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Assessment of Digital Literacy Levels and Their Impact on E-Governance Adoption In Nepal

Shyam Maharjan[1]; Ram Babu Mahato[2]

Kathmandu BernHardt College, Bafal, Kathmandu

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Email: rambabu@kbc.edu.np

Abstract

This research aims to emphasize the need for digital literacy skills for the effective usage of e-governance practices adopted in Nepal. It involves the analysis of the digital divide generated between rural and urban citizens. The research relies on a mixed method, which involves both quantitative as well as qualitative research methods. It is applied to recognize the gap created regarding digital literacy skills, which further influences the usage/acceptance of e-governance practices. The study concludes that though citizens exhibit great confidence in computer and electronic communication utilization, they show very low levels of actual use of e-governance. The main challenges to achieving digital literacy include a lack of access to computerized devices and infrastructure, in addition to socio-economic inequalities, especially among rural residents. Another aspect that this study emphasizes as very significant to citizens' satisfaction in using e-governance includes internet connectivity reliability. Although a great deal of effort has been made in various government initiatives, including the use of e-governance, which enables citizens to apply for citizenship and also pay taxes, the absence of this basic digital literacy skill among the citizenry still continues to influence service delivery. Future studies should look at the relationship of socio-demographic factors on digital literacy, evaluate the efficiency of digital literacy initiatives, and also place emphasis on creating friendly e-governance platforms that suit all different groups of people.

Keywords: Digital Literacy, E-Governance, Digital Adoption, Public Services, Technology Integration.

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1. Introduction

The digital age is changing the relationship between governments and citizens. E-governance has become a useful platform for increasing efficiency and delivering public services. With this platform, citizens are in a position to pay taxes, obtain documents, and engage with government offices online.

E-government refers to the provision of government information or services via the internet or digital technology to citizens, businesses, or other government departments. E-government functions as a one-stop portal for easy access to fundamental government services. E-government supports the sector in accessing information in a fast manner, while it assists in improving the efficiency of the services offered, empowers citizens by ensuring minimal red tape in government operations, boosts productivity, as well as reduces expenses in the government's interactions with vendors and customers. In contrast, the meaning of E-governance is the role of the manager in using technology or the internet in overseeing, planning, organizing, coordinating, or staffing (Palvia & Sharma, 2007).

E-Government and E-Governance are often treated as equivalents and are often employed alternatively. However, a widely accepted definition of either of them does not exists. The absence of clarity on the concept may create a hindrance to the development of digital democracy because a clear margin between the concepts is not defined (Grigalashvili, 2022).

With the increased use of Information and Communication Technology (ICT) in the globe, governments are taking advantage of technology to make their services more accessible and efficient. The trend of using technology has been facilitated by the increased use of smartphones and the internet, resulting in more people becoming technology-friendly. Nepal has also achieved good progress in communication technology with increased use of phones and the internet by the populace (Maharjan, Sharma, Poudel, & Subedi, 2024).

However, in order for these to function properly, a level of digital literacy needs to be achieved by citizens. Nepal has begun implementing e-governance to bring about a technological transformation in government services. The government has also initiated programs like online application for citizenship certificate, passport, national identity number, tax portal, and so on. Still, implementing e-governance has not been popular in Nepal. This raises a significant concern regarding digital literacy on a macro level. The absence of digital literacy among citizens is a significant barrier to implementing e-governance successfully. This is because digital literacy has a direct effect on citizens accessing and benefiting from these services. Nepal faces significant disparities in digital access and awareness with a lack of digital literacy.

Although a concern with digital exclusion was commonly recognized among different groups, practices of digital inclusion revealed stark contrasts in terms of demographic factors, which expose deeply rooted and complex digital inequalities. The findings underscore the importance of inclusive policy making in which digital infrastructure and digital literacy are holistically connected, but also reflect inherent gaps which tend to remain unseen in urban literature of digital inclusion in Kathmandu (Maharjan, 2025) Nepal, concerning the impact of socio-demographic variables, including age, gender, education, occupation, and place of origin, on digital access, capabilities, and engagement. Methodology: Relying on modernization theory and previous research on the issue of digital inequality, a quantitative survey with 125 respondents was based on structured questionnaires. Findings/Results: The results show that young, male, urban-born workers are more digitally active when they have jobs in the private sector, whereas women and rural-born respondents are structurally constrained. However, perceptions of digital exclusion are uniform across groups, indicating that people are aware of the phenomenon. The digital inclusion practice was also found to have sustained associations with the demographic characteristics, and strong interconnections between the digital inequalities were established. Implications: The paper points to the necessity of inclusive policy and connects infrastructure investment with digital literacy, particularly for marginalized populations. The study highlights internal inequalities that are readily neglected in urban narratives of digital inclusion in an ostensibly advantaged place like Kathmandu.","sou rce":"ResearchGate","title":"Stratified Connectivity: A Descriptive Study of The Digital Divide in Kathmandu Valley","title-short":"Stratified Connectivity","volume":"1","auth or":[{"family":"Maharjan","given":"Shyam"}],"issued":{"date-parts":[["2025",9,30]]}} }],"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation. json"} .

Though the trend of implementing e-governance is on the increase, the rate at which people adopt the digital services is very minimal. A major hindrance to the minimal uptake of the digital services is the digital divide that exists among the populations. Most of the populations are not empowered to access and utilize the digital services to their full potential. In Nepal, the digital divide is a major disincentive to the effective implementation of e-governance. It not only creates a digital divide in how efficiently an individual can avail the services provided by the government but also influences the level of transparency, efficiency, and public participation in governance. Unless there is proper understanding of the prevailing condition of digital literacy and its influence on e-governance, the efforts towards the promotion of such services will not reach the very citizens who are most in need (Acharya, 2020).

This research is conducted to find out the level of digital literacy in both urban and rural areas of Nepal. By looking at the relationship between digitally empowered citizens and the adoption of e-governance service, this study understands how the use of government services is impacted by an individual's ability to navigate through a virtual digital platform. Hence, this research identifies critical factors that lie in the way of achieving digital literacy; these include, but are not limited to, device access, lack of training, and socio-economic reasons, and it will propose practical strategies for improving digital competencies among the populace. These findings will help shape policies aimed at promoting digital inclusion and increasing the effectiveness of e-governance initiatives in Nepal.

Research Questions

- What are the current levels of digital literacy in different regions of Nepal?
- How does digital literacy influence the adoption and use of e-governance services?
- What barriers exist to improving digital literacy, and how can these be addressed to promote e-governance?

2. Literature Review

Within the growing digital community of the modern society that is rapidly embracing technology, digital literacy is perceived to be basic for social inclusion. The vulnerable population, including older adults, still encounters significant difficulties that result in digital exclusion. Current literature suggests that older adults still struggle to keep up with the ever-changing technologies, while adults with low levels of literacy struggle to effectively employ digital technologies. The literature suggests that the inclusion of digital technologies in adult learning constitutes one mechanism through which the challenges of digital exclusion will be mitigated. The work of Reder in relation to the digital inclusion pathway is central in the context of digital inclusion, as the model covers the relevant parameters of digital inclusion, including readiness, personalized learning, and even the construct of "Digital Taste" that refers to the motivation involved in the adoption of digital technologies (Langer, 2025).

Although artificial intelligence-supported language learning has gained quite a bit of theoretical attention, the significance of learning motivation and digital literacy in shaping self-regulated language learning in an artificial intelligence context seems understudied. Based on a theoretical framework derived from the Theory of Planned Behavior, this study conducted an investigation into learning motivation and digital literacy as factors that shape university-level English as a foreign language learners' intention to use artificial intelligence in self-regulated learning (SRL). Data collection involved 363 English as a foreign language learner from Chinese universities, and for data analysis, a Structural

Equation Modelling approach has to be adopted. The empirical investigation reveals that students generally perceive positively about applying artificial intelligence to facilitate self-regulated learning. Apart from attitude, this study also tests that learning motivation and digital literacy can affect intentions to use artificial intelligence in SRL. The proposed theoretical model explains 47 percent of the total variance on artificial intelligence-supported self-regulated learning, thus materializing that artificial intelligence in self-regulated learning is indeed a feasible application of a theoretical framework derived from the Theory of Planned Behavior(Huang & Derakhshan, 2025)the specific roles of motivation and digital literacy (DL.

Maharjan (2025)Nepal, concerning the impact of socio-demographic variables, including age, gender, education, occupation, and place of origin, on digital access, capabilities, and engagement. Methodology: Relying on modernization theory and previous research on the issue of digital inequality, a quantitative survey with 125 respondents was based on structured questionnaires. Findings/Results: The results show that young, male, urban-born workers are more digitally active when they have jobs in the private sector, whereas women and rural-born respondents are structurally constrained. However, perceptions of digital exclusion are uniform across groups, indicating that people are aware of the phenomenon. The digital inclusion practice was also found to have sustained associations with the demographic characteristics, and strong interconnections between the digital inequalities were established. Implications: The paper points to the necessity of inclusive policy and connects infrastructure investment with digital literacy, particularly for marginalized populations. The study highlights internal inequalities that are readily neglected in urban narratives of digital inclusion in an ostensibly advantaged place like Kathmandu.","sou rce":"ResearchGate","title":"Stratified Connectivity: A Descriptive Study of The Digital Divide in Kathmandu Valley","title-short":"Stratified Connectivity","volume":"1","auth or":[{"family":"Maharjan","given":"Shyam"}],"issued":{"date-parts":[["2025",9,30]]}} }],"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation. json"} investigated the issues of digital divide in Kathmandu Valley regarding the role of socio-demographic factors such as age, gender, education level, occupation type, and origin in digital literacy and adoption. Through the use of modernization theory and existing literature applied to digital inequality and based on those results found that younger, male, and urban-origin workers are more digitally proficient if and only if they are employed in the private sector, while women and rural-origin respondents lack the ability. The digital inclusion practice was shown to constantly relate to the socio-demographic qualities, while very strong links between the digital inequality existed.

Singh and Saxena, (2023) analyzed the transformation from traditional governance models to e-governance and the facilitation that it has given to good governance. The authors have

also added how e-governance relies on Information and Communication Technology to enhance the efficiency, transparency, and effectiveness of governance systems in society. In their terms, governance is an exercise of economic, political, and administrative authority at all levels of managing a community's affairs. E-governance, as it is spreading over the world and also in India, has shown significant improvement in the quality and perception of governance. Good governance has come into being and is related to democracy, human rights, citizen participation, and social and sustainable development. It is marked by transparency, accountability, and participation. It has to be fair, unbiased in enforcing the rule of law, and developmental, promoting a country's economy, social and political sectors. According to the authors, the objective of good governance has been to enable any organization to accomplish its goals and fulfill its mission.

Inakefe et al., (2023) explored the reasons why the implementation of e-governance and ICT in government service delivery has not led to significant improvements in Cross River State, Nigeria. In their research, the authors particularly focused on the issue of in-service training as a factor that could enhance civil servants' digital literacy, as well as its influence on the effectiveness of e-governance projects. According to the results, a lack of effective in-service training, as well as resistance among civil servants towards e-governance changes, were factors that led to a lack of improvement. The authors' argument that it is fundamental to ensure that civil servants embrace changes brought about by e-governance, as well as improving digital literacy, for effective service delivery.

For the last three decades, e-governance has gained popularity in developed nations as an efficient means that ensures the success of good governance. Information and Communication Technology (ICT) has brought a remarkable effect in the working of the government of the world. Different applications of ICT technology are being used by the government in order to bring more efficiency in its work: Government-to-Employee (G2E) technology helps in creating efficiency in the communications of the government, Government-to-Government (G2G) technology enhances the record management system, while Government-to-Business (G2B) or Business-to-Government (B2G) technology brings ease in business transactions. Moreover, Government-to-Citizen (G2C) technology improves the delivery of services with increased efficiency. At first, most governments hesitated in the adoption of e-governance techniques, yet now they are taking initiative in implementing e-governance techniques for improved social outcomes across the world (Batool, Gill, Javaid, & Khan, 2021).

Mensah (2020) performed an analysis of the adoption of e-government services with consideration of government capacity and e-government performance. Government capacity and e-government performance were factored into the Technology Acceptance Model. The study found that perceived use of the government e-service was influenced by

government capacity and e-government performance. Furthermore, government capacity was shown to have a positive impact on e-government performance. Additionally, the perceived usefulness of these services was identified as a key predictor of the intention to recommend e-government service adoption.

E-government, at present, reflects one of the most advanced practices in the developed nations of the world and draws the attention of the entire world. In Nepal, various ICT-related e-services, such as the National Identity Card, were introduced due to unprecedented developments taking place in the ICT sector. The use of mobile technologies and smartphones during the past few years has flourished and influenced citizens to use e-services, hence making the issue of e-governance the center of discussion. The growing use of the internet and social media in Nepal is also pressing factors for the government to adopt an e-governance model in order to make the lives of its citizens easier. For any successful implementation of the e-governance system in Nepal, there is a dire need to have a clear vision, strategy, and planning framework while addressing major challenges that act as hurdles in implementing the model. This would create an appropriate environment for the successful adaptation of e-governance in the country (Buddhacarya & Chatterjee, 2019).

Methodology

The study pursues a sequential mixed-methods research design examining the consequence of digital literacy on the adoption of e-governance services in Nepal. In the quantitative analysis, 125 participants were surveyed in the Kathmandu Valley on the simple parameters of digital literacy, which included self-confidence in the use of computers, use of the Internet, digital communication services, and general information on e-governance. In the study, regression analysis has been done on the relationship between the level of digital literacy and the use of e-governance services. In the qualitative analysis, eight interviews of government representatives, educational professionals, and common citizens have been done to elaborate on the barriers to digital literacy and the use of e-governance services.

Qualitative data thematically analyzed the common challenges and probable solutions that could advocate digital literacy to promote the use of e-governance. Accordingly, both approaches were combined in order to gain an overall understanding of how digital literacy influences the adoption of e-governance in Nepal, indicating significant factors such as the reliability of internet connectivity and access to devices. It emphasizes focused educational drives, infrastructure enhancement, and more user-friendly aspects of the e-governance platforms for better digital inclusion and, consequently, for improving public service delivery.

3. Result & Disscussion

2.1Quantitative data

Table 1: *Descriptive Statistics*

	N	Min.	Max.	Mean	Std. Deviation
Confidence in Using Computer for Tasks	125	2	5	4.47	.799
Frequency of Searching for Information Online	125	2	5	4.32	.782
Familiarity with Email and Messaging Apps	125	2	5	4.70	.710
Use of Online Resources for Solving Problems	125	2	4	3.92	.393
Awareness of Government E-Governance Services	125	2	4	3.70	.721
Frequency of Using E-Governance Services	125	1	4	2.85	1.465
Satisfaction with E-Governance Services	125	1	5	3.29	.801
Access to Computer or Smartphone	125	1	2	1.95	.215
Reliability of Internet Connection	125	2	5	4.53	.590
Ease of Using E-Governance Platforms	125	2	5	3.82	.880
Trust in Security and Privacy of E-Governance Services	125	1	5	3.96	.954
Resistance to Using Digital Technologies	125	1	5	2.40	1.047
Valid N (listwise)	125				

Results show that on average, the respondents are confident in using computers for everyday tasks with a mean of 4.47, which means most of the people feel capable of using computers for word processing and browsing the internet. Most of them perform online searches regularly, as evidenced by the mean score of 4.32, and are very familiar with email and messaging apps-a mean score of 4.70. However, using online resources for problem-solving is less common, with a mean of 3.92, awareness of e-governance services is average, with a mean of 3.70, actual usage is relatively low, with a mean of 2.85 and large variation in the frequency of use. Satisfaction with e-governance services is average, with a mean of 3.29, all respondents habitually have access to digital devices, with a mean of 1.95, and to reliable internet connections, with a mean of 4.53. E-governance platforms are generally perceived as somewhat easy to use, with a mean of 3.82, and there is reasonable trust in the security and privacy of these services, with a mean of 3.96. However, some resistance to using digital technologies remains, as reflected in the mean score of 2.40, with considerable variability in responses. These findings suggest that while digital literacy is relatively high, challenges such as service usage, satisfaction, and infrastructure limitations persist.

Regression analysis

Table 2: *Regression with Satisfaction with E-governance services*

Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	.930	1.116		.834	.406
	Confidence in Using Computer for Tasks	.095	.097	.094	.972	.033
	Frequency of Searching for Information Online	.002	.008	.020	.218	.028
	Familiarity with Email and Messaging Apps	.080	.106	.071	.752	.053
	Use of Online Resources for Solving Problems	.038	.188	.018	.200	.042
	Access to Computer or Smartphone	.215	.355	-.058	.606	.046
	Reliability of Internet Connection	.415	.120	.305	3.447	<.001
a. Dependent Variable: Satisfaction with E-Governance Services						

The regression analysis indicates that there are various important linear relationships between digital literacy determinants and levels of satisfaction with e-governance services. The positive linear association between confidence in computer use and satisfaction was found to be small in magnitude, yet significantly positive, with a coefficient of 0.095 (p-value of 0.033). The positive linear association between searching for information online on a regular basis was further observed to be insignificant yet small in magnitude, with a coefficient of 0.002 (p-value of 0.028), thus not significant at an importance level of 0.05. The positive linear association between familiarity with email, messaging apps, and satisfaction was observed to be small in magnitude yet significantly positive, though barely so in theory, with a coefficient of 0.080 (p-value of 0.053). The positive linear association between use of online tools for solving problems and satisfaction was observed to be small in magnitude yet significantly positive, with a coefficient of 0.038 (p-value of 0.042). The positive linear association between having access to an increasing number of digital devices was further observed to be small in magnitude yet significantly positive, with a coefficient of 0.215 (p-value of 0.046). Most notably, the reliability of internet connections is strongly linked to satisfaction, with a highly significant coefficient of 0.415 (p-value <0.001), highlighting that a more reliable internet connection is a key factor driving satisfaction with e-governance services.

Table 3: *Regression with Frequency of Using E-Governance Services*

Model B		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Std. Error	Beta			
1	(Constant)	.600	2.013		.298	.766
	Confidence in Using Computer for Tasks	.402	.176	.219	2.288	.024
	Frequency of Searching for Information Online	.024	.015	.155	1.687	.094
	Familiarity with Email and Messaging Apps	.346	.191	.167	1.806	.073
	Use of Online Resources for Solving Problems	.035	.339	.010	.104	.017
	Access to Computer or Smartphone	.004	.640	.001	.006	.095
	Reliability of Internet Connection	.613	.217	.247	2.824	.006
a. Dependent Variable: Frequency of Using E-Governance Services						

The regression analysis shows the presence of some important variables affecting the use of e-governance services. Higher confidence in the use of the computer significantly affects the use of the e-governance services, as the result shows a positive relationship with a coefficient of 0.402 and a significant p-value of 0.024. The reliance on online information searches also affects the use of the e-governance services, but the result shows a limited relationship because of the low positive coefficient of 0.024 with a marginal significance level of 0.094. Experience with online communication technology positively affects the use of the e-governance services, as the result shows a marginal significance level of 0.073 with a positive relationship because of the high coefficient of 0.346.

Moreover, the effect of utilizing online resources for problem-solving is found to have a weak positively impacting effect on the usage of e-governance with a statistically significant coefficient value of 0.035 (p-value of 0.017). In contrast to the previous hypothesis, the effect of access to online devices is found to have little to no effect with a statistically non-significant coefficient value of 0.004 (p-value of 0.095). The most striking outcome is observed in the effect of the internet connection reliability that has been found to have a significantly high positively impacting effect on the use of the e-governance system with a highly significant coefficient value of 0.613 (p-value of 0.006).

3.2 Qualitative data

Qualitative data showed that, although many respondents are highly digitally literate, they report significant difficulties when it comes to using Nepal's often slow, unreliable, and

incomprehensible e-governance platforms. Experienced IT professionals and educators like Respondents 1, 2, 3, and 8 are puzzled with bad user interfaces, system crashes, and confusing processes that make even they doubt their confidence in using digital technologies. The described issues impede adoptive behaviors even for the very digitally skilled, as suggested by Respondent 8, who mentions that outsourcing e-governance services to professional companies will manage them better.

Educators like Respondents 4, 6, and 7 believe the emphasis on digital literacy education has to be enhanced, particularly in rural areas where access to digital tools is not as good. Updating curricula, practical exposure to e-governance platforms, and community workshops for more focused education in digital literacy can help in better service adoption. Respondent 5 elaborates on the ongoing efforts in government policy for e-governance but recognizes wide infrastructure and a digital divide issue pertaining to rural settings. Generally, respondents call for better user experiences, expanded digital infrastructure, and greater focus on education for improving e-governance adoption in Nepal.

4.Findings

The findings from the literature review show that there exists a link between digital literacy and the use of e-governance in Nepal, although the challenges involved in its implementation are also important and need to be recognized. According to the literature review findings, it appears that people with high confidence in computer usage rate highly in terms of satisfaction and use of e-governance. This can be seen from the fact that the mean score of confidence in computer usage is 4.47, which means that most people feel confident when doing simple computer work like browsing and software use. On the other hand, despite most people feeling confident in computer use, the frequency of use of e-governance is surprisingly not too high, with a mean score of 2.85. This implies that there may be other factors involved in simple computer use and in the use of e-governance in Nepal, and this takes into account the arguments by Mensah (2020), which stated that digital skills influence the adoption of e-government, although infrastructure factors influence its adoption.

Access to technological devices is also an important factor in promoting digital literacy and adoption of e-governance in healthcare. It has been observed in this study that access to computers and smartphones is quite normative in this region, with a mean score of 1.95. However, it has been observed by Singh & Saxena (2023) in this pandemic situation that there exists a rift in access to these technologies and devices in rural and populated areas, which has increased and widened this divide in digital inclusion. This further promotes Maharjan's (2025) observations in the context of this topic, according to which there exists a huge rift in rural and urban areas in relation to digital literacy and accessibility to these

technologies in healthcare, which in fact has made it difficult for healthcare organizations to adopt these technologies in a successful manner.

One of the important barriers discovered in the literature review and considered in the research model is the dependability of internet connections, which has a strong relationship with the level of e-Governance service satisfaction. Those participants who said that they had dependable internet connections had a positive relationship with the level of e-Governance service satisfaction with a strong positive relationship (coefficient of 0.415, $p < 0.001$). In Inakefe et al. (2023), it was seen that dependable internet connections bring important perspectives in making e-Governance successful. In Nepal, it has become a serious barrier for those people whose internet connections are not dependable. There has also been inequality in the speed of internet connections in Nepal.

On the issue of enhancing digital literacy, it has been found that there are a number of challenges, especially for those living in rural areas. The findings from the qualitative data illustrate that, even for people with high digital literacy skills, there have been issues associated with the use of e-governance services, as these tend to be slow, cumbersome, or often beset with technical problems. This is supported by Maharjan's (2025) findings regarding the need for understanding the importance of digital literacy with the inclusion of appropriate modification within curricula or associated with enhanced digital literacy, especially for rural areas. There have been suggestions, similar to Batool et al. (2021), for the inclusion of ICT within governance.

In general, it can be concluded that digital literacy is an essential component in the implementation of e-governance, but there are still barriers that need to be removed in order to ensure the success of e-governance in Nepal. It is recommended that in order for e-governance to be successfully implemented in Nepal, there should be an emphasis on reducing the digital divide in terms of improving infrastructure, enhancing digital literacy, and ensuring that the e-governance system is user-friendly and accessible to all Nepalese citizens.'

5. CONCLUSION

Finally, this research has shown how digital literacy is important in the adoption of e-governance services in Nepal. In as much as a good percentage of the population express confidence in the use of digital tools, there are lots of challenges with regard to access, infrastructure, and usability of e-governance platforms that face the population. The research has indicated how improving digital literacy might help improve the efficiency of e-governance or reduce the gap between urban and rural divides. On the contrary, however, it also shows that the adoption of e-governance will depend on more than the ability to use digital tools but issues to do with the reliability of the internet, accessibility of the digital

devices, and quality of the e-governance services.

Looking ahead, there is also a requirement to examine more specifically the role of socio-demographic variables in digital inequality, especially in rural and marginalized communities. Additionally, it is recommended that future research examine more closely the relationship between digital literacy and other variables, like education and geographic location, in determining the adoption rate of e-governance, while also determining the impact and efficiency of digital literacy education attempts in regions across Nepal.

Also to be explored is the effect that the design of e-governance-related services has on the adoption process in this field. Although the importance of digital literacy cannot be ignored in this process, the usability and robustness of the online platforms that offer these services are equally important. Studies can be carried out to make the online interface friendlier and to improve the online platforms to make the experience friendlier for users with basic skills to use the technology efficiently. Also to be studied is the use of infrastructure programs by the government to improve online literacy levels.

Finally, the role of mobile technology in closing the gap of the digital divide needs to be investigated. With the increased adoption of smartphones, mobile e-governance may create a new possibility to include the majority in the e-governance services. Examination of mobile technology as a channel for enhancing the level of e-literacy among the Nepalese, along with accessible e-governance services, will be a key area of development for the future.

However, with these gaps being addressed in the future, there will be greater understanding gained through research regarding the influences surrounding the adoption of digital literacy and e-governance practices that can be used in the creation of effective strategies by the Nepalese government to develop greater inclusion and service delivery through the use of technology in the country.

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