



MEDIA LITERACY SKILLS AND INTERNET USE AMONG PRIVATE SECONDARY SCHOOL STUDENTS IN IBADAN NORTH LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

Samuel Shina Akintonde

*Department of Library and Information Science
Oyo State College of Agriculture and Technology, Igboora, Oyo State*

ABSTRACT

The study was embarked upon to examine the relationship between media literacy skills and internet use among private secondary school students in Ibadan North LGA, Oyo state, Nigeria. The population of this study comprises of 1,689 senior secondary school two students. Multistage sampling procedure was adopted in selecting the study sample. At the first stage, a simple random sampling techniques was used in selecting 30% of the private secondary schools in Ibadan North LGA, Oyo State, Nigeria. This amounted to 17 Schools. At the second stage, a probability proportionate to size method was used to select 50% of SSS2 students in selected private secondary schools. This gave a total of 313 respondents. Descriptive statistics of mean, standard deviation, frequency count and percentage were used to answer research questions 1 and 2, while Pearson product moment correlation (PPMC) was used to test the hypothesis posed in the study. The findings revealed that Private secondary school students in Ibadan North LGA utilised facebook, Twitter, YouTube, Google Docs, search engines and News sites as Internet tools being regularly used on a daily basis. The major purposes of Internet tools used by the students were for surfing to do assignments, playing games, sending e-mails to friends, downloading learning resources to do assignments, surfing for studying, reading newspaper, reading sport information, listening to music and seeing videos, shopping, use for social media and reading books online. There was high level of media literacy skills among private secondary school students in Ibadan North LGA, Oyo state, Nigeria. There was a significant positive relationship between media literacy skills and internet use among the students. It was recommended that school management should explore media literacy skills as a way of improving ethical use of Internet use among the students.

KEYWORDS: *Medial literacy skills, Internet use, Private senior secondary school students, Oyo State, Nigeria*

INTRODUCTION

The Internet is one of the technological developments of the late 20th century that is useful in all facets of life. Digital technologies, such as computers, internet tools and applications have become entangled in young people's lives. This revolution in information and communication technology (ICT) and the internet is exerting profound effects on education, because of the vast information resources available to support teaching, learning and research. Therefore, ICT could be described as facilitator of communication and collaboration among the students, thereby having resultant effect on education. Regardless of the people's location, internet enables easy communication among the students for different purposes including sharing of ideas, knowledge, experiences, and cultures. This was corroborated by the assertion of The Internet Society (2017) that the internet has become a useful tool for education. Hence, it is pertinent to examine use of internet among secondary school students.

Abbas, Aman, Nurunnabi and Bano (2019) identified the impact of the internet on education by highlighting that, the

internet can provide access to large amount of information resources, while Kamal (2017) supported the fact that the internet is exposing students to current trends and resources in their field of studies. The internet is therefore adjudged as being a global collection of different types of communication, information transfer and resource sharing. Among young people, there is easy use of the communication applications of the internet, such as instant messaging, blogs, and social networking sites (Facebook, Snapchat, Instagram etc) are more popular.

Mishra, and Kereluik, (2011) noted that the internet has now become a useful tool for schoolwork and assignments so much that students are gaining more trust and confidence in it as a good educational tool although, some unguarded students might sometimes ignore the use of the internet as it contributes to their academic work and decide to use it for fraudulent activities as well as immoral acts, such as accessing phonographic and other related materials on the net. Consequently, it is equally expedient that students respond to the rapidly changing technology and prepare themselves by having



the right attitude to handle information effectively even outside the school system.

The purpose of use of various internet tools by secondary school students expectedly should be mostly for academic purpose among others. Studies have however shown that students use the internet more to communicate socially than using it for their academic work. Regardless of the unending uses of internet, Nwokedi (2017), Bakshy, Messing, and Adamic (2015) submitted that some students still lack the skill of searching the internet, which could be attributed to their low media literacy skill. It should be noted that media literacy skill could influence how students will use the internet.

In the past, literacy was used to describe the ability to write, but today the definition of literacy is wider as teenagers and young adults live in multimedia environments. In these environments, most information will open their eyes to rich and intricate combination of words, images and sounds. Media literacy as a concept has been defined in different ways by different scholars. Center for media literacy (2019), defined media literacy as a framework to access, analyze, evaluate, and create messages in variety forms. Thus, media literacy is the ability to access, analyze, evaluate and create messages across a variety of contexts. Therefore, a media literate person is someone who can access, analyze, evaluate and produce both print and electronic media.

A media literate student should be able to decode, evaluate, analyze and produce both print (Posters, Charts, books, magazines, maps etc) and electronic media (Emails, social media etc). A media literate student possesses the abilities to access, understand and create media to meet their information or educational needs (Martens, 2010). Students do not only need access to media such as the internet, they also need the means and skills to process media contents effectively. Media literacy skills also include the ability to locate and share materials, comprehend information and ideas, analyze messages in different forms.

The growing relevance of media in the life of secondary school students has given rise on the need to incorporate media literacy education in the school curriculum to help guide students on the appropriate use of electronic media particularly the internet. This would give room for competitiveness, creativity, and lifelong learning. (Abbas et al, 2019) In other words, media literacy is becoming increasingly popular in contemporary learning environment, due to the fast technological changes, which also requires secondary school students to acquire the necessary media literacy skills in order to maximise the benefits of the internet. It is in the light of this that the study investigated the predictive influence of media literacy skill on internet use among private secondary school students in Ibadan North LGA, Oyo State, Nigeria with a view to come up with recommendations that would help improve students' media literacy and internet use.

STATEMENT OF THE PROBLEM

It has almost become impossible to carry out productive activities without the use of internet. Most importantly, educational institutions including secondary schools are now adopting the use of internet for teaching and learning. However, in Nigeria, observations revealed that secondary school students have not been able to maximize the potential of the internet resources due to some personal traits, and factors. Some of these factors include negative/inappropriate use of the internet, not using suitable tools of internet, not spending ample time for productive purposes, among others. Young adults especially secondary school seems to lack media literacy skills which could hinder them from getting productive resources from the internet. While technology is pervasive in the modern society, not all young people in secondary schools view the technology as beneficial. If this continues without being looked into, it would cause moral decadence, low learning performances, hindrance of educational, economic and National growth, among others.

OBJECTIVES OF THE STUDY

The specific objectives of the study are to;

1. examine internet use pattern (types of internet tools used, purpose and frequency of use) among private secondary school students in Ibadan north LGA, Oyo state, Nigeria;
2. assess the level of media literacy skills of private secondary school students in Ibadan North LGA, Oyo state Nigeria.
3. find out the relationship between media literacy skill and internet use among private secondary school students in Ibadan North LGA, Oyo state Nigeria.

RESEARCH QUESTIONS

The following research questions guided the study;

1. What is the internet use pattern (types of internet tools used, purpose and frequency of use) among private secondary school students in Ibadan north LGA, Oyo state, Nigeria?
2. What is the level of media literacy skills of private secondary school students in Ibadan North LGA, Oyo state Nigeria?

HYPOTHESIS

The null hypothesis below was tested at 0.5 level of significance.

There is no significant relationship between media literacy skills and internet use among private secondary school students in Ibadan north LGA, Oyo state, Nigeria.

METHODOLOGY

This study adopted the survey research design of the correlational type. The population of this study comprises of 1,689 senior secondary school students 2 (SSS2) in all private secondary schools in Ibadan North LGA, Oyo State, Nigeria.



Multistage sampling procedure was adopted in selecting the study sample. At the first stage, a simple random sampling technique was used in selecting 30% of the private secondary schools in Ibadan North local government area. This amounted to 17 schools. At the second stage, a probability proportionate to size method was used to select 50% of SSS2 students in the selected private secondary schools. This gave a total of 313 respondents. The data for this study was collected through a self-structured questionnaire, tagged Media Literacy Skills and Internet Use (MLSIU). The first section obtained demographic

information while section B and C obtained information on Media Literacy Skill ($r = 0.70$) and Internet Use ($r = 0.83$). Descriptive methods of data analysis such as frequency, percentage, mean, and standard deviation were used in analysing research questions 1 and 2 while pearson product moment correlation was used for research hypothesis raised.

RESULTS AND DISCUSSION OF FINDINGS

Demographic profiles of respondents

Table 1: Distribution of respondents by gender

Gender	Frequency	Percent
Male	113	36.1
Female	200	63.9
Total	313	100.0
Age	Frequency	Percent
14-16years	240	76.7
17-19years	73	23.3
Total	313	100.0

The background information on gender of respondents shows that there were more female students with response rate of 63.9% than their male counterparts with 36.1% response rate. The implication of this is that there are more female students in the schools surveyed as at the time of this study. Findings show that most of the respondents were between ages 14-16 years

with 76.7% response rate. This means that most of the respondents were within the age bracket of 14-16 years of age.

Research question 1: What is the internet use pattern (types of internet tools, frequency and purpose of use) among private secondary school students in Ibadan North LGA, Oyo state, Nigeria?

Table 2: Type of Internet tools used by students

Type of Internet Tools	Frequency/ Percentage (%)	Mean	Std. Dev.
Facebook	313 (100%)	1.00	.000
Twitter	194 (62.0%)	1.38	.486
Linkedin	0 (0.0%)	2.00	.000
Weblog (Blogs)	31 (9.9%)	1.90	.299
Youtube	295 (94.2%)	1.06	.233
Goggle docs	285 (91.1%)	1.09	.286
Wikis	75 (24.0%)	1.76	.428
Slide share	18 (5.8%)	2.84	4.160
Search engines	240 (76.7%)	1.23	.424
Podcasting	60 (19.2%)	1.81	.394
News sites	206 (65.8%)	1.34	.475



Table 2 presented information on the internet use pattern among private secondary school students in Ibadan North LGA, Oyo state, Nigeria as it revealed that majority of the respondents commonly utilised Facebook (100%), Youtube (94.2%), Google Docs (91.1%), search engine (76.7%), News sites (65.8), Twitter (62.0%), while the type of internet tools not been utilised by the respondents are LinkedIn (0.0%), Weblog (9.9%), Slide share

(5.8%), Podcasting (19.2%) and Wikis (24.0%). The implication to drawn from this is that facebook, Twitter, YouTube, Google Docs, search engines and News sites are the most commonly used internet tools by private secondary school students in Ibadan North LGA, Oyo state, Nigeria.

Table 3: Frequency of use of Internet

Internet Use	Frequency	Percent	Mean	Std. Dev.
Daily	221	70.6	1.33	.540
Weekly	81	25.9		
Once in two weeks	11	3.5		
Total	313	100.0		

Table 3 presented information on the frequency of Internet use among private secondary school students in Ibadan North LGA, Oyo state, Nigeria as it revealed that majority of the respondents used internet on a daily basis with valid percentage of (70.6%) compare to weekly (25.9%), and once in two weeks (3.5%).

None of the respondents indicated the use of internet monthly or never with (0.0%). It can therefore be deduced that private secondary school students in Ibadan North LGA, Oyo state, Nigeria make daily use of Internet tools.

Table 4: Purpose of Internet Use

Purpose of use	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Mean	Std. Dev.
	F	%	F	%	F	%	F	%		
Surfing to do assignments	136	43.5	160	51.1	17	5.4	0	0.0	3.38	.588
Playing games	89	28.4	206	65.8	18	5.8	0	0.0	3.23	.540
Sending e-mails to teachers	49	15.7	35	11.2	90	28.8	139	44.4	1.98	1.089
Sending e-mails to friends	77	24.6	154	49.2	77	24.6	5	1.6	2.97	.746
Downloading learning resources to do assignments	123	39.3	158	50.5	0	0.0	32	10.2	3.19	.877
Surfing for studying	92	29.4	214	68.4	5	1.6	2	0.6	3.27	.516
Reading newspaper	134	42.8	143	45.7	36	11.5	21	6.7	3.31	.668
Reading sport information	106	33.9	150	47.9	36	11.5	21	6.7	3.09	.846
Newsgroup	91	29.1	125	39.9	91	29.1	6	1.9	2.96	.812
Listening to music and seeing videos	136	43.5	116	37.1	15	4.8	46	14.7	3.09	1.032
Shopping	59	18.8	198	63.3	26	8.3	30	9.6	2.91	.806
Use for social media	180	57.5	125	39.9	5	1.6	3	1.0	3.54	.582
Reading books online	89	28.4	224	71.6	0	0.0	0	0.0	3.28	.452
N= 313										

Table 4 presented information on the purpose of internet use among private secondary school students in Ibadan North LGA, Oyo state, Nigeria as it revealed that majority of the respondents use internet for the following purposes: for social media (mean= 3.54), surfing to do assignments (mean= 3.38), reading newspaper (mean= 3.31), reading books online (mean=

3.28), playing games (mean= 3.23), downloading learning resources to do assignments (mean= 3.19), reading sport information (mean= 3.09), listening to music and seeing videos (mean= 3.09), sending e-mails to friends (mean= 2.97), newsgroup (mean= 2.96), and shopping (mean= 2.91). The implication to be drawn from the results is that surfing to do



assignments, playing games, sending e-mails to friends, downloading learning resources to do assignments, surfing for studying, reading newspaper, reading sport information, listening to music and seeing videos, shopping, use for social media and reading books online are the major purposes for which the private secondary school students make use of Internet tools.

This result is in line with Yesilyurt et al (2019), who posited that the use of reliable internet resources is greater for productive activities, and helps students to broaden their academic knowledge, research and assignments by accessing information worldwide and also enhances easy communication to the academic community. Daniel (2013) in his findings concluded that it is very common to see secondary school students on their mobile phone, laptops and computer using social media platforms, such as Facebook, Tiktok, Instagram, WhatsApp to connect with various people all around the world. Also, 70.6% of the respondents agreed they use Internet daily which showed that private secondary school students in Ibadan North LGA, Oyo state, Nigeria uses internet well. Respondents

as well revealed that they use the internet for all purposes highlighted in the questionnaire. This finding is in line with that of researchers like Abbas et. al, (2019) and Babatunde (2019), who have found out that the internet use consists of positive and moderately high achievement at all educational levels. Also, according to Seriff (2017), internet use supports constructive pedagogy where use technology to explore and understanding concept which promotes orderly thinking with better problem-solving strategies. Therefore, findings from these studies suggest that the use of internet among private secondary school students in Ibadan North LGA, Oyo state, Nigeria was high as it is essential for learning and other productive activities. So, it is necessary to consider the appropriateness of internet use and ease of accessibility for students use.

Research question 2: What is the level of media literacy skills possessed by private secondary school students in Ibadan North LGA, Oyo state, Nigeria?

Table 5: Information on the media literacy skills level

Media Literacy Skills	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)		Mean	Std. Dev.
	F	%	F	%	F	%	F	%		
ACCESS/SELECT INFORMATION										
I can access genuine information	122	39.0	176	56.2	15	4.8	0	0.0	3.34	.567
I can determine genuine source of information	91	29.1	219	70.0	0	0.0	3	1.0	3.27	.506
I can use PowerPoint slides to supplement information	17	5.4	241	77.0	53	16.9	2	0.6	2.87	.483
I can select media appropriate to the purpose, occasion and audience to develop into a formal presentation	65	20.8	197	62.9	49	15.7	2	0.6	3.04	.624
I am familiar with the operational functions of media	134	42.8	175	55.9	2	0.6	2	0.6	3.41	.542
Weighted Mean= 3.26										
ANALYSE MEDIA										
I can analyse information in print format	59	18.8	118	37.7	116	37.1	20	6.4	2.69	.849
I can analyse information in non-print format	76	24.3	216	69.0	18	5.8	3	1.0	3.17	.559
I understand how to operate media device	132	42.2	175	55.9	6	1.9	0	0.0	3.40	.529
Weighted Mean = 3.16										
CREATE/PRODUCE MEDIA										
I am able to utilize media for my homework	89	28.4	216	69.0	6	1.9	2	0.6	3.25	.516
I can cite sources from non-print media	119	38.0	156	49.8	33	10.5	5	1.6	3.24	.702
I can produce information in digital format	34	10.9	231	73.8	48	15.3	0	0.0	2.96	.511



Weighted Mean = 3.15										
EVALUATE MEDIA										
I have the ability to apply all skill for media surfing and searching web page	118	37.7	192	61.3	3	1.0	0	0.0	3.37	.502
I can share files legally	88	28.1	146	46.6	79	25.2	0	0.0	3.03	.731
I can use media tools in online participation	59	18.8	116	37.1	106	33.9	32	10.2	2.65	.902
Weighted Mean = 3.02										
Criterion Mean= 2.50 Overall Weighted Mean = 3.12										

Table 6 presented information on the level of media literacy skills possessed by private secondary school students in Ibadan North LGA, Oyo state, Nigeria as it revealed that majority of the respondents indicated that they are familiar with the operational functions of media (3.41) and that they can access genuine information (3.34), in the same vein, majority of the respondents affirmed that they can determine genuine source of information (3.27), Also, respondents indicated that they can select media appropriate to the purpose, occasion and audience to develop into a formal presentation (3.04) while average number of respondents indicated that they can use PowerPoint slides to supplement information (2.87). Since the weighted mean of 3.26 was greater than 2.50 criterion mean set as benchmark for level of accessing and selecting information, it could be inferred that media literacy skills among senior secondary school two students in private schools in Ibadan North local Government Area possessed high level of accessing and selecting media skills.

Report on respondents' level of how to analyse media revealed that respondents indicated that they easily understand how to operate media devices (3.40). In the same vein, respondents indicated that they can analyse information in non-print format (3.17) while average numbers of respondents indicated that they can analyse information in print format (2.69). Since the weighted mean of 3.16 was greater than 2.50 criterion mean set as benchmark for level of analyzing media, it could be inferred that senior secondary school two students in private schools in Ibadan North local Government possessed high level of analyzing media skills.

Result also revealed that respondents are able to utilize media for; homework (3.25), citing sources from non-print media (3.24). In the same vein, findings revealed that a good number of respondents can produce information in digital format (2.96) with weighted mean of 3.15 which surpasses the criterion mean 2.50. It could be inferred that secondary school two students in private schools in Ibadan North local Government possessed high level of skill in media creation and production.

Report on respondents' level of how to evaluate media revealed that respondents indicated that they have the ability to apply all skill for media surfing and searching web page (3.37). In the same vein, respondents indicated that they can share files legally (3.03). On the other hand, average numbers of respondents indicated that they can use media tools in online participation (2.65). Since the weighted mean of 3.02 was

greater than 2.50 criterion mean set as benchmark for level of analyzing media, it could be inferred that senior secondary school two students in private schools in Ibadan North local Government Area possessed high level of skills in evaluating media.

Findings from the study revealed that the media literacy skills level of the students is high. This is in line with the finding of Omah (2013), who discloses that media literacy advocates contends that children and youth should be able to respond positively to media. Also, The Youth Media and Communication Initiative (YMCI) emphasized that media literacy skills in the life of secondary school students cannot be over emphasized as it would give room for competitiveness and choice by supporting innovation, creativity and lifelong learning.

In other words, media literacy skill is becoming increasingly popular in contemporary learning environment, because of rapid technological changes which also requires secondary school students to acquire the necessary media literacy skills. The growing relevance of media in the life of secondary school students has given rise to the need to incorporate media literacy education in the school curriculum. Secondary school students with high level of media literacy skills would be able to ask good questions, seek out information in relevant issues, evaluate the quality of information available, and engage in dialogues with others. Student who is media literate should be able to appreciate and enjoy the media which appeals to him/her; should be able to get useful information from the unwanted and know the appropriate media to employ for task (Hobbs, 2016).

Also, from the finding, we could conclude that students only use information which finds them rather than decide what information they need which is an inadequate media skill on the path of the respondents. Only few of the respondents could analyse information in non-print format, could select media appropriate to the purpose, occasion and audience, could share files legally, could produce information in digital format, could use PowerPoint slides to supplement information, could analyse information in print format, could use media tools in online participation. This is in line with the findings of Ngah and Masood (2021) who summarized that while the 'Google generation' of adolescents could access online information, their ability to process texts was somewhat limited. They finally concluded that modern day's adolescents have a poor



understanding of their information needs, finds it difficult to develop effective search strategies with little time spent evaluating information for relevance and accuracy.

HYPOTHESIS

There is no significant relationship between media literacy skills and Internet use among private Secondary School Students in Ibadan North L.G.A of Oyo state, Nigeria.

Table 7: Result of PPMC Showing the Significant Relationship Between Media Literacy Skills and Internet Use among Private Secondary School Students in Ibadan North L.G.A of Oyo State, Nigeria.

Variable	Mean	Std.Deviation	N	R	P	Remark
Media Literacy Skills	43.68	3.931	313	.225**	.000	sig.
Internet Use	58.94	5.874	313			

*Sig. at .05 level

Table 7 presents the result of relationship between media literacy skills and Internet use among private Secondary School Students in Ibadan North L.G.A of Oyo state, Nigeria. The findings show that there was a significant positive relationship between media literacy skills and internet use among private Secondary School Students in Ibadan North L.G.A of Oyo state, Nigeria ($r = .225, p = .000 < .05$). This implies that media literacy skills increase the level of internet use among private Secondary School Students in Ibadan North L.G.A of Oyo state, Nigeria. Therefore, the hypothesis is rejected.

improve their media literacy skills which will impact on their internet use.

- School management should explore media literacy skills as a way of improving ethical use of internet use among students.
- School management should ensure provision of internet facilities in schools

CONCLUSION

The emergence of the internet has brought a new wave to the society. Nigerian students are growing in a fast-changing media environment. The internet has made things easily and gives students the power to share, create, inform and communicate issues on the internet. Thus, there is need for them to have skills in media literacy which is necessary for using social media effectively. Students live in a world where many types of social media strive to attract people’s attention and as a result preference of students for media in accessing information ethically. It can be concluded from the study that students in secondary school are media literate and know how to find their ways around the internet using internet tools for varieties of things ranging from social media use, entertainment, educational and other productive purposes. Also, when students are well guided on the use of internet, there’s high possibility of drastic improvement in their academic endeavour. Therefore, media literacy skills strongly predicted internet use among private secondary school students in Ibadan North LGA.

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Recommendations

In the light of these findings, the following recommendations are hereby made towards solving the problems identified in the study:

- Parents, schools and stakeholders concerned should continue to encourage students to use the internet effectively in terms of giving preference for academic purpose as against use for entertainment and social purposes.
- Also, stakeholders such as school librarians and school management should design and implement media literacy programme for the training of students to