Correlating Media Literacy Skills of Library Staff and Service Delivery in Academic Libraries in Taraba State, Nigeria

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Abstract

The study correlated the media literacy skills and service delivery of library staff in academic libraries in Taraba State, Nigeria. The correlational research design was adopted in studying 112 library staff drawn from 11 academic libraries in Taraba State. A researcher-made questionnaire was used for data collection. A total of 112 copies of the questionnaire were administered but 109 were retrieved. Data was analyzed using descriptive and inferential statistics. The single null hypothesis was tested at 0.05 level of significance using the linear regression. Consequently, the strength of relationship between variables was decided using the Creswell correlational ranking and results presented in frequency tables. Findings of the study shows that media literacy skills possessed by the library staff was low as they were only skillfulcomparing information on different media, detecting fake news on the media, among other skills. Furthermore, result showed a correlational value of 0.03 and hypothesis yielded a p-value of 0.76. This shows that there is a positive very low and insignificant relationship between media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. Based on the findings, the study recommends that library authorities should intensify efforts in creating the understanding of media literacy skills, their essence and application to enable the library staff to acquire more of the skills as well as apply them in the discharge of their duties, among other things.

Keywords: Media Literacy Skills, Service Delivery, Library Staff, Academic Libraries, Correlating

Introduction

The recent exponential growth in the amount of information available in different sources and formats coupled with the rise in the human desire to solve his or her information problem independently, have brought about much emphasis on the patterns and systems of information creation, organization, dissemination, preservation and conservation across different media. This has increased the need for individuals, especially, the information services providers, such as the library staff to acquire competencies and skills for effective and efficient searching, locating, retrieval and utilization of the right information at the right time and from the right place. Thanuskodi (2019) strongly emphasizes the challenge of the library staff in the digital or Internet age. This is because of the rise in competitors, as well as library users' demands and expectations. However, the ability of an individual to obtain the right information at the right time and from the right place, using appropriate medium is tantamount to quality and healthy living, which invariably affects the way such individual functions in his/her chosen career.

Today, a large measure of information could be obtained from libraries, community resources/information centres, media, and the most popular, the Internet or the World Wide Web. Increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. This is highly true of most of the Internet information and information resources. In addition, information is available through multiple media, including graphical, aural, and textual. All these openings pose new challenges for individuals, especially, the library staff in accessing, evaluating and understanding it, hence, the need for these library staff to appreciate the issue of media literacy skills in their services delivery. Some of the academic library services as given by Adegoke (2021) may include digital library services, virtual reference services, 'ask a librarian' services, adaptive learning services (ALS), referral services, current awareness services, knowledge creation and digital humanity services, inter-library lending services, data services, data consultation services, publishing support services, digital scholarship services, makerspace services, reservation services, selective dissemination of information services, information resources lending services, translation services, photocopying services, and library instruction services. Others include indexing and abstracting, OPAC services, cataloguing and classification, collection development, bindery, and Internet and e-mail services.

Academic libraries through the activities of the library staff adopt different patterns in their service delivery. Nonetheless, in any method adopted, efficiency and effectiveness must be ensured. To this end, Nnadozie et. al. (2017) believe that the library staff and other information specialists are expected to possess learned techniques and skills for utilizing a wide range of information tools as well as primary sources in moulding information. This is because, the effective and efficient delivery of library services lies in the provision and application of the right resources and tools. The right application of these resources and tools in turn enhances library productivity, and visibility and brings about user satisfaction. This has made it so, that the delivery of services in academic libraries has become an issue of concern considering the importance of their resources and services for teaching, research and community development. On the other hand, is the issue of media literacy skills of these library staff through whom the library services can be enhanced. media literacy skills are valuable input required by all categories of individuals, especially, information providers such as the library staff. This is because it provides the basis upon which the right source is consulted; the right information is gotten and applied in the right way.

Although media literacy skills are very essential, literatures as well as preliminary observations have shown a reduction in the possession of these skills by most of the library staff in Taraba State, Nigeria. Where these skills are possessed, their application to the delivery of library services remains another great issue of concern. This could be attributed to some factors such as poor training and inadequate technologies, among other things. A preliminary survey has also shown that adequate possession of media literacy skills plays a major role in the delivery of library services. It could be asserted that when individuals are highly knowledgeable about the movement of information and its directions, they might offer quality services, which in turn leads to user satisfaction. However, before this study, no one knows if there is any association or relationship between the media literacy skills of library staff and the service delivery in academic libraries in Taraba State. This, therefore, is an obvious gap that this work intends to fill.

Research Objectives

The main aim of the study is to correlate the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. Specifically, the study:

1. ascertained the media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria;
2. examined services delivered by library staff in academic libraries in Taraba State, Nigeria; and
3. investigated the relationship between media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria and their service delivery.

Hypothesis

The null hypothesis was tested at .05 level of significance

HO$_1$: Significant relationship does not exist between media literacy skills of library staff and delivery of services in academic libraries in Taraba State, Nigeria.

Literature Review

The basic definition of literacy according to Zulkifpeli et. al. (2016) is the condition of being literate. It is the ability to read and write. Nnadozie (2014) believes that the ability to record/package, locate and correctly apply information is a measure of literacy. There are various types of literacy. They include audiovisual literacy, print literacy, computer literacy, media literacy, web literacy, technical literacy, functional literacy, library literacy, information literacy, etc. (Nnadozie, 2014). Considering media literacy, Thanuskodi (2019) observed that it involves knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics. Furthermore, Radio Television Supreme Council (RTÜK) (2020) observes that media encompasses all mass media such as media, books, newspapers, magazines, radio, television, film, and the Internet. At the same time, it could also mean a whole of the medium (such as satellite, cable, and Internet) where the tools used in mass communication broadcast and the structure (media organizations) that provide

the broadcast service. Having established the mean of media, let us now look at the concept of media literacy.

RTÜK (2020) and Yanarates (2020) define media literacy as the ability to access media messages of various types (visual, auditory, printed, etc.), analyze and evaluate the accessed media with a critical point of view, and produce their own media messages. It could also mean obtaining information from media such as television, radio, newspapers, and the Internet, and critically evaluating it (Yanarates, 2020). In the opinion of Yılmaz (2020), media literacy is defined as the ability to understand and use the environments in which information is produced, stored, and transmitted and media types such as text, graphics, newspaper, radio, television broadcast, CD, and DVD. Summarily, media literacy has been associated with quality of life, citizenship rights, social integration, and social acceptance. It is, however, expressed as obtaining information from the media (television, radio, newspaper, and Internet) and critically evaluating the received data. According to the American Library Association (2020), media literacy is the ability to access, analyse, create and act using all forms of communication. Luke (2018) believes that the concept of media literacy extends beyond communication and information technologies to encompass learning, critical thinking, and interpretative skills across and beyond professional and educational boundaries.

Media literacy consists of individual skills, such as the ability to recognize society's needs regarding media, identify these needs, develop solutions and strategies on the subject, find, choose, use, develop, evaluate, categorize, organise, interpret, communicate, and adapting new information to existing information. It is one aspect of information literacy skills that are so paramount, especially in the information age. It is explained by Dolanbay (2022) as the ability to access, analyse, evaluate and create messages across a variety of contexts. The author went further to conceptualize the concept of media literacy into four. They include access, analysis, evaluation and content creation. These four (4) components are further explained by borrowing the idea of Livingstone which was later remodified by Potter (2019).

1. *Access*: it is believed that this component of media literacy rests on a dynamic and social process, not a one-off act of provision. According to the author, once initial access is established, the following literacies will follow. They include the competency or knowledge of updating, upgrading and extending hardware and software applications.
2. *Analysis*: This component hangs on the analytic competencies of people's engagement with both print and audio-visual media. In the audio-visual domain, these include an understanding of the agency, categories, technologies, languages, representations and audiences for media. However, the print media focuses on understanding the authority, content, accuracy, and timeliness of the report
3. *Evaluation*: The third component is evaluation. The author opines that there is little point in access or analysis without judgement, but stress on evaluation raises, rightly, some difficult policy questions when specifying and legitimating appropriate bases of critical literacy – aesthetic, political, ideological and/or economic.
4. *Content creation*: Although not all definitions of media literacy include the requirement to create, to produce symbolic texts, it is argued first, that people attain a deeper understanding of the conventions and merits of professionally produced material if they have direct experience in content production and second, that the internet par excellence is

a medium which offers hitherto unimagined opportunities for ordinary people to create online content (Potter, 2019; Dolanbay, 2022).

Considering the place of the library staff when it comes to the issue of media literacy, Udo et. al. (2022) observe that the primary responsibility of academic libraries is to assist in the actualization of the parent institution's objective of promoting teaching, learning and research. The authors went further to submit that this can only be possible when the library staff are skillful creators of information using media literacy skills. On the importance of the library staff being media literate, International Federated Library Associations and Institutions (IFLA) (2018) asserted that it will give such library staff the ability to use media devices to their fullest-efficiently, effectively and ethically to meet the information needs in personal, civic and professional lives. Media literacy would also make the library staff more conscious and eliminate the negative effects of mass media. Nonetheless, in a clearer term, Udo et. al. (2022) see media literacy as assisting the library staff to receive the messages of media tools through critical judgment and decode the messages of media as active individuals instead of being passive receivers.

Establishing the association between media literacy and sharing of fake news, the study of Adjin-Tettey (2022) revealed that media information literacy (MIL)-trained respondents were more likely to determine the authenticity or otherwise of information and less likely to share inaccurate stories. Adjin-Tettey (2022) concludes that when MIL increases, sharing of fake news decreases and recommended that MIL be incorporated into mainstream educational modules and consistently revised to reflect the demands of the times. Similarly, Al Zou'bi (2022) investigated the impact of media and information literacy (MIL) on education faculty students' acquisition of the skills needed to detect fake news and found that studying MIL has an impact on students' acquisition of the skills needed to detect fake news. The findings also suggested that the methods students employed to identify and detect fake news after studying the MIL course were scientific and well-reasoned. Additionally, the study by Al Zou'bi (2022) established a significant association between MIL and education faculty students' acquisition of the skills needed to detect fake news.

To improve the prospective of teachers' media literacy knowledge, attitudes, and skills, as well as raise their awareness of media literacy led to the study of Dolanbay (2022). In doing this, the study revealed that there is a difference between pre-service teachers' initial levels and their levels towards the end of their course. It further reported that prospective teachers have gained awareness about media literacy as researching it will lead to the cautious use of media and make the students more conscious of the media's individual and social implications. It was, however, concluded the media literacy directly affects the proper utilization of media in information search and other services. Consequently, the library staff could be likened to these teachers while the student, in this case, maybe equated with library users whom these staff serve. Nonetheless, considering the implication of information literacy skills of librarians on their services delivery led to the study of Ojedokun (2014) which focused on the information literacy competence of librarians in South West Nigerian university libraries and reported that except for their understanding of the role of natural language, reference citation, encyclopaedias, periodicals and search engines, there are total weaknesses in librarians' knowledge of each of the steps in the information research process, from identifying the concepts to using the results. This proves that librarians are deficient in the essential skills required for a successful information research process.

The study thus confirms the perceived negative impression of librarians' information literacy competency. The practical implication of the study of Ojedokun (2014) is that library users, which include the students, will not be able to receive proper instruction in media literacy skills and may therefore not be media literate. This, in turn, will affect the effectiveness, efficiency and productivity of the library staff and that of the student after graduation.

Consequently, in becoming media literate, the library staff focuses on using media effectively, accessing and making informed choices about media content, understanding media content creation, analyzing media techniques and messages, using media to communicate, avoiding harmful media content and services, and using media for democratic rights and civic purposes (Udo et. al., 2022). Acquiring media literacy skills is, in the opinion of researchers, the first step a person must take to become media literate. Knowledge must precede the process of evaluation. To adopt an efficient search strategy, one must know very well the entire typology of information resources. It is what the library staff offer to the clientele that they accept. To this end, literature reviews have always pointed out the need for media literacy skills in delivering library services. Existing literature have revealed that media literacy skills are aimed at developing the individual's right attitude to information acquisition and use, so they can make the most effective use of the different media. An extensive literature search by the researcher has revealed that there is a gap in knowledge of the media literacy skills of library staff and service delivery in academic libraries in Taraba State. However, the uniqueness of the study lies in the fact that no study, within or outside Nigeria has examined the relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. This study, therefore, tends to fill the gap in knowledge.

Methodology

The correlational research design was adopted for this study using a total population of 112 library staff in all the 11 academic libraries in Taraba State. These academic libraries include the College of Agriculture Library, Jalingo; College of Education Library, Zing; College of Science and Technology Library, Takum; College of Nursing and Midwifery Library, Jalingo; Danbaba Danfulani Suntai Library, Taraba State University, Jalingo; Federal Polytechnic Library, Bali; and Muwanshat College of Health Science and Technology Library, Jalingo. Others include Prof. Abubakar Adamu Rasheed Library, Federal University, Wukari; Rufkatu Asibi Kuru Danjuma Library, Kwararafa University, Wukari; Peacock College of Education Library, Jalingo; and Taraba State Polytechnic Library, Suntai. The choice of these libraries is due to the nature of the study which focused on the academic libraries in Taraba State. Furthermore, the category of library staff chosen, are those with degrees in library and information science (that is bachelors, masters and PhD). They are either progressing with the academic librarian cadre or the non-academic (library officer) cadre, as the case may be. Staff of the library with national diplomas, certificates and those on administrative/executive cadres were excluded from the study.

Additionally, the entire population of 112 was studied. A 30-item researcher-made questionnaire was used for data collection in this study. The instrument is titled: *Media Literacy Skills and Service Delivery Questionnaire (MLSSDQ).* However, to ensure that the instrument for data collection measures what it is intended to test, the questionnaire was validated by three (3) experts from Taraba State University, Jalingo. The questionnaire was further subjected to pilot test using the test-re-tests method and yielded a correlation coefficient value (r) of 0.88. 112 copies of the questionnaire were administered but 109 copies were retrieved, dully filled and found suitable for data analysis. This gave a response rate of 97.3% and was considered good enough.

The data collected for this study were analyzed using descriptive and inferential statistics. In this case, research objectives 1 and 2 were handled using mean scores and standard deviation with the adoption of a criterion mean of 2.50. Furthermore, research objective 3 was analyzed using Pearson Product Moment Correlation. Nonetheless, the extent or strength of the relationship of the variables was decided and interpreted using Creswell's correlation coefficient scale which provides that for correlation coefficient (r) of values below or equal to ±0.20, represents very low association, values of ±0.21 – 0.40 depicts low association, values of ±0.41 – 0.60 indicates moderate association, values of ±0.61 – 0.80 represents high association, and values of ±0.81 – 1.00 means very high association (Creswell, as cited in Okafor, 2019). Similarly, for the hypothesis testing, linear regression was used. The implication was that any item whose p-value is greater than or equal to the alpha value of .05 was not rejected (hence, accepted) while any item with a p-value less than the alpha value of .05, was rejected.

Result and Findings

The results are provided in line with the research objectives.

Research Objective 1: To ascertain the media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria.

Table 1 presents data from responses by library staff on media literacy skills of library staff in academic libraries in Taraba State, Nigeria. The table shows a total disagreement among the respondents on their opinion on the media literacy skills of staff in academic libraries in Taraba State, Nigeria as it accounts a cluster average mean score of 2.42 with a standard deviation (St. Dev.) of .85. The cluster average mean value for *Table 1* is below the criterion mean of 2.50, hence the decision of disagreement. Furthermore, the responses per item statement show agreement with the following statement by the majority of the respondents. They include: I have the ability to compare information on different media 3.64(.69); I can detect fake news on the media 2.82(.92); I have the ability to identify propaganda on the media 2.88(.92), and I can effectively use the social media to answer users' questions 3.30(.86). However, the following item statements were disagreed by the majority of the respondents. I can identify the right media for the right information 2.42(.76); I can evaluate information on social media 1.53(1.04); I can identify hate speeches in the media 2.23(.57); I have the ability to construct quality information blogs 1.88(.95); I can effectively make use of the electronic media to disseminate information 1.73(.65), and I have the ability to identify misinformation content in the media 1.76(1.24).

Table 1: Mean and standard deviation of responses on media literacy skills possessed by library staff in academic libraries in Taraba State, Nigeria

S/n	Media Literacy	SA	A	D	SD	Mean	St. Dev.	Remark
1	I have the ability to compare information on different media	76	27	6	-	3.64	.59	Agreed
2	I can identify the right media for the right information	18	10	81	-	2.42	.76	Disagreed
3	I can evaluate information on the social media	11	12	1	85	1.53	1.04	Disagreed
4	I can detect fake news in the media	33	27	45	4	2.82	.92	Agreed
5	I have the ability to identify propaganda in the media	40	16	53	-	2.88	.92	Agreed
6	I can identify hate speeches in the media	8	9	92	-	2.23	.57	Disagreed
7	I have the ability to construct quality information blogs	9	16	37	47	1.88	.95	Disagreed
8	I can effectively use social media to answer users' questions	54	41	7	7	3.30	.86	Agreed
9	I can effectively make use of electronic media to disseminate information	2	6	62	39	1.73	.65	Disagreed
10	I have the ability to identify misinformation content in the media	22	7	3	77	1.76	1.24	Disagreed
	Cluster Average					2.42	.85	Disagreed

Key: SA – Strongly Agreed, A – Agreed, D – Disagreed, SD – Strongly Disagreed, St. Dev. – Standard Deviation

Research Objective 2: To examine the services delivered by library staff in academic libraries in Taraba State, Nigeria.

Table 2 presents data from responses by library staff on services delivered in academic libraries in Taraba State, Nigeria by the library staff. There are 20 item statements covering responses on various academic library services in Taraba State. The result reports a total agreement by the respondents (library staff) as it accounts for a cluster average mean score of 2.98 with a standard deviation (St. Dev.) of .78. The agreement is because the cluster average mean exceeds the criterion mean of 2.50 set for this study. Furthermore, the result shows that the majority of the respondents agreed to some of the item statements such as: I can deliver quality reference services 3.52(.69); I can deliver referral services to the peak 3.46(.55); I can deliver high quality Internet services 3.44(.57); I know how to index library documents 3.14(.87); I can deliver adaptive learning services 2.77(1.07); I can deliver current awareness services 3.28(.67); I am good at bibliographic search services 2.99(.74); I am good at literature review services 3.25(.61); I can deliver books and articles publication services 3.19(.83); I can comfortably advertise the library on the media 3.29(.79); I can deliver publishing support services 3.23(.65); I am good at selection of library material's processes 3.16(.77); I am good at creation and digital humanity services

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2.73(1.03); I can ensure library websites maintenance 2.76(.77); I can deliver library blogging services 2.65(.88); I can deliver makerspace services 2.89(.74); and I can deliver "Ask a Librarian" services 3.12(.45).

However, the majority of the respondents that constitute mean scores and standard deviation of 2.07(1.10), 2.32(.86), and 2.41(.92), disagreed with the following item statements: I can deliver research data consultation services, I can deliver digital scholarship support services, and I can deliver virtual reference services, respectively.

Table 2: Mean and standard deviation of responses by library staff on services delivered in academic libraries in Taraba State, Nigeria

S/n	Item Statement	SA	A	D	SD	Mean	St. Dev.	Remark
11	I can deliver quality reference services	65	40	-	4	3.52	.69	Agreed
12	I can deliver referral services to the peak	53	53	3	-	3.46	.55	Agreed
13	I can deliver high-quality Internet services	52	53	4	-	3.44	.57	Agreed
14	I know how to index library documents for users	41	50	10	8	3.14	.87	Agreed
15	I can deliver adaptive learning services	31	43	14	21	2.77	1.07	Agreed
16	I can deliver current awareness services	41	61	4	3	3.28	.67	Agreed
17	I am good at bibliographic search services	29	50	30	-	2.99	.74	Agreed
18	I am good at literature review services	37	62	10	-	3.25	.61	Agreed
19	I can deliver books and articles publication services	44	48	11	6	3.19	.83	Agreed
20	I can comfortably advertise the library on the media	50	45	10	4	3.29	.79	Agreed
21	I can deliver publishing support services	38	58	13	-	3.23	.65	Agreed
22	I am good at the selection of library materials processes	37	55	13	4	3.16	.77	Agreed
23	I am good at knowledge creation and digital humanity services	28	43	19	19	2.73	1.03	Agreed
24	I can ensure library websites maintenance	18	51	36	4	2.76	.77	Agreed
25	I can deliver library blogging services	20	40	40	9	2.65	.88	Agreed
26	I can deliver makerspace services	21	58	27	3	2.89	.74	Agreed

27	I can deliver research data consultation services	12	33	15	49	2.07	1.10	Disagreed
28	I can deliver "Ask a Librarian" services	19	84	6	-	3.12	.45	Agreed
29	I can deliver digital scholarship support services	8	39	42	20	2.32	.86	Disagreed
30	I can deliver virtual reference services	12	41	36	20	2.41	.92	Disagreed
	Cluster Average					**2.98**	**.78**	**Agreed**

Research Objectives 3: To investigate the relationship between media literacy skills possessed by library staff in academic libraries in Taraba State and their service delivery.

Data in Table 3 indicates a correlation coefficient (r) of 0.03 which is positive and within the limit of below or equal to ±0.20. This indicates that there is a positive very low relationship between media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria.

Table 3: Correlation matrix of relationship between media literacy of library staff and delivery of services in academic libraries in Taraba State, Nigeria

		MLS	LSD
MLS	Pearson Correlation	1	.030
	Sig. (2-tailed)		.755
	N	109	109
LSD	Pearson Correlation	.030	1
	Sig. (2-tailed)	.755	
	N	109	109

Correlation is significant at the 0.01 level (2-tailed), MLS = Media Literacy Skill, LSD = Library Services Delivery, N = Number of respondents

Test of Hypothesis

HO1: Significant relationship does not exist between media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria.

Data in Table 4 shows a p-value of 0.76 which is greater than the alpha value of .05. This implies that there is no significant relationship between the media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria. Therefore, the hypothesis that a significant relationship does not exist between media literacy skill of library staff and delivery of services in academic libraries in Taraba State, Nigeria was not rejected.

Table 4: Regression analysis of the relationship between media literacy of library staff and service delivery in academic libraries in Taraba State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.017	1	.017	.098	.755[b]
	Residual	18.957	107	.177		

	Total	18.974	108			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)
[b] Predictors (constant)

Discussion of Findings

The study found the possession of few media literacy skills by the library staff in academic libraries in Taraba State, Nigeria. The skills include the ability to compare information on different media, detect fake news on the media, identify propaganda on the media, and effectively use the social media to answer users' questions. This study partially corroborates with the earlier finding of Adjin-Tettey (2022) which revealed the possession of numerous media literacy skills such as the ability to determine the authenticity of information on the media. On the other hand, the study aligns with the finding of Al Zou'bi (2022)which found the possession of very few media literacy skills as the library staff are not highly skilled in terms of the media usage. Furthermore, the study found the delivery of numerous services in academic libraries in Taraba State, such as reference services, referral services, Internet services indexing services, adaptive learning services, current awareness services, bibliographic search services, literature review services books and articles publication services, advertising the library on the media, publishing support services, information resources selection, creation and digital humanity services, library websites maintenance, library blogging services, makerspace services, and "Ask a Librarian" services. This aligns with the studies and separate submissions of Nnadozie (2014) and Chukwueke et al. (2018) which revealed the provision of array of services by libraries in Nigeria.

Furthermore, based on the data present in Tables 3, the findings of the study indicated that there is a non-significant positive very low relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. The result reported a correlation coefficient of 0.03. Furthermore, the test of HO_1 with a p-value of 0.76 indicates that the correlation coefficient is insignificant. This proves that a significant relationship does not exist between media literacy of library staff and delivery of services in academic libraries in Taraba State, Nigeria.

Based on the result, there is a clear indication that the library staff are found with low media literacy, hence a corroboration with the study of Ojedokun (2014) which showed low possession of information literacy skills by the librarians as well as an association between such skills and delivery of services in universities in South-west, Nigeria. However, the finding of the study contradicts the finding of Dolanbay (2022), which reported that prospective teachers have gained awareness about media literacy as researching it will lead to the cautious use of media and make the students more conscious of the media's individual and social implications. The disagreement in findings may be a result of the different categories of respondents used, the geographical location and the time of conducting the two studies. Although one may not out rightly reject the finding submitted by Dolanbay (2022) that media literacy directly affects proper utilization in information search and other services. It is however applicable, only when the right and sufficient media literacy skills are possessed by the library staff. Furthermore, because of the very low association that was reported to be existing between the media literacy of library staff and delivery of services in academic libraries in Taraba State, the present study leverages the finding of Adjin-Tettey (2022), which revealed that bivariate correlation computation showed that MIL trained respondents were more likely to determine the authenticity or otherwise of information and less

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likely to share inaccurate stories. This is also part of the assumption of the present study. For Al Zou'bi (2022), studying MIL has an impact on students' acquisition of the skills needed to detect fake news. Such association in the case of the present study is insignificant owing to the acquisition of very little media literacy. The implication is that the academic libraries in Taraba State may be behind in the issue of the application of social media or other electronic media in the delivery of services, hence, an assumption of poor service delivery in such libraries. This is because the more these library staff understand the role of the media and its importance, the more they can be effectively applied in library services delivery, thereby increasing the visibility of their services.

Conclusion

The study revealed anon-significant positive very low relationship between the media literacy skill of library staff and service delivery in academic libraries in Taraba State, Nigeria. This might be why the adoption of different media for service delivery in academic libraries in Taraba State has been an important issue. It stems from the fact that the library staff are custodians of information and are required to understand the movement of information in different media before their services can be well delivered.

Additionally, the very low relationship shows that these skills are only applied when the need arises while on the other hand, the insignificant or non-significant implies the acquisition of low media literacy skills required for service delivery. Such a case is not healthy for the smooth operation of academic libraries in the digital or internet era. It must be carefully reconsidered so as to make for effective and efficient delivery of quality services across all academic libraries in Taraba State, Nigeria. However, in general, the study concludes that there is a positive very low relationship between the media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria. This was why this study was conducted, hence filling the identified gap.

Recommendations

The implication of this study and the associated recommendations as it borders on media literacy skills of library staff and service delivery in academic libraries in Taraba State, Nigeria are as follows:
  i.   Library authorities should intensify efforts in creating the understanding of media literacy skills, their essence and application to enable the library staff to acquire more of the skills as well as apply them in the discharge of their duties.
  ii. Library authorities and management should place more emphasis on the acquisition of media literacy skills in academic libraries by providing other sources and supporting library staff who wish to acquire more skills, either through scholarships, organization or sponsoring of conferences, workshops and other programmes.
  iii. With the proliferation of information sources and openings, media literacy skills should be highly regarded as among the qualities of any library staff before being employed by library authorities. To this end, library staff should be encouraged to acquire such skills.

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