Digital media literacy and the utilization of social media among postgraduate students in Kwara State, Nigeria

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Abstract

Digital media literacy skill and competency is now a basic requirement in our relationship with the media. The media have saturated our lives and have thus shaped our realities including the way we live and the way we want to be defined. The social media seems to have now taken over the space and heat deep into all spheres of human endeavors. This study, therefore, assessed digital media literacy in the utilization of social media among postgraduate students in selected universities in Kwara State. The study sought to determine digital media literacy's influence on the choice of social media platforms and contents. Anchored on the Uses and Gratification Theory of the media, the study employed the survey, which is rooted in the quantitative research paradigm as a methodology. Given that the study population focused on postgraduate students of University of Ilorin, Kwara State University and Al-Hikmah University, it used simple random sampling technique to draw 372 respondents for instrument administration, out of which 354 were correctly filled and analyzed. Research questions and hypothesis were analyzed and tested within the purview of correlation as well as descriptive statistical analysis to determine the findings. The study found that postgraduate students of universities in Kwara State were social media literate and they utilized this knowledge in their use of social media.

Key Words: Digital Media, Digital Media Literacy, Postgraduate Students, Social Media, Social Media Utilization

Introduction

The advent of social media as an online platform has gained popularity over the past two decades, with the growing number of social media users. Due to this fact, many people are changing the outlets where they search for news, information, business and entertainment. According to Dahunsi and Alayande (2014), social media are media that allow users to meet online via the Internet, communicate in social forums like Facebook, Twitter, and other chat sites where users generally socialize by sharing news, photos or ideas and thoughts, or respond to issues and other contents with other people. Social media can educate, inform and entertain the audience by their nature.

More critically, social media possesses a contagious and outreaching influence which the conventional media lack. This seeming potential of social media is what Osahenye (2012) considers as "unstoppable power of the social media" (p. 233, cited in Adum, Ekwugha, Ojiakor & Ndubuisi, 2016). Abubakar (2011), posits that social media, which include blogs (political Blog), networks

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(Facebook, Twitter, Skype and others), video sharing (YouTube) audio sharing (Podcast), mobile sites (2go and Whatsapp), image or picture sharing (flicker) and others, have the capacity of boosting participation because of their open, conversational nature, connectedness and textual and audio-visual characteristic appeals (cited in Ukpong, 2014).

However, because of the unlimited and unrestricted access to its use, social media platforms have given rise to various problems and challenges such as spread of false information, hate comments or speeches, cyber bullying and attack, cybercrime, extremism, discrimination, among others (Sharafa, Abubakar & Shumaila, 2020). Several human rights groups and activists have expressed displeasure over the continuous use of the social media platforms to spread all kinds of discrimination (Anti-Defamation League, 2015; Simon Wiesenthal Center, 2012). Bartlett and Reynolds (2015) maintain that these negativities and social media abuse have contributed to societal unrests.

More importantly, social media usefulness abounds, but its misuse portends grave dangers to society. People across the world, including Nigerians, rely on social media for their social relations, entertainment and educational purposes. Attention is increasingly being paid to the ways in which these sets of social media users are exhibiting abilities to manage their media world (Abugu, 2020). Thus, La'aro (2016) posits that, a contemporary approach for dealing with the new media saturated environment and its attendant risk is the need for media literacy; a critical thinking skill that enables audiences to develop independent judgments about media content.

As the society becomes more complex, the wealth of information and the proliferation of forms of communication have brought about new challenges which society had (and has) to respond to, resulting in the need for media literacy. In the words of Adeoye and Adeoye (2017), media literacy is concerned with helping to develop an informed and critical understanding of the nature of mass media, the techniques used by them and the impact of these techniques. More specifically, it is education that aims to increase understanding of how the media work, how they produce meaning, how they are organized, and how they construct reality. Despite the importance of digital media literacy skills to contemporary digital media environment, few studies in the context of Nigeria have evaluated digital media literacy skills and utilization of social media in Nigeria; especially among postgraduate students (See: Igboaka & Ha, 2010; Udende & Azeez 2010; Omenugha, 2010; Koltay, 2011; Eshet, 2012; Lamidi 2014; Akanni, 2014; Walther, Hanewinkel & Mogernstern, 2015; Supratman & Wahyudin, 2017; Suwana, 2017; Babatunde & Olayinka, 2019; Faridah, Rinawati, Abdul & Lucky, 2020; Park, Kim & Park, 2021). This study attempted to fill this research gap by investigating postgraduate students' application of digital media literacy in their usage of social media.

Research Questions

The study was guided by three research questions:

1. To what extent do postgraduate students of universities in Kwara State apply digital media literacy in the utilization of social media platform?
2. How does digital media literacy influence the choice of contents on social media platforms among postgraduate students in universities in Kwara State?
3. In what way has digital media literacy influenced the choice of social media platforms among postgraduate students in universities in Kwara State?

Research Hypotheses

Ho: Digital media literacy skill does not influence the choice of contents on social media platforms among postgraduate students in Kwara State.

Ho: Digital media literacy skill does not influence the choice of popular social media platforms among postgraduate students in Kwara State.

Literature Review

Canadian Center for Media Literacy (2007 cited in Akinseinde, 2020) sees media literacy as the ability to use media wisely and effectively; engage in critical thinking when evaluating media messages; evaluate the credibility of information from different sources; understand the power of visual images and know how to "read" them; aware of a diverse cultural universe and appreciate multiple perspectives; express oneself clearly and creatively using different forms of media. The American Library Association's Digital Literacy Taskforce (2011) sees digital media literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. The California Emerging Technology Fund (2008 cited in Sharafa, Abubakar & Shumaila, 2020) sees digital literacy as the ability to use digital technology and

communications tools, and/or networks to access, manage, integrate, evaluate, create and communicate information in order to function in a knowledge-driven society.

Ptaszek (2019) opines that digital media literacy represents a person's ability to perform tasks effectively in a digital environment. It includes the ability to read and interpret media, to reproduce data and images through digital manipulation and to evaluate and apply new knowledge gained from digital environments. Thus, the present era which is technologically-inclined has mandated people from all works of life to be digital media compliant (Ptaszek, 2019). The United Kingdom's Office for Communication Regulations (Ofcom, 2011) posits that digital media literacy emphasizes specific skills and techniques required for using any of the many and varied forms of digital media. Hence, standardized operational criteria have been developed which treat literacy as a standard for adoption in terms of certain tasks, performances and demonstrations of skills (Ofcom 2011 cited in La'aro, 2016).

The term "Social Media" has been defined in different ways by its users. Kaplan and Haenlein (2010, p.9) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content". It includes web-based and mobile based technologies that are used to turn communication into interactive dialogue among individuals, organizations, and communities. Typical examples of social media platforms include websites such as Facebook, Twitter, Flickr, YouTube and the interactive options on these websites, such as the "re-tweeting" option on Twitter. These instruments are referred to as media because they are tools which can also be used for the storage and dissemination of information.

From a more practicable viewpoint, Sweetser and Lariscy (2008, p. 179) see social media as a "read-write web, where the online audience moves beyond passive viewing of web content to actually contributing to the content". One thing that is common in the definitions of social media reviewed in this work is the view that it is based on user-generated participation. The opportunity to enjoy user-to-user interaction distinguishes social media from the traditional media which is characterized by top-down news dissemination arrangement (Clark & Aufderheide, 2009). Another attribute of the social media which distinguishes it from the traditional media is the choice it accords its users. Choice enables people to access the information they like to learn about through the social media, eliminating the gatekeeper role of traditional media.

However, two primary tools that have enabled people to socialize and connect with each other online are social networking sites and electronic messaging. In Nigeria, internet users are estimated, as at October 2014, at 67,101,452 with 16% growth rate when compared with the 2013 figure, and is 2.30% of the country's share of the world internet users (Internet Live Stats, 2014). Also, Nigeria is also the third most active African country on twitter (Mejabi & Fagbule, 2014). Most people who use social media tools access them mainly through computers and mobile devices such as phones and Tablet PCs. Baekdal (2008) projected that majority of phone purchases in the coming years will be more for using online networks rather than making phone calls.

Social media technologies take on different forms including magazines, internet forums, weblogs, social blogs, podcasts, pictures, and video. Considering that social media come in diverse forms, Kaplan and Haenlein (2010, p. 5) tried to classify social media into six distinct categories:

a) Collaborative projects (for example Wikipedia)
b) Blogs and Microblogs (for example Twitter)
c) Content communities (for example YouTube)
d) Social networking sites (for example Facebook)
e) Virtual game worlds (for example World of Warcraft)
f) Virtual social worlds (for example Second Life)

Hollier (2019) averred that the elevator pitch about intangible or long term benefits of social media is quite simple. However, engaging in social media will help strengthen the brand experience which will support brand building. A company becomes more attractive to the customers, and to current and potential employees, if it has a well-built brand name. As a result, social media will help in building a good reputation for a business organization. A couple of words can describe a brand whether in the consumer or in the business space. By building a brand, it helps to reinforce the brand in the minds of the consumers. Through social media, the company can repeatedly reinforce the brand name. Customers experience a

brand privilege while using a product or service and also when interacting with a company (Carraher, et al. 2006). Social media is best for the following situations:

i. Promote open communication between employees and management.
ii. Enable employees to share project ideas and work in teams effectively which will helps in sharing knowledge and experiences.
iii. Social media also promotes better content, such as webcast and videos, than just simple text.
iv. Helps to communicate collaboratively between current and potential customers, in receiving feedback, product definition, product development, or any forms of customer service and support.
v. Encourage members, or part of the company's employees, to become members of a well-recognized community.
vi. Social media becomes a good venue for discussions and becomes a classic goal of marketing and communications, but the companies must ensure that the employees are adhering to the rules and etiquettes of social media.

Another way to create brand awareness for businesses is by becoming a part of an existing forum and opening a new forum for stakeholders (Kukulska-Hulme, 2010). If this can be carried out properly, it can result in good reputation and build advocacy which means that people are tended to speak positively about the company in a practical and sensitive way (Carraher, 2011). The major challenge for a social media is to be a reliable source for communication as it is not for damage control. Social media can be made to be realistic, transparent, and for being able to communicate issues on time; thereby reducing rumors, negative talk, and motivating people to speak for the company (Hollier, 2009). There are several paid services available for monitoring conversations on the web. They carry out a qualitative and quantitative analysis of how discussions are carried out and how much the information is spread over the Internet.

Social media such as Facebook, blogs, YouTube have become major sources of hiring. LinkedIn is another similar source used by recruiters, and about 80 percent of companies use it for the recruiting process. Social media has also become one of the easiest ways to improve productivity and to generate a natural interest in the work carried out by the employees. Using these media, companies can track employee's creativity and enthusiasm.

Almost everyone gets his or her information about the world, national and local affairs, through the mass media. Mass media are channels of communication through which messages are presented simultaneously to multiple audiences in different locations. Examples of mass media channels include; radio, television, newspapers, magazines, films, satellite broadcast and, the information and communication Technology (ICT). Other media adjuncts include books and public relations outfits that are equally important. In line with the above, Ochuokpa (2017) added that, mass media refers to all technologically mediated, institutionally organized and spontaneously expressed forms of social communication. Holistically, the mass media channels are classified under the traditional (old) and digital (new) respectively. Traditional media as enunciated by Ochuokpa (2017) includes: radio, television, newspapers and magazines, while the new media are those brought about as a result of technological innovations and characterized by the Internet.

The new media according to Ochuokpa (2016) comprises social media and its various platforms such as: Facebook, Twitter, WhatsApp, LinkedIn, Skype, and others. The realities of the new media environment is that people across the globe now live in a mesh of media connections including many television channels, continuous broadband Internet penetrations; smart-mobile phones that offer onscreen, interactive activities at the touch of a fingertip. That we are in an age of information overload is in no doubt. As a result of diverse numbers of social media sites, users face the difficulty of contending with the abundance of contents available on these social networking sites.

From the foregoing, media landscapes have evolved over the centuries, from exclusively face-to-face dialogue and storytelling to communication and information through the printed word, subsequently to electronic media forms, and now increasingly to prevalent online and virtual communication and digital platforms (Culver & Grizzle, 2017). By the nature and necessity of these digital media platforms, individuals are exposed to them one way or the other, consciously or unconsciously (Brown & Marin, 2009, cited in Adeoye & Adeoye, 2017). Human activities and events have been altered by the emergence of these digital media technologies, especially social media. Various aspects of life such as communication, interaction and social activities

have been greatly redefined. Thus, the advent of digital media has completely challenged the status quo, as technological revolution is advancing every day.

Empirically, however, many studies have been identified as being relevant in the context of digital media literacy skills. For instance, John (2019) examined the level of digital media literacy and attitudes of undergraduates towards the use of Internet. The survey, which was carried out in University of Ilorin reported a significant relationship between digital media literacy and the utilization of the Internet for academic purposes. The study adduced addiction to the Internet found among undergraduates of University of Ilorin to the influence of digital literacy. In the same vein, Folarin, Ganiyu and Ogunrinde (2019) conducted a research on media literacy level of teenagers in selected secondary schools in Ogun State. The study focused on identifying the extent of media consumption among the teenagers, their level of understanding of various media contents and their making, as well as the influence of these media contents on their cognitive development. Thus, survey method was adopted, just as findings from the study revealed that, secondary school students in Abeokuta consume media contents to a very high extent. It further revealed that they do so for entertainment and social gratifications. Thus, the study concluded that media literacy among the students was very low, while media consumption was very high.

Papaioannou (2012) examined how digital media literacy was demonstrated in the usage of Facebook by Cypriot high school students. The study adopted survey research method, and findings showed that majority of the students (respondents) had the technical skills to use a number of basic applications on Facebook, while few of them had the knowledge of advanced production skill. La'aro (2016) studied media literacy competence among youths in Ilorin metropolis. The study assessed youths' access and usage skill, critical understanding skill and communication abilities. Thus, the study adopts quantitative design drawing its population from youths residing in Ilorin metropolis. Findings showed that facebook and twitter are the most accessible to the youth, as Youtube and other emerging new media were yet to gain ground among them as at the time of the study. It was concluded that the youths in the study have not cultivated enough skills, confidence or interest in using the wide range of Internet-based media for substantive issues like civic engagement, creative self-expression and for economic benefits.

Theoretical Framework

The study was premised on the Uses and Gratification Theory (UGT). UGT was propounded by Jay Blumler and Elihu Katz in 1974. The theory assumes that media users are goal-oriented. UGT rests on the proposition that audience selectively chooses, listen to, perceive and retain the media messages on the basis of their needs, beliefs and more. The core assumptions of the theory as enunciated by McQuail (2010), cited in Asemah, Nwammuo and Nkwam-Uwaoma (2017) are:

i. The audience actively seeks out specific media and content to achieve certain results or gratifications that satisfy their personal needs.
ii. Recipients actively influence the effect process, as they selectively choose, attend to, perceive and retain media messages on the basis of their needs, beliefs, among others.
iii. What people do with communication content, instead of what the communication content does to them should be prioritized.
iv. Under certain condition and for certain reasons do people use media contents.
v. There is a kind of reciprocal gesture between the media and media consumers (society). The media are useful to the society and the society is also useful to the media.

Furthermore, the Uses and Gratification Theory explains the use to which the audience members put the mass media, which to a very large extent, depend on the social and psychological needs of the audience which generate different patterns of media exposure and results to needs gratification and other consequences, some unintended. According to Asemah, et al. (2017), several factors influence people's choices and behaviors, especially as to why people use the media. Also, Brandtzaeg and Heim (2019) avers that, when it comes to users' behavior and motivation, the uses and gratification theory has been the most common approach, as it explains "why" certain media behavior occurs. Users are seen as goal-oriented, with rationales for their use (and non-use) of various media (Brandtzaeg & Heim, 2009).

The uses and gratifications theory is grounded in the idea that users have numerous media options to choose from and the reasons and motivations for

selecting a specific media will vary from user to user (Katz, Blumer, & Gurevitch, 1974). McQuail (1984 cited in Asemah et al., 2017) posits that users choose the media based on personal preferences and motivations, and that media are simply a means to achieve an end goal. The proponents of this theory further emphasizes that media users take an active part in the communication process and are goal-oriented in their media use, and that, they often seek out media sources that best fulfill their needs. According to Folarin (1998, cited in Anaeto, Onabajo & Osifeso, 2009), the theory answers the question who uses which content and from which media? Under what conditions and for what reasons do they use the media? However, the criticism of this theory rests on the fact that it ignores the fact that much usage of a technology or contents is unintentional – when we are exposed to a social media content, we cannot help but see other contents that we do not want. Also, the theory does not put in cognizance that some media use may have nothing to do with the pursuit of gratifications; the use may be forced upon us.

Therefore, the above explication on uses and gratification theory shows a considerable relationship with studies on digital media, literacy and social media. This informs why the uses and gratification theory is used as a theoretical justification for this study, because digital media comes with a whole lot and the fact that digital media users are goal-oriented in their usage of it, as they have varieties of digital media technologies at their disposal to choose from. Also, the need for the usage of any of these digital media technologies is as a result of the need for it and the purpose it will serve while using it. As enunciated in the core assumptions of the theory, various purposes such as escapism, entertainment, acquisition of information or knowledge, stability, status and interaction are part of the purpose these digital media technologies are used for.

Furthermore, what people do with these digital media technologies are premised on the fact that they require certain level of literacy and awareness before it can be operated successfully; they are operated with the use of encoded machine-readable formats, which are transmissible through the Internet. There is no gainsaying that, users of digital media technologies, especially those that have the knowledge to operate them choose or select the suitable digital media technologies that best fits their current situation, depending on various factors. Of course, they freely choose which of the platforms to use, and for which purpose to use them.

Method of Study

The survey method was the method adopted in eliciting information from the study population. This method is the most appropriate technique to ask questions from a pre-defined group of people. The population for the study were postgraduate students in Universities situated in Kwara State. Kwara State has eight Universities namely: University of Ilorin, Kwara State University, Malete, Al-Hikmah University, Ilorin, Summit University, Offa, Landmark University, Omu-Aran, Crown-Hill University, Eiyenkorin, Thomas Adewumi University, Oko and Ahman Pategi University, Patigi.

However, only three of the Universities – Kwara State University, Al-Hikmah University and University of Ilorin offer post graduate studies. Therefore, the actual population for the studies were post graduate students in these three Universities. Statistics obtained from the Post Graduate Schools of the three selected institutions was 5,507, with University of Ilorin having a population of 4,552, KWASU, 746 and Al-Hikmah University having 209 post graduate students. Taro Yarmane formula for calculating sample size was used to arrive at the appropriate sample size of 372. The sample was further distributed in proportion to institution's population. The principle of randomization was used to get the sample who participated in the study.

The research instrument used in collecting data for the study was the questionnaire, which was adopted from an earlier study carried out by La'aro in 2016. A pilot test of 38 postgraduate students of Kwara State University Malete was conducted to ensure the validity and reliability of the instrument. Cronbach Alpha reliability test was run, with the result at 0.809, which shows greater internal consistency of the items on the data instrument. The data used for the study was collected through both online and physical administration of questionnaire to the respondents. The Statistical Package for the Social Sciences (SPSS) version 23.0 was used to analyze the data generated from the survey (copies of questionnaire). While the likert scale through the interval determinant table was used for the descriptive analysis, the Spearman's Rank Correlation test was employed to test the research hypotheses.

Data analysis

Data collected through the structured questionnaire were analyzed. In this case, 372 copies of questionnaire were administered to the respondents, out of which 354 copies were retrieved and used, representing a response rate of 94.4%. On the demographic information of the respondents, more than half of the respondents were male (197), while less than half (157) were female. Similarly, an overwhelming majority of the respondents were between age 18 and 39 years (72.9%), while a few of them were aged between 50 to 59 years (6.8%). Moreover, about two-third of the respondents were Masters' students (74.6%), while a little fraction (13.6%) were PhD students. In terms of computer proficiency, almost half of them are proficient (49.2%), while about one-third (32.2%) were at the beginner's level. The respondents' employment status showed about two-third of them (64.4%) were self-employed, just as few of them were unemployed (6.8%). However, a little above half (54.4%) of them earn less than #150,000, while (15.6) earns income of between ₦450,000 and above, which may have an overbearing effect on their affordability of Internet subscription for activeness on the social media.

On the extent to which postgraduate students in Kwara State apply digital media literacy in their utilization of social media platforms, two variables were used. The interval used is 0.8 while the lower limit is 1 and upper limit is 5 to establish the findings. That is, 1.0 to 1.8 means Strongly Disagree; 1.8 to 2.6 means Disagree; 2.6 to 3.4 means Undecided; 3.4 to 4.2 means Agree while 4.2 to 5.0 mean Strongly Agree. Result obtained indicated the Mean coefficient of 4.5085 and 4.4068 across the two variables, indicating a high digital literacy in the utilization of social media platforms. On how digital media literacy influenced the choice of contents accessed by the respondents on social media platforms, five likert variables were used, with an interval of 0.8. Based on the results, the Mean coefficients across the five statements on how digital media literacy influenced choice in social media use were between 3.6 and 4.05. The high coefficients showed a high level of influence of digital media literacy on the choice of social media contents.

On the way digital media literacy skills influenced choice of social media platforms, four likert variables were used, with an interval of 0.8. Based on the results, the Mean coefficients across the four statements on how digital media literacy influences choice of social media platforms were between 3.7458 and 4.3390. The high coefficients mean is an indication of the influence digital media literacy has on the choice of social media platforms by the postgraduate students in Kwara State, which is high. The Standard Deviation also indicates how dispersed the data were. The result showed a low Standard Deviation across all the statements (ranging between .50863 and 1.09999). In most cases, they were even lower than 1. This is an indication that data are clustered closely around the Mean and it is reliable. It also showed a normal data distribution.

RQ1: To what extent do postgraduate students of universities in Kwara State apply digitalmedia literacy in the utilization of social media platform?

In answering this research question, the mean coefficients were considered. The high coefficients of 4.4 – 4.5 means that the extent to which postgraduate students of universities in Kwara State apply digital media literacy in the utilization of social media platforms is very high. The Standard Deviation also indicates how dispersed the data is from the Mean. The result indicated a very low Standard Deviation coefficients of across the two variables. The Standard Deviation coefficients are lower than 1. This is an indication that data are clustered closely around the Mean and it is reliable.

RQ2: How does digital media literacy influence the choice of contents on social media platforms among postgraduate students in universities in Kwara State?

In answering this research question, the mean coefficients of the likert variables were considered. Statements on how digital media literacy influenced choice of social media contents were agreed on, in varying degrees (3.6 and 4.05). For instance, the statement 'effective in detecting and demystifying false information and fake news in the utilization of social media' has a mean score of 3.9; 'Digital media literacy enables me to develop independent judgments about social media contents' has a mean score of 4.05; 'Digital media literacy helps to evaluate the credibility of information from different sources' with a mean score of 3.9. These mean coefficients provided answer to research question 2.

RQ3: In what way has digital media literacy influenced the choice of social media platforms among postgraduate students in universities in Kwara State?

This research question was also answered using the mean coefficients for the likert variables

on ways in which digital media literacy influenced choice of social media platforms. Mean coefficients ranging from 3.7458 to 4.3390 to the statements 'Your digital media literacy skills have empowered you to make preferences in the utilization of social media platforms'; 'Digital media literacy skills enhance confidence in the utilization of social media platforms'; 'I consciously apply digital media literacy in the utilization of social media platforms' indicated a high level of agreement to the ways digital media literacy influences choice of social media platforms, thereby answering research question 3.

Hypotheses testing

Hypothesis One

H_0: Digital media literacy skill does not influence the choice of contents on social media platforms among postgraduate students in Kwara State.

Table 1:
Correlations

			DML	CC
Spearman's rho	DML	Correlation Coefficient	1.000	.726**
		Sig. (2-tailed)	.	.021
		N	354	354
	CC	Correlation Coefficient	.726**	1.000
		Sig. (2-tailed)	.021	.
		N	354	354

Spearman's correlation was used to test the null hypothesis. The Spearman's correlation showed that the significance level was 0.021 which is less than 0.05 significance level. This means the correlation between the digital media literacy (DML) skill and the choice of contents (CC) on social media platforms is very significant. Similarly, the correlation coefficient between DML and CC is 0.726. The coefficient indicates that if the DML skill is high, the CC will also increase.

Therefore, the null hypothesis that "Digital media literacy skill does not influence the choice of contents on social media platforms" is not true and is rejected. Therefore, the alternative hypothesis is upheld. There is correlation between digital media literacy and choice of contents on social media platforms.

Hypothesis Two

H_0: Digital media literacy skill does not influence the choice of popular social media platforms among postgraduate students in Kwara State.

Table 2:
Correlations

			DML	CP
Spearman's rho	DML	Correlation Coefficient	1.000	.069**
		Sig. (2-tailed)	.	.193
		N	354	354
	CP	Correlation Coefficient	.069**	1.000
		Sig. (2-tailed)	.193	.
		N	354	354

The results of the second null hypothesis are presented in the second correlation table above. The table ascertained whether the digital media literacy skill will influence the choice of popular

social media platforms among postgraduate students in Kwara State or not. Spearman's correlation indicated a significance level of 0.069, which is more than 0.05 significance level. This means the correlation between the digital media literacy and choice of popular social media platforms was not very significant.

Similarly, the correlation coefficient between the digital media literacy and choice of popular social media platforms was 0.193. The coefficient indicates that if the digital media literacy skill increase, it will not lead to increase in the choice of popular social media among the postgraduate students of universities in Kwara State. Therefore, the null hypothesis that "digital media literacy skill does not influence the choice of popular social media platforms among postgraduate students in Kwara State" is true and is hereby accepted. Digital media literacy skills do not determine the choice of popular social media platforms among the postgraduate students.

Discussion

Findings reveal that there is a very high level of digital media literacy among postgraduate students of universities in Kwara State that has enabled them to use social media platforms optimally. The high media literacy has created situations where postgraduate students of universities in Kwara State are applying it in the utilization of social media platforms. The postgraduate students possess the knowledge, skills and attitudes necessary to participate effectively in communication and information transactions on social media, as argued by Culver and Grizzle (2017). It is the opinion of Kozdras, Joseph and Kozdras (2015), Chilsen (2015) and Atar (2019) that for someone to be considered a digital media literate, he or she must be able to create texts using digital technology. The findings of this study have established the fact that not only do the postgraduate students know about the social media platforms; they know how to use them create texts with and on them. This means that the postgraduate students apply their digital media literacy in their usage of social media platforms.

The findings of the study corroborate that of other scholars on the subject matter. For instance, the findings agree with Papaioannou's (2012) study where the author found that majority of the students (respondents) have the technical skills to use a number of basic applications on Facebook, while few of them have the knowledge of advanced production skill. Perhaps, what the findings established here show that the academic and professional levels of the postgraduate students in Kwara State may have been responsible for this high digital media literacy and social media utilization. This is because when Folarin, Ganiyu and Ogunrinde (2019) conducted a similar study using teenagers in selected secondary schools in Ogun State, the outcome was different. The authors found that media literacy among the students was very low, while media consumption was very high. Therefore, professional and academic levels are twin factors that are responsible for the outcomes of this study. When young people attain certain stages of their lives, not only that their digital media literacy will increase, they will be able to bring it to bear on their engagements on social media platforms. It found further that there is correlation between digital media literacy and choice of contents on social media platforms.

In specific terms, however, the key findings deduced from the study were:

1. There is a very high level of digital media literacy among postgraduate students of universities in Kwara State in utilizing social media platforms.
2. The correlation between digital media literacy (DML) skill and the choice of contents (CC) on social media platforms is very significant.
3. There is correlation between digital media literacy and choice of contents on social media platforms, as the coefficient indicated that if digital media literacy skill is high, the choice of contents will also increase.
4. Digital media literacy skills do not determine the choice of popular social media platforms among the postgraduate students.

Conclusion

The proliferation of digital media technologies, especially social media platforms, requires that users possess the needed digital literacy skills for effective applicability in human endeavours. Digital media literacy minimizes the attendant negative effects of social media on one hand, while maximizing its benefits. The study concludes on the note that postgraduate students in universities in Kwara State possess a very high level of digital media literacy which has enabled them to use social media platforms effectively. The twin factors of professional and academic levels were mostly responsible for the outcome of the study. When people attain certain stages of their lives, not only do their digital media literacy increase, but they will be able to bring it to bear on

their social media engagements. The study, therefore, concluded that digital media literacy influences choice of social media contents. And it further reinforces the thrust of Uses and Gratification debates that media consumption and exploration is about media utility; what the audience do with the media and not what the media do with audiences. Digital media literacy skills have been identified as a major force in the optimal utility of the media by media audiences.

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