

*Research On
Contemporary Issues in*

**MEDIA RESOURCES AND INFORMATION
AND COMMUNICATION
TECHNOLOGY USE**

A Festschrift

in Honour of

**PROFESSOR IYABO
MOTOLAGBE MABAWONKU**



Edited by

**WOLE MICHAEL OLATOKUN
AMOS OYESOJI AREMU
AIREN ADETIMIRIN**

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Information and Digital Literacy and Technology Appropriation in Electronic Media

Kolawole Akinjide Aramide, Fadekemi Omobola Oyewusi and Deji Theophilus Adebisi

Abstract

This study investigated the impact of information and digital literacy skills on technology appropriation in electronic media houses in Oyo State. The survey research design of the correlational type was adopted while questionnaire was used as the major instrument for collecting data for the study. Only electronic media houses, both private and public, located in Ibadan were included in the study. A total of 133 copies of the questionnaire were administered on media professionals and practitioners otherwise called 'technology appropriators' spread across the 25 electronic media houses in Ibadan, Oyo State. The theoretical underpinnings for the study revolved around three basic human-technology relations which are User acceptance theory, Appropriation models in Information system, and Mediation theory. Findings from the study revealed high levels of information and digital literacy skills possession among technology appropriators in electronic media houses in Oyo State while positive relationship were established between information literacy skills and technology appropriation, as well as between digital literacy skill and technology appropriation. However, digital literacy skill was found to be the major determinants of technology appropriation just as it is the only factor that has significant contributions to technology appropriation by technology appropriators. The study recommended the development of information and digital literacy skills of technology appropriators through training and retraining and investment in technologies, as well as related infrastructure by electronic media houses to enable their employees, especially technology appropriators in their media houses, keep abreast of current trends in technologies evolution and development as well as ways of appropriation.

Keywords: Digital literacy skills, Electronic media houses, Information literacy skills, Technology appropriation, Technology appropriators.

Introduction

Technology is forever changing the landscape of doing business in all sectors and becoming a key factor in gaining a competitive edge, as well as in ensuring the profitability and survival of any organisation. The importance of technology is being widely recognised such that various studies (Uwom, Ajaegbu, Oloyede and Sowemimo-Coker, 2013; Shapova, 2014; and Zhou and Orim, 2015) have focused almost exclusively on technology as a driving

force of social change. The need to maximise the integration and application of technologies by media houses cannot be ignored due to the way technology is revolutionising every sector. This is because the processes of ownership, financing, designing, production and service delivery in media houses are changing. Researchers (Preira, 2015 and Yax, 2018) have always been concerned with media change, with new technologies, new genres and new ways of using media. On the other hand, research into new media developments in media houses, contexts, new formats and new forms of user's involvement are important issues in media research (Hussan and Iqbal, 2013 and Boxer, 2018). However, this concern relating to changes in media houses' services has to a large extent not been grounded in explicit theoretical considerations.

Observations have revealed that many media houses have been using technologies in diverse ways to meet their organisational needs and deliver services to their patrons. In this era where there is too much of information in circulation, electronic media professionals and practitioners being information dealers cannot afford to jeopardise the confidence of the target audience in broadcasting accurate, timely, truthful, credible and up-to-date information in form of news, adverts, public service announcements, entertainments and so on; hence the need to adopt the use of technologies and readjust, repurpose and use them in ways that that would enable them to meet the needs of their audience and viewers through technology appropriation. For the purpose of this study, technology appropriation is simply described as the purposive utilisation of digital technologies by electronic media houses.

Technology appropriation has made organisations and institutions to employ various technologies to reach large audience because it possesses characteristics which make it a promising source for information (Riemer and Scifleet, 2012). According to them, in digital broadcasting and communications, repeating hardware was able to amplify the digital signal and pass it on with no loss of information in the signal. Of equal importance to the revolution was the ability to easily move the digital information between media, and to access or distribute it remotely. In the media world, technological advertisement and development have influenced modern and contemporary electronic media, film, news reels, radio and of late television, and have changed the way media personnel gather and present news, as well as the way the public view and understand ongoing events. Moreover, adoption of latest technologies in electronic media has improved the quality and the standard of news presentation.

Technology appropriation is put into a goal-directed activity and use while the properties of the technology and the acts required to accomplishing the goal by means of the technology, are unacquainted. Observations have shown that Web 2.0 tools including social media such as facebook, twitter, skype, e-mail and teleconferencing facilities are the major technologies being adopted for appropriation by media houses. These technologies provide the platforms to facilitate the creation and exchange of content and interactions

and collaborations among users. The role of social media as an external source of technology appropriation has not attracted reasonable attention of researchers. This implies bringing out something novel with the technology at hand. Technology makes certain rules and resources available, and it provides opportunities for interaction that would be hard to achieve without the technology (Kiran, 2012). However, technology appropriation does not simply refer to acquisition of knowledge about an object, or to 'learning how to' do or apply something with the technology, but also involves simultaneously transformation of user and technology. It does not only cause change in the knowledge and skill of the user only, but it also causes change in the properties of the technology. Thus, central to the concept of appropriation is a mutual shaping.

The concept implies a process of social construction in which the actions and the thoughts of the technology user are shaped through the use of the technology, while at the same time the meaning and the effects of the technology are shaped through the users' actions. Several levels of appropriation of the technology have been identified, and have been grouped into three categories according to the use given to the technology: the first level of appropriation is with the computer, which was the first technological object used by people; the second level is the appropriation of the functionality of the technology; and the third level is the appropriation of the technology as a tool.

Affirmatively, media houses and communications landscape are undergoing a rapid and profound transformation in such a way that successive communications and media technologies, from telephone to radio to television and film, developed over the course of the twentieth century, evolved in an open and enterprising environment, though each, in turn, became dominated by large conglomerates, which assumed a near monopoly over the mass media. Electronic media denotes a section of media specifically designed to reach a large audience through electronic means and information technology. This is in contrast to initially static media, for example, radio, television, cable television and Internet which originally operate using the Web 1.0 platform.

Furthermore, electronic media services (mainly including television, radio, movies and audio /video cassettes and recordings) are altogether a form of mass communication and have always been in a sort of competition with services through the deployment of various technologies to reach and deliver content to their audience while also providing a platform to get feedback. This is due to the fact that for every new form of technology that evolves, the mass media has a way of inculcating it into mass communication practices; hence, various technologies have created new forums and avenues for the mass communication field which keeps evolving on a daily basis.

Apart from the conventional phone-to-phone, short messaging service which seems to be the initial method of contacting programme presenters during live sessions, many television and radio stations in Nigeria run multiple and diverse instant messaging service, social media platforms, to enable them

meet the information needs of clients and receive feedbacks on any area of services rendered whether as complaints or commendations. Synchronous and asynchronous electronic media functions are as well on the increase. This and many more obvious and growing developments have made electronic media businesses more demanding and competitive. In such a highly technologically saturated dispensation as this, the place of new literacy skills such as information and digital literacy skills may be considered since they are part of the trending matters in current day information business. The importance and role of technology in the media process cannot be over emphasised. Since the evolution of technology, visible changes have been recorded in the success of the media. Technological advertisement and development have influenced modern and contemporary electronic media, film, news reels, radio and of late television and have changed the way journalists gather and present news as well as the way the public view and understand ongoing events. Moreover, adoption of latest technologies in electronic media has improved the quality as well as the standard of news presentation; information technology has geared up the information flow on electronic media with excellence (Hussain and Iqbal, 2013)

Information literacy skill (ILS) is the ability to identify what information is needed, understand how the information is organised, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share such information (American Library Association, 2000). This skill is increasingly important in the contemporary environment of rapid technological change and proliferating information resources and sources. Because of the escalating complexity of the environment, individuals are faced with diverse, abundant information choices in their workplace, and in their personal lives. Information is available through libraries, community resources, special interest organisations, media, and the Internet—and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Within the context of this study, ILS is defined as the ability of media practitioners and professionals in electronic media houses to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish specific purposes; understand the economic, legal, and social issues surrounding the use of information, access and use information ethically and legally. On the other hand, Belshaw (2011) describes information literacy as the ability to navigate the rapidly growing information

environment, which encompasses an increasing number of information suppliers as well as the amount supplied, and includes bodies of professional literature, popular media, libraries, the Internet, and much more. This abundance of information would be of little help to those who have not learned how to use it effectively.

The notion of digital literacy skill, according to Maharana and Mishra (2007), is the ability to find, evaluate, utilise, share, and create content using information technologies by an individual and involves the basic skills that are required to undertake particular operations such as basic computer operation, optimal utilisation of digital technologies (hardware or software) and digital environment effectively. It is considered a requisite skill for effective functioning of every individual in the 21st century, as it enables full participation in a knowledge society. Maharana and Mishra (2007) describes digital literacy skill as the ability to understand and properly use and evaluate information using a variety of digital devices such as smartphones, laptops, desktop computers and Internet-enabled services and apply them to all areas of life. Within the context of this study, digital literacy skill is defined as the ability to use digital devices such as Web 2.0 tools and social media 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. This skill is not only limited to hardware and software application but also include making good judgement on the information to design, produce and disseminate by electronic media houses. The skills would enable media houses and their employees to understand and confidently utilise a variety of digital tools (Australian Communication and Media Authority, 2009). Digital literacy will help media professionals and practitioners, also refer to as 'Technology Appropriators', to cope with a myriad of electronic information, promoting critical thinking skill, decision-making, as well as enhancing effective communication in electronic media houses.

Previous studies focused largely on the use of technology and its effects on organisational communication with little emphasis on the technology appropriation and factors associated with it. Also, since technology usage is a function of possession of relevant skills, literacies and competence, it is expected that skills such as information, computer, digital, and media literacy skills are basic requisites for technology appropriation in organisations. However, not much has been done in the areas of relationship between information, computer, digital and media literacy skills and technology appropriation in organisations within the Nigerian context, especially in electronic media houses where technology has revolutionised the modes of operations, design and production of programmes as well as service delivery.

Statement of the Problem

For technology to be adequately appropriated in organisation and most importantly in media houses that are expected to disseminate timely and accurate information real time, the possession of relevant and appropriate competencies and skills is very important. Of utmost importance among these competencies and skills are information and digital literacy skills which enable the media practitioners and professionals to be able to capture, evaluate, repackage and disseminate information to their wider audience and viewers. However, observations have revealed that most media practitioners and professionals do not have the idea of how to appropriate technology at their disposal to perform specific roles and make their job easier. It should be noted that the revolution which technology has brought into electronic media has made media houses to continue to put huge investment into acquisition of relevant technology. The appropriation of technology among media professionals and practitioners is therefore dependent on the level of information and digital literacy skills possessed by them. This study, therefore, investigated the extent to which information and digital literacy skills have impacted technology appropriation in electronic media houses in Oyo State, Nigeria. The study is based on the assumption that electronic media houses in Oyo State have the relevant and up-to-date technology for integration in performing their roles which include identification, capturing, evaluation, dissemination of information to the larger society, as well as getting feedback from the audience.

Objectives of the Study

The specific objectives of the study are to:

1. determine the level of information literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria;
2. find out the level of digital literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria;
3. establish the types of technologies being used by technology appropriators in electronic media houses in Oyo State, Nigeria for disseminating media content and information to audience and viewers;
4. investigate the relationships among information, digital literacy skills and technology appropriation in electronic media houses in Oyo State, Nigeria;
5. find out the extent to which information and digital literacy skills jointly determine technology appropriation in electronic media houses in Oyo State, Nigeria; and
6. establish the relative contributions of information and digital literacies' skills to technology appropriation in electronic media houses in Oyo State, Nigeria

Research Questions

The following research questions were answered in this study:

1. What is the level of information literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria?
2. What is the level of digital literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria?
3. What are the types of technologies being used by technology appropriators in electronic media houses in Oyo State, Nigeria for disseminating media content and information to audience and viewers?
4. What are the relationships among information, digital literacy skills and technology appropriation in electronic media houses in Oyo State, Nigeria?
5. To what extent do information and digital literacy skills jointly determine technology appropriation in electronic media houses in Oyo State, Nigeria?
6. What are the relative contributions of information and digital literacies' skills to technology appropriation in electronic media houses in Oyo State, Nigeria?

Literature Review

The Impact of Information and Digital Literacy Skills on Technology Appropriation in Electronic Media Houses

The advent of technology has offered boundless opportunities to the media profession, as media practitioners and professionals now have new ways of gathering information and making their reports relevant. Audience and viewers have also become like reporters in that they can cover reports in their locality for people to know about, and this underscores the essence of interactivity and feedback. Hermans, Vergeer and d'Haenens (2009) are of the opinion that changes brought about by the technology into media houses could be enriching if such technology is properly appropriated.

According to Bastos, Lima and Moutinho (2016), adequate appropriation of new technology in media houses requires the possession of relevant skills and competencies. They further highlighted information and digital literacy skills, ICT skill and computer self-efficacy as some of the 21st century competencies which could have great impact in the ways in which technology can be appropriated in electronic media houses. Also, Ayotunde (2012) reported that information and digital literacy skills have the potential to influence technology integration and appropriation in media houses in Nigeria. This is because the job of capturing, evaluation and dissemination of information in the digital age is dynamic and complex but could be made a little easier with the appropriation of relevant technology.

Media practitioners and professionals do not necessarily have to be everywhere to get eye-catching reports; they can surf the net and also subscribe to big news agencies to keep their reports fresh (Yaru, 2018). This implies that media professionals can capture live event on using technology, they can have a freelance journalist over there willing to tender the report or they could also have a correspondent in that location to cover the report and send to the headquarters for dissemination. While the report can be introduced in the news bulletin, the reporter at that location could be linked to let the audience have a feel of what is going on at that place through cross talk.

Technology also allows for localisation of content as well as a high level of interactivity and also feedback from audiences. Before now, it was difficult to find out what the audience of a media organisation thinks about their services, but with the Internet, there are online platforms for audiences to fill our survey forms as regards the station or media organisation. The use of technology for these activities can only be possible with the possession of information and digital literacy skills.

Theoretical Underpinnings

Albert (2013) developed a theoretical model to present three basic human-technology relations to explain technology appropriation which User Acceptance Theory, Appropriation Models in Information System, and Mediation Theory are. The user acceptance theory explains that technology is what it is and the user has certain ideas about the technology. These ideas relate to whether the technology is useful or not, or if its use is socially interesting or not. Underlying this model is a static human-technology relation which views technology mostly as instrumental, and its potential use being perceived useful or not. On the other hand, the appropriation models explicitly state that technology is dynamic and that the meaning of technology is changed during use of that technology. This is a somewhat more dynamic human-technology relation, in which the meaning of technology depends on the user of the technology. The mediation theory posits that both the technology and the user are dynamic such that individuals are the ones that ascribe meaning to the technology, making it dynamic. Therefore, the technology is seen as having the ability to influence how people see and act, thereby making them dynamic. Albert (2013) brought out a recursive relationship with the view that as appropriation changes the meaning of the technology, in turn, also changes how the technology mediates peoples' perceptions and actions.

From the point of view of Information System Theory, Delaney (2010) describes technology appropriation as the process of incorporating a new information technology into an existing work context. This clearly reveals that the use of technology is strongly related to the process of appropriation such that technology is repurposed and readjusted to serve specific purposes within the organisation in which it is introduced. The meaning of

appropriation used by Delaney is that of importing a technology into a new context, and in the process transforming the technology. Therefore, Adaptive Structuration, Structural Model of Technology, and Technology Appropriation Model all focus strongly on the process of appropriating a new technology and present a socio-cultural interpretation of technology appropriation by explaining that technology appropriation happens through participating in activity and that this changes the participant.

Furthermore, the Technology Appropriation Model developed by Carroll, Howard, Vetere, Peck and Murphy (2001) affirms what the transformation of technology in the process of appropriation is. This implies that the format, the form and the design of technology can be changed for it to be useful and useable within a particular context different from the original one for which it is intended to function, hence the framework for a distinction between technology-as-designed and technology-in-use. In other words, technology is transformed in appropriation, by differentiating between technology-as-designed and technology-in-use. Technology-as-designed is basically what comes out of the factory. This component is further specified with attractors and repellents aspects of the technology that make a potential user want to engage with it, or leave it alone (Carroll, Howard, Vetere, Peck and Murphy, 2002 cited in Albert, 2013). If the technology is discarded, this is called non-appropriation. If, however, the user chooses to engage with the technology, the process of appropriation is entered.

Considering the various theories and models, Carroll, Howard, Vetere, Peck and Murphy, (2002) defined technology appropriation as the use of cognitive and physical resources by individuals in their daily practices within their context which begins with people trying out a technology, shaping it to the individual's or the group's needs and then making it an integral part of their lives. In theoretical terms, whereas mastering a tool involves acquiring the skills necessary to use it, appropriation goes beyond that and includes also the development of competence to use that tool in a social context. In other words, technology appropriation is a form of internalisation, because it is not just a matter of a person knowing how to use the technology at ease, but rather to take ownership of a particular technology that had not previously belonged to a particular context and readjust it to make it useful and useable for purposes other than that which it was simply designed for. While appropriating a technology, participants become more and more proficient in the use of a set of tools in the context of a social practice (Jonsson, 2004).

Methodology

The study adopted the survey research design of correlational-type. The population for the study comprises all the 133 media professionals and practitioners in charge of deploying and using technologies to reach the listeners and the viewers in electronic media houses (both private and public radio and television stations) spread across the 23 radio stations and 5 Television stations in Oyo State, Nigeria (Nigeria Broadcasting Commission

Reports, 2016). The radio stations are: 32FM , Ibadan; 89.1-Lead City (university) FM, Jericho, Ibadan; 90.1-Space FM Ibadan; 91.5-Star FM Ibadan; 92.5-Impact Business Radio, Ibadan; 92.9-Royal Root FM, Ibadan; 93.5-Premier FM, Federal Radio Corporation of Nigeria, Ibadan; 95.1-Raypower, Ibadan; 96.3-Lagelu FM, Ibadan; 97.9-Beat FM, Ibadan; 98.5-Oluyole FM, Ibadan; 99.1-Amuludun FM, Ibadan; 100.5- Inspiration FM, Ibadan; 101.1- Jams FM, Ibadan; 101.1-Diamond FM, Ibadan; 102.3-Petals FM, Ibadan; 102.7-Naija FM, Ibadan; 105.5- Splash FM, Ibadan; 105.9-Fresh FM, Ibadan; 106.3- Lead City, FM (Commercial Station); Ajilete Radio, Ogbomoso; and Oke-Ogun Radio, Saki. The five television stations are: Broadcasting Corporation of Oyo State (B.C.O.S), Galaxy Television, African Independent Television Ibadan, Muri International Television, Ibadan, and Nigerian Television Authority (Ibadan).

Nine parameters were considered under ILS, viz ability to determine information need, identify information sources, develop search strategies, access information needed, evaluate information sources, organise information gathered and incorporate new information, use information purposefully; and ethical and legal issues. Technology appropriation indicators focused on technology cognizance, curiosity, consultancy and goal directed utilisation. The digital technologies covered by the study include use of the following web 2.0 tools; Youtube (Vodcasts/Video Sharing), Facebook, Twitter, Podcast, Blog, Whatsapp, Skype, electronic-conferencing, and BBM.

The purposive sampling technique was used to select only electronic media houses in Ibadan, because Ibadan has the largest number of fully functional electronic media houses in Oyo State. All the 133 media professionals and practitioners in charge of deploying and using technologies to design, produce and deliver media content, also known as technology appropriators, in the electronic media houses selected constitute the sample for the study as presented in Table 1.

Table 1: Sample Size

S/No	Media House (Radio and TV Stations)	Number Media Professional in charge of deploying and using technologies (Technology Appropriators)
1	32 FM	1
2	89.1-Lead City (university community radio) Ibadan	5
3	Ibadan, 90.1-Space FM Ibadan	5
4	91.5-Star FM Ibadan	3
5	92.5-Impact Business Radio Ibadan	5
6	92.9-Royal Root FM	1
7	93.5-Premier FM (FRCN) Ibadan	3
8	95.1-Raypower Ibadan	4
9	96.3-Lagelu FM Ibadan	5
10	Federal Radio Corporation of Nigeria, Ibadan	7
11	98.5-Oluyole FM Ibadan	4
12	99.1-Amuludun FM Ibadan	11
13	100.5- Inspiration FM Ibadan	1
14	101.1- Jams FM Ibadan	5
15	101.1-Diamond FM Ibadan	7
16	102.3-Petals FM Ibadan	2
17	102.7-Naija FM and Beat FM Ibadan	1
18	105.5- Splash FM Ibadan	10
19	105.9-Fresh FM Ibadan	10
20	106.3-Lead City University Radio (commercial)	5
21	Broadcasting Corporation of Oyo State (B.C.O.S)	10
22	Galaxy	10
23	African Independent Television, Ibadan	6
24	Muri International Television Ibadan	4
25	National Television Authority, Ibadan	8
	Total	133

Data for this study was collected with the use of questionnaire named "Information Literacy, Digital Literacy and Technology Appropriation Instrument". The questionnaire was divided into four sections. Section A was used to collect data on the background information of the respondents such as Name of respondent's media houses, Respondent's unit, Age, Gender, Work Experience and Qualification while section B and C were crafted and designed to gather data on level of information and digital literacy skills possessed by the respondents in the selected electronic media houses in Ibadan measured using a 4-point modified likert scale format of 'Strongly Agree = 4', 'Agree = 3', 'Disagree = 2', and 'Strongly Disagree = 1'. Section D of

the questionnaire focused on technology appropriation by the respondents. The copies of the questionnaire were administered with the assistance of the Heads of information and communication technology units of the electronic media houses included in the study to ensure proper administration and collection from respondents. The questionnaire was trial-tested on technology appropriators (media professionals and practitioners in charge of technology appropriation) in Ogun State Broadcasting Service comprising Ogun State Radio Station and Ogun State Television Station (OGBC and OGTV), and data collected were analysed to get the reliability coefficient (Cronbach-Alpha) of the questionnaire which revealed 0.87, 0.85 and 0.70 as reliability coefficient values for ILS, DLS and Technology Appropriation respectively.

Data collected for the study were analysed using descriptive statistics which include frequency counts, percentages, means and standard deviation, as well as inferential statistics such as Pearson's product moment correlation and multiple regression. Research questions 1 to 4 (RQ1-RQ4) were answered using descriptive statistics while research questions 5 (RQ5) was answered using Pearson's product moment correlation. Also, research questions 6 and 7 (RQ6 and RQ7) were answered using multiple regression technique.

Demographic characteristics of respondents

All the copies of questionnaire administered were returned with useful and usable data which makes a 100.0% response rate. This was due to the fact that the population of respondents was not much and the fact that the researcher and the research assistants from the selected media houses were able to monitor the administration and retrieval of the questionnaire. Results from the study on the demographic information of respondents show that there are more respondents within the age range of 31-40 years (77, 59.4%) than those within the age range of 50 years and above (6, 4.5 %) among the respondents. This implies that majority of the technology appropriators in media houses in Ibadan are within the age range of 31-40 years. On the gender distribution of respondents, results from the study reveal that there are more female (78, 59.5%) than male (53, 40.5 %) among the respondents. Majority of the media personnel surveyed were found to hold Bachelors' degree (73, 56.0%). By implication, virtually all media professionals and practitioners in charge of technology deployment and use in electronic media houses in Ibadan are graduates in various related discipline. Also on work experience, majority of respondents (87, 66.6%) fall within 6-25 working experience; implying that majority of the respondents are experienced media professionals and practitioners who might have had fair years of broadcasting experience and by extension the utilisation of information and digital technologies.

Research Question 1: What is the level of information literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria?

Table 2: Information Literacy Skills Possessed by Respondents

Items	SA	A	D	SD	Mean	Std.Dev.
I understand that not all information can make news or go on air in my media house	70 52.6%	51 38.3%	9 6.8%	3 2.3%	3.41	.719
While searching, gathering, organising information and writing for my media organization, I consider professional ethics	65 48.9%	54 40.6%	11 8.3%	3 2.3%	3.36	.732
I consider electronic sources as easy sources of information	60 45.1%	58 43.6%	12 9%	3 2.3%	3.32	.732
I can easily access information from affordable and reliable sources	59 44.4%	60 45.1%	10 7.5%	4 3.0%	3.31	.740
I respect and obey copyright, plagiarism, sedition, defamation, and other laws guiding information profession	59 44.4%	58 43.6%	10 7.5%	6 4.5%	3.28	.792
I know that updatedness of sources and accuracy of content is paramount to broadcasting	60 45.1%	53 39.8%	14 10.0%	6 4.5%	3.26	.823
I consider search engines, websites, wikis, blogs, social media sites as platforms for disseminating current information	55 41.4%	58 43.6%	18 13.0%	2 1.5%	3.25	.743
I place emphasis on timeliness, conciseness, factuality, suitability of content and language use in broadcasting the content	56 42.1%	58 43.6%	14 10.0%	5 3.8%	3.24	.790
I have the ability to identify potential sources of information	48 36.1%	69 51.9%	14 7.5%	1 1.5%	3.23	.692
My media organisation broadcasts content based on the information need of the audience	56 42.1%	56 42.1%	15 11.0%	6 4.5%	3.22	.820
I am aware that the Freedom of Information Act is fully operational in Nigeria	49 36.8%	62 46.6%	19 14.0%	3 2.3%	3.18	.757
I possess the skill to	44	70	17	2	3.17	.702

synthesise information gathered to suit broadcast purpose	33.1%	52.6%	12.0%	1.5%		
I know what information the audience want per time	38 28.6%	80 60.2%	12 9%	3 2.3%	3.15	.669
I know which is the important information out of all	39 29.3%	75 56.4%	17 12.0%	2 1.5%	3.14	.683
I have the ability to limit my search strategies in as much as I am able to get the information I need.	38 28.6%	70 52.6%	20 15%	5 3.8%	3.06	.766
I have the ability to determine the recency of information gathered	45 33.8%	55 41.4%	24 18%	9 6.8%	3.02	.892
I have the ability to interpret visual information from graphs, charts, diagrams, tables and other statistical records	36 27.1%	67 50.4%	23 17.0%	7 5.3%	2.99	.812
The information architecture (web arrangement, labelling style, icons, navigation system) of search engines does not stress me at all	31 23.3%	72 54.1%	27 20.0%	3 2.3%	2.98	.728
I search using keywords and Boolean logic	33 24.8%	70 52.6%	35 18.0%	5 3.8%	2.98	.769
I always locate the exact information needed easily through electronic search engines	29 21.8%	78 58.6%	19 14.0%	7 5.3%	2.97	.758
Grand mean: 63.52						

Test norm was set and carried out on the ILS scale to determine the level of information literacy skill possessed by the media professionals and practitioners in electronic media houses in Ibadan, Oyo State. The maximum score for a respondent on the 20 items scale is 80 (20 x 4), that is, the number of items on the scale multiplied by number of possible responses. The levels of information literacy skill possessed were categorised into low, average or high. Therefore, to establish an interval score, the maximum score was divided by the number of levels, which is $(80/3) = 26.7$. Therefore, an interval score of 27 was used to chart the norm table.

Table 3: Test Norm Table for Level of Information Skills Possessed by Respondents

Interval	Total Mean Score	Remark
1 - 27		Low
28-54		Average
55-80	63.52	High

Thus, the overall mean score of 63.52 falls within the interval distribution of 55-80, which is high. Therefore, a high level of ILS was established among media professionals and practitioners in charge of technology appropriation in electronic media houses in Ibadan, Oyo State, Nigeria. This finding is at variance with that from Saunders et al. (2015) study which reported low ILS among information managers and experts.

Research Question 2: What is the level of digital literacy skills possessed by technology appropriators in electronic media houses in Oyo State, Nigeria?

Table 4: Digital Literacy Skills Possessed by Respondents

Items	SA	A	D	SD	Mean	Std. Dev.
Ability to:						
access computer storage devices to store and retrieve the information I need	70 52.6%	51 38.3%	10 7.5%	2 1.5%	3.42	.699
operate digital devices such as mobile phones, smartphones, laptops, desktops, iPad, etc. to get and share information for broadcast purposes	70 52.6%	48 36.1%	12 9%	3 2.3%	3.39	.747
relate with digital devices in a friendly manner	67 50.4%	51 38.3%	14 10.5%	1 0.8%	3.38	.704
operate and access computers to get the information I need	67 50.4%	52 39.1%	10 7.5%	4 3%	3.37	.754
understand the use of control key and shortcuts keys	68 51.1%	48 36.1%	14 10.5%	3 2.3%	3.36	.762
access and operate presentation and multimedia tools when the need arises (e.g microsoft powerpoint)	62 46.6%	55 41.4%	14 10.5%	2 1.5%	3.33	.725
access and use web 2.0 tools like facebook, twitter, skype, News groups, blogs/Vlogs, to get and share information	64 48.1%	51 38.3%	15 11.3%	3 2.3%	3.32	.764
access and operate Microsoft word processing applications	61 45.6%	56 42.1%	12 9%	4 3%	3.31	.761
operate digital camera (either/both video and still cameras)	58 43.6%	58 43.6%	16 12%	1 8%	3.30	.707
choose digital tool to effectively communicate to audience	53 39.8%	65 48.9%	11 8.3%	4 3%	3.29	.724
work professionally with others in an online environment	51 38.3%	65 48.9%	15 11.3%	2 1.5%	3.26	.735
develop my digital identity and reputation and thus enhancing my organisation's image	51 38.3%	65 48.9%	15 11.3%	2 1.5%	3.24	.709
engage in online activities and participate in online communities	54 40.6%	61 45.9%	14 10.5%	4 3%	3.24	.760

deal directly with online audience to meet their needs	51 38.3%	65 48.9%	14 10.5%	3 2.3%	3.23	.727
perform multiple tasks successfully on digital technologies at the same time	57 42.9%	55 41.7%	16 12%	5 3.8%	3.23	.806
create youtube videos (vodcasts and podcasts) of contents to share with audience	55 41.1%	53 39.8%	22 16.5%	3 2.3%	3.20	.795
enhance my portfolio by generating new digital approaches to delivering services	46 34.6%	66 49.6%	19 14.3%	2 1.5%	3.17	.723
strengthening employee relations through interactions on digital fora	45 33.8%	70 52.6%	13 9.8%	5 3.8%	3.17	.751
remain resilient even in face of online abuse and bullying by a client consumer or colleague	40 30.1%	78 58.6%	13 9.8%	2 1.5%	3.17	.657
Create digital artefacts like 3D designs	49 34.6%	56 42.1%	23 17.3%	5 3.8%	3.12	.826
Grand mean: 65.50						

Test of norm was conducted to determine the level of digital literacy skills possessed by technology appropriators in the electronic media houses surveyed. The maximum score for a respondent on the 20 items scale is 80 (20 x 4) while levels of digital literacy skill are categorized as low, average or high with an interval score of 27.

Table 5: Test Norm Table for Determining the Level of Digital Literacy Skill Possessed by Respondents

Interval	Total Mean Score	Remark
1 - 27		Low
28-54		Average
55-80	65.5	High

The overall mean score of 65.50 falls within the interval distribution of 55-80 which is high indicating that technology appropriators in electronic media houses in Oyo State, Nigeria possess high level of digital literacy skills. This result is in support of earlier findings by Ferrari; Brečko and Punie (2014) and Osinulu (2018) which established a high digital literacy level among media practitioners in Europe and registry staff in Nigerian universities respectively.

Research Question 3: What are the types of technologies being used by technology appropriators in electronic media houses in Oyo State, Nigeria for disseminating media content and information to audience and viewers?

Table 6: Types of Technologies Used by the Respondents

Digital Technologies	Frequencies	Percentage
Facebook	92	69.2
WhatsApp	89	66.9
Twitter	76	57.1
E-Mail	74	55.6
You-tube (Vodcasts, Podcasts, Video Sharing)	67	50.4
Instagram	61	45.9
Blogs	36	27.1
Skype	28	21.1
Electronic-conference	12	9.0
BBM	5	3.8

Table 6 presents results of the types of technologies being used by technology appropriators in electronic media houses in Oyo State, Nigeria. The results reveal that Facebook topped the list of technologies being used in electronic media houses as affirmed by majority of the respondents with response rate of 92 or 69.2%. Other technologies in dominant use in electronic media houses in Oyo State are WhatsApp (89, 66.9%), Twitter (76, 57.1%), e-mail (74, 55.6%) and YouTube (67, 50.4%). The implication to be drawn from the result is that Facebook, WhatsApp, Twitter, e-Mail and YouTube are major technologies being appropriated by electronic media houses in Oyo State, Nigeria for disseminating media content to their audience and viewers. Findings from this study corroborate the results from Omoniyi (2015) which reported Facebook, WhatsApp, Twitter and Instagram as major technologies being used information experts in Adeyemi College of Education, Ondo, Nigeria and Omeluzor, Oyoywe-Tinuoye and Abayomi (2016) social media such as Facebook, Twitter and YouTube as major technologies being used by library and information professionals in academic libraries South-East, Nigeria for delivery of library and information service delivery.

Research Question 4: What type of relationships exists among information literacy skill, digital literacy skill and technology appropriation in electronic media houses in Oyo State, Nigeria?

Table 7: Relationship between Independent Variables (Information and Digital Literacy Skills) and Technology Appropriation by Respondents

Variable	Mean	Std. Dev.	Technology Appropriation	Information Literacy Skill	Digital Literacy Skill
Technology Appropriation	61.8	10.23	1.00		
Information Literacy Skill	63.5	10.78	.669**	1.00	
Digital Literacy Skill	65.5	11.38	.740**	.830**	1.00

Table 7 presents the results of the relationship that exists among the variables. It shows that there is a positive significant relationship between ILS and technology appropriation ($r=.669$, $p<0.050$) as well as between digital literacy skills and technology appropriation ($r=.740$, $p<0.05$). Also, positive significant relationship was established between information and digital literacy skill ($r=.830$, <0.05). It can, therefore, be deduced from the results that a possession of high level of information and digital literacy skills by technology appropriators in electronic media houses would enhance improvement in technology appropriation by technology appropriators and vice versa. On the other hand, the positive relationship between information and digital literacy skills implies that possession of relevant ILS by technology appropriators in electronic media houses would enhance the level of digital literacy skill possessed with the assumption that possession of relevant digital literacy skill is dependent on level of ILS possessed by the technology appropriators. Consequently, the fact that information and digital literacy skills have relationship with technology appropriation implies that availability of these skills would encourage technology appropriation among technology appropriators in electronic media houses. The finding on relationship between ILS and technology appropriation in media houses corroborates Mokhtar and Majid (2007) result which reported positive correlation between ILS and technology usage among information and media professionals in Singapore schools. On the other hand, findings from Hussain and Iqbal (2013) study reported a negative relationship between the level of digital literacy skill possessed by journalists in Pakistan and their usage of technology in news and other media content delivery.

Research Question 5: Do information and digital literacies' skills jointly determine technology appropriation in electronic media houses in Oyo State, Nigeria?

Table 8: Result of the Analysis of Joint Contribution of Independent Variable (Information and Digital Literacy Skills) to Technology Appropriation by Respondents

R	R Square	Adjusted R Square	Std. Error of the Estimate	
.748 ^a	.559	.552	6.84734	
Sum of Squares	Df	Mean Square	F	Sig.
7669.968	2	3834.984	81.794	.000 ^b
6048.297	129	46.886		
13718.265	131			

Table 8 shows the multiple regression carried out to investigate the contribution of information and digital literacy skills to technology appropriation, and it shows that information and digital literacy skills have significant joint contribution to technology appropriation ($F_{(2,129)} = 81.794$,

$p < 0.05$). The results further reveal that information and digital literacy skills contributed 55.9% ($R^2 = 0.559$) to the total variance in technology appropriation while the remaining variance would be accounted for by other variables. The implication to be drawn from this result is that information and digital literacy skills are potent determinants of technology appropriation in electronic media houses. This finding partially corroborated Xou and Orim (2015) which reported digital literacy skill as key to technology adoption and integration in media houses in the United Kingdom.

Research Question 6: What are the relative contributions of information and digital literacy skills to technology appropriation in electronic media houses in Oyo State, Nigeria?

Table 9: Result of the Analysis Showing Relative Contributions of Independent Variables (Information and Digital Literacy Skills) to Technology Appropriation by Respondents

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Technology Appropriation	15.160	3.775		4.016	.000
Information Literacy Skill	.178	.100	.184	1.785	.077
Digital Literacy Skill	.538	.094	.589	5.725	.000

a. Dependent Variable: Technology Appropriation

Table 9 presents the result of the relative contributions of information and digital literacy skills to technology appropriation in electronic media houses. The result shows digital literacy as the leading contributor to technology appropriation ($\beta = .589$, $t = 5.725$, $p < 0.05$), implying that digital literacy skill contributed 58.9% to technology appropriation while information literacy skill contributed only 18.4% ($\beta = .184$, $t = 1.785$, $p > 0.05$). Also, while the contribution of digital literacy skills was found to be significant, the reverse was the case for the contribution of information literacy skill. It can be deduced from the foregoing information result that, when considered individually, digital technology was the major determinant of technology appropriation in electronic media houses. This finding is in support of Ferarri (2012) study which describes digital competence as a set of knowledge, skills, attitudes including abilities, strategies, values and awareness, that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socialising, consuming, and empowerment.

Conclusion

The study has brought to fore reality that without the possession of relevant and adequate level of information and digital literacy skills in the present dispensation, technology appropriation may be a ruse in the hands of technology appropriators in electronic media houses in Oyo State. So, access to and critical use of technologies are absolutely vital to lifelong learning, communication; and accordingly, no media houses with its personnel can be adjudged modern without the required skills to convey information to the teeming population. Since the study established positive relationship between information and digital literacy skills and technology appropriation in electronic media houses, it can be concluded that information and digital literacy skills are potent factors that determine the extent to which media practitioners and professionals in these media houses would appropriate technology in carrying out their specific duties and roles.

Recommendations

Consequent upon findings from the study, the following recommendations are made:

1. Technology appropriators in media houses should continue to improve on their information and digital literacy skills and other digital competencies that are required to be relevant in the present dispensation of digital capturing, evaluation, communication and dissemination of information. Therefore, technology appropriators in electronic media houses should avail themselves of any training opportunities in forms of workshops to keep themselves abreast of technology evolution and development relating to their practice.
2. Management of electronic media houses should provide training and re-training opportunities for these practitioners on a regular basis to keep them abreast of current developments in digital broadcasting through conferences, workshops and additional training and re-training qualifications skill and knowledge for media personnel to broaden their horizon for quality technology appropriation in the delivery of media services and content to the audience and viewers.
3. There is need to inculcate the teaching of information and digital literacy skills in the curriculum for training of personnel for the electronic media houses specifically at the various categories of tertiary institutions in Nigeria. This will avail the personnel the opportunity to be able to acquire the necessary skills to function effectively in their media houses.
4. Technology appropriators and other media professionals in electronic media houses should work on appropriating other forms of technologies such as e-conferencing facilities such as teleconferencing and skype, as well as other social media and instant messaging facilities such as Instagram and BBM which are not yet popular among the electronic media houses, especially government-owned media houses.

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