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BUSINESS EDUCATION LECTURERS' AWARENESS AND UTILIZATION OF ELECTRONIC DATABASES FOR TEACHING AND RESEARCH IN UNIVERSITIES IN KWARA STATE

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Abstract
The study examined the awareness and utilization of electronic databases for teaching and research by business education lecturers in universities in Kwara State. The study sought answers to two research questions formulated to guide the study. The study design was a descriptive survey research. Thirty-one Business Education lecturers in universities that offered Business Education Programme in Kwara State formed the population for the study. Awareness and Utilization of Electronic Databases Questionnaire (AUEDQ) with Cronbach reliability of 0.86 was the instrument used for data collection. Mean, and standard deviation score was used to analyze the data to answer the research questions. The two hypotheses were tested with independent samples t-test at the 0,05 level of significance. The study found that Business Education lecturers' extent of awareness and utilization of electronic databases for teaching and research was to a low extent; the study also found that there was no significant difference between the mean responses of male and female business education lecturers' extent of awareness of electronic databases for teaching and research (t_{27} = 1.02, P=0.732). Based on the findings, the following are recommended among others; There is a need for University Librarians to give proper orientation to the Academic staff members of the University on how to access/use the databases subscribed to by the University. Where necessary training should be provided on a constant basis by the University Librarians to update the existing academic staff and orient the newly recruited staff

Keyword: Awareness, Utilization, Electronic, Database, Business, Education, Lecturers

Introduction

The primary purpose of creating universities is to provide excellent teaching, learning, and functional researches that will affect the community positively. The provision of print and non-print information resources is the duty of the library to facilitate the achievement of the institutional goals. The print information resources like journals, textbooks, newspapers, magazines, and reference materials and non-print like CD-ROM, microfilms, databases, audiovisual materials, and e-resources are meant to help lecturers and students in writing term papers, seminars, lecture notes, projects, and assignments. In general terms, these resources are intended to aid teaching, learning, and research. A great deal of these materials is readily made available and accessible electronically.

According to Shuling (2007), electronic information is now an indispensable resource in every university. The emergence of electronic information resources has tremendously transformed information handling and management in an academic environment. According to Tsakonas and Patheodoronu (2006), electronic information resources are information resources provided in electronic form, and these include resources available on the internet such as e-books, e-journals, and other computer-based electronic networks among others. The most effective way to provide access to electronic books/journals in University libraries is through subscriptions to online databases, which can be accessed through the internet. Online databases, however, are a collection of electronic information sources by publishers from various fields and disciplines (Afolabi, 2007). For students to utilize the growing range of electronic resources, they must acquire and practice the skills necessary to exploit them (Okello-Obura, Ikoja-Odongo &Gakibayo 2013). Angello (2010) reported that the availability and ease of access to information had risen considerably as a result of technology. The increase in literature available in libraries in electronic format has made information searching for material more comfortable and productive. This innovation has dramatically increased researchers' access to many details that would otherwise not be possible. It is no gainsaying that scholars' access to literature for their use has changed in this digital age (Tenopir 2003). The volume of information available is more substantial than ever before, new and convenient ways of gathering information, modern information holders and new tools for accessing them. Scholars have alternative methods of obtaining electronic information with digital devices. These devices include Compact Disk Read Only Memory (CD-ROMs), e-journals, while the internet provides a broad range of information via search engines, subject gateways, subject directories, and other web-based resources. Electronic resources facilitate research and play a complementary role to print library resources. With all the benefits of electronic resources, if lecturers do not know of their existence, their existence becomes useless.

Awareness is defined as the ability of people to realize or know that something exists. It can also be ones' understanding of a particular subject, situation or trend. According to Encyclopedia Britannica (2011), awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. It is the state or quality of being aware of something. In this study, the concept of awareness is the degree to which academic staff of private universities in Nigeria have heard about electronic databases and how informed they are concerning it. Madhusudhan (2010) while studying the use of electronic resources by research scholars of Kurukshetra University concluded that electronic resources had become an integral part of the information needs of research scholars there. He further found that e-resources can be a good substitute for conventional resources if the access is fast and more computer terminals are installed to provide quick access to e-resources. Kumar in his study regarding the use of e-resources and internet by engineering, medical, management students, and faculty members in India, Kumar found that the students and faculty who participated in this survey were aware of electronic information sources and the internet. Most of them used these sources in support of their research and teaching, and they are adept at using these sources (Kumar, 2008). It has been found that usage of e-journals is increasing and this is attached to awareness among the users about the e-resources. Ojo and Akande (2005) in a survey of 350 respondents examined lecturers and undergraduate students' access, usage and awareness of e-

resources at the University College Hospital (UCH) Ibadan, Nigeria. The study shows that the level of usage of the e-resources by lecturers and undergraduates is not high. According to them, the major problem however identified is lack of information retrieval skills for exploiting e-resources, thus making the level of usage of resources by very low. Lawal and Lawal 2015 investigated the factors of the accessibility of databases among lecturers and undergraduate students of Umaru Musa Yaradua, Katsina, Nigeria. One finding of the study was that information awareness on the accessibility of databases among lecturers and undergraduate students was inadequate and this affects the accessibility of databases. The paper discusses the need to increase awareness of databases subscription in the university library. The researcher posits that awareness and accessibility will increase the use of databases, whether online or offline.

Furthermore, Ani and Edem (2012) reported a survey conducted to explore the extent of access and use of online databases by academic staff at the University of Calabar, Nigeria. The findings of the study indicated that although vast majority (96.3%) of the academic staff are accessing and using relevant online databases in teaching/research, the frequency of usage is rather low, as most (48.1%) respondents used these databases "occasionally." From the findings, their significant factors that impede access and use of online databases by academics in the university include non-subscription of relevant online databases by the university library, cost of access and usage, lack of access to relevant databases and poor internet skills for proper access in the university library.
However, a study conducted by Bhatt and Rana (2011) revealed that the utilization of electronic resources by academics improved their professional competencies. Egberongbe (2011) found out in a study of use and impact of electronic resources that most scholars were not trained in the use of e-resources. The investigation revealed that the level of IT skills among lecturers, scholars and library staff was low. Bashorunh, Tunji and Adisa (2011) noted that the reasons for low frequency in utilizing electronic resources by academics include lack of time, lack of electronic resources awareness, power outage, ineffective communication channels, slow network, and inadequate Information and Communication Technology (ICT), lack of training and lack of adequate power supply.
Effective use of electronic resources is expected to enhance the quality of teaching and research by academic staff of any institution. In Nigeria, the use of computer terminals in information searching is gradually gaining popularity, and so the students need to be computer literate. Thus, many Nigerian university libraries are striving to be fully automated while some are still in the process of computerization. To derive maximum benefit from the increasingly electronic library use environment, the user of Nigerian university libraries needs to be computer literate. Emwanta and Nwalo, (2013) stated that electronic resources provide many benefits over print resources. These benefits include the fact that electronic resources are often faster to consult than print indexes especially when searching retrospectively, and they are straight forward when wishing to use a combination of keywords. They open the possibility of exploring multiple files at a time. Electronic resources can be printed, searched and saved to be repeated or consulted at a later date. They are updated more often than printed resources. Commenting on the advantages of electronic resources Egberongbe (2011) noted that electronic resources are invaluable research tools that complement the print-based resources in a traditional library setting. Their advantages, according to her include access to information that

might be restricted to the user due to geographical location or finances, access to current information, and provision of extensive links to additional resources related contents.
The importance of the electronic databases lies in their accessibility, awareness, and exploration by academic institutions. However, the University lecturers are faced with a critical challenge in responding to the new demand of the 21st century, especially in the use of technologies. It is sad that in this era of technology, some lecturers still rely on their outdated notes of the 19th century to teach when new information are available and accessible. In this same vein, the researcher observed that lecturers and students struggle to use recent citations in their research even when there is much ease of access to information. Could it be because of their lack of knowledge? Or because they do not know how to access these resources. These become the problem which this study addressed with empirical evidence on business education lecturers' awareness and utilization of electronic databases for teaching and research in universities in Kwara State. To the best knowledge of the researcher, despite the number of studies on electronic resources, there is no comprehensive study on the awareness and utilization of electronic resources among business education lecturers in universities in Kwara State. This becomes the gap in the literature which this study filled. This study would be of benefit to academic institutions particularly business education lecturers in the sense that it will make them more aware of electronic databases available. It is also expected that the findings of the study would challenge business education lecturers to appreciate the need to explore electronic databases for their teaching and research work.

Purpose of the Study

The main purpose of the study is to examine the awareness and utilization of electronic databases for teaching and research by Business Education lecturers in universities in Kwara State. The specific objectives are to:

1. ascertain the extent of awareness of electronic databases for teaching and research by Business Education lecturers in universities in Kwara State
2. determine the extent of utilization of electronic databases for teaching and research by Business Education lecturers in universities in Kwara State.

Research Question

1. To what extent are lecturers aware of electronic databases for teaching and research in universities in Kwara State?
2. To what level are lecturers utilizing electronic databases for teaching and research in universities in Kwara State?

Hypotheses

HO_1 There is no significant difference between the mean responses of male and female business education lecturers on the extent of their awareness of electronic databases for teaching and research.

HO_2 There is no significant difference between the mean responses of male and female business education lecturers on the extent of their utilization of electronic databases for teaching and research.

Research Methodology

The study design was a descriptive survey. The study was a survey of Business Education lecturers in universities in Kwara State. The population of the study comprised 31 Business Education lecturers from universities that offer Business Education in Kwara State. There was no sampling as the number was sizeable for the researcher to handle. Therefore, the study was a census survey. A structured questionnaire tagged Awareness and Utilization of Electronic Databases Questionnaire (AUEDQ) designed by the researcher and duly validated was used for data collection. The instrument has Cronbach alpha reliability of 0.86. The instrument had 28 items. The items were placed on the four-point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) and scored 4,3,2, and 1 respectively. The researcher and two-research assistant administered the 31 copies of the questionnaire, and 29 copies were retrieved making 93.5% return rate, which were used for the analysis. The data collected to answer the research questions were analyzed using mean and standard deviation. The hypotheses were tested with independent samples t-test at the 0.05 level of significance.

Results

Research Question one: To what extent are lecturers aware of electronic databases for teaching and research in universities in Kwara State?

Table 1: Mean and standard deviation of responses on the extent of lecturers' awareness of electronic databases for teaching and research

S/N	List of Databases available for teaching and research	Mean	SD	Remark
1.	AJOL (African Journal Online)	2.03	1.02	Low Extent
2.	DOAJ (Directory of Open Access Journal)	2.77	0.98	High Extent
3.	HINARI (Health Internet-Work Access Research Information)	1.89	0.64	Low Extent
4.	Science Direct	1.64	0.91	Low Extent
5.	Sage OARE	2.72	1.01	High Extent
6.	AGORA	2.91	0.90	High Extent
7.	BioMed Centre	1.68	1.00	Low Extent
8.	Bookboon	1.25	0.94	Low Extent
9.	EBSCOhost	1.39	0.91	Low Extent
10.	International Research Journal	3.25	0.81	High Extent
11.	World Bank	2.64	1.11	High Extent
12.	National Virtual Library	2.72	1.00	High Extent
13.	JSTOR	2.46	0.89	Low Extent
14.	Cambridge Journals	1.65	1.00	Low Extent
15.	Chicago Journals	1.72	1.01	Low Extent
16.	Emerald	1.33	1.09	Low Extent
17.	Google Scholar	2.68	1.00	High Extent
18.	Sage Online Journal	2.79	0.93	High Extent
19.	TEEAL (The Essential Electronic Agricultural Libraries)	1.26	0.71	Low Extent
20.	INASP (International Network for the Availability of Scientific Publications)	2.01	0.88	Low Extent
21.	Academic Library Online	1.82	0.92	Low Extent
22.	Database of African Thesis and Dissertation (DATAD)	2.11	0.88	Low Extent
23.	Digital Library for Earth System Education Online	1.89	1.03	Low Extent
24.	Encyclopedia of Life Support System	1.33	1.11	Low Extent
25.	Educational Resources Information Centre (ERIC)	2.97	0.71	High Extent
26.	Emerald insight	1.99	0.99	Low Extent
27.	Education Full text	1.75	0.80	Low Extent
28.	Research Gate	3.01	0.74	High Extent
	Weighted Average	**2.13**	**0.93**	**Low Extent**

Source: Field Survey, 2019

Analysis of data in Table 1 reveals an average calculated mean of 2.13 and a standard deviation of 0.93 which indicates that the business education lecturers' extent of awareness of electronic databases was to a low extent. The Table shows that out of the 28 items, lecturers are only aware of 10 items to a high extent such as DOAJ (2.77, 0.98), Sage OARE (2.72, 1.01), AGORA (2.91, 0.90) while other items are to a low extent such as AJOL (2.01, 1.02), HINARI (1.89, 0.64), Science Direct (1.64, 0.91) and others. The lecturers are aware to a low extent because both the aggregate/item-calculated statistical mean are lower than the criterion mean of 2.50. This implies that Business Education lecturers in Universities in Kwara State have little knowledge about the existence of most of these electronic databases for teaching and research.

Research Question two: To what extent are lecturers utilizing electronic databases for teaching and research in universities in Kwara State?

Table 2: Mean and standard deviation of responses on the level of utilization of electronic databases for teaching and research

S/N	**Indicate the extent to which you use these databases for research and teaching:**	**Mean**	**SD**	**Remark**
1.	AJOL (African Journal Online)	1.86	0.76	Low Extent
2.	DOAJ (Directory of Open Access Journal)	2.88	0.75	High Extent
3.	HINARI (Health Internet-Work Access Research Information)	2.17	0.72	Low Extent
4.	Science Direct	1.78	0.83	Low Extent
5.	Sage OARE	3.22	0.73	High Extent
6.	AGORA	2.71	0.83	High Extent
7.	BioMed Centre	1.90	0.81	Low Extent
8.	Bookboon	2.10	0.66	Low Extent
9.	EBSCOhost	1.90	0.68	Low Extent
10.	International Research Journal	2.90	0.96	High Extent
11.	World Bank	3.39	0.70	High Extent
12.	National Virtual Library	2.86	0.76	High Extent
13.	JSTOR	2.28	0.80	Low Extent
14.	Cambridge Journals	1.87	0.97	Low Extent
15.	Chicago Journals	2.38	0.66	Low Extent
16.	Emerald	2.22	0.79	Low Extent
17.	Google Scholar	3.65	0.83	High Extent
18.	Sage Online Journal	2.90	0.96	High Extent
19.	TEEAL (The Essential Electronic Agricultural Libraries)	2.10	0.69	Low Extent
20.	INASP (International Network for the Availability of Scientific Publications)	2.40	0.71	Low Extent
21.	Academic Library Online	2.11	0.96	Low Extent
22.	Database of African Thesis and Dissertation (DATAD)	2.31	0.55	Low Extent
23.	Digital Library for Earth System Education Online	1.86	0.76	Low Extent
24.	Encyclopedia of Life Support System	1.18	0.60	Low Extent
25.	Educational Resources Information Centre (ERIC)	2.87	0.77	High Extent
26.	Emerald insight	1.78	0.86	Low Extent
27.	Education Full text	2.12	0.89	Low Extent
28.	Research Gate	3.71	0.63	High Extent
	Weighted Average	**2.41**	**0.77**	**Low Extent**

Source: Field Survey, 2019

Analysis of data in Table 2 reveals an average calculated mean of 2.41 and a standard deviation of 0.77 which shows that the business education lecturers utilize electronic databases to a low extent. The lecturers use electronic databases for teaching and research

to a low extent. Though the Table shows that a few of the e-databases listed in the table are utilized to a high extent: ResearchGate (mean = 3.71), Google Scholar (mean = 3.65), World Bank (mean = 3.39), Sage OARE (mean = 3.22), AGORA (mean = 2.71), Educational Resources Information Centre (ERIC) (mean = 2.87) Sage Online Journal (mean = 2.90), National Virtual Library (mean = 2.86), International Research Journal (mean = 2.90) and DOAJ (Directory of Open Access Journal) (mean = 288) they were outweighed by the items with the items that have lower means. This implies that Business Education lecturers in universities in Kwara State utilize electronic databases for teaching and research to a low extent. This situation might be influenced by the fact that the extent of awareness was to a low extent.

HO_1 There is no significant difference between the mean responses of male and female business education lecturers on the extent of their awareness of electronic databases for teaching and research.

Table 3: Summary of t-test on the difference between male and female business education lecturers' extent of awareness of electronic databases for teaching and research

Gender	N	Mean	Std	Df	t_{cal}	P-value	Decision
Male	17	2.41	0.42	27	1.02	0.732	NS
Female	12	2.39	0.28				

Field survey, 2019

The data in Table 3 reveals that there are 17 male and 12 female teachers. The male business education had higher mean ($\overline{X}$ = 2.41; SD = 0.42) than female teachers ($\overline{X}$ = 2.39; SD = 0.28). The Table revealed that there was no significant difference between the mean responses of male and female business education lecturers' extent of awareness of electronic databases for teaching and research (t_{27} = 1.02, P=0.732). Therefore, the hypothesis that stated that there is no significant difference between the mean responses of male and female business education lecturers' extent of awareness of electronic databases for teaching and research was not rejected. This indicated that male and female business education lecturers did not differ significantly in their extent of awareness of electronic databases for teaching and research.

HO_2 There is no significant difference between the mean responses of male and female business education lecturers on the extent of their utilization of electronic databases for teaching and research.

Table 4: Summary of t-test on the difference between male and female business education lecturers' extent of utilization of electronic databases for teaching and research

Gender	N	Mean	Std	Df	t_{cal}	P-value	Decision
Male	17	1.99	0.74	27	0.392	0.082	NS
Female	12	1.89	0.60				

Field survey, 2019

The data in Table 4 reveals that there are 17 male and 12 female teachers. The male business education had higher mean ($\overline{X}$ = 1.99; SD = 0.74) than female teachers ($\overline{X}$ = 1.89; SD = 0.60). The Table revealed that there was no significant difference between the mean responses of male and female business education lecturers' extent of utilization of electronic databases for teaching and research (t_{27} = 0.392, P=0.082). Therefore, the hypothesis that stated that there is no significant difference between the mean responses of male and female business education lecturers' extent of utilization of electronic databases for teaching and research was not rejected. This indicated that male and female business education lecturers did not differ significantly in their extent of utilization of electronic databases for teaching and research.

Discussion of Findings

The study found that Business Education lecturers' awareness of electronic databases for teaching and research was to a low extent. This indicated that business education lecturers have little knowledge of various electronic databases available for their use. This finding of this study conforms to that of Aina (2009) who found that the highest awareness/usage point of any databases among academic staff of Babcock University was less than 17%. The finding is also in line with Maharana, Sethi, and Panda (2012) who initiated the use of internet and e-resources by the lecturers and students of business management, Sambalpur University and found that majority of management lecturers and students rarely use these e-resources in their services in varied forms. It was also revealed that there was no significant difference between the mean responses of male and female business education lecturers' extent of utilization of electronic databases for teaching and research (t_{27} = 0.392, P=0.082). This shows the uniformity in the responses of male and female respondents.

The study also found that Business Education lecturers' utilization of electronic databases for teaching and research was to a low extent. This might be largely due to the low awareness level of business education lecturers to these databases because when you are not aware of a thing how do you use that thing. Another reason might be because the lecturers do not know how to use them or they prefer to do their things in the usual ways. This finding supports the earlier results of Obuh (2010) who observed that there is a low level of skillfulness in the use of ICTs among lecturers and students. He further posited that lecturers and students do not often appreciate the skills required to search electronic sources stating that they are deceptively easy to use. The study also found that there was no significant difference between the mean responses of male and female business education lecturers' extent of utilization of electronic databases for teaching and research (t_{27} = 0.392, P=0.082). This situation also shows that the respondents were unanimous in the responses on the utilization of electronic databases for teaching and research. Okiki (2012) disagreed to this finding and revealed that University of Lagos academic staff excellently developed ICTs skills necessary for the use of electronic databases for teaching and research.

Conclusion

The study investigated awareness and utilization of electronic databases for teaching and research by Business Education lecturers in Universities in Kwara State. The study found

that business education lecturers' awareness and utilization of electronic databases for teaching and research was to a low extent. This situation calls for concern because today electronic databases and information are considered essential tools for effective teaching and research. Based on the findings, the study concludes that, despite the increased availability of high-quality electronic content, lecturers seem not to be abreast with them or they have very little knowledge about them which may arguably be detrimental to their efforts in carrying out their professional activities. This also implied that lecturers will not have access to recent information and they would still be relying on outdated information which may be passed on to their students. The height of it is that lecturers relying on obsolete information will not be able to compete with their peers on the global scene.

Recommendations

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

1. There is a need for University Librarians to give proper orientation to the Academic staff members of the University on how to access/use the databases subscribed to by the University.
2. The university management should intensify the level of sensitization and enlightenment of the existence of electronic databases/resources to academic staff through workshops, seminars, and other media of information dissemination.
3. Where necessary training should be provided constant basisly by the University Librarians to update the existing academic staff and orient the newly recruited staff.

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