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Dahunsi, Florence Tope Dr and Alayande, Gbenga Mr, "Digital Literacy and Utilisation of Social Media By School Library Personnel in Oyo State, Nigeria" (2001). *Library Philosophy and Practice (e-journal)*. 6374. <https://digitalcommons.unl.edu/libphilprac/6374>

# Digital Literacy and Utilisation of Social Media By School Library Personnel in Oyo State, Nigeria

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## Abstract

*This study investigated digital literacy and utilisation of social media among school library personnel in some selected private schools in Ibadan, Oyo State, Nigeria. The survey research design was adopted for the study while questionnaire was used for data collection. One hundred and ninety school library personnel constituted the sample for the study. The study revealed high level of digital literacy among school library personnel in Ibadan, Oyo State Nigeria while the major purposes of utilisation of social media by the school library personnel include calling for meetings within and outside school environment, updating knowledge on recent information, supporting research, disseminating minutes of meetings and reports, communicating with school client, sharing knowledge among colleagues and communicating with other school libraries. The findings further revealed; finding and evaluating of digital information as the only digital literacy indicators that contributed significantly to utilisation of social media by school library personnel. The study recommended training and retraining of school library personnel on acquisition of requisite digital literacy skill to enable them function effectively in the digital environment.*

**Keywords:** *Digital literacy, Utilisation, of social media, School library personnel, Oyo State, Nigeria*

## Introduction

School library personnel are witnessing changes in methods of discharging their professional and administrative duties and other services. This is mostly due to technological advancement which has resulted in the emergence of several web-based platforms as well as the availability of avalanche of knowledge-based information. The library in this era can, therefore be referred to as a knowledge-based facility used by students and teachers for acquiring information that is produced at an exponential rate in electronic and print-based formats. Meanwhile, the integration and application of social media in libraries have changed the face of school libraries and the way in which school library personnel carry out their duties. Of recent, social media has taken the centre stage in school library service delivery since the users are mostly digital natives who are comfortable with the use of electronic based information resources. Consequently, social media platforms such as Facebook, WhatsApp, Blogs, YouTube, Twitter, Wikis, Pinterest, Flickr, and Picasa are being used as platforms for the promotion of reading culture in schools since these platforms have the capability to facilitate easy and seamless interaction between the school library personnel and the users. Users can create a friends list right after membership process and can specify those who can or cannot take part in the interaction (friend selection and limitation of

authority) when they sign in. The school library personnel can incorporate learning applications that attempt to use social media feeds as a persuasive technology and create event invitations for programs as an additional forum to promote library activities (Chu and Meulemans, 2008). With the advent of the smart phone, technology enhanced learning ultimately became mobile and easy.

However, one of the major factors that can determine the utilisation of social media by people is their level of digital literacy. Gilster (1997) first made the world to be aware of the concept of 'digital literacy' in the late 1990s and defined it in educational terms, recognising the fundamental but revolutionary uniqueness of the Internet and identifying the digitally literate person as having a specific set of information skills, such as evaluation and searching, applied to text and multimedia information found on the Internet. Even in its earliest conceptualisation, it was clear that being digitally literate surpassed the basic literacy skills of reading, writing, listening and speaking as new technologies and developments in media are transforming the way that individuals, groups and societies communicate, learn and work. This new socio-technical reality requires participants to possess not only skills and abilities related to the use of technological tools, but also knowledge regarding the norms and practices of appropriate usage.

Furthermore, being digitally literate encompasses issues of cognitive authority, safety and privacy, creative, ethical, and responsible use and reuse of digital media, among others. A lack of digital literacy increasingly has implication on an individual full potential of being a competent user, an empowered employee or an engaged citizen. Digital literacy is often considered a school-based competency, but it is introduced and developed in other learning contexts such as libraries, museums and social groups, affinity spaces online and home environment. Consequently, Hobbs (2010) described digital literacy as a constellation of life skills that are necessary for full participation in our media saturated information-rich society and this includes those capabilities that makes an individual fit for living, learning, working and effectively functional in a digital society which include, the ability to locate, organise, understand, evaluate, analyse and present digital information, as well as to appraise the impact of new technologies and manage digital identities (BCS The Chartered Institute for IT, 2013). Therefore, digital literacy can be seen to go beyond the development of functional IT skills to describe a richer set of digital behaviours, practices and identities but also involve critical thinking, reflection and life-long learning, communication, collaboration, and social engagement.

In the light of the foregoing, the school library personnel of the 21<sup>st</sup> century is expected to possess the capability and capacity to be able to use and distribute information in many formats other than print and must be able to use all forms of media to carry out their scheduled duties and activities which include delivering of services to the library users. Since technologies are changing, there is need for school library personnel to embrace modern, emerging and relevant technologies for the purpose of provision of service delivery that can meet the needs of the 21<sup>st</sup> century learners who are majorly digital natives (Aramide, 2020). Therefore, school library personnel need to embrace much more, in this digital age, digital literacy for their work than ever before. In addition, digital literacy can help school library personnel to develop skills that can add to their economic status and improve their overall job performance and standard of living. With these skills, school library personnel will be more equipped for resource sharing, social networking, surfing the net, instant messaging, blogging and host of other digital and media-oriented activities. These skills can also help them on their jobs to assist users get desired

information and education. Since these are skills that can be learnt, school library personnel should thrive to possess these digital and media literacy skills (Aramide, Ladipo & Adepoju, 2015).

With the advancement in technology, school library personnel' role in this digital age is evolving from from the traditional reading promotion, guidance, curriculum support services to the use of digital and media information to advance teaching, learning and service delivery to provide best resource for users' lifelong learning. Also, it is expected that school library personnel should be able to create, search, evaluate, use, and disseminate electronic information on various social media platforms. With relevant digital literacy skill, they should be able create online content, share and distribute useful educational contents on social media platforms to the students and teachers. School library personnel should be competent in creating social media profile for the school to share useful media content to students and teachers, link the school with knowledgeable resources from their peers in other climes. It is in the light of the foregoing that this study investigated the influence of digital literacy on the utilisation of social media by school library media personnel in Nigeria.

### **Objectives of the Study**

1. find out the level of digital literacy skill possessed by school library personnel in Ibadan, Oyo State, Nigeria
2. ascertain the types of social media level of media literacy skill possessed by school library personnel in Ibadan, Oyo State, Nigeria
3. determine the purpose and frequency of utilisation of social media among school library personnel in Ibadan, Oyo State, Nigeria

### **Research Questions**

1. What is the level of digital literacy possessed by school library personnel in Ibadan, Oyo State, Nigeria?
2. What is the purpose of utilisation of social media among school library personnel in Ibadan, Oyo State, Nigeria?
3. What is the relative influence of digital literacy indicators on utilisation of social media among school library personnel in Ibadan, Oyo State, Nigeria?

### **Literature Review**

Scholarly and research works on digital literacy and social media utilisation are majorly viewed from the global perspective. There is a consensus that digital literacy skills are essential literacy in the digital era. Literature have shown that digital literacy skill involves the capacity to properly use digital tools and understand the content to make informed decision Partridge, Lee and Munro (2010), Warschauer and Matuchniak, (2010), Beattie (2011), Aramide, 2015, 2020). They involve the use of digital technologies like the computer system, smart phones to access, create content, and evaluate information from the Internet. Digital literacy skills emphasised the ability to use Internet tools and understanding e-safety. However, there is a consensus that digital literacy skill embraces knowledge needed to use old and new media tools in both print and electronic formats (Buckingham, 2005; Livingstone, 2005).

Social media provide useful tools to strengthen the human, institutional and organisational capacity at all levels. Social media are designed to foster collaboration among individuals, institutions and nations of the world with such collaboration aiming at bringing about meaningful development through the sharing of ideas and resources (Zavazana, 2012). In recent years, social media has become a huge and integral component of how people including library personnel spend their time online. Among wikis, blogs, Facebook, Twitter, and many others, people are spending enormous amounts of time on websites used to share information and connect with people (Acar, 2008). Not surprisingly, students are easily connecting with others and sharing information more than ever before. Many students get news, gossip, and friendship updates via social network sites, sometimes even before breakfast from the convenience of their mobile phone or laptop (Boyd, 2008). Therefore, school library personnel cannot afford to be a layback to be able to perform their roles effectively and efficiently as regards meeting the information needs of their users.

People integrate social media into all aspects of their lives for multiple purposes, particularly socialising, entertaining and shopping (Asselin and Moayeri, 2008) as well as performing their professional duties (Lenhart, Madden and Hitlin, 2005). In addition to helping establish and maintain interpersonal connections, studies have shown that social media sites have the ability to guide people entering an unfamiliar social environment. Selwyn (2007) argues that social media network like facebook has become an important site for the informal online interactions and experiences allowing roles to be learned, values understood and identities shaped. Social media have also been found to be able to offer a unique opportunity to promote socialisation to the institution's environment as it can help people learn about their peers and in turn create satisfaction and affiliation each other. On the purpose of social media use, Sawyer (2011) findings revealed that people use social media to communicate with their friends and families and to stay in touch with people whom they cannot talk to face to face. Staying connected to people is important for relationships building. In corroborating this, Balci and Golcu (2013) reported that librarians in Turkey use facebook more for communicating with friends, getting information about people and events, entertainment and relaxing as well as messaging. Also, Charney and Greenberg (2001) reiterated that people use social media basically for the purposes of keeping informed, diversion and entertainment, peer identity, good feelings, communication, sights and sounds, career and coolness. Cheak, Goh and Chin (2012) also reported checking of messages, checking of comments and playing games as topping the list of purposes for which people in Malaysia visit social networking sites just as they reported regular use of friendster, tagged and MySpace.

The knowledge of basic principles of computing devices, and skills in using computer networks to find, capture and evaluate information, and the ability to engage in online communities are greatly needed by the school library personnel to effectively utilise social media platforms. Social media are used as an educational tool to enhance learning experience by enabling people to connect and interact as well as to promote library services. It was also discovered from the reviewed literature that school library personnel are not fully skilled in using digital technologies especially on social media platforms. On the other hand, most studies mainly focused on how well school library personnel were able to use computer and Internet application. However, these studies do not examine librarians' actual social media use and their corresponding profiles, especially Twitter and Whatsapp. Insight into these profiles are important for its relevance to

academic research on school library personnel and as input for social media utilisation in school libraries. Most studies mainly focused on how well school library personnel were able to use computer and Internet application. However, these studies do not examine librarians’ actual social media use and their corresponding profiles, especially Twitter and Whatsapp. Insight into these profiles are important for its relevance to academic research on school library personnel and as input for social media utilisation in school libraries.

### Research Methodology

The study adopted a survey research design and the population for the study consists of all the 190 school library personnel in selected private secondary schools spread across the 5 Local Government Areas in Ibadan, Oyo State, Nigeria. Total enumeration was used to include all the 190 school library personnel in the schools under survey to constitute the sample size for the study. The instrument for data collection adapted for this study is a structured questionnaire tagged “Digital Literacy and Utilisation of Social Media Questionnaire”. The questionnaire is divided into 2 sections with each section designed to elicit information from respondents. The instrument was given to experts in librarianship and media technology for vetting and thereafter administered on 20 school library personnel of a private secondary school in Ido Local Government, Oyo State, Nigeria which were not part of the respondents for the original study for trial test using the test-retest method. The analysis of the data collected yielded reliability coefficients as follows: Digital literacy skills = 0.75, and Utilisation of social media = 0.79. Also, the overall reliability coefficient was 0.74.

### Presentation of Results and Discussion of Findings

**Research question 1:** What is the level of digital literacy possessed by school library personnel in Ibadan, Oyo State, Nigeria?

**Table 1: Level of Digital Literacy Skills Possessed by School Library Personnel in Ibadan, Oyo State, Nigeria**

| S/N                        | Items  | SA (%)       | A (%)        | D            | SD          | $\bar{X}$ | SD   |
|----------------------------|--|--------------|--------------|--------------|-------------|-----------|------|
| <b>FINDING INFORMATION</b> |  |              |              |              |             |           |      |
| 1                          | I can determine information I need   | 71<br>(39.4) | 55<br>(30.6) | 45<br>(25.0) | 9<br>(5.0)  | 3.04      | .920 |
| 2                          | I have the ability to integrate information into new knowledge when using social media tools/sites | 62<br>(34.4) | 73<br>(40.6) | 31<br>(17.2) | 14<br>(7.8) | 3.02      | .912 |
| 3                          | I can bookmark a web page  | 70           | 48           | 49           | 13          | 2.97      | .977 |

|                      |  |              |              |              |             |             |      |
|----------------------|--|--------------|--------------|--------------|-------------|-------------|------|
|                      |  | (38.9)       | (26.7)       | (27.2)       | (7.2)       |             |      |
| 4                    | I can read document on screen  | 50<br>(27.8) | 80<br>(44.4) | 41<br>(22.8) | 9<br>(5.0)  | 2.95        | .841 |
| 5                    | I can identify potential source of information when using social media | 63<br>(35.0) | 49<br>(27.2) | 54<br>(30.0) | 14<br>(7.8) | 2.89        | .977 |
| <b>Weighted Mean</b> |  |              |              |              |             | <b>2.97</b> |      |

### CREATE INFORMATION

|                      |  |              |              |              |              |             |      |
|----------------------|--|--------------|--------------|--------------|--------------|-------------|------|
| 6                    | I can share audio and or video online confidently  | 53<br>(29.4) | 62<br>(34.4) | 51<br>(28.3) | 14<br>(7.8)  | 2.86        | .934 |
| 7                    | I can start and manage online discussion   | 50<br>(27.8) | 70<br>(38.9) | 41<br>(22.8) | 19<br>(10.6) | 2.84        | .952 |
| 8                    | I can add comments to a web page, forum or blog entry  | 38<br>(21.1) | 66<br>(36.7) | 67<br>(37.2) | 9<br>(5.0)   | 2.74        | .848 |
| 9                    | I can type and browse confidently using any digital tools to effectively communicate a message | 42<br>(23.3) | 67<br>(37.2) | 53<br>(29.4) | 18<br>(10.0) | 2.74        | .930 |
| 10                   | I can write document for private use & securely storing it for later use                       | 46<br>(25.6) | 46<br>(25.6) | 74<br>(41.1) | 14<br>(7.8)  | 2.69        | .941 |
| <b>Weighted mean</b> |  |              |              |              |              | <b>2.77</b> |      |

### USE INFORMATION

|                      |   |               |              |              |            |             |      |
|----------------------|---|---------------|--------------|--------------|------------|-------------|------|
| 11                   | I can use computer/communication device using office application    | 132<br>(73.3) | 42<br>(23.3) | 2<br>(1.1)   | 4<br>(2.2) | 3.68        | .613 |
| 12                   | I can communicate through email using smart phones, iPad and tablet | 111<br>(61.7) | 64<br>(35.6) | 5<br>(2.8)   | 0<br>(0.0) | 3.59        | .547 |
| 13                   | I can use common mobile communication devices easily                | 112<br>(62.2) | 58<br>(32.2) | 5<br>(2.8)   | 5<br>(2.8) | 3.54        | .688 |
| 14                   | I can use internet to find information relevant to my work          | 69<br>(38.3)  | 53<br>(29.4) | 49<br>(27.2) | 9<br>(5.0) | 3.01        | .927 |
| 15                   | I use media tools in online participation                           | 45<br>(25.0)  | 71<br>(39.4) | 55<br>(30.6) | 9<br>(5.0) | 2.84        | .858 |
| 16                   | I use information critically to solve problem                       | 51<br>(28.3)  | 79<br>(43.9) | 41<br>(22.8) | 9<br>(5.0) | 2.96        | .844 |
| <b>Weighted mean</b> |   |               |              |              |            | <b>3.27</b> |      |

### EVALUATION INFORMATION

|    |  |               |              |              |             |      |      |
|----|--|---------------|--------------|--------------|-------------|------|------|
| 17 | I am aware of issues on cyber safety   | 92<br>(51.1)  | 60<br>(33.3) | 13<br>(7.2)  | 15<br>(8.3) | 3.27 | .920 |
| 18 | I have the ability to apply all skills for internet surfing, searching webpage | 92<br>(51.1)  | 47<br>(26.1) | 36<br>(20.0) | 5<br>(2.8)  | 3.26 | .872 |
| 19 | I can share files legally with others  | 100<br>(55.6) | 66<br>(36.7) | 9<br>(5.0)   | 5<br>(2.8)  | 3.45 | .719 |
| 20 | I can assess online information to determine its reliability/trustworthiness   | 82<br>(45.6)  | 61<br>(33.9) | 23<br>(12.8) | 14<br>(7.8) | 3.17 | .933 |

Table 1 presents the results of the level of digital literacy skills possessed by the respondents. Digital literacy was considered using 4 indicators of finding information, creating information, using information and evaluating information. Result of the skills relating to finding information possessed by the respondents revealed that ability to determine information they need, ability to integrate information into new knowledge when using social media tools/sites and ability to bookmark a web page topped the list of skills for finding information possessed by majority of the respondents with response rates of 126(70.0%), 135(75.0%) and 118(65.6%) respectively. In determining the level of skill for finding information possessed by the respondents the weighted mean was set against the criterion mean and it was discovered that the weighted mean of 2.97 is greater than the criterion mean of 2.50 set for high level of information finding skills. It can therefore be deduced that school library personnel in private secondary schools in Ibadan Township possessed high level of information finding skills.

The table further presents the result of skills in creating information possessed by the respondents as shown in Table 1. The result revealed that majority of the respondents affirmed that they can share audio and or video online (115, 63.8%) and that they can start and manage online discussion (120, 66.7%) as well as add comments to a web, forum or blog (104, 57.8%). Also, since the weighted mean of 2.77 calculated for creating information skills is higher than the criterion mean of 2.50 set for high level of information creation skills, it can be deduced that the school library personnel in private secondary schools in Ibadan possessed high level of information creation skills.

Result on the use of information by the respondents as shown in Table 1 revealed ability to use computer/communication device using office application, ability to communicate through email using smart phones, iPad and tablet and ability to use common mobile communication devices easily as topping the list of information use skills possessed. In determining the level of information use skill possessed by the respondents, the weighted mean calculated was set against the criterion mean of 2.50 set as benchmark for high level of information use skills. Therefore, since the weighted mean of 3.27 is greater than the criterion mean of 2.50, it can be deduced that the school library personnel in the private secondary schools in Ibadan have high level of information use skills.

The result on the evaluation of information skills possessed by the respondents revealed that majority of the respondents affirmed ability to share files legally with others with response rate of 166(92.3%), awareness of issues on cyber safety with response rate of 152(84.4%) and ability to apply all skills for internet surfing, searching webpage with response rate of 139 (77.2%) as topping the list of information evaluation skills possessed by them. Also, a high level of information evaluation skills possession was established since the weighted mean calculated is greater than the criterion mean of 2.50 set as benchmark for high level of information evaluation. This finding corroborates Park (2012) assertion that media users must be able to determine the genuineness and validity of media information available to them through evaluation and Hobb (2010) and Elegbede (2015) report that to participate effectively in the media saturated



environment a person must be digitally literate and should be able to create find and evaluate information in both print and non-print formats.

**Research question 2:** What is the purpose of utilisation of social media by school library personnel in Ibadan, Oyo State, Nigeria?

**Table 2: Purpose of Utilisation of Social Media by School Library Personnel in Ibadan, Oyo State, Nigeria**

| S/N           | PURPOSE OF USING SOCIAL MEDIA                              | SA (%)        | A (%)         | D (%)        | SD (%)       | $\bar{X}$ | SD    |
|---------------|--|---------------|---------------|--------------|--------------|-----------|-------|
| 1             | To call for meetings within and outside school environment | 126<br>(70.0) | 54<br>(30.0)  | 0<br>(0.0)   | 0<br>(0.0)   | 3.70      | .460  |
| 2             | To update my knowledge on recent information               | 121<br>(67.2) | 59<br>(32.8)  | 0<br>(0.0)   | 0<br>(0.0)   | 3.67      | .471  |
| 3             | To support research  | 116<br>(64.4) | 64<br>(35.6)  | 0<br>(0.0)   | 0<br>(0.0)   | 3.64      | .480  |
| 4             | To disseminate minutes of meetings and reports             | 91<br>(50.6)  | 84<br>(46.7)  | 5<br>(2.8)   | 0<br>(0.0)   | 3.48      | .554  |
| 5             | To communicate with school clients                         | 74<br>(41.1)  | 93<br>(51.7)  | 13<br>(7.2)  | 0<br>(0.0)   | 3.34      | .609  |
| 6             | For knowledge sharing among colleagues                     | 76<br>(42.2)  | 80<br>(44.4)  | 24<br>(13.3) | 0<br>(0.0)   | 3.29      | .689  |
| 7             | To communicate with other school libraries                 | 83<br>(46.1)  | 65<br>(36.1)  | 28<br>(15.6) | 4<br>(2.2)   | 3.26      | .801  |
| 8             | To share file, photo and video                             | 56<br>(31.1)  | 101<br>(56.1) | 18<br>(10.0) | 5<br>(2.8)   | 3.16      | .708  |
| 9             | To network with friends                                    | 59<br>(32.8)  | 90<br>(50.0)  | 31<br>(17.2) | 0<br>(0.0)   | 3.16      | .692  |
| 10            | To recruit staff   | 58<br>(32.2)  | 89<br>(49.4)  | 33<br>(18.3) | 0<br>(0.0)   | 3.14      | .699  |
| 11            | To get feedback  | 58<br>(32.2)  | 70<br>(38.9)  | 42<br>(23.3) | 10<br>(5.6)  | 2.98      | .884  |
| 12            | To attend or organize workshop seminars, and conferences   | 52<br>(28.9)  | 56<br>(31.1)  | 51<br>(28.3) | 21<br>(11.7) | 2.77      | .996  |
| 13            | To communicate with colleagues                             | 63<br>(35.0)  | 18<br>(10.0)  | 90<br>(50.0) | 9<br>(5.0)   | 2.75      | .997  |
| 14            | To communicate with students                               | 49<br>(27.2)  | 31<br>(17.2)  | 4<br>(2.2)   | 96<br>(53.3) | 2.18      | 1.331 |
| Weighted mean |  |               |               |              |              | 3.18      |       |

Table 2 presents information on the purposes of use of social media by the respondents. The results revealed that all of the respondents (180, 100.0%) affirmed use of social media to call for meetings within and outside school environment, to update their knowledge on recent information and support research as purposes for which they make use of social media. Also, majority of the respondents affirmed that they use social media to disseminate minutes of

meetings and reports (175, 87.2%), communicate with school clients (167, 92.8%), for knowledge sharing among colleagues (156, 86.7%) and communicate with other school libraries (148, 82.2%). The implication to be drawn from this result is that use of social media to call for meetings within and outside school environment, to update knowledge on recent information, support research, disseminate minutes of meetings and reports, communicate with school client, sharing knowledge among colleagues and communicating with other school libraries are major purposes for which school library personnel in private secondary schools in Ibadan Township make use of social media. This finding supports Aramide, Ladipo and Adepoju (2015) result that reported the major purposes of using social media as including communication of information among peers and sharing of knowledge. However, the result of this study is at variance with Adeoye, Udeani, and Alani (2012) study which reported that the major purposes of use of social media among students are for socialization and entertainment.

**Research question 3:** What is the relative contribution of digital literacy indicators to utilisation of social media among school library personnel in Ibadan, Oyo State, Nigeria?

**Table 3: Summary of Multiple Regression showing relative contributions of digital literacy indicators to utilisation of social media by school library personnel in Ibadan, Oyo State, Nigeria**

| Model                        | Under standardised Coefficients | Standardised Coefficient |                  | Rank            | T     | Sig.   |
|------------------------------|---------------------------------|--------------------------|------------------|-----------------|-------|--------|
|                              | Beta                            | Std. Error               | Beta ( $\beta$ ) |                 |       |        |
| (Constant)                   | 11.201                          | 3.067                    |                  |                 | 9.203 | .000   |
| Find digital information     | 0.411                           | 0.179                    | 0.425            | 2 <sup>nd</sup> | 3.012 | 0.005* |
| Create digital information   | 0.256                           | 0.189                    | 0.076            | 4 <sup>th</sup> | 1.360 | 0.175  |
| Use digital information      | 0.271                           | 0.183                    | 0.116            | 3 <sup>rd</sup> | 1.476 | 0.141  |
| Evaluate digital information | 0.992                           | 0.187                    | 0.521            | 1 <sup>st</sup> | 7.501 | 0.000* |

Table 3 shows the relative contributions of digital literacy indicators to utilisation of social media expressed as beta weights among school library personnel in private secondary schools in Ibadan, Oyo State, Nigeria. The relative influence of finding digital information ( $\beta = 0.125$ ;  $t = 3.012$ ;  $p < 0.05$ ) and evaluating digital information ( $\beta = 0.521$ ;  $t = 7.501$ ;  $p < 0.05$ ) on utilisation of social media by school library personnel in private secondary schools in Ibadan, Oyo State, Nigeria were significant. Moreover, evaluating digital information was found to contribute more to utilisation of social media followed by finding digital information respectively. This implies that evaluating digital information and finding digital information were potent contributors to the utilisation of social media with contributions of 52.1% and 12.5% respectively. This finding is in support of Eshet and Soffer (2012) result which reported ability to handle digital information as core competency required for effective media utilisation and Aramide (2020) which reported that the more digital literate school library personnel are, the greater their ability to use and share online service and resources.

## Conclusion and Recommendations

The study investigated the influence of digital literacy on utilisation of social media by school library personnel in private secondary schools in Ibadan, Oyo State, Nigeria. The study established that school library personnel possessed high level of digital literacy and have abilities to find, create, use, and evaluate information. The school library personnel make regular use of social media for the purpose of call for meetings within and outside school environment, to update knowledge on recent information, support research, disseminate minutes of meetings and reports, communicate with school client, sharing knowledge among colleagues and communicating with other school libraries.

The following recommendations were made based on findings from the study:

1. Management of schools in Nigeria should take advantage of social media in school library service delivery.
2. Training and retraining of school library personnel on acquisition of requisite digital literacy skill should be done on a regular basis to enable them function effectively in the digital environment.
3. School library management should provide platforms and opportunities for training and retraining of school library personnel on effective use of social media.
4. Digital literacy are life skills hence there is need to encourage acquisition of the skills among the school library personnel by making necessary platforms and facilities available.

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