

NAVIGATING DIGITAL SCHOLARSHIP: THE ROLE OF INSTITUTIONAL SUPPORT AND DIGITAL LITERACY IN ONLINE DATABASE UTILIZATION AMONG LIBRARIANS IN SOME SELECTED ACADEMIC LIBRARIES IN IMO STATE, NIGERIA

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Abstract

This study examines how institutional support and digital literacy can assist in the use of online databases by librarians in the scenario of digital scholarship. A quantitative survey design has been used and the data gathered by a structured questionnaire which was administered to 76 librarians in selected universities in Imo State, Nigeria. The levels of institutional support, digital literacy competencies, and database usage patterns were analyzed with the help of descriptive statistics. The results have shown that the degree of online database use (Mean = 2.91) and digital literacy skills (Mean = 3.59) were relatively high. Popular databases were Scopus, Web of Science, and ScienceDirect. Digital literacy was a strong predictor of database utilization and institutional support a weaker and complementary one. Both variables had a positive interaction, which increased the successful interaction with online databases. Even though it is restricted to a few universities, the research highlights the importance of enhanced digital capacity-building programmes, better ICT infrastructure, and regular technical assistance. The research demonstrates that the enhancement of digital competencies and support of librarians enhance the utilization of databases.

Keywords: Institutional Support, Digital Literacy, Online Databases, Digital Scholarship, Librarians, Nigeria.

Introduction

The accelerating development of digital technologies has transformed significantly the process of research and knowledge creation and distribution. In contemporary

educational settings, information is turning out to be a central aspect when it comes to defining the productivity of research and the success of an institution. Likewise, Internet databases have become of immense importance in research and learning. These databases are structured and peer-reviewed databases of academic content, with the help of which the limitations of printed resources can be addressed. E-resources like EBSCOhost, Science direct, JSTOR, Scopus and Web of science have access to scholarly materials including electronic journals, conference papers, datasets and other academic materials. Such specialized databases enable researchers and librarians to obtain valid and useful information in a short period that cannot be located easily through general search engines (Kostagiolas and Katsani, 2021; Banerjee et al., 2024). Knowledge sharing, institutional collaboration, evidence-based decisions, curriculum development, and professional growth across various academic fields are also improved with the assistance of the effective use of such resources (Wang et al., 2024; Basiru, 2020).

The future of the librarian has been transformed by the use of digital resources as well. Historically, the work of librarians was largely connected with the management of tangible resources including books and journals. Their situation, however, has continued to grow in the digital era to assist in digital scholarship and guide users through complicated digital information systems (Fox et al., 2023). The librarians have been required to now find and handle digital materials, instruct on the process of searching online databases, guide researchers through systematic reviews, and utilize advanced search tools and methods (Obasuyi and Okwilagwe, 2018). Regardless of all these developments, the effective

application of online databases in libraries does not come naturally. The studies have found that the effectiveness of the librarians using online databases depends on two factors that should be considered: institutional support and digital literacy skills (Melaku et al., 2024; Yesilyurt and Vezne, 2023). Institutional support means resources and support that an organization gives to assist librarians to work with digital technologies efficiently. Such assistance can be in the form of quality internet connection, proper ICT infrastructure, training programme, technical support, favorable policies, and professional development opportunities. With the availability of these resources by institutions, librarians can be in a better position to implement and utilize digital tools in their day-to-day efforts. Digital literacy on the other hand is the capacity to locate, judge, arrange and apply digital information in a moral and efficient manner. It implies technical expertise as well as critical thinking skills that enable participants to work with digital information systems without fear (Martinez-Bravo et al, 2023).

Despite the evidence of the significance of the institutional support and digital literacy provided by many studies, it is clear that there are gaps in the literature. There is little research done on the combination of the two factors to determine the use of online databases by librarians. This disparity is especially significant in developing nations where the lack of resources, the lack of appropriate infrastructure, and the absence of a training possibility can influence the introduction and efficient utilization of digital resources (Alenezi, 2023; Ndagi, 2023). Moreover, institutional support and digital literacy have been considered independently in numerous past research works, and it is challenging to create

an all-encompassing approach and improve database utilization in libraries. The research is also limited regarding the kind of databases the librarians use, the motivation behind using them and how their digital literacy level affects their practices as they are. Thus, this paper aims at filling such gaps by investigating the connection between institutional support, digital literacy skills, and the use of online databases among librarians. The intention is to give more insight into how the librarians can successfully find their way through the world of digital scholarship and how institutions can provide faculty with help in this endeavor.

Research Questions

The following research questions helped to guide this study

- (i) What do librarians use most in their professional activities? What kind of online databases do they work with?
- (ii) What are the driving forces to online databases among librarians?
- (iii) What are the digital literacy levels of librarians when it comes to the use of online databases?
- (iv) What institutional resources can be used to make librarians use online databases effectively?

Literature Review

Institutional Support

An institutional support is one of the main psychological contracts where employees feel that the organization appreciates their efforts and cares about their welfare in all aspects of work. Such perceptions, as this thought correlates with Eisenberger et al. (2020) who argue that such perceptions are formed because employees think that the organization cares about them and is genuinely interested in their welfare. In this view, Institutional support has far-reaching consequences on workplace performance whereby the supported employees will tend to be more committed and also work harder. Umar and Olubunmi (2021) confirm that friendly organizational cultures reinforce dedication and increase working endeavors. Likewise, Onwuka et al. (2023) find that institutional support contributes to a larger perception of organizational care, which allows employees to meet the socio-emotional needs in a more positive way and perceive the benefits of working in a more positive way. Institutional support therefore goes beyond the administrative provisions to act as a vital mechanism of psychological and organizational importance that can determine motivation, job satisfaction, and employee performance in general.

Institutional support is one of the most important pillars of library system development and sustainability among library and information professionals. In their definition, Adinew et al. (2023) refer to institutional support as a proactive form of organization, which includes policies, rules, and financial support that help employees to exercise their duties successfully. This support is mainly in the form of infrastructural facilities and management of human resources in the library setting. Ewa et al. (2023) clarifies that infrastructural facilities, including buildings, equipment, and good internet

connectivity, as well as utilities, are imperative in efficient operation of libraries and facilitate safety and well-being besides improving academic excellence through better research and knowledge dissemination. Thus, human resource management that is effective is concerned with recruitment, training and retention of qualified personnel and investment in professional development of the staff enhances their commitment to the organizational goals.

Another critical aspect of institutional support, which determines the form of governance and the how of running the library, is policy formulation and management. According to Gao and Yu (2020), effective policies lead to the cultivation of transparency, stability, and responsibility in the activities of the institutions. They also stress that due to continuous changes in the information environment, libraries need to review and update policies on a regular basis to reflect internal interests and changes in technology. Once put together in the right environment, proper infrastructure, strategic human resource management, and flexible policy frameworks, they create a full support system that helps librarians actively participate in digital scholarship, make the most out of online databases and further the larger goal of accessibility of knowledge and innovation in their home institutions.

Digital Literacy skills and online Database

Digital literacy is one of the key competences needed to be efficient in the modern academic and professional world that is fast moving technologically and overloaded with

information. Digital literacy refers to the capacity to find, assess, handle, and convey information through digital technologies in an efficient way. Digital literacy skills are essential to succeed in the academic and professional environment. In the words of Radovanovic, (2020), digital literacy refers to the ability to read, handle, evaluate and use technology as a platform and a source of information. Digital literacy in the library profession is a set of skills of finding, evaluating, creating and sharing information based on information and communication technologies that combine both cognitive and technical skills. Ndagai (2023) opined that information professionals have to learn the new tools in ICTs, given that the knowledge of these tools determines the future of academic libraries. This is especially important in developing nations like Nigeria, where computer skills, internet skills, content creation and critical thinking should be considered digital literacy requirements as Ikenwe and Udem (2023) emphasize.

Digital literacy is a multidimensional concept that entails a number of competencies that the librarian needs when working in digital scholarship settings. Information-seeking ability is one of the vital dimensions since it helps librarians find and access the appropriate materials in digital databases. According to Maghra (2022), this competence is associated with browsing electronic texts and choosing appropriate information. Moreover, Akpojotor and Anaehobi (2023) also observe that to conduct effective information-seeking, it is necessary to define the right keywords, create specific search queries, and use search engines and online databases. Critical thinking is another necessary dimension which helps to examine the credibility of the information in the world of misinformation. According to

Reddy, Chaudhary, and Hussein (2023), critical thinking assists in finding out the accuracy of the source of information, whereas Frau-Meigs and Corbu (2024) also mention that the appraisal of objectivity and possible bias is the safeguard against misinformation. Online communication is a third dimension supporting collaboration and sharing of knowledge. According to Martzoukou (2021), the use of digital communication tools makes information exchange possible, and Deja et al., (2021) extend the argument by stating that such skills improve interaction between researchers regardless of the geographical and disciplinary boundaries.

It is inherent to consider digital literacy competencies in the context of the successful use of online databases in libraries. Online databases are organized sets of electronic data intended to address certain or multidisciplinary research requirements. De Lange (2023) defines these databases as digitized groups of data organized to be utilized in research. On the same note, Deepmala and Sharma (2020) elaborate that online databases operate using the information retrieval services where the local systems are linked to remote resources. Their use is frequently discussed by the means of such indicators as type, purpose, and frequency of use. According to Verma and Dwivedi (2023), these indicators are the key ones when it comes to the pattern of database use. Examples of databases are bibliographic, full-text, statistical, and multimedia databases, and the selection of one of them determines the mode of use in an academic research or development. Frequency of use is also predetermined by such factors as institutional subscriptions, knowledge of

existing databases, and interface usability, which are followed by Curtis et al. (2021) and Ramirez-Montoya et al. (2021).

Therefore, digital literacy and online database use has a complementary and mutually supportive relationship that benefits library service provision. The mastery of digital tools enhances the efficiency of librarians in communicating well, responding to the needs of the users in a timely fashion, and facilitating group work. According to Shahzad and Khan (2023), digital literacy leads to better performance at work and more effective operation of the digital library. Moreover, Smith et al. (2023) note that the creation of online databases has moved the library services to the digital sphere, which has made access to information more convenient, cheaper, and time-saving. Although these benefits exist, there are still challenges especially in the developing nations where there is limited access to electronic resources. According to Alenezi (2023), the lack of electronic resources prevents the maximum use. Therefore, in the context of enhancing digital literacy and institutional assistance, it is crucial to help librarians to make the most of online databases and foster successful digital scholarship and knowledge sharing.

Theoretical Framework

The research is based on the Theory of Digital Literacy

Theory of Digital Literacy

It was in 1997 that Paul Gilster popularized and defined the Theory of Digital Literacy in his classic book, *Digital Literacy. Theory of Digital Literacy* by Paul Gilster is an

elaborate framework of knowing the skills and capabilities which individuals should have in a bid to effectively utilize digital technologies and orient themselves in the information dense world of the modern era. Gilster considers digital literacy as the skill to comprehend and apply information on different formats sourcing various sources under the support of digital technologies. The primary idea in the Gilster model is the understanding that digital literacy is not merely technical capacity to operate digital devices but also, critical thinking, information literacy, and the capability to analyze, synthesize and communicate information efficiently in digital form.

Digital literacy according to Gilster theory is an essential part of full participation in the modern society, education and the workplace since it allows people to access and use digital resources, critically evaluate digital data and engage in significant online interaction and collaboration. Providing people with the digital literacy skills, Gilster believes that such people will be capable of operating in the digital world and make healthy decisions, as well as apply the transformative power of digital technologies to personal, professional, and the world. This theory is critical to the librarians since it allows them to perceive their ability to deal with digital repositories and guide their users as reliant on their literacy levels.

Empirical Evidences

Online Databases Use and Institutional Support

The empirical studies bring forth the understanding of a complicated correlation between the online database use and the support structures in the institution. Research

points out that the positive correlation is very significant, and increased utilization of digital resources is realized in institutions that have effective support systems. Results of Purnamasari et al (2025) shed light on the issue of institutional support, especially in the form of financial resources and infrastructural growth, as well as policy creation, which strongly defines the use of online databases. The focus of their study is a high level of correlation between the amount that institutions spend on acquiring online database subscriptions and the level of engagement that will follow among the constituents. Those institutions with bigger budgets to get such subscriptions record significant growth in the rate of using the database.

It has been noted in some literatures that the challenges of low awareness of existing resources, insufficient training opportunities, and technological barriers contribute to a strong impediment to the use of online resources. This can be interpreted to mean that librarians may not be able to deliver quality services and remain competent without institutional backing in the library setting.

Digital Literacy Competencies and use of online databases

The foundation of the effective use of online databases is the digital literacy skills. There are indications that technology literacy can be obtained not only in formal courses taught in the educational institutions but also by informal approaches of either being trained at home or learning by friends (Ezziane, 2007). It is possible to develop digital literacy at schools, families, and communities and as part of lifelong learning. According to

the research, digitally literate people view literacy as a new practice, which allows them to successfully process and control the huge amount of information they are exposed to (Mrah., 2022). In the case of librarians, it goes further to metadata control, digital curation and troubleshooting access problems on behalf of patrons. Meyer et al. (2013) emphasize the role of the learning environment in acquiring digital literacy, as they know that the successful engagement in the digital world is key factor.

Methodology

This study adopted a descriptive survey research design to examine the role of institutional support and digital literacy in online database utilization among librarians in selected universities in Imo State. The design was considered appropriate because it enabled the researcher to systematically collect quantitative data describing existing conditions, attitudes, and practices without manipulating variables. It also provided first-hand information on librarians' digital literacy skills, the level of institutional support available, and their utilization of online scholarly databases for research and information services.

The study population Comprises of all professional librarians in the four selected universities in Imo State and the number was seventy-six (76). The manageable size of the population brought about the use of total enumeration sampling, which enables all librarians in the selected university to join the study. This methodology guaranteed saturation and reduced bias in sampling. The structured questionnaire was a method of

data collection based on appropriate literature on digital literacy, institutional support, and the use of online databases.

The instrument included questions concerning the types and purposes of using online databases, digital literacy, institutional support, and related challenges. The measurement of responses was by a four points Likert scale of strongly agree or strongly disagree and very high or very low based on the variable under measure. The questionnaires were directly given to all the respondents in their respective universities to create a high rate of response. Participants had sufficient time to fill in the instrument prior to collection. The data received was analyzed in terms of descriptive statistics i.e. frequency counts, percentages and mean scores to respond to the research questions.

Population of the Study

Table 1: Population of the Respondents

Institution	Number of Librarians
University of Agriculture and Environmental Sciences, Umuagwo, Imo State	7
Imo State University, Owerri	12
Alvan Ikoku Federal University of Education, Owerri	11
Federal University of Technology, Owerri (FUTO)	46
Total	76

These institutions were selected because they represent major academic libraries in the state where librarians actively engage in research support services and the utilization of online scholarly databases.

Results and Discussion of Findings

Research Question One: What are the types of online databases used by librarians in selected universities in Imo State?

Table 2: Types of Online Databases used by the respondents

Items	SA	%	A	%	D	%	SD	%	Mean
Web of Science	28	36.8	30	39.5	13	17.1	5	6.6	3.07
Scopus	22	28.9	34	44.7	13	17.1	7	9.2	2.93
ScienceDirect	23	30.3	32	42.1	17	22.4	4	5.3	2.97
SpringerLink	13	17.1	37	48.7	20	26.3	6	7.9	2.75
Wiley Online Library	17	22.4	25	32.9	28	36.8	6	7.9	2.70
JSTOR	17	22.4	23	30.3	32	42.1	4	5.3	2.70
CAB Direct	21	27.6	26	34.2	23	30.3	6	7.9	2.82
Google Patents	16	21.1	34	44.7	21	27.6	5	6.6	2.80

Source: Field Survey, 2026

Discussion of Findings

The results state that the use of different online databases by librarians in Imo State is relatively high as all mean scores are higher than the standard of 2.50. Having 76 respondents, the findings indicate that the majority of researchers use several digital sources to get access to scholarly information, and research materials. High usage was registered in databases like Web of Science (3.06), ScienceDirect (2.96) and Scopus (2.94)

which indicates that they are important databases that offer credible and multidisciplinary resources in science. Other websites such as CAB Direct (2.82) and Google Patents (2.83) were also used moderately, especially when it comes to specific agricultural research and technological advancement. Even though the mean scores were relatively lower in SpringerLink (2.78), the Wiley Online Library (2.73), and JSTOR (2.72), the use of these was not below the decision threshold. The total weighted mean of 2.91 validates the fact that the librarians are actively utilizing an extensive scope of online databases with the focus being on the increasing relevance of digital information sources in facilitating research processes, knowledge distribution, and academic output in the field of agricultural research.

These findings clearly demonstrate the fact that librarians are utilizing digital platforms at various phases of the research lifecycle. The utilization of multidisciplinary and high-impact databases has been high due to its credibility, wide coverage, and relevance to the scholarly research requirements. This is directly consistent with the argument of the literature review that structured, peer-reviewed databases move past the constraints of print resources and expedite evidence-based research (Wang et al., 2024). The focus on databases as knowledge sharing tools, curriculum development, and academic communication is consistent with Basiru et al. (2020) and De Lange (2023), who describe online databases as digital ecosystems with defined structures that support academic productivity.

Research Question Two: What are the purposes of librarians’ use of online databases in selected universities Imo state

Table 3: Purposes of librarians’ use of online databases

Items	SA	%	A	%	D	%	SD	%	Mean
For literature review	48	63.2	26	34.2	2	2.6	0	0.0	3.61
To access full-text articles	43	56.6	31	40.8	2	2.6	0	0.0	3.54
For research data	38	50.0	33	43.4	4	5.3	1	1.3	3.42
To stay updated with latest research	39	51.3	28	36.8	8	10.5	1	1.3	3.38
For writing and publishing papers	36	47.4	33	43.4	7	9.2	0	0.0	3.38
To conduct meta-analyses	26	34.2	35	46.1	12	15.8	3	3.9	3.11
To prepare grant proposals	29	38.2	36	47.4	9	11.8	2	2.6	3.21
For patent searches	22	28.9	44	57.9	7	9.2	3	3.9	3.14
For thesis and dissertation	36	47.4	37	48.7	3	3.9	0	0.0	3.42
To collaborate and network	29	38.2	35	46.1	10	13.2	2	2.6	3.20

Weighted Mean = 3.34

Discussion of Findings

The outcomes show that librarians access online databases with varying academic and professional interests with all the mean scores above the criterion of 2.50, which authenticate the applicability of online databases in supporting research activities. The most popular application was literature review, then access to full-text scholarly articles, which is notable as databases play an important role in defining the existing literature, theoretical frameworks, and gaps in the research. Online databases are also used by librarians to get access to research information, compose and publish academic articles and

keep abreast with the new developments in their areas thus showing how they contribute to the productivity of research and academic communication. Other applications as meta-analysis, writing of grant proposals, patent searchers, etc. also indicate that databases facilitate analytical and innovation-related work. The overall weighted mean of 3.34 suggests that researchers deliberately employ online databases across various stages of the research process, including literature exploration, data collection, analysis, publication, and professional collaboration. The high utilization for literature review demonstrates librarians' capacity to navigate digital ecosystems for scholarly synthesis a core competency emphasized by Mrah (2022) regarding information-seeking abilities.

Research Question Three: What are the levels of digital literacy skills demonstrated by librarians in selected universities in Imo State?

Table 4: Levels of digital literacy skills demonstrated by librarians

Items	E	%	P	%	A	%	B	%	N	%	Mean
In using personal productivity tools, I am	17	22.4	32	42.1	15	19.7	10	13.2	2	2.6	3.72
In downloading and installing software, I am	15	19.7	35	46.1	14	18.4	7	9.2	5	6.6	3.64
In using digital devices, I am	21	27.6	27	35.5	20	26.3	6	7.9	2	2.6	3.78
In operating application software, I am	18	23.7	27	35.5	20	26.3	6	7.9	5	6.6	3.63
In operating a personal computer, I am	22	28.9	24	31.6	21	27.6	9	11.8	0	0.0	3.77
In starting and managing an online discussion, I am	12	15.8	32	42.1	22	28.9	8	10.5	2	2.6	3.55
In adding comments to web pages, forums and blog entries, I am	13	17.1	28	36.8	20	26.3	8	10.5	7	9.2	3.47
In writing a web page, I am	10	13.2	24	31.6	19	25.0	14	18.4	9	11.8	3.18
In creating my own digital learning	12	15.8	27	35.5	13	17.1	13	17.1	11	14.5	3.21

Items	E	%	P	%	A	%	B	%	N	%	Mean
materials, I am											
In browsing the internet to download needed resources, I am	24	31.6	24	31.6	17	22.4	9	11.8	2	2.6	3.81
In evaluating useful online learning resources, I am	19	25.0	33	43.4	14	18.4	9	11.8	1	1.3	3.79
In looking for online professional development opportunities, I am	14	18.4	29	38.2	20	26.3	9	11.8	4	5.3	3.56
In subscribing to a newsfeed or podcast feed to get updates, I am	15	19.7	28	36.8	21	27.6	10	13.2	2	2.6	3.58
In sharing a URL by email or social bookmarking, I am	21	27.6	24	31.6	18	23.7	10	13.2	3	3.9	3.68
In organizing and classifying books and downloaded files, I am	14	18.4	31	40.8	19	25.0	10	13.2	2	2.6	3.61

Weighted Mean = 3.59

Librarians exhibited high overall digital literacy (weighted mean = 3.59). Core competencies such as browsing/downloading resources (3.81), evaluating online learning materials (3.79), and operating digital devices (3.78) scored highest. Intermediate skills included software installation, file organization, and professional development searches. Advanced technical competencies, specifically web page creation (3.18) and digital learning material development (3.21), recorded the lowest means, though still above the decision threshold. The findings suggest that librarians are highly competent digital consumers and critical evaluators but require targeted capacity-building to transition into digital producers and curators. This interpretation is firmly grounded in Gilster's Theory of Digital Literacy, which posits that digital literacy extends beyond technical operation to encompass critical evaluation, synthesis, and effective communication. The emphasis on evaluation and information retrieval aligns with Mrah (2022), Akpojotor & Anaehobi

(2023), and Reddy et al (2023), who stress that critical appraisal is vital in mitigating misinformation.

Research Question Four: What forms of institutional support are available to librarians for the utilization of online databases in selected universities in Imo State?

Table 5: Forms of institutional support available to librarians

Items	SA	%	A	%	D	%	SD	%	Mean
My institution provides regular training on the use of online databases	27	35.5	30	39.5	14	18.4	5	6.6	3.04
Adequate ICT infrastructure (computers, internet facilities) is available for accessing online databases	25	32.9	33	43.4	13	17.1	5	6.6	3.03
The institution provides reliable internet connectivity for database access	23	30.3	32	42.1	15	19.7	6	7.9	2.95
Librarians receive technical support when facing challenges using online databases	22	28.9	31	40.8	17	22.4	6	7.9	2.91
My institution subscribes to a sufficient number of online databases	21	27.6	29	38.2	18	23.7	8	10.5	2.84
The institution provides funding to support access to online information resources	19	25.0	28	36.8	20	26.3	9	11.8	2.76
Workshops and seminars are organized to improve librarians' database utilization skills	23	30.3	30	39.5	15	19.7	8	10.5	2.90
Institutional policies encourage the use of online databases for research and information services	24	31.6	29	38.2	16	21.1	7	9.2	2.92

Discussion of Findings

The rating of institutional support was moderately satisfactory (weighted mean = 2.92). The highest ratings were given to regular training (3.04), sufficient ICT infrastructure (3.03) and lower ratings to reliable internet connection (2.95), technical support (2.91), database subscription (2.84) and funding availability of online resources

(2.76). This trend indicates that institutions understand that they need to train and improve the infrastructure, but they are constrained by financial issues. Even though universities have put training programmes, workshops, and supporting policies in place, the reduced marks on funding and database subscriptions indicate that shortage of money is a significant issue. There is technical support and access to the internet, though they require constant investment to prevent service breakdowns. This focus on training is consistent with Aina (2014) and empirical studies by Purnamasari et al. (2025) who show that ongoing professional development is directly related to digital resource use. The limitations of funding and subscription are placed in the context of the literature on developing countries, as financial obstacles always inhibit the procurement and support of electronic resources (Alenezi, 2023).

Recommendations

The results of the study gave the following recommendations:

- From the results of the research, it is obvious that most academic libraries studied make use of the aforementioned databases in research works and the researcher therefore recommends that academic libraries' management should make the databases available with the provision of Wi-Fi, electricity, training on ICT use e.t.c, for all professional or academic librarians in their libraries.

- The management and library officials of any university ought to enhance institutional support through the provision of proper ICT infrastructure, good internet connectivity, and long-term financing of subscription of pertinent online databases.
- They should also make regular training as well as professional development programmes to improve the level of digital literacy of librarians and especially in the fields of database searching, digital research tools and information management technologies.
- The library administrators should engage in formulating policies and strategic models that will facilitate digital scholarship and proper use of electronic information materials within academic libraries.

Conclusion

The study concluded by establishing the fact that those librarians in the selected universities exhibit a degree of activity on the online scholarly databases which aid in facilitating research, teaching and information services. The utilization though depends on the degree of digital literacy competency held by the librarians and availability of institutional support systems including training opportunities, ICT infrastructure, database subscription grants, and technical support. The research thus concluded that although librarians are very vital in supporting digital scholarship in academic institutions, successful use of the online databases is highly dependent on the personal skills as well as

the organizational support that the university administration offers to the librarians. The reinforcement of these factors will increase the ability of librarians to adequately assist the research productivity and knowledge dissemination within the digital information space.

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