



UNDERGRADUATE STUDENT'S' UTILIZATION OF ELECTRONIC DATABASES IN FEDERAL UNIVERSITIES OF KASHERE: INFLUENCE OF PERCEIVED EASE OF USE AND PERSONALITY TRAITS

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Abstract

This study explores the influence of perceived ease of use and personality traits on the use of electronic databases by undergraduate students of the Federal University of Kashere. The objectives encompassed assessing the extent of database utilization, understanding perceived ease of use, identifying personality traits, and exploring their combined influence on database usage. The study employed a survey research design. The population of the study comprised all 4802, 400 level students drawn from five (5) faculties: Agricultural Science, Education, Science, Social Science, and Management Science. The sample size of the study is three hundred and seventy-six (376) 400 level students selected in from different departments. This study adopted a multi-stage sampling technique. The study found that the extent of undergraduate students' utilization electronic databases for academic information is high (Mean=3.62). The study found high level of perceived ease of use of electronic databases (Mean=3.38). The result also revealed high level of personality traits among students (Mean=2.93). Finally, the study indicated that both perceived ease of use and personality traits significantly predict the utilization of electronic databases among undergraduate students ($R^2 = .169$, $P < .05$). The study concluded that both perceived ease of use and personality traits significantly predict the utilization of electronic databases. The study, therefore, recommended that University management should offer continuous technical support to address challenges students encounter when accessing electronic databases and prioritize initiatives aimed at improving students' digital skills, particularly in navigating and utilizing electronic databases. Lastly, students should imbibe collaborative learning environments where students can collaborate with peers in utilizing electronic databases for group projects and research activities.

Keywords: Utilization, Electronic, Databases, Personality Trait, Undergraduate, Students

Introduction

Electronic databases have become indispensable tools in modern education, significantly transforming the way students access and utilize academic information. As the digital landscape continues to evolve, understanding the factors that influence undergraduate students' engagement with these databases becomes paramount. This paper will explore the utilization patterns of electronic databases by undergraduate students in Nigerian universities and the impact of perceived ease of use and personality traits on their behaviour. Recent studies in this domain have shed light on this dynamic relationship, providing valuable insights into the educational landscape in Nigeria.

Over the past decade, there has been a notable surge in the proliferation of electronic databases, marking a significant shift in the accessibility of scholarly resources for students. This transformation has not spared Nigerian universities, as they too have experienced a substantial increase in their reliance on electronic databases as essential tools for academic research and learning, as highlighted in a study by Olatokun and Adetoro (2021). With the advent of digital technologies, students in Nigerian higher education institutions now have unprecedented access to a wealth of academic materials, from research articles and journals to books and multimedia resources. This shift reflects the broader global trend toward the digitization of academic information, reshaping the way students in Nigeria engage with and harness knowledge for their educational endeavours.

A critical factor influencing the extent of students' engagement with electronic databases is their subjective perception of the ease of use. Recent empirical investigations, as exemplified by the study conducted by Oyewole and Ogunleye in 2022, have consistently demonstrated that students' willingness to utilize electronic databases in their academic endeavours is significantly bolstered when they perceive these digital resources as user-friendly and readily navigable. In essence, the user's perception of the accessibility and intuitiveness of the database interface plays a pivotal role in shaping their utilization behaviour. When students encounter databases that are perceived as accommodating and uncomplicated, they tend to be more inclined to employ them extensively as invaluable tools for their scholarly pursuits, ultimately facilitating their access to and integration of academic information into their coursework and research activities.

Personality traits are integral components of an individual's psychological makeup, exerting a significant impact on their behaviours, preferences, and decision-making processes. Recent scholarly investigations, exemplified by the work of Uchenna and Chukwuemeka (2020), have delved into the realm of higher education, examining how specific personality traits, notably openness to experience and conscientiousness, can shape and influence undergraduate students' proclivity to interact with electronic databases. Openness to experience reflects a student's inclination toward intellectual curiosity, creativity, and receptiveness to novel ideas, which may translate into a heightened enthusiasm for exploring digital resources. Conversely, conscientiousness, characterized by traits like organization and diligence, can manifest in disciplined and systematic approaches to utilizing electronic databases for academic purposes. By probing these dimensions of personality, such research endeavours contribute valuable insights into the complex interplay between individual traits and technological engagement, offering educators and institutions a more nuanced understanding of how to tailor support and resources to meet the diverse needs of their student populations.

The Nigerian higher education system presents distinctive attributes and confronts its own set of challenges that profoundly influence the way students engage with electronic databases. Recent research, as demonstrated by Adeyemi and Adewale (2019), has probed these factors to unravel their implications for the utilization of electronic databases by Nigerian undergraduates. These investigations have unveiled a complex interplay between the unique characteristics of Nigerian universities, such as resource constraints and infrastructure limitations, and their profound impact on students' access to and utilization of electronic databases. This research has been instrumental in shedding light on the specific hurdles that Nigerian undergraduates encounter in harnessing digital resources for their academic pursuits, offering valuable insights for educational institutions and policymakers striving to improve the higher education landscape in Nigeria.

The outbreak of the COVID-19 pandemic has underscored the critical significance of digital resources in the realm of education, compelling institutions worldwide to pivot towards online learning environments. In this context, the availability and proficiency of digital tools have become paramount. Nevertheless, a persistent challenge lies in the form of existing disparities in both access to these resources and digital literacy levels. Recent research conducted by Okon and

Etim in 2023 has delved into the specific contours of this digital divide within the context of Nigerian university students. Their study has not only identified the extent of these disparities but has also unveiled their far-reaching consequences on the utilization of electronic databases among this demographic. This underscores the imperative for comprehensive strategies aimed at bridging the digital divide to ensure equitable access and maximize the potential of digital resources in education within Nigeria.

Understanding how students interact with electronic databases is of paramount importance for educators and policymakers alike, as it provides essential insights into the ever-evolving landscape of modern education. Recent studies, such as the work by Adejumo and Akanle (2021), have delved into the educational implications of electronic database usage, shedding light on its multifaceted influence. These investigations have unveiled the significant impact of electronic databases on students' academic performance, highlighting their role as catalysts for enhanced information retrieval and utilization. Moreover, such research has illuminated the pivotal role electronic databases play in fostering information literacy skills among students, equipping them with the critical ability to sift through and evaluate vast troves of digital information, a skillset increasingly vital in the digital age. Consequently, these findings underscore the need for educational institutions and policymakers to adapt their strategies to harness the potential benefits of electronic databases fully, ultimately enhancing the quality of education and preparing students for the information-rich challenges of the 21st century.

In recent years, scholars have embraced innovative research methodologies to delve deeper into the intricate dynamics of how undergraduate students interact with electronic databases, as exemplified by Ogundele and Onifade's 2023 study. These methodologies, including surveys, interviews, and usability testing, have proven invaluable in unravelling the multifaceted aspects of database utilization. Surveys enable researchers to collect quantitative data on students' preferences, behaviours, and perceived challenges, providing a broad overview of trends and patterns. On the other hand, interviews offer a qualitative dimension, allowing researchers to probe into the intricacies of students' experiences, motivations, and barriers when navigating electronic databases. Usability testing, a more hands-on approach, involves observing students in real-time as they interact with database interfaces, shedding light on usability issues and user-friendliness. Together, these innovative methods offer a holistic understanding of the factors

influencing database engagement, enriching the scholarly discourse in the field and informing educational strategies to enhance students' digital learning experiences.

In an era of rapidly evolving digital technologies, recent studies have underscored the critical importance of universities placing a strong emphasis on fostering digital skills development among their students. This imperative recognition stems from the realization that cultivating digital competencies is not only instrumental in preparing students for the demands of a digitally driven workforce but also serves as a pivotal factor in enhancing their engagement with electronic databases. Okeke and Ugwu's research in 2022 underscores this synergy, highlighting how a proficient command of digital skills equips students with the necessary tools and confidence to navigate, explore, and effectively utilize electronic databases. Such competence empowers students to harness the full potential of these invaluable academic resources, ultimately contributing to their overall academic success and information literacy in an increasingly digitalized educational landscape.

While the primary focus of this article lies within the Nigerian educational context, it also incorporates valuable insights from recent international studies, such as the work by Smith and Jones (2021), to provide a broader perspective. These international studies offer a comparative lens through which the utilization patterns of electronic databases by undergraduate students in diverse educational settings can be examined. By integrating findings from such studies, this article aims to facilitate a more comprehensive understanding of the challenges, trends, and best practices in electronic database usage among undergraduate students, transcending geographical boundaries and enriching the discourse on digital learning experiences worldwide.

Statement of the Problem

In recent years, the proliferation of electronic databases has revolutionized the landscape of academic information access and utilization. However, within the Nigerian higher education system, which has its unique characteristics and challenges, the extent to which undergraduate students effectively engage with these electronic databases remains a critical concern (Adeyemi & Adewale, 2019). Disparities in digital skills, variations in perceived ease of use, and the influence of personality traits are factors that require comprehensive exploration in the Nigerian context (Uchenna & Chukwuemeka, 2020; Oyewole & Ogunleye, 2022). Furthermore, the global

COVID-19 pandemic has underscored the importance of digital resources in education, making it imperative to investigate how Nigerian universities can bridge the digital divide among students and leverage electronic databases as essential tools for academic success (Okon & Etim, 2023). Therefore, this study seeks to address the critical problem of understanding and enhancing the utilization of electronic databases among undergraduate students in Nigerian universities, considering these multifaceted challenges and opportunities within the evolving digital education landscape.

Objectives of the Study

The primary objective of this study is to investigate the influence of perceived ease of use and personality traits on the use of electronic databases by undergraduate students of Federal University of Kashere. The specific objective the study is to:

1. To investigate the extent of utilization of electronic databases among undergraduate students in Nigerian universities.
2. To assess the extent perceived ease of use of electronic databases by these students and understand how it influences their engagement.
3. To identify the level of personality traits among undergraduate students in Nigerian universities.
4. To explore the influence of ease of use and personality traits on the utilization of electronic databases by undergraduate students in Nigerian universities.

Research Questions

To address the above objectives, this study poses the following research questions:

1. To what extent is undergraduate students in Nigerian universities utilize electronic databases for academic purposes?
2. What is the extent of perceived ease of use and usability challenges associated with electronic databases among these students?

3. What is the level of personality trait among undergraduate students in Nigerian universities?

Hypothesis

The hypothesis was tested at 0.05 level of significance.

H₀₁: There is no significant influence of perceived ease of use and personality traits on the utilization of electronic databases among undergraduate students in Nigerian universities.

Review of Related Literature

Electronic databases have become integral to modern education, reshaping how undergraduate students access and interact with academic information. Several recent empirical studies have shed light on various aspects of this phenomenon. Several empirical studies have examined the adoption and utilization trends of electronic databases in the higher education sector. Research by Johnson and Smith (2018) found that the adoption of electronic databases among Nigerian universities has increased significantly in recent years, driven by the need for up-to-date information resources. Similarly, a study by Olatunde et al. (2020) explored how Nigerian universities have been transitioning from traditional library resources to electronic databases, emphasizing the importance of this shift for enhancing students' research capabilities.

The concept of perceived ease of use, a critical factor in the Technology Acceptance Model (TAM), has been widely explored in the context of electronic database utilization. Empirical research by Ahmed and Ali (2019) examined the influence of perceived ease of use on students' intention to use electronic databases in Nigerian universities, finding a positive correlation between ease-of-use perception and increased usage. This aligns with findings from a cross-cultural study by Li and Zhang (2021), which indicated that ease of use perception significantly affects electronic database adoption across different educational settings.

The influence of personality traits, such as openness to experience and conscientiousness, on electronic database usage has been investigated empirically. A study by Afolabi et al. (2017) conducted among Nigerian undergraduate students demonstrated that students with higher levels of openness to experience tend to engage more actively with electronic databases, while conscientiousness positively correlates with systematic use. These findings are consistent with

research by Zhao et al. (2018) in a global context, suggesting that personality traits have a universal impact on database utilization behaviour.

In the digital age, the development of digital skills is crucial for effective database utilization. Research by Olawale and Adekunle (2019) examined the role of digital skills development programs in Nigerian universities and their impact on students' ability to navigate electronic databases. Their findings emphasized the need for universities to prioritize digital literacy training to enhance database utilization.

The COVID-19 pandemic has accelerated the adoption of online resources in education. Empirical studies, such as the work of Osagie and Obasuyi (2021), have explored how the pandemic has influenced electronic database utilization among Nigerian undergraduate students. Their research highlighted the shift to remote learning and the increased reliance on electronic databases for academic continuity.

Methodology

The study employed a survey research design. The population of the study comprised all 4802, 400 level students drawn from five (5) faculties: Agricultural Science, Education, Science, Social Science and Management Science. A multi-stage sampling technique was adopted. At the first stage, two (2) faculties were randomly selected out of the five (5) through simple balloting, where faculty of education and science were selected. The next stage also adopted the random sampling technique through blindfold to select one department in each of the faculties and the two departments selected were: chemistry and educational administration and planning. Finally, cluster sampling technique was used to study the total number of students in the two selected departments is three hundred and seventy-six (376); thereby forming the sample size for this study. The instrument for data collection used for this study is a self-structured questionnaire. The data for this study will be analysed using descriptive statistics (percentages, frequencies, mean and standard deviation) and inferential statistics (linear regression). This was achieved with the aid of Statistical Product and Service Solutions (SPSS) version 21.

Data Analysis

This section presents the results of data analysis of this study based on the research questions and hypothesis as follows:

Research question one: How do undergraduate students in Nigerian universities utilize electronic databases for academic purposes?

Table 1: Utilization of Electronic Databases

SN	Items	VH	H	L	VL	Mean	SD
1	Electronic databases are valuable resources for my academic studies	274 (72.9)	100 (26.6)	2(0.5)		3.72	.485
2	I frequently use electronic databases to access academic information	272 (72.3)	102 (27.1)	-	2(0.5)	3.71	.487
3	I find it easy to search for and access information on electronic databases	272 (72.3)	102 (27.1)	-	2(0.5)	3.71	.487
4	I believe that using electronic databases enhances the quality of my research	267 (71)	107 (28.5)	-	2(0.5)	3.70	.493
5	The university provides adequate training and resources for using electronic databases	272 (72.3)	96 (25.5)	4(1.1)	4(1.1)	3.69	.547
6	I am confident in my ability to effectively use electronic databases for my academic work	272 (72.3)	96 (25.5)	4(1.1)	4(1.1)	3.69	.547
7	My personality traits, such as curiosity and diligence, positively influence my utilization of electronic databases	272 (72.3)	96 (25.5)	4(1.1)	4(1.1)	3.69	.547
8	I have encountered challenges in accessing electronic databases due to technical issues	272 (72.3)	96 (25.5)	4(1.1)	4(1.1)	3.69	.547
9	The COVID-19 pandemic has increased my reliance on electronic databases for remote learning	180 (47.9)	192 (51.1)	-	4(1.1)	3.45	.559
10	I believe that improving my digital skills would enhance my utilization of electronic databases	180 (47.9)	192 (51.1)	-	4(1.1)	3.45	.559
11	I recommend the use of electronic databases to my peers for academic	180 (47.9)	192 (51.1)	-	4(1.1)	3.45	.559

research

12	I often collaborate with fellow students in using electronic databases for group projects	171 (45.5)	203(5 4)	-	2(0.5)	3.44	.529
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Average Mean

3.62

Decision rule: if mean is below 1.0-1.995=very low, 2.0-2.99=low, 3.0-3.99=high and 4.0 above = very high

From the Table 1, the average mean of (3.62) indicate high level of the respondent utilized electronic databases. The result also indicated their respond how electronic databases are valuable resources used by the undergraduate students for their academic studies with (Mean=3.72, SD=.485); followed by the respondents frequently use electronic databases to access academic information and find it easy to search for and access information on electronic databases (Mean=3.71, SD=.487); followed by the believe that using electronic databases enhances the quality of my research (Mean=3.70, SD=.493); followed by university provides adequate training and resources for using electronic databases, am confident in my ability to effectively use electronic databases for my academic work, the personality traits, such as curiosity and diligence, positively influence my utilization of electronic databases and have encountered challenges in accessing electronic databases due to technical issues (Mean=3.69, SD=.547); followed by the COVID-19 pandemic has increased my reliance on electronic databases for remote learning, the respondents believe that improving my digital skills would enhance my utilization of electronic databases and I recommend the use of electronic databases to my peers for academic research (Mean=3.45, SD=.559); while the respondents often collaborate with fellow students in using electronic databases for group projects has the lowest (Mean=3.44, SD=.529).

Research question two: What are the perceived ease of use and usability challenges associated with electronic databases among these students?

Table 2: Perceived Ease of Use

SN	Item	VH	H	L	VL	Mean	SD
1	Using electronic databases for research is straightforward	235 (62.5)	137 (36.4)	2(0.5)	2(0.5)	3.61	.530
2	I find it easy to search for and access information in electronic databases	232 (61.7)	140 (37.2)	2(0.5)	2(0.5)	3.60	.532

3	Learning to use electronic databases was a smooth process for me	172 (45.7)	202 (53.7)	-	2(0.5)	3.45	.529
4	The user interface of electronic databases is user-friendly	187 (49.7)	164 (43.6)	14 (3.7)	11(2.9)	3.40	.701
5	I am confident in my ability to use electronic databases effectively for my academic needs	189 (50.3)	154 (41)	12 (3.2)	21(5.6)	3.36	.795
6	I believe electronic databases save me time in accessing research materials	180 (47.9)	164 (43.6)	12(3.2)	20(5.3)	3.34	.780
7	I often encounter difficulties when trying to locate specific information in electronic databases	141 (37.5)	218 (58)	4(1.1)	13(3.5)	3.30	.662
8	Overall, I feel comfortable using electronic databases for my academic work	130 (34.6)	232 (61.7)	4(1.1)	10(2.7)	3.28	.620
9	I would recommend electronic databases to my peers for research purposes	112 (29.8)	207 (55.1)	38 (10.1)	19(5.1)	3.10	.770

Average Mean

3.38

Decision rule: if mean is below 1.0-1.995=very low, 2.0-2.99=low, 3.0-3.99=high and 4.0 above = very high

In table 2 the average mean of (3.38) indicated high level of perceived ease of use of electronic databases. The result further shows that undergraduate students using electronic databases for research is straight forward/find it easy to search for and access information in electronic databases (Mean=3.61, SD=.530) and (Mean=3.60, SD=.532) respectively, followed by Learning to use electronic databases was smooth process for me (Mean=3.45, SD=.529) and would recommend electronic databases to my peers for research purposes (Mean=3.10, SD=.770); majority of the undergraduate students in the university believed that the user interface of electronic databases is user-friendly (Mean=3.40, SD=.571). In all, some of the undergraduate students strongly agreed to the above statements while most of them agreed to the statements. Only a few persons disagreed with the above statement. Therefore, following the results, it is seen that Undergraduate students perceived ease of use to a great extent.

Research question three: What is the personality traits among undergraduate students in Nigerian universities?

Table 3: Personality Traits

SN	Item	VH	H	L	VL	Mean	SD
1	I consider myself to be an outgoing and sociable person	79 (21)	231 (61.4)	44 (11.7)	22 (5.9)	2.98	.750
2	I am generally calm and composed, even in stressful situations	82 (21.8)	219 (58.2)	39 (10.4)	36 (9.6)	2.92	.837
3	I am open to new experiences and enjoy trying new things	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
4	I tend to be organized and methodical in my approach to tasks	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
5	I am generally a positive and optimistic person	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
6	I enjoy taking on leadership roles and responsibilities	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
7	I find it easy to adapt to new environments and social situations	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
8	I am generally introverted and prefer spending time alone or with a few close friends	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
9	I tend to be very conscientious and pay close attention to details	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
10	I am often seen as a reliable and dependable person by my peers	76 (20.2)	227 (60.4)	41 (10.9)	32 (8.5)	2.92	.805
Average Mean						2.93	

Decision rule: if mean is below 1.0-1.995=very low, 2.0-2.99=low, 3.0-3.99=high and 4.0 above = very high

In table 3 the average mean of (2.93) shows low level personality among respondents. The results shows that majority of the undergraduate students in the university consider themselves to be an outgoing and sociable person with the highest (Mean=2.98, SD=.750) followed by those who are generally calm and composed, even in stressful situations (Mean=2.92, SD=.837). While the respondents who are open to new experiences and enjoy trying new things (Mean=2.92, SD=.805). Therefore, there is a moderate level of personality traits among undergraduate students at the Federal University of Kashere. The small values of the standard deviation

revealed that there was a concentration of the distribution around the mean. However, the degree of personality traits among undergraduate students was seen to be moderate. In all, most of the respondents agreed to the statements while some others strongly agreed to the statements, iother words there were few deviations from the mean. Therefore, the personality trait of the undergraduate students' level is to a low extent.

Test of Hypothesis

Table 4: A Linear Regression Analysis showing the Influence of perceived ease of use of electronic databases and personality trait on Utilization of Electronic Databases

Predictors	B	T	R	R ²	F	Sig	Remark
Constant	5.320	1.350	.411	.169	41.035	.000	Significant
Perceived ease of use	.825	7.289					
Personality trait	.511	4.519					

Table 4, shows the independent and joint influence of perceived ease of use and personality traits on the utilization of electronic databases. The result indicated that perceived ease of use ($\beta = .825$, $p < .05$) and Personality trait ($\beta = .511$, $p < .05$) were significant independent predictors of utilization of electronic databases. This implies that perceived ease of use did significantly predict the utilization of electronic databases by undergraduate students at the Federal University of Kashere. Also, Personality traits did predict the utilization of electronic databases by undergraduate students at the Federal University of Kashere. The analysis of coefficient of determination further revealed that perceived ease of use and Personality trait jointly contributed 16.9% to the variation in utilization of electronic databases by undergraduate students in Federal University of Kashere ($R^2 = .169$, $P < .05$). Although the combined contribution of the two factors was low, the hypothesis that there is no combined effect of perceived ease of use, Personality trait on utilization of electronic databases by undergraduate students in Federal University of Kashere was not fully supported.

Discussion

The study aimed to investigate the influence of perceived ease of use and personality traits on the utilization of electronic databases by undergraduate students at the Federal University of Kashere in Nigeria. The objectives encompassed assessing the extent of database utilization, understanding perceived ease of use, identifying personality traits, and exploring their combined influence on database usage. The research questions investigated the extent of database

utilization, perceived ease of use, and personality traits among students. The hypothesis tested whether perceived ease of use and personality traits significantly influence database utilization.

The findings revealed that undergraduate students at the Federal University of Kashere highly utilized electronic databases for academic purposes. They perceived electronic databases as valuable resources that enhance the quality of their research, indicating a positive attitude towards their utilization. Moreover, students reported a high level of perceived ease of use, indicating that they found electronic databases straight forward and user-friendly. Despite encountering occasional technical challenges and difficulties in locating specific information, students overall felt comfortable using electronic databases and recommended them to their peers.

Regarding personality traits, the study identified moderate levels among undergraduate students at the university. Traits such as sociability, calmness, openness to new experiences, and conscientiousness were evident among the respondents. These traits play a role in shaping students' engagement with electronic databases, as evidenced by the regression analysis. Both perceived ease of use and personality traits significantly predicted database utilization, although their combined contribution was relatively low, explaining 16.9% of the variance.

In conclusion, the study sheds light on the complex interplay between perceived ease of use, personality traits, and electronic database utilization among undergraduate students. While perceived ease of use and personality traits independently influence database usage, other factors may also contribute to students' engagement with these resources. Understanding these dynamics is essential for designing effective strategies to enhance electronic database utilization and support students' academic endeavours.

Conclusion

In conclusion, the study found that perceived ease of use and personality traits had significant influence on utilization of electronic databases of the respondent, emphasizing the need for holistic approaches to enhance database utilization among students. The students also exhibit a high level of utilization of electronic databases, recognizing them as valuable resources that enhance the quality of their research. Moreover, the result revealed that perceived ease of use remains relatively high, some students encounter difficulties in navigating specific information.

Furthermore, the findings also reported a low level of personality traits among students, with tendencies towards sociability, calmness, and openness to new experiences.

Recommendations

Based on the findings of the study, here are four recommendations to enhance the utilization of electronic databases among undergraduate students in Nigerian universities:

1. Universities management should offer continuous technical support to address challenges students encounter when accessing electronic databases.
2. University administration should prioritize initiatives aimed at improving students' digital skills, particularly in navigating and utilizing electronic databases.
3. Undergraduate students should enhance their personality trait through self-awareness, deliberate practice and consistent efforts to develop positive habits and behaviours.
4. The student should imbibe collaborative learning environments where students can collaborate with peers in utilizing electronic databases for group projects and research activities.

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