MEDIA LITERACY AND GLOBAL ECONOMIC AWARENESS AMONG ECONOMICS EDUCATION UNDERGRADUATES IN OGUN STATE, NIGERIA: PATTERNS OF ONLINE RESOURCE USE

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Abstract

This study examined media literacy and global economic awareness among Economics Education undergraduates in Ogun State, Nigeria, with a focus on patterns of online resource use. A descriptive survey research design was adopted to provide an empirical assessment of these constructs as they naturally occur among university students. The population comprised undergraduate Economics Education students from Tai Solarin Federal University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye, and a sample of 313 year-three students was selected using a simple random sampling technique. Data were collected through three validated instruments: the Exposure to Online Economic Resources Questionnaire, the Economic Media Literacy Scale, and the Students' Understanding of Global Economic Issues Scale, with reliability coefficients ranging from 0.81 to 0.86. Data were analysed using descriptive statistics, including mean scores and standard deviations. The findings revealed a high level of exposure to online economic resources (weighted mean = 3.02, SD = 0.75), indicating frequent engagement with digital journals, economic websites, and global news platforms. The results also showed a high level of economic media literacy (weighted mean = 3.03, SD = 0.74), suggesting that students were able to identify credible information, evaluate sources, recognise bias, and distinguish between factual content and opinions. In addition, students demonstrated a high level of understanding of global economic issues (weighted mean = 3.13, SD = 0.70), including inflation, globalisation, global conflicts, and the role of international economic institutions. The study concludes that students exhibit high levels of online economic resource exposure, economic media literacy, and understanding of global economic issues, and recommends sustained integration of online economic resources and media literacy instruction to further strengthen students' global economic understanding.

Keywords: Online economic resources, economic media literacy, global economic issues, Economics Education

Introduction

Understanding global economic issues has become increasingly important in an era characterised by rapid globalisation, economic interdependence, technological advancement, and frequent economic disruptions. Contemporary economic phenomena such as inflationary pressures, global trade dynamics, financial crises, climate-related economic challenges, and geopolitical conflicts now transcend national boundaries and exert significant influence on national and local economies. For students of Economics Education, who are being prepared as future educators and contributors to economic discourse, a sound understanding of global economic issues is essential. Such understanding enables them to interpret economic events accurately, relate theory to practice, and effectively transmit economic knowledge within an interconnected global environment.

The widespread adoption of digital technologies and increased internet accessibility have transformed how economic information is accessed and consumed. Online economic resources, including digital journals, international financial institution websites, online databases, economic blogs, and global news platforms, now serve as major sources of economic information for students. These resources provide timely updates on global economic developments and expose learners to diverse perspectives beyond traditional textbooks. Previous studies have shown that access to online learning resources enhances students' understanding by supporting independent learning and linking academic concepts to real-world economic situations (Aina & Ogundele, 2020; OECD, 2021).

However, access to online economic resources alone may not be sufficient for meaningful learning outcomes. In a digital environment saturated with information, students require the ability to critically evaluate and interpret economic content. Economic media literacy has therefore emerged as a crucial competence in contemporary education. It refers to the ability to identify reliable economic information, assess credibility, recognise bias, and distinguish between factual economic data and opinion-based content. Scholars have noted that media literacy supports critical thinking and informed interpretation of complex socio-economic issues (Abdulbaqi et al., 2025; Biu et al., 2023; Shuaib et al., 2023).

Empirical evidence from both international and Nigerian contexts underscores the importance of digital engagement and media-related competencies in shaping students' awareness of global issues. For example, OECD (2021) and World Bank (2022) reports emphasise the role of digital resources in enhancing contextual and applied understanding, while Nigerian studies have shown that media literacy and digital engagement contribute to students' awareness and interpretation of socio-economic realities. Emmanuel and Oyewole (2025) found that media literacy significantly influenced democratic sustainability among pre-service teachers, and Abiodun and Oyewole (2025) and Shuaib et al. (2021) reported that social media usage and digital engagement were associated with global economic awareness among pre-service economics teachers.

Despite these contributions, existing studies are largely oriented towards examining relationships, predictors, or outcomes such as the influence of media literacy or digital engagement on awareness, participation, or learning outcomes. While these studies establish important associations, they provide limited evidence on the current status or levels of key constructs such as exposure to online economic resources, economic media literacy, and students' understanding of global economic issues. In addition, many of these studies treat global awareness as a broad outcome without isolating the specific domain of global economic understanding or examining how students engage with economic information in digitally mediated environments. Furthermore, there is a scarcity of context-specific evidence focusing on Economics Education students, particularly within Ogun State, where institutional and instructional conditions may shape students' digital engagement and interpretive competencies differently.

Therefore, there is a need for a focused descriptive assessment that establishes baseline evidence on the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students. Such evidence is essential for identifying existing strengths and gaps, and for informing curriculum design, instructional strategies, and policy interventions aimed at strengthening Economics Education in a digitally driven and globally interconnected context. Consequently, this study examines the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students in Ogun State.

Objectives of the Study

The main objective of this study is to examine the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students in Ogun State.

The specific objectives of the study are to:

1. determine the level of exposure to online economic resources among Economics Education students in Ogun State;
2. assess the level of economic media literacy among Economics Education students in Ogun State; and
3. Examine the level of students' understanding of global economic issues among Economics Education students in Ogun State.

Research Questions

The following research questions guided the study:

1. What is the level of exposure to online economic resources among Economics Education students in Ogun State?
2. What is the level of economic media literacy among Economics Education students in Ogun State?
3. What is the level of students' understanding of global economic issues among Economics Education students in Ogun State?

Literature Review

Conceptual Clarification of Key Variables

Exposure to Online Economic Resources

Exposure to online economic resources refers to the extent to which students access, interact with, and use internet-based materials that support economics learning and awareness. These resources include online articles, blogs, global economic news platforms, digital journals, institutional websites (e.g., international economic organisations), online videos, webinars, and economics-focused databases. In modern higher education, such exposure is increasingly important because economics is a dynamic discipline that requires learners to monitor real-time changes in economic indicators, policies, and global developments. Digital resources offer students frequent opportunities to extend classroom learning through independent exploration, access multiple perspectives, and connect theory with current economic realities (Aina & Ogundele, 2020; OECD, 2021). Consequently, the level of students' engagement with online economic resources provides insight into their learning behaviours and readiness to interact with contemporary economic information ecosystems.

Economic Media Literacy

Economic media literacy refers to learners' ability to access, interpret, evaluate, and appropriately use economic information disseminated through digital and traditional media platforms. This study captures key competencies such as identifying credible sources, evaluating the accuracy of economic news, recognising bias or ideological framing, and distinguishing facts from opinions. In a world where economic information is widely circulated through social media, blogs, and fast-paced news outlets, media literacy becomes critical for students' academic understanding and responsible engagement with economic narratives. Media literacy scholars argue that such skills support critical thinking and improve learners' ability to make informed judgments about complex socio-economic content (Hobbs & Coiro, 2019; Pérez-Tornero & Tayie, 2022). Thus, economic media literacy reflects not only what students consume online but also how well they interpret and validate the economic information they encounter.

Understanding of Global Economic Issues

Understanding global economic issues refers to students' comprehension of major economic conditions and events that influence countries across the world, including inflation, global conflicts, trade dynamics, globalisation, economic crises, and the roles of international institutions. For Economics Education students, understanding global economic issues is especially important because they are future teachers expected to translate economic phenomena into meaningful classroom explanations and support economic awareness among learners. Digital access has made global economic information more readily available, but meaningful understanding depends on how students interpret information, link it to economic concepts, and apply it to real-world contexts (OECD, 2021; World Bank, 2022). Therefore, assessing students' understanding of global economic issues provides evidence of how well they can connect academic economics to international realities.

Theoretical Linkage to the Study

Although this study adopts a descriptive approach, the relationships among online economic resource exposure, economic media literacy, and students' understanding of global economic issues can be meaningfully explained through established learning theories that emphasise digital engagement and knowledge construction. One relevant theoretical perspective is Connectivism (Siemens, 2005), which posits that learning occurs through networks of information sources, particularly in digitally mediated environments. Connectivism emphasises that knowledge is distributed across digital platforms, and learning involves the ability to access, navigate, and connect diverse information nodes. Within the context of economics education, exposure to online economic resources such as global reports, financial databases, and international news platforms enables students to engage with real-time economic information and develop understanding through continuous interaction with these knowledge networks.

In addition, Constructivist learning theory provides further explanation for how students build understanding from digital experiences. Constructivism suggests that learners actively construct knowledge by integrating new information with prior experiences and existing cognitive structures. In a digital learning environment, students who frequently engage with online economic resources are more likely to relate theoretical concepts to real-world economic developments, thereby deepening their conceptual understanding. This perspective supports the view that exposure to online resources is not merely about access, but about meaningful engagement and interpretation.

Furthermore, Media Literacy Theory offers a critical framework for understanding how students interpret and evaluate economic information encountered online. Media literacy emphasises learners' ability to analyse, evaluate, and create messages across various media forms. In the context of economic information, this includes identifying credible sources, recognising bias, verifying accuracy, and distinguishing between factual data and opinion-based content. Scholars have argued that such competencies are essential for navigating information-rich digital environments and for making informed judgments about complex socio-economic issues (Hobbs & Coiro, 2019; Pérez-Tornero & Tayie, 2022).

Taken together, these theoretical perspectives suggest a complementary relationship between online economic resource exposure and economic media literacy. While Connectivism explains how access to diverse digital information sources supports learning, Constructivism highlights the role of active engagement in knowledge construction, and Media Literacy Theory emphasises the importance of critical evaluation. Therefore, students' understanding of global economic issues can be seen as an outcome of both their level of engagement with online economic resources and their ability to critically interpret the information encountered. This theoretical integration provides a strong foundation for examining the levels of online resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students in a digitally driven learning environment.

Empirical Review

Studies on Online Resource Exposure and Learning Outcomes

Empirical evidence indicates that exposure to digital and online learning resources plays a significant role in enhancing students' academic engagement and learning outcomes. Studies in higher education contexts show that access to online materials enables students to extend learning beyond the classroom, supporting independent inquiry, self-directed learning, and continuous interaction with course content. Aina and Ogundele (2020) found that students with greater access to digital learning resources demonstrated higher levels of academic engagement, as online materials provided opportunities to revisit concepts, explore supplementary explanations, and apply knowledge to real-life contexts. Similarly, Eze and Okey (2022) reported that students' engagement with online economic content improved their awareness and understanding of international economic trends, particularly in contexts where economics is closely linked to current global events.

While international reports such as OECD (2021) and World Bank (2022) highlight the potential of digital resources to enhance learning through access to real-time data and diverse perspectives, empirical studies suggest that the effectiveness of such exposure depends largely on how students engage with the resources. Limniou et al. (2021) observed that unstructured or excessive exposure to online information may result in cognitive overload, leading to superficial engagement and reduced comprehension. This indicates that access to online resources alone does not guarantee meaningful learning outcomes; rather, students' ability to manage, evaluate, and apply information plays a crucial role in determining the effectiveness of digital learning.

Studies on Media Literacy and Critical Evaluation

Media literacy has been widely associated with students' critical thinking and their ability to interpret complex information accurately. Hobbs and Coiro (2019) emphasised that digital literacy training enhances learners' analytical capacities, enabling them to critically engage with online content. Pérez-Tornero and Tayie (2022) similarly reported that media and information literacy contribute to improved understanding of socio-economic issues by strengthening learners' evaluative and interpretive skills.

In the Nigerian context, Emmanuel and Oyewole (2025) found that media literacy significantly contributed to democratic sustainability among pre-service teachers, indicating that media-literate students are better equipped to engage responsibly with public information. In a related study, Abiodun and Oyewole (2025) reported that digital engagement and social media interaction were associated with higher levels of global economic awareness among pre-service economics teachers. These findings suggest that media literacy not only enhances students' ability to process information critically but also supports their broader understanding of societal and economic issues. However, variations in media literacy levels across contexts highlight the importance of instructional support and curriculum integration in developing these competencies.

Digital Engagement and Global Economic Awareness

Empirical studies further demonstrate that digital engagement contributes to students' awareness and understanding of global issues. Engagement with online platforms, including social media, economic websites, and global news outlets, exposes students to diverse perspectives and real-time developments in the global economy. Eze and Okey (2022) found that students who actively engaged with digital economic content were better able to interpret global economic trends and relate them to academic concepts.

However, the benefits of digital engagement are influenced by contextual and institutional factors. Selwyn et al. (2020) argued that the educational impact of digital technologies depends on factors such as instructional quality, institutional support, and the structured integration of digital tools into learning processes. This suggests that students' levels of exposure and media literacy may not only reflect individual effort but also the learning environment within which they operate.

Synthesis of Empirical Studies and Identified Research Gap

Overall, the reviewed literature provides substantial evidence on the role of online learning resources and media literacy in shaping students' engagement with contemporary issues and enhancing interpretive competence. Empirical studies have consistently shown that digital resources expand access to current and diverse information, while media literacy strengthens learners' ability to critically evaluate and interpret such information (Aina & Ogundele, 2020; Hobbs & Coiro, 2019; Pérez-Tornero & Tayie, 2022). Studies within the Nigerian context further indicate that digital engagement and media literacy contribute to students' awareness of societal and economic issues (Abiodun & Oyewole, 2025; Emmanuel & Oyewole, 2025).

However, despite these contributions, several important gaps remain in the literature. First, many existing studies focus on general awareness or broad learning outcomes, without specifically examining students' understanding of global economic issues as a distinct domain. As a result, the depth of students' comprehension of key global economic concepts such as inflation, globalisation, and international economic institutions remains insufficiently explored.

Second, the literature is largely dominated by studies that examine relationships, predictors, or outcomes, often using correlational or inferential approaches. While such studies provide valuable insights into how variables are associated, they offer limited evidence on the current levels or status of key constructs such as online economic resource exposure, economic media literacy, and understanding of global economic issues. Establishing these baseline levels is essential for identifying existing strengths and areas requiring improvement.

Third, there is a limited integration of key variables within a single framework. Few studies simultaneously examine online resource exposure, media literacy, and students' understanding of global economic issues, despite the conceptual interdependence of these constructs in digitally mediated learning environments. Most studies tend to treat these variables in isolation, thereby limiting a comprehensive understanding of how they jointly shape students' learning experiences.

Furthermore, there is a contextual gap in the literature, particularly within Economics Education programmes in Nigerian universities. Existing Nigerian studies have largely focused on general education or pre-service teachers without specific attention to Economics Education students, whose training requires continuous engagement with dynamic global economic content. In addition, there is limited context-specific evidence from Ogun State, where institutional practices and learning environments may uniquely influence students' digital engagement and interpretive competencies.

In view of these gaps, there is a need for a focused descriptive assessment that examines the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students. Such an approach provides baseline evidence that can inform curriculum development, instructional practices, and policy decisions aimed at strengthening Economics Education in a digitally driven and globally interconnected context. Therefore, this study addresses these gaps by examining the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students in Ogun State.

Methods

This study adopted a descriptive survey research design to examine the levels of online economic resource exposure, economic media literacy, and understanding of global economic issues among Economics Education students in Ogun State. The descriptive survey design was considered appropriate because it enabled the researcher to collect data from a defined population and describe existing conditions as they naturally occur, without manipulation of variables.

The population of the study comprised all undergraduate Economics Education students in Tai Solarin Federal University of Education, Ijagun, and Olabisi Onabanjo University, Ago-Iwoye, Ogun State. These institutions were purposively selected because they are the only public universities in Ogun State offering Economics Education as a degree programme. Tai Solarin Federal University of Education was selected due to its specialised mandate in teacher education, while Olabisi Onabanjo University was chosen because of its established programme in Economics Education and integration of digital learning resources. The accessible population for the study consisted of all 300-level Economics Education students in the two universities, as they had acquired sufficient exposure to core economics courses, research methods, and instructional technologies relevant to the study variables. Official disaggregated population figures for each institution were not readily available at the time of data collection; however, efforts were made to ensure broad representation of students within this level across both institutions.

A sampling procedure combining purposive and random techniques was employed. First, 300-level students were purposively selected based on their academic exposure and relevance to the study. Subsequently, a simple random sampling technique was used to select participants within this group, yielding a total sample of 313 students. This approach ensured that respondents possessed the required academic experience while maintaining randomness in participant selection within the defined subgroup.

Three researcher-developed instruments were used for data collection: the Exposure to Online Economic Resources Questionnaire, the Economic Media Literacy Scale, and the Students' Understanding of Global Economic Issues Scale. Each instrument consisted of two sections. Section A elicited demographic information such as institution and gender, while Section B comprised structured Likert-type items designed to measure the respective constructs. The items were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1), with negatively worded items reverse-coded to ensure consistency in scoring.

The validity of the instruments was established through content and face validation by experts in Economics Education, Measurement and Evaluation, and Educational Technology, whose suggestions informed revisions for clarity and relevance. The reliability of the instruments was determined through a pilot study conducted among a small group of Economics Education students from a university outside Ogun State who possessed similar characteristics to the target population. Data obtained from the pilot study were analysed using Cronbach's Alpha, yielding reliability coefficients of 0.81 for the Exposure to Online Economic Resources Questionnaire, 0.84 for the Economic Media Literacy Scale, and 0.86 for the Students' Understanding of Global Economic Issues Scale, indicating satisfactory internal consistency.

The questionnaires were administered by the researcher with the assistance of trained research assistants in the selected universities. Participation in the study was voluntary, and informed consent was obtained from all respondents. Confidentiality and anonymity of responses were ensured, and participants were informed of their right to withdraw at any stage of the study.

The data collected were analysed using descriptive statistical techniques. Mean scores and standard deviations were used to determine the levels of online economic resource exposure, economic media literacy, and students' understanding of global economic issues. The interpretation of mean scores was based on a criterion-referenced scale derived from the four-point Likert response format, where higher mean values indicated higher levels of agreement with the measured constructs.

Research Question 1: What is the level of exposure to online economic resources among Economics Education students in Ogun State?

Table 1: Level of exposure to online economic resources among Economics Education students in Ogun State

S/N	Items on Exposure to Online Economic Resources	Mean	S.D
1	I regularly access online materials related to economics (articles, blogs, websites).	3.10	0.63
2	I use the internet to learn about global economic events and trends.	3.22	0.68
3	I follow reputable economic platforms online (e.g., World Bank, IMF websites).	2.78	0.84
4	Online economic resources improve my understanding of economic concepts.	3.09	0.74
5	I often watch online videos (YouTube, webinars) related to economics.	2.89	0.84
	Total	**3.02**	**0.75**

Key: VH – Very High (4.00–3.26), H – High (3.25–2.51), L – Low (2.50–1.76), VL – Very Low (1.75–1.00)

Table 1 reveals the level of exposure to online economic resources among Economics Education students in Ogun State. It can be observed that students frequently accessed online economic materials and used the internet to learn about global economic trends, as reflected in the high mean scores. Students also acknowledged that online economic resources enhanced their understanding of economic concepts. Based on the weighted mean score of 3.02 and a standard deviation of 0.75, it can be concluded that the level of exposure to online economic resources among Economics Education students in Ogun State was high.

Research Question 2: What is the level of economic media literacy among Economics Education students in Ogun State?

Table 2: Level of economic media literacy among Economics Education students in Ogun State

S/N	Items on Economic Media Literacy	Mean	S.D
1	I can identify reliable sources of economic information online.	3.18	0.69
2	I am able to evaluate the credibility of online economic news.	3.05	0.72
3	I understand the bias that may exist in online economic reports.	2.94	0.78
4	I can differentiate between factual economic information and opinions.	3.12	0.71
5	I cross-check economic information from multiple online sources.	2.88	0.80
	Total	**3.03**	**0.74**

Table 2 shows the level of economic media literacy among Economics Education students in Ogun State. The results indicate that most students were able to identify reliable economic information sources, evaluate credibility, and differentiate between factual content and opinions. With a weighted mean score of 3.03 and a standard deviation of 0.74, it can be concluded that the level of economic media literacy among the students was high.

Research Question 3: What is the level of students' understanding of global economic issues among Economics Education students in Ogun State?

Table 3: Level of understanding of global economic issues among Economics Education students in Ogun State

S/N	Items on Understanding of Global Economic Issues	Mean	S.D
1	I understand how inflation affects global economies.	3.21	0.67
2	I understand how global conflicts affect world economic stability.	3.17	0.69
3	I can explain the impact of globalisation on developing economies.	3.09	0.72
4	I can relate current global economic news to economic concepts I have learned.	3.11	0.70
5	I understand the role of international organisations in global economic management.	3.05	0.73
	Total	**3.13**	**0.70**

Table 3 reveals the level of students' understanding of global economic issues. The results indicate that students demonstrated a strong understanding of inflation, globalisation, international organisations, and global economic stability. Based on the weighted mean score of 3.13 and standard deviation of 0.70, it can be concluded that the level of students' understanding of global economic issues was high.

Discussion

The findings of this study revealed that Economics Education students in Ogun State demonstrated a high level of exposure to online economic resources. This high level of exposure may be explained by the increasing integration of digital technologies into Nigerian higher education, as well as the widespread use of smartphones and internet-enabled devices among university students. In addition, the nature of economics as a discipline, which requires continuous engagement with current global events, likely encourages students to seek information from online platforms beyond traditional classroom materials. Within the Nigerian university context, lecturers' use of online assignments, presentations, and research-based tasks may also contribute to students' frequent interaction with digital economic resources. This finding aligns with studies showing that students rely on online materials to support learning in dynamic and globally oriented disciplines (OECD, 2021; World Bank, 2022; Adeoye & Olatoye, 2021).

However, while exposure was high, this does not necessarily imply depth or quality of engagement. The relatively lower engagement with highly credible platforms, such as international financial institution websites, suggests that students may prioritise easily accessible or popular sources over more authoritative ones. This has important implications for Economics Education, as it indicates the need for structured guidance in the selection and use of high-quality economic information sources.

The results further showed that students possessed a high level of economic media literacy. This may be attributed to their continuous interaction with digital media platforms, which provide opportunities to develop evaluative and interpretive skills over time. In the Nigerian context, students' frequent use of social media, online news platforms, and digital learning tools may contribute to their ability to identify credible information and distinguish between facts and opinions. In addition, exposure to academic tasks that require sourcing and evaluating information may reinforce these competencies. This finding is consistent with previous studies that highlight the role of media literacy in enhancing critical thinking and informed interpretation (Hobbs & Coiro, 2019; Pérez-Tornero & Tayie, 2022).

Nevertheless, variations in specific competencies, such as recognising bias and consistently cross-checking information, suggest that media literacy development may not be uniformly deep across all dimensions. This indicates that while students demonstrate general competence, there are still gaps in higher-order evaluative skills. For Economics Education, this underscores the importance of explicitly teaching critical evaluation strategies rather than assuming that such skills develop automatically through exposure.

In addition, the findings indicated that students demonstrated a high level of understanding of global economic issues. This may be explained by the combined effect of exposure to online economic resources and the development of media literacy skills, which together enable students to access, interpret, and relate global economic information to academic concepts. The structure of Economics Education programmes, which often incorporate discussions of real-world economic events, may further enhance students' ability to connect theory with practice. This finding is consistent with studies showing that engagement with current economic information supports a deeper understanding of global economic dynamics (OECD, 2021; World Bank, 2022; Eze & Okey, 2022).

However, it is important to note that understanding may still be influenced by contextual factors such as instructional quality, curriculum design, and institutional support. While this study did not directly examine these factors, their potential influence suggests that the observed high level of understanding may reflect not only students' individual efforts but also the learning environments within their institutions.

Overall, the findings highlight the interconnected role of digital exposure and interpretive competence in shaping students' understanding of global economic issues. For Economics Education, this implies that effective learning in contemporary contexts requires not only access to information but also the ability to critically engage with that information. Therefore, strengthening structured digital engagement and embedding media literacy instruction within the curriculum are essential for preparing students to function effectively as future economics educators in a globalised and information-rich environment.

Recommendations

Based on the findings of this study, the following recommendations are made:

Economics Education programmes should place greater emphasis on the structured and guided use of online economic resources. While students demonstrated a high level of exposure, relatively lower engagement with reputable economic platforms such as international financial institution websites suggests the need for lecturers to deliberately integrate these sources into coursework. Lecturers are encouraged to design assignments that require students to engage with credible economic databases, global reports, and policy-oriented platforms in order to strengthen the quality and reliability of information accessed.

There is also a need to strengthen specific components of economic media literacy, particularly students' ability to critically evaluate bias and consistently cross-check information from multiple sources. Although overall media literacy levels were high, these competencies recorded comparatively lower mean scores. Universities should therefore incorporate targeted instructional strategies such as source verification exercises, comparative analysis of economic reports, and critical evaluation tasks into the curriculum. This will enhance students' capacity to engage more rigorously with economic information in digital environments.

Furthermore, teaching strategies should promote deeper conceptual engagement with global economic issues by linking classroom instruction to real-world economic developments. Lecturers should adopt interactive approaches such as case studies, simulations, and discussion of current global economic events to reinforce students' ability to connect theoretical knowledge with practical realities.

In addition, institutional support is essential for sustaining effective digital learning. Universities should provide access to reliable internet facilities, academic databases, and digital learning tools, as well as training for both lecturers and students on the effective use of these resources.

However, the findings of this study should be interpreted in light of certain limitations. The study was restricted to 300-level students in two public universities in Ogun State, which may limit the generalisability of the results to other levels, institutions, or regions. In addition, the study adopted a descriptive design and relied on self-reported data, which may be subject to response bias.

Future research should therefore extend this study by examining students across different academic levels and institutions, including private universities, to enhance generalisability. Further studies could also adopt inferential or mixed-method approaches to explore the relationships among online resource exposure, media literacy, and understanding of global economic issues. In addition, qualitative investigations may provide deeper insights into how students engage with digital economic information and develop interpretive competencies.

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