

INTERNET LITERACY SKILLS AND USE OF WEBINAR PLATFORMS BY LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES OF THREE UNIVERSITIES IN OYO STATE, NIGERIA

Titilayo G. Olorunyomi (Ph.D)

Federal Polytechnic, Ile-Oluji, Ondo State

and

Kehinde A. Omirin

School Librarian

Lifeforte International High School Awotan, Apete Ibadan, Oyo State

Abstract

This study investigated the Internet Literacy Skills (ILS) and use of Webinar Platforms (WPs) by LIS undergraduates in universities in Oyo State. The descriptive survey research design was adopted and the population comprised 339 LIS undergraduates from three universities (University of Ibadan-204, Ajayi Crowther University-40 and Lead City University-95). The total enumeration sampling technique was used and data was collected with the use of questionnaire. Data was analysed using the descriptive and inferential statistics at 0.05 level of significance. There were more females (ACU=60.0%, LCU=59.2%, UI=60.2%), majority were in the age range of 21-25 years (ACU = 50.0%, LCU= 59.2%, UI =64.8). Webinars were used mostly for acquiring more knowledge ($\bar{x} = 3.79$) and as learning tools ($\bar{x} = 3.27$). The frequently used WPs were YouTube (UI-96.9%; LCU-72.4%; ACU-30%) Telegram (UI-69.4%; ACU-50%) Google Meet (UI-69.4%; ACU-67.5%) while BigMarker, Zoho, Easy Webinar and ClickMeetings were never used. Power outage (LCU-90.8%; UI-89.8%; ACU-30%), bad network (LCU-94.7%; UI-76%; ACU-52.5%) download delay (UI-76.0%; ACU-67.5%; LCU-65.8%) were the major challenges encountered in the use of WPs by the LIS undergraduates. Therefore, universities should teach literacy skills related courses to improve the internet literacy skills of the undergraduates to facilitate increased use of webinar platforms.

Keywords: Internet literacy skills, use of webinar platforms, LIS undergraduates, Oyo State

Introduction

Internet literacy skills must be understood as the basic skills to use computers confidently, safely and effectively, including the ability to use software, search engines (Abashi & Abashi, 2015). Internet literacy skills have become a necessity for people because now we are surrounded by technology, individuals especially undergraduates should all be technologically active in their respective fields. With the increased importance of technology and digital devices in society, internet literacy is gaining recognition as the most important and valuable tool for lifelong learners. Internet literacy skills is not only the ability to use digital resources, but also the ability to effectively think about information obtained from various multimedia sources (Salim, Vank & Kehl, 2020).

Internet literacy skills are essential tools for undergraduate students to possess in order to properly function in a digital world. Through the use of software, websites, and devices, learning these digital skills can help students to stay organized, make connections, and create a higher level of understanding of both digital-based and traditional subjects. An undergraduate with the general knowledge of using the internet has the ability to access information through the computer and smart phones, such individual also has the ability to download information on any computer and smart phones in different formats like html, pdf, doc etc. These skills are as well important to undergraduate students as it enables students to be able to interpret research questions, know how to search for information needed for use using appropriate information searching techniques, have the ability to determine when to use electronic databases, cite information resources correctly, make use of bookmarks on any smart devices, participate in online discussions with friends and colleagues, have the skills of retrieving information from different electronic sources for academic use. The

components of internet literacy skills according to Berge (2015) includes internet proficiency, extent of information needs, accessibility of information, ethical and legal use of information and internet communication critical thinking and evaluation of information.

A webinar is a web-based seminar where participants and educators or speakers in various geographical locations are connected via an online platform where they can interact synchronously using Voice over Internet Protocol (VoIP) and a web camera (Gegenfurtner & Ebner, 2019). A webinar is a virtual lecture training session presented live on the internet. Other terms used as alternative for webinar are web event, online seminar, web lecture and virtual event (Alnabelsi, 2015). There are so many educational videos that can be found on the internet but are not webinars. For an online event to be a webinar, this research would look at seven components that make up a webinar; they include: A live event, online attendees, attendees interaction and participation, streamed video, presentation of slides, audio and a webinar software (webinarwatch.com).

Webinar platforms are relevant to LIS undergraduates as it serves as a tool for learning and teaching for students and educators. Online learning platform helps media to improve teaching and learning packaged in electronic form of digital visual multimedia-based learning, one of which is e-modules in the form of electronic module materials that are run with the help of computers and contribute to supporting self-instruction and training critical thinking concept (Hashani, 2021). Webinar platforms offer the very same advantages online classes do in terms of the ability to reach dozens or hundreds of people all around the world. Webinars also do not allow educational institutions and companies of all sizes to compromise their quality. This might be as a matter of distance.

Webinar platforms are of different types, these includes: Zoom, Google meet, Adobereader, Easy webinar, Webinar jam, Webinato, Demio, Ever webinar, Click meetings, Livestorm, Kaitura virtual classroom, LearnCube. Business owners, seminarians make use of Zoho, ON24, Livestorm, GoTo Webinar, Hubilo, Airmeet, BigMarker, Skype, Microsoft Team, Youtube. These webinars no doubt could benefit everyone in the society, organizations, school authorities as well as LIS undergraduates, depending on the purpose of use. However, the benefits enjoyed from these platforms can only be realized if these platforms are used.

The use of webinar platforms refers to the application of different webinar platforms by undergraduates in universities. Webinars allow an individual to offer an audience with value. It also builds a relationship and a rapport by giving value first. Webinars allow presenters to share documents of all kinds including but not limited to voice notes, videos, presentations and other documents with attendees. Webinars have plenty of uses but the most important to this research is to educate and engage an audience. Webinars are also used for research purposes, assignment, attending lectures, online meetings and presentations, online trainings and workshops. Through well-known online communication media such as Skype and Zoom, online learning is increasingly popular (Kranjel, Fedden & Deiters, 2020).

Ahmed (2017) states that some challenges relayed to webinar utilization such as download delay, failure to find information, lack of search skills, high cost of access, power outages, unavailability of some websites, inaccessibility of some websites, difficulty in navigating through online resources, technical issues, distractions, irregular power supply. Internet literacy skills are skills possessed to access, organize, understand, use and disseminate information various forms from a wide variety of

sources accessed through computer devices (Cote & Milliner, 2019). This is due to the fact that undergraduates do not have the digital literacy skills needed to perform this exercise (Eze, Ogbemor & Oseghale 2017). Hence, this paper examines internet literacy skills and the use of webinar platforms by Library and Information Science undergraduates in three universities in Oyo State.

Research questions

The research questions derived from the specific objectives are:

1. What is the purpose of use of webinar platforms by LIS undergraduates in three universities in Oyo State?
2. Determine the relationship between internet literacy skills and use of webinar platforms by LIS undergraduates in three universities in Oyo State and
3. What challenges are encountered in the use of webinar platforms by LIS undergraduates in Oyo State?

Literature Review

Internet literacy skills refers to the ability to use digital technology, communication tools, and networks to access, process, and manage information. This includes the ability to use computers and other digital devices, as well as the knowledge and understanding of how to use them effectively and safely. Internet literacy skill is not only the ability to use digital resources, but also the ability to effectively think about information obtained from various multimedia sources (Gegenfurtner, Reinhand & Maier 2015). Internet literacy skill is a set of skills that enable people to use digital space to succeed in their personal, academic, and professional lives. Internet literacy skills is simply the ability to find, evaluate, use, and share information and produce content using information technology and the Internet.

Internet literacy skills can save undergraduates from being taken benefit of online, as picture-graph manipulation. Internet literacy skills are essential tools for undergraduates to possess in order to properly function in a digital world. Through the use of software, websites, and devices, learning these digital skills can help students to stay organized, make connections, and create a higher level of understanding of both digital-based and traditional subjects. An undergraduate with the general knowledge of using the internet has the ability to access information through the computer and smart phones.

Kim and Park (2021) studied the impact of webinars on independent learning among University students. The study's goal was to learn more about the factors that affect university students' ability to learn independently in Saudi Arabia. A survey questionnaire was utilized in the study to gather information from 434 undergraduate and postgraduate students at one Saudi Arabian university. The study also found out that webinar platforms improved students' self-regulated learning skills, time-management, and academic performance.

It must be noted that the level of student involvement with webinar platforms might vary based on elements like resource accessibility, technological aptitude, and how seamlessly webinars are incorporated into the curriculum and internet literacy skills. In a research conducted by Smith, Khojah & Maher (2020) on the use of webinar platforms. The purpose of the study was to compare how webinar platforms are used in higher education and professional training. The use of webinars as a teaching aid was evaluated in 32 papers by the researchers as part of a systematic review of the literature. Various educational environments, including undergraduate and graduate

programs, teacher preparation programs, and professional development training, were covered in the publications.

Research Methodology

The descriptive survey design was used for this study. Total enumeration sampling technique was used for this study. According to the data collected from the departmental unit of the universities, there is a total of 339 undergraduates in the three universities as shown below

Table 1: Population of the study

Name of University	Level	LIS Undergraduates
University of Ibadan N = 204	100	45
	200	53
	300	52
	400	54
Ajayi Crowther University N = 95	100	17
	200	25
	300	39
	400	14
Leadcity University	100	6
	200	7
	300	10
	400	17
Total		339

Source: Academic Unit, 2025

A total of 339 copies of the questionnaire were administered to LIS undergraduates of Ajayi Crowther University, Lead City University and University of Ibadan, Ibadan respectively. However, 312 copies were returned and found useful for analysis giving a response rate of 92.0%.

Results and Discussion

Table 2 Demographic characteristics of respondents

Name of University	Gender	Frequency	%
--------------------	--------	-----------	---

University of Ibadan (n = 196)	Male	78	39.8
	Female	118	60.2
Ajayi Crowther University (n = 40)	Male	16	40.0
	Female	24	60.0
Leadcity University (n = 76)	Male	31	40.8
	Female	45	59.2
Total		312	100

Table 2 shows that there were more females (ACU=60.0%, LCU=59.2%, UI=60.2%) than males in the study.

Table 3 Age range of respondent

Name of University	Age	Frequency	%
University of Ibadan (n = 196)	16-20	45	23.0
	21-25	127	64.8
	26-30	24	12.2
Ajayi Crowther University (n = 40)	16-20	12	30.0
	21-25	20	50.0
	26-30	8	20.0
Leadcity University (n = 76)	16-20	26	34.2
	21-25	45	59.2
	26-30	5	6.6
Total		312	100

Table 3 shows that majority of the respondents were in the age range of 21-25 years (ACU = 50.0%, LCU= 59.2%, UI = 64.8%) respectively.

Table 4 Respondents' Level of study

Name of University	Level	Frequency	%
University of Ibadan (n = 196)	100	44	22.4
	200	50	25.5
	300	49	25.0
	400	53	27.0
Ajayi Crowther University (n = 40)	100	6	90.0
	200	7	10.0
	300	10	25.0

	400	17	42.5
Leadcity University (n = 76)	100	11	14.5
	200	21	27.6
	300	33	43.4
	400	11	14.5
Total		312	100

Table 4 shows that majority of the respondents in University of Ibadan and Ajayi Crowther University were in 400 level while in Leadcity University, most of the respondents were in 300 level respectively

Table 5 Religion of respondent

Name of University	Religion	Frequency	%
University of Ibadan (n = 196)	Christianity	108	55.1
	Islam	88	44.1
	Others	-	-
Ajayi Crowther University (n = 40)	Christianity	36	90.0
	Islam	4	10.0
	Others	-	-
Leadcity University (n = 76)	Christianity	47	61.8
	Islam	29	38.2
	Others	-	-
Total		312	100

From the above table, majority of the respondents practiced Christianity (ACU = 90.0%, LCU = 61.8%, UI = 55.1%).

Table 6 Monthly allowance of respondent

Name of University	Monthly Allowance (#)	Frequency	%
University of Ibadan	10,000 - 20,000	61	31.1
	21,000 - 30,000	105	53.6
	30,000 and above	30	15.3
Ajayi Crowther University	10,000 - 20,000	15	37.5
	21,000 - 30,000	11	27.5
	30,000 and above	14	35.0

Leadcity University	10,000 - 20,000	32	42.1
	21,000 - 30,000	25	32.9
	30,000 and above	19	25.0
Total		312	100

Table 6 showed that majority of the monthly allowance of respondents in University of Ibadan were between #21,000 to 30,000 with 105(53.6%); Ajayi Crowther University respondents were between #10,000 to #20,000 with 15(37.5%) while in Leadcity University, the highest respondents allowance was #10,000 to 20,000 with 32(42.1%) respectively.

Table 7: Purpose of Using Webinar Platforms among University Students

Purpose of using webinar platforms	ACU (\bar{X})	LCU (\bar{X})	UI (\bar{X})
Webinar platforms have helped me acquire more knowledge	2.78	2.97	3.79
I use webinar platforms for research purposes	2.65	2.00	2.41
I use webinars to interact with other online users	2.48	1.93	2.01
Webinars enable easy access and use of online resources	2.80	2.36	2.06
Webinar platforms provide cost-effective and flexible learning tools	2.58	3.27	2.10
Webinar platforms allow growth of online networks and collaboration	2.58	1.97	1.96
Webinar platforms make it possible to listen to recorded webinar classes	2.55	2.74	3.50
Webinar platforms help me acquire varied lessons for different learning needs	2.65	2.71	3.44
Weighted mean	2.31	2.49	2.65

The results presented in Table 7 show that students from the University of Ibadan recorded the highest overall utilization of webinar platforms ($\bar{X} = 2.65$), followed by Lead City University ($\bar{X} = 2.49$), while Ajayi Crowther University had the lowest weighted mean ($\bar{X} = 2.31$). Students across the universities largely agreed that

webinar platforms enhanced knowledge acquisition, access to recorded classes, and exposure to diverse learning materials. However, lower mean scores were observed in the use of webinar platforms for interaction and online collaboration, particularly among students of Lead City University and the University of Ibadan.

One of the main purpose is for acquiring more knowledge as the findings showed that the LIS undergraduates may make use of webinar platforms to acquire new and valuable skills that can increase their knowledge on the professions they might be engaged in. This corroborate the findings of Kim & Park (2021) who examined how webinar platform affects the growth and learning of students and reported that webinar platforms helped the students grow academically and personally. Another major purpose of using webinar platforms is for research purposes which could be for their final year project, to prepare for examinations and assignments on a wide range of topics.

Table 8: Influence of Internet Literacy Skills and Use of Webinars

Institution	Variables	Mean	Std. Deviation	N	R	Sig. (p)	Remark
ACU	Internet literacy skills	3.27	0.40	40	0.53**	0.05	Significant
	Use of webinars	2.63	0.98				
LCU	Internet literacy skills	3.40	0.32	76	0.272**	0.05	Significant
	Use of webinars	3.01	0.72				
UI	Internet literacy skills	3.37	0.36	196	0.34**	0.05	Significant
	Use of webinars	2.14	0.85				
Total				312			

The analysis used to determine the relationship between internet literacy skills and the use of webinars was Pearson's Product Moment Correlation at 0.05 level of significance. There was a significant positive relationship between internet literacy skills and use of webinars in the three universities: Ajayi Crowther University ($r = .53$, $n = 40$) and Lead City University ($r = .27$, $n = 76$) and University of Ibadan ($r = .34$, $n = 196$). Hence, it could be deduced that internet literacy skills enhance the use of webinar platforms by the LIS undergraduates.

This result is in agreement with the study of Alnabelsi (2015) who examined the internet literacy skills and use of online learning platforms by LIS students in universities in Rivers, Nigeria; and found out that the knowledge of internet literacy skills is necessary for using webinar platforms as well as other online learning platforms. The result findings went further to emphasize that for students to get the most out of online learning, students should invest in improving their internet literacy skills.

Table 9: Challenges to the usage of Webinar platforms by Undergraduate students

Challenges of using webinar platforms	ACU (\bar{X})	LCU (\bar{X})	UI (\bar{X})
Download delay	3.63	3.66	3.61
Lack of Internet search skills	3.20	2.26	2.37
High cost of accessing webinar	3.03	3.71	3.35
Power outage	3.10	3.91	3.90
Non-availability of gadgets	3.20	2.22	2.77
Bad networks	3.40	3.95	3.76
Technophobia	2.50	1.95	1.91
Weighted mean	3.15	3.08	3.09

The major challenges faced in the three universities are power outage (ACU, $\bar{x}=3.10$; LCU, $\bar{x} =3.91$; UI, $\bar{x} =3.90$), bad network (ACU, $\bar{x}=3.40$; LCU, $\bar{x} =3.95$; UI, $\bar{x} =3.76$) and download delay (ACU, $\bar{x}=3.63$; LCU, $\bar{x} =3.66$; UI, $\bar{x} =3.61$). The least

challenge faced by the respondents in the three universities are Technophobia (ACU \bar{x} =2.50, LCU \bar{x} =1.95, UI \bar{x} =1.91). These undergraduates might face power outage due to epileptic power supply and fluctuation in internet services and high cost for data subscription in Nigeria. This challenge goes in line with Ahmed (2017) who examined the challenges facing 127 students of a private University in Nigeria with the use of online learning platforms. The study revealed power outage as a major challenge they faced when using online learning platforms, followed by bad connectivity and download delay.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Educational institutions should provide students with the necessary technical support such as a stable and fast network connectivity that would help fast track downloads of audios and videos. Also, students should be provided with a stable electric power supply so as to help students navigate the challenge of power outage.
- Students should be encouraged by their lecturers to make use of more online learning platforms such as telegram and zoom as these platforms allows them to interact more with their peers.
- Institutions should regularly organize workshops and seminars to train students on how to effectively use webinar platforms for academic purposes such as participating in discussions and accessing recorded learning materials
- In order to ensure that the internet literacy skills of the LIS undergraduate's increases form high to very high, universities should include internet related courses to the curriculum. If this is done, lecturers will be able to educate

students on different components of internet literacy skills and this will lead to the possession of very high internet literacy skills to use webinar platforms for learning.

- Promotion of digital responsibility and information evaluation skills which helps students' to critically evaluate online information to ensure safe, responsible and effective use of internet resources.

Conclusion

Webinar platforms are platforms that facilitate learning to LIS undergraduates and the use of it will contribute immensely to their academic performance as they can interact with learning materials, colleagues, peers and lecturers. However, to optimally use webinar platforms, LIS undergraduates must possess internet literacy skills. Internet literacy skills are therefore essential skills for LIS undergraduates to facilitate maximum use of webinar platforms for learning. Students need to be equipped with both basic and advanced Internet literacy skills such critical evaluation of online resources to ensure a successful use of webinar platforms to support students' educational pursuit and achieve their academic goals. The acquisition and possession of high Internet literacy skills will help the undergraduates achieve maximum learning outcome.

References

- Abashi, M., & Abashi, I. (2015). Internet Usage and Social Networking among University Students In Nigeria. *International Journal of Computer Applications*, 109(18), 1-6.
- Ahmed, N. P. (2017). Effects of Internet Literacy Skills on Academic Achievement: Evidence from a Turkish High School. *World Academy of Science, Engineering and Technology, International Journal of Educational and Pedagogical Sciences*, 11(9), 1148-1153.

- Alnabelsi, Y. (2015) "Webinar-based Learning: Fundamentals and Applications in Higher Education." *Education and Information Technologies* 20, no. 3 (2015): 555-573.
- Berge, Z. L. (2015). Internet Literacy: Tools for Finding and Evaluating Online Resources. Retrieved 29 March 2023, from https://www.ala.org/ala/mgrps/divs/acrl/publications/scholcomm/internet_literacy.pdf
- Cote, J., & Milliner, B. (2019). An Exploratory Survey of Undergraduate Student Perceptions of Internet Literacy Skills. *Education Sciences*, 9(1), 11. <https://doi.org/10.3390/educsci9010011>
- Dashtestani, A., & Hojatpanah, S. (2019). Internet Literacy Proficiency: Impact on Digital Skills and Social Determinants of Health. *Computers in Human Behaviour*, 93, 367-373. <https://doi.org/10.1016/j.chb.2019.01.039>
- Eze, U, Ogbemor, & Oseghale. (2017). An Exploration of Internet Literacy Among Nigerian Adult Web-Users. *Global Journal of Human-Social Science*, 17(4), 1-9.
- Gegenfurtner, A., Reinhard, S., & Maier, T. (2015). Do Webinars have an Edge over Traditional Lectures? *An Empirical Study. Computers & Education*, 84, 490-498.
- Gegenfurtner, J., & Weiland, P. (2020). Enhancing Learning Results through the Use of Webinars. *Education and Technology*, 6(1), 38-44.
- Harshani K. R. (2021). Perceptions and Promptness of Using Zoom Meet Webinar for Capacity Building of the Undergraduates in Rajarata University of Sri Lanka During COVID-19. *4th International Conference on Library and Information Management, Department of Library and Information Science, Faculty of Social Sciences, University of Kelaniya, Sri Lanka.* 99-101 <https://repository.kln.ac.lk/handle/123456789/24437>
- In Nigeria. *International Journal of Computer Applications*, 109(18), 1-6.
- Kim, J. & Park, J. (2021). Impact of Live Webinars on Student Learning Engagement. *Computers and Education*, 162, 103165. <https://doi.org/10.1016/j.compedu.2020.103165>
- an Voogt, J. & Good, R. (2015). Internet Literacy Skills and Use of Webinar Platforms. *International Journal of Information and Communication Technology Education*, 11(1), 26-41.
- Krengel, S., Feddern, S., & Deiters, F. (2020). Achieving an Enhanced Learning Experience through Online Interactive Webinars. *Journal of Learning and Teaching Practices*, 1(1), 51-57.
- Salim, L. M., Vank, M., & Kehl, M. (2020). Multi-case Study on the Challenges of using Webinar Platforms for Online Teaching in an E-Learning Environment. *Educational Technology & Society*, 23(1), 211-228.

Smith, M. L., Khojah, M & Maher, M. (2020). A Useful Guide for Educators on Webinars. 30(1), 489-493. Medical Science Educator. doi:10.1007/s40670-020-01018-