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Perceived Role of Digital Theological Library and Term Paper Counselling in Undergraduate Religious Education Students' Academic Success: Implications for University Librarians

Leonard Chidi Ilechukwu
University of Nigeria - Nsukka, leonard.ilechukwu@gmail.com

Rowland C. Uwakwe
Alex-Ekwueme Federal University

Christopher Eje Ogar
Federal University Otuoke Library

Ndubuisi Eze Chukwu
University of Nigeria - Nsukka

Faith O. Mesagan
University of Nigeria - Nsukka

See next page for additional authors

Authors

Leonard Chidi Ilechukwu, Rowland C. Uwakwe, Christopher Eje Ogar, Ndubuisi Eze Chukwu, Faith O. Mesagan, and Theresa Olunwa Oforka

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Leonard Chidi Ilechukwu[1], Rowland C. Uwakwe[2], Christopher Eje Ogar[3], Ndubuisi Eze Chukwu[4], Faith O. Mesagan[5], Theresa Olunwa Oforka[4*]

[1]Department of Arts Education, University of Nigeria, Nsukka, Enugu State

[2]Faculty of Education, Alex-Ekwueme Federal University Ndufu Alike Ikwo, Ebonyi State

[3]Federal University Otuoke Library, Bayelsa State, Nigeria

[4]Department of Educational Foundations, University of Nigeria, Nsukka, Enugu State

[5]Department of Library and Information Science, University of Nigeria, Nsukka, Enugu State

*Correspondence: Theresa Olunwa Oforka, Department of Educational Foundations, University of Nigeria, Nsukka, Enugu State (email: theresa.oforka@unn.edu.ng)

Abstract

The study investigated the perceived role of digital theological library and term paper counselling in undergraduate religious education students' academic success in the federal universities in southeast Nigeria. The study adopted a descriptive survey design. A structured questionnaire developed by the researchers was used for data collection. 166 undergraduate religious education students were chosen as respondents in this research. The results showed that items on the perceived role of digital theological library and term paper counselling were all accepted by the students as means of achieving academic success. There was a significant difference in the perceived role of the digital theological library in achieving academic success among religious education students by the university. There was a significant difference in the perceived role of term paper counselling in achieving academic success among religious education students based on university. There was also a significant difference in the perceived role of university librarians in achieving academic success among religious education students based on university. The researchers noted that these findings have implications for university librarians across the universities and it was recommended that the use of digital theological libraries for academic purposes and term paper counselling should be strengthened.

Keywords: Academic Success, Digital Theological Libraries, Term Paper Counselling, Religious Education Students, University Librarians

Introduction

Students' academic success is critical because it is commonly used as a factor for the institution's performance. Parents, guardians, lecturers, university administrators, counsellors, and others in the Nigerian educational system, according to Akomolafe and Olorunfemi-Olabisi (2011), are particularly worried about children's academic performance since academic success is crucial to a nation's progress. Academic achievement, contentment, acquisition of needed information, abilities, and competencies, tenacity, and post-college performance are all factors that contribute to students' academic success. According to York, Gibson, and Rankin (2015), academic success is the result of six key factors: academic achievement, satisfaction, skill acquisition, persistence, achievement of learning objectives, and career success.

Religious education students study a variety of beliefs, doctrines, myths, rituals, rites, and personal roles available in the global system (Ishiaku, 2019). The academic study of religion is multidisciplinary, incorporating historical, literary, philosophical, and social perspectives. It is multi-cultural, delving into the beliefs, practices, and developments of various religious communities across the globe. The study of religion critically helps the development of mature and responsible citizens (The University of Central Florida, n.d.). Furthermore, this field of study aspires to reveal the ramifications of belief systems, investigate their historical and social contexts, and connect these relevant points to other aspects of daily life.

The reality of academic success among religious education students is far from being obtained as emphasis has been solely on academic achievement. Generally, factors militating against students' academic success (Alyahyan & Düştegör, 2020; Eng et al., 2010; Olusola et al., 2016) are inherent in most institutions such as learning environment, learning facilities, and tutors' personal qualities among others. In another paper, Rao and Meo (2016) claimed

that physiological, psychological, and social events and settings can influence students' academic success. Additionally, Opoku-Asare and Siaw (2015) noted that several "non-cognitive factors" have a major impact on students' academic success. These factors include success motivation, parental educational status, socioeconomic features, insufficient school and educational conditions, general environment characteristics, and university quality. Summarily, Sirin and Sahin (2020) assert that factors to students' academic achievement could be individual, environmental, and institutional factors.

The lack of academic success among students has been a source of concern to stakeholders involved in the delivery of educational programs. This unfavourable situation contributed to Nigeria's well-acknowledged deterioration in educational standards (Bamidele & Bamidele, 2013). Over time, various institutions have made concerted efforts towards helping students achieve academic success through maintaining the age-long practice of term paper counselling and the introduction of a Digital Library for the academic advancement of students (Kumar, 2017; Wright, 1993).

Term paper counselling is a program that aims to provide in-depth, tailored teaching in the allocation and use of resource materials to undergraduates at institutions. Term paper counselling is an important aspect of bibliographic instruction (La'O & Tipura, 2012). Significantly, term paper counselling allows students to meet with librarians one-on-one to develop search tactics for locating library resources relevant to their research topic ((La'O & Tipura, 2012; Wilson & Wright, 1989). Term paper counselling differs from formal teaching in that it is provided on a one-on-one basis, can be personalized to the student's specific topic, and the purpose is not to provide basic orientation (La'O & Tipura, 2012). Term paper counselling provides the primary search strategies for writing papers and completing projects or presentations. This individualized instruction according to Wilson and Wright (1989) often

supplements the lapses and deficiencies inherent in the classroom instructions about library usage and other learning disabilities and styles.

Many students have difficulty using the online catalogue to find information. Term paper counselling program, however, helps students overcome the crippling condition known as "term paper anxiety," which can reach epidemic proportions among undergraduates (Wilson & Wright, 1989; Wright, 1993). These authors reiterated that term paper counselling introduces students to the basic reference materials they will need for their research papers. The majority of these items are reference materials (dictionaries, encyclopedias, subject bibliographies, indexes, abstracts, and CD-ROM databases). Handouts from the library are also provided.

Many students do not attend a term paper counselling session. This could be a result of academic rigours and engagement inherent in most Nigerian tertiary institutions, so the librarian usually gives a brief online term paper counselling demonstration (Odu, 2018; Wilson & Wright, 1989). More so, term paper counselling has been limited among undergraduates by the paucity of university librarians. This situation is common among tertiary institutions, thus making the rendering of Term paper counselling services herculean and overwhelming for the available few librarians(Eng et al., 2010; Manyonganise, n.d.; Zhong & Alexander, 2007a). In the face of this challenge, open access to the digital library becomes crucial not only to substitute the academic librarian's work of term paper counselling but to facilitate the overall academic success of students (Ilesanmi, 2013; Khan, 2016).

The Digital Theological Library (DTL, also called Theological Commons) is a virtual collection of information resources that aims to give users the greatest digital theological resources accessible (Gordon-Conwell Theological Seminary, 2021). According to the most recent figures, the DTL has roughly 600,000 eBooks and 21,000 periodicals with 60,000,000

articles. Theological studies are the collection's primary focus, but it also includes resources from other fields. The digital theological library is a co-owned, digital library containing electronic books, journals, and other materials, according to NBST (n.d.). These collections give users virtual access to digital editions and enhanced books of many volumes that were previously only available in major seminaries and university libraries around the world. Over 480,000 eBooks, 160 databases, 21,000 journal titles, 50,000,000 full-text, peer-reviewed articles, and 11,000 hours of Counseling e-videos, 30 subject guides are provided via DTL academic content.

The basic idea of a DTL is to provide universal access to digitized information throughout the world (Kumar, 2016). The author buttressed further that DTLs (theological commons) are important in religious studies since they are geared toward academic excellence and the improvement of research skills. Some digital resources in the DTL include e-books, online journals, online databases, institutional repositories, OPAC and Web OPAC, websites, e-images, e-news, e-thesis and e-dissertation, CD-ROMs, and DVDs.

The DTL is introduced to curb the underachievement of academic success among religious education students as it houses extensive resources such as e-books, e-journals, e-periodicals, e-articles, and e-bibliographies among others (Patra, 2010). This author reiterates further that DTL provides a learning atmosphere for students as well as an outstanding research environment, academic achievement, satisfaction, acquisition of skills and competencies, persistence, attainment of learning objectives, and career success are all spheres of students academic success that can be harnessed through DTL and other individual and environmental factors, according to York, Gibson, and Rankin (2015). The DTL (theological commons) according to Cothran (2011) can facilitate attainable learning objectives, and widen the career horizons through building robust digital collections for students' consumption. Additional research has revealed that the nature of Libraries and

materials available changes the trends in how students engage with and interpret resources which are an important aspect of research skills (Gilbert, Knutson, & Gilbert 2012; Liu & Luo, 2011; & Ouellette, 2011).

The perceived roles of DTL could be influenced by factors such as lack of promotion of the availability of e-resources; availability of e-resources signals at the point of need; technical issues, user verification as well as training and support for information retrieval according to Pullinger in Moyo (2020). More so, Obande, Osakwe, Ujakpa, Iyawa, Ikechukwu, and Amunkete (2020) reported that insufficient telecommunication facilities and services, poor digital competency among students, lack of awareness, and poor policy concerns can inhibit the usefulness of DTL. Similarly, Srinivasulu and Balu (2019) opined that the increase in the availability of DTL resources such as e-books, e-journals, e-databases, e-videos, e-images, and other multimedia formats notwithstanding, the lack of awareness and usage deter its relevance with regards to students' academic success. However, research regarding digital theological library and term paper counselling services for religious education students have implications for university librarians.

A librarian is a trained personnel in-charge of overseeing the day-to-day operations of library. They can work within schools, religious institutions, or as part of government-owned libraries and research facilities (Indeed, 2021; Princh Library Blog, 2020.; Wikipedia, n.d.; Zhong & Alexander, 2007). Colleges and universities employ academic librarians. Mostly, librarians provide students with tutoring support which is a fundamental tool in terms of academic guidance and assistance. This process implies receiving individual or group instructions on project direction, learning paths, information resources, and any other academic problems that the student might encounter. Furthermore, by making students more open to academic support, university librarians improve good student engagement and allow universities to reinforce student instruction. This improves students' educational climate

since these different academic roles are guided by values like equal opportunity for self-development, creativity, and personal growth(Princh Library Blog, 2020.; Zhong & Alexander, 2007). Furthermore, the combination of physical (quiet individual or group working areas, textbooks, and digital elements), and psychological environment (tutoring support, and literacy instruction) help students perform advanced research and projects, boost their self-confidence, and consequently improve their academic performance and personal growth.

Studies on the use of the digital theological library and term paper counselling so far are specific on improving library usage, research skills, term paper writing, and reducing library anxiety(Dukper et al., n.d.; Kumar, 2017; Wilson & Wright, 1989; Wright, 1993). These are only a few of the factors that have an impact on a student's academic progress. Academic achievement, satisfaction, growth of skills and competencies, persistence, achievement of learning objectives, and career advancement, according to York, Gibson, and Rankin, (2015) are all elements of academic success. However, many studies on improving students' academic success admittedly acknowledged variables such as individual, environmental and institutional factors (Opoku-Asare & Siaw, 2015; Roe & Meo, 2016; Sarin & Sahin, 2020). Thus, the researchers seek to investigate the perceived role of DTL and term paper counselling in promoting academic success among undergraduate religious education students in federal universities in southeast Nigeria**.**

Statement of Problem

Academic success among undergraduates has been the primary goal of every tertiary institution across the globe. It is often a metric for measuring institutional attainment. Specifically, academic success for undergraduates facilitates all-around educational and career attainment. It is worrisome that just a fraction of undergraduates of religious education students attain the height of academic success. This state of affairs has been attributed to

academic variables within and outside the school environment which act as an impediment to academic success. In a bid to address this issue, term paper counselling and digital Theological Library have been adopted and maintained by several tertiary institutions to assist students including religious education students to attain academic success. However, the use of the digital theological library and term paper counselling (TPC) has implications for university librarians as the effective and efficient harnessing of DTL and TPC falls within their job specifications.

Research Questions

The following research questions guided the study.

1. What is the perceived role of the digital theological library in undergraduate religious students' academic success?

2. What is the perceived role of term paper counselling in the undergraduate religious education student's academic success?

3. What is the perceived role of university librarians in undergraduate religious education students' academic success?

Research Hypotheses

The following research hypotheses guided the study

$H0_1$: there is no significant difference in the perceived role of the digital theological library in undergraduate religious education student's academic success based on university;

$H0_2$: there is no significant difference in the perceived role of term paper counselling in undergraduate religious education student's academic success based on university;

$H0_3$: there is no significant difference in the perceived role of university Librarians in undergraduate religious education students' academic success based on university.

Research Method

The investigation was conducted using a descriptive survey design. The choice of the design was based on the view of Ezeh (2015) who highlighted that descriptive survey research design is the most dominant technique for educational research used for collecting data and systematically describing facts and features of a given population. The design was considered suitable because it enabled the researchers to elicit information on the perceived role of DTL and TPC among undergraduate religious education students. The research was carried out at federal universities in Southeastern Nigeria.

The population of the study comprised all religious education students across the federal universities in Southeastern Nigeria. The study participants included a total of 166 religious education students. This sample size was decided in line with Cohen, Manion, and Marison's (2011) suggestion of a few hundred respondents. A proportionate stratified selection procedure was used to choose the 166 participants. The method was used to ensure that students from all included universities were evenly represented.

The instrument for data collection was a questionnaire designed by the researchers on a four-point rating scale tagged Digital Theological Library and Term Paper Counselling Questionnaire (DTL-TCQ). It was designed and framed by the researchers from a review of the literature to elicit information on the perceived role of the digital theological library and term paper counselling. The instrument elicited demographic information of the respondents and questionnaire items used to collect data that answered the research questions were directly responded to.

After validating the instrument, we ascertained the internal consistency of the instrument and the trial-tested instrument responses were subjected to the Cronbach alpha test of reliability. The instrument was administered to 50 students in another university outside the study area. This gave the reliability co-efficient value of 0.89, 0.88, and 0.75 for clusters

1, 2, and 3 respectively. According to Pallant (2011), scores above 0.7 are the most acceptable. Therefore, the questionnaire is highly reliable.

The researchers gave 166 copies of the questionnaires to undergraduate religious education students from selected federal universities in South-eastern Nigeria. Complete copies of the distributed questionnaires, as well as the required information, were returned. The mean and standard deviation were used to answer the study questions. The analysis employed a criterion mean of 2.5 to make decisions in research questions to identify the perceived role of digital theological library and term paper counselling. Any response with a mean score of less than 2.5 will be removed from consideration. A one-way ANOVA with a significance threshold of 0.05 was used to test the hypotheses. The null hypothesis was accepted for any item with a calculated f-value larger than the threshold f-value of 0.05. The null hypothesis was rejected for any item with a calculated f-value less than the threshold f-value of 0.05 level of significance.

Results

Table 1: Mean and standard deviation rating on the perceived role of the digital theological library in the undergraduate religious students' academic success.

S/N	Item statement	School 1 N=65		School 2 N=59		School 3 N=42		*Total score* N=166		DEC.
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
1.	Academic achievement	3.4	.50	3.1	.70	3.1	.77	3.2	.66	Accept
2.	Satisfaction with oneself	2.8	.80	2.7	.63	2.5	.63	2.7	.71	Accept
3.	Acquisition of skills and competencies	2.7	.51	2.4	.65	2.3	.74	2.5	.64	Accept
4.	Increased persistence in academic activities	3.1	.67	3.1	.63	2.6	.57	3.0	.66	Accept
5.	Attainment of educational objectives	3.1	.53	3.1	.42	3.5	.55	3.2	.52	Accept
6.	Help in achieving career success	2.9	.55	2.7	.50	2.5	54	2.7	.54	Accept
	Total	3.0	.28	2.9	.25	2.7	.22	2.9	.27	Accept

The mean and standard deviation ratings of the perceived role of the digital theological library in undergraduate religious education students'   academic success are

presented in Table 1. The analysis reveals that the perceived role of the digital theological library in achieving academic success is more on items 1, 4, and 5 with the mean score of 3.2, 3.0, and 3.2 respectively. On the whole, the mean rating on the perceived role of the digital theological library in religious education students' academic success is 2.9 with a standard deviation of 0.27. This, by implication, shows that the items of this cluster are the perceived role of DTL in the undergraduate religious education students' academic success in federal universities in southeast Nigeria.

Table 2: Mean and standard deviation ratings on the perceived role of term paper counselling in the undergraduate religious education student's academic success.

S/N	Item statement	School 1 N=65		School 2 N=59		School 3 N=42		*Total score* N=166		DEC.
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
7.	Academic achievement	3.3	.64	3.3	.65	3.3	.53	3.3	.61	Accept
8.	Satisfaction with oneself	2.5	.50	1.8	.61	2.1	.72	2.1	.66	Accept
9.	Acquisition of skills and competencies	2.6	.53	2.2	.64	1.8	.70	2.3	.69	Accept
10	Increased persistence in academic activities	2.3	.64	2.4	.67	2.3	.76	2.3	.68	Accept
11.	Attainment of educational objectives	2.7	.56	3.4	.59	3.4	.62	3.3	.60	Accept
12.	Help in achieving career success	2.7	.67	3.5	.53	3.0	.60	3.0	.69	Accept
	Total	3.0	.20	2.8	.23	2.6	.28	2.7	.24	Accept

With a grand mean of 2.7 and a standard deviation of 0.24, Table 2 illustrates the mean and standard deviation of the ratings on the perceived role of term paper counselling in undergraduate religious education students' academic success. The result as presented in table 2 showed that religious education students concur that the perceived role of term paper counselling in achieving academic success could be more on items 7, 11, and 12 with the mean score of 3.3, 3.3, and 3.0 respectively. Furthermore, the items of the perceived role of term paper counselling in the religious education students' academic success are accepted with the grand mean of 2.7

Table 3: Mean and standard deviation ratings on the perceived role of university librarians in the undergraduate religious education students s' academic success.

S/N	Item statement	School 1 N=65		School 2 N=59		School 3 N=42		*Total score* N=166		DEC.
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
13.	Provide students with educational immediacy and relevancy to academics	2.5	.63	2.4	.72	2.3	.61	2.4	.66	Accept
14.	Resolves research needs of students	2.4	.70	2.4	.69	3.1	.69	2.6	.76	Accept
15.	Identifies and provides an overview of relevant Library resources	3.1	.62	3.2	.74	3.2	.64	3.1	.67	Accept
16.	Increase students' persistence in academic activities	3.1	.67	3.2	.65	3.3	.48	3.2	.62	Accept
17.	Help resolve instructional limitations in tertiary institutions	3.4	.61	3.0	.36	3.4	.50	2.6	.54	Accept
18.	Facilitates educational climates for self-development	3.1	.71	2.8	.49	3.1	.80	3.0	.61	Accept
19	Facilitates educational climates for creativity	3.1	.59	3.0	.59	3.2	.71	3.1	.62	Accept
20	Facilitates educational climates for self-confidence	3.1	.70	3.2	.64	3.0	.89	3.1	.73	Accept
	Total	3.0	.27	2.9	.16	3.1	.24	3.0	.23	Accept

With a grand mean of 3.0 and a standard deviation of 0.23, Table 3 illustrates the mean and standard deviation of the ratings on the perceived role of university librarians in religious education students' academic success. The result as presented in table 3 on the perceived role of university librarians in attaining academic success showed that students perceive their roles more on items 15, 16, 18, 19, and 20 with mean scores 3.1, 3.2, 3.0, 3.1, and 3.1 respectively. Summarily, the items of the perceived role of university librarians are all accepted with the grand mean of 3.0 which is high.

Hypothesis one: there is no significant difference in the perceived role of digital theological libraries in undergraduate religious education students' academic success based on university.

Table 4: ANOVA analysis of the perceived role of the digital theological library in undergraduate religious education students' academic success based on university.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.550	2	.775	11.515	.000
Within Groups	10.968	163	.067		
Total	12.518	165			

The result of the analysis as presented in Table 4 shows the f-test analysis of the significant difference in the mean ratings of the perceived role of digital theological Library in the religious education students' academic success based on university. Results show that an F test value of 11.515 and a probability value of .000 were obtained. The probability value of .000 is less than 0.05 set as a level of significance for testing the null hypothesis. Therefore, the null hypothesis which stated that there is no significant difference in the perceived role of digital theological library in undergraduate religious education student's academic success based on the university is not accepted, $F(2, 163)=11.515$, $p=.000$. The inference drawn is that the perceived role of digital theological library in religious education students' academic success based on the university differs significantly.

Hypothesis two: there is no significant difference in the perceived role of term paper counselling in undergraduate religious education students' academic success based on university.

Table 5: ANOVA analysis of the perceived role of term paper counselling in the undergraduate religious education student's academic success based on university.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.378	2	.189	3.348	.038
Within Groups	9.194	163	.056		
Total	9.572	165			

The result of the analysis as presented in Table 5 shows the f-test analysis of the significant difference in the mean ratings of the perceived role of term paper counselling in religious education students' academic success based on university. Results show that an F test value of 3.348 and a probability value of .038 were obtained. The probability value of .038 is less than 0.05 set as a level of significance for testing the null hypothesis. Therefore, the null hypothesis which stated that there is no significant difference in the perceived role of term paper counselling in the undergraduate religious education student's academic success based on the university is not accepted, $F(2, 163)=3.348$, $p=.038$. The inference drawn is that the perceived role of term paper counselling on undergraduate religious education students' academic success based on the university did differ significantly.

Hypothesis three: there is no significant difference in the perceived role of University Librarians in undergraduate religious education students' academic success based on university.

Table 6: ANOVA analysis in the perceived role of university librarians in the undergraduate religious education students' academic success based on university.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.639	2	.320	6.076	.003
Within Groups	8.577	163	.053		
Total	9.216	165			

The result of the analysis as presented in Table 6 shows the t-test analysis of the significant difference in the mean ratings of the perceived role of university librarians in the Religious Education students' academic success based on university. Results show that an F test value of 6.076 and a probability value of .003 were obtained. The probability value of .003 is less than 0.05 set as a level of significance for testing the null hypothesis. The null hypothesis which stated that there is no significant difference in the perceived role of university librarians in the undergraduate religious education student's academic success based on the university is therefore not accepted, $F(2, 163)=6.076$, $p=.003$. The inference drawn is that the perceived role of university librarians on religious education students' academic success based on university differs significantly.

Discussion

The result of the descriptive analysis on research questions revealed religious education students' perceived role of digital theological library and term paper counselling on religious education students' academic success were accepted with the grand mean scores of 2.9 and 2.7 respectively. Religious education students perceived the role of digital theological library and term paper counselling more on academic achievement, persistence in academic activities, and attainment of educational objectives. This result is in line with the assertion of York, Gibson, and Rankin (2015) who noted that the facet students' academic success such as academic achievement, satisfaction, skill acquisition, tenacity, learning objectives achievement, and career success can all be influenced by the digital theological library and other personal and environmental factors. Contributing, Cothran (2011) opined that the digital theological library can facilitate attainable learning objectives, which widens the

career horizons through building robust digital collections for students' consumption. More so, Wilson and Wright (1989) reported that term paper counselling in most cases supplements the lapses and deficiencies inherent in the classroom instructions about library usage and other learning disabilities and styles. According to these authors, this improves pupils' personal development. According to the findings of this study, there is a significant difference in how undergraduate religious education students in federal universities in southeast Nigeria assess the importance of the digital theological library in their academic success. Furthermore, the study revealed that there was no significant difference in how undergraduate religious education students in federal universities in southeast Nigeria perceived the role of term paper counselling in their academic success.

The analysis on the perceived role of university librarians in the academic success among religious education students showed a grand mean of 3.0. This result implies that the perceived role of university librarians in the academic success of religious education students is accepted. The result shows the perceived role of university librarians on religious education students' academic success can be more in identifying and providing an overview of relevant library resources, increasing persistence in academic activities, resolving instructional limitations in tertiary institutions, and facilitating educational climates for self-development among others. The findings are in line with some reports (Princh Library Blog, 2020; Wikipedia, n.d.; Zhong & Alexander, 2007), which notes that librarians assist students with tutoring support, which is an important instrument for academic counselling and assistance. Furthermore, receiving individual or group instructions from university librarians could help students handle project direction issues, learning gaps, and any other academic issues they may face. Furthermore, by making students more open to academic support, university librarians improve good student contact and provide universities with the opportunity to reinforce student instruction. As these many academic responsibilities are

influenced by ideals such as an equal opportunity for self-development, creativity, and personal improvement, this improves students' educational climate. The results of this study revealed that there is a substantial difference in how university librarians' roles are perceived in the academic success of undergraduate religious education students in federal universities in southeast Nigeria.

Conclusion

The roles of digital theological library and term paper counselling like academic achievement, persistence in academic activities, and attainment of educational objectives in achieving academic success are highly perceived among undergraduate religious education students. On the other hand, perceived roles of university librarians include identifying and providing an overview of relevant Library resources, increasing persistence in academic activities, resolving instructional limitations in tertiary institutions, and facilitating educational climates for self-development among others. In conclusion, the student's responses and the analysis show that there is a significant difference in the perceived role of digital theological library in achieving academic success among undergraduate religious education students in federal universities in southeast Nigeria based on university; there is a significant difference in the perceived role of term paper counselling in achieving academic success among undergraduate religious education students in federal universities in southeast Nigeria based on university; and there is a significant difference in the perceived role of university librarians in achieving academic success among undergraduate religious education students in the federal universities in southeast Nigeria based on university. This research has implications for university librarians in southeast Nigeria. University librarians are the brain behind the effectual role of digital theological library and term paper counselling through the creation of physical (quiet individual or group working areas, textbooks, and digital elements), and psychological environment (tutoring support, and literacy instruction) which

help students perform advanced research and projects, boost their self-confidence and consequently improve their academic performance and personal growth.

Recommendations

The following suggestions were made based on the study's findings:

1. The digital theological library should be strengthened and made more accessible for religious education students' academic success across universities.

2. Term paper counselling services should be re-awakened across universities in Nigeria.

3. Facilitators of term paper counselling in universities should be equipped and motivated to ensure religious education students achieve academic success.

4. The number of university librarians in various institutions should be increased to manage the academic needs of students to retain the perceived role of digital theological library and term paper counselling.

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