Digital Literacy as a Correlate of Electronic Database Resource Utilization among Undergraduate Students in Edo State, Nigeria

Ogheneyoma Esther Omoefe (CLN), Dr. Mary Ebele Idahosa (CLN)

Benson Idahosa University Library, Benin City, Edo State, Nigeria

DOI: https://doi.org/10.47772/IJRISS.2026.101000817

Received: 27 October 2026; Accepted: 01 November 2026; Published: 25 November 2026

ABSTRACT

This study explored the relationship between digital literacy and undergraduates' use of electronic database resources in three universities in Edo State, Nigeria. A correlational survey design was used, involving 1,887 undergraduate library users from the University of Benin, Ambrose Alli University, and Benson Idahosa University. Data were gathered with a Digital Literacy Test and a questionnaire on the use of library electronic database resources. The reported reliability coefficients were .98 for the digital literacy instrument and approximately .80 for the usage questionnaire. Pearson's product–moment correlation was used to analyse the data at the .05 significance level. For the full sample, digital literacy had a very small positive correlation with resource use ($r = .048$, $p = .037$). A similarly weak positive relationship was reported for students at the federal university ($r = .096$, $p = .018$). The relationships for the state university ($r = .014$, $p = .671$) and private university ($r = .052$, $p = .364$) were not statistically significant. Although the overall result was reported as statistically significant, the correlation itself was negligible. This suggests that digital literacy may be only one part of the explanation for students' use of electronic resources. Awareness of available databases, internet access, institutional infrastructure, and support from library staff may also influence use. The study therefore recommends practical digital-skills training, regular database orientation, accessible user support, and ongoing monitoring of electronic-resource access and use.

Keywords: digital literacy; electronic database resources; undergraduate students; university libraries.

INTRODUCTION

University libraries support teaching, learning, and research by helping students find scholarly information in print and electronic formats. Electronic resources include e-books, e-journals, online databases, theses, conference papers, and other academic materials. Recent studies of nigerian undergraduates show that students use resources such as e-books, e-journals, online databases, and OPACs, but their use can be affected by awareness, access, and search skills (Ikenwe & Solomon, 2024; Yila, 2024). Providing electronic resources does not guarantee that students will use them effectively. Students also need to know how to search databases, choose useful search terms, evaluate results, and use information responsibly in academic work. Recent Nigerian studies indicate that students may have basic digital or ICT skills while still experiencing difficulties with advanced searching, database navigation, and identifying suitable scholarly material (Ikenwe & Solomon, 2024; Musa & Lawan, 2026; Oladokun et al., 2026).

Recent research in Nigeria continues to show that students' digital and information skills matter for electronic-resource use, while also highlighting gaps between basic ICT competence and effective academic searching. At Ambrose Alli University in Edo State, Ikenwe and Solomon (2024) found a significant relationship between undergraduates' search skills and their use of electronic information resources. Yila (2024), studying undergraduates at the University of Lagos, examined digital literacy in relation to digital information-resource utilisation. In a study of public universities in Osun State, Tunmibi et al. (2025) reported that information-literacy skills and perceived library service quality were associated with students' engagement with electronic information resources. Despite these developments, students may possess basic computer and internet skills without having the specialized knowledge required to search academic databases effectively. Some may be familiar with social media, general search engines and other online platforms but lack the skills needed to identify appropriate scholarly databases, construct effective search strategies and evaluate academic

information. Other challenges, including inadequate internet access, unreliable electricity, limited availability of digital devices, insufficient awareness of subscribed databases and inadequate library support services, may also affect the use of electronic resources.

This suggests that the relationship between digital literacy and the utilization of electronic database resources may be influenced by several interconnected factors. Digital literacy may improve students' ability to locate and retrieve scholarly information, but the availability of appropriate infrastructure and institutional support may determine whether those skills translate into actual database use. Against this background, the present study examined the relationship between digital literacy and the utilization of library electronic database resources among undergraduate students in three selected universities in Edo State, Nigeria. The institutions comprised the University of Benin, representing the federal university category; Ambrose Alli University, representing the state university category; and Benson Idahosa University, representing the private university category

Statement of the Problem

University libraries invest money and staff time in electronic information services so that students can find the material they need for their studies. However, these resources may be underused when students are unaware of them or are unsure how to access, search, and assess the information they contain. Poor internet connectivity, unreliable electricity, limited access to suitable devices, and a lack of practical instruction may create further difficulties. Against this background, the study examined whether digital literacy was related to undergraduates' use of library electronic database resources in three universities in Edo State and whether the reported relationship was similar across the federal, state, and private university settings.

Significant

The study is significant because it provides evidence on the relationship between digital literacy and the utilization of electronic database resources among undergraduate students in federal, state and private universities in Edo State. The findings will assist university librarians and library management in understanding the extent to which students' digital competencies are associated with their use of scholarly electronic resources. This understanding may guide the development of practical digital literacy programmers, database orientation and user-support services.

The study will also benefit undergraduate students by drawing attention to the importance of developing the skills required to search, retrieve, evaluate and use scholarly information effectively. University administrators and policy makers may find the findings useful when making decisions concerning internet connectivity, digital infrastructure, electronic database subscriptions and the provision of appropriate devices. Furthermore, the findings provide a basis for future investigations into additional factors such as database awareness, internet accessibility, digital-device availability and library support services. These factors are particularly important because the very weak correlations observed in the study suggest that digital literacy alone may not adequately explain students' utilization of electronic database resources.

Purpose of the Study

The study investigated the relationship between digital literacy and undergraduate students' use of library electronic database resources in universities in Edo State. Specifically, it examined the relationship:

- Between digital literacy and use of library electronic database resources among students in universities in Edo State
- Between digital literacy and use of library electronic database resources among students at the federal university.
- Between digital literacy and use of library electronic database resources among students at the state university.
- Between digital literacy and use of library electronic database resources among students at the private university.

Research Hypotheses

The following null hypotheses were tested at the .05 level of significance:

1. H01: There is no significant relationship between digital literacy and use of library electronic database resources among all undergraduate respondents.
2. H02: There is no significant relationship between digital literacy and use of library electronic database resources among students at the federal university.
3. H03: There is no significant relationship between digital literacy and use of library electronic database resources among students at the state university.
4. H04: There is no significant relationship between digital literacy and use of library electronic database resources among students at the private university.

LITERATURE REVIEW

Digital Literacy

Digital literacy refers to the knowledge and practical competencies required to access, search, retrieve,

evaluate, manage and use information through digital technologies. It goes beyond the ability to operate computers and other electronic devices because it also involves critical thinking, information evaluation, responsible online behavior and the effective use of digital platforms.

In university education, digital literacy enables students to identify their information needs, access electronic databases, formulate search queries, evaluate scholarly materials and use retrieved information appropriately. Students with these competencies are better positioned to engage with electronic learning resources and undertake independent academic research.

Vuorikari et al. (2022), through the Digital Competence Framework for Citizens (DigComp 2.2), identified five major areas of digital competence: information and data literacy, communication and collaboration, digital content creation, safety and problem-solving. Of particular relevance to the present study is information and data literacy, which involves searching for information, evaluating its relevance and credibility, and managing digital content. Digital literacy is therefore an important competency for undergraduate students because effective utilization of electronic databases requires more than basic computer knowledge. Students must also understand how to identify relevant databases, navigate search interfaces, apply search filters and distinguish credible scholarly materials from unreliable online information.

Utilization of Library Electronic Database Resources

Library electronic database resources are organized digital collections of scholarly and academic information made available to users through internet-enabled devices. These resources include electronic journals, e-books, bibliographic databases, theses, dissertations, conference proceedings and other academic publications. University libraries provide access to these resources through institutional subscriptions, open-access platforms and other electronic information services. The utilization of electronic database resources involves students' awareness, access, searching, retrieval and application of the information available through these platforms. Effective utilization enables students to obtain relevant and authoritative materials for assignments, seminars, projects and research activities.

However, the availability of electronic resources does not automatically translate into regular usage. Students may experience difficulties accessing databases because of inadequate awareness, poor internet connectivity, and limited access to digital devices, authentication problems and insufficient knowledge of database search techniques. The assistance provided by librarians through information literacy instruction, database demonstrations and online support may also influence students' willingness and ability to use available resources.

THEORETICAL FRAMEWORK

This study is anchored on the Digital Competence Framework (DigComp 2.2), the Association of College and Research Libraries' Framework for Information Literacy for Higher Education, and the DeLone and McLean Information Systems Success Model.

The Digital Competence Framework, developed by the European Commission and presented in its updated version by Vuorikari et al. (2022), provides a useful foundation for understanding the digital skills required by individuals to participate effectively in digital environments.

The framework identifies five competence areas: information and data literacy, communication and collaboration, digital content creation, safety and problem-solving. Information and data literacy is particularly relevant to this study because it involves the ability to browse, search, filter, evaluate and manage digital information.

The framework provides an explanation of how students' digital competencies may influence their ability to locate and utilize electronic database resources. For example, students who can formulate appropriate search terms, navigate digital platforms and evaluate retrieved information may be better equipped to use scholarly databases. The framework therefore provides a basis for examining digital literacy as a variable associated with electronic-resource utilization.

Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education

The ACRL Framework for Information Literacy for Higher Education (2016) provides another important foundation for this study. The framework explains information literacy through six interconnected concepts: authority is constructed and contextual, information creation as a process, information has value, research as inquiry, scholarship as conversation, and searching as strategic exploration.

The concept of searching as strategic exploration is particularly relevant because it emphasizes- the ability to develop appropriate search strategies, navigate information sources and refine searches to obtain useful results. Similarly, the concept of authority is constructed and contextual highlights the importance of evaluating the credibility and relevance of information sources.

This framework is relevant because students' ability to use electronic databases effectively depends not only on their technical competence but also on their ability to identify credible scholarly information and apply it appropriately in academic work.

The DeLone and McLean Information Systems Success Model, originally developed in 1992 and updated in 2003, provides an explanation of the factors associated with the successful use of information systems. The updated model identifies system quality, information quality and service quality as important dimensions associated with system use and user satisfaction (DeLone & McLean, 2003).

The model is relevant to the present study because electronic databases are information systems through which student’s access scholarly information. System quality may relate to the accessibility, reliability and usability of database platforms. Information quality concerns the relevance, accuracy and usefulness of the materials retrieved, while service quality relates to the assistance provided by librarians and other institutional support personnel.

The model therefore helps explain why digital literacy alone may not adequately account for students' utilization of electronic databases. Even when students possess the required digital skills, poor internet connectivity, inaccessible database platforms, inadequate resource availability and limited library support may discourage effective use.

The three frameworks complement one another. DigComp 2.2 explains the digital competencies students require; the ACRL Framework explains the information-searching, evaluation and responsible-use

competencies necessary for academic work; while the DeLone and McLean model highlights the importance of system quality, information quality and service support in the successful utilization of electronic resources.

Together, these frameworks provide a broader explanation of the relationship between digital literacy and electronic database utilization. They also provide a theoretical basis for investigating additional variables such as database awareness, internet accessibility, availability of digital devices and library support services.

CONCEPTUAL FRAMEWORK

The conceptual framework presents digital literacy as the principal independent variable and utilization of library electronic database resources as the dependent variable. Digital literacy is considered in terms of students' ability to operate digital devices, search and retrieve information, navigate electronic databases, evaluate information and use digital resources responsibly. The dependent variable, utilization of library electronic database resources, relates to students' access to and use of e-books, e-journals, online databases and other scholarly electronic resources. The framework further recognizes four contextual factors that may influence the relationship between the two principal variables. These are database awareness, internet accessibility, availability of digital devices and library support services.

Conceptual relationship between the study variables

Independent variable: Digital literacy Device operation · Information searching · Database navigation · Information evaluation · Responsible digital use

Dependent variable: Utilization of library electronic database resources Accessing · Searching · Retrieving ·

Using scholarly electronic resources

Additional contextual factors requiring investigation

Database awareness

Internet accessibility

Digital-device availability

Library support services

Source: Researchers' conceptualization, informed by Vuorikari et al. (2022), ACRL (2016), and DeLone and McLean (2003).

The framework assumes that digital literacy may be associated with students' ability to use electronic database resources. However, this relationship may be strengthened or weakened by the availability of supporting facilities and services. These additional factors were not included as independent variables in the reported correlation analysis and should therefore be treated as proposed explanatory variables for subsequent research rather than established findings of the present study.

Empirical Review

Ikenwe and Solomon (2024) examined the relationship between undergraduate students' search skills and utilization of electronic information resources at Ambrose Alli University, Nigeria. The study involved 113 final-year undergraduate students and found a significant relationship between search skills and the utilization of electronic information resources. The researchers also identified inadequate awareness, insufficient searching skills and internet costs as challenges affecting students' use of electronic resources. The findings demonstrate the importance of students' information-searching competencies in accessing academic resources.

Yila (2024) investigated undergraduate students' utilization of digital information resources at the University of Lagos, Nigeria, with particular attention to the role of digital literacy. The study provides relevant evidence concerning the relationship between students' digital competencies and their engagement with digital information resources. Its focus is closely related to the present study, although the current research extends the investigation to federal, state and private university settings in Edo State.

Oyighana et al. (2025) examined the information needs and information-seeking behavior of Generation Z undergraduate students in Nigerian university libraries. Their findings highlighted students' increasing reliance on social media, artificial intelligence tools and online encyclopedias when seeking information. The study emphasized the need for university libraries to improve their digital services and strengthen students' ability to identify and use authoritative academic resources.

Adekoya and Busayo (2025) investigated ICT skills and electronic information-resource utilization among undergraduate sandwich students in Nigerian universities. Their study highlighted the fact that possession of general ICT skills does not necessarily guarantee effective use of electronic information resources. Searching difficulties and inadequate library support were among the challenges associated with resource utilization.

Tunmibi et al. (2025) investigated information literacy skills, library service quality and engagement with electronic information resources among undergraduates in public universities in Osun State, Nigeria. Their findings highlighted the relevance of information literacy and library service quality in students' engagement with electronic resources. This suggests that students' competencies and the quality of institutional support should be considered together when examining electronic-resource utilization.

Although these studies provide useful evidence, the present study contributes to the literature by examining the relationship between digital literacy and electronic database utilization across three different university ownership categories within Edo State. It also draws attention to the need for further investigation of institutional and infrastructural factors that may explain students' use of electronic resources.

METHODOLOGY

The study adopted a correlational survey design, which was considered appropriate for examining the direction and strength of the relationship between digital literacy and the utilization of library electronic database resources among undergraduate students without establishing a cause-and-effect relationship. The study was conducted in Edo State, Nigeria, and covered three university libraries: John Harris Library, University of Benin; Ambrose Alli University Library, Ekpoma; and Benson Idahosa University Library, Benin City, representing the federal, state and private university categories, respectively. The population comprised 18,862 registered undergraduate library users based on the 2025/2026 academic session records, consisting of 10,200 students from the University of Benin, 7,400 from Ambrose Alli University and 1,262 from Benson Idahosa University. Purposive sampling was used to select the sample size from the three universities based on the availability of digital facilities and electronic information resources in their libraries, while students visiting the selected libraries were reportedly selected randomly to participate in the study. A sample of 1,887 undergraduate students participated in the study, comprising 608 from the federal university, 970 from the state university and 309 from the private university. Data were collected using two instruments: the Digital Literacy Test (DLT) and the Usage of Library Electronic Database Resources Questionnaire (ULEDRQ). The DLT consisted of demographic information and multiple-choice questions designed to assess students' ability to operate digital devices, search for information, navigate electronic platforms and evaluate retrieved information. The ULEDRQ assessed students' utilization of electronic information resources using a four-point response scale ranging from very often to rarely. The data collected were analyses using descriptive and inferential statistical methods, while Pearson's Product Moment Correlation was employed to determine the direction and strength of the relationship between digital literacy and utilization of library electronic database resources. The four null hypotheses were tested at the .05 level of significance. The correlation coefficients were interpreted based on their direction and magnitude, while the corresponding probability values were used to determine statistical significance. A positive correlation indicates that higher digital literacy scores are associated with higher levels of electronic-resource utilization, whereas a coefficient close to zero indicates a very weak linear relationship.

RESULTS

The results below show the Pearson correlation between digital literacy and use of library electronic database resources for the overall sample and for each institutional category.

Analysis group	N	Pearson r	p-value	Decision at .05	Interpretation
All universities	1,887	0.048	0.037	Reject H01	Very weak positive; statistically significant
Federal university	608	0.096	0.018	Reject H02	Very weak positive; statistically significant
State university	970	0.014	0.671	Do not reject H03	Very weak positive; not statistically significant
Private university	309	0.052	0.364	Do not reject H04	Very weak positive; not statistically significant

Relationship between Digital Literacy and Utilization of Library Electronic Database Resources among All Undergraduate Respondents

The result in Table 1 shows that the Pearson correlation coefficient for all undergraduate respondents was .048, with a probability value of .037. Since the probability value was below the .05 level of significance, the null hypothesis was rejected. This indicates a statistically significant positive relationship between digital literacy and utilization of library electronic database resources among the respondents.

However, the correlation coefficient of .048 indicates that the relationship was extremely weak. The finding suggests that although students with higher digital literacy scores tended to report slightly higher levels of electronic-resource utilization, the association was too small to provide a meaningful explanation of differences in resource use.

Relationship between Digital Literacy and Utilization of Library Electronic Database Resources among Students in the Federal University

The result shows a Pearson correlation coefficient of .096 and a probability value of .018 for students in the federal university. Since the probability value was below .05, the null hypothesis was rejected. This indicates a statistically significant positive relationship between digital literacy and utilization of library electronic database resources among students in the federal university.

Nevertheless, the correlation coefficient of .096 indicates a very weak relationship. Although the association was statistically significant, digital literacy accounted for less than one per cent of the variation in reported electronic-resource utilization in this subgroup.

Relationship between Digital Literacy and Utilization of Library Electronic Database Resources among Students in the State University

The result shows a Pearson correlation coefficient of .014 and a probability value of .671. Since the probability value was greater than .05, the null hypothesis was not rejected. This indicates that there was no statistically significant relationship between digital literacy and utilization of library electronic database resources among students in the state university.

The correlation coefficient was positive but almost zero, suggesting that digital literacy had virtually no linear association with reported electronic-resource utilization in this subgroup.

Relationship between Digital Literacy and Utilization of Library Electronic Database Resources among Students in the Private University

The result shows a Pearson correlation coefficient of .052 and a probability value of .364. Since the probability

value was greater than .05, the null hypothesis was not rejected. This indicates that the relationship between digital literacy and utilization of library electronic database resources among students in the private university was not statistically significant.

Although the correlation was positive, its magnitude was extremely small, suggesting that digital literacy alone had little association with students' reported utilization of electronic database resources in this subgroup.

DISCUSSION OF FINDINGS

The findings revealed a positive but very weak relationship between digital literacy and utilization of library electronic database resources among the undergraduate respondents in the three selected universities. Although the overall correlation was statistically significant, the coefficient of .048 indicates that the relationship was negligible in practical terms. This means that students with higher digital literacy scores did not necessarily report substantially greater use of electronic database resources than students with lower scores.

The practical interpretation becomes clearer when the coefficient of determination is considered. Squaring the overall correlation coefficient (.048) indicates that digital literacy shared approximately 0.23% of the observed variation in electronic-resource utilization in the simple bivariate relationship. This suggests that other factors, beyond students' digital competencies, may account for much of the variation in their use of electronic resources.

The finding is consistent with the argument that general digital competence does not automatically translate into effective academic information searching. Vuorikari et al. (2022) explained that digital competence includes several interconnected skills, including information evaluation, digital problem-solving and responsible technology use. Similarly, Ikenwe and Solomon (2024) identified search skills as an important consideration in students' utilization of electronic information resources. However, the very weak relationship observed in the present study suggests that possessing digital skills may not be sufficient when students encounter barriers to accessing or using academic databases.

One possible explanation is that students may possess the technical ability to operate computers and smartphones without having adequate awareness of the electronic databases subscribed to by their university libraries. For example, a student may be proficient in using Google, social media and other online applications but may not know how to access databases such as ProQuest, Science Direct or other scholarly platforms. In such circumstances, digital competence may not translate into increased use of library electronic resources. This interpretation is consistent with the distinction between general digital competence and information literacy reflected in the DigComp 2.2 and ACRL frameworks.

Another possible explanation relates to internet accessibility and the availability of digital devices. Students who possess adequate digital literacy skills may still experience difficulties using electronic databases when internet connectivity is unreliable, electricity supply is inconsistent or suitable devices are unavailable. Similarly, authentication requirements, limited access to subscribed resources and difficulties navigating database interfaces may discourage students from using available electronic materials.

Library support services may also be important in explaining the observed relationship. Students who receive practical instruction, database demonstrations, research assistance and continuous guidance from librarians may be better positioned to use electronic resources. This interpretation is supported by the DeLone and McLean (2003) model, which identifies system quality, information quality and service quality as relevant dimensions of information-system success.

The result for the federal university also revealed a statistically significant but very weak positive relationship ($r = .096$, $p = .018$). The coefficient of determination indicates that digital literacy shared approximately 0.92% of the variation in reported electronic-resource utilization. Although this relationship was statistically significant, the practical contribution remained small. The result suggests that digital literacy may have some association with students' electronic-resource utilization in this institution, but other factors are likely to be important. For the state university, the correlation coefficient was .014, with a probability value of .671. This

indicates an almost negligible and statistically non-significant relationship. The result suggests that differences in digital literacy scores were not meaningfully associated with differences in students' reported use of electronic database resources in this subgroup.

Similarly, the private university recorded a correlation coefficient of .052 and a probability value of .364. Although the relationship was positive, it was not statistically significant. The coefficient of determination indicates that digital literacy shared approximately 0.27% of the variation in reported resource utilization. This finding further demonstrates that digital literacy alone may not adequately explain students' use of electronic database resources. Overall, the findings suggest that the relationship between digital literacy and electronic database utilization is more complex than initially assumed. Students' technical competencies are important, but awareness of available databases, reliable internet access, and availability of digital devices, database usability and library support services may also contribute to resource utilization. These factors were not directly measured in the reported analysis, and their actual contributions remain to be established through further empirical investigation.

CONCLUSION

The study examined the relationship between digital literacy and utilization of library electronic database resources among undergraduate students in three selected universities in Edo State, Nigeria. The findings revealed a positive but very weak relationship between the two variables among all respondents. Although the relationship was statistically significant for the overall sample and the federal university subgroup, it was not statistically significant for students in the state and private universities. The very low correlation coefficients indicate that digital literacy, when considered alone, provides limited explanation of students' utilization of electronic database resources. The findings therefore suggest that improving students' digital competencies should be accompanied by efforts to increase awareness of available databases, improve internet accessibility, provide suitable digital devices and strengthen library support services. The study contributes to the understanding of electronic-resource utilization in university libraries by showing that the relationship between students' digital literacy and their use of scholarly databases may be influenced by several institutional and infrastructural conditions. Future studies should incorporate these additional factors to provide a more comprehensive explanation of electronic-resource utilization.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

1. University libraries should organize regular digital literacy programs to improve students' abilities to search, retrieve, evaluate and use scholarly electronic information resources.

2. Librarians should strengthen database awareness programs by introducing students to the electronic databases subscribed to by their institutions and providing practical demonstrations on how to access and use them.

3. University management should improve internet connectivity and electricity infrastructure within university libraries to ensure that students can access electronic databases without unnecessary interruptions.

4. University libraries should make appropriate computers and other digital devices available to students who may not have personal access to suitable equipment.

5. Library staff should provide continuous user-support services through research consultations, online tutorials, database guides and practical information literacy sessions.

6. University libraries should periodically assess students' awareness, accessibility and utilization of subscribed electronic databases to identify challenges affecting effective use.

7. Future researchers should investigate the combined contributions of digital literacy, database awareness, internet accessibility, availability of digital devices and library support services to the utilization of electronic database resources among undergraduate students.

LIMITATIONS OF THE STUDY

The study was limited to three selected universities in Edo State, Nigeria, representing federal, state and private university categories. Consequently, the findings should not be generalized to all undergraduate students in Nigerian universities without further investigation. The study adopted a correlational survey design; therefore, the findings establish associations between digital literacy and electronic-resource utilization rather than causal relationships.

Another limitation is that the analysis concentrated on the relationship between digital literacy and electronic database utilization without directly examining other potentially important factors such as database awareness, internet accessibility, availability of digital devices and library support services. These variables may provide further explanations for students' utilization of electronic resources. Furthermore, the population figures were based on library registration records for the 2018/2019 academicsession. These figures may not represent the current undergraduate population of the selected universities. The original manuscript also contained incomplete methodological information concerning the pilot-test sample size and the precise procedure used in selecting individual respondents. These details require verification from the original research records.

REFERENCES

1. The following references are arranged alphabetically. The three theoretical and conceptual sources have been added to strengthen the manuscript. The original empirical references have been retained, but their complete bibliographic details should be checked against the publishers' records before submission.
2. Adekoya, C. O., & Busayo, I. O. (2025). ICT skills and electronic information resources utilization among undergraduate sandwich students in Nigerian universities. International Journal of Library and Information Studies, 15(1).
3. Association of College and Research Libraries. (2016). Framework for information literacy for higher education. American Library Association. Official framework.
4. DeLone, W. H., & McLean, E. R. (2003). The DeLone and McLean model of information systems success: A ten-year update. Journal of Management Information Systems, 19(4), 9–30. https://doi.org/10.1080/07421222.2003.11045748
5. Ikenwe, I. J., & Solomon, A. O. (2024). Relationship between undergraduate students' search skills and usage of electronic information resources in Ambrose Alli University (AAU), Nigeria. Folia Toruniensia, 24, 73–93. https://doi.org/10.12775/ft.2024.004
6. Musa, S., & Lawan, N. M. (2026). Influence of information literacy skills on the use of library e-resources among undergraduate students of universities in Northern Nigeria. The Information Technologist, 22(2), 206–217.
7. Oladokun, B. D., Okeke, O. C., Irivike, F. E., Nelson, E. E., & Onoja, J. B. (2026). Bridging the gap: Digital literacy competence and resource utilization among Nigerian undergraduates. College & Undergraduate Libraries, 33(2), 139–163. https://doi.org/10.1080/10691316.2026.2664212
8. Oyighana, D., Oladokun, B. D., & Okwu, E. (2025). Information needs and seeking behaviors of Gen Z undergraduate students in Nigerian university libraries. Journal of Electronic Resources Librarianship, 37(3), 278–291. https://doi.org/10.1080/1941126X.2025.2518892
9. Tunmibi, S. O., Ajala, M. O., & Surajudeen, H. O. (2025). Information literacy skills, library service quality and engagement with electronic information resources among undergraduates in public universities in Osun State, Nigeria. MiddleBelt Journal of Library and Information Science, 23(1), 109–126. https://www.mbjlisonline.org/jlis/article/view/185
10. Vuorikari, R., Kluzer, S., & Punie, Y. (2022). DigComp 2.2: The digital competence framework for citizens, with new examples of knowledge, skills and attitudes. Publications Office of the European Union. https://doi.org/10.2760/115376
11. Yila, U. M. (2024). Undergraduate students' utilisation of digital information resources at the University of Lagos, Nigeria: The role of digital literacy. University of Dar es Salaam Library Journal, 19(2), 130–139. https://doi.org/10.4314/udslj.v19i2.10