

Information Literacy Skills and Social Media use by Students in Selected Private Secondary Schools in Ibadan, Nigeria

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Abstract: The study examined information literacy skills as determinants of social media use among private secondary school students at Akinyele Local Government, Ibadan, Nigeria. Survey design of the correlation type was used for the study in which questionnaire was the instrument employed to collect data from 210 Senior Secondary School 3 science students from the selected private secondary schools using multi-stage random sampling technique. Statistical Package for Social Sciences Software (SPSS) version 14 was used to analyse collected data while table, percentage and mean distributions were used for the presentation of findings. The findings revealed that most of the respondents were aware of Google+, Twitter, Facebook, YouTube, and Flickr to: upload and view pictures and photographs (mean = 3.10), for chatting (mean = 3.05), get information on politics and national development matters (mean = 3.04) and commenting on friends' profile. Findings thus revealed that the respondents had a very high level of information literacy skills. The peculiar challenges faced by the respondents on use of social media were: shift of attention and disengagement from school educational activities, and cyber-bullying. Consequent on the result of findings, some recommendations were highlighted for private secondary schools in Akinyele Local Government, Ibadan, Nigeria.

Keywords: Social Media, Psychological Factors, Information Literacy, Private Secondary Schools

Introduction

The present information age is witnessing several changes in the way information is created, retrieved and used. These changes in information landscape are made possible through

advances in technologies. Evolution of these technologies has affected the larger, if not all aspects of human activities ranging from entertainment, networking, recreation, and education. The influence of technologies on

learning is presently becoming more evident as it is used to facilitate learning activities and processes. Continuous massive adjustments in information environment are transforming the approach by which information is created, structured, opened, retrieved, and shared. One of the products of the advances in Information and Communication Technologies (ICTs) is social media and their use by different categories of people which could be influenced by information literacy skills.

As noted by Dewing (2012), social media could be regarded as wide range of Internet-based mobile services which permit users to join and participate in online communities. Social media, in another description is observed to mean an increasingly common and integral part of people's lives, including children, nevertheless a minimum access age of 13 years for some platforms (The Lancet, 2018). This phenomenon has led to researches on the benefits and harms in the use of social media by children in secondary schools. As submitted by Trehan (2009), the state of internal need that is activated and geared towards a goal is motivation while perception, could be described as the energy which makes humans become aware of the world around him/her by attaching meaning to it through sensing process. Averill and Lewis (2013) maintained that information literacy skills are set of competencies that are attained when people can recognise that information is needed and could locate as well as evaluate the information successfully.

Considering the two constructs very critically, it could be insinuated that social media use involves information literacy skills. In exploring social

media, users engage in different activities like sharing, uploading, retrieving, and evaluating information at one point or the other; all these show relationships between social media use and information literacy skills. In essence, information literacy skills, whether formally or informally acquired, are central to social media use. This submission was underscored by Rainie's (2010) study which revealed that, 73% of teenagers that were studied have used online platforms to create and share contents. In addition, aside connecting with their peers and friends on social media for information; they can as well create information by themselves. Koltay (2010) opined that though the Net Generation are adept at creating, sharing, searching for, and finding information online, they are limited to the Web 2.0 technologies with which they are familiar and the information literacy skills that they have picked up along the way. Thus, this study was carried out to investigate the effect of psychological factors and Information Literacy Skills on social media use by senior secondary students in private secondary schools in Ibadan, Oyo State, Nigeria.

Statement of the Problem

Both psychological factors and information literacy skills are very important elements to be considered in social media use by students in secondary schools in Ibadan, Nigeria. From observations, review of literature (Kathryn, Stephanie, and Katherine, 2010) and interaction with students in private secondary schools; it has been discovered that many of them use social media, especially Facebook, for social interaction. Nevertheless, it seems there has not been much study

on the influence of information literacy skills on social media use by secondary school students in private schools. For proper and effective recommendations to be made for schools to adopt the use for social media there is need to reveal students' awareness level of different types of social media; frequency of use and purpose of use through empirical investigation. It has not been indisputably established that students in private secondary schools use social media solely for academic purposes. There is need to reveal, through statistical analysis, whether information literacy skills can predict use of social media by students in private secondary schools in Ibadan, Nigeria.

To achieve these objectives the following research questions were raised:

1. What is the awareness level on types of social media use by students in private secondary schools in Ibadan?
2. What are types of social media mostly used by students in private secondary schools in Ibadan?
3. What are the purposes for which students in private secondary schools in Ibadan use social media?
4. What is the information literacy skills level of students in private secondary schools in Ibadan?
5. What are peculiar challenges being faced by the students regarding social media use at private secondary schools in Ibadan?

Literature Review

It was reported in Owusu Acheaw and Larson's (2015) that nearly 57% of social media users have their ages ranging between 18-19 years old as they registered personal profiles on

different social sites. Asur and Huberman (2010) submitted that social media sites have affected social interaction among people by changing face-to-face interaction as well as the way information is acknowledged and the changing aspects of people's friendships. Social networking sites like Facebook, Twitter, Skype and so on allow people to easily create their own online profile and display an online network of friends. In Nigeria, through the social networking site, information, pictures of activities such as birthdays, graduation, recent and special events could be shared (Adebayo, 2015). Boyd and Ellison (2007) highlighted social networking to include Facebook, Twitter and Myspace used by people to create and sustain relationships with one another. There are other social networking sites which have greatly attracted millions of users such as; blog, del.icio.us, flickr, Skype, LinkedIn and so on. Oskovei (2010) also viewed internet as advantageous to both the students and teachers if used as tool with which knowledge could be created and disseminated. In line with this, the University of New Hampshire (2009) reported that a majority of students use social networking for social connections and entertainment, and also use it for educational purpose. Kiernana (2017) reported different variances in the indicators of information literacy skills of students in the United States of America.

Information Literacy and Social Media Use

Doyle (1994) regarded someone who is information literate as the one who is able to recognise need for, accesses sources, evaluates, organizes, and uses information in critical thinking. The school libraries, because of these

developments are entrusted with the responsibilities of helping their users to become information literate. Bruce (2004) maintained that information literacy is believably the foundation for learning in this modern-day environment that is filled with constant technological change. He explained further that as the information environment becomes increasingly complex, educators are recognizing the needs for students' engagement with the changing information environment as part of their formal learning processes. It could be inferred from the descriptions that information literacy is students' ability to explore various information sources to access, evaluate and use information whenever the need arises. This becomes important since there are many social media platforms from which students can choose and use for different purposes. Social media is used for social interaction, among others and thus, information literacy skills are required for social media use.

One of the burdens in the heart of educators is how to bridge the gap between the teachers and learners by maximizing the possibilities of advancements in technology. Buzzetto-More (2012) submitted that students see Facebook as a valued instrument that can support relationships among people, rebrand learning environment, and engage foster students' engagement. A study at Ilesa on equitable access to learning resources and information literacy skills in secondary schools was carried out by Abimbola (2017). The study thus revealed that despite the availability of school libraries and librarians in the selected schools, the perception that students possess strong

information literacy skills is not real, because students are deficient in reading skills. Bolton et al. (2013) reported that the essence social media use among young people is almost the same compared with other age groups. In addition, the advent and advances in social media activities can open their users to too many demands in terms of communication which may give them more than enough information to cope with. The effect of these can lead to stress, difficult time management, as well as techno stress (LaRose et al. 2014).

Methodology

Survey research design of correlation type was used in this study; this is done because of the descriptive nature of the study. Population of the study consists private senior secondary schools (SSS) 3 students within Akinyele Local Government Area; they were appropriate for this study because they were considered to have adequate knowledge of the information required for the success of this study. Thus the total population of SSS 3 students found within the area of the study was 1,034. This study adopted multi-stage random sampling method. At the first stage, ten private secondary schools were purposively chosen from the private secondary schools in Akinyele Local government Area, Ibadan, Nigeria. At second stage, cluster sampling technique was used to partition students into a non-overlapping groups based on their respective class academic disciplines, e.g. Arts, Commercial and Science. Thereafter, a random selection of Science cluster with 210 students across all the schools was selected to be the sample size; the selection of samples was done with the aid of sampling frame. Questionnaire that has

six sections was the measuring instrument used for this study. Section A sought the demographic information of the respondents; Section B-E contained items that cover all the six research questions that guided the study. The questionnaire was subjected to both face and reliability test; the result was determined at 0.05 level of significance as the result yielded $r = 0.76$ alpha coefficient. Descriptive and standard deviation as well as

inferential tools were used for data analysis. A criterion mean of "2.50" was set for high awareness level on types of social media. Thus, any mean score that falls below the criterion mean renders the variable(s) low.

Results and Discussions

Distribution of Respondents by Demographic Factors

Questionnaire administration and return rate

Table 1: Return and response rate

S/N	Name of school	Frequency (F)	Percentage (%)
1	Kings International College, Moniya, Ibadan	28	13.9
2	Daru Salam Secondary School, Pebore, Moniya, Ibadan	12	6.0
3	Gofermint College, Gospel Area, Ibadan	24	11.9
4	Posit College, Goodness Area, Arulogun Road, Ibadan	25	12.4
5	Great Royal College, Abiola, Moniya, Ibadan	17	8.5
6	Milestone College, Arulogu Road, Ojoo, Ibadan	21	10.4
7	Future Care Secondary School, Balogun area, Moniya, Ibadan	26	12.9
8	Adejare College, Abiola Area, Moniya, Ibadan	14	7.0
9	Yinbol College, Orogun, Ibadan	18	9.0
10	Besley College, Moniya Ibadan	16	8.0
Total		201	

Two hundred and ten (210) copies of the questionnaire were administered on students at the selected private secondary schools in Ibadan. However, only two hundred and one (201) copies

were correctly filled and returned giving 95.7% response rate.

Demographic characteristics of respondents

Table 2: Gender and Age of Respondents

Sex of Respondents	Frequency (F)	Percentage (%)
Male	141	70.1
Female	60	29.9
Total	201	1000
Age of Respondents		
Less than 12 years	9	4.5
12 - 15 years	35	17.4
16 - 18 years	149	74.1
19 - 21 years	8	4.0
Total	201	100.0

Table 2 presents response rate on gender and age of respondents. It

shows that most of the respondents (141, 70.1%) were male students. It

could be inferred that there were more male students than females in the study area as at the time of this study.

In addition, most of the respondents (149, 74.1%) were between ages 16 - 18 years, only 8(4.0%) were between ages 19 – 21 years. This suggests that

the respondents were in their youthful years of secondary school education.

Answer to research questions

Research question one: What is the awareness level on types of social media use by students in selected private secondary schools in Ibadan?

Table 3: Awareness of Social Media by Secondary School Students

S/N	Social media tools	Not Aware		Rarely Aware		Aware		Highly Aware		Mean
		F	%	F	%	F	%	F	%	
1	Academia.edu	110	54.7	35	17.4	29	14.4	27	13.4	1.87
2	Classmates.com	100	49.8	39	19.4	38	18.9	24	11.9	1.93
3	Facebook	27	13.4	36	17.9	38	18.9	100	49.8	3.05
4	Flickr	26	12.9	44	21.9	96	47.8	35	17.4	2.70
5	Fotolog	31	15.4	112	55.7	40	19.9	18	9.0	2.22
6	Google+	-	-	39	19.4	40	19.9	122	60.7	3.22
7	LinkedIn	112	55.7	32	15.9	29	14.4	28	13.9	1.87
8	LiveJournal	98	48.8	33	16.4	34	16.9	36	17.9	2.04
9	Netlog	115	57.2	27	13.4	31	15.4	28	13.9	1.86
10	2Go	97	48.3	46	22.9	24	11.9	34	16.9	1.98
11	Twitter	15	7.5	48	23.9	39	19.4	99	49.3	3.10
12	MySpace	17	8.5	110	54.7	46	22.9	28	13.9	2.42
13	Cyworld	109	54.2	32	15.9	33	16.4	27	13.4	1.89
14	Bebo BlackPlanet	104	51.7	44	21.9	29	14.4	24	11.9	1.87
15	YouTube	35	17.4	28	13.9	35	17.4	103	51.2	3.02
16	Badoo	105	52.2	31	15.4	32	15.9	33	16.4	1.97
Grand Mean = 37.01; Weighted average = 2.44; Criterion Mean = 2.50										

Table 3 presents the results on awareness level of social media types by respondents in selected private secondary schools in Ibadan. It shows that most of the respondents were aware of Google+, (162 or 80.6%); Twitter, (138 or 68.6%); Facebook, (138 or 68.6%); YouTube, (138 or 68.6%) and Flickr, (131 or 65.2%). However, most of the respondents were not aware of Netlog with

115(57.2) response rate. Overall, since the weighted average of 2.44 is less than the criterion mean of 2.50, it can be concluded that the respondents had low level of awareness on types of social media.

Research question two: What are types of social media mostly used by students in selected private secondary schools in Ibadan?

Table 4: Social Media use by Students

S/N	Types of social media	Never		Occasionally		Monthly		Weekly		Daily		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Academia.edu	103	51.2	22	10.9	35	17.4	28	13.9	13	6.5	2.13
2	Classmates.com	107	53.2	34	16.9	34	16.9	16	8.0	10	5.0	1.95
3	Facebook	27	13.4	31	15.4	23	11.4	15	7.5	105	52.2	3.70
4	Flickr	40	19.9	29	14.4	16	8.0	103	51.2	13	6.5	3.10
5	Fotolog	22	10.9	115	57.2	30	14.9	16	8.0	18	9.0	2.47
6	Google+	25	12.4	27	13.4	24	11.9	15	7.5	110	54.7	3.79
7	LinkedIn	118	58.7	29	14.4	18	9.0	26	12.9	10	5.0	1.91
8	LiveJournal	133	66.2	23	11.4	23	11.4	9	4.5	13	6.5	1.74
9	Netlog	119	59.2	21	10.4	22	10.9	23	11.4	16	8.0	1.99
10	2Go	126	62.7	33	16.4	15	7.5	16	8.0	11	5.5	1.77
11	Twitter	31	15.4	36	17.9	16	8.0	11	5.5	107	53.2	3.63
12	MySpace	49	24.4	114	56.7	14	7.0	14	7.0	10	5.0	2.11
13	Cyworld	131	65.2	22	10.9	17	8.5	17	8.5	14	7.0	1.81
14	Bebo BlackPlanet	125	62.2	16	8.0	21	10.4	16	8.0	23	11.4	1.99
15	YouTube	30	14.9	31	15.4	103	51.2	13	6.5	22	10.9	3.01
16	Badoo	122	60.7	35	17.4	15	7.5	18	9.0	11	5.5	1.81

Table 4 shows the response rate on social media types that are mostly used by students in selected private secondary schools in Ibadan. It was revealed that most of the respondents 110(54.7%) used Google+ on a daily basis. Similarly, 105(52.2%) used Facebook daily, 107(53.2%) used Twitter daily, and 103(51.2%) used Flickr weekly. However, 133(66.2%)

respondents indicated that they never used LiveJournal. Therefore it could be concluded that the respondents regularly used Google+, Facebook, Twitter and Flickr.

Research question three: What are the purposes of use of social media by students in selected private secondary schools in Ibadan?

Table 5: Purposes of Social Media use by Students

S/N	Purpose of social media use	Not Utilised		Rarely Utilised		Utilised		Highly Utilised		Mean
		F	%	F	%	F	%	F	%	
1	Assignment	103	51.2	41	20.4	18	9.0	39	19.4	1.97
2	Examination preparation	130	64.7	27	13.4	20	10.0	24	11.9	1.69
3	Continuous Assessment preparation	108	53.7	28	13.9	41	20.4	24	11.9	1.91
4	Generate class note	119	59.2	33	16.4	24	11.9	25	12.4	1.78
5	For chatting	44	21.9	17	8.5	25	12.4	115	57.2	3.05
6	Commenting on friends profile	40	19.9	25	12.4	37	18.4	99	49.3	2.97
7	Get information on politics and national development matters	26	12.9	44	21.9	27	13.4	104	51.7	3.04
8	Upload and view pictures and photographs	32	15.9	29	14.4	26	12.9	114	56.7	3.10

Table 5 presents information on the purposes for which students in selected

schools in Ibadan use social media. It shows that most of the respondents

used social media to: upload and view pictures and photographs (mean = 3.10), for chatting (mean = 3.05), get information on politics and national development matters (mean = 3.04) and commenting on friends profile (mean = 2.97). However, the table also revealed other purposes for which

students use social media to include examination preparation (mean = 1.69) and Class note (mean = 1.78).

Research question four: What is the information literacy skills level of students in selected private secondary schools in Ibadan?

Table 6: Information Literacy Skills of Students

S/N	Information literacy skills	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	
1	I have the understanding that reliable decisions have to be based on complete and accurate information	24	11.9	37	18.4	29	14.4	111	55.2	3.13
2	I know how to locate needed information on social media	27	13.4	28	13.9	33	16.4	113	56.2	3.15
3	I can ask appropriate questions on social media based on my information needs	34	16.9	33	16.4	23	11.4	111	55.2	3.05
4	I can recognise good sources of information on social media	29	14.4	39	19.4	34	16.9	99	49.3	3.01
5	I know the importance of the World Wide Web (www)	34	16.9	37	18.4	15	7.5	115	57.2	3.05
6	I can understand a subject topic by using social media	45	22.4	33	16.4	16	8.0	107	53.2	2.92
7	I can identify key subject terms and vocabularies on social media	31	15.4	36	17.9	23	11.4	111	55.2	3.06
8	I am familiar with the different types of social media	28	13.9	31	15.4	22	10.9	120	59.7	3.16
9	I know how to ask questions and get needed information from social media	36	17.9	40	19.9	15	7.5	110	54.7	2.99
10	I can search for information very well on social media	33	16.4	31	15.4	14	7.0	123	61.2	3.13
11	I can find good and useful information on social media no matter what the source is	46	22.9	36	17.9	27	13.4	92	45.8	2.82
12	I can organise	33	16.4	45	22.4	32	15.9	91	45.3	2.90

information for practical application on Web 2.0 technologies										
Grand Mean = 36.37; Weighted Average =3.03; Criterion Mean = 2.50										

Table 6 presents information on the information literacy skills levels of students in selected private secondary schools in Ibadan. Most of the respondents indicated their familiarity with different types of social media (mean = 3.16). Correspondingly, large number of the respondents indicated that they knew how needed information may be located on social media (media = 3.15). The respondents also specified they understood the place of complete and accurate information for reliable decision making (mean = 3.13). The result shows that a number of the

respondents indicated that they can find good and useful information on social media no matter what the source is (mean = 2.82). Overall, since the weighted average of 3.03 is bigger than the criterion mean of 2.50, it can be concluded that the respondents had a very high level of information literacy skills.

Research question five: What are the peculiar challenges being faced by the students regarding social media use at selected private secondary schools in Ibadan?

Table 7: Challenges faced by the senior secondary school students on use of social media

S/N	Challenges	Strongly Agree		Agree		Disagree		Strongly Disagree		Mean
		F	%	F	%	F	%	F	%	
1	My school timetable has a short free period that does not give me time to use the social media	125	62.2	25	12.4	23	11.4	28	13.9	1.77
2	We are not allowed to use social media in our school because it waste students' time	27	13.4	133	66.2	22	10.9	19	9.5	2.16
3	Insufficient access to the internet and inability to subscribe to internet data	19	9.5	28	13.9	39	19.4	115	57.2	3.24
4	My privacy is often tampered with on social media	118	58.7	21	10.4	34	16.9	28	13.9	1.86
5	Social media URLs/websites are blocked on my school's internet server	27	13.4	120	59.7	30	14.9	24	11.9	2.25
6	I experience cyber-bullying on social media	18	9.0	28	13.9	126	62.7	29	14.4	2.83

Table 7 shows the peculiar challenges faced by the senior secondary school students on use of social media. 125 (62.5%) of the respondents indicated

that their school timetables do not give them time to use the social media because there short free periods available. Similarly, 133 (66.2%)

specified that they are not allowed to use social media in school because it waste students' time. While 118 (58.7%) respondents declared that their privacies is often tampered with and such has constituted a challenge to using social media, 120 (59.7%) indicated that social media URLs are blocked on their schools' internet servers. However, 115 (57.2%) of the respondents declined that they do not have sufficient access to the internet and subscribe to internet data. Likewise, 126 (62.7%) respondents indicated that do not experience cyber bullying on social media. These results therefore revealed that that sufficient internet access and cyber-bullying were not parts of the challenges the students face while using social media.

Discussion of Findings

Findings revealed that most of the respondents were aware of Google+, Twitter, Facebook, YouTube, and Flickr. Overall, since the weighted average of 2.44 is less than the criterion mean of 2.50, it can be concluded that the respondents had low level of awareness on types of social media. Therefore, most the respondents regularly used Google+, Facebook, Twitter and Flickr. This result is similar to Hasebrink and Domeyer (2012) who found out the young generation people use social media tools like WhatsApp, facebook, Twitter, Skype, Flickr, Google+, Instagram, BBM, among others. These results have implication for school policy on social media use by students in secondary schools. Management of these schools should consider those social media that the students use very well while integrating them into school activities. In essence, educational activities like assignments and group

discussions can take place via those media that students use very often.

Findings revealed that most of the respondents used social media to: upload and view pictures and photographs, for chatting, get information on politics and national development matters and commenting on friends' profile. These results contradict Shih (2011) who examined application of social media in education sector and submitted that integrating Facebook in education has capacity to increase knowledge building, and foster cooperative learning. Meanwhile, the finding is similar to various authors who submitted that social media use serve as sources of information (Westerman, Spence and Van Der Heide, 2013; Kim, Yoo-Lee and Sin, 2011), relaxation and entertainment (Bolton et al. 2013; Leung 2013), socialising and enjoying a sense of belonging (Valkenburg, Peter and Schouten 2006), and keeping in touch by communicating with friends (Bolton et al. 2013). There are indications from these results that the students examined in this study are not using social media for academic/educational purposes as much as they do for social purposes. This thus places much responsibility on the school libraries and librarians to assist in helping the students to have a paradigm shift and use social media for educational purposes. School libraries/Media resource centers can organize seminars and workshop for students on how they can explore educational groups on social media for their academic competitive advantage.

In addition, findings revealed that most of the respondents showed that they were familiar with different types of

social media (mean = 3.16). Also, respondents indicated that they knew how to locate needed information on social media (media = 3.15). In addition, respondents also revealed that they understood the place of complete and accurate information in making reliable decisions. (mean = 3.13). The result shows that most of the respondents indicated that they can find good and useful information on social media no matter what the source is (mean = 2.82). Overall, since the weighted average of 3.03 is greater than the criterion mean of 2.50, it can be concluded that the respondents had a very high level of information literacy skills. This thus expounds ALA's (1990) conviction that information literacy relates with ability to locate, evaluate, manage and use information from different sources for problem solving and decision making. Therefore, technology literacy has become a major element to be considered while information literacy is to be defined; it is the tool that helps information seeker to function effectively in an information-loaded society.

Finally, findings from this study revealed that parts of the peculiar challenges being faced by the students on social media use include shift of attention and disengagement from school educational activities, and cyber-bullying. This result supports O'Keeffe and Clarke-Pearson's (2011) submission that social media use leads young adults to occurrences like Facebook depression, sexting, and cyber-bullying.

Conclusion and Recommendations

Social media use helps educators in exploring the digital learning styles of students at secondary schools. This

also aid student-to-student cooperation for social and academic activities. Conversely, students in the studied private secondary schools are yet to embrace social media use for academic purposes. The findings of this study serve as eye opener for proprietors and teachers at private secondary schools in Nigeria to encourage the use of social media for educational purposes both within and outside the classroom. This if explored, will increase technological expertise of the students as well as their abilities to further explore other reliable information sources, since the results of this study have revealed that they have strong information literacy skills. If these students are loaded with academic puzzles to solve using social media, it will reduce the time they spend doing other social activities on the same platform. Consequent on the findings of this study, the following recommendations were made: Since the study have revealed the common types of social media of which the students are aware, the Management and academic staff of private secondary schools in Nigeria should fully adopt the use of Facebook, Google+, Twitter, Youtube and Flicker for educational purposes. Although the respondents claimed to know the academic usefulness of social media, the result of this study revealed that they use social media majorly for other purposes. Thus, teachers in private secondary schools in Ibadan as well as their school librarians should connect with students on social media by engaging them for academic purposes. In as much as the students have high information literacy skills, it is recommended that librarians/media specialists in private secondary schools in Ibadan teach basic ethical use of

social media. This will help the students avoid all forms of

cybercrimes as they concentrate fully on their academic pursuits.

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