USER EDUCATION PROGRAMMES ON UTILIZATION OF ELECTRONIC RESOURCES: A CASE OF KENYA REVENUE AUTHORITY, NAIROBI, KENYA

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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUATE STUS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN INFORMATION SCIENCE, DEPARMENT OF LIBRARY AND INFORMATION SCIENCE ,SCHOOL OF INFORMATION SCIENCE AND TECHNOLOGY, KISII UNIVERSITY

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DEDICATION

This thesis is dedicated to my family members: Andrew, Gracie, Liam and Nicholas without whose unwavering support, I would not have reached this far.

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First and foremost, I am indebted to God for giving me good health, keeping me focused in achieving this important goal in life.

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ABSTRACT

User education is a life-long process among the activities of the library since users need education to use library resources, facilities and services. The primary purpose of user education is to ensure that users are aware of the available resources and how to access them to support their needs. There has been lack of optimization on the use of e-resources in organizations as a result of inadequate and ineffective user education programmes. The purpose of this study was to examine user education programmes on utilization of electronic resources at the Kenya Revenue Authority Library in Nairobi Headquarters with a view of proposing a model for implementation. The objectives of the study were to: investigate types of user education programmes for utilizing of e-resources at the KRA library; establish staff capacity in implementing user education programme at the KRA library; assess application of ICTs in provision of user education for utilization of electronic resources (e-resources) and propose a model for implementing user education at KRA library. The literature review rotated around the subthemes of the study. The study was anchored on behaviourism theory and adopted a descriptive survey research design. The study employed mixed method research approach. The target population of the study was 850 respondents being the total number of employees at the KRA Head Office from which a sample size of 150 respondents were drawn. Convenience sampling technique was employed to the main respondents while purposive sampling was employed for the 5-library staff who were the Key respondents. Quantitative data was presented and analyzed using tables, clustered columns and pie-charts while qualitative data was analyzed thematically. The findings of the study were that: KRA management had not put in place staff training programmes to train staff to enhance their capacity to implement user education programme; internet infrastructure was inadequate; there was inadequate funding to promote purchase of enough e- resources and associated equipment; and that KRA library staff were not conducting frequent user surveys. The study concluded that although KRA library had put in place user education programmes such as; Library orientation; bibliographic instruction and library instruction, the electronic resources (e- resources) at the KRA library were still underutilized. The study therefore recommended that; KRA management to put in place a robust programme of improving library staff capacity so that they can implement user education programmes competently and KRA management to allocate enough funds so as to take care of internet infrastructure among others.

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LIST OF ABBREVIATION AND ACRONYMS

AGORA	Access to Global On-Line Research and Agriculture
ALA	African Leadership Academy
ANVIL	Active Instructional Videos for Information Literacy
CAI	Computer-Assisted Instruction
CBK	Central Bank of Kenya
CD-ROM	Compact Disc Read-Only Memory
COTUL	Consortium of Tanzania University and Research Libraries
DDS	Document Delivery Service
DTD	Domestic Taxes Department
DVD	Digital Versatile Disc
HTML	Hypertext Mark-up Language
I&E	Investigations & Enforcement
ICT	Information and Communication Technology
SIRM	Strategy, Innovation & Risk Management
IFLA	International Federation of Library Association
I&SO	Intelligence &Strategic Operations Department
ISSN	International Standard Serial Number
IT	Information Technology
JSTOR	Journal Storage
KLISC	Kenya Libraries and Information Services Consortium
KRA	Kenya Revenue Authority
LIS	Library and Information Science

LT	Literacy Tutorial
MLS	Medical Laboratory Science
NACOSTI	National Commission for Science Technology and Innovation
NASIG	North American Serials Interest Group
OECD	Organization for Economic Cooperation and Development
OPAC	Online Public Access Catalogue
PC	Personal Computer
PDF	Portable Document Format
PILOT	Project Information Literacy Online Tutorial
RKM&CP	Research, Knowledge Management and Corporate Planning
RUSA	Reference and User Services Association
SPSS	Statistical Package for Social Sciences
TEEAL	The Essential Electronic Agricultural/Library
VAT	Value Added Tax

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The problem statement and study background are presented at the beginning of this chapter. Together with the study objectives, it also lays out the objective of the research. This section highlights the central research topics, which are related to the study's significance, assumptions, scope, and constraints. Definitions of operational words wrap up the chapter.

1.2 Background of User Education Programmes

Any activity being undertaken in a process about to enlighten users on how they should make best use of the available resources, services and facilities in a library which may be formally or informally conducted, by any librarian, is referred to as user education (Jain, 2006). This implies that through improved services, the library bears the responsibility of providing better services to its users so as to demonstrate that information sources, services as well as resources form a good utility for the users' benefit. This is why a programme for educating users is necessary for library users to excel as stated below. Libraries are institutions that store information resources which are taken and used for reference purposes. They are knowledge mine centers, and therefore being an essential and distinctive factor of academic existence (Rao, 2011). The first library can be dated about 5000 years back and consist of a group of clay tablets which were replaced by printed books alternatively (Botha et al., 2009). This was later on turned to papers and printed material which were stocked at the library. Maharashtra and among them Sethi and Panda (2012) identified that with the onset of the digital age the role and characteristics of library and information sciences have changed and traditional concept of library has transformed in to a 'knowledge center with stress on value

added electronic information service.

The internet and electronic resources have greatly expanded, and traditional library operations can now be viewed as having nearly full technological capabilities and meeting half of the demand from academic and research communities. Madhusudham (2017) concurred that access to a wide variety of information, including current research articles, may be obtained in Pakistan over the internet from any location in the world. This implies that academic organizations can disseminate their knowledge to a sizable audience by offering a website and a way for users to search the output. Global efforts are underway to support e-resource usage and access in academic libraries.

According to Sejane (2018), electronic resources are mostly used in South Africa for professional research, assignments, lectures, and communication. The main ways that library users learned about e-resources were through formal interactions, library orientations, and informal interactions like talks with coworkers. In the current era of information technology, patrons of libraries are increasingly using electronic resources. Users of libraries nowadays must navigate the murky waters of ignorance because they are faced with a deluge of information. To make it easier for library users to access and retrieve information, this necessitates the implementation of a number of programs, such as information literacy and user education. User education is defined by Fleming (1990) as the range of instruction, learning, and exploration programs that libraries offer their patrons to help them use the information sources and services that these libraries make available to them more effectively, efficiently, and independently. User education, according to Ogbonna (2009), entails instructing patrons on how to make the most of the resources available in the library. Stated differently, the goal of user instruction or library training is to let patrons utilize the library as efficiently as possible with little to no help from library staff.

The significance of user training in academic libraries is demonstrated by an analysis of the literature on the subject. Staff members who provide services at libraries think that increasing patrons' awareness of the resources and services available to them could spur greater demand on the library and increased usage. According to Dewey (2009), in order to guarantee that the demands of every user are satisfied, user education must to be structured at various information levels. that while more subject along with bibliographic material is covered in the second stage, the first stage should give a basic overview of the library. Ultimately, advanced research students' needs should be met in the third stage of training.

This claim is strengthened by the China Ministry of Education (1995), which took a different tack and suggested three levels of user education depending on the educational background of the user: library orientation for first-year students; courses on bibliographic knowledge for juniors and seniors; and more advanced user education involving document scoring and summarization, information analysis, and study for all graduate students.

Based on Maduako (2013), user education programs cover everything from fundamental knowledge about college resources to more formalized, systematized training programs offered to library patrons. With varying degrees of success, these several kinds of user education programs try to teach library patrons how to locate, identify, retrieve, and utilize information resources in order to make the most out of the library and its resources. Similarly, implementing a user education program entails instructing or educating users on how to get the most out of the library. A user may not be familiar with all of the library's offerings when they visit for the first time. In user education, library staff members must acquaint users with the services, policies, procedures, handling of books, usage of reference materials, efficient use of the library catalog, and similar topics while they are enrolled in the university.

According to Nwokocha (2012), user education is designed to help users find the materials they need more easily, broaden their understanding of the tools that libraries can use to search for materials, motivate them to use the resources in the libraries more efficiently, and teach them the various policies and procedures of the library. While highlighting the importance of user education, Akinbola (2007) suggested that the curriculum in postsecondary institutions be revised to become more uniform. The rationale behind this is that students at these specific universities must be on level with one another in terms of how well they can utilize the resources in their libraries. It is important to hire enough skilled staff to carry out the course's instruction, and the schedule should provide the course enough time to allow for the proper teaching of the practical components.

There are several ways to educate users, and information literacy is one of them. The definition of information literacy, according to the American Library Association, is "a set of abilities requiring individuals to recognize when information is needed and the ability to locate, evaluate, and use the needed information effectively." Effective utilization of electronic information resources may primarily depend on computer literacy. Strong information literacy abilities are necessary for making good use of electronic resources, according to those who provide user education. In order to utilize electronic systems and information sources efficiently, users of e-resources must acquire the necessary computer literacy abilities.

User instruction and data literacy are two distinct types of information literacy programs that are implemented at Kenyan institutions, according to Kavulya (2003). These include of using library manuals and guides, private instruction or reference services, library instruction courses, and library orientation. Even though the book discusses universities, KRA library employees and patrons receive the same kind of user education programs. The KRA provides user education to staff as well as other library users, whereas university students receive it. That is the only distinction. A survey

carried out in 2005 by Ventura College, a public community college located in Ventura, California, USA, found that the most widely utilized method for enhancing students' acquaintance with the library and its services is user education programs. A 2004 survey report by the Ventura College Libraries states that they attribute a significant part of their 31% increase in student usage statistics to a rise in library orientations that encourage the use of the resources and services offered by the libraries.

Marcus and Beck (2003) investigated the most effective way to introduce Western Australian freshmen to the library and the abilities they need to use it. The outcomes of a self-guided leisure trip that included an unguided tour of several library sections and an orientation tour led by a traditional librarian were compared by the two authors. This demonstrated the self-guided tour's educational benefit by bolstering active learning theories. The necessity of ongoing experimentation, creativity, and innovation in user education was emphasized by the two authors. According to a Gurdev Singh (2002) survey, general books and reference books were the next most often used materials after textbooks. Students' primary reason for visiting the library was to help them create notes on their own, since they felt that other sources were necessary because periodicals and textbooks were deemed insufficient. Nearly every faculty member agreed that their libraries needed to be computerized. When Haruna (2004) investigated how much patrons of a public library used its resources and services, she found that most of them used the library's books for homework assignments and study, but they used their own books for exams.

Osagie (2003) states that the goals of library education for users are to help users become aware of how the catalogue works in any library, understand how to use the library's classification thesaurus to find physical documents, recognize the catalogue as a code that unlocks the library collection, and develop the mindset that library users are a hub of information that holds the key to their

students' success.

The importance of user education programs was also highlighted by Sanni, Eruanga, Idiegbeyan-ose, and Okosun (2007). The authors emphasized that the best ways to put into practice Ranganathan's five laws of library science (1931), which state that: Books are for use; Every reader his or her book; Every book its reader; Save the reader's time; and the library is a growing organization, are through promotion of library services, image enhancement, and, most importantly, user education programs. The authors further stated that the librarian acquaints users with the library's materials as part of the process of their education in the library. Instruction on the many procedures involved in using a library can be used to teach basic library skills. The authors concluded by noting that there are several ways to accomplish this, including educating library usage, providing new users with orientation, and providing users with a manual or guide upon registration. The goal of user education is to empower library patrons to use technology in the library to their fullest potential without always relying on assistance from library staff. This effectively frees up time for the library personnel to handle other everyday tasks.

According to Suleiman's (2012) findings, the majority of students said that the library's user education programs were helpful in that they assisted them in locating pertinent material via the Internet Public Access Catalogue and other library resources. In a 2013 study by Hussain and Kumar on how students used information resources and services, the majority of users went to the library often, using books, newspapers, and magazines on a nearly daily basis. Okly (2000) corroborated this conclusion by finding that respondents utilized books more frequently than other materials and that they searched the shelves for these items. According to Ugah's (2007) research, textbooks account for the majority of library visits. This means that, even though libraries offer other resources, such as newspapers, books still make up a significant portion of the materials used by

library users. According to Mwantimwa's (2017) findings, the majority of academic staff members and researchers were aware of, had access to, and used electronic resources to assist their research and teaching. The majority of the electronic materials that were made available to subscribers through the Consortium of Tanzania University including Research Libraries (COTUL) were not fully utilized since staff and researchers did not make the best use of them. Based on the study's findings, online technologies should be used to encourage the use of e-resources in order to improve the caliber of research and instruction.

As a result, COTUL represents a cutting-edge national cooperative endeavor with the goal of expanding and streamlining e-resource access and consumption. Through joint information resource provision activities, especially the acquisition and subscription of e-information resources like African Journal via the internet (AJOL), Journal Storage (JSTOR), Oxford Journals, Emerald, and other e-journals as well as other databases, research, training, consulting, and other services that are crucial to achieving academic excellence in learning, teaching, and research, COTUL primarily seeks to address the shortage of teaching, learning, and research resources (Alphonce, 2015). It appears that academic libraries in Kenya are having a difficult time carrying out their primary duty of giving customers access to information (Makori, 2012). Information perusals are perhaps on the internet society, with digital services being more common and favored in an era of amazing technological improvement and modifying client anticipations and information seeking behavior. Libraries are well-positioned to act as reliable sources of information; however, in order to do so, integrated strategic and enterprise architecture planning is required. This is because information and communication technology (ICT) has evolved from a supporting to a crucial role, establishing the central administration systems, communications networks, and distribution channels of the advanced library.

According to a study by Muhinja (2013), end users of electronic resources frequently require assistance with database content, search protocols, and computer use. As a result, training users on ICT skills is crucial and hence inevitably necessary for effective use of e-books. Therefore, to help pupils build information literacy abilities, a quality training program is essential. According to Muhinja's research, information literacy training programs were desperately needed to help academic staff and students in Kenyan universities use e-resources more effectively since users lacked the necessary skills.

According to George (2015) found out that researchers who used e- resources in their research reported an improved access to information and reduction of the amount of time for completion of a research project and thesis.

1.2.1 Historical Background of KRA Library

The KRA (Kenya Revenue Authority) library was established through an Act of parliament on July 1st 1995 Cap. 469 for enhancement and mobilization of government revenue, with the aim of ensuring effective tax administration and long-term collection of taxes. Since its inception, the Authority's Board of Directors, which includes public and private sector experts, has used resources and time in developing systems, processes and utilizing innovative plans with an aim of improving the operational efficiency of the KRA, with the library being one of them. The KRA library was developed in the year 2003 with an aim of under one roof small branch libraries that belonged to Customs, Value Added Tax (VAT) and Income Tax Departments. At its formation, the KRA library services fell under the Directorate of Research, Knowledge Management and Corporate Planning in order to co-ordinate the Management of all the resource centers in the Authority. The primary function of the library facility is to offer quality information services that will enable the Authority perform core tax administration business obligations. This library is established in the KRA

headquarters` Main Campus Library and has 4000 volumes of books and bound journal collection for the use of 40 library users at a time. Library has four main sections of acquisitions, cataloguing, serials, and readers' services. To that, the library has subscribed e-journals and databases as indicated in the following list. The library has embraced e-resources in enabling optimum utilization of its information resources and it is envisioned that through utilization of its e- resources its staff are able to perform their duties diligently thus fulfilling the mandate of the organization.
(KRA Library Bulletin,2023).

1.3 Statement of the Problem

In today's information environment, e- resources are described as the central core of every set up research institution since they afford easy and instant information access at all times to the user. Emerging from the discussion are several potentials or implications for users and/or institutions, owing to the transition from print resources to e-resources. These results show that information retrieval is emerging as an increasingly important issue, especially in academic and research projects. At the same time, the consideration of an ever-vast amount of information available on the internet to arrive at the location of credible data and information to avoid information infobesity is acquiring added importance.

The Kenya Revenue Authority Library has made significant investments in electronic resources and associated computer-based technology to guarantee and ensure that its staff and users have access to them. To facilitate accessibility and utilization, the organization has also put in place the necessary infrastructure for e-resource environment. The KRA librarians have similarly mounted user education programmes that include among others; library orientation; bibliographic instructions; library instructions and information literacy programmes which have not yielded positive results.

Despite the KRA's heavy financial resources' investment in the E- resources, the resources are

under-utilized and not commensurate to the investment (Library statistics on the databases reports from the library system, 2023). The general goal of user education programme for any type of library is to create awareness of the resources available. As a lot of money is invested in buying or subscribing to a number of electronic information resource packages, low circulation of electronic resources is a concern to the library management. Therefore, with under-use of e-resources, there is no return on investment as assumed that with the use of e resources, KRA could achieve its mandate through the library administration.

Thus, with under-utilization of e-resources, there is no return on investment as envisaged that KRA could achieve its mandate by the utilization of its e- resources in the library. Lack of optimization on the use of e-resources is attributed to less effective user education programmes and lack of capacity among the library staff implementing user education programmes at KRA. There is no need to purchase information materials, carefully processing and storing it, if no one's use it. The money spent on educating and training users is a good investment if this effort increases the use, awareness and appreciation of the library. In order to make optimal use of e-resources user education becomes an imperative. Personal interaction with the staff more particularly the assistant manager library and my personal observation during pre-study visit indicated that although KRA had invested much in electronic resources but there was little usage of these e- resources in their library. In light of this, the study was conducted to investigate the following topics: the different kinds of user education programs; the technical proficiency of the people executing the programs; the capability of the ICT infrastructure; the difficulties encountered when using e-resources and their proposed solutions; and, finally, to develop a model for enhancing user education at the KRA Library headquarters in Nairobi.

1.4 Purpose of the Study

The purpose of the study was to examine user education programmes on utilization of electronic resources at the Kenya Revenue Authority Library in Nairobi Headquarters with a view of proposing a model for implementing user education programmes.

1.5 Objectives of the Study

The study was guided by the following objectives:

1. To investigate types of user education programmes in utilizing e-resources at the KRA library.
2. To establish staff capacity in conducting user education programmes at the KRA library.
3. To assess application of ICTs in the provision of user education for utilization of e-resources at KRA library.
4. To propose a model of improving user education programmes at the KRA library.

1.6 Research Questions

1. What are the types of user education programmes used for providing user education at KRA library?
2. What is the pre-requisite staff capacity in conducting user education at the KRA library?
3. How are ICTs applied in provision of user education for utilization of e-resources at KRA library?
4. What are the challenges facing provision of user education programmes for e-resources at KRA library?
5. What model can be used to improve user education at KRA library?

1.7 Significance of the Study

The KRA staff may find this report important since it provides insights into how they use electronic resources. The results could help the library employees carry out their duties. The results of this study may also be helpful to others who wish to carry out related research. Furthermore, the recommendations could serve as a springboard for more in-depth research in this field. It may provide some in-depth knowledge on the situation of electronic resources in the library. This may inform librarians either to invest in e- resources or think of other mechanisms of providing information needed by library users. Lastly the findings may form a basis for policy makers in the formulation of policy that can guide and enhance user education programmes in libraries and other information centers in the public sector.

1.8 Assumptions of the Study

This study made the following assumptions:

1. That KRA library has put in place proper user education programmes to assist its users.
2. That KRA management has put in place enough financial resources to assist in the implementation of user education programmes.
3. That the respondents who participated in the study would cooperate and answer the questions adequately.

1.9 Limitations of the Study

The researcher faced the challenge of the respondents being reluctant to answer the questions since they felt as if they were being investigated. The researcher addressed this issue by assuring the participants of the confidentiality of the information provided and that all information was for academic research, and they were also assured of anonymity. The other limitation was getting the key informants within the stipulated period of data collection and getting the dully completed

questionnaires returned in good time to enable the researcher began the process of data collection. This limitation was solved by the researcher booking the appointment with the key informants and in terms of questionnaires, making a close follow-up and collected those that had already been filled and also explaining to them the urgency of the exercise.

1.10 Scope of the Study

The study was confined to user education programmes on utilization of e-resources at the KRA library with respondents being staff from various departments at the KRA headquarters. KRA has various offices across the country with members of staff, but the researcher was only concerned with staff based at KRA headquarters in Nairobi. This was because Nairobi being the Headquarters has a well-established library that has both conventional and e-resources information materials compared to other branch libraries.

1.11 Conceptual Framework

A conceptual framework explains how the research variables relate to one another. According to Sekeran (2003), an element is a measurable attribute that takes on several values depending on the subject. A variable that is thought to influence or influence a dependent variable is called an independent variable. A dependent variable is one that is reliant on another, such as an independent variable. The variable that is tracked in the research study is called a dependent variable, according to Kothari (2006). The types of user education programs, staff capacities, and ICT utilization in user education programs are the independent variables in the conceptual framework. User education programmes are important because they impact on the use of e-resources. On the other hand, if user education is unavailable or inadequate, it significantly affects utilization because less empowered users cannot use e-resources effectively. On the other hand, utilization solely depend on user education programmes in place and how they are provided. The intense the programmes, the higher

the utilization. Proper utilization of electronic resources at the KRA library depends on types of user education programmes that have been put in place by the KRA staff, whether staff implementing the user education programme have the capacity, how application of ICT is an enabler in the utilization of e-resources and how the library staff are able to handle challenges associated with user education programmes in the utilization of e-resources. However, user education provision and utilization of e-resources is affected positively or negatively by adequate or inadequate staff competencies, top management support and staff attitude. The process of implementing user education at KRA library is also affected by intervening variables that that stand between the independent and interdependent variables for instance effective and efficient implementation of user education will require among other things top management support in terms of good will, finances that will go a long way in employing adequate staff, putting in place the required ICT infrastructure and developing a positive organizational culture that will result in positive attitude among the staff thus embracing user education. The intervening variables will also affect other variables like proper implementation of user education programmes, staff capacity thus affecting proper access and optimum utilization of e-resources at KRA. The link between conceptual framework and theorical framework lie in the fact that the behavioral theory of Watson is hinged on behavior. KRA staff are human beings who can easily learn through training. This training can be conducted by library staff who have the prerequisite knowledge and of course with the support of ICT thus resulting in ease of learning, satisfied clientele and increased use of e-resources. The fact that they have received adequate knowledge they are likely to surmount challenges associated with user education programmes. All these activities will call for: adequate staffing; top management support; provision of enough finances, sufficient ICT infrastructure, the right staff attitude and enough computer literacy is an import ingredient for successful

implementation of user education at KRA library.

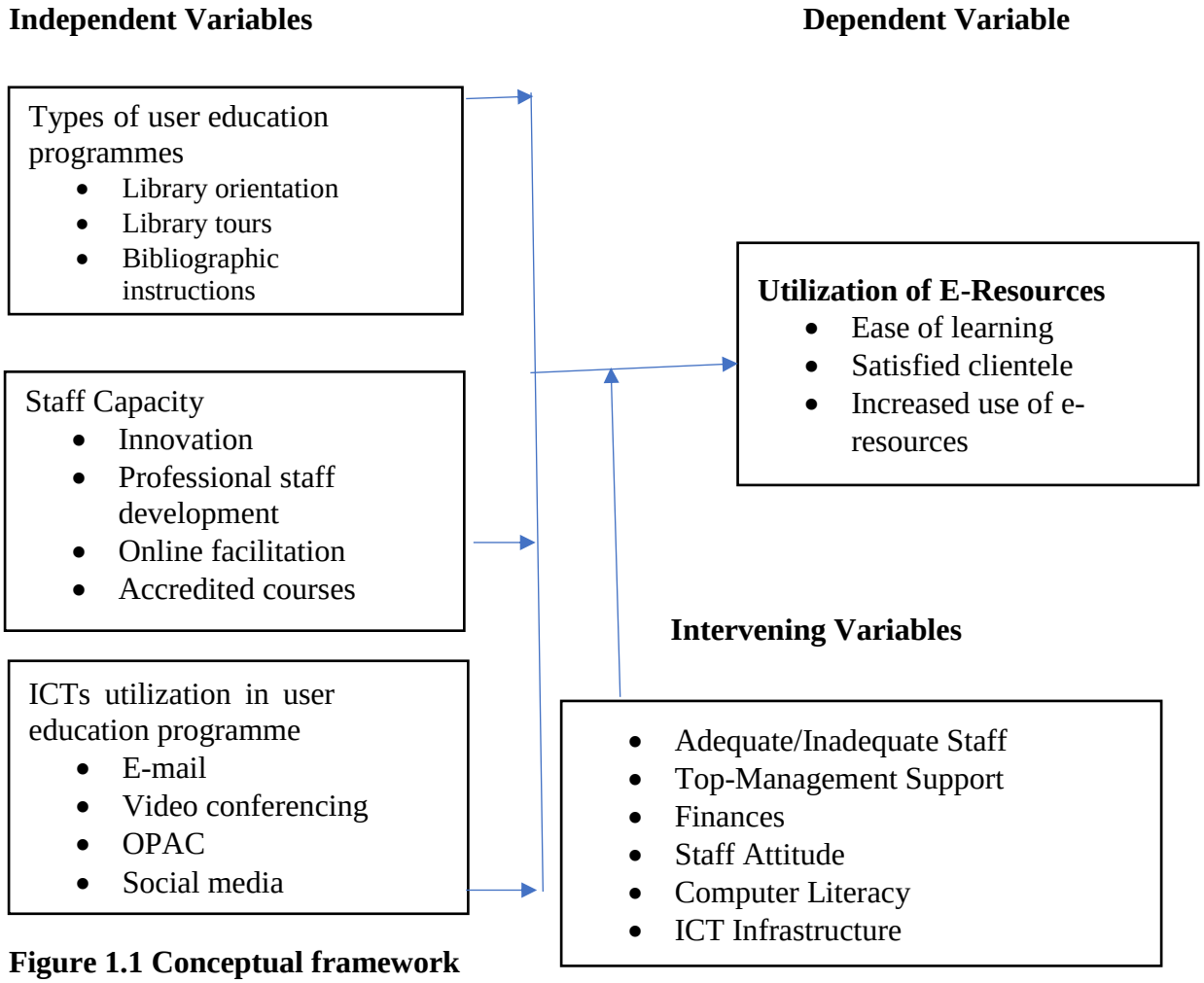

Figure 1.1 Conceptual framework

Source: Author

1.12 Operational Definition of Terms

These are definitions of terms that have been used by the researcher in the study.

Bibliographic Instruction	These are educational programmes that teach library consumers the manner to properly access and make use of information resources (Okoye, 2013).
Databases	A collection of well-organized data. A library's online catalog is a

	database of the library's holdings (Tech Terms, 2010).
E-Book	An electronic book that is available for checkout or use in a digital version utilizing a computer, an e-book reader, or an Internet browser, among other electronic devices (Tech Terms, 2010).
E- Journal	An electronic magazine that can be accessed through email, the online, or another method of Internet access, either with or without a print edition (Tech Terms, 2010).
E-Resources	Those electronic information resources and services that users can access from within or outside the library using a computer network (Dhanavandan & Tamizhchelvan, 2001).
Library	A location, structure, or room or rooms dedicated to the storage and use of a book collection (Rao, 2011).
Orientation	In public libraries, new users are guided through various sections of the library, where they are shown how books are arranged and get information from a variety of sources (Agyen-Gyasi, 2008).
Usage Statistics	The total number of times each resource is accessed by users, or the frequency with which each resource is accessed. This aids in determining the resource's relevancy and demonstrates the necessity to continue subscribing to it (Antherjanam, 2008)
User Education Programme	User education institutions create educational programs to teach patrons how to use the resources and services of libraries efficiently (Esse, 2014). It is a program created to acquaint students with the

	college library and its resources; in essence, students are introduced to the library from the moment they enroll in the college.
Utilization	Making the most of available resources in order to increase productivity. Utilization of electronic information resources entails possessing search and retrieval skills in order to gain access to electronic content efficiently. BOOLEAN operators, truncation, and keyword searches are all used in this process (Antherjanam, 2008).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers an overview of studies conducted by different scholars and organizations on the effect of user education programs on the use of electronic resources in special libraries. The researcher reviewed print and internet publications, journals, books, manuals, conference papers, and newsletters on user education, among other sources. The literature is organized according to the study objectives which include: types of user programmes; staff competencies; application of information and communication technology and challenges facing user education. However, before reviewing literature, theoretical underpinnings of the study was done.

2.2 Theoretical Framework

User training is the process of equipping the library users with adequate skills and information they require in order to use the facility independently. The idea underpinning this research is the Behaviourism idea. Underlying theory for this study is the behaviourism theory developed by Watson (1931). Behaviorism emerged in the early of 19th century as a reaction to introspections, which mainly used subjects own report. The introspective methods which, as Watson postulates them, are subjective and non-measurable. These psychologists wanted to direct their attention to that which can be observed and counted. The author argued that science ought to only contemplate observable indications, and he added to the raised relevance of psychology by showing that it can be reliably measured and comprehended. Strict behaviorists, to put it simply, hold that experience is the source of all behavior. With the correct training, anyone may be made to behave in a certain way regardless of their upbringing.

The behavioral learning theory, sometimes referred to as behaviorism, is a prevalent philosophy that focuses on the manner people learn (Omoroghomwan, 2017). All behaviors are learnt by interacting with the environment, in reference to behaviorism. Behavior is gotten from the environment, as per the learning theory, and intrinsic or hereditary features have very little effect on behavior (Aslan & Aydin, 2015). Learning, according to behaviorists, is defined as the formation of links or relationships amid an individual and his environment. Therefore, it's known as stimulus-response (S-R) learning. They consider learning to be the process of conditioning oneself to learn new behaviors. The association between facilitating-conditions and intention to use is moderated by users' computing experience. Users' intention-to-use behavior has a significant impact on how they use electronic information resources. Therefore, the theory is helpful in identifying users' behavioral intentions and factors when adopting new innovative technology in a library for when the particular higher education institution has to take investment decisions concerning current library systems (Lapaglia, 2019).

2.2.1 Relevance of the Theory to the Study

This theory is relevant to the study in the sense that since it's a learning theory, if library users can be properly be taught how to access and retrieve library e-resource with proper mounting of user education programmes, they can adopt use of e- resources in fulfilling their information needs. Everybody, from all walks of life, can be taught to behave a certain way if appropriate conditioning is applied. Therefore, if KRA library users are trained, they would gain experience of accessing and retrieving e- resources on their own while giving room to library staff to concentrate on other issues in the library. The theory is therefore relevant because it addresses on teaching and learning with the resultant practicing of what has been taught and learned.

2.3 Types User Education Programmes

According to Donnelly (2003), Ogunmodede and Emeahara (2010), Sheridan Libraries (2011), they have described specific components of user education as: New students are given a general induction, library talks, and library tours to familiarize them with the particulars of university facilities in the library; librarians familiarize users who have little or no knowledge of acquisition skills with a wide choice of resources in the library so as to build library expertise; Users are introduced to the fact that they can manually search through books arranged by cards or through an on-line public access catalogue by librarians, and learners are instructed by means of credit-making circulation work by librarians.

Face-to-Face is still useful in that personal training, lectures in the classroom, and induction are still useful methods for delivering courses. Nevertheless, in the developed societies like USA and Canada, the way of delivering these lectures is gradually transforming from instruction further towards tutoring of the ways of evaluating the sources/information, research methodologies, individual approach, and the course integrated lectures due to increasing technical advancement (Harris, Julien &Leckie, 1996).

Institutions of learning in both the private and public sectors of emerging economies are increasingly turning to libraries as the most effective means of effecting social change (Rehman & Mukhtar, Shafique, 2011). In today's world, library information is no longer limited to physical formats like journals, books or magazines. Libraries are increasingly turning to ICT and other electronic-based services in place of conventional printed resources. However, the utilization of e-resources, conversely, does not replace the use of printed resources; rather, it helps it by providing access to a huge stock of Library items (Oak, 2016).

Librarians are progressively concerned about the quality and breadth of the educational activities they provide to their patrons. Traditional programmes, according to Joan (2003), have featured

credit courses and workbooks (usually the overall scope and not linked to the subject) or related to the course. According to Kohl and Wilson (1986), traditional course-linked education focused little on changes in subject structure and relied entirely on a simple research technique that did not alter from a subject to another. There exists a change in model from traditional kinds of bibliography training to course-linked and course-unified library instructions. Librarians in industrialized countries are figuring out how to incorporate library training into current disciplines in such a way that information sources and methods for locating them become a vital and simple element of the discipline.

The rapid development of ICTs has made it increasingly difficult to access and retrieve data from libraries because of too much information being generated by these technologies. The difficulty to locate data needed makes exploration and decision-making to be delayed. There is duplication of work due to a lack of information awareness. As a result, librarians must educate library users the manner to utilize the library and locate resources needed while bearing in mind that they originate from a range of diverse cultures and possess varying levels of library understanding. Data is being packed in numerous ways as information development explodes. As a result, it is crucial to teach library users information literacy. If users are anticipated to provide high-quality materials for research and engage in learning in the long run, librarians must teach them how to reference, cite, and compile bibliographies. User education enhances the presence and position of academic librarians (Edemi, 2009).

According to Ford (1994), challenges linked to information accessibility and usage are now a growing concern in South Africa, Australia, and the Netherlands, and as a result, user education and information literacy concepts are being introduced into their school and higher education curricula. International Federation of Library Associations and Institutions (IFLA) recognize the value of

information searching skills development for all parts of society. According to the perspectives presented above, the education of the users is an ongoing process and needs to be performed for all the user types. Training may be targeted at following concrete training objectives, for instance, the degree of difficulty applied to the content in question or the user's academic level, in order to ensure that the users are equipped with efficient approaches to acquiring, evaluating, and applying information from a variety of sources. User education ought to aim at increasing the quality of users' research findings while also ensuring lifelong learning.

Furthermore, as a result of technology advancements, libraries may require small physical space to give knowledge to its customers as opposed to the traditional ones. The fundamental reason is that information and communication technologies (ICT) are helping to break down geographical barriers all around the world. Libraries have also developed partnerships in order to share resources more easily. In recent times, libraries apply resources division to reduce costs and satisfy users' demands, according to Prakash (2017). This brings together libraries and data services to access and share knowledge in the digital environment (Atram, 2017). ICT has been equally useful in the field of IT; a lot has been achieved mainly the library services. Library has shifted from physical locations to the Internet as sciences, services and information have shifted from print to Web.

These developments are mostly due to improvements in information technology (IT) and their implications for libraries. In this digital era, professionals working in libraries recognize the benefits of having an online presence in addition to their physical presence. (Farid et al., 2023). Digital technology is strongly connected with the contemporary era. The digital technology industry is rapidly evolving as a result of the internet and computers. It is critical to be familiar with the many tools, procedures, and methods for gathering knowledge and information from all fields. As a result, it is critical to watch and understand how consumers use digital tools and e- resources thus necessary

to see how they utilize it, if they do (Sudam, 2023).

Electronic resources are defined by Baskar (2017) as those that facilitate public data collecting for commercialization, computer or electronic product access, and both. E-resources include electronic databases, databases on DVD/CD-ROM, online databases, electronic journals, e-literatures, e-theses and dissertations, e-reports, OPACs, the World Wide Web and other computer-based electronic networks, electronic newspapers, electronic newsletters, files with audio and video content, and more. According to Garg et al. (2023), transitioning from print to digital resources helps both users and libraries. It has also presented several issues in managing diverse types of digital material. These considerations include accessibility, usage, administration, authentication, resource management, licensing, preservation, and so on. The COVID-19 epidemic has highlighted the need of internet connectivity between libraries and their users, as well as distant access to library materials (Singh, 2020).

Despite technological developments, most Indian libraries continue to provide more items in conventional and digital versions that are exclusively available on campus. Off-campus access to subscription e-resources is influenced by three key factors: the financial ability to pay for or subscribe to e-resources, the availability of e-resources to authorized users, and how they are used. To avoid this technological challenge and allow hassle-free remote access to subscription of e-resources, libraries must establish their own independent and lawful access control system (Tandale, 2023). The transition from conventional library resources to electronic resources in the contemporary era has had a tremendous influence on learners because they provide user-friendly features that promote efficient teaching, learning, and research. Furthermore, it has been established that e- resources supplement printed resources by providing easy access to a range of information whenever and wherever you need it (Akande, 2022).

Significant insights on the applicability and impact of e-resources in academic settings can be gained from a review of the literature on their use (Wan Mokhtar et al. 2023). As technology develops, academic libraries have gained access to a wider variety of electronic materials (Bentil, Liew, & Chawner 2021). This occurrence has not only changed the expectations of library patrons, but it has also changed the nature that defines a librarian's profession. Numerous research on users' attitudes, knowledge of e-resources, beliefs, and actions have been carried out. In order to identify research trends in the area of e-resource use in libraries, Subhajit Panda (2023) conducted a bibliometric study named "Research trend analysis of usage of e- resources in libraries using Scopus database". The report provides a visual overview of the world's research output on electronic resources, highlighting the most pertinent sources, prolific writers, highly productive countries, and more. The effectiveness of this topic's research was also evaluated using citation analysis. According to the report, there has been a significant increase in the output of e-resources, indicating their global relevance.

Researchers Madhu Midha along with Jatinder Kumar (2022) examined how people at North Indian central institutions used free educational resources and how aware they were of them. According to the survey, most users are aware of and have a favorable attitude of open educational resources, or OERs.

The study revealed that academic communities understood the advantages of open educational resources and were keen to use them. Although most consumers are aware of open educational resources (OER), the study's findings indicate that actual OER utilization is still limited. The impact of ICT skills and library infrastructure resources on students' use of electronic resources was examined by M. Mani, S. Shahul Hameed, and A. Thirumagal (2019). The study found that how students accessed e-resources was influenced by their ICT proficiency and availability of a strong

library infrastructure. As per the survey, a significant proportion of students hold the belief that having access to electronic resources facilitates their acquisition of necessary knowledge to access a wide array of information sources.

ICT also makes it easier for customers to access and utilize the Internet and other library services profitably (Atram, 2017; Prakash, 2017; Saikia & Chandel, 2012). Today's libraries feature devices and equipment for data access in addition to print and non-print documents (Kumar, 2016). A number of tools that have contributed to the success of the library makeover include printers, computers, scanners, digitizing machines, CD-ROMs, and the internet (Dar et al., 2017). Librarians have discovered that bibliographic guidelines alone cannot satisfy users' needs for lifelong learning and research fulfillment in this era of information explosion and ICT revolution. They thought that course-integrated learning was one of the most effective user education methodologies (Bhatti, 2010). However, they acknowledged that course-integrated education has challenges, including the need for faculty cooperation and the autonomy of individual faculty members to decide when and to whom to impart knowledge. In this context, librarians have limited control over training connected to courses. User education programs can be implemented in a variety of methods, including computer-aided education, tailored learning, course-associated learning, course-integrated learning, and online education.

2.3.1 Course-related Instructions

Users learn course-associated learning where librarians offer learning programmes and generic data skills. As we have seen credit courses and workbooks for instance are often overall in terms of scope and not subject based. They are more or less a matter of bibliographic information (Ormondroyd, 2003) Consequently, technological application such as the usage of ICT has formed part of the

course curriculum. Itsamar in certain libraries was brought about by misuse, mismanagement and in general abuse of the library resources. They are not as intense as course-integrated lessons in that they refer loosely to a more general system. Examples of the courses which libraries ought to introduce and teach the library users is information literacy and computer literacy.

Information literacy, according to Hall (2010), is the capacity of individuals to recognize when they need information and to be able to find, seek, retrieve, analyze, and use information effectively to solve problems or conduct research. Knowing when and why information is needed, where to look for it, and how to assess, use, and convey it ethically are all part of information literacy (CILIP, 2012). People who are information literate have mastered the art of learning because they understand the structure of information, where to look for it, and how to use it so that others can benefit from it. They always locate the information required for any activity or choice at hand, making them people ready for lifelong learning (Eisenberg, 2004). In order to get the best possible use of the electronic resources available in the library, KRA staff members must teach their patrons the skills of information literacy and user education.

2.3.2 Course-integrated Instructions

Course-integrated library education (lecture) implies the need for collective organizing and implementing study projects by faculty and academics and providing teachers to learners (Imo & Igbo, 2011; Nithyanandam et al. 2006; Ormondroyd, 2003). The work also further requires that librarians should understand the aim of the course and has a straightforward knowledge of the theme area. In this regard any faculty lecturer may, upon request, submit themes for the course-integrated library education in any field. Possible topics may include: using a particular database; Internet portal for agriculture research; getting to AGORA (Global On-line Research in Agriculture); or an

electronic agriculture library on compact disk read only memory such as the TEEAL (The Essential Electronic Agricultural/Library). It could also be about how to search for a book in an OPAC, (open public access catalogue,) or how to do a search on the Internet. Any of these could be done in a library computer laboratory, where such stages could be carried out. It must be understood that user education is a multi-disciplinary course that cuts across all those courses offered in any institution of higher learning. For the case of KRA as an institution, it has diversified staff with various disciplines ranging from taxation matters, accounting, supplies chain management, Human resource management and many more areas of specialization. It cannot be lost to staff at KRA that they require pre-requisite skills in seeking for information that can enable them in executing their mandate.

2.3.3 Individual Instructions

Individual instruction as explained by (Nityananda et al, 2006) involves the teachers and students making an appointment with the user education Librarian so as to master some new abilities and sources. They argue that such training has benefited academics who are conducting dissertations, grant writers writing literature reviews as well as students writing complicated research papers. A well-coordinated, efficient and effective user education programme ensures users get the best out of the use of library resources, services and facilities. User education programme enables the user in gaining any desired information as well as training in the use of the library resources, services, and facilities on his or her own (Aina, 2004). Since many libraries have incorporated ICT into almost every aspect of their operations, it is essential to explain how a library operates to a new user. To encourage the full utilization of the library's resources, services, facilities, and human resources, user education is crucial. User education programs have several advantages, including helping the library increase the capacity of its patrons to use books and other resources, enhancing

the patron's information consciousness, introducing the patron to the library's organizational structure, which improves the patron's ability to use the library effectively, and helping the patron better understand the policies and procedures governing the conduct of library activities. By teaching users how to utilize libraries effectively, user education programs will save both the time and the librarians by fostering a lifelong habit of self-discovery and learning. An efficient user education program is required since it is the library's responsibility to make sure that patrons make the most of its resources, services, and facilities. The following formats for user education programs are described below.

2.3.4 Library Orientation

The main goal of orientation is to acquaint newcomers with the general procedures for using libraries, the services they offer, and the structure, amenities, and organization of a specific library. To help new library users become familiar with the space, this task is given to them when they first arrive. The program is significant because it aims to depict the library as a welcoming, friendly place where assistance can be found and to establish the ideal setting for productive interaction between patrons and library workers. Orientation is intimately associated with both emotional (feelings and attitudes) and cognitive (knowledge) objectives. Following orientation, patrons of the library should have the assurance that the staff members are knowledgeable and always eager to assist them. Following orientation, these indexes, bibliographic tools, abstracts, and other reference materials are explained. It frequently gives academics in their field instructions on where to find some information resources. According to Mishra and Mahapatra (2013), the goal of library education is to make it easier for users to operate and comprehend particular information systems, sources, and technology. The following are the goals of the orientation: Promoting the purposes of

using the information, basic and further education, raise awareness of accessible information materials and introduce them to a number of tools in organizing the library. The library orientation course includes library talks, library talks of the various library units, giving of a library guide for every new user, display, seminars and workshops, power point presentation of a tour at the library. The above authors' perceptions of library orientation are in line with the view of Agyen-Gyasi (2008) that categorizes the activity as marketing and welcome. In a similar vein, Nithyanandam et al. (2006) classified the same as a strategy of introducing prospective students to the many features of university library facilities. Orientation often takes place at the university-wide orientation in Babcock University Library; and the librarian or his deputy can book a slot to give a talk according to Free Library (2010).

2.3.5 Library Instruction

Library teaching ensures that the users understand how to utilize the indexes, bibliographic tools, abstracts and other reference items available in the library. This strategy often provides academics in their discipline guidance on where to locate some of the information sources. The following are the objectives: to give exhaustive descriptions of how that certain information system should be used and how to interpret the said information source or tool. There are three types of library instructions: synchronous or asynchronous; face-to-face or traditional and web-blended, the latter applying both modes of in-class and online courses. This content is the same that was previously created for the benefit of distance users and which is now applied to the face-to-face lessons. There are many advantages or reasons for creating tutorials to teach on the Internet. It increases the access of web-based courses, add more sections to face to face instructions, encourage academic staff to use information literacy even where they cannot provide face to face sessions, and extend limited manpower resources (Yang, 2014).

Several of the technologies have been used by the librarians to support online teaching and learning. In multi-campus and cross-country situations, web conferencing and collaboration solutions are frequently employed. When there are no alternative possibilities for students to come to school, web-conferencing solutions enable synchronous real-time training. Web conferencing, on the other hand, is a less popular technique for library instruction because of technical limitations. Higher education is well-known for its use of blogs and wikis. Despite these limits, tutorials and workshops are increasingly commonly used to teach information literacy. These can be developed in a variety of formats, including basic Hypertext Mark-up Language (HTML) pages, movies, research guides, Flash files, Word, Power Point, Portable Document Format (PDF) and web-based tools. Static text can be found in HTML, PDF, Word, and Power Point files, but more can be found in web-based programmes, movies, and Flash tutorials. Flash tutorials and video tutorials are frequently animated and voice-over, and they illustrate how to conduct research and explain academic subjects.

Modules are used to separate both web-based data literacy programmes and Flash or video lessons into short sessions. Libraries have become more active in generating and giving online tutorials in recent years, according to evidence, and Camtasia Studio by Tech-Smith is the most popular instructional creation tool in libraries. According to research, the proportion of libraries offering online seminars increased from 14% in 2009 to 41% in 2012 (Yang, 2014). This in essence means technology has been employed as an enabler in the utilization of library resources. One rationale for the rising popularity of animated and colorful courses is the supposed learning tendencies of its targeted audience, usually known as the millennial generation, commonly defined as individuals born between 1982 and 2002. Many individuals believe that young students learn best in a game-like situation because their learning methods and expectations are influenced by the Internet and other technology. When it comes to studying, millennial students tend to "multi-task, favor visuals

over text, prefer random access and hyper-links over linear information presentation, function best when connected, and prefer games to 'serious' work" (Sachs et al., 2013).

2.3.6 Bibliographic Instruction

Due to the hierarchical organization of bibliographic tools, these are usually perplexing to apply. Therefore, it is with this in mind that these instructions seek to familiarize users with bibliographical tools only. More so, we discussed our assistance to those who would require clarification on aspects of these instruments focusing on the scope of their subject area. So, in that respect, bibliographic training is really a counter response to the library tour. About the library tutors often think that during the library tour, all their students could learn. This does not hold, as many librarians especially those who work in the reference section would confirm. These are developed to address a particular assignment question, or one of the many challenges of the library (Kumar, 2009).

Thus, bibliographic teaching often becomes a reaction to customers perceived or real inadequate library literacy. All of these patrons have library abilities, be they knowledgeable in database searching or those who complete their work through shelf browsing. Bibliographic instruction for a particular population is defined as an attempt to enhance the user skills in various ways in regard to certain resources such as providing instructions to a class on how best to use a particular subject resource. In that sense bibliographic teaching is something that enriches the communication between the individual and the structure of the library which is not free from complexity (Kumar, 2009).

As bibliographic training tries to help the individual understand how to navigate through the library, it tries to explain the relationship between information and the individual. Bibliographic education initiates the user to the information resources in specific focal area of interest and the techniques of using these resources. Subject specific bibliographic teaching also entails details of the nature, and

function of libraries encompassing the classification system, online catalogue, placing of a specific book among others on the shelves among others (Okoye 2013).

As a way of training library patrons, bibliographic instruction takes several forms. Printed materials, audio/visual presentation, and point-of-use explanations, as well as programmed instruction, formal courses, and tutorials, are the most common types of bibliographic instructions. Librarians can interact with you in a variety of ways, from formal class settings like credit courses to small group conversations or one-on-one tutoring. Printed guides, course-related handouts, workbooks, and computer-assisted training are among the bibliographic instruction resources used in these sessions (Okoye, 2013). Written guides and pamphlets, audio visual guides, and computer-assisted packages are examples of bibliographic instructions that customers can access without the assistance of library staff. There may also be a number of handouts available to help learners, such as bibliographies and topical guides that list resources on a specific topic or discipline. Lists of subject headings, pertinent reference books, and indexes can all be found in these thematic guides. Guides to specific sections of the library (for example, journals and the reference section) allow users to access specific resources independently of library staff. The type of library and the perceived demand for bibliographic teaching dictate the combination of offers in the bibliographic instruction programme (Okoye, 2013).

A succession of these one-shot lectures makes up a bibliographic education course. The substance of each session varies, and the order in which they are presented is crucial. Within a subject area, sessions may focus on certain families of facts and finding tools, such as indexes, encyclopedias, dictionaries, library catalogues, and magazines. Some courses concentrate on more specialized resources including government records, laws, and maps. Completion of abilities in the library Workbooks with text and exercises, such as library handouts with gaps for users to fill in using

material learned during sessions, may be utilized as learning aids in some sessions. Computer programmes aided with bibliographic teaching programmes can now be produced because to technological advancements. These computer programmes typically provide instructions on how to use specific subject instruments (Suleiman, 2012)

In the past, bibliographic training was solely focused on a single subject. The majority of the recent adjustments have focused on modifying the teaching materials you'll require. This shows that bibliographic training is about learning how to learn, not only how to utilize a library, but the entire learning process. A common topic in bibliographic instruction is that in order to be successful, it must teach more than just how to utilize specific subject tools. The lines between bibliographic teaching and information literacy have been blurred as a result of this move. Bibliographic instruction skills must contain broad principles, not simply subject-specific notions, but also serves as a preparation for independent information seeking behavior. Academics aren't the only ones who benefit from bibliographic teaching. In community-based lifelong learning, public libraries play a vital role. One of the most difficult tasks is spreading the word about bibliographic teaching to the general public (Suleiman, 2012).

2.3.7 Computer-assisted Instruction

According to the American Psychological Association (APA) dictionary (2015), computer assisted instructions is a sophisticated offshoot of programmed learning in which the memory-storage and retrieval capabilities of the computer are used to provide drill and practice, problem solving, simulation, and gaining forms of instructions. It is also useful for relatively individualized tutorial, instruction. Another part of a computer memory has stored training means and teaching. CAI means the application of a computer in providing instruction, for example, presenting new material, testing the user on the content of materials shown earlier or teaching the user how to find out about

something. Since the user gets physical touch with the computer, the teacher does not need to be present. All processes which might be considered while delivering the lesson are included. Users can hold a key down to test if they can advance through the process at their own will. There are several benefits accrued from use of Computer Assisted Instruction as opposed to conventional teaching methods.

For repetitious types of training, Computer Assisted Instructions are applied since they have been identified as having many intrinsic advantages of employing computers rather than humans: A computer has massive tolerance, does not allow for limited time and can be accessed anytime and anywhere. Besides, Computer Assisted Instructions (CAI) are more individualized methods where library user does not need to worry about other's pace. Ting new material, assessing the user's knowledge of previously presented information, or helping users to discover new concepts. Because the user interacts directly with the computer, the teacher is not required to be there. The lesson includes all of the necessary procedures. Users can press keys to control the process to see if they can proceed at their own pace. Compared to traditional modes of instruction, Computer Assisted Instruction has a number of advantages.

For repetitious types of training, Computer Assisted Instructions are applied since they have been identified as having many intrinsic advantages of employing computers rather than humans: A computer has endless tolerance, has no time limits and can be used anytime and anywhere. Furthermore, Computer Assisted Instructions (CAI) takes a more personalized approach, allowing library users to work at their own pace. It is comprehensive (providing each student with the same material), adaptable, and personalized to the learner's needs they bring in terms of skill level and, due to its nature, allows learners to either revisit or skip over certain portions. Consequently, it balances the levels of performance of students, thus if while studying the programme, some students

will take time more than the others, they should all have the basic understanding of the subject. CAI can find a way of touching more students per semester since it does not involve a librarian. According to Clark eta al (2016) CAI can reduce costs associated with traditional training methods, such as travel, printed materials and instructor fees.

Furthermore, CAI enables librarians to deliver a broader spectrum of training, from basic skills to sophisticated concepts, and to do so using a number of approaches, including comedy. Finally, it may help to answer common queries. Students can use CAI programmes on their own time, any time they are motivated to learn, because they are easily available. CAI also supports for more interaction among students and computers, and it may be used to provide hands-on simulations of online search tactics. Although computer-assisted instruction systems have many advantages over traditional library instruction, they are not without flaws. For a variety of reasons, CAI programmes have been rebuked. To begin with, they are pricey, needing a large investment in expensive software and technology and also to the librarian's or programmer's time. Second, they necessitate a significant amount of preparation time, ranging from 100 to 200 hours per hour of CAI. Furthermore, CAI may restrict human contact between students and librarians, limiting opportunities for feedback, inquiries, and relationship development. According to Liu, S., & Liu, Y. (2010), CAI often involves online or self-paced learning, which can reduce the amount of direct, face-to-face interaction between students and librarians. This lack of personal contact can make it harder for students to engage in spontaneous conversations or ask questions in real time.

2.3.8 Web-based Instructions

To the users, there is often a high level of user involvement and flexibility especially when conducting web-based user education. Web guides and teaching materials are CMCs because they

are updated frequently, easily accessible, and printed online on as needed basis can be obtained from the World Wide Web. BOOKS IN LIBRARIES: Many current services take place beyond the physical space of the library, e.g., electronic collections, virtual reference, etc. To be specific we have to be thinking very realistically as to whether we should not be thinking of developing at least, web-based interactive courses which while not being able to supplant all traditional techniques entirely, will be able to complement and amplify existing ones. It has to be geared to different learning types and the extra added possibilities which Internet especially Library 2.0 features (Warnken, 2004).

Web guides and teaching materials are instantly update, easily accessible, and can be printed on demand, and could be easily located throughout cyberspace. Illustrative colors and screen shots may be used. On the best-developed ones, the most outstanding subcategories gather the librarian-selected Web links and the subscription services along with the library's resources. The best terms are not going to be developed by one library or even one person for each of the identified resources. Another currently fashionable trend is web links to other people's excellent work. Web tutorials and training modules have been produced by only a few libraries. If prepared well, they can be quite comparable to multimedia authoring tools.

Two of the examples of such tutorials are the Go for the Gold module series of the James Madison University Library and the learn to utilize the library tutorial of the University of Nevada. Meer (2000) explains how the web is increasingly being utilized to give library assistance and education as a variety of instructional applications. However, a closer look at the websites of most libraries in higher educational institutions around the world reveals that web-based library training is a relatively new trend. It has greater benefits than on-site or face-to-face library education, according to most research. The use of contemporary technology in library instruction, as noted by McMullen

(2001), diverts users from the actual library and its people and physical resources. Most developed nations use web-based or online library training, similar to onsite or in-person library instruction (Wickramanayake, 2012).

2.4 Staff Capacity in Conducting User Education Programmes

Training on troubleshooting e-resources is unique in that it instructs both library personnel and consumers. E-resource troubleshooting with users at their site of need is similar to traditional library circulation and reference desk services. The library's technical assistance staff often possesses the necessary skills to address more complicated e-resource difficulties, even though employees may receive training in some basic technical aspects of troubleshooting (Collins, 2013).

Technical services professionals bring a deeper grasp of the complicated life cycles of e-resources, and a direct relationship to the publishers, suppliers, and vendors who fix issues, in addition to additional technical expertise. Users' questions regarding the library's electronic resources are now being answered in part by technical services professionals. This can happen either because technical services workers are physically present at the public service desk or because the public service desk staff refers questions to them. Like reference personnel, technical services personnel have not usually been involved in meeting the immediate research needs of clients one-on-one and might not have the same level of customer service skills as public servants. Referral scenarios combining these two groups may thereby exacerbate data management, cross-departmental communication, and organizational procedures (Hartnett, 2011).

In libraries, service quality is becoming increasingly important. "The difference in terms of meeting or exceeding customer expectation." Wang and Shieh (2016) define service quality. "Service quality

compares expectations of what consumers might anticipate from an organization with how effectively the firm succeeds in delivering the service," says Hinson (2016).

E-resources troubleshooting and reference services, as well as the topic of training, like the information desk, can be a reactive approach that reacts to a user's immediate demand or a proactive approach that use a variety of guided instruction methods. Both e-resources and reference staff frequently take a proactive approach to e-resources troubleshooting by quarantining solutions to common e-resources difficulties via LibGuides or websites. (Yoose & Bazeley, 2013).

While some are made specifically with users in mind, others are made with internal staff members helping users (Hartnett, 2011). These manuals could contain details on both on- and off-campus access (including access for alumni and other special users), how to use particular databases, interpret different screens, identify common error messages, and provide basic troubleshooting tips for Java, images, firewalls, pop-ups, pop-ups, cache, and browsers. Lib Guides are easily organized into tabs. They can be used to post announcements about recent additions, shutdowns, cancellations, or license conditions. These announcements can be made directly on the guide or through links that take users to an external website or blog. Employees can save time by following these guided instructions, but they might not offer the comprehensive training needed for effective e-resources troubleshooting including customer support.

Research on more organized approaches to staff training in libraries is, however, lacking. Initiatives to train reference staff on technical e-resources difficulties are not mentioned, with the exception of internal communication management, websites, and Lib Guide usage. All that is mentioned about the systematic training of technical service personnel in customer-relationship management is the use of assessment tools and a standard question-tracking tool. The reference efforts assessment data (READ) Scale (Heller & Gerlich, 2011) became the closest to analyzing transaction effectiveness

across these two divisions; however, it does not address how the workforce was initially educated to do the transactions this scale analysis. In the evolving technical services job, specific competencies and criteria that could serve as a starting point for programming training are still targeted.

The special skills needed by librarians of electronic resources were the subject of Sutton's (2011) dissertation research. Although librarians are expected to possess the competencies listed in the American Library Association's (ALA) Core Competences of Librarianship, Sutton and Davis (2011) question whether MLS instruction imparts these skills. The North America Serials Interest Group (NASIG) Core Competencies for Electronic Resource Librarians (2012), the most complete statement of the skill requirements for e-resources, librarians, and staff, was drafted with Sutton's assistance. As a problem-solving competency and part of the effective communication competencies, troubleshooting is thoroughly covered in both research and evaluation. Troubleshooting, however, is undoubtedly related to the conceptual understanding competencies found in the sections on e-resources and technology life cycles. Customer service and reference interviewing techniques are usually taught to staff members who work at the desk. Such training can be delivered using a variety of well-established protocols that have been approved by the Reference and User Services Association (RUSA) division of the American Library Association. Some of these rules are from 1996; they have been updated to reflect changes in reference work for both in-person and virtual encounters (RUSA, 2013) and to give users access to online resources (RUSA, 2006). Nevertheless, there is no proof in the literature that technical support specialists, who troubleshoot e-resources with a growing user-focused approach, receive comparable training. The authors of this study aimed to learn more about this area of the literature by looking at how well-established reference guidelines and newer e-resource skills were influencing training in

libraries. After determining the necessary capabilities, the institution must decide how to provide academic staff with professional development to advance or strengthen these skills. Rusa (2013) states that instructors need to become familiar with the online learning environment, be trained in the use of pertinent technology, and have access to knowledgeable instructors for assistance when needed. Some institutional approaches to staff development fall into the following categories:

2.4.1 Innovation

In the old library setting, library activities were done manually and on routine basis and that resulted in library users losing interest to either visit the library thus making the library resources being underutilized. Innovation is the introduction of fresh concepts or anything novel. It is the process of transforming an invention or idea into a product or service that adds value or that consumers are willing to pay for. It's also a fresh concept, imaginative ideas, and inventive thinking in the shape of a tool or technique in logical demographics, human perception, meaning, and mood, as well as in the quantity of scientific knowledge already at hand. In this sense, library employees—of which KRA is one—are expected to highlight novel concepts in their establishments. A library's ability to foster relationships, spark creativity, and change lives is largely dependent on its patrons' willingness to get along and coexist in its spaces. Rather of concentrating on technology, this model encourages staff members to try out new teaching and learning techniques, as well as to support and mentor one another. Innovation is the application of fresh concepts to create novel goods or services (Martins, Terblanche, 2003).

Though they differ from one another, creativity and innovations are connected in some way. More ingenuity and innovation is to be expected in our ever evolving library environment. Bell (2019) asserts that librarians have an opportunity to show they can be leaders in innovation when the

community indicates a desire for a solution to an issue that is being overlooked or left unanswered. Social and civic innovations are the two primary categories of innovations found in libraries. Social innovations improve society's ability to act and are beneficial (Murray, Caulier-Grice, and Mulgan 2010,3). On the other hand, Civic innovation involves participative citizenship and improving a city's operation and/or the lives of the citizens (Deaderick 2010). It is in this vein that librarians are to apply these innovations whichever is appropriate to the prevailing circumstances in their respective libraries. It's in this view that (Clarke 2020) wrote an introduction to design thinking in libraries in general. Library staff are called upon to build a culture of innovations in order to make their information's resources held in their libraries be used optimally to account for the financial resources invested in them.

2.4.2 Online Facilitation of Competencies

The foundation for an online teaching and learning course is built on the competences required for online facilitation. Administration, facilitation, technical assessment and abilities are among these competency domains. Computers are increasingly being used for information activities and this has resulted in rapid growth of computer – based online information retrieval systems. In order for online facilitation, library users are to be competent to use these services. This then calls for user education to be imparted to the library users. Edem and Ocheili (2009) opine that with the rapid development in ICTs, accessing and retrieval of information from libraries is becoming complex. Inability to find necessary information delays research or decisions. Inadequate or lack of information leads to duplication of efforts. Libraries and data professionals must therefore make it a priority to teach library users how to find the information resources they need, keeping in mind that their backgrounds and degrees of library proficiency vary. According to Bassey's (2006) theory, meeting consumers' requests entails giving them access to the real data or services they require.

This basically means that the library personnel needs to have the necessary competencies because implementing user education calls for it.

2.4.3 Professional Staff Development

Professional growth of employees involves online approaches used to give professional development possibilities. For staff to implement user education programmes, they have to possess the necessary competencies thus staff development becomes imperative. In this respect, respective organizations are called upon to have a well robust capacity development programmes in order to equip their library staff with the pre-requisite user education skills so that in return the same skills are imparted to their respective library users. Staff capacity is very critical in the implementation of user education since its through user education that the respective libraries can fulfil their missions in their respective organizations of which KRA is not an exception. Diverse definitions of capacity building have been proposed by numerous authors. According to Jane Watson (2013), capacity building for human resources is the process of developing human capital—which can happen at the individual, institutional, and societal levels—by improving skills and knowledge in order to produce outcomes that are measurable and durable. This definition is more comprehensive than the one provided by Ali Farazmand (2007), who defines human capital capacity building as the management process that aims to create resources for both the present and the future. Capacity building enhances knowledge among the staff in any organization thus improving effectiveness and efficiency which translates to service delivery.

2.4.4 Localized Peer Support

Through a mentoring programme, staff provides peer assistance to those who are using new

technology in teaching and learning. Staff development programmes should focus on attaining a critical mass of capable online course designers, developers, and facilitators so as to successfully integrate learning technologies across the institution. As a result, institutions may combine the measures outlined above to increase staff ability. It's critical to create an ability-building system that is tailored to academic staff's needs. A staged method can be utilized to build a staff growth system that takes progressive phases to match the mainstream employee preparation levels and expose them to a less dangerous journey. This method is in line with the belief that staff development should be offered "on demand" and based on specific, specialized situations. It is necessary to establish precise descriptions of entry-level technical and instructional abilities, as well as the content acceptable for each step toward proficiency (Rusa, 2013).

Another approach that is relevant is peer assistance. As they put their newly acquired skills into practice, staff may seek professional or experienced technical assistance. Employees can share their experiences, thoughts, and reflections by forming a community dedicated to educational technology. This community could be informal and limited to academic staff, or establish a centralized unit to provide technical and instructional support. Learning activities for academic professionals should be placed in authentic contexts. If projects and project teams are the backdrop for staff development within departments, they give people a genuine reason to do what they are doing, which leads to better results. Online and face-to-face learning opportunities should be included in staff development projects so that employees can learn online from the viewpoint of a learner (Rusa, 2013).

2.5 Application of Information and Communication Technology

Technologies based on telecommunications that provide access to information are referred to as

information and communication technologies, or ICT (Raji, 2018). The use of ICT lowers the digital gap, improves living standards, and expands access to digital information. Using ICT in libraries is one way to raise the standard of the information services provided by the libraries. ICTs seem to be essential instruments for delivering information with additional value that promotes long-term growth. Many institutions and organizations, especially libraries, run into a number of issues when integrating ICTs into their offerings. Nonetheless, knowledge dissemination is essential to the growth and success of any nation. Therefore, it is imperative that initiatives be taken to support the nation's ICT and library services as well as the usage of ICTs in all sectors (Peyala, 2011).

People need to be able to easily access timely information in the 21st century, and this can only be done by integrating ICT into the offerings of libraries. It also helps the country's long-term development because a society can flourish when pertinent knowledge is disseminated in a timely and efficient manner. Information and communication technology (ICT) is an enabling tool that helps libraries provide information, which is essential to the growth of many industries in the expanding economy. Libraries use information and communication technology (ICT) to enable access to global knowledge and information resources. According to Raji (2018), ICT is employed in libraries for routine work like acquisition, technical manufacturing, circulation, periodical management, stock verification, digitization, and other upkeep operations.

Nowadays, computerization work is highly necessary for the library in order to save the time of both the user and the library staff. ICT provides a platform for librarians to provide upgraded and significantly improved library services to its users in a timely manner. As libraries grow more hi-tech through the use of ICT, user education has become increasingly crucial. Users must be educated on OPACS and other information retrieval techniques in order to use these automated libraries,

which contain diverse databases and provide access to online databases and other digital collections. The user education system not only familiarizes users with a variety of sources of information, but also helps them become less reliant on library staff by preparing them to use the library individually and thus saves time by performing self-study at the library (Okoye, 2013).

In addition to significantly increasing the amount of information that can be accessed, stored, and processed within libraries, recent technological developments have also had a significant impact on the management, operation, and design of library and information systems (Peyala, 2011). The revolution in information technology (ICT) has made information retrieval and search easier. It also improves organizational management procedures' efficiency and creates new opportunities for increasing user response capacity. Both explicit and tacit knowledge may be created, stored, transmitted, and applied with the help of ICT applications (Okoye, 2013).

Buarki, Hepworth, and Murray (2011) conducted a study on employability needs and ICT skills at the Kuwaiti LIS program. A vast amount of information about ICT was searched through by the study's writers. The information and communication capabilities (ICT) of library and information science students in global LIS education were the main subject of their study, and they were compared to the competencies needed by Kuwaiti employers. "ICT skills have been regarded as crucial attributes for LIS graduates' job," they found out. Consequently, ICT proficiency is becoming a prerequisite and a key consideration when assessing job candidates.

Anunobi and Edoka (2000) highlight how university libraries play an important role as information providers, supporting teaching, learning, and research through a variety of information resources. The most significant information materials, particularly for teachers and researchers, are serials or journals. Serials were originally operated manually; however, with the growth of ICT, serials or magazines may now be purchased and retrieved more easily. According to the aforementioned

perspective, users' desire for knowledge has migrated from print to e-resources.

Haneefa (2007) investigated how Kerala's special libraries used information and communication technology (ICT). The most popular area for automation in the survey was the library catalogue. According to the investigation, the main reason of customer dissatisfaction was revealed to be inadequate ICT infrastructure. The paper suggests focusing on maximizing the effectiveness and effectiveness of technology for communication and information, as well as increasing automation in libraries. In their 2010 article, Chandrakar and Arora detailed how the Indian government uses information technology to duplicate cataloguing from a number of trustworthy sources, such as the Library of Congress catalog. As a result, the overall assessment demonstrates that proper ICT use in libraries is critical. It's also thought that having the right infrastructure and an ICT- enabled workplace can help people get better and faster service.

ICT is essential to the effectiveness of updating data services, claims Rana (2011). Although information and communication technology (ICT) has several uses, its most popular one is to digitize paper-based data and manage its delivery, retrieval, and storage. Over the past three decades, electronic databases, online services, CD-ROMs, and the advent of the internet have all transformed information access. Traditional libraries are having to invest more of their financial resources in purchasing or using web-based online and full-text search services, CD-ROM products, digital databases, multimedia products, and other web-based electronic information items since they are becoming more and more prevalent. This technological revolution has led to significant changes in traditional procedures and standards for the subscription, storage, and access of periodicals as consumers of electronic journals and online databases; libraries and information centers stand to gain considerably from these developments (Igwes, 2010).

ICT has resulted in substantial changes and transformations to academic library services. ICT allows for greater flexibility in terms of time, place, and cost, so traditional library and information services, like OPAC, user's services, reference services, bibliographic services, current awareness services, document delivery, interlibrary loan, audio visual services, and customer relations, can all be provided more effectively and efficiently with it. Modifications in format, content, and the production and delivery processes of information products characterize the effects of ICT on information services. The roles of librarians and information scientists have changed from being intermediaries to facilitators as a result of the internet becoming the world's largest repository of knowledge and information. This has led to the emergence of new tools for information transmission, a move from physical to virtual service environments, and the demise of some traditional information services in favor of cutting-edge web-based services. Libraries have been able to create workable plans for more service delivery (ICT) as a result of the information revolution, which has been fueled by information and communication technology (Igwe, 2010).

ICTs, according to Abdurrahman (2009), have changed the way libraries operate by allowing users to explore the same material in a number of formats. For example, a piece of work can be found in literature as a monograph/hard copy, a text on a CD-ROM, or a play on video tape or DVD. New technologies have had an impact on library collections as well. Automated technology's impact can be seen in a variety of internet services, particularly the benefit of remote access to electronic information. Users must be trained in order to employ new technology in information retrieval. The necessity for user training has become apparent as the number of databases in many disciplines has grown. Orientation sessions, workshops, handouts, course-related and course-integrated education are all examples of activities that might be used to attain this purpose. The library uses a range of technology to provide information to its patrons such as Library management System (LMS),

Online Public Access Catalogues (OPACs), Digital Repositories, Integrated Communication Tools including the Social Media Platforms by Daugherty, E., & Mclnerney,K.(2016)

Information and communication technologies were introduced. ICTs in libraries have had a significant impact on user education services as well as information acquisition, organization, management, and dissemination. Because of this influence, information and communication technologies are now widely accepted in the field of libraries. The following are the goals of integrating ICTs into library operations: to offer new services; to handle an increase in workload; to gain from centralization and cooperation; and to launch new services. ICT use, according to Chen and Deng (2018), can improve library services by giving users access to digital collections, e-books, and online resources. The authors also point out that ICT can help with effective information management and user-staff communication.

ICT resources are progressively being incorporated into housekeeping services provided by libraries. It is relevant and clear that ICT resources, if made appropriately available, will improve the effectiveness of library services and play a critical role in user education initiatives. There are two types of information items found in libraries: digital and physical.

Users have different preferences in terms of using information materials that can enhance their information needs. The emergence of information communication technologies has revolutionalized how information can be accessed and retrieved. As per the 2020 report of the Association of Research Libraries, there has been a consistent rise in the percentage of libraries' total collection budget allocated to electronic resources over the last ten years, with the amount rising from 22.5% in 2010 to 45.1% in 2019. The transition to digital resources has improved user accessibility to library resources and allowed users to obtain information at any time and from any location. ICT makes it possible to use electronic resources, or materials in digital formats. The e- resources are

stored in databases and in computers. By the aid of internet, the access and retrieval of e- resources becomes a reality. Since user education is concerned with enabling users to access and retrieve information on their own, ICT becomes an enabler of accessing and retrieving information. It can then be deduced that without ICT, access and retrieval of e- resources cannot be achieved.

2.5.1 Email

Email is the most efficient method of sending and receiving electronic communications and information. It is also the most efficient form of formal communication. Revolutionary improvements in communication have resulted from the ability to send and receive information in a split second from anywhere in the world, including images, sound, essays, letters, and computer programming files. Right now, this is the best tool for communicating in a variety of ways (personal, official communication). With the help of this technology, timely and pertinent information may be provided. Libraries are currently using this live tool to serve their patrons; it basically requests the renewal or return (check-in) of library goods. (Rouse, 2006).

2.5.2 Video Conferencing

It is referred to as a "method to conduct a conference between two or more people at distant locales by transmitting audio and visual data across computer networks." For instance, a video phone and a point-to-point (two-person) video conferencing system function similarly. On the PC of every participant, there are placed speakers, a microphone, and a video camera. When speaking, each person's voice is transmitted over the network to the other's speakers, and any pictures taken by the video camera appear in a window on the other person's computer (Beal, 2017).

Video Conferencing also viewed as Web Cam Services is pertinent in-service deliveries as a solution for communicationissues in essential content-based services. This advanced structure incorporates visual components where client and librarian can both interface only like vis-à-vis meet. Video

Conferencing takes into consideration improved communication capacities, upgrade opportunities and profitable collaboration (Ezeani & Igwesi, 2012).

2.5.3 Social media

Sites and applications that let users create and share information or participate in social networking are referred to as social media, according to the Oxford Dictionary (2013). Significant data at the global level indicates that libraries are using social media to promote their offerings. The majority of libraries and information centers in the US use social media platforms to advertise library services to their local communities. Podcasts, Flickr, Twitter, blogs, and online recordings are all utilized, but the most popular is Facebook (Rogers, 2009). Facebook, Twitter, Blogging, YouTube, Flickr, Google Docs, and Wikis are all heavily used at the university respectively are the most popular (MacManus, 2012).

As indicated by American Library Association report (2012, pg. 34), "Person to person communication is utilized to advance library occasions, for example, gaming evenings; to make clients aware of increments to accumulations; to give connects to articles, recordings, or Web content that may demonstrate pertinent or supportive to benefactors; and to give a conductor tolocal area data. Online Media likewise assumes a significant part in cultivating associations with the local area by permitting benefactors to pose inquiries or give criticism about library services."

2.5.4 Use of Library Automation Software

One excellent method for lowering the need for human intervention in library services is library automation. At the lowest feasible cost, the current automation technology aims to provide the greatest number of services in the shortest amount of time. Automation in library operations and services refers to the use of information and communication technologies (ICTs). Libsys, Koha, SLIM21, and other library automation software programs are among the many that are available.

Automation of library operations, including acquisition, cataloging, circulation, management of serials, stock verification, and so on, is one of the software's capabilities. ICT is employed in a variety of library1operations, as well1as1for1a1variety1of library activities and services (Husain, 2015).

2.5.5 Online Public Access Catalogue (OPAC)

People can access and use information resources more easily thanks to Online Public Access Catalogue (OPAC) web-based interfaces, which are available in libraries. Users can look for information materials in the library by using the OPAC, an electronic catalogue. It is an online catalog that may be searched that is kept up to date by one or more libraries. The public can access this digital library catalogue. Libraries transfer materials via electronic networks as part of an ICT-based interlibrary lending system. A library can borrow copies of research papers and other materials from other libraries by using the document delivery service (DDS). Journal articles or other digitally produced publications could be included in this group. They are generally supplied in PDF format to library clients PCs. Most OPACs can be accessed over the internet by users from across the world (Mishra &1Mishra, 2014).

2.6 Challenges Facing User Education

User education may face a number of challenges from within and without the library and this may cause their poor implementation. Some of these challenges are as outlined below:

2.6.1 Lack of Respect and Ignorance Among the Library staff

According to Ani and Bassey (2008), this ailment is caused by the instructional staff's lack of respect and ignorance. One major roadblock to library user education initiatives is that some librarians regard

them as a diversion from the library's fundamental mission, which is to provide information. According to Case (2007), a library teaching programme would result in a greater demand for space, materials, and public service workers. The library staff ought to know that for effective exploitation and optimal use of library information resources depend on quite a number of initiatives put in place such as user education and there is need to embrace it.

2.6.2 Information gathering, Processing and Sharing of Information

Fleming (2006) states that the process of obtaining, analyzing, and disseminating information resources in a way that library users can understand is the most challenging portion of library user education in South-east Nigeria and maybe other regions of the world. Libraries and librarians today face a variety of challenges, some of which include: shifting user information needs and habits; libraries being more accessible to the public through online resources like social networks and OPACs; and networking, which has made it possible to increase access to resources. Libraries need to use ICT infrastructure to address the aforementioned issues.

2.6.3 Training

Mishra and Mahapatra (2013) assert that in order to deliver prompt and effective information services to e-learners and e-educators, librarians need to be educated and taught in the most effective use of computers and related technology."The implementation of cutting-edge technologies in libraries requires the recruitment of skilled staff with a range of ICT skills. The degree of staff proficiency in ICT capacities for library professionals to manage a variety of library duties is one of the most crucial components of a successful ICT deployment. Although most library professionals don't have the necessary ICT abilities in practice, libraries need to have the right experts with in-depth understanding of ICT application in libraries to fully realize this potential in library administration (Verma, 2014).

2.6.4 Insufficient Telecommunication Facilities

The use of electronic sources of information in public libraries throughout Africa is hampered, according to Okiya (2005), by inadequate and poor telecommunications infrastructure, low computer literacy even within communities, and a general lack of awareness among the ruling class and policy makers about internet resources.

2.6.5 Lack of Funds

According to Ikem and Ajala (2004), the greatest barrier to ICT use in public libraries is a lack of money. According to them, the problem of finance entails not only the acquisition of hardware and software, but also the updating and maintenance of both. ICT policies can assist solve harsh tax regimes that continue to treat computers, communication equipment, and other peripherals as luxury commodities, imposing high import charges and making these items prohibitively expensive. Training of the library staff can also be so challenging, training is expensive and can never pay enough, if the staff is unfamiliar, and they need many hours of training to feel comfortable operating the resources. Additionally, patrons need assistance when using electronic resources especially if they don't like computers, information and communication technology.

2.6.6 Lack of Computer Literacy

Low levels of computer literacy, insufficient telecommunication infrastructure, and a lack of awareness and computer culture, according to Omoyale (2002), are all barriers to efficient ICT use in public libraries. Public libraries face a variety of issues as a result of poor library establishment and the fact that they work in an insufficient environment. They are provided by a scientific and analytical rationale on which the information resources have been evaluated and the consequent concern to reform it to deliver quality training address the inequalities and disparities that exist

digitally (IFLA, 2000).

Alien (2000) points out competence and skills, basing on the observations he states that access to and usage of electronic resources must be understood in the whole contextof having enough skills to access information. He further said that many people are not competent enough to utilize electronic resources due to lack of skills since a percentage of them are computer illiterate and hence it affects the utilization of electronic resources. Foreign money restrictions, faulty phone connections, and telecommunication inspectors' reluctance to license modern equipment all play a role in installation and maintenance. Furthermore, networks have an inherent difficulty that might influence individual and organizational decisions.

According to Ikoja-Odongo (2009), the state of public libraries deteriorated to the extent that is portrayed the worst situation within the library sector of Uganda. This is attributed to bad governance, lack of adequate and trained librarians, inadequate and outdated information materials, unsatisfactory funding and in appropriate library buildings (Bank, 2008). Internal testing and installation of gadgets in a computer-based system due to a lack of local communication professionals and computer communication. On a permanent basis, skilled and experienced employees who can convert current manual bibliographic data into machine readable form are required. Installation and maintenance are complicated by foreign currency restrictions, faulty phone connections, and telecommunication authorities' unwillingness to license modern; additionally, networks have their own set of issues that can influence individual and organizational decisions. The purpose of a public library is to meet the needs of its patrons. In this context, user satisfaction relates to how consumers rate public library services in terms of obtaining needed information resources.

Because of this, evaluating patron satisfaction with the facilities, services, and information resources offered by public libraries has grown in importance and become a crucial component of library operations in recent years. According to Gardner (2014), a number of factors, including human resources, vendor and maintenance, culture, finances, education, and training, are crucial when it comes to how electronic resources are used in developing nations. He claims that employing inexperienced and unskilled workers results in the hiring of foreign workers, and as African nations cannot afford to sustain or pay foreign workers, businesses may not be able to use them efficiently without proper training. Chiwenga (2004) investigated the usage of electronic resources in public libraries in 10 African nations with an Anglophone population. The survey found that all of the libraries investigated had insufficient ICT employees and funds. The most intriguing element of the findings is that South African libraries report despite the absence of security to protect computers from theft, two Nigerian libraries say that one of the barriers to ICT adoption is intermittent power supply. Among the ten countries assessed, only Nigeria faces a unique power supply difficulty.

2.7 Research Gap

Although numerous research studies have been done on user education programmes on utilization of electronic resources, these studies are limited to specific countries, regions, sectors and institutions. The time when these studies were conducted is more than five years and the current emerging issues might have changed the way user education programmes are being conducted. For instance, the latest study from a global perspective, Sabandar, Tawe and Musa (2017) researched on the influence of user education programmes on utilization of electronic resources in University Education Sector in Indonesia. Armstrong and Armstrong (2014) conducted a study on the impact of user education programmes on utilization of electronic resources in Australia. Moloi and Marx (2011) focused on user education programmes on use of electronic resources in Higher Education

Institutions.

Nevertheless, the results could not be applied to Kenya because of the disparities in geographic borders and user education program measurements. In Kenya, Munyocho (2014) assessed the impact of user education programs on the use of electronic resources in Nairobi City County, while Titi (2016) investigated the influence of user education programs on the use of electronic resources at the University of Nairobi. Furthermore, the research was restricted to a particular setting, thus extrapolating the findings to the current investigation would be risky. Furthermore, these studies did not demonstrate the effects of user education programs—such as program kinds, staff competency, ICT application, and problems in delivering user education programs—on the usage of electronic resources. What this study aimed to explore was not covered by previous research that has been done. Because of this, the purpose of this study was to investigate user education from the perspectives of staff competency, program types, ICT application, challenges associated with delivering user education, and how these factors affect KRA library patrons' use of electronic resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter examined the approach adopted in gathering data for the study. Therefore, the following topics were discussed in the chapter: research design; study site; target population; sample and sampling methodologies; determining sample size; pilot study; data collection methods; data analysis; and ethical issues.

3.2 Research Design

According to Creswell & Creswell (2017), research design is a collection of strategies and procedures for conducting research that includes everything from general hypotheses to particular methods for gathering and analyzing data. A case study research design was used in the study. A case study, according to Creswell (2017), is a comprehensive investigation of a bounded system (a case) based on a substantial amount of data gathered from many sources. This approach, it is suggested, is centered on comprehending a phenomena in the context of real-world events, especially when the distinctions between the phenomenon and its environment are not immediately apparent. Since this design made it easier to understand the case—which may be a single person, a group, an organization, or a community like KRA—the researcher decided to use it.

By employing both closed- and open-ended questions to collect and analyze data simultaneously on both quantitative and qualitative levels, the researcher used a mixed methods technique. For improved analysis and more trustworthy outputs/results, the researcher was able to incorporate qualitative and quantitative data thanks to the design.

3.3 Location of the Study

The Kenya Revenue Authority Library Headquarters, located on the thirty-third level of the Times Tower building across from the Central Bank of Kenya on Haile Selassie Avenue in Nairobi, is where the study was conducted. This was due to the fact that, in contrast to other branch libraries, the Headquarters library in Nairobi, which is well-established, includes both traditional and electronic resources. There is room for 40 patrons in the library.

3.4 Target Population

Majid (2018) defines the target population as a group of individuals who have certain characteristics in common and to whom the researcher wants to apply the study's conclusions. Furthermore, the target group should possess certain observable qualities that the researcher hopes to use to generalize the study results, according to Mugenda & Mugenda (2009). Kenya Revenue Authority is divided into seven core departments whose target population consisted of 845 which is the total number of employees from various departments within KRA headquarters.

The distribution of staff in the existing departments at KRA was as follows: Customs & Border Control Department had 102 officers, Domestic Taxes Department had 209 officers, Intelligence & Strategic Operations Department had 56 officers, Investigations & Enforcement Department had 26 officers, Strategy, Innovation & Risk Management Department had 144 officers, Corporate Support Services Department had 167 officers and Legal Services & Board Coordination Department had 141 officers. Therefore, the target population of the study was 845 including the library staff who were the Key informants where the sample size was drawn from.

Table 3.1:

Target Population

Departments	Number of Staff in each Department
Customs and Boarder Control	102
Domestic Taxes	209
Intelligence and Strategic Operations	56
Investigation & Enforcement	26
Strategy, Innovation & Risk Management	144
Corporate Support Services	167
Legal Services & Board Coordination	141
Total	845

Source: KRA Payroll, 2021

3.5 Sampling

Getting a representative sample from a much larger population, analyzing it, and drawing valid conclusions about the larger group are the main goals of sampling. Information on a bigger group can be gathered and analyzed by sampling. It is carried out because the large number of participants involved prevents researchers from

studying entire populations. Samples for this study came from KRA Headquarters' seven main divisions, including the library.

3.5.1 Sample Size

According to Gravetter and Wallnau (2017), a research phrase used to characterize the number of people included in a study to reflect a population is "sample size."

Sample size, according to Crossman (2014), is the quantity of individuals, groups, or items selected to represent the population in accordance with a guideline or strategy. 150 respondents, including five key informants who worked in KRA's library and were selected from all seven major departments, made up the study's sample.

3.5.2 Sampling Techniques

In research, sampling techniques, also known as sampling methods, are statistical procedures used to choose a sample that is typical of the entire population in order to examine its features. The researcher first selected each of the seven departments at KRA in order to calculate the sample size for this investigation. After identification of all the departments including the library section which falls within one of the departments, convenience sampling was employed across all the seven major departments apart from library section where the researcher employed purposive sampling because the library staff were Key informants as shown in table 3 below.

Table 3.2:
Sample Size

Number of Officers as per Department		Sample size	%
Customs & Border Control	102	12	8.2%
Domestic Taxes	209	40	27.5%
Intelligence & Strategic Operations	56	9	6.2%
Investigations & Enforcement	26	14	9.6%
Strategy, Innovation & Risk Management	144	30	20.6%
Corporate Support Services	167	23	15.8%
Legal Services & Board Coordination	141	17	11.7%
Total	845	145	100

Source: (KRA Payroll, 2021)

Convenience sampling is a sampling technique where individuals are recruited directly from the population based on the accessibility and proximity to the researcher. It must be noted that willingness to participate in the study is also important as it reinforces accessibility and proximity to the researcher. In this regard, the researcher by personally visiting the seven major departments prior to data collection managed to sample 145 respondents as shown in table 3.1 above apart from the library staff. For the 5-library staff as key informants, purposive sampling was employed because the researcher wanted to get rich and detailed information from the library staff since they are the implementers of the user education programme. Therefore, the study used a sample size of 145 respondents comprising of respondents from various departments at the KRA headquarters.

3.6 Validity and Reliability of the Instruments

Research instrument validity and reliability are crucial because they guarantee that the data gathered is real and accurately represents the opinions of the respondents. Therefore, a pilot study must be conducted to ascertain the validity and reliability of the research.

3.6.1 Pilot Study

The goal of pre-testing instruments, according to Mugenda and Mugenda (2009), is to check that items are stated correctly and have the same meaning for all participants. A pilot study was conducted at the Central Bank of Kenya (CBK) library in Nairobi County. CBK was chosen because they are dealing with financial related issues of money with KRA and is the monetary collection authority of Kenya. A pilot study was conducted on all the 5 library members of staff at the CBK. The 5-library staff was the total number of staff working in the library and the was on the library staff who are involved in the implementation of user education programmes. As much as this number was small for the pilot study, there was no way the researcher could involve other members of staff at the CBK. Both closed and open-ended questionnaires were administered to four library staff except for the head librarian whom the researcher interviewed using the interview schedule. Before the actual research, the questionnaires were pre-tested to make sure that they were understandable by respondents and yielded the intended results. The results of the pilot study indicated that there were leading questions in the research instrument, some questions were ambiguous, repetition of some questions and some questions were not able to illicit the required responses. The errors detected were corrected and improved on the basis of the results of the pilot study. To make it easier for respondents, ambiguous questions were corrected, leading questions were eliminated or rephrased, repeated questions were eliminated altogether. The information gathered was statistically and qualitatively examined. The findings were utilized to measure the study research instrument validity

and reliability.

3.6.2 Validity

According to Amin (2005), content validity is the degree to which an instrument's content aligns with that of what it is necessary to measure, whereas validity is the instrument's capacity to measure whatever it is meant to assess. Content validity was attained in this study by ensuring that the research instruments appropriately covered the research topic. Pretesting of study tools is significant, according to Bell (2005), since it allows the researcher to correct the research instrument prior to conducting the main study. Since the research instruments were corrected during the pilot study, they were able to yield the required results.

3.6.3 Reliability

Reliability is the accuracy and consistency of an instrument's output (Braun et al., 2019). Accordingly, accurate equipment can yield consistent and unambiguous results when utilized multiple times throughout different time periods. Test-retest, equivalent form, internal consistency, and reliability statistics are a few of the reliability testing metrics listed by Wong and Yamat (2020). Five staff members of the pilot study were involved in determining the dependability of the questionnaires and interview schedules. The researcher studied and looked over the respondents' questionnaires and interview schedules, then harmonized any inconsistencies discovered by the pilot responder.

It is important to note that since the pre- testing of the research instrument was done by conducting pilot study, 5 library staff of CBK library were the sample size of the pilot study. The findings were that there were ambiguities, repetitions, redundancy in the research instrument which was corrected thus improving the instrument that led to correct data being collected from the respondents.

3.7 Data Collection Procedure

This section discusses data gathering instruments, including their nature, meaning, and purposes, as well as the rationale behind their selection. To gather data for this study, two data collection tools were utilized.

3.7.1 Questionnaire

According to Maxwell (2015), questionnaires do not require pre-defined categories and allow respondents to express themselves freely. The Kenya Revenue staff from various departments who are users of the library, were given questionnaires to fill out. The researcher employed structured questions since they put less strain on the respondent's mind. They minimize the amount of cognitive work required to complete the task. Better response rates and more accurate data were the outcomes of this. The researcher used questionnaires to collect primary data from the primary respondents. Both closed-ended and open-ended questions were present. As a result, the researcher was able to obtain responses that represented a wide range of both quantitative and qualitative data, enabling a more thorough study. The structured and unstructured questionnaire was broken down into pieces and asked about the respondents' past experiences in addition to the study variables. The questionnaires were administered to the users at KRA through hand delivery. To maximize the response rate, the researcher made follow-ups with the respondents to answer thequestions. The follow-ups were aimed at having higher rate of response for the respondents. Additional time was given to the respondents who had not completed after a period of a week to ensure all respondents filled the questionnaires as anticipated.

3.7.2 Interview

According to Kumar (2016), because the researcher and the respondents are both present, the interview technique allows for the establishment of rapport and greater flexibility in data collection. Because data is collected through direct verbal interaction between persons, the interview method is unique. Because the investigator communicates verbally with the interviewee, the interview stands out as separate from the questionnaire and more unique. The researcher had complete control over the path of enquiry throughout interviews. The researcher had many reasons for choosing interview as the most suitable method for collecting data from the Key informants for this study. Since the targeted audience may be reached, personal interviews provide a high proportion of returns, according to Hannabus (1996) and Odini (1991). The formal introduction provided by the researcher at the beginning of each interview session outlined the purpose of the study and the selection process for participants. Since the library employees are the ones who carry out the user education program, they were the primary informants and had to be interviewed in person for this project. They were thought to offer further program insights. There was no time frame for each interviewee but that was subject to full satisfaction of the researcher.

Because data is collected through direct verbal interaction between persons, the interview method is unique. The interviewing of the respondents was guided by use of semi-structured interview schedules. An interview schedule was prepared for the purpose of collecting data from the Key informants. An interview schedule is a list which entails a set of structured questions which have been prepared, as a guide for investigators, interviewers, and researchers to co collect data or information about a particular issue or topic (Thomas R. Lindlof & Bryan C. Taylor, 2019). The time for the interviews was agreed prior to the date of the interview. During the interview sessions, proper identification and explanation about the study was done to promote candid discussion. This included a face-to-face interview with all the 5-library staff of KRA library. Because the investigator

communicates verbally with the interviewee, the interview stands out as separate from the questionnaire and more unique. The researcher had complete control over the path of enquiry throughout interviews. All the respondents were coded as: Manager Library Services as (R4), Assistant Manager Library Srvices (R1), Senior Librarian (R3), Library Assistant 1 (R2) and Library Assistant 1 (R5). These codes were used to uniquely identify individual responses from each Key informant.

3.7. 3 Observation

Observation involves looking and listening very carefully. Because it frequently calls for the researcher to take on multiple roles and employ multiple strategies, including her five senses, in order to gather data, observation is a complex research method. Observation is "the process of collecting data through the direct or indirect watching and recording of behavior in a particular setting," according to Creswell (2013). Both overt and covert forms of observation are possible—overt observation occurs when the observer is hidden and no one is aware they are being watched. Regarding this, the researcher used a covert technique, also referred to as nonparticipant observation, in which the researcher watched the respondents while gathering data.

3.8 Data Analysis and Presentation

According to Cooper and Schindler (2008), data analysis comprises summarizing, applying statistical techniques to search for trends, and editing and reducing accumulated data to a manageable amount. After being coded, the gathered data was arranged into tables, pie charts, and grouped columns. The data was checked for dependability, consistency, and completeness prior to analysis. The presentation of quantitative data included tables, columns, and pie charts. The researcher was able to comprehend and analyze the data based on what was displayed in the form of tables, columns, and pie charts. After organizing qualitative data into pertinent sub-themes, the

researcher was able to understand and analyze the data on a thematic level. To validate the quantitative data analysis, qualitative data was employed.

3.9. Ethical Considerations

Kombo and Tromp (2006) assert that investigators who use human or animal subjects ought to consider their research methodology and the ethical issues that may arise. Because the KRA Library needed the information relevant to the study, confidentiality was an issue in this investigation. Regarding this, the questionnaires did not request or reveal the respondents' names. Due to the delicate nature of the material, it was only used for academic purposes and never shared with outside parties.

The researcher sought permission before collecting the data. The university research committee offered an introductory letter for identification purposes. Additionally, the researcher also obtained a research permit from the National Commission for Science Technology and Innovation (NACOSTI) which is mandated by law to issue licenses for researchers in Kenya. Respondents were requested to take part in the process voluntarily and any person that would not want to continue participating was free to do so. Data collectedthrough interviews and questionnaires was purely used for research purposes only. The researcher maintained informed consent while also avoiding plagiarism by citing and referencing the sources used.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSIONS AND ANALYSIS

4.1 Introduction

In order to provide a model for their implementation at the Kenya Revenue Authority library, the study's goal was to look at user education programs on the use of electronic resources at the Nairobi headquarters library. This section therefore presents data, discussion and analysis of the study in line with the specific objectives of the study. The Key informants who were five in number were coded as R1 to R5 while analyzing qualitative data. The respondent's response rate, demographic and other aspects related to their work have also been taken into account. The analysis follows a logical sequence as per the sub-themes of the study objectives.

4.2 Response Rate

The sample size of the study was 145 employees of KRA comprising of staff from the seven departments at KRA. The Key informants were five drawn from the library section thus making the sample size to be 150 respondents. Questionnaires were administered to KRA staff who are the users of the library while interviews were employed to the Key informants who are librarians at KRA. The researcher dropped the questionnaires and scheduled a time to pick them up from the staff. Only 131 of the 145 questionnaires distributed were completed and returned in a timely manner. The 90.3% response rate for the drop-off and pick-up method was impressive. Five respondents were interviewed representing 3% of the total sample size but 100% of the key informants.

They included the manager library services, assistant manager library services, senior librarian and the library assistants. According to Kothari (2014), a response rate that is above 70% is classified as excellent. Cumulatively the response rate from the main respondents and key informants was 93%. This

therefore implies that the study response rate was within the acceptable limits to proceed with data analysis, make conclusions and suggestions for further studies.

4.3 Demographic Information

The department of employment and educational attainment of the respondents were among the demographic details provided. The results were presented using figures and tables.

4.3.1 Departments of the Respondents

The respondents were needed to indicate their department in which they were working. The outcomes were as shown in Table 4.1 below.

Table 4.1:

Respondents' Department of Work

n = 131

Department of Work	Frequency	%
Customs and Border Control	21	16.%
Domestic Taxes	28	21.3%
Intelligence and Strategic Table Operations	9	7%
Investigations and Enforcement	16	12.2%
Strategy, Innovation & Risk Management	30	23%
Corporate Support Services	12	9.1%
Legal Services and Board Coordination	15	11.4%
Total	**131**	**100**

From the results, 30 (22.9%) of the respondents were working in Strategy, Innovation and Risk Management department, 28(21.3%) indicated domestic taxes department, 21(16%) indicated Customs & Border Control department,9 (6.8%) indicated Intelligence and Strategic Operations department, 12

(9.1%) also indicated corporate Support Services department, 15(11.4%) indicated Legal Services and Board Coordination department while 16 (12.2%) indicated Investigations and Enforcement department translating to 100% of the respondents were given questionnaires. Based on these results, it can be deduced that majority of the respondents are working in Strategy, Innovation and Risk Management department followed by those working in Domestic Taxes Department.

4.3.2 Respondents' Level of Education

As part of the demographic information, the participants were requested to indicate their level of education. The respondent's qualification was important since it had a bearing on how competent the respondents were in terms of understanding the questions at the same time responding to them. The results were as shown in Figure 4.1.

n = 131

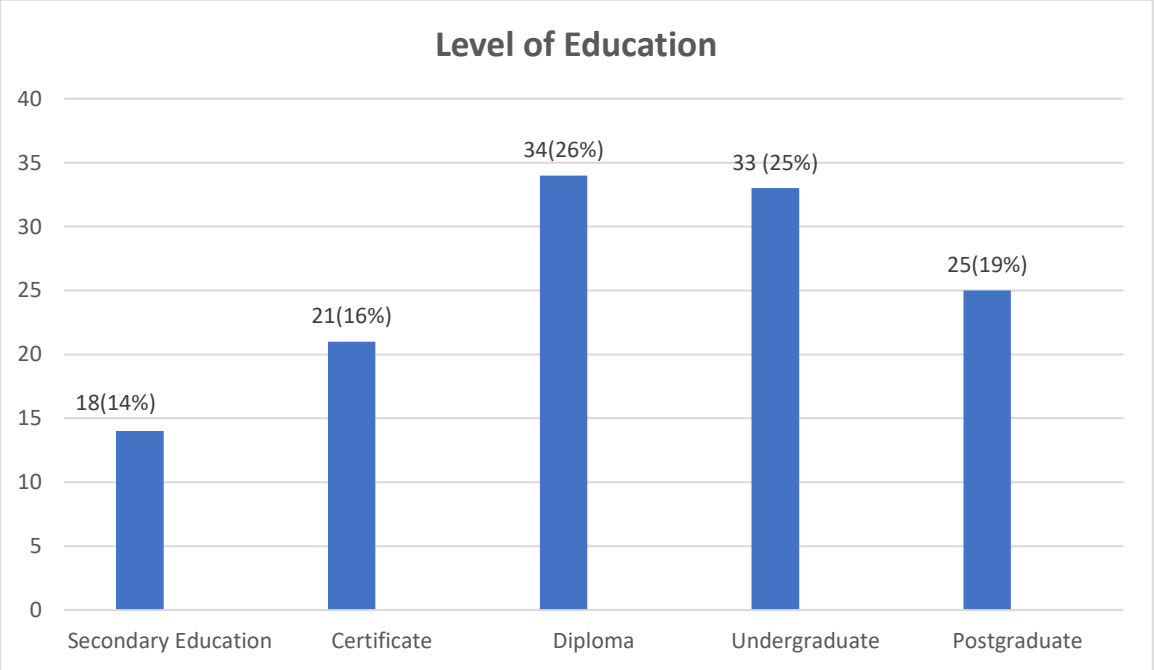

Figure 4.1:
Level of Education

From the results, 34 (26% of the respondents had reached the diploma level, 33 (25%) had reached the undergraduate level, 25 (19%) had reached the postgraduate level, had 21 (16%) reached the certificate level, while 18 (14%) had reached the secondary education level. This implies that most of the respondents had acquired professional and academic qualifications for their placements within KRA employment structure. Libraries, according to Rao (2011), are collections of information sources that are there for reference and borrowing. They are skills mine centers, making them an important and fundamental component of academic life. Therefore, library users and librarians needed basic education so as to operate in the library. From these responses, majority of the respondents were diploma holders and the numbers decreased as one moved to higher levels of education. The diploma category being high, there is need for library staff to intensify user education programmes to enable optimum use of e-resources of the library.

4.4 User Education Programmes on Utilizing E-Resources

The study 's first goal was to identify different types of user education strategies for using e-resources at the KRA library.

4.2 Respondents' Affiliation to the Library

The respondents were needed to indicate their affiliation. The outcomes were as depicted in Figure 4.2

n = 131

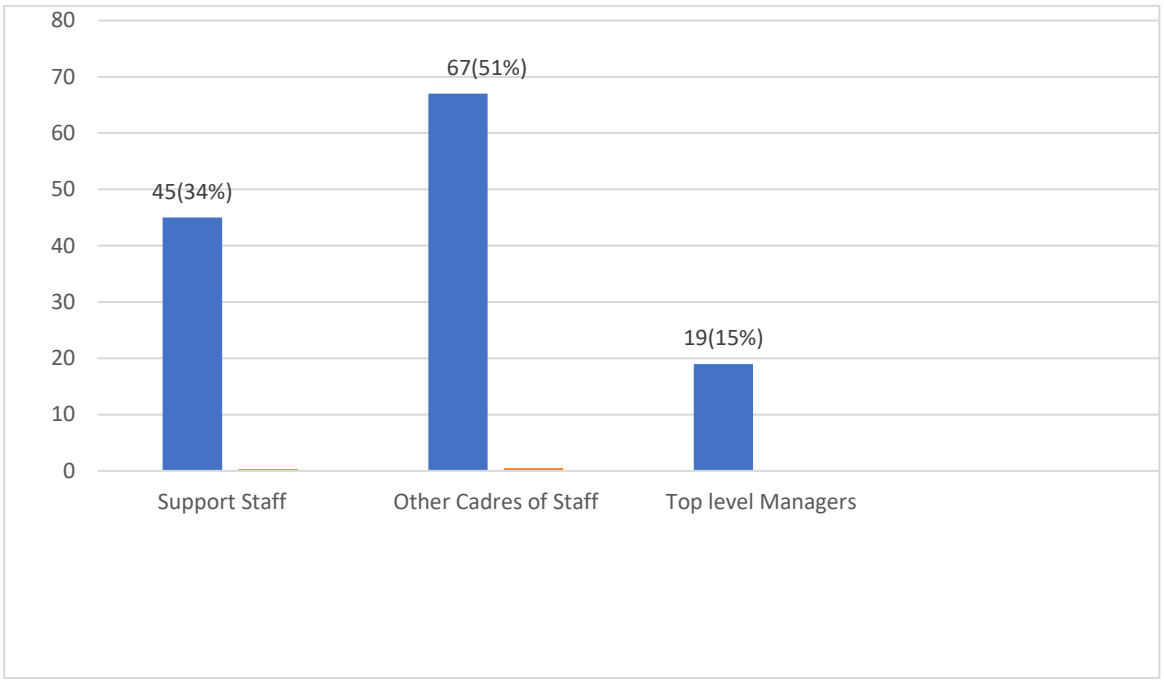

Figure 4.2:

Affiliation to the Library

From the result, 45 (34%) of the respondents indicated that they were support staff, 67 (51%) of the respondents were other cadres of staff, while 19 (15%) were top level managers. This finding implies that most of the participants were library users and therefore could give reliable information regarding the subject matter. In relation to the findings, Sethi and Panda (2012) argued that majority of library users in India are end users, as the user education programme not only familiarizes them with various sources of information, but also helps them become less reliant on library staff and prepares them to use the library independently, saving them valuable time by doing self-study in the library. It can be deduced from these results that majority of those affiliated to the library are library users as opposed to library

staff, support staff and managers. Perhaps this can be explained as far as library staff are concerned, they are also with the resources and are involved in imparting the required user education to library users. On the side of the support staff, they might have low levels of education and are not involved in continuous learning or are always busy. The managers are always busy people involved in meetings and policy matters thus lacking time to make use of library information resources.

4.4.2 Frequency of Visiting the Library

The respondents were requested to indicate how often they visited the library. The results were as shown in Figure 4.3

n =131

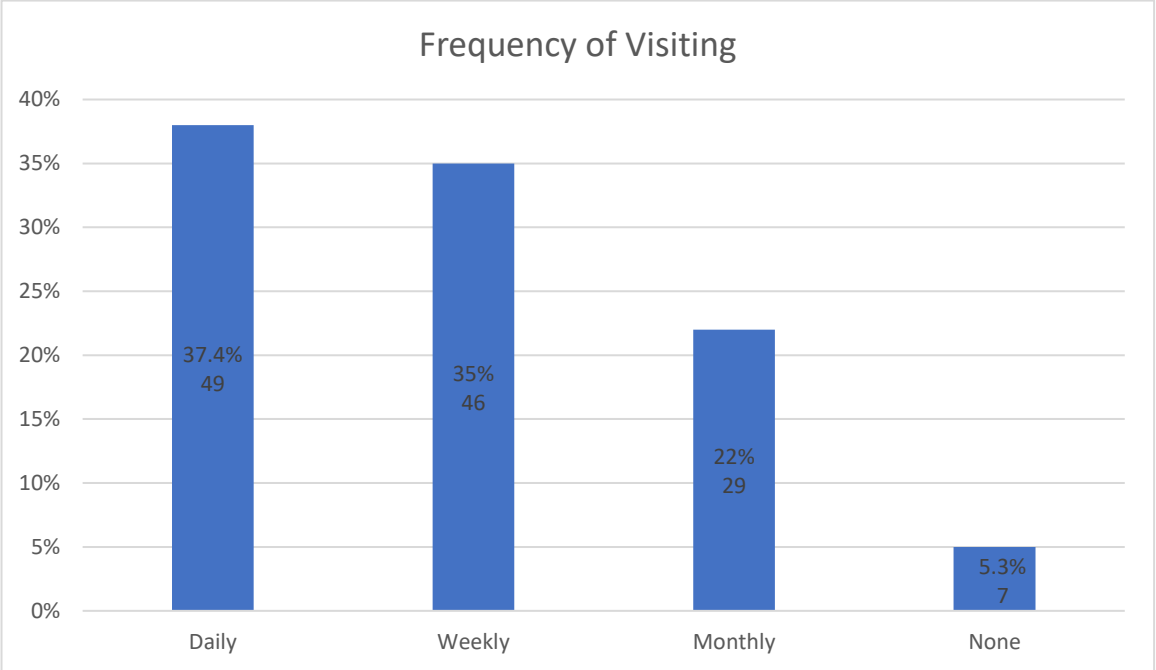

Figure 4.3:

Frequency of Visiting

From the outcomes, 49 (37.4%) of the respondents indicated they visited the library daily, 46 (35%) indicated weekly while 29 (22%) indicated monthly and 7(5.3%) did not answer. Although the

respondents indicated that they visited the library frequently and on daily basis my own observation as researcher during my data collection was in agreement with their responses. This infers that many of the respondents were knowledgeable with operations in the library and may therefore provide information on the topic matter. The larger number of respondents frequenting the library implies that they value the library and most of information related problems are solved by the library.

4.4.3 Types of User Education Programmes at KRA Library

The respondents were requested to indicate the type of user education programmes being employed at KRA library. The results were as shown in Figure 4.4

n = 131

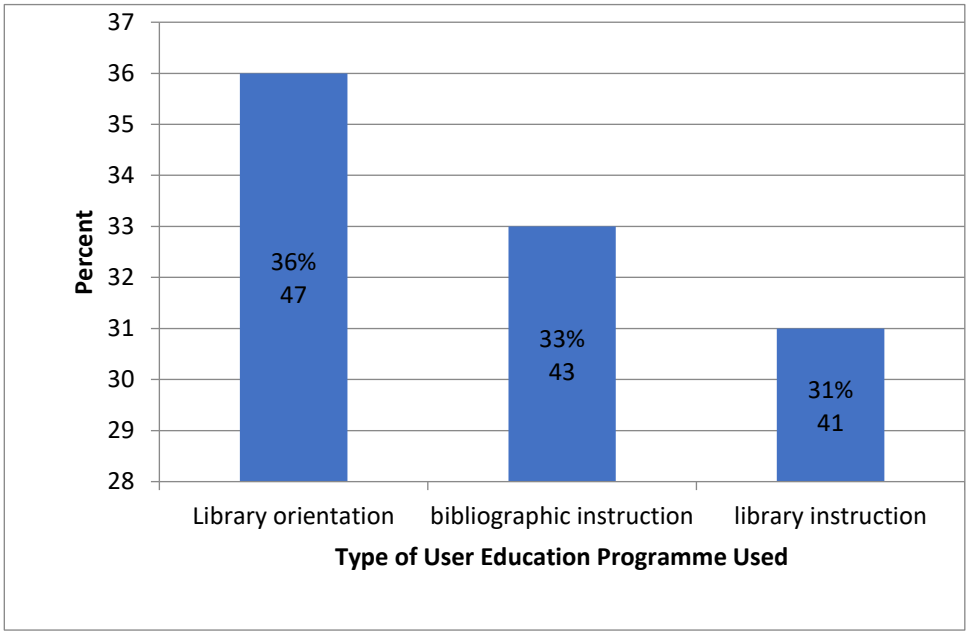

Figure 4.4:
Types of Programmes

From the results 47 (36%) of the respondents indicated Library orientation (tours),43 (33%) indicated bibliographic instruction (instructions on how to access e-resources) while 41 (31%) indicated library instruction (rules and regulations). This implied that the KRA library provided a variety of user

education programmes and could therefore be used in the training and instructing of users. The results were confirmed by Julien, Leckie, and Harris (1996), who said that individual training, classroom lectures, and orientation are still common ways to deliver courses. However, due to improved technological capabilities, the way these lectures are delivered in developed countries like the US and Canada is changing from using traditional teaching methods to teaching research methodology, critical analysis of sources and information, individualized instruction, and course-integrated lectures. The most popular user education program that library staff members offer seems to be library orientation. Perhaps this type of programme takes less time compared to other type of user education programmes since it is performed in the library itself.

From the interviews, the researcher required the assistant manager library and her team being key informants at KRA library to give insights on which user education programmes existed in the library. All the key informants 5(100%) agreed that user education programmes exited at the KRA library. Assistant Manager Library Services (R 1) said:

''We have bibliographic instruction, guided tours and library orientation. The KRA Library has put in place user education programmes in the library. With these programmes in place, then library users have access to the library collection"

The above response is in tandem with the quantitative data findings which imply that the KRA library provides a variety of user education programmes and could therefore be used in the training and instructing of users. Since there was an agreement in the findings of the main respondents that indicates a true reflection on what is on the ground. The findings also concur with Ogunmodede and Emeahara (2010) who proposed the specialized user education components, such as overall induction, library touring and talk given to new learners, most of whom have used properly developed libraries, introducing them to the complex college library facility, Librarians introducing learners to a variety of

library resources so that to cultivate library capabilities; librarians attempting to educate learners in a manner to get resources physically via a catalogue or online via on-line public access collections; and librarians who educate children by credit-bearing course work.

4.4.4 Effectiveness of the Programmes

The respondents were requested to indicate how effective user education programmes were in enabling users independently access and use e-resources. The results were as shown in Table 4. below.

Table 4.2

Effectiveness of the programmes

n = 131

Effectiveness	Frequency	Percentage
Not effective	13	10%
Less Effective	52	40%
Effective	40	30%
Very Effective	26	20%
Total	**131**	**100**

From the results, 52 (40%) of the respondents indicated user education program was less effective, 40 (30%) indicated effective, 26 (20%) indicated very effective while 13 (10%) indicated not effective. This suggests that majority of the respondents felt that user education courses were less effective in facilitating autonomous accessibility and usage of e-resources amongst users. The results were in conflict with those of Atram (2017), who said that carefully planned and implemented user education programs are meant to guarantee that patrons make the most use of the library's materials, services, and amenities. The user education program teaches the user how to use the library's resources, services, and facilities on their own while also enabling them to access any information they want.

The key informants were also required to explain how effective the programmes were in enabling them access and use the e-resources independently. The key informants 5(100%) were anonymous and affirmed that user education programmes being implemented at the KRA library were effective as one Library Assistant 1 (R2) responded:

"We evaluate effectiveness of the programmes by tracking the frequency of visits and access to our databases by users, thus we find the programmes effective"

The findings were contradictory however from the descriptive statistics; the findings implied that the users regarded the programmes to be less effective. Based on the statistics in the library which indicated that there was under-utilization of e- resources it might be argued that perhaps the library staff are defending their jobs at KRA. As much as the library staff are defending their position on the effectiveness of the e- resources, there is need to re-look at this state of affairs. These findings were consistent with those of Prakash (2017) who stated that user education programmes are beneficial in ensuring that users are proficient in using ICT in libraries, allowing them the accessibility and use of online materials and additional services successfully. The fact that majority of the respondents were of the view that user education programmes were less effective might explain the underutilization of the e-resources despite KRA having invested heavily in them.

4.4.5 Frequency of Conducting User Education

The respondents were requested to indicate how often user education programmes were carriedout among library users. The results are shown in Figure 4.5 below

n = 131

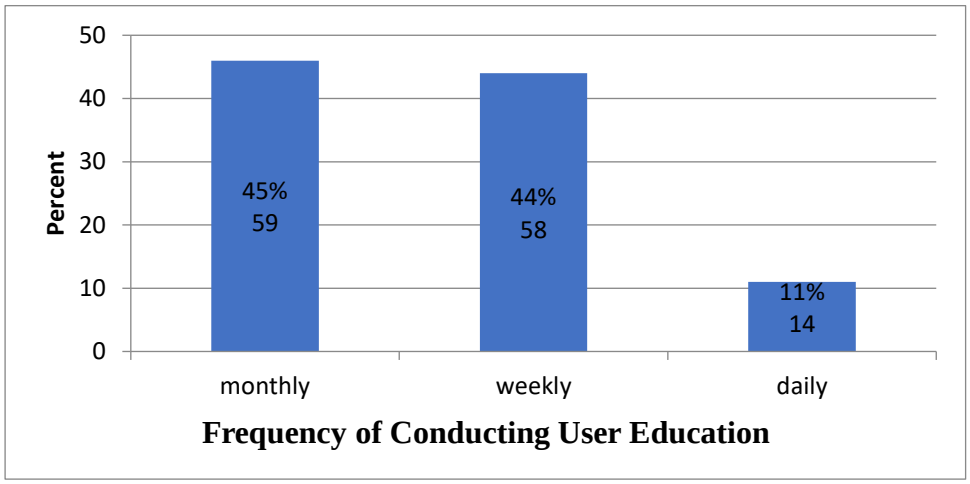

Figure 4.5:
Frequency of programmes

From the results, 59(45%) of the respondents indicated user education program were carried out on monthly basis, 58 (44%) indicated weekly basis while 14 (11%) indicated daily basis. This implies that user education programmes were done frequently and seems an on-going activity. *For the time I was there during data collection, I saw some users being guided on how to access certain information. From my observation it appears that user education is a continuous process being carried out at KRA library.* These results are consistent with those of Ford (1994), who points out that user education and information literacy concepts have been incorporated into school and higher education curricula in South Africa, Australia, and the Netherlands due to the growing significance of issues related to information access and usage in these countries. According to these viewpoints, user education is a continuous process that needs to be done for every user group. Training could be designed around the level of difficulty of the material or the users' educational background to make sure that users are equipped with effective techniques of accessing, assessing, and synthesizing data from numerous sources.

From the interviews, the researcher required the key informants who were the library staff working at KRA library to give insights on which user education programmes were mounted in the library. Since

the library management had programmed these user education programmes to be mounted on monthly basis, all the key informants 5 (100%) none of them gave divergent views in fact the Senior Librarian (R3) responded: *"These programmes are mounted on monthly basis*"

The response by the library supervisor was in agreement with the respondents where majority 61(45%) when asked how frequent the programmes were carried out indicated that they were done on a monthly basis. This conforms to Adindu, Achebe and Uzoechina (2020) who established that user education programmes were regularly mounted on a monthly basis in federal Nigerian university libraries.

4.5 Staff Capacity in Effecting User Education

The second specific objective of the study was to establish staff competencies in effecting user education at the KRA library.

4.5.1 Staff Capacity

The respondents were requested to indicate whether they find staff involved in user education programme competent enough in the training. The results were as shown in table 4.3

Table 4.3.

Staff Capacity **n= 131**

Capacity	Frequency	Percentage
Incompetent	3	2.2%
Less competent	12	9.1%
Competent	75	57.2%
Very Competent	41	31.2%
Total	**131**	**100**

From the results,75 (57.2%) of the respondents indicated staff being competent, 31.2% indicated very competent, 9.2% indicated less competent while 2.2% indicated incompetency. This implies that staff involved in user education program at KRA library are suitable and competent enough in the training. *From my own personal experience and observation, I was convinced that from how I saw them handle their clientele, it depicted a lot of professionalism.* This therefore shows that the staff were competent enough to implement user education programme at the KRA library. The finding is in line with Collins (2013) who argued that reference services staff are competent in their work since they are trained in certain fundamental technical areas of troubleshooting, the professionalism required to resolve more complicated e-resource difficulties is frequently found within the library's technical assistance employees.

On the second objective, the key respondents were to give a response on whether the staff met the qualifications. Although all the 5(100%) were in agreement that they met the qualifications, 2(40%) had some comments on their qualifications as Library Assistant 1 (R5) retorted;

‘‘we *try as much to meet user expectations but we are at different levels of qualifications professionally’’*

From this response, it can be deduced that the staff working in the library had various level of professional qualifications ranching from diploma up to masters' degrees. Another key informant who had comments on qualifications Assistant Manager Library Services (R1) remarked:

''although we are all librarians, we went to different library schools thus being subjected to different modes of delivery''

This response in essence means that different library schools have different lecturers who are likely to give different modes of delivery at the same time various programmes but 3(60%) who were of the same view as indicated by the Manager Library Services (R4) responded:

" *Yes, our staff meet the qualification required thus they have the capacity to deliver library services to users''*

These responses although given by different key informants were in agreement with those of the main respondents since majority of them were of the opinion that staff carrying out user education programmes were competent. This implied that the staff capacity impacts service delivery amongst users in the library. These finding with Hartnett (2011) who stated that the technical assistance team of the library typically has the skills needed to resolve more complicated e-resource concerns.

The response by one of the key informants who indicated that they have different levels of professional qualifications prompted the researcher to find out the qualifications of staff involved in user education programmes. All 5(100%) were in agreement that they were qualified but at different levels. The response from the Senior Librarian (R3) was;

''*Yes, our staff have professional qualifications and are trained librarians thus enabling service delivery to users and in this regard, two of them are master's degree holders, two are degree holders while one is a diploma holder"*

This response validates and echoes the response by the majority of the respondents who were of the view that staff implementing the user education programmes had capacity. This implied that the staff were competent and qualified enough to conduct training to users. This is essential as Wang and Shieh (2016) put that staff expertise is directly involved in answering queries concerning the library's electronic resources in some way. As a result, it's critical that employees have the necessary abilities to perform user training.Since majority of the respondents indicated that staff offering user education programmes are competent and there is an element of the programmes being less effective, perhaps their other reasons attributed to the under-utilization of the e- resources at the KRA library which library staff need to find out.

4.5.2 Attitude of Library Staff towards Users

The respondents were requested to indicate the attitude of the library staff to users of the library through their responsiveness to enquiries made. The responses are indicated in table 4.4 below

Table 4.4

Attitude of Library Staff towards Users

n = 131

Responses	Frequency	Percentage
Friendly	55	42%
Lukewarm	30	23%
Unfriendly	20	15%
Others	26	20%
TOTAL	**131**	**100**

From the results, the respondents indicated that the library staff 55 (42%) have positive attitude and responsive towards library users, and they are always ready to share experiences, ideas, and reflections,

30 (23%) were lukewarm, 20(15%) indicated that library staff were unfriendly to the users of the library while 26 (20%) did not respond to this question. In addition, these findings are affirmed by all 5(100%) Key respondents supported by the verbatim quote from the assistant manager library on the issue of library staff attitude towards users, the response from Manager Library Services (R4) was: "*Our staff are approachable and have good conduct, we get feedback on daily basis from our library clients who enable us to evaluate our staff code of conduct."*

This response is in agreement with the finding of the majority of the main respondents who 55 (42%) had indicated that staff have positive attitude toward the library users. *My personal observation was also in agreement with their responses that staff handling user education programmes are friendly and approachable.* It is thus clear that KRA staff are competent as can be seen from their great attitude and response. This is complemented further by the staff's approachability and good conduct. They are therefore able to effect user education at the KRA library. The outcomes are in line with Collins (2013) who indicated that the staff's services deliver a more personal awareness of the complicated e-resources life cycles, as well as a direct link to users' concerns, in addition to more technical expertise.

The finding implies that KRA library has put in place user programmes that are user friendly and staff closely monitor them to ensure that users get the best from them. Moreover, the staff s' friendly nature can make it possible to minimize the challenges encountered in the provision of user education programmes for e-resources.

4.5.3 Staff Communication with Users

The participants were requested to indicate whether the library staff communicates effectively with

library users. The results were as shown in Figure 4.6

n =131

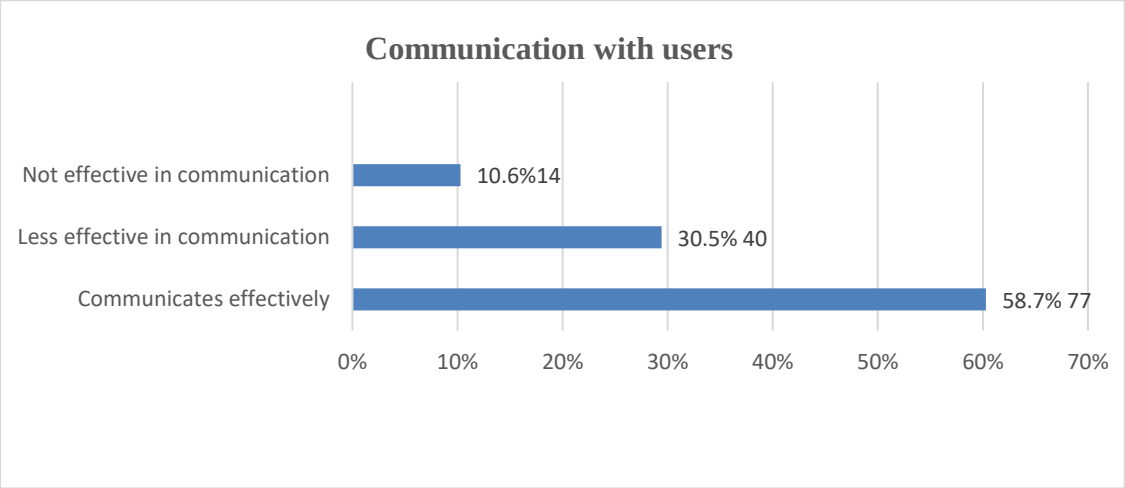

Figure 4.6
Staff Communication with Users

From the results, 77 (58.7%) of the respondents agreed that the library staff practice effective communication with library users, 40 (30.5%) of the respondents indicated that the library staff were less effective in communication with library users, while 14 (10.6%) of the respondents indicated that the staff were not effective in communication with users. Although the respondents were in agreement that library staff were effective in their communication, I asked the staff

"Which mechanisms do you use gauge that your communication to users is effective?'' They replied that, they normally receive feedback from the library users during their interactions inside and outside the library.

This implies that majority of the library staff communicates effectively with library users and this contributes to effective user education at the KRA library. When the key informants were asked how they had ensured that there was effective communication, all of them 5(100%) agreed that they had ensured that there was effective communication with the library users as reported by three of them. The Manager Library Service (R4) responded,

''we have put in place a robust communication strategy with the users'' in addition Library Assistant 1 (R2) retorted that;

We have never had any issues emanating from library users as far as communication and interaction is concerned''. In the same vein Senior Librarian (R3) indicated;

''our communication strategy has served as well and if we shall notice any lapse in it, we shall change tact''

These responses are in agreement with those of the main respondents meaning that as far as effective communication is concerned its non-issue at the KRA library and as far as user education is concerned. The study is agreeing with the position of Ojedokun and Okafor (2011) who revealed that librarians need to improve their communication skills so as to teach library users how to utilize the library and find the required resources while knowing that they are from a variety of cultural background and possess altering degree of library expertise.

In this view, staff communication affects service delivery in the library thus with a good team of professionals then users get the best of the services in the library. In line with this, Ezeani (2010) agrees that librarians with good communication and interpersonal skills will assist the library to convey its mandate with speed, ease and accuracy.

4.6 Application of ICTs in Provision of User Education

The third study objective was to assess application of ICTs in providing user educationfor utilization of e-resources at KRA library.

4.6.1 ICT Infrastructure at Kenya Revenue Authority

The respondents were requested to indicate ICT infrastructures existing in the library. The results were

as shown in Figure 4.7 below

n = 131

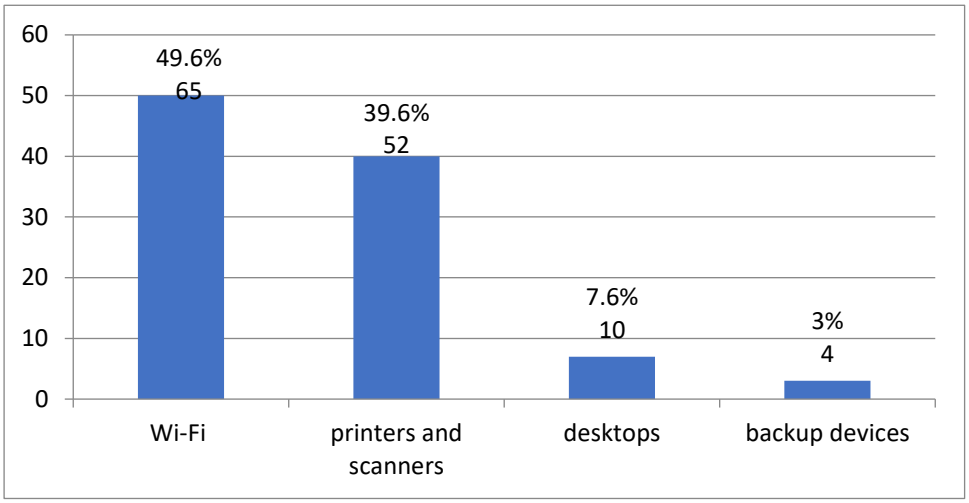

Figure 4.7:
ICT Infrastructure

From the results, 65 (49.6%) of the respondents' indicated Wi-Fi was present in the library, 52 (39.6%) of the respondents indicated that printers and scanners were present in the library,

10 (7.6%) of the respondents indicated that desktops were present in the library, while 4 (3%) indicated that backup devices present in the library. This implies that Wi-Fi is the most used ICT infrastructure in the library. *My own personal observation revealed that Wi-fi was the most prevalent ICT infrastructure at KRA and that was evident when my own personal cellphone was connected to the internet automatically.* Moreover, the finding reveals that the KRA library has ICT infrastructures and thus is able to provide user education by means of easy access and retrieval. The finding concurs with Bem-Bura (2015) who notes that electronic resources have become a symbol of modernity, and they are indispensable tools for learning, teaching, and research library and data. Furthermore, with the advent of the digital era, the environment has shifted, as libraries have evolved into 'knowledge centers,' with a focus on value-added electronic information services.

The researcher also sought to find out the existing ICT infrastructure in the library.From the interviews, all the 5(100%) were in agreement that KRA library had ICT infrastructure to assist in the utilization of e- resources and the implementation of user education programmes. Some of the key informants Library Assistant 2 (R5) said:

‘‘*We have desktops, printers, scanners, free Wi-Fi, OPAC and remote access which are used for bettering user needs’’*

From this response, the key informant did not indicate the predominant ICT infrastructure but just enumerated the ICT infrastructure in the library perhaps the researcher did not frame the question well to either agree or disagree with those of the main respondents who had indicated wi-fi as the predominant ICT infrastructure in the KRA library.

Concerning the same issue, Senior Librarian (R3) said:

‘‘We have never had complains as far as the library ICT infrastructure is concerned’’

It is clear that KRA has put in place ICT infrastructure to enable users get access to information sources as an enabler for retrieving relevant information. This conclusion is backed by Peyala (2011), who claims that Information technology has led to achievement through enhancing the use of information technology in the direction and provision of library services. Moreover, application of ICT promotes the internet consumer to effectively receive e-resources and the other services from the library.

4.6.2 E-resources available at Kenya Revenue Authority

The respondents were requested to indicate availability of e-resources in the library. The results were as shown in Figure 4.8 below.

n =131

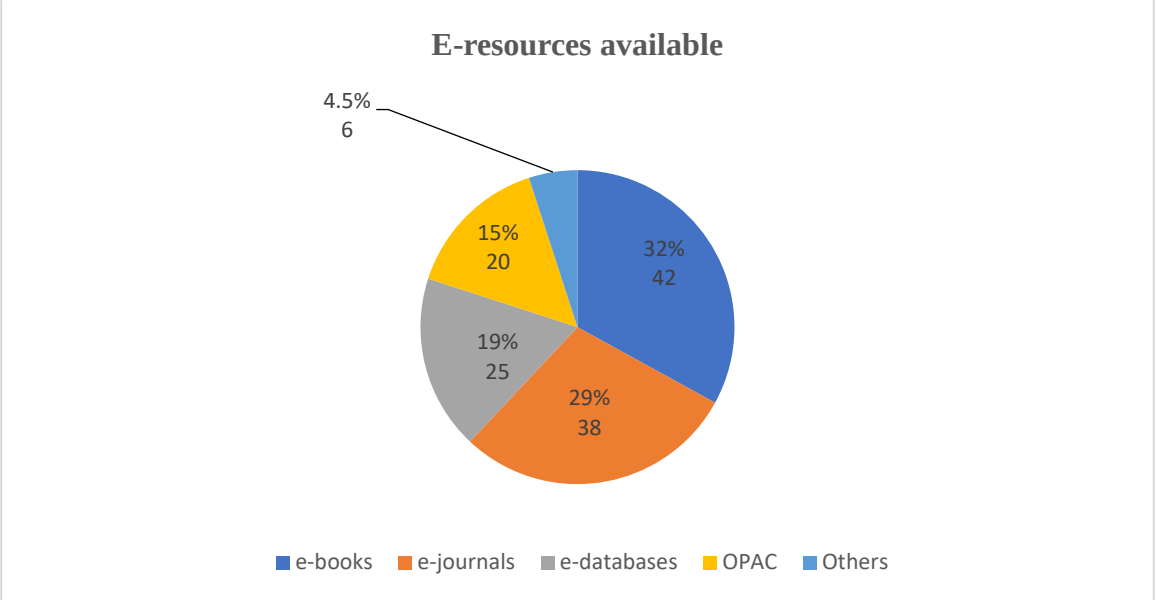

Figure 4.8:
E-resources available at KRA

According to the findings, the library had e-books available in 42 (32%) of the respondents' responses, e-journals in 38 (29%) of the respondents' responses, e-databases in 25 (19%) of the respondents' responses, an OPAC in 20 (15%) of the respondents' responses, and 6 (4.5%) of the respondents' responses. Based on their responses I asked them,

''Have these e-resources been used optimally given the heavy investment in them?''

The library manager told me that the usage made out of these e - resources is not consumer ate to the heavy financial investment put into them but they were exploring ways to achieve that.

From the responses it implies that e-books are most used libraries e-resources. Moreover, this means that the library is equipped with various e-resources and thus could be able to provide education to the users. This supports the current trends highlighted by Sejane (2018) which affirmed that current libraries include both print and non-print documents, gadgets and technology for information. Internet, computers, printers, digitization machines, scanners and CD-ROMs are just a few of the items that have helped to make the library makeover a success.

When the Key respondents were asked on issue of e-resources contained in the library,5(100%) affirmed that KRA library had various e- resources as Assistant Manager Library Services (R1) responded:

''We have KLISC used for general subjects, open access; electronic journals and electronic books, OECD access for specific subjects such as world tax journals and finally we have individual subscriptions''

From the response from the key informant, it's quite clear that emphasis seem to put on e-books in KRA library. Perhaps users prefer e-books to other library materials. The response by the Key informant agrees with those of the main respondents who had indicated that e- books were the most preferred library materials compared to the rest. This revealed that KRA has relevant e-resources from general to specific subjects hence plenty of information resources in all fields to cater for their user community. The results are consistent with Peyala's (2011) assertion that the concept, structure, operation, and administration of libraries and information systems, as well as the ability to access, gather, and handle data in a library, have undergone significant changes as a result of information technology advancements.

4.6.3 Reliability of the ICT and e-resources

The respondents were requested to indicate the reliability of e-resources and ICT in the library. The results were as shown in Figure 4.9

n = **131**

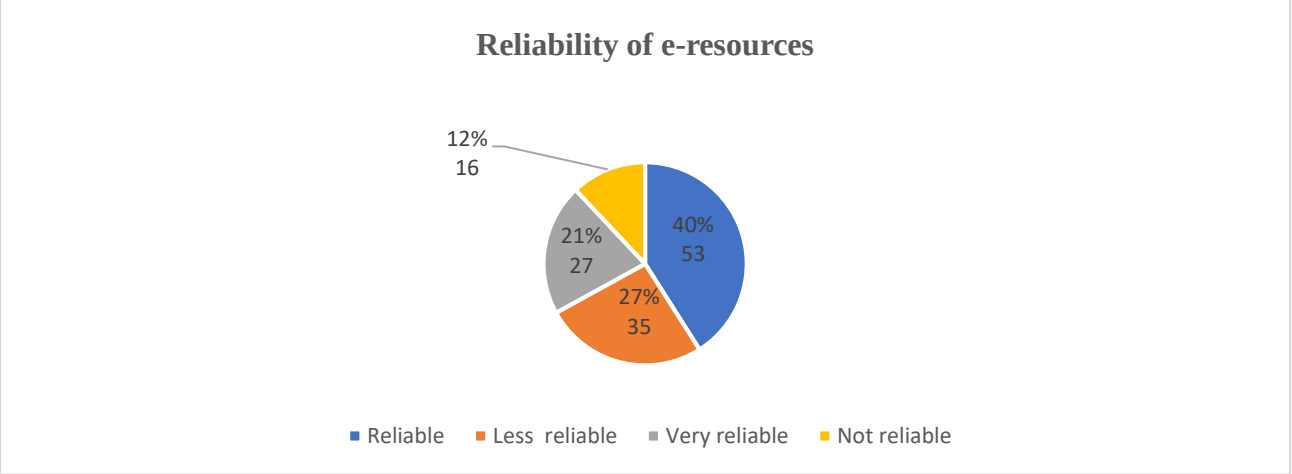

Figure 4.9

Reliability of e-resources

From the results,53 (40%) of the respondents' indicated that ICT and e-resources were reliable, 35 (27%) of the respondents indicated that that ICT and e-resources were less reliable, 27 (21%) of the respondents indicated that that ICT and e-resources were very reliable, while 16 (12%) indicated that that ICT and e-resources were not reliable. This implies that ICT and e-resources are very reliable in the library. This is evident because majority of the users have used them and therefore means that it can provide user education.

The researcher also required the interviewees' responses on the issue of user satisfaction with ICT and e-library resources. 4(80%) of them were in agreement that library users were satisfied with the ICT and library e-resource as Library Assistant 2 (R5) said:

"From a survey conducted on library customer satisfaction, the users' remark was satisfactory hence drawing a conclusion that the users are content with the ICT and the e-library resources''

It can be deduced from the response above that the KRA library management mostly relies on surveys to determine the level of satisfaction on the utilization of e-resources in the library.

For one key informant who had divergent view, Library Assistant 2 (R5) said;

''meeting user needs poses a challenge since you need first of all to study their information seeking behavior in order to determine how effectively and efficiently you can serve them''

Although one key informant had divergent views, majority of their responses were in agreement with what the main respondents had indicated meaning the users are comfortable with the existing ICT and e-resources available at KRA library. The finding is in line with Oyewumi, (2020) who noted a high degree of user contentment with utilizing digital information resources in the Ilorin library university.

4.6.4 Relevance of e-Resources to User Information Needs

The respondents were requested to indicate the relevance of e-resources available in the library. The results were as shown in Figure 4.10

n =131

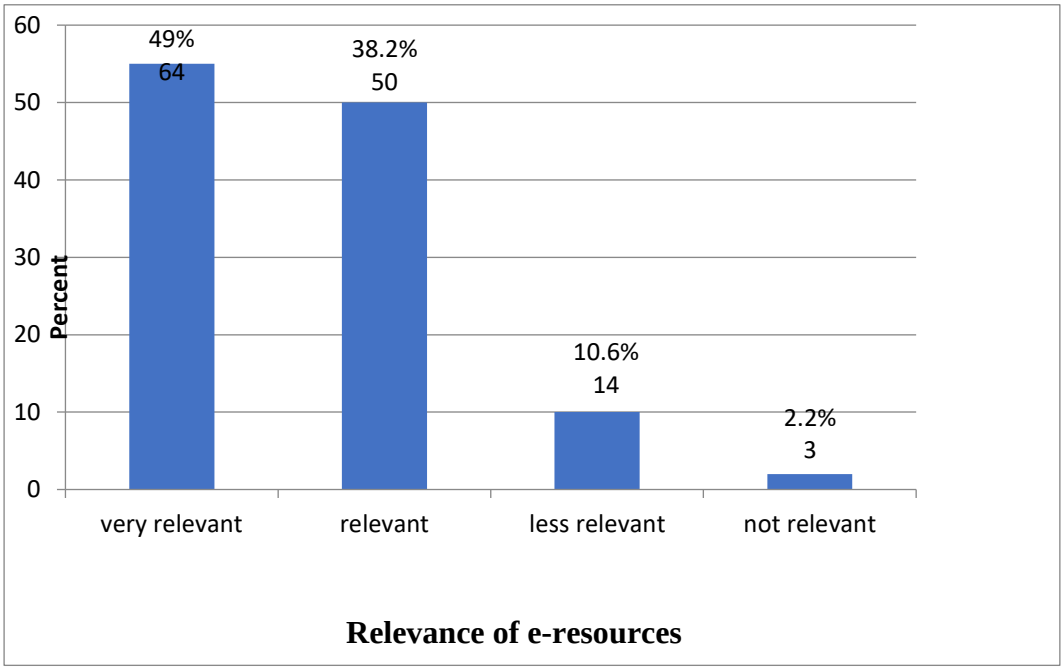

Figure 4.10:
Relevance of E-resources

From the results 64 (49%) of the respondents' noted e-resources were very relevant to user information

requirements, 50 (38.2%) indicated e-resources as relevant to user information requirements, 14 (10.6%) of the participants noted that e-resources as less relevant to user information needs, while 3 (2.2%) noted that e-resources were not relevant to user information needs. However, since those who share relevant and very reliant are more, e-resources were very relevant to user information needs. This also implies that the presence of ICT resources was very important for the provision of user education in the library. The results correlate with Madhusudham (2017) who agreed that access to a wide variety of data, like updated research publications, is possible because of availability of e-resources that can be used from anywhere in the globe. Possession of websites and a mechanism to look for and categorize the outcomes allows scholars and academic institutions to share knowledge to a wider audience.

When the question of relevance and how frequently e-resources were frequently consulted in the library, all of the key respondents 5(100%) were in agreement that the e-resources were relevant and were frequently consulted by library users as officer Library Assistant 1 (R2) responded;

"Normally, our users consult four major databases. That is; Emerald, Jstor, Sage and Taylor Francis, the track we get from these databases shows that our e-resources are relevant to our users"

This response from the key informant indicates that KRA library has diversified sources of e-resources and from these sources, library users are able to make use of them where majority 67(49.3%) indicated that they were satisfied and that the e-resources were relevant. This revealed that KRA has subscribed to relevant e-resources from general to specific subjects hence plenty of information resources in all fields to cater for their user community. The finding is in line with Musangi (2020) who stated that university libraries have re-engineered their services in order to respond to the changing information landscape and maintain a competitive advantage, yet users are unaware of new services, resulting in decreased library utilization.

4.7 Challenges Facing User Education Programmes

The fourth goal was to identify challenges facing user education programmes at KRA library.

4.7.1 Challenges Encountered by Library Users

The respondents were asked to indicate if they encounter challenges in the library. The results were as shown in Figure 4.11

n = 131

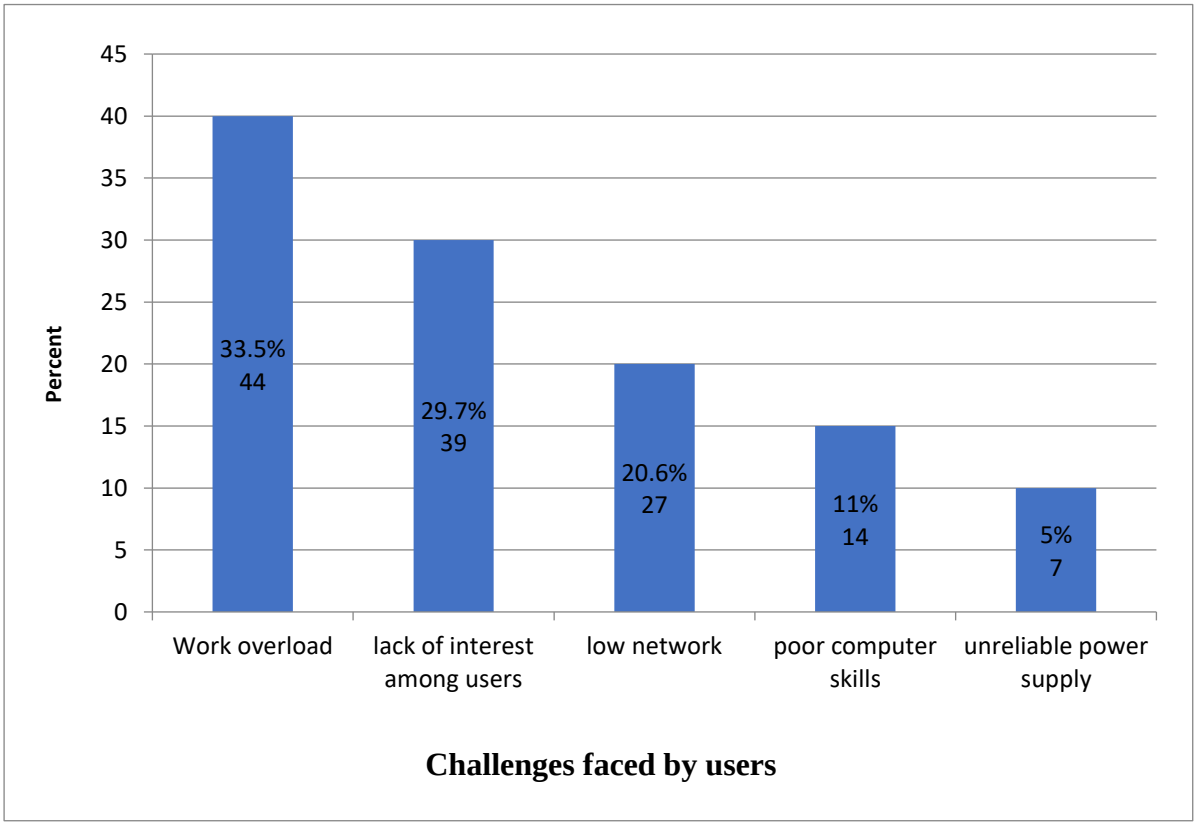

Figure 4.11
Challenges faced by users

From the results, 44 (33.5%) of the respondents indicated Work overload, 39 (29.7%) of the respondent's lack of interest among users, 27 (20.6%) of the respondent's low network, 14 (11%) of the respondent's poor computer skills, while 7 (5%) of the respondent's unreliable power supply. Based on these responses, I asked them,

"Faced with these challenges, have you brought this to the attention of top management and what is being done concerning these?'' The manager library services (R4) retorted *''I have brought all these issues to the attention of the top management since I normally attend top management meetings''*

This means that majority of the users were very busy thus affecting user education programmes. This implies that users are faced with various challenges that need to be addressed. Makori (2012) affirms that Kenyan academic libraries appear to be encountering significant issues in fulfilling their core function of providing information to users. Data perusals are usually on the online society, with digital services being highly widespread and chosen in an era of extraordinary technological progress and altering consumer expectations and information seeking behavior.

The key informants were asked to identify challenges experienced in running user education programmes and all of them 5(100%) were in total agreement that they faced a myriad of challenges as observed by the Senior Librarian (R3) who responded that:

"Lack of enough attention from users, low turn up for training especially on online training, lack of facilitation on physical training, poor reading culture among users, lack of user commitment, funding of library activities, such as budget cuts, machine maintenance no voice/audio on equipment"

The supervisor library being one of the key informants gave responses concerning the challenges facing them which were not in agreement in totality apart lack of attention. This means that there is need look at the challenges affecting the users visa- v their challenges so that they can have one harmonized approach in solving them which will result in the smooth implementation of user education programmes with the aim of optimal use of e-resources at the KRA library. It is thus clear that challenges are experienced in line with carrying out user education programmes hence the need to come up with solutions to solve the said challenges. Ani and Bassey (2008) agreed, stating that this ailment is caused by the teacher's lack of appreciation and ignorance. One significant impediment to library user education

programmes is that some librarians see it as a distraction from the library main goal, which is to deliver data. Furthermore, according to Fleming (2006), the most pressing issue in library user education in South-east Nigeria, and possibly everywhere in the globe, is the acquisition, processing, and dissemination of data resources in a way that can be accessed by users of the library.

4.7.2 Suggested solutions to the Challenges faced by Library Users

The respondents were further requested to suggest solutions to the said challenges. Their responses are indicated in the table 4.5 below

Table 4.5

Solutions to the Library Users

n =131

Challenges	**Solutions**	**Frequency**	**%**
Lack of competence	KRA to train library staff	57	43.5%
Lack of proactive marketing strategies for e-resources	KRA library staff to devise marketing strategies	20	15.2%
Inadequate funding	KRA Management to allocate adequate funds for resource	38	29%
Lack of conducting user surveys	KRA Library staff to conduct user surveys	10	7.6%
None	None	6	4.5%

Source: Responses from the Respondents

According to the respondents, 57 (43.5%) were of the opinion that library employees must be educated and taught in the most efficient use of computers and related technology so as to provide prompt and reliable information services to consumers. Furthermore, 20 (15.2%) of the respondents stated that lack of proactive strategies for e-resources might be a factor contributing to underutilization of e-resources thus suggesting the library staff should mount such programmes. The respondents indicated that lack of proper funding 38(29%) was key towards achieving optimal use of e- resources and the solution for that was that the KRA management should allocate enough financial resources to assist in hiring of more staff, improvement of the existing internet infrastructure and other associated activities on e-resources. The other respondents indicated 10 (7.6%) lack of conducting users' surveys and those were mainly from the KRA library. It was noted that 6 (4.5%) of the respondents did not respond to this question.

The researcher also asked the interviewees to give solutions to the said challenges and 5(100%) agreed and indicated that they were facing quite a number of challenges as the Manager Library Services (R4) responded that:

"There should be frequent user education trainings, funding especially on hardware maintenance, increase library budget while creating awarenessof library services would be of great help in line with service delivery to users"

This response is in agreement with that of the majority of the main respondents who were of the opinion that library employees must be educated and taught in the most efficient use of computers and related technology so as to provide prompt and reliable information services to consumers. Its upon library staff being equipped with the prerequisite skills so that they are able to effectively and efficiently implement user education translating to maximum use of e-resources at the KRA library.

In addition to the above-mentioned challenges, Assistant Manager Library Services (R1) posed:

''there is need to have management good will so that some of the problems affecting user education

programmes and optimal utilization of e-resources are solved''

The special libraries including KRA library are established to support the main organization in terms of providing most updated information, concise, precise, timely and adequate information so that the organization can execute its mandate of which KRA is not an exception. This calls for KRA management to have a buy-in of the activities from which KRA library is carrying out including but not limited to user education programmes.

The researcher managed to interact with one of the users where one of the users indicated that users should be motivated; trainings of the programmes should be done more often and library staff should communicate on timely basis. These statements are supported by the findings of Mishra and Mahapatra (2013) who revealed that to fully realize the potential of library management, it is critical that libraries have appropriate experts with a solid understanding of ICT application in libraries; nevertheless, in practice, the majority of library professionals lack adequate ICT skills.

4.8 Proposed Model of Improving User Education at Kenya Revenue Authority Library

One of the objectives of this study was to propose a model for improving user education programmes at the KRA library so as to improve optimum use of e-resources successfully.

The model will focus on key issues that came up in the research, especially those that posed challenging in pursuit of implementing user education. The research established that KRA library has the biggest role to play in the implementation of user education so that e-resources can be properly utilized. The KRA library recognizes that robust user education is the core of library users' progress, endeavor and well-being and user education is creating immense impact on the way services are delivered. So, the approach to user education should start with the KRA library acknowledging its role as a major player in the implementation of user education for exploitation of e-resources. With this kind of commitment

in place, it will lead to studying the library users to determine the kind of information that they need and infrastructure development that will be required to achieve widespread application of suitable methods to ensure that access to e-resources is used to the best effect. The KRA library commitment will also see the KRA administration encouraging institutional reforms leading to the exploitation of the e-resources leading to service delivery. Other important components of this model include: E- resources users, Library policies, user education strategies, access to e-resources, information infrastructure, information sought, methods of access to e-resources, methods of user education and challenges to be addressed by imparting proper user education. E- resources users are important since all the user education programmes are formulated and established to ease their work. The other important component is the KRA departments since the library has to ensure that all the existing departments have to be served with the library resources uniformly. Special libraries are established to enable the staff in these institutions execute their mandate with effectiveness and efficiency. Library policies are important as they lay ground on which issues of user education are anchored. These policies will be concerned with user education formulation, implementation, access and use, and directly address the causes of poor use of e-resources at KRA library. Individual libraries normally have library policies that outline and streamline various services offered. These policies are aimed at increasing efficiency and effectiveness of various services offered in libraries which include user education which is anchored in this model.

Regarding how the findings of the study has informed the formulation of figure 4.12 is premised on the objectives of this study for instance objective one of this study was to establish the types of user education programmes at KRA library and the finding were that 36% was library orientation, 33% was bibliographic instruction and 31% was library instructions. The findings indicate that we do not have effective user education programmes since majority 45% respondents indicated that user education programmes were not commonly carried out. That meant that in order to make optimum use of the e-

resources, the library staff ought to come up with library strategy among them policies for the implementation of user education and settling on the most effective methods of user education.

On staff capacity the findings indicated that 75(57.2%) of library staff were competent in terms of implementing user education, 58.7% communicated effectively towards library users and 44% had positive attitude towards library users however these cannot translate to optimum utilization of e-resources without the good will of the top management that involve the departments at KRA which will provide finances that will facilitate training, putting in place the required infrastructure and also cultivating and enhancing positive attitude towards the use of e-resources.

The findings on the application of ICT on the utilization of e-resources revealed that 49.6% used Wi-Fi translating to 32% on the usage of e-books. This usage is not good enough given the investment KRA has invested in e-resources. This means that KRA has put more emphasis on e-resources without paying a lot of attention to the required ICT information infrastructure which include among other things: computers, wireless, broadband and internet etc. This will translate in accessing the information sought such as: taxes, revenue, financial information among others.

It is worth noting that this is an innovative user education model fulfils the requirement that whenever research is carried out, it must create new knowledge and ideas thus this new model has not been applied elsewhere. The ultimate objective of this study was to come up with a model that could be used by KRA library and other institutions to enhance user education programme. They mean in essence that this an innovative model to be tested and implemented by the KRA library. It can be implemented in phases for instance, acquisition of e resources based on policy by putting in place proper e-resources infrastructure, mounting proper user education programmes and so on until the users can comfortably access the e-resources comfortably thus solving the problem of under-utilization of the e-resources at KRA library.

The model is presented as figure 4.12

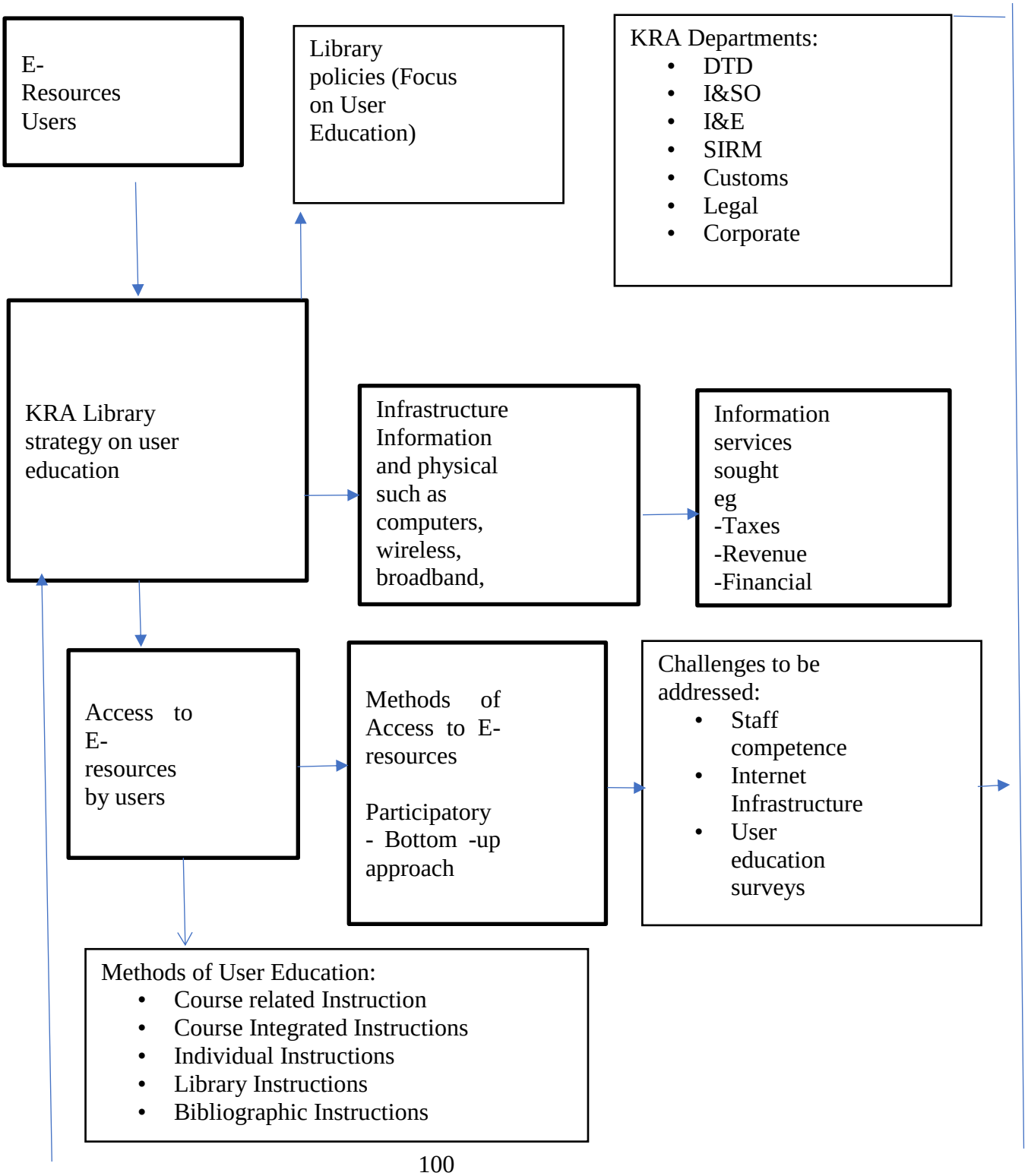

Figure 4.12:
Proposed Model

This model is important to this study and more specifically KRA library staff. Literature revealed that past studies were more generalized in nature but this study has not been generalized but focuses on Kenyan context specifically KRA library. The past studies carried out did not address issues to do with types of user education; staff competency; application of ICTs in user education and challenges facing the implementation of user education. Based on the literature review conducted, studies carried out did not come up with implementation models which this study has done. This model has also flagged the challenges facing the implementation of user education as identified in the findings for instance; staff competency; internet infrastructure and user education surveys among others which if addressed by KRA library staff could improve the implementation of user education programmes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In order to provide a model for their implementation at the Kenya Revenue Authority library, the study's goal was to look at user education programs on the use of electronic resources at the Nairobi headquarters library. As a result, this chapter covers the research findings summary, conclusion, and suggestions in accordance with the study's goals.

5.2 Summary of Findings

The results of KRA's planning, arranging, and carrying out of user education processes in response to the task of educating and training users on the use of sources of information and services are summed up in this section.

5.2.1 Demographic information

The respondents of the study were drawn from seven major departments within KRA and these were: Customs and Boarder Control 21(16%); Domestic Taxes 28(21.3%); Intelligence and Strategic Table Operations 9(7%); Investigation and Enforcement 16(12.2%); Strategy, Innovation and Risk Management 30(23%); Corporate Support Services 12(9%); Legal Services and Board Coordination 15(11%) and Library 5(4%) section who were Key informants. From the data presented, majority of them were drawn from Strategy, Innovation and Risk Management 30 respondents representing 23%.

Regarding their level of education, majority of the respondents were diploma holder 34(26%) undergraduates 33(25%) and 25(19%) postgraduates respectively.

5.2.2 Types of User Education Programmes in the Utilization of E-Resources at the KRA Library

Determining the kinds of user education programs for making use of the KRA library's e-resources was the initial goal. Based on the survey, it was determined that the users knew how the library operated because most of them went there every day (49 out of 47, or 37.4%) and every week (46 out of 35%). According to the findings, KRA uses the following kinds of user education programs: library instruction 41(31%), bibliographic instruction 43(33%), and library orientation 47 (36%). User education programmes were shown to be less reliable in facilitating autonomous accessibility and utilization of electronic resources among users, according to the study. The study also found that user education programmes were not commonly carried out among library users, as evidenced by the fact that only 59 (45%) of respondents reported that user education programmes were carried out on a monthly basis, 58 (44%) weekly, and 14 (11%) daily. The findings concur with Ogunmodede and Emeahara (2010) who proposed the specialized user education components, such as overall induction, library touring and talk given to new learners, most of whom have bit used properly developed libraries, introducing them to the complex college library facility, Librarians introducing learners to a variety of library resources so that to cultivate library capabilities; librarians attempting to educate learners on manner to get resources physically via a catalogue or online via on-line public access collections; and librarians who educate children by credit-bearing course work.

5.2.3 Staff Capacity in Effecting User Education at the KRA Library

The second objective was to establish staff capacity in effecting user education at the KRA library. The study found that staff involved in user education programmes 75 (57.2%) are suitable and very competent and 41(31.2%) competent respectively to effect user education at the KRA library. The result is in line with Collins (2013) who argued that reference services staff are competent in their work since they are trained in certain fundamental technical areas of troubleshooting, the professionalism required to resolve more complicated e-resource difficulties is frequently found within the library's technical assistance employees.

Further, the study established that the library staff 55 (42%) have positive attitude towards library users, are always ready to share their experiences, ideas, and reflections. The staffs' friendly nature can make it possible to minimize the challenges encountered on the provision of user education programmes for e- resources. This finding is in agreement with Collins (2013) who indicated that the staff's services deliver a more personal awareness of the complicated e-resources life cycles, as well as a direct link to users' concerns, in addition to more technical expertise.

Furthermore, the majority of the library staff 77 (58.7%) communicates efficiently with library users, which adds to effective user education at the KRA library. This finding is in conformity with Ezeani (2010) who agrees that librarians with good communication and interpersonal skills will assist the library to convey its mandate with speed, ease and accuracy.

5.2.4 Application of ICTs in Provision of User Education

The third goal was to evaluate how ICTs were used to provide user education for the KRA library's e-resource usage. According to the report, Wi-Fi 65 (49.6%) is the ICT infrastructure in the library that is used the most. The survey also found that KRA had installed ICT infrastructure to provide users with

access to information sources and facilitate the retrieval of pertinent data. This finding is backed by Peyala (2011), who claims that the usage of information technology has resulted in advancements in the field of information technology, which has substantially improved library services. The study found that e-books 42(32%) are most used e-resources in the library and that that KRA has relevant e-resources from general to specific subjects hence plenty of information resources in all fields to cater for their user community. This is in line with Sejane (2018) who revealed that in today's libraries, you will find both print and non-print documents, as well as devices and technology for accessing information. The study established that ICT and e-resources are very reliable in the library and to user information needs. This finding is in agreement with Madhusudham (2017) who agreed that access to a wide variety of data, like updated research publications, is possible because of availability of e-resources that can be used from anywhere in the globe.

5.2.5 Challenges Facing Provision of User Education Programmes at KRA Library

The study sought to identify challenges facing user education programmes at KRA library. The study found that the challenges include: work overload 44(33.5%), lack of interest among users 39(29.7%), low network 27(20.6%). These challenges are affirmed by Makori (2012) who says that Kenyan academic libraries appear to be encountering significant issues in fulfilling their core function of providing information to users.

5.3 Conclusions

The study concluded that adopting various types of user education programmes is good at the KRA library. According to the findings, implementing various user education programmes is beneficial in ensuring comprehensive and focused information. Adopting several sorts of user education techniques gives users and librarians a variety of search possibilities thus beneficial to libraries as well as every member of society who is hungry for a range of information from across the world.

The study concluded that staff capacity plays a key role in effecting user education in libraries. According to the findings, educated and trained library employees are required to provide timely and efficient information services to both e-learners and e-educators. The survey also found that library staff training and development is important for improving work performance and enabling staff to adapt to constant changes such as new and sophisticated technologies, which necessitates workers with a capacity of variety of ICT abilities.

The study indicated that advances in the available information and communication technology services had a significant impact on library operations. According to the findings, e-resources provide knowledge that allows users to become more conscious of themselves. Infrastructure improvements such as high-improve the practice. Using e-resources allows the library to save space and time for its users.

Ultimately, the investigation came to the conclusion that KRA's user education programs face a number of difficulties. In order to meet users' information needs, libraries must prioritize user education. Additionally, the programs focus on how libraries organize their user education programs and how it affects users' use of electronic resources. Giving library patrons the abilities and information they need to become independent and productive library users is the aim of user education. According to the findings, user education programmes enhance the quality of users' research outcomes and assure long term learning. The study concluded that user education programmes look at the manner academic libraries are addressing the problem of educating user’s data-seeking abilities in a fast-varying data environment.

5.4 Recommendations

According to the findings, user education programmes are important in satisfying user information needs, and librarians should work together to encourage user engagement in these programmes since it will provide them with the skills they need to succeed in their academic pursuits. Librarians should view

the expansion of user education programs in terms of depth, content, and teaching philosophies and techniques as essential to the programs' ongoing success. As a result, the study offers the following suggestions.

5.4.1 Staff Capacity

In relation to staff capacity, the study recommended that library personnel and users should be trained and retrained on application and utilization of e-resources. The library staff must be educated and trained in the most efficient use of computers and related technology in order to provide patrons with prompt and efficient information services since implementing new and advanced technology in libraries necessitates the hiring of qualified personnel with a variety of ICT abilities.

To achieve this KRA management should ensure that information centres such as KRA should set aside adequate financial resources for capacity building for the library staff, user education programmes, acquisition of e-resources and establishment of state-of-the-art ICT infrastructure and funds for capacity building for its staff.

5.4.2 Internet Infrastructure

Internet infrastructure ought to be upgraded by raising the internet speed and putting additional computers to the e-library center to reliably achieve data needs. Rather than imagining users to admit what is offered on the market, the proper approach is to understand and deliver if electronic resources are appropriate for users in their particular circumstances. If the aforementioned tasks are carried out, the situation about accessibility to and usage of e-resources in libraries will vastly improve. The KRA management in consultation with the ICT department should ensure that this achieved.

5.4.3 Libraries to use strategies of proactive marketing for the e- resources

To enhance and make the most use of scholarly e-resources by library users, the study recommends that

libraries use strategies of proactive marketing for the e- resources they subscribe to, like brochures, calendars, workshops, newsletters, posters and scheduled.

5.4.4 Librarians to conduct frequent user surveys

The study recommends that librarians should conduct frequent surveys on the users so as to get their views on the user education and find solutions to the challenges facing provision of user education. Moreover, the study recommends that integration of user education programmes should consist of ongoing collaborative efforts of users and librarians or staff.

Librarians will articulate how user education programme will occur specifically such as through course related instructions, course integrated instructions, individual instructions, library instructions and bibliographic instructions. Most library programmes start from the library down to the users. However, this model recommends a bottom – up approach, that is, from the users to the library so as to address issues that were identified as challenges for instance lack of competent library staff to implement user education, inadequate information infrastructure, reactive strategies of marketing e-resources and librarians conducting user education surveys among others. On e- resources access, the KRA library should lay down modalities for access. Access to e- resources is very important to ensure proper utilization of the same. This access therefore has got to be planned, organized and well managed.

The other component is information infrastructure, which should deal with the diffusion of user education programmes to the users of KRA library. Information infrastructure is very key hence hinders efforts to access e- resources thus has having an impact on the implementation of user education at the KRA library thus affecting delivery of service. Information sought is another component in this framework since it will dictate to the library staff implementing user education the type of strategies to

be employed while offering user education. Users of the library seek information while confronted with a particular problem to solve so information sought should be well understood and addressed by the library staff.

Subpar results are likely if new technology is employed only to replace outdated technology without altering current organizational structures, behavioral patterns, or relationship management techniques, according to Harris (2004). To achieve the best results, the individuals for whom services are meant should be particularly targeted, which brings another crucial element to the framework—challenges that the library must solve.

5.5 Recommendation for Further Studies

This study looked at how KRA plans, organizes, and implements user education programmes in response to the difficulty of training and instructing users on how make use of the data sources and services. Further studies should be done on other libraries in Kenya that are well equipped with electronic information resources by examining how they implement user education programmes in their respective libraries.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Lydiah Wanja

mwanja32@gmail.com

0702708262

Dear respondent

Re; Research Thesis

I am a Masters student at Kisii University, Kenya, Department of library & Information Science pursuing a degree in library and Information Science. As part of my studies, I am conducting a study on **user education practices on utilization of e-resources at KRA, Nairobi, Kenya.** This is for fulfillment of the requirements of the award of Master of Information Science Degree of Kisii University. I am humbly requesting you to take part in the study by filling this questionnaire. Kindly consider responding to all the questions as honestly as you possibly can. Be assured that all the information you provide will solely be utilized for the purpose of fulfilling the objectives of the study and handled with confidentiality. Thank you and do not hesitate to contact me using contacts as provided above in case you need further information. Information provided by you will be purely for academic research purpose and will be treated with outmost confidentiality.

Yours faithfully,

Lydiah Wanja

APPENDIX II: QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Department of Work……

2. What is your highest level of education?

   Secondary [ ] Certificate [ ] Diploma [ ]

   Undergraduate [ ] Postgraduate [ ]

SECTION B: USER EDUCATION PROGRAMMES

1. Which of the following best describes your affiliation to the library?

   Manager☐ Library staff ☐ Library user ☐ Support staff ☐

2. How often do you visit the library?

   Daily ☐ Weekly ☐ Monthly ☐ None ☐

3. What type of user education program is in use at KRA?

   Library orientation(tours) ☐ library instructions (rules and regulations) ☐

   bibliographic instructions (instructions on how to access e-resources) ☐

4. How effective is the program in enabling users independently access and use e-resources?

   Very effective ☐ Effective ☐ Somehow effective  Not effective ☐

5. How often is user education program carried out among library users?

   Daily ☐ Weekly ☐ Monthly ☐

SECTION C: STAFF CAPACITY

a) How competent are the staffs involved in conducting user education program?

Very competent ☐ Competent ☐ Somehow competent ☐ Incompetent ☐

b) What is the library staffs' attitude towards the users?

Friendly ☐ Lukewarm ☐ Unfriendly ☐ Other specify…….

c) How effective are the library staffs in communication with the users regarding the use of e-resources?

Communicates effectively ☐ Less effective in communication ☐

Not effective in communication ☐

SECTION D: APPLICATION OF ICTS

1) What ICT infrastructure does KRA library have?

Wi -fi ☐ Desktops☐ Printers and Scanners ☐ Backup devices☐

2) What are the e-resources available for use at KRA library?

E-books ☐ E-journals ☐ E-databases ☐ OPAC ☐ Other……

3) How reliable are the ICT and e-resources?

Very reliable ☐ Reliable ☐ Less reliable ☐ Not reliable ☐

4) How relevant are the e-resources to user information needs?

Very relevant ☐ Relevant ☐ Less relevant ☐ Not relevant ☐

SECTION E: CHALLENGES FACING PROVISION OF USER EDUCATION PROGRAMMES

Kindly tick all you feel are the challenges facing the provision of User Education programmes at KRA library.

1. What are the challenges facing provision of user education at KRA library?

   Inadequate staff ☐ Inadequate training ☐ Unreliable power supply ☐

   Work overload ☐ Lack of interest among users ☐

2. What in your opinion can be the solutions to the challenges mentioned above?

   ……

   ……

THE END

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX III: INTRODUCTION LETTER TO RESPONDENTS

USER EDUCATION PROGRAMMES ON UTILIZATION OF ELECTRONIC RESOURCES AT THE KENYA REVENUE AUTHORITY, NAIROBI, KENYA

Lydiah Wanja

mwanja32@gmail.com

0702708262

Dear respondent

Ref; Research Thesis

I am a Masters student at Kisii University, Kenya, Department of library & Information Science pursuing a degree in library and Information Science. As part of my studies, I am conducting a study on user education practices on utilization of e-resources at KRA, Nairobi, Kenya. This is for fulfillment of the requirements of the award of Master of Information Science Degree ofKisii University. I am humbly requesting you to take part in the study by filling this questionnaire. Kindly consider responding to all the questions as honestly as you possibly can. Be assured that all the information you provide will solely be utilized for the purpose of fulfilling the objectives of the study and handled with confidentiality. Do not hesitate to contactme using contacts as provided above in case you need further information.

Yours faithfully,

Lydiah Wanja

APPENDIX IV: INTERVIEW SCHEDULE FOR KEY INFORMANTS

A: USER EDUCATION PROGRAMMES

1. How many of the education programmes to you know that are carried out at KRA library?
2. How often are these programmes mounted?
3. How effective are the user education programmes?

B: STAFF CAPACITY

a) How competent are the staffs in providing user education?

b) What is the library staff attitude towards users?

C: ICT INFRASTRUCTURE AND E-RESOURCES

1. What ICT infrastructure does your library have?
2. What are the e-resources contained in your library?
3. What e-resources do your users frequently consult or use frequently?
4. How satisfied are your users with the ICT and e-library resources?

D: CHALLENGES FACING USER EDUCATION PROGRAMMES

1. What are the challenges experienced in provision of user education?
2. What are the solutions to the said challenges?

APPENDIX V: POSTGRADUATE INTRODUCTION LETTER

KISII UNIVERSITY

Telephone: +25420 2352059
Facsimile: +254020 2491131
Email: research@kisiiuniversity.ac.ke

P O BOX 408 – 40200
KISII
www.kisiiuniversity.ac.ke

OFFICE OF THE REGISTRAR RESEARCH AND EXTENSION

REF: KSU/R&E/ 03/5/515 **DATES:** 23rd February, 2021

The Head, Research Coordination
National Council for Science, Technology and Innovation
(NACOSTI) Utalii House, 8th Floor, Uhuru Highway
P. O. Box 30623– 00100
NAIROBI - KENYA.

Dear Sir/Madam,

RE: LYDIAH WANJA MIN11/00012/18

The above mentioned is a student of Kisii University currently pursuing a Degree of Master in Information Science. The topic of her research is, **"User Education Practices on Utilization of Electronic Resources at the Kenya Revenue Authority Library, Nairobi".**

We are kindly requesting for assistance in acquiring a research permit to enable her carry out the research.

Thank you.

KISII UNIVERSITY
RESEARCH & EXTENSION

for Prof. Anakalo Shitanda, PhD
Registrar, Research and Extension

Cc: DVC (ASA)
Registrar (ASA)
Director SPGS

APPENDIX VI: NACOSTI RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **159060**

Date of Issue: **12/March/2021**

RESEARCH LICENSE

This is to Certify that Ms.. LYDIAH MUTHONI WANJA of Kisii University, has been licensed to conduct research in Nairobi on the topic: USER EDUCATION PRACTICESON UTILIZATION OF ELECTRONIC RESOURCES AT THE KENYA REVENUE AUTHORITY LIBRARY, NAIROBI. for the period ending : 12/March/2022.

License No: **NACOSTI/P/21/9290**

159060

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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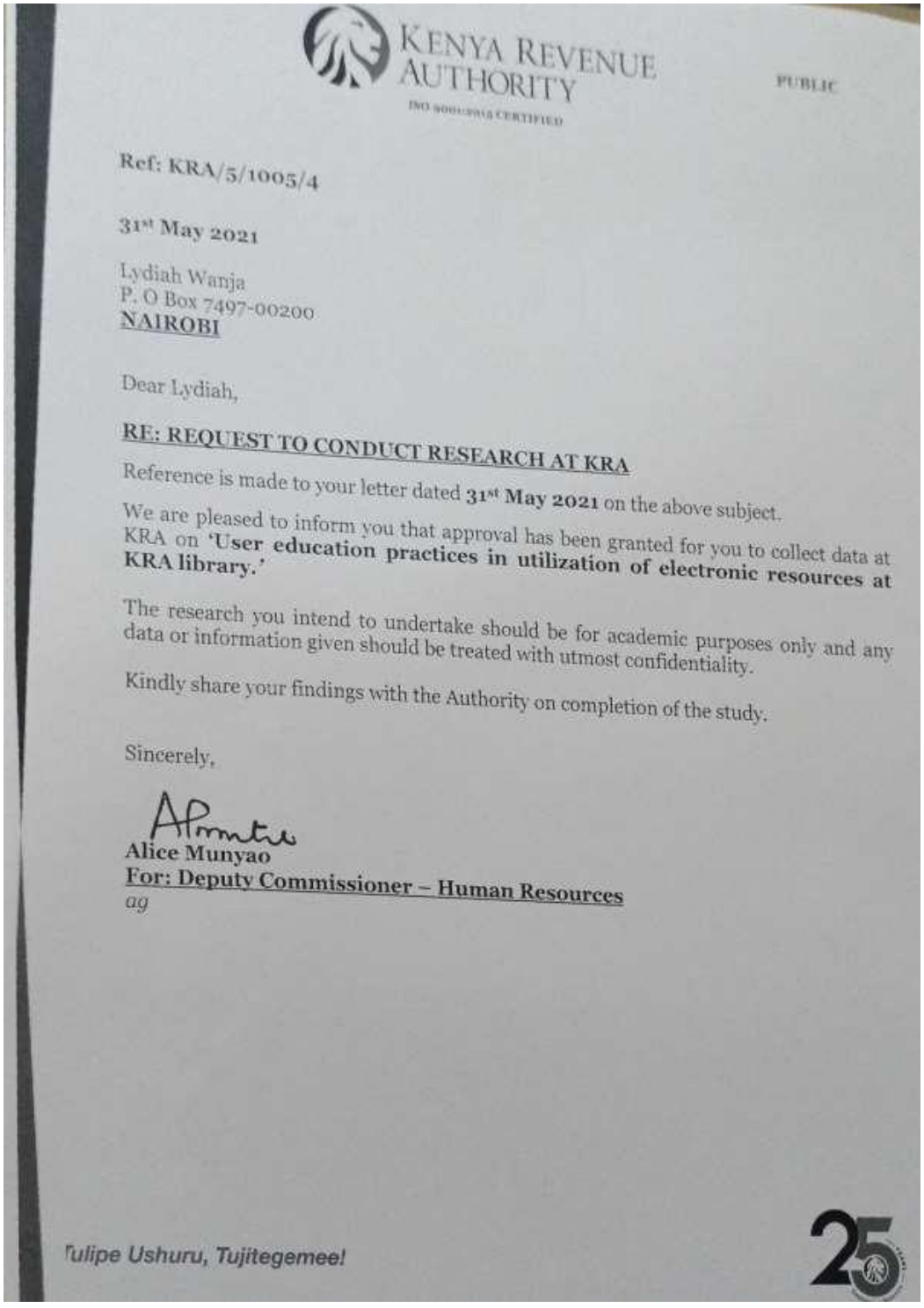
APPENDIX VII:



KENYA REVENUE AUTHORITY

ISO 9001:2015 CERTIFIED

PUBLIC

Ref: KRA/5/1005/4

31st May 2021

Lydiah Wanja
P. O Box 7497-00200
NAIROBI

Dear Lydiah,

RE: REQUEST TO CONDUCT RESEARCH AT KRA

Reference is made to your letter dated **31st May 2021** on the above subject.

We are pleased to inform you that approval has been granted for you to collect data at KRA on **'User education practices in utilization of electronic resources at KRA library.'**

The research you intend to undertake should be for academic purposes only and any data or information given should be treated with utmost confidentiality.

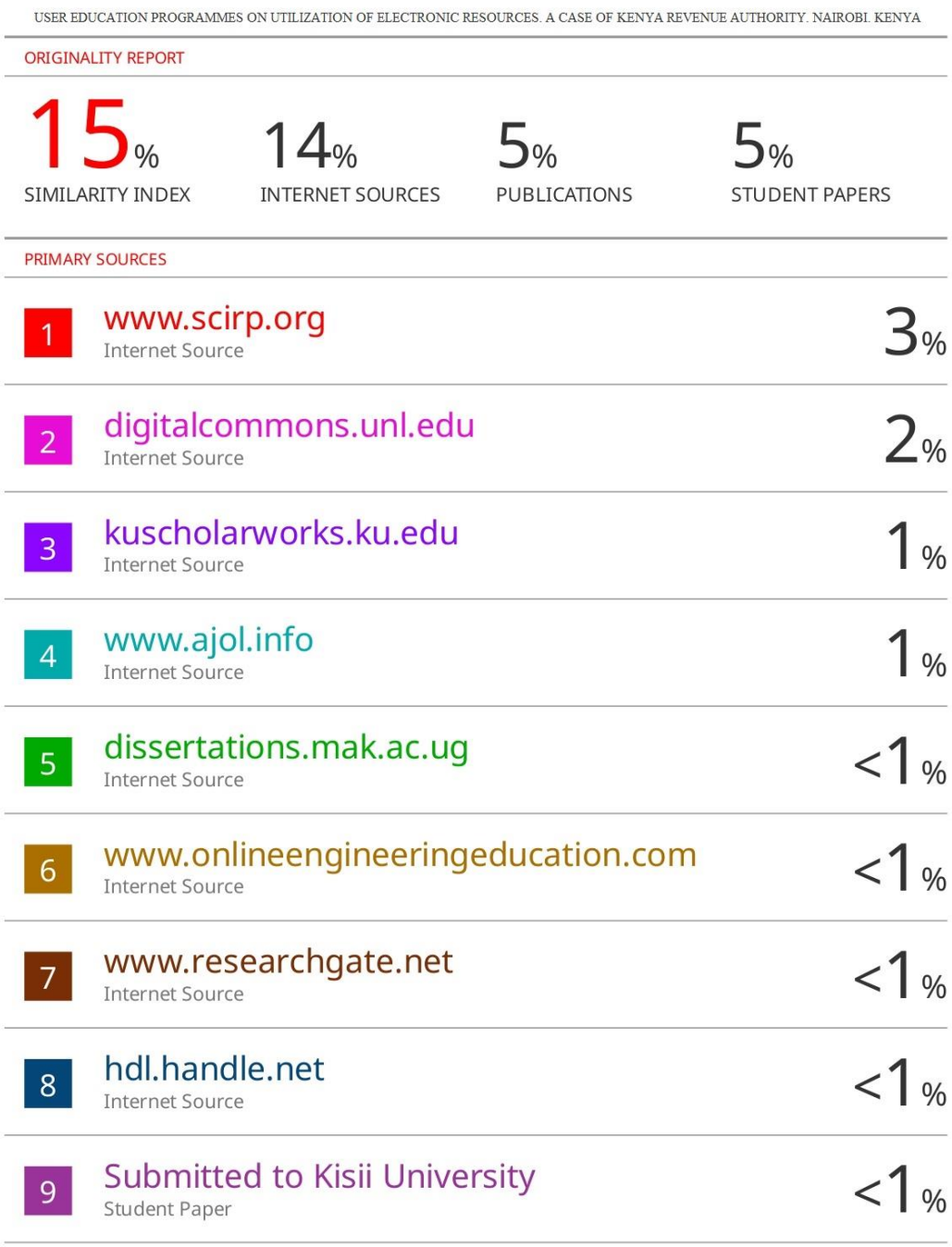
Kindly share your findings with the Authority on completion of the study.

Sincerely,

Alice Munyao
For: Deputy Commissioner – Human Resources
ag

Tulipe Ushuru, Tujitegemee!

APPENDIX VIII:



USER EDUCATION PROGRAMMES ON UTILIZATION OF ELECTRONIC RESOURCES. A CASE OF KENYA REVENUE AUTHORITY. NAIROBI. KENYA

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