

Faculty Members Awareness and Use of Academic Electronic Databases in Two Nigerian Specialised University Libraries

¹Vera Ngozi Okonoko, ²Ejitagha Stella

¹University Librarian, University of Delta, Agbor, Delta State

²Delta State Polytechnic Library, Otefe-Oghara P.M.B 03, Oghara Delta State

DOI: <https://doi.org/10.47772/IJRISS.2026.100600814>

Received: 14 June 2026; Accepted: 19 June 2026; Published: 06 July 2026

ABSTRACT

The study examined faculty awareness and use of academic databases in two Nigerian specialised universities. Four research questions guided the study. A descriptive survey design was adopted for the study. The population comprises 276 faculty members who are registered with both Federal University of Petroleum Resources (FUPRE) and Nigerian Maritime University (NMU) Libraries. The entire population was selected in the research using a total enumeration sampling technique. Structured questionnaire were used to elicit data from the respondents following the necessary ethical considerations. A total of 276 copies of the questionnaire were distributed to the respondents and 248 copies were returned resulting in a 90% response rate. The data elicited were analysed using descriptive statistics. The findings revealed that the extent of awareness of academic databases by the faculty members in the two specialised universities was high. The findings indicated that the purpose of the use of academic databases by the faculty members included research purposes, meeting teaching requirements, tracking citation metrics and impact factors of relevant academic articles, journals, and books, and lesson note preparation, among others. The findings revealed that the extent of the use of academic databases by faculty members examined was low. The challenges militating against the use of academic databases as indicated in the study findings include epileptic power supply and poor internet connectivity/ low bandwidth, poor management support, inadequate subscribed databases, and lack of time and high workload, among others. The researchers recommended that university and library management should put efforts towards sustaining the awareness of their faculty members on the availability of academic databases and university management should provide the needed support by ensuring alternative power sources, subscribed academic databases and a swift internet is made available to enhance academic database use by faculty members.

Keywords: Faculty members; Awareness; Electronic; Databases; Specialised Universities; Nigeria

INTRODUCTION

Universities' libraries play a key role in promoting academic achievement by supporting the needs of their academic community for teaching, innovation, learning and research. By providing access to a wide range of knowledge in both digital and physical formats, they act as a centre of learning and learning, fostering self-directed learning and teamwork. University libraries have also changed from being places where people consult materials in person to places where they have access to digital material at any time, 24 hours a day, as a result of the fifth industrial revolution, which has accelerated the spread and adoption of various technologies driving the provision of services (Odusanya, 2019). This digital access was made possible and facilitated by the development of academic electronic databases. Universities now subscribe to databases and provide access to a large number of open access databases for the use of members of their academic community. Examples of subscription databases ProQuest, EBSCOhost, ScienceDirect, and Emerald Insight (Irenea, 2022). Academic databases are an essential tool for universities to engage in research and to break new ground in their chosen careers. The Public Library of Science (PLOS) and the Bielefeld Academic Search Engine (BASE) (Ivwhighrehweta, Eireyi-Fidelis, 2022). Conversely, in order to be able to use these databases to meet their diverse information needs, staff members must be aware of what is available (Basiru and Okwilagwe, 2018). Awareness can be defined as the state of awareness that something exists in the case of a scholarly database.

Taking a cue from the above definition, in the context of this study, awareness refers to knowledge of the existence of academic databases in the libraries of universities. It is clear that faculty members who are not aware that academic databases are available in their university libraries are unlikely to use them regardless of their prospects.

A comprehensive grasp of faculty awareness and utilization is necessary to comprehend how academic electronic databases assist teaching, research, and learning in higher education. Awareness is one of the key elements influencing the uptake and application of technology tools, including academic databases (Awodele et al., 2024). High awareness faculty members are more likely to utilize and maximize the potential of academic databases than low awareness faculty members. Understanding how faculty members' knowledge and use of academic databases interact is essential to enhancing research productivity and scholarship at Nigerian specialized institutions. Therefore, the current study's objective is to look into how faculty members at two Nigerian specialized universities use and are aware of academic databases.

BACKGROUND

University libraries are crucial to the growth of their academic communities' research capacities, particularly those affiliated with specialized institutions. These institutions support the academic and research objectives of the members of the academic community they serve by offering services and providing current information resources. A petroleum university library would prioritize resources on petroleum engineering, petrochemical engineering, chemical engineering, fluid mechanics, and related topics, while maritime university libraries would prioritize materials on shipping, maritime accounting and economics, and maritime navigation, among other topics. The specialization emphasizes the necessity of a tailored approach to information resource acquisition, utilization, and management in order to guarantee that instructors and students have access to the most current and significant materials. The acquisition of academic databases by Nigerian specialized institution university libraries is mostly motivated by the need to promote innovation and research. The rapid advancement of technology and the intricacy of global research have made access to excellent, comprehensive, and current scholarly materials imperative. By providing a vast collection of peer-reviewed articles, electronic books, conference proceedings, and other resources across numerous academic disciplines, academic databases frequently help close the gap. The majority of these scholarly databases are either open-access or subscription-based.

Federal University of Petroleum Resources Effurun, Delta State, Nigeria

As a result of the Nigerian federal government's 2007 initiative to create a specialized university to meet the high-level expertise needs for the gas and oil sector in Nigeria and around the world, the Federal University of Petroleum Resources Effurun (FUPRE), Delta State, Nigeria, was founded (<https://fupre.edu.ng/about-us/2025>). FUPRE is the first of its kind in Africa and the sixth globally, with the slogan excellence and relevance. In order to address the expanding expertise needs of Nigeria's gas and oil industry, the university currently has four colleges, twenty-three departments, and four programs. Some of the courses offered in FUPRE include Petroleum Engineering, Chemical Engineering, Mechanical Engineering, Civil Engineering, Electronic and Electronics Engineering, Marine Engineering, Computer Engineering, Natural Gas Engineering, Environment Science and Toxicology, Geology and Geophysics, Physics, Chemistry, Biochemistry, Microbiology, Maritime and Offshore Studies, Petroleum Chemistry, Petrochemicals, among others. (<https://fupre.edu.ng/about-us/2025>).

A vast array of print and electronic information materials are acquired by the FUPRE library. At the moment, the university library has subscriptions to the academic databases Research4life, Onepetro, and EBSCO-Host. Additionally, the university library provides access to open-access resources, including the Tertiary Education Trust Fund-funded TERAS database and other free databases.

Nigerian Maritime University, Okerenkoko, Delta State, Nigeria

In order to provide a specialized university for the sector, the Federal Ministry of Transportation, operating through the Nigerian Maritime Administration and Safety Agency (NIMASA), took the initiative to create the

Nigeria Maritime University (NMU). The university's permanent location is in the Warri South West Local Government Area's Okerenkoko, Delta State, Nigeria. The institution was established in response to Nigeria's severe lack of qualified workers in the maritime sector. Port management, nautical sciences, transportation and logistics, maritime economics and finance, marine engineering, civil engineering, and marine geology are just a few of the courses that are available at the university. There are numerous open-access and subscription-based databases at NMU (<https://www.nmu.edu.ng/about-us/#/2025>).

Research Questions

- a) What is the extent of awareness of academic databases by the faculty members in the two Nigerian specialised universities?
- b) What is the purpose of the use of electronic databases by the faculty members in the two Nigerian specialised universities?
- c) What is the extent of the use of academic databases by the faculty members in the two Nigerian specialised universities?
- d) What were the challenges militating against the use of academic databases by the faculty members in the two Nigerian specialised universities?

REVIEW OF RELATED LITERATURE

The Extent of Awareness of Academic Databases by the Faculty Members

Aina (2014), awareness is a factor that increases knowledge and consciousness of a certain innovation or technology, which may have an impact on usage. Study on faculty members at Babcock University Business School had varying levels of awareness regarding electronic databases. While most were aware of academic journals, theses, and dissertations, they were unaware of book databases such as Bookboon and other online repositories (Okwilagwe & Basiru 2018). Faculty members at public institutions in South-West Nigeria were found to have above-average (60.6%) awareness of electronic databases, according to a study on their use for research and instruction (Idowu & Eiriemiokhale 2020). In some regions, lecturers have shown a high level of awareness of academic databases. For example, instructors and graduate students at Western Delta University in Nigeria showed a high level of familiarity with electronic academic databases, frequently using JSTOR, Elsevier, and ProQuest. Ivwighrehweta and Eireyi-Fidelis (2022). Similarly, a high percentage of faculty members in Malaysian universities used and had access to online databases, suggesting a high level of awareness (Samah et al., 2019). However, a number of studies have revealed that faculty members are not well-informed about academic databases. For instance, many instructors in Tamil Nadu, India, were not aware of the academic databases that their libraries subscribed to, even though electronic resources were readily available (Jaganbabu et al. 2023). A research found that 86% of participants knew of electronic databases, with 41% having a high level of awareness, mostly from announcements (27%), and librarians (44%). This suggests a high degree of awareness among Bowen University's faculty in Nigeria (Adesola & Ojemola, 2021).

The Purpose of the Use of Electronic Databases by the Faculty Members in the two Nigerian Specialised Universities

Electronic databases are mostly used by faculty members at DMI group institutions in Tamil Nadu for research purposes and to support their teaching and learning needs (Jaganbabu et al., 2023). According to studies, instructors at universities like the University of Huelva in Spain and Bowen University in Nigeria use these databases to improve their instruction and create course materials (Moro et al., 2014; Adesola & Ojemola, 2021). Moreover, Tella et al. (2017), professors at the University of British Columbia in Canada and the University of Ilorin in Nigeria often use these databases to gather data for their research papers and to keep abreast of the most recent advancements in their disciplines. Studies on faculty members' use of social networks, scientific databases, and the internet, lecturers use academic databases to look up research and instructional materials, and they use social media to broaden their knowledge (Kaur & Randhawa 2010; Rostami & Hosseini & Saberi,

2022). Furthermore, Olajide and Adedokun (2018) evaluated the awareness and purpose of using electronic information resources in their study at Afe Babalola University, Ado Ekiti. According to the results, faculty members mostly use electronic databases for teaching and research, as well as to suggest these resources to students. They find these electronic resources very valuable in satisfying their instructional and research needs at Afe Babalola University. Faculty members' access to and usage of educational databases for studying and teaching was examined at Usmanu Danfodiyo University in Sokoto. According to the findings, faculty members use electronic databases to improve the quality of their instruction, expedite their workflow, improve communication, and guarantee successful teaching and learning (Aliyu & Gadanga, 2024).

The Extent of the Use of Academic Databases by the Faculty Members in the two Nigerian specialised universities.

A study evaluated how much the business education instructors at Kwara State University used academic databases. According to the study, lecturers in business education used electronic databases for research and instruction to a limited degree. This was mostly because they were unaware of and lacked the skills necessary to use these databases efficiently (Mamman, 2019). The situation at Ahmadu Bello University in Zaria, on the other hand, is similar. It was found that the faculty of education there mostly uses two databases: DOAJ and AJOL. There is a notable discrepancy between faculty members' actual use of available online databases and their limited involvement with them, according to the study (Funmilola, Musa, & Dauda, 2017). Conversely, researchers at India's Speech and Hearing Institutions make more use of academic resources like HELENET and PubMed; 48.6% of them report using PubMed frequently, while 49.1% say they use HELENET for work-related purposes (Ramamani & Ramasesh, 2017). Furthermore, in their study, Sambo, Saghanen, and Rita (2022) found that students' use of electronic information resources at university libraries in South-West Nigeria was correlated with their awareness of online resources and search abilities. The study found a strong correlation between students' use of electronic information resources in South-West Nigerian university libraries and their familiarity with online resources and search techniques. According to the results of a previous study that evaluated how Katsina State University lecturers perceived and used databases, academic databases were used extensively by the lecturers, primarily to fulfill their diverse academic goals (Emmasiegbu & Anaehobi, 2021). Additionally, this study evaluated how much professors at Usmanu Danfodiyo University in Sokoto used academic databases. With a mean score ranging from 2.75 to 3.07 and a standard deviation between .82 and .96, the results showed that faculty members heavily utilize Science Direct, HINARI, DOAJ, Pavilion, and Elsevier (Aliyu & Gadanga, 2024).

The Challenges Militating Against the Use of Academic Databases by the Faculty Members in the Two Nigerian Specialised Universities.

Similar findings were made by Sambo and Onasote (2021), who found that the majority of respondents strongly agreed that the following factors make using electronic information resources in academic libraries difficult: a lack of skills to access the database; constant power supply; improper maintenance; a lack of electronic resources in my field; and difficulty finding pertinent information to meet my information needs. Many problems hinder faculty use of electronic databases in Nigerian specialized universities. Numerous problems, such as insufficient internet access, epileptic power supplies, trouble locating necessary electronic databases, inaccessibility to login credentials for specific databases, and pertinent databases that were not subscribed to, made it evident that lecturers at Anambra University libraries were experiencing difficulties using electronic databases (Kofi, 2019). The difficulty of the epileptic power supply, limited access to online devices, inadequate skills, a dislike of reading from a screen, a preference for alternative information sources, and ignorance were the key factors impacting lecturers' use of electronic databases, according to Bakare et al. (2013). Thus, in their research on the use of electronic information resources and obstacles for academic purposes, Abdulakeem and Sambo (2022): According to a systematic literature analysis conducted between 2011 and 2021, e-resources have been demonstrated to enhance students' academic performance at all levels in higher education. Therefore, it is crucial that academic administrators or librarians make an effort to carefully select the most significant electronic information resources that will enhance research, teaching, and learning. They should also be aware of the challenges associated with using e-resources and work to improve them for positive outcomes.

Additionally, in their study, "Technology: Constraints to Implement in Public University Libraries in Nigeria," Chukwusa (2020) found that faculty members' use of electronic databases was primarily impacted by their lack of time and their inability to retrieve information. According to additional research, faculty members' usage of electronic databases is hindered by a number of problems, including a lack of infrastructure, poor training, and the high cost of most memberships (Prangya & Rabindra, 2015). The three main issues influencing university professors' use of electronic databases were identified as inadequate training, sluggish internet access, and poor connectivity.

METHODOLOGY

Research Approach

The study adopted the descriptive survey design. A descriptive survey design is suitable for quantitative studies that entail data collection using questionnaires from a given sample size. Descriptive survey design studies aim to describe the participants, conditions, or events by examining them as they appear without the researcher manipulating any aspects of the variables (Siedlecki, 2020). Descriptive research helps in precisely and methodically describing a study's participants, phenomenon, or situation. This research method makes it easy to understand a study population which makes concluding easier. The descriptive survey design was adopted in the present study to understand faculty awareness, competencies, and use of academic databases using two Nigerian specialised universities as a case study.

Population and Sampling Strategy

The population comprises the registered faculty members at the Federal University of Petroleum Resources, Effurun (FUPRE), Delta State, and Nigeria Maritime University (NMU), Okerenkoko, Delta State. FUPRE library has a total of 252 registered faculty members and NMU library had a total of 24 registered faculty members as of the 2024/2025 academic session. The choice of selecting only registered faculty members of the two specialised university libraries is that only registered users are provided access to the subscribed and open-access databases available in the university libraries' understudy. The entire population of 276 faculty members from the two specialised institutions was included in the study.

The total enumeration sampling strategy was used in the present study to select the entire population used in the study as a result of the manageable size of the population.

Research Instrument

The instrument deployed for eliciting data from the respondents is a structured questionnaire designed specifically to answer the study questions. The instrument was printed and distributed physically to the respondents. The instrument was made up of five sections with questions very easy to comprehend. **Section A** comprised the demographic features of the respondents which comprised the respondents' gender. **Section B** answered questions on the extent of awareness of the use of academic databases by the faculty members. **Section C** is based on the purpose of the use of academic databases by the faculty members in the two Nigerian specialised universities. **Section D** covers the extent of the use of academic databases by the faculty members. **Section E** provides the answer to the questions on the challenges militating against the use of academic databases by the faculty members in the two Nigerian specialised universities. Questions were used in the study for eliciting data since they are easy to design, distribute, and elicit data from a given respondent or group which is necessary to conclude a quantitative study.

Questionnaire Validity and Reliability

To determine the level of the questionnaire validity, the researcher elicited the assistance of experienced information professionals who assessed the questionnaire contents made some valid corrections, and confirmed it was appropriate the measure the questions raised in the study. Regarding the instrument reliability, the test and retest method was adopted. Twenty copies of the instrument were distributed to twenty librarians at the University of Nigeria, Nsukka which is situated in Enugu State, Eastern part of Nigeria which is totally outside

the study geographical location. The entire ten copies were returned and the reliability test was done using Cronbach Alpha Correlation Coefficient at 0.50 acceptance level which yielded $r = 0.82$ as the result. This result indicates that the instrument is reliable since the coefficient result is above the 0.50 benchmark set.

Distribution and Analysis of the Questionnaire

The instrument was distributed to the respondents physically in the two specialised universities visited in Delta State, Nigeria. The physical distribution of the questionnaire to the respondents ensured the consent of the respondents was sought and their obligations and rights before their inclusion in the study ensuring that ethical standards are upheld. The distribution was carried out with the aid of two research assistants who were adequately briefed by the researcher on how to approach participants and elicit the necessary data from them to complete the study. The questionnaire distribution and retrieval phase lasted for 3 weeks. The data elicited using the questionnaire was analyzed using the descriptive statistics method displayed in tables for clarity.

RESULT

Questionnaire Response Rate

Table 5.1: Questionnaire Response Rate

The number of questionnaires distributed	No of Questionnaire Returned	Percentage of Return
276	248	90%

From the data in Table 5.1, 276 copies of the questionnaire were distributed to the respondents; the researchers were able to retrieve only 248 copies culminating in a 90% response rate. The response rate of 90% is classified as sufficient for the study. Scholars have continually stressed that 60% and above is the acceptable response rate for most quantitative studies^{30, 31}.

Section A: Demographic Features of the Respondents

Gender Distribution of the Respondents

Table 5.2: Gender Distribution of the Respondents

Gender	Frequency	Percentage
Male	126	50.81
Female	122	49.19
Total	248	100%

Source: FieldWork Survey, (2024)

The findings in Table 5.2 indicated that 126(50.81) of the respondents were male, while 122(49.19) of the respondents were female.

Question 1: The Extent of Awareness of Academic Databases by the Faculty Members

Table 5.3: Extent of Awareness of Academic Databases by the Faculty Members

Extent of Awareness of Academic Databases	VHE	HE	LE	VLE	Mean
I am familiar with the various databases relevant to my field of study.	108	90	30	20	3.15

I regularly use academic databases for my teaching and research needs.	102	88	24	34	3.04
I can differentiate between open-access and subscription-based databases.	110	85	25	28	3.12
I am aware of the key functionalities of academic databases.	98	92	23	35	3.02
I receive training on the use of academic databases.	104	86	23	30	3.02
I am aware of the academic databases subscribed in my university library.	112	83	30	23	3.15
I can effectively evaluate the credibility of the sources retrieved from academic databases.	115	80	28	25	3.15
I am aware of the search functionality associated with academic databases.	109	84	32	23	3.12
I am familiar with the methods of downloading digital content from academic databases.	106	88	24	30	3.09
I am aware that academic databases can be accessed from anywhere irrespective of the time and place.	108	86	22	32	3.09

Source: FieldWork Survey, (2024).

Note: VHE: Very High Extent; HE: High Extent; LE: Low Extent; VLE: Very Low Extent

N = 248. Note: Criterion Mean = 2.50, Aggregate Mean = 3.09

From Table 5.3, since the aggregate mean is 3.09 which is more than the criterion mean of 2.50, it can be concluded that the extent of awareness of academic databases by the faculty members in the two specialised universities is high.

Question 2: The Purpose of the Use of Academic Databases by the Faculty Members

Table 5.4: The Purpose of the Use of Academic Databases by the Faculty Members

Purpose of the Use of Academic Databases	Frequency	Percentage
I use academic databases for research purposes	248	100%
I use academic databases to meet my teaching requirements.	228	91.94%
I rely on academic databases for lesson note preparations.	194	78.23%
I make use of academic databases to be abreast of the latest developments in my field.	68	27.42%
I use academic databases for my self-development aspirations.	72	29.03%
I use academic databases to get formats for grants and scholarship applications.	112	45.16%
I use academic databases to understand research trends in my field.	48	19.35%
I use academic databases to identify potential collaborators in research projects.	24	9.68%
I rely on academic databases for getting materials for my spiritual upliftment/obligations.	12	4.84

I use academic databases to track citation metrics and impact factors of relevant academic articles, journals, and books.	208	83.87
I use academic databases for crosschecking information elicited from other sources.	142	57.26

Source: FieldWork Survey, (2024)

Table 5.4 indicate that the purpose of the use of academic databases by the faculty members include research purpose with 248(100%) of the respondents, meeting teaching requirements with 228(91.94%) of the respondents, to track citation metrics and impact factors of relevant academic articles, journals and books with 208(83.87%) of the respondents, lesson note preparation with 194(78.2%) of the respondents, for crosschecking information from other sources with 142(57.26%) of the respondents, to get formats for grants and scholarship applications with 112(45.16%), for personal self-development aspirations with 72(29.03%) of the respondents, to be abreast of latest development in my field with 68(27.42%) of the respondents, to understand research trends in my field with 48(19.35%) of the respondents, to identify potential collaborators in research projects with 24(9.68%) of the respondents and for getting materials for spiritual upliftment/ obligations with 12(4.84%) of the respondents.

Question 3 : The Extent of the Use of Academic Databases by the Faculty Members

Table 5.5: Extent of the Use of Academic Databases by the Faculty Members

Extent of the Use of Academic Databases	VHE	HE	LE	VLE	Mean
I use academic databases for research purposes	148	62	18	20	3.36
I use academic databases to meet my teaching requirements.	132	52	28	36	3.13
I rely on academic databases for lesson note preparations.	24	32	71	121	1.83
I make use of academic databases to be abreast of the latest developments in my field.	42	52	82	72	2.26
I use academic databases for my self-development aspirations.	54	34	123	37	2.42
I use academic databases to get formats for grants and scholarship applications.	30	42	86	90	2.05
I use academic databases to understand research trends in my field.	28	40	92	88	2.03
I use academic databases to identify potential collaborators in research projects.	26	38	98	86	2.02
I rely on academic databases for getting materials for my spiritual upliftment/ obligations.	20	30	102	96	1.90
I use academic databases to track citation metrics and impact factors of relevant academic articles, journals, and books.	22	36	98	92	1.95
I use academic databases for crosschecking information elicited from other sources.	25	33	105	85	1.99

Source: FieldWork Survey, (2024).

N = 248. Note: Criterion Mean = 2.50, Aggregate Mean = 2.27

Since the aggregate mean of 2.27 is below the criterion mean of 2.50, it can be concluded that the extent of the use of academic databases by faculty members examined was low.

Question 4: The Challenges Militating Against the Use of Academic Databases by the Faculty Members

Table 5.6: Challenges Militating Against the Use of Academic Databases by the Faculty Members

Challenges Militating Against the Use of Academic Databases	Frequency	Percentage
Epileptic power supply affects my use of academic databases.	248	100%
Poor competencies affect my use of academic databases.	98	39.51%
Poor internet connectivity/ low bandwidth.	248	100%
Insufficient infrastructural facilities to deploy academic databases.	182	73.39%
I find it difficult to use the advanced search features of academic databases.	142	57.26%
Poor management support.	242	97.58%
Lack of time and high workload affect my use of academic databases.	186	75%
The complex interface of most academic databases is a militating factor.	112	45.16%
Inadequate subscribed databases in my university library.	218	87.90%
Login or authentication issues affect my access and use of academic databases.	168	67.74%
Navigating academic databases is complex and time-consuming.	108	43.55%
Lack of training on academic databases affects my use of it.	64	25.81%

Source: FieldWork Survey, (2024).

The findings in Table 5.6 indicate that the challenges militating against the use of academic databases by the faculty members include epileptic power supply and poor internet connectivity/ low bandwidth with 248(100%) of the respondents, poor management support with 242(97.58%), inadequate subscribed databases with 218(87.90%) of the respondents, lack of time and high workload with 186(75%) of the respondents, insufficient infrastructural facilities with 182(73.39%) of the respondents, login or authentication issues with 168(67.74%) of the respondents, difficulty in carrying out the advanced search features with 142(57.26%) of the respondents, complex interface of academic databases with 112(45.16%) of the respondents, complexities in navigating academic databases with 108(43.55%) of the respondents, poor competencies in the use of academic databases with 98(39.51%) of the respondents and lack of training on academic databases affect my use with 64(25.81%) of the respondents.

DISCUSSION OF FINDINGS

The findings revealed that the extent of awareness of academic databases by the faculty members in the two specialised universities was high. This finding aligns with the view that the extent of awareness of academic databases was high among faculty members at Western Delta University¹¹. Also, faculty members in South-West, Nigeria public universities exhibited high awareness of academic databases in their university libraries¹⁰ which corroborates the findings of the study. However, some studies contrast with the present study. For instance, research conducted in Tamil Nadu, India reported that there was low awareness of academic databases in the library by the faculty members¹³. This finding has practical implications for library management and policymakers. Library management should ensure sustained awareness and use of academic databases by adopting frequent training, promotional strategies, and user-centered services.

The findings indicated that the purpose of the use of academic databases by the faculty members included research purposes, meeting teaching requirements, tracking citation metrics and impact factors of relevant academic articles, journals, and books, lesson note preparation, crosschecking information from other sources, to get formats for grants and scholarship applications and personal self-development aspirations, among others. This finding supports the research in the institutions of the DMI group in Tamil Nadu which indicates that the faculty members deploy electronic databases for research and to support instructional/ teaching requirements¹³. However, the finding disagreed with a study at the University Of Huelva, Spain¹⁶ which indicated that the faculty members use academic databases to enhance their teaching delivery and prepare course materials and not basically for research purposes. This finding projects the need for more training for faculty members to expand their use of academic databases in Nigerian universities.

The findings revealed that the extent of the use of academic databases by faculty members examined was low in the two Nigerian specialised universities. This finding aligns with a study in Kwara State University which indicated that the extent of the use of academic databases by the Business Education lecturers' was low due to several factors²⁰. The situation is not different at Ahmadu Bello University, Zaria, it was discovered that the academics in the faculty of education primarily use only two databases, the Directory of Open Access Journals (DOAJ) and African Journal Online (AJOL). The situation is not different at Ahmadu Bello University, Zaria, it was discovered that the academics in the faculty of education primarily use only two databases, the Directory of Open Access Journals (DOAJ) and African Journal Online (AJOL) indicating a low extent of use²¹. The findings disagreed with the study of Usmanu Danfodiyo University, Sokoto which indicated that the faculty members use Science Direct, HINARI, DOAJ, Pavilion, and Elsevier to a great extent²⁴. These findings have practical implications for library management and policymakers, library management should create the enabling environment by ensuring the necessary academic databases as well as the required facilities (internet access, power supply, and other information communication technologies) are available to drive the use of academic databases by the faculty members.

The challenges militating against the use of academic databases as indicated in the study findings include epileptic power supply and poor internet connectivity/ low bandwidth, poor management support, inadequate subscribed databases, lack of time and high workload, insufficient infrastructural facilities, and login or authentication issues, among others. This finding agrees with a study in Anambra university libraries which indicated that epileptic power is among the primary factors affecting the deployment of academic databases by the faculty members in the universities²⁵. This finding has practical implications for library management, as there is an urgent need to ensure the university library and university environment acquire a viable alternative power source to enhance the use of academic databases by the faculty members. Also, the required subscribed databases and internet access should be made available to project the use of academic databases by the faculty members in Nigerian universities.

CONCLUSION

Academic databases have remained a vital information source for faculty members as they use them to meet their research and teaching aspirations. Awareness has been described as a major influencing factor that influences the use of academic databases by faculty members in specialised universities. The study has shed light that the faculty members in FUPRE and NMU are adequately aware of the relevant academic databases in their university libraries. The faculty members' awareness of academic databases prompts their usage of these databases to meet their research and teaching requirements. The study has also buttressed the fact that awareness does not translate to automatic usage, because despite the faculty members' awareness of academic databases, the extent of usage was found to be low. The low extent of use of academic databases can be largely attributed to the challenges they face when attempting to use these databases. The challenges revealed in the study are majorly epileptic power, poor internet connectivity/ low bandwidth, poor management support, inadequate subscribed databases, lack of time and high workload, insufficient infrastructural facilities, and login or authentication issues, among others. To improve the extent of the use of academic databases, library and university management should take action and mitigate these challenges faced by faculty members in universities.

LIMITATION

The study adoption of a quantitative method only may not reveal a holistic view as adopting both qualitative and quantitative methods may have revealed a more robust view regarding faculty awareness and use of academic databases in two Nigerian specialised universities. Also, the choice of special universities in Delta may not reflect the view of the faculty members in specialised universities in other states and Nigeria as a whole. It is recommended that scholars in the future adopt both quantitative and qualitative methods which should encompass the use of questionnaire and interview methods for the data collection and descriptive statistics and thematic analysis for the analysis of the data for a more in-depth perspective.

RECOMMENDATIONS

As a result of the findings of the study, the researchers recommended that:

- I. University and library management should put efforts towards sustaining the awareness of their faculty members on the availability of academic databases to sustain their usage.
- II. University and library management should put efforts into training faculty members to enhance their scope of the use of academic databases in specialised universities.
- III. To improve the extent of use of academic databases by the faculty members, university management should provide the needed support by ensuring alternative power sources, subscribed academic databases and a swift internet is made available.
- IV. Library management should organise training for faculty members on how to login to academic databases and how to search appropriately to boost their competencies and mitigate the challenges they face.
- V. Faculty members should create time irrespective of their heavy workload to deploy academic databases to meet their various information needs.

REFERENCES

1. Abdulakeem, A. I & Sambo, A. S (2022). Electronic information resources usage and challenges for academic purpose: A systematic literature review 2011-2021. *International Journal of Academic Research in Education and Review*, 10(1): 56-63. Available online at <https://www.academicresearchjournals.org/IJARER/Abstract/2022/February/IMRAN%20and%20SAMBO.htm#:~:text=https%3A//doi.org/10.14662/ijarer2022040>
2. Adesola, A. P. & Ojemola, O. I. (2021). An assessment of the use of electronic databases by academic staff, Bowen University, Nigeria. *Int. J. Libr. Inf. Serv.* 10(2), 1–15. <https://doi.org/10.4018/IJLIS.20210701.OA8>
3. Aina, R. F. (2014). Awareness, accessibility and use of electronic databases among academic staff of Babcock University Business School. *Arab. J. Bus. Manag. Rev*, 3(6), 40-47.
4. Aliyu, J. S & Gadanga, A. T. (2024). Availability and use of educational databases for effective teaching and learning by academic staff. *Rec Lib J*, 10(12), 235–246. <https://doi.org/10.20473/rlj.235-246>
5. Awodele, I.A., Mewomo, M.C., Municio, A.M.G., Chan, A.P.C., Darko, A., Taiwo, R., Olatunde, N.A., Eze, E.C. & Awodele, O.A. (2024). Awareness, adoption readiness and challenges of railway 4.0 technologies in a developing economy. *Heliyon*, 10(4), p.e25934. doi: <https://doi.org/10.1016/j.heliyon.e25934>
6. Bakare, O. D., Owolabi, O. A., Banigboye, O. B. & Bankole, O. M. (2013). Factors affecting library use by academic staff and students at Federal University of Agriculture, Abeokuta, Ogun State. *PNLA Q.*, http://connection.ebscohost.com/c/articles/86978740/factorsaffecting_library-use-by-academicstaff-students-federal-universityagriculture.
7. Basiru, A & Okwilagwe, O.A. (2018). Awareness of electronic databases by academic staff in private universities in South-West Nigeria. *Inf. and Know Manag*, 8(4), 23-31.

8. Chukwusa, J. (2020). Blog technology: Constraints to implementation in public university libraries in Nigeria. *Sci. Technol. Libr*, 39(1), 83-98.
9. Eireyi-Fidelis, S & Ivwighrehweta, O. (2022). The usage of electronic academic database resources among lecturers and postgraduate students in Western Delta University, Oghara, Delta State, Nigeria. *Int. J. Libr.* 7(2), 106–112. <https://doi.org/10.23974/ijol.2022.vol7.2.250>
10. Emmasiegbu, M. & Anaehobi, S. E. (2021). Challenges to the use of electronic databases by lecturers in government-owned university libraries in Anambra State, Nigeria. *Libr. Philos. Pract. (e-journal)*., 5224. <https://digitalcommons.unl.edu/libphilprac/5224>
11. Federal University of Petroleum Resources. Handbook (2025) Available at. <https://fupre.edu.ng/about-us/>
12. Funmilola, M. M., Musa, H. U. & Dauda, I. A. (2017). Assessment of online databases use by academics of Faculty of Education, Ahmadu Bello University, Zaria. *Samaru J. Inf. Stud.*, 2017, 17(1), 1–13.
13. Nigeria Maritime University. Handbook, (2025). Available at <https://www.nmu.edu.ng/about-us/#>.
14. Idowu, A.O & Eiriemiokhale, K.A. (2020). Availability and awareness of electronic databases for teaching and research by lecturers in public universities in South-West, Nigeria. *Indian J. Inf. Sources Serv*, 10(1), 27-35.
15. Irenoa, K. O & Sawyerr-George, O. E. (2022). An assessment of academic database subscription management in Nigerian tertiary institutions: Challenges and prospects. *Library Philosophy and Practice (e-journal)*. 7419. <https://digitalcommons.unl.edu/libphilprac/7419>
16. Ivwighrehweta, O & Eireyi-Fidelis, S. (2022). The usage of electronic academic database resources among lecturers and postgraduate students in Western Delta University, Oghara, Delta State, Nigeria. *Int. J of Libr.* 7(2), 106-112. <https://doi.org/10.23974/ijol.2022.vol7.2.250>
17. Jaganbabu, J., Dominic, J., Indraj, C. & Jothi, T. (2023). Awareness and utilization of e-resources by faculty members with special reference to the DMI Group of Institutions Tamil Nadu: A case study. *Int. Res. J. Mod. Eng. Technol. Sci.*, 5(10), 1233–1239.
18. Kaur, A. & Randhawa, S. S. (2010). Use of electronic databases in university libraries of British Columbia: A study. *SRELS J. Inf. Manag.* 47(6), 641–652. <http://www.i-scholar.in/index.php/sjim/article/view/44132>.
19. Kofi, P. (2019). Assessment of the use of electronic resources among administrators and faculty in the University of Cape Coast. *Libr. Philos. Pract. (e-journal)*., <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2805&context=libphilprac>
20. Lawal, H. & Abubakar, B. M. (2023). Attitude and the use of electronic databases by lecturers in universities in Katsina State, Nigeria. *Int. J. Appl. Technol. Libr. Inf. Manag.*, 9(3), 1-11.
21. Mamman, J. S. (2019). Business education lecturers' awareness and deployment of electronic databases for teaching and research in universities in Kwara State. *Online J. Arts Manag. Soc. Sci.*, 4(1), 182–191.
22. Moro, A. I., Diaz, J. C. T., Moro, J. C. I. & Vazquez, M. M. (2014). Evaluation of the use of electronic databases in university teaching at the University of Huelva. *SciSpace*. <https://scispace.com/pdf/evaluacion-del-uso-de-las-bases-de-datos-electronicas-en-la-3n8j0t5d3z.pdf>.
23. Odusanya, O. (2019). Transition of physical library to digital library in federal university of Oye-Ekiti. *Int. J. Eng. Inf. Sys.*, 3(9), 21-25.
24. Olajide O. O & Adedokun F. O. (2018). Awareness and use of electronic information resources by the faculty members of Afe Babalola University, Ado Ekiti (ABUAD): A Survey. *Library Philosophy and Practice*, <https://digitalcommons.unl.edu/libphilprac/2064/>
25. Prangya, D. & Rabindra, K. (2015). Access, awareness, and use of electronic information resources by research scholars of Berhampur University: A study. *AJRHASS*, <http://iasir.net/AJRHASSpapers/AJRHASS13271.pdf>
26. Ramamani, B. & Ramasesh, C. P. (2017). Use of medical databases by the faculty of researchers of speech and hearing institutions in India: A study. *Int. J. Res. Libr. Sci*, 3(2), 71-85.
27. Rostami, C., Hosseini, E. & Saberi, M. K. (2022). Information-seeking behavior in the digital age: Use by faculty members of the internet, scientific databases, and social networks. *Inf. Discov. Deliv.*, 50(1), 87–98.
28. Samah, N. A., Karno, M. R., Sharuddin, N., Tahir, L. M. & Samah, N. A. (2019). Examining the usage of and access to online databases for academic purposes: A study at an engineering- and technology-

- based university in Malaysia. IEEE Int. Conf. Eng. Technol. Educ. (TALE), 1-6. <https://doi.org/10.1109/TALE48000.2019.9225991>.
29. Sambo, A. S & Ayoola, O (2021). Challenges confronting undergraduate students in the use of electronic information resources in Olabisi Onabanjo University, Ago Iwoye. **Library Progress International**, 41(2): 297-306. Available online at [D01:10.5958/2320-317X.2021.00033.7](https://doi.org/10.5958/2320-317X.2021.00033.7)
30. Sambo, A. S., Saghanen, G & Rita, E (2021). Students' knowledge of Internet resources and search skills as correlate of electronic information resources use in University Libraries in South-West, Nigeria. **Regional Journal of Information and Knowledge management**, 6(2): 83-96 (ISSN2412-6535416).
31. Sataloff, R. T. & Vontela, S. (2021). Response rates in survey research. *J. Voice.*, 35(5), 683-684. <https://doi.org/10.1016/j.jvoice.2020.12.043>.
32. Selvaraja, K. (2020). What is the acceptable response rate for survey research?, Available at <https://www.researchgate.net/post/What-is-the-acceptable-response-rate-for-survey-research>
33. Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clin. Nurse Spec.*, 34(1), 8-12
34. Tella, A., Orim, F., Ibrahim, D. M. & Suleiman, A. M. (2017). The use of electronic resources by academic staff at the University of Ilorin, Nigeria. *Educ. Inf. Technol*, 23(1), 9–27. <https://doi.org/10.1007/s10639-017-9577-2>