

Digital Literacy Competence and Utilization of EBSCO Host Database by Staff of Colleges of Education in Nigeria

Umar Shuaibu¹, Dr. Murtala Aliyu², Abubakar Umar³

^{1,3}Department of Library and Information Science, Gombe State University, Gombe State- Nigeria

²Department of Library and Information Science, Modibbo Adama University, Yola. Adamawa State- Nigeria

DOI: <https://doi.org/10.51584/IJRIAS.2024.909029>

Received: 31 August 2024; Accepted: 12 September 2024; Published: 07 October 2024

ABSTRACT

In the digital age, digital literacy is crucial for utilizing online academic resources effectively. This study assesses the digital literacy competence and the use of the EBSCO Host database among staff at Colleges of Education in Gombe State, Nigeria. Despite the availability of digital resources, gaps in digital literacy and under-utilization of Electronic academic databases like EBSCO Host persist, potentially hindering research and professional development. The study aims to evaluate staff digital literacy competence, examine the digital competence and the extent of use of the EBSCO Host database, identify factors influencing its utilization, uncover challenges affecting its use, and propose improvement strategies. Using a quantitative correlational survey design, data were collected from 332 staff across the three Colleges of Education under study. A stratified random sampling technique using the Taro Yamane formula was used in selecting the sample population and the research was guided by the Unified Theory of Acceptance and Use of Technology (UTAUT). A Questionnaire was the instrument used in collecting data and analyzed using descriptive and inferential statistics with SPSS. Findings revealed that while staff possess significant digital literacy competence, their use of the EBSCO Host Database remains primarily weekly, with many expressing slight confidence in their ability to search and retrieve information. Factors such as performance expectancy, effort expectancy, social influence, facilitating conditions, and moderating factors significantly influence database utilization. Challenges include budgetary constraints, database interface complexity, lack of familiarity with features, resistance to change, information overload, and inadequate quality control. Hypothesis testing supports these findings, highlighting significant relationships between digital literacy competence and database utilization, the influence of various factors, and the challenges faced by staff. Recommendations for enhancing digital literacy and database utilization include regular hands-on training, collaborative purchasing, continuous professional development, change management strategies, advanced search strategies training, and establishing quality control protocols. Implementing these recommendations can enhance digital literacy competence among staff, leading to more effective use of the EBSCO Host Database and improved research outcomes.

Keywords: Digital Literacy, Competency, Utilization, EBSCO Host Database, College of Education

INTRODUCTION

In the digital age, digital literacy has become a crucial skill for individuals across various professions, including academia. With the vast amount of information available online, accessing and effectively utilizing digital resources like academic databases is essential for research and professional development. EBSCO Host is one of the leading academic database platforms, offering various scholarly articles, journals,

and other resources across multiple disciplines (Hernandez & Martinez, 2023).

Without proficient digital literacy skills, educators may struggle to harness the full potential of digital databases like EBSCO Host, leading to suboptimal utilization and under-exploitation of these valuable resources (Emmasiegbu and Anaehobi 2021). In the contemporary educational landscape, integrating digital resources has become indispensable for effective teaching, research, and learning processes within academic institutions. Furthermore, a lack of comprehensive understanding regarding the digital literacy competence of staff members inhibits the formulation and implementation of targeted training programs aimed at enhancing their digital skills (Chen & Zhou, 2021).

Scholars such as Garcia and Lopez (2021) who examined the perceptions and experiences of college staff members regarding the use of EBSCO Host specifically, shed light on the challenges faced and opportunities for optimizing database utilization. While existing studies provide valuable insights into digital literacy competence and the utilization of academic databases among educators and University faculty, there is a gap in understanding how these factors specifically apply to staff members in college settings. Furthermore, there is limited research focusing specifically on the utilization of EBSCO Host by college staff members, warranting further investigation into their digital literacy skills and the extent to which they leverage this platform for research and professional development. Therefore, understanding how college staff members utilize and navigate such platforms is important for assessing their digital literacy competence and optimizing the use of available resources for research and teaching purposes.

Statement of the Problem:

In recent years, digital literacy has become increasingly essential for educators to effectively navigate the vast information landscape and enhance their teaching and research capabilities. Central to this is the utilization of academic databases like EBSCO Host, which offer a plethora of scholarly resources. However, there is a growing concern regarding the digital literacy competence of staff in colleges of education and their utilization of such databases.

Despite the proliferation of digital resources, there exists a gap in understanding the extent of digital literacy competence among staff members of colleges of education and their utilization of the EBSCO Host database for research and academic purposes. This knowledge gap inhibits the optimization of available digital resources for professional development and scholarly advancement among educators.

Consequently, colleges of education might fail to equip their staff with the necessary competencies to effectively integrate digital resources into teaching, research, and scholarly activities, thereby hindering the institution's overall academic performance and competitiveness in the digital age.

Thus, there is a pressing need to investigate the digital literacy competence and utilization patterns of the EBSCO Host database among staff members of colleges of education. By identifying the specific challenges and gaps in digital literacy skills and database utilization, educational institutions can tailor professional development initiatives to address these deficiencies, ultimately fostering more digitally competent faculty members capable of leveraging digital resources to enhance teaching, research, and learning outcomes.

Objectives of the Study:

1. To assess the digital literacy competence of staff in colleges of education in Gombe state,
2. To examine the Digital Competence and the extent of use of the EBSCO Host database among staff members in colleges of education in Gombe state,
3. To identify factors influencing the utilization of EBSCO Host by staff in colleges of education, Gombe

State,

4. To identify the challenges affecting the utilization of the EBSCO Host database by staff of Colleges of Education in Gombe State, Nigeria

5. To propose strategies for enhancing the utilization of EBSCO Host among staff in colleges of education in Gombe

Research Questions:

1. What is the level of digital literacy competence of staff in colleges of education in Gombe state, Nigeria?

2. How does digital competence influence the extent of use of the EBSCO Host database among staff members in colleges of education in Gombe State, Nigeria?

3. What factors influence the utilization of EBSCO Host by staff in colleges of education, Gombe State, Nigeria?

4. What are the challenges affecting the utilization of the EBSCO Host database by staff of Colleges of Education in Gombe State, Nigeria?

5. What strategies can be employed to improve the utilization of EBSCO Host among staff in colleges of education in Gombe State?

Hypothesis:

The null hypothesis was tested at a 0.05 level of significance.

1. Ho₁: There is no significant relationship between the digital literacy competence of staff and the extent of utilization of the EBSCO Host Database by

2. Ho₂: The factors that influence the utilization of EBSCO have no significant effect on the extent of utilization of the EBSCO Host Database by

3. Ho₃: There is no significant relationship between the digital literacy competence of staff and challenges of the utilization of the EBSCO Host Database by staff

LITERATURE REVIEW

Digital literacy has emerged as a critical skill set in today's information age, encompassing a range of competencies necessary for effectively navigating, evaluating, and creating digital content. In recent years, scholars have offered diverse definitions of digital literacy, reflecting its multifaceted nature. According to Williams and Rowlands (2020), digital literacy encompasses the ability to find, evaluate, and use information effectively in digital environments. Similarly, Selwyn (2021) emphasizes the importance of critical engagement with digital technologies, suggesting that digital literacy involves both technical skills and critical thinking.

According to Jones and Hafner (2021), digital literacy involves the ability to critically assess information found online and use it to make informed decisions. Similarly, Smith & Jones, (2020) emphasize the multifaceted nature of digital literacy, which includes skills such as information retrieval, evaluation, and synthesis.

Digital literacy Competence encompasses a wide range of skills and competencies. In their study, Johnson et al. (2022) identifies technical skills, such as proficiency with digital tools and platforms, as well as cognitive skills, such as critical thinking and problem-solving, as essential components of digital literacy. Furthermore, Lee & Kim, (2020). emphasize the importance of social and emotional competencies, such as empathy and ethical behavior, in promoting responsible digital citizenship, especially in today's digital world.

Digital literacy encompasses a range of skills and competencies essential for navigating the digital landscape effectively. Scholars emphasize the importance of critical thinking, ethical considerations, and media literacy within digital literacy frameworks. Educators play a crucial role in fostering digital literacy skills through innovative pedagogical approaches, while policymakers must address digital inequality to ensure equitable access to digital opportunities.

EBSCO Host is a widely used electronic database providing access to a plethora of scholarly articles, journals, and educational resources. Its adoption among staff members in colleges of education has been a subject of scholarly inquiry to gauge its extent of usage and effectiveness in enhancing research and teaching endeavors (Nguyen, and Green, 2022)

Smith & Jones (2020) are of the view that in recent years, the utilization of electronic databases in educational settings has become increasingly prevalent, with platforms like EBSCO Host serving as valuable resources for academic research. Within colleges of education, where faculty and staff engage in scholarly activities and pedagogical research, the adoption and usage of such databases are of particular interest. EBSCO Host, a leading academic research database, offers a wealth of scholarly content across various disciplines, making it a valuable resource for faculty members in colleges of education (Izuagbe, et al, 2022). However, studies indicate that many educators underutilize EBSCO Host and other digital databases due to a lack of awareness, training, and support (Cohen & Behar-Horenstein, 2021). A study by Smith and Jones (2020) examined the usage patterns of electronic databases among faculty members in colleges of education and found that EBSCO Host was one of the most frequently utilized platforms. Their survey revealed that over 70% of respondents reported accessing EBSCO Host at least once a week for research purposes. This significant level of usage suggests that EBSCO Host plays a significant role in supporting the scholarly endeavors of staff members within these institutions. The quality and relevance of information available through EBSCO Host significantly impact its utilization among staff in colleges of education. Faculty members prioritize access to peer- reviewed journals, scholarly articles, and educational resources relevant to their field of study (Smith & Jones, 2020).

One of the key factors influencing the adoption of EBSCO Host is the perceived ease of use among staff. Research by Nguyen & Green, (2022) suggests that educators are more likely to utilize electronic databases if they perceive them to be user-friendly and intuitive. Factors such as the simplicity of the search interface, accessibility across devices, and availability of user support contribute to the perceived ease of use of EBSCO Host.

The quality and relevance of information available through EBSCO Host significantly impact its utilization among staff in colleges of education. Faculty members prioritize access to peer- reviewed journals, scholarly articles, and educational resources relevant to their field of study (Smith & Jones, 2020).

Furthermore, research conducted by Okeji & Onuoha (2020) found that Performance Expectancy is a Key factor influencing adoption., Effort Expectancy impacts adoption through perceived ease of use., Social Influence: Peer and organizational support are significant., Facilitating Conditions such as adequate infrastructure and support systems are crucial for adoption. Whereas Patel & Desai, (2024) explored the factors influencing the adoption of electronic databases among education faculty. Their findings indicated

that the ease of access and the comprehensiveness of content were key drivers of EBSCO Host's usage. Additionally, the user-friendly interface and advanced search functionalities were cited as contributing factors to its popularity among staff members.

However, despite the widespread usage of EBSCO Host, challenges related to information literacy and database navigation persist. A study by Ali & Warraich, (2023); Wang & Zhang (2023); Alhassan & Zulkefli (2023); Ogbekor & Adio (2023); Omeluzor & Akibu (2023) and Aina & Mabawonku (2023) and Emmasiegbu and Anaehobi, (2021) highlighted some significant challenges associated with the utilization of EBSCO Host in educational settings. Through interviews with librarians and faculty members, it was observed that Budgetary constraints limit the number of licenses available to staff members; The complexity of the database interface and search functionalities; Lack of familiarity of staff with the database's features; Resistance to change and traditional research practices hinder the adoption of digital databases.; The inability of staff to locate relevant and credible sources for their research due to information overload; According to them these challenges underscore the effective utilization of the database in Colleges of Education.

To maximize the benefits of EBSCO Host, colleges of education can implement targeted strategies to promote its effective utilization among staff. Studies by Spalding & Wang (2006); Hensley, (2015); Koehler & Pemberton (2000); Pugh (2013).; Brown & Ortega (2005); and Johnson & Magusin (2005); Ifeanyi & Theophilus (2021) and Ramachandran & Cherian (2020). highlighted some strategies such as; Collaborative Purchasing to form consortia with other institutions to negotiate better pricing and shared access; Offering regular, hands-on training sessions focusing on the database interface and advanced search techniques and Customization of the EBSCO Host interface to highlight the most frequently used features and streamline the search process; Ongoing Professional Development, Provision of continuous professional development opportunities, including workshops and seminars on EBSCO Host features; Training staff on advanced search strategies, including Boolean operators, filters, and subject- specific searches and Establishing clear quality control protocols to regularly review and update the database content and Train staff on how to critically evaluate the quality and relevance of the sources they access through the database. These strategies provide a solid foundation for supporting the strategies identified for enhancing the digital literacy competence of staff in Colleges of Education.

Theoretical Framework

This study on digital literacy competence and utilization of the EBSCO Host database by Staff of Colleges of Education in Nigeria adopted The Unified Theory of Acceptance and Use of Technology (UTAUT) as a model in the field of technology acceptance research. The theoretical framework needed to explain the relationship between digital literacy competence and utilization of EBSCO host's electronic information. The theory (UTAUT) was developed by Venkatesh, Morris, Davis & Davis (2003).

The Unified Theory of Acceptance and Use of Technology (UTAUT) is a comprehensive framework that identifies key factors influencing the acceptance and use of technology. It synthesizes elements from several models of technology acceptance and use, providing a robust theoretical basis for examining various factors. UTAUT posits that four main constructs directly influence the intention to use and actual use of technology:

METHODOLOGY

This study adopted a quantitative research approach using a Correlational survey design. The population of the study comprised 1,985 Staff working across the three Colleges of Education in Gombe State, Nigeria. A stratified random sampling technique using the Taro Yamane formula was used in selecting 332 participants from different colleges of education in Gombe State as the sample population of the study from the total number of 1,985 staff working in the Colleges of Education in Gombe State. The study adopted

questionnaires as the main instrument for data collection. Out of the 332 Questionnaires distributed 325 were filled and returned while 7 were not usable. Data collected were analyzed using descriptive and inferential statistics where Statistical Package for Social Sciences (SPSS) was used.

Staff Disposition in the Colleges of Education Under Study

S/N	NAME OF INSTITUTION	ACADEMIC STAFF	NON- ACADEMIC STAFF
1	Federal College of Education. (Technical) Gombe	477	889
2	College of Education Billiri	112	296
3	Gombe State College of Education and Legal Studies, Nafada	56	155
	TOTAL	645	1,340
	GRAND TOTAL	1,985	

Sources: Registry Unit of the Institutions.

FINDINGS AND DISCUSSIONS

Table 1: Digital Literacy Competence of Staff in Colleges of Education in Gombe State, Nigeria

S/N	Statement	Yes	No
1	I can effectively search for information online	250 (76.9%)	75 (23.1%)
2	I can find, evaluate, and use information effectively in digital environments.	250 (76.9%)	75 (23.1%)
3	I can evaluate digital sources for credibility and ethically use the digital information.	248 (76.3%)	77 (23.7%)
4	I can use digital devices, navigate the Internet, and utilize basic software applications.	245 (75.4%)	80 (24.6%)
5	I possess the techniques used in digital media, analyzing media representations, and developing skills for creating meaningful digital content.	250 (76.9%)	75 (23.1%)

Source: Fieldwork, 2024

Table above presents the responses of respondents on the digital literacy competence of staff in Colleges of Education in the study area. It indicated that 250 respondents representing 76.9% affirmed that they can effectively search for information online and 75 respondents representing 23.1% disaffirmed. This indicates that the majority of the respondents can effectively search for information online. Also, 250 respondents

representing 76.9% affirmed that they can find, evaluate, and use information effectively in digital environments and 75 respondents representing 23.1% disaffirmed. This indicates that the majority of the respondents can find, evaluate, and use information effectively in digital environments. On the same table, 248 respondents representing 76.3% agreed that they can evaluate digital sources for credibility and ethically use the digital information and digital information and 77 respondents representing 23.7% disagreed. This clearly shows that the majority of the respondents can evaluate digital sources for credibility and ethically use the digital information. In the same vein, 245 respondents representing 75.4% agreed that they can use digital devices, navigate the Internet, and utilize basic software applications but 80 respondents representing 24.6% disagreed. This shows that the majority of the respondents can use digital devices, navigate the Internet, and utilize basic software applications. Similarly, 250 respondents representing 76.9% affirmed that they possess the techniques used in digital media, analyzing media representations and developing skills for creating meaningful digital content, and 75 respondents representing 23.1% disaffirmed. This indicates that the majority of the respondents have techniques used in digital media, analyzing media representations and developing skills for creating meaningful digital content.

Table 2: Extent of the Use of EBSCO Host Database by Staff of Colleges of Education

S/N	Statement	Frequency (%)
1	Daily	41 (12.6%)
2	Weekly	165 (50.8%)
3	Bi-Weekly	70 (21.5%)
4	Bi-Monthly	44 (13.5%)
5	Quarterly	3 (0.9%)
6	Annually	2 (0.6%)

Source: Fieldwork, 2024

Table 2 above shows the extent to which the staff uses EBSCO Host Database. It revealed that 41 respondents constituting 12.6% indicated that they use the database daily, 165 respondents constituting 50.8% use it weekly, 70 respondents constituting 21.5% use the database bi-weekly, 44 respondents constituting 13.5% use it Bi-Monthly. Only 3 respondents constituting 0.9% use it quarterly and 2 respondents representing 0.6% use the database on an annual basis. This indicates that the majority of the respondents use the EBSCO Host Database weekly.

Table 3: How confident are you in your ability to search and retrieve information using the EBSCO Host database?

S/N	Statement	Frequency (%)
1	Not Confident at All	41 (12.6%)
2	Slightly Confident	165 (50.8%)
3	Moderately Confident	70 (21.5%)
4	Very Confident	44 (13.5%)
5	Extremely Confident	5 (1.5%)

Source: Fieldwork, 2024

Table 3 above shows the level of Digital Competence of the staff in using the EBSCO Host Database. It revealed that 41 respondents constituting 12.6% indicated that they don't have confidence in using the database at all, 165 respondents constituting 50.8% have slight confidence in using it, 70 respondents

constituting 21.5% have moderate confidence in using the database, 44 respondents constituting 13.5% are very confident in using it. While Only 5 respondents constituting 1.5% are extremely confident in using the database. This indicates that the majority of the respondents have slight confidence in using the EBSCO Host Database weekly. The findings conform with the findings of; De Groote, et al (2005)

Table 4: Factors Influencing the Use of EBSCO Host Database by Staff of Colleges of Education in Nigeria

S/N	Statement	SA	A	D	SD
1	Performance Expectancy	284 (87.4%)	41 (12.6%)	0 (0.0%)	0 (0.0%)
2	Effort Expectancy	192 (59.1%)	133 (40.9%)	0 (0.0%)	0 (0.0%)
3	Social Influence	255 (78.5%)	70 (21.5%)	0 (0.0%)	0 (0.0%)
4	Facilitating Conditions	230 (70.8%)	88 (27.1%)	7 (2.2%)	0 (0.0%)
5	Moderating Factors	13 (4.0%)	282 (86.8%)	30 (8.9%)	0 (0.0%)

Source: Fieldwork, 2024

The table above displays the responses of respondents on the factors that influence the use of the EBSCO Host Database by the Staff of Colleges of Education in Nigeria. It shows that 284 respondents 87.4% strongly agreed that performance expectancy is an influencing factor in the use of the EBSCO Host Database, 41 respondents 12.6% agreed, and neither of the respondents were in disagreement with the statement. This indicates that the majority of the respondents agreed that the performance expectancy influences them to use the EBSCO Host Database. Also, 192 respondents 78.5% strongly agreed that effort expectancy influences the use of it, 133 respondents 40.9% agreed and none of the respondents disagreed. This clearly shows that the majority of the respondents agreed that Effort Expectancy influences the usage of the database. In the same vein, 255, 78.5% of respondents strongly agreed that Social Influence influences the use of the database, 70 respondents 21.5% agreed and 0 respondents disagreed. This indicates that the majority of the respondents agreed that social influence influences the use of the database. On the same table, 230 respondents 70.8% strongly agreed that facilitating conditions influence the use of EBSCO Host, 88 respondents forming 27.1% agreed and 7 respondents 2.2% disagreed. This shows that the majority of the respondents agreed that facilitating conditions influence the use of the database in Colleges of Education under study. This finding corroborates with that of Okeji & Onuoha (2020) who found that Performance Expectancy is a Key factor influencing adoption., Effort Expectancy impacts adoption through perceived ease of use., Social Influence: Peer and organizational support are significant., Facilitating Conditions such as adequate infrastructure and support systems are crucial for adoption.

Table 5: Challenges Affecting the Utilization of EBSCO Host Database by Staff of Colleges of Education in Nigeria

S/N	Statement	SA	A	D	SD
1	Budgetary constraints limit the number of licenses available to staff members	284 (87.4%)	41 (12.6%)	0 (0.0%)	0 (0.0%)
2	The complexity of the database interface and search functionalities.	140 (43.1%)	185 (56.9%)	0 (0.0%)	0 (0.0%)
3	Lack of familiarity of staff with the database's features	255 (78.5%)	70 (21.5%)	0 (0.0%)	0 (0.0%)
4	Resistance to change and traditional research practices hinder the adoption of digital databases.	276 (84.9%)	44 (13.5%)	5 (1.5%)	0 (0.0%)
5	The inability of staff to locate relevant and credible sources for their research due to information overload.	244 (75.1%)	30 (9.2%)	51 (15.7%)	0 (0.0%)
6	Inadequate quality control measures to ensure the reliability and relevance of the information provided.	250 (76.9%)	5 (1.5%)	40 (12.3%)	30 (9.2%)

Source: Fieldwork, 2024

The table above displays the responses of respondents on the challenges that affect the utilization of the EBSCO Host Database by the Staff of Colleges of Education in Nigeria. It showed that 284 respondents 87.4% strongly agreed that budgetary constraints limit the number of licenses available to staff members and affect the usage of the database, 41 respondents 12.6% agreed, and neither of the respondents were in disagreement with the statement. This indicates that the majority of the respondents agreed that budgetary constraints limit the number of licenses available for staff to use the database. Also, 140 respondents 43.1% strongly agreed that the complexity of the database interface and search functionalities affect the successful use of EBSCO Host, 185 respondents 56.9% agreed and none of the respondents disagreed. This clearly shows that the majority of the respondents agreed that the complexity of the database interface and searcher functionalities affect the use of EBSCO Host. In the same vein, 255 78.5% of respondents strongly agreed that lack of familiarity of staff with the database's features hinders the utilization of the database, 70 respondents making 21.5% agreed and 0 respondents disagreed. This indicates that the majority of the respondents agreed that the lack of familiarity of staff with the database features affects the utilization of EBSCO Host in Nigeria. In the same table, 276 respondents 84.9% strongly agreed that resistance to change and traditional research practices hinder the adoption of digital databases, 44 respondents 13.5% agreed, and 5 respondents 1.5% disagreed. This shows majority of the respondents agreed that resistance to change and traditional research practices by staff hinder the adoption of digital databases. Furthermore, 244 respondents 75.1% strongly agreed that the inability of staff to locate relevant and credible sources for their research due to information overload hinders the use of the database, 30 respondents 9.2% agreed and 51 respondents

15.7% disagreed. This clearly shows that the majority of the respondents agreed that the inability of staff to locate relevant and credible sources for their research due to information overload affects the successful utilization of the EBSCO Host Database. Similarly, 250 respondents 76.9% strongly agreed that inadequate quality control measures to ensure the reliability and relevance of the information provided hinder the use of the database, 5 respondents 1.5% agreed, 40 respondents 12.3% disagreed and 30 respondents 9.2% strongly disagreed. This shows that the majority of the respondents agreed that inadequate quality control measures to ensure the reliability and relevance of the information provided affect the utilization of the EBSCO Host Database by Staff of Colleges of Education in Nigeria. This finding correlates with that of Ali & Warraich, (2023); Wang & Zhang (2023); Alhassan & Zulkefli (2023); Ogbebor & Adio (2023); Omeluzor & Akibu (2023) and Aina & Mabawonku (2023) who revealed that all the above challenges significantly influence the utilization of electronic databases.

Table 6: Strategies for Enhancing Digital Literacy Competence of Staff in Colleges of Education

S/N	Statement	SA	A	D	SD
1	Collaborative Purchasing to form consortia with other institutions to negotiate better pricing and shared access.	284 (87.4%)	41 (12.6%)	0 (0.0%)	0 (0.0%)
2	Offer regular, hands-on training sessions focusing on the database interface and advanced search techniques and Customization of the EBSCO Host interface to highlight the most frequently used features and streamline the search process.	165 (50.8%)	160 (49.2%)	0 (0.0%)	0 (0.0%)
3	Ongoing Professional Development , Provision of continuous professional development opportunities, including workshops and seminars on EBSCO Host features.	255 (78.5%)	70 (21.5%)	0 (0.0%)	0 (0.0%)
4	Implement change management strategies that address staff concerns emphasize the benefits of digital databases and Provision of incentives for staff who actively use and promote the use of the EBSCO Host database.	275 (84.9%)	44 (13.5%)	5 (1.5%)	0 (0.0%)
5	Train staff on advanced search strategies, including Boolean operators, filters, and subject-specific searches.	292 (89.8%)	3 (0.9%)	30 (9.2%)	0 (0.0%)
6	Establish clear quality control protocols to regularly review and update the database content and Train staff on how to critically evaluate the quality and relevance of the sources they access through the database.	276 (84.9%)	44 (13.5%)	5 (1.5%)	0 (0.0%)

Source: Fieldwork, 2024

The above table displays the responses of respondents on the strategies for enhancing the digital literacy competence of staff in the Colleges of Education in Gombe State. It indicates that 284 respondents representing 86.4% strongly agreed that Collaborative Purchasing to form consortia with other institutions to negotiate better pricing and shared access. while 41 respondents forming 12.6% agreed. No of the respondents disagreed with the statement. This indicates that the majority of the respondents agreed that Collaborative Purchasing to form consortia with other institutions to negotiate better pricing and shared

access will enhance the digital literacy competence of staff in Colleges of Education. Also, 165 respondents 50.8% strongly agreed that offering regular, hands-on training sessions focusing on the database interface and advanced search techniques and Customization of the EBSCO Host interface to highlight the most frequently used features and streamline the search process will improve staff digital literacy competence, 160 respondents 49.2% agreed and none of the respondents disagreed. This clearly shows that the majority of the respondents agreed that offering regular, hands-on training sessions focusing on the database interface and advanced search techniques and Customization of the EBSCO Host interface to highlight the most frequently used features and streamline the search process will enhance the digital literacy competence of staff. Furthermore, 255 respondents 78.5% strongly agreed that Ongoing Professional Development, Provision of continuous professional development opportunities, including workshops and seminars on EBSCO Host features is a strategy to enhance the digital literacy competence of staff, 70 respondents 21.5% agreed and 0 respondents disagreed. This shows that the majority of the respondents agreed that, Ongoing Professional Development and the provision of continuous professional development opportunities, including workshops and seminars on EBSCO Host features will enhance the digital literacy competence of staff. Also, 275 respondents 84.9% strongly agreed that Implementing change management strategies will address staff concerns and emphasize the benefits of digital databases and the Provision of incentives for staff who actively use and promote the use of the EBSCO Host database will improve staff digital literacy competence, of 44 respondents 13.5% agreed only 5 respondents 1.5% disagreed. This shows that the majority of the respondents agreed that implementing change management strategies that address staff concerns emphasize the benefits of digital databases and Provision incentives for staff who actively use and promote the use of the EBSCO Host database will improve the utilization and the digital competence of staff. 292 respondents 89.8% strongly agreed that Train staff on advanced search strategies, including Boolean operators, filters, and subject-specific searches will help in improving staff digital literacy competence, 3 respondents 0.9% agreed and 30 respondents 9.2% disagreed. This clearly shows that the majority of the respondents agreed that Training staff on advanced search strategies, including Boolean operators, filters, and subject-specific searches will enhance the digital literacy competence of staff in Colleges of Education in Nigeria. Lastly, 276 respondents 84.9% strongly agreed that establishing clear quality control protocols to regularly review and update the database content and Train staff on how to critically evaluate the quality and relevance of the sources they access through the database will help in improving staff digital literacy competence and utilization of the EBSCO Host Database. 44 respondents 13.5% agreed and 5 respondents 1.5% disagreed. This shows majority of the respondents agreed that establishing clear quality control protocols to regularly review and update the database content and training staff on how to critically evaluate the quality and relevance of the sources they access through the database will help in improving staff digital literacy competence and utilization of the EBSCO Host Database. This finding is in line with the findings of; Spalding & Wang (2006); Hensley, (2015); Koehler & Pemberton (2000); Pugh (2013).; Brown & Ortega (2005); and Johnson & Magusin (2005) who provides a solid foundation for supporting the strategies identified for enhancing the digital literacy competence of staff in Colleges of Education.

Hypothesis Testing

Hypothesis 1

H_{01} . There is no significant relationship between the digital literacy competence of staff and the extent of utilization of the EBSCO Host Database by staff.

H_1 . There is a significant relationship between the digital literacy competence of staff and the extent of utilization of the EBSCO Host Database by staff.

Test 1: One-Way ANOVA test on the significance between the digital literacy competence of staff and the extent of utilization of the EBSCO Host Database by staff

Comparison between digital literacy competence of staff and extent of utilization of EBSCO	Sum of Squares	Df	Mean Square	F-Value	Sig. Value
Between Groups	178.58	3	59.53	170.35	0.000
Within Groups	112.17	321	0.349		
Total	290.75	324			

Source: Fieldwork, 2024

From the above table, it displays the One-Way ANOVA test result where the P-value = 0.000, which is less than the significance level (0.05). As the rule stated if the P-value from the one-way ANOVA test (0.000) is less than the significance level (0.05), we reject the null hypothesis. Therefore, we reject the null hypothesis and accept the alternative hypothesis. This shows that there is a significant relationship between the digital literacy competence of staff and the extent of utilization of the EBSCO Host Database by staff.

Hypothesis 2

H_{O2}: The factors that influence the utilization of EBSCO have no significant effect on the extent of utilization of the EBSCO Host Database by staff.

H₂: The factors that influence the utilization of EBSCO have a significant effect on the extent of utilization of the EBSCO Host Database by staff.

Test 2: One-way ANOVA test on the significance of the factors that influence the utilization of EBSCO and the extent of utilization of the EBSCO Host Database by staff

Comparison between factors and extent of utilization of EBSCO	Sum of Squares	Df	Mean Square	F-Value	Sig. Value
Between Groups	256.35	11	23.30	212.02	0.000
Within Groups	34.40	313	0.11		
Total	290.75	324			

Source: Fieldwork, 2024

The above table displays the One-Way ANOVA test result (P-value = 0.000) which is less than the significance level (0.05). The P-value from the one-way ANOVA test (0.000) is less than the significance level (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis. This shows that the factors that influence the utilization of EBSCO have a significant effect on the extent of utilization of the EBSCO Host Database by staff.

Hypothesis 3

H_{O2}: There is no significant relationship between the digital literacy competence of staff and the challenges of the utilization of the EBSCO Host Database by staff.

H₂: There is a significant relationship between the digital literacy competence of staff and the challenges of the utilization of the EBSCO Host Database by staff.

Test 3: One-Way ANOVA test on the significance of digital literacy competence of staff and challenges of the utilization of EBSCO Host Database by staff

Comparison between digital literacy competence and challenges	Sum of Squares	Df	Mean Square	F-Value	Sig. Value
Between Groups	2692.30	3	897.43	710.84	0.000
Within Groups	405.259	321	1.26		
Total	3097.557	324			

Source: Fieldwork, 2024

From the above table, it displays the One-Way ANOVA test result (P-value = 0.000) which is less than the significance level (0.05). The P-value from the one-way ANOVA test (0.000) is less than the significance level (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis. This shows that there is a significant relationship between the digital literacy competence of staff and the challenges of the utilization of the EBSCO Host Database by staff.

CONCLUSION

The study investigated the digital literacy competence of staff in Colleges of Education in Gombe State, Nigeria, and their utilization of the EBSCO Host Database. The findings indicate a significant level of digital literacy competence among staff, with the majority being capable of effectively searching for, evaluating, and using digital information. Despite this, the utilization of the EBSCO Host Database is primarily weekly, with many staff members expressing only slight confidence in their ability to search and retrieve information using the database. Various factors, including performance expectancy, effort expectancy, social influence, facilitating conditions, and moderating factors, were identified as influencing the utilization of the database. Challenges such as budgetary constraints, the complexity of the database interface, lack of familiarity with the database features, resistance to change, information overload, and inadequate quality control measures were found to hinder the effective utilization of the EBSCO Host Database.

The hypothesis testing results further support the findings, indicating significant relationships between digital literacy competence and the extent of database utilization, the influence of various factors on database utilization, and the challenges faced by staff in using the database.

RECOMMENDATIONS

- Enhancing Digital Literacy Training:** Regular, hands-on training sessions focusing on the EBSCO Host Database interface and advanced search techniques should be offered to staff. Customization of the database interface to highlight frequently used features and streamline the search process can improve usability and confidence among
- Collaborative Purchasing and Licensing:** Forming consortia with other institutions to negotiate better pricing and shared access can address budgetary constraints. This collaborative approach can increase the number of licenses available to staff, ensuring wider access to the EBSCO Host
- Ongoing Professional Development:** Continuous professional development opportunities, including workshops and seminars on the features of the EBSCO Host Database, should be provided to staff. This can enhance their digital literacy competence and ensure they are up-to-date with the latest database
- Change Management Strategies:** Implementing change management strategies that address staff concerns and emphasize the benefits of digital databases can facilitate the adoption of new

technologies. Providing incentives for staff who actively use and promote the EBSCO Host Database can also encourage wider

5. **Advanced Search Strategies Training:** Training staff on advanced search strategies, including Boolean operators, filters, and subject-specific searches, can improve their ability to locate relevant and credible sources for their research. This can help mitigate issues related to information
6. **Quality Control Protocols:** Establishing clear quality control protocols to regularly review and update the database content is essential. Training staff on how to critically evaluate the quality and relevance of the sources they access through the database can ensure the reliability and relevance of the information

By addressing these recommendations, the digital literacy competence of staff in Colleges of Education in Gombe State can be significantly enhanced, leading to more effective utilization of the EBSCO Host Database and improved research outcomes.

REFERENCES

1. Alhassan, J. A., & Zulkefli, N. F. (2023). The role of training and awareness in enhancing the use of electronic databases in academic libraries. *Library Management*, 44(2), 134-147. DOI: [10.1108/LM-03-2023-0029](https://doi.org/10.1108/LM-03-2023-0029)
2. Aina, L. O., & Mabawonku, I. (2023). Quality control in electronic resources: Ensuring reliability and relevance in academic libraries. **Journal of Librarianship and Information Science*, 55(2), 123-135. DOI: [10.1177/09610006221134498] (https://doi.org/10.1177/09610006221134498)
3. Hensley, M. K. (2015). Improving Discovery Tool Adoption and Usage: A Case Study of Marketing and Assessment. **College & Research Libraries*, 76*(3), 360-370. DOI: [10.5860/crl.76.3.360] (https://doi.org/10.5860/crl.76.3.360)
4. Ogbemor, O., & Adio, G. (2023). Resistance to digital change in academic libraries: Exploring the barriers and facilitators. *Information Development*, 39(2), 211-224. DOI: [10.1177/02666669221083623] (https://doi.org/10.1177/02666669221083623)
5. Olajide, A. A., & Oyewole, O. K. (2017). Factors Influencing the Adoption of E-Resources by Library Staff in Nigerian Universities. *Library Philosophy and Practice*, 1645. Available at: [Link](https://digitalcommons.unl.edu/libphilprac/1645)
6. Omeluzor, S. U., & Akibu, A. (2023). Information overload and its impact on academic research: Challenges and solutions. *Journal of Information Science*, 49(3), 287-299. DOI: [10.1177/01655515221146532](https://doi.org/10.1177/01655515221146532)
7. Spalding, H. H., & Wang, L. (2006). Libraries and Consortia: A Changing Landscape. *Journal of Library Administration*, 45(1-2), 121-134. DOI: [10.1300/J111v45n01_09](https://doi.org/10.1300/J111v45n01_09)
8. Pugh, L. A. (2013). Change Management in Libraries: Theory and Practice. *Library Leadership & Management*, 27 (1), 18. DOI: [10.5860/llm.v27i1.7153](https://doi.org/10.5860/llm.v27i1.7153)
9. Johnson, A. M., & Magusin, E. (2005). Exploring the Digital Divide: The Use of Digital Libraries by Postsecondary Faculty and Staff. *The Journal of Academic Librarianship*, 31(3), 199-204. DOI: [10.1016/j.acalib.2005.02.012] (https://doi.org/10.1016/j.acalib.2005.02.012)
10. Brown, C. M., & Ortega, L. (2005). Information-Seeking Behavior of Physical Science Librarians: Does Research Inform Practice? *College & Research Libraries*, 66(3), 231- 247. DOI: [10.5860/crl.66.3.231] (https://doi.org/10.5860/crl.66.3.231)
11. Wang, X., & Zhang, P. (2023). User interface complexity and its effects on the usability of digital libraries. *Journal of Academic Librarianship*, 49(3), 102448. DOI: [10.1016/j.acalib.2023.102448](https://doi.org/10.1016/j.acalib.2023.102448)
12. Koehler, W., & Pemberton, J. M. (2000). Training for New Technologies: A Case Study. *Journal of Library Administration*, 28(1), 65-78. DOI: [10.1300/J111v28n01_06](https://doi.org/10.1300/J111v28n01_06)

13. Chen, Y., & Zhou, J. (2021). The Impact of Training on the Usage of EBSCO Host among University Students. *Journal of Academic Librarianship*, 47(3), 102-111. <https://doi.org/10.1016/j.acalib.2021.102111>
14. Cohen, P. A., & Behar-Horenstein, L. S. (2021). Faculty experiences with library resources: Implications for information literacy in higher education. *Journal of Academic Librarianship*, 47(1), 102292.
15. Emmasiogbu, M. and Anaehobi, S. E., (2021) "Challenges to the Use of Electronic Databases by Lecturers in Government-Owned University Libraries in Anambra State, Nigeria. *Library Philosophy and Practice* (e-journal). 5224. <https://digitalcommons.unl.edu/libphilprac/5224>
16. Garcia, M., & Lopez, S. (2021). Perceptions and Experiences of College Staff Members Regarding the Use of EBSCO Host. *Journal of Academic Libraries*, 12(4), 78-92.
17. Hernandez, C., & Martinez, A. (2023). Content Relevance and Its Influence on Database Utilization: Evidence from Academic Institutions. *Information Research*, 28(2), 45-59. <https://doi.org/10.1108/IR-08-2022-0100>
18. Ifeanyi A. A. and Theophilus E. O.(2021) Digital Literacy Training Needs for Enhancing Job Performance of Library Staff in Federal Universities in Nigeria. *NDJLIS – Niger Delta Journal of Library and Information Science*. Vol. 2 (1), 90-103. Available at: <https://www.researchgate.net/publication/361793373S>
19. Izuagbe, R., Olawoyin, O.R., Nkiko, C., Ilo, P.I., Yusuf, F., Iroaganachi, M., Ilogho, J. and Ifijeh, G.I. (2022), "Impact analysis of databases job relevance, output quality, and result demonstrability on faculty research motivation", *Library Hi Tech*, Vol. 40 No. 5, pp. 1402-1421. <https://doi.org/10.1108/LHT-03-2020-0050>
20. Jones, R., & Hafner, M. (2021). Digital literacy in the age of misinformation: Strategies for critical assessment. *Journal of Media Literacy Education*, 13(2), 45-62.
21. Joseph, F.; Ambali, D.Z.; & Bukar, S.S. (2021) Information Literacy Skills and Use of Library Resources by Postgraduate Students. *International Journal of Library and Information Technology (IJLIT)*, Vol.1No.1 ,Pg.6677: <https://www.researchgate.net/publication/357826010>
22. Lee, S., & Kim, H. (2020). Institutional Integration of EBSCO Host: Enhancing Academic Engagement Through Library Resources. *College & Research Libraries*, 81(7), 984-1001. <https://doi.org/10.5860/crl.81.7.984>
23. Nguyen, T. M., & Green, D. (2022). Accessibility and Usage Patterns of Digital Libraries in the Post-Pandemic Era: EBSCO Host as a Case Study. *The Electronic Library*, 40(1), 1-14. <https://doi.org/10.1108/EL-05-2021-0118>
24. Patel, K., & Desai, R. (2024). Technological Advancements and Their Impact on the Utilization of Online Databases. *Journal of Information Technology & Libraries*, 43(1), 23-38. <https://doi.org/10.1016/j.itl.2023.101213>
25. Ramachandran, S., & Cherian, L. (2020). Empowering libraries through e-resources: An overview of the usage of EBSCO databases by the faculty members of engineering colleges in Kerala. *SRELS Journal of Information Management*, 57(6), 487-494.
26. Smith, L., & Jones, R. (2020). User Interface Design and Its Effect on Database Utilization: A Case Study of EBSCO Host. *Library Hi Tech*, 38(4), 578-593. <https://doi.org/10.1108/LHT-02-2020-0032>