



Attitude and the Use of Electronic Databases by Lecturers in Universities in Katsina State, Nigeria

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Abstract

This study examined the attitude and use of electronic databases by lecturers in universities in Katsina State. The objective of the study was to investigate the attitude and use of electronic databases by lecturers on the use of electronic databases in the universities in Katsina State. Also, one null hypothesis was raised for the research. The population of the study was all the 1149 lecturers in the universities under study. A simple random sampling technique was used to select 291 lecturers. A questionnaire was the instrument used for data collection and was distributed to the respondents accordingly. The data collected was analysed using descriptive statistics through the use of frequency counts with tables to explain. Chi-square was used to test the hypotheses. The Statistical Package for Social Science SPSS software version 20.0 was used for data analysis. The findings revealed that lecturers' attitude towards the use of electronic databases was positive. It was also found that lecturers used electronic databases to a very high extent and for different academic purposes. The study concluded that the attitude of lecturers regarding the use of electronic databases was encouraging. In light of these findings, the study recommended that university management should improve the attitude of lecturers toward e-databases overcome their resistance to change to a new technological advancement and provide more ICT facilities that will enhance the utilization of e-databases.

Keywords: Attitude, Use, Electronic Databases, Lecturers, Universities, Katsina.

1.1 Introduction

The need for information among lecturers and researchers has increased over the decades. The development of new technologies in the 21st century provides direct access to information easier for users who were previously unable to have access to information. Libraries are increasingly involved in the collaborative efforts of both the provision, preservation and retrieval of

collections to minimize costs and prevent duplication. The rapid growth of these new technologies has changed how information is acquired, organized and accessed by users. Unlike in the past, information was mainly in print format, such as in books, journals, encyclopedias and periodicals, among others. The developments in Information and Communication Technologies (ICTs) brought about the emergence of electronic information

resources and services in libraries. These include Internet services, databases, Compact Disc Read Only Memory (CD-ROM), online catalogues and web resources among others. The developments have resulted in a paradigm shift in information resources and services in libraries with the advent of ICTs. Abubakar (2011) noted that the global trend is characterized by a fundamental shift from a traditional information environment to an e-environment where the emphasis is placed more on the acquisition of e-resources, such as e-books and e-journals as well as online databases. The advent of electronic databases has made libraries today especially the academic community focus more on these resources than any other resource that is becoming more important for the academic community and used more often than prints.

According to Kwadzo (2015), e-databases are collections of electronic information resources by publishers from various fields and disciplines, which can be accessed online or offline. Some of these databases are provided free of charge to libraries in developing countries by their publishers or vendors. Some of the examples of these databases include, among others, Emerald, Science Direct, Academic Search Premier, Ebscohost, Oare Teeal, Hinari, Virtual Library (NUC), Online Public Access Catalogue, CD-ROM (Compact Disc-Read Only Memory), e-books collections, e-journals covering a variety of subjects and major bibliographic databases like Agora and Medlars, AJOL, OARE, DOAJ, Lawtel, Cellpress, Ingenta, JSTOR, Ebrary, Oxford online journal, Biomed Central and Aluka Publication, etc.

Attitude refers to evaluative differences towards an object based upon cognitions, affective reactions, behavioural intentions and past behaviours that can influence future cognitions, affective responses intentions and behaviours. It plays an important role in an individual's

predisposed state of mind regarding a value and is precipitated through a responsive expression towards a person, place, thing or event, which in turn influences the individual's thought and action towards a particular object. Attitudes cause us to behave in a particular way toward an object or person as a result of specific environmental or educational efforts. Other socializing influences are more important factors that individually account for attitude and difference to the development of favourable attitudes with parental and home influences or personal attributes. Lecturers are fast adapting to electronic databases as their major source of information. Therefore, their behaviour towards these resources will help academic libraries to provide better services to them and influence their decisions or behaviour that will play a significant role in determining their personality and contribute enormously to their knowledge. An individual may have a positive or negative attitude that will influence his or her choice of action and respond positively to e-databases.

The study was carried out to investigate *the attitude and use of electronic databases by lecturers in universities in Katsina State*. Quantitative research methodology using cross-sectional survey design was adopted to achieve the objectives of the study.

1.2 Statement of the Problem

The roles of academic libraries continue to evolve through the adaption of new technologies in information management and service delivery to make information readily available and accessible to users. Lecturers in developing countries Nigeria inclusive are fast adapting to the use of electronic databases as the sources of information for their teaching, learning and research activities. Over the last decade, many changes have occurred in our university libraries as most of the scholarly articles are now accessed in digital formats. Therefore, lecturers in universities in Katsina state from different academic disciplines are

embracing electronic databases in their bid to search for information to satisfy their various information needs. These resources have a far greater value than print resources and have unique characteristics, such as multiple accesses, universal access, re-use, promptness, suitability, richer in content and up-to-date information. Academic research is no longer restricted to the physical library building and its hours of operation but may take place anywhere that lecturers have access to e-databases. They offer advanced search capabilities, flexibility in the storage of the results and enable access to information without the restriction of time, space and distance. Despite the benefits attached to e-databases, some lecturers still have negative attitudes towards the use of these important resources. Therefore, given the above-mentioned challenges investigating the attitude and use of electronic databases by lecturers in universities in Katsina state was considered imperative by the researchers.

1.3 Objectives of the Study

The objectives of the study are:

1. To determine the attitude of lecturers towards the use of electronic databases in the universities in Katsina State.
2. To identify the extent of use of electronic databases by lecturers in the universities under study.
3. To ascertain the purposes of using electronic databases by lecturers in the universities.

1.4 Hypothesis

A null hypothesis has been formulated and tested at a .05 level of significance.

Ho1: There is no statistically significant relationship between the attitudes of lecturers and their use of electronic databases.

2.1 Literature Review

The attitude of lecturers towards the use of e-databases will help libraries to provide better services to users. Attitude is defined as the degree of one's personality. According to McLeod (2014), it is a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols. The author added that attitudes are multidimensional. Studies on attitude have identified several factors that affect the attitudes of academicians towards the use of e-databases. Svenningsson, Host, Hulten and Hallstrom (2022) studied students' attitudes towards technology: exploring the relationship between affective cognitive and behavioral components of the attitude construct. They found that the relationships among the attitudinal are different for girls than boys' components with the mean value of 1-5 as a key factor for participating students' attitudinal relation was interest in technology education. Individual interest in technology education was related to both cognitive components and behavioural intentions.

Okunoye (2020) studied the awareness, access and attitude of postgraduate students towards the use of electronic databases in two academic libraries in South-West Nigeria. Their findings revealed that a total of 204 responses were received to the question of whether respondents were enthusiastic towards the use of electronic databases. It was found that 58 (28.44%) were greatly and 102 (50.00%) were moderately enthusiastic towards the use, while 44 (21.56%) were only rarely and poorly enthusiastic. Responses on anxious attitude showed 181 total responses with 33(18.23%) greatly; 64 (35.36%) moderately; while 84(46.41%) were rarely and poorly anxious. 178 responses on avoidance showed 13 (7.30%) greatly avoiding electronic databases; 39 (21.91%) moderately; while 120 (70.78%) rarely and poorly avoided. Responses on

enjoyment attitude showed 194 total responses with 46 (23.71%) greatly, 94 (48.45%); and 54 (27.83%) rarely and poorly enjoying the use of electronic databases.

Naik and Nikam (2014) studied users' attitudes towards the use of the web OPAC. It was found that the majority of the users were using the web OPAC and strongly agreed that they learned it from a library orientation programme. Therefore, they had positive attitudes towards the web OPAC search facility. Similarly, Okello-Obura and Magara's (2008) study found that 90% of the respondents had a positive attitude and zeal towards the use of e-databases, while 10% had a negative attitude. Dehigama and Dharmarathne (2015) investigated the attitude of the undergraduates of the University of Peradeniya library towards access to the electronic resources available in the library. The study showed that users indicated the requirement of access to information within a time convenient to them and the wishes to access information from their homes and hostels. From another perspective, Odeshi (2014) conducted a study on the attitude of students towards e-learning in South-West Nigerian Universities and surveyed some 387 Nigerian students on their experience with attitudes toward and intention to use various e-learning tools. The results indicated that a majority had experiences with such tools as video conferencing, Web CT, virtual classrooms, search engines and email. In addition, 80% indicated that they had a "generally favourable" attitude towards e-learning tools and 86% indicated that it was a "good idea" to use such tools. Similarly, 88.6% of the respondents indicated that they would use e-learning tools whenever possible throughout their coursework.

Maghesh (2012) highlighted the users' attitudes in understanding and interest in e-book collection in the Mahatma Gandhi University Library and how these e-resources

were helpful for learning and research. The inference of the study emphasized the need for orientation and induction. Likewise, library users' attitudes towards the use of electronic information resources may change if they do not get the appropriate information in the databases. Bayram's (2006) study revealed that the most commonly used databases were Web of Science, Science Direct and Ebsco-host.

Another study that was conducted at Colorado University by Moothart (2009) indicated that 73.4% of the respondents preferred to use e-databases over print. Among the same group, 75.0% used e-databases at least once every month. The study also inquired whether participants would cancel membership to a print journal if it had e-databases and 95.6% replied that both print and e-databases should exist. The findings revealed a positive attitude to the use of both print and e-databases. Voorbij and Ongerling (2006) reviewed studies on the users of libraries in a faculty at a University in the Netherlands in the past few years aiming to explore user e-database experiences through two methods. To begin with, 750 faculty members from 9 universities were sent online questionnaires in the second half of 2003 and the first half of 2004. The response rate was 40.7%. Secondly, information was obtained about the questions in the questionnaire by semi-structured interviews with 22 respondents that revealed e-databases were largely accepted in Holland but their point of attraction was the ease of access. This created a positive attitude and readiness to use e-databases. From the findings, it can be seen that most of the respondents had a positive attitude towards e-databases.

3.1 Methodology

This study used a cross-sectional survey design; using a questionnaire titled "The Attitude and Use of Electronic Databases by Lecturers in Universities in Katsina State". The population of the study was 1149

lecturers. A sample of 291 was selected based on the formula recommended by Krejcie and Morgan (1970) which recommends that the population of 1200 has a sample size of 291.

Overall, a sample of 291 respondents was selected from Federal University Dutsin-Ma (FUDMA) (134), Umaru Musa Yar'adua University (UMYU)(91) and ALQALAM University, Katsina (66) respectively. The respondents were randomly selected from the 3 universities; out of 291 questionnaires distributed only 255 representing (86.7%) were received and found useful for data analysis. The data collected was analyzed using descriptive statistics of frequency counts, percentages and tables. Statistical Package for the Social Sciences (SPSS version 20.0) was used for data analysis. Chi-square was used to test the hypotheses to determine the existing relationship between the variables.

4.1 Result/Findings

A total of 291 copies of the questionnaire were distributed to the respondents, out of which 255 copies representing (87.6%) were returned and found usable for the analysis.

4.2 The attitude of Lecturers towards Electronic Databases in Universities in Katsina State

The respondents were asked to indicate their attitude towards e-databases using a 5 point Likert-Scale: SD=Strongly Disagree, D= Disagree, U=Undecided A= Agree, SA= Strongly Agree. Their responses are seen in Table 1:

Table 1: Attitude of Lecturers towards Electronic Databases

SN	Attitude of Lecturers	SD	D	U	A	SA
1.	I still use old teaching methods even when e-database facilities are available	21(9.6%)	5(2.3%)	7(3.2%)	49(22.5%)	136(62.4%)
2.	I combine both manual/traditional & new e-database facility methods	13(5.9%)	14(6.4%)	11(5.0%)	134(61.5%)	46(21.1%)
3.	I feel more confident in using e-databases	18(8.2%)	10(4.6%)	15(6.9%)	131(60.1%)	44(20.1%)
4.	I am satisfied with the accessibility of e-databases	20(9.2%)	24(11.0%)	28(12.8%)	103(47.2%)	43(19.7%)
5.	I have confidence that e-databases have the adequacy of information	22(10.0%)	16(7.3%)	20(9.2%)	99(45.4%)	61(28.0%)
6.	I am satisfied with how I navigate e-databases	12(5.5%)	21(9.6%)	32(14.7%)	122(56.0%)	31(14.2%)
7.	I have a laissez-faire attitude towards using e-databases	27(14.4%)	43(19.7%)	44(20.1%)	76(34.8%)	28(12.8%)

8.	I am satisfied with the experiences obtained when using e-databases	28(12.8%)	44(20.1%)	27(12.4%)	43(19.7%)	76(34.8%)
9.	I am satisfied with the flexibility e-databases afford me	20(9.2%)	32(14.7%)	18(8.2%)	105(48.1%)	43(19.7%)
10.	I have confidence that e-databases will improve the quality of teaching and learning	10(4.6%)	11(5.0%)	18(8.2%)	63(29.0%)	116(53.2%)

Source: SPSS Version 20.0 from the questionnaire responses, 2020

Table 1 presents the attitude of the lecturers towards e-database. As indicated in the Table above, more than half 134 (61.5%), 131 (60.1%), 122 (56.0%), 105 (48.1%), 103 (47.2%), 99 (45.5%), 76 (34.8%), 63 (29.0%), 49 (22.5%) and 43 (19.7%) indicated having a good attitude towards e-databases with regards to the following statements: I combine both manual/traditional and new e-databases facilities methods; I feel more confidence in using e-databases; I am satisfied how I navigate e-databases; I am satisfied with flexibility e-databases to afford me; I am satisfied with the accessibility of e-databases; I have a confidence e-databases has the adequacy of information; I have a laissez-faire attitude towards using e-databases; I have a confidence e-databases will improve the quality of teaching and learning; I still use old teaching methods even when e-databases facilities are available and I am satisfied with the experiences obtain when using e-databases, respectively.

Table 1: also shows that 136 (62.4%), 116 (53.2%), 76 (38.4%), 61 (28.0%), 46 (21.1%), 44 (20.1%), 43 (19.7%), 43 (19.7%), 31 (14.2%) and 28 (12.8%) had a very good attitude towards e-databases with regards to the following statements: I still use old teaching methods even when e-database facilities are available; I have confidence e-databases will improve the quality of teaching and learning; I am satisfied with the experiences obtain when using e-databases; I

have confidence e-databases has the adequacy of information; I combine both manual/traditional and new e-databases facilities methods; I feel more confident in using e-databases; I am satisfied with the accessibility of e-databases; I am satisfied how I navigate e-databases; I am satisfied with flexibility e-databases afford me; and I have a laissez-faire attitudes towards using e-databases, respectively.

Furthermore, Table 1 indicates that 44 (20.1%), 32 (14.7%), 28 (12.8%), 27 (14.4%), 20 (9.2%), 18 (8.2%), another 18 (8.2%), 15 (6.8%), 11 (5.0%) and 7 (3.2%) were undecided concerning the following statements: I have a laissez-faire attitude towards using e-databases, I am satisfied how I navigate e-databases, I am satisfied with the accessibility of e-databases, I am satisfied with the experiences to obtain when using e-databases I have a confidence e-databases has the adequacy of information, I have a confidence e-databases will improve the quality of teaching and learning, I feel more confidence in using e-database, I combine both manual/traditional and new e-database facilities methods, I still use old teaching methods even when e-databases facilities are available and I am satisfied with flexibility e-databases afford me, respectively.

Delving deeper, the table also shows that 44 (20.1%), 43 (19.7%), 32 (14.7%), 24 (11.0%), 21 (9.6%), 16 (7.3%), 14 (6.4%), 11 (5.0%), 10 (4.6%) and 5 (2.3%) have

disagreed concerning the following statements on their attitude towards the use of e-databases: I am satisfied with the experiences to obtain when using e-database; I have a laissez-faire attitude towards using e-databases; I am satisfied with flexibility e-databases afford me; I have confidence e-databases have the adequacy of information; I am satisfied how I navigate e-databases; I combine both manual/traditional and new e-databases facilities methods; I have confidence e-databases will improve the quality of teaching and learning; I am satisfied with the accessibility of e-databases; I feel more confident in using e-databases and I still use old teaching methods even when e-databases facilities are available, respectively.

Finally, 28 (12.7%), 27 (12.4%), 22 (10.0%), 21 (9.6%) 20 (9.2%) another 20 (9.2%), 18 (8.2%), 13 (5.9%), 12 (5.5%) and 10 (4.6%) of the respondents strongly disagreed with regard to the following statements: I am satisfied with the experiences to obtain when using e-databases; I have a laissez-faire attitude towards using e-databases; I have confidence e-databases have the adequacy of information; I am satisfied

with the accessibility of e-databases; I am satisfied with flexibility e-databases to afford me; I feel more confident in using e-databases; I still use old teaching methods even when e-databases facilities are available; I combine both manual/traditional and new e-databases facilities methods; I am satisfied how I navigate e-databases and I have confidence e-databases will improve the quality of teaching and learning, respectively. The present study indicated that lecturers in universities in Katsina State had a positive attitude towards e-databases. It is also important to note that their attitudes towards e-databases will influence their work performance.

4.3 The Extent of the Use of Electronic Databases by Lecturers in Universities in Katsina State

The study went further to ask lecturers about the extent of their use of e-databases using a 5-point Likert scale as follows: Very Frequently, Frequently, Occasionally, Rarely, and Never. Their views are summarized in Table 2:

Table 2: The Extent of the Use of Electronic Databases by Lecturers

S/N	Extent Use of Electronic Databases by Lecturers	Frequency	Percent
1.	Very Frequently	36	16.5
2.	Frequently	69	31.6
3.	Occasionally	57	26.1
4.	Rarely	24	11.1
5.	Never	32	14.6
	Total	218	100

Table 2 shows the extent of use of electronic databases by the lecturers in the universities under study. It was revealed that out of 218, the majority 69 representing (31.6%) indicated that they used e-databases frequently; 57(26.1%) used e-databases occasionally. Further, the findings revealed

that 36(16.5%) expressed their feelings that they used e-databases very frequently. The study's findings indicated that 24 (11.1%) used e-databases rarely and 32 (14.6%) never used e-databases. Based on the outcome of this study, it can be seen that e-databases are very good information resources used by the

Table 3: Purposes of using Electronic Databases by Lecturers in Universities in Katsina State

S/N	Purposes of Using E-Databases	Yes (%)	No (%)	Percent
1.	For research purpose	213 (97.7%)	5 (2.23%)	218 (100%)
2.	For literature searching	200 (91.7%)	18(8.3%)	218 (100%)
3.	For writing conference/seminar	180 (82.5%)	38 (17.5%)	218 (100%)
4.	For personal reading	155 (71.1%)	63(28.9%)	218 (100%)
5.	or the writing of theses and dissertations	120 (55%)	98 (45%)	218 (100%)
6.	For entertainment	93 (42.7%)	125 (57.3%)	218 (100%)
7.	For making lecture note	213 (97.7%)	5 (2.3%)	218 (100%)
8.	For general reading and leisure	180 (82.6%)	38 (17.4%)	218 (100%)
9.	For enhancing knowledge	213 (97.7%)	5 (2.3%)	218 (100%)
10.	To find relevant information in my subject area	210 (96.3%)	8 (3.7%)	218 (100%)

Source: SPSS Version 20.0 from the questionnaire responses, 2020

Table 3 shows that more than half of the respondents indicated the purposes for which they used e-databases 213(97.7%), 213(97.7%), 213(97.7%), 210(96.3%), 200 (91.7%), 180(82.6%), 180 (82.6%), 155(71.1%), 120 (55%) and 93 (43%) indicated the reasons listed to include: for research purposes, for making lecture notes, for enhancing knowledge, to find information in my subject area, other purposes are, literature searching, for writing conference and seminar, for general reading and leisure, for personal reading, for writing of thesis and dissertation, and for entertainment respectively. It can also be observed that the

responses recorded for entertainment were generally low. This means the lecturers were striving towards scholarship and its related activities. From the above analysis, it is noted that the study found that lecturers in the universities in Katsina state used e-databases for different academic purposes.

4.4 Testing and Result of Hypothesis

The null hypothesis which stated thus: There is no statistically significant relationship between the attitude of lecturers and their use of electronic databases in universities in Katsina State was tested and the result is presented as follows:

Table 4: Relationship between Attitude and Use of Electronic Databases by Lecturers in the Universities in Katsina State, Nigeria

	Value	Df	Asymp. Sig. (2-sided)
	14.243 ^a	4	.007
Likelihood Ratio	17.823	4	.001
Linear-by-Linear Association	.133	1	.715
N of Valid Cases	255		

Obtained from SPSS version 20.0

From the top row of Pearson Chi-Square statistic $\chi^2 = 14.243$ in Table 4 the calculated p-value.007 is greater than the 0.05 level of significance. This signifies a positive relationship between the attitude and use of e-databases, $\chi^2 (4, N=255) = 14.243, p > 0.05$. Hence, the null hypothesis stated that: There is no statistically significant relationship between the attitudes of lecturers and their use of e-databases in the universities in Katsina State, Nigeria was rejected and the alternative hypothesis was accepted.

5.1 Discussion of the Findings

From the findings, it can be seen that there is an improvement in the use of e-databases across the universities in Katsina state. The study revealed that lecturers had positive attitudes towards e-databases with the majority 134 (61.5%) indicating having a good attitude towards e-databases with regards to the following statements. These findings of the study support the findings of Okunoye (2020) who found the majority of the respondents 102 (50.00%) were greatly enthusiastic towards the use of e-databases, while 44 (21.56% respondents were moderately enthusiastic towards the use of e-databases. 58 (28.44%) were greatly and 102 (50.00%) were moderately enthusiastic towards the use of e-databases. The study also found that the majority 69 representing (31.6%) indicated that they used e-databases frequently.

This finding equally corroborates that of Mwantimwa, Mwabungulu and Kassim (2021) whose results show all e-databases were used by a negligible number of respondents daily, with Taylor and Francis Online, Research Management Science, and Emerald the most used respectively by just 5.3% of respondents daily. Furthermore, very few respondents reported use of these databases 2 to 3 days a week. All the databases were used by way below one-fifth of the

respondents 2 to 3 days a week. According to the results, Wiley Online Library (12.4%), OCD Library (11.2%), and Taylor and Francis Online (10.6%) were the most used under this category. The results also show that 12.4% of respondents used Taylor and Francis 4 to 5 days a week, while Wiley Online Library was used by 11.8%, Emerald by 11.2%, and Cambridge University Press by 10.6%. Overall, the results show that the majority of respondents did not use any of the databases presented. These findings show the reasons why most of them used e-databases frequently. It's simply because they are very useful in conducting research activities.

Regarding the question on the use of free and open access resources, the responses of academic staff and researchers suggest that the majority (133; 78.2%) of them use free and open access resources. Overall, both subscribed and open-access resources are used for teaching and research purposes among respondents in this study. Regarding the purpose for using e-databases, the findings indicate that lecturers used e-databases for different purposes mostly for research purposes, making lecture notes, and enhancing knowledge, making lecture notes, enhancing knowledge, to find information in my subject area, literature searching, writing conference and seminar, general reading and leisure, personal reading, writing of thesis and dissertation. The finding aligns with that of Akinola, Shorunke, Ajayi and Odefadahun (2018) who reported that postgraduate students at the University of Ibadan purpose use e-databases for research work, literature searching, generate new information, to update knowledge, writing assignments, and to write conference and seminars papers. The findings are also in line with that of Azubuike, Ekere, and Orsu (2021) who revealed faculty of education lecturers at federal university in South East Nigeria used e-databases for the choice of research topic, literature search,

literature review, indexing of the work, and communication of findings and instruments.

Conclusion

From the findings of this study, it has been revealed that lecturers in universities in Katsina state have a good attitude towards e-databases. It was found that the level of usage of e-databases by lecturers was generally high as the majority indicated that they use e-database resources frequently for their research and other academic activities. Results from the study also revealed the purposes of using e-databases by lecturers. The reasons include research, making lecture notes, enhancing knowledge, literature searching, writing of conferences and seminars, and writing of thesis and dissertations. It could be said that lecturers use e-databases for different academic purposes. Based on the outcome of this study, it is concluded that the lecturers' attitude towards the use of e-databases is positive which can be seen as a good development.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. University management should improve the attitude of lecturers towards e-databases by providing more ICT facilities that will enhance the effective utilization of e-databases.
2. Library management should organize special training programs on ICT literacy skills for the lecturers to encourage their frequent usage of the databases.
3. Librarians should also ensure that they adequately subscribe to different types of e-databases; this can help lecturers access their relevant information needs.

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