Digital Literacy Skills and Information Sharing Practices among Undergraduates in Universities in Kwara State

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Abstract

Information sharing has become an essential practice that is inevitable for individuals, especially students in the digital era. The study investigates digital literacy skills and the information-sharing practices that are prevalent among undergraduates in universities in Kwara State. The study answers on: the level of digital literacy skills among undergraduates; information sharing practices commonly used by undergraduates; types of information shared on digital media platforms; and the digital media platforms frequently used by undergraduates. The study adopted the descriptive survey design. Three universities were purposively selected. A simple random sampling technique was employed to select a sample for the study. The questionnaire was used to obtain data from 376 undergraduates who were returned and found usable. The findings of the study revealed that the majority of the undergraduates have proficient and expert digital literacy skills, especially in their ability to create online information, evaluate the credibility of online information, use digital tools for everyday tasks, and use online information. The study found sharing of academic information; lecture notes presentation slides and in-person discussion was the most common form of information-sharing practices among undergraduates. The study also revealed that undergraduates prefer to share personal information with their peers and share economic and academic-related information, entertainment, political and religious information, and promotional and skill acquisition programs on WhatsApp rather than other social media platforms. The findings indicate that the frequency of digital media platform usage among undergraduates revolves around daily use of YouTube, WhatsApp, and Blogs; while Facebook, emails, and Instagram are used weekly or when the need arises. The study recommends that university management ensure equitable access to digital resources, including computers and high-speed internet that will enable students to participate fully in the digital space.

Keywords: Digital literacy skills, Information sharing, Undergraduates, Digital media, Universities.

Introduction

The digital age has brought about unprecedented changes to how we live, work and communicate. The widespread availability of technology and the internet has created new opportunities for learning, information sharing, and communication. Digital literacy is the ability to effectively use digital technologies for communication and information processing, which has become an essential 21st-century skill for an individual to succeed in today's rapidly changing world. Digital literacy, as defined by the European Schoolnet (2021), is the ability to effectively and critically navigate, evaluate, and create information using digital technologies. Digital literacy skill refers to an individual ability to find, evaluate, and compose clear information through writing and other mediums on digital platforms. In addition, digital literacy is essential for fostering effective communication and collaboration among students. This is particularly important in today's educational landscape, where students often work in virtual and remote learning environments and must be able to communicate and share information effectively with others.

Digital literacy plays a critical role in promoting student engagement and motivation. By providing students with access to a wealth of online resources and opportunities for collaboration and communication, digital literacy can foster a sense of connection and community among students and enhance their overall learning experiences. Studies show a significant digital divide between developed and developing countries, with the latter having lower levels of digital literacy. This disparity is particularly pronounced in Africa, where limited access to technology, lack of infrastructure, and inadequate digital skills pose significant challenges to digital literacy and information access (Thomas & Omotoke, 2015). For instance, a study by the International Telecommunication Union (ITU) in 2018 showed that only 35% of African households had access to the internet, compared to the global average of 56%. The study also revealed that Africa had the lowest internet access and usage levels compared to other regions of the world.

In Nigeria, the situation is the same. According to a report by the Nigerian Communications Commission (NCC) in 2020, only 47% of the Nigerian population had access to the internet, and only 26% had basic digital skills. The report highlighted several challenges that impede the development of digital literacy in the country, including low levels of education, poverty, and a lack of access to digital technologies. A study by the Nigerian National Bureau of Statistics (NNBS) in 2021 found that most Nigerian youths needed more basic digital skills, with only 30% of young people aged 15-35 having sufficient digital literacy skills. The study concluded that a lack of access to digital technologies and inadequate training programs significantly contributed to the low levels of digital literacy among Nigerian youth. Despite the importance of digital literacy, many students in Nigeria still need to gain the necessary skills.

Undergraduates, as the future workforce and leaders of society, are particularly important to be considered in the context of digital literacy. These students are digitally savvy, have grown up with technology, and are expected to be proficient in utilizing digital tools and platforms for learning, communication, and information sharing. However, despite their frequent use of technology, there is a growing concern about the digital literacy levels of undergraduate students and their ability to utilize technology effectively for academic purposes. Information-sharing practices among undergraduate students have undergone significant changes in recent years due to the increasing use of digital technology. Social media, messaging apps, and online platforms

are now commonly used by students for sharing information and collaborating with their peers (Crouse et al., 2019; Bashir, Malik & Mahmood, 2021). In particular, social media platforms such as Facebook, Twitter, and Instagram have become popular information-sharing tools for students, providing a quick and easy way to share resources, ask questions, and discuss subject material with their classmates (Nasser-Abu Alhija et al., 2020).

According to the definition provided by the International Association of Privacy Professionals (IAPP, 2021), information sharing refers to the exchange of data or knowledge between individuals, organizations, or systems. This exchange can occur through various means, including verbal communication, written reports, and electronic transfers. Information sharing is crucial in modern communication and collaboration, allowing individuals and organizations to share resources, ideas, and information to achieve common goals. Information sharing among undergraduates has increasingly become digital in recent years, as students utilize a variety of online platforms and technologies to collaborate and share information with their peers. A study (Tess, 2013) conducted at a large public university in the United States found that undergraduate students frequently use social media, and email to share information related to their academic coursework.

One significant trend in information sharing among undergraduate students is using social media platforms, such as Twitter and Facebook, for academic purposes. A study of undergraduate students at a large Midwestern university found that 70% of respondents reported using social media for academic purposes (Crouse et al., 2019). These platforms were beneficial for connecting with classmates, sharing resources, and asking questions. Information-sharing practices among undergraduates are essential for effective collaboration and knowledge-sharing. With the increasing use of digital tools and platforms, students have access to various methods for sharing information. However, it is crucial to establish clear guidelines and protocols to ensure reliable information-sharing practices.

Statement of the Problem

Digital literacy skills and information sharing practices among undergraduates have become a phenomenon that has been trending upward globally, studies have demonstrated that digital literacy skills are not innate and cannot be assumed based on undergraduate exposure to digital technologies for information sharing. The myth of the ‘digital native’ (Prensky, 2001) suggests that today’s undergraduates, who have grown up with technology, are inherently proficient in using digital tools and platforms for sharing information. However, research has rationalised this myth and highlighted the need for explicit digital literacy education to develop the necessary skills for the effective use of technologies (Liu et al., 2023; Reid, Button & Brommeyer, 2023).

One of the key issues this study sought to address is the digital divide that exists among undergraduates. While many students have grown up with technology and are comfortable using digital media platforms for social purposes, they do not have the same level of proficiency when it comes to using these platforms for academic purposes. This creates a barrier to academic success and contributes to disparities in academic outcomes between students who have strong

digital literacy skills and those who do not. This lack of skills and practices leads to poor academic performance, lower retention rates, and reduced readiness for the workforce. Furthermore, students who lack these skills and practices struggle to effectively navigate and evaluate the abundance of information available on digital media platforms, which can lead to misinformation and poor decision-making. Given the importance of digital literacy skills as a determinant of information sharing and the potential gap in undergraduates' digital literacy skills, it is crucial to investigate the literacy education of students, particularly, the information-sharing practices among undergraduates.

1.3 Objectives of the study

The specific objectives of this study were to:

i. Examine the level of digital literacy skills among undergraduates;
ii. Investigate the information sharing practices commonly used by undergraduates;
iii. Identify the types of information undergraduates share on digital media platforms; and
iv. Investigate the digital media platforms frequently used by undergraduates in universities in Kwara State.

Research Questions

The following research questions are formulated based on the specific objectives:

1. What is the level of digital literacy skills among undergraduates?
2. What information sharing practices are common among undergraduates?
3. What are the types of information shared on digital media platforms by undergraduates?
4. What are the frequently used digital media platforms by undergraduates?

Literature Review

Tabor and Meniwoze (2022) examined digital devices and digital literacy skills among Library and Information Science undergraduate students in Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria. A survey design was adopted for the study. The population of the study covered the 200 and 300-level students of the Department of Library and Information Science, Niger Delta University. The sample size of the study was 165. The total enumeration sampling technique was used to determine the sample size of the study. The instrument used for data collection was a self-constructed questionnaire. Descriptive statistics were used in the analysis. The findings revealed that students of LIS, Niger Delta University, use their own smartphones, laptops, and other types of digital devices. Poor information search skills, epileptic power supply, inability to provide internet connectivity with free access, and inability to manage myriads of information sources, were some of the major challenges of the respondents.

Tamunoiyala and Williams (2022) also investigated the perceived digital information literacy level of undergraduates at the University of Port Harcourt. Two research questions were raised for the study. An analytical descriptive survey design was adopted. The sample size comprised four hundred and forty-six (446) fourth-year (400 level) undergraduates from seven Departments in the Faculty of Education. The Perceived Digital Information Literacy Level Questionnaire

(PDILLQ) used for data collection consists of 20 items. The study employed mean and standard deviation in answering the research questions while Analysis of Variance (ANOVA) was used in testing the hypothesis. The findings of the study revealed that undergraduates are digitally knowledgeable and that a significant difference exists between undergraduates' digital information literacy levels among the various departments. The study concluded that there is universal recognition of the need for students to be digital and information literate. This is useful for undergraduates who would use digital gadgets and Web 2.0 packages virtually in the course of their academic pursuits.

With the increase in privacy concerns daily, it is essential to understand how university students guard their personal information, particularly in an online environment. Despite the students' perceived readiness and several studies on the topic, they seem not to fully understand what personally identifiable information is to be shared via Online social networks. Therefore, Rafique (2017) examined the personal information sharing behavior of university students through online social networks. The quantitative approach was used and a survey questionnaire was employed to collect the data from 250 out of 712 master's students of the Faculty of Economics and Management Sciences, University of the Punjab in Pakistan. The findings revealed that most of the students shared personal information including first name, last name, and the college they attended on Online social networks. The students mostly used their cell phones to communicate on online social networks and labeled the uploaded photos or videos with their names. This suggests the need for students' orientation and training on the use of social networks for information sharing and the importance of digital literacy.

Okoh and Akpojotor (2014) investigated the use of social media for information sharing among students of the Federal University of Petroleum Resources, Effurun. This study adopted a descriptive survey research design. A sample of 795 was drawn from a population of 1,610 students while a questionnaire was used to elicit data. The study found that students mainly use social media platforms for social interaction, photo sharing, and connecting with their loved ones. One of the challenges found is that students perceived social media as a medium for fun and not for academics. Furthermore, the students opined that the library should promote the use of the platform by extending their services through the media like Library 2.0 and Web 2.0. Abdullahi (2020) in another study examined the extent to which undergraduates use digital information resources in their learning and academic activities. The descriptive survey research design was adopted for the study. The population for the study includes 8090 students from Bayero University, Kano. The questionnaire was used for data collection. Using the research advisor to determine the sample size, 370 copies of questionnaires were distributed across 17 faculties in the university with a response rate of 90%. Findings of the study revealed that the majority of the students are not fully aware of the digital resources available in the university library and that the resources are not adequately utilized. The study also revealed that the respondents possess low digital literacy competencies.

Research on digital literacy is on the increase because it is pertinent for digital natives and immigrants to acquire digital literacy skills to enable them to perform adequately in online environments. Olalere and Soyemi (2022a) also investigated the digital literacy skills of Library and Information Science undergraduates in South-West, Nigeria. The study adopted a survey

research design, and a questionnaire was used to collect data from 184 respondents. The result of the study revealed that the level of digital literacy skills of the undergraduates was high. The study concluded that Library and information science undergraduates in South-West, Nigeria, possess a high level of digital literacy skills. These skills are expected to aid their information sharing activities if appropriately used. Olalere and Soyemi (2022a) recommended that university faculties should leverage this strength to enhance the teaching and learning process by using digital platforms to teach students more often. Dahunsi and Alayande (2001) in an earlier study revealed a high level of digital literacy among school library personnel in selected schools in Oyo State, Nigeria. The study also recommended training and retraining of educators on the acquisition of requisite digital literacy skills to enable the personnel to function effectively in the digital environment.

In a recent study, Smith and Storrs (2023) identified the need to further understand digital literacy (DL) and undergraduates' view of digital literacy as an important tool. Using a cross-sectional survey, the study employed a stratified random sample to select a sample from 2500 undergraduates of a medium sized Canadian undergraduate university. The study investigated the relationship between social media and digital literacy in different disciplinary contexts. The findings revealed that the students value social media for collaboration, discussion, information finding and sharing, and activities related to their learning. Additionally, findings show an observable gap between the high importance students place on digital literacy for learning and daily living, and the lack of coverage on digital literacy topics in their undergraduate curriculum. The study suggested the development of digital literacy within particular disciplines and professions, and also in interdisciplinary or trans-disciplinary learning settings across the curriculum. Eno(2023) also referred to digital media literacy skills and competency as basic requirements for human relationships with the media. Thus, this research is essential considering that digital literacy skills and competency is at present a fundamental requirement for effective use of digital media platforms.

Methodology

The study adopted a descriptive survey design. The University of Ilorin, Kwara State University, and Al-Hikmah University, Kwara State were purposively selected based on ownership structure (federal, state, and privately owned). Yamane's (1969 cited in Umar and Wachiko, 2021) statistical formula was adopted because the population of the study was known. A simple random sampling technique was employed in selecting a sample for the study as presented in Table 1. The questionnaire was used to obtain data. The validity and Reliability of the instrument were ensured with Cronbach's alpha reliability coefficient of 0.75. The questionnaire was self-administered by the researchers to undergraduates who visited the libraries of the selected universities during the period of data collection. A total number of three hundred ninety-eight (398) copies of the questionnaire were administered while three hundred seventy-six (376) were returned and found usable, yielding a response rate of 92.3 percent. Data was analyzed using frequency and percentages while results were presented in tables.

The Taro Yamane (1969) statistical formula is expressed as;

$$n = \frac{N}{1 + N(e)2}$$

Where:
n = the sample size required
N= the total known population of undergraduates for the study (71,592)
e = level of significance (or limit of tolerable error) = 0.05
1= unit (a constant)

Table 1: Sample Size for the study

Name of Institution	Population of Undergraduates	Sample size of Undergraduates
University of Ilorin	46,657	259
Kwara State University	19,079	106
Al-Hikmah University	5,856	33
Total	71,592	398

Source: Academic Planning and University Annual Report (2023).

Data Analysis and Results

The results are presented based on the research questions raised in the study.

Research Question 1: What is the level of literacy skills among undergraduates?
Table 2 present the results on the level of digital literacy skills among undergraduates in Kwara State.

Table 2: Digital Literacy Skills Level among Undergraduates

Items	Expert F (%)	Proficient F (%)	Advanced F (%)	Beginner F (%)	Novice F (%)
I can use computing skills for personal productivity tools, downloading and installing software (hardware and software) adequately	9(2.4%)	25(6.6%)	95(25.3%)	118(31.4%)	129(34.3%)
I can create information online (start and manage online discussions, add comments to a web page, create a webpage, and create my digital learning materials)	9(2.4%)	60(16.0%)	96(25.5%)	123(76.6%)	88(23.0%)
I can evaluate the credibility of online information (e.g. browsing the internet to download needed resources)	33(8.8%)	54(14.4%)	87(23.1%)	88 (23.4%)	114(30.3%)
I can use digital tools for everyday tasks (e.g. online banking, online shopping, finding information, organising and classifying bookmarks and downloading files)	24(6.4%)	37(9.8%)	102(27.1%)	84(23.3%)	129(24.3%)
I can use online information and communication tools (e.g. emails, video conferencing, WhatsApp, Facebook, instant messaging, blogs, zoom)	9(2.4)	44(11.4%)	84(22.3%)	108(28.7%)	131(34.8%)
I can work with others online to create a shared document or presentation	11(2.9%)	34(9.0%)	94(25.0%)	106(28.2%)	131(34.8%)

Table 2 revealed the respondent's level of literacy skills. Results show that 2.4% were expert and able to use computing skills for personal productivity tools, downloading and installing software, 6.0% were proficient, 25.3% advance, 31.4% beginners, and 34.5% were novices in the use of computing skills for personal productivity. Also, 2.4% of the respondents were experts and able to create information online, 16.0% were proficient, 25.5% advance, 32.7% beginners, and 23.4% were novices. 2.4 % and 8.8% were experts in creating information online and evaluating the credibility of online information respectively, while 14.4% were proficient, 23.1% advance, and 23.1% beginners. Nevertheless, results show that 30.3% of the respondents were novices in evaluating the credibility of online information. Furthermore, in the use of digital tools for everyday tasks, 6.4% were experts, 9.8%- proficient, and 27.1%-advance, 23.3- were beginners, and about 24.3% were novices.

Based on the level of digital literacy skills to use online information and communication tools, 2.4% of the respondents were experts, 11.4% were proficient, 22.3% were advanced, 28.7% were beginners and 34.8% were novices. Likewise, in working with others online to create a shared document or presentation, 34.8% were novices, 28.2% were beginners, 25% were advanced, while only 9% and 2.9% were proficient and experts respectively. The results indicate that a good number of respondents are advanced with digital literacy skills.

Research Question 2: What are the common information sharing practices among undergraduates?

Table 3: Common information sharing practices among undergraduates

Common information sharing practices	SA	A	D	SD
I frequently share lecture notes or presentation slides with my classmate	166(44.1%)	172(45.7%)	24(6.4%)	14(3.7%)
I prefer to share academic information through in-person discussion	154(41.0%)	174(46.3%)	23(6.1%)	25(6.6%)
I use social media platforms to share educational content or academic discussions with peers	190(50.5%)	144(38.3%)	28(7.4%)	14 (3.7%)
I am comfortable participating in online study groups or discussion forums to share and exchange information of different kinds (political, personal, motivational, economic etc.) with other students	159(42.3%)	158(42.0%)	44(11.7%)	15(4.0%)
I share workshops and training development information's (summits, conferences) with classmates	191(50.8%)	148(39.4%)	16(4.3%)	21(5.6%)
I find information on personal research online (undergraduate research)	170(45.2%)	165(43.9%)	30(8.0%)	11(2.9%)
I use social media platforms to interact with my friends and colleagues	184(48.9)	158(42.0%)	31(8.2%)	3(8%)

Results in Table 3 revealed that 44.1% of the respondents strongly agreed that they frequently share lecture notes or presentation slides with classmates, 45.7% agreed, 6.4% disagreed, and

3.7% strongly disagreed. Furthermore, 41.0% strongly agreed they prefer to share academic information through in-person discussion, 46.3% agreed 6.1% of the respondents disagreed on sharing academic information through in-person discussion and 13.7% strongly disagreed. Out of the students that responded, 50.5% strongly agreed and 38.3% agreed respectively that they use social media platforms to share educational content or academic discussion with peers while 7.4% and 3.7% disagreed or strongly disagreed. 42.3% of the respondents agreed that they are comfortable participating in online study groups and discussion forums. 50.8% and 39.4% strongly agreed or agreed respectively that they share workshops and training development information (summits, conferences) with classmates, while only 4.3% and 5.6% disagreed and strongly disagreed respectively. 50.8 % and 43.9% strongly agreed and agreed respectively that they find information on personal research online, while 8.0% disagree and 2.9% of the respondents strongly disagree. Also, the majority of the respondents (48.9% and 42%) strongly agree and agree that they use social media platforms to interact with friends and colleagues while only 8.2% and 8% of the respondents disagree and strongly disagree respectively. The results revealed that most of the respondents strongly agree or agree with the statements on common information sharing practices among undergraduates.

Research Question 3: What are the types of information shared on digital media platforms by undergraduates?

Table 3: Types of Information Undergraduates Share on Digital Media Platforms

Items	Blogs	Instagram	Emails	WhatsApp	Facebook	Zoom	Google meet	YouTube
I share personal information with my peers using	19 (5.1%)	75(19.9%)	15(4.0 %)	137 (36.6%)	63(16.8 %)	17 (4.5%)	35 (9.3%)	15(4.0%)
I share and receive economic and related information using	30 (8.0%)	19(5.1%)	33(8.8 %)	197 (52.4%)	21(6.6%)	-	36 (9.6%)	40(10.6%)
I share and receive entertainment information using	52 (13.8%)	88(23.4%)	-	101 (26.9%)	-	57 (15.2%)	-	78(20.7%)
I share and have access to political information using	95 (25.3%)	54(14.4%)	-	106 (28.2%)	84(22.3 %)	-	-	37(9.8%)
I share religious information with students and relatives using	18 (4.8%)	116(30.9%)	-	166 (44.1%)	76(20.2 %)	-	-	-
I share and have access to promotional information using	17(4.5)	91(24.2%)	45 (12.0%)	-	90 (23.9%)	50 (13.3%)	30 (8.0%)	53(14.1%)

I share and receive information on skill acquisition program using	92 (24.5%)	118(31.4%)	72 (19.1%)	68(18.1%)	26(6.9%)	-	-	-

The results in Table 3 reveal the types of information undergraduates share on digital media platforms. Out of the total responses, 5.1% of the respondents indicated they use blogs, 19.9% use Instagram, 4.0% use emails, 16.8% use Facebook, 4.5%, 9.3% use Zoom, 35% use Google Meet, and 4.0% use YouTube to share personal information with peers (by building connections and enabling efficient communication). Also, 8.0% of the respondents use blogs, 5.1% use Instagram, 8.8% use emails, 52.4% use WhatsApp, 5.8% use Facebook, 9.6% use Google Meet and 10.6% use YouTube to share and receive economic related information. The results indicate that the majority use WhatsApp to share and receive economic related information. Besides, 13.8% of the respondents use blogs to share and receive entertainment information while 23.4% use Instagram, 26.9% use WhatsApp, 15.2% use Zoom and 20.7% use YouTube.

The results also show that respondents share and have access to political information, to help them make informed decisions when voting and contributing to a well-functioning democratic society; using blogs (25.3%), Instagram (14.4%), WhatsApp (28.2%), Facebook (22.3%), and YouTube (9.8%). Meanwhile, 4.8% of the respondents use blogs, 30.9% use Instagram, 44.1% use WhatsApp and 20.2% use Facebook to share religious information. Also, 4.5% use blogs, 24.2% use Instagram,12.0% use emails, 23.9% use Facebook, and 13.3% use Zoom to share and have access to promotional information. Moreover, 8.0% of the undergraduates sampled use Google Meet to share and have access to promotional information while 14.1% use YouTube, 24.5% use blogs, 31.4% use Instagram, 19.1% use WhatsApp, 18.1% use Facebook and 6.9% use YouTube to share and receive information on a skill acquisition program. The result indicates that most of the undergraduates who responded use Instagram to share and receive information on skill acquisition programs.

Research Question 4: What are the frequently used media platforms by undergraduates

Table 5: Frequently Used Digital Media Platforms Among Undergraduates

Items	Multiple times a day	Once a day	Weekly	Monthly	Inconsistently
I use blogs	26(6.9%)	99(26.3%)	87(23.1%)	76(20.1%)	88(23.4%)
I use Instagram	30(8.0%)	54(14.4%)	87(23.1%)	105(27.9%)	100(26.6%)
I use drop box	16(4.3%)	54(14.4%)	82(21.8%)	97 (25.8%)	127(33.8%)
I use email	74(19.7%)	31(8.2%)	101(26.9%)	85(22.6%)	85(22.6%)
I use WhatsApp	101(26.9%)	125(33.2%)	52(13.8%)	35(9.3%)	63(16.8%)
I use Facebook	61(16.6%)	79(21.0%)	139(37.0%)	41(10.9%)	56(14.9%)
I use google meet	43(11.4%)	97(25.8%)	109(29.0%)	56(14.9%)	71(18.9)
I use Zoom	63(16.8%)	31(8.2%)	54(14.4%)	105(27.9%)	123(32.7%)
I use google classroom	43(11.4%)	42(11.2%)	55(14.6%)	132(35.1%)	104(27.7%)
I make use of Telegram	74(19.7%)	71(18.9%)	117(31%)	65(17.3%)	49(13.0%)
I use WeChat	63(16.8%)	51(13.6%)	44(11.7%)	104(27.7%)	114(30.3%)
I make use of YouTube	130(34.6%)	122(32.4%)	56(14.9%)	36(9.6%)	32(8.5%)

Results in Table 8 revealed the most frequently used digital media platforms by undergraduates. The results revealed that 88 (23.4%) of the respondents use blogs inconsistently, 76 (20.2%) use blogs monthly and 87 (23.1) make use every week. Also, 99 (26.3%) of the respondents use blogs once a day, and 26 (6.9%) use blogs multiple times a day. 26.6% of the respondents use blogs inconsistently, 105 (27.9%) use blogs monthly and 87 (23.1) make use every week. 54 (14.4%) of the respondents use blogs once a day and 30 (8.0%) use blogs multiple times a day. 127 (33.8%) of the respondents use drop boxes inconsistently, 97 (25.8%) use drop boxes monthly and 82 (21.8) make use every week. 54 (14.4%) of the respondents use drop boxes once a day and 16 (4.3%) use drop boxes multiple times a day. Furthermore, 85 (22.6%) of the undergraduates that responded use email inconsistently, 85 (26.9%) use email monthly while 101 (26.9) make use weekly. 31 (8.2%) of the respondents use email once a day and 74 (19.7%) use email multiple times a day.

Likewise, 63 (16.8%) of the respondents use WhatsApp inconsistently, 35 (9.3%) use WhatsApp monthly and 52 (13.8) make use weekly. 125 (33.2%) use WhatsApp once a day and 101 (26.9%)

use WhatsApp multiple times a day. 56 (14.9%) of the respondents use Facebook inconsistently, 41 (10.9%) use Facebook monthly and 139 (37.0) make use every week. 79 (21.0%) of the respondents use Facebook once a day and 61 (16.2%) use blogs multiple times a day. For users of Google Meet, 18.9% of the respondents use it inconsistently, 14.9% use it monthly, 29.0% use it weekly, and 25.8% use it once a day while 11.4% use it multiple times a day. Furthermore, 32.7% of the respondents use Zoom inconsistently, 27.9% use it monthly, 14.4% make use of it every week, 8.2% use it once a day, and 16.8% use Zoom multiple times a day. In addition, on the use of Google Classroom, the results revealed that 27.7%, 35.1%, 14.6%, 11.2%, and 11.4% use Google Classroom inconsistently, monthly, every week, once a day and multiple times a day respectively.

Also, 13.0%, 17.3%, 31.1%, 18.9% and 19.7%, use Telegram inconsistently, monthly, every week, once a day and multiple times a day respectively. Meanwhile, 30.3%, 27.7%, 11.7%, 13.6% and 16.8% use WeChat inconsistently, monthly, every week, once a day and multiple times a day respectively. 8.5% of the respondents use YouTube inconsistently, 9.6% use it monthly, 14.9% use it every week, 32.4% use it once a day and 34.6% use YouTube multiple times a day.

Discussion of the Findings

The study revealed that more undergraduates are experts in computing skills for personal productivity tools, downloading and installing software adequately. Also, more undergraduates have proficient skills in their ability to create online information. It further revealed that undergraduates have expert skills in their ability to evaluate the credibility of online information and to use digital tools for everyday tasks, to use online information and communication tools, ability to work with others online to create a shared document or presentation indicating that most undergraduates are highly skilled in digital literacy. This is supported by Olalere and Soyemi (2022) who revealed that the level of digital literacy skills of the undergraduates was high. Tamunoiyala and Williams (2022) also corroborated that undergraduate students are digitally knowledgeable.

This study also revealed that most undergraduates share lecture notes or presentation slides with classmates and prefer to share academic information through in-person discussion for better understanding. It further inferred that they use social media platforms to share educational content or academic discussion with peers, participating in online study groups and discussion forums to share and exchange information of different kinds. The study further pointed out that they practice sharing workshop and training development information with classmates, finding Information on personal research online, and using social media platforms to interact with friends and colleagues. This study indicates that undergraduates share educational and academic content more because it's a learning environment. This is corroborated by Abdullahi's (2020) findings that the majority of undergraduate students use digital information resources for academic purposes. Owens et al. (2021) also ascertained that undergraduates frequently use social media, email, and text to share information related to their academic coursework.

The study revealed that undergraduates prefer to share personal information with their peers, share and receive economic and academic-related information, entertainment information, political information, religious information, and promotional and skill acquisition programs on WhatsApp rather than other social media platforms (Facebook, emails, Instagram and blogs). Indicating that according to this study, WhatsApp is one of the most convenient digital media platforms for sharing all kinds of information that will benefit individuals and society at large. This corroborates Dahunsi and Alayande's (2001) findings that the major purposes of utilisation of social media by the school library personnel include calling for meetings within and outside the school environment, updating knowledge on recent information, supporting research, disseminating minutes of meetings and reports, communicating with school client, sharing knowledge among colleagues and communicating with other school libraries.

The findings of this study revealed that undergraduates use blogs, YouTube, and WhatsApp once daily. Instagram, drop Dropbox Zoom, and WeChat inconsistently, Facebook, Instagram, and email weekly and Google Classroom monthly. This study indicates that the frequency of digital media platform usage among undergraduates revolves around WhatsApp, Facebook, emails, Instagram and others when the need arises. This is further supported by Rafique (2017) who revealed that most of the university students shared their personal information like first name, last name, and the college they attended on online social networks. They mostly used their cell phones to use online social networks and females were conscious to disclose their personal information on OSNs as compared to male students.

Conclusion

This study highlighted the growing importance of digital literacy skills among undergraduates in Kwara State universities. While some have adapted well to the digital age, there is a pressing need for comprehensive digital literacy programs to bridge the gap for those lacking advanced skills. Moreover, promoting critical thinking and digital ethics is essential to address issues related to misinformation and online privacy. To foster a more digitally literate student population, universities should collaborate with relevant stakeholders to provide resources and training needed to promote digital literacy skills and information-sharing practices.

Recommendations

Based on the findings of this study, the following recommendations are offered:

1. The Management of Universities, especially those in Kwara State, should integrate digital literacy into their academic curriculum, offering courses or workshops that cover a wide range of digital skills.
2. Universities should incorporate the formation of peer learning communities or study groups where students collaborate and share knowledge and best practices.
3. The universities should ensure equitable access to digital resources, including computers and high-speed internet, to enable all students to participate fully in the digital landscape.
4. Students should create and share their digital content, such as blogs, podcasts, or videos, to apply and showcase their digital literacy skills while contributing to online discussions and communities.

5. Students should reflect on their information-sharing experiences and consider how they can apply what they've learned to future academic and professional endeavors.

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