

Availability and Utilization of E-Database for Effective Instructional Delivery among Library Educators in Public Universities in South- South Zone of Nigeria

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Abstract: *This study was conducted to determine the availability and utilization of e-databases for effective instructional delivery among library educators in public universities in the south-south zone of Nigeria. Three objectives and three research questions served as the study's guiding principles in adopting a descriptive survey design. The population of the study comprised one hundred and forty-four (144) junior and senior library educators from public universities in the south-south zone of Nigeria. The study used the census method. The instrument used for data collection was a 4-point rating scale questionnaire. Percentage, mean, and standard deviation were used to analyze the collected data. Findings showed that there are a good number of e-databases in the majority of public universities. It was also found that the majority of library educators utilized Scopus, EBSCOhost, Pubmed, and many others in public universities, except for a few e-databases like Paperity and PsychInfo that are not very familiar among educators. Based on the result, it was recommended, among others, that the university libraries intensify an awareness campaign for educators by listing all the available e-databases of the library on the homepage of the library websites and keeping the educators updated on the available e-databases. Government and university administrators should allocate sufficient funds to the academic library so as to have adequate infrastructure, subscribe to more e-databases essential to library educators, and have an alternate power supply.*

Keywords: *E-database, Instructional delivery, Library Educators, Public Universities.*

Introduction

Educators play an essential role in all institutions and serve as powerful agents for societal transformation and development. In order to invest in the personal development and successful career paths of students, it is crucial for them to enhance their productivity through effective teaching methods. Given that educators strive to cultivate human potential, it is imperative for them to have access to up-to-date information (Eiriemiokhale, 2019). Nwachukwu and Asom (2015) state that educators in the university have a primary focus on fulfilling the objectives of the university, as specified in the National Policy on Education 2017. To attain the objectives of the

university, educators must make use of all available information resources, such as the e-database, and employ efficient instructional methods in the classroom. Similarly, Fidelugwuowo (2022) concurred that educators in universities bear the duty to impart knowledge to students, guide them in acquiring research skills, and generate original scholarly works. Scientists conduct research, disseminate the findings of their investigations, and introduce novel concepts to society. Some of these objectives include conducting research, imparting knowledge through teaching, sharing both historical and contemporary information, offering services to the community, and serving as a repository of knowledge. Accurate and relevant information is required to successfully complete these tasks. Nyemezu (2022) asserts that Nigerian universities are obligated to uphold and endorse the educational and research requirements put forth by their faculty and students.

Akinola et al. (2018) posited that the crucial effect of globalization anchored on information and communication technology on teaching, research, and economically developing nations is the availability and accessibility of global information resources to educators, researchers, and advanced learners at universities. The institution remained the hub of intellect, the pinnacle of research, and a stronghold for education. A university is a higher institution of education and research that vouchsafes academic degrees in a variety of subjects (IGI Global, 2022). The university library is an example of an academic library situated in the university environment. Kapoor (2018) viewed the university libraries as a center that offer services beyond the physical walls of a building, by providing and making available information resources accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing enormous amount of information with a variety of digital tools.

Opara (cited in Eiriemiokhale & Ibeun, 2017) averred that the library stood in the same relationship to society as the memory of an individual by making available and accessible to its users the information required for teaching and independent study. Similarly, Akpan and Etor in Eiriemiokhale (2019) submitted that teaching and training students were part of the human capacity-building initiatives in universities. A university offers both undergraduate and postgraduate education, which could be facilitated by educators who are expected to maintain constant contact with current knowledge in order to successfully and confidently enhance students' learning at the university.

Akinwoye and Omeluzor (2016) affirmed that electronic information resources and services are accomplished in libraries to complement existing library resources and reduce pressure on print sources. The benefit of electronic library resources is that they can be copied, printed, duplicated, influenced, shared, and disseminated among library users. Also, it gives quick access to information, connections to other resources, vast informational repositories, rapid information, a variety of search choices, simple citations, ease of uploading, updating, storing, and disseminating content, flexibility, and the fact that time, space, and cost are not significant obstacles. According to Dalve and Tekale (2012), the relevance of data sources also includes their ease of archiving.

E-databases, also known as online databases, are a crucial component of the electronic resources in many academic libraries' collections that many users can access interactively over an internet network (Duragappa et al 2017). The electronic database encompasses resources that are both fee- and non-fee-based. The non-fee-based database resources are those that are made available online for free after one year of publication, such as DOAJ, AJOL, Book Boon, and PDF Drive.com, while the fee-based database resources are those that most academic libraries purchase through

subscription in order to provide users (students and educators) with online information resources such as EBSCO host resources, Scopus, Questia, ProQuest, Emerald, OARE, and HINARI (Tiemo, 2017). Similarly, the Indeed Electoral Team (2023) stated twenty-three databases that are being used for academic and research purposes. The databases include: SCOPUS, PubMed, Web of Science, JSTOR, ERIC, Science Direct, Academic Search Complete, CINAHL Complete, Business Source Complete, PsycINFO, Communication and Mass Media Complete, ABI/INFORM Collection, EBSCO, CORE, Directory of Open Access Journals (DOAJ), Public Library of Science, Bielefeld Academic Search Engine (BASE), Paperity, EconsBiz, Biomedical Central, JURN, and Dryad.

Akussah and Edward (2015) and Dadzie (2007) submitted that electronic databases and other electronic resources are crucial and colossal research tools that complement the print-based resources in a traditional library setting. Their advantages include: access to information that might be restricted to the user due to geographical location or finances; access to more current information; and the provision of extensive links to additional resource-related contents. Echem & Wokoma, 2022; Thanuskodi, 2012) list a variety of items that make up electronic library resources, including electronic databases, publications, CD-ROMs, and mailing lists, all of which are accessible and updated by computers as needed.

One crucial aim of utilizing an e-database as an educator is to improve the effectiveness of instructional delivery, which enhances the learning experience by increasing student engagement, promoting a better understanding of the content, and achieving educational objectives more efficiently (Abid et al 2022). Instructional delivery could be seen as the process of an educator intentionally utilizes his training, knowledge gotten from e-databases and other information resources, his skills and value and transmits it in order to change the behavioral position of his students (Hillary, 2018). Instructional delivery can take various forms, including: video tutorials, classroom lectures, online courses, Socratic method, online and blended learning and seminars which could be achieved through the use of e-database. Utilizing e-databases for effective instructional delivery in the university brings the control and use of technology and digital resources to creating more engaging, personalized, and efficient learning experiences for educators as well as the students. Utilizing e-databases for teaching helps educators embrace the evolving educational landscape and meet the diverse needs of today's learners.

However, whether library educators in South-South Nigeria utilized the available e-database for effective instructional delivery remains empirical. Thus, the research investigation has become essential to unraveling the e-databases available and the menace of why library educators are not utilizing the academic e-database for effective instructional delivery.

Statement of the Problem

Electronic databases have become essential resources for accessing and utilizing up-to-date information on a global scale. E-databases facilitate the expedient and effortless retrieval of diverse information for educational and research purposes. Kwadzo (2015) verified that e-databases, despite their importance and the efforts made by university libraries to make them accessible to users such as educators, researchers, and students, are not being fully utilized, according to research findings. The absence of utilization of e-databases by library educators in public universities in the South-South Zone of Nigeria has significant implications for effective

instructional delivery. The researchers aim to assess the availability and utilization of electronic databases for efficient teaching in public universities located in the South-South Zone of Nigeria.

Purpose of the Study

The main purpose of the study was to determine the availability and utilization of e-database for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria. The specific objectives of this study include:

1. Determine the availability e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria.
2. Identify the extent of utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria.
3. Examine the factors that constrain the utilization of e-database for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria.

1.4 Research Questions

- 1 What e-databases are available for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria?
- 2 To what extent is e-database utilized for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria?
- 3 What are the factors that constrain the utilization of e-database for effective instructional delivery among of library educators in Public Universities in South-South Zone of Nigeria?

1.5 Hypotheses

Ho₁ There is no significant difference in the mean ratings of junior and senior library educators on the extent of utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone of Nigeria.

Ho₂ There is no significant difference in the mean ratings of junior and senior library educators on factors constraining utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria.

Methodology

The study was carried out to determine the availability and utilization of e-databases by library educators in public universities in South-South Nigeria. The study adopted a descriptive survey design. The population of the study was one hundred and fifty-four (144) respondents. This consists of library educators drawn from public universities in Delta State, Edo State, Bayelsa State, Rivers State, Cross River State, and Akwa-Ibom State. The instruments for data collection were a checklist and a four-point rating scale of degree of extent questionnaire titled "Availability and Utilization of E-Database for Effective Instructional Delivery among Library Educators Questionnaire (AUEDEIDLEQ)", which was used to determine the availability and extent of utilization of E-Database among library educators in public universities in South-South Zone, Nigeria. The reliability of the instrument was 0.82 and 0.80, respectively, obtained using the Cronbach Alpha Coefficient Method. Data were collected using descriptive statistics, Mean and Standard Deviation were used to answer the research questions. The decision for the analysis was based on a mean score of 2.50. Thus, mean scores equal to or greater than 2.50 were accepted and considered to be utilized to a high extent, while mean scores less than 2.50 were rejected and considered to be utilized to a low extent. Decision for the accepted and rejection of hypothesis

was made thus: z-cal greater than z-crt was rejected while z-cal less than z-crt was accepted for hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: What e-databases are available for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria?

Table 1: Respondents opinion on availability of e-databases in public universities

S/N	ITEM	FREQUENCY		TOTAL	PA (%)	PNA (%)
		A	NA			
1	Scopus	103	24	127	81%	19%
2	Elton B. Stephen Company (EBSCO Host)	102	25	127	80%	20%
3	Hinari	35	92	127	28%	72%
4	PsycINFO	52	75	127	41%	59%
5	Education Resource Information Center (ERIC)	98	29	127	77%	23%
6	Pubmed	82	45	127	65%	35%
7	Paperity	26	101	127	20%	80%
8	Journal Storage (JSTOR)	111	16	127	87%	13%

Source: Field Survey, 2023

Note: A-Available; NA-Not Available; PA-Percentage Available; PNA-Percentage Not Available

The result in Table 1 exhibits the availability of e-databases for effective instructional delivery among library educators in public universities in south-south Nigeria. Scopus, EBSCOHost, ERIC, Pubmed, and JSTOR, showed a high availability percentage rate. However, Hinari, Psychinfo and Paperity, had low availability percentage rate.

Research Question 2: To what extent is e-database utilized for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria?

Table 2: Reponses of library educators on the extent of utilization of E-Database

S/N	Statement	Junior Library Educators (=90)			Senior Library Educators (=37)		
		\bar{X}_1	SD1	Ranks	\bar{X}_2	SD2	Ranks
1.	There is utilization of Scopus by library educators for effective instructional delivery	3.28	0.94	HE	3.14	0.98	HE
2.	The utilization of Elton B. Stephen Company (EBSCO Host) by library educators enhances effective instructional delivery	3.41	0.77	HE	3.08	1.09	HE
3.	Library educators utilize Hinari for effective instructional delivery	2.17	1.07	LE	2.24	1.04	LE
4.	There is utilization of PsycINFO by library educators for effective instructional delivery	2.11	1.03	LE	2.24	0.92	LE

5.	There is utilization of Education Resources Information Center (ERIC) by library educators for effective instructional delivery	2.02	1.01	LE	2.38	1.01	LE
6.	Pubmed is utilize for effective instructional delivery among Library educators	3.36	0.83	HE	2.89	1.15	HE
7.	Library educators utilize Paperity for effective instructional delivery	2.19	0.99	LE	2.29	1.05	LE
8.	There is utilization of Journal Storage (JSTOR) by library educators for effective instructional delivery	3.29	0.77	HE	3.24	0.80	HE
Grand Mean		2.72	0.93	HE	2.69	1.00	HE

Source: Field Survey, 2023

The result in Table 2 exhibits the extent of utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria. Scopus, EBSCO, ERIC, Pubmed, and JSTOR were utilized by all library Educators to a high extent. However, Hinari, Psychinfo and Paperity were used to a low extent by library educator. The table above indicates a high extent of utilization of most e-databases by both junior and senior cadre of library educators with a Grand mean value of 2.72 and 2.69 respectively.

Research Question 3: What are the factors that constrains utilization of E-Databases for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria?

Table 3: Responses of library Educators on factors that constrain utilization of e- databases

S/N	Item Statement	X_1	SD1	Rmks	\bar{X}_2	SD2	Rmks
1	Poor funding of the Academic E-databases	3.35	0.90	Agree	2.95	0.98	Agree
2	Low awareness on the available academic E-databases	3.33	0.82	Agree	3.11	0.98	Agree
3	Lack of interest and passion for utilizing the academic E-databases	1.98	0.90	Disagree	2.16	1.08	Disagree
4	Too much information to coping with.	3.37	0.76	Agree	3.38	0.91	Agree
5	Restriction to some information resources	3.30	0.87	Agree	3.24	1.00	Agree
6	Low speed internet connectivity	3.22	0.90	Agree	3.11	1.06	Agree

7	Difficulty in Formulating search term	1.84	0.96	Disagree	2.14	1.09	Disagree
8	Insufficient or no constant power supply	3.17	1.02	Agree	3.05	1.09	Agree
9	Lack of skills	1.98	0.64	Disagree	2.35	1.12	Disagree
10	Difficulty in finding relevant information	1.90	0.74	Disagree	1.95	0.96	Disagree
11	Delay in downloading relevant information	3.27	0.93	Agree	2.86	1.09	Agree
Grand Mean		2.71	0.86	Agree	2.77	1.03	Agree

Source: Field Survey, 2023

The result in Table 3 depicts constraining factors on the utilization of e-databases by library educators in public universities in South-South Nigeria. The junior and senior cadre of library educators opined that lack of interest and passion, difficulty in formulating search terms, lack of skills and difficulty in finding relevant information are not the factors that constrain them from utilizing e-databases, but poor funding, low awareness, too much information to cope with, restrictions on some information resources, low-speed internet connectivity, insufficient or no constant power supply, and delay in downloading relevant information are the factors that constrain them from utilizing e-databases. Table 3 depicts a grand mean value of 2.71 and 2.77, respectively. This indicates that library educators agree that there are factors that constrain the utilization of e-databases.

H0₁: There is no significant difference in the mean ratings of junior and senior library educators on the extent of utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria.

Table 4: z-test Analysis on the extent of utilization of e-databases

Respondents	N	Mean	SD	Df	A	Z-cal	Z-crit	Decision
Junior	90	2.55	0.91	125	0.05	0.70	1.96	HO ₁
Senior	37	2.57	1.09					

Field Survey, 2023

The result in Table 4 showed the calculated value of (z-cal) is 0.70 while the critical value of (z-crit) is 1.96 at 0.05 level of significant and at 125 degree of freedom (df). Since z-cal is less than z-crit, the hypothesis was Retained. This means that there is no significant difference in the mean ratings of junior and senior library educators on the extent of utilization of e-databases for effective instructional delivery in Public Universities in South-South Zone, Nigeria

H0₂: There is no significant difference in the mean ratings of junior and senior library educators on factors constraining utilization of e-databases for effective instructional delivery among library educators in Public Universities in South-South Zone, Nigeria.

Table 5: z-test Analysis on factors that constrain the utilization of e-database

Respondents	N	Mean	SD	Df	A	Z-cal	Z-crit	Decision
Junior	90	2.71	0.85	125	0.05	0.59	1.96	HO ₂
Senior	37	2.77	1.03					

Field Survey, 2023

The result in Table 5 exhibits the calculated value of (z-cal) is 0.59 while the critical value of (z-crit) is 1.96 at 0.05 level of significant and at 125 degrees of freedom (df). Since z-cal is less than z-crit, the hypothesis was Retained. This means that there is no significant difference in the mean ratings of junior and senior library educators on factors constraining the utilization of e-databases for effective instructional delivery in Public Universities in South-South Zone, Nigeria.

Discussion of Findings

The findings in research question 1 showed a high percentage level of e-databases available for use such as Scopus, EBSCO host, PubMed and JSTOR. This finding collaborates with various empirical studies of El-Berry (2015), Akpojotor (2016), Azubuike (2016) and Tiemo (2017) reported that EBSCO host, PubMed, JSTOR and few others are available in public universities in Nigeria. It was noted by Kari and Otokunefor (2008) that EBSCOhost and AJOL were among the e-database available in universities.

Result in Table 2 showed the extent of utilization of e-databases for effective instructional delivery among library educators in public universities in south-south zone of Nigeria. Scopus, EBSCOhost, Pubmed and JSTOR were utilized by all library educators to a high extent. However, Hinari, Psychinfo and Paperity showed low extent usage by library educators. Hinari is among the electronic databases that were rated low. This is in line with the findings of Kofi (2019), who observed that in developing countries, the most commonly used resources are EBSCO Host, and AGORA. The fact that Hinari is rated low may be as a result of its non-subscription by some university libraries.

The findings in Table 3 showed that junior and senior library educators disagree to lack of interest and passion, difficulty in formulating search terms, lack of ICT skills, and too much information to cope with as the constraining factors to the use of e-databases but poor funding and power supply are the key constraints to the use of e-databases. Hence, they are skilled at using the internet to get information therein. In the same vein, Oduwole and Akpati (2003) identified power supply outages as constraints to the use of electronic databases. Adekunle and Oladipopu (2021) agreed that workload, time constraints, availability of better alternatives, and poor internet access are the challenges of the low utilization of e-databases. However, Yebowaah and Plockey (2017) opined that the constraining factors that educators encountered when using e-databases are mixed. They cut across different areas, including those that are associated with library infrastructure, personnel, and technology. The effect of these challenges is manifested in the low or non-utilization of e-databases.

Conclusion

Based on the findings of the study, it was deduced that public universities in the south-south zone of Nigeria use e-database, which majority are available for instructional delivery and the utilization

of the e-database is constrained by many factors ranging from erratic power supply to poor internet connectivity among others.

Recommendations

1. The university librarians should make Hinari and other e-database available to Library Educators.
2. Librarians should encourage library educators to use all the e-database in their universities in order to have an effective teaching.
3. Government (Federal/State) and university administrators should allocate adequate funds to the academic library in order to have adequate infrastructure, fund the e-databases, subscribe to more e-databases essential to library educators, and have an alternate power supply either from an inverter and generator or any other source.

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