AWARENESS, ACCESSIBILITY AND USE OF ELECTRONIC DATABASES AMONG ACADEMIC STAFF OF BABCOCK UNIVERSITY BUSINESS SCHOOL

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Abstract.
Previous researches on the availability and utilization of Internet Resources for teaching and research by Academic Staff of Babcock University (BU) have found out that there was low pattern of usage of library electronic databases. This paper investigates the further factors of the awareness, accessibility and use of electronic resources among academic Staff of Babcock University Business School. This study was carried out among one hundred and eighteen academic staff in the Babcock Business School (BBS). The BBS happens to be BU largest single school among a total of ten. They are also naturally the largest users of electronic resources. Questionnaire was the method used for data collection among academic staff while data was analyzed by Statistical Package for Social Sciences (SPSS). One of the findings of the study was that information awareness on electronic resources among lecturers in BBS was inadequate and this affects the accessibility and use of electronic resources. This paper discusses the need to increase awareness on electronic resources subscribed to by Babcock University Library. There is need to increase the internet facilities on campus in other to facilitate the accessibility of electronic resources to lecturers and the entire library users. It is believed that awareness; accessibility will increase the use of electronic resources subscribed to by the library. The paper recommends regular training of academic staff on updating their knowledge of the many sources, and access to electronic resources from the University library. The University also needs to improve on the provision of internet facilities on campus.

Keywords
Awareness, Accessibility, *Electronic R*esources, Databases, Information and Communication Technologies (ICTs) and Academic Staff.

Introduction
Libraries play vital role in development of individuals in our society. The quality of library resources both print and electronic determines quality of graduates produced and research development. Libraries are agents of educational, social and economic development. The purpose of setting up libraries is to acquire, process, store, preserve and make available current and relevant print and electronic materials that will meet the need of its user at appropriate time. Pertti and Sanna (2006) cited in *Angello (2010)* have reported that the accessibility and availability of information

has increased remarkably due to the digitization of information. The growing supply of literature in libraries that is available in digital format facilitates effective searching for the material needed by scholars. This development has rapidly increased the scholars' exposure to a wider range of literature than would otherwise be available. There are some indications that scholars' ways of accessing literature for their work has changed in the electronic information environment (Tenopir 2003; Institute for the Future 2002). There are larger volumes of information than ever before, new ways of collecting information, new information containers and new tools for working for information (Large et al., 1999). Researchers can access electronic information through a variety of technologies. These include: Compact Disk Read Only Memory (CD-ROMs), Compact Disk Read Only Memory (OPACs), e-journals, while the internet provides a broad range of information via search engines, subject gateways, subject directories and other web-based resources. Electronic resources facilitate research and play a complimentary role to print library resources. Based on this important contribution to academic world, the University under study subscribed to number of e-resources. Some of them are free while others are been paid for. If the University has invested much money on e-resources, it is expected that those resources are fully utilized. It was on this note the researcher investigates if lecturers in the Babcock Business School are aware of these electronic resources and if they are accessible and to what extends are these resources been used.

Literature Review

In institution of higher learning, the library plays a fundamental role. Babcock University library is equipped with current print and electronic resources. This facilitates and supports research and teaching. The electronic resources are systems in which information is stored electronically and made accessible through electronic systems and computer networks. These resources include OPAC, CD-ROMs, Online- Databases, E-journals E-books, Internet resources etc. Multiple accesses speed, richer in content, reuse, timeliness, anywhere access is some of the features of e-resources. Aina, Mutula and Tiamiyu (2008) recorded that electronic resources are information resources that are available in computer processable form. Examples of electronic resources databases subscribed to by Babcock University library include: Academic Journal, AJOL, BOOKBOON, Dissertation and These, HINARI, EBISOHOST, SAGE etc. Awareness of electronic resources means users of the library have information and knowledge of e-resources been subscribed to. When users of a library have adequate information on what resources available in the library, they are encouraged to use them as the need arises. Angello (2010) revealed that the rate of awareness of electronic resources among livestock researchers in Tanzania was very low. Only 11 researchers (24.4%) were aware of AGORA and 5 researchers (11.1%) were aware of HINARI databases. INFORM and OARE were known to 3 researchers (6.7%) respectively and each of the remaining databases were known by 2 researchers (4.4%) only. The findings of Velmurugan (nd) showed positive response of awareness of faculty members of Engineering College Chennai, Tamilmdu India with almost 66 respondents (62.8 %) are aware of online resources but whereas only 39 respondents (37.2 %) are not aware of them.

When users of the library are informed of the available materials, it is expected that those resources should be well organized for easy access. Some of the electronic resources required password and User ID for them to be accessible while some can be accessed without any restrictions. Aina (2011) stated that accessibility determines the speed at which an information output in any formats is obtained. Therefore good information resources should be received and retrieved to meet the desired need. University libraries support Universities in discharging their responsibilities by acquiring all the relevant information resources necessary for sustaining the teaching, learning,

research and the public service functions of their universities (Aniebiet, 2009) cited in Emwanta and Nwalo (2013). Electronic resources have the potential for enhancing student's learning, as the resources provide teachers and students with vast quantities of information in an easily accessible non-sequential format. Electronic resources provide access to information that might be restricted to the user because of geographical location or finances. Electronic resources also provide access to current information as these are often updated frequently.

In the Nigerian context, Oduwole and Akpati (2003) in Egberongbe (2011) investigated the accessibility and retrieval of electronic information at the University of Agriculture Library, Abeokuta, Nigeria. The 425 participants responded out of a survey population of 1,000, giving a response rate of 53.87 percent. The study revealed that electronic information cuts across all members of the University community that it was to a greater extent easy to use and were satisfied with their search outputs. The constraints identified included insufficient number of terminals available for use despite high demand and inadequate electricity supply.

Use of Electronic resources for teaching and research

Effective use of library materials in both print and electronic resources is expected to enhance the quality of teaching and research by academic staff of any institution. In Nigeria, the use of computer terminals in information searching is gradually gaining popularity and so the students need to be computer literate. Thus, many Nigerian university libraries are striving to be fully automated while some are still in the process of computerization. To derive maximum benefit from the increasingly electronic library use environment, the user of Nigerian university libraries need to be computer literate. (Emwanta and Nwalo, 2013) Electronic resources provide a number of benefits over print resources. These benefits include the fact that electronic resources are often faster to consult than print indexes especially when searching retrospectively, and they are straight forward when wishing to use combination of keywords. They open up the possibility of searching multiple files at a time. Electronic resources can be printed, searched and saved to be repeated or consulted at a later date. They are updated more often than printed resources. Commenting on the advantages of electronic resources, Dadzie (2007) cited in Egberongbe (2011) writes that electronic resources are invaluable research tools that complement the print – based resources in a traditional library setting. Their advantages, according to her include: access to information that might be restricted to the user due to geographical location or finances, access to more current information, and provision of extensive links to additional resources related contents.

The study carried out by Bhukuvhani, Chiparausha and Zuvalinyenga (2012) revealed that 86.7% indicated that they used at least one or more electronic information resources to find information for use for their teaching and/or research. Only 13.3% lecturers indicated non-usage of electronic information sources. Of the lecturers participated in this study, 66.67% indicated that they had attended the EIRST workshops provided by the University library while 33.33% did not attend. Aina (2009) also revealed that the highest usage point of any databases among academic staff of Babcock University was less than 17%.

Despite the fact that electronic resources have a lot of benefits, there are some hindrances and challenges to its effective use. Velmurugan (nd) found in his study that one common problem faced by the users of electronic resources is that a greater number of respondents complained of slow internet access. The slow speed results in to wastage of time required to retrieve relevant information. Other may include lack of constant electricity supply and access to electronic resources.

Objectives of the Study

The general objective of this paper is to examine the information awareness, accessibility and use of electronic resources and databases among Academic Staff of Babcock University Business School**.** The specific objectives are to:

1. ascertain awareness of electronic resources and databases among lecturers in Babcock Business School.
2. investigate the available electronic resources and databases accessibility.
3. examine the extent to which electronic databases are been used by academic staff in Babcock Business School.
4. identify the challenges of effective use of electronic resources and databases in Babcock University.

Methodology

The study was conducted among academic staff of Babcock Business School of Babcock University Ilishan-Remo Ogun State Nigeria. It utilized the survey research design. The entire population of study is 116. Simple random technique was adopted. Questionnaire was the instrument used for data collection. One hundred (100) copies of Questionnaire were administered among faculty members of BBS with 85% return rate. The data collected   were analyzed by Statistical Package for Social Sciences (SPSS).

Results and Discussion of Findings

The data collected showed that there are more male respondents (54.1 %) than female respondents (45.9%). This implies that there is more male academic staff than female in Babcock University Business School.

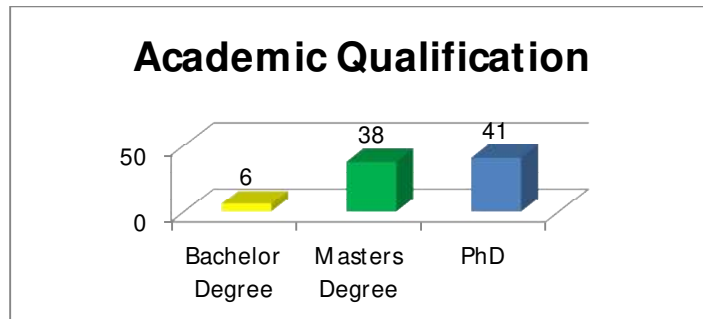**Figure 1: Academic qualification of respondents**

Figure 1 above showed that the majority of the academic staff (41.0%) holds doctorate degree. This may be as a result of the employment standards set by the National Universities Commission (NUC). Also, the fact the Babcock University has setup the staff development policy as its runs Postgraduate program. The school under study produces the largest number of PhD graduates including Babcock University Staff every year.

Figure 2: Academic Status or Equivalent
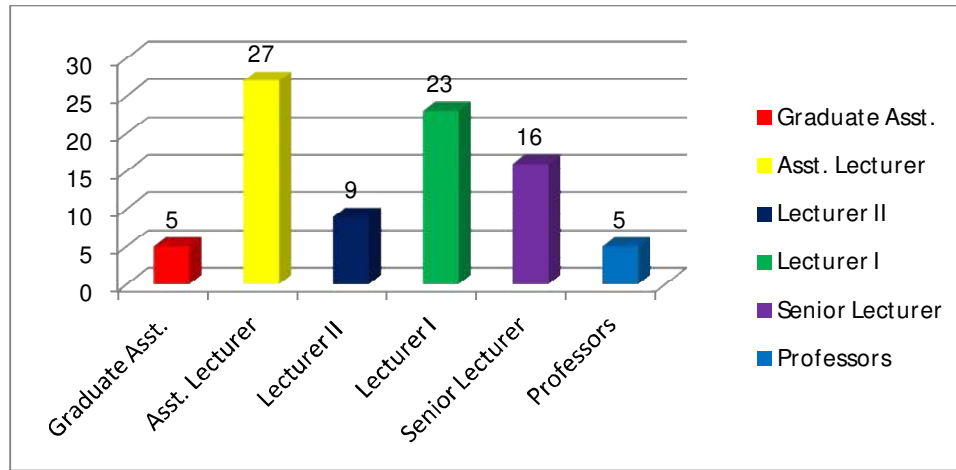
The above figure revealed that the majority of respondents 27 (31.8 %) were assistant lectures who are likely enrolled for their PhD, followed by 23 (27.1%) of respondents are lecturer 1. The figure also showed that both Graduate Assistant and Professors have the same percentage. This implies that the normal curve expected in the academic ranking will come to place in one or two academic sessions when many on those assistant lecturers cadre move to the rank of lecturer II.

Figure 3: Awareness of databases and e-resources Subscribed by BU Library
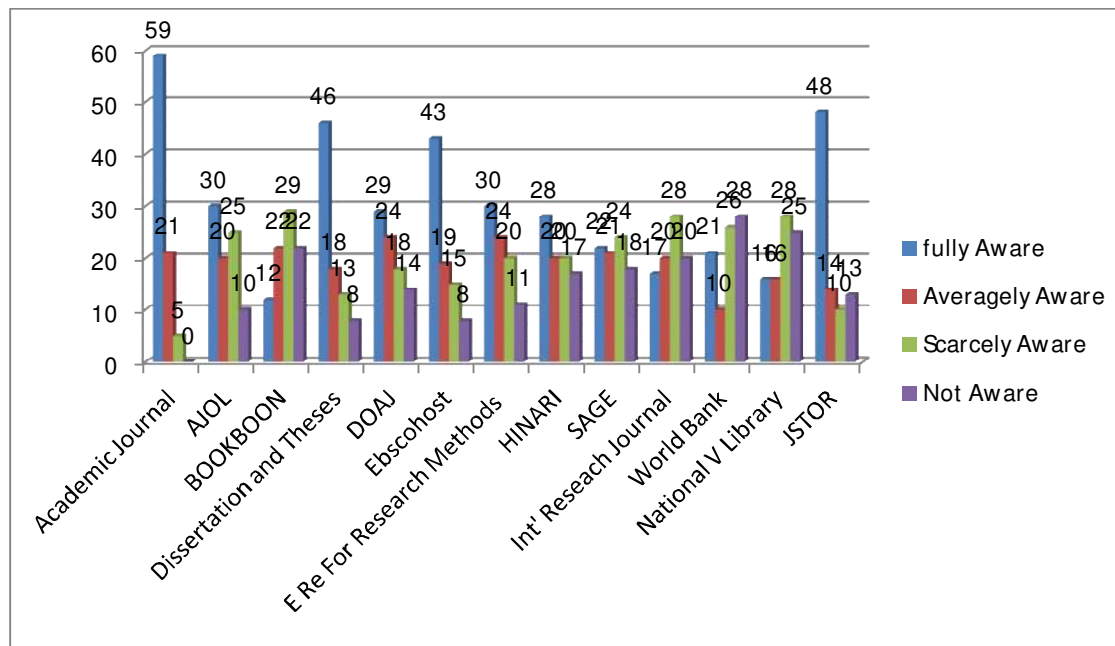
From the figure 3 above, the data showed that the level of awareness of electronic resources among the academic staff of Babcock Business School is varied. For instance, majority of respondents were aware of

Academic Journal 59 (69.4%), followed by JSTOR 48 (56.5%) as well as Dissertation and Theses and Ebscohost with 46 (54.1) and 43(50.6) respectively. The analysis also revealed that majority of respondents were not aware of Bookboon, World Bank Open Knowledge Repository and National Virtual Library with 22(25.9%), 28 (32.9%) and 25(29.4) respectively. Findings also showed that nine out of thirteen databases under consideration were averagely aware of by respondents. This implies that there is need to increase awareness to cover all electronic resources the library subscribed to.

Figure 4: Accessibility of E-Resources and Databases among Academic Staff of Babcock Business School.
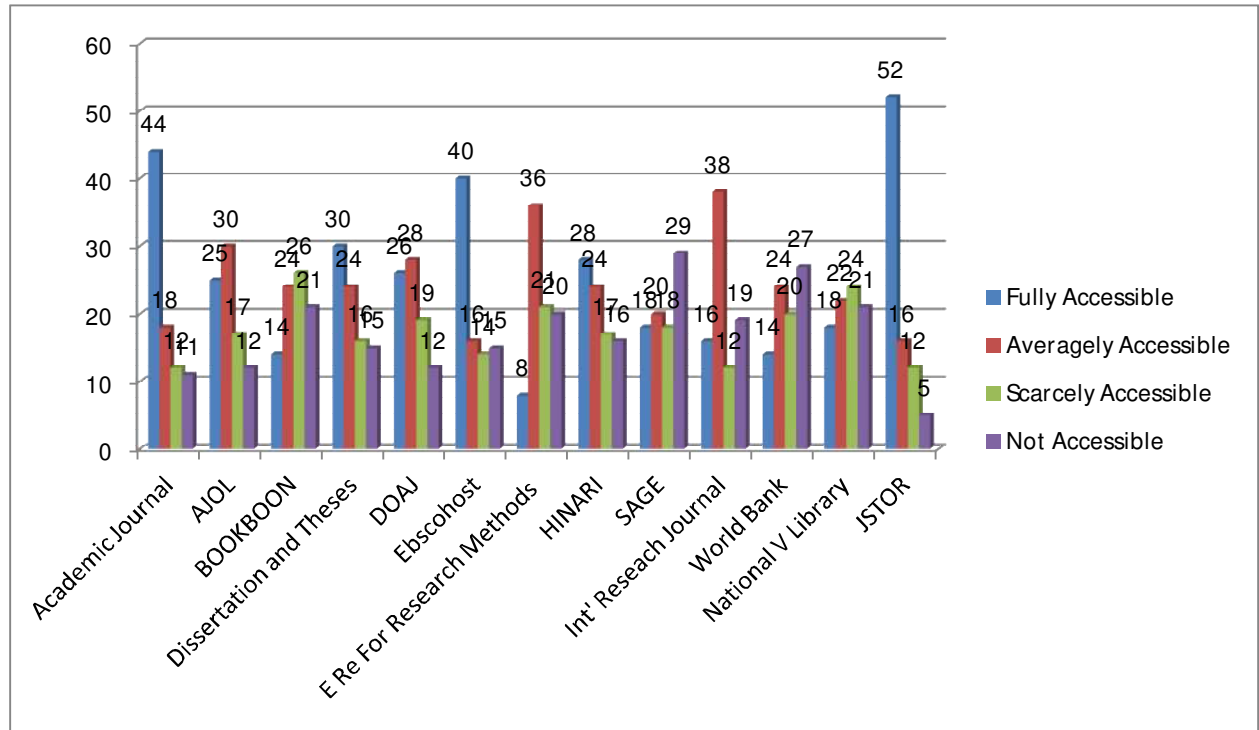
From the analysis in figure 4, It was found that only 40 (47.1%) and above of respondents had fully accessibility to Academic Journal, Ebscohost and JSTOR databases. AJOR, Electronic Resources for Research Methods and International Research Journal were averagely accessible to the respondents 30 (35.3%), 36(42.4%), 38 (44.7%) respectively. It was also revealed that the following databases were not accessible to respondents with Bookboon 19 (22.4%), Dissertation and Theses 19 (22.4%), DOAJ 55 (64.7%) , HINARI 20 (23.5%),SAGE 23(27.1%), World Bank Open Knowledge Repository 31 (36.5%) and National Virtual Library databases 25 (29.4%). This implies that despite the fact that these resources were subscribed to and respondents were aware of them still they are not all fully accessible due to one challenge or the other such as inadequate internet facility and electricity supply.

Figure 5: Use of databases and e-resources by lecturer in Babcock Business School
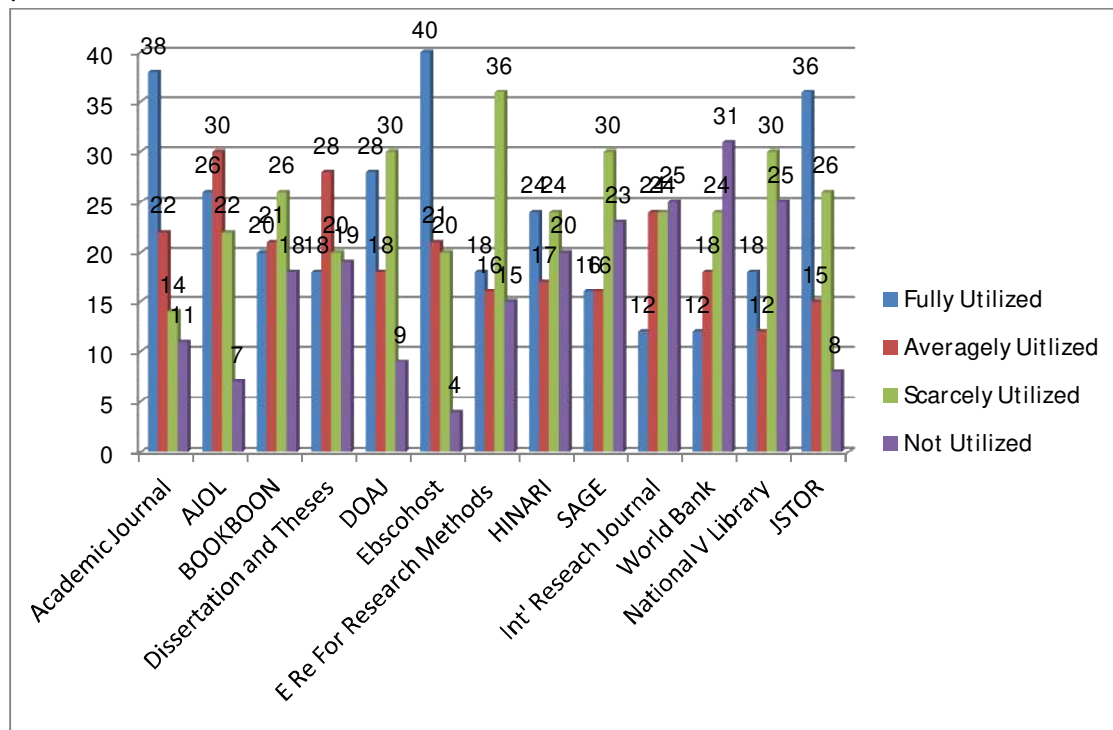
From figure 5, it can be obviously seen that only Academic Journal, Ebscohost, and JSTOR, were fully utilized with 38 (44.7%), 40 (47.1%) and 36 (42.4%) respectively. Finding also depicts that the following electronic databases were not Utilized: SAGE 23 (27.1%), World Bank Open Knowledge Repository 31 (36.8%), International Research Journal   and National Virtual Library with 25 (29.4%) each. This is an indication that the rate at which respondents were aware of electronic resources was not the same way these resources were used.

When respondents were asked to indicate reasons for using the internet, majority of them agreed that they used the internet to access electronic resources for teaching, research and checking mails. Few of the respondent mentioned general browsing and discussion group. Challenges of effective use of electronic resources were highlighted by respondents as follows: Unavailability of the internet facilities in their offices and at home, lack of constant internet network and inconsistence of electricity supply.

Conclusion and Recommendations

Increasing awareness and training academic staff on how to use electronic resources is crucial. When this is done, it is equally important to make those resources accessible to users by providing constant internet facilities and electricity supply. It is only when users of library fully utilize resources acquired that the library intention would be realized. The study revealed that awareness and use of e-resources among academic staff of BBS was not evenly distributed. The study recommends constant training and creates more awareness on electronic databases available in the library. Constant internet should be made available in lectures' offices with regular supply of electricity. The University Library should find an alternative way to generate power supply such as

a standby generator, inverter or solar energy system. When researchers are trained regularly, and library resources are made accessible, there may be increased in the use of library materials and there by enhance effective teaching and research development.

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