



FEDERAL UNIVERSITY DUSTIN-MA, KATSINA STATE

FUDMA LIBRARY COMPLEX

2023 INTERNATIONAL CONFERENCE PROCEEDINGS

Date: 4th - 8th June, 2023

1st THEME:
**INTERNATIONAL CONFERENCE/WORKSHOP ON
EMERGING INFORMATION, KNOWLEDGE SYSTEM AND
GLOBALIZATION IN EDUCATION (ICEIKSGE-2023)**

**Held at: Conference Room University Library
Main Campus Federal University Dutsinma.**



Conference Proceedings of

FEDERAL UNIVERSITY DUTSINMA LIBRARY COMPLEX

in Collaboration with

**DEPARTMENT OF LIBRARY AND INFORMATION
SCIENCE, FEDERAL UNIVERSITY DUTSINMA
KATSINA STATE, NIGERIA**

and

**GOVERNMENT DIVISIONAL PUBLIC
LIBRARY KOTA (RAJASTHAN) INDIA**

**A PUBLICATION OF
FEDERAL UNIVERSITY DUTSINMA LIBRARY COMPLEX**

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FACULTY USAGE OF DATABASES AND ITS RELATIONSHIP TO ICT SKILLS AT THE UNIVERSITY OF ILORIN

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Abstract

The purpose of this paper is to investigate faculty usage of databases and their relationship to ICT skills at the University of Ilorin (UNILORIN). Preliminary investigation has revealed that there is low usage of the databases provision as reported by the university library administrator. The study employed stratified random sampling. This method of sampling involves the division of a population into smaller groups known as strata. The strata comprises Professor, Reader, Senior Lecturer, Lecturer I, Lecturer II, Assistant Lecturer and Graduate Assistance. From the 1433 faculty members in the university, the researcher selected 20% of the total population. The sample size is 285 drawn from the various faculties. The instrument used for data collection was questionnaire. The study revealed that there is low usage of databases provision due to low ICT skills among faculty members. There was a relationship between faculty usage and ICT skills of faculty members. The study recommends that faculty members should acquire adequate ICT skills as it can facilitate the usage of databases provisions.

Keywords: Faculty members, Usage, Databases, ICT skills, University of Ilorin

Introduction

ICT evolvement and its application to education have facilitated the ease of access to information resources globally. It has necessitates the employment of technology which is one of the robust driving forces of the education sector today (Mizher and Alwreikat, 2023). It has enabled access to a wide range of online resources for research purposes through computers, handheld gadgets and other electronic devices. Retrieving online information resources has introduced changes to research behaviours. Research is a scientific inquiry method by which one can solve a problem through a careful and exhaustive investigation of all ascertainable evidence, bearing upon a definable problem (Connaway and Powell, 2010). Research became a final step in most programs in every institution in education and some sort of specialized ICT research skills are required to harness Internet technology resources driven by the development of ICT (Camahalan and Naparan, 2022). In response, university libraries in Nigeria are now fully integrating technology and playing a lead role in subscribing to research databases to facilitate access to scholarly articles and journals for research purposes (Eromosele, 2019). This

serves as a tool for improvement and development, especially, in a situation where attention is drawn to the research outputs of institutions and ways of ensuring ease of access by researchers (Umar, Musa and Aliyu, 2014).

The emergence of technology introduces academic research databases (Camahalan and Naparan, 2022). However, the lack of ICT research skills capabilities by faculties is a broader problem in academic research and the usage of online research databases (Barber, 2020). The implication of ICT evolvement and technology application in research requires that special ICT skills are required to use online research databases hence faculties should be well-grounded and should possess the required skills to retrieve information from the research databases provision (Eromosele, 2019). With the increase in access to the Internet, definitions of ICT skills have expanded to include the ability to use e-mail, graphical interfaces such as Netscape, online publishing and the ability to evaluate the content of online materials such as those that have been archived in open access (Corl, 1996). Digital searching, types of books searched, allocated time per session, downloading, digital notetaking, and book sharing are all emerging practices for research purpose which all requires ICT research skill (Levine-Clark, 2015; Luo et al., 2021).

Based on technological integration to academic research, the University of Ilorin, which is a Federal University in Northcentral Nigeria has over years subscribed to online research databases and other open-access databases. Awareness and publicity of these resources are regularly been done by the University Library to increase faculty usage of these provisions. The need for ICT skills acquisition by faculty has become imperative due to the advancement in Information and Communication Technology as special ICT skills are required to use the provision (Nwachukwu and Asom, 2015). In stressing the relevance of ICT research skills, faculty members need special skills necessary to function in the new digital age and everyday life in the 21st century is continuously changing and emerging. ICT research skills are vital and can expedite the usage of research databases in the universities of Ilorin. The focus of this study is to investigate faculty usage of databases and their relationship to ICT skills at the University of Ilorin.

Statement Of The Problem

The University of Ilorin has embraced ICT provisions for its academic and research purpose. And the Faculty of Education of the University of Ilorin has benefitted from the continuous training, workshop and seminar organized by the University Library on the use of its free and subscribed research databases. It is felt that despite the huge effort put into training and the publicity of research database provisions by the University Library that faculty members of the faculty of Education, of the University would increase usage of the research databases. Preliminary investigation has revealed that there is low usage of the resources as reported by the database provider. This may be due to a lack of the requisite ICT research skills. The inference drawn is that the research databases in the University can be heavily patronized if the faculty has the needed research ICT skills. This research, therefore, investigates faculty usage of databases and their relationship to ICT skills at the University of Ilorin.

Objectives

The main objective of this study is to investigate faculty usage of databases and their relationship to ICT skills at the University of Ilorin. The specific objectives of this study are:

- determine the level of usage of databases among faculty members at the University of Ilorin.
- ascertain the level of ICT skills possessed by faculty in utilizing databases provision by the institution.

- Investigate the frequency of use of databases by faculty members for academic researches?

Based on this research objective, the following questions are answered in this study.

- RQ1. What is the level of usage of databases among faculty members at the University of Ilorin?
- RQ2. What is the level of ICT skills possessed by faculty in the usage of databases provision by the institution?
- RQ3. What is the frequency of use of electronic resources by lecturers for academic researches?

Review of Related Literature

Technological advancement introduces online research databases (Camahalan and Naparan, 2022). With the introduction of online databases (e.g., EBSCOhost, ProQuest, ScienceDirect and Google Scholar, etc.), libraries, particularly academic libraries, are now focusing more on resources than any other format accessible, making information more affordable, time-saving, user-friendly, and simple to access and utilize (Madhusudhan, 2010). Online scholarly publications are becoming increasingly relevant to researchers, according to several studies. Faculty members increasingly rely on research databases with a high prevalence of non-traditional materials (Nicholas and Huntington, 2006). Faculty satisfaction and desire to use online databases are determined by the quality of electronic databases (Wahab et al., 2016). Research databases and various e-resources allow users to access the most up-to-date information (Aladeniyi, 2017; Lwebahura, 2008; Sethi and Panda, 2012).

As such, faculty members of universities are expected to develop ICT research skills in compliance with the global trends in the educational sector. It involves the application of statistical software and databases, and the creation of records and publications using programs such as Microsoft Office. In a study conducted by Farhangnezhad and Bordbar (2013) which aimed at identifying and evaluating the ICT skills needed by researchers of public libraries in Yazd, it was revealed that skillfulness in using specialized software applications, general software applications, ICT and search skills were the most vital skills needed by researchers. Quantifying the research skills of academics is hard due to the variations in research processes in different disciplines (Adekoya, 2018). However, several writers have measured the research skills to varying extents (Willison & O'Regan, 2007; Monash University, 2013). Research Skill Development (RSD) Framework developed by Willison & O'Regan (2007) is applied in many disciplines across the world in the assessment of research performance in higher schools of learning. The framework sees research as a continuum of knowledge production, from knowledge new to the researcher to knowledge new to humankind, moving from the commonly known to the commonly not known, to the unknown.

To use the rising number of online research databases available, one must learn and practice the skills required. These abilities include knowledge of databases' structure and instructions that must be entered by the searcher and grasping how the instructions are related to one another. On one hand, awareness may influence researchers' use of electronic databases for research purposes but ICT research skills are crucial to retrieve the needed information from research databases.

In an immensely complicated setting where hundreds of crucial decisions are required each day to enhance student learning, faculty members must know a wide range of competencies. According to research on the link between teaching and student accomplishment, instructors' most significant effect on student success. Teachers are the most potent influence on student success of all the factors under the control of a school (Babu and Mendro, 2003). The study also explored the teachers' performance as the second dependent

variable and its connections to the use of academic research databases. The researchers were interested in determining whether academic research databases correlate to research skills and teachers' performance.

A previous study linked online research databases to research productivity, concluding they had a good relationship. The study showed that faculty members with high ICT skills made high usage of research databases for their research work which influences a greater research output. It was conducted with academic staff from various higher education institutions; however, this study was conducted with secondary teachers. The study focuses on teachers with research engagements from schools under Pagadian City Division. According to the researcher, this study could benefit teachers, schools, and even the Department of Education because the outcome is helpful in future educational programs. Faculty usage of research databases surges with better ICT research skills.

In the university, the faculty members are cheered towards achieving the university's goals as stated in the National Policy on Education (2004) which include: teaching, research, dissemination of existing and new information, Pursuit of services to the community and being a storehouse of knowledge. To accomplish these responsibilities efficiently require the use of the computer. These therefore call for a variety of computer skills which are useful and in some cases required as an essential part of teaching and learning (Nwachukwu and Asom, 2015). Corroborating the above assertion Okwilagwe and Ogbomo (2012) noted that information and communication technologies have resulted in a need for the learning of new skills, abilities, and capabilities/competencies to effectively and efficiently handle job-related tasks in the electronic environment. Knowledge, skill and competence with computer technology are now vital assets for all employees in institutions and organizations. For instance, a study of lecturers' use of electronic research databases found that use was influenced by such factors as the computing skills of academics (Waldman, 2003). They further noted that research has indicated that there are technical factors that do affect ICT use by faculty. ICT research skills may be a factor that influences faculty usage of scholarly research databases. ICT research skills have become extremely important as we witness an intensive use of automated systems and tools in learning and teaching activities as it has a strong relationship with faculty usage of research databases (Al-Daihani, 2011). As a result, the ICT component has become critical in scholarly research.

Jordan (2003) identifies some of the ICT skills needed by researchers in utilizing and retrieving information from research databases and the findings have been found useful to this study. Explaining these ICT skills, he made vivid the following skills: resolving minor technical hitches; good searching skills on the Internet; downloading online electronic resources; knowledge of file formats; ability to evaluate the content of online materials, good knowledge of web browsers, integrating skill, creating Skill and management skill.

Based on the literature reviewed, it has been observed despite the multiplicity of advantages offered by the ICT technologies; the use of electronic research databases seems to be minimal among the faculty. The conventional method appeared to dominate research, teaching and learning activities (Nwachukwu and Asom, 2015). This is supported by Aina (2015) who observed that previous research on the research databases is low. This might be a result of inadequate ICT research skills possessed by the faculty member in the usage of research databases. Moreover, preliminary investigation has revealed that subscribed databases usage is low in the University Ilorin. This report was gotten from the head of the Electronic Support Service Division of the University Library (2022). However, the usage of the provision is an essential factor for growth and development in research. The study tends to investigate faculty usage of research databases and their relationship to ICT research skills in the faculty of education of the University of Ilorin.

Methodology

This research investigates faculty usage of databases and its relationship to ICT skills in the University of Ilorin, Nigeria. The study adopt the survey design. It was suitable for the study because it helps the researcher to gather data on the subject. The survey is appropriate for this study because it will enable the researcher to derive frequency, e.g. (the numbers registering a particular opinion (FluidSurveys Team, 2014). The responses from the survey will form the basis of the findings. The study will employ a stratified random sampling technique for the selection of all faculty which involves the division of a population into smaller groups known as strata. The strata comprises Professor, Reader, Senior Lecturer, Lecturer I, Lecturer II, Assistant Lecturer and Graduate Assistance. From the 1433 faculty members in the university, the researcher selected 20% of the total population. The sample size is 285 drawn from the various faculties. The instrument used for data collection was questionnaire.

Results and Discussion of Findings

This section of the study presents the results and discussions of faculty usage of databases and its relationship to ICT skills at the University of Ilorin.

Instruments administration and return rate for faculty members

Two hundred and eighty-five (285) copies of the questionnaire designed for the study were administered to faculty members at the University of Ilorin. Of the copies administered, two hundred and seventy two (272) copies were retrieved. This is due to the unavailability and unwillingness of some of the respondents to respond and participate in the study at the point of data collection.

Table 1: Instruments administration and return rate

University of Ilorin		
Lecturers	Distribution	Return
Professors	49	46
Readers	22	17
Senior Lecturers	44	40
Lecturer I	46	46
Lecturer II	46	44
Assistant Lecturers	62	62
Graduate Assistance	16	16
	285	271

Table 2: Subscribed and Open Access Databases Provisions in UNILORIN

DATABASES	STATUS
ProQuest	Subscribed
EmeraldInsight	Subscribed
Jstor	Open
Hinari	Subscribed
Agora	Subscribed
Oare	Subscribed
Ardi	Subscribed
Google Scholar	Open
Institutional Repository	Open
ScienceDirect	Subscribed
Ebscohost	Subscribed
ResearchGate	Open

What is the level of usage of databases among faculty members at the University of Ilorin?

The analysis showed that UNILORIN respondents usage of ProQuest, EmeraldInsight, Jstor database with response rate of less extent 53(19.6%), 53(19.6%) and 57(21.0%) reflect that the database has low usage. The analysis also showed that open access databases such as Google scholar and Institutional Repository are rarely used for research at a response rate of 70(25.8%), 54(19.9%). Consequently, it can be deduced from the results of the analysis that there is a low usage of the databases provision for research purpose at the UNILORIN.

Table 3. Usage of Databases by Faculty Members in the University of Ilorin

Databases	VHU		HU		LU		NAA	
Jstor	0	0.0%	25	9.2%	57	21.0 %	189	69.7 %
Hinari	0	0.0%	12	4.4%	61	22.5 %	198	73.1 %
Agora	0	0.0%	29	10.7 %	51	18.8 %	191	70.5 %
Oare	2	0.7%	11	4.1%	58	21.4 %	200	73.8 %
Ardi	3	1.1%	14	5.2%	66	24.4 %	188	69.4 %
Google Scholar	2	0.7%	13	4.8%	70	25.8 %	186	68.6 %
Institutional Repository	3	1.1%	19	7.0%	54	19.9 %	195	72.0 %
ScienceDirect	1	0.4%	13	4.8%	65	24.0 %	192	70.8 %
Ebscohost	0	0.0%	9	3.3%	63	23.2 %	199	73.4 %
ResearchGate	0	0.0%	24	8.9%	49	18.1 %	198	73.1 %

Key: VGE = Very High Usage, GE = High Usage, LE = Less Usage and NAA = Not At All

What is the level of ICT skills possessed by faculty in the usage of databases provision by the institution?

The study examined different ICT skills and the findings revealed that faculty members do not possessed adequate ICT skills particularly in resolving minor technical hitches response rate of 79(29.2%). As for searching skills on the Internet, findings showed that faculty skills were low 64(23.6%). With regards to downloading skills, study revealed that faculty member possessed a minimal skills with ease at downloading from online databases with 80(100%) response rate. The knowledge of file formats skills such as manipulating files in PDF, JPEG and DOC etc., response rate 129 (47.6%). These skills are crucial when downloading resources in different file formats, otherwise the file will be unusable.. In evaluation skills, studies showed that the response rate was 181(66.6%). In using web browsers, the response rate was 102(37.6%). A deduction from report shows that ICT skills investigated is low among faculty members sampled for the study and the study therefore established that faculty members needs to improve on their ICT skills.

Table 4: The level of ICT skills possessed by faculty in the usage of databases provision

Resolving minor technical hitches	F	%	F	%	F	%	F	%
Removing malicious/viruses program from my computer by scanning it with antivirus	79	29.2%	176	64.9%	14	5.2%	2	0.7%
Fixing my computer when when is hanging without forceful shutdown	24	8.9%	76	28.0%	141	52.0%	30	11.1%
Knowledge in resolving minor browsing problem	26	9.6%	140	51.7%	94	34.7%	11	4.1%
Repairing and recovering damaged file in the computer	4	1.5%	34	12.5%	144	53.1%	88	32.5%
Searching skills on the Internet								
Generate and combine search terms (keywords) to satisfy the requirements of a particular research task	48	17.7%	182	67.2%	40	14.8%	1	0.4%
Efficiently browse one or more web resources to locate pertinent information	64	23.6%	165	60.9%	37	13.7%	5	1.8%
Deciding what types of web resources might yield the most useful information for a particular need	43	15.9%	165	60.9%	61	22.5%	2	0.7%
Downloading Skills								
Locating downloaded file with ease	127	46.9%	128	47.2%	8	3.0%	6	2.2%
Avoiding duplication of downloaded file	64	23.2%	165	60.9%	34	12.5%	8	3.0%
Ease at downloading from online databases and repositories	60	22.1%	142	52.4%	67	24.7%	2	0.7%
Knowledge of file formats skills								
Installing and using a file reader to read documents in PDF, JPEG and DOC formats when accessing a file	60	22.1%	129	47.6%	38	14.0%	44	16.2%
Convert file to desired format	19	7.0%	71	26.2%	95	35.1%	86	31.7%
Evaluation Skills								
Judging the relative usefulness of provided web pages and online database journal articles	46	17.0%	199	73.4%	19	7.0%	7	2.6%

Evaluate whether a database contains appropriately current and pertinent information	46	17.0%	181	66.6%	43	15.9	2	0.7%
Assessing the extent to which a collection of resources sufficiently covers a research area	57	21.0%	158	58.3%	53	19.6%	3	1.1%
Skills in the use of web browser								
Navigating webpages and using web browser with ease	102	37.6%	130	48.0%	39	14.4%	0	0.0%
Clearing cache from web browser to speed up Internet speed	16	5.9%	70	25.8%	101	37.3%	84	31.0%
Integrating Skills								
Sifting all forms of information to bring out the most useful content	51	18.8%	128	47.2%	92	33.9%	0	0.0%
Summarizing and synthesize information from a variety of types of sources according to specific criteria in order in order to compare information and make a decision	29	10.5%	133	49.1%	95	31.5%	14	5.2%
Creating Skills								
Formatting and editing a document according to a set of editorial specifications	39	14.4%	126	46.5%	102	37.6%	4	1.2%
Creating a presentation slide to support a position on a controversial topic	20	7.4%	156	57.6%	84	31.0%	11	4.1%
Management Skills								
Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents	27	10.0%	154	56.8%	78	28.8%	12	4.4%
Knowing how to arrange personnel information into an organizational chart	20	7.4%	135	49.8%	110	40.6%	6	2.2%
Sorting files, emails and database returns to clarify clusters of related information	13	4.8%	95	35.1%	151	55.7%	12	4.4%

Key: VH = Very High, H = High, L = Low and VL = Very Low

What is the frequency of use of databases by faculty for academic researches?

It was observed that ProQuest usage at the University of Ilorin has a response rate of 149(55.0%) weekly, EmeraldInsight database usage response rate was 96(35.4%) weekly and Jstor databases usage response rate was 120(44.3%) weekly. Also, it was observed that Google search engine/Google scholar was the most widely used research database with response rate

of 173(63.8%) and this could be attributed to its open access nature and the downloading of materials without users restrictions. Though ProQuest databases also has fairly high usage on weekly basis but when compared with overall databases provisions; the usage statistics was low. The databases that were never used by some respondents were JStor and Agora with response rate of 3(3.8%) and 13(16.2%). Nevertheless, it can be observed that databases are been used but the overall usage is low when compared to 285 respondents that participated in the study. Skills needed to use, downloads and retrieving of materials downloaded from subscribed databases were low among some faculty in the study. It study therefore deduced that the possession of higher ICT skills will facilitate high usage of research database.

Table 5. Frequency of usage of databases by faculty at the University of Ilorin

Databases	Daily		Weekly		Monthly		Quarterly		Yearly		Occasionally		Never	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
ProQuest	10	3.7%	149	55.0%	11	4.1%	0	0.0%	0	0.0%	10	37.3%	0	0.0%
EmeraldInsight	0	0.0%	71	26.2%	96	35.4%	19	7.0%	0	0.0%	80	29.5%	0	0.0%
JStor	9	3.3%	120	44.3%	49	18.1%	34	12.5%	8	3.0%	45	16.6%	3	3.8%
Hinari	25	9.2%	159	58.7%	42	15.5%	7	2.6%	7	2.6%	30	11.1%	0	0.0%
Agora	0	0.0%	22	8.1%	18	6.6%	43	15.9%	1	0.4%	11	43.5%	13	16.2%
Oare	8	3.0%	11	4.1%	16	5.9%	15	5.5%	0	0.0%	62	22.9%	0	0.0%
Google/Google Scholar	173	63.8%	73	26.9%	7	2.6%	11	4.1%	0	0.0%	7	2.6%	0	0.0%
Institutional Repository	133	49.1%	114	42.1%	8	3.0%	10	3.7%	0	0.0%	6	2.2%	0	0.0%
ScienceDirect	99	36.5%	80	29.5%	29	10.7%	3	1.1%	8	3.0%	52	19.2%	0	0.0%
Ebscohost	27	10.0%	68	25.1%	91	33.6%	9	3.3%	0	0.0%	76	28.0%	0	0.0%
ResearchGate	14	5.2%	62	22.9%	10	37.6%	13	4.8%	0	0.0%	75	27.7%	0	0.0%

Key: Daily, Weekly, Monthly, Quarterly, Yearly, Occasionally and Never

Conclusion and Recommendation

ICT skills is essential in the usage of online databases provisions. The result of the analysis shown that usage of databases provisions were low because faculty possess low needed skills. The ICT examined are crucial and they form basic necessary skills to retrieve information materials from the Internet. It is therefore imperative that faculty members pay adequate attention in acquiring this skills. This is because the goal of every faculty is support teaching, learning and research. Publishing and research is core to faculty responsibilities.

Resulting from the findings, the following recommendations were made:

1. The university should engaged in intensive sensitization and enlighten programmes to educate faculty in ICT skills. This is because ICT skills acquisition is believed to facilitate the usage of databases provision.
2. The study recommends that ICT skills seminar, workshop and training should be a continuum so as get all faculties to be acquitted with the skills In-service training on ICT skill literacy for faculty should be institutionalized as part of the development plan to enhanced databases usage.
3. Faculty should put in more efforts in self-development on ICT skills acquisition by paying to acquire the skills or from online training.

4. The university should support and provide enabling environment for ICT skills acquisition to strive by providing reliable Internet services; good networking infrastructure for Internet services and power backup in case of power cut for networking devices such as switches and router.

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