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**Influence of Academic Library Services on Media Literacy of Library and Information Science
Undergraduates in Federal University Oye- Ekiti.**

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ABSTRACT

To examine the influence of academic library services on media literacy among library and information science undergraduates at federal university Oye-Ekiti, the study used a descriptive survey of the case study type. For data collection, a structured questionnaire was employed. Purposive and total sampling techniques were used to distribute the questionnaires to 156 respondents, who were LIS undergraduate students ranging in level from 100 to 400. The simple percentage method of analysis was used to analyse the data that had been obtained. The study's findings showed that Federal University Oye-Ekiti LIS undergraduate students are aware of media literacy. The study also showed that Federal University Oye-Ekiti undergraduate LIS students had access to library and information sources through selective information distribution, inter-library loan services, internet services, and supply of information resources. Additionally, the study's findings identified certain obstacles to the development of media literacy in LIS undergraduates, such as poor internet connectivity, a lack of rigorous media literacy assessments, a lack of awareness, and insufficient resources. The study comes to the conclusion that media literacy will benefit LIS undergraduates greatly and provide lifelong learning skills if it is applied properly. The study recommended that LIS undergraduate students need to be educated about and given a thorough understanding of the usage and effects of media literacy.

Keywords: *Academic library services, Media literacy, Literacy, Digital literacy, Information literacy*

Introduction

The landscape of information development, dissemination, and consumption has always been transformed by technology. The way we save, publish, search for, and consume information has changed as a result of the World Wide Web and the internet technology. These changes span geographic and cultural boundaries and eventually affect how individuals go about their everyday lives. Information was passed down orally and through other writing materials like clay tablets, papyrus, parchment etc in preliterate times from one person to the next. The printing press, created by Johann Gutenberg in the 1440s, ushered in the literate period, which was characterized by the publication of books, newspapers, and magazines. Nowadays' people are not only media content consumers but also its publisher, producers and distributors, rely heavily on the internet technologies and its sundry digital platforms like social media, search engines, data bases etc to find, consume, store, and share information. The landscape of human communication has indeed be transformed because of the internet. The internet has ushered in a new era of creation of information, its carriage and publishing, as well as online reporting. The public are now participating and involved in the creation and controls of publication instead of a few strong publishing and media industries thanks to the internet technology, new and social media platforms. (Jide, 2019)

Consequently, we must appreciate what media literacy is and why it is such a crucial twenty-first century talent in order to access, assess, and effectively incorporate a broad variety of material into our knowledge base. We have access to information through a variety of published books, articles, newspapers, websites, films, photos, and other media. Researchers and students may access, analyse, evaluate, and produce messages, information, and knowledge using media in a variety of ways with the help of media literacy. A method of education and information management for the twenty-first century, media literacy provides a framework for accessing, analysing, and generating messages in a variety of media, including print, video, and the internet. The ability to access, evaluate, produce, and act

using all forms of communication is known as media literacy. It has an interdisciplinary approach. Media literacy is a crucial, inescapable, and useful response to the complex, dynamic technology environment and communication flood that surrounds us. (Centre for media literacy, 2019)

The principle that the medium via which a message or piece of information is distributed affects the message itself is the basis of media literacy. As the information landscape continues to enlarge beyond traditional text-based resources to encompass a variety of formats including digital, video, and social media, it is imperative to be able to evaluate and interpret the information/messages and comprehend how different formats affect these messages/information provided. (UNESCO,2023).

The library plays a critical role in the development of any effective educational programme. Hence, the quality of the library's holdings determines the outcome of every economical and political development. The modern academic library includes a wide range of resources that deliver information in both print and non-print media in order to make studying more fascinating, genuine, and engaging.(Ishola, 2020)

Media literacy strives to increase students' competency, critical thinking, and literacy in all media in order to give them the ability to interpret what they see or hear for themselves rather than letting the interpretation rule them. To become media literate, practise asking the right questions about what you are seeing, reading, or listening to. This differs from media literacy, which is achieved through memorization of statistics about the media. Media literacy is the ability to recognise various media types and understand the information they communicate. With media literacy, fundamental abilities and an understanding of the media's place in society are cultivated. Media literacy is a 21st-century approach to education. It provides a structure for accessing, evaluating, rating, and producing messages in a variety of media. (Science Direct ,2023)

It is hard to overestimate the importance of media literacy since being media literate has less to do with memorising or absorbing information about the media than it does with learning how to ask the correct questions about what one sees, hears, or reads. In other words, the

ability to think independently will be very beneficial to the student. The publishing and media industry as a whole may gain a lot from media literacy. In the modern world, media literacy is a requirement for information literacy. (Morrissette, Pierpont, Murray, Nagel, and Muite, 2023). Whether it's peer-reviewed journals, news media, music, or movies, the way consumers locate and access material has undergone a dramatic transition. It encompasses more than just people who use cellphones, iPads, laptops, etc. The objective is to provide educators, researchers, and students with access to the most essential material in a way that best suits their individual requirements. The academic library has a lot to offer students, but none of that value will matter if they aren't interested in it. The researchers are attempting to gather information in order to better understand how academic library services impact the media literacy of LIS undergraduate students.

Objectives of the Study

To identify the type of library and information resources available for use to LIS undergraduates.

To identify library and information services accessible to LIS undergraduates.

To identify the level of awareness of media literacy among LIS undergraduates.

To know LIS undergraduates' sources(s) of media literacy awareness.

To know the media literacy skills of LIS undergraduates.

To know the academic library services that influences LIS undergraduates' media literacy development

To know the challenges hindering LIS undergraduates' media literacy development.

Research questions

what are the type of library and information resources available for use to LIS undergraduates?

what are the library and information services accessible to LIS undergraduates?

What is the level of awareness of media literacy among LIS undergraduates

what are the LIS undergraduates' source(s) of media literacy awareness?

what are the media literacy skills of LIS undergraduates?

what are the academic library services influencing LIS undergraduates media literacy development ?

what are the challenges hindering LIS undergraduates' media literacy development?

Literature Review

Literacy is the capacity to recognize, comprehend, interpret, produce, communicate, and compute using printed and written materials related to a variety of settings, according to the UNESCO Institute for Statistics (2023). In order to help people realize their objectives, expand their knowledge and potential, and actively engage in their community and larger society, literacy entails a continuum of learning. Information literacy, on the other hand, was defined by Skyline College Library (2023) as the capacity to locate, assess, organize, use, and transmit information in all of its varied formats, particularly in circumstances demanding judgment, problem-solving, or the acquisition of knowledge. It combines communication skills, computer technology abilities, research skills, and critical thinking skills. It emphasized the importance of information literacy for academic achievement, effective workplace performance, and active citizenship in society. According to Ishola-Isiwele, Ishola., and Idiedo (2020), media literacy has long been regarded as a subset of information literacy by library and information science professionals, researchers, and academics. However, in this social and mobile media-driven digital age, the ability of the general public to distinguish between fake media and accurate information is crucial. Since misinformation and its disinformation are threatening to bring down human communication/information systems, social, political, and economic systems, governmental, educational systems, etc., they emphasize that LIS professionals, as a developing information professional, must understand what media literacy is, as well as acquire new skills and techniques.

According to Esimokha and Okoro (2019), establishing and maintaining one's media and digital literacy skills and competences is a sine qua non for the realization of the information society in Nigeria considering how swiftly and often the media and information society is

altering. The capacity to master pertinent abilities on digital devices, procedures, and systems that will favorably influence one's life, career, business, and future towards peak productivity was underlined as being a new sort of literacy that is quickly growing in today's society.

Center for Media Literacy (2019) stated that media literacy is a 21st-century approach to education and information management, media literacy offers a framework for gaining access to, analyzing, evaluating, and creating messages in a range of media, including print, video, and the internet. It emphasized the interdisciplinary character of media literacy, which is defined as the capacity to access, analyze, evaluate, create, and act utilizing all kinds of communication. A essential, unavoidable, and practical reaction to the complex, dynamic technological world and communication deluge that surrounds us is media literacy. According to Esimokha and Okoro (2019), media literacy is the capacity to encode and decode symbols sent by the media as well as the capacity to create, synthesize, and evaluate mediated communications. They emphasized the need of media literacy in helping individuals understand and develop wise decisions while utilizing information and media messages. According to Kadu (2019), media literacy is a crucial ability to acquire in order to be more conscious of the messages and information that are delivered on a daily basis.

Potter (2010) noted that media literacy includes the skills that enable individuals to access, assess critically, and produce or influence media. Education in media literacy aims to increase awareness of media influence and foster an engaged attitude toward both consuming and producing media. In a similar vein, Bachmair & Bazalgette (2007) list seven key competencies that media literate individuals should possess, including: using media effectively; accessing and making informed choices about media content; understanding how media content is created; analyzing media techniques and messages; and using media for democratic rights. According to Buckingham and Domaille (2009), one of the problems the sector has is the lack of a systematic approach to media literacy tests. Despite the fact that many nations throughout the world mandate media literacy to be taught in school curriculum, there are seldom any evaluated activities used to gauge how well students have

learned certain skills and competences. Poor internet access, a lack of understanding, and problems with insufficient resources are among other issues revealed by the research.

Research Methodology

The study adopted a descriptive survey of the case study type. The target population of this study are the 628 LIS undergraduates students (100, 200, 300, 400 levels) in the department of library and information science, in Federal University Oye-Ekiti. Random sampling was used to sample 156, which is 25% of the students population . The researchers' instrument (questionnaire) was administered to the respondent by the researchers directly in their class rooms. This approach of data collection paid off because personal administrations of the instrument helped the researcher to supervise and ensure proper completion of the questionnaire as well as prompt collection and collation of the questionnaire. Descriptive statistical tools such as frequency count and percentage calculation were used for data analysis.

<i>Departments</i>	<i>Target Population</i>	<i>Number of Questionnaires administered</i>	<i>Retrieved Questionnaires</i>
<i>100 level</i>	<i>205</i>	<i>51</i>	<i>48</i>
<i>200 level</i>	<i>176</i>	<i>44</i>	<i>40</i>
<i>300 level</i>	<i>129</i>	<i>32</i>	<i>30</i>
<i>400level</i>	<i>118</i>	<i>29</i>	<i>29</i>
<i>Total</i>	<i>628</i>	<i>156</i>	<i>147</i>

Presentation, Analysis, and discussion of findings

Rate of Response

Table 2: Response Rate

<i>Variables</i>	<i>Frequency</i>	<i>Percentage</i>
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		(%)
<i>Total number administered</i>	156	100
<i>The total number returned and valid</i>	147	94

Source: Field survey(2022)

From Table 2 above, it can be seen that out of the 156 questionnaires distributed to the respondents, 147 were returned; this represents a 94% rate of response respectively.

Table 3: Type of library and information resources

<i>S/N</i>	<i>Library and information resources</i> <i>Gadgets</i>	<i>Not Available</i>		<i>Seldom Available</i>		<i>Available</i>		<i>Highly Available</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>I</i>	<i>Android phone.</i>	12	(7.9)	27	(19.9)	30	(17.9)	78	(51.7)
<i>Ii</i>	<i>I-phone.</i>	30	(19.9)	17	(11.3)	43	(28.5)	57	(37.7)
<i>Iii</i>	<i>Laptop computer.</i>	12	(7.9)	22	(14.6)	84	(55.6)	29	(19.2)
<i>Iv</i>	<i>Desktop computer.</i>	6	(4.0)	28	(18.5)	84	(55.6)	29	(19.2)
<i>V</i>	<i>Radios.</i>	21	(13.9)	52	(34.4)	51	(33.6)	23	(15.2)
<i>Vi</i>	<i>Audio tapes.</i>	42	(27.8)	35	(23.2)	61	(40.4)	9	(6.0)
<i>Vii</i>	<i>Videotapes.</i>	37	(24.5)	27	(17.9)	73	(48.3)	10	(6.6)
<i>Viii</i>	<i>DVDs.</i>	28	(18.5)	39	(25.8)	66	(43.7)	14	(9.3)
<i>Ix</i>	<i>Palmtop.</i>	46	(30.5)	33	(21.9)	47	(31.1)	21	(13.9)
<i>X</i>	<i>CD – ROMs.</i>	34	(22.5)	34	(22.5)	67	(44.4)	12	(7.9)
<i>Xi</i>	<i>JSTOR.</i>	37	(24.5)	43	(28.5)	53	(35.1)	14	(9.3)
<i>Xii</i>	<i>Ebscohost.</i>	34	(22.5)	37	(24.5)	64	(42.4)	12	(7.9)

<i>Xiii</i>	<i>Sage Journals Online.</i>	38	(25.2)	45	(29.8)	44	(29.1)	20	(13.2)
<i>Xiv</i>	<i>Science Direct.</i>	24	(15.9)	41	(27.2)	55	(36.4)	27	(17.9)
<i>Xv</i>	<i>HeinOnline.</i>	40	(26.5)	34	(22.5)	61	(40.4)	12	(7.9)
<i>Xvi</i>	<i>LexisNexis</i>	37	(24.5)	43	(28.5)	52	(34.4)	15	(9.9)
<i>xvii</i>	<i>EIFI</i>	27	(17.9)	29	(19.2)	63	(41.7)	28	(18.5)
<i>xviii</i>	<i>E-books.</i>	9	(6.0)	37	(24.5)	66	(43.7)	35	(23.2)
<i>Xix</i>	<i>E-journals.</i>	9	(6.0)	46	(30.5)	58	(38.4)	34	(22.5)
<i>Xx</i>	<i>Institutional repository.</i>	22	(14.6)	38	(25.2)	63	(41.7)	24	(15.1)
<i>Xxi</i>	<i>Online searching using search engines.</i>	10	(6.6)	42	(27.8)	59	(39.1)	36	(23.8)
<i>xxii</i>	<i>Multimedia</i>	9	(6.0)	36	(23.8)	68	(45.0)	34	(22.5)
<i>xxiii</i>	<i>Social media.</i>	8	(5.3)	29	(19.2)	64	(42.4)	46	(30.5)
<i>xxiv</i>	<i>Manuscripts.</i>	11	(7.3)	30	(19.9)	79	(52.3)	27	(17.9)
<i>Xxv</i>	<i>E-mails.</i>	7	(4.6)	30	(19.9)	73	(48.3)	37	(24.5)
	<i>Information resources.</i>								
<i>xxvi</i>	<i>Textbooks.</i>	6	(4.0)	37	(24.5)	54	(35.8)	50	(33.1)
<i>xxvii</i>	<i>Reference materials.</i>	5	(3.3)	18	(11.9)	79	(52.3)	45	(29.8)
<i>xxviii</i>	<i>Serials/journals.</i>	4	(2.6)	24	(15.9)	83	(55.0)	36	(25.8)
<i>xxix</i>	<i>Government publications.</i>	9	(6.0)	31	(20.5)	74	(49.0)	33	(21.9)
<i>Xxx</i>	<i>Foreign</i>	10	(6.6)	46	(30.5)	63	(41.7)	28	(18.5)

	<i>publications.</i>								
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Source: Field survey(2022)

. Table 3 lists the different types of libraries and information sources available to LIS students at Federal University Oye-Ekiti (FUOYE). According to the table, the majority of respondents Android phones are widely available, according to 78 (51.7) respondents, whereas iPhones are widely available, according to 57 (37.7) respondents. According to 84(55.6) respondents, laptop computers are available. 52(34.4) respondents agree that radios are rarely available, while 84(55.6) respondents say desktop computers are readily available. 72(48.3) respondents and 61(40.4) respondents both concur that audiotapes are readily available. In a similar vein, While 47(31.1) respondents and 66(43.7) respondents both concur that DVDs are readily available, 67(44.4) respondents also concur that CD-ROMs are readily available. Furthermore, 45(29.8) respondents agree that sage journals online is rarely available, while 53(35.1) respondents and 64(42.4) respondents both agree that JSTOR is available. The availability of Science Direct is acknowledged by 55 (36.4) respondents, more so Hein Online is available, according to 61 (40.4) respondents, while LexisNexis is available, according to 52 (34.4) respondents. EIFI is available, according to 63 (41.7) respondents. E-books are also available, according to 66 (43.7) respondents, and E-journals are also available, according to 58 (38.4) respondents. 63 (41.7) respondents concur that there is an institutional repository; similarly Among the respondents, 59 (39.1) think it is possible to conduct online searches using search engines, 68 (45.0) think it is possible to use multimedia, 64 (42.4) think it is possible to use social media, 79 (52.3) think it is possible to use manuscripts, and 73 (48.3) think it is possible to use email. Furthermore, 83(55.0) respondents agree that serials/journals are available, more so 83(49.0) respondents agree that government publications are available, while 63(41.7) respondents agree that foreign publications are available. 79(52.3) respondents and 63(41.7) respondents also concur that textbooks are readily available.

Table 4: Library and information services

<i>S/N</i>	<i>Services</i>	<i>Not Accessible F %</i>	<i>Rarely Accessible F %</i>	<i>Accessibl e F %</i>	<i>Highly Accessible F %</i>
<i>I</i>	<i>Selective dissemination of information.</i>	24 (15.9)	29 (19.2)	66 (43.7)	28 (18.5)
<i>Ii</i>	<i>Provision of technological infrastructure.</i>	16 (10.6)	39 (25.8)	73 (48.3)	19 (12.6)
<i>Iii</i>	<i>Provision of information resources.</i>	4 (2.6)	25 (16.6)	95 (62.9)	23 (15.2)
<i>Iv</i>	<i>Open access publishing and repository.</i>	11 (7.3)	38 (25.2)	80 (53.0)	18 (11.9)
<i>V</i>	<i>Inter-library loan services.</i>	23 (15.2)	31 (20.5)	71 (47.0)	22 (14.6)
<i>Vi</i>	<i>Publishing services.</i>	23 (15.2)	18 (11.9)	85 (56.3)	21 (13.9)
<i>Vii</i>	<i>Registration services.</i>	14 (9.3)	20 (13.2)	84 (55.6)	29 (19.2)
<i>Viii</i>	<i>Documentation services.</i>	10 (6.6)	36 (23.8)	75 (49.7)	26 (17.2)
<i>Ix</i>	<i>Online services.</i>	14 (9.3)	21 (13.9)	78 (51.7)	34 (22.5)
<i>X</i>	<i>E-mail services.</i>	14 (9.3)	19 (12.6)	83 (55.0)	31 (20.5)
<i>Xi</i>	<i>Reprographic services.</i>	20	30	83	14

		(13.2)	(19.9)	(55.0)	(9.9)
<i>Xii</i>	<i>Binding services.</i>	10 (6.6)	31 (20.5)	86 (56.3)	20 (13.9)
<i>Xiii</i>	<i>Printing services.</i>	3 (2.2)	34 (22.5)	81 (53.6)	29 (19.2)
<i>Xiv</i>	<i>Abstract and Indexing services.</i>	8 (6.0)	23 (14.6)	92 (60.9)	24 (15.9)
<i>Xv</i>	<i>Internet connectivity/ services.</i>	14 (9.3)	35 (23.2)	72 (47.7)	26 (17.2)
<i>Xvi</i>	<i>Social media service.</i>	15 (9.9)	20 (13.2)	80 (53.6)	32 (21.2)
<i>xvii</i>	<i>Mobile library service.</i>	24 (15.9)	25 (16.6)	73 (48.3)	25 (16.6)
<i>xviii</i>	<i>Internet service.</i>	10 (6.6)	23 (15.2)	78 (51.7)	36 (23.8)
<i>Xix</i>	<i>Lending service.</i>	15 (9.9)	28 (18.5)	76 (50.3)	28 (18.5)
<i>Xx</i>	<i>Extension service</i>	23 (15.2)	48 (25.2)	64 (42.2)	22 (14.6)
<i>Xxi</i>	<i>User education.</i>	16 (10.6)	30 (19.9)	73 (48.3)	28 (18.5)

Source: Field survey(2022

Undergraduate LIS students at Federal University Oye-Ekiti can access the library and information services listed in Table 4 below (FUOYE). The results showed that 66 (43.7%) of the respondents agreed that selective information dissemination is accessible, 73 (48.3%) of the respondents said that technological infrastructure is available, and 95 (62.9%) of the respondents said that information resources are readily available. More specifically, 84(55.6)

respondents agreed that registration services are accessible, while 80(53.0) respondents agreed that open access publishing and repository is accessible. In addition, 71(47.0) respondents agreed that inter-library loan is accessible. The accessibility of documentation services was acknowledged by 75 (49.7) respondents. Additionally, 78 (51.7) respondents agreed that online services are accessible, 83 (55.0) respondents agreed with the same, and 83 (55.0) respondents also agreed with the same for e-mail services and reprographic services. 86 (56.3) of the respondents agreed that binding services are offered, while 81 (53.6) said the same about printing services and 92 (60.9) said the same about abstract and indexing services. Additionally, 72 (47.7) respondents concurred that services for internet connectivity are available, even more so In addition, 78(51.7) respondents agreed that internet service is accessible, 76(50.3) respondents agreed that lending service is accessible, 64(42.2) respondents agreed that extension service is accessible, and 73(48.3) respondents agreed that user education is accessible. Of the 80(53.6) respondents, 73(48.3) respondents agreed that social media service is accessible.

Table 5: level of awareness of media literacy

<i>S/N</i>	<i>Level</i>	<i>F</i>	<i>%</i>
<i>I</i>	<i>Aware</i>	<i>86</i>	<i>(57.0)</i>
<i>Ii</i>	<i>Highly Aware.</i>	<i>46</i>	<i>(30.5)</i>
<i>Iii</i>	<i>Not Aware.</i>	<i>8</i>	<i>(5.3)</i>
<i>Iv</i>	<i>Highly Not Aware.</i>	<i>7</i>	<i>(4.6)</i>

The level of media literacy awareness among LIS undergraduates at Federal University Oye-Ekiti is shown in Table 5 (FUOYE). The table demonstrates that the majority of respondents—86(57.0)—are aware of the extent to which they are media literate, while only 46(30.5) are extremely so. Additionally, 8(5.3) respondents are unaware of the extent to which they are media literate, and even more so 7(4.6) respondents are extremely so.

Table 6: Source(s) of media literacy awareness

<i>S/N</i>	<i>Source of Awareness</i>	<i>Strongly Agree</i>		<i>Agree</i>		<i>Disagree</i>		<i>Strongly Disagree</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>I</i>	<i>Through the library website.</i>	56	(37.1)	62	(41.1)	27	(17.9)	2	(1.3)
<i>Ii</i>	<i>Through co-workers and/or professional colleagues.</i>	60	(39.7)	62	(41.1)	20	(13.2)	5	(3.3)
<i>Iii</i>	<i>Through workshops/conferences and seminars.</i>	70	(46.4)	53	(35.1)	24	(15.9)	0	(0)
<i>Iv</i>	<i>Through the use of search engines.</i>	77	(51.0)	48	(31.8)	17	(11.3)	5	(3.3)
<i>V</i>	<i>Through immediate friends or colleagues.</i>	66	(43.7)	68	(45.0)	10	(6.6)	3	(2.0)

Source: Field survey(2021)

Table 6 lists the media literacy sources that LIS students at Federal University Oye-Ekiti are aware of (FUOYE). The data showed that 62 (41.1%) respondents agreed that they learned about media literacy from the library website, while 62 (41.1%) respondents said they learned about it from a coworker or other professional colleague. In addition, 70 (46.4%) respondents strongly agreed that they learned about media literacy from workshops, conferences, and seminars. Finally, 77 (51.0%) respondents strongly agreed that they learned about media literacy from using search engines.

Table 7: Media literacy skills

S/N	Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
I	I possessed the needed skills needed to render information processing tasks.	69	(45.7))	64	(42.4))	8	(5.3)	6	(4.0)
Ii	I possessed the needed skills needed to render grouping.	57	(37.7))	83	(55.0))	6	(4.0)	1	(.7)
Iii	I possessed the needed skills needed to render induction.	63	(41.7))	68	(45.0))	16	(10.6))	0	(0)
Iv	I possessed the needed skills needed to render analysis.	54	(35.8))	68	(45.0))	22	(14.6))	3	(2.0)
V	I possessed the needed skills needed to render deduction.	56	(34.4))	72	(47.0))	16	(10.6))	7	(4.6)
Vi	I possessed the needed skills needed to render evaluation.	54	(35.8))	59	(39.1))	26	(16.6))	8	(6.0)

Source: Field survey(2021)

The media literacy abilities of LIS undergraduates at Federal University Oye-Ekiti are shown in Table 7. (FUOYE). The table indicates that 69 (45.7%) respondents strongly agree that they have the necessary skills to perform information processing tasks, while 83 (55.0%) respondents agree that they have the necessary skills to perform grouping, 68 (45.0%) respondents agree that they have the necessary skills to perform induction, moreover 68 (45.0%) respondents agree that they have the necessary skills to perform analysis, and finally 72 (47.0%) respondents agree that they have the necessary skills to perform induction.

Table 8: Academic library services influence

S/N	<i>Academic library services can influence:</i>	Strongly Agree		Agree		Disagree		Strongly Disagree	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>I</i>	<i>Information retrieval process.</i>	64	(42.4)	56	(39.1)	24	(13.9)	3	(2.0)
<i>Ii</i>	<i>Information accessibility.</i>	65	(43.0)	75	(49.7)	7	(4.6)	0	(0)
<i>Iii</i>	<i>Enhance the use of electronic services.</i>	74	(49.0)	61	(40.4)	9	(6.0)	3	(2.0)
<i>Iv</i>	<i>Ability to write messages intelligently.</i>	74	(49.0)	61	(40.4)	7	(4.6)	5	(3.3)
<i>V</i>	<i>Ability to identify different types of media and understand the message.</i>	81	(53.6)	54	(35.8)	10	(6.6)	2	(1.3)
<i>Vi</i>	<i>Ability to analyze and create messages and information contained in a variety of formats.</i>	71	(47.0)	70	(46.4)	5	(3.3)	1	(.7)
<i>Vii</i>	<i>Ability to evaluate information contents and messages.</i>	73	(48.3)	68	(45.0)	5	(3.3)	1	(.7)
<i>Viii</i>	<i>Ability to foster scholarship and creation.</i>	57	(37.7)	74	(49.0)	14	(9.3)	2	(1.3)
<i>Ix</i>	<i>Access and promote unique collections.</i>	80	(53.0)	61	(40.4)	5	(3.3)	1	(.7)
<i>X</i>	<i>Transform scholarly publishing.</i>	52	(34.4)	81	(53.6)	14	(9.3)	0	(0)

Source: Field survey(2022)

The influence of academic library services and LIS undergraduate media literacy at Federal University Oye-Ekiti is shown in Table 8 (FUOYE). The table shows that 74 respondents strongly agree that academic library services can improve the use of electronic services, while 64 respondents strongly agree that academic library services can influence how information is retrieved. Additionally, 75 respondents strongly agree that academic library services can influence how information is accessible. While 71(47.0) respondents strongly agree that academic library services can analyse and create messages and information contents and messages, 81(53.6) respondents strongly agree that academic library services can identify different types of media and understand the message. 73.3% of respondents strongly agree that academic library services

have the capacity to assess the informational contents and messages. 74.0% strongly concur that academic library services can encourage scholarship and creation. 80.3% strongly concur that academic library services can access and promote unique collections. 81.6% of respondents strongly concur that academic library services can change scholarly publishing.

Table 9: Challenges hindering LIS undergraduates media literacy development

<i>S/N</i>	<i>Challenges</i>	<i>Strongly Agree</i>		<i>Agree</i>		<i>Disagree</i>		<i>Strongly Disagree</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
<i>I</i>	<i>I am confronted by the challenges of poor information search skills.</i>	51	(33.8)	43	(28.5)	42	(27.8)	11	(7.3)
<i>Ii</i>	<i>I am confronted by the challenges of not being skilled in the use of mobile services.</i>	30	(19.9)	46	(30.5)	49	(32.5)	22	(14.6)
<i>Iii</i>	<i>I am confronted by the challenges of poor internet connectivity.</i>	57	(37.7)	48	(31.8)	36	(23.8)	6	(4.0)
<i>Iv</i>	<i>I am confronted by the challenges of the lack of systematic implementation of media literacy assessments.</i>	44	(29.1)	75	(49.7)	26	(17.2)	2	(1.3)
<i>V</i>	<i>I am confronted by the challenges of lack of awareness.</i>	48	(31.8)	46	(30.5)	40	(26.5)	13	(8.6)
<i>Vi</i>	<i>I am confronted by the challenges of inadequate resources.</i>	45	(29.8)	64	(42.4)	32	(21.2)	6	(4.0)

Source: Field survey(2021)

Discussion of the Results

The study identified the types of library and information resources that LIS undergraduates can access, as well as their awareness of media literacy. The results support earlier research by Kadu (2019), who claimed that media literacy is a crucial skill to have in order to become more perceptive of the messages. In the same vein, the research on the sources of media literacy awareness among LIS undergraduates supports Potter (2010) findings that media literacy includes the skills that enable access to, evaluation of, and manipulation of media which is accessible through Education in media literacy. The study also revealed the media literacy abilities of LIS undergraduates. This findings is supported by earlier findings of Bachmair & Bazalgette (2007), who stated that a media literate person needs to possess certain skills and should be able to use media effectively, access and make informed decisions about media content, comprehend how media is created, analyse media techniques and messages, and use media for democratic rights.

The results of Andaleeb and Simmonds (2005), who found that the use of academic libraries is primarily influenced by users' awareness of the library's resources, are in agreement with the study's findings regarding the influence of academic library services on LIS undergraduates' media literacy. In order to effectively meet students' information needs, one must have a thorough understanding of both their needs and how they use the libraries. On the challenges hindering LIS undergraduates' media literacy development, the result of these findings is also in line with the findings of Buckingham and Domaille (2009) who stated that lack of systematic implementation of media literacy assessments is one of the challenges the field faces. Although many countries in the world require media literacy to be taught in their curricula, in most places there is a lack of any assessed activities measuring student learning in terms of skills and competencies. Other challenges from the findings are poor information search skills, poor internet connectivity, lack of awareness, and challenges of inadequate resources

Conclusions

The primary goal of this study is to examine how academic library services influence the media literacy ability of LIS undergraduate students. The study provides a useful account of the respondents' knowledge of media literacy, with only a small number of respondents lacking that knowledge. In a similar vein, the vast majority of respondents have access to libraries and information services for class assignments, research that yields answers, seeking out more information, etc. The results, however, demonstrate that the respondents use library and information resources like emails, electronic journals, reference books, official publications, JSTOR, Ebscohost, etc. Additionally, the respondents concur that academic library services have an impact on LIS undergraduates' media literacy ability through the process of information retrieval, information accessibility, the capacity to write messages with intelligence, the capacity to recognise various types of media and intelligently comprehend the message, etc. Additionally, the respondents concur that the sources of media literacy information include the library website, a coworker or professional colleague, search engines, etc.

The most difficult issue is the lack of systematic implementation of media literacy assessments, which is followed by the problems with inadequate resources, then with poor internet connectivity, problems with systematic implementation of media literacy assessments, and problems with inadequate resources. The fact that the respondents object to the lack of mobile services indicates that they are accustomed to them. The summary of the findings demonstrates that media literacy is about assisting students in developing competence, critical thinking skills, and media literacy across all media platforms so that they can take control of how they interpret what they see or hear rather than allowing interpretation to control them. The study therefore concludes that media literacy will benefit LIS undergraduates greatly and provide lifelong learning skills if it is applied properly.

On the basis of the study's findings, the following recommendations are made:

- LIS undergraduate students need to be educated about and given a thorough understanding of the usage and effects of media literacy
- The management of the library should inform the students about how academic library services affect media literacy. By discussing the effects of undergraduates' media literacy, this can be accomplished.
- The process of information retrieval, the capacity to comprehend and produce messages and information contents in a variety of formats, and the capacity to assess messages and information contents are all skills that undergraduate students can use to improve the academic library services.
- By providing information resources, interlibrary loan services, internet services, and selective information dissemination, all undergraduates should have access to libraries and information services.
- The university library should purchase subscriptions for the necessary texts and resources available in a variety of academic disciplines.
- To give undergraduate students access to more online library and information resources, better internet services should be provided.

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