 56 years and above 10 (9.5%). By implication, the data indicated a high tendency for librarians in the study area to use technology like user-generated content (UGC) on social media for information services because most of the librarians are within the age bracket of active social media users.

RQ1: What is the perceived usefulness of user-generated content on social media information services by librarians in public tertiary institutions in Katsina state?

The respondents were asked to indicate their opinion on the perceived usefulness of user-generated content on social media information service. Table 2 below shows the responses along with the mean scores and standard deviations.

Table 2: Mean results of perception of the ease of use of user-generated content on social media information services by librarians in public tertiary institutions in Katsina State[2]

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
Using the user-generated content enables me to create and share useful social media contents for relative value	18	17.1	12	11.4	8	7.6	54	51.4	13	12.4	3.30	1.32
Using user-generated content enables me to inform users on new changes in library professions, and other spectrum of knowledge in time via social media	28	26.7	26	24.8	20	19.0	30	28.6	1	1.0	2.52	1.19
Using user-generated content increases my research and services delivery	20	19.0	16	15.2	4	3.8	53	50.5	12	11.4	3.20	1.36
Using user-generated content enhances my generating useful contents	24	22.9	16	15.2	6	5.7	56	53.3	3	2.9	2.98	1.32
Using user-generated content provides me the opportunity for new creativity and innovation in different spectrum of knowledge	24	22.9	16	15.2	6	5.7	56	53.3	3	2.9	3.10	1.27
Using user-generated content helps me in collaborative authoring, conferencing, virtual meetings, discussions and dissemination of information and ideas	20	19.0	16	15.2	4	3.8	53	50.5	12	11.4	3.20	1.36

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[2] ***Source:** Field Data, 2024*

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
Use of user-generated content via social media like YouTube channel is beneficial for online tutorials, discussions and other intellectual discussions related to librarianship and its value to society	22	21.0	20	19.0	8	7.6	54	51.4	1	1.0	2.60	1.43
Using user-generated content is beneficial to librarians in uploading their intellectual publications like journal articles, conference proceedings through social media for relative value	26	24.8	28	26.7	20	19.0	30	28.6	1	1.0	2.52	1.19
Using the user-generated content enables me to create and share useful contents via social media for relative value	30	28.6	22	21.0	10	9.5	32	30.5	11	10.5	2.73	1.42

The results in Table 1 above indicated that 54 (51.4%) of the respondents agreed and 13 (12.4%) of them strongly agreed that using user-generated content for information services by librarians enabled them to create useful contents for relative value, increase research and services delivery and helps in collaborative authoring, conferencing, virtual meetings, discussions and dissemination of information and ideas with means deviation of 3.30 and 3.20 with clustering standard deviation of 1.32 and 1.36 respectively. This is followed by using user-generated content for information services provides me the opportunity for new creativity and innovation in different spectrum of knowledge with mean deviation of 3.10 with clustering standard deviation of 1.27 while the least perceived usefulness of using user-generated content for information services such as uploading their intellectual publications like journal articles, conference proceedings for relative value and informing users on new changes in library professions, and other spectrum of knowledge in time with a mean deviation of 2.52 with clustering standard deviation of 1.19. Without an online presence, the library risks failing to connect with potential users who seek information online. Additionally, a failure to utilize social media for updating users on new publications could result in them being unaware of the library's collections and services. This lack of awareness may ultimately lead to a decline in the utilization of the library's resources and services.

RQ2: What are the librarians' perceived ease of use of user-generated content on social media for information services by librarians in public tertiary institutions in Katsina State?

The respondents were asked to indicate their opinion on the perceived ease of use of user-generated content on social media information services by librarians in public tertiary institutions in Katsina state. Table 3 shows the responses along with the mean scores and standard deviations.

Table 3: Mean results of perception of the ease of use of user-generated content on social media information services by librarians in public tertiary institutions in Katsina State[3]

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
I found blogs easy to use for information services delivery	18	17.1	40	38.1	6	5.7	29	27.6	12	11.4	2.78	1.33
I found Wikis easy to use for information services delivery	28	26.7	38	36.2	6	5.7	20	19.0	13	12.4	2.54	1.39

[3] ***Source:*** *Field Survey, 2024*

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Mean	Standard Deviation
	F	%	F	%	F	%	F	%	F	%		
I found YouTube easy to use for information services delivery	18	17.1	26	24.8	6	5.7	46	43.8	9	8.3	3.01	1.32
I found Twitter easy to use for information services delivery	36	34.3	10	9.5	12	11.4	35	33.3	12	11.4	2.78	1.49
I found LinkedIn easy to use for information services delivery	26	24.8	36	34.3	22	21.0	21	20.0	0	0	2.27	1.14
I found Multimedia easy to use for information services delivery	22	21.0	34	32.4	10	9.5	30	28.6	9	8.6	2.71	1.31
I found Instagram and Telegram easy to use for information services delivery	26	24.8	29	27.6	28	26.7	18	17.1	4	3.8	2.48	1.15
I found WhatsApp easy to use for information services delivery	16	15.2	8	7.6	0	0	50	47.6	31	29.5	3.69	1.39
I found Facebook easy to use information services	22	21.0	6	5.7	0	0	72	68.6	5	4.8	3.30	1.30
I found Tik-Tok easy to use information services	36	34.3	26	24.8	4	3.8	34	32.4	5	4.8	2.49	1.37

The findings in Table 3 indicated that the librarians found WhatsApp, Facebook and YouTube easy to use for social media content creation and sharing with means deviation of 3.69, 3.30 and 3.01 with clustering standard deviations of 1.39, 1.30 and 1.32 respectively. However, LinkedIn and Tik-Tok were the least easy to use platforms with mean deviations of 2.27 and 2.49 with clustering standard deviations of 1.14 and 1.37 respectively. While it is true that platforms such as WhatsApp, Facebook, and YouTube are often easier to use than others, librarians should not confine themselves to these options for social media content creation and sharing. Though, a platform may present more challenges, it may still be worthwhile for librarians use it to develop more effective and engaging content. Additionally, there are often resources available to help users learn how to use different platforms, so the perceived difficulty of using a platform should not be a reason to avoid using it altogether.

IV.   DISCUSSION OF FINDINGS

This section presents the discussion of the study results and is structured in line with the research questions raised.

Librarians' perceived usefulness of user-generated content on social media for information services delivery

On librarians' perceptions of the usefulness of user-generated content on social media for information services, the study found that creating useful content for

relative value, increases research and services delivery, collaborative authoring, conferencing, virtual meetings, discussions and dissemination of information and ideas had an unprecedented benefit on librarians' usage of user-generated content on social media for information services. This finding underscores the need for librarians to leverage social media platforms to enhance their service delivery, research, and collaboration. This could greatly lead to increased adoption of social media by librarians, the development of guidelines for creating and sharing user-generated content, and the provision of training and support to enhance digital literacy in their institutions' libraries. More so, librarians have found user-generated content on social media very important and necessary to enhance information services delivery to their numerous customers through collaborative engagements and virtual interactions, especially now that the majority of learners are online learners who prefer to learn new skills by following tutorials, participating in online forums or through games.

Furthermore, these results indicated that librarians do not perceive user-generated content on social media to be useful for uploading their intellectual publications like journal articles, conference proceedings for relative value and informing users on new changes in library professions, and other spectrum of knowledge in time. This finding no doubt has come as a surprise because librarians are expected to drive intellectual openness and innovation. Conversely, it may perhaps be attributed to the age distribution of the majority of the respondents. The implication is that librarians are certainly missing

opportunities to disseminate their research and expertise to a broader audience. This limited use of user-generated content could also perpetuate the perception that librarians are less authoritative or knowledgeable in their field. This development therefore is a pointer to a serious concern and the urgent need for policy direction on the need for librarians and libraries studied to imbibe the culture of open scholarship. In line with these findings, scholars like June (2018), Daniella (2021) and Deng et al. (2021) have found that the perceived usefulness of user-generated content on social media for information services among librarians is associated with several factors, including: perceived ease of use, level of trust in the information source, level of experience with using social media, professional background and training, digital literacy skills, perceived benefits of using social media, and perceived risk of using social media. The findings suggested that perceived usefulness is influenced by both personal and organizational factors. Also, Lee and Tao (2022) found that librarians were more likely to perceive the use of user-generated content as easy if they felt it would be beneficial to their professional practice. This suggested that if librarians can see how sharing user-generated content can help them to connect with users and promote information services; they will be more likely to perceive it to be useful.

Librarians' perceived ease of use of user-generated content on social media for information services delivery

The findings of the study revealed that librarians found WhatsApp, Facebook and YouTube easy to use for information services. However, LinkedIn and Tik-Tok were not. The preference for WhatsApp, Facebook, and YouTube over LinkedIn and Tik-Tok for information services delivery is an indication of the fact that librarians tend to favour platforms with which they are more familiar. This implies that librarians should as a matter of relevance focus on developing a strong presence by creating attractive, highly educative and entertaining content on their preferred platforms. Additionally, libraries may need to provide training and support to help librarians develop skills in using less preferred platforms, thereby expanding their online reach and engagement. In contrast to the finding of the study, previous studies of by Sarwititi et al (2023) and Cedergren (2023), found that librarians in the UK had a medium level of perceived ease of use of YouTube, Facebook, WhatsApp and Instagram, when it comes to social media user-generated content. They found that librarians generally felt comfortable with

sharing text-based content, such as quotes or comments with Twitter, Instagram, Telegram, and LinkedIn but were less comfortable with sharing more personal content, such as photos or videos. The authors also found that librarians were more likely to perceive sharing content as easy if they were given clear guidelines and training on such types of social media.

V. CONCLUSION

The study revealed that librarians in Katsina State tertiary institutions found platforms like WhatsApp, Facebook, and YouTube useful and easy to use for information services, while LinkedIn and Tik-Tok were perceived as more challenging in terms of ease of use. Although social media use has greatly improved the ability to create and share valuable content, facilitate research, and promote collaboration, there is a notable lack of enthusiasm for using these platforms to upload intellectual publications or inform users about professional updates. Both personal comfort and organizational support, such as training and guidelines, play crucial roles in shaping the perceived ease and usefulness of social media for information services.

VI. RECOMMENDATIONS

Based on the findings of the study, the following recommendations were offered:

Libraries and library administrators should provide targeted training and support to librarians on the effective use of social media platforms, particularly LinkedIn, Twitter, Telegram, and TikTok, which were found to be the least easy to use. This training should focus on building librarians' confidence and competence in using these platforms for content creation, and address specific challenges and barriers to awareness. These programs should include practical, hands-on sessions where librarians can learn how to effectively use the platforms for professional purposes, such as content sharing, networking, and knowledge dissemination.
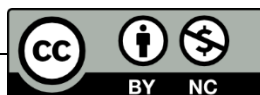
Libraries should establish clear guidelines and best practices for UGC content creation and management and provide resources and support for librarians to develop their skills in content analysis, strategy, and ethics. By doing so, librarians will be equipped to create high-quality, user-centred content that showcases library resources and services, while also navigating the complex challenges surrounding UGC on social media.

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