

AN ASSESSMENT OF THE PROVISION OF E-RESOURCES TO USERS AT OKAHAO COMMUNITY LIBRARY

A research project submitted in partial fulfilment of the requirements for the degree of
Bachelor of Arts in Library and Information Science (Honours) to the University of Namibia,
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By

Aune N.T. Shikongo

(STUDENT NO: 201612204)

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Supervisor: Prof. C. T. Nengomasha

Abstract

The study assessed the provision of e-resources to users at Okahao Community Library. The objectives of the study were to: examine the e-resources available at Okahao Community Library; find out whether the Library had adequate infrastructure to accommodate e-resources for users; determine the level of ICT related skills for the users and library staff as well as investigate the perceptions of Okahao Community Library users towards access and use of e-resources.

The study employed a concurrent mixed methods research approach to collect data. The population of the study included the users and the staff of Okahao Community Library. The researcher used convenience sampling to select an estimated number of 50 library users who happened to come and use the Library during the days of the data collection, and included all 3 library staff members. The instruments of data collection included a structured questionnaire and a semi-structured interview guide. The structured questionnaire consisted of close ended questions and the semi-structured interview guide had open ended questions. The researcher used Microsoft excel to analyze data for descriptive statistics, which was reported using bar graphs, pie charts, and tables.

Data from interviews was analyzed using thematic analysis and presented using descriptive narrative. The study revealed that most of the library users were aware of the available e-resources and they made use of them. The study also revealed that the library did not have enough working computers, despite the lack of working computers, the study also shows that the library had Wi-Fi connection available and users were provided with the Wi-Fi password at all times. The study also revealed that there was an increase in the use of e-resources every year and that the users believed that e-resources contained a vast amount of information.

Dedication

This study is dedicated to my mother, Selma Iilende. Thank you very much for immensely influencing my character and pushing me to run after my dreams. Your prayers are the reason this study is a reality. To my late grandmother, Kuku Paulina Naambo yaKaanandunge, it blessed me to know that you would be very proud of me for completing my research study. May your soul continue to rest in eternal peace.

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I owe my deepest gratitude to my mother, for all your prayers and encouragement, thank you very much mom.

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I am indebted and thankful to the authors whose work I have used to complete my research study as I could not depend on my own knowledge, because of the input of everyone who helped me, this is a better research study. Any mistakes, errors in judgement, or other flaws, however must be attributed to me alone.

Declaration

I, Aune Namusakla Tuyoleni Shikongo, hereby declare that this study is my own work and that this work has not been submitted for a degree in any academic institution.

I have not allowed anyone to copy my work with the intention of passing it on as his or her own work.

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Aune Namusakala Tuyoleni Shikongo

November 16, 2021

Date

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Abbreviations and Acronyms

CD-Rom	–	Compact Disc Read Only Memory
E-Resource	–	Electronic Resources
HTML	–	Hypertext Markup Language
ICT	–	Information, Communication and Technology
PC	–	Personal Computer
PDF	–	Portable Document Format
PPT	–	Power Point Templates
TAM	–	Technology Acceptance Model
WHO	–	World Health Organization

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Chapter 1

Introduction

1.1 Introduction

The chapter provides the orientation of the proposed study, statement of the problem, objectives of the study, the significance of the study, limitations of the study and delimitations of the study as well as the methodology and research ethics.

1.2 Orientation of the proposed study

Electronic resources (E-resources) have become the source of information for most libraries today. Bajpai, Mai and Bajpai (2009) define e-resources as the electronic image of information. They are materials that are presented to the users in a digital format which is accessible electronically. E-resources are available in various forms such as Adobe Acrobat documents, electronic books, electronic journals, online magazines, etc. With the changing times, there is a need for access to e-resources at community libraries.

Kumar and Grover (2017) state that the recent developments in the field of information, communication and technology (ICT) have changed each and every aspect of the world scenario. Coward (2010) confirms that e-resources offer enormous benefits. They provide users with faster and more convenient and at any time access whether from home, campus or library. E-resources also have a vital role in supporting higher education and in fulfilling educational objectives. They also reduce the burden to library staff. As long as an internet connection is available, e-resources are accessible anywhere and at any moment using a simple technological device, such as a personal computer (PC), a tablet or even a smartphone. E-resources also have special features such as hypertext link to related information – graphics, audio, video and animation.

Kenchakkanar (2014) outlines a few challenges of e-resources which include lack of infrastructure and low budget. This is because most libraries are non-profit organizations and

they cannot purchase and afford the cost of e-resources. Kenchakkanar (2014) also adds that users do not have skills to use e-resources. Provided that especially during this time when everyone is shifting towards the digital platforms due to the Covid-19 pandemic, there is a need for traditional libraries to look into providing e-resources to users, considering that the pandemic might last a few more years. However, availing e-resources may heighten the impact of inequality as it would only be accessible to a certain demographic. Thus, furthering the issues of classism and exclusion. (Sinha & Thacker, 2010)

The Okahao Community Library is one of the community libraries under the Ministry of Education, Arts and Culture, housed on the premises of the Ongandjera Traditional Authority. It is amongst the few community libraries within the northern parts of Namibia. The services offered include book lending, photocopying, scanning, printing, basic ICT courses, and well as outreach services such as local school visits, storytelling, youth guide seminars, and grade 12 career sessions.

1.3 Statement of the problem

E-resources give access to multiple contents. This necessitates the acquisition of ICT literacy skills to be able to make effective use of the library. Despite the opportunities presented by electronic resources, there remain challenges in developing countries in terms of infrastructure, access to the e-resources among others. Anyim (2018) states that the main limit for traditional libraries is represented by physical space: books consume a lot of it and people often have to walk round in search of a particular material. Thanks to the Internet and cloud storage, e-resources overcome this limitation, expanding library user`s horizons in learning. Provided that we are facing a pandemic and social distance should be practiced as well as avoiding gatherings, we do however need an alternative to ensure library contents are still accessible to people during the pandemic which we see lasting for a few more years. According to Acer for Education (2017) e-resources are quickly becoming the norm at libraries since they combine

technology and information resources to allow remote access to educational content, breaking down the physical barriers. This study therefore investigated the provision of e-resources at Okahao Community Library and bearing in mind the challenges highlighted by related studies.

1.4 Objective of the study

The study assessed the provision for e-resources to the users of Okahao Community Library. Specifically, the study's objectives were to:

- 1.4.1 Examine the e-resources available at Okahao Community library;
- 1.4.2 Find out whether the library has adequate infrastructure to accommodate e-resources for users;
- 1.4.3 Determine the level of ICT related skills for the users and library staff;
- 1.4.4 Investigate the perceptions of Okahao Community Library users towards access and use of e-resources.

1.5 Significance of the study

The study informed policy and procedures on the provision of e-resources at Okahao Community Library.

1.6 Limitations of the study

Questionnaires were handed out to only users who came to the library on the date that data was collected thereby affecting the representativeness of the sample that led to findings not being generalizable to Okahao Community Library users. The study was also carried out in English thus missing to the views of the users who were not fluent in English.

1.7 Delimitations of the study

The study focused on the users of Okahao Community Library and staff.

1.8 Methodology

The study adopted a case study research design. This is because case study research, however represents a much broader category of analysis. Doing case study research means conducting

an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence (Hanock & Algozzine, 2017). A case study research typically focuses on an individual representative of the group, this making the information gathered very useful in a sense of looking into making changes in the library. The study employed a concurrent mixed methods research approach. The researcher undertook a survey with structured questions for the library users and carried out an interview with library staff. The instruments of data collection included a structured questionnaire and a semi structured interview guide. The researcher used Microsoft excel to analyze the data for descriptive statistics, this data was reported using bar graphs, pie charts and tables. Data from Interviews was analyzed using thematic analysis and presented using descriptive narrative. The research methodology is further discussed in the chapter 3.

1.9 Research Ethics

According to Bracken-Roche, Bell and Mcdonald (2017) ethical issues include policies regarding informed consent, safety, deception, confidentiality, anonymity, privacy and caring. In this respect, the researcher obtained informed consent from potential research participants which they indicated by signing an informed consent form (see Appendix B). In terms of anonymity, the participants were not required to indicate their names on the forms. Codes instead of names were not used when reporting findings. The research data was only used for research purposes only.

1.10 Chapter Summary

Chapter 1 introduced the orientation of the proposed study, stated the statement of the problem, objectives of the study, significance of the study, limitations and delimitations of the study, methodology as well as the research ethics. The next chapter is on literature review and theoretical framework.

Chapter 2

Literature Review

2.1 Introduction

According to Brink, van der Walt and van Rensburg (2018) literature review is referred to a critical summary of existing knowledge on a topic, often prepared in order to contextualize the research problem.

Polit and Beck (2017) state that researcher conduct literature reviews for various reasons, such as: To conduct a critical and analytical appraisal of recent scholarly work on the topic in determining what is already known about the topic, the researcher obtains a comprehensive picture of the current knowledge base. Polit and Beck (2017) further state that the researcher conducts literature reviews in order to obtain clues about the methodology and instruments to use: the researcher learns what has, and has not, been attempted with regard to approaches and methods and what data collection instruments exist and work or do not work. It is for that matter the researcher conducted a literature review to compare existing study's findings with those of the proposed study – this process also demonstrates the relevance of the proposed study to the existing body of knowledge (Polit and Beck, 2017).

The chapter contains review of related literature under the following subheadings: types of e-resources, importance of e-resources as well as challenges of e-resources and the theoretical framework. The review of the literature aims to compare existing studies and establish the research gaps.

According to Eberhart (2010) a library is a collection of resources in a variety of formats that is (1) organized information professionals or other experts who (2) provide convenient physical, digital, bibliographic, or intellectual access and (3) offer targeted services and programs (4) with the mission of educating, informing, or entertaining a variety of audiences (5) and the goal stimulating individual learning and advancing society as a whole. Kumar &

Kumbar (2015) state that e-resources are found in many formats, which are accessible through a standard format. Kumar and Kumbar (2015) also add that to access e-resources, a library needs to have systems which have some minimum requirements to access because e-resources are available in different forms such as: HTML format; PDF format; PostScript format, Rich Text format etc.

Eberhart (2010) further states that a community library is established to enable laws or regulations to save a community, district or a region, and provides at least the following:

1. An organized collection of printed or other library materials, or a combination of thereof;
2. Paid staff;
3. An established schedule in which services of the staff are available to the public.
4. The facilities necessary to support such a collection, staff, and schedule;
5. Is supported in whole or in part with community funds.

Okahao Community Library serves a population that includes both students and researchers and the whole community at large. Provided that we are facing a pandemic and social gatherings are limited to a certain number, there is a need for provision of e-resources to the users of Okahao Community Library.

2.2 Types of e-resources

According to Bajpai, Mai and Bajpai (2009) electronic information sources are a wide range of products going from electronic periodicals to Compact Disc Read Only (CD-ROMs), from mailing list to databases, all of them having a common attribute of being used and sometime modified by a computer.

Kumar and Kumbar (2015) states that over the past few years, a number of techniques about related standards have been developed which allow documents to be created and distributed in

electronic form. According to Gyanendra and Satish (2020) electronic resources are really playing a significant role in providing various platforms to share, update, gain, work and learn through a number of platforms. Electronic resources are the unlimited digitized source of information, programmed through ICT devices, stored in a world web and available easily for every individual. It can usually be accessed by electronic devices, laptop, mobile phones, tablets through internet. Types of electronic resources used by libraries include, but not limited to:

2.2.1 Electronic Webinars

Electronic webinars are the primary and main source of information to the date. These are the easily accessible platforms provided through World Wide Web. It enables an individual virtually to share their knowledge as a host or as a participant very similar to physical face to face seminars. It involves presentations, group discussions, sessional competitions and permits any one to share the source of their information in the form of power point templates(PPT), portable document format (PDF), word or any kind of explanatory file (Gyanendra and Satish, 2020).

2.2.2 Electronic Journals

These are the enriched source of scientifically proven and updated information. These are available through various web pages. One can access to these journals by subscribing for it. These are delivered to the readers through their subscribed e-mail or directly on the website of the journal's home page. Currently every journal is making its published very old volumes to be available online, so that one can not only go through the latest information, but also the earlier one (Tenopir et al., 2009; Omotayo, 2010).

2.2.3 Government or non-government authorized websites

Various government and non-government websites are the one place platform, specified to convey the directional and institutional information. Like now a days during corona crisis, one

can access World Health Organization (WHO) or Ministry of Public Health Welfare for any latest and relevant updates regarding corona (Gyanendra and Satish, 2020).

2.2.4 Electronic Books

Electronic books encompass digital portable formats, which a user can access on his mobile phone, computer, laptop etc. It is very similar to a physical traditional book. It can be downloaded or read directly on a web page. It may be available as a single or multiple volumes depending upon quantity or resources it is carrying in an edited form (Gyanendra and Satish, 2020).

2.2.5 Electronic Dictionaries

Gyanendra and Satish (2020) A dictionary is a type of catalogue in a condensed format just to include a countless word limits in a single file. Dictionaries may be of generic or specific in nature. Many digital formats of it are available online through a number of resource providers, for example Cambridge Dictionary.

2.2.6 Employment Resources

Various websites though their built in program, provide a user opportunity to receive employment updates regarding any vacant positions in his required field. A very easy way to get these updates is to subscribe to these websites and get updates daily and directly to their registered e-mail. Some of these resources are governmentjobs.com, indeed.com, freshersworld.com etc. (Gyanendra and Satish, 2020).

2.3 Importance of e-resources

According to Sinha (2014) the reasons for embarking on the purchase of e-resources are generally accepted because of the ease of usability, readability, affordability and accessibility. Sinha (2014) also states that the importance of e-resources over print media includes: speedy information; not time limit; multi access; remote access; hyperlinks and multimedia; content, search facilities; emailing; email alert; maintenance; physical space saving; security and economical. Provided that e-resources allow remote access, providing e-resources to the

student users at Okahao Community Library will assist in a sense that users are still able to access information sources online to complete their university tasks – this is because, due to the pandemic, most students have returned to their homes of origin hence forced to make use of the community library.

Previous studies have been carried out on the importance of e-resources in libraries among users. Considering the importance and purpose of e-resources use as providing accurate and timely information, especially for graduate students in the community that embark on researches, this then explain the rationale for the provision of e-resources to Okahao Community Library users. A study by Coward (2010) shows that provision for e-resources to community library users require that users be trained to be able to make use of the electronic resources.

Kumar and Kumbar (2015) also states that electronic resources have great potential and bright future to attract users. It combines all the benefits of the multimedia, digital coding and internet. It enables user to carry everywhere and can be read on all types of computers including handled device.

Kumar and Kumbar (2015) further states that:

- E-resources can be downloaded instantly;
- Users can read an e-resources anytime;
- Due to portability, e-resources can be taken anywhere on portable computer;
- Font size can be changed suitably;
- E-resources provide facility to hold and turn pages easily physically disabled users can hear audible e-resources;
- E-resources are interactive;
- E-resources have back ground music and animations;

- E-resources save human resources for shelving and rectification;
- Users cannot misplace – e-books;
- Text can be searched, except when represented in the form of images;
- Hundreds or thousands of e-resources may be carried together on one device, approximately 500 average e-books can be stored in one CD;
- Type size and face may be adjusted;
- E-resources can be used with text-to-speech software;
- Distribute instantly allowing readers to begin reading at once, without the need to visit a bookstore.
- No risk of damage, vandalism, etc. on the pages;

2.4 Challenges of e-resources

Providing e-resources to community library users also comes with a lot of challenges especially in a developing country like Namibia. Sinha (2010) says, although there are many benefits of e-resources over print resources in libraries, there are still challenges faced such as: initial high infrastructure and installation cost; need of special equipment`s to access; lack of compatibility among publishers; hardware and software compatibility issues between publishers and users; difficulty inherent in relating to large amount of data on screen; causes more concern about copyright; and efficient manpower is required. A study by Nengomasha and Shuumbili (2020) confirms that libraries experience challenges in providing e-resources which emanates from poor funding.

According to Hamutumwa (2014) limited access to ICT infrastructure hampers effective use of electronic resources. Hamutumwa (2014) further states that factors that would hamper a student from effectively using electronic resources include: Financial constraints, lack of formal training on how to browse the internet, little or lack of knowledge of websites/search engines in searching for information on the internet, slow speed of students in typing and

disinterestedness (lack of personal interest) on the part of some students and lack of how to use the computer effectively.

2.5 Theoretical Framework

Theories are formulated to explain, predict and understand phenomena and in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions. According to Ahmed (2009) Technology Acceptance Model (TAM): Is one of the most widely used theories in IS literature. Two beliefs (perceived usefulness and perceived ease of use) predict attitudes, which in turn influence intended use of a technology. This intention then consequently impacts behavior of actual system usage. Perceived usefulness is the degree to which a user thinks a technology would enhance performance or productivity in the workplace. Perceived ease of use is the degree of lack of effort required by the user in adopting a given technology. Perceived ease of use also affects perceived usefulness. Based on TAM, the researcher has investigated the perceived usefulness and ease of use of e-resources by users and staff of Okahao Community Library.

2.6 Chapter Summary

E-resources are easily accessible, a user can access its required documents through different database, e-journals etc. subscribed in the library. According to Kumar and Kumbar (2015) e-resources save the time of the user in searching required documents among the books, journals etc. in some extent a user need not to go to the library in his/her busy schedule they can demand required article, document from the library and they can be served through mail, instant messaging etc. On the basis of the above mentioned points, it is right to say that e-resources are amongst the most important requirements in the present ICT environment. A library should therefore provide e-resources to its users for better and latest information sources. The next chapter is on research methodology.

Chapter 3

Research Methodology

3.1 Introduction

This chapter introduces the methodology that was used in the study. The research design for data collection is presented. Data collection methods and instruments are discussed as well as the population, sample and sampling, data analysis techniques and procedure used to carry out the research study.

3.2 Research Design

According to Kumar (2014) a research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. Its aim or function is to the development of procedures and logistical arrangements required to undertake a study, and also to emphasize the importance of quality in the procedures to ensure their validity, objectivity and accuracy. The study embarked on a case study of Okahao Community Library, located in the northern part of Namibia. Harling (2012) defines a case study as a holistic inquiry that investigates a contemporary phenomenon within its natural setting. He explains that a case study is conducted to understand a particular situation, event, phenomena, an educational activity, programme, institution or system. The study applied a mixed methods research approach. According to (Ngulube, 2010, p. 254):

Mixed methods approach involves collecting, analyzing, integrating and interpreting qualitative and quantitative data concurrently or sequentially in a single study or series of studies investigating the same problem, irrespective of which ever research methodology is dominant, in order to exploit the benefits of combining them and to enhance the validity of the findings. This study employs a concurrent mixed methods research approach.

3.3 Data collection methods

According to Brink, van der Walt and van Rensburg (2018) Data collection aims to address the research question, and is critically important to a study success. He further states that without quality data collection techniques, the accuracy of the research is easily challenged. The researcher undertook a survey with structured questionnaires for the library users to gather information on their knowledge of e-resources. A census study with the Library staff was carried out to establish issues related to infrastructure, the availability and accessibility of e-resources at Okahao Community Library as well as usage of e-resources by the community. Data was collected using mixed methods. Qualitative method is an appropriate method of arriving at statistical description, while qualitative research method digs deep to collect numerous forms of data and examine it from various angles to construct a rich and meaningful picture of a complex multifaceted situation (Creswell & Creswell, 2018).

3.4 Population

Population is a group of individual or organization with the same common defined characteristics that the researcher can identify and study (Creswell & Creswell, 2018). According to Brink, van der Walt and van Rensburg (2018) a population is an entire group of persons or objects that is of interest to the researcher, and which meet the criteria they are interested in studying. The population of the study included the users and the staff of Okahao Community Library which was comprised of three library staff and ninety-six registered users of Okahao Community Library.

3.5 Sample

A sample is a subgroup of the population that the researcher is interested in. (Kumar, 2014). Brink, van der Walt and van Rensburg (2018) state that research aims to optimize the use of resources in the investigation, and sampling is one way of doing exactly that. Brink, van der Walt and van Rensburg (2018) refers to convenience sampling as “accidental” or “availability” sampling and involves the choice of readily available participants or objects for the study. The

researcher used convenience sampling to select an estimated number of 50 library users who happened to come to use the Library during the days of the data collection, and included all the 3 library staff members.

3.6 Research instruments

The instruments of data collection included a structured questionnaire and a semi structured interview guide. The structured questionnaire consisted of close ended questions. Closed ended questions are answered by selecting from a limited number of options, such as yes or no, multiple choice questions or rating scale, e.g. from strongly agree to strongly disagree or true and false questions, (Cakir & Cengiz, 2016). The semi structured interview guide had open ended questions to allow probing. Cakir and Cengiz, (2016) state that open ended questions are those that are broad and allow the respondent to be able to express themselves fully without being limited to a yes or no answer with no further explanation.

3.7 Reliability and Validity

Reliability and validity are concepts used to evaluate the quality of the research study. According to Middleton (2019), reliability refers to how consistently a method measures something. If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable. Brink, van der Walt and van Rensburg (2018) state that reliability of the research instrument is another major concern for the researcher when they collect data. (Brink, van der Walt and van Rensburg, 2018) further states that, reliability refers to the degree to which an instrument can be depended upon to yield consistent results if used repeatedly over time on the same person, or if used by two researchers. Brink, van der Walt and van Rensburg (2018) add that there are three characteristics of reliability which include, stability that refers to the consistency of research instruments over time, internal consistency which is sometimes referred to homogeneity which addresses the extent to which all items on an instrument measure the same variable, equivalence reliability

which is a test of equivalence that attempts to determine whether similar test given at the same time yield the same results. To ensure that the study is reliable, the researcher made sure that all the aspects of the research process were clearly documented and explained; and data findings were reported truthfully and honestly. Middleton (2019) states that validity refers to how accurately a method measures what it is intended to measure. To produce valid results, the researcher did a pre-test of the questionnaire to make sure the participants understood the questions the way the researcher intended. Brink, van der Walt and van Rensburg (2018) also states that reliability and validity are closely related and the researcher needs to consider both of them when selecting a research instrument.

Brink, van der Walt and van Rensburg (2018) define triangulation as the use of multiple sources, or referents, to draw conclusions about what constitutes the truth about a phenomenon, and to bring clarity to, and an understanding of it. Triangulation is based on the assumption that any inherent bias in a particular data source (whether originating from researcher or method), is neutralized when used in conjunction with others. There are different types of triangulation such as researcher triangulation which is the use of more than one researcher in a single study, data triangulation which is the use of multiple means of data collection as well as sources, theory triangulation which is the use of multiple theories or perspectives to interpret a single data set, methodological triangulation which uses multiple methods and analysis triangulation which uses two or more analytical techniques to analyze one data set. The researcher used methodological triangulation to enhance validity of the findings. Methodological triangulation is the use of multiple methods to study a single topic, for example using both quantitative and qualitative methods in a study, which is what the researcher did in this study.

3.8 Procedure

The researcher used a research permission letter from the University of Namibia (see Appendix 4), which was used to seek approval from Okahao Community Library Management to carry out the research. After permission was granted, the researcher and management agreed on the time the researcher was allowed to come to the library to collect data. The researcher was allowed to come in for a maximum of 3 weeks during working hours to collect data. Due to the pandemic, the researcher was also advised to practice social distancing and keep all covid-19 regulations in place. The researcher used questionnaires (see Appendix 1) to collect data from library users and an interview guide (see Appendix 2) to collect data from staff. Interviews were recorded with the permission of the participants.

3.9 Data analysis

According to Brink, van der Walt and van Rensburg (2018, p. 167) “Descriptive statistics explain and summarize data. They can be subdivided according to the summary functions they perform. An overview of five groups of these statistics, referring to simple formulae and calculations is provided.” The researcher used Microsoft excel to analyze the data for descriptive statistics. This data was reported using bar graphs, pie charts and tables. Data from interviews was analyzed using thematic analysis and presented using descriptive narrative.

3.10 summary

The chapter introduced the methodology that was used in the study. The research design for data collection methods and instruments were discussed and the population, sampling, data analysis and the research procedure used were discussed. The next chapter is on data analysis and presentation.

Chapter 4

Data Analysis and Presentation

4.1 Introduction

This chapter presents the findings of the data collected. The previous chapter has indicated that the researcher had gone to the library in order to hand out the questionnaires to the library users and interview the library staff. The researcher visited the library as arranged and carried out the intended activities accordingly. However, some library users showed no interest in the study which led to them not fully completing the questionnaires, this limiting the researcher from not getting accurate feedback from the users.

4.2 Participants of the study

Data was collected from 50 participants who came to the Library on the days the researcher was collecting data. The sample was meant for 50 participants. The participants received questionnaires as they came to the Library. As per ethical requirements, the names of the respondents in this study have not been revealed for the purpose of confidentiality. The questionnaires were divided into 5 sections, with sections 2-5 being based on the research objectives:

- Demographic data
- E-resources at Okahao Community Library
- Adequacy of the Library's infrastructure and resources
- Level of Users' ICT skills
- Okahao Community Library users' perceptions towards access and use of e-resources

4.3 Demographic data

In this sub-section the participants' demographic information is described.

4.3.1 Age

Table 4.1 shows the age range of the 50 participants who took part in the study. A total of 15(30%) were of the age range 12-20, 22(44%) were of the age range 21-30, 10(20%) were of the age range 31-40 and 3(6%) were of the age range 41 and above.

Table 4.1

Age	Number of users	Percentage
12-20	15	30%
21-30	22	44%
31-40	10	20%
40+	3	6%

4.3.2 Gender

A total of 20(40%) of the respondents were male and a total of 30(60%) were female as shown in figure 4.1 below.

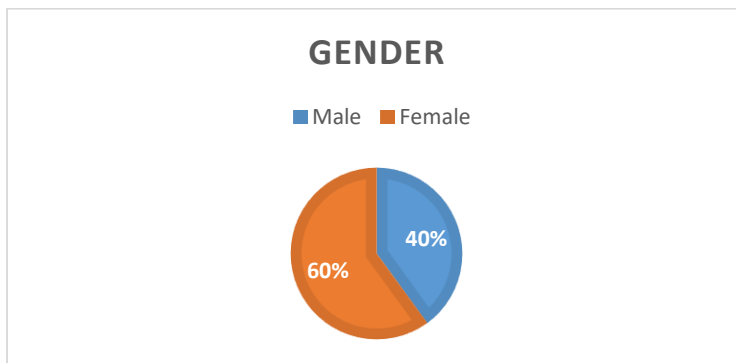


Figure 4.1 Respondents` gender

4.3.3 Membership

Figure 4.2 shows the membership status of the library users. A total of 28(56%) out of 50 participants had library membership and a total of 22(44%) out of the 50 participants did not have membership.

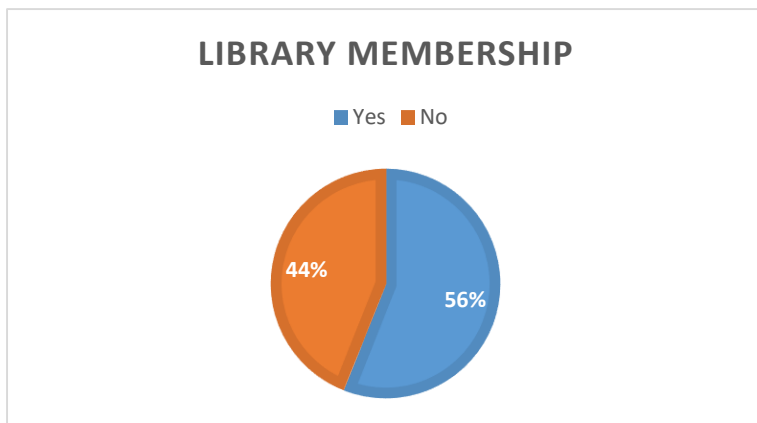


Figure 4.2 Membership status

4.3.4 Highest Qualification

Figure 4.3 shows the respondents' highest qualifications. It shows that 25(50%) were in possession of a grade 12 certificate, 9(18%) were in possession of a NQF5 certificate, 8(16%) indicated that they were in possession of a diploma, 5(10%) were in possession of a degree and 3(6%) were in possession of other qualifications 2 had a postgraduate diploma and 1 had a master's degree.

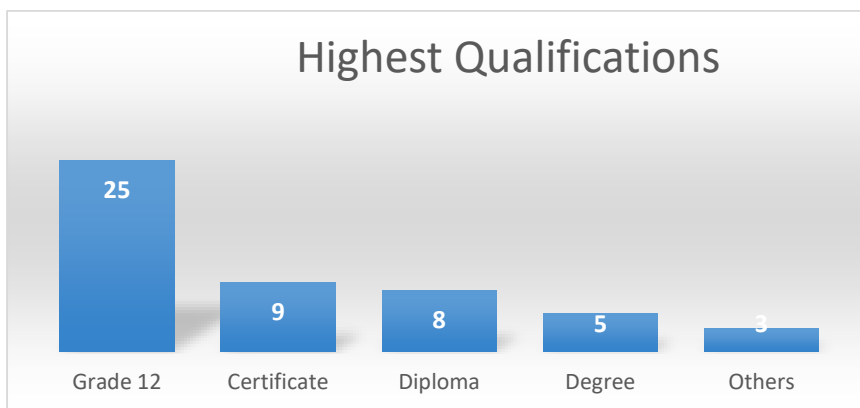


Figure 4.3 Respondents Highest qualification

4.4 E-resources at Okahao Community Library

One of the study's research objectives was to examine the e-resources available at Okahao Community Library. The researcher wanted to find out how many of the users were aware of

the available e-resources at the library and how many of the users were not aware. The researcher also wanted to find out if the users had made use of the available e-resources and whether they struggled in anyway when searching for e-resources. Furthermore, the researcher sought to find out the availability of the e-resources the users sought. The following presents findings on this research objective.

4.4.1 Users awareness of the available e-resources

Figure 4.4 shows that 35(70%) of the Library users were aware of the available e-resources and 15(30%) were not.

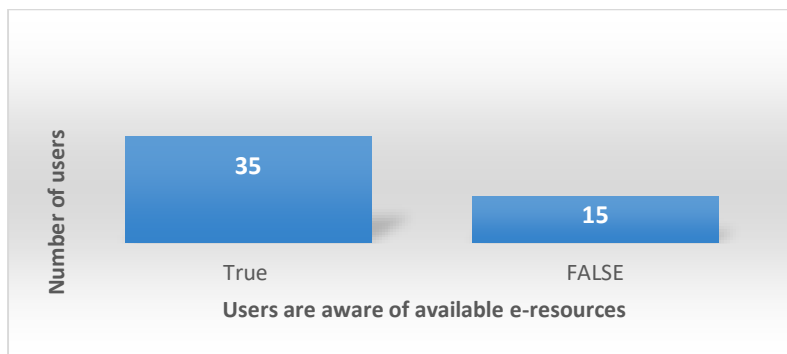


Figure 4.4 Users' awareness of available e-resources

4.4.2 Users' use of the available e-resources

Figure 4.5 shows that 32(64%) of the users made use of the available e-resources while the remaining 18(36%) of the users did not.

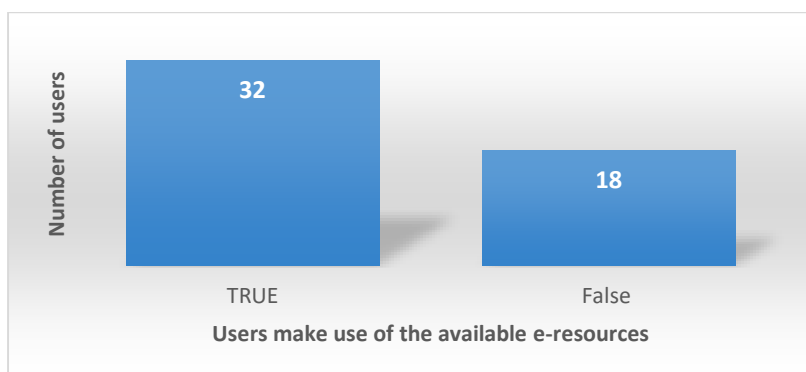


Figure 4.5 Users' use of the available e-resources

4.4.3 Users, experience in finding the available e-resources

Figure 4.6 shows that 16(32%) of the library users struggled to find the available e-resources and 34(68%) of the library users did not.

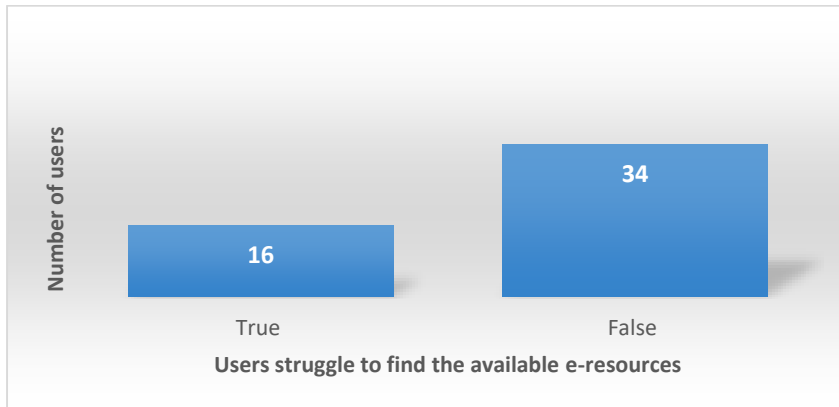


Figure 4.6 Users struggle to find the available e-resources

4.4.4 Seeking help from Library staff with e-resources searching

Figure 4.7 shows that when users were searching for e-resources and they could not find what they were looking for, 8(16%) of the users kept searching while 42(84%) of the users asked for assistance from the librarian.

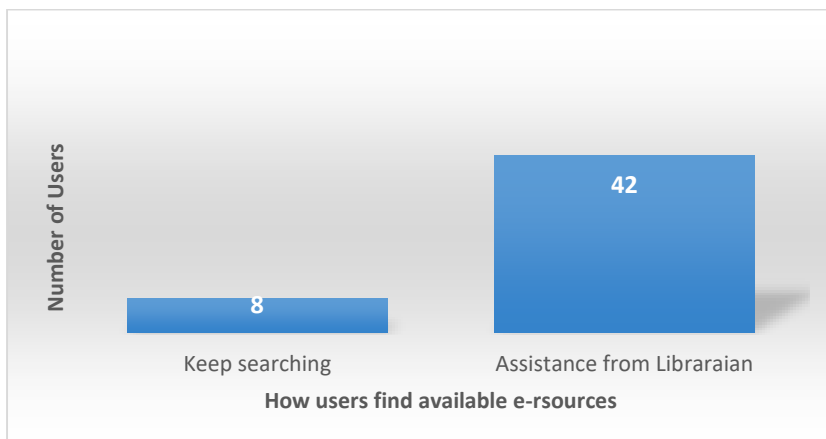


Figure 4.7 How users find the available e-resources

4.4.5 E-resources normally used by library users

Figure 4.8 Shows that out of a total of 50 users 22(44%) of the users made use of electronic books, 18(36%) electronic journals, 17(34%) magazines, 29(58%) , 30(60%) dictionaries and 8(16%) did not indicate.

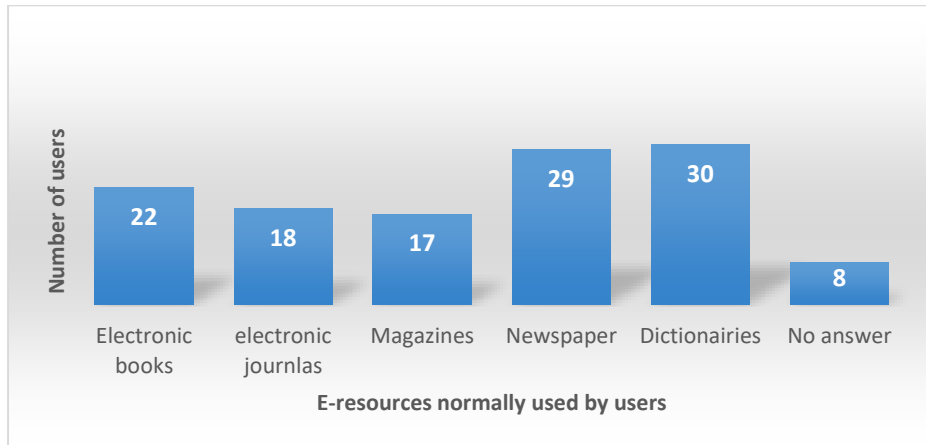


Figure 4.8 E-resources normally used by users

4.5 Adequacy of library infrastructure and resources

Another objective of the study was to find out whether the Library had adequate infrastructure to accommodate e-resources for users. The researcher sought answers from questions such as, “Does the Library have enough working computers?” “Is there Wi-Fi connection available at the Library?” “Are users provided with the Wi-Fi password at all times?” and whether there were user friendly search engines. The findings are presented below:

- 4(8%) of the Library users had enough working computers and 46(92%) did not.
- 50(100%) of the Library users agreed that the library had Wi-Fi connection available at the library.
- 40(80%) of the Library users said that they were always provided with the WI-FI password at all times while the remaining 10(20%) said that they were not.
- 34(68%) of the library users said that the Library had user friendly search engines and 16(32%) of the users said that the Library did not have user friendly search engines.

4.6 Level of ICT related skills of the library users

One of the study's objective was to determine the level of ICT related skills for the users and Library staff. In order for the users to be able to navigate the computer and make use of e-resources, they need to be well acquainted with at least the basic ICT skills. The researcher sought to find out whether the users were able to tell when the Wi-Fi were On or Off, the researcher also wanted to find out whether users needed assistance in switching on the computer to locate the e-resources they were looking for. The researcher further sought to find out if the users were well acquainted with the skills needed to make use of the available e-resources and whether the users had any experience with online databases. The researcher also wanted to find out if the users were able to navigate the internet. Lastly the researcher sought to find out whom amongst the users have taken the Basic ICT Course offered at the library and the kind of computer skills they possess. The following presents findings on this research objective

4.6.1 Users able to tell when the Wi-Fi is on and off

Figure 4.9 shows that out of 50 participants, 30(60%) of the users were always able to tell when the Wi-Fi was off, 16(32%) of the users were sometimes able to tell when the Wi-Fi was off and 4(8%) of the users were never able to tell when the Wi-Fi was off.

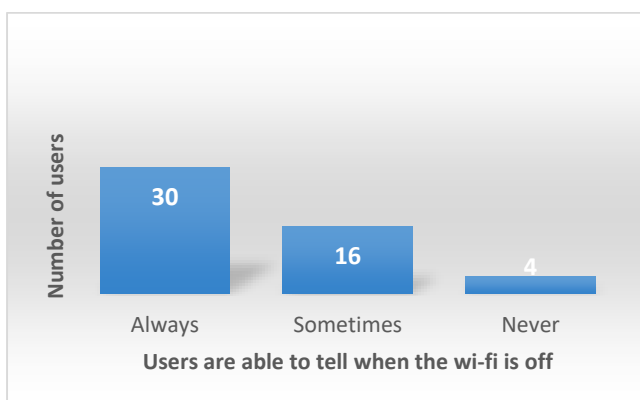


Figure 4.9 Users are able to tell when the Wi-Fi is off

4.6.2 Users needing assistance in switching on the computer and locating the available e-resources

Figure 4.10 shows that 5(10%) of the users always needed assistance in switching on the computer and locating the available e-resources, 22(44%) of the users sometimes needed assistance in switching on the computer and locating the available e-resources and 23(46%) of the users never needed assistance in switching on the computer and locating the available e-resources.



Figure 4.10 Users need assistance in switching on the computer and locating available e-resources

4.6.3 Users' skills to make use of the available e-resources

Figure 4.11 shows that 25(50%) of the users were always able to make use of the available e-resources, 17(34%) of the users were sometimes able and 8(16%) of the users were never able.



Figure 4.11 Users' skills to make use of the available e-resources

4.6.4 Users' experience with online databases

Figure 4.12 shows that 22(44%) of the Library users always had experience with online databases, 18(36%) of the users sometimes had experience with online databases and 10(20%) of the users never had experience with online databases.

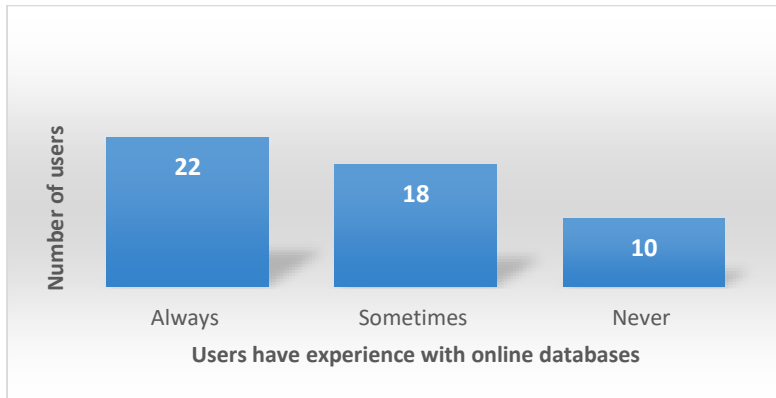


Figure 4.12 Users' experience with online databases

4.6.5 Users' ability to navigate the internet

Figure 4.13 shows that 27(54%) of the users were always able to navigate the internet, 13(26%) of the users were sometimes able to navigate the internet and 10(20%) of the users were never able to navigate the internet.

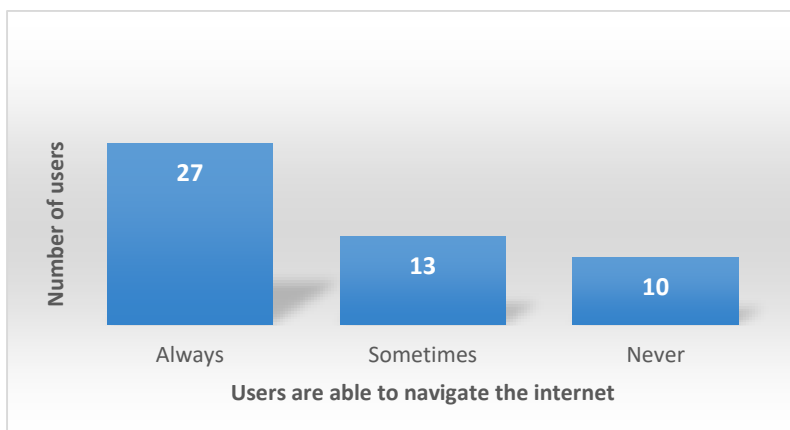


Figure 4.13 Users' ability to navigate the internet

4.6.6 Users' training on the basic ICT courses offered at the library

Figure 4.14 shows that 22(44%) of the Library users had attended the basic ICT course offered at the Library and 28(56%) had never attended.

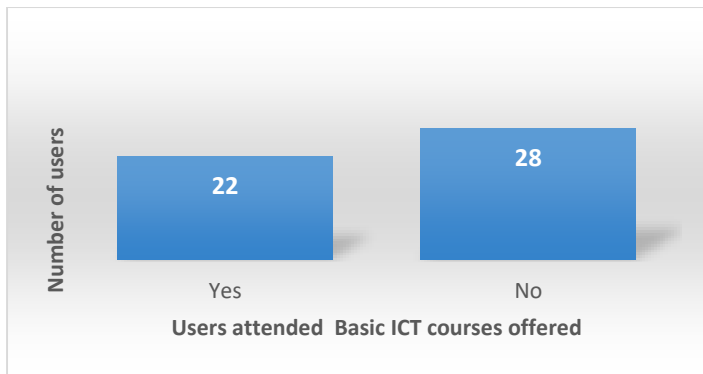


Figure 4.14 Users attendance at basic ICT courses offered

4.6.7 Users' computer skills

Figure 4.15 shows that 37(74%) of the users made use of word processing, 22(44%) spreadsheets, 40(80%) internet, 31(61%) email communication and 23(46%) of the users made use of other computer skills such as publisher, PowerPoint, etc.

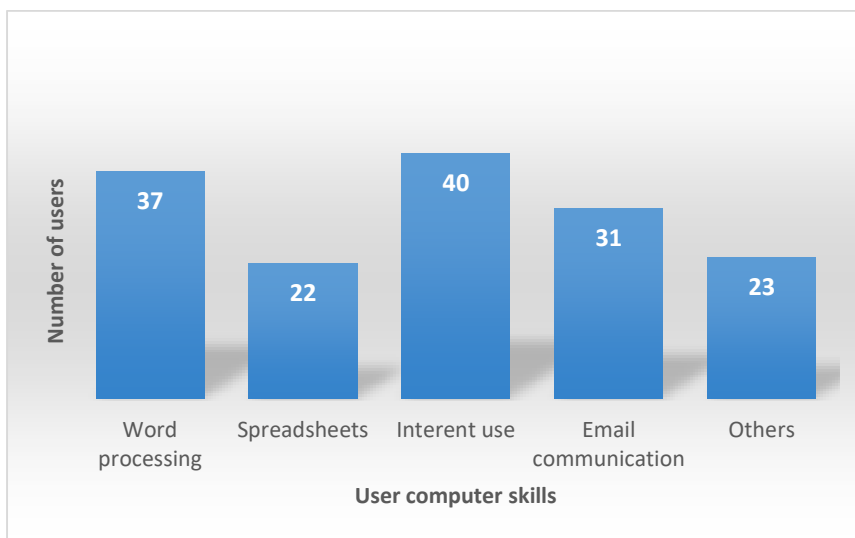


Figure 4.15 User computer skills

4.7 Perceptions of Okahao Community Library users towards access and use of e-resources

Another objective of the study was to investigate the perceptions of Okahao Community Library users towards access and use of e-resources. The researcher sought to find out from the users whether an e-resource was a lot quicker to browse or search. The researcher also wanted to find out from the users if the e-resources contained a vast amount of information or

not. The researcher further sought to find out from the users whether the e-resources were available to access at anytime from anywhere, as well as find out if they accessed e-resources more than physical books. The following presents findings on this research objective

4.7.1 An e-resource is a lot quicker to browse or search

Figure 4.16 shows that 27(54%) of the users strongly agreed that an e-resource was a lot quicker to browse or search, 8(16%) of the users agreed that an e-resource was a lot quicker to browse or search, 15(30%) of the users didn't know if an e-resource was a lot quicker to browse or search 0(0%) of the users disagreed that an e-resource was a lot quicker to browse or search and 0(0%) strongly disagreed that an e-resource was a lot quicker to browse or search.

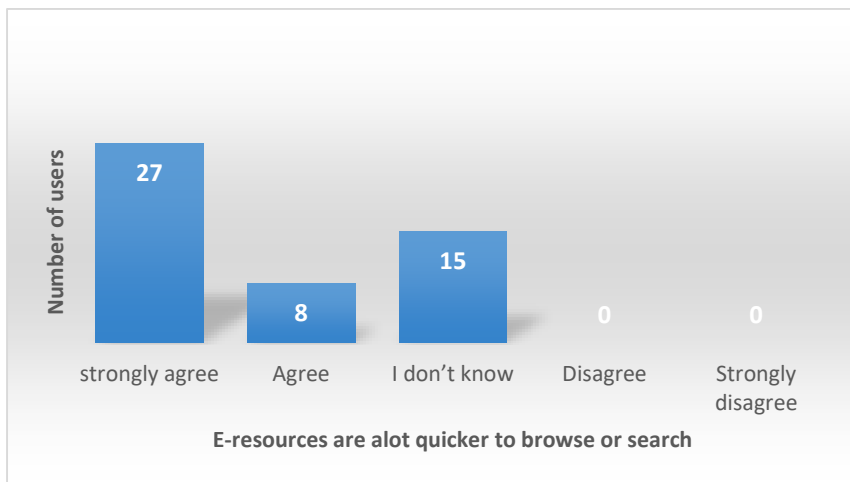


Figure 4.16 E-resource are a lot quicker to browse or search

4.7.2 E-resource contain vast amount of information

Figure 4.17 shows that 24(48%) of the users strongly agreed that an e-resources contained vast amount of information, 14(28%) of the users agreed that e-resources contained vast amount of information, 12(24%) of the users didn't know if e-resources contained a vast amount of information, 0(0%) of the users disagreed that e-resources contained a vast amount of information and 0(0%) of the users strongly disagreed that e-resources contained a vast amount of information.

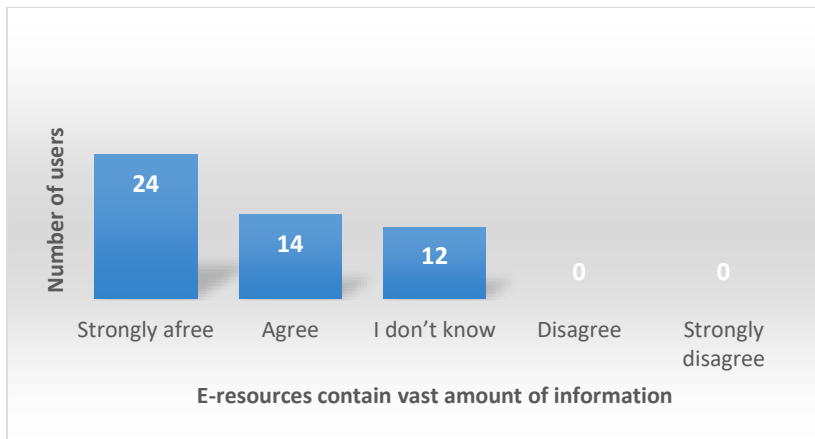


Figure 4.17 E-resources contain vast amount of information

4.7.3 E-resources are available to access at anytime from anywhere

Figure 4.18 shows that 20(40%) of the users strongly agreed that e-resources were available to access at anytime from anywhere, 14(28%) of the users agreed that e-resources were available to access anytime from anywhere, 15(30%) of the users didn't know if e-resources were available to access anytime from anywhere, 1(2%) of the users disagreed that e-resources were available to access at anytime from anywhere and 0(0%) of the users strongly disagreed that e-resources were available to access anytime from anywhere.

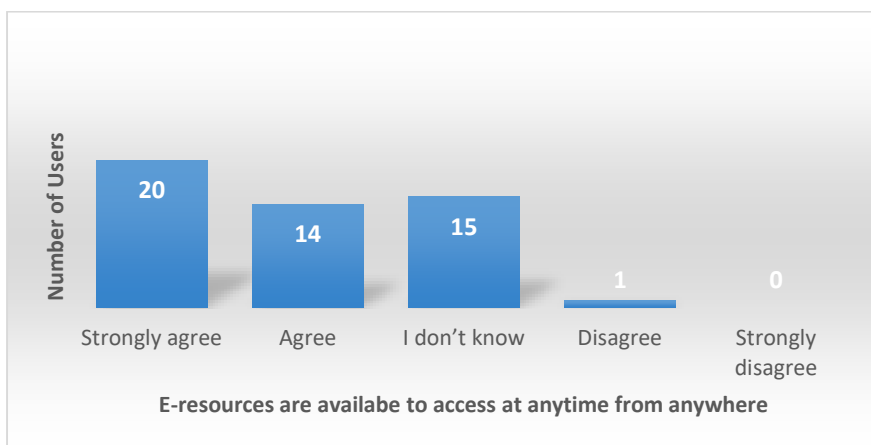


Figure 4.18 E-resources are available to access at anytime from anywhere

4.7.4 Users access e-resources more than physical books

Figure 4.19 shows that 20(40%) of the users strongly agreed that they accessed e-resources more than physical books, 11(22%) of the users agreed that they accessed e-resources more

than physical books, 15(30%) of the users didn't know if they accessed e-resources more than physical books, 3(6%) of the user disagreed that they accessed e-resources more than physical books and 1(2%) of the users strongly disagreed that they accessed e-resources more than physical books.

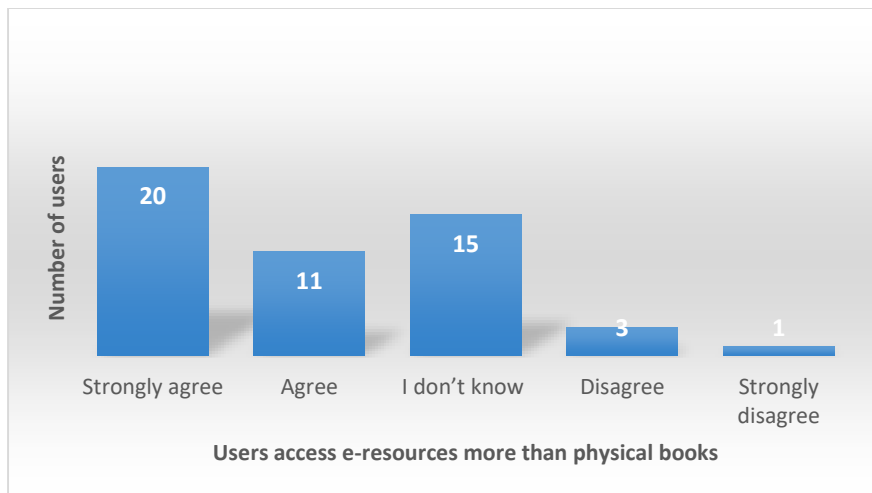


Figure 4.19 Users access e-resources more than physical books

4.8 Interviews

For the interviews, the researcher followed up telephonically to confirm the availability of the staff members and the time they were comfortable and available to be interviewed. Before the interview started, the researcher introduced herself and the topic they were undertaking. The researcher also explained why the staff members had to be interviewed. The researcher interviewed 3 staff members, 1 Senior Librarian and 2 Assistant Librarians coded Assistant Librarian A and Assistant Librarian B. The interview lasted 10 to 15 minutes.

Data for interviews is presented based on the following thematic issues:

- Resources at Okahao Community Library;
- Budget; ICT skills;
- Marketing of resources;

- Perceptions of Okahao Community Library users towards access and use of e-resources; and
- Challenges.

4.8.1 Resources at Okahao Community Library

The first objective was to examine the availability of e-resources at Okahao Community Library. The researcher asked the following question, “what type of electronic resources does the library offer?” In response to this question, the Senior Librarian answered “We have 10 computers that are accessible to the public, in addition, Wi-Fi services including scanning facilities.” Assistant Librarian A added that “we also have a television which is an electronic device, it allows the users to watch for example the local news.” The senior librarian added “we also have e-readers(kindles) which can be requested by users at the reference desk when they do not want to make use of the computers.” The researcher asked another question “how do you make sure that the library users are aware of the available e-resources?” The senior librarian narrated “we have posters that are displayed within the library, displaying every service offered at the library.” Assistant librarian B added “Some posters also show pictures of the library staff and users making use of the e-readers and some using the computers to access e-resources.”

4.8.2 Budget

The researcher asked the question “is there a budget allocated for training for the librarians, what is the budget for the year 2021?” The Senior Librarian responded that there was no budget allocated for training librarians. Assistant Librarian B added, “Especially now with COVID, there are no such arrangements made.” The researcher asked the following question “is there a budget allocated for e-resources?” The Senior Librarian replied “Yes, but the figures, I cannot provide that at the moment.”

4.8.3 ICT Skills

One of the study's objective was to determine the level of ICT related skills for the users and library staff. The researcher sought answers from the following question "Do you think the Library users have the skills to make use of the available e-resources?" The Senior Librarian replied, "Yes, most of them are at institutions of higher learning." Assistant Librarian A added that most of the users are well acquainted and only a few struggle and with those, the Library staff was always ready to help. The researcher asked how often the Library conducted basic ICT courses. The Senior Librarian replied, "Since COVID, we now limited the number of times we have the basic ICT course per year. Before COVID, we used to have it every second month, two sessions per month, 10 people per session, making it 20 people per course after every second month."

4.8.4 Marketing

The researcher wanted to find out how well informed the users were about the e-resources at the Library and asked the following question: "How do you market and promote the e-resources available at the library and how do you think you can market the e-resources available better compared to how you do it now?" The Senior Librarian responded that it was mostly through posters in the Library and at Shoprite store." Assistant librarian B added "We have posters all over the Library showing our services such as Wi-Fi and the Wi-Fi password, internet use and all the other services we offer." The Senior Librarian expressed the following wish: "Okahao Town Council has a newsletter leaflet; it would be nice if we get to market our services there." Assistant librarian A also added "it would also be nice if we engage with other shareholders to market our services, such as Kambwa Trading CC, Chicco Building Supply, Okahao Town Council and others."

4.8.5 Perceptions of Okahao Community Library users towards access and use of e-resources

Another objective of the study was to investigate the perceptions of Okahao Community Library users towards access and use of e-resources. The researcher asked the following

question “Do you think the available e-resources are well used by the library users and is there an increase in the usage of e-resources at the library?” The Senior Librarian responded that the e-resources were well used and there was an increase in the usage of e-resources, which Assistant Librarian A agreed with. The researcher also asked the following question “is there anything that can be done to increase the use of e-resources by users and what was the staff perceptions on e-resources?” The Senior Librarian was of the opinion that there was nothing that could be done to increase the use of e-resources as there was already a yearly increase.” Assistant librarian B added “If we continue doing what we have been doing, we will then continue to have an increase in the usage of e-resources.” The Senior Librarian narrated, “E-resources are the future for libraries as the world is moving to a digital world and everything is just going to be electronic” and opined that in future there may not be any physical books, which Assistant Librarian B agreed with. The Senior Librarian added, “Access to e-resources is considered time saving, it is so much faster to find information on google because it is just there at your finger tip, but if you have to go to a physical book, you will keep searching through the pages and that is time consuming.” Assistant librarian A agreed with the views of the Senior Librarian.

4.8.6 Challenges

The researcher asked the following question “what are the challenges that your encounter when providing electronic resources to users and in your opinion, what are some challenges faced by users when assessing electronic resources?” The following were their responses:

- Power failure (Senior Librarian; Assistant Librarian A)
- Most users are slow have not grasped how to use a computer. (Senior Librarian; Assistant Librarian A). “Not everyone knows how to use the computer. It`s also hard to teach students who are slow, as you will need to teach them the basic, it is time consuming” (Assistant Librarian A).

4.9 Chapter Summary

The chapter presented the data. The researcher used Microsoft excel to analyze the data for descriptive statistics. This data was reported using bar graphs, pie charts and tables. Data from interviews was analyzed using thematic analysis and presented using descriptive narrative. The next chapter presents a discussion and summary of findings, conclusions and recommendations.

Chapter 5

Discussion and Summary of Findings, Conclusions and Recommendations

5.1 Introduction

According to Thomas (2010) the purpose of discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study of the problem. Thomas (2010) further states that the discussion chapter will always connect to the introductory by way of the researcher questions or hypotheses the researcher posed and the literature they reviewed. The purpose of the study was to assess the provision of e-resources to the users at Okahao Community Library. The following research objectives were addressed:

1. Examine the e-resources available at Okahao Community Library.
2. Find out whether the library has adequate infrastructure to accommodate e-resources for users.
3. Determine the level of ICT related skills for the users and library staff.
4. Investigate the perceptions of Okahao Community Library users towards access and use of e-resources.

The chapter also includes the summary of findings, conclusions as well as the recommendations.

5.2 Discussion of findings

In the discussion, the researcher is discussing the research outcomes, what the study revealed, suggested or indicated. (Thomas, 2010).

5.2.1 E-resources available at Okahao Community Library

One of the objectives of this study was to examine the e-resources available at Okahao Community Library. In this regard, the study examined how many users were aware of the

available e-resources, whether they make use of the available e-resources and if they struggled finding the available e-resources. The study also examined how users find the available e-resources and the mostly used e-resources. The study found that 22 (44%) respondents were between the ages of 21-30 years. Seeing that we are facing a pandemic and most students have returned to their homes of origin hence forced to make use of the community libraries to complete their assessments, this also shows why the younger generation are more involved in the use of e-resources compared to the older generation as stated by Coward (2010) E-resources have vital role in supporting higher education and in fulfilling educational objectives. The study found that most of the library users were aware of the available e-resources. Amongst the users who were aware of the available e-resources, 64% of the users made use of the available e-resources, those who made use of the available e-resources were those who attended the Basic ICT course offered at the library. This also confirms a study by Coward (2010) that stated that library users required to be trained to make use of the e-resources. Eighty-four percent (84%) of the users revealed that whenever they were looking for e-resources and could not find what they were looking for, they would seek for assistance from the librarians rather than having to keep searching themselves. The study also found that the mostly used e-resources includes newspapers and dictionaries and other users made use of the electronic books, electronic journals and magazines. According to Coward (2010) e-resources provide users with faster and more convenient information. Coward (2010) also added that e-resource reduce the burden of library staff. In response to the question posed to the librarians, the senior librarian indicated that the library had 10 working computers that were accessible to the public, in addition he added that the library had Wi-Fi and the users were always provided with the Wi-Fi password at all times

5.2.2 Adequacy of library infrastructure and resources

Acer (2017) stated that e-resources are quickly becoming the norm at libraries since they combine technology and information resources to allow remote access to educational content, breaking down the physical barriers. The study established that the Library did not have adequate infrastructure and resources to accommodate e-resources, this was revealed by the results that shows that 92% of the users agreed that the library did not have enough working computers. The study also found that despite the fact that the Library did not have enough working computes, there was always Wi-Fi connection and users were always provided with the Wi-Fi password at all times.

5.2.3 Level of ICT related skills of the library users

According to Kumar and Grover (2017) the recent developments in the field of information and communication technology (ICT) have changed each and every aspect of the world. Coward (2010) also confirms that e-resources offer enormous benefits and for one to make use of e-resources they need ICT related skills. The study found that users were able to tell when the Wi-Fi was on or off. The study also revealed that most of the users never needed assistance in switching on the computer and locating the available e-resources. Despite the fact that most users were able to switch on the computers and were able to locate the available e-resources, the study revealed that there were still few users who struggled to switch on the computers and locate the available e-resources but the librarians were always available to assist them. Basic ICT skills are important in order to make use of e-resources. Kenchakkanar (2014) states that most library users do not have the skills needed to use e-resources. The study found that most users were well acquainted with skills needed to make use of the available e-resources and have experience with online databases. The study also found that most users were able to navigate the internet. The study further revealed that only 44% of the users have attended the Basic ICT Course offered at the library. This also explains why there were still users who did not have the skills required to make use of the available e-resources as they had not attended the Basic

ICT Course. Hamutumwa (2014) states that factors that would hamper a student from effectively using electronic resources include: Financial constraints, lack of formal training on how to browse the internet, little or lack of knowledge of websites/search engines in searching for information on the internet, slow speed of students in typing and disinterestedness (lack of personal interest) on the part of some students and lack of how to use the computer effectively. This also just confirms a study by Sinha and Thacker (2010) that refers to the issues of classism and exclusion, which states that the users can only acquire the skills needed if they attend the Basic ICT Course offered at the library or if they are privileged to have come from backgrounds that allows them to have had access to electronic devices. Hamutumwa (2014) also states that limited access to ICT infrastructure hampers the use of e-resources, this just explains how important it is for one to have the basic ICT skills in order to make use of the e-resources. The study also found that most of the users used word processing and internet use and very few of the users used spreadsheet, emails and others. The study found that most of the users were well acquainted with the skills relating to an answer provided by the senior librarian. The researcher also sought to find out how often the library conducted the Basic ICT Course. One of the services offered at Okahao Community Library includes, Basic ICT Courses. Seeing what we are facing which we might last a few more years, the study revealed that due to Covid, the number of times the Library offered the course had been limited but in the past, they offered it every second month for two sessions a month with 10 people per session.

[5.2.4 Perceptions of Okahao Community Library users towards access and use of e-resources](#)
According to Kumar and Kumbar (2015) e-resources combine all the benefits of the multimedia, digital coding and internet. It enables users to carry everywhere and can be read on all types of computers including handled devices. The study found that 54% of the users strongly agreed that an e-resource is a lot quicker to browse or search. The study also revealed

that most of the users strongly agreed that e-resources contained vast amount of information and that e-resources were available to access at anytime from anywhere. The study also found that most users strongly agreed that they access e-resources more than physical books. Sinha (2014) states that the importance of e-resources over print media includes: speedy information; not time limit; multi access; remote access; hyperlinks and multimedia; content, search facilities; emailing; email alert; maintenance; physical space saving; security and economical. The study found that the e-resources were being used well and that there was a yearly increase in the use of e-resources. The researcher also wanted to find out if there was anything that can be done to increase the use of e-resources and the study revealed that there was nothing that could be done as there was a yearly increase in the use of e-resources.

5.3 Summary of findings

This section of the chapter consists of summaries of the findings of the study conducted. The study aimed to assess the provision of e-resources to users at Okahao Community Library. The summary of the findings in this chapter is done under the following themes:

1. E-resources available at Okahao Community Library.
2. Adequacy of library infrastructure and resources.
3. Level of ICT related skills of the library users.
4. Perceptions of Okahao Community Library users towards access and use of e-resources.

5.3.1 E-resources available at Okahao Community Library

The study found that most of the users were aware of the available e-resources and very few were not aware of the available e-resources and very few users were not aware of the available e-resources. The study also found that some of the users did not make use of the available e-resources and they struggled finding the available e-resources. Further, the study found that when users were searching for information and they could not find what they were looking for,

most users asked for assistance from the librarians while few others continued searching for the information they were looking for. Lastly the study found that the mostly used e-resources was the newspapers and dictionaries while very few users consulted the electronic books, electronic journals as well as magazines.

5.3.2 Adequacy of library infrastructure and resources

The study found that 92% of the users agreed that the library did not have enough working computers while the remaining agreed that the library had enough working computers. The study also found that all the users agreed that the library had Wi-Fi connection available at the library and most of the users were provided with the Wi-Fi password at all times. The study also found that most of users said that the library had user friendly search engines and very few agreed that the library did not have user friendly search engines.

5.3.3 Level if ICT related skills of the library users

The study found that most of the users where able to tell when the Wi-Fi was on or off whilst a few were never able to tell when the Wi-Fi was on or off. Most of the users never needed assistance in switching on the computer and locating the available e-resources. The study also found that most of the users were acquainted with skills needed to make use of the available e-resources and had experience with online databases. Most of the users were able to navigate the internet. The study also revealed that most of the users had not attended the Basic ICT Course offered at the library. Lastly the study established that most of the users made use of word processing and internet use and very few users used spreadsheet, email and others.

5.3.4 Perceptions of Okahao Community Library users towards access and use of e-resources.

The study found that most of the users strongly agreed that an e-resource was a lot quicker to browse or search. Study found that few users did not know if an e-resource was a lot quicker to browse or search. The study also found that most of the users agreed that e-resources contained vast amount of information while very few users did not know if the e-resources contained vast amount of information. The study also revealed that most of the users agreed

that e-resources were available to access anytime from anywhere and few of the users did not know if e-resources were available to access anytime from anywhere. The study also found that most of the users agreed that they accessed e-resources more than physical books and few users disagreed or did not know if they accessed e-resources more than physical books

5.4 Conclusions

The study assessed the provision for e-resources to the users at Okahao Community Library. Based on the summarized findings of the study, this section presents conclusions drawn from the study.

5.4.1 E-resources available at Okahao Community Library

One of the study's objectives was to examine the available e-resources at Okahao Community Library. The study revealed that most of the library users were aware of the available e-resources and they have made use of them. The study also shows that most of the library users were students from institution of higher education, this contributing to a higher number of users accessing e-resources as they were well informed about e-resources.

5.4.2 Adequacy of library infrastructure and resources

One of the study's objective was to find out whether the library has adequate infrastructure to accommodate e-resources for users. The study revealed that the library did not have enough working computers. Despite the lack of computers, the study also shows that the library had Wi-Fi connection available and the users were provided with the Wi-Fi password at all times.

5.4.3 Level of ICT related skills of the library users

Another objective of the study was to determine the level of ICT related skills for the users and library staff. The study concluded that the library users had the ICT related skills they needed to make use of the available e-resources. The study also revealed that there was an increase in the use of e-resources every year.

5.4.4 Perceptions of Okahao Community Library users towards access and use of e-resources

One of the study`s objective was to investigate the perceptions of Okahao Community Library users towards access and use of e-resources. The study concluded that most of the users believed that e-resources contained a vast amount of information and that most of the users agreed that they had accessed e-resources more than physical books.

5.5 Recommendations

The study assessed the provision of e-resources to users at Okahao Community Library. The following recommendations emanated from the study findings.

- **The library has a poor marketing strategy:** The library staff should look into better marketing strategies such as displaying posters at schools to inform both the learners and teachers about the available e-resources, this will encourage more users to make use of the e-resources.

The library should market the Basic ICT Courses more often and the librarians should inform the school learners about the importance of attending the course concerning their studies at institutions of higher education.

- **The library does not engage with users through activities:** The library should implement a “get to know the library” day where they engage the users once in 2 months and introduce the services they offer at the library. In this way, most users will get to know about the e-resources available at the library. The library should also come up with activities where they get to inform their users about the available e-resources using fun activities to engage their users and serving refreshment to encourage more users to attend
- **Some users are not well informed about the services offered at the library:** Librarians should consider pasting posters at the entrance of the library and not just inside library to inform the users about their services. They should also display the

Wi-Fi password in bigger letters and at every table in the library to make sure every user gets to use the Wi-Fi. The librarians should also paste the library rules at the entrance and all around the library in bigger font to accommodate those who have sight problems.

5.6 Areas for further research

The study assessed the provision of e-resources to users at Okahao Community Library. Based on the findings from this study, the following is recommendation for further research:

- The study focused on the provision of e-resources to the users. Other studies can assess or investigate the impact e-resources have on users of community libraries.

5.7 Final Conclusion

The chapter introduced the discussion of findings of this study. The chapter also summarized the findings and presents conclusions drawn from the study. The chapter also presents recommendations emanating from the study findings. The study shows that there is much that needs to be considered to make sure that all the users are aware of the available e-resources and are well acquainted with the skills needed to make use of the available e-resources.

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APPENDIX 1

Questionnaire for Okahao Community Library Users

My name is Aune Namusakala Tuyoleni Shikongo, a fourth year student at the University of Namibia. I am pursuing a Bachelors degree of Arts in Library and Information Science. I am conducting a study titled “An assessment of the provision of e-resources to users at Okahao Community Library.” The study aims to assess the provision for e-resources to the users of Okahao Community Library, this was done by examining the available e-resources and finding out whether the library has adequate infrastructure to accommodate e-resources for the users.

Instructions

1. Please complete the questionnaire by marking with a **X** in the appropriate box.
2. Please do not write your name on this questionnaire to ensure anonymity and confidentiality of your participation.
3. Answer all questions.

SECTION 1: DEMORGRAPHIC DATA

Mark with an **X** in the appropriate box.

1.1 Age

12-20	
21-30	
31-40	
41+	

1.2 Gender

Male	
Female	

1.3 Library Membership

Yes	
No	

1.4 Highest qualification

Grade 12	
Certificate	
Diploma	
Degree	
Other	

SECTION 2: **E-RESOURCES AT OKAHAO COMMUNITY LIBRARY**

State whether the following are true or false by indicating with an **X** in the appropriate box.

2.1 I am aware of the available e-resources at the library.

True	
False	

2.2 I have made use of the available e-resources at the library.

True	
False	

2.3 I struggle finding the available e-resources.

True	
False	

2.4 How do you make sure that the e-resources you are looking for is available or not?

2.4.1 I keep searching.	
2.4.2 I ask for help from the librarian.	

2.5 Which e-resources do you normally use? Choose more than one.

Electronic book	
Electronic journals	
Magazines	
Newspapers	
Dictionaries	

SECTION 3: **ADEQUACY OF LIBRARY INFRASTRUCTURE AND RESOURCES.**

State whether the following statements are true or false by indicating with an **X** in the appropriate box.

Statement	TRUE	FALSE
3.1. The library has enough working computers.		

3.2 There is WIFI connection available at the library.		
3.3 I am provided with the WIFI password at all times.		
3.4 User friendly search engines.		

SECTION 4: LEVEL OF ICT RELATED SKILLS FOR THE USERS.

Please complete the following by marking with an **X** in the appropriate box. Scale: Always, sometimes, never.

	Always	Sometimes	Never
4.1 I am able to tell when the Wi-Fi is on or off.			
4.2 I need assistance in switching on the computer and locating the available e-resources			
4.3 I am well acquainted with the skills needed to make use of the available resources.			
4.4 I have experience with online databases.			
4.5 I am able to navigate the internet.			

Please complete the following by marking with an **X** in the appropriate box.

4.6 I have attended the Basic ICT Courses offered at the library.

YES	
NO	

4.7 Select the number of computer skills you have (select more than one)

4.7.1 Word processing	
4.7.2 Spreadsheets	
4.7.3 Internet use	
4.7.4 Email communication	
4.7.5 Others	

SECTION 5: PERCEPTIONS OF OKAHAO COMMUNITY LIBRARY USERS TOWARDS ACCESS AND USE OF E-RESOURCES.

Indicate the corresponding answer by marking with an **X** in the appropriate box as follows: Strongly agree, agree, I do not know, disagree, strongly disagree

	Strongly agree	Agree	I do not know	Disagree	Strongly disagree
5.1 An e-resource is a lot quicker to browse or search					
5.2 E-resources contain a vast amount of information.					
5.3 E-resources are available to access at anytime from anywhere.					
5.4 I access e-resources more than physical books.					

Your participation is highly appreciated.

APPENDIX 2

Interview guide for Okahao Community Library staff members.

My name is Aune Namusakala Tuyoleni Shikongo, a fourth year student at the University of Namibia. I am pursuing a Bachelors degree of Arts in Library and Information Science. I am conducting a study titled “An assessment of the provision of e-resources to users at Okahao Community Library.” The study aims to assess the provision for e-resources to the users of Okahao Community Library, this was done by examining the available e-resources and finding out whether the library has adequate infrastructure to accommodate e-resources for the users.

1. GENERAL INFORMATION

- 1.1 What is your position at Okahao Community Library?
- 1.2 How long have you been in this profession and at Okahao Community Library?
- 1.3 What do you enjoy most about your profession?
- 1.4 What do you find most challenging in this profession?

2. RESOURCES AT OKAHAO COMMUNITY LIBRARY

- 2.1 What type of electronic resources does your library offer?
- 2.2 How do you make sure the library users are aware of the available e-resources?

3. BUDGET

- 3.1 Is there a budget allocated for training for the librarians? What is the budget for the year 2021?
- 3.2 Is there a budget allocated for e-resources?

4. ICT SKILLS

- 4.1 Do you think the library users are well acquainted with skills to make use of the available e-resources?
- 4.2 what measures are in place to assist users advance their skills to be able to make use of the available e-resources?

4.3 How often do you conduct the Basic ICT courses?

5. MARKETING OF RESOURCES

5.1 How do you market and promote the e-resources available at the library?

5.2 How do you think you can market the e-resources available better compared to how you do it now?

6. PERCEPTIONS OF OKAHAO COMMUNITY LIBRARY USERS TOWARDS ACCESS AND USE E-RESOURCES

6.1 Do you think the available e-resources are well used by the library users?

6.2 Is there an increase in the usage of e-resources at the library?

6.3 Is there anything that can be done to increase the use of e-resources by users?

6.4 What is your perception on e-resources?

6.5 Access to e-resources is considered time saving, as a librarian, what do you think?

7.MEMBERSHIP

7.1 Are you aware of the Namibia Information Workers Association or any other association?

7.2 Are you a member of any information worker`s association? If yes, for how long and if no, do you see the need for signing up for one?

7.3 If you are part of any association, do you pay membership fee and do you see the need for it?

8. CHALLENGES

8.1 What are the challenges that you encounter when providing electronic resources to users?

8.2 In your opinion, what are some of the challenges faced by users when accessing electronic resources?

9. GENERAL COMMENTS

9.1 Do you have anything that you would like to comment on?

Your participation will be highly appreciated.

APPENDIX 3

INFORMED CONSENT FORM

Title of Research Project: “An assessment of the provision of e-resources to the users at Okahao Community Library”

Researcher: Aune Namusakala Tuyoleni Shikongo

Student number: 201612204

Institution: University Of Namibia

Cell: +264 81 648 3797

Email: auneshikongo@gmail.com

Supervisor: Prof C. T. Nengomasha

Institution: University of Namibia, department of Information and Communication Studies

Tell: +264 61 206 3641

Email: cnengomasha@unam.na

Information

I, Aune NT Shikongo kindly invite you to participate in the research project. The project is undertaken in partial fulfilment of the B. A. in Library and Information Science (Hon) of the University of Namibia, Department of Information and Communication Studies.

The aim of this study is to assess the provision of e-resources to the users at Okahao Community Library.

Your participation in this project is voluntary. You are allowed to refuse to participate or withdraw from the research project at any time without having to explain yourself. There will not be any monetary gain from participating in this research project. Your response will be treated with utmost confidence. You do not need to indicate your name.

If you have any questions or concerns about participating in this research project, please feel free to contact myself or my supervisor at the numbers indicated above. Thank you for participating in this research project.

I hereby consent to participate in the above study

Signature

Date

Appendix 4

23 June 2021

Mr Unotjari Katjijova
Senior Librarian
Okahao Community Library

Re: Requesting your permission for Ms Aune Shikongo to conduct research in your Library

We wish to introduce to you Ms Aune Shikongo, a fourth year student conducting research in partial fulfillment of the B.A. in Library and Information Science (Hons). Her research project is titled “*An assessment of the provision of e-resources to users at Okahao Community Library*”.

Any assistance you can render her in these difficult times of the pandemic will be appreciated. We rely on the support of our stakeholders for the success of our programmes.

Thank you in advance for your support.

Yours Sincerely



Prof C.T. Nengomasha

Supervisor, Department of Information and Communication Studies

Cell: 0812787617; Office: 2063641; email: cnengomasha@unam.na