

## Digital Literacy Skills and Attitude of Undergraduate towards Use of E-Resources in Selected Universities in Ogun State, Nigeria.

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### Abstract

*This study was conducted on digital literacy skills and attitude of undergraduates towards use of e-resources in selected Universities in Ogun State. Descriptive survey research design was adopted for the study. Stratified random sampling technique was used to select two hundred and fifty two (252) undergraduate students using questionnaire as the research instrument for data collection. The findings revealed that majority of the undergraduate students use database, e-maps, and e-journals. Majority of the undergraduate students use e-resources for coursework/study material, research activities, and doing course assignment. The most frequently used e-resources by undergraduates are e-theses and e-maps. The findings also revealed that the level of digital literacy skills of undergraduates is high. Undergraduates have an indifferent attitude towards the use of e-resources. Majority of the undergraduate students considers financial incapacitation to acquire digital tools as a major challenge in using e-resources. The study therefore recommends that University library should make more e-resources that are erstwhile inaccessible to library users available for use.*

**Keywords:** Digital Literacy Skills, Attitude towards Use of E-resources, E-resources, Use of E-resources

### INTRODUCTION

The emergence of Information and Communication Technology (ICT) has necessitated its integration into many aspects of human life. ICT has been permeated virtually every sector by disrupting the traditional practices in those sectors, and among these sectors are educational institutions. Consequently, undergraduates in institutions of higher learning are expected to utilize ICT tools to carry out some of their academic activities. Using electronic resources is one of the most important ICT instruments that can support their academic endeavors.

The proliferation of information and the ICT revolution led to the introduction of electronic resources to libraries. Manjunatha gave a detailed explanation of electronic resources (2022). Electronic resources are informational gold mines that can be accessed simultaneously by a large number of people from infinite points using modern ICT devices. These resources are refined, redesigned, and frequently stored in cyberspace in the most compact and concrete form. They can

be accessed locally or remotely via the internet. The most prevalent kinds include e-books, e-journals, Fulltext (aggregated) databases, databases with statistics and numbers, and e-audiovisual resources. Electronic databases are one type of electronic resource that can be accessed online or offline through the use of ICT tools.

It should be noted that electronic resources are now a standard feature of the collections of many academic libraries, and as such, they are essential to the daily operations of these libraries since they provide patrons unfettered access. These library users comprise undergraduates, postgraduates and staffs of the institution. The unrestricted access to information electronically makes the electronic resources the cynosure of all eyes in the tertiary institutions. Therefore, it would seem that library patrons are more aware of the advantages of using electronic resources. These advantages serve as the impetus for library patrons to fully realize the potential that comes with using electronic databases.

Some of the benefits associated with utilising electronic-resources are those identified by Fjällbrant (2018) to include accessibility and convenience. E-resources provide access to a wide range of scholarly texts at any time and from any location. Undergraduates can access digital libraries, journals, eBooks, and databases remotely, eliminating the need for physical visits to the library. This accessibility enhances convenience and facilitates continuous learning. Another benefit of using e-resources is its expanded information landscape. Undergraduates can also access a wider variety of knowledge sources with e-resources than they can with print resources. Digital libraries and databases host which are also examples of e-resources provides extensive collections, including peer-reviewed articles, research papers, multimedia content, and historical archives, allowing students to interact with current research and investigate many points of view.

The potential that comes with using electronic resources appears to have been underutilized by library users, despite the fact that doing so has several advantages. This indicates a low level of e-resources use. This is confirmed by Oriogu, Chukwuemeka, and Oriogu-Ogbuiyi (2018) as well as Vanik and Gamit (2022), who looked into how private universities in Nigeria used electronic resources and found that it was used at a moderately low level. This goes to show that despite the adoption and use of ICT innovations in the academic library, there is still a gap in the use of such resources. Therefore, there is need to have a full grasp of how such a gap existed in the first place. One of the ways of making this assessment is by understanding how the level of use of electronic resources was measured by researchers. Akinola, Shorunke, Ajayi, Odefadehan, and Ibikunle (2018) examined how electronic resources were used by library patrons, taking into account the kinds of resources they used, how often they used them, why they used them, and any obstacles they encountered.

As a result of the wide variety of technologies available, library users use a wide range of electronic resources. Several authors' studies recognized a few categories of electronic resources. Among these authors, Fyneman, Idiedo, and Ebhomeya (2014) pointed out that undergraduates in universities use electronic resources such as the NUC virtual library, HINARI, E-journals, CD-ROMs, AGORA, and EbscoHost. Similarly, the frequency of e-resource use as a measure revealed some interesting results on how library customers perceived their use of e-resources. Scholars through their study attempted to identify how frequent library users utilize the e-resources. A study by Akinola et al. (2018) at the University of Ibadan found that students preferred using electronic

databases like JSTOR, AJOL, AGORA, HINARI, EBSCO Host, and DOAJ over e-books and e-journals. This implies that e-databases appear to be more favoured by library users in comparison with other e-resources.

Furthermore, there are reasons why these e-resources are likely to be used by undergraduates. According to Katabalwa (2016), undergraduates often use e-resources for various purposes, such as coursework completion, literature reviews, and research reports. However, Mollel and Mwantimwa (2019) found that there are challenges faced by these students, such as lack of access to e-resources due to ignorance, shortage of connected computers, poor searching abilities, frequent power outages, insufficient bandwidth, ignorance, lack of training, restricted access to computers, and difficulties doing searches. Also, attitude plays a significant role in how undergraduates make use of e-resources. They have mixed feelings about the functionality, suitability, and frequency of usage. A positive attitude towards using e-resources encourages them to use them for good reasons and not for harmful activities. However, a negative attitude may affect their resolve to use e-resources or restrict their use to limited reasons.

Digital literacy skills as defined by Adeoye and Adeoye (2017) include ICT, computer, and information literacy, which are essential for understanding and applying information delivered through computers in various formats from various sources. The ability to use digital information and communication abilities to accomplish tasks in a digital environment has gained significant attention in the past decade and is considered a critical skill for the twenty-first century. The degree of proficiency in digital literacy among students is crucial. While Adeoye and Adeoye (2017) suggest that undergraduates have a high degree of digital literacy, Gakibayo, Ikoja-Odongo, and Okellor-Obura (2013) suggest that areas with limited access to digital resources and low computer skills may result in reduced e-resource usage. In conclusion, the attitudes of undergraduates towards e-resources are influenced by factors such as attitude, attitude, and digital literacy skills. Addressing these issues can help ensure that students have the best opportunities provided by e-resources in their academic pursuits.

### **Statement of the problem**

The technology revolution has greatly influenced the academic space, including the way undergraduate access and utilizes resources in university libraries. The emergence and widespread availability of electronic resources (e-resources) have revolutionized the traditional library experience. The use of e-resources comes with some benefits for undergraduates among which are the potential to broaden information landscape. E-resources also provide undergraduates with access to a vast array of scholarly information beyond the limitations of print resources. Despite these astounding benefits, it has been observed that undergraduates prefer to use the e-resources for other activities ranging from copying notes, viewing, downloading and also overwhelmed by the available e-resources. This portends a challenge for undergraduates as they still seem not to understand how best to utilize the resources at their disposal. This also shows a relatively negative attitude towards their use of e-resources. This issue calls for serious concern and it could be suggested that digital literacy skills of undergraduates could be an influencing factor for their attitude towards the use of e-resources. Despite the proliferation of digital technologies and the availability of vast electronic repositories in selected universities in Ogun State, Nigeria, there

remains a notable gap in understanding the extent to which undergraduate students possess the necessary skills to effectively navigate, evaluate, and utilize these resources.

### **Research questions**

To guide the study, the following research questions were posed:

1. What are the types of e-resources used by undergraduate in selected universities in Ogun State?
2. What are the purposes of using e-resources by undergraduate in selected universities in Ogun State?
3. What is the frequency of using e-resources by undergraduate in selected universities in Ogun State?
4. What is the attitude of undergraduates towards the use of e-resources in selected Universities in Ogun State?
5. What is the level of digital literacy skills of undergraduates in selected Universities in Ogun State?
6. What are the challenges of using e-resources faced by undergraduate in selected universities in Ogun State?

### **REVIEW OF LITERATURE**

Electronic resources that transmits a collection of information—text, electronic books, electronic journals, electronic newspapers, electronic theses, collection of images, other multimedia items, and graphical, numerical, or time-based—is classified as an electronic resource if it requires computer access and is distributed as a commercial product with the intention of being promoted. Jotangia (2020) alluded that these resources may be transmitted via CD ROM, tape, the web, the Internet, or any other electronic device. It should be added that the essence of using electronic resources is to ensure that the users have unrestricted access to them, whether online or offline. This aligns with the submission of Fyneman, Idiedo, and Ebhomey (2014) who found that students enjoy regular access to electronic resources like online libraries, E-journals, CD-ROMs, and other tools.

In order to ensure that students have access to these electronic resources, it is expedient to note that there is need for them to be aware of the various electronic resources, as this could provide them the requisite background knowledge on how to utilize them. Adenariwo (2022) also provided insights to support this submission, as it was reported that students in Fountain University are well aware of electronic information resources and utilize them extensively. Additionally, it was found that these undergraduates possess a high degree of skill such when using electronic resources. Inferentially, electronic information resources are vital in providing undergraduate students with the tools they need for academic advancement, and this could extend to the role their attitude plays in the use of these electronic resources.

The attitude of students to the use of electronic resources is a topic issue that seems to provide clarity on the degree to which the e-resources were utilised. There is a tendency for students to be favourably or not favourably disposed to the use of electronic resources and this may be due to intrinsic or extrinsic scenarios. Nyemezu (2022) also believed that the perception and frequency of utilization of electronic information resources were influenced by their attitudes

towards them. It was suggested that university libraries offer sufficient e-library resources to promote student use in order to overcome this problem. This would improve their access to relevant materials as well as develop their digital skills for better academic performance.

Furthermore, students' attitude can be viewed from a positive and negative perspective. It is worthy to posit that despite the enormous benefits that the use of electronic resources hold for the users, the inability of the library to position them well for easy access may result in the users reacting negatively, thereby exploring other options outside the library to satisfy their information thirst. Issa, Ibrahim, Onojah, and Onojah (2020) found out that undergraduates held a positive attitude towards utilizing OERs for learning purposes. They were able to access and utilize the resources and it showed potentials to improve their self-learning. It was also suggested that institutions should take initiatives to create their own OERs which can be accessed by students at any time or place. This recommendation arises as more students hold positive attitudes about utilizing these materials for learning which can reduce financial burdens while creating easily accessible opportunities for self-paced education.

It is widely recognized that awareness and proper training are crucial for the effective use of e-resources. Many studies have echoed the sentiment that users often underutilize valuable e-resources due to a lack of knowledge about their existence or how to use them efficiently. This aligns with the findings of Omeluzor et al. (2016), suggesting that increasing user awareness and providing adequate training can significantly enhance the utilization of e-resources. Also, the issue of unstable internet connectivity and limited access hours is a common challenge in many academic institutions, especially in developing regions. Providing 24/7 access and ensuring stable internet connectivity are practical solutions that can address these problems and improve the accessibility of e-resources. The suggestion by Omeluzor et al. (2016) to introduce round-the-clock internet services is both reasonable and necessary to meet the growing demands of users.

In the same vein, the purpose of using electronic resources cannot over-emphasized. For students, it is believed that e-resources provide an academic platform for them to explore the gamut of knowledge available for their immediate and future information needs. Likewise, Kalsoom, Jabeen and Munawar (2021) averred that students frequently use e-resources, with e-books, e-journals, and databases being the most commonly used types. Students tend to use these resources for various purposes such as completing class assignments or conducting research based on their lecturers' recommendations. Furthermore, it was found that students who often utilize e-resources have higher GPAs than those who do not. However, challenges were identified such as insufficient skills in retrieving essential information, slow internet speed, unavailability of relevant materials at all times; difficulty in identifying pertinent content and information overload can hinder their optimal usage.

Also, a factor that can contribute to undergraduate's attitude towards the use of electronic resources is Digital literacy skills. This is a skill that has evolved with the 21<sup>st</sup> century technology advancement. It brings to the fore the need for individuals to possess the requisite ability to explore information that has been captured, converted, or documented in electronic or digital form. This is no different for undergraduates that depend on information resources to aid their academic success. It becomes a challenge when users are not able to access and use information resources in electronic form. The study carried out by Yusuf and Endouware (2021) found a basis to support

this position, as they asserted based on their findings that most library users had inadequate digital literacy skills, raising questions about students' digital literacy. This suggests the need for an increase in digital literacy training for students and librarians to access electronic resources, although poor infrastructure and slow internet connectivity could pose a threat.

On the other hand, there are possibilities that exist that there are digitally literate undergraduates with evidence. Based on the compelling outcomes put forward in the studies by Adeoye and Adeoye (2017) and Owansuan-Olalere and Soyemi (2022), evidence suggests that students possess high digital literacy skills. They were confident in identifying when information resources are needed, choosing appropriate tools, and evaluating information from different sources. However, only 4.2% of students were confident in evaluating information obtained from different sources. This also additionally demonstrates the student's high degree of information literacy, communication literacy, content production, safety, and problem-solving abilities.

## METHODOLOGY

For this study, a descriptive survey research design was used. The use of this design is because it does not encourage the manipulation of data. Eight thousand, three hundred and twenty seven (8,327) undergraduate students from Federal University of Agriculture Abeokuta, Babcock University Ilishan-Remo, and Olabisi Onabanjo University Ago Iwoye. The sample size was reflected by choosing 3% (252) of the population using the stratified random sampling approach. A self-designed and close-ended questionnaire tagged Digital Literacy Skills and Attitude of Undergraduate towards Use of E-Resources (DLSAUUE) was used as the instrument in gathering data from the respondents.

The instrument (questionnaire) was given to three experts in the Department of Library and Information Science, thereafter the corrections were made on the instrument based on their comments. The University of Lagos undergraduate students were given thirty copies of the questionnaires. The result shows Cronbach Alpha reliability coefficient for Digital Literacy Skills  $r=0.81$ ; Attitude towards use of e-resources  $r= 0.90$ ; Use of e-resources  $r= 0.74$ . The dependability coefficient overall is 0.82, indicating that the if the measurement tool meets the normalcy criteria of  $r \geq 0.70$ , it is considered legitimate for the study. The questionnaire was administered by the researcher to the undergraduate students. Out of 252 questionnaire that was administered, 243 was returned and found useful for the study giving a response rate of 96.4%. Using the Statistical Package for Social Sciences (SPSS), the data generated from the study was computed and analyzed. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed for research questions 1-6.

## RESULTS

**Research Question 1:** What are the types of e-resources used by undergraduate in selected universities in Ogun State?

**Table 1: Types of e-resources used by undergraduate students in selected universities in Ogun State, Nigeria**

S/N	E- resources	No	Yes	Mean( $\bar{x}$ )	Std. Dev.
1.	e-books	108 (44.4%)	135 (55.6%)	1.55	0.49
2.	e-journals	66 (27.2%)	177 (72.8%)	1.72	0.44
3.	Databases	15 (6.2%)	228 (93.8%)	1.93	0.24
4	e-conference proceedings	114 (46.9%)	129 (53.1%)	1.53	0.50
5	e-reports	66 (27.2%)	177 (72.8%)	1.72	0.44
6	e-maps	63 (25.9%)	180 (74.1%)	1.74	0.43
7.	e-manuscripts	66 (27.2%)	177 (72.8%)	1.72	0.44
8.	e-theses	164 (67.5%)	79 (32.5%)	1.32	0.46
9.	Newsgroups	53 (21.8%)	190 (78.2%)	1.78	0.41
10.	Indexing and Abstracting Databases	63 (25.9%)	180 (74.1%)	1.74	0.43
11	CD-ROMs	64 (26.3%)	179 (73.7%)	1.73	0.44

Table 1 revealed the types of e-resources used by undergraduate students in selected universities in Ogun State, Nigeria. It was revealed that the following e-resources are used by undergraduate in the selected university, Databases ( $\bar{x}$  =1.93; std dev. = 0.24); Newsgroups ( $\bar{x}$  =1.78; std dev. = 0.41); e-maps ( $\bar{x}$  =1.74; std dev. = 0.43). This implies that majority of the undergraduate students in selected universities in Ogun State use database, newsgroups, e-maps, and e-journals.

**Research Question 2: What is the purpose of using e-resources by undergraduate students in selected universities in Ogun State?**

**Table 2: Purpose of using e-resources by undergraduate students in selected universities in Ogun State**

S/N	Purpose of use	SA	A	D	SD	Mean( $\bar{x}$ )	Std. Dev.
1.	Self-development	39 (36.6%)	34 (55.1%)	3 (3.3%)	12 (4.9%)	3.23	0.73
2.	Online application/registration	30 (12.3%)	29 (11.9%)	13 (46.5%)	30 (12.3%)	2.92	0.95
3.	Research activities	90 (78.2%)		27 (11.1%)	26 (10.7%)	3.45	1.05
4	Doing course assignment	99 (81.9%)		26 (10.7%)	8 (7.4%)	3.56	0.95
5	To prepare for examination	59 (65.4%)	27 (11.1%)	46 (18.9%)	11 (4.5%)	3.37	0.94
6	For pleasure	83 (75.3%)	33 (13.6%)	15 (6.2%)	12 (4.9%)	3.59	0.81
8	Searching for new things	71 (70.4%)	24 (9.9%)	3 (3.3%)	40 (16.5%)	3.34	1.13
9	Course work/study material	88 (77.4%)	22 (9.1%)	7 (2.9%)	26 (10.7%)	3.53	0.97
10	To assist my peers to get information resources	109 (44.9%)	110 (45.3%)		24 (9.9%)	3.25	0.88

**Key: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SA**

Table 2 revealed the purpose of using e-resources by undergraduate students in selected universities in Ogun State. It was revealed that undergraduate uses e-resources for the following purposes: For pleasure ( $\bar{x}$  =3.59; std dev. = 0.81); Doing course assignment ( $\bar{x}$  =3.56; std dev. =.95); Course work/study material ( $\bar{x}$  =3.53; std dev. = 0.97). This implies that majority of the undergraduate students in selected universities in Ogun State can use e-resources for pleasure, coursework/study material, research activities, and doing course assignment.

**Research Question 3: What is the frequency of using e-resources by undergraduates in selected universities in Ogun State?**

**Table 3: Frequency of using e-resources by undergraduates in selected universities in Ogun State**

S/N	Information resources	Always	Sometimes	Rarely	Never	Not Used	Mean ( $\bar{x}$ )	Std. Dev.
1.	e-books	102 (42.0%)	50 (20.6%)	57 (23.5%)	34 (14%)	-	3.90	1.10
2.	e-journals	42 (17.3%)	113 (46.5%)	76 (31.3%)	12 (4.9%)	-	3.76	0.79
3.	Databases	104	-	139	-	-	3.85	0.99

		(42.8%)		(57.2%)				
4	e-conference proceedings	95 (39.1%)	38 (15.6%)	34 (14%)	76 (31.3%)	-	3.62	1.28
5	e-reports	58 (26.3%)	65 (26.7%)	56 (23%)	64 (26.3%)	-	3.48	1.12
6	e-maps	76 (31.3%)	137 (56.4%)	30 (12.3%)	-	-	4.18	0.63
7.	e-manuscripts	27 (11.1%)	191 (78.6%)	20 (8.2%)	5 (2.1%)	-	3.98	0.52
8.	e-theses	190 (78.2%)	30 (21.3%)	15 (6.2%)	8 (3.3%)	-	4.65	0.74
9.	e-newspaper	53 (21.1%)	158 (65%)	32 (13.2%)	-	-	4.08	0.58
10.	Indexing and Abstracting Databases	68 (28%)	48 (19.8%)	127 (52.3%)	-	-	3.75	0.86
11	CD-ROMs	70 (28.8%)	70 (28.8%)	103 (42.4%)	-	-	3.86	0.83

**Key: Never =A; Always =S; Sometimes =S; Rarely= R; Never-N; Not Used = NU**

Table 3 revealed the frequency of using e-resources by undergraduates in selected universities in Ogun State. It was revealed that the e-resources they frequently use are e-theses ( $\bar{x}$  =4.65; std dev. =.74); e-maps ( $\bar{x}$  =4.18; std dev. =.63); e-newspaper ( $\bar{x}$  =4.08; std dev. =.58); and e-books ( $\bar{x}$  =3.90; std dev. =1.10) This implies that the most frequently used e-resources by undergraduates in selected universities in Ogun State are e-theses, e-newspaper, e-maps, and e-books.

#### **Research Question 4: What is the attitude of undergraduates towards the use of e-resources in selected Universities in Ogun State?**

**Table 4: Attitude of undergraduates towards the use of e-resources in selected Universities in Ogun State**

S/N	Attitude towards Use of e-Resources	SA	A	D	SD	Mean ( $\bar{x}$ )	Std. Dev.
1.	It is time consuming	15 (6.2%)	28 (11.5%)	172 (70.8%)	28 (11.5%)	2.12	0.68
2.	Electronic resources often distract me from doing my work	14 (5.8%)	28 (11.5%)	173 (71.2%)	28 (11.5%)	2.11	0.67
3.	I do not think I can get exactly what I need	16 (6.6%)		156 (23%)	171 (70.4%)	1.42	0.80
4.	It is quicker to use physical books and materials in the library	33 (13.6%)		25 (10.3%)	185 (76.1%)	1.51	1.03
5	Information from electronic resources is not organized	55 (22.6%)	172 (70.8%)		16 (6.6%)	3.09	0.69
6	Downloading and printing information is too expensive	28 (11.5%)	4 (1.6%)	154 (63.4%)	57 (23.5%)	2.01	0.84
7	The information may not be reliable	15	5	178	15	1.95	0.67

		6.2%)	2.1%)	73.3%)	18.5%)		
8	It is difficult to know which information to select	33 (13.6%)	3 (1.2%)	64 (67.5%)	43 (17.7%)	2.10	0.85
9	Information obtained is usually inadequate	53 (21.8%)	5 (2.1%)	62 (66.7%)	23 (9.5%)	2.36	0.92
10	Information obtained is usually outdated	49 (20.2%)	4 (1.6%)	51 (62.1%)	39 (16%)	2.25	0.95
11	Learning to use E-resources has been fascinating to me	75 (30.9%)	2 (0.8%)	24 (51%)	42 (17.3%)	2.45	1.10
12	I find using E-resources more easily than using printed resources	52 (25.5%)	68 (69.1%)	13 (5.3%)		3.20	0.51
13	I appreciate using E-resources for my academic works	87 (77%)	10 (4.1%)	24 (9.9%)	22 (9.1%)	3.48	0.99
	<b>Grand mean</b>					<b>30.12</b>	

**Key: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SA**

Table 4 revealed the attitude of undergraduates towards the use of e-resources in selected Universities in Ogun State. It was revealed that they appreciate using E-resources for my academic works ( $\bar{x}$  =3.48; std dev. =.99); they find using E-resources more easily than using printed resources ( $\bar{x}$  =3.20; std dev. =.51); Information from electronic resources is not organized ( $\bar{x}$  =3.09; std dev. =.69). This implies that majority of the undergraduate students in selected universities in Ogun State appreciate using E-resources for their academic works.

**Table 5: Test of normalization for attitude towards the use of e-resources by undergraduates in selected Universities in Ogun State**

Interval	Overall mean score	Remark
1 -17.3		Negative attitude
17.4-34.6	30.12	Indifferent attitude
34.7 – 52		Positive attitude

In order to establish the attitude towards the use of e-resources by undergraduates in selected Universities in Ogun State, a test of norm was conducted, results showed that scale between 1 – 21.3 is negative attitude; 21.4 – 42.6 indicates an indifferent attitude; 42.7– 51 indicates a positive attitude. The overall mean of attitude towards the use of e-resources by undergraduates in selected Universities in Ogun State is “30.12”. It can therefore be concluded that the undergraduates in selected Universities in Ogun State have an indifferent attitude towards the use of e-resources.

**Research Question 5: What is the level of digital literacy skills of undergraduates in selected Universities in Ogun State?**

**Table 6: Digital literacy skills of undergraduates in selected Universities in Ogun State**

S/N	Digital Literacy Skills	SA	A	D	SD	Mean( $\bar{x}$ )	Std. Dev.
1.	I can download databases like HINARI, AGORA, EBSCOHOST etc.	152 (62.6%)	8 (3.3%)	78 (32.1%)	5 (2.1%)	3.26	0.98
2.	I can access electronic resources like e-books, e-reference materials, ejournals, etc.) via diverse search engines (e.g. Google, Wikipedia, Yahoo, etc.)	131 (53.9%)	14 (5.8%)	90 (37%)	8 (3.3%)	3.10	1.01
3.	I can manipulate computer digital tools like flash drive, USB cords, memory cards, etc.	164 (67.5%)	11 (4.5%)	47 (19.3%)	21 (8.6%)	3.30	1.05
4.	I can operate basic computer operations like type-setting, formatting, printing, etc.	217 (89.3%)	6 (2.5%)	3 (1.2%)	17 (7.0%)	3.74	0.79
5	I can use other people's work (found online) without committing plagiarism	26 (10.7%)	179 (73.7%)	20 (8.2%)	18 (7.4%)	2.87	0.68
6	I can cite a reference to an online resource (e.g. in an assignment) using the correct format	181 (74.5%)	56 (23%)	-	6 (2.5%)	3.69	0.60
7	I can keep record of the relevant details of information i find online	25 (10.3%)	198 (81.5%)	14 (5.8%)	6 (2.5%)	2.99	0.51
8	I can establish what online information i can legally re-use	207 (85.2%)	18 (7.4%)	18 (7.4%)	-	3.77	0.56
9	I can find out the information I need on the web with ease	178 (73.3%)	29 (11.9%)	32 (13.2%)	4 (1.6%)	3.56	0.78
10	I can find relevant information in an online Library	185 (76.1%)	17 (7%)	37 (15.2%)	4 (1.6%)	3.57	0.80
11	I can use keywords commonly used in my discipline to search for information online	16 (6.6%)	170 (70%)	51 (21%)	6 (2.5%)	2.80	0.58

12	I can use social networks as a source of information	216 (88.9%)	7 (2.9%)	12 (4.9%)	8 (3.3%)	3.77	0.68
13	I know when to change your search strategy or stop searching	195 (80.2%)	9 (3.7%)	35 (14.4%)	4 (1.6%)	3.62	0.78
14	I can filter large numbers of search results quickly	175 (72%)	22 (9.1%)	40 (16.5%)	6 (2.5%)	3.50	0.85
15	I can share files legally with others	179 (73.7%)	27 (11.1%)	35 (14.4%)	2 (0.8%)	3.57	0.76
16	I can scan / skim a web page to get to the key relevant information quickly	152 (62.6%)	67 (27.6%)	22 (9.1%)	2 (0.8%)	3.50	0.71
	<b>Grand Mean</b>					<b>54.70</b>	

**Key: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SA**

Table 6 shows that undergraduates in Ogun State universities can legally re-use online information ( $\bar{x}$  =3.77; std dev. =.56), use social networks ( $\bar{x}$  =3.77; std dev. =.68), operate basic computer operations ( $\bar{x}$  =3.74; std dev. =.79), and cite online resources correctly ( $\bar{x}$  =3.69; std dev. =.60). This indicates that most students can establish what information can be legally reused.

**Table 7: Test of normalization for digital literacy skills of undergraduates in selected Universities in Ogun State**

Interval	Overall mean score	Remark
1 -21.3		Low level
21.4 – 42.6		Moderate level
42.7 – 64	54.70	High level

Test of norm result revealed a range of 1 - 21.3, 21.4 - 42.6, and 42.7 - 51. The overall mean digital literacy skills of these students is 54.70, indicating a high level of proficiency. The results suggest that the overall digital literacy skills of these students are commendable.

**Research Question 6: What are the challenges of using e-resources faced by undergraduate in selected universities in Ogun State?**

**Table 8: Challenges of using e-resources faced by undergraduate in selected universities in Ogun State**

S/N	Challenges of using electronic resources	SA	A	D	SD	Mean( $\bar{x}$ )	St. Dev.
1.	Poor power supply	165 (67.9%)	25 (10.3%)	23 (9.5%)	30 (12.3%)	3.33	1.07
2.	Insufficient access time	185 (76.1%)	24 (9.9%)	19 (7.8%)	15 (6.2%)	3.55	0.88
3.	Poor infrastructure	164 (67.5%)	46 (18.9%)	11 (4.5%)	22 (9.1%)	3.44	0.94
4.	Restricted access to some databases	11	168	15	19	2.95	0.73

		16.9%)	69.1%)	6.2%)	7.8%)		
6	Lack of skills and knowledge	46 (18.9%)	172 (70.8%)	16 (6.6%)	9 (3.7%)	3.04	0.63
7	The materials I need are not in use or are not available	36 (14.8%)	170 (70%)	28 (11.5%)	9 (3.7%)	2.95	0.64
8	Incompatibility of learning activities	43 (17.7%)	175 (72%)		25 (10.3%)	2.97	0.76
9	Lack of awareness	36 (35.4%)	157 (64.6%)			3.35	0.47
10	Poor funding	133 (54.7%)	88 (36.2%)		22 (9.1%)	3.36	0.88
11	Technophobia	131 (53.9%)	90 (37.0%)		22 (9.1%)	3.35	0.88
12	High cost of digital skill training programmes	182 (74.9%)	47 (19.3%)	3 (1.2%)	11 (4.5%)	3.64	0.72

**Key: Strongly Agree = SA; Agree = A; Disagree = D; Strongly Disagree = SA**

Table 8 revealed the challenges of using e-resources faced by undergraduate in selected universities in Ogun State. Here are some of the challenges: High cost of digital skill training programmes ( $\bar{x}$  = 3.64; std dev. = .72); Insufficient access time ( $\bar{x}$  = 3.55; std dev. = .88). This implies that majority of the undergraduate students in selected universities in Ogun State considers financial incapacitation to acquire digital tools as a major challenge in using e-resources.

## Discussion of Findings

The finding of the study revealed that majority of the undergraduate students in selected universities in Ogun State use database, e-pictures, motion pictures, internet, and e-journals. In consistence with the finding of this study, Fyneman, Idiedo, and Ebhomey (2014) found that students frequently utilize electronic resources like online libraries, E-journals, CD-ROMs, AGORA, HINARI, and EbscoHost, among others.

The finding of the study revealed that majority of the undergraduate students in selected universities in Ogun State use e-resources for coursework/study material, research activities, and doing course assignment. Thus is in consistence with the finding of the study, Kalsoom, Jabeen & Munawar (2021) revealed that a majority of participants use e-resources for various purposes such as completing class assignments or conducting research based on their lecturers' recommendations.

The finding of the study revealed that the most frequently used e-resources by undergraduates in selected universities in Ogun State are e-theses and Internet/websites. The study by Omeluzor, Akibu, and Akinwoye (2016) found that respondents use electronic information resources at varying levels, with high usage recorded for e-journals, e-databases, web OPAC, and repositories. Students consider e-databases, including e-journals and e-theses, highly useful, potentially leading to more frequent use of these e-resources.

The finding of the study revealed that undergraduates in selected Universities in Ogun State have an indifferent attitude towards the use of e-resources. In contrast with the finding of this

study, Issa, Ibrahim, Onojah, and Onojah (2020) found out that undergraduates held a positive attitude towards utilizing e-resources for learning purposes.

The finding of the study revealed that the level of digital literacy skills of undergraduates in selected Universities in Ogun State is high. Consistent with the results of this investigation, Adeoye and Adeoye (2017) found that students in southwest Nigeria possessed a high degree of digital literacy, as evidenced by their high rating for the capacity to identify the need for information resources. In a similar vein, the majority of respondents had low levels of digital literacy skills, according to Yusuf and Endouware (2021). Given that librarians are expected to support undergraduates in their efforts to use EIRs by advocating for digital literacy, this result raises questions regarding the level of digital literacy among students.

The finding of this study revealed that majority of the undergraduate students in selected universities in Ogun State considers financial incapacitation to acquire digital tools as a major challenge in using e-resources. In contrast with the finding of this study, Fyneman, Idiedo and Ebhomey revealed that students were dissatisfied with them due to poor infrastructure leading to slow internet connectivity. It was added Kalsoom, Jabeen & Munawar (2021) revealed that challenges were identified such as insufficient skills in retrieving essential information, slow internet speed, unavailability of relevant materials at all times; difficulty in identifying pertinent content and information overload can hinder their optimal usage.

## **Conclusion**

Conclusively, Nigerian undergraduate students actively use electronic resources, particularly databases, e-prints, and e-journals, for academic purposes. Theses and internet/websites are the most frequently used e-resources. Despite having high digital literacy skills, students have an indifferent attitude towards e-resource usage. Financial constraints pose a significant challenge for accessing digital tools, highlighting the need for universities and libraries to provide equitable access.

## **Recommendation**

After a thorough analysis, some recommendations have been suggested to address the challenges. One recommendation is that:

1. University library should make more e-resources that are erstwhile inaccessible to library users available for use.
2. The university library should continue to engage in a sustainable user education, and digital literacy programs that will encourage users to be more familiar with e-resources thereby improving their attitude towards its use.
3. Undergraduates should explore the e-resources more for both leisure, academic, and research activities.
4. University library should make e-resources more organised and presentable in such a way that it will make learning to use e-resources more fascinating to use for library users.

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