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**USAGE OF ELECTRONIC ACADEMIC DATABASE RESOURCES AMONG
LECTURERS AND POSTGRADUATE STUDENTS IN WESTERN DELTA
UNIVERSITIES, OGHARA, DELTA STATE, NIGERIA**

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Abstract

The study investigated the usage electronic academic databases resources by lecturers and postgraduate students in Western Delta University, Oghara, Delta State, Nigeria. Specifically, the study identified the types of electronic academic databases that lecturers and postgraduate students are aware of, the electronic academic databases that are available and used, purpose of usage of electronic academic database and the problems militating against the effective use of electronic academic databases resources. Four specific objectives with corresponding research questions guided the study. The study adopted a descriptive research design. The population of the study is 134 lecturers and postgraduate students in WDU. The instrument for data collection was a structured questionnaire with the title “Usage of Electronic Academic Database Resources Questionnaire (UEADRQ)”. Data collected was analyzed using frequency counts and percentages. The findings showed that there was a high level of awareness of the electronic academic database by the lecturers and postgraduate students and they equally made use of them. However, NUC Virtual library, HINARI, Research4life, AGORA and EBSCO Host were not being used as such. JSTOR, Elsevier, DOAJ, ProQuest, Science direct, and LexisNexis where been put to maximum usage. Research, writing of seminar/conference paper, assignments/seminar presentations and getting up-to-date information with subject areas were the purpose of their usage of the electronic academic databases. Lack of search skill, slow internet bandwidth and incessant power outage were some of the problems militating against the effective usage of electronic academic database resources in WDU. Based on the findings of the study, it was concluded that electronic academic databases are vital information resources that need to be available in academic libraries for use by lecturers and students in the pursuit of their academic advancement. The study recommended among others, that orientation, workshop and seminar should be organized by librarians and university authorities on how to acquire the needed search skills in order to be able to make adequate use of these electronic academic database resources in order to advance academic excellence. Lecturers and student’s attendance at such orientations, workshop and seminars should be made compulsory by the university authority. Also University libraries should endeavour to acquire standby generator. This will be very vital particularly in the situation of power outage.

Keywords: Electronic, Usage, Databases, Information Resources, Academic, Postgraduate students, Western Delta University

Introduction

The speedy advent and growth in Information and Communication technology (ICT) has brought about fundamental changes in services and information provision in libraries and information centers which are broadly available and can be accessed from anywhere at the same time (Toteng, Hoskins & Bell, 2013 and Obiamalu, Ogungbeni & obuezie, 2021).

Currently, the World Wide Web has emerged as the most authoritative and powerful channel for information access for education and research purposes, including access to scholarly journals and books, technical reports, theses and dissertations and courseware (Sudhier & Seethalekshmi, 2013).

Electronic academic databases resources (EIRs) are among the latest technological innovations and modernizations in libraries. It is an irreplaceable resource for teaching, learning and research development in an educational environment. This is due to the fact that it provides current and relevant information resources to students and lecturers in order to make them more active in their academic activities which will make them to be more enriched (Tiemo (2017).

Electronic academic databases resources have become a recognized and established component of any academic libraries' collection. These databases often contain journals, e-books, reference materials, seminar reports, conference papers among others (Obiamalu, Ogungbeni & obuezie, 2021). They contain resources that are fee and non-fee based. 'The fee based databases resources are those that most academic libraries purchase through subscription in order to provide to students, lecturers with online information resources such as EBSCO host resources, Scopus, Questia, ProQuest, Emerald, OARE and HINARI while the non-fee base databases resources are those provided online after one year of publication for free such as DOAJ, AJOL, book boon and PDF drive.com' (Tiemo, 2017).

Literature Review

Several studies have been carried out on the usage of electronic academic databases resources in Nigeria. Globally, it has become an established element of academic libraries' collection. Technological growth and advancement have also changed traditional library services and introduced various kinds of electronic information resources which are attractive for libraries and its users (Obiamalu, Ogungbeni & obuezie, 2021).

The study by Lawal (2021) showed that bulk of their respondents made use of Internet search engines rather than specialized databases and full-text resources. Only 6.8% became familiar with electronic resources by attending the library training programs. The main problem associated with the non-use of electronic database resources was lack of adequate searching skills.

The study by Tiemo (2017) revealed that lecturers and postgraduate students in the federal and state university made use different types of EIR database and their level of usage was generally high as most of them indicated that they use these resources frequently for their academic pursuit.

Kofi (2014) observed that the most used academic database resources are Elsevier, EBSCO host resources, AGORA, Thomson, JSTOR, Scopus, Questia, Proquest, Emerald, DATAD Science Direct and Springer Link, DOAJ, OARE, HINARI, TEEAL, Ebrary, AJOL and MIT Open Course Ware EIRs databases than print resources.

The study by Ndinoshiho (2010) revealed that majority of the respondents in his study 87.3% indicated that they used academic database for class assignments, while 54.2% indicated that they used it to read newspapers, and 28.8% stated that they used it for other purposes. 10.1% used it for administrative purposes and 83.3% use the e-database to find information for class assignment.

Shukkla and Mishra (2011) in his study showed that 44 (88%) of the scholars accepted that they use e-database for research, 19 (38%) use it for publishing articles, 15 (30%) accepted that they use it for

searching for relevant information and 11 (22%) accepted that they use it for updating their knowledge.

The findings of Okunoye (2020) showed that postgraduate students' actual access of the available online databases was low and they had a poor knowledge of electronic databases, as only JSTOR recorded the largest percentage 21.67% on familiarity. Thus, the study aims to determine the level of usage of electronic databases resources by lecturers and postgraduate students in Western Delta University, Oghara, Delta State.

Statement of the Problem

Availability of electronic academic databases resources in academic libraries in Nigeria have made information resources accessible to lecturers, researchers and postgraduate students for their research purposes. However, it has been observed in most literature such as the ones of Okunoy (2020), Lawal (2021) and Obiamalu, Ogungbeni & obuezie, (2021) that there is a descending trend in the usage of electronic academic databases resources among lecturers and postgraduate who do not really use these electronic databases optimally in universities in Nigerian.

Personal observation by the researcher also indicated the same situation in Western Delta University. This phenomenon may not be unconnected with lack of awareness on the available academic database. However, there may not have been any empirical investigation to establish the relationship between awareness and usage of electronic academic database resources among the lecturers and postgraduate students. Therefore, this study investigated the usage of electronic academic databases resources by lecturers and postgraduate students in Western Delta University, Oghara, Delta State, Nigeria. from which we would provide recommendations on how to increase the usage of these electronic academic databases resources.

Purpose of the Study

The main purpose of the study is to determine the usage of electronic academic databases resources by lecturers in Western Delta University, Oghara. The specific objectives of the study are to:

1. identify the types of electronic academic databases resources that lecturers are aware of in Western Delta University, Oghara.
2. identify the purpose of usage of electronic academic databases resources among the lecturers and postgraduate students.
3. know the electronic academic databases resources that are available and used by lecturers and postgraduate students in WDU.
4. determine the problems militating against the effective use of electronic academic databases resources among the lecturers and postgraduate students in WDU.

Research Questions

The following research questions guided this study:

1. What are the types of electronic academic databases resources that lecturers and postgraduate students are aware of in Western Delta University, Oghara?
2. What is the purpose of usage of electronic academic databases resources among the lecturers and postgraduate students?
3. What are the electronic academic databases resources that are available and used by lecturers and postgraduate students in WDU?
4. What are the problems militating against the effective use of electronic academic databases resources among the lecturers and postgraduate students in WDU?

Method

The study employed the descriptive survey design. The population of the study was 134 lecturers and postgraduate students. The research instrument used for this study is a self-designed questionnaire with the title “usage of electronic academic databases resources”. 134 questionnaires were distributed and 129 were retrieved. The total enumerative and accidental sampling technique was adopted for this study. The questionnaire was the instrument used for data collection. Frequencies and percentage statistic was used to analyse the data.

Results

The findings of the study are presented in the following tables with explanations

Demographic characteristics of the study

Respondents	Percentage (%)
Lecturers	99 (77%)
Postgraduate students	30 (24%)

Table 1 shows that out of 129 respondents, 99 (77%) are lecturers, while 30 (42%) of them are postgraduate students.

Research Question One: What are the types of electronic academic databases resources that lecturers and postgraduate students are aware of in Western Delta University, Oghara?

Academic databases	Aware (%)	Not aware (%)	Remark
DOAJ	75 (58%)	54 (42%)	Aware
AJOL	81 (63%)	48 (37%)	Aware
EBSCO Host	100 (78%)	29 (22%)	Aware
JSTOR	101 (78%)	28 (22%)	Aware
HINARI	38 (29%)	38 (29%)	Not aware
AGORA	86 (67%)	43 (33%)	Aware
ProQuest	98 (76%)	31 (24%)	Aware
Research4life	78 (60%)	51 (40%)	Aware
LexisNexis	88 (68%)	41 (32%)	Aware
SCOPUS	75 (58%)	54 (42%)	Aware
NUC virtual library	81 (63%)	48 (37%)	Aware
Elsevier	30 (24%)	99 (76%)	Not aware
Science direct	67 (52%)	62 (48%)	Aware

Table 2 above presents the information on the awareness of electronic academic databases resources by lecturers and postgraduate students in WDU. At of the thirteen (13) academic databases under consideration. The respondents were aware of eleven (11) of them. Majority of the respondents 101 (78%) were aware of JSTOR which was ranked the highest as the most academic database they were aware of. This was followed by EBSCO Host 100 (78%) respectively. This finding is in conformity with

the study of Tiemo (2017) who revealed that lecturers and postgraduate students in the federal and state university were aware of the different types of EIR database and their level of usage was generally high.

Research Question Two: What are the electronic academic databases resources that are available and used by lecturers and postgraduate students in WDU?

academic databases	Used (%)	Unused (%)
DOAJ	98 (75%)	31 (24%)
AJOL	58 (45%)	71 (55%)
EBSCO Host	48 (37%)	81 (62%)
JSTOR	109 (84%)	20 (16%)
HINARI	12 (9%)	117 (91%)
AGORA	43 (33%)	86 (67%)
ProQuest	87 (67%)	42 (33%)
Research4life	30 (23%)	99 (77%)
LexisNexis	72 (56%)	57 (44%)
SCOPUS	71 (55%)	58 (45%)
NUC Virtual library	20 (16%)	109 (84%)
Elsevier	102 (79%)	27 (21%)
Science direct	76 (59%)	53 (41%)

Table 3 shows the electronic academic databases resources that are available and used by lecturers and postgraduate students in WDU. A sizable number of the respondents indicated that some of database were not been used 851 (659%) such as NUC Virtual library 109 (84%), HINARI 117 (91%), Research4life 99 (77%), AGORA 86 (67%) and EBSCO Host 81 (62%). However, JSTOR 109 (84%), Elsevier 102 (79%), DOAJ 98 (75%), ProQuest 87 (67%), Science direct 76 (59%) and LexisNexis 72 (56%) where been put to use. This implies that that there was an average usage these academic database electronic academic databases resources by the lecturers and postgraduate students. This finding is in conformity with that of by Tiemo (2017) who revealed that lecturers and postgraduate students in the federal and state university libraries in south-south Nigeria made use of different types of EIR database and their level of usage of EIR databases was generally high.

Research Question Three: What is the purpose of usage of electronic academic databases resources among the lecturers and postgraduate students in WDU?

Purpose	Percentage (%)
seminar/conference paper	31 (24%)
Assignments/Seminar presentations	15 (12%)
Research	61(47%)
literature searching	9 (7%)
Up-to-date with subject	13 (10%)

Table 4 shows the purpose of usage of electronic academic databases resources among the lecturers and postgraduate students in WDU. Majority of the respondents indicated that they made use of the academic database for the purposes of research 61(47%). This was followed by seminar/conference paper 31 (24%). This may be as result of the fact that most of the respondents are researchers who are still very active in research work and that they make also use it for their publishing articles. This finding is in agreement with Shukkla and Mishra (2011) who in his study showed that 44 (88%) of the researchers accepted that they use the electronic database resources for research purposes.

Research Question Four What are the problems militating against the effective use of electronic academic databases resources among the lecturers and postgraduate students in WDU?

Problems	Percentage
Slow internet bandwidth	30 (23%)
Incessant power outage	21 (16%)
Download delay	11 (8%)
Lack of search skill	42 (32%)
Irrelevant information	12 (9%)
Inadequate infrastructure for accessing electronic resources	9 (7%)
Lack of assistance by library staff	4 (3%)

Table 5 shows the problems militating against the effective use of electronic academic databases resources among the lecturers and postgraduate students in WDU. Majority 42 (32%) stated that lack of search skill, 30 (23%) stated slow internet bandwidth, 21 (16%) identified incessant power outage

and 12 (9%) mentioned irrelevant information. This implies that lack of search skill was the major problem identified. This finding is in conformity with Lawal (2021) who showed in his study that the main problem associated with the non-use of electronic database resources was lack of adequate searching skills.

Conclusion

Lecturers and postgraduate students of WDU were aware of the existences of academic database resources in the library and they made use of them for research, writing of seminar/conference paper and for assignments/seminar presentations purposes. Lack of search skill, slow internet bandwidth and incessant power outage were some of the problems militating against the effective usage of electronic academic databases resources.

Recommendation

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

1. Workshop, orientation and seminar should be organized by librarians on how to acquire the needed search skill in order to be able to make adequate use of all electronic academic databases resources available in the Library. Lecturer and postgraduates' attendance should be made mandatory by the university authority.
2. University Libraries should endeavour to acquire standby generator. This will be very vital particularly in the situation of power outage.
3. Dedicated bandwidth with fast Internet connectivity should be acquired by libraries. This will help put an end to slow speed in the process of downloading information resources.

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