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`DIGITAL LITERACY SKILLS AND USE OF SOCIAL MEDIA AMONG REGISTRY STAFF IN NIGERIAN UNIVERSITIES

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Abstract

The study investigated digital literacy skill and use of social media among registry staff in selected universities in South-West, Nigeria. The study adopted the survey research design of the ex-post-facto type while questionnaire was used as the instrument of data collection. Five hundred copies of questionnaire were administered to the respondents out of which 354 were returned with useful and useable responses. Findings from the study revealed a high level of digital literacy skill among the registry staff in the selected universities. The major social media sites regularly used by the registry staff are Twitter, Facebook and LinkedIn while e-mail, text, audio, video and images were the most regularly used tools. The major purposes of use of social media by the registry staff are for supporting research of academic and professional colleagues, attending workshops, seminars and conferences as well as for communication with students and school clients. Other purposes include communicating with other universities, sharing files, documents photos and videos on behalf of the university and calling for meetings within and outside the university as well as recruitment of staff. The study recommended that universities should facilitate training to improve digital literacy skill and use of social media by the registry staff and encourage transiting from analogue communication to digital because of application of information and communication technology to encourage registry staff to incorporate use of new communication and social media. Also, universities in Nigeria are encouraged to develop institutional ICT policy needed to upgrade digital literacy skill of registry staff. Periodic training will enhance effective application of social media.

Keywords: *Digital literacy skill, Use of social media, Universities in south-west in Nigeria.*

Introduction

The registry staff in Nigerian universities provides core administrative and support services for the smooth running of the administration of the universities which is aimed at achieving the university goals. Hence, the registry can be considered as the nerve centre of the universities with the responsibility of managing university records as well as keeping university records and coordinating administrative activities of the university. The roles of the registry staff include policy formulation and implementation, staff recruitment, recording of proceedings at meetings, management of staff and students' and provision of administrative services to Colleges, Faculties and other subsystems within the university community, among others. According to Okebukola (2017) the registry provides valuable secretarial services to the Governing Council and its Committees, Senate and other major Committees of the University, hence its role is considered crucial to the attainment of the much cherished and lofty ideal of academic excellence by the university.

A management scholar, Rebore (2012) described them as organisers, delegators, coordinators, evaluators as well as trainers. According to Rebore the registry staff bring about a creative integration of diverse groups in the university as well as manage internal and external affairs of the university. As a result of the roles and responsibilities performed by the registry staff of the Nigerian universities, the survival of university administration lies with the registry and administrative staff are crucial to the networking of interrelated subsystems that exist in the university (Rebore, 2012; Okebukola, 2017).

Social media and its applications influence the way people get connected, produce, consume and disseminate information in the online environment. It has been documented that the emergence of social media tools and sites has prevailed over traditional media of communication such as face-to-face meetings/contacts, newsletter, etcetera and offer a two-way discussion or communication. Social media offer participatory and collaborating communication allowing individuals to generate content from one to many, many-to-many and gain wider use. Participation and exchange of information between individual and groups form major activities achieved through social media (Mohammed and Suleiman, 2013). With social media, individuals can become information creators or producers and not mere consumers of information and knowledge as it is in the case of traditional media. This pre-supposes that social media now empower people using its multimedia components (visual, text and sound) to communicate and share information easily on the web, which was hitherto impossible prior to the advent of social media. Though social media is a new tool, it is widely used and increasingly adding value to the conventional form of communication because of its interactive, collaborative, user-driven and multimedia nature.

There is a growing demand by public organisations including universities to engage social media and its application because it promotes transparency in government and improves internal processes. The presence of social media in public sector in Nigeria was affirmed by Opeke and Onua (2011) that social media use is evident in both developed and developing countries among organisations such as universities, professional associations and other sectors of the economy. With this development, social media have opened new modes of communication and knowledge gathering, creating new opportunities and accelerating decision making in case of university registry staff through opinions generated by members

of the community. The knowledge and use of social media in the case of the university registry staff would reduce internal communication cost, promote smooth and speedy exchange of information. The staff would also, in the process, become active communicators, collaborators and creators of contents.

By the nature of registry activities, the staff can be likened to one of the crucial pillars on which the university building structure rests. Ironically, it is an established fact that they operate mostly behind the scene to be seen but hardly heard. This may justify why research efforts on the registry staff is scanty. It has been argued that social media promote digital literacy because to succeed and remain competitive in today's world, acquisition of digital and media literacy skills through knowledge and use of social media are not only desirable in university administration but essential for both personal and professional development.

Digital literacy skill is the ability to understand and properly use and evaluate information using a variety of digital devices such as smart phones, laptops, desktop computers and internet-enable services and apply it to all areas of life (Maharana and Mishira, 2007). It is also the ability to use digital devices appropriately to process and retrieve information, understand how web works, participate in social networks for creation and sharing of knowledge and a wide range of professional skills. For a registry staff in the university to become a productive worker must be able to successfully navigate the information environment with confidence, therefore media literacy skill is inevitable. A registry staff who is media literate is expected to be able to operate computers and other communication devices and navigate the Internet effectively to cope with large information, evaluate the reliability of the information and to critically assess social media tool to use and understand any form of these media to solve problems and to make informed decisions (Graham, 2016). A media literate university registry staff should have knowledge of the appropriate tools relevant to their needs and purposes. This affirms the position of Levy (2012) that digital literacy is essential for workers to advance in their areas of calling. Levy explained that digital and media literacy are vital skills required in accessing, creating knowledge and sharing information using a variety of media formats. It is necessary for the success of universities and their registry staff because it would enhance effective horizontal and vertical information flow, information dissemination from superior to subordinate and vice-versa and among colleagues at the workplace.

This research is conceived with a belief that transition from manual and analogue to digital has changed the skills required of registry staff and it is essential that staff possess basic digital skill to adapt social media to ease communication and information sharing.
Registry constitutes an important arm of university administration. The staff are responsible for planning, organising and coordinating the day-to-day administration of the system to ensure the smooth operations of the university. In all the administrative duties, timely information flow and effective communication are considered highly important for prompt, effective and efficient implementation of policies. Preliminary observations revealed that Nigeria university registry staff employed traditional or manual communication strategies such as face-to-face meeting, news bulletin, memos and circulars to disseminate information thereby generating a lot of paper work over the years. It has been generally observed that these methods of communication are not only declining and old fashioned but are being

criticised for causing delay in feedback and action resulting in communication gaps and bureaucratic bottle necks as well as waste of time and cost ineffectiveness.

Advancement in information and communication technology facilities and in recent times social media coupled with communication devices are reshaping and complimenting the old way of communication and interaction among individuals and organisations transforming the old method using digital devices to provide effective and enhance communication. However, in spite of the new media and alternative means of communication, preliminary investigation established that inability to use social media and lack of possession of relevant digital literacy skill by registry staff effectively could have negative effect on their operations and activities. The question then is, do registry staff have the digital skill to use social media? What is the extent of use of social media in their registry tasks? For what purposes do registry staff use social media in their operation and activities? Therefore, the research questions posed and answered by this study were:

1. What is the level of digital literacy skills among registry staff to aid use of social media in selected universities in Nigeria?
2. What are the purposes of use of social media by registry staff in selected universities in Nigeria?
3. What is the frequency of use of social media among registry staff in selected universities in Nigeria?

Literature Review

Digital literacy skill of registry staff in Nigerian universities

The concept of digital literacy has received many definitions by many individual authors and universities. According to Cornel University (2015) digital literacy is the ability to find, evaluate, utilise, share and create content using information technologies and the Internet. In another definition, digital literacy connotes ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. It is also the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers or any digital device. Thus, digital literacy refers to the skills required to achieve digital competence, the confidence and critical use of information and communication technology (ICT) for work, leisure, learning and communication (ELINET, 2016). Digital literacy has become one of the important skills in the 21st century. This is because technology is transforming how people work, live and entertain themselves. Elegbede (2015) noted that most of the gadgets and devices are often under-utilised largely due to low level of digital literacy. This suggests a need to acquire skills to put the devices to effective use. Effective use of skills in the place of work is a key to productivity and proficiency developed through training or experience (Lauby, 2013). Osterman (2012) remarked that regardless of one's status, whether employed or approaching retirement, it is necessary to have some digital skills to communicate and to perform administrative or educational or personal tasks.

In the 21st century environment, digital skill is invaluable because basic skills of reading, writing and doing arithmetic have been enlarged owing to advancement in modern technology affecting all areas of endeavour. According to Australian Communications and Media Authority (2009) and Park (2012) digital skills are capabilities needed to create and participate effectively in the digital age. Digital literacy involves a set of skills. Warshauer and Matuchaiak (2010) highlighted three skill sets required by the workforce to be digitally

literate. These include knowledge of information, media and technology, learning and innovation, life and career skills to make a workforce competent in the digital age.

Elegbede (2015) identified five core areas of digital skills to be developed in the digital age to include information management, communication, commerce, problem solving and creation. According to Elegbede information management skill helps workforce to recognise sources and credibility of information as well as to create and upload. Communication skill is the ability to understand and communicate using a variety of digital devices including mobile phones to reach out to wider audience. Other skills are commerce, problem-solving and creation. For commerce, this skill is required for various online business transactions such as online-shopping, e-payment, e-government services and e-registration. Problem-solving skill as the name indicates enables individuals and organisations to solve communication problems using right digital tools to find solution while the skill to create enables individuals to be creative in generation and distribution of knowledge. Creation skill involves ability to post and upload pictures, video content and post document. These skills are categorised into two: skills required for using computers and information technological tools and skills for using the internet and computer communication networks involving retrieving data effectively, networking skills and Web 2.0 skills (Anyaoku, 2012). Elegbede opined that possession of the right skills would afford Nigeria university registry staff the opportunity to find, manage and store digital information and content safely as well as reduce the burden of unnecessary registry tasks and cost in case of Nigeria university systems.

Nigerian university registry staff needs training to update their digital skills. The implication is that the skill would not only guarantee effective participation but would enhance greater access to government services. The skills are the cornerstone for a functional employee who wants to survive in a digital environment because the skills will enable people to use digital media to solve problems and develop a competitive workforce (Gibbs, 2008; Digital Inclusion Survey, 2013). In addition, digital literacy skills would enhance economic status and career progression of Nigerian University's registry staff.

Use of social media by registry staff of the Nigerian Universities

The rate at which social media is changing how organisations and individuals operate and handle their communication is unprecedented. This is because work processes are becoming complex and no individual can work in a vacuum. Hence, social media has become a growing phenomenon and its use is gaining wide acceptability in organisations including universities (Treem and Leornard, 2013). The authors noted that the area of increasing adoption is where managers are optimistic the new media will improve organisational processes. Social media are predominantly used for communication, collaboration and entertainment they include blogs, micro-blogs, wikis and social media sites such as Facebook, Twitter, LinkedIn, WhatsApp, According to Adzovie, Nyieku and Keku (2017) universities are using social media to reach and to spread news of their activities because of its influence on how information is obtained and exchanged. With this new media, no organization can function effectively without application of information and communication technology in their daily communication. This implies that social media improves interaction and enhances speedy communication. In addition, social media transform communication and is changing the old

method of sender-messenger-channel-receiver model of internal communication (Badea,2014).

Studies have confirmed that social media has redefined human interaction and communication and is becoming a part of human daily lives because it is participatory in nature and cost effective unlike the traditional media and can be deployed quickly. Onyebuchi (2009); Tyagi (2012) examined the adoption and use of social media by academic staff and students. Ezeani (2010); Olasina (2010); Opeke and Onuah (2011); Anim (2013) and Enobakhare (2013) attested to the adoption, use and impact of social media among professional groups and educationists. Majority of recent studies are exploring reasons for the use of social media in public administration. Heinomen (2013) examined the activities users perform in social media and social media sites. She stated that motives for activities include information, conveniences, social connection, self-actualisation and entertainment. This implies that users are motivated to use social media based on users' needs and satisfaction to derive from it.

Social media is significantly influencing virtually all aspects of lives and deeply entered the workplace with a substantial number of people using the tools as part of their daily habit for both work and leisure (Burkhardt, 2010). Adesina and Akadiri (2012) affirmed that many teachers and staff in universities are adopting and using social media tools both in the university environment and workplace. Treem and Leornadi (2013) also stated that social media add important effect to organisational communication because they afford new behaviour that was hitherto impossible to achieve before the innovative technology in the workplace. It is also noted that the use of social media has a positive impact on employee productivity, through communication and effective collaboration.

In university administration, Wankel and Wankel, (2011) stated that social media will encourage employees in universities to become members of a well-recognized university community thereby transforming the collegiate life environment. They stated that social media has brought a new wave of innovation and opportunities to administrators across university campuses influencing a better way of achieving institutional goals. They also noted that the presence of technology has transformed registry task by creating new forms of interpersonal communication. Merril (2011) stated that social media are integrated into recruiting and outreach activities across United States Universities. Richmond, Rochefort and Hitch (2011) stated that higher education professional use social media sites to manage their careers development through individuals' communication and interaction and to gather information and feedback. Lampe, Vitak, Gray and Ellison, (2007) investigated perception of 614 staff in a large university on the use of Facebook and found that nearly 92 percent adult staff used it to fulfil their information needs. Miller (2009) noted that social media augment existing face-to-face meeting because organisations are adopting them to increase their level of communication. Lardinois (2008) in his study reported that 93 percent of American universities and companies used social networks, 85 percent used them to interact with consumers and 56 percent consumers believed that a university and organisations using social media would offer better services by interacting with them on social networks.

Employees using wiki to manage information and the open nature of social media encouraged informal collaboration and supported knowledge acquisition among workers (Kosonen and Kianto, 2009). Helsper and Gerber (2009) reported that 85 percent respondents used email, desktop computers, internet and organisation intranet while 12 percent of respondents had

access to social media sites such as Facebook and 13 percent had access to blogs. In the Nigerian university setting, the registry staff can use appropriate social media to facilitate access to information within faculties, colleges and the registry to reach out to all stakeholders within the university in a way that will enhance efficiency, effectiveness and in turn lead to successful attainment of university goals. Zande (2010) investigated motivation of employees on the use of social media in work places. The study found that 20.4 percent of actual use and 42.7 percent of intended use are motivated by information, social interaction, personal identity, entertainment and knowledge sharing. The study concluded that using social media for work purpose contribute positively to knowledge gathering.
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Digital literacy skills and use of social media among registry staff

MacArthur Institute (2010) in a study of digital literacy stated that ability to use technology is crucial for understanding information communicated through social media. International Federation of Library Association, IFLA (2010) also recognised the significance of digital literacy as a basic human right in the digital world because it promotes social inclusion. The work environment is changing because of the prevalence of social media use modifying everyday communication occurring internally and externally through interactive process between individuals and organisation (Reitz, 2012). More importantly, the skills are needed by employees to function effectively for economic, social and personal development. Pew research conducted by Purcell and Rainie (2014)'s finding showed that 87% of online adults signified that the internet and cell phones made them better informed than five years ago; 81% respondents claimed that access to the internet and cell phones increased their awareness about products and services; 72% internet users preferred having much information while 26% felt overloaded with information. Itsekor and James (2011) found out that white collar jobs are increasingly done on computer or portable devices and many jobs require a working knowledge of computers, Internet and social media to perform basic functions.

In Nigeria, it has been reported that social media hold a significant position in business and organisations. Akiode (2015) revealed that social media are used because they are fast and promote products and services, strengthen relationship among employees and facilitate collaboration. As Hobb (2010) noted, most Americans live in connected homes with broadband Internet access, diverse TV channels and mobile phones dominating the information landscape. According to Pew Research Centre (2016) Americans use social media to seek out information and interaction, to obtain news and to navigate complex private issues. Hobb stated that every employee deals with computer but the ability to navigate online functions such as email is not only a job requirement but a life requirement. The study found that employees of age 55 and older not only have access to the Internet but also use the web and have email accounts. He further revealed that 90% United Kingdom jobs require some level of digital literacy. A survey, Gupta and Ndahi (2002) reported that 22% adult population entering the labour market possess appropriate digital literacy skills that are required for 60% of the new jobs. Justifying the necessity for digital literacy in today's job, McArthur (2010) reported his recent finding that 96% of working Americans use social media for communication as part of their daily life, 62% used internet for job related activities and concluded that jobs grew by 26%.

Similar studies in other parts of the globe lent credence to the reports that there is low digital literacy level among professionals (Safahieh and Asemi, 2008; Matthew and Baby, 2012).

NOVA Workforce Development (2012) pointed out that over 20% of Americans lack basic digital literacy skills but predicted that in the next ten years, almost 80 percent of US jobs will require workers to know how to use a computer, search the Internet and communicate using social media. NOVA recommended the need to expand workers' access to digital literacy training to promote access by workers to job requiring ICT skills and adopt digital literacy policy.

Research Methodology

The study adopted survey research design. The population for the study comprised of all the 500 registry staff in the 6 selected universities in south-west, Nigeria. The selected universities for this study are the University of Ibadan, University of Lagos, Obafemi Awolowo University, Ile-Ife, Federal University of Agriculture, Abeokuta, Federal University of Technology, Akure and Federal University, Oye-Ekiti. The social media tools considered for this study include email, text, audio, video, images, blogs, podcasts and instant messaging while social media sites investigated are Facebook, Twitter, LinkedIn, Myspace, WhatsApp, Google plus, Online Professional Group, Flicker and Skype. The digital literacy skill examined includes ability to find, create, use and evaluate digital information. Due to the fact that the population of the registry staff was not large, the total enumeration or census method was used to include all the 500 registry staff as participants in the study. A questionnaire was used as the instrument of data collection for this study. The instrument which was tagged "Digital Literacy Skills and Use of Social Media Questionnaire" (DLSUSMQ) was developed by the researcher and comprised of 3 sections.

Section A focuses on demographic information such as name of the Institution, department/units/divisions, age, gender, marital status, work experience, academic qualification and salary grade level (optional). This section consists 8 items. Section B focusses on Use of Social Media and comprised of 2 sub-sections. The first part is designed to gather data on the purpose of the use of social media by respondents. It comprises of 18 items measured on a 4-point likert scale format of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1 while the second part was designed to measure the frequency of the use of social media and comprises of 20 items on 4-point likert scale of daily, monthly, weekly and yearly. Section C focusses on Digital Literacy Skill was designed to measure four digital literacy skills of respondents. It contains 22 items and measured using a 4-point likert scale of Very High=4, High=3, Low=2 and Very Low=1. The instrument was validated by experts in library and information science . Corrections were made to the questionnaire based on their suggestions and recommendation and the questionnaire was trial tested on 30 registry staff of University of Ilorin, Kwara State, Nigeria who were not part of the study. The analysis of the study yielded a reliability of 0.81.

The descriptive statistics of frequency counts, percentages, mean and standard deviation were used in answering the research questions set for the study. Out of a total of 500 copies of the questionnaire administered on the respondents, 354 were retrieved which represent 70.8% response rate. This was considered adequate for this study.

Results

The demography information of the respondents showed that majority of the respondents 285 (75.3%) were between 31 and 50 years while only 36 (10.2%) respondents were between 21-30 years which suggests that the majority of the workforce was in their middle age and can

contribute effectively to the development of the universities in general administration. The gender distribution revealed that there are more female 194 (54.8%) than male 160 (45.2%) among the respondents while the results of analysis on marital status of respondents showed that there were more married 316 (89.3%) than single 35 (9.9%) among the respondents. Also, results on work experience revealed that majority 148 (41.8%) had between 6-10 years' experience while only 29 (8.2%) had above 20 years' work experience. The results on the educational qualifications of the respondents revealed that 154 (43.5%) possessed B.A/B.Sc., 193 (54.5%) possessed Master's degrees while only 7 (2%) possessed Ph.D.

Research Question 1: What are the purposes of use of social media by registry staff in the selected universities in South-West Nigeria?

Table 1: **Purposes of use of social media by registry staff in selected universities in the South-West, Nigeria**.

S/N	Purposes	SA	A	D	SD	Mean	S.D.
1	Support research of academic colleagues within the university	200 56.5%	98 27.7%	36 10.2%	20 5.6%	3.55	.80
2	Attend or organize workshop seminars, conference as an administrator	141 39.8%	152 42.9%	39 11.0%	22 6.2%	3.35	.88
3	communicate with students	150 42.4%	165 46.6%	26 7.3%	13 3.7%	3.34	.77
4	Communicate with school clients	127 35.9%	141 39.8%	54 15.3%	32 9.0%	3.28	.75
5	Get feedback	139 39.3%	157 44.4%	30 8.5%	28 7.9%	3.27	.81
6	Knowledge sharing among colleagues	158 44.6%	150 42.4%	28 7.9%	18 5.1%	3.25	.86
7	Communicate with other universities	160 45.2%	129 36.4%	40 11.3%	25 7.1%	3.23	.89
8	Share file, photo and video on behalf of the university	113 31.9%	141 39.8%	70 19.8%	30 8.5%	3.20	.90
9	Call for meetings within and outside the university	124 35.0%	152 42.9%	60 16.9%	18 5.1%	3.16	.86
10	Recruit staff	111 31.4%	123 34.7%	69 19.5%	51 14.4%	3.15	.88
11	Disseminate minutes of meetings and reports	116 32.8%	164 46.3%	60 16.9%	14 4.0%	3.08	.85
12	Communicate with colleagues	173 48.9%	139 39.3%	31 8.8%	11 3.1%	3.08	.81
13	Communicate with family	170 48.0%	116 32.8%	47 13.3%	21 5.9%	3.03	.94
14	Network with friends	167 47.2%	127 35.9%	42 11.9%	18 5.1%	2.95	.93
15	Linking up with professional colleagues	106 29.9%	131 37.0%	40 11.3%	77 21.8%	2.83	1.03
16	Banking and paying bills on behalf of university	100 28.2%	119 33.6%	58 16.4%	77 21.8%	2.75	1.11
17	Help monitor students' enrolment	77 21.8%	126 35.6%	45 12.7%	106 29.9%	2.68	1.10
18	Update my knowledge on current information or news about the university	246 69.5%	74 20.9%	17 4.8%	17 4.8%	2.52	1.05
	N = 354	Weighted Mean ($\bar{\chi}$) = 3.09					

The respondents were asked to indicate the level of their agreement with each statement on purpose for which social media were used. The result showed that majority of the respondents attested to the use of social media to support research of academic colleagues within the university (298, 84.2%; $\bar{\chi}$ = 3.55), to attend or organise workshops, seminars and conferences as an administrator (263, 82.7%; $\bar{\chi}$ = 3.35) and to communicate with students (268, 75.7%; $\bar{\chi}$ = 3.54) as ranking highest among the purposes for which they use social media. On the contrary, the respondents affirmed use of social media for banking and paying bills on behalf of university (219, 61.8%; $\bar{\chi}$ = 2.75), help monitor students' enrolment (203, 57.4%; $\bar{\chi}$ = 2.68) and update their knowledge on information or news about the university (320, 90.4%; $\bar{\chi}$ = 2.52) as ranking lowest. Using the weighted mean of 3.09 as benchmark to determine purposes of using social media by the registry staff, it could be inferred that major purpose of using social media was to support research of academic colleagues, attend or organise workshops, seminars and conferences, communicating with students, communicating with school clients, getting feedback, and knowledge sharing among colleagues. Other purposes include communicating with other universities, sharing files, photos and videos on behalf of the university, calling for meetings within and outside the university and recruitment of staff.

Research question 2: What is the frequency of use of social media among registry staff in selected universities in South-West, Nigeria?

Table 2**: Frequency of use of social media tools by registry staff in selected universities in South-West Nigeria**

S/N	Social Media Tools	Yearly	Monthly	Weekly	Daily	Mean	S.D.
1	Audio	90 25.4%	115 32.5%	72 21.8%	77 20.3%	3.35	.86
2	Text	18 5.1%	37 10.5%	101 28.5%	198 55.9%	3.31	.94
3	Blogs	159 44.9%	94 26.6%	65 18.4%	36 10.2%	2.52	1.16
4	E-mail	21 5.9%	54 15.3%	75 21.2%	204 57.6%	2.49	1.13
5	Video	114 32.2%	76 21.5%	91 25.7%	73 20.6%	2.37	1.07
6	Instant Messaging	101 28.5%	61 17.2%	99 28.0%	93 26.3%	2.35	1.13
7	Podcast	178 50.3%	76 21.5%	64 18.1%	36 10.2%	1.94	1.02
8	Images	89 25.1%	56 15.8%	80 22.6%	129 36.4%	1.88	1.04
N = 354		Weighted Mean ($\bar{\chi}$) = 2.57					

The respondents were asked to identify the frequency with which social media tools were used. The response categories were "yearly" "monthly" "weekly" and "daily". The result showed that use of audio facilities on social media was ranked highest by the respondents ($\bar{\chi}$ =3.35) followed by text ($\bar{\chi}$=3.31) while images, podcast and instant messaging were ranked lowest among the social media tools being frequently used by the respondents. frequently used with ($\bar{\chi}$=2.35), ($\bar{\chi}$=1.94) and ($\bar{\chi}$=1.88) respectively. Using the overall weighted mean of 2.57 as the benchmark for frequency of use of social media tools, it could be inferred that

audio and text were social media tools frequently used by the registry staff in selected universities in the South West Nigeria.

Table 3: **Frequency use of social media sites by the registry staff in federal universities in South-West, Nigeria**.

SN	Social Media Sites	Yearly	Monthly	Weekly	Daily	Mean	S.D.
1	Twitter	120 33.9%	77 21.8%	48 13.6%	109 30.8%	2.75	1.24
2	Facebook	148 41.8%	61 17.2%	53 15.0%	92 26.0%	2.70	1.20
3	Wikis	50 14.1%	81 22.9%	61 17.2%	162 45.8%	2.62	1.12
4	LinkedIn	74 20.9%	56 15.8%	94 26.6%	130 36.7%	2.59	1.15
5	Blackberry messenger (BBM)	94 26.6%	76 21.5%	35 9.9%	149 42.1%	2.32	1.26
6	WhatsApp	124 35.0%	70 19.8%	60 16.9%	100 28.2%	2.24	1.23
7	My Space	58 16.4%	42 11.9%	90 25.4%	164 46.3%	2.21	1.11
8	YouTube	85 24.0%	74 20.9%	65 18.4%	130 36.7%	2.08	1.20
9	Online Professional Group	39 11.0%	87 24.6%	62 17.5%	166 46.9%	2.05	1.08
10	Skype	45 12.7%	78 22.0%	79 22.3%	152 42.9%	2.05	1.08
11	Flicker	55 15.5%	85 24.0%	47 13.3%	167 47.2%	2.00	1.15
12	Google Plus	74 20.9%	61 17.2%	95 26.8%	124 35.0%	1.98	1.14
N = 354		Weighted Mean ($\bar{\chi}$) = 2.30					

The respondents were asked about their frequency of use of social media sites. Using the benchmark of 2.30, the result showed that majority of the respondents used Twitter ($\bar{\chi}$ = 2.75), followed by Facebook ($\bar{\chi}$=2.70), wikis ($\bar{\chi}$=2.62) and Linkedln ($\bar{\chi}$=2.59). On the other hand, few respondents among the registry staff used skype ($\bar{\chi}$=2.05), Flicker ($\bar{\chi}$=2.00) and Google plus ($\bar{\chi}$=1.14). This implies that twitter, facebook, wikis and linkedln are the most frequently used social media sites by the registry staff in universities in Nigeria. Considering the weighted mean of 2.30 which is less than the criterion mean of 2.50 set for regular use of social media sites, it can be deduced that registry staff in Nigerian universities do not make regular use of social media sites in their operations and activities. The lack of regular use of social media sites by the registry staff can be said to prevalent among registry staff in universities in Nigeria.

Research question 3: What is the level of digital literacy skill possessed by registry staff in selected universities in South West Nigeria?

Table 4: **Level of digital literacy skill possessed by the registry staff in selected universities in South-West, Nigeria**.

	SKILL	VL	Low	High	VH	Mean	S.D.
	Use of digital information						
1.	I can use computer/communication device using office application	14 4.0%	21 5.9%	138 39.0%	181 51.1%	3.37	.77
2	I can use common mobile communication devices easily	19 5.4%	31 8.8%	105 29.7%	199 56.2%	3.37	.86
3	I can use internet to find information relevant to my work	18 5.1%	25 7.1%	138 39.0%	173 48.9%	3.32	.82
4	I use media tools in online participation	26 7.3%	31 8.8%	139 39.3%	158 44.6%	3.21	.89
5	I use information critically to solve problem	23 6.5%	48 13.6%	121 34.2%	162 45.8%	3.19	.90
6	I can communicate through e-mail using smart phones, iPad and tablet	46 13.0%	23 6.5%	121 34.2%	164 46.3%	3.14	1.02
		N=354 Criterion Mean ($\overline{\chi}$ =2.50)			Weighted Mean ($\overline{\chi}$ =3.27)		
	Create digital information						
7	I can write document for private use	19 5.4%	21 5.9%	144 40.7%	170 48.0%	3.31	.81
8	I can browse confidently using any digital tools to effectively communicate a message	31 8.8%	23 6.5%	120 33.9%	180 50.8%	3.27	.92
9	I can add comments to a web page, forum or blog entry	14 4.0%	43 12.1%	133 37.6%	164 46.3%	3.26	.82
10	I can manage online discussion	16 4.5%	31 8.8%	155 43.8%	152 42.9%	3.25	.80
11	I can share audio and/or video online confidently	23 6.5%	30 8.5%	140 39.5%	161 45.5%	3.24	.86
12	I can open and store information	29 8.2%	32 9.0%	129 36.4%	164 46.3%	3.21	.92
13	I can type/word process	24 6.8%	52 14.7%	124 35.0%	154 43.5%	3.15	.91
		N=354 Criterion Mean ($\overline{\chi}$ = 2.50)			Weighted Mean ($\overline{\chi}$ =3.24)		
	Finding digital information						
14	I can read documents on screen	23 6.5%	32 9.0%	81 22.9%	218 61.6%	3.40	.90
15	I can bookmark a web page	29 8.2%	35 9.9%	84 23.7%	206 58.2%	3.32	.95
16	I can determine information I need	50 14.1%	31 8.8%	68 19.2%	205 57.9%	3.21	1.09
17	I can identify potential source of information when using social media	30 8.5%	54 15.3%	115 32.5%	155 43.8%	3.12	.96
18	I can integrate information into new knowledge when using social media tools/sites	28 7.9%	55 15.5%	126 35.6%	145 41.0%	3.10	.94
		N=354 Criterion Mean ($\overline{\chi}$ =2.50)			Weighted Mean ($\overline{\chi}$ =3.23)		
	Evaluate digital information						
19	I can assess online information to determine its reliability/trustworthiness	33 9.3%	49 13.8%	145 41.0%	127 35.9%	3.44	.80
20	I can apply all skills for internet surfing, search webpage	25 7.1%	41 11.6%	131 37.0%	157 44.4%	3.03	.94
21	I can share files legally with others	39 11.0%	45 12.7%	158 44.6%	112 31.6%	3.03	.93
22	I am aware of issues on cyber safety	39 11.0%	34 9.6%	159 44.9%	122 34.5%	2.97	.94

		N=354 Criterion Mean ($\bar{\chi}$ =2.50)	Weighted Mean ($\bar{\chi}$ =3.12)

Key: 1= Very low, 2=Low, 3=High, 4=Very high

The respondents were asked to rate their level of digital literacy skills using a four-points likert scale classified into Very low (1), Low 2, High 3 and Very high (4) was used to assess digital literacy skills: 'finding digital information skill'', "creating digital information skills," "Use of digital information skill" and "evaluation of digital information skill". The results of the data collected on each of the indicators were presented in the Table 4 for finding digital information skill. The result showed that majority of the respondents' could read documents on the screen ($\bar{\chi}$ =3.40) and they could bookmark a webpage ($\bar{\chi}$ =3.32). The lowest indicated skills within the "finding digital information" as indicated by the respondents is the integration of information into new knowledge when using social media tools and sites ($\bar{\chi}$ =3.10). Overall, since the weighted mean of 3.27 is greater than the criterion mean of 2.50 set for high level of skill in finding digital information, it can be deduced that registry staff in the selected universities in south west, Nigeria are highly skilled in finding digital information. Also, in determining the level of skill possessed by the respondents in creating digital information, the results revealed that possession of skill in writing documents for private use ($\bar{\chi}$ =3.31) followed by their skill to browse confidently using any digital device to effectively communicate a message ($\bar{\chi}$ = 3.27) and their skill to add comments to a web forum or blog entry ($\bar{\chi}$ = 3.26) ranked highest while the lowest indicated skill on creating digital information include skill to open and store information ($\bar{\chi}$ = 3.21) and skill to type or do word processing ($\bar{\chi}$ = 3.15). Using the weighted mean of 3.24 as benchmark to determine the level of digital skill to create information which is greater than the criterion mean, it can be deduced that the respondents have high level of skill in creating digital information. The implication to be drawn from the above results is that registry staff in the selected universities in South-West, Nigeria possessed high level skill of creating digital information.

The respondents were asked to rate their ability to use digital information. The result revealed that respondents' ability to use computer/communication device using office application ($\bar{\chi}$ = 3.37); followed by skill to use common mobile communication devices easily ($\bar{\chi}$ = 3.37) and skill to use internet to find information ($\bar{\chi}$ =3.32) ranked highest while skill to use information critically to solve problem ($\bar{\chi}$ =3.19) and skill to communicate through e-mail using smart phones, iPad and tablet ($\bar{\chi}$ =3.14) ranked lowest. Consequently, with a weighted mean of 3.27 which is greater than the criterion mean of 2.50 set as benchmark for high level of ability to use digital information, it can be implied that registry staff in selected universities in south-west, Nigeria are highly skilled in the use of digital information. The respondents were asked to assess their level of skill in evaluating information. Table 4.9 also shows that the respondents indicated that they could access online information and determine its reliability /trustworthiness ($\bar{\chi}$ =3.44) and also that they could apply all skills for internet surfing, search webpage ($\bar{\chi}$ =3.03). The result revealed that few respondents indicated they are aware of issues on cyber safety ($\bar{\chi}$ =2.97). Overall, it could be inferred that the registry staff in the federal universities in the South-West, Nigeria possessed high digital literacy as shown in table 4.9 with the skill in the use of digital information ($\bar{\chi}$ =3.27) ranking highest, followed by skills in creating digital information ($\bar{\chi}$ =3.24) and finding digital information ($\bar{\chi}$ =3.23) while skill in evaluating information ($\bar{\chi}$ =3.12) ranked least.

Discussion of findings

The study shows that majority of respondent were between ages 31 and 50 years. This suggests that the workforce is relatively young, active, agile and can contribute effectively to university administration and, in turn, the development of the university. Gender distribution revealed that majority of respondents were male. Marital status shows that majority of respondents were married. Work experience revealed that majority of the respondents had between 6-10 years and above 20 years work experience. This finding suggests that registry staff within this range of work experience are in their middle age who may be highly digitally literate. Educational qualifications revealed that most of the respondents had B.A/B.Sc. and master's degrees respectively while few possessed Ph.D. From the results, it was established that the entry qualifications for the registry staff in the federal universities in South-West, Nigeria is first degree while masters' and Ph.D. are added advantage. This is also the standard requirement qualification to practice either as administrator or take up employment in university administration.

On the purpose of use of social media the study found that social media is used for a variety of purposes by the registry staff in the selected universities in south-west, Nigeria which include supporting research of academic colleagues, organising workshops, seminars, conferences as well as for communication with students. The study also revealed that few respondents used social media to link up with professional colleagues, call for meetings, recruit staff, disseminate minutes of meetings and reports. The finding corroborates McKenzie and Van-Winkelen (2013) which reported that social media are suitable for knowledge sharing and dissemination of reliable information, Munene and Nyaribo (2013) which stated that employee participates in social media for both work and non-work-related activities and Tyagi and Kumar's (2011) and Nkechi and Nche (2014) which established that many staff in the universities are integrating and adopting social media in the workplace because it improves organizational processes and productivity as well as efficiency in the office and reduce cost. The result implies that registry staff use social media for communicating and networking with their teaching counterparts for educational and research purposes and thus affirmed the position of White, Irwin and Phillips (2011) that social media support acquisition of knowledge, access and retrieval of information by university registry staff and provide an avenue for reaching out to a greater number of students and staff.

Findings from the study further revealed that there is regular use of social media tools and sites among the registry staff in universities in the South-West, Nigeria. Majority of the respondents affirmed the regular use of audio, text and email while Twitter, Facebook, Wikis and Linkedln social media sites were mostly used. The implication of this finding is that registry staff in the selected universities have their presence in more than one social media sites but active on Twitter, Facebook, Wikis and LinkedIn. It could be inferred that these major social media sites are relevant to the information needs of the registry staff. This finding is in support of earlier researches reported by Secker, (2008), Morris, Teevan and Panorich (2010), Terragon Group (2013), Pew Research Centre (2014) and Olukotun (2017) which attested to a widespread and frequent use of Facebook and Terragon Group (2013) which reported that there are 83% and 57% of active users of Facebook and Twitter in Nigeria.

Moreover, finding from this study showed that registry staff in the selected universities in South-West, Nigeria surveyed possessed high level of digital literacy skills. The registry staff have the required digital skills to find, create, use and evaluate information needed for their

work. This finding buttresses the fact that the respondents have basic digital skills to search for information needed by interacting with digital devices. The finding corroborates Ekeanyanwu and Kalyango (2013) which reported a high digital literacy level among administrative staff in universities in Nigeria. Hague and Williamson (2009) also submitted that a digital literate individual will be able to make sense of the media with good knowledge to communicate using different tools. Respondents' ability to identify potential source of information and integrate information into new knowledge when using social media was ranked the lowest. The result implied that the registry staff have some knowledge of digital usage that would enable them to function in their daily activities. This finding justified the position of Elegbede (2015) that having the right digital skill and knowledge will help to find and manage digital information online content safely for future tasks.

Summary and conclusion

This study was carried out to investigate level of digital skill possessed by registry staff in federal universities in South-West, Nigeria and how the skill influence the use of social media among registry staff in selected universities.. The study concluded that the registry staff in the selected universities mainly used social media for the purpose of supporting research of academic and professional colleagues, attending workshops, seminars and conferences as well as for communication with students and school clients. Other purposes include communicating with other universities, sharing files, documents photos and videos on behalf of the university and calling for meetings within and outside the university as well as recruitment of staff. The study also found that social media was used to get feedback, knowledge sharing among colleagues, link up with professional colleagues, call for meetings as well as for recruitment of staff. Twitter, Facebook and LinkedIn were the most regularly used social media while e-mail, text, audio, video and images were the most regularly used tools. In conclusion, increase in digital literacy skill of registry staff would lead to effective use of social media which in turn would improve communication, aid information dissemination and decision-making processes. It is pertinent to add that a digital literate registry staff will thrive well in the digital age if the necessary machinery are put in place to support digital literacy skill of registry staff and use of social media for innovation to reach out to students and staff, disseminating information and receiving feedbacks.

Recommendations

Based on the findings, the following recommendations were made to improve digital literacy skill level and to increase effective use of social media among registry staff in selected universities in South-West, Nigeria.

1. Stakeholders (Management, staff: teaching and non-teaching) in Nigerian universities should take advantage of social media and identify units of the registry where social media would be highly needed and integrate its use into the administration to improve information dissemination.
2. Stakeholders such as management members (Vice-chancellors, Deputy Vice-chancellors, Registrars, Universities Librarians and Bursars, teaching and non-teaching staff and students should adopt and integrate appropriate social media platforms in the Nigerian universities communication process.
3. The universities should develop institutional ICT policy needed to upgrade digital literacy skill of registry staff. Periodic training will enhance effective application of social media.

4. Based on the respondents' abilities to perform a variety of activities on social media, principal officers or decision-making bodies in the universities should facilitate training to improve digital literacy skill and use of social media of the registry staff
5. University administration should encourage transiting from analogue communication to digital because of application of information and communication technology hence, registry staff should be encouraged to incorporate use the of new communication and social media to university administration where appropriate.
6. Also, efforts should be made by the Nigerian universities to embrace paperless organisation and e-meetings by making available infrastructure to support use of technology and acceptance of innovation in all ramifications.

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