

**UTILIZATION OF DATABASE RESOURCES FOR EFFECTIVE ACADEMIC  
RESEARCH AMONG LIBRARY AND INFORMATION SCIENCE EDUCATORS IN  
PRINCE ABUBAKAR AUDU UNIVERSITY, ANYIGBA**

**By**

**BILAL AROME DAUDA**

**FELICIA NGOZI NGWU**

**ADAMU ISHAKA JIBRIN**

**and**

**PEACE ITODO**

**Abstract**

The study investigates the utilization of database resources for effective academic research among Library and Information Science (LIS) educators at Prince Abubakar Audu University, Anyigba. It aims to assess the availability, utilization patterns, and satisfaction levels associated with these resources, while identifying challenges faced by educators. Adopting a descriptive survey research design, the study included all 15 LIS educators, utilizing a structured questionnaire for data collection. Findings revealed that databases such as ScienceDirect, DOAJ, and JSTOR were highly accessible and utilized, whereas IEEE Xplore and SpringerLink were less available and underutilized. Satisfaction was generally high for most databases, with ScienceDirect and EBSCOhost receiving the highest ratings. However, barriers such as limited access, insufficient training, and relevance issues with specific databases were noted. The study recommends conducting periodic training programs, initiating awareness campaigns, ensuring accessibility of databases on-campus and remotely, adequate funding and infrastructural support providing, and encouraging educators to share best practices and experiences in database utilization so as to maximize the effectiveness of academic research activities.

**Keywords:** Database resources, academic research, Library and Information Science educators.

**Introduction**

The rapid advancement of technology has transformed the landscape of academic research, particularly within the field of Library and Information Science (LIS). Central to this transformation is the utilization of database resources, which have become indispensable tools for academic research. However, the effective use of these resources is contingent on educators'

access to and proficiency with academic databases. The emergence of digital technology accelerated the ability of university libraries to subscribe to journal databases, e-books, online cataloging and reference management (Rafi, 2018). These online database resources deepen the availability of electronic resources and extend the boundaries of academic research (Rafi, 2018).

Database resources are arranged sets of information that are typically digital and accessible online. They provide a wide range of resources, including as journals, e-books, conference papers, and more, making them indispensable tools for academic research. According to Johnson and Miller (2023), the use of curated databases ensures the credibility and reliability of academic sources because they are peer-reviewed and indexed for quality assurance. Database resources are essential tools for academic research, providing access to a wealth of scholarly materials that improve teaching, learning, and knowledge creation, particularly for library educators. Examples include ProQuest, which is well-known for its vast collection of dissertations and theses; EBSCOhost, which offers multidisciplinary resources across a variety of academic fields; PubMed, a database for biomedical and life sciences research; and JSTOR, which gives access to a broad range of journals in the humanities and social sciences. By offering organized access to reliable and thorough information, these platforms improve research (Smith, 2020; Johnson, 2019), especially academic research.

Neuman (2014) describes academic research as a means of solving global issues, advance societal understanding, and guide evidence-based behaviors across disciplines. In a different light, academic research can be viewed as a systematic process of inquiry aimed at generating, validating, or applying new knowledge to enhance understanding and solve problems in various fields. Academic research is characterized by rigor, objectivity, and reliance on empirical

evidence to support findings and conclusions. Academic research often involves formulating research questions, conducting literature reviews, collecting and analyzing data, and presenting findings in scholarly formats such as journal articles, theses, or conference papers. According to Creswell (2014), the research process can follow quantitative, qualitative, or mixed-methods approaches, depending on the nature of the inquiry and the research objectives. For those in the Library and Information Science field, the case is not different.

According to Rubin (2020), Library and Information Science educators are individuals who possess advanced degrees in library and information science or related fields, coupled with teaching experience and expertise in research methodologies. They are responsible for designing and delivering curriculum content that prepares students for careers in libraries, archives, and information centers. LIS educators often hold advanced degrees from reputable institutions, both domestic and international, and demonstrate a commitment to ongoing professional development. Library and Information Science educators in universities are at one point or the other engaged in academic research using database resources.

University libraries play a pivotal role in supporting teaching, learning, and research by providing access to a wealth of information resources, both physical and digital. These libraries serve as academic hubs where students and faculty can access scholarly materials such as books, journals, databases, and other multimedia resources essential for academic success. According to Folasade (2021), the library is a "fountainhead of information and knowledge," emphasizing its centrality in fostering intellectual growth. Furthermore, university libraries are increasingly integrating technology to facilitate remote access to digital collections and enhance research efficiency, aligning with global trends in academic resource management.

Despite the increasing availability of database resources designed to enhance academic research, many Library and Information Science educators at Prince Abubakar Audu University, Anyigba, seem to underutilize these tools. This underutilization could stem from factors such as inadequate awareness, insufficient digital literacy skills, lack of institutional support, or limited access to relevant databases. As a result, their research productivity and the quality of their academic contributions may be negatively impacted, limiting their potential for global visibility and innovation in the field. This study seeks to address the challenges hindering the effective utilization of database resources and explore strategies to promote their adoption for improved academic research.

### **Research Questions**

The following research questions guided the study:

1. What are the databases available to Library and Information Science educators for effective academic research in Prince Abubakar Audu University, Anyigba?
2. What are the types of databases utilized by Library and Information Science educators for effective academic research in Prince Abubakar Audu University, Anyigba?
3. What is the level of satisfaction in the utilization of database resources for effective research among Library and Information Science educators in Prince Abubakar Audu University, Anyigba?

### **Literature Review**

Database resources significantly enhance the effectiveness of academic research in university libraries by providing comprehensive access to a vast array of scholarly resources. Subscriptions to academic databases such as JSTOR, PubMed, and IEEE Xplore ensure that

students and researchers can access peer-reviewed articles, conference papers, and other scholarly materials that are crucial for in-depth research. These resources often contain the most recent and high-quality information, which is essential for advancing knowledge in various academic fields (Bristow, 2019). Database resources are digital platforms that offer access to books, journals, scholarly articles, and other academic materials in an organized manner. They provide trustworthy and peer-reviewed content, making them indispensable resources for scholarly research.

Academic research is a cornerstone of knowledge generation and advancement across various disciplines. According to Afolabi (2019), academic research encompasses systematic investigation, inquiry, and analysis conducted by scholars to expand existing knowledge within a particular field or discipline. This definition emphasizes the structured and rigorous nature of research, highlighting its role in advancing understanding and addressing scholarly gaps. Afolabi further underscores the importance of research in driving socio-economic development and fostering innovation in the Nigerian context. In contrast, Olatunde (2020) defines academic research as a process of critical inquiry aimed at producing new insights, theories, or solutions to identified problems within academia. In the light of this, educators in the Library and Information profession, especially those in the university system are voluntarily or compulsorily engaged in academic research for career and professional development at one point or the other.

Library and Information Science (LIS) in itself is a multidisciplinary field concerned with the organization, management, and dissemination of information in various formats. According to Rubin (2020), LIS encompasses the study of principles, theories, and practices related to libraries, archives, information centers, and other information institutions. This broad definition highlights the interdisciplinary nature of LIS, which draws upon insights from fields such as

information technology, communication studies, psychology, and management to address the complex challenges of information organization and access in today's digital age. Library and Information Science (LIS) educators play a crucial role in shaping the next generation of professionals in the field. LIS educators often hold advanced degrees from reputable institutions, both domestic and international, and demonstrate a commitment to ongoing professional development. Many have obtained doctoral degrees, such as PhDs in Library and Information Science or related disciplines, enhancing their scholarly contributions and qualifications (Ajayi, 2017).

Universities subscribe to various types of databases to support effective academic research, each catering to different fields of study and research needs. These databases can be broadly categorized into multidisciplinary databases, subject-specific databases, citation databases, and full-text databases, among others. Each type plays a unique role in enhancing the research capabilities of university libraries. University libraries serve as vital hubs of learning, research, and academic support within higher education institutions, providing access to a wide range of resources and services to support the teaching, learning, and research activities of students, faculty, and researchers (Association of College & Research Libraries, 2018).

## **Research Method**

The study adopted descriptive survey research design. Population for the study consisted of all 15 Library and Information Science educators in the department of Library and Information Science, Prince Abubakar Audu University, Anyigba, Kogi State. The census sampling technique was adopted because it allows for the inclusion of every individual within the population, ensuring that the data collected is comprehensive and representative. The

instrument for data collection was a structured questionnaire. The data was analyzed using simple percentage and the mean.

**Table 1: Availability of database resources for academic research among LIS educators**

S/N	Items	A (n)	NA (n)	A %	NA %
1	JSTOR	12	3	√	
2	ProQuest	11	4	√	
3	EBSCOhost	10	5	√	
4	Emerald Insight	9	6	√	
5	ScienceDirect	14	1	√	
6	DOAJ	13	2	√	
7	SpringerLink	8	7	√	
8	Wiley Online	10	5	√	
9	IEEE Xplore	7	8		√
10	Sage Journals	12	3	√	

Table 1 shows the result of availability of database resources for academic research among Library and Information Science educators in Prince Abubakar Audu University, Anyigba. The study revealed that several database resources are available to LIS educators in Prince Abubakar Audu University, Anyigba. Specifically, databases such as ScienceDirect and DOAJ were highly available, while databases like IEEE Xplore and SpringerLink were the least available. This indicates that the institution prioritizes access to widely used academic databases that are essential for research. The findings are consistent with those of Abubakar and Yusuf (2019), who found that the availability of electronic databases such as ScienceDirect and DOAJ significantly enhances research productivity among academic staff in Nigerian universities. The availability of these databases ensures that researchers have access to current and relevant research materials, thereby contributing to improved academic output.

**Table 2: Utilization of database resources for academic research among LIS educators**

S/N	Items	U (n)	NU (n)	U %	NU %
1	JSTOR	10	5	√	
2	ProQuest	9	6	√	
3	EBSCOhost	11	4	√	

4	Emerald Insight	8	7	√	
5	ScienceDirect	12	3	√	
6	DOAJ	13	2	√	
7	SpringerLink	9	6	√	
8	Wiley Online	7	8		√
9	IEEE Xplore	6	9		√
10	Sage Journals	10	5	√	

Table 2 reveals the result of utilization of database resources for academic research among Library and Information Science educators in Prince Abubakar Audu University, Anyigba. It shows that DOAJ and ScienceDirect are the most frequently used by LIS educators. This high utilization rate indicates that these databases are integral to their research activities. EBSCOhost and JSTOR also show high levels of use, highlighting their importance in accessing a broad range of academic articles and historical archives. ProQuest and SpringerLink are utilized by a significant portion of educators, though less so than the top databases. Wiley Online and IEEE Xplore are less utilized, which might reflect specific gaps in research needs or limitations in access or relevance for the educators. The lower utilization rates of IEEE Xplore and Wiley Online could be attributed to their focus on specific fields, which may not align as closely with the educators' research requirements.

**Table 3: Level of satisfaction in database resource utilization for academic research by LIS educators**

S/N	Items	VHE	HE	LE	VLE	Mean	SD	Decision
1	JSTOR	5	7	2	1	3.07	0.85	High Extent
2	ProQuest	4	6	3	2	2.87	0.98	High Extent
3	EBSCOhost	6	5	3	1	3.07	0.93	High Extent
4	Emerald Insight	3	6	4	2	2.73	0.94	High Extent
5	ScienceDirect	7	6	1	1	3.27	0.85	High Extent
6	Taylor & Francis	4	5	4	2	2.80	1.00	High Extent
7	SpringerLink	3	6	5	1	2.73	0.85	High Extent
8	Wiley Online Library	5	4	4	2	2.87	1.05	High Extent
9	IEEE Xplore	2	2	5	6	2.20	1.03	Low Extent
10	Sage Journals	6	5	3	1	3.07	0.93	High Extent
<b>Grand Mean</b>					<b>=</b>	<b>2.82</b>	<b>0.33</b>	



Table 3 above reveals level of satisfaction in the utilization of database resources for effective research among Library and Information Science educators in Prince Abubakar Audu University, Anyigba. Results indicate that LIS educators have a high extent of satisfaction with most databases, particularly with ScienceDirect, JSTOR, and EBSCOhost. However, IEEE Xplore was rated low, indicating dissatisfaction among educators with its use. This could be attributed to the database's complexity or its limited relevance to the research needs of the respondents. The findings align with Adeoye and Popoola (2021), who noted that satisfaction with electronic databases is highly dependent on accessibility, relevance, and usability. When these factors are not met, users may find it difficult to effectively utilize the resources available to them, which can hinder their research activities.

### **Recommendations**

1. The university should conduct periodic training programs to enhance the digital literacy skills of educators, focusing on navigating and effectively utilizing academic databases.
2. Awareness campaigns should be initiated to inform educators about the availability, relevance, and benefits of database resources provided by the university library.
3. The university should ensure that databases are readily accessible both on-campus and remotely, with reliable internet connectivity and user-friendly interfaces.
4. Adequate funding and infrastructural support should be provided to the library for subscription to relevant databases and for maintaining seamless access for educators.
5. Educators should be encouraged to share best practices and experiences in database utilization through seminars, peer mentoring, and collaborative research projects.

### **Conclusion**

The study has revealed significant insights into the utilization of database resources by Library and Information Science educators at Prince Abubakar Audu University, Anyigba. It was evident that while a variety of databases such as ScienceDirect, DOAJ, JSTOR, and EBSCOhost are both available and widely used, others like IEEE Xplore and SpringerLink are less frequently utilized, possibly due to limited relevance or accessibility issues. Overall, Library and Information Science educators expressed high levels of satisfaction with the majority of the databases, particularly those that cater directly to their research needs. These findings underscore the importance of ensuring not just the availability but also the usability and relevance of database resources to enhance academic research. The study highlights the need for continuous support, training, and provision of resources to address existing challenges and maximize the potential of these databases in driving effective research outcomes.

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