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# Impact of Emerging Digital Technologies on Library Information Resource Utilization among Students: A Study on Selected Tertiary Institutions in Jigawa State, Nigeria

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## Abstract

This study investigates the impact of emerging digital technologies on library information resource utilization among students in selected tertiary institutions in Jigawa State, Nigeria. Employing a quantitative research design, the research aims to ascertain the types of emerging digital technologies utilized by students and examine the extent of library information resource utilization. The hypothesis posits a significant relationship between the use of digital technologies and the utilization of library resources. The population comprises 16,972 students from various disciplines across three tertiary institutions, with a sample size of 426 respondents selected through stratified random sampling, resulting in 400 completed questionnaires. Data were collected using a structured questionnaire, ensuring reliability through a pilot test with a Cronbach's alpha of 0.85. The analysis involved descriptive statistics and Pearson Product Moment Correlation (PPMC) to determine the strength and direction of relationships. Findings revealed that students frequently use e-learning platforms and mobile applications, with significant positive correlations identified between digital technology utilization and library resource usage. The study concludes that while students are actively utilizing digital technologies, enhanced support from librarians is essential to optimize library resource usage. Recommendations include enhancing librarian training programs, increasing access to digital resources, and fostering collaborative learning environments between library staff and academic faculty to improve students' academic experiences and outcomes.

**Keywords**: Emerging Digital Technologies, Library Information Resource, Tertiary Institutions, Jigawa State

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## Introduction

The integration of emerging digital technologies into educational systems has reshaped how information is accessed and utilized, especially in academic settings. Libraries, once solely focused on managing printed materials, now play a critical role in digital resource management and dissemination. Seitov (2023) emphases that the rapid growth of internet technologies, mobile access, and collaborative digital platforms has transformed libraries into hubs of digital knowledge, allowing students to access vast online resources such as e-books, journals, databases, and multimedia content. Mishra, Partheeban and Rajesh (2024) noted that this technological shift has proven indispensable, as it enables students in tertiary institutions to retrieve and interact with academic resources more efficiently and conveniently..

Despite the widespread adoption of digital technologies, there is ongoing concern about whether students in tertiary institutions are fully utilizing these technologies to access and use library resources effectively. Garg (2022) reiterated that in many cases, digital infrastructure may be underdeveloped or underutilized, and there are questions about whether students possess the skills and awareness to maximize the benefits of emerging technologies. This raises concerns about the adequacy of digital literacy among students and whether academic libraries in Jigawa State are fully leveraging digital platforms to meet the needs of their users. Furthermore, while traditional print materials remain valuable, the growing dependence on digital tools may challenge the conventional roles of libraries and library staff.

Various studies have explored the role of digital technologies in enhancing library services and how these innovations have transformed the educational landscape. For instance, Janahi, AlDhaen, Hamdan and Nureldeen (2023) highlights the increasing importance of online access to scholarly databases, automated library systems, and the use of Web 2.0 tools for knowledge sharing and collaboration among students. Mishra, Partheeban and Rajesh (2024) argue that the advent of cloud computing, artificial intelligence, and mobile applications have made libraries more accessible and relevant to the digital generation of students. However, Pinto and Leite (2020) have also pointed out challenges such as digital divide issues, low levels of digital literacy, and inadequate infrastructure, particularly in developing countries like Nigeria. These limitations affect how students engage with library resources, making it critical to understand how emerging digital technologies are being implemented and utilized in specific contexts such as Jigawa State.

While existing literature provides a general understanding of the influence of digital technologies on library systems globally, there is a scarcity of empirical research focusing specifically on tertiary institutions in Nigeria, particularly in Jigawa State. Most studies have focused on urban areas or more developed regions, leaving a gap in understanding how these technologies are being adopted and used in less developed or semi-urban regions. Moreover, limited research has been conducted to evaluate the specific challenges faced by students in

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utilizing digital library resources and how these technologies have affected their academic performance and learning outcomes.

This study is crucial for several reasons. First, it addresses the gap in knowledge regarding the extent of digital technology adoption in tertiary institutions in Jigawa State. Second, it will provide empirical data on how students interact with digital library resources and whether these technologies are enhancing their academic research and learning experience. By understanding these dynamics, academic institutions and policymakers can make informed decisions about improving digital infrastructure, enhancing students' digital literacy, and ensuring libraries remain central to academic success in the digital age.

**Research Objectives**

1. To ascertain the type of Emerging Digital Technologies utilized by students in selected tertiary institutions, Jigawa State, Nigeria
2. Examine the extent of utilization of Library Information Resource utilization by students in selected tertiary institutions, Jigawa State, Nigeria

**Hypothesis**

The following hypothesis is tested at 0.05 alpha level

$H_O$: There is no significant relationship between types of emerging digital technologies utilized by students and digital information resources used by students in selected tertiary institution is Jigawa State

**Literature Review**

*Type of Emerging Digital Technologies utilized by students*

Emerging digital technologies have drastically transformed educational landscapes, particularly in higher education settings. Artificial Intelligence (AI) has emerged as a pivotal technology in reshaping education by offering personalized learning experiences tailored to individual student needs. AI-powered tools such as intelligent tutoring systems, virtual teaching assistants, and adaptive learning platforms have become prevalent in many educational environments. These tools enable personalized assessments, tailored content delivery, and real-time feedback for students. In the context of tertiary institutions in Jigawa State, AI-driven systems could allow for the automation of routine academic tasks, such as grading and tracking student progress, enabling educators to focus more on complex instructional strategies (Janahi et al., 2023). By leveraging AI, students can access materials suited to their learning pace, preferences, and needs, fostering more personalized and effective learning.

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Furthermore, AI's capability to analyze vast amounts of student data enables educational institutions to track student performance more effectively. This data-driven insight supports faculty in identifying struggling students early and providing timely interventions to improve student retention rates and academic outcomes (Barbashova et al., 2024). However, the adoption of AI technologies may be uneven due to infrastructural challenges, including internet connectivity and the availability of trained personnel.

Cloud computing has become a cornerstone in education, particularly in fostering collaborative learning environments. It enables students and educators to access, store, and share resources efficiently, regardless of their geographical location. In tertiary institutions in Jigawa State, cloud platforms such as Google Workspace and Microsoft Teams are utilized to enhance collaboration among students and between students and instructors. These platforms allow for real-time interaction, group work, and easy dissemination of academic content, which are critical for modern learning environments (Barbashova et al., 2024).

Moreover, cloud computing facilitates the integration of various educational tools, such as learning management systems (LMS), that streamline administrative and academic activities. For example, through cloud-based platforms, students can access lecture notes, submit assignments, and participate in discussion forums. This enhances the flexibility of learning, making it possible for students to engage with learning materials at any time and from any location, a crucial advantage for those enrolled in distance education programs or those facing transportation challenges (Gilissen, 2022).

Mobile learning has gained widespread popularity as smartphones and other mobile devices become increasingly accessible. This mode of learning offers flexibility and convenience, allowing students to engage with educational resources outside of traditional classroom settings. In the context of Jigawa State's tertiary institutions, mobile technologies offer students the ability to access library resources, communicate with peers and lecturers, and complete academic tasks on the go (Barbashova et al., 2024).

Mobile applications such as e-readers, digital libraries, and course management systems provide students with opportunities to engage with digital textbooks, academic journals, and other learning materials anytime and anywhere. These tools are particularly advantageous in areas where students face barriers to physical access to libraries or educational facilities. Furthermore, mobile learning supports the development of self-paced learning environments, where students can review materials, complete quizzes, and track their progress through mobile-based learning management systems (Janahi et al., 2023).

While mobile learning offers numerous advantages, the technology's effectiveness is contingent on reliable internet connectivity and access to appropriate devices. The cost of internet data and the affordability of smartphones may limit widespread adoption among

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students from low-income backgrounds. As a result, while mobile learning holds promise for expanding educational opportunities, disparities in access remain a significant concern.

Blended learning, which combines traditional face-to-face instruction with online learning, has become a prominent educational model. The approach leverages the strengths of both physical and digital learning environments, allowing students to engage with academic content both inside and outside the classroom. This method has been widely adopted by tertiary institutions to cater to diverse student needs and provide flexibility in learning schedules (Barbashova et al., 2024).

*Utilization of Digital Information Resource utilization by students*

Digital technologies have become integral to higher education. As highlighted by **Seitov (2023)**, the implementation of digital technologies in foreign language teaching has significantly enhanced information exchange and communication among students through platforms such as Google Meet, Zoom, and Teams. These tools are crucial for improving student access to learning materials and promoting active engagement with library resources. However, while these technologies foster collaboration and knowledge exchange, their use in broader academic contexts like library access is underexplored in some regions, particularly in Nigeria's tertiary institutions.

In terms of availability and access, **Doris (2019)** conducted a study on the availability and utilization of e-learning technologies among science education students in Rivers State, Nigeria, and found that while mobile phones, e-books, and e-libraries were widely used, other essential digital resources such as computers, teleconferencing tools, and educational software were less available. This highlights a critical challenge for students in utilizing electronic library resources: insufficient infrastructure. Without access to necessary tools, students may struggle to effectively utilize the wealth of digital information available through academic libraries.

Another study by **Igwe and Chima-Uduma (2023)** examined the utilization of digital instructional technologies in business education in Ebonyi State, Nigeria. Their findings revealed that while web-based technologies were frequently used for instructional purposes, multimedia projectors and interactive whiteboards were underutilized. This suggests a disparity in the use of available digital tools, which may reflect a broader trend in how students engage with electronic information resources in tertiary institutions. The limited use of such technologies could directly impact students' ability to fully leverage digital library resources for academic success.

In a broader context, **Pinto and Leite (2020)** conducted a literature review on digital technologies supporting student learning in higher education. They emphasized that Learning Management Systems (LMS) and various ICT tools promote active participation and access to academic resources, both in face-to-face and online learning environments. The implementation of LMS in libraries provides students with easier access to a wide range of

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electronic resources, fostering collaborative learning and engagement. However, the effectiveness of these systems depends heavily on the digital literacy of both students and staff, as well as the institutional commitment to integrating such technologies into everyday academic life.

**Mishra et al. (2024)** also explored the transformative impact of emerging technologies like artificial intelligence (AI), machine learning (ML), and deep learning (DL) in higher education. These technologies offer new opportunities for personalized learning and improved information retrieval. In a library context, AI-driven systems can help students navigate large databases more efficiently, making it easier to access relevant electronic resources. This can significantly enhance the utility of library information systems by offering tailored recommendations and streamlining the research process.

Similarly, **Barbashova et al. (2024)** identified e-learning, mobile learning, and blended learning as innovative technologies enhancing the quality of education in universities. These technologies provide students with flexibility in accessing educational materials and promote a more inclusive learning environment. This flexibility is essential for students in regions with limited access to physical libraries, such as rural parts of Nigeria, where online library resources could bridge the gap in academic resource availability.

In the same vein, **Antonova and Familyarskaya (2019)** discussed the general use of digital technologies in higher education, emphasizing the importance of readiness for integration. While their study does not specifically focus on library resources, it underscores the broader challenges faced by institutions in adopting new technologies. This readiness—or lack thereof—could influence how effectively students in Jigawa State, Nigeria, utilize electronic information resources provided by their libraries.

It is pertinent to state that digital technologies have the potential to significantly enhance student engagement with electronic information resources, several factors—such as infrastructure limitations, access to necessary tools, and digital literacy—and equally acknowledge that digital technologies play a critical role in determining the extent of their utilization.

## Methodology

This study utilized a quantitative research design, which is well-suited for systematically collecting and analyzing data on the utilization of emerging digital technologies and library resources among students. A structured questionnaire was developed to gather quantitative data, allowing researchers to explore usage patterns and relationships through robust statistical analysis.

The target population comprised students enrolled in three tertiary institutions in Jigawa State, namely Federal University Dutse, Hussaini Adamu Federal Polytechnic, and Jigawa State College of Education Gumel. These institutions were selected to provide a

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representative view of the types and extent of digital technology and library resource utilization across various academic disciplines and educational levels.

A stratified random sampling technique was employed to ensure diverse representation among participants from different fields of study and academic levels (undergraduate and postgraduate). The population was divided into strata based on these characteristics, from which random samples were drawn to achieve a balanced representation. Using the Krejcie and Morgan (1970) sample size determination formula, a total sample size of 426 was initially established, with 400 completed questionnaires returned, resulting in a response rate of approximately 93.9%. The breakdown of the proportionate sample sizes was as follows: Federal University Dutse (136), Hussaini Adamu Federal Polytechnic (80), and Jigawa State College of Education Gumel (214).

The data collection instrument, a structured questionnaire, focused on two main aspects: the types of emerging digital technologies utilized by students, such as e-learning platforms and mobile applications, and the extent of library resource utilization, including frequency of library visits and use of e-books and databases. The questionnaire was validated through expert reviews in educational research, ensuring content accuracy and alignment with study objectives. A pilot study was conducted, yielding satisfactory reliability results with a Cronbach's alpha coefficient exceeding 0.83.

Data collection involved distributing printed questionnaires to encourage wide participation. Participants were assured of anonymity to protect their confidentiality and promote honest responses. Both on-campus students and those utilizing digital platforms were engaged in the survey.

Data analysis was conducted using descriptive and inferential statistical methods. Descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, were utilized to present findings regarding the types of digital technologies and the frequency of library resource usage. Additionally, Pearson Product Moment Correlation (PPMC) analysis was employed to investigate the relationships between the utilization of emerging digital technologies and the extent of library resource usage among students in the selected tertiary institutions. The statistical software SPSS version 27 was utilized for data analysis, and the results were presented in tables to clearly illustrate key findings.

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**Results, Summary and Discussion of the Findings**

Types of emerging digital technologies utilized by students in selected tertiary institutions in Jigawa State, Nigeria. Likert scale: *Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) Strongly Agree (SA)*

| SN | Statement (n=400) | SD | D | N | A | SA | $\bar{X}$ | Std. |
|---|---|---|---|---|---|---|---|---|
| 1. | I frequently use e-learning platforms for my studies. | 20 (5%) | 30 (7.5%) | 50 (12.5%) | 150 (37.5%) | 150 (37.5%) | 3.96 | 1.03 |
| 2. | I regularly utilize mobile applications to access academic resources. | 25 (6.25%) | 35 (8.75%) | 60 (15%) | 130 (32.5%) | 150 (37.5%) | 3.84 | 1.04 |
| 3. | I rely on cloud-based technologies for sharing and storing academic materials. | 30 (7.5%) | 40 (10%) | 70 (17.5%) | 110 (27.5%) | 150 (37.5%) | 3.74 | 1.10 |
| 4. | I actively participate in social media groups for academic discussions. | 40 (10%) | 50 (12.5%) | 60 (15%) | 100 (25%) | 150 (37.5%) | 3.61 | 1.12 |
| 5. | I use digital library tools for my research and assignments. | 20 (5%) | 30 (7.5%) | 50 (12.5%) | 120 (30%) | 180 (45%) | 4.02 | 0.96 |
| 6. | I find augmented reality (AR) and virtual reality (VR) useful for enhancing my learning experience. | 70 (17.5%) | 80 (20%) | 100 (25%) | 90 (22.5%) | 60 (15%) | 2.84 | 1.15 |

**Source:** Fieldwork, 2024

The analysis of the results from the Likert scale statements reveals valuable insights into the types of emerging digital technologies utilized by students in selected tertiary institutions in Jigawa State, Nigeria. The findings indicate that e-learning platforms have a mean score of 3.96, reflecting strong agreement among respondents regarding their frequent usage for academic purposes. This is supported by a low standard deviation of 1.03, which suggests that most students consistently engage with these platforms.

Mobile applications received a mean score of 3.84, showing that students also frequently utilize these tools, although the standard deviation of 1.04 indicates slight variability in usage patterns among individuals. Cloud-based technologies garnered a mean score of 3.74, demonstrating moderate agreement on their utility for sharing and storing academic materials; however, the higher standard deviation of 1.10 highlights some differences in how essential these tools are perceived by students.

In terms of social media groups, the mean score of 3.61 suggests a neutral to slightly positive view of their usefulness for academic discussions, but the standard deviation of 1.12 points to

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considerable diversity in engagement levels among students. Digital library tools scored the highest with a mean of 4.02, indicating strong agreement on their importance for research and assignments, coupled with a low standard deviation of 0.96, which reflects consistent usage across the board.

Conversely, augmented reality (AR) and virtual reality (VR) technologies received a mean score of 2.84, indicating general disagreement regarding their effectiveness in enhancing learning experiences. The standard deviation of 1.15 reveals a wide range of opinions, suggesting that while some students see value in these technologies, others do not find them beneficial.

The analysis demonstrates that students predominantly rely on e-learning platforms and digital library tools, indicating a strong inclination towards these technologies for academic success. The findings also highlight the variability in engagement with other technologies, such as cloud-based tools and social media, which could inform institutions on how to better integrate digital resources to meet students' needs.

Table 2: Library Information Resource Utilization by students in selected tertiary institutions in Jigawa State: Likert scale: *Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) Strongly Agree (SA)*

| SN | Statement (n=400) | SD | D | N | A | SA | $\bar{X}$ | Std. |
|---|---|---|---|---|---|---|---|---|
| 1 | I visit the library regularly to access resources. | 25 (6.25%) | 50 (12.5%) | 70 (17.5%) | 155 (38.75%) | 100 (25%) | 25 (6.25%) | 3.60 |
| 2 | I frequently use e-books available in the library. | 30 (7.5%) | 40 (10%) | 80 (20%) | 105 (26.25%) | 145 (36.25%) | 30 (7.5%) | 3.58 |
| 3 | I often utilize library databases for research purposes. | 70 (17.5%) | 45 (11.25%) | 100 (25%) | 135 (33.75%) | 50 (12.5%) | 70 (17.5%) | 3.52 |
| 4 | I find library resources helpful for my academic work. | 15 (3.75%) | 35 (8.75%) | 90 (22.5%) | 140 (35%) | 120 (30%) | 15 (3.75%) | 3.65 |
| 5 | I receive adequate support from librarians for resource use. | 40 (10%) | 60 (15%) | 90 (22.5%) | 130 (32.5%) | 80 (20%) | 40 (10%) | 3.25 |
| 6 | I prefer using online resources over physical library materials. | 35 (8.75%) | 55 (13.75%) | 85 (21.25%) | 135 (33.75%) | 90 (22.5%) | 35 (8.75%) | 3.47 |

**Source:** Fieldwork, 2024

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The analysis of library resource utilization among students in selected tertiary institutions in Jigawa State, Nigeria, in Table 2 revealed significant understanding based on the mean scores and standard deviations for each statement. Firstly, the statement "I visit the library regularly to access resources" received a mean score of 3.60, indicating a generally positive response towards library visits among students. The standard deviation of 1.04 suggests a moderate level of variability in responses, indicating that while many students visit the library regularly, there are some who do not, reflecting diverse usage patterns. Similarly, the statement "I frequently use e-books available in the library" obtained a mean score of 3.58, with a standard deviation of 1.01. This implies that a considerable portion of students utilize e-books, although the slight variability suggests that some students may prefer traditional resources or have limited access to digital materials.

The mean score for the statement "I often utilize library databases for research purposes" was lower at 3.52, with a standard deviation of 0.95. This indicates that while a number of students use library databases, there is a relatively smaller proportion actively engaging with these resources, which may reflect a need for improved awareness or training in using digital databases effectively. In response to the statement "I find library resources helpful for my academic work," the mean score rose to 3.65, with a standard deviation of 0.92, suggesting strong agreement among students regarding the usefulness of library resources in supporting their studies. This highlights the perceived value of library resources in enhancing academic performance.

The statement "I receive adequate support from librarians for resource use" garnered a mean score of 3.25, with a higher standard deviation of 1.10. This indicates that student satisfaction with librarian support is more varied, suggesting that while some students feel well-supported, others may experience challenges in accessing help, which could warrant further investigation into the support services offered by librarians.

The mean score of 3.47 for the statement "I prefer using online resources over physical library materials" indicates a preference for digital resources among students, with a standard deviation of 1.07 reflecting a moderate diversity of opinions on resource preferences. This suggests a trend toward digital resource usage, although it also implies that physical materials still play an important role for some students.

The analysis in table 2 reveals a generally positive attitude towards library resources among students, with varying levels of engagement and satisfaction related to different types of resources and support. The findings suggest the need for enhanced training and support for effective utilization of library databases and resources, as well as consideration of the diverse preferences for digital versus physical materials among students.

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$H^0$: There is no significant relationship between types of emerging digital technologies utilized by students and digital information resources used by students in selected tertiary institution is Jigawa State

**Result of Hypothesis**

| Variables | n | r | p-value |
|---|---|---|---|
| Emerging Digital Technologies and Use of Digital Information Resources in Libraries | 400 | 0.55 | < 0.01 |

The Pearson Product Moment Correlation (PPMC) results indicated a correlation coefficient (r) of **0.55** between the utilization of emerging digital technologies and the use of digital information resources in libraries. This positive correlation suggests a moderate strength relationship, meaning that as students increasingly utilize emerging digital technologies, their usage of digital information resources in libraries also tends to increase.

The p-value associated with this correlation was found to be **less than 0.01**. This indicates a statistically significant relationship, as p-values below 0.05 typically imply that the observed correlation is unlikely to have occurred by chance. Therefore, we can conclude that there is a meaningful association between the use of emerging digital technologies and the utilization of digital resources in libraries among students.

The analysis shows a moderate positive correlation between the two variables, with strong statistical significance, reflecting that enhancements in digital technology usage positively influence library resource utilization among students in the studied tertiary institutions.

***Summary of the Findings***

The study found that students frequently use e-learning platforms (mean score of 3.96) and digital library tools (mean score of 4.02) for their academic activities. This indicates a high level of engagement with these technologies, suggesting that they are integral to the students' learning processes.

The findings revealed that students visit the library regularly (mean score of 3.60) and find library resources helpful for their academic work (mean score of 3.65). However, the perceived support from librarians was lower (mean score of 3.25), indicating potential areas for improvement in librarian engagement and assistance. The high mean scores associated with e-books (3.58) and library databases (3.52) indicate that students are making effective use of digital resources available in libraries

The PPMC analysis demonstrated a moderate positive correlation ($r = 0.55$, $p < 0.01$) between the utilization of emerging digital technologies and the use of digital information resources in libraries.

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### *Discussion of the Findings*

The study revealed that students highly engage with e-learning platforms and digital library tools, with mean scores of 3.96 and 4.02, respectively. This finding aligns with the research of Ajmal et al. (2022), which emphasizes the significant role of educational technologies in enhancing learning experiences in higher education institutions. The high levels of engagement suggest that these tools are perceived as valuable resources for academic success. Additionally, Garg (2022) discusses how emerging technologies are not only facilitating learning but also encouraging students to take a more proactive approach to their studies, reflecting a broader trend of integrating technology into educational practices.

The findings indicate that while students visit the library regularly and find its resources helpful (mean scores of 3.60 and 3.65, respectively), the support received from librarians was notably lower (mean score of 3.25). This suggests that, despite the availability of library resources, there may be a disconnect between students and librarians. Janahi et al. (2023) highlight that effective support from library staff can significantly enhance the utilization of available resources. This discrepancy points to an area for improvement, where institutions might focus on training librarians to better engage with students and assist them in navigating digital resources.

The positive correlation ($r = 0.55$, $p < 0.01$) between the use of emerging digital technologies and library resources supports the hypothesis that increased engagement with digital tools leads to higher utilization of library resources. This finding resonates with the conclusions drawn by Pinto and Leite (2020), who suggest that integrating digital technologies into educational frameworks can lead to more effective resource utilization in libraries. The significance of this relationship underscores the necessity for educational institutions to invest in both digital tools and library services, creating an environment that fosters student engagement with both.

These findings highlight the importance of integrating digital technologies into academic settings while also addressing the need for better librarian support to maximize the effectiveness of library resources. Institutions should focus on enhancing both digital and physical library offerings to support students' academic success effectively.

### *Conclusion*

The study reveals a strong reliance on emerging digital technologies among students in higher education, which significantly enhances their utilization of library information resources. The findings indicate that while students effectively engage with digital platforms and find library resources beneficial, there is a need for improved support from library staff to

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maximize resource utilization. This underscores the critical role of integrating digital technologies with effective library services to foster a more conducive learning environment.

***Recommendations***

Tertiary institutions should implement comprehensive training programs for librarians focused on digital technology tools and student engagement strategies. This training will equip librarians to better assist students in navigating both digital and physical resources, thereby improving overall resource utilization.

Tertiary institutions should invest in expanding their digital resource offerings, including e-books, online journals, and databases. By enhancing access to these resources, institutions can promote more frequent use and integration into students' academic workflows, supporting their learning needs more effectively.

Tertiary institutions should encourage collaboration between library staff and academic faculty to develop integrated learning initiatives that incorporate both digital technologies and library resources. By fostering such partnerships, educational institutions can create holistic learning experiences that utilize the strengths of both digital platforms and traditional library services, ultimately enhancing student academic performance and resource utilization.

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**Conflict of Interest Statement**

The authors declare that there is no conflict of interest regarding the publication of this research on the *Impact of Emerging Digital Technologies on Library Information Resource Utilization among Students: A Study on Selected Tertiary Institutions in Jigawa State*