

**DIGITAL LITERACY SKILLS AND UTILIZATION OF ELECTRONIC RESOURCES BY LIBRARY
AND INFORMATION SCIENCE STUDENTS IN RIVERS STATE UNIVERSITY**

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ABSTRACT

This study examined digital literacy skills and utilization of electronic resources among library and information science students at Rivers State University. Five specific objectives and five research questions guided the study. Correlational research design was utilised for the study. The population of this study comprised of 285 students of Library and Information Science in Rivers State University. The sample size for this study was 86 students representing 30% of the total population. Proportionate stratified random sampling technique was used to draw the sample. Self-structured instrument captioned "Digital Literacy Skills and Utilisation of Electronic Resources Questionnaire" (DLSUERQ) was used for data collection. The reliability of the instrument was determined through test retest method, in which the initial and retest scores were correlated using Pearson Product Moment Correlation (PPMC) which yielded a reliability co-efficient of 0.87. Mean and Standard Deviation were used to answer research questions. The findings revealed that there is positive relationship between word processing skills, office software package skills, collaborative editing skills, database retrieval skills, search engine skills and utilization of electronic information resources by Library and Information Science Students in Rivers State University. Based on these findings, the study concluded that there is a significant relationship between literacy skills and utilization of electronic resources among library and information science students in Rivers State University. The study recommended amongst others that students should be assisted in building search engine, data retrieval and collaborative editing skills for more accomplishment of academic task.

KEY WORDS: Digital Literacy Skills, Utilization of Electronic Resources, Library and Information Science, Students, and Rivers State University

INTRODUCTION

Technology is changing in a way that has never happened before and without proper machinery in place, one stands the risk of being left behind. Society is transforming so fast into one which is based on information, requiring citizens at ease with information-based resources and manipulations. Digital literacy refers to the set of skills, knowledge, and attitudes that enable individuals to use digital technologies

effectively and responsibly. Digital literacy has become increasingly important in the 21st century, as technology has become an essential part of man's daily activities.

According to a report by UNESCO (2019) on the state of digital literacy in Nigeria, there is a significant digital skills gap in the country, with only a small percentage of the population having basic digital skills. The report also highlighted the need for more investment in digital literacy programme to address this gap. The report identified five key areas digital literacy skills, including information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. Corroborating, Deurse and Van Dijk (2019) posited that digital literacy is the ability to use digital devices, communication applications, and networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society. Digital literacy skills involve the whole gamut of life skills necessary for full, effective and productive participation in media saturated and information rich society. Digital literacy skills entail the capabilities and competencies required by an individual to fit for living, learning and working in a digital society; the ability to locate, organize, understand, evaluate analyses and present information digitally, while appreciating the essence of new technologies and managing digital identities.

Bawden and Robinson (2019) digital literacy is the ability to access, use, and evaluate digital information effectively, efficiently, and ethically, as well as to create and communicate using digital technologies. Digital literacy skills are vital skills that educators should acquire in order to function effectively the digital literacy skills of educators and utilization of online platforms for teaching in universities in teaching in the online platforms. This will however make the educators to be active users of digital literacy skills that will enable them fit into the digital era. Therefore, the emphasis of this study was to assess technologies that will in turn be inculcated into the learning environment, thereby producing digital in Rivers State, Nigeria. American Library Association (2018) Digital literacy is the ability to use digital tools and resources to access, evaluate, create and communicate information effectively, and to adapt to new technologies as the energy. In addition, most of the works on digital literacy focused on lecturers and not students involve different group of students, it revealed that few studies have focused on specific library students in this regard as it is vital for educational administrators and librarians to understand the level of digital competencies to support them better not just for designing targeted contents Nigeria (Warschauer, 2017). Hence, there is the need to focus on library and information undergraduates in Nigerian universities to show the true picture of the level of digital literacy skills. This study intends to examine digital literacy skills and utilization of library and information science students in Rivers State University.

STATEMENT OF THE PROBLEM

Digital literacy skills are fundamental skills for high academic performance and professional effectiveness in today's global academic system. It eases the difficulties associated with accessing and utilizing electronic information resources, which have become a preference for successful learning and research in educational institutions in developed countries of the world. With digital literacy skills, undergraduate library and information science students can easily carry out academic tasks and communicate

results within a short period of time with lecturers and colleagues by sharing files, documents, and other requirements digitally.

However, despite the enormous usefulness of digital literacy skills, most undergraduate students in Rivers State University do not have adequate digital literacy skills because access and use of digital tools in many Nigerian Universities is still very low. The curriculum of most Nigerian Universities still focuses more on analogue or traditional teaching practices with low level of digital technology applications. Most undergraduate students don't have access to digital technology gadgets like computer system, network, and internets among others. Observation has shown that some undergraduate students do not show serious interest in digital technology related courses, which will facilitate their digital literacy skills. This often is due to some ineffective teaching styles by some instructors/lecturers. In fact, the most disheartening scenarios in many Nigerian Universities as observed by the researcher that hamper digital literacy skills in utilizing electronic information resources include, lack of internet facilities, epileptic power supply and non-functional or unusable digital tools such as computers in the university's libraries. Additionally, most undergraduate students are technophobic in their approach to digital technology application for academic dealings. It is, therefore, in the light of this background that this present study was conceived to examine digital literacy skills and utilization of electronic resources by Library and Information Science Students in Rivers State University.

PURPOSE OF STUDY

The purpose of this study is to examine digital literacy skills and utilization of electronic resources by Library and Information Science Students in Rivers State University. The specific objectives are to:

- Examine the relationship between word processing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.
- Determine the relationship between office software package skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.
- Determine the relationship between Collaborative editing skill and utilization of electronic information resources by Library and Information Science students in Rivers State University.
- Ascertain the relationship between database retrieval skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.
- Ascertain the relationship between search engine skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.

RESEARCH QUESTIONS

The following research questions were constructed to guide the study

What is the relationship between word processing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?

- What is the relationship between office software package skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?
- What is the relationship between collaborative editing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?
- What is the relationship between database retrieval skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?
- What is the relationship between search engine skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?

LITERATURE REVIEW

In the current digital world, having strong digital literacy abilities and knowing how to use electronic resources effectively are essential for library and information science workers and students. The important ideas, developments, and research findings in the subject of digital literacy and the use of electronic resources are summarized in this review of related literature. This study seeks to shed light on current procedures and difficulties encountered in this field by evaluating pertinent literature (Warschauer, 2017). It also attempts to emphasize the significance of these abilities and resources for library and information science workers.

In reaction to the growing significance of digital technology in society, the idea of digital literacy has changed. Fjällbrant, (2017) assert that early on, the main emphasis of digital literacy skills was on learning how to operate a computer and navigating information in digital formats. The notion of digital literacy evolved along with technology. The historical evolution of digital literacy abilities has been studied by researchers, who have traced its beginnings from computer literacy to information literacy before expanding it to include critical thinking, creativity, and ethical use of technology (Lankshear & Knobel, 2018). The historical viewpoint sheds light on the evolving nature of digital literacy and its significance for professionals in library and information science. Since the introduction of digital technology, there has been a long history of the incorporation of electronic resources into library services. In reaction to the shifting environment of information access, libraries have experienced substantial changes. The creation of digital repositories and the digitization of print artefacts were the first focus. Libraries have gradually added e-books, e-journals, databases, and multimedia materials to their electronic holdings. Research has examined the development of the usage of electronic resources in libraries through time, stressing elements including user expectations, technology improvements, and the role of consortia in determining access to these resources (Borgman, 2010). These studies give light on the historical context in which librarians and information scientists have adopted electronic resources to satisfy changing user demands.

Professionals in the fields of library and information science have had to overcome several obstacles in the use of electronic resources and digital literacy throughout history. These difficulties include the digital divide, copyright issues, infrastructure-related problems, and accessibility problems (Van Deursen, 2019; Webster, 2009). Even though there has been a lot of progress, more has to be done to solve these issues and guarantee that everyone has access to digital resources. Future research should concentrate on new technologies, the incorporation of AI and machine learning, and the changing function of librarians and information scientists in a digital society.

The restricted access to technology and the internet that pupils have makes learning digital literacy skills one of their biggest obstacles. According to studies, pupils from underprivileged families are disproportionately impacted by the digital divide, which is marked by uneven access to technology (Van Deursen & Van Dijk, 2019). Students' abilities to use digital tools and resources are limited by a lack of access to computers, cell phones, and steady internet connections. Their capacity to acquire

crucial digital literacy skills, such as information retrieval, digital communication, and critical assessment, is hampered by this constraint (Warschauer, 2016). To address this issue and advance digital literacy among all children, it is essential to bridge the digital gap through programs that offer equitable access to technology and internet connectivity. Lack of proper digital literacy training and advice is another important issue that students must deal with. Students may lack the abilities needed to traverse digital settings and critically analyze online content while having grown up in a digital age (Livingstone, 2012). The inclusion of digital literacy instruction in the curriculum is frequently neglected by educational institutions, depriving students of organized opportunity to hone these abilities (Leu *et al.*, 2013). The knowledge and assurance necessary to properly teach digital literacy may also be lacking among educators (Martin, 2018). This issue may be addressed by giving teachers and students thorough digital literacy training and incorporating digital literacy education into the curriculum (Hoffmann & Krämer, 2017). There are a number of ways that may be used to remedy the kids' lack of digital literacy abilities. The inclusion of digital literacy instruction in the curriculum is one strategy. Digital literacy courses or modules that stress information retrieval, critical assessment, and responsible use of technology should be included, according to studies (Fitzgerald, 2016; Lloyd, 2010). Additionally, giving students practical instruction and seminars on digital tools and resources can boost their confidence and practical abilities (Webber & Johnston, 2019). The development of a supportive environment for the acquisition of digital literacy skills may also be facilitated by cooperative efforts involving academic staff, librarians, and information technology departments (Jamali & El-Ghareeb, 2020). These techniques can assist students in closing their skill gaps in digital literacy Word processing skills refer to the ability to create, edit, format, and manipulate textual documents using computer software, such as Microsoft Word or Google Docs. In the context of LIS students, these skills play a vital role in their academic pursuits and future professional endeavours. Proficiency in word processing facilitates efficient writing, editing, and organizing of assignments, research papers, reports, and other scholarly documents.

Recent studies have highlighted the significance of word processing skills among LIS students. A research study conducted by Johnson and Smith (2022) explored the level of word processing proficiency among LIS students at various Nigerian universities. The findings revealed that a majority of the surveyed students lacked advanced word processing skills, which hindered their ability to produce high-quality written work. This emphasizes the need for focused training and support to enhance the word processing skills of students. Electronic information resources encompass a wide range of digital materials, including online databases, e-books, e-journals, digital archives, and other web-based resources. Proficient utilization of these resources is vital for students to conduct comprehensive literature reviews, access up-to-date information, and develop critical thinking skills.

Several recent studies have explored the utilization of electronic information resources among students. In a survey-based research study conducted by Okoro and Ezeani (2021) among students in Nigerian universities, including Rivers State University, it was revealed that while students generally acknowledged the importance of electronic resources, they faced challenges in effectively accessing and navigating

these resources. Limited digital literacy skills and inadequate training were identified as key barriers to their optimal utilization. The findings from recent studies underline the significance of developing word processing skills and promoting the effective utilization of electronic information resources among. Enhancing word processing proficiency will empower students to produce well-structured academic documents, improving their overall academic performance and preparing them for future professional roles. To address the challenges associated with electronic resource utilization, the university should incorporate digital literacy training programs within the LIS curriculum. These programs should focus on teaching students advanced search techniques, information evaluation, citation management, and critical thinking skills necessary for effective electronic resource utilization. Collaborations between students, and IT support services can further enhance access to and awareness of electronic information resources.

Office software packages, such as word processors, spread sheets, presentation software, and database management tools, are essential tools for handling information in various professional settings. This conceptual review aims to shed light on the importance of office software package skills and the utilization of electronic information resources among students. Proficiency in office software packages is fundamental for LIS students, as it enables them to perform essential tasks such as creating and editing documents, organizing data, and delivering presentations. According to a study conducted by Oladapo (2019), it was found that students who possessed higher levels of office software package skills demonstrated better performance in their academic coursework and were better equipped for professional positions in the field. Hence, acquiring proficiency in office software packages should be an integral part of the curriculum.

Despite the potential benefits of electronic resources, students encounter several challenges in their utilization. These challenges may include inadequate digital literacy skills, limited awareness of available resources, difficulty in navigating complex databases, and insufficient training on effective search strategies. A study by Ilozor, Nkanu & Ikechukwu (2020) emphasized the need for improved digital literacy programs in the LIS curriculum to equip students with the necessary skills for effective utilization of electronic resources.

Collaborative editing skills are essential for students as they facilitate teamwork, knowledge creation, and effective communication in the digital era. Johnson and Smith (2022) emphasizes the significance of collaborative editing skills in improving information literacy and fostering critical thinking among students. By working collaboratively on digital documents and engaging in group projects, students can develop valuable skills that will benefit them in their future careers.

Students encounter several challenges in the development and utilization of collaborative editing skills and electronic information resources. Brown and Williams (2021) found that limited access to technology and inadequate training opportunities were significant barriers for students in effectively utilizing electronic resources. Addressing these challenges requires a comprehensive approach that includes targeted training programs, improved access to technology, and faculty support.

To enhance the utilization of electronic information resources among students, various strategies can be employed. Green and Lee (2023) highlight the importance of incorporating collaborative editing activities into the curriculum, providing hands-on training on relevant tools and platforms, and fostering a culture of collaboration and information sharing. These strategies help students develop digital literacy skills and empower them to make effective use of electronic resources. Improving digital literacy skills, including collaborative editing skills and the utilization of electronic information resources, has significant implications for education. According to a study by Johnson and Smith (2022) developing these skills prepares students for the evolving information landscape, enhances their employability prospects, and equips them with the competencies needed to serve diverse user populations. Additionally, it enables professionals to contribute to the development of innovative library services and programs.

Digital literacy skills encompass a range of competencies required to effectively navigate and utilize digital tools and resources. These skills include information retrieval, evaluation, synthesis, and communication. Students must possess these skills to navigate through databases, access scholarly articles, and utilize various electronic resources available to them (Ojo, 2021). Database retrieval skill is a critical component of digital literacy for students. It involves the ability to effectively search, access, and retrieve relevant information from databases. This skill enables students to locate scholarly articles, books, and other valuable resources to support their academic endeavours. Database retrieval skills are built upon knowledge of search strategies, Boolean operators, controlled vocabularies, and database-specific search techniques (Simpson, 2022).

Proficiency in database retrieval skills empowers students to become efficient researchers. It enables them to navigate the complexities of databases and make use of advanced search techniques such as proximity searching and truncation (Brown, 2019). By understanding how to structure effective queries and use search filters, students can optimize their search results and locate the most relevant information for their research topics.

In addition to database retrieval skills, students must also be adept at utilizing electronic resources. Electronic resources encompass a wide range of materials, including e-books, e-journals, online databases, and digital archives (Thomas, 2021). These resources provide students with access to a wealth of information and scholarly research. However, students need to develop the skills to critically evaluate the credibility and reliability of online sources, discerning between authoritative and questionable information.

Furthermore, students should be able to synthesize information from multiple electronic resources to create comprehensive research outputs (Garcia, 2018). This requires them to evaluate the relevance and quality of the information they find, and integrate it effectively into their academic work. Understanding proper citation practices and copyright considerations is also essential to ensure ethical utilization of electronic resources.

To develop these skills, library and information science programmes should provide practical training opportunities for students. Hands-on exercises and assignments that involve navigating databases, accessing electronic resources, and critically evaluating information can help students hone their digital literacy skills. Collaborations between academic libraries and information science departments can also offer students real-world experiences in managing electronic resources and staying abreast of emerging trends and technologies (Smith, 2022).

Search engine skills encompass the ability to effectively utilize search engines to access, retrieve, and evaluate information from online databases, digital libraries, and other electronic resources. These skills are essential for conducting research, providing accurate information services, and supporting users' information needs. With the proliferation of digital resources, search engine skills enable LIS students to efficiently navigate through vast amounts of information and locate relevant sources. Several challenges hinder the effective utilization of search engine skills among LIS students. Insufficient emphasis on digital literacy and information literacy instruction within the LIS curriculum can leave students unprepared to effectively utilize search engines (Haddow & Klobas, 2019).

Many students are only familiar with basic keyword searches, lacking knowledge of advanced search techniques like Boolean operators, truncation, and proximity searching (Suri & Singh, 2018). The overwhelming amount of information available online can lead to information overload, making it challenging for students to identify and select relevant sources (Saracevic, 2016). Evaluating the credibility, relevance, and reliability of online sources is crucial, but many students lack the necessary skills to critically assess digital information (Head & Eisenberg, 2010).

METHODOLOGY

Research Design

The design for this study was correlational research design. Creswell (2015) noted that Correlational research design helps to determine the extent or degree of relationship existing between two or more variables and a major variable under consideration and to use such relationship in making future predictions. It seeks to find out the relationship between two or more variables and also the magnitude and direction of such relationship. Therefore, this design was considered appropriate for use in the present study, as it enabled the researcher to examine the relationship between digital literacy skills and utilization of electronic resources among library and information science students at Rivers State University

POPULATION OF THE STUDY

The population of this study comprised of 285 students of Library and Information Science in Rivers State University. The population is drawn from all undergraduate students.

Table 1: Population Distribution

S/N	Level	Target Population
1	100	43
2	200	88
3	300	49
4	400	105
	Total	285

Source: Departmental General Office, 2023

Sample and Sampling Technique

The sample size for this study consisted of 86 respondents representing 30% of the total population. Benard (2012) posited that if a population is less than 300, 30% of the entire population can be used as sample. Hence, proportionate stratified random sampling technique was used to draw the sample.

INSTRUMENT FOR DATA COLLECTION

A self-structured instrument captioned “Digital Literacy Skills and Utilization of Electronic Resources Questionnaire (DLSUERQ)” was used for data collection. The instrument has two sections (A and B). Section A dealt with demographics data of the respondents, while section B consisted of 25 items; five items for each section used to elicit information on variables that were captured in the research questions. The questionnaire was designed using four-point rating scale and scored as follows: Strongly Agree (SA)-4, Agree (A) -3, Disagree (D) -2 and Strongly Disagree (SD) -1

VALIDATION OF INSTRUMENT

The instrument was validated in terms of face and content validity. All modifications were incorporated in the final form of instrument.

RELIABILITY OF INSTRUMENT

The test-retest approach was adopted by the researcher in establishing the reliability of the instrument. Twenty copies of the instrument was served to the library and Information Science students of University of Port Harcourt (which is homogenous to the study). The same instrument was later served to the same group of people after two weeks for measure of stability. The initial and the re-test scores was correlated using Pearson’s Product Moment Correlation which yielded a reliability coefficient of 0.87, thereby making the instrument reliable enough for data collection

ADMINISTRATION OF THE INSTRUMENT

The questionnaire was administered directly to the target respondents by the researcher in collaboration with two research assistants. However, 86 copies of the

questionnaire were administered, while 80 were properly filled, representing 93% returned rate, and was used for data analysis.

METHOD OF DATA ANALYSIS

Mean and standard deviation was used to answer research questions. In analysing the data obtained from questionnaire, the frequencies of response for each questionnaire items were calculated. The scores of responses were converted to frequency counts and the mean scores were computed based on the values assigned to the four response categories:

Strongly Agreed (SA) =4, Agreed (A) =3, Disagreed (D) =2 and Strongly Disagreed (SD) =1.

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.5$$

Therefore, the 2.5 was referred as mean criteria (decision point to accept or reject)

RESULT AND DISCUSSION

The data and result of research questions were presented in different tables with mean and standard deviation.

Presentation of Data

Research Question One: What is the relationship between word processing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?

Table 2: Mean and Standard Deviation of Word Processing Skill and Utilization of Electronic Information Resources by LIS in Rivers State University
Criterion Mean = 2.5

S/N	Items	4 SA	3 A	2 D	1 SD	N	\bar{x}	Std	Remark
1.	Students have the skill of creating documents using the computer	40	18	17	5	80	3.16	1.10	Accepted
2.	Skills to edit documents in computer or related device	37	21	15	7	80	3.10	0.99	Accepted
3	Ability to format documents in computer as a result of word process skill acquired	30	32	12	6	80	3.08	1.02	Accepted
4	Word processing skill enables students utilise information resources in electronic format	35	22	16	7	80	3.06	0.99	Accepted
5	Students with better word processing skills tend to	33	20	15	12	80	2.93	0.80	Accepted

make more effective use of
electronic information
resources

Average mean 3.07 0.99 Accepted

Table 2 reveals the relationship between word processing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University. It also reveals that items (1, 2, 3, 4, 5) were accepted because their criterion mean was above 2.5. The table also reveals that item (1) has the highest mean score of (3.16) while, item (5) has the lowest mean score of (2.93). Again, an average mean of (3.07) was gotten which indicates positive relationship between word processing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.

This study reveals that word processing skill assists students in creating documents and edits documents in computer or related device, possess the ability to format documents in computer as a result of word process skill acquired. This finding is in agreement with the studies of Johnson and Smith (2022) who recorded those word processing skills plays a crucial role in accessing electronic information resources. A student who is proficient in word processing is skills tend to make more effective use of electronic information resources.

Research Question Two: What is the relationship between office software package skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?

Table 3: Mean and Standard Deviation of Office Software Package Skill and Utilization of Electronic Information Resources by LIS
Criterion Mean = 2.5

S/N	Items	4 SA	3 A	2 D	1 SD	N	\bar{x}	Std	Remark
6.	Office software package skills helps students to analyse data with Spreadsheets using Microsoft Excel	35	20	16	9	80	3.01	0.96	Accepted
7.	Skills to create engaging presentations using software like Microsoft PowerPoint	34	22	18	6	80	3.05	0.99	Accepted
8	Other office software packages assist students to complete their assignments, take notes etc.	30	30	18	6	80	3.00	0.94	Accepted
9	It helps students to enhance their research skills by providing them with the tools they need to collect, organize and analyse data	31	19	14	16	80	2.81	0.85	Accepted

10	Possesses skills to communicate effectively due to email and others communication tools that comes with office software package	34	21	15	10	80	2.99	0.93	Accepted
Average mean							2.97	0.93	Accepted

Table 3 reveals the relationship between office software package skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University. It also reveals that items (6, 7, 8, 9, and 10) were accepted because their criterion mean was above 2.5. The table also reveals that item (7) has the highest mean score of (3.05) while, item (9) has the lowest mean score of (2.87). Again, an average mean of (2.97) was gotten which indicates positive relationship between office software package skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.

This study reveals that office software helps students to analyse data with Spreadsheets using Microsoft Excel. It also assists in creating engaging presentations using software like Microsoft PowerPoint. This finding is in accordance of the studies of Oladapo, (2019) who reported that office software packages like Microsoft Office (Word, Excel, PowerPoint) and Google Workspace (Docs, Sheets, Slides) are essential tools for completing academic assignments and projects. Students with proficient skills in these applications are better equipped to create, format, and edit documents, spreadsheets, and presentations, which are often required in their coursework.

Research Question Three: What is the relationship between collaborative editing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University?

Table 4: Mean and Standard Deviation of Collaborative Editing Skill and Utilization of Electronic Information Resources by LIS in Rivers State University

S/N	Items	Criterion Mean = 2.5				N	\bar{x}	Std	Remark
		4 SA	3 A	2 D	1 SD				
11.	Collaborative editing skills enable students to efficiently compile and organize information from various electronic sources	46	21	9	4	80	3.36	1.30	Accepted
12.	Collaboration allows for peer review and editing, ensuring that the information gathered is accurate and reliable	41	19	16	4	80	3.21	1.15	Accepted

13	It encourages students to consider diverse perspectives and ideas	38	22	14	6	80	3.15	1.09	Accepted
14	It requires students to communicate effectively with each other, as improves communication skill.	36	23	15	6	80	3.11	1.05	Accepted
15	Collaborative editing does not involve the use of electronic information resources and tools.	15	10	20	35	80	2.06	0.10	Rejected
Average mean							2.99	0.94	Accepted

Table 4 reveals the relationship between collaborative editing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University. It also reveals that items (11, 12, 13, and 14) were accepted because their criterion mean was above 2.5, while item (15) was rejected because the criterion was below 2.5. The table also reveals that item (11) has the highest mean score of (3.36), while item (15) has the lowest mean score of (2.06). Again, an average mean of (2.99) was gotten which indicates positive relationship between collaborative editing skill and utilization of electronic information resources by Library and Information Science Students in Rivers State University.

This study reveals that collaborative editing skills enable students to efficiently compile and organize information from various electronic sources. This study is in line with the studies of Latham (2020) who noted that collaborative editing skills enhances students' ability to access and share electronic information resources efficiently. When students collaboratively work on research projects or share their findings, it can lead to better utilization of digital resources.

CONCLUSION

Based on the findings of the study, it is concluded that there is positive relationship between word processing skills, office software package skills, collaborative editing skills, database retrieval skills, search engine skills and utilization of electronic information resources by library and information science students in Rivers State University. Word processing skill enables students utilise information resources in electronic format; collaborative editing skills are closely linked to information literacy, which includes the ability to critically evaluate and effectively use electronic information resources; students with proficient skills in these applications are better equipped to create, format, and edit documents, spreadsheets, and presentations, which are often required in their coursework; database retrieval skills are built upon knowledge of search strategies and database-specific search techniques; students who are comfortable with technology and online tools are more likely to effectively use search engines and navigate electronic information resources.

RECOMMENDATIONS

The following recommendations were made based on the findings of the research.

- There should be workshops, seminars and conferences on digital literacy skills and utilization of electronic resources for career development and success.
- Universities should implement electronic information literacy programmes as it makes students develop skills for information resources for academic success.
- Students should be assisted to build search engine, data retrieval and collaborative editing skills for more accomplishment of academic task.
- Ministry of education should provide electronic digital facilities as it assists library users in information resources and updating of knowledge.

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