

Awareness and Usage of Educational Video Streaming Databases by Lecturers at the University of the Free State, South Africa

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Abstract

Educational video streaming is a new technology in today's teaching and learning environment. However, few scholarly publications exist on the awareness and use of educational streaming video databases in South African universities. The aim of the article was to investigate the awareness and usage of educational streaming video databases by lecturers at the University of the Free State. The article adopted a positivist paradigm, a quantitative approach, and a descriptive survey design using the technology acceptance model as a theoretical framework. Data were collected from a probability sample of 80 participants, with 49 responses and a response rate of 61.25%. An electronic questionnaire was used to collect data using closed-ended questions. The findings revealed a general lack of awareness and usage of educational video streaming databases. The article assists management, lecturers, acquisition librarians, and students to explore new ways of using educational streaming video databases.

Keywords: academic libraries; educational video streaming database; lecturers; survey; University of the Free State

UNISA 
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Volume 42 | Number 2 | 2024 | #12709 | 21 pages

<https://doi.org/10.25159/2663-659X/12709>

ISSN 2663-659X (Online), ISSN 0027-2639 (Print)

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Introduction

Academic libraries build information collections to support teaching, learning, and research. The acquisition section in a library is responsible for the selection, acquisition, and receiving of information resources in all formats, namely print, electronic, and audiovisual. The library's policies, and procedures guide information resource selection in the development of the library's collection (Adesanya 2015). Acquisitions librarians source information resources by purchasing, receiving gifts/donations, subscriptions, and inter-library exchange (Adepoju 2021). Among the resources acquired are educational video online streaming services.

Educational video online streaming is a new technology in today's teaching and learning environment. There is an increase in the availability of educational video databases. In most institutions of higher learning, lecturers are responsible for investigating the effectiveness of streaming videos and deciding what will work in their courses (Hartsell and Yuen 2006). The New School, a university in New York, lists 18 databases of streaming videos under the library's LibGuides (The New School Libraries 2024). Academic libraries are slowly subscribing to educational video databases to support teaching, learning, and research (Farrelly and Hutchison 2014). Despite the prevalence of education video streaming databases, there seems to be a low uptake in the use of educational videos for teaching and learning among educators in institutions of higher learning. Lohmann and Frederiksen (2018) indicate that even after faculty have shown an interest in using streaming video over non-streaming materials such as DVDs, there is a lack of awareness of library-subscribed streaming video options. It is important to investigate lecturers' awareness and usage of educational video streaming platforms given the growth of multimodal teaching and learning literature. A low uptake in educational video online streaming may impact students' learning, especially in a rapidly changing higher education landscape.

Problem Statement

Vendors and publishers offer educational video collections to academic libraries and librarians have shown a positive adoption of educational video collections in their library collections. However, little is known about the awareness and experiences of lecturers who use educational streaming videos at the University of the Free State (UFS). According to Beisler, Bucy, and Medaille (2019), little has been written about the awareness and experiences of lecturers in favour of educational video streaming content. This is happening despite the fact that academic libraries subscribe to educational video streaming databases.

Subscriptions to educational streaming video databases play a significant role in multimodal learning, yet few lecturers show any interest in educational streaming video databases. There is overuse of text-based educational material (Ho and Henry 2014). Text-based teaching approaches are criticised for focusing on products rather than the

process of learning (Richards, n.d.). Lecturers at UFS seem unwilling to use video-based educational materials. Several factors have been identified for negative behaviour toward online video educational resources.

The Queensland University of Technology conducted a two-week survey on user behaviour in August 2013. A survey was conducted among 260 participants to obtain responses about the use of the library's online video resources. The survey found that "it is likely that academic staff have not yet been exposed to the technical and instructive possibilities that might be available for student engagement within the virtual learning environment" (Cleary, Humphrey, and Bates 2014, 10). It would be interesting to find out what holds for lecturers at UFS given the low uptake of educational video streaming.

In South Africa, the use of educational video streaming platforms did not receive much attention before the COVID-19 pandemic. Prior to the COVID-19 pandemic, many lecturers relied on text-based materials for teaching and learning because of the descriptive way learning achievement is measured in South Africa in terms of the National Qualifications Framework Act (Republic of South Africa, n.d.). Compared with other intuitions of higher learning across the world, South African university educators are lagging in the use of educational video streaming. Few scholarly publications exist on the awareness and use of educational streaming video databases in South African universities. It is therefore relevant that a study be conducted on the awareness and use of educational streaming video databases by lecturers at the University of the Free State. The article will help UFS management, lecturers, acquisition librarians, and students to explore new ways of making educational streaming video databases more effective and relevant in supporting teaching, learning, and research. Determining lecturers' awareness and usage of educational streaming video databases is the first step towards developing training interventions for lecturers at UFS, and elsewhere in institutions of higher learning. Lecturers will understand how educational streaming video databases can assist to improve their teaching by accessing quality videos that are reliable, accurate, authentic, and realistic compared with free streaming/unsubscribed platforms. Furthermore, this article has the potential not only to allow acquisition librarians to assist lecturers but also to assist publishers/vendors to produce relevant video content that can support the higher education curriculum.

Aim and Objectives

The aim of the article was to investigate the awareness and usage of educational streaming video databases by lecturers at the University of the Free State. To achieve this aim, the authors formulated the following objectives:

- To understand the participants' perceptions of subscription video streaming databases.
- To describe the participants' perceptions of the level of ease of use of educational video streaming databases.

- To identify the participants' attitudes towards educational video streaming databases.
- To understand the participants behavioural intention to use educational video streaming databases.
- To make recommendations for the actual usage of educational video streaming databases.

Theoretical Framework

The authors identified a suitable theoretical framework for the study. Theoretical frameworks focus on the use of a single formal theory to conceptualise and design research (Lester 2005). The technology acceptance model (TAM) was adopted as a theoretical framework for the study (Figure 1). According to Davis (1989), the TAM is a useful theoretical model that helps to understand and predict when users intend to use and accept information systems and technology. The TAM consists of variables, namely perceived usefulness, perceived ease of use, attitude, behavioural intention, and actual usage (Davis 1989). The next section outlines the variables that are central to the TAM.

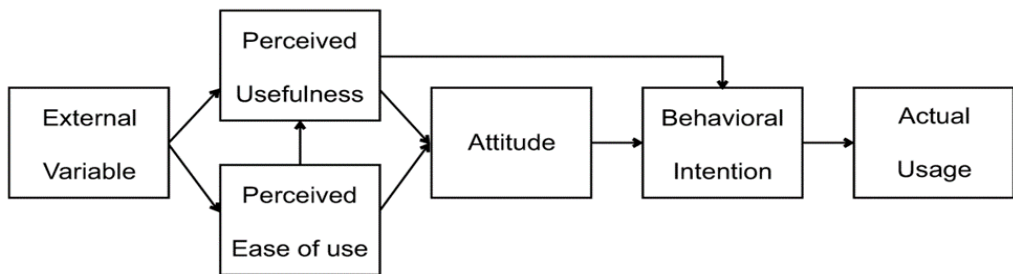


Figure 1. The technology acceptance model (Davis 1989)

Factors that can affect lecturers' perception of educational video streaming databases can be located within the TAM. Martínez-Torres et al. (2008) state that the TAM integrates several variables to better explain the introduction of information systems technology into the learning environment. User recruitment is driven by two key beliefs, namely perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which a person believes that employing a specific information system and technology will improve his or her career or personal performance. Perceived ease of use is the extent to which users can use the technology without obstacles. The perception of usefulness and ease of use determines the attitude of users toward technology (Chen, Shing-Han, and Chien-Yi 2011). Behavioural intention is when user behaviour is measured by intent to use the system because there is a high association between intent and behaviour (Mathieson, Peacock, and Chin 2001; Rafique et al. 2020). Usage is determined by the intent of the action. Behavioural intent is influenced by attitudes toward usage and the direct and indirect effects of perceived usefulness and perceived ease of use (Martínez-Torres et al. 2008).

In this article, the TAM guided the objectives, literature review, and research methodology. Variables of the TAM were used to formulate research objectives. Variables of the theoretical framework were used to formulate headings for the literature review section. Furthermore, the theoretical framework informed the strategy adopted for investigation, particularly the data collection instrument and the data analysis stage.

Perceived usefulness was measured by the level of awareness of educational streaming video databases by lecturers at UFS, since for users to use a specific information system and technology they must be aware of the technology. Perceived ease of use was measured by the frequency with which the participants use educational streaming video databases since using information systems and technology would enhance the effectiveness of their work. Attitude was measured by understanding the perception of the participants toward educational streaming video databases. The behavioural intention was measured by identifying challenges encountered by the participants when using the educational streaming video databases.

Literature Review

The authors reviewed literature to identify what other authors have written on educational video streaming databases.

Perception of Instructors towards Multimedia

Educators have different perceptions towards educational video streaming platforms. Literature on faculty member perceptions towards educational video streaming databases aligns with this study's first objective. The general perception among instructors is that videos in lecture rooms help explain complex core concepts because of the multiple dimensions provided by audiovisual media (Spicer and Horbal 2017). Based on this explanation, it would be interesting to find out whether the helpfulness of multimedia in explaining complex concepts applies to all disciplines. It remains to be seen whether UFS lecturers have the same perception towards educational video streaming platforms. The next section discusses literature relating to the ease of use of technological infrastructure.

Challenges that Prevent Ease of Use

Lecturers' ease of use of educational video streaming databases can be affected by several factors, namely user interface and copyright laws. This section aligns with the second objective of the article. Instructors who use educational video streaming databases can find it difficult to search and navigate the user interface (Otto 2014). Since most of the subscription databases in the library are designed by different organisations, each database has its own style, look, and feel. Although some database interfaces come with a plain design, others have complicated designs, making it difficult for novice lecturers to easily access teaching material. It would be interesting to find out whether database user interfaces determine the ease of access by lecturers at UFS. Furthermore,

copyright laws in digital content can affect ease of use. Grove (2021) asserts that the Digital Millennium Copyright Act limits the ability to use DVDs in distance teaching. Academic libraries can play an advocacy role in ensuring that legislators consider exemptions in copyright laws relating to digital content use. Factors highlighted in this section can be mitigated only when lecturers are aware of educational video streaming platforms. While user interfaces and copyright laws hamper ease of use, the attitude of lecturers towards technology can also affect access.

Factors Influencing Attitudes toward the Use of Video Streaming

Lecturer's attitudes towards educational video streaming databases are influenced by developments in higher education. This section aligns with objective three in the article. According to Vieira, Lopes, and Soares (2014), online education forces instructors to adapt quickly to the use of video streaming. Most lecturers believe they can deliver complex information and content to students using video streaming platforms. Furthermore, Grombly (2020) notes two benefits of educational video streaming, namely efficient use of class time and flexibility in terms of unlimited on and off-campus user access. The challenge to enjoying the benefits of unlimited education video streaming platforms is that not all students have the infrastructure to access the content. Those who have access to computers might require appropriate bandwidth, which remains a major challenge for students from previously disadvantaged communities. It is important to note that the lecturer's attitude towards educational video streaming databases depends on the level of awareness and behavioural intention.

Behavioural Intention to Use Educational Video Streaming Databases

Lecturers' intention to use educational video streaming databases depends on behavioural intentions in their area of focus. This section aligns with objective four of the study. Beisler, Bucy, and Medaille (2019) argue that the type of course taught determines behavioural intention to use specific content. For instance, lecturers in the humanities would prefer documentaries as they are crucial for students to view, interpret, and analyse learning content. Furthermore, they posit that students are unlikely to use video streaming platforms if faculties do not make recommendations for their use. From these explanations, it appears that the behavioural intention to use educational video streaming databases rests solely on lecturers. The sole focus on lecturers raises questions about the role of students and librarians in initiating behavioural intention to use educational video streaming databases. The next section addresses the methodology to be adopted in the study.

Critics of the TAM

Based on the above findings, the authors have identified critics of the TAM, notably the variables of perceived usefulness, perceived ease of use, attitude, behavioural intention, and actual usage (Davis 1989). Criticism of the TAM is based on three categories, namely the methodology used for testing, the variables and relationships that exist

within the TAM, and the core theoretical foundation underlying the TAM (Chuttur 2009).

On methodology, some researchers say that self-reported data is subjective compared with data that comes from the actual use of the system (Legris, Ingham, and Collette 2003). For instance, library users can give subjective feedback regarding the use of LibGuides that is different from the statistics generated by the actual LibGuide.

Regarding variables, critics such as Yang and Yoo (2004) suggested that the attitude variable be reconsidered because it may significantly affect system use. This implies that a negative attitude towards a database results in minimal usage of the system, whereas a positive attitude influences people to intend to use the database. Bagozzi (2007) highlighted some weaknesses relating to the relationship between variables of the TAM. For instance, the author questioned the strength of the intention-actual use link. According to Bagozzi (2007), behaviour could not be considered a short-term goal because between intention and actual use, other factors could come into play, which might influence an individual's decision to adopt a technology. Individuals' belief systems and memories might not work the same way as predicted in the TAM.

Regarding the theoretical strength of the TAM, Bagozzi (2007) notes that the intention to use technology cannot be a short-term goal. Instead, the user's behaviour should be treated as a long-term goal. The intention to use technology does not represent actual usage because there are influential factors between intention and adoption that can affect the user's intention to use technology.

Research Methodology

The article moves from a positivist paradigm to explain the awareness and usage of educational video streaming databases by lecturers at UFS. Positivists focus on producing explanations for an association or cause and effect towards prediction and control of observable phenomena (Gergen 2001; Sciarra 1999). The article focuses on educational video streaming databases as a single reality that can be studied objectively without the authors attaching emotions. The study's parameters were limited to seven faculties, excluding the UFS Business School. Furthermore, the article adopted a quantitative research approach which emphasises numbers and figures when collecting and analysing data. Numerical data facilitates the time and decisions researchers would have spent reaching research results and conclusions (Frey 2018). The article was designed to focus on the characteristics of lecturers at UFS. To this end, the article adopted the descriptive survey research design. The "goal of descriptive research design is to explain the phenomenon and its characteristics" (Nassaji 2015, 129). In this article, descriptive survey research was used to understand the characteristics of UFS lecturers as a population.

The authors chose as the population lecturers located in the faculties of economics and management sciences, education, health sciences, law, natural and agricultural sciences, humanities, and theology and religion. Since the number of lecturers was too large for the authors to handle, a sampling design was necessary. The authors adopted a probability sample design before data were collected. In a probability sample design, each unit has a chance of being selected in a plan adopted before collecting data for a sample from a population (Kothari and Garg 2014). A total of 80 lecturers were chosen as a sample from a population of 1000. This article adopted a stratified sampling method in which the total number of lecturers in each targeted faculty for the current academic year was established (Maree 2016). Using this method of sampling, each element in the population had an equal chance of being selected.

This article adopted an electronic questionnaire as the data collection method with a response rate of 61.25%. A survey response rate consists of the number of people who answered the survey divided by the number of people the survey was sent to, multiplied by 100 (Lindemann 2021). Out of a sample of 80, only 49 completed the survey. An electronic questionnaire was more advantageous than other data collection methods because it can be sent to many individuals simultaneously and is likely to involve less expensive procedures (Debois 2019). The authors utilised LibWizard online forms by Springshare to populate the electronic questionnaire. The questionnaire consisted of closed-ended questions to address quantitative aspects of the study. Closed-ended questions permit respondents to choose only from the answers provided in the questionnaire (Farrel 2016). Data were analysed using LibWizard from Springshare and data were visualised through pie charts and bar graphs.

Ethical Considerations

The University of the Free State gave ethical clearance for the study (UFS-HSD2022/1017/22). While an effort was made to adhere to the UFS COVID-19 guidelines and policies, there was no physical contact with participants. The use of an electronic questionnaire was aimed at mitigating the possible risks of COVID-19 infection.

The authors' understanding of ethics in this article drew from descriptive research ethics. According to Mertens and Ginsberg (2009), descriptive research ethics in the social sciences considers the behaviour of participants and the ethical values they hold. An informed consent form was distributed to participants to grant permission for participation. All participants sampled in the article granted permission to participate, as stipulated. The authors considered the behaviour of the participants towards research undertaken by researcher-librarians, and the ethical values they hold.

To ensure validity and reliability, the questionnaire was piloted amongst lecturers before actual data collection. Validity refers to the extent to which interpretations and inferences based on the scores are accurate (Johnson and Christensen 2014). The authors

are confident that the measurement score on the questionnaire can be used to interpret the participants’ characteristics. If reused in further research, the findings of the article should yield the same results.

Findings and Discussion

Participants Background Details

Out of 49 participants, 15 indicated that they were aware of the availability of educational video streaming databases, while most (n = 34) indicated that they were not aware of educational video streaming databases (Table 1). These findings reveal that there is a general lack of awareness of educational video streaming databases at UFS. One way of addressing the situation is for UFS libraries to roll out an awareness campaign to recruit lecturers.

Table 1: Awareness of the availability of educational video streaming databases

Response	Number of submissions	% of overall submissions
Yes	15	30.61
No	34	69.39
Total	49	100.00

Participants who answered yes to the above question were requested to indicate how they became aware of educational video streaming databases (Figure 2). Lecturers who were aware of educational video streaming databases indicated that they heard about them from colleagues, librarians, library websites, friends, and publishers’ websites. The rest of the participants (n = 16) indicated that none of the options in the follow-up question were applicable. The researchers assume that the 16 participants belong to the category of participants who are now aware of educational video streaming databases.

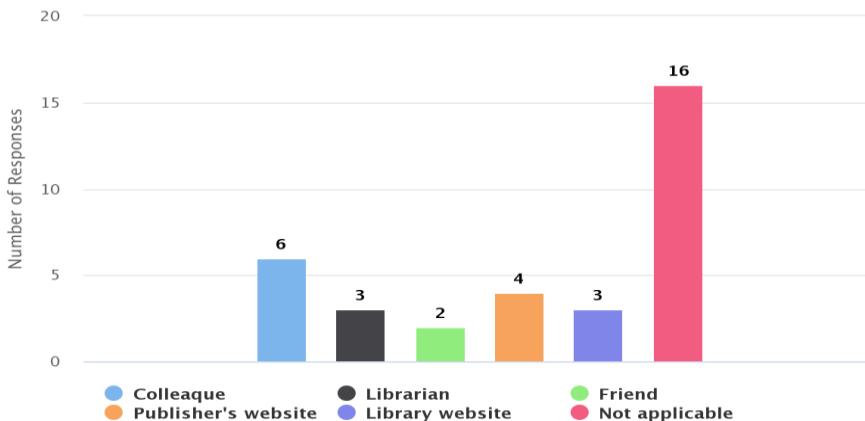


Figure 2: How lecturers became aware of educational video streaming databases

Participants were asked which faculty they were currently working in. As Figure 3 shows, 18 (36.0%) worked in the Faculty of Natural and Agricultural Sciences, 12 (24.0%) in the Faculty of Health Sciences, six (12.0%) in the Faculty of Theology and Religion, six (12.0%) in the Faculty of Humanities, four (8.0%) in the Faculty of Education, three (6.0%) in the Faculty of Economic and Management Sciences, and one in the Faculty of Law (2.0%). Most of the participants worked in the Faculty of Natural and Agricultural Sciences (36.0%).

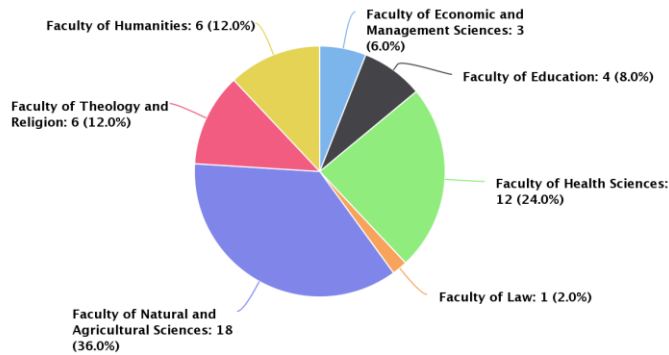


Figure 3: Participants by faculty

Participants were asked how long they had been in the faculty (Figure 4). The results indicated that the majority (n = 15) had 1–5 years’ experience, 12 indicated that they had 5–10 years’ experience, 12 indicated that they had 10–15 years’ experience, and 10 indicated that they had 15 years or more experience. The majority (n = 15) of the participants had between 1–5 years of tenure. This result indicates a short tenure of employment for lecturers who participated in the study.

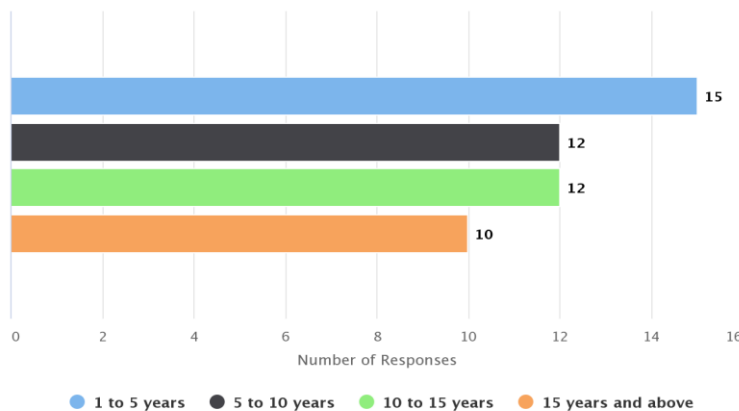


Figure 4: Lecturer tenure at UFS

Participants' Perception of the Library's Subscription Video Streaming Databases

To understand the perception of the participants towards the library's subscription video streaming databases, participants were provided with the statement: "Educational video streaming databases can improve teaching, learning, and research activities." Participants responded by selecting from the scale of strongly disagree, disagree, neutral, agree, and strongly agree to share their perceptions. The results indicated that most of the participants ($n = 21$) selected agree, 15 selected strongly agree, seven selected neutral, five selected strongly disagree, and one selected disagree (Figure 5). This result is an indication that lecturers perceive educational video streaming databases as essential in improving teaching, learning, and research activities in universities.

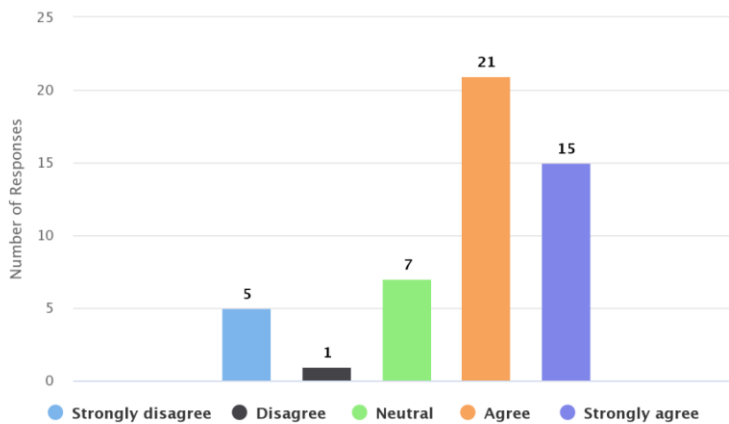


Figure 5: Perception towards subscription video streaming databases

Level of Ease of Use of Educational Video Streaming Databases

The level of ease of use of educational video streaming databases by the participants is key in this article. Participants were asked to indicate if they had used educational video streaming platforms before. Out of 49 participants, the majority ($n = 31$) selected no, and 19 selected yes (Figure 6). This finding reveals that the majority of the participants had never used educational video streaming platforms.

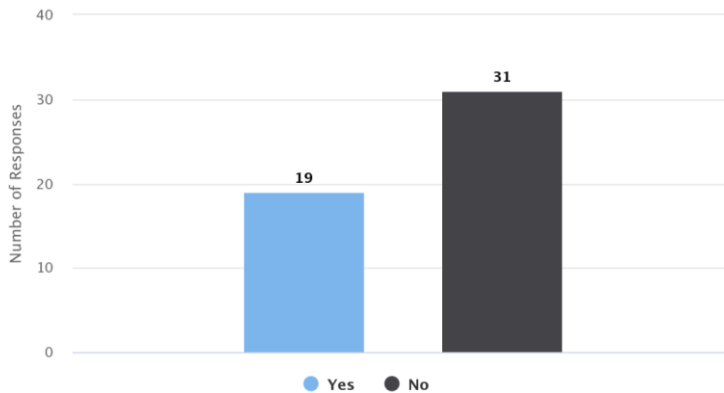


Figure 6: Response to prior use of educational video streaming databases

Lecturers who had used educational video streaming platforms before were requested to rate their level of ease of use (Table 2). The results indicate that 29 participants (59.18%) found the platforms fairly easy, nine (18.37%) found them difficult, six (12.24%) found them extremely difficult, and five (10.20%) found them extremely easy to use. This finding is an indication that educational video streaming platforms are easily usable. Based on the variable of perceived ease of use in the TAM framework, the authors posit that lecturers who have not used the databases should consider using them because they are fairly easy to use.

Table 2: Ease of use

Response	Number of submissions	% of overall submissions
Extremely easy	5	10.20
Fairly easy	29	59.18
Difficult	9	18.37
Extremely difficult	6	12.24
Total	49	100.00

Participants were provided with a list of the challenges to select from that prevent ease of use when accessing and using educational video streaming databases. The results revealed that lecturers identified a lack of training ($n = 20$), bandwidth ($n = 13$), copyright laws ($n = 9$), a complex user interface ($n = 5$), and conducting a search ($n = 2$) as challenges (Figure 7). The findings slightly contradict the “fairly easy” comment by participants in the previous section. Nevertheless, the behavioural intention of the participants elevates educational streaming database training as essential. Librarians should recommend training prior to educational streaming databases use by lecturers.

The idea of recommendation as a determinant for intention to use is also highlighted in the literature review (see also Beisler, Bucy, and Medaille 2019). Lecturers and librarians can work together in this regard. Furthermore, bandwidth for better connectivity remains a challenge for participants. The results on copyright laws as a challenge coincide with dissident views on the recent Copyright Amendment Bill (Republic of South Africa 2017). According to Dlamini (2019), the Copyright Amendment Bill is fundamentally flawed because it exposes South African creatives and artists to abuse by big tech companies who will enjoy free access to their content. Challenges related to copyright laws are also corroborated by Grove (2021). Database training could assist in dealing with challenges related to complex user interfaces and conducting searches on educational streaming video databases.

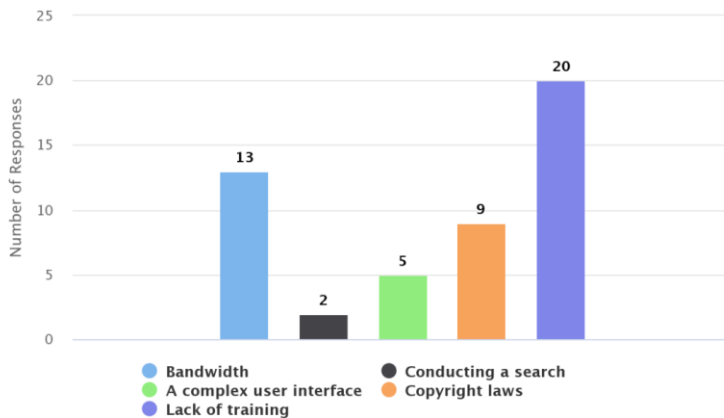


Figure 7: Challenges that prevent ease of use

The Attitude of the Participants towards Educational Video Streaming Databases

The authors wanted to understand the attitude of the participants towards the use of multimedia formats in teaching, learning, and research (Figure 8). Out of 49 participants, 34 (69%) chose “Great,” five (10%) chose “I would rather stick to text,” five (10%) chose “I have my doubts,” and five (10%) were unable to answer. The findings indicate that the participants had a positive perception of the use of educational video streaming databases in teaching, learning, and research.

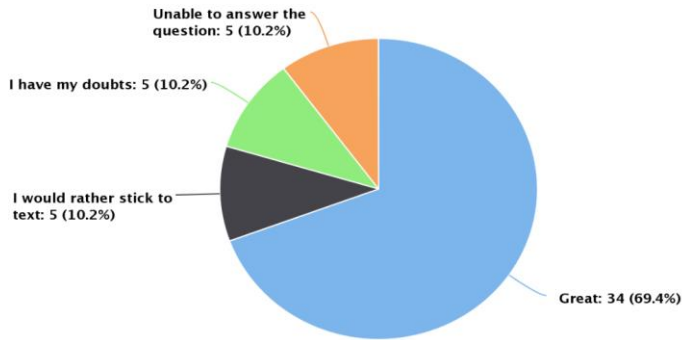


Figure 8: Attitude toward multimedia formats in teaching, learning, and research

The statement “educational video streaming databases can be beneficial for off-campus access, in-class access, unlimited user access, and allowing lecturers to use class time efficiently” was provided to participants to determine their attitude. The results revealed that 21 participants chose agree, 19 chose strongly agree, seven were neutral, and two chose disagree. This finding shows that the participants shared the attitude that educational video streaming databases are a beneficial tool to be used for off-campus access, in-class access, unlimited user access, and allowing lecturers to use class time efficiently (Figure 9). This finding corroborates Grombly’s (2020) statement on the benefits of educational video streaming databases.

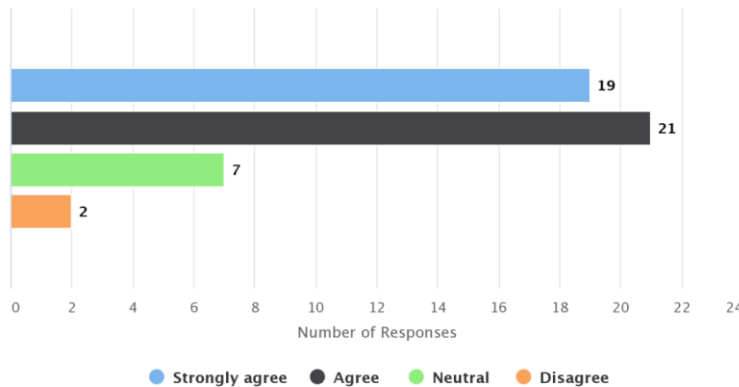


Figure 9: Benefits for off-campus access, in-class access, unlimited user access

Participants were requested to indicate whether they strongly agreed, agreed, were neutral, disagreed, or strongly disagreed with the statement “a lecturer’s ability to use technology determines their attitude towards educational video streaming databases.” The results revealed that the majority of participants (n = 22) agreed, 11 strongly agreed, 10 strongly disagreed, three disagreed, and three were neutral (Figure 10). The findings

indicate that lecturers with abilities to use technology are likely to use educational video streaming databases effectively and efficiently.

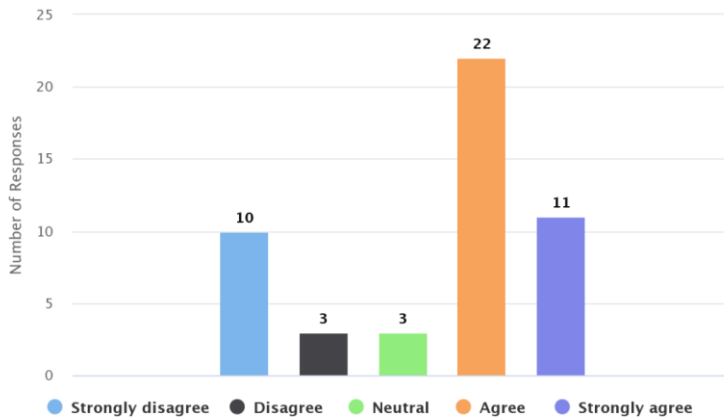


Figure 10: Lecturer’s ability to use technology determines attitude

Participants were asked what influenced their selection of educational video streaming databases for their courses. The results showed that the participants’ selection was based on availability (n = 34), format (online or physical media, n = 17), reviews (n = 13), and credentials of the producer/cast (n = 8). The findings reveal that lecturers select educational video streaming databases based on availability and format. Libraries should subscribe to relevant educational video streaming databases and make them available and accessible to lecturers. Availability will give lecturers more options to select from (Figure 11).

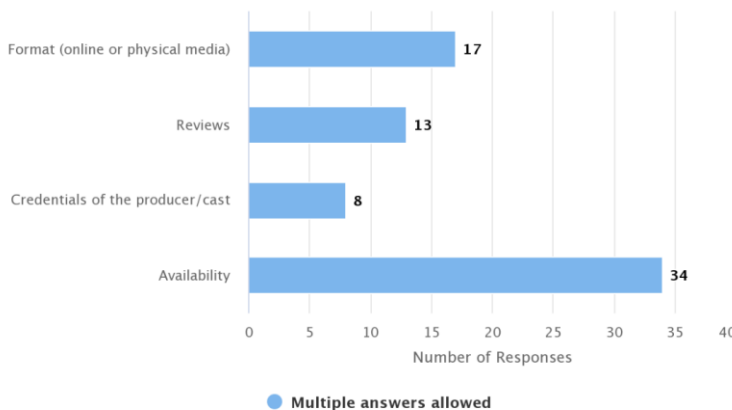


Figure 11: Influences for selection of educational video streaming databases

Lecturers’ Behavioural Intention to Use Educational Streaming Databases

Participants were asked whether they use a learning management system (LMS, e.g., Blackboard) to make available educational video streaming databases to students. Most

of the participants ($n = 27$, 55.1%) indicated no and fewer participants indicated yes ($n = 22$, 44.9%; Figure 12). The findings reveal that the participants did not link educational video streaming databases with the learning management system. Beisler, Bucy, and Medaille (2019) found that lecturers would not embed videos in an LMS when they encounter challenges. They would rather use openly accessible platforms such as YouTube to link videos to PowerPoint presentations.

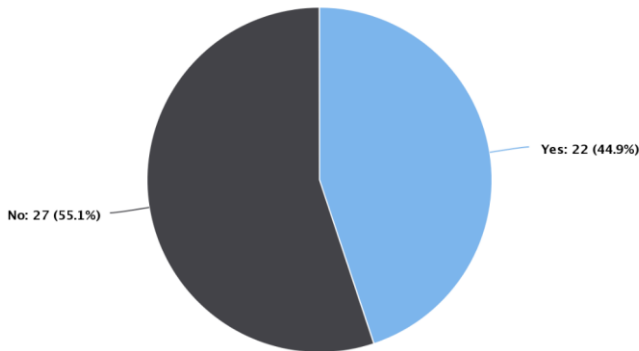


Figure 12: Use of learning management system

Participants were asked where they intend to use educational video streaming databases in their instruction. The results show that 18 participants selected hybrid classes, 16 selected “all of the above” (i.e., online learning / distance education courses, face-to-face classes, and hybrid classes), 13 indicated face-to-face classes, and 13 indicated online learning / distance education courses (Figure 13). The participants perceived educational video streaming databases as useful, and they intend to use hybrid classes to improve teaching, learning, and research.

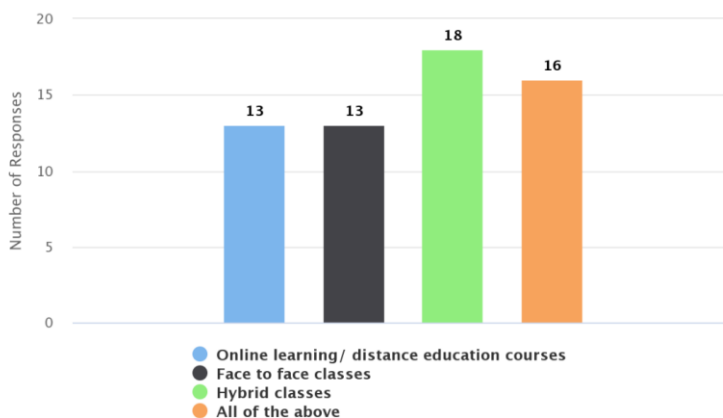


Figure 13: Intention to use educational video streaming database

As demonstrated in the above sections, the TAM provides a useful theoretical framework for understanding the perceptions, attitudes, and behavioural intentions of users of technological tools. Such understanding is crucial for the planning and implementation of educational video streaming databases in academic libraries. The subsequent use of educational video streaming databases relies on the extent to which libraries make the content available. Once available, librarians' support in terms of training is likely to influence the lecturers' behavioural intention to use educational streaming databases. Similarly, the use of educational video streaming databases by lecturers and students relies on the extent to which faculties recommends their use. Based on the results presented in this section, the authors are satisfied that the objectives of the article have been met.

Conclusion and Recommendations

Educational video streaming databases are widely subscribed to by academic libraries. The aim of the article was to investigate the awareness and usage of educational streaming video databases by lecturers at UFS. The TAM guided the objectives, literature review, research methodology, and data analysis. The article found that there is a general lack of awareness of the library's subscription to educational video streaming databases. The participants perceived library-subscribed video streaming databases as useful and believe that using the platform will improve teaching, learning, and research. Even though the majority of the participants had never used educational video streaming databases, some lecturers described the level of ease of using the platform as "fairly easily" usable. However, the participants identified a lack of training as a major challenge that prevents the ease of use of educational video streaming databases.

The attitude of the participants towards educational video streaming databases is influenced by the perception of the usefulness and ease of use of the platform. The participants had a positive attitude toward the use of multimedia formats in teaching, learning, and research. They found the educational video streaming database a beneficial tool to be used for off-campus access, in-class access, and unlimited user access and allow lecturers to use class time efficiently. The article also found that the participants' ability to use technology determines their attitude toward educational video streaming databases and that their selection of educational video streaming databases for their courses is influenced by availability.

The participants did not use the LMS to make available educational video streaming databases to students. However, they intend to use an educational video streaming database in their hybrid classes to improve teaching, learning, and research. Their intentions to use educational video streaming databases effectively and efficiently will assist them to improve teaching, learning, and research. The research design adopted in this study has the following limitations. First, the study depicts the current situation at UFS and might not establish cause and effect relationships among the variables. Second,

the study's findings are only suitable to the UFS context and might not be generalisable to the broader South African population. This article makes the following recommendations:

Recommendation for practice: The article recommends that UFS lecturers use an educational video streaming database in their instruction and link the educational video streaming database to the LMS to improve the usage of the educational streaming database by students.

Recommendations for further research: Further research should be conducted on the availability of educational video streaming databases in different fields of study in universities. The motivation for this recommendation is that there was a low response from other faculties at UFS. This may be influenced by the assumption that there are no educational video streaming databases in their fields. Further research should be conducted to investigate the subjective experiences of lecturers using alternative paradigms to positivism.

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