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Awareness, Accessibility and use of Library Subscribed Online Electronic Databases by Students of University of Maiduguri

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ABSTRACT

The study investigated the awareness, accessibility and use of library subscribed online electronic databases by students of university of Maiduguri. The study covered registered users of Ramat library, university of Maiduguri. The study was guided by four objectives and four research questions. Survey research design was adopted in conducting the research. The target population of the study was 2,326 registered users of the library and a sample size of 341 was drawn using simple random sampling technique. A total of 341 copies of Questionnaire were administered to registered users in the library, out of which 247 copies were retrieved and found valid for analysis. The data collected were analyzed using descriptive statistics of frequency counts and percentage to answer the research questions, while results were presented in tables. The SPSS version 20 package was used for the analysis of data collected. Findings revealed that there is low level of awareness of the online databases by user, it was also found out that majority of the databases are not accessible by students therefore leading to low extent of utilization of the subscribed database. The study recommends among others that the library should increase the level of awareness of users on the online electronic databases available subscribed to by the library through active publicity programmes. Also, to develop plan that will improve use of electronic databases by users of the library.

INTRODUCTION

It is an undeniable fact that the use of Information Communication Technologies has brought tremendous changes in the way information is generated and stored. Technological advances and innovations have changed the operations of organizations and institutions including libraries of all types. Thus, the technologies have changed the storage, organizing, retrieving and dissemination of information in libraries. Electronic databases have become a major element of library collections around the globe. They are regarded as essential for learning, teaching and research activities (Larson, 2017). Samaravickrama and Samaradiwakara (2014) opine that their impact on academic libraries and scholars is noteworthy and unprecedented. These databases are organised digital collections of references to publish literature such as journal articles, newspaper articles, conference proceedings, reports, legal publications, theses, e-books among others. E- Databases are in different types such as bibliographic, full-text, directory, and multimedia.

The advantages of these databases as compared to print are many, they include among others; less storage space, large information capacity, strong sharing ability and great potential for collection expansion (Liyi & Ye, 2011). In addition, one does not need to go to the library as they can be made available to users anywhere and at anytime. It is therefore convenient to use and accessible. Accordingly,

Hamza, Aliyu, Maryam and Abbas (2015) are of the view that electronic databases are becoming more popular than traditional print resources due to their many advantages. They therefore have great significance in the research and learning process.

Due to the databases importance to teaching and research, university libraries spend substantial amounts of money for purchasing of these resources even when facing shrinking budgets. In this regard those for which the databases are purchased must equally utilize them to justify the financial involvement. Students and lecturers are therefore expected to use them for effective teaching and research to contribute to academic achievement. In light of this, it is pertinent to understand and find out the awareness and utilization of these important resources among students and lecturers.

The Ramat Library of University of Maiduguri currently subscribes to about ten databases which included some open sources and some fee-based sources. Some of the databases currently available include: Agora, Hinari, EBSCOHOST, Nigerian Virtual Library, OARE, Proquest, SAGE, Science Direct, Law Pavillion etc. all of which can be accessed through computer systems in the library and on the Library website. The service here is provided free for all Academic Staff and Students. The library has 300 Desktops, 7 printers and 4 photocopy machines, 3 Scanners and active internet to facilitate access to the resources. However, it was observed by the researcher that no study has been undertaken to know the level of awareness and utilization of these databases subscribed to by the university library. Thus, the study is an attempt to evaluate databases awareness and utilization by the students and staff of University of Maiduguri, Maiduguri and to find out factors that hinder the full utilization of the databases.

Statement of the Problem

E-databases are widely available and can be accessed from anywhere and by many users at the same time. It is therefore convenient to use. University libraries, therefore, spend large amounts of money on these resources to satisfy the teaching, learning and research needs of its staff and students. As universities spend substantial amount of money on subscription of these databases, it is only appropriate and economical that these databases are optimally utilized to contribute to the academic achievement of students and staff and also to get value for the money.

In spite of the value of e-databases and ensuring that it is available for use by library clients, studies (Anaraki and Babalhavaeji's, 2013; Ahmed, 2013) have shown that usage is not up to level expected or is simply underutilized. Reasons most often advanced for not using the databases include lack of awareness, preference for other sources like general search engines such as Google, lack of search skill, lack of adequate ICT infrastructure, bad downloading time, and at times sheer attitude of users. The manifestation of these reasons may differ from place to place or from situation to situation. Dukic (2013) and Ahmed, (2013b), for example, indicated that usage of e-databases in developed countries is more than in developing countries basically because of poor ICT infrastructure and huge cost of such resources. Anaraki and Babalhavaeji (2013) also pointed out that where students are not aware of existence of e-databases they tend to use general search engines to meet their information needs.

However, from the researchers' observation, the level of usage of e-databases by students and staff of University of Maiduguri, and the usefulness of such facilities are not known because there has not been any major study to that effect. It is against this background that researcher sees the important to know how students are making use of the e-databases provided by the library system and to make suggestions for their effective and efficient use.

Objectives of the Study

The objectives of the study are to identify the;

1. level of awareness of students on the available subscribed online e-database in the library
2. extent of accessibility to the online subscribed e-database by students
3. extent to which subscribed online e-databases are been used by students in the university

4. challenges of effective use of subscribed online electronic databases by students and staff in University of Maiduguri

Literature Review

Many studies have been undertaken on electronic databases in the areas of awareness, usage, relevance, access, preference, orientations and training, and evaluation among others. It is found in the literature that there are sometimes a gap between awareness and usage of digital resources. Either users are aware of the resources and use them, users are aware and do not use them, or users they are unaware of them and therefore do not use them. Studies by Nisha and Ali, (2013), Chirra and Madhusudhan, (2009), and Atakan *et al*, (2008) all found that clients were aware of and used the e-databases available to them. For example, Chirra and Madhusudhan (2009) in a survey on use electronic journals by doctoral research scholars of Goa University, India, revealed that all (100%) the respondents were aware of the e-journals of the Consortium and accessed them. Studies by Okello-Obura (2010), Ercegovic (2009), Manda (2005), and Dadzie (2005) on the other hand found that respondents were not aware of most of the e-resources provided for them in their respective institutions and therefore affected their usage. Manda (2005) for example reported that PERI resources provided in academic and research institutions in Tanzania were underutilized because potential users were not aware of the resources due to lack of publicity.

A deduction from Anaraki and Babalhavaeji's (2013) study was that when students are not aware of the existence of e-resources in their library system they tend to use general search engines to meet their information needs. They found that only 16% of the medical students in Iran were well acquainted with the e-resources of the integrated digital library (IDL) portal provided for them. Ahmed (2013b) also found that postgraduate students from Bangabandhu Sheikh Mujib Medical University (BSMMU) and undergraduate students from Bangladesh University of Engineering and Technology used free electronic resources more than university subscribed resources because of lack of awareness of subscribed ones. Other studies by Asemi and Riyahiniya (2007), and Baro *et al* (2011) argued that though awareness may lead to usage of a database, this is not always the case. It could happen that users' awareness level may be higher than usage. They reported that awareness level of their respondents about online resources was more than usage. For example, Baro *et al* found that whilst 23.2% were aware of Medline database only 17% used it. Also whilst 60.8% were aware of HINARI, only 38.8% used it. Swain (2010) pointed out that awareness could be influenced by the interest and exposure that a user or a student has in the database. In his study of students' keenness on the use of e-resources in the Business School of Orissa, India, he found that 62.5% of students were aware of EBSCO, 52.6% aware of Emerald and below 40% were aware of other databases. Libraries can have the greatest number of resources but if patrons are not using them they are worth nothing and a waste of resources. It is for this reason that usage of e-databases is critical in relation to its provision. Various studies have been conducted on the usage of e-databases, concerning whether they are being optimally utilised or not. Factors such as convenience, familiarity, exposure, infrastructure, search skills, relevance, and training, have been cited as factors influencing usage of e-databases.

Wu and Chen (2012) studying how graduate students perceive, use, and manage electronic resources in the National University of Taiwan found that usage varied according to the subject background of the student. He, for example found that humanities students perceived the e-resources less important compared to students of other disciplines. Similar assertions – that disciplinary differences can influence the use databases - were made by Atakan *et al* (2008), and Talja and Maula (2003). Sinh and Nhung (2012) argued that users' behaviour will influence the usage of e-databases, and that factors that influence usage of databases are the purpose of usage, preferred types of materials, ways to learn the search, search techniques, and difficulties and expectations in using the databases. Thus, in their survey on searching behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2011 reported that 87.5% requested for full-text articles as compared with 12.5% who requested for abstracts. Similar finding was reported by Coombs (2005) that full-text databases were

preferred to other databases. Even among the full-text databases some are preferred to others because of the information architecture of the sites. Okello-Obura (2010) in assessing the problems of LIS postgraduate students in Makerere University found that students used some of the databases more than others. For example 92% used Emerald followed by Blackwell synergy 76%. Nobody used the following databases, AGORA, Royal Society of London, and Palgrave Macmillan Journals. Ndinoshiho's (2010) study of nursing students in the University of Namibia revealed that 86.4% of the students did not use the databases available to them because they were not familiar with the databases. Out of the 13.6% who used them, only 1.5% used them daily, 3.8% monthly and 3% rarely. Few who used them never used Medline database - one of the most prestigious medical database – because they were not familiar with it.

He *et al.* (2012) argued that students thought of online academic search engines such as Google and CiteSeers as more important resources than university subscribed databases such as EBSCO, Emerald, Pubmed and JSTOR. And that depending on their tasks, they would prefer a particular resource to another. Similarly, Cothran (2011) found that graduate students used Google Scholar a lot because they found it easy to learn; easy to use; and easy to navigate. In addition, the design and interface were user-friendly and it was a useful resource for their research. Nisha and Ali's (2013) found that users of the library used the databases because of the currency of ejournals' articles and rich content. Various factors influence satisfaction derived from the usage of these resources.

Ngozi, Genevieve & Ogaraku (2018) conducted a study on "Awareness and Utilization of Databases Subscribed to by FUTO Library among FUTO Academic Staff" reveals that the level of awareness by of the databases subscribed by Academic Staff in FUTO is very low with AGORA being the only database above average (2.50). The study also revealed that the level of utilization of the databases by the Academic staff is low as their mean scores are below average (2.5). It was also found that lack of adequate training of the Staff is the major factor that hinders the utilization of databases by the Academic Staff, followed by Poor power supply and slow internet service, then lack of internet connection, high cost of printing, insufficient computer, lack of fund, bottle necks by the management and low level of computer literacy, no open access to current up to date information, no access to full articles and low understanding of digital age by the management.

In a study conducted by Aina (2014) on "Awareness, Accessibility and use of Electronic Databases Among Academic Staff of Babcock University Business School" the study revealed that 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 which implies that there is need to increase awareness to cover all electronic resources the library subscribed to.

The study also revealed 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.

Ahmed (2013) in studying use of electronic resources by students and faculty in universities in Bangladesh found that respondents were not satisfied with the subscribed resources because of limited access to back issues; poor IT infrastructure; difficulty in finding required information; inability to access from home, slow download speed and online access problems. Mbabu, Bertram and Varnum (2013) in

their study arrived at similar findings including limited number of titles available to the users. Chu and Law (2005) postulated that knowledge, search expertise and usage of databases by students grow as they progress in their studies. Thus, familiarity with and usage of different databases developed as students progress in their studies and this familiarity is gained through instruction and promotion of the databases to them. To facilitate the use of e-databases Dudley (2011) recommended the following: The Dean of Students should request that faculty include at least one relevant research database on course syllabi as part of a bibliography of suggested resources for out-of-class research; handouts for each database should be developed with non-jargon, and with specific instructions for accessing the database and screen shots of what users should expect to see as they move through the instructions; faculty should invite librarians to conduct a library instruction session in their classrooms just prior to beginning the major course research project where students should be taught how to select and navigate research databases relevant to the course subject matter, and a paper copy of the database handout be distributed; library staff members should be trained in specific research database access so that they can also teach the students; individual library consultation sessions should be considered, in which students meet one-on-one with the librarian, and individualized training on how to choose and access databases and how to examine article be imparted. Anarki and Babalhavaeji (2013) also added their view that the library should organize orientation classes and training programs in accessing, searching and downloading of e-resources effectively; adequate awareness among students should be created to use e-resources to obtain current information; more high-speed computer terminals should be installed in the various departments, departmental libraries, computer laboratories, etc.; the libraries' web pages should provide an online guide to e-resources and various search-options to e-resources; they should also introduce feedback systems (both online and offline) for observing the proper use of e-resources; authorities should devise strategies to notify and motivate students and the implications and functions of each database should be explained for the students so that an appropriate output is obtained; and faculty and librarians should collaborate to organise regular workshops to enhance the usage of e-journals and electronic databases. In Ghana, studies by Sulemani and Katsekor, (2007), and Dadzie, (2005) were among the few that touched on usage of databases. A most recent study was by Kwafoa *et al.* (2014) on database usage in the University of Cape Coast but this was on faculty and administrators. They reported that even though (92%) of the faculty members was aware of the existence of online academic databases they did not know that these data bases were being subscribed to by the university library on behalf of the university. In addition, 83 out of 217 respondents, even though were aware of the existence of these databases did not use them. This study is to throw more light on the current situation of access and usage of databases, particularly by students and also contribute to the available literature.

METHODOLOGY

Survey research design was adopted in conducting the research. The target population of the study was 2,326 registered users of the library and a sample size of 341 was drawn using simple random sampling technique. Self-designed, validate and pretested Questionnaire was used for data collection. The Questionnaire was pre-tested outside the study area at Bayero University, Kano where a reliability coefficient of 0.78 was obtained as the result for the analysis. A total of 341 copies of Questionnaire were administered to all registered users in the three university libraries, out of which 247 copies were retrieved and found valid for analysis. The data collected were analyzed using descriptive statistics (frequency counts and percentage) which generated appropriate table that answered the research questions, while results were presented in tables. The SPSS version 20 package was used for the analysis of data collected.

Results and Discussions

Table 1: Number of Questionnaire Administered and Returned

University Libraries	Questionnaire administered	Questionnaire returned	Questionnaire not returned/ invalid
Ramat	341	247 (72.4%)	94 (27.6%)
Total	341	247 (72.4%)	94 (27.6%)

A total of eight hundred and three hundred and forty one (341) copies of the questionnaire were administered to the respondents, out of which 247 copies (72.4%) were filled, retrieved and found usable. This gave a response rate of 72.4%.

Research Question 1: What is the level of awareness of students on the subscribed online electronic databases?

Table 2 Awareness of students on the available subscribed online e-database in the library

S/N	ONLINE E-DATABASES	Fully Aware	Averagely Aware	Scarsely Aware	Not Aware
1.	AGORA	20(8.1%)	40(16.2%)	87(35.2%)	100(40.5%)
2.	HINARI	13(5.3%)	37(15.0%)	90(36.4%)	107(43.3%)
3.	OARE	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
4.	ARDI	18(7.3%)	32(13.0%)	110(44.5%)	87(35.2%)
5.	GOALI	5(2.0%)	15(6.1%)	60(24.3%)	167(67.6%)
6.	EBSCOHST	13(5.3%)	32(13.0%)	115(46.5%)	87(35.2%)
7.	EBRARY	28(11.3%)	32(13.0%)	100(40.5%)	87(35.2%)
8.	PROQUEST	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
9.	LAW PAVILLION	5(2.0%)	10(4.1%)	65(26.3%)	167(67.6%)
10.	LEXIS AND LEXIS	5(2.0%)	8(3.3%)	67(27.1%)	167(67.6%)

Source: Field Survey, 2019

The result from the table shows that the level of awareness of online electronic databases among the students is to a very low extent. For instance, majority of respondents were scarcely aware of OARE 100(40.5%), followed by ARDI 110(44.5%), as well as EBSCOHST 115(46.5%), EBRARY 100(40.5%), and PROQUEST 100(40.5%), the analysis also revealed that majority of the respondents were not aware of AGORA, HINARI, GOALI, LAW PAVILLION and LEXIS AND LEXIS with 100(40.5%), 107(43.3%), 167(67.6%), 167(67.6%) and 167(67.6%) respectively. This implies that there is need to increase awareness to cover all electronic resources the library subscribed to.

This finding is in agreement with the work of Ngozi, Genevieve & Ogaraku (2018) and Aina (2014) who revealed that the level of awareness of the databases subscribed is very low with AGORA being the only database above average (2.50) and stated that there is need to increase awareness to cover all electronic resources the library subscribed to.

Research Question 2: What is the extent of accessibility to subscribed online electronic databases by students?

Table 3 Accessibility to subscribed online e-database in the library

S/N	ONLINE E-DATABASES	Fully Accessible	Averagely Accessible	Scarsely Accessible	Not Accessible
1.	AGORA	5(2.0%)	15(6.1%)	60(24.3%)	167(67.6%)
2.	HINARI	13(5.3%)	32(13.0%)	115(46.5%)	87(35.2%)
3.	OARE	28(11.3%)	32(13.0%)	100(40.5%)	87(35.2%)
4.	ARDI	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
5.	GOALI	5(2.0%)	10(4.1%)	65(26.3%)	167(67.6%)
6.	EBSCOHST	5(2.0%)	8(3.3%)	67(27.1%)	167(67.6%)
7.	EBRARY	20(8.1%)	40(16.2%)	87(35.2%)	100(40.5%)
8.	PROQUEST	13(5.3%)	37(15.0%)	90(36.4%)	107(43.3%)
9.	LAW PAVILLION	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
10.	LEXIS AND LEXIS	18(7.3%)	32(13.0%)	110(44.5%)	87(35.2%)

Source: Field Survey, 2019

The result from the table shows that majority of respondents scarcely gain access to databases like HINARI 115(46.5%), OARE 100(40.5%), followed by ARDI 100(40.5%), as well as LAW PAVILLION 100(40.5%) and LEXIS AND LEXIS 110(44.5), the analysis also revealed that majority of the respondents were not able to access databases like AGORA 167(67.6%), GOALI (67.6%), EBSCOHST (67.6%), EBRARY 100(40.5%), and PROQUEST 107(43.3%). This implies that there is need to ensure that the subscribed databases can be accessible by students to enhance their researches.

This finding is in agreement with Aina (2014) who revealed 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.

Research Question 3: What is the extent of use of subscribed online electronic databases by students?

Table 4 Use of the online e-database by students

S/N	ONLINE E-DATABASES	Highly Utilized	Moderately Utilized	Lowly Utilized	Not Utilized
1.	AGORA	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
2.	HINARI	18(7.3%)	32(13.0%)	110(44.5%)	87(35.2%)
3.	OARE	5(2.0%)	15(6.1%)	60(24.3%)	167(67.6%)
4.	ARDI	13(5.3%)	32(13.0%)	115(46.5%)	87(35.2%)
5.	GOALI	20(8.1%)	40(16.2%)	87(35.2%)	100(40.5%)
6.	EBSCOHST	28(11.3%)	32(13.0%)	100(40.5%)	87(35.2%)
7.	EBRARY	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
8.	PROQUEST	13(5.3%)	37(15.0%)	90(36.4%)	107(43.3%)
9.	LAW PAVILLION	15(6.1%)	35(14.2%)	100(40.5%)	97(39.3%)
10.	LEXIS AND LEXIS	18(7.3%)	32(13.0%)	110(44.5%)	87(35.2%)

Source: Field Survey, 2019

The result from the table shows that there is low extent of use of the subscribed online electronic databases among the students. For instance, majority of respondents utilized some of the databases like AGORA, HINARI, ARDI, EBSCOHOST, EBRARY, LAW PAVILLION and LEXIS AND LEXIS to a very low extent with 100(40.5%) , 110(44.5%), 115(46.5%), 100(40.5%), 100(40.5%), 100(40.5%), and 110(44.5%) respectively. The analysis also revealed that majority of the respondents did not use OARE, GOALI and PROQUEST with 167(67.6%), 100(40.5%), and 107(43.3%) respectively. This implies that the subscribed online electronic database are not been utilized by the students.

This finding is in agreement with Aina (2014) whose Finding 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. It was further stated that the rate at which respondents were aware of electronic resources was not the same way these resources were used. The findings also agrees with Ngozi, Genevieve & Ogaraku (2018) who revealed that the level of utilization of the databases by the Academic staff is low as their mean scores are below average (2.5).

Research Question 4: What are the challenges of using subscribed online electronic databases?

Table 5 Challenges of effective use of subscribed online electronic databases by students

S/N	Items	Strongly Agree	Agree	DisAgree	Strongly Disagree
1	Lack of assistance from library personnel	100(40.5%)	97(39.3%)	15(6.1%)	35(14.2%)
2.	Lack of awareness	65(26.3%)	167(67.6%)	5(2.0%)	10(4.1%)
3.	Inadequate/Lack of skills in search for needed information	87(35.2%)	100(40.5%)	20(8.1%)	40(16.2%)
4.	Inaccessibility to username and password to some online databases	60(24.3%)	167(67.6%)	5(2.0%)	15(6.1%)
5.	Difficulty in locating relevant e-resources in the databases	100(40.5%)	97(39.3%)	13(5.3%)	37(15.0%)
6.	Poor internet access	90(36.4%)	107(43.3%)	13(5.3%)	37(15.0%)

Source: Field Survey, 2019

Results obtained from the table shows that out of 247 respondents, 100(40.5%) and 97(39.3%) respondents strongly agreed and agreed respectively that lack of assistance from library personnel is a major challenge to using the subscribed online database, while 15(6.1%) and 35(14.2%) respondents strongly disagreed and disagreed with the statement. Also, 65(26.3%) and 167(67.6%) respondents strongly agreed and agreed that lack of awareness contributed to the challenges of using the online databases, while 5(2.0%) and 10(4.1%) respondents disagreed and strongly disagreed respectively.

Similarly, 87(35.2%) and 100(40.5%) respondents strongly agreed and agreed that Inadequate/Lack of skills in search for needed information is a challenge in using the online databases while 20(8.1%) and 40(16.2%) disagreed and strongly disagreed with the statement. Also, 60(24.3%) and 167(67.6%) of the respondents strongly agreed and agreed that Inaccessibility to username and password of some online databases has been a challenge that hindered the use of online databases while 5(2.0%) and 15 (6.1%) respondents disagreed and strongly disagreed. In the same vein, 100(40.5%) and 97(39.3%) respondents strongly agreed and agreed that difficulty in locating relevant e-resources in the databases has been a challenge to the use of the online databases while 13(5.3%) and 37(15.0%) disagreed and strongly disagreed respectively with the statement. Finally, majority of the respondents 90(36.4%) and 107(43.3%) strongly agreed and agreed that Poor internet access hinders the use of the online databases while 13(5.3%) and 37(15.0) disagreed respectively

This finding is in agreement with Ngozi, Genevieve & Ogaraku (2018) who revealed that lack of adequate training of the Staff is the major factor that hinders the utilization of databases by the Academic Staff, followed by Poor power supply and slow internet service, then lack of internet connection, high cost of printing, insufficient computer, lack of fund, bottle necks by the management and low level of computer literacy, no open access to current up to date information, no access to full articles and low understanding of digital age by the management.

Conclusion

From the findings of this study, it has been established that awareness and use of subscribed online databases among the students was to a very low extent. Increasing awareness and training the students on how to use the online databases is very crucial. When this is done, it is equally important to make those resources accessible to users by providing them with the login details of the databases, 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 recommends constant training and creates more awareness on electronic databases available in the library. Constant internet should be made available with regular supply of electricity. 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.

Recommendations

The following recommendations are made based on the findings of this study:

1. The management of the Library should carry out needs assessment of all the databases subscribed to and those that are not being used should not be subscribed again.
2. An abstract of each of the databases and the subject they cover should be put on the library website to make them attractive to users.
3. The University Library should organize trainings and seminars to re-orientate the Academic students of the University on how to access the databases subscribed to by the University
4. Concrete efforts should be made by the ICT department in the university towards the improvement of the Internet connectivity on campus to ensure seamless access to electronic databases.
5. The Library management should endeavor to ensure that web based guides and tutorials are developed to enhance the search process and enable them use the resources effectively.
6. The Library management should endeavor to periodically assess the online databases to find how it is being used effectively and if there are challenges inhibiting the use of the resources. If this is done periodically it would go a long way to help the Library to make informed decision regarding the online databases.
7. The librarian responsible for the electronic resources should endeavor to always alert users that a particular password is not functioning due to some reasons. This would go a long way to help the users so that they need not access a particular database whose password is not functioning. A continuous use of use of disfunctioning passwords would discourage end user's interest in online database usage in general.
8. Finally, the Internet facilities of the University should also be improved to facilitate easy access to the databases of the University in order to curb the problem of slow internet service.

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