

**INVESTIGATING UTILIZATION OF E-RESOURCES FOR ACCESSING
INFORMATION: A CASE STUDY OF MEMBERS OF THE UONGOZI
INSTITUTE RESOURCE CENTRE AND CENTRE FOR FOREIGN
RELATIONS, TANZANIA**

GEORGE JOHN NCHIMBI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF LIBRARY AND
INFORMATION MANAGEMENT
DEPARTMENT OF MEDIA AND LIBRARY STUDIES
OF THE OPEN UNIVERSITY OF TANZANIA**

2025

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for examination by the Open University a dissertation entitled ***“Investigating the Utilization of E-resources in Accessing Information: A Case Study of Members of UONGOZI Institute Resource Centre and Centre for Foreign Relations”***, in partial fulfilment of the requirements for the Degree of Master of Library and Information Management of the Open University.

.....

Dr. Henry L. Mambo

(Supervisor)

.....

Date

COPYRIGHT

This dissertation is copyright material protected under the Berne Convention, the Copyright Act of 1999 and other international and national enactments, in that behalf, on intellectual property. It may not be reproduced by any means, in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgment, without the written permission of the Director of Postgraduate Studies, on behalf of both the author and the Open University of Tanzania.

DECLARATION

I, **George John Nchimbi**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar degree award. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Library and Information Management of the Open University of Tanzania.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my late father Venant John Nchimbi who provided me and siblings with the best education opportunities he only he could provide. He encouraged and inspired us to be the best version of ourselves. This work is also dedicated to lovely wife for providing a conducive environment for me to pursue my studies. Care and comfortable environment for preparation of this work. May God bless my family.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor Dr. Henry Mambo who has provided guidance, directions and support in the development of this dissertation. His kind and tireless guidance and prompt response is remarkable. I acknowledge that I have learnt a lot from him.

I would also like to extend my sincere appreciation to the programme coordinator Mr. Ntimi Kasumo who has been always patiently available for support and guidance. In addition, special appreciation to all the lecturers for their professionalism and deep knowledge of the courses they facilitated.

I also extend my appreciation to UONGOZI Institute and Centre for Foreign Relations for allowing me to conduct my field work of the study by interacting with their members so as to acquire the relevant information during the various stages of this work.

Lastly but not least I would like to extend my thanks to my colleagues, the Masters Students of MLIM of 2021, for their cooperation and team spirit. Their advice, encouragement, criticism and support helped me in the accomplishment of this study. More important was unity, comfort and their company, indeed I enjoyed every bit of time we spent together.

ABSTRACT

This study investigated the utilization of e-resources for accessing information among members of UONGOZI Institute and CFR libraries. The study was guided by four specific objectives, namely to determine types of e-resources available at UONGOZI Institute and Centre for Foreign Relation libraries; to identify the levels of awareness of e-resources among members of both libraries; to explore the level of usage of e-resources for accessing information at the selected institutions; and to examine challenges affecting utilization of e-resources and recommended possible solutions. Exploratory design was used in the process of knowledge generation through subjective reality testing. Primary data were used in facilitating knowledge generation from the participants as beneficiaries and key informants. The sample was comprised of 138 respondents. Questionnaires and interviews were used in the process of knowledge generation and the facts collected using questionnaires were computed using SPSS software version 22 to generate statistics useful to present primary data. Data collected using interviews were analyzed by using content analysis technique which were narratively presented to complement and support the results as quotations. Findings indicated that e-resources constituted several categories, namely e-books, e-journals and research papers and documents. The level of awareness on e-resources was indeed certain among many but the utilization or usage of the e-resources was found to be limited. The implication was that e-resources utilization is limited. The study recommended that e-resources is essential but the usage and applicability among participants is influenced by the increasing level of societal transformation towards technology.

Keywords: *e-resources, utilization of e-resources, information access*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Chapter Overview	1
1.2 Background of the Study	1
1.3 Statement of the Research Problem	4
1.4 Objectives of the Study	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Scope and Limitations of the Study	7
1.7.1 Scope	7
1.7.2 Limitations	7
1.8 Organization of the Study	7

CHAPTER TWO	8
LITERATURE REVIEW.....	8
2.1 Definitions of Key Terms.....	8
2.1.1 Electronic Resource.....	8
2.1.2 Information Resource	8
2.1.3 Library.....	9
2.1.4 Information Access	9
2.2 Empirical Reviews	9
2.2.1 Types of E-resources available in Academic Institutions	9
2.2.2 Awareness and Usage of E-resources.....	11
2.2.3 Challenges of Using E-resources	13
2.3 Theoretical Review	15
2.3.1 Technology Acceptance Model (TAM).....	15
2.4 Conceptual Framework	16
2.5 Research Gap.....	17
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 Introduction	19
3.2 Research Approach	19
3.3 Research Design.....	20
3.4 Area of the Study.....	21
3.4.1 UONGOZI Institute Resource Centre	21
3.4.2 Centre for Foreign Relations Kurasini Campus Library	22
3.5 Population of the Study	22

3.6	Sampling Techniques	23
3.6.1	Purposive Sampling.....	23
3.7	Study Population	23
3.8	Sample Size	24
3.9	Methods of Data Collection	24
3.9.1	Data Collection Instruments.....	25
3.9.1.1	Primary Data	25
3.9.1.2	Secondary Data	26
3.10	Data Quality Control	26
3.11	Data Analysis.....	29
3.12	Data Analysis and Presentation	29
3.13	Research Ethics	30
CHAPTER FOUR.....		31
DATA PRESENTATION, ANALYSIS AND DISCUSSIONS		31
4.1	Introduction	31
4.2	Response Rate	31
4.3	Respondents' Characteristics.....	31
4.3.1	Age of the Respondents.....	31
4.3.2	Gender of the Respondents	33
4.3.3	Educational Levels of the Respondents	34
4.4	Types of E-Resources Available	35
4.5	Levels of Awareness of E-Resources among Members of both Libraries	37
4.6	Level of Usage of E-Resources for Accessing Information.....	40

4.7	Challenges Affecting Utilization of E-Resources	41
CHAPTER FIVE.....		45
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		45
5.1	Introduction	45
5.2	Summary of the Key Findings	45
5.2.1	Types of e-resources available at UONGOZI Institute and Centre for Foreign Relations Libraries.....	45
5.2.2	Levels of Awareness of E-Resources among Members of both Libraries	46
5.2.3	Level of Usage of e-resources for Accessing Information at UONGOZI Institute and Centre for Foreign Relations Libraries	46
5.2.4	Challenges Affecting Utilization of e-resources and Recommend Possible Solutions	47
5.3	Conclusion.....	47
5.4	Recommendations	49
5.4.1	UONGOZI Institute and Centre for Foreign Relations.....	49
5.4.2	Similar Institutions to UONGOZI Institute and Centre for Foreign Relations.....	49
5.4.3	Users of E-resources.....	50
5.4.4	Academia.....	50
5.5	Areas for Further Studies	51
REFERENCES.....		52
APPENDICES		59

LIST OF TABLES

Table: 3.1:	Composition of the Study Population.....	24
Table 4.1:	Age of Respondents (N=132).....	32
Table 4.2:	Gender of Respondents (N=132).....	33
Table 4.3:	Educational Levels of Respondents (N=132).....	34
Table 4.4:	Levels of Awareness of E-Resources among Members of both Libraries (N=132)	38
Table 4.5:	Usage Level of E-Resources for Accessing Information (N=132)	40

LIST OF FIGURES

Figure 2.1:	Conceptual Framework	17
Figure 4.1:	Age of Respondents.....	32
Figure 4.2:	Gender of Respondents.....	33
Figure 4.3:	Educational Levels of Respondents.....	34
Figure 4.4:	Levels of Awareness of E-Resources among Members of both Libraries	38
Figure 4.5:	Usage Levels of E-Resources for Accessing Information.....	40

LIST OF ABBREVIATIONS AND ACRONYMS

CD	Compact Disc
CFR	Centre for Foreign Relations
COTUL	Consortium of Tanzania University Libraries
E-RESOURCES	Electronic Resources
ICT	Information and Communication Technology
IT	Information Technology
SPSS	Statistical Product for Service Solution
TAM	Technological Acceptance Model
UI	UONGOZI Institute

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

Electronic resources or e-resources refer to digital information and materials accessed and utilized through various devices such as computers, smartphones, tablets and e-readers (Lisedunetwork, 2023). Such resources include among others; e-books, e-journals, online database, multimedia materials and other forms of digital content. The increasing popularity of electronic resources can be attributed to their accessibility, cost-effectiveness, efficiency and friendliness. These resources have revolutionized how information is accessed and shared, impacting various domains such as education, research, healthcare and businesses. Chapter one, presents background of the study, statement of the problem, main objective, specific objectives, research questions, significance, scope and limitations of the study.

1.2 Background of the Study

Rapid advancement of information and communication technology (ICT) has brought a revolutionary change in the information scenario giving rise to a number of options to handle varied information sources conveniently and effortlessly (Rath, 2013). E-resources have become the most sought-after modern library's reserves in satisfying varied needs of members such as academicians, policy analysts and decision makers with minimum risk and time. Information technology has changed the World and has become one of the important tools for retrieving information. Electronic information resources have acquired a major portion of library collections and their value and use, particularly of e-resources, have increased with the time

(Nyemezu, 2022). Technology has not decimated libraries but has impacted valuable information. Its use facilitates resource-sharing and accessibility (Ogbuiyi, 2015). Tella and Sidiq (2017) noted that automation has made it easier for members to determine which resources are available in other libraries. It has also made inter-library loans between libraries more convenient. Libraries need to prioritize and acquire materials which are relevant to the user community and supplement them with e-resources.

Management of information in university libraries has greatly changed due to the advent of electronic information resources (Omeluzor *et al.*, 2016). The use of electronic resources has made it possible for researchers to gather and use the information needed anytime, thus getting updated with the current trends and developments of the field (Soni *et al.*, 2018). E-resources serve as a solution to save space and regulate the flow of information in libraries (Kenchakkanavar, 2014; Johnson, 2013). Libraries are now incorporating e-resources by purchasing licenses to access electronic databases to complement the existing collections. This accommodates the learning and research needs of the users by providing timely, reliable and accurate information resources (Dumebi, 2017).

In 2010 the Governments of Tanzania and Finland during a summit on globalization and democracy on the African continent established a regional institution for spearheading leadership and sustainable development in Africa (Finnish Ministry for Foreign Affairs, 2010). The results was birth of the Institute of African Leadership for Sustainable Development commonly known in *Kiswahili* Language as

UONGOZI Institute. The Institute's mandate is to support African leaders to attain sustainable development for their nations and Africa in general (UONGOZI Institute, 2021). This is in recognition of the important role that leadership plays in achieving sustainable development. The Institute implements its mandate through an integrated leadership development programme comprising training, public dialogues and research.

To enhance leadership performance, the Institute, among others, established a library as a platform where leaders and other stakeholders can access knowledge and evidence-based information tailored to their needs. The library has only two branches located in Dar es Salaam City and Dodoma City (Uongozi Institute, 2022). Many of its users are public leaders, private and civil society. To serve the users that cannot physically access the library, the institute has invested heavily in electronic resources which include 50,000 e-books, 1700 e-journals and e-magazines and 1200 audio books. All these are meant to serve users all over the world.

Furthermore, Dr. Salim Ahmed Salim Centre for Foreign Relations (CFR), which is an institution that offers professional competence, skills, knowledge and understanding on protocols and behaviour in diplomacy; situated in Kurasini, Dar es Salaam city provides access to a wide variety of electronic information resources to the registered users (URT, 2022). CFR library subscribes to the Consortium of Tanzanian Universities and research Libraries (COTUL) which provides joint acquisition of e-resources from various databases such as Emerald, EBSCO host and Research4life. These enable users to access e-resources and other licensed sites.

In spite of the role of e-resources in the provision of effective and efficient information for learning and research purposes, available literature shows that their usage is not up to the level expected, especially in developing countries. Bankole (2012) and Fiankor and Akussah (2012) reveal low awareness of e-resources by library users. This has contributed to limited access to relevant and reliable information in making decision on their studies. The main purpose of the present study was to examine the use of e-resources for accessing information, and then giving recommendations based on the findings. Hence, the study sought to investigate whether members of Uongozi Institute Library, and Centre for Foreign Relations Library utilize sufficiently various the e-resources.

1.3 Statement of the Research Problem

UONGOZI Institute Library and Dr. Salim Ahmed Salim Centre for Foreign Relations Libraries have invested heavily in the acquisition and subscription of e-resources to ensure their users have a variety of e-resources at their disposal. UONGOZI Institute's e-resources in particular include 50,000 e-books, 12,00 audio books and 1700 journals and magazines. However, utilisation of these resources is not at expected levels (Annual Report of 2021/2022). The report shows that their utilisation stood at 47%.

The situation is worse at Dr. Salim Ahmed Salim Centre for Foreign Relations libraries, according to the library report of 2022 utilization of e-resources stood at 36%. This is contrary to the level of expectations and investment made. It is this low utilisation of e-resources that the study intends to investigate and establish its

implications. Though numerous similar studies had been done before but many of them have focused on academics and not so much to leaders (Nyemezu, 2022). On that note, it is certain that several studies had been conducted regarding e-resources utilization in accessing information with most based in higher academic institutions. They include Mhando (2022) assessed the challenges towards e-resources utilization in information access by the students in higher education in Tanzania.

Also, Mwakaleli (2021) examined the availability of e-resources in vocational education institutions in Tanzania for information usage. However, both studies recommended the need to envisage further towards e-resources usage on information access towards corporate libraries. This being the case, little studies had been focused towards institutions with individuals equipped with resources and skills to foster e-resources utilization. This signified the existing gap that needed to be filled by this study.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate the utilization of e-resources for accessing information among members of the UONGOZI Institute and Dr. Salim Ahmed Salim Centre for Foreign Relations libraries.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

- i. To determine types of e-resources available at UONGOZI Institute and Centre for Foreign Relation libraries;

- ii. To identify the levels of awareness of e-resources among members of both libraries;
- iii. To explore the level of usage of e-resources for accessing information at UONGOZI Institute and Centre for Foreign Relation libraries; and
- iv. To examine challenges affecting utilization of e-resources and recommend possible solutions.

1.5 Research Questions

- i. What types of e-resources available at UONGOZI Institute and Centre for Foreign Relation libraries?
- ii. What is the level of awareness of e-resources by users of both libraries?
- iii. What is the level of usage in e-resources for accessing information at Uongozi Institute library and Centre for Foreign Relation library?
- iv. What are challenges affecting utilization of e-resources and possible solutions?

1.6 Significance of the Study

The preset study is of great significance for several reasons. It informs management and the boards of both institutions about the factors responsible for low utilization of e-resources and provide avenues on how users can use them more effectively. Therefore, users of both libraries and others stand to benefit from the increased awareness that could be associated with the study. Also, the study fosters way forward measures on the existing and persisting situations that could be utilized as policy recommendations in the entity to foster behaviour changes among the beneficiaries of the services. Furthermore, the study aimed to enable the generation of other gaps towards other areas for the conduct of other inquiries in the future.

1.7 Scope and Limitations of the Study

1.7.1 Scope

The study was limited to two institutions, namely UONGOZI Institute and Centre for Foreign Relation libraries. The scope is also limited to the use of digital resources by users in the process of accessing information. In that note, the knowledge generated aimed to address the issue that was envisaged to foster information gathering process towards knowledge generation on the issue under investigation.

1.7.2 Limitations

Regardless of that, the study was limited towards knowledge generation process in the sense that the study was limited in accessing information towards knowledge generation. Also, the other challenge was the time allocated for the conduct of the study that was limited while the researcher was employed. The situation was overcome in the sense that the researcher was patient to gather as many respondents as possible until adequate saturation point was realized. Also, the researcher complied with the required time in facilitating knowledge generation process.

1.8 Organization of the Study

The study was organized in five chapters that the first one describes the overview of the study. The second chapter described the literature review of the study. The third chapter described the methodology of the study. The fourth chapter described the findings, analysis and the discussions. The last chapter described the summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Definitions of Key Terms

The section described the meaning of key words used in the study for clarity and usage on the intended conceptualization.

2.1.1 Electronic Resource

Electronic resources is a resource which requires computer access or any electronic product that delivers a collection of data referred to full text bases, electronic journals, image collections, other multimedia products and numerical, graphical or time based, as a commercially available title that has been published with an aim to being marketed (Nyemezu, 2022). These may be delivered on CD ROM, tape, Internet and so on.

2.1.2 Information Resource

Information resource means any and all computer printouts, online display devices, mass storage media, and all computer-related activities involving any device capable of receiving email, browsing web sites, or otherwise capable of receiving, storing, managing, or transmitting data, including but not limited to, mainframes, servers, Network Infrastructure, personal computers, notebook computers, hand-held computers, personal digital assistant (PDA), pagers, distributed processing systems, network attached and computer controlled medical and laboratory equipment (Dumebi, 2017).

2.1.3 Library

Library is the collection or group of collections of books and/or other print or non-print materials organized and maintained for use (reading, consultation, study, research, etc) (Rath, 2013). They are useful resources for enhancing academic competence and enrichment in the manner that is user friendly by different users in the course of facilitating the accessibility of the information by different users.

2.1.4 Information Access

Information access is the process of assuring availability of information or facts that may be needed by the user to accomplish certain needs and wants in the course of executing certain duties or fulfilling some obligations (Rath, 2013). The access of information is certain since may assure the well-being in the accessibility of facts that may be utilized for effective communication and realization of activities that need to be commenced.

2.2 Empirical Reviews

2.2.1 Types of E-resources available in Academic Institutions

Binu (2017) studied the user satisfaction on e-resources and services in University Libraries. Findings showed that users are very satisfied with the use of available electronic resources and services which include OPAC, Internet, and are satisfied with online databases, CD-ROM databases, virtual/electronic reference service, CAS, SDI and scanning and printing facilities. Majority of academics and researchers are aware of different kinds of e-resources available (Mammo and Ngulube, 2015; Kumar, 2016) such as e-journals, books, theses, articles,

dissertations, dictionaries, encyclopedias, databases, newspapers, magazine, e-mail, internet, OPAC and CD-ROM (Verma & Laltlanmawii, 2016; Kumar, 2016; Muthurasu, 2019).

Accordingly, researchers and academic staff are aware of different e-resources and databases (e.g. EBSCO, Emerald, PROQUEST, Springer, Science Direct, INGENTA, J-Gate, INDEST, IEEE, DELNET) (Singh, 2013 Kumar, 2016). The level of information literacy of researchers and academic staff predict the level of awareness (Marsh, 2021). Librarians, posters, internet, publishers are potential sources of awareness (Mammo and Ngulube, 2015). Other modalities to be aware of e-resources are membership, library websites, notice-boards, brochures, self-interest, trial-and-error, and guidance from librarians, friends and colleagues (Singh, 2013; Kumar, 2016; Verma, 2016). Evidently, the faculty member offices, computer laboratories, homes, libraries and other places in an institution are significant places for accessing e-resources (Kumar, 2016; Singh, 2013).

However, the magnitude of the usage of e-resources has been split between positive and negative results. Some studies such as Alphonse (2015), Verma and Laltlanmawii (2016), Mollel (2016) and Muthurasu (2019) indicate insignificant use of the e-resources subscribed to. Others such as Kumar (2016), Mammo and Ngulube (2015), Singh (2013) found their significant use by academics and research communities. In particular, Singh (2013) presents that 100% of faculty members and research scholars at the University of Jamia Millia Islamia used e-resources. Likewise, Uplaonkar and Keshva (2013) observe that faculty members at

Nijalingappa Medical College are positive towards the use of e-resources for studying, researching and teaching. The preferred online databases were Emerald, EBSCO and PROQUEST.

With the advancement of technology several information resources have been placed electronically such as books, journals, pamphlets, reports and others for various users and usage (Singh, 2013). This is the case with the developing countries as well in Africa and several other parts of the globe through the reality is that magnitude of e-resources available differ in the sense that countries differ in the way the technology(s) have been adopted (Mollet, 2016). However, for the case of Tanzania resources centres like libraries in most cases in the academic institutions and the public library e-resources are available such as books, journals and several others for users to use (Alphonse, 2015). The investment in e-services has improved to a great scale though the challenge still remained is on the users to use the e-resources in accessing information.

2.2.2 Awareness and Usage of E-resources

Kuri *et al* (2016) conducted a survey to find the awareness and use of e-resources by the students, research scholars and faculty members of various disciplines of Vishveshwarya Technical University (VTU) of Karnataka State, India. The author suggested that scientific search engines should be designed on the basis of individual disciplines and the library staff should conduct formal training/orientation programs to overcome the obstacles and effective utilization of e-resources. Tamrakar and Garg (2016) conducted a survey to measure the extent and usage of e-resources by the

postgraduate students, research scholars and faculty members at Indian Institute of Technology, Guwahati, India. The study concluded that most of the users are able to explore e-resources related to their areas of interest and the library should institutionalize its performance assessment by user's approach. Adeleke and Nwalo, (2017) studied the availability, awareness and use of e-resources by the Postgraduates at the University of Ibadan, Nigeria. They found that internet was ranked the most available and used in the university. They revealed interrupted power supply, lack of searching and IT skills as barriers to the use of e-resources.

Garg *et al* (2017) conducted a study in India to develop and validate a scale of involving the factors affecting the usage of e-resources at Nagpur, Maharashtra and identified five factors affecting their usage, namely training modes, awareness, influencers, utilitarian benefits, experiential and hedonic benefits. Natarajan (2017) investigated the usage of e-resources and services by the students of Information Science at the Social Science Library at Jimma University, Ethiopia and found that awareness about e-resources and services increased the usage of e-journals, but easy accessibility and availability of e-resources at various places of campus decreased the library visits of the users.

Sohail and Ahmed (2017) revealed the interest of users and problems related to the usage of e-resources at Fiji National University, Oceania. They suggested that e-resources and services need to be utilized properly and services should be renewed frequently, keeping in view the changing requirements of the users. Similarly, Makori (2015) studied the micro-factors that influenced the usage of electronic information

resources by the postgraduate students in the institutions of higher learning in Kenya. The study reveals that e-resources are extremely important in the success of research, teaching, learning, academic administration and resource support. Regardless of that, usage and applicability of e-resources in the developing countries especially in Tanzania has been a challenge in various resources centres despite the investments towards assuring their availability.

This is attributed by the fact that most the spread of the e-services is increasing but limited to several areas especially rural settings and in some academic institutions in the primary and secondary levels owned by the government (Nataraj, 2017). This makes the users as students and beneficiaries as they grow and advance higher become unaware and unfriendly in using e-resources making it difficult as well to adapt in the professional and tertiary entities (Garg, 2016).

2.2.3 Challenges of Using E-resources

Agyekum and Ossom (2015) studied the extent of usage of e-resources amongst academic staff and faculty members at Kumasi Polytechnic, Ghana. It showed that although more than 20 databases comprising three thousand e-journals were subscribed through the Consortium of Academic and Research Libraries in Ghana, utilization was hampered by access complications, slow Internet connectivity, frequent power outages and lack of search skills.

Pricing, licensing, digital rights management, design platforms and e-book format have been discovered to hamper e-book workflow at the University of Nevada (Van

Kleeck *et al.*, 2017). Likewise, Johnson *et al* (2014) maintain that there is no standard model for packaging and pricing electronic publications, and that libraries can best determine which best range of purchase and pricing models should be adaptable in relation to access agreements, value for money and archival privileges. Due to the technicalities and challenges involved in acquiring, processing and accessing e-books, Joshua and King (2020) studied how their library had moved from its conventional operations to digitized extendable services inculcating e-resources and metadata onto the technical services division of the library.

Mawere (2018) carried on a case study on utilization of e-resources in the Great Zimbabwe University and found that there is poor utilization, and lack of awareness and technical knowledge among students, awareness program to inform and familiarize on the available e-resources in the library is highly recommended. Hoq and Haque (2018) stated that the pattern of e-resource use by university students found that e-books are generally favoured by users, general knowledge of e-journals are more reliable than websites, large number of respondents preferred using websites than e-journals. It was also revealed that databases are the least used form of e-resource at the university library. However, Tamrakar and Garg (2016) conducted a study on users' perception on e-resources and found that users preferred e-journals more than print journals.

Dauda (2014) on utilization of e-resources focused on undergraduate students at the University of the Philippines and revealed that low level of awareness and mobilization are the factors that hinder the library users to maximize e-resources thus

leading to low level of utilization. One of the biggest problems encountered was unavailability of the needed materials and it was suggested that a wider range of e-books and e-journals must be provided. It is essential that users must have a wide range of knowledge to access and use e-resources. It was also suggested that there should be a provision of devices and trainings to both users and librarians to successfully utilize e- resources (Dauda, 2014).

However, the reality in the usage and application of e-resources has been faced with challenges or shortcomings especially in the developing countries including Tanzania. This is attributed by the fact that the level of skills and competence among many towards the usage of e-resources and services is limited which fosters low interests in the utilization of e-resources (Mawere, 2018). Also, the infrastructure support in most developing states including stable networks have been poor and power availability has been limited affecting the usability of the e-resources by different users respectively.

2.3 Theoretical Review

2.3.1 Technology Acceptance Model (TAM)

Dillon and Morris (1996) claim that TAM was developed by Davis in 1989. The model assumes that when members perceive that a certain technology is useful and easy to apply, they willingly tend to use it. Therefore, the more they recognize that the given new technology would make their responsibilities easier to perform; the higher is the probability that they will use it and accept the new technology as being useful. Davis (1989) opined that TAM seeks to “provide better measures for

predicting and explaining [the] use” of ICT in universities. This perspective is similar to that of Abioye, and Adedokun-Odeyemi (2017) who perceived usefulness as the degree to which academics and students believe that access and utilization of e-resources enhances or increase their productivity in their studies and research at university level. This study was guided by TAM to uncover how members of the selected institutions, namely UONGOZI Institute and Centre for Foreign Relations perceive and are aware of access and utilization of e-resources.

The theory basically emphasizes on the rationale towards the use and application of technologies by different users that it suggests that the use of technology is facilitated by two main issues namely perceived usefulness of the technology and perceived ease of use of the technology (Davis, 1989). With perceived usefulness the theory suggest that the technology may be utilized provided that it assures gains or advantages to the users (Ibid). Also, with the perceived ease of use the technology may be utilized provided that it is user friendly. The theory is connected to the study on the ground that the utilization of e-resources by the users in the professional entities in Tanzania is basically determined by the usefulness of the technology to the users by means of gains; or the fact that the technology is user friendly in the utilization process. This constitutes direct implications regarding the response pattern in the application and usage of the technology respectively.

2.4 Conceptual Framework

This is the model that specifically sets to describe the variables under study and the way they may influence one another in the process of knowledge generation. The

variables include the independent variables and the dependent variable that figure 1 below describes the variables as follows.

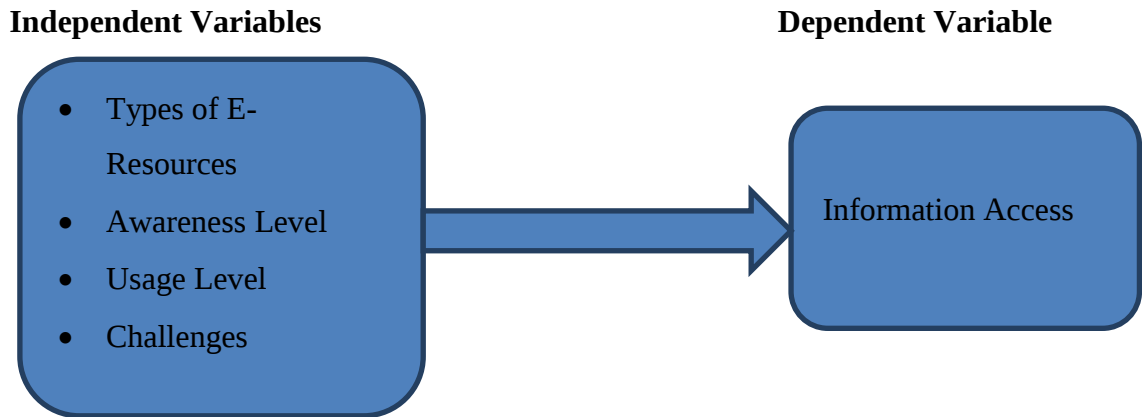


Figure 2.1: Conceptual Framework

Source: Researcher (2024)

The framework describes the study assessing the utilization of e-resources in facilitating information access among users in the Uongozi Institute and Centre for Foreign Relations Libraries in Tanzania. The study fostered knowledge generation subjectively using the research questions that were answered by the researcher through subjective reality testing. Therefore, the study consisted of the research questions guided the study served as the independent variables whereas were generated from the respondents subjectively to answer the questions and address or fill the gap with knowledge pertaining to the accessing pattern of the information by users through the libraries in the respective entities.

2.5 Research Gap

It is important to note here that electronic resources are not only available in the university libraries but also in other places such as corporate libraries. The

UONGOZI Institute and Foreign Relations Centre libraries are some of the very few libraries that are specifically dedicated to the provision of information resources to key decision makers such as leaders from the government like ministers, secretaries, heads of institutions, regional commissioners, district commissioners, leaders from private sector and civil society. It would be vital to understand what impedes leaders from using electronic resources and how the situation can be reversed.

Since that is the case, most studies conducted on e-resources utilization for information access have been envisaged on academic institutions at tertiary levels. They include Mhando (2022) who assessed the challenges towards e-resources utilization in information access by the students in higher education in Tanzania. Also, Mwakaleli (2021) examined the availability of e-resources in vocational education institutions in Tanzania for information usage. However, both studies recommended the need to envisage further towards e-resources usage on information access towards corporate libraries. Since little studies had been undertaken in the area became the gap that needed to be filled whereas the conduct of the study specifically addressed the concern in Tanzanian environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the insights of all the methodologies that were employed by the current researcher to conduct the research whereas the justification of choosing each methodology is provided. It presents how the study was conducted by showing the study methods which was adopted and utilized and reasons for adopting such methods. However, the chapter presents the following: research design, area of the study, population, sampling design, research process, Data Collection Approaches, data analysis plan and ethical consideration.

3.2 Research Approach

According to Saeed (2021) research approach incorporates various tools, techniques, procedures or processes used to collect and analyse data. Research approaches are categorized into three types namely; qualitative approach, quantitative approach and mixed method approach (Cresswell & Cresswell, 2014). This study used a mixed approach. This approach was used since mixed-method research provided a more comprehensive understanding of a research question than either method could alone. As it is known, different data collection methods have strengths and weaknesses, the current researcher believed that combining them could help mitigate those shortcomings and improve the quality of data collected.

The researcher combined elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and

corroboration. Several reasons pushed the researcher to use mixed approaches among them included: It is evident that human behaviour cannot be understood by one method or paradigm but that human behaviour has multiple realities which need multiple ways of understanding it, and that the aim of research is not to establish facts but to understand these multiple realities.

Secondly, the researcher triangulated data from different sources which included published data from the systematic review and meta-analysis. The triangulation methods moved this research beyond “qualitative versus quantitative” to an approach with research methods complementing each other. The mixed approach increased reliability of research results, the thickness and richness of data and analysis and helped to uncover contradictions which led to a deeper understanding of this complex phenomenon. This dissertation followed this approach by firstly synthesizing existing published literature in the form of a systematic review which influence qualitative research; qualitative research in turn helped to design the questionnaire for both qualitative and quantitative responses and to assist explaining the results from the quantitative study.

3.3 Research Design

A research design is the general blueprint of how the study will be conducted. Research design identifies how data were collected, analyzed and presented (Kothari, 2012). This study adopted a combination of two research designs, namely cross-sectional and causal comparative research designs. This study used cross-sectional

research design due to the fact that it involved the gathering of data at one point in time.

3.4 Area of the Study

This study was conducted in two institution libraries in Tanzania namely UONGOZI institute library, and Centre for Foreign Relations Kurasini Campus Library in Dar es Salaam city. The institutions are located in Dar es Salaam and have been designed and placed by the government to serve certain purpose vital for the nation and the state at large. The two institutions were selected due to the fact that, they have many leaders both from the public and private sector who use their libraries. They also have rich variety of e-resources ranging from e-books, e-magazines and e-journals.

3.4.1 UONGOZI Institute Resource Centre

Established in 2010 by the Government of Tanzania, UONGOZI Institute is dedicated to inspiring and equipping Tanzanian as well as African leaders to deliver inclusive and sustainable solutions for their nations and for Africa. To enhance leadership performance in Africa, the Institute, among other activities, established the Resource Centre to create a platform where leaders and other stakeholders can access knowledge and evidence-based information tailored to their needs. For leaders, reading provides mental benefits and knowledge that not only keeps them updated with their industry but also enables them to make informed decisions. In Tanzania, the library has only two branches in Dar es Salaam (the commercial centre) and Dodoma the political capital (UONGOZI Institute, 2022). To serve the members that cannot physically access the library, the institute has invested heavily in electronic

resources which include; 50,000 e-books, 120 ejournals, 5 e-magazines and 1200 audio books.

3.4.2 Centre for Foreign Relations Kurasini Campus Library

The Mozambique-Tanzania Centre for Foreign Relations (CFR) is one of the higher learning institutions in Tanzania. The Centre was established in 1978 following an agreement between the governments of the Republic of Mozambique and the United Republic of Tanzania. The Centre enjoys a diplomatic status incorporated in Immunities and Privileges Act No. 5 (1986).

This incorporation conferred the Centre with the status of a Diplomatic Institution, a status which the Centre continues to enjoy to date. Centre for Foreign Relation's library accommodates all higher learning students and other staff. The library has a collection of about 2,000 library materials and more than 3000 users. Thus, these areas of the study were selected due to the fact that these two institutions were amongst the largest academic institution in the country with large collection of resources.

3.5 Population of the Study

According to (Barthelemy, and Toint, 2013) population is the pool of individuals from which a statistical sample is drawn for a study. The population of this study were leaders who used Uongozi institute resource centre and centre for foreign relations from both public and private sector.

3.6 Sampling Techniques

A sampling procedure is a process of selecting a few elements from the many in order to carry out the empirical study (Packard, 2013). In this study, the researcher used a purposive sampling in selecting the participants in this study.

3.6.1 Purposive Sampling

Purposive sampling is sometime known as judgmental sampling. In this type of sampling, the researcher chooses only those elements believed were able to have the required data (Lopez, 2013). In this regard's respondent were selected purposively. Purposive sampling was appropriate in three situations, to select the unique cases which are specifically informative, to select members of crucial importance as well as those who are difficult to locate, and to identify particular cases for in-depth investigation.

Purposive sampling was used to select users from the UONGOZI Institute and Centre for Foreign Relations libraries and the librarians of the two respective centres. Purposive sampling was used in order to identify the relevant respondents for the study, example the librarians of two respective institutions who manage the e-resources and the specifically the members of the two respective libraries who use the e-resources

3.7 Study Population

Ngechu (2004) defines the term population as a distinctly definite set of services people, events, elements or group of items or households under a research-based

investigation. This study, therefore, targeted members of the resource Centre from both UONGOZI Institute and Centre for Foreign relations and the librarians who run the resource Centre.

Table: 3.1: Composition of the Study Population

S/N	Name of Institution	Population
1	Uongozi Institute Library	110
2	Centre for Foreign Relations library	130
3	Staff Librarians	4
	Total	244

Source: Researcher's Construct, 2024.

3.8 Sample Size

A sample is the sub-population to be studied in order to make an inference to a reference population (a broader population to which the findings from a study are to be generalized (Zubair, 2012). The sample size was obtained by the use of Sloven's formula as shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size, N = Total population and e = level of precision (5%),

The sample size was obtained by the use of Slovenes' formula as shown below

Where n = sample size, N = Total population and e = level of precision (5%)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = 152$$

3.9 Methods of Data Collection

The data for this study were generated from primary sources (Questionnaire, Key informant Interview) and secondary sources (Documentary review). Data collection

methods refer to the device used to collect data, such as a paper questionnaire or computer-assisted interviewing systems (Kabir, 2018). There are two major approaches to gathering information. They are categorized as primary data, and secondary data. In this study, the researcher used both types in gathering the data to complete the study objectives.

3.9.1 Data Collection Instruments

The use of multiple instruments ensured validity and reliability of data collected.

Two sets of data were collected as follows:

3.9.1.1 Primary Data

The researcher used questionnaires and key informant interviews. Both mentioned methods helped the researcher to collect raw data related to the utilisation of e-resources (Moffat, 2018).

Questionnaire

According to Denscombe (2017), a questionnaire is a set of questions that are generally distributed to selected participants to gather facts, opinion, perception, attitudes and beliefs of respondents at a particular time. A questionnaire was more comfortable to administer, less costly and manages time well. The questionnaires were administered to both users of UONGOZI Institute and CFR libraries. An open-ended questionnaire was used to get first-hand information from the respondents.

Key Informant Interview

The interview schedule used to complement the questionnaire as instrument for data collection with the survey method in the study (Opoku *et al.*, 2019). De Jonckheere

and Vaughn (2019) define interview schedule as “an interview format consisting of detailed set of questions and probes”. The researcher preferred using key informant interview because it helped in capturing verbal and nonverbal questions, including body language which can indicate a level of discomfort with the questions or indicate the level of interest for the study being discussed during the interview. The key informants were librarians from both UONGOZI Institute and CFR.

3.9.1.2 Secondary Data

Secondary data means data that has already been collected and analyzed by someone else (Martins et al., 2018). In this study, secondary data were collected through documentary review. Both published and unpublished materials like books, thesis, journals, articles, research reports, budgets, project documents and e-resources etc. were reviewed and major points summarized.

Documentary Review

The study used outside sources, and documents to support the viewpoint or argument of an academic work. In this study, the following documents were reviewed, departmental annual reports, journals, dissertations, published papers and pamphlets. The documentary review instrument was used in the study because its relatively inexpensive, a good source of background information that may not be directly observable and bring up issues not obtained from other instruments.

3.10 Data Quality Control

Data quality control according to Kwon (2014), is a measure of the condition of data to ensure reliability and validity, based on factors such as completeness, consistency,

reliability, or whether is up to date. The following is an explanation of how proper data quality control was ensured for this study:

Validity was used to determine whether the research measured, what it intended to measure, and to approximate the truthfulness of the results. Validity is concerned with whether the findings are really about what they appear to be (Saunders *et al*, 2019). Validity helps a researcher to draw a sound inference or conclusion from his/her data. Expert's view on the research instrument is a common measure of its validity in social science research (Frankfort-Nachmias & Nachmias, 1996). Thus, the designed questionnaire and interview schedule were validated by experts in Information Science, precisely, the two supervisors of the researcher as veritable tools for data collection in the survey. Similarly, in bibliometric method, the use of The Web of Science as instrument for data collection was also validated by the two supervisors as capable of measuring effectively the research productivity of the academic staff in the surveyed universities.

Reliability is the consistency of measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Reliability of the instrument according to Taherdoost (2016) refers to the degree to which the said instrument consistently measures whatever it is measuring. 6 & Bellamy (2012: 21) explain that “a reliable system of measurement or coding is consistent in that, each time it used on the same data, it yields the same measure or code”. SPSS software was used to determine the reliability of the questionnaire as instrument for data collection in the survey.

Pilot Study

The pilot study involves the preliminary investigation of a research with relatively small sample before the main study. This is usually done to pre-test the research instrument and correct all observed anomalies before the main study (Junyong, 2017). Krosnick (2018) explains that: It seems obvious that the answer to the question needs to reflect what we wanted to know. However, respondents may not understand the question in the way the person who wrote it expects writing good questions requires pre-testing.

Mensah and Kuranchie (2013) affirmed that it is necessary and useful to pre-test the instrument for data collection “before administering it to the actual sample”. So, in order to write good questions for the survey research (with questionnaire or structured interview), the two instruments for data collection: the questionnaire and the interview schedule were pre-tested in the study through a pilot study. Dikko (2016) gave the need to ensure content validity of the questionnaire as a basic reason for a pilot study. So, a pilot study helps a researcher to modify questions in the survey with both questionnaire and interviews as well as the mode of presentation of these questions by the researcher.

A pilot study with the survey method was conducted at both Uongozi Institute Resource Centre and Centre for foreign relation libraries. A random sampling technique will be used to select 10 academic staff as respondents in the pilot study. The designed questionnaires had been administered face-to-face to the respondents and the feedback from the retrieved and completed questionnaires was helpful in

modification and revision of the questions on the designed questionnaire for the main study. Similarly, a random sampling technique was used to select 5 academic staff for pilot study using interview schedule as instrument for data collection. The pilot survey was vital for the revision of questions on the interview schedule before the main study. This was absolutely useful in re-defining or streamlining questions for the final interview of the academic staff in the study.

3.11 Data Analysis

Data analysis involves the process of transforming data into information. It implies editing, coding, classification, and tabulation of collected data. Data editing is a process of reviewing the data to ensure accuracy, whereas coding is the procedure of converting raw data into numbers with each code standing for value or category (Barry, 2017). Before data analysis, the collected data were checked for completeness, errors, and unclear responses. Data were edited and coded ready for analysis. Data were analyzed through the study objectives and research questions. Since the nature of data collected in this study included both quantities and narrations, the analysis of data were conducted through a combination of both qualitative and quantitative data analysis techniques, and their results presented concurrently.

3.12 Data Analysis and Presentation

Data collected from the research field were analyzed qualitatively and quantitatively. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 22, and Microsoft Office Excel and presented in tables and figures

while qualitative data collected through interviews and observation will be analyzed and presented in the form of narrative.

3.13 Research Ethics

In this research, the researcher focused on ethical issues. First, the researcher got permission from the relevant authorities. Second, data were collected from those who agree to participate in the study. Additionally, the researcher considered privacy by ensuring that respondents and participants are comfortable while participating in the study. Furthermore, the names of the participants were kept confidential. Finally, the researcher ensured that the participants are not harmed in any way.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the results of the study in line with the research questions and objectives. Basically it consists of response rate, respondents' characteristics, types of e-resources available, levels of awareness of e-resources among members of UONGOZI Institute and CFR libraries, level of usage of e-resources for accessing information as well as factors affecting utilization of e-resources.

4.2 Response Rate

The study targeted the sample of 152 respondents and that the response rate was 132 respondents which is 88%. This response rate sufficed the study as it was over 75% which according to Zubair (2012), once the response rate exceeds 75% automatically the data is useful for analysis and generation of conclusion. Thus, the response rate of 88% was certain in generating conclusion and justifying the results.

4.3 Respondents' Characteristics

This section describes the profiles of the participants of the study. These were leaders who are using UONGOZI Institute and CFR libraries. Therefore, their characteristics are described as follows:

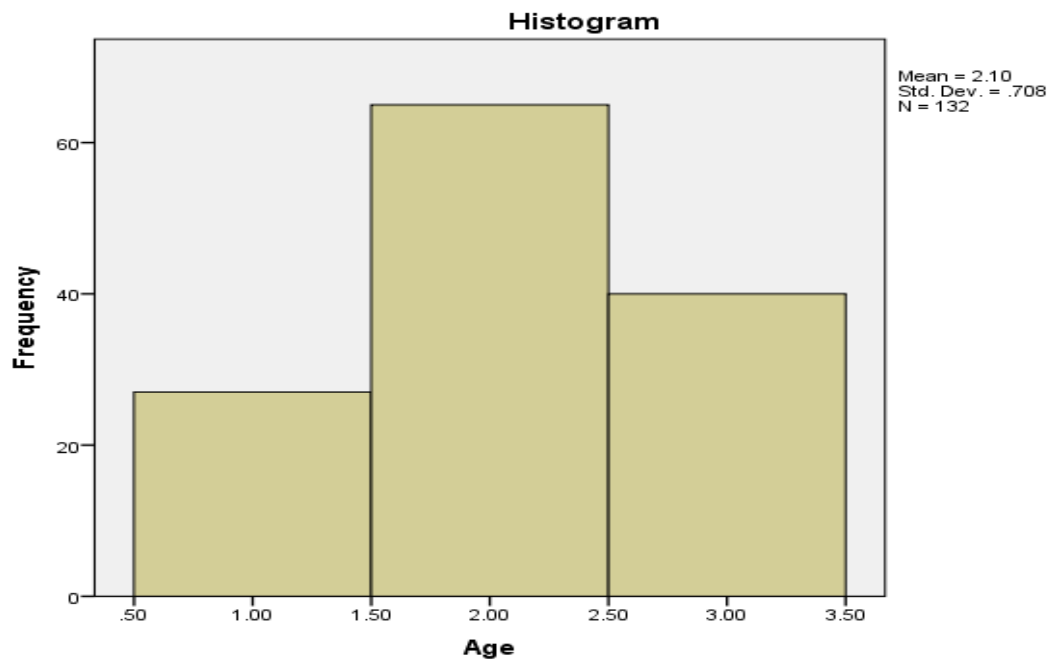
4.3.1 Age of the Respondents

The researcher gathered data on the age of the study participants. Table 4.1 and Figure 4.1 illustrate the results as follows:

Table 4.1: Age of Respondents (N=132)

	Frequency	Percent
Valid 21-35	27	20.5
31-50	65	49.2
50+	40	30.3
Total	132	100.0

Source: Field Data (2024)

**Figure 4.1: Age of Respondents**

Source: Field Data (2024)

The results indicated the outcome pertaining to the age of the respondents that 20.5% of the participants were aged between 21-35 years, 49.2% were between 36-50 years and 30.3% were above 50 years. This implies that leaders in both entities are individuals with various age groups serving different roles respectively. The assertion is supported by Kumar (2016) who is suggesting leaders in various entities

both public and non-public constitute individuals with varying age groups most from mid age towards aged group.

4.3.2 Gender of the Respondents

The study collected also data concerning gender of respondents. The results are depicted in Table 4.2 and Figure 4.2 respectively:

Table 4.2: Gender of Respondents (N=132)

	Frequency	Percent
Valid Male	79	59.8
Female	53	40.2
Total	132	100.0

Source: Field Data (2024)

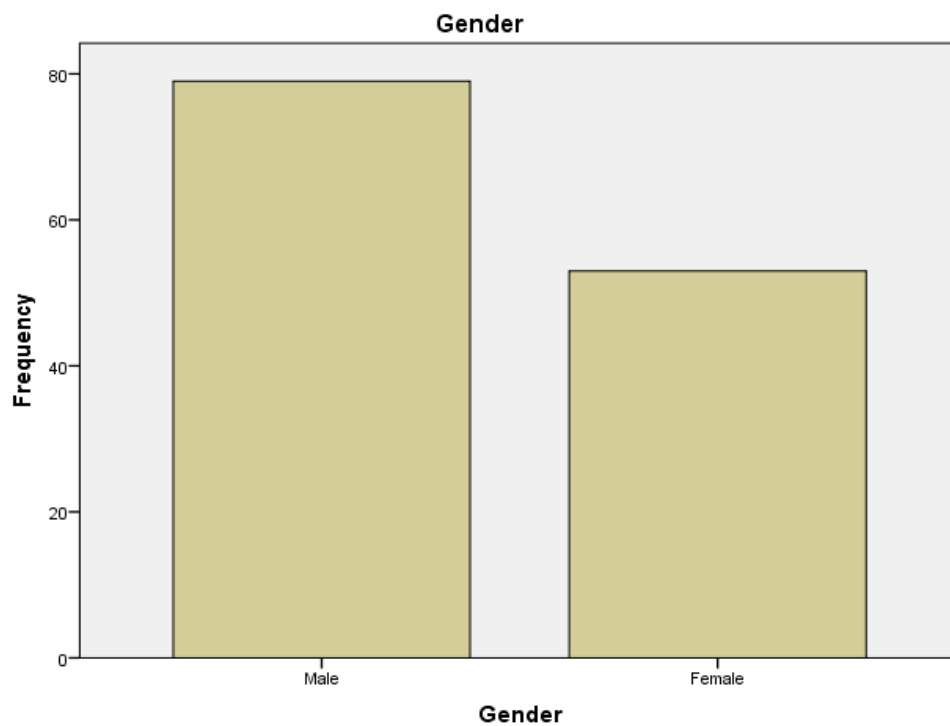


Figure 4.2: Gender of Respondents

Source: Field Data (2024)

The study results as per Table 4.2 and Figure 4.2 respectively revealed outcome on gender of the respondents. It was found that 59.8% of the participants were male while 40% were female. This implies that leaders in both public and non-public entities constitute both men and women. Several studies support these findings. For example, Mammo and Ngulube (2015) are suggesting that leaders in various posts and entities all over the globe in different states comprise of individuals, both men and women.

4.3.3 Educational Levels of the Respondents

The study gathered data on the levels of education of the respondents. The results are as shown in Table 4.3 and Figure 4.3 respectively:

Table 4.3: Educational Levels of Respondents (N=132)

	Frequency	Percent
Valid PH.D	10	7.6
First Degree	78	59.1
Masters Degree	44	33.3
Total	132	100.0

Source: Field Data (2024)

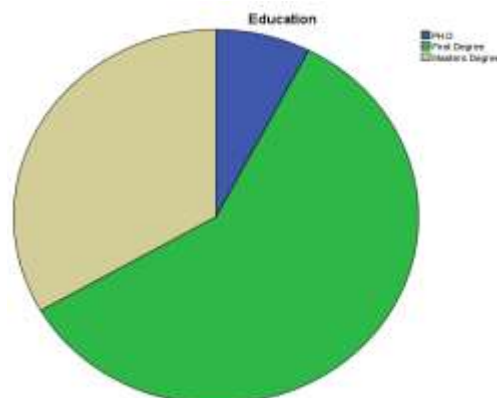


Figure 4.3: Educational Levels of Respondents

Source: Field Data (2024)

The study results indicated the outcome on education level of the respondents. Among them, 7.6% of the respondents were PHD holders, 33.3% were master degree holders and 59.1% of the respondents were first degree holders with other professional skills and trainings in the tasks they perform. These findings imply that leaders serving in various institutions and entities in Tanzania both public and private sector constitute individuals with adequate formal education, skills and competence. The findings resonate with the views of Mawere and Sai (2018) who are arguing that leaders in various settings in most jurisdictions both in the public and non-public entities have adequate formal education based on the tasks they perform.

4.4 Types of E-Resources Available

The study results indicated the types of e-resources available in the library facilities. In that case, the first categories of e-resources are e-books comprising of various text-books on different subjects pertaining to leadership and sustainable development in the case of UONGOZI Institute. At the Centre for Foreign Relations, e-books on foreign policy, diplomacy, international relations, international law and others were dominant. The assertion is supported by the views stated by informant Y as follows:

“E-books is the category of e-resources available in the library for usage by the participants in the program based on the issue that is being facilitated to the identified audience as the beneficiaries. E-books are accessed for free once the participants are connected with the system to utilize them. The books are basically on leadership and sustainable development for Uongozi Institute”.

Another category of e-resources was e-journals. It comprised a variety of journal articles as the reading materials generated by various scholars from different

jurisdictions all over the globe. They comprised of the journals on leadership, sustainable development for the case of UONGOZI Institute. At the for the Centre for Foreign Relations the journals were basically about diplomacy, foreign policy, international relations, conflicts and conflict resolution and several. These findings were also acknowledged by one of the informants at UONGOZI Institute who stated as follows:

“E-journals serve as the other category of e-resources that fosters the usage and availability of information to the participants in various leadership programs. E-journals are also situated in the areas of focus pertaining to the institute that most of the journals are in line with leadership and sustainable development”.

Despite that, other categories of e-resources were research papers and documents of various scholars and institutions both local and international on various areas of focus and interests. The research and papers have been electronically documented to be easily accessed by the participants in the manner that is highly mobile. The research papers tend to foster knowledge generation and awareness to the participants enrolled in the several programs. The findings are in line with the views of the informant T who responded as follows:

“Research papers and documents from various individuals as surveys and the institutions have been placed for mobile access by the participants. This is the way to enable the participants in the program towards accessing as many reading and academic resources as possible in the mobile or electronic manne”r.

The implication of the results is that e-resources basically constitute multiple categories of resources with the aim of facilitating the participants as beneficiaries to

access reading and study materials in the manner that is mobile and easy. The findings resonate with the views of Adeleke and Nwalo (2017) who are stating that e-resources available in the libraries in various jurisdictions constitute multiple categories of resources including e-books, e-journals, e-research papers and several other texts serving as varieties for users' advantage. The result also resonates with the Technology Acceptance Model (TAM) since the placing of the resources in that manner signifies the realization of the usefulness of the technology in terms of its applicability among the users and or beneficiaries.

Also, Agbasi and Onugu (2019) suggest that e-resources possessed by the libraries in various entities especially education institutions established for various purposes compose of several resources including books, journals and others that may be used to foster access of the materials by the users and/ or beneficiaries. The resources are placed in the electronic manner with the aim of assuring that the users access them in the manner that is easy and highly mobile for efficiency purposes.

4.5 Levels of Awareness of E-Resources among Members of both Libraries

The study revealed the level of awareness on e-resources among members of the libraries through the respondents selected for the study. Therefore, with the beneficiaries the level of awareness pertaining to e-resources among members is illustrated clearly using the results shown in table and figure 4.4.

Table 4.4: Levels of Awareness of E-Resources among Members of both Libraries (N=132)

	Frequency	Percent
Valid Aware	49	37.1
Extremely Aware	38	28.8
Somewhat Aware	27	20.5
Slightly Aware	18	13.6
Total	132	100.0

Source: Field Data (2024)

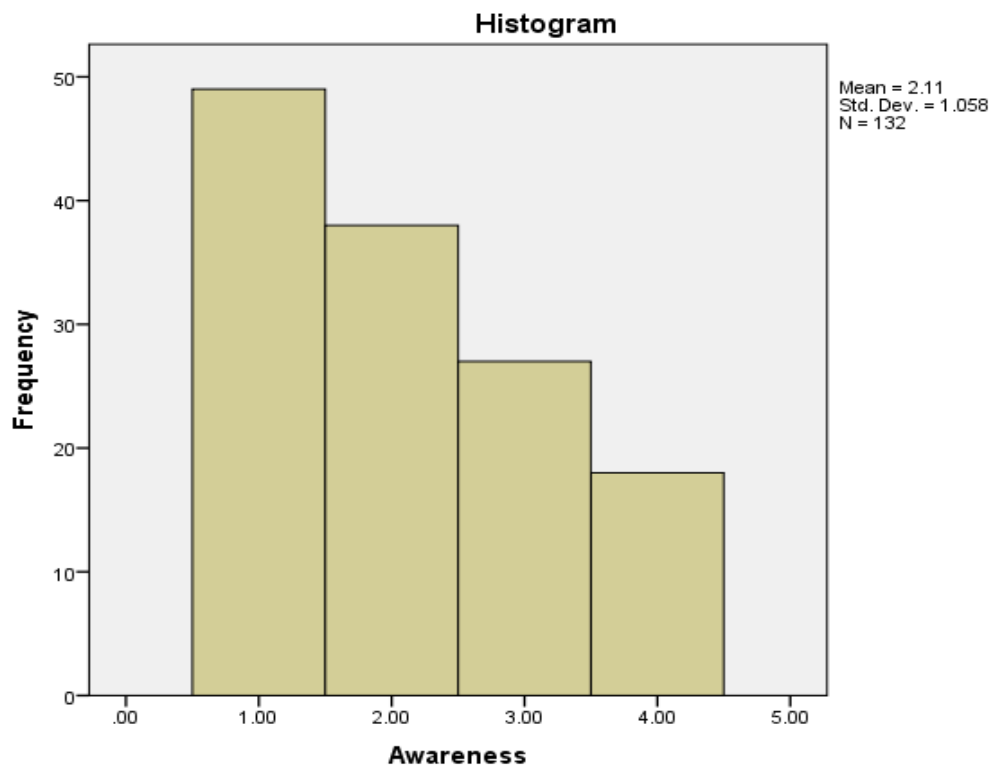


Figure 4.4: Levels of Awareness of E-Resources among Members of both Libraries

Source: Field Data (2024)

The study results indicated the level of awareness of e-resources among members that 65.9% of the respondents as the participants reveal that they are aware of the e-

resources materials and information for usage as the participants in the programs. However, 20.5% were somewhat aware as being neutral and 13.6% were not aware of the e-resources. The varying situation is attributed to the fact that for the majority aware since the emergence and integration of ICT in every form of life. But there is a significant number of 34% who were not aware. On the other hand, for the minority that are less aware, the situation is attributed to the fact that mostly tend to be of the aged group that was born before emergence of ICT and had not really integrated ICT in their day to day lives to a great extent. This is group that still prefers the usage of paper and love its smell. The implication of the results is that the level of awareness pertaining to e-resources is high among participants since this is the era of technology that electronic services and facilities are part of day to day life.

The findings resonate with the views by Dauda (2014) suggesting that e-resources in the era of information and communication technology (ICT) is the common practice among participants in training institutions regardless of the focus and the size. The variations in the usage and application of the services are determined by the level investment and diversification of the society and the community.

Also, Descombe (2017) suggests that awareness on e-resources and application is a very common and expected phenomenon among the entities engaged in training and capacity building. The key concern towards efficiency lies upon the facilities and infrastructures being available to support the services among different users in the process of knowledge generation and adequate utilizations. This is also in line with Technology Acceptance Model (TAM). The TAM holds that awareness on e-

resources is determined by the perceived ease of use measures in the process of utilizing and applying the technology among users.

4.6 Level of Usage of E-Resources for Accessing Information

The study results revealed the level of usage of e-resources in accessing information from the respondents as members of the UONGOZI Institute and CFR libraries. In that note, the level of usage of e-resources is shown in Table 4.5 and Figure 4.5 respectively:

Table 4.5: Usage Level of E-Resources for Accessing Information (N=132)

	Frequency	Percent
Valid Once a week	39	29.5
Once a month	48	36.4
Never	36	27.3
Daily	9	6.8
Total	132	100.0

Source: Field Data (2024)

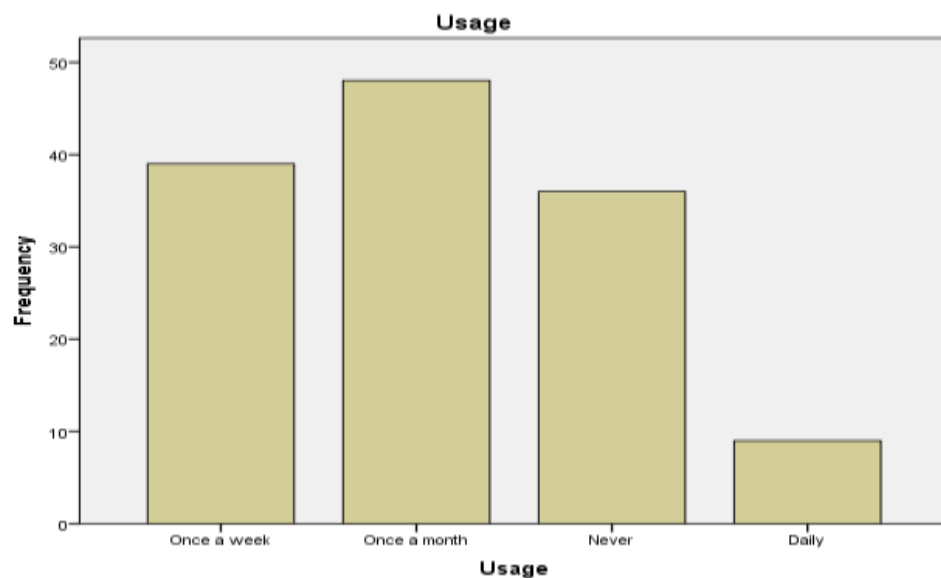


Figure 4.5: Usage Levels of E-Resources for Accessing Information

Source: Field Data (2024)

The study results indicated the level of usage of e-resources among the members. It was found that the usage is low or limited since only 29.5% indicated to use the services or facilities once a week. Also, 36.4% of the respondents indicated to use the services may be once in a month. Additionally, 27.3% of the respondents suggested not using the services at all. Lastly, 6.8% revealed to use the services often or on daily basis. The situation may be attributed to limited awareness on the availability of e-resources especially among the advanced aged group, negative attitudes towards web based resources especially in regard to authenticity and credibility and inadequate skills on retrieving web based information resources. This is in line with previous surveys (Manda, 2015) that had attributed the low usage of e-resources to factors such as limited awareness on available e-resources, negative attitude towards web based information sources and insufficient information search skills.

The fact that e-resources received very low usage among the respondents raises a lot of questions especially when considering value for money. Considering that most e-resources at UONGOZI Institute and CFR are paid for by the individual institutions and funds from development partners, these findings suggest that it might reach a point where management and funders may not be willing to finance for the acquisition of underutilized resources.

4.7 Challenges Affecting Utilization of E-Resources

The study revealed challenges or shortcomings affecting the utilization of e-resources by the participants through the key informants selected for the study. Since that is the case, the results indicated that most of the participants to the program are

leaders in various entities and institutions that at the office they are exposed to gadgets and equipments mostly being the computers and the e-facilities in the conduct of the tasks. Therefore, in the program usually are outside the office interested to get away from the gadgets and machines. This has been the concern towards limited or low utilization of the resources. The assertion is acknowledged by one of the informant among participants that:

“It is not that I do not know how to use the computers and the electronic facilities but now I am not at the office I like to be free from the machines, computers and gadgets that reading texts becomes the preference the using the computers and cellphones in reading”.

The other challenge is awareness on the facilities and services that some participants as they engage in the program usually tend to operate in their way of thinking with most reflecting the times they have been studying in the higher learning entities. In the process, they become less aware on the transformations that have taken place for some years which affect the utilization of the e-resources respectively. The statement is supported by the informant R stating that:

“It took me sometime to be aware on whether the study materials may be gathered online almost more than a month. Thanks to a friend that if it was not for him probably I may not be aware of the services to this day”.

The other challenge is personal willingness that some people as participants especially those that are considered aged that have been far from the electronic services since their childhood and the technology reach to them while are adults; most tend to possess less interests in the utilization of the e-services. They prefer the

old fashion style of reading texts by accessing them physically since the library is available with plenty of resources that are in print. The statement is supported by the informant that:

“I am well comfortable with searching and reading texts manually that the time to search through the internet and reading through tablets and phones is not in my interest at all may the young stars. Reading texts is comfortable than reading through instruments such as computers, laptops, cellphones and tablets”.

Additionally, the other challenge is the desire for different environment that the nature of the participants in most cases are leaders that they are exposed to digital facilities to the extent that the more they are engaged to them even during the program is like they are still at the office working. This has been affecting the utilization of the e-resources by the participants. The statement is further supported by the informant S stating that:

“I want to be out of duty which implies the use of the different means to access resources information. The analog becomes highly preferable than the digital pattern since it make me feel relax and out of the office duties since I tend to be out of computers and others gadgets that are common in the conduct of office duties”.

The implication of the results is that e-resources usage and application in the professional entities by participants constitute shortcomings that needs be overcome as well. The statement is supported by the views shared with Garg and Kumar (2017) suggesting that e-resources usage and application tend to be affected by various concerns within the participants or beneficiaries. Some tend to be attributed by

awareness concerns and others by means of personal desire and interests; as well as other concerns. This is the case with the professional entities as institutions that infrastructures tend to be adequate and well but the reality on the ground is still that the personal desires and interests of the beneficiaries tend to be the key concerns leading to the outcomes that persist.

Also, Adeleke and Nwalo (2017) suggest that e-resources utilization is essential towards flexibility and mobility which is useful to foster efficiency. However, with the leaders and the professionals basically the working environment in the areas they operate comprise all the needs and wants pertaining to e-resources utilization that motivation in the training entities could be low or normal encounter that for efficiency in the services other services are necessary to be thought to ensure service quality attainment and influencing desire towards its utilization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The present chapter describes the summary of the study, conclusion and recommendations in line with the study results. The description of the chapter is basically based on the outcome of the study.

5.2 Summary of the Key Findings

The study investigated the utilization of e-resources for accessing information among members of the UONGOZI Institute and CFR libraries. It was guided by four specific objectives, namely; to determine types of e-resources available at UONGOZI Institute and Centre for Foreign Relations libraries; to identify the levels of awareness of e-resources among members of both libraries; to explore the level of usage of e-resources for accessing information at UONGOZI Institute and Centre for Foreign Relations libraries; and to examine challenges affecting utilization of e-resources and recommend possible solutions. The summary of key findings are done based on the four specific objectives above.

5.2.1 Types of e-resources available at UONGOZI Institute and Centre for Foreign Relations Libraries

E-resources in the entities constitute several categories, namely e-books, e-journals and research papers and documents. These are the key and available types of e-resources with most being reports for various tasks, events phenomenon and other concerns that may be utilized for references for learning process regarding the

particular subject matter that one deals with in the process of learning and capacitation respectively. Also, e-books are common since they are primary and key resources kept in the libraries. Additionally, e-journals are the other key resources that are stored and kept in the libraries for being utilized by users to foster knowledge enhancement.

5.2.2 Levels of Awareness of E-Resources among Members of both Libraries

Despite that, the level of awareness on e-resources was indeed certain among many but the utilization or usage of the e-resources is poor or limited. This is the case because the reality with the entities training professionals and leaders towards capacitating them into being more knowledgeable and skilled in the tasks they perform; usually most of the participants are well aware of the e-resources and the modality of using them since their jobs entitle them with the privilege of having such resources at their disposal. The key concern therefore was the level of utilization that is indeed low regardless of the fact that they possess high degree of awareness on the e-resources.

5.2.3 Level of Usage of e-resources for Accessing Information at UONGOZI Institute and Centre for Foreign Relations Libraries

The level of usage is indeed low by the participants though in reality most are aware on the utilization pattern. This makes the situation being attributed by other factors with most being low level of interests, preference of print materials or presence of other alternative sources for the usage and utilization of the services respectively. This in turn could amount to the limited or low level of e-resources usage and utilization.

5.2.4 Challenges Affecting Utilization of e-resources and Recommend Possible Solutions

Furthermore, with the challenges the area is affected with shortcomings that may be overcome. This is the case because most of the users in their daily routines use e-facilities for meetings, charts, communication and engagement in various tasks and responsibilities. The concern could be that they need different platforms to access knowledge from their daily environment. The implication of the results is that e-resources is essential but the usage and applicability among participants may be influenced by the increasing level of societal transformation towards technology.

Exploratory design was used in the process of knowledge generation through subjective reality testing. Primate data were used in facilitating knowledge generation process that facts to address the study gap were obtained from the participants as beneficiaries and key informants from the sample of 138 respectively. The study employed questionnaires and interviews in the process of knowledge generation process that facts collected using questionnaires were computed in SPSS software version 22 to generate statistics useful to present primary data. Data collected using interviews were analyzed by using content analysis technique which were narratively presented complemented with themes to support the results as quotations.

5.3 Conclusion

This study assessed utilization of e-resources for accessing information among members of the UONGOZI Institute and Dr. Salim Ahmed Salim Centre for Foreign

Relations libraries. The study findings indicate that there is very low usage of e-resources by members of the UONGOZI Institute and CFR libraries. The findings therefore paint a picture that respondents rely heavily on print sources and hence e-resources are being underutilized. Consequently, administrators might find it difficult to justify for continued funding of the resources that are underutilized.

Members of the UONGOZI Institute and CFR libraries have been a challenge. In that note, the situation is that members in both institutions are aware of e-resources but the concern is the utilization of e-resources that since there could be other sources at their disposal. The bottom line is that users of this caliber from both institutions prefer print materials compared to e-resources. Reading print resources gives them a break from electronic gadgets which they constantly use during their working hours thus a preference for print resources. The implication of this is that both institutions should be very selective in the acquisition of e-resources, only acquire e-resources that do not have alternative print material.

The low uptake of e-resources is also a call for whole user interface to be improved to a great extent so that the library members find the use of e-resources very friendly and attractive. Bottom line is that the findings show that e-resources are not very popular with library users from both institutions yet are very important to ensure stakeholders have access to knowledge not limited by factors like physical boundaries or time. This has to be highly emphasized to the library users, technology has revolutionized accessibility to information and there is no turning back.

5.4 Recommendations

5.4.1 UONGOZI Institute and Centre for Foreign Relations

UONGOZI Institute and Centre for Foreign Relations should be very selective in their acquisition of e-resources. Acquire e-resources that do not have alternative print-resources that will compel stakeholders of both institutions to use them. Based on the findings of the study it is recommended that both institutions should encourage leaders to use e-resources because of their obvious benefits such as access not being limited by physical or geographical challenges, no weight of carrying extra weight since some of these books are quite heavy, its easy to have analytical arguments since paraphrasing or quotations can be easily shared among colleagues.

Both UONGOZI Institute and CFR are recommended to ensure that the accessibility of e-resources is seamlessly easy for users. Avoid giving out multiple passwords to access different e-resources, all the different e-resources owned by both institutions should be accessed by one password that is easy to remember. All the e-resources should be located in one central point.

5.4.2 Similar Institutions to UONGOZI Institute and Centre for Foreign Relations

Similar institutions like UONGOZI and CFR need to invest in relevant and up to date e-resources that will motivate their users to use them. Most institutions subscribe to free e-resources that are accessed through various consortiums. Some of these resources are not very relevant to the users and are out of date, therefore similar institutions need to invest in relevant and new e-resource materials.

5.4.3 Users of E-resources

The users of the e-resources themselves need to enhance the necessarily skills that will enable them to seaming less access the e-resources. Users need to appreciate the fact that technology has turned the tide in favor of e-resources and there is no turning back. Many of the important tools being developed to enhance users access relevant materials are geared towards e-resources. Tools now like Chat gpt are all available for e-resources.

5.4.4 Academia

The academia has a very important role in shifting the tide from students relying heavily on print materials to e-resources. Its recommended orientation or induction programmes constitute seminars on available e-resources, students be taught the necessarily skills on how to use these resources including identifying credible from uncredible resources. Academic institutions need to invest heavily in the necessarily infrastructure such as high-speed internet and computers to ensure students can easily access these e-resources. This will help in mind shift of future leaders who will see e-resources as an integral part of their knowledge base.

Furthermore, with the level of usage, the study recommends that for the institutions like Uongozi Institute, Centre for Foreign Relations and others should design the course and requirements that foster the students or beneficiaries to access them through the e-resources. This way may foster influence on the usage of the e-resources that with time the situation could become habitual.

5.5 Areas for Further Studies

The study was conducted to assess the utilization of e-resources among participants in the professional development entities specifically Uongozi Institutes and the Centre for Foreign Relations as the beneficiaries. However, another study may focus on usage and applicability of e-resources specifically to other categories of entities especially vocation and technical entities because the institutions have been less articulated as well pertaining to the utilization of e-resources that could serve useful towards knowledge enhancement in the area.

Also, the study focused on the utilization of e-resources in the professional entities in Tanzania. However, another study may be conducted specifically on the efforts towards expansion of e-resources among the public libraries at regional and district levels. Measures of the public are of diverse background and the study may solicit some very useful insights.

REFERENCES

- Abioye, A., & Adelakun-Odewale, O. S. (2017). Perceived usefulness and behavioural intention to use electronic law information resources by postgraduate law students in selected universities in South-west, Nigeria.
- Adeleke, D. S., & Nwalo, K. I. (2017). Availability, Use and Constraints to Use of Electronic Information Resources by Postgraduates Students at the University of Ibadan. *International Journal of Knowledge Content Development & Technology*, 7(4), 51-69.
- Adeyemi, I. O., & Issa, A. O. (2020). Perceived Usefulness and Ease of Use as Predictors of Early-year Lawyers Satisfaction with Law Pavilion Electronic Law Reports. *Buletin Al-Turas*, 26(2), 239-252.
- Agbasi, O. E., & Onugu, U. C. (2019). The availability and utilization of electronic resources among students in tertiary institutions in Nigeria: A study of Nnamdi Azikiwe University, Awka. *International Journal of Economics, Commerce and Management*, 7(9), 476-487.
- Agyekum, B. O., & Ossom, S. (2015). Awareness and Impact of Electronic Journals Usage by Faculty Members and Lectures in Kumasi Polytechnic, Ghana. *Information and Knowledge Management*, 5(1), 9-17.
- Ajayi, S. A., Shorunke, O. A., & Aboyade, M. A. (2014). The influence of electronic resources uses on students reading culture in Nigerian universities: A case study of Adeleke University Ede, Osun state. *Library Philosophy and Practice*. Ede University Press..

- Alphonse, S. (2015). The use of digital information resources to enhance learning among university students. a case of Teofilo Kisanji University in Tanzania. Masters Dissertation, University of Dar es Salaam.
- Barthelemy, J., & Toint, P. L. (2013). Synthetic population generation without a sample. *Transportation Science*, 47(2), 266-279.
- Dauda J., (2014) "Users' assessment of e-resources at the university library of the University of the Philippines," Diliman. *Journal of Philippine Librarianship*, 34 (6), 1-13.
- Denscombe, M. (2017). *EBOOK: The good research guide: For small-scale social research projects*. McGraw-Hill Education (UK).
- Dumebi O., (2017). "Awareness and use of online information sources among University of Ibadan students," *International Journal of Library Science*, 6(2), 37-51.
- Garg, R. J., Kumar, V., & V. (2017). Factors affecting usage of e-resources: scale development and validation. *Aslib Journal of Information Management*, 69(1), 64-75. Doi: 10.1108/AJIM-07-2016-0104.
- Hoq, K. M. G., & Haque, M. A. (2018). Student perception of electronic resources use in Rajshahi University Library: A case study. *International Journal of Library and Information Science*, 10(7), 78-84.
- Igbo, H. U., & Imo, N. T. (2017). Electronic information resource sharing among university libraries in Southern Nigeria: opportunities and challenges. *African Journal of Library Archives and Information Science*, 27(1), 77-91.

- Johnson P., (2013). *Developing and Managing Electronic Collections: The Essentials*, Chicago: American Library Association.
- Joshua, D. (2014). Users' Assessment of E-resources at the University Library of the University of the Philippines, Diliman. *Journal of Philippine Librarianship*, 34, 1-13.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.862.6944&rep=rep1&type=pdf>.
- Joshua, D., & King, L. (2020). The Utilization of e-resources at Modibbo Adama University of Technology (MAUTech), Yola, Adamawa State, Nigeria. *International Journal of Knowledge Content Development & Technology*, 10(1), 47-70.
- Kabir, S. M. S. (2018). Basic guidelines for research. *An introductory approach for all disciplines*, 4(2), 168-180.
- Kenchakkanavar A., (2014). "Types of e-resources and its utilities in library," *International Journal of Information Sources and Services*, 1(2), 56-83.
- Kumar, G. R. (2016). Awareness and use of digital library resources by faculty members of engineering college libraries in Warangal District Telangana: A study. *International of research in library science*, 2 (2), 188- 200.
- Kuri, R., Maranna, O., & Doddamani, J. (2016). Awareness and Use of E-resources among the users of Vishveshwarya Technical University (VTU) Library Belagavi. *E-prints in library and information science*. (Retrieved from <http://eprints.rclis.org/29764/>).

- Kwon, O., Lee, N., & Shin, B. (2014). Data quality management, data usage experience and acquisition intention of big data analytics. *International journal of information management*, 34(3), 387-394.
- Laurier, E. (2016). 11 Participant and Non-Participant Observation. *y IP address 192.168. 10.17 On 2023/01/21*, 169.
- Lawal, O. O. (2014). The tree of knowledge: Dynamics of academic libraries in information management. University of Calabar 58th Inaugural Lecture. Calabar: University of Calabar Press.
- Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. *Nursing & midwifery research: Methods and appraisal for evidence-based practice*, 123, 140.
- Makori, E. O. (2015). Micro factors influencing use of electronic information resources among postgraduate students in institutions of higher learning in Kenya. *Library High Tech News*, 1, 18-21. Doi: 10. 1108/LHTN-10-2014-009618
- Malhotra, G. (2017). Strategies in research. *International Journal for Advance Research and Development*, 2(5), 172-180.
- Mammo, Y., & Ngulube, P. (2015). Academics 'use and attitude towards open access in selected higher learning institutions of Ethiopia. *Information Development*, 31(1), 13-26.
- Martins, F. S., da Cunha, J. A. C., & Serra, F. A. R. (2018). Secondary data in research—uses and opportunities. *PODIUM sport, leisure and tourism review*, 7(3), 345-366..

- Mawere T. and K. Sai. (2018). "An investigation on e-resource utilization among university students in a developing country: A case of Great Zimbabwe University," *South African Journal of Information Management*. [Online]. pp. 1-7. Available: <http://dx.doi.org/10.4102.v20i1.860>
- Moffat, K. (2018). Research Support for Faculty and Students. University of Witwatersrand and, Johannesburg. Retrieved on 8/12/2020 from <https://libguides.wits.ac.za/c.php?g=693518&p=4914913>.
- Mollel, M.M. (2016). Users 'attitude towards the utilization of electronic resources at the Institute of Finance Management, Dar es Salaam, Tanzania. Masters Dissertation, University of Dar es Salaam.
- Natarajan, M. (2017). Use and impact of electronic resources by information science students at Jimma University, Jimma, Ethiopia. *Collection Building*, 36(4), 163-171. Doi: 10.1108/CB-12-2016-0036.
- Ogbuiyi S. U., Oriogu C. D., Momoh I. A., and D. C. Ogbuiyi, (2015). "Information literacy skills and awareness of electronic information resources of library users in Oyo State Public Library, Nigeria," *Journal of Information and Knowledge Management*, >>> INCOMPLETE. 1-14.
- Omeluzor S., A. Akibu, and O. Akinwoye, (2016). "Students' perception, use and challenges of electronic information resources in Federal University of Petroleum Resources Effurun Library in Nigeria," *Library Philosophy and Practice (e-journal)*. Paper 1428.
- Opoku, A., Ahmed, V., & Akotia, J. (2016). Choosing an appropriate research methodology and method. *Research methodology in the built environment: A selection of case studies*, 1, 30-

- Rath, P. (2013). *A study on use of electronic resources for teaching and research by the faculty members of Mizoram University* (Doctoral dissertation, Mizoram University Aizawl).
- Remoto J. P. and C. A. Climaco, (2014) Zamboanga City State Polytechnic College E-library: An Impact Study, pp. 1-10.
- Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative research in psychology*, 11(1), 25-41.
- Scott, S., & McGuire, J. (2017). Using Diffusion of Innovation Theory to Promote Universally Designed College Instruction. *International Journal of Teaching and Learning in Higher Education*, 29(1), 119-128.
- Sohail, M., & Ahmad, S. (2017). Use of Electronic Resources and Services by Faculty Members and Students of Fiji National University. *DESIDOC Journal of Library & Information Technology*, 37(3), 165-171. Doi:10.14429/djlit. 37.3.10567.
- Soni N. K., Gupta K. K., and J. Shrivastava, (2018). "Awareness and usage of electronic resources among LIS scholars of Jiwaji University, Gwalior: A survey," *Journal of Library and Information Technology*. 38(1),56-62.
- Sovacool, B. K., & Hess, D. J. (2017). Ordering theories: Typologies and conceptual frameworks for sociotechnical change. *Social studies of science*, 47(5), 703-750.
- Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. *How to test the validation of a questionnaire/survey in a research* (August 10, 2016).

- Tamrakar A. K. and R. G. Garg, (2016) "User perception towards e-resources and services of IIT-Guwahati Library," *Journal of Library and Information Technology*, 36, 40-46.
- Tamrakar, A. K., & Garg, R. G. (2016). User Perception towards E-resources and Services of IIT-Guwahati Library. *DESIDOC Journal of Library & Information Technology*, 36(1), 40-46. doi:10.14429/djlit.36.1.9238
- Verma, M.K., & Laltlanmawii, R. (2016). Use of library collections and services by faculties and research scholars of school of physical sciences, Assam University, Silchar: a study.
- Yebowaah F. A. and F. D. D. Plockey, (2017). "Awareness and use of electronic resources in university libraries: A case study of University for Development Studies Library," *Library Philosophy and Practice* (ejournal), p. 1562.

APPENDICES

APPENDIX I

An Investigation into the Utilization of E-Resources among Members of the Uongozi Institute Resource Centre and Centre for Foreign Relation Members Questionnaire

This questionnaire is designed to obtain information on the Utilization of E-Resources among Members of the Uongozi Institute Resource Centre and Centre for Foreign Relation. Your responses are just for research purposes. Please kindly respond to each item sincerely as, it is applicable to you, by ticking only one option on each item in the various sections.

Thank you.

Yours Sincerely,

George Nchimbi.

QUESTIONNAIRE ENTITLED: An Investigation into the Utilization of E-Resources among Members of the Uongozi Institute Resource Centre and Centre for Foreign Relation (Members Questionnaire)

Instruction: Kindly read the statements in each of the section and tick honestly as it is applicable to you. Your responses will be treated confidentially and only used for research purpose. Thank you.

SECTION A

Demographic Data

1. Gender: Male [] Female []
2. Name of Institute:

3. Age Range: 21-35 [] 36-50 [] 51-60 [] 60- and above []
4. Highest educational qualification: Primary level [] Secondary level []
 Certificate [] Diploma [] Degree [] Masters [] any others
 (specify).....
5. Professional Designation
- a) Economist
 - b) Medical Doctor
 - c) ICT Expert ()
 - d) Lecturer
 - e) Lawyer
 - f) Any others (please specify)

SECTION B: Types of electronic resource available and used by members

6. Are the Electronic resources available in the institute library?
- (a) Available
 - (b) Not available ()
 - (c) Not sure
7. What electronic resources do you use to access information for academic purposes, assignments or projects?
- 1. Internet search engines like Google
 - 2. EBooks ()
 - 3. Electronic databases
 - 4. Other _____

8. Why?

1. Easy to access

2. Reliable ()

3. Convenient

9. Choose electronic library resources that you have used in the last year

a. EbscoHost

b. Summon

c. EBooks'

d. Ejournals ()

e. Exam repository

f. Reference guide

g. Other _____

SECTION C: Level of awareness of electronic resources and how often they are being used by members

10. Are you aware of Available electronic resources in the institute library?

A) Not at all aware

b) Slightly aware ()

c) Somehow aware

d) Moderately aware

e) Extremely aware

11. How did you come to know about electronic resources offered by the library?

a. Information literacy classes

b. Librarian ()

c. Noticeboard

d. Other

12. How often do you use electronic resources to find information?

a. Daily

b. Once a week

c. Once a month ()

d. Never

13. What would make you use electronic resources more often?

a. More training

b. Sufficient computer access ()

c. Mobile access

d. Internet access

SECTION D: Challenges facing members on using electronic resources and suitable recommendations to improve the facilities and services relate to the usage of electronic resources.

14. Name two or three most common problems experienced in accessing electronic resource

a. Slow internet access ()

b. Lack of computers ()

c. Difficult to navigate ()

d. No clear instructions ()

e. Complicated ()

f. Other _____

15. Are you satisfied with electronic resources available?

a) Yes

b) No ()

16. If “Yes” to what extent?

a) Very satisfied

b) Moderate satisfied ()

c) Slightly satisfied

d) Not at all satisfied

17.. If “No”

Why.....

18. In your opinion do you think accessing information using electronic resources is helpful / important?

1. Yes

2. No

Explain:.....

APPENDIX III: KEY INFORMANT INTERVIEW

1. How do you assess the awareness of e-library by staff and members?
2. What skill is required for a librarian to manage electronic resources?
3. How are users helped with the skills needed in searching for information using online resources?
4. Are the members that you know of comfortable with the electronic resources?
5. What problems do users face in using electronic resources?
6. What strategies can be employed for the enhancement of electronic resources utilization in the institute?

Research clearance letter



Ref. No OUT/PG202087876

24th September, 2024

Chief Executive Officer (CEO),
Uongozi Institute Resource Centre,
P.O.Box 105753,
DAR ES SALAAM.

Dear Chief Executive Officer,

**RE: RESEARCH CLEARANCE FOR MR. GEORGE JOHN NCHIMBI, REG NO:
PG202087876**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. George John Nchimbi, Reg.No: PG202087876**), pursuing **Masters of Library and Information Management**

(MLIM). We hereby grant this clearance to conduct a research titled **“Investigation of the Utilization of E-Resources for Accessing Information: A Case Study of Members of the Uongozi Institute Resource Centre and Centre For Foreign Relations, Tanzania”**. He will collect his data at your Institute from 24th September 2024 to 30th October 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: VICE CHANCELLOR