

Digital Competence and Medical Databases Usage of Nursing Students in a Nigerian Private University

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ABSTRACT

Background: Medical databases are collections of medical information that are stored electronically in an organized manner for easy accessibility. Digital competence is an essential skill for Nigerian university nursing students for effective utilization of digital tools to care for patients. The study assessed medical database availability and nursing students' digital literacy at a Nigerian private university, exploring awareness levels, available resources, and challenges faced with these databases.

Method: The study used a descriptive survey design with a structured self-designed Google form questionnaire as the instrument for data collection. The form was sent out through the students' WhatsApp forum. One hundred and eighty students participated in the study from 100 to 500 levels. The data was analysed using simple frequency and percentages with SPSS software package.

Results: Out of 180 participants, 90% were female and 10% male. Most found online academic research easy, with 73.9% in strong agreement. Popular databases included Hinari, Embase, and JSTOR. Other known databases revealed are Online Access to Research in the Environment (OARE), National Virtual Library, and Proquest were less known. Major challenges identified were database search difficulties and poor awareness.

Conclusion: Many of the respondents had basic knowledge of computer usage; however, some could not search and access medical databases effectively. The results revealed that respondent's level of awareness of medical databases was poor; the study, therefore, recommends training and awareness programs on the available medical databases to enable nursing students to develop necessary skills that would ease medical databases accessibility and usage.

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Introduction

Nursing education has undergone a significant transformation with the integration of information technology. This technological advancement has facilitated access to educational materials through numerous databases housing nursing and medical information. In this digital era, nursing students increasingly rely on databases to acquire relevant and evidence-based knowledge for their academic and clinical endeavours. Medical databases serve as invaluable resources for nursing students worldwide, providing access to a vast array of scholarly literature, research articles, and evidence-based materials. While some databases are freely available, others require institutional subscriptions, which can be costly. Consequently, financial constraints often limit the database resources accessible to nursing programs, including those in Nigeria. This study focuses on nursing students at Lead City University, a rapidly growing private institution located in Ibadan, Nigeria. Given the university's private status, its capacity to subscribe to extensive database resources may be influenced by financial factors.

Statement of the problem

The digital age has flooded the healthcare field with information through electronic databases and other digital resources. As a result, nursing students are entering a practice environment that heavily relies on digital technologies and evidence-based decision making. However, information availability does not translate to accessibility and usage. Effective utilization of medical databases requires specific digital skills. From the researchers' indirect observation, nursing students use the school library a lot, but there is a dearth of literature on the use

of medical databases by nursing students of the institution; hence, the need for this study.

Objectives of the study

The main objective of the study is to investigate the availability of medical databases and the level of digital competence of nursing students. The specific objectives are to:

1. determine nursing student's level of awareness of medical databases in Lead City University library;
2. examine the level of digital competence among nursing students in a Nigeria private university; and
3. identify the challenges facing nursing students in the use of medical databases in a Nigerian private university.

Hypotheses

HO1: Awareness of databases by nursing students has no significant relationship with usage.

HO2: Nursing students' digital competence has no significant relationship with the use of databases

Literature review

A comprehensive understanding of the nursing profession necessitates access to a wealth of scholarly resources. Medical databases serve as invaluable repositories of evidence-based information, providing nursing students with the tools to develop critical thinking skills, clinical reasoning skills, and problem-solving skills. According to Abiodun-Asanre (2023), database availability allows researchers and students access to a wealth of information, including journal articles, textbooks, clinical guidelines, and research databases. Some of the databases available for nursing students are PubMed/MEDLINE, Cumulative Index to Nursing and Allied Health Literature (CINAHL), Evidence-based Nursing, Cochrane Database of Systematic Reviews, Hinari through Research4life, PubMed Central (PMC). García-Cabot, de-Marcos, & García-López (2015) submitted that nursing students generally have a good level of digital competence, which is essential for their academic and future professional success. However, the current landscape suggests a

significant knowledge gap among nursing students regarding the availability and utilization of these essential resources.

Studies consistently demonstrate a prevailing preference for traditional print materials such as textbooks (59.7%), journals (50.6%) over digital databases (Olajide and Otunla, 2015). Alving, Christensen, and Thrysø (2018) submitted that hospital nurses' primary source of evidence-based information is Google and peers, while their choice of databases is low. This is probably due to the kind of exposure they had in nursing schools (lack of awareness of databases and lack of search skills). Similarly, Haco-Obasi & Anaehobi (2018) reported limited students' use of available databases in mission-owned nursing schools. Studies by Adebayo and Otunla (2015); Oluwatosin, Oyeyemi and Ojo (2018); Adebayo, Adeleke and Oloruntoba (2020), submitted that the use of medical databases by Nigerian undergraduate nursing students is low due to low level of awareness, lack of access to technologies, inadequate information literacy skills or training on the use of the databases, inadequate internet access, low bandwidth, institutions not subscribing to some databases, poor electricity supply, infrequent and superficial usage as most nursing students in Nigeria depend more on textbooks and lecture notes as their primary sources of information. Furthermore, some others prefer search engines such as Google, Yahoo, and social media platforms (Button, Harrington, & Belan, 2014).

On the contrary, Xie and Xu (2020) opined that nursing students explore evidence-based practice and stay updated with the latest research findings with the use of medical databases. De Groote, Shultz, & Blečić (2014) found that databases like PubMed/MEDLINE were widely used and highly regarded among healthcare professionals and students due to their comprehensive coverage and ease of use. While these resources offer foundational knowledge, they often lag in providing the most current and comprehensive information. Hence, reliance on outdated and potentially less comprehensive information sources can hinder the development of information literacy skills, a crucial

skillset that enables nurses to efficiently locate, evaluate, and utilize relevant information. Moreover, the limited awareness of medical databases may contribute to a narrow and superficial understanding of complex nursing concepts.

The rapid advancement of technology has transformed the healthcare landscape, making digital literacy an indispensable skill for modern nurses. The proliferation of digital tools, encompassing medical databases, electronic health records (EHRs), and telehealth platforms, has transformed the nursing practice into a highly digitized domain. Therefore, the use of databases is highly dependent on whether students are digitally competent. Although Nigerian nursing students exhibit varying levels of proficiency in basic digital skills such as computer literacy and internet navigation with many having basic understanding of digital technologies, there is a need to possess strong foundation in digital competence and further development for enhancement of their ability to effectively use digital tools for learning, communication and accessing healthcare information in this evolving environment (Oluwatosin, Oyeyemi & Ojo, 2018).

Digital competence is the ability to use technology to achieve a desired goal, and this involves a combination of knowledge, skills, and attitudes. According to European Union (2018) as cited in Atchrimi and Ogunbodede (2024), Digital competence is defined as the ability to use digital technology confidently, critically, and responsibly for learning and discharging of one's duty with accuracy. In the context of this study, digital competence is the ability of nursing students to use information technology in locating and retrieving medical databases for their research work.

Adebayo, Adeleke, and Oloruntoba (2020) submitted that the effective utilization of medical databases by Nigerian nursing students is hindered by a complex interplay of factors. Some of these factors are low level of awareness, inadequate information literacy skills or dearth of training on database search strategies. Kenny & Fox's (2015) opined that there is a digital divide among nursing

students, where a considerable proportion struggles with digital competencies. Many nursing students are left to navigate complex databases independently, relying on trial and error or limited guidance from faculty. The absence of systematic instruction in database search techniques can lead to frustration, wasted time, and ultimately, a suboptimal information retrieval experience. Other challenges are inadequate internet access, low bandwidth, poor electricity, and financial constraints imposed on educational institutions often necessitate prioritization, frequently resulting in limited subscriptions to a comprehensive suite of databases. This restricted access can significantly impede students' ability to explore the full breadth of available research and evidence, potentially limiting the depth and quality of their academic work and future clinical practice. As a result of these factors, most nursing students in Nigeria depend more on textbooks and lecture notes as their primary sources of information. Some others prefer search engines such as Google, Yahoo, and social media platforms.

Methods

The research adopted a descriptive survey design. The population of the study was the entire nursing students (350 in number) in Lead City University. One hundred eighty students (180) participated in the study from 100 to 500 levels, making 51% of the population. Structured and self-designed Google form questionnaire comprising four items (digital competence, database availability, level of awareness, and challenges to using the databases) apart from the demographic information was used as the instrument for data collection. The questionnaire was designed using a 5-point Likert scale of Strongly Agree, Agree, Disagree, Strongly Disagree, and Undecided, and Very Aware, Aware, Very Unaware, Not Aware, Undecided. The form was sent out through the students' WhatsApp forum. The data collected was analysed using Statistical Package for Social Sciences (SPSS).

Results

Table 1 provides an overview of the demographics within the surveyed population, based on gender,

age, and level of study. There were 18 (10%) males while 162 (90%) represented the female counterpart. This implies that there were more female nursing students in Lead City University. For

Total	180	100
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Table 1: Demographics of Respondents

Demographics	Frequency	Percentage
Gender		
Male	18	10.0
Female	162	90.0
Total	180	100
Age		
14-18	51	28.3
19-23	98	54.4
24-28	22	12.2
29+	9	5.0
Total	180	100
Level of Study		
100	46	25.5
200	32	17.8
300	82	45.6
400	7	3.9
500	13	7.2

the age groups, nursing students within age group 19 to 23 years make up 98 (54.4%), 14 to 18 years accounted for 51 (28.3%), and age group 24 to 28 represents 22 (12.2%) of the respondents. For the level of study, 46 (25.6%) of the respondents were in 100 level, 32 (17.6%) were in 200 level. There were 82 (45.6%) 300-level students, 7 (3.9%) respondents were in 400 level, and 13 (7.2%) of the respondents were 500-level students.

Table 2: Digital Competence of Respondents

Options	SA	A	SD	D	UD	Mean	Std. Deviation
I can boot a computer system	125 (69.0%)	4 (2.3%)	1 (.6%)	9 (5.0%)	2 (1.1%)	3.61	.758
I use my system to send emails for educational works	74 (41.1%)	57 (31.7%)	9 (5.0%)	39 (21.7%)	1 (0.6%)	2.94	1.164
I can conveniently search the internet for my academic works	133 (73.9%)	43 (23.9%)	2 (1.1%)	2 (1.1%)	-	3.71	.546
I can use MS PowerPoint, excel, access and word for academic activities	69 (38.3%)	78 (43.3%)	9 (5.0%)	19 (10.6%)	5 (2.8%)	3.18	.970
I find it easy to download, copy and paste	122 (67.8%)	45 (25.0%)	3 (1.7%)	9 (5.0%)	1 (.6%)	3.57	.770
I can access any database with ease	54 (30.0%)	70 (38.9%)	8 (4.4%)	38 (21.1%)	10 (5.6%)	2.94	1.190

Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), Undecided (UD)

Table two revealed the digital competence of respondents: computer booting (mean = 3.61), sending of emails for educational works (mean = 2.94), searching the internet for academic works (mean = 3.71), using Microsoft PowerPoint, Excel,

Access, and Word for academic activities (mean = 3.18), downloading, copying, and pasting of documents (mean = 3.57), and accessing databases with ease (mean = 2.94). From the table, on

average, the majority of the respondents are good at searching the internet.

Table 3: Level of Awareness of Information Searching Tools of respondents

Options	VA	A	U	VU	NA	Mean	Std. Deviation
PUBMED	48 (26.7%)	60 (33.3%)	44 (24.4%)	16 (8.9%)	12 (6.7%)	2.78	1.309
MEDLINE	37 (20.6%)	61 (33.9%)	53 (29.4%)	18 (10.0%)	11 (6.1%)	2.87	1.242
Research4Life	12 (6.7%)	38 (21.1%)	93 (51.7%)	22 (12.2%)	15 (8.3%)	2.74	1.305
Hinari	12 (6.7%)	37 (20.6%)	94 (52.2%)	22 (12.2%)	15 (8.3%)	2.33	1.398
Embase	12 (6.7%)	35 (19.4%)	93 (51.7%)	24 (13.3%)	16 (8.9%)	2.36	1.441
AJOL	19 (10.6%)	48 (26.7%)	81 (45.0%)	20 (11.1%)	12 (6.7%)	2.42	1.414
Bioline International	28 (15.6%)	57 (31.7%)	65 (36.1%)	19 (10.6%)	11 (6.1%)	2.41	1.425
Bioline	11 (6.1%)	33 (18.3%)	97 (53.9%)	25 (13.9%)	14 (7.8%)	2.41	1.433
Digital library of science	11 (6.1%)	44 (24.4%)	88 (48.9%)	22 (12.2%)	15 (8.3%)	2.66	1.350
EBSCOhost	13 (7.2%)	35 (19.4%)	93 (51.7%)	24 (13.3%)	15 (8.3%)	2.36	1.397
Highbeam	13 (7.2%)	30 (16.7%)	99 (55.0%)	23 (12.8%)	15 (8.3%)	2.33	1.402
JSTOR	20 (11.1%)	56 (31.1%)	69 (38.3%)	19 (10.6%)	16 (8.9%)	2.37	1.418
OARE	14 (7.8%)	41 (22.8%)	87 (48.3%)	23 (12.8%)	15 (8.3%)	2.29	1.400
National Virtual library	35 (19.4%)	50 (27.8%)	64 (35.6%)	16 (8.9%)	15 (8.3%)	2.50	1.347
ProQuest	41 (22.8%)	51 (28.3%)	56 (31.1%)	18 (10.0%)	13 (7.2%)	2.39	1.359
Web of science	43 (23.9%)	66 (36.7%)	48 (26.7%)	10 (5.6%)	13 (7.2%)	2.66	1.342
ScienceDirect	47 (26.1%)	65 (36.1%)	41 (22.8%)	15 (8.3%)	12 (6.7%)	2.81	1.259

Maternity & infant care	17 (9.4%)	69 (38.3%)	9 (5.0%)	7 (41.7%)	10 (5.6%)	2.93	1.199
Google scholar	59 (32.8%)	76 (42.2%)	5 (2.8%)	36 (20.0%)	4 (2.2%)	2.97	1.165
Others (specify)	34 (18.9%)	43 (23.9%)	17 (9.4%)	75 (41.7%)	11 (6.1%)	2.84	1.087

Key: Very Aware (VA), Aware (A), Undecided (U), Very Unaware (VU), Not Aware(NA), Undecided(U)

Table 3 provides information on the level of awareness of different databases among nursing students. The study revealed that respondents' level of awareness of the various databases, namely

Google Scholar (mean = 2.97), followed by maternity and infant care (mean = 2.93), and MEDLINE (mean = 2.87). OARE (mean = 2.29), Highbeam, and Hinari were least known databases with mean values of 2.33.

Table 4: Database Usage of Respondent

Options	SA	A	SD	D	UD	Mean	Std. Deviation
PUBMED	44 (24.4%)	57 (31.7%)	15 (8.3%)	49 (27.2%)	15 (8.3%)	2.78	1.309
MEDLINE	44 (24.4%)	69 (38.3%)	11 (6.1%)	42 (23.3%)	14 (7.8%)	2.87	1.242
Research4Life	36 (20.0%)	64 (35.6%)	13 (7.2%)	51 (28.3%)	16 (8.9%)	2.74	1.305
Hinari	13 (7.2%)	50 (27.8%)	17 (9.4%)	79 (43.9%)	21 (11.7%)	2.33	1.398
Embase	14 (7.8%)	44 (24.4%)	19 (10.6%)	79 (43.9%)	24 (13.3%)	2.36	1.441
AJOL	14 (7.8%)	52 (28.9%)	17 (9.4%)	74 (41.1%)	23 (12.8%)	2.42	1.414
Bioline International	20 (11.1%)	48 (26.7%)	14 (7.8%)	77 (42.8%)	21 (11.7%)	2.41	1.425
Bioline	19 (10.6%)	47 (26.1%)	15 (8.3%)	77 (42.8%)	22 (12.2%)	2.41	1.433
Digital library of science	29 (16.1%)	61 (33.9%)	14 (7.8%)	57 (31.7%)	19 (10.6%)	2.66	1.350
EBSCOhost	14 (7.8%)	50 (27.8%)	18 (10.0%)	77 (42.8%)	21 (11.7%)	2.36	1.397
Highbeam	14 (7.8%)	48 (26.7%)	18 (10.0%)	79 (43.9%)	21 (11.7%)	2.33	1.402
JSTOR	12 (6.7%)	51 (28.3%)	16 (8.9%)	78 (43.3%)	23 (12.8%)	2.37	1.418
OARE	20 (11.1%)	47 (26.1%)	16 (8.9%)	83 (46.1%)	20 (11.1%)	2.29	1.400
National Virtual library	18 (10.0%)	62 (34.4%)	16 (8.9%)	65 (36.1%)	19 (10.6%)	2.50	1.347
ProQuest	14 (7.8%)	58 (32.2%)	16 (8.9%)	73 (40.6%)	19 (10.6%)	2.39	1.359
Web of science	30 (16.7%)	62 (34.4%)	13 (7.2%)	57 (31.7%)	18 (10.0%)	2.66	1.342
ScienceDirect	39 (21.7%)	67 (37.2%)	15 (8.3%)	44 (24.4%)	15 (8.3%)	2.81	1.259
Maternity & infant care	42 (23.3%)	75 (41.7%)	12 (6.7%)	36 (20.0%)	15 (8.3%)	2.93	1.199

Google scholar	48 (26.7%)	72 (40.0%)	15 (8.3%)	32 (17.8%)	13 (7.2%)	2.97	1.165
Others (specify)	40 (22.2%)	54 (30.0%)	56 (31.1%)	18 (10.0%)	12 (6.7%)	2.84	1.087

Key: Strongly Agree (SA) Agree (A) Strongly Disagree (SD) Disagree (D) Undecided (UD)

Table 4 presents how nursing students rated the usefulness of various scholarly databases. A higher mean (closer to 5) suggests greater perceived usefulness, while a lower mean (closer to 1) indicates limited perceived usefulness. Google Scholar with the highest mean values indicating high acceptance and regular use. This is also

followed by maternity and infant care (mean = 2.93). Highbeam and Hinari each have low Mean values of 2.33; this signifies low visibility or declining relevance. The low mean score indicates limited familiarity or usage, despite its relevance for health literature. OARE (Mean = 2.29) suggests it is the least perceived as useful.

Table 5: Challenges of Using Databases

Options	SA	A	SD	D	UD	Mean	Std. Deviation
Inability to search the database	44 (24.4%)	84 (46.7%)	5 (2.8%)	38 (21.1%)	9 (5.0%)	2.89	1.146
Poor internet	12 (6.7%)	41 (22.8%)	16 (8.9%)	95 (52.8%)	16 (8.9%)	2.10	1.350
Databases can only be access within the library building	12 (6.7%)	45 (25.0%)	18 (10.0%)	95 (52.8%)	10 (5.6%)	2.02	1.246
Awareness of the databases is too poor	44 (24.4%)	84 (46.7%)	5 (2.8%)	38 (21.1%)	9 (5.0%)	2.89	1.146
The databases are not relevant to my work	12 (6.7%)	41 (22.8%)	16 (8.9%)	95 (52.8%)	16 (8.9%)	2.10	1.350
Library staff are not friendly	12 (6.7%)	45 (25.0%)	18 (10.0%)	95 (52.8%)	10 (5.6%)	2.02	1.246

Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), Undecided (UD)

The findings in Table 5 show various challenges faced by the respondents in accessing and using scholarly databases. The major challenges were inability to search the databases and poor awareness of the available databases, with a mean value of 2.89. This indicates that a significant

portion of the students lack database search skills. The low mean score of 2.10 for library staff who are not friendly and databases can only be accessed within the library building showed that both were not significant challenges.

Table 6: Digital Competence and Database Usage

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.288 ^a	.083	.078	1.041	.083	16.150	1	178	.000

As shown in Table 6, the results revealed that digital competence significantly predicted the Use of databases, $R^2 = .083$, $F(1, 178) = 16.15$, $p < .001$. This indicates that digital competence explains approximately 8.3% of the variance in the dependent variable. The adjusted R^2 value (.078) suggests that this model would generalize well to the population. The positive R value of .288

indicates a modest positive correlation between digital competence and the use of academic databases. Overall, the regression model suggests that Digital Competence has a statistically significant positive effect on Database Usage. Therefore, the null hypothesis that Digital competence has no significant influence on database usage is hereby rejected.

Table 7: Awareness and use of databases

<i>Model Summary</i>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.385 ^a	.148	.143	1.004	.148	30.894	1	178	.000

Database Awareness

Table 7 shows that database awareness was a significant predictor, $R^2 = .148$, $F(1,178) = 30.89$, $p < .001$. The adjusted $R^2 = .143$ indicates that the model remains a good fit when generalized to the broader population. The R value of .385 indicates a moderate positive relationship between database awareness and use of academic databases. Therefore, the null hypothesis that Awareness of databases has no significant relationship with the use of databases is rejected.

Discussion of findings

The study found that the majority of the respondents are digitally competent. This finding supports the study carried out by García-Cabot, de-Marcos, & García-López (2015) that most nursing students have a good level of digital competence. This is, however, in contrast with Adebayo and Otunla (2015); Oluwatosin, Oyeyemi, and Ojo (2018); Adebayo, Adeleke, and Oloruntoba (2020), who state that Nigerian nursing students are not competent enough in the use of digital resources, especially medical databases. The research also revealed that the respondents lack the ability to effectively use online resources for research and learning, which is in line with the findings of Kenny

& Fox's (2015) that a considerable proportion of nursing students struggle with digital competencies. This corroborates the findings of Osman (2017), who opined that the majority of nursing students have low search skills, hence low usage of e-databases; Adebayo and Otunla (2015); Oluwatosin, Oyeyemi, and Ojo (2018); Adebayo, Adeleke, and Oloruntoba (2020), that Nigerian nursing students lack adequate skills and training on the use of some medical databases.

Furthermore, the study revealed that PubMed, MEDLINE, and Google Scholar were highly used and considered usable by most respondents. This supports Tenopir, Volentine, and King (2013), De Groote, Shultz, & Blecic (2014); Alving, Christensen and Thrysø (2018) in their studies that PubMed, MEDLINE, and Google were widely used and highly regarded among healthcare professionals and students due to their comprehensive coverage and ease of use. Databases like Research4Life, Hinari, Embase, Bioline International, Digital Library of Science, EBSCOHost, Highbeam, OARE, and the National Virtual Library had generally low awareness levels. In contrast, AJOL, Bioline International, JSTOR, ProQuest, Web of Science,

and ScienceDirect had moderate to high awareness. Google Scholar had the highest awareness among students. However, lesser-known databases such as Hinari, OARE, and Research4Life had significantly lower awareness and usage levels. In contrast, Kumar and Kumar (2010); Suseela and Devi (2014) found that medical students had a high level of awareness and use of databases like Hinari and PubMed, indicating a more comprehensive awareness of medical databases among students. This contrasts with the current study, where awareness of databases like Hinari was low. This contradicts the current study's findings of low awareness levels for these databases, suggesting variability in awareness across different student populations and disciplines.

The null hypothesis that digital competence does not have significant influences on use of databases is rejected. This finding is in tandem with Joo and Choi (2021), who investigated the impact of digital competence on the use of academic databases among university students. Furthermore, the findings of this study revealed that digital competence significantly influenced the frequency and effectiveness of database usage. The study reported that students with higher digital competence were more adept at navigating and utilizing various databases, supporting the idea that increased digital skills lead to higher database usage. In contrast, a study by Wang and Cheng (2022) examined the relationship between digital competence and academic database usage among graduate students. Their research found no significant correlation between digital competence and the frequency of database usage. The authors suggested that other factors, such as the perceived ease of use and the relevance of the databases to students' academic work, played a more critical role in influencing database usage than digital competence alone.

The null hypothesis that awareness does not influence the use of databases was rejected. It means that awareness of databases affects their usage. A recent study by Adebayo et al. (2023) explored the relationship between database awareness and usage among university students;

the findings indicated that higher levels of database awareness positively correlated with increased database usage, confirming that students who were more aware of available databases were more likely to utilize them effectively. The study reported that awareness accounted for a significant portion of the variance in database usage, supporting the conclusion of the current study. In contrast, a study by Wong et al (2017) found that while most students were aware of the existence of databases, their actual use was limited due to difficulties in locating relevant Hence, awareness does not relate to usage. Their research suggested the need for enhanced information literacy training and better support systems within educational institutions to help students overcome these obstacles and make fuller use of online academic databases and medical journals for their studies. This would encourage database usage than awareness alone, thus opposing the conclusion that awareness is a significant predictor of database usage.

Conclusion and Recommendation

The findings provide insight that a significant percentage of students still lack comprehensive knowledge about medical databases, hence the need for enhanced training and awareness initiatives. Also, findings revealed lower levels of awareness of some databases, suggesting that many students remain unaware of these valuable resources. This study recommends targeted training and promotional awareness on the availability and benefits of underutilized scholarly databases among nursing students in the institution. Libraries should collaborate with the faculty in: training nursing students on database searching, retrieval, and utilization

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