Digital literacy skills & electronic resources utilization by undergraduates in public university libraries in Lagos, Nigeria

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Abstract
The study examines the influence of digital literacy skills on electronic resource utilization by undergraduates in public university libraries in Lagos, Nigeria. The study adopted a survey research design which utilized a self-structured questionnaire titled: "Digital literacy skills & electronic resources utilization by undergraduates" as instrument for data collection and measured on a four-point Likert-type scale. The population for the study was 49,165 undergraduates and sample size of 394 was selected from the 200-500 level. Data were obtained from undergraduates on the level of e-resources utilization and the level of digital literacy skills. A response rate of 351 representing 89.1% was achieved and data were analyzed using descriptive and inferential statistics. The finding revealed that undergraduates possessed a high level of e-resources utilization with a score of $\overline{x}$=3.36, and a high level of digital skills with a grand of $\overline{x}$=3.28. The finding further revealed that digital skills (β=0.434, t = 8.564, p<0.05) have a significant influence on electronic resource utilization. The study concludes that undergraduates in public universities in Lagos State have high digital literacy skills that significantly influence the use of electronic resources in libraries. The study recommends that management should improve in providing more digital literacy skills training programs that can help the undergraduates to sustain and acquire more skills in selected universities in Lagos State.

Keywords: Digital, literacy, skills, electronic resources, utilization

Introduction
The term electronic resources (e-resources) refers to the information products provided by a library through a computer network or other electronic devices that transmits data in full-text, image collections, electronic journals, and other multimedia products. E-resources or online information resources are made available electronically and are accessible through the Internet, such as electronic reference materials, e-books, e-journals, online databases, CD-ROM databases, search engines for full-text books, and other computer-based electronic networks. These information resources are provided by the library to aid teaching, learning, and research in an academic environment. The provision of electronic resources in academic libraries plays a prominent role in facilitating access to required information by users. The importance of e-resources in this technological age cannot be over-emphasized in that they have made a tremendous impact on the learning activities of students and general academic development in society. Electronic resources can be accessed using personal computer or mobile devices by the users at any point in time with or without visiting the library. Mane and Subaveerapandiyan (2022) viewed e-resources as systems in which information is stored electronically and made accessible through electronic systems and computer networks.. Electronic database is a collection of data stored in one or more digital media. It can include professional, peer-reviewed journal articles that are organized systematically with searchable elements or fields

Mwantimwa (2017) stated that e-resources are types of information that can be explored using ICT devices, they can also be redesigned or refined and stored in cyberspace in a concrete format and then accessed simultaneously by users. The utilization of e-resources enables users to access new tools and applications for seeking and retrieving needed information in their comfort zone. Students use electronic resources because it makes their work easier and gives them the information that they need (Ogunbode, Ambrose & Idubor, 2021). The use of electronic resources enhances learning, teaching, and research and thereby increases work productivity. The use of e-resources has provided wider access to the utilization of information resources in universities for academic activities than traditional printed materials in the library.

The purpose of undergraduates utilizing e-electronic resources is mainly for class assignments and to get updates about their specialty. Students utilize e-resources for academic purposes and to search for needed information in the subject area. Other purposes for utilizing the library e-resources are for research, seminar presentation, examination, and reading online information. The e-resources highly utilized by students are multimedia and online magazines, online databases such as JSTOR, Science Direct, EBSCOhost, OPAC, OARE, HINARI, BIOONE, and e-journals (Amos, 2021). The purpose of students utilizing the e-databases is to write assignments, prepare for seminars, prepare for examinations, write a thesis, have group discussions, sharing of knowledge, update knowledge, have recreation, have leisure, and prepare for conferences (Adenariwo, 2022).

Literature established various types of e-resources available for utilization in the library such as e-journals, electronic databases, e-reference material, e-books, and e-magazines among others. This study focused e-resources utilization only on the following types of e-resources: internet, resources, electronic databases, e-books, e-journals, and e-magazines to measure the level of e-resources utilization by undergraduates in the University of Lagos (UNILAG) and Lagos State University, (LASU) Ojo, Lagos State. The level of e-resources utilization can greatly influence the academic performance of undergraduates in this digital dispensation. Undergraduates with high-level utilization skills can easily access needed information and interpret it to form good decisions and this can positively influence academic performance

Researchers have tried to investigate the reasons for the underutilization of e-resources by users in academic institutions and the challenges that are making students have low-level utilization of e-resources (Gul & Bano, 2019; Moustapha, 2021). However, while some of these challenges have been addressed by some scholars in their studies (Bankole & Nasir, 2020), the issues of digital and information literacy skills seem not to have been dealt with as there is less empirical literature available especially as it addresses public university students in Lagos State. Effective utilization of e-resources depends majorly on having the right digital skills which involve; information-searching skills, critical-thinking skills, creative skills, analytical skills, and problem-solving skills the contents to retrieve the right concepts needed and communicate skills. Hence being digitally literate serves as a prerequisite for undergraduates to function in this digital society, to effectively navigate and use electronic information for various academic activities.

Digital literacy is all about having the right skills needed to thrive in this age of technology. However, it is imperative for undergraduates to acquire digital literacy

skills that will enable proficiencies for effective searching, accessing, retrieving, and using information from a wide range of electronic sources. Acquiring digital literacy skills has become indispensable for undergraduates as it influences access to electronic resources, receiving comprehensive education, or socialization. Acquiring the right set of digital skills is not only important for learning and workforce readiness but also vital to foster more open, inclusive, and secure societies.

Digital literacy skills can be described as skills required in utilizing digital tools/resources available in the technological world. These skills connote knowledge availability and skills necessary for the effective use of digital technologies and internet resources. Adeniran and Onuoha (2018), opined that digital skill is the ability to utilize information from a variety of digital sources. They further opined that digital literacy skills entail the ability to access, use and evaluate information from a variety of electronic sources. Undergraduate ability to possess digital literacy skills enable them to solve different tasks associated with the use of electronic information resources which will enhance academic work and learning such as assignment, project writing, research, and sharing information. Digital skills are considered to be a requirement for the effective utilization of e-resources. However, the availability of digital technologies does not ensure access to information if the user does not possess the necessary skills required to harness information resources. Digital literacy skills are skills needed by individuals to access information and to learn effectively, especially in a digital environment. DeWaard, Hoechsmann, Frau-Meigs, and Kotilainen (2020) opined that a digitally skilled individual is a person that possesses the ability to use digital technologies, the

ability to consider digital media resources objectively and to use the content to build and analyze information that can be communicable to others. Digital literacy skills require the ability to understand, identify, analyze, construct, and communicate digital information through technology. Digital literacy can be viewed as the ability to understand the concept and use computer technology to search, locate, access information, and connect online with other users.

Igbo (2020) in a survey on undergraduates' digital literacy and access to Information in Nigerian university libraries, revealed that undergraduates have low e-resources utilization due to poor digital literacy skills as they cannot use technology to search for information nor use databases to retrieve and organized information for solving problems academically. Adeoye and Adeoye (2017) revealed that students have low competency in utilizing electronic resources due to poor skills in technologies to retrieve, organize, analyze, communicate information, and use it for specific decision-making and problem-solving. Adeoye and Adeoye affirmed that low e-resources utilization is a result of a lack of knowledge of ICT skills, which could hinder users to develop an intellectual understanding of computers and their operating processes. Undergraduates' ability to develop high digital literacy skills will positively influence electronic resources utilizations. Hence, digital literacy skill serves as paramount tools to boost learning capabilities in this technological era.

There are several indicators used to measure the digital literacy skill of individuals from literature. This study will employ indicators such as photo-visual digital literacy skills, branching digital skills, reproduction digital skills, and socio-emotional skills (adapted from Eshet-Alkalai, 2004). Photo-visual digital skills are

the skills that describe the ability of users to read and understand instructions, and messages using visual representations in digital environments. Photo-visual thinking students are assumed to have an excellent visual memory and intense intuitive-associative thinking that are useful in understanding visual messages. Reproduction digital skills: This is the ability of users to assign new meaning to digital works by reproducing existing pieces of digital information. Students who have these skills are considered to have excellent synthetic and multidimensional thinking skills, and this ability will help them make new interpretations of data. Socio-emotional literacy skill-in this concept, users are expected to link up with digital environments, such as discussion groups, knowledge communities, and chat rooms, they are required to utilize emotional and sociological skills to perform effectively in the mass communication of cyberspace. Branching digital skills is a skill that requires the learner's ability to synthesize knowledge and understand information through non-linear navigation in a hypertensive environment maintaining focus without being misled in cyberspace. By having this competence, learners will have good imaginative thinking and the ability to build an abstract representation of the web structure such as mental models, concept maps, and other forms of abstract structures on the web. This competence helps learners to resolve disorientation problems in hypermedia environments. Furthermore, these skills will enhance the use of e-resources which makes learning easily accessible and more effective with vast information literacy skills.

Youssef, Dahmani, and Ragni (2022) opined that the level of digital skill acquired by undergraduates enhances the ways they search and retrieve information from the e-resources such as e-journals, online databases, e- reports, e-books, e-magazines among other digital sources. Mole (2017) who also investigated the strategies for enhancing the academic use of EIRs by undergraduate students at the University of Nigeria, Nsukka, revealed that digital skill possessed by student influences the use of e-resources and has a positive influence on their academic performance. Guàrdia, Mancini, Jacobetty, and Maina (2021) investigated graduates' employability skills in East Africa; the study revealed that digital skills acquisition influences the mode of accessing required information that can improve the information needed to sustain themselves. Hence, studies have established that digital and information literacy skills promote the use of electronic information resources as users will be able to synthesize knowledge and understand information concepts, thereby boosting learning capability for prolific results

Literature has established that e-resources utilization can be influenced by possessing the right digital literacy skills. In addition, some researchers are of the view that the low utilization of electronic resources in the library is due to poor knowledge of digital literacy skills by students. It was further viewed that undergraduates with good digital literacy skills will effectively utilize the acquired electronic resources in the library to promote their academic activities. It is in light of the above that the study investigated the influence of digital literacy skills on electronic information resource utilization of undergraduates in LASU, Ojo, Nigeria.

Statement of the problem
Electronic resources are those materials that require computer access, whether through a personal computer, mainframe, or mobile device that can provide information either remotely via the internet or locally to support academic activities. E-resources

utilization has become a prevalent phenomenon in universities because it enhances academic work. The use of e-resources such as electronic reference resources, e-books, search engines for full textbooks, digital collections of data, e-journals, internet resources e-databases, e-magazines, and e-thesis has provided wider access to information in universities for learning, and research activities in the library by students. However, literature has established that there is low utilization of e-resources in the library in Nigerian universities, (Bankole & Nasir, 2020). For effective utilization of e-resources by students, the individual is expected to have high digital and information literacy skills to access and retrieve the needed information. Digital skills are considered to be a requirement for the effectual utilization of e-resources. However, the availability of digital technologies does not ensure access to information if the user does not possess the necessary skills required to harness information resources. Digital skills are needed by undergraduates to access information and to learn effectively, especially in a digital environment. Also, Information literacy skill is the ability to recognize information needs, and the ability to locate, evaluate, effectively utilize and communicate information in various formats which are essential for academic excellence.

Literature has further revealed various studies on the cause of the low utilization of e-resources in Nigeria (Hendal, 2020). However, the researcher observed that literature was scarce on the issues of digital literacy skills prompting a gap in the literature in the local of this study Lagos State. Hence, it is on this premise that this study investigated the influence of digital literacy skills on electronic resource utilization by undergraduates in public university libraries in Lagos State, Nigeria.

Research questions

The research question guiding this study are:

1. What is the level of e-resources utilization by undergraduates in Lagos State University libraries in Ojo, Lagos State, Nigeria?
2. What is the level of digital literacy skills possessed by undergraduate of public university libraries in Lagos State, Nigeria?

Hypothesis

The study tested the following hypothesis at a 0.05% level of significance:

Ho1. Digital literacy skills have no significant influence on electronic information resources utilization by undergraduates in public university libraries in Lagos State, Nigeria

Methods

The research design for this study was a survey research design that involves the use of quantitative methods. A self-structured questionnaire titled: "Digital literacy skills & electronic resources utilization by undergraduates" as instrument for data collection and measured on a four-point Likert scale. The data were analyzed using descriptive and inferential statistics The study's total population consisted of forty-nine thousand, one hundred and sixty-five (49,165) undergraduates in the public universities (government-owned universities) in Lagos State, which comprises of University of Lagos (UNILAG) and Lagos State University (LASU). The sample size for this study was three hundred and ninety-four (394) respondents. Israel Model (1992) of tabulated arrangement of determining sample size in research activities in the Social Sciences was used to determine the sample size. To calculate the target

population size, the precision ratio of ±5% and confidence level of 95% was used.

Results

The results are tabulated and presented in this section according to the research questions and hypothesis.

Research question one: What is the level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria.

Table 1: Level of E-resources' utilization by undergraduate in public university libraries in Lagos State, Nigeria

	VH (%)	H (%)	L (%)	VL (%)	Mean ($\overline{x}$)	Standard Deviation (SD)
Internet (Mean = 3.45, SD = 0.56)						
I used the Internet to search for my assignment	176 50.1	168 47.9	5 1.4	2 0.6	3.48	.56
I used the internet to access e-resources to boost my academics learning	172 49.0%	169 48.1%	8 2.3%	2 0.6%	3.46	.57
I used the internet to search for information that I will read for the exam	164 46.9%	175 50.0%	11 3.1%	1 0.3%	3.43	.56
I used the internet for research purposes	160 45.6%	184 52.4%	6 1.7%	1 0.3%	3.43	.55
Electronic Database (Mean = 3.41, SD 0.63)						
I used the electronic database to retrieve current information that will boast my academic activities	173 49.29%	163 46.44%	13 3.70%	2 0.57%	3.44	.60
I used the electronic database to acquire information for knowledge sharing	170 48.43%	163 46.44%	16 4.56%	2 0.57%	3.43	.61
I used the electronic database to search for academic information	156 44.44%	179 51.00%	10 2.85%	6 1.71%	3.38	.63
I used the electronic database to access library services	157 44.73%	163 46.44%	24 6.84%	7 1.99%	3.34	.69
Electronic Books (Mean = 3.39, SD = 0.89)						
I use electronic books to prepare for my examination	175 49.86%	154 43.87%	19 5.41%	3 0.85%	3.43	.64

	VH	H	L	VL	Mean	SD
I used electronic books to prepare myself for relevant information that will aid my class discussion	178 50.71%	146 41.60%	23 6.55%	4 1.14%	3.42	.67
I used electronic books to prepare academic papers for conferences	175 49.86%	143 40.74%	25 7.12%	8 2.28%	3.38	.72
I used electronic books to write my thesis/dissertation	162 46.15%	157 44.73%	23 6.55%	9 2.56%	3.34	.72
Electronic Journal (Mean = 3.30, SD = 0.64)						
I used electronic journals to access entertainment information	146 41.60%	179 51.00%	21 5.98%	5 1.42%	3.33	.65
I used electronic journals to access currents information resources in my field of study	140 39.89%	185 52.71%	23 6.55%	3 0.85%	3.32	.63
I used the electronic journals to access information that will aid me in class discussion	136 38.75%	188 53.56%	23 6.55%	4 1.14%	3.30	.64
I used electronic journals to access library resources that enhance my academic activities	129 36.75%	190 54.13%	28 7.98%	4 1.14%	3.26	.65
Electronic Magazine (Mean = 3.27, SD = 0.71)						
I used electronic magazines to get myself updated on reading news	145 41.3%	173 49.3%	24 6.8%	9 2.6%	3.29	.71
I used electronic Magazines to search for entertainment news	134 38.2%	185 52.7%	25 7.1%	7 2.0%	3.27	.68
I used electronic magazines to search for sport news	140 39.9%	175 49.9%	25 7.1%	11 3.1%	3.26	.73
I used the electronic magazine to update my knowledge on happening around the world	135 38.5%	183 52.1%	22 6.3%	11 3.1%	3.26	.71
Average Overall Mean					**3.36**	**0.61**

Key: VH= Very High, H= High, L= Low, and VL= Very Low ***Decision Rule, if mean, is less or equal to 1.49=Very Low; 1.5 to 2.49 = Low; 2.5 to 3.49 =High; 3.5 to 4= Very High.

Table 1 shows the descriptive statistic result for research question one. The result indicated a high level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria with a grand mean score of ($\overline{x}$=3.36) on a 4 scale. The level of e-resources utilization by undergraduates was measured by five indicators (the internet, electronic database, electronic, electronic books, and electronic magazine) and each indicator was measured by 4 indices. Among the five indicators used for the measured level of e-resources utilization, the internet with an average mean score of $\overline{x}$=3.45 was rated highest (that I used the internet to search for my

assignment $\overline{x}$=3.48), and I used the internet to search for information to read for the exam ($\overline{x}$=3.46). This was followed by the electronic database with an average mean of $\overline{x}$=3.41 (I used the electronic database to retrieve current information that will boast academic activities $\overline{x}$=3.44 and I used the electronic database to acquire information for knowledge sharing $\overline{x}$=3.43). This result indicates that undergraduates had a high level of e-resources utilization in public university libraries in Lagos State, Nigeria as this can promote learning activities in the institutions.

Research question two: What is the level of digital literacy skills possessed by undergraduate of public university libraries in Lagos State, Nigeria?

Table 2: Level of digital skills possessed by undergraduate public university libraries in Lagos State, Nigeria

Digital skills possessed	VH (%)	H (%)	L (%)	V L (%)	Mean	Standard Deviation (SD)
Photo-visual digital skills (Mean = 3.38, SD = 0.59)						
My skill in using digital devices that can enhance my academic performance is …	161 45.87	180 51.28	8 2.28	2 0.57	3.42	.57
My ability to read and understand instructions using digital devices is …	153 43.59	190 54.13	5 1.42	3 0.85	3.40	.57
My ability to understand and decode messages using visual representations in digital environments is …	150 42.74	188 53.56	12 3.42	1 0.28	3.38	.58
My skill in creating photo-visual (from text-based, syntactic to graphic-based) communication within a digital environment is	149 42.45	182 51.85	18 5.13	2 0.57	3.36	.62
My ability to use digital devices in a visual-graphical form to create content is …	137 39.03	194 55.27	19 5.41	1 0.28	3.33	.60
Reproduction digital skills (Mean = 3.29, SD 0.64)						
My ability to assign new meaning to digital works is …	139 39.60	185 52.71	24 6.84	3 0.85	3.31	.64
My ability to learn new technologies that will aid the reproduction of digital e-resources is …	139 39.60	181 51.57	28 7.98	3 0.85	3.30	.65

My ability to use digital devices effectively is ...	135 38.46	190 54.13	22 6.27	4 1.14	3.30	.64
My ability to interpret digital data is …	130 37.04	187 53.28	32 9.12	2 0.57	3.27	.64
My ability to reproduce existing pieces of digital information to communicate useful information is …	125 35.61	192 54.70	30 8.55%	4 1.14	3.25	.65
Socio-emotional literacy skill (Mean = 3.24, SD = 0.68)						
My skill in relating with others having a discussion in digital environments and managing my emotion is …	133 37.89	180 51.28	30 8.55	8 2.28	3.25	.70
My ability to collaborate and form relationships through knowledge-sharing groups is …	126 35.90	192 54.70	26 7.41	7 1.99	3.25	.67
My ability to share files, manage knowledge, engage in social networking using digital devices, and control my emotion even when being criticized by others is …	123 35.04	196 55.84	25 7.12	7 1.99	3.24	.67
My ability to manage relationships with people in the digital environment is …	123 35.04	196 55.84	24 6.84	8 2.28	3.24	.67
My ability to link up with others in digital environments and control my emotion is.	123 35.04	192 54.70	31 8.83	5 1.42	3.23	.67
Branching digital skills (Mean = 3.22, SD = 0.68)						
My ability to navigate through the knowledge domain and manage problems that involve non-linear information-seeking strategies to provide knowledge is …	123 35.0	197 56.1	29 8.3	2 0.6	3.26	.63
My ability to use computers in a new dimension for thinking that will enhance my education in an elaborated technology is …	125 35.6	193 55.0	28 8.0	5 1.4	3.25	.66
My ability to use modern multimedia environments such as access digital books, the internet and digital databases is …	127 36.2	182 51.9	35 10.0	7 2.0	3.22	.70

My ability to navigate through the information in a hypertensive environment without being misled in cyberspace is …	118 33.6	192 54.7	33 9.4	8 2.3	3.20	.70
My ability to synthesize knowledge and understand information through non-linear navigation is …	115 32.8	192 54.7	37 10.5	7 2.0	3.18	.69
Average Overall Mean					**3.28**	**0.65**

Key: VH= Very High, H= High, L= Low and VL= Very Low ***Decision Rule if mean is less or equal to 1.49=Very Low; 1.5 to 2.49 = Low; 2.5 to 3.49 =High; 3.5 to 4= Very High.

Table 2 reveals the descriptive statistic result for research question two. The result showed a high level of digital skills possessed by undergraduate users of public university libraries in Lagos State, Nigeria with a grand mean of ($\overline{x}$=3.28), on a scale of four (4). The level of digital skills possessed by undergraduates was measured by four indicators (photo-visual digital skills, productive digital skills, socio-emotional literacy skills, and branching literacy skills) and each indicator was measured by five indices. The result revealed that from the four indicators photo-visual digital skills had an average mean score of $\overline{x}$=3.38 was rated the highest with my skill in using digital devices that can enhance my academic performance is ... $\overline{x}$=3.42, and my ability to read and understand instructions using digital devices is … .. $\overline{x}$=3.40). This was closely followed by productive digital skills with an average mean score of $\overline{x}$=3.29 (my

ability to assign new meaning to digital works is … $\overline{x}$=3.31 and my ability to learn new technologies that will aid the reproduction of digital e-resources is …$\overline{x}$=3.30).

Hence, the result of this finding implies that undergraduates possessed a high level of digital skills in public university libraries in Lagos State, Nigeria. The undergraduates possessed skills such as photo-visual digital skills, productive digital skills, socio-emotional literacy skills, and branching literacy skills which enhance the effective utilization of electronic resources in the university libraries in Lagos State.

H₀1: Digital skills have no significant influence on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria.

Table 3: Influence of digital skills on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria Coefficients"

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta (β)	t	Sig.
1	(Constant)	38.791	3.347		11.591	.000
	Digital Skills	.434	.051	.417	8.564	.000

a. Dependent Variable: Electronic Information Resource Utilization

R = .417[a] R^2 = 0.174 Adjusted R^2 =.172 F = 73.348

Note: significant at 0.05

Table 3 shows the simple regression analysis results for the influence of digital skills on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria. The independent variable (digital skills) was regressed against the dependent variable (electronic information resource utilization) using simple linear regression analysis. The result revealed that digital skills (β=0.434, t = 8.564, $p<0.05$) have a positive and significant influence on electronic information resource utilization by undergraduate users in public university libraries in Lagos State, Nigeria. The F-test is 73.348. This shows that there is sufficient evidence to substantiate the model's usefulness in predicting electronic information resource utilization. The R^2 is the coefficient of determination that explains the variation in the dependent variable due to changes in the independent variable. The R^2 value also indicates the size of the influence. The R^2 (0.174) of the regression model indicates that 17.4% of the variation in electronic information resource utilization is explained by the digital skills of undergraduates in public university libraries in Lagos State, Nigeria. Therefore, the null hypothesis which states that digital skills have no significant influence on electronic

information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria was rejected.

Discussion
Research question one sought to find the level of e-resources utilization by an undergraduate in public university libraries in Lagos State, Nigeria. The finding of this study revealed that undergraduates have a high level of e-resources utilization at public university libraries in Lagos State. This study also established that the types of e-resources that are highly utilized by undergraduates were internet services, e-books, and e-journals. This finding buttresses Wiche and Ogunbodede (2021) in a similar study in River State, Nigeria which stated that the electronic resources that are highly utilized are e-journals and e-books among others. Gyesi (2020) also stated that the internet enables students to download e-resources, and ability to retrieve desired information resources for academic purposes. Similarly, the study of Edwin and Maitato (2020) who investigated the frequency and purpose of the use of e-resources regarding the level of awareness of students in Sardar Vallabhbhai Patel University of Agriculture and Technology,

India, affirmed that most undergraduates have high-level utilization of e-resources such as the internet, online database, e-book, and e-journal were types of e-resources mostly utilized. However, this study contradicts a study by Moustapha (2021) on student utilization of e-resources at Kwara State University, Nigeria as the finding revealed a low rate of utilization of e-resources in the institution.

Research question two sought to find out the level of digital skills possessed by undergraduate users of public university libraries in Lagos State, Nigeria. The finding of this study confirmed that undergraduates possessed a high level of digital skills such as photo-visual digital skills, productive digital skills, and socio-emotional literacy skills which enhance effective the utilization of electronic resources the undergraduates. The study also established that undergraduates affirmed photo visual digital skills such as the ability to read and understand instructions using digital devices, the ability to understand and decode messages using visual representations in digital environments, and the skill in using digital devices can enhance the academic performance of undergraduates. This study corroborates Banik and Kumar (2019) who noted that users who have higher digital skills performed efficiently in seeking proficiency for online activities such as the ability to read and understand instructions. Furthermore, this study aligns with Herrmann, Lindvig, and Aagaard (2021) who affirmed that digital skills involve the understanding and decode messages using visual representations in digital environments, the ability to adhere to protocol, and find, access, capture, evaluate, share receive information through digital media. Udoh, Ekpenyong, and Olowookere (2020) also established that undergraduates that possessed digital skills easily utilized electronic information resources in the

universities. The finding revealed that photo-visual digital skills enable undergraduates to perform digital activities such as downloading e-resources and sending assignments and term papers online for assessment.

Hypothesis one (Ho1) stated that digital literacy skills have no significant influence on electronic information resources utilization by undergraduate users in public university libraries in Lagos State, Nigeria. Hypothesis one established that digital literacy skills have a significant influence on the electronic resource utilization of undergraduates in public universities in Lagos State. The independent variable (digital literacy skills) was regressed against the dependent variable (electronic information resource utilization) using simple linear regression analysis. The result revealed that digital has a positive and significant influence on electronic information resource utilization by undergraduate users. This shows that there is sufficient evidence to substantiate the model's usefulness in predicting electronic information resource utilization. This study supported Odunola and Tella (2019) who surveyed the influence of information technology skills on library patronage by undergraduate students in South-West, Nigeria, the findings affirmed that digital literacy skills influence e-resources utilization by library users in universities. Similarly, Herrmann, Lindvig, and Aagaard (2021) also affirmed that digital skills enhance the use of e-resources as they enable them the ability to find, access, and utilized needed electronic information in libraries. This study also affirmed Igbo and Imo (2020) survey that students' digital literacy skills affect the way they utilized electronic resources in a study carried out on the analysis of digital libraries and access to information in Nigerian federal universities.

Conclusion

This study revealed that undergraduates have a high level of electronic resource utilization in public university libraries in Lagos State. The study also established internet is the most utilized e-resource and it was utilized for academic purposes such as carrying out assignments and preparing for exams the study further confirmed that undergraduates have high digital skills such as photo-visual skills, and reproductive skills. The finding of this study further established that digital literacy skills have a significant influence on electronic information resource utilization.

Based on the result of the finding of this study, the following recommendations are hereby made:

1. The library management should ensure that the level of e-resources utilization by undergraduates is maintained by frequently subscribing to relevant e-resources.
2. The library management should improve in providing more digital literacy skills training programs that can help the undergraduates to sustain and acquire more skills to utilize the e-resources in public university libraries.
3. The library management should ensure that the high digital literacy skill of undergraduates is sustained by providing recent programs that will enhance current learning skills for the undergraduates.
4. The use of the Internet was above other e-resources which indicated that undergraduates prefer to utilize the Internet than other e-resources hence the library management should note this fact.
5. Undergraduates should endeavor to acquire digital literacy skills to

enable them to function and be relevant in this technological era as the skills will help them to easily access, and use the acquired electronic information resources to form good decisions academically.

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